

WEST COUNTY TRANSPORTATION AGENCY

SCHOOL BUS DRIVER

CLASSROOM

STUDY GUIDE



Reference material in this study guide is derived from the California Department of Education Instructors Manual for California's Bus Driver's Training Course, California Vehicle Code, California Code of Regulations, Federal Code of Regulations, California Educational Code, California Commercial Drivers Handbook, California Drivers Handbook and other related sources.
This guide is specifically geared for the School Bus Driver.

Curriculum in the West County Transportation Agency School Bus Drivers Classroom Training Manual is derived from the Instructors Manual for California's Bus Driver's Training Course, the California Vehicle Code Manual, the California Highway Patrol Passenger Transportation Safety Handbook (82.7), the California Code of Regulations, the Federal Code of Regulations, the California Drivers Handbook, the California Commercial Drivers Handbook and resources from the World Wide Web.

This manual is specifically geared for the School Bus Driver.

This manual is only as good as the instructor who uses it. If you have the skills and ability to update this manual when new laws are enacted or regulations change then you are welcomed to do so. I do update the manual prior to every class I teach however I cannot guarantee that I will upload the newer version. This manual is 581 pages long and may take time to download and print. Please contact me if you find any errors or if you have any suggestions to make to this manual better.

Note to all California School Bus Driver Instructors

As a California School Bus Driver Instructors you are required to instruct directly out of the Instructors Manual for California's Bus Driver's Training Course. This manual was not developed for an instructor to teach from but for a new and original applicant to have a manual that they can refer to and study from. This is in essence one large handout with the entire curriculum that is required by the State of California as well as additional material to help an original applicant or driver understand the material more thoroughly. This however does not relinquish your responsibility as a California School Bus Driver Instructor to teach all units of the Instructors Manual for California's Bus Driver's Training Course. You may refer to this manual while you are instructing out of the Instructors Manual for California's Bus Driver's Training Course just as you would refer to a handout or other material that you may distribute in your class.

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SCHOOL BUS DRIVER

CLASSROOM STUDY GUIDE

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This guide is specifically geared for the School Bus Driver.

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SCHOOL BUS DRIVER

Unit 1 Introduction



Curriculum in this handout is from the
Instructors Manual for California's Bus Driver's Training Course.
This handout is specifically geared for the School Bus Driver.

The objective of Unit I of the Instructors Manual for California’s Bus Driver’s Training Course is to explain the state and local responsibilities in school busing, the goal of reducing accidents, to explain the unit curriculum, the purpose and objectives of this course.

This handout covers all the subject matter in Unit I of the Instructors Manual for California’s Bus Driver’s Training Course and has additional material to help an applicant or driver understand the material more thoroughly.

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Introduction

This course you are about to take was prepared especially for school bus drivers, not for truck drivers or automobile drivers. Driving a school bus is much different from driving a transit bus, car or truck. Special skills, knowledge and judgements are necessary. Through this course you will become a professional school bus driver.

Upon successful completion of both the classroom and behind-the-wheel training course, you will be prepared to take the state-required examinations necessary to obtain a California Special Driver's Certificate.

This course will provide you with the information you need to become a professional school bus driver, the knowledge you will need as a driver to be successful in this career, and to ensure the safe transportation of pupils in California.

The School Bus Driver

A school bus driver is an individual who has been professionally trained to drive a large vehicle. Special skills and judgments are necessary to maneuver a 40 foot long, 8 foot wide and 10 foot high vehicle through city traffic and narrow country roads in all kinds of weather conditions with 84 passengers on board, passengers that may not always cooperate with the driver.

School bus drivers are required to attain:

Class A or B Driver's License – testing and issuance through the Department of Motor Vehicles

California Special Drivers Certificate – testing through the California Highway Patrol, issuance of certificate through the Department of Motor Vehicles.

School bus drivers are required to attain a minimum of 10 hours of training each year covering topics such as student loading and unloading, pupil management, defensive driving, first aid and emergency procedures.

The California Special Drivers Certificate

The California Special Drivers Certificate is issued by the Department of Motor Vehicles however all testing for the certificate is done by the California Highway Patrol. This certificate is in addition to your California Driver's License. This certificate is not only for school bus drivers but also for School Pupil Activity Bus, Farm Labor Vehicle, Youth Bus, vehicle for Developmental Disabled Persons and General Public Paratransit Vehicle drivers as well. The certificate will be restricted depending on what certification you are applying and testing for. As a School Bus Driver you will be qualified to drive all the different vehicles listed above.

CALIFORNIA SPECIAL DRIVER CERTIFICATE

DATE OF BIRTH MONTH DAY YEAR 06 - 20 - 72	EXPIRES BIRTHDAY 2022	DRIVER LICENSE NO. E0003677
--	---------------------------------	---------------------------------------

FULL NAME Matthew M. Burgess		
STREET ADDRESS 367 West Robles Avenue		
CITY Santa Rosa	STATE CA	ZIP 95407

SIGNATURE OF LICENSEE
Matthew Burgess

Valid only for the vehicles listed and when accompanied by an appropriate valid California driver license

CHP AREA
360

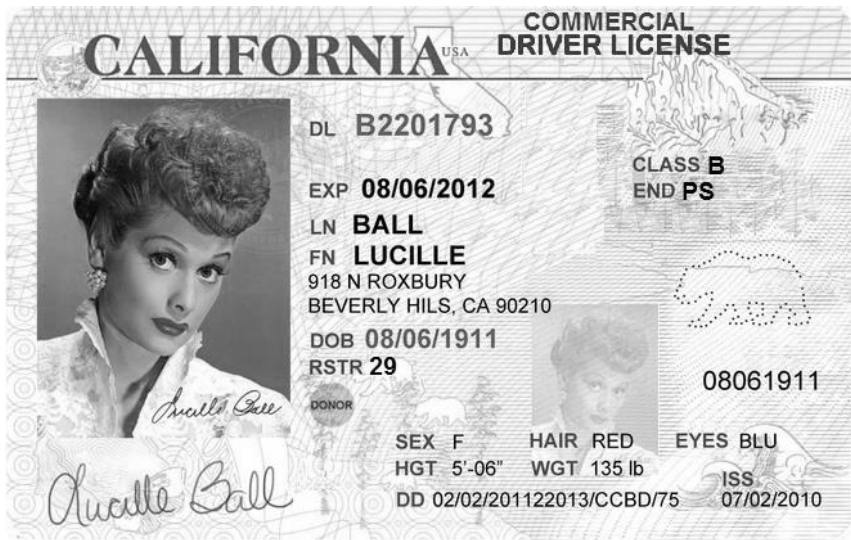
SCHOOL BUS - SPAB - FARM LABOR - YOUTH BUS - GPPV - VDDP

RESTRICTIONS 1, 2, 4	APPLICATION DATE 03 - 10 - 2017	DATE ISSUED 06 - 21 - 2017
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DL 45 (REV. 10/2005)

However, a SPAB certified driver will not be able to drive a school bus or a Farm Labor driver cannot drive a SPAB and so on. School Bus certification is the highest level of the California Special Driver Certificate.

To drive a school bus, you will also need to attain a (CDL) Commercial Driver's License with Air Brakes plus the School Bus and Passenger Endorsements.



CALIFORNIA USA **COMMERCIAL DRIVER LICENSE**

DL **B2201793**

EXP **08/06/2012**

LN **BALL**

FN **LUCILLE**
918 N ROXBURY
BEVERLY HILLS, CA 90210

DOB **08/06/1911**

RSTR **29**

CLASS **B**
END **PS**

08061911

SEX **F** HAIR **RED** EYES **BLU**

HGT **5'-06"** WGT **135 lb**

ISS DD **02/02/2011** 22013/CCBD/75 07/02/2010

Lucille Ball

Definition of a School Bus545 VC



A "school bus" is any motor vehicle designed, used, or maintained for the transportation of any school pupil at or below the 12th-grade level to or from a public or private school or to or from public or private school activities, except the following:

- (a) A motor vehicle of any type carrying only members of the household of the owner thereof.
- (b) A motor truck transporting pupils who are seated only in the passenger compartment, or a passenger vehicle designed for and carrying not more than 10 persons, including the driver, unless the vehicle or truck is transporting two or more handicapped pupils confined to wheelchairs.
 - (A passenger vehicle or motor truck is not exempt from the definition of a school bus when transporting two or more handicapped pupils confined to wheelchairs (reference Section 545[b] VC)
 - (A passenger vehicle is not exempt from the definition of a school bus when transporting 10 or more pupils, or if the passenger vehicle is designed for more than 10 persons including the driver and is transporting 1 or more pupils.)
 - (A motor truck is not exempt from the definition of a school bus when transporting one or more pupils in the cargo area)
 - (A transit bus is not exempt from the definition of a school bus if the vehicle is not on a regularly scheduled route, is used to transport school pupils, and is not available to the general public)

- (c) A motor vehicle operated by a common carrier, or by and under the exclusive jurisdiction of a publicly owned or operated transit system, only during the time it is on a scheduled run and is available to the general public, or on a run scheduled in response to a request from a handicapped pupil confined to a wheelchair, or from a parent of the handicapped pupil, for transportation to or from non-school activities; provided, that the motor vehicle is designed for and actually carries not more than 16 persons including the driver, is available to eligible persons of the general public, and the school does not provide the requested transportation service.
- (d) A school pupil activity bus.
- (e) A motor vehicle operated by a carrier licensed by the Interstate Commerce Commission which is transporting pupils on a school activity entering or returning to the state from another state or country.
- (f) A youth bus.
- (g) Notwithstanding any other provisions of this section, the governing board of a district maintaining a community college may, by resolution, designate any motor vehicle operated by or for the district, a school bus within the meaning of this section, if it is primarily used for the transportation of community college students to or from a public community college or to or from public community college activities. The designation shall not be effective until written notification thereof has been filed with the Department of the California Highway Patrol.
- (h) A state-owned motor vehicle being operated by a state employee upon the driveways, paths, parking facilities, or grounds specified in Section 21113 that are under the control of a state hospital under the jurisdiction of the State Department of Developmental Services where the posted speed limit is not more than 20 miles per hour. The motor vehicle may also be operated for a distance of not more than one-quarter mile upon a public street or highway that runs through the grounds of a state hospital under the jurisdiction of the State Department of Developmental Services, if the posted speed limit on the public street or highway is not more than 25 miles per hour and if all traffic is regulated by posted stop signs or official traffic control signals at the points of entry and exit by the motor vehicle.
- (i) A general public paratransit vehicle as defined in Section 336, provided that the general public paratransit vehicle does not duplicate existing school bus service, does not transport a public school pupil at or below the 12th grade level to a destination outside of that pupil's school district, and is not used to

transport public school pupils in areas where school bus services were available during the 1986 - 87 school year. In areas where expanded school services require expanded transportation of public school pupils, as determined by the governing board of a school district, general public paratransit vehicles shall not be used to transport those pupils for a period of three years from the date that a need for expansion is identified. For purposes of this section, a pupil is defined as a student at or below the 12th grade level who is being transported to a mandated school activity.

- (j) A school bus with the flashing red light system, the amber warning system, and the school bus signs covered, while being used for transportation of persons other than pupils, to or from school or school related activities.



This is not a school bus – the flashing red light system, the amber warning system and the school bus signs are covered. This bus can only be used for transportation of persons other than pupils, to or from school or school related activities.



This is a school bus

(k) A motor vehicle, other than a motor vehicle described in subdivision (b), that is designed to carry not more than 25 persons including the driver, while being used for the transportation of pupils to or from school-related activities if the vehicle is operated by a passenger charter-party carrier certified and licensed by the Public Utilities Commission pursuant to Chapter 8 (commencing with Section 5351) of Division 2 of the Public Utilities Code that is not under a contractual agreement with a school or school district, and the transportation does not duplicate school bus service or any other transportation services for pupils contracted, arranged, or otherwise provided by the school or school district.



A school bus must meet all construction, design, equipment, and color requirements of a school bus, and contain a Vehicle Inspection Approval Certificate signed and dated within the past 13 months.

The driver of a school bus must hold a Class A or B driver's license endorsed for passenger transportation, a valid medical certificate, and a special driver certificate valid for driving a school bus.

(1) School Pupil. School pupil includes children attending a pre-school.

(2) School Activities. The Education Code supports the proposition that schools have the function of developing the intellect and the recreational and social potentials of their pupils. The term "school activities" is broad in scope, including school-related activities. Any event organized by the school or occurring during normal school hours sanctioned for pupil attendance by the school is considered a school activity.

(3) School Graduation Activity Trips. Regardless of when a graduating senior receives a diploma, he/she is at the 12th-grade level until the last day of the school year, as established by the school district. Therefore, such a graduating senior transported to a school activity must be transported in a school bus, SPAB, or vehicle specifically exempt from school bus requirements.

S.P.A.B. 546 VC



School Pupil Activity Bus?

A "school pupil activity bus" is any motor vehicle, other than a school bus, operated by a common carrier, or by and under the exclusive jurisdiction of a publicly owned or operated transit system, or by a passenger charter-party carrier, used under a contractual agreement between a school and carrier to transport school pupils at or below the 12th-grade level to or from a public or private school activity, or used to transport pupils to or from residential schools, when the pupils are received and discharged at off-highway locations where a parent or adult designated by the parent is present to accept the pupil or place the pupil on the bus.



As used in this section, common carrier, publicly owned or operated transit system, and passenger charter-party carrier refer to carriers in business for the principal purpose of transporting members of the public on a commercial basis. This section shall not apply to a motor vehicle operated by a carrier licensed by the Interstate Commerce Commission that is transporting pupils on a school activity trip entering or returning to the state from another state or country.

The driver of a school pupil activity bus shall be subject to the regulations adopted by the California Highway Patrol governing school bus drivers, except that the regulations shall not require drivers to duplicate training or schooling that they have otherwise received which is equivalent to that required pursuant to the regulations, and the regulations shall not require drivers to take training in first aid.

However, a valid certificate to drive a school pupil activity bus shall not entitle the bearer to drive a school bus.

Transit Bus 642 VC



A "transit bus" is any bus owned or operated by a publicly owned or operated transit system, or operated under contract with a publicly owned or operated transit system, and used to provide to the general public, regularly scheduled transportation for which a fare is charged. A general public paratransit vehicle is not a transit bus.

Youth Bus 680 VC

(a) A "youth bus" is any bus, other than a school bus, designed for and when actually carrying not more than 16 persons and the driver, used to transport children at or below the 12th-grade level directly from a public or private school to an organized non-school related youth activity within 25 miles of the school or directly from a location which provides the organized non-school related youth activity to a public or private school within 25 miles of that location.



(b) In addition to the destinations specified in subdivision (a), a youth bus may also be used to transport children at or below the 12th-grade level to or from their place of residence if the driver has met the requirements of Section 12523 and received additional instruction and training approved by the Department of the California Highway Patrol.

Farm Labor Vehicle FLV322 VC



a) A "farm labor vehicle" is any motor vehicle designed, used, or maintained for the transportation of nine or more farm workers, in addition to the driver, to or from a place of employment or

employment-related activities.

(b) For the purpose of this section, a farm worker is any person engaged in rendering personal services for hire and compensation in connection with the production or harvesting of any farm products.

(c) "Farm labor vehicle" does not include:

(1) Any vehicle carrying only members of the immediate family of the owner or driver thereof.



FLV's are required by law to be inspected and certified annually to ensure their safe operation. Unfortunately some FLV operators do not follow the safety requirements for these vehicles. This endangers the many people who depend on FLV's daily and the public in general.

AB 1165 addressed farm labor vehicle safety and added several new laws pertaining to the operation of FLV's. The following are the significant changes.

1. FLV vehicle registration will not be issued or renewed without inspection certification.
2. Every FLV must be equipped with seatbelts for each passenger.
3. CHP will not certify an FLV without approved seatbelts installed.
4. Each passenger in an FLV must now wear a seatbelt when the FLV is operated on a highway.

GPPV336 VC

General Public Paratransit Vehicle



"General public paratransit" vehicle means any motor vehicle designed for carrying no more than 24 persons and the driver, that provides local transportation to the general public, including transportation of pupils at or below the 12th-grade level to or from a public or private school or school activity, under the exclusive jurisdiction of a publicly owned and operated transit system through one of the following modes: dial-a-ride,

subscription service, or route-deviated bus service.

A vehicle that provides local transportation for the general public through one of the following modes: dial-a-ride, subscription service, or route-deviated bus service, but does not provide transportation of pupils at or below the 12th-grade level to or from a public or private school or school activity, is a transit bus, as defined by Section 642, and is not a general public paratransit vehicle.

Paratransit is an alternative mode of flexible passenger transportation that does not follow fixed routes or schedules.

Paratransit services may vary considerably on the degree of flexibility they provide their customers. At their simplest they may consist of a taxi or small bus that will run along a more or less defined route and then stop to pick up or discharge passengers on request. At the other end of the spectrum -- fully Demand-Responsive Transport -- the most flexible



paratransit systems offer on-demand call-up door-to-door service from any origin to any destination in a service area.

Paratransit services are operated by public transit agencies, community groups or not-for-profit corporations, and for-profit private companies or operators.

Americans with Disabilities Act: The Americans with Disabilities Act (ADA) requires all public transit operators to provide a paratransit (door-to-door) service to persons whose disabilities prevent them from using accessible fixed route public transit.

VDDP

Vehicle for Developmentally Disabled Persons

California Special Driver Certificates are required to operate a vehicle for a business or nonprofit organization or agency whose primary job is to transport for hire persons with developmental disabilities. A developmental disability is a disability which occurs before an individual reaches 18 years of age, is expected to continue indefinitely and constitutes a substantial handicap.

Developmental disabilities include intellectual disability, cerebral palsy, epilepsy, autism, and disabling conditions closely related to intellectual disability or requiring similar treatment to that required for individuals with intellectual disability.



Becoming Independent

The Process for the California Special Drivers Certificate

A Minimum 40 Hour Course

- A Minimum of 20 hours "Classroom" instruction from the Department of Education Instructor's Manual for California Bus Driver's Training Course. The curriculum in the Department of Education Instructor's Manual for California Bus Driver's Training Course is broken down in units.

Course Curriculum includes but is not limited to the following subjects:

Unit I	Introduction
Unit II	Driver's License and Special Drivers Certificate Requirements
Unit III	Laws and Regulations on Bus Operation and Use
Unit IV	Vehicle Components
Unit V	Basic Defensive Driving Techniques
Unit VI	Advanced Defensive Driving Techniques
Unit VII	Passenger Loading and Unloading
Unit VIII	Emergency Procedures
Unit IX	Passenger Management
Unit X	Activity Trips
Unit XI	Transporting Passengers with Special Needs
Unit XII	Public and Community Relations

- Pre-Employment Physical, Pre-Employment Drug Test & Class B Medical
Class B medical is required prior to receiving Class B permit from DMV. Must pass pre-employment physical to be considered for employment. Pre-employment and class B medical are separate physicals usually done at the same appointment.
- DMV – Class B Driver's Permit (Required for Behind-the-Wheel Training)
Take the 4 written tests: Calif. Commercial Driver's, Passenger Endorsement, Air Brakes, & the Calif. Safe Driving Practices Test.
- Interview with CHP *Fingerprints* you will be interviewed by a CHP school bus officer. Fingerprints will be sent to the DOJ/FBI for a background investigation.
- After successfully Completing School Bus Original Classroom Training you will be scheduled for the Written Test on Laws and Regulations governing school busing in California and First Aid Practices test. ** First Aid test may be waived if you have a current first aid card.

- A Minimum of 20 hours “Behind the Wheel Training” from the Department of Education Instructor’s Behind-the-Wheel Guide for California’s Bus Driver’s Training Course.
- After successfully completing the Behind the Wheel Training you will be scheduled for the Behind the Wheel drive test with CHP. (A temporary California Special Driver's Certificate valid for 180 days will be issued upon successful completion of drive test with CHP.)
- DMV – you will need to take temporary certificate and receive interim Class B License. (You will need to show your temporary California Special Drivers Certificate – please do not allow DMV to keep this document) In The Mail within 2 months, you will receive your Class B license with your new picture and your permanent California Special Drivers Certificate.

School Bus Transportation System in California

There is a basic transportation plan that has been devised in California to ensure safe transportation of all pupils. This plan starts with the school district governing board.

The governing board of any school district **may** provide for the transportation of pupils to and from school whenever in the judgment of the board such transportation is advisable and good reasons exist.

The large number of pupils transported daily throughout the state presents a safety problem that requires state regulation and control. To ensure safe transportation for our pupils, a plan has been developed whereby the California Department of Education, the California Highway Patrol, the Department of Motor Vehicles endeavors to guarantee safety in pupil transportation so far as it is possible.

State Agency Responsibilities

California Department of Education

The Department of Education is responsible for approving all courses of study and training activities for California school bus, school pupil activity bus (SPAB), farm labor vehicle (FLV) drivers, and transit bus drivers.

The Department is also responsible for training and certifying driver instructors for school bus, SPAB, farm labor vehicles and transit bus drivers. Additionally, the Department is responsible for regulations related to school bus use, authority of drivers, and pupil safe riding practices and bus evacuations.

California Highway Patrol

The CHP is responsible for:

- Inspecting and certifying buses at least once each 13 months to ascertain whether the construction, design, equipment, and color comply with all provisions of law.
- Adopting rules and regulations designed to promote the safe operation
- Inspecting driver records and preventive maintenance records
- Investigating bus accidents
- Approving certain bus stops
- Administering the written test, first aid test, and driving tests for bus driver applicants
- Issuing temporary driver certificates for bus operations
- Interpreting and enforcing laws and regulations governing the equipment and safe operation of buses

Department of Motor Vehicles

The DMV is responsible for:

- Ensuring that the driver applicants and holders of a special driver's certificate maintain eligibility requirements
- Ensuring that applicants for a special driver's certificate meet the provisions of the California Code of Regulations and Vehicle Code before issuing a permanent special driver's certificate
- Conducting hearings on request for drivers and applicants whose certificate to drive has been denied, suspended, or revoked
- Issuing the special driver's certificate

The School Bus Advisory Committee

The Highway Patrol has recognized that individuals who are more directly involved in the safe operation of buses should also be involved in the development of regulations and laws. The Highway Patrol Commissioner has established a committee to make a continuing study of regulations and to recommend to him such changes that appear to be necessary and desirable.

This committee is the advisory committee on pupil transportation, which is composed of representatives of all state Agencies mentioned before (CDE, CHP, DMV) plus representatives from two school districts; two representatives from school bus contractors, who are operating a transportation system; a school bus driver; a representative from the Governor's Office of Traffic Safety, one professionally licensed member of the American Academy of Pediatrics and one member representing school pupil transportation operations other than school bus operations.

Appointments are made by the Commissioner of the Highway Patrol.

California Highway Patrol.....34501.5. VC

(a) The Department of the California Highway Patrol shall adopt reasonable rules and regulations which, in the judgment of the department, are designed to promote the safe operation of vehicles described in Sections 39830 and 82321 of the Education Code and Sections 545 and 34500 of this code.

The Commissioner of the California Highway Patrol shall appoint a committee of 11 members to act in an advisory capacity when developing and adopting regulations affecting school pupil transportation buses and school pupil transportation operations. The advisory committee shall consist of 11 members appointed as follows:

- (1) One member of the State Department of Education.
- (2) One member of the Department of Motor Vehicles.
- (3) One member of the Department of the California Highway Patrol.
- (4) One member who is employed as a school bus driver.
- (5) One member of the Office of Traffic Safety in the Business, Transportation and Housing Agency.
- (6) Two members who are school bus contractors, one of whom shall be from an urban area of the state and one of whom shall be from a rural area of the state, as determined by the department.
- (7) Two members who are representatives of school districts, one of whom shall be from an urban area of the state and one of whom shall be from a rural area of the state, as determined by the department.
- (8) One professionally licensed member of the American Academy of Pediatrics.
- (9) One member representing school pupil transportation operations other than school bus operations.

(b) The department shall cooperate and confer with the advisory committee appointed pursuant to this section prior to adopting rules or regulations affecting school pupil transportation buses and school pupil transportation operations.

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Unit 2

Driver License

and

Special Certificate

Requirements

Reference material in Unit 2 is derived from the California Department of Education Instructors Manual for California's Bus Driver's Training Course, California Vehicle Code, California Code of Regulations, Federal Code of Regulations, California Educational Code, California Commercial Drivers Handbook, California Drivers Handbook and other related sources.
This guide is specifically geared for the School Bus Driver.

The objective of Unit II of the Instructors Manual for California’s Bus Driver’s Training Course is to explain the requirements for an original applicant, the renewal applicant and the requirements to maintain the Special Driver’s Certificate.

This study guide covers all the subject matter in Unit 2 of the Instructors Manual for California’s Bus Driver’s Training Course and has additional material to help an applicant or driver understand the material more thoroughly.

This study guide refers to many different codes and laws. “VC” stands for Vehicle Code, “CCR” stands for California Code of Regulations, and “EC” stands for the Education Code.

California Highway Patrol - Passenger Transportation Safety Handbook HPH 82.7

The CHP publishes their own document of the codes and regulations pursuant to passenger transportation safety. This document is titled Passenger Transportation Safety Handbook HPH 82.7 which is commonly referred to as the 82 point 7. The 82.7 is divided into chapters. Each chapter will be comprised of excerpts from the Vehicle Code (VC), California Code of Regulations (CCR), and the Department of Education (EC) related to the operation of vehicles requiring a California Special Drivers Certificate to transport passengers. These vehicles are school buses, school pupil activity buses (SPAB), youth buses, general pupil paratransit buses (GPPV), vehicle for developmentally disabled persons (VDDP), and farm labor vehicles (FLV).

However the HPH 82.7 is not updated as often as laws and regulations change.

Most of the laws and regulations in this study guide can be found in the 82.7 and are updated on a more frequent schedule in this document.

This guide may have excerpts from the different laws and regulations. To get the full content of any law you should refer to the Vehicle Code Manual, the California Code of Regulations and the Education Code Manual. Most of these regulations can be found on the internet.

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Qualifications of School bus or School Pupil Activity Bus Driver 12517 VC

(a) (1) a person may not operate a school bus while transporting pupils unless that person has in his or her immediate possession a valid driver's license for the appropriate class of vehicle to be driven endorsed for school bus and passenger transportation.

(2) When transporting one or more pupils at or below the 12th-grade level to or from a public or private school or to or from public or private school activities, the person described in paragraph (1) shall have in his or her immediate possession a certificate issued by the department to permit the operation of a school bus.

(b) A person may not operate a school pupil activity bus unless that person has in his or her immediate possession a valid driver's license for the appropriate class of vehicle to be driven endorsed for passenger transportation. When transporting one or more pupils at or below the 12th-grade level to or from public or private school activities, the person shall also have in his or her immediate possession a certificate issued by the department to permit the operation of school pupil activity buses.

(c) The applicant for a certificate to operate a school bus or school pupil activity bus shall meet the eligibility and training requirements specified for school bus and school pupil activity bus drivers in this code, the Education Code, and regulations adopted by the Department of the California Highway Patrol, and, in addition to the fee authorized in Section 2427, shall pay a fee of twenty-five dollars (\$25) with the application for issuance of an original certificate, and a fee of twelve dollars (\$12) for the renewal of that certificate.

Age for Driving School bus 12516 VC

It is unlawful for any person under the age of 18 years to drive a school bus transporting pupils to or from school.

LATEST EDITION OF THE CALIFORNIA COMMERCIAL DRIVER'S LICENSE HANDBOOK

We are required to teach the applicable provisions of the California Commercial Driver's License Handbook. Due to frequent updates, I am not inserting it here. Please get a current copy either from DMV online or a hard-copy from DMV in person.

WHISTLEBLOWER/COERCION

Obligations and Prohibited Acts

29 CFR 1978.102

- (a)** No person may discharge or otherwise retaliate against any employee with respect to the employee's compensation, terms, conditions, or privileges of employment because the employee engaged in any of the activities specified in paragraphs (b) or (c) of this section. In addition, no person may discharge or otherwise retaliate against any employee with respect to the employee's compensation, terms, conditions, or privileges of employment because a person acting pursuant to the employee's request engaged in any of the activities specified in paragraph (b).
- (b)** It is a violation for any person to intimidate, threaten, restrain, coerce, blacklist, discharge, discipline, harass, suspend, demote, or in any other manner retaliate against any employee because the employee or a person acting pursuant to the employee's request has:
 - (1)** Filed orally or in writing a complaint with an employer, government agency, or others or begun a proceeding related to a violation of a commercial motor vehicle safety regulation, standard, or order; or
 - (2)** Testified or will testify at any proceeding related to a violation of a commercial motor vehicle safety or security regulation, standard, or order.
- (c)** It is a violation for any person to intimidate, threaten, restrain, coerce, blacklist, discharge, discipline, harass, suspend, demote, or in any other manner retaliate against any employee because the employee:
 - (1)** Refuses to operate a vehicle because:
 - (i)** The operation violates a regulation, standard, or order of the United States related to commercial motor vehicle safety, health, or security; or
 - (ii)** He or she has a reasonable apprehension of serious injury to himself or herself or the public because of the vehicle's hazardous safety or security condition;
 - (2)** Accurately reports hours on duty pursuant to Chapter 315 of Title 49 of the United States Code; or

- (3) Cooperates with safety or security investigation by the Secretary of Transportation, the Secretary of Homeland Security, or the National Transportation Safety Board; or
- (4) Furnishes information to the Secretary of Transportation, the Secretary of Homeland Security, the National Transportation Safety Board, or any Federal, State, or local regulatory or law enforcement agency as to the facts relating to any accident or incident resulting in injury or death to any individual or damage to property occurring in connection with commercial motor vehicle transportation.
- (d) No person may discharge or otherwise retaliate against any employee with respect to the employee's compensation, terms, conditions, or privileges of employment because the person perceives that the employee has engaged in any of the activities specified in paragraph (e) of this section
- (e) It is a violation for any person to intimidate, threaten, restrain, coerce, blacklist, discharge, discipline, harass, suspend, demote, or in any other manner retaliate against any employee because the employer perceives that:
 - (1) The employee has filed orally or in writing or is about to file orally or in writing a complaint with an employer, government agency, or others or has begun or is about to begin a proceeding related to a violation of a commercial motor vehicle safety or security regulation, standard, or order:
 - (2) The employee is about to cooperate with a safety or security investigation by the Secretary of Transportation, the Secretary of Homeland Security, or the National Transportation Safety Board; or
 - (3) The employee has furnished or is about to furnish information to the Secretary of Transportation, the Secretary of Homeland Security, the National Transportation Safety Board, or any Federal, State, or local regulatory or law enforcement agency as to the facts relating to any accident or incident resulting in injury or death to an individual or damage to property occurring in connection with commercial motor vehicle transportation.
- (f) For purposes of this section, an employee's apprehension of serious injury is reasonable only if a reasonable individual in the circumstances then confronting the employee would conclude that the hazardous safety or security condition establishes a real danger of accident, injury, or serious impairment to health. To qualify for protection, the employee must have sought from the employer, and has been unable to obtain, correction of the hazardous safety or security condition.

First Aid Exam for School bus and Youth Bus Drivers 12522 VC

- (a) Every person who operates a school bus or youth bus in the transportation of school pupils shall, in addition to any other requirement for a school bus or youth bus driver's

certificate, qualify by an examination on first aid practices deemed necessary for school bus operators or youth bus operators. Standards for examination shall be determined by the Emergency Medical Services Authority after consultation with the State Department of Education, the Department of Motor Vehicles, and the Department of the California Highway Patrol. The local school authority employing the applicant shall provide a course of instruction concerning necessary first aid practices.

(b) The Department of the California Highway Patrol shall conduct the first aid examination as part of the examination of applicants for a school bus or youth bus driver's certificate and shall certify to the Department of Motor Vehicles that the applicant has satisfactorily demonstrated his or her qualifications in first aid practices, knowledge of school bus or youth bus laws and regulations, and ability to operate a school bus or youth bus. The first aid certifications shall be valid for the term of the school bus or youth bus driver's certificate.

(c) The first aid examination may be waived if the applicant possesses either of the following minimum qualifications:

(1) A current first aid certificate issued by the American Red Cross or by an organization whose first aid training program is at least equivalent to the American Red Cross first aid training program, as determined by the Emergency Medical Services Authority. The Emergency Medical Services Authority may charge a fee, sufficient to cover its administrative costs of approval, to an organization that applies to have its first aid training program approved for purposes of this paragraph.

(2) A current license as a physician and surgeon, osteopathic physician and surgeon, or registered nurse, or a current certificate as a physician's assistant or emergency medical technician. The first aid certificate or license shall be maintained throughout the term of the school bus or youth bus driver's certificate and shall be presented upon demand of any traffic officer. The school bus or youth bus driver's certificate shall not be valid during any time that the driver fails to maintain and possess that license or certificate after the first aid examination has been waived.

Medical Examination Requirements 12517.2 VC

(a) Applicants for an original or renewal certificate to drive a school bus, school pupil activity bus, youth bus, general public paratransit vehicle, or farm labor vehicle shall submit a report of a medical examination of the applicant given not more than two years prior to the date of the application by a physician licensed to practice medicine, a licensed advanced practice registered nurse qualified to perform a medical examination, a licensed physician assistant, or a licensed doctor of chiropractic listed on the most current National Registry of Certified Medical Examiners, as adopted by the United States Department of Transportation, as published by the notice in the Federal Register, Volume 77, Number 77, Friday, April 20, 2012, on pages 24104 to 24135, inclusive, and pursuant to Section 391.42 of Title 49 of the Code of Federal Regulations. The report shall be on a form approved by the department.

(b) School bus drivers, within the same month of reaching 65 years of age and each 12th month thereafter, shall undergo a medical examination, pursuant to Section 12804.9, and shall submit a report of that medical examination on a form as specified in subdivision (a).

National Registry of Certified Medical Examiners

The National Registry of Certified Medical Examiners (National Registry) is a new Federal Motor Carrier Safety Administration (FMCSA) program. All commercial drivers whose current medical certificate expires on or after May 21, 2014, at expiration of that certificate must be examined by a medical professional listed on the National Registry of Certified Medical Examiners (Interstate Drivers Only). Only medical examiners that have completed training and successfully passed a test on FMCSA's physical qualification standards will be listed on the National Registry.

The mission of the FMCSA Medical Program Division is to promote the safety of America's roadways through the promulgation and implementation of medical regulations, guidelines and policies that ensure commercial motor vehicle drivers engaged in interstate commerce are physically qualified to do so.

California Medical Requirements

All Commercial Driver's License (CDL) holders must provide information to the California Department of Motor Vehicles (DMV) regarding the type of commercial motor vehicle operation they drive or expect to drive with their CDL. Drivers operating in certain types of commerce will be required to submit a current medical examiner's certificate to the DMV to obtain a "certified" medical status as part of their driving record. Drivers must determine what type of commerce you operate in. Drivers must certify to the DMV one of the two types of commerce they are expected to operate.

1. Interstate non-excepted: The driver is an interstate non-excepted driver and must meet the Federal Department of Transportation (DOT) medical requirements. Drivers must use a medical professional listed on the National Registry of Certified Medical Examiners.
2. Intrastate non-excepted: The driver is an intrastate non-excepted driver and must meet the medical requirements of California.

Upon renewal of a CDL medical examination, drivers are required to use the DL-51 form dated no earlier than January 2012 and the driver will need to mark one of the driving types listed above.

Approval of Training Courses 40081 EC

(a) The department shall develop or approve courses for training school pupil activity bus (SPAB), transit bus, school bus, and farm labor vehicle drivers that will provide them with the skills and knowledge necessary to prepare them for certification pursuant to Sections 12517, 12519, and 12804.6 of the Vehicle Code. The department shall seek

the advice and assistance of the Department of Motor Vehicles and the Department of the California Highway Patrol in developing or approving those courses.

(b) The department shall train or approve the necessary instructional personnel to conduct the driver training courses. For all school bus and school pupil activity bus (SPAB) driver instructor training, the department shall provide for and approve the course outline and lesson plans used in the course. For transit bus and farm labor vehicle driver training, the department shall approve the course outline and lesson plans used in the course.

(c) All courses of study and training activities required by this article shall be approved by the department and given by, or in the presence of, an instructor in possession of a valid school pupil activity bus (SPAB), transit bus, school bus, or farm labor vehicle driver instructor certificate of the appropriate class.

(d) As an alternative to subdivisions (a), (b), and (c), instructors who have received a certificate from the Transportation Safety Institute of the United States Department of Transportation indicating that they have completed the Mass Transit Instructor Orientation and Training (Train-the-Trainer) course may approve courses of instruction and train transit bus drivers in order to meet the requirements for certification pursuant to Section 12804.6 of the Vehicle Code.

(e) On or before January 1, 2010, the department, in consultation with the Department of Motor Vehicles and the Department of the California Highway Patrol, shall review and, if necessary, revise its training courses and requirements for drivers of vehicles described in subdivision (k) of Section 545 of the Vehicle Code. The review shall address the course content and the minimum number of hours required for classroom instruction and behind-the-wheel training in order to ensure that drivers of those vehicles are trained in a manner that is appropriate for the type of vehicle they will be driving to transport pupils in a safe manner.

School Bus Driver: Minimum Coursework 40082 EC

(a) An original applicant for a certificate to drive a school bus, as defined by Section 545 of the Vehicle Code, shall have successfully completed a minimum 40-hour course of instruction. The course shall include at least 20 hours of classroom instruction in, but not limited to, all units of the Instructor's Manual for California's Bus Driver's Training Course. All classroom instruction shall be given by, or in the presence of, a state-certified instructor of the appropriate class. The course shall also include at least 20 hours of applicant behind-the-wheel training in all sections of the Instructor's Behind-the-Wheel Guide for California's Bus Driver's Training Course. Applicant behind-the-wheel training shall include driving vehicles comparable to those vehicles that will be driven by the applicant to transport pupils. All behind-the-wheel training shall be given by a state-certified instructor of the appropriate class or the delegated behind-the-wheel trainer as designated pursuant to Section 40084.5.

(b) Except as provided in subdivision (c), a driver who is holding a driver certificate or endorsement described in Section 40083, and is seeking a school bus certificate of the appropriate class, shall have successfully completed a minimum of five hours of classroom instruction, including, but not limited to, school bus laws and regulations, defensive driving, pupil loading and unloading, and the exceptional child. All classroom instruction shall be given by, or in the presence of, a state-certified instructor of the appropriate class. The driver shall also complete at least three hours of behind-the-wheel training in defensive driving practices, lane control, railroad grade crossing procedures, and pupil loading and unloading.

(c) A driver may not be certified to drive a school bus in the manner set forth in subdivision (b) if that driver was instructed by a person who received his or her certificate in the manner described in subdivision (d) of Section 40081.

Behind the Wheel Training: Instructors and Trainers 40084.5 EC

(a) All behind-the-wheel training required to obtain certificates pursuant to Sections 12517 and 12519 of the Vehicle Code shall be performed by a state-certified instructor or by a delegated behind-the-wheel trainer who has been certified or approved by the department to conduct the required training.

(b) A delegated behind-the-wheel trainer is a person selected to assist a state-certified instructor in the behind-the-wheel training of drivers. Selected persons shall be trained by state-certified instructors and approved by the department prior to conducting any behind-the-wheel training. The minimum standards for the selection of a delegated behind-the-wheel trainer are as follows:

- (1) One year experience as a driver of the appropriate type and size vehicle immediately preceding the date of selection as a delegated behind-the-wheel trainer.
- (2) Possession of the appropriate license, certificates, and endorsements needed to drive and train in a particular type and size vehicle.
- (3) A high school diploma or general education development equivalent.
- (4) A driving record with no chargeable accidents within the past three years immediately preceding the date of selection.
- (5) Successful completion of all training in the latest edition of the Instructor's Behind-the-Wheel Training Guide for California's Bus Driver's Training Course given by, and in the presence of, a state-certified instructor of the appropriate class.
- (6) Successful completion of a written assessment test on current laws, regulations, and policies given by, and in the presence of, a state-certified instructor of the appropriate class.

(7) Successful completion of a driving test and a behind-the-wheel training performance test on all phases of behind-the-wheel and vehicle inspection training. The test shall be given by, and in the presence of, a state-certified instructor of the appropriate class.

(c) The state-certified instructor shall train and document the qualifications and competence of each delegated behind-the-wheel trainer to be utilized in training. All training required by this section shall be documented on the State Department of Education Training Certificate T-01, and signed by a state-certified school pupil activity bus (SPAB), transit bus, school bus, or farm labor vehicle driver instructor of the appropriate class, and by the delegated behind-the-wheel trainer. The signatures shall certify that the instruction was given to, and received by, the delegated behind-the-wheel trainer and that the delegated behind-the-wheel trainer displayed a level of competency necessary to train drivers to drive authorized vehicles in a safe and competent manner. The completed State Department of Education Training Certificate T-01 shall be submitted to the department in Sacramento, along with all other required documents, when requesting approval of a delegated behind-the-wheel trainer.

(d) The department may disapprove the eligibility of a delegated behind-the-wheel trainer for any of the following causes:

(1) The state-certified instructor authorizing the competency of the delegated behind-the-wheel trainer has requested disapproval.

(2) The employer of the delegated behind-the-wheel trainer has requested disapproval.

(3) The delegated behind-the-wheel trainer has voluntarily requested disapproval.

(4) The delegated behind-the-wheel trainer failed to comply with Section 40087.

(5) The delegated behind-the-wheel trainer failed to comply with Section 40084.5.

(6) The delegated behind-the-wheel trainer does not possess a valid driver's license, appropriate endorsements, or special driver's certificate of the appropriate class.

(7) The delegated behind-the-wheel trainer's driver's license or special driver's certificate has been suspended or revoked.

(e) A delegated behind-the-wheel trainer may be limited in behind-the-wheel training as determined by the department.

Certificate Renewal Requirements 40085 EC

Applicants seeking to renew a certificate to drive a school bus as defined in Section 545 of the Vehicle Code or a school pupil activity bus as defined in Section 546 of the Vehicle Code shall have successfully completed at least 10 hours of original or renewal classroom instruction, or behind-the-wheel or in-service training during each 12 months of certificate validity.

In-service training credit may be given by a state- certified driver instructor of the appropriate class to an applicant for attending or participating in appropriate driver training workshops, driver safety meetings, driver safety conferences, and other activities directly related to passenger safety and driver training.

During the last 12 months of the special driver certificate validity, the 10 hours required shall consist of classroom instruction covering, but not limited to, current laws and regulations, defensive driving, accident prevention, emergency procedures, and passenger loading and unloading, and the inspection procedures pursuant to paragraph (4) of subdivision (a) of Section 39831.3. ***(Procedures to ensure that a pupil is not left unattended on a school bus, school pupil activity bus, or youth bus.)***

Failure to successfully complete the required training during any 12-month period of certificate validity is cause for the Department of Motor Vehicles to cancel the bus driver certificate. All training required by Section 40089 may be accepted in lieu of the requirements of this section.

Failure to Complete Required Training

Employers shall notify the local CHP school bus officer/coordinator of a driver in violation of 40085 EC.

Upon notification of a first occurrence, the CHP school bus officer/coordinator will inform the employer and the driver that proof of receiving the training must be submitted to the local CHP office within 30 days from the date of notification.

Failure to submit the required proof of training constitutes reason for the officer/coordinator to recommend to the DMV cancellation of the driver's certificate.

Upon notification of a subsequent occurrence, the officer/coordinator will immediately recommend cancellation of the driver's certificate.

These provisions will not apply to a driver on an extended leave of absence due to illness, or lack of employment as a driver. In those instances, the officer/coordinator will notify the employer that when the driver returns to work, proof of receiving the training must be submitted to the local CHP office within 30 days.

Failure to submit the required proof constitutes reason for the officer/coordinator to recommend cancellation of the driver's certificate.

Documentation of Training 40087 EC

(a) Except as provided in subdivision (b), driver training required by this chapter shall be properly documented on the State Department of Education Training Certificate T-01, and signed by a state-certified school pupil activity bus (SPAB), transit bus, school bus, or farm labor vehicle driver instructor of the appropriate class, and by the driver or applicant. The signatures certify that the instruction was given to, and received by, the applicant or driver, and that the applicant or driver displayed a level of competency necessary to drive the vehicle in a safe and competent manner. The applicant or driver shall present the completed State Department of Education Training Certificate T-01 to the examining state agency when applying for an endorsement or certificate, or, for renewal of an endorsement or certificate.

(b) Driver training provided by an instructor certified pursuant to subdivision (d) of Section 40081 shall be documented on a form developed by the Department of Motor Vehicles, with the consultation of the department. The form shall be signed by the instructor and by the applicant or driver. The signatures certify that the instruction was given to, and received by, the applicant or driver, and that the applicant or driver displayed a level of competency necessary to drive the vehicle in a safe and competent manner. The applicant or driver shall present the completed form to the Department of Motor Vehicles when applying for a certificate or for renewal of a certificate.

Training Certificate Form T-01 Card

The California Department of Education's Training Certificate, Form T-01, is to be used as proof of having met the training requirements of Education Code sections 40080 through 40089 for drivers, delegated behind-the-wheel trainers, and state-certified bus driver instructors.

The California Department of Education's Training Certificate, Form T-01, is at all times the property of the State of California.

The motor carrier, driver, or instructor shall present the Training Certificate, Form T-01, upon demand of any peace officer, or employee of the Department of Education, or the Department of Motor Vehicles.

The Training Certificate, Form T-01, shall be completed as required in Education Code Section 40087, and all entries shall be typed or printed in permanent ink. The Training Certificate, Form T-01, shall be free of any erasures, corrections, or cross-outs. Failure to comply with this requirement will void the entire Training Certificate, Form T-01.

An applicant's (driver's) signature certifies that all documented instruction on the Training Certificate, Form 1-01, is true and accurate, and meets all requirements of the Education Code. The Training Certificate, Form T-01, shall be signed and dated by the driver within 30 days after the end of each training period.

Training Period

A training period is defined as that period of time between birthdays for an applicant; a training period may be as short as one day in length, but may not exceed 12 months.

The first training period begins on the issue date of the California Special Certificate to the birthday of the applicant / driver. The second to fifth training period then continues from birthday to birthday.

All allowed instructional time posted on the training certificate Form T-01 card is hour for hour or minute for minute, rounded down to the closest quarter of an hour.

Front page of T-01 Card

CALIFORNIA DEPARTMENT OF EDUCATION
Form T-01 (Rev. 1-02)

Training Certificate

Check (✓) Driver Delegated trainer Instructor Applicant's birth date _____
 Check (✓) Original Renewal Certificate issuance date _____
 Check (✓) Bus type I II Date renewal training started _____
 Check (✓) School bus SPAB Transit bus Farm labor Youth bus Other

Applicant's name (Last) _____ (First) _____ (Initial) _____ Driver license number _____
 Employer _____ County _____

Hours of training		Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Total	
1	Classroom														
	In-service														
	Behind the wheel														
ID# A*	ID# B**	ID# C***	Driver's signature/date												
2	Classroom														
	In-service														
	Behind the wheel														
ID# A*	ID# B**	ID# C***	Driver's signature/date												
3	Classroom														
	In-service														
	Behind the wheel														
ID# A*	ID# B**	ID# C***	Driver's signature/date												
4	Classroom														
	In-service														
	Behind the wheel														
ID# A*	ID# B**	ID# C***	Driver's signature/date												
5	Classroom														
	In-service														
	Behind the wheel														
ID# A*	ID# B**	ID# C***	Driver's signature/date												
													Grand total		
Additional training hours:		Classroom			Behind the wheel										

FOR STATE USE ONLY

(MUST BE COMPLETED IN THE PRESENCE OF THE EXAMINING STATE AGENCY)

Written test: Failed Failed Failed Passed First-aid test: Failed Failed Failed Passed Waived

Driving test: Failed Failed Failed Passed Certificate issuance date _____

Training verification _____ (Driver's signature)

Exam verification _____ (Examiner's signature) (Area)

Back page of T-01 Card

INSTRUCTIONS

The California Department of Education's **Training Certificate, Form T-01**, is to be used as proof of having met the training requirements of *Education Code* sections 40080 through 40089 for drivers, delegated behind-the-wheel trainers, and state-certified bus driver instructors.

The California Department of Education's **Training Certificate, Form T-01**, is at all times the property of the State of California. The motor carrier, driver, or instructor shall present the **Training Certificate, Form T-01**, upon demand of any peace officer, or employee of the Department of Education, or the Department of Motor Vehicles. The **Training Certificate, Form T-01**, shall be completed as required in *Education Code* Section 40087, and all entries shall be typed or printed in permanent ink. The **Training Certificate, Form T-01**, shall be free of any erasures, corrections, or cross-outs. Failure to comply with this requirement will void the entire **Training Certificate, Form T-01**.

Record of Training Hours for Original Certificates

Enter in Section 1 the number of hours of **classroom instruction** received by the applicant during each appropriate month. Minimum hours are: school bus, 20 hours; school pupil activity bus (SPAB) and transit bus, 15 hours; and farm labor vehicle, 10 hours. Enter the total number of hours in the right-hand column. For **behind-the-wheel instruction**, enter in Section 1 the number of hours of behind-the-wheel instruction received by the applicant during each appropriate month. Minimum hours are: school bus, school pupil activity bus, and transit bus, 20 hours; and farm labor vehicle, 10 hours. Enter the total number of hours in the right-hand column. For **in-service instruction** conducted as part of original training, enter in Section 1 the number of hours of in-service instruction received by the applicant during each appropriate month. Enter the total number of hours in the right-hand column.

Record of Training Hours for Renewal Certificates

Training requirements for renewal of California Special Driver Certificates are as follows. For **school bus or school pupil activity bus drivers**, a minimum of 10 hours of in-service instruction during each 12-month training period. A training period is defined as that period of time between birthdays for an applicant; a training period may be as short as one day in length, but may not exceed 12 months. During the last training period of certificate validity, the 10 hours of training must be **renewal classroom** instruction. For **transit bus drivers**, a minimum of 8 hours of in-service training is required during each 12-month training period. During the last training period of certificate validity, the 8 hours of training must be **renewal classroom** instruction. For **farm labor vehicle drivers**, a minimum of 2 hours of **classroom instruction** is required during each 12-month training period.

Record in Section 1 the instruction given during the first training period. During the transition from an original certificate to the first renewal certificate, the first training period may be less than 12 months. **Record in Section 2** the instruction given during the second 12-month training period; in **Section 3**, the instruction given in the third 12-month training period; in **Section 4**, the instruction given in the fourth 12-month training period; and in **Section 5**, the instruction given in the fifth 12-month training period. Entries in the final or last training period must include **renewal classroom** instruction. All renewal applicant training must be completed within 12 months from the date the California Special Driver Certificate expired, or the applicant will be treated as an original.

Date renewal training started: Enter the date in which in-service, classroom, or behind-the-wheel instruction was first received by the applicant after issuance of his or her original or renewal California Special Driver Certificate.

Make-up training: Following notification of the California Highway Patrol (CHP) as required in the *California Code of Regulations (CCR), Title 13, Section 1236(b)*, **record make-up training in the month the instruction was conducted**, and identify that time by placing "MU" adjacent to the time record.

DEFINITIONS

Classroom instruction. A logical sequence of instruction regulated and given by or in the presence of a certified instructor of the appropriate class. The instructor's signature in instructional category "A" on the Training Certificate, Form T-01, verifies that the applicant has received classroom instruction and has demonstrated competency in the subject(s). (Time allowed: hour for hour or minute for minute, rounded down to the closest quarter of an hour.)

- Curricula for **original certificate** applicants (school bus, SPAB, transit bus, and farm labor vehicle). Instruction **shall** include curricula contained within all units of the latest edition of the *Instructor's Manual for California's Bus Driver's Training Course*. Additional related driver training curricula **may** be included (*Education Code* sections 40082, 40083, 40084).
- Curricula for **renewal certificate** applicants (school bus, SPAB, and transit bus). Instruction **shall** include curricula contained in units 2, 3, 5, 6, 7, 8, and 10 of the latest edition of the *Instructor's Manual for California's Bus Driver's Training Course*. Instruction for **farm labor vehicle** drivers **shall** include curricula contained in units 2, 3, 5, 6, 7, and 8 of the latest edition of the *Instructor's Manual for California's Bus Driver's Training Course*. Additional related driver training curricula **may** be included (*Education Code* sections 40085, 40085.5, 40086).

Behind-the-wheel instruction (school bus, SPAB, transit bus, and farm labor vehicle). Instruction **shall** include all curricula from the General Information section, and skill levels I through 7, of the latest edition of the *Instructor's Behind-the-Wheel Guide for California's Bus Driver's Training Course*. Instruction **shall** be credited to an applicant only for the period of time that he or she is in physical control of the vehicle and such instruction is conducted by a certified instructor or delegated behind-the-wheel trainer of the appropriate class. The instructor's signature in instructional category "B" on the Training Certificate, Form T-01, verifies that the applicant has received behind-the-wheel instruction, and has demonstrated competency in the subject(s). Note: Instruction in the General Information and Skill Level Seven sections of the *Instructor's Behind-the-Wheel Guide for California's Bus Driver's Training Course* will be credited as **in-service instruction** and documented in instructional category "C" on the Training Certificate. (Time allowed: hour for hour or minute for minute, rounded down to the closest quarter of an hour.)

In-service instruction (school bus, SPAB, transit bus, and farm labor vehicle). Credit **may** be given by a certified instructor of the appropriate class to an applicant for attending or participating in the following: (1) commercial driver license training; (2) first-aid courses; (3) transportation safety workshops or conferences; (4) transportation safety meetings; (5) emergency procedures training; (6) safety check rides or bus roados; (7) training for pre- and post-trip vehicle inspection; and (8) safety training directly related to passenger transportation safety. The instructor's signature in instructional category "C" on the Training Certificate, Form T-01, verifies that the applicant has received instruction while participating in one or more of the eight in-service categories mentioned above, and has demonstrated competency in the subject(s). (Time allowed: hour for hour or minute for minute, rounded down to the closest quarter of an hour.)

APPLICANTS: An applicant's (driver's) signature certifies that all documented instruction on the Training Certificate, Form T-01, is true and accurate, and meets all requirements of the *Education Code*. The Training Certificate, Form T-01, shall be signed and dated by the driver within 30 days after the end of each training period.

DELEGATED TRAINERS: The Training Certificate, Form T-01, shall be used to separately document the training and competence of delegated behind-the-wheel trainer applicants as required in *Education Code* Section 40084.5.

INSTRUCTORS: The Training Certificate, Form T-01, shall be used to document all instructors' training time as required in *Education Code* Section 40089. Training conducted by an instructor during each training period shall be recorded annually. The Training Certificate, Form T-01, shall be signed and dated by the instructor within 30 days after the end of each training period. An instructor's signature certifies that all documented instruction on the Training Certificate, Form T-01, is true and accurate, and meets all the requirements of the *Education Code*. On renewal of the instructor's California Special Driver Certificate, the completed instructor's Training Certificate, Form T-01, shall be submitted within 30 days to the California Department of Education, Office of School Transportation, 3500 Reed Avenue, West Sacramento, CA 95605.

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Training Record Form T-02

The form T-02 is an optional record that is recommended to be used as a working document to collect the information that will be recorded on the form T-01, at the end of each training period. This form may be modified to suit a carrier's needs or an entirely different format can be used.

TRAINING RECORD T-02

Original Renewal Instructor Employer: _____
 Name: _____ Birth Date: ____/____/____ Medical Certificate Expiration Dates: ____/____/____ ____/____/____ ____/____/____
 Driver License #: _____ Class: _____ Expiration Date: ____/____/____ Restrictions: _____
 Special Certificate Type: _____ Issue Date: ____/____/____ Expiration Date: ____/____/____
 Special Certificate Restrictions/Endorsements: _____ First Aid Card Expiration Dates: ____/____/____ ____/____/____

INSTRUCTIONAL CATEGORIES

CLASSROOM				IN-SERVICE				BEHIND-THE-WHEEL (BTW)							
DATE	INSTRUCTOR	UNITS	TIME	DATE	INSTRUCTOR	IN-SERVICE CODE (S)	TIME	BUS #	TERRAIN / CONDITION	BTW CODE (S)	BRAKE CODE (S)	EQUIP. CODE (S)	(P)	TIME	

IN-SERVICE CODES

- * A Safety Meetings
- B Workshops
- C First Aid
- D Fire Equipment
- E Evaluation
- F Route Training
- G Special Education
- H Driver Evaluation
- I Plans/Videos
- J Retraining
- K Pre/Post Trip Inspection
- L Commercial Driver License Training
- CF General Information (BTW Guide)
- SL7 Final Appraisal (BTW Guide)

BTW/GUIDE CODES

- SL1 Basic Vehicle Familiarization & Movement
 - SL2 Precision Training in Vehicle Movement & Driving Fundamentals
 - SL3 Transmission Control and Shifting Procedures
 - SL4 Defensive Driving
 - SL5 Passenger Loading and Unloading Procedures
 - SL6 Emergency Procedures
- PROFICIENCY DEMONSTRATED**
- (P) Proficiency Demonstrated

TERRAIN/CONDITIONS CODES (T/C)

- 1 Parking Lot / Bus Terminal
- 2 Country
- 3 City
- 4 Freeway
- 5 Night Driving
- 6 Rain
- 7 Hills
- 8 Mountain 6%+ Grade over 1 mile
- 9 Snow and Ice
- 10 Fog
- 11 Other _____
- 12 Other _____

BRAKE CODES

- AH Air Over Hydraulic
- AA Air Applied Emergency
- SEA Spring Brake Acted
- SBM Spring Brake Modulated
- DAS Dual Air Systems
- AS Anti Skid
- H Hydraulic
- HVP Hydraulic-Vacuum Power
- HVD Hydraulic-Vacuum Dual System
- HPS Hydraulic Power Steering System
- RET Retarder (engine, trans, electric, exhaust)

EQUIPMENT CODES

- V Van to 16 Passengers
- BV Van Over 16 Passengers
- SC Conventional to 42 Passengers
- C Conventional Over 42 Passengers
- TF Trans 4 Forward Control
- TP Trans 4 Pusher
- TC Trans 8 Center Mount
- 3AX Tandem Axle
- WC8 Wheelchair Bus
- ST Standard Transmission
- AT Automatic Transmission
- 2SAX Two Speed Axle
- TCH Tilt Chair
- 8-L 8-Light System
- METH Methanol
- ELEC Electric
- CNG Compressed Natural Gas

* Topic Identification (Use the appropriate unit number from the instructor's manual (e.g. U-2))

T-02 12/04

Instructor Certification Requirements 40088 EC

(a) An applicant for a school pupil activity bus (SPAB), transit bus, school bus, or farm labor vehicle driver instructor certificate shall successfully complete the appropriate instructor course given or approved by the department.

(b) An applicant for the course shall possess:

(1) A valid driver's license and endorsement valid for driving the vehicles for which the driver instructor rating is sought.

(2) A certificate or endorsement valid for driving the vehicles for which the driver instructor rating is sought.

- (3) Five years of experience as a driver in the appropriate vehicle category, or two years' experience of that driving experience and three years equivalent experience driving vehicles that require a class A or B driver's license.
- (4) A high school diploma or General Education Development (GED) equivalent.
- (5) A driving record with no chargeable accidents within the past three years preceding the date of application for the instructor certificate.
- (6) The department may waive any or all of the requirements of this subdivision as it determines is necessary to ensure that there are an adequate number of state-certified instructors in the state.

(c)

- (1) A state-certified school bus driver instructor of the appropriate class may instruct all applicants for a school bus, school pupil activity bus (SPAB), transit bus, or farm labor vehicle driver's certificate.
- (2) A state-certified school pupil activity bus (SPAB) driver instructor of the appropriate class may instruct all applicants for a school pupil activity bus (SPAB), transit bus, or farm labor vehicle driver's certificate, but not a school bus certificate.
- (3) A state-certified transit bus instructor of the appropriate class may instruct all applicants for a transit bus or farm labor driver's certificate, but not a school pupil activity bus (SPAB) or a school bus certificate.
- (4) A state-certified farm labor vehicle driver instructor may instruct applicants only for a certificate to drive a farm labor vehicle.

(d) A school pupil activity bus (SPAB), transit bus, school bus, or farm labor vehicle driver instructor certificate shall be valid until suspended, revoked, or canceled if it is accompanied by a valid driver's license and a special driver's certificate or valid driver's license and endorsement of the appropriate class or is limited to classroom or in-service training only.

(e) The department may suspend or revoke a school pupil activity bus (SPAB), transit bus, school bus, or farm labor vehicle driver instructor certificate for any of the following causes:

- (1) The certificate holder failed to comply with Section 40087.
- (2) The certificate holder failed to comply with Section 40084.5.
- (3) The certificate holder has committed an act listed in Section 13369 of the Vehicle Code or Section 13370 of that code.

(f) The department shall revoke a school bus, school pupil activity bus (SPAB), transit bus, or farm labor vehicle driver instructor certificate if the certificate holder falsified a State Department of Education Training Certificate T-01, T-02, or T-03.

(g) The department may cancel the driver instructor certificate for any of the following causes:

- (1) The certificate holder has voluntarily requested cancellation.
- (2) The certificate holder has his or her driving privilege suspended or revoked.
- (3) The certificate holder has failed to meet the provisions required for retention of the driver instructor certificate. This includes failure to meet the instructor training requirements prescribed by Section 40089.
- (4) The certificate holder does not possess a valid driver's license, endorsement, or special driver's certificate of the appropriate class.

(h) The department shall by regulation adopt an instructor certificate appeals procedure for subdivisions (e), (f), and (g).

(i) The Department of Motor Vehicles or the Department of the California Highway Patrol may disallow the driver training documentation provided pursuant to Section 40087 signed by any driver instructor certified pursuant to Section 40081 if either of those departments finds that the instructor's certificate would have been suspended, revoked, or canceled for any of the reasons designated in subdivision (e), (f), or (g).

Fingerprint Requirements 12517.3 VC

(a)

- (1) An applicant for an original certificate to drive a school bus, school pupil activity bus, youth bus, or general public paratransit vehicle shall be fingerprinted by the Department of the California Highway Patrol, on a form provided or approved by the Department of the California Highway Patrol for submission to the Department of Justice, utilizing the Applicant Expedite Service or an electronic fingerprinting system.
- (2) An applicant fingerprint form shall be processed and returned to the office of the Department of the California Highway Patrol from which it originated not later than 15 working days from the date on which the fingerprint form was received by the Department of Justice, unless circumstances, other than the administrative duties of the Department of Justice, warrant further investigation.
- (3) Applicant fingerprints that are submitted by utilizing an electronic fingerprinting system shall be processed and returned to the appropriate office of the Department of the California Highway Patrol within three working days.

- (4) The commissioner may utilize the California Law Enforcement Telecommunications System to conduct a preliminary criminal and driver history check to determine an applicant's eligibility to hold an original or renewal certificate to drive a school bus, school pupil activity bus, youth bus, or general public paratransit vehicle.

(b)

- (1) Notwithstanding subdivision (a), an applicant for an original certificate to drive a school bus, school pupil activity bus, youth bus, or general public paratransit vehicle may be fingerprinted by a public law enforcement agency, a school district, or a county office of education utilizing an electronic fingerprinting system with terminals managed by the Department of Justice.
- (2) The Department of Justice shall provide the fingerprint information processed pursuant to this subdivision to the appropriate office of the Department of the California Highway Patrol within three working days of receipt of the information.
- (3) An applicant for an original certificate to drive an ambulance shall submit a completed fingerprint card to the department.

Federal Bureau of Investigation (FBI) Fingerprints Applicants who cannot establish seven continuous years of California residency are required to submit a second set of fingerprints. This second set will be submitted to the Department of Justice (DOJ), who will forward it to the FBI for a background investigation of the applicant.

Certificates Issuance and Restrictions 12517.4 VC

This section governs the issuance of a certificate to drive a school bus, school pupil activity bus, youth bus, general public paratransit vehicle, or farm labor vehicle.

(a) The driver certificate shall be issued only to applicants meeting all applicable provisions of this code and passing the examinations prescribed by the department and the Department of the California Highway Patrol. The examinations shall be conducted by the Department of the California Highway Patrol, pursuant to Sections 12517, 12519, 12522, 12523, and 12523.5.

(b) A temporary driver certificate shall be issued by the Department of the California Highway Patrol after an applicant has cleared a criminal history background check by the Department of Justice and, if applicable, the Federal Bureau of Investigation, and has passed the examinations and meets all other applicable provisions of this code.

(c) A permanent driver's certificate shall be issued by the department after an applicant has passed all tests and met all applicable provisions of this code. Certificates are valid for a maximum of five years and shall expire on the fifth birthday following the issuance of an original certificate or the expiration of the certificate renewed.

(d) A holder of a certificate may not violate any restriction placed on the certificate. Depending upon the type of vehicle used in the driving test and the abilities and physical condition of the applicant, the Department of the California Highway Patrol and the department may place restrictions on a certificate to assure the safe operation of a motor vehicle and safe transportation of passengers. These restrictions may include, but are not limited to, all of the following:

- (1) Automatic transmission only.
- (2) Hydraulic brakes only.
- (3) Type 2 bus only.
- (4) Conventional or type 2 bus only.
- (5) Two-axle motor truck or passenger vehicle only.

(e) A holder of a certificate may not drive a motor vehicle equipped with a two-speed rear axle unless the certificate is endorsed: "May drive vehicle with two-speed rear axle."

Refusal to Issue or Renew Suspension or Revocation of Certificate or Endorsement 13369 VC

(a) This section applies to the following endorsements and certificates:

- (1) Passenger transportation vehicle.
- (2) Hazardous materials.
- (3) School bus.
- (4) School pupil activity bus.
- (5) Youth bus.
- (6) General public paratransit vehicle.
- (7) Farm labor vehicle.
- (8) Vehicle used for the transportation of developmentally disabled persons.

(b) The department shall refuse to issue or renew, or shall revoke the certificate or endorsement of any person who meets the following conditions:

- (1) Within three years, has committed any violation that results in a conviction assigned a violation point count of two or more, as defined in Sections 12810 and 12810.5. The department may not refuse to issue or renew, nor may it revoke, a person's hazardous materials or passenger transportation vehicle endorsement if the violation leading to the conviction occurred in the person's private vehicle and not in a commercial motor vehicle, as defined in Section 15210.
- (2) Within three years, has had his or her driving privilege suspended, revoked, or on probation for any reason involving unsafe operation of a motor vehicle. The department may not refuse to issue or renew, nor may it revoke, a person's passenger transportation vehicle endorsement if the person's driving privilege has, within three years, been placed on probation only for any reason involving unsafe operation of a motor vehicle.

(3) Notwithstanding paragraphs (1) and (2), does not meet the qualifications for issuance of a hazardous materials endorsement set forth in Parts 383, 384, and 1572 of Title 49 of the Code of Federal Regulations.

(c) The department may refuse to issue or renew, or may suspend or revoke the certificate or endorsement of any person who meets any of the following conditions:

- (1) Within 12 months, has been involved as a driver in three accidents in which the driver caused or contributed to the causes of the accidents.
- (2) Within 24 months, as a driver, caused or contributed to the cause of an accident resulting in a fatality or serious injury or serious property damage in excess of one thousand dollars (\$1,000).
- (3) Has violated any provision of this code, or any rule or regulation pertaining to the safe operation of a vehicle for which the certificate or endorsement was issued.
- (4) Has violated any restriction of the certificate, endorsement, or commercial driver's license.
- (5) Has knowingly made a false statement or failed to disclose a material fact on an application for a certificate or endorsement.
- (6) Has been determined by the department to be a negligent or incompetent operator.
- (7) Has demonstrated irrational behavior to the extent that a reasonable and prudent person would have reasonable cause to believe that the applicant's ability to perform the duties of a driver may be impaired.
- (8) Excessively or habitually uses, or is addicted to, alcoholic beverages, narcotics, or dangerous drugs.
- (9) Does not meet the minimum medical standards established or approved by the department.

(d) The department may cancel the certificate or endorsement of any driver who meets any of the following conditions:

- (1) Does not have a valid driver's license of the appropriate class.
- (2) Has requested cancellation of the certificate or endorsement.
- (3) Has failed to meet any of the requirements for issuance or retention of the certificate or endorsement, including, but not limited to, payment of the proper fee, submission of an acceptable medical report and fingerprint cards, and compliance with prescribed training requirements.

- (4) Has had his or her driving privilege suspended or revoked for a cause involving other than the safe operation of a motor vehicle.

(e)

- (1) The department shall refuse to issue or renew, or shall suspend or revoke, the passenger vehicle endorsement of a person who violates subdivision (b) of Section 5387 of the Public Utilities Code.

PUC Section 5387 (b) A person who drives a bus for a charter-party carrier without having a current and valid driver's license of the proper class, a passenger vehicle endorsement, or the required certificate shall be suspended from driving a bus of any kind, including, but not limited to, a bus, school bus, school pupil activity bus, or transit bus, with passengers for a period of five years pursuant to Section 13369 of the Vehicle Code.

- (2) A person found to be in violation of subdivision (b) of Section 5387 of the Public Utilities Code shall be ineligible for a passenger vehicle endorsement that would permit him or her to drive a bus of any kind, including, but not limited to, a bus, school bus, youth bus, school pupil activity bus, trailer bus, or a transit bus, with passengers, for a period of five years.

(f)

- (1) Reapplication following refusal or revocation under subdivision (b) or (c) may be made after a period of not less than one year from the effective date of denial or revocation, except in cases where a longer period of suspension or revocation is required by law.
- (2) Reapplication following cancellation under subdivision (d) may be made at any time without prejudice.

Denial Suspension or Revocation of Certificate 13370 VC

(a) The department shall refuse to issue or shall revoke a school bus, school pupil activity bus, general public paratransit vehicle, or youth bus driver certificate, or a certificate for a vehicle used for the transportation of developmentally disabled persons if any of the following causes apply to the applicant or certificate holder:

- (1) Has been convicted of a sex offense as defined in Section 44010 of the Education Code.
- (2) Has been convicted, within two years, of an offense specified in Section 11361.5 of the Health and Safety Code.
- (3) Has failed to meet prescribed training requirements for certificate issuance.
- (4) Has failed to meet prescribed testing requirements for certificate issuance.
- (5) Has been convicted of a violent felony listed in subdivision (c) of Section 667.5 of the Penal Code, or a serious felony listed in subdivision (c) of Section 1192.7 of the Penal Code. This paragraph shall not be applied to revoke a license that was

valid on January 1, 2005, unless the certificate holder is convicted for an offense that is committed on or after that date.

(b) The department may refuse to issue or renew, or may suspend or revoke a school bus, school pupil activity bus, general public paratransit vehicle, or youth bus driver certificate, or a certificate for a vehicle used for the transportation of developmentally disabled persons if any of the following causes apply to the applicant or certificate holder:

- (1) Has been convicted of a crime specified in Section 44424 of the Education Code within seven years. This paragraph does not apply if denial is mandatory.
- (2) Has committed an act involving moral turpitude.
- (3) Has been convicted of an offense, not specified in this section and other than a sex offense that is punishable as a felony, within seven years.
- (4) Has been dismissed as a driver for a cause relating to pupil transportation safety.
- (5) Has been convicted, within seven years, of an offense relating to the use, sale, possession, or transportation of narcotics, habit-forming drugs, or dangerous drugs, except as provided in paragraph (3) of subdivision (a).
- (6) Has been reported to the Department of Motor Vehicles, pursuant to Section 39843 of the Education Code, for leaving a pupil unattended on a school bus, school pupil activity bus, or youth bus.

(c)

- (1) Reapplication following refusal or revocation under paragraph (1), (2), or (3) of subdivision (a) or (b) may be made after a period of not less than one year after the effective date of refusal or revocation.
- (2) Reapplication following refusal or revocation under paragraph (4) of subdivision (a) may be made after a period of not less than 45 days after the date of the applicant's third testing failure.
- (3) An applicant or holder of a certificate may reapply for a certificate whenever a felony or misdemeanor conviction is reversed or dismissed. A termination of probation and dismissal of charges pursuant to Section 1203.4 of the Penal Code or a dismissal of charges pursuant to Section 1203.4a of the Penal Code is not a dismissal for purposes of this section.
- (4) A former applicant or holder of a certificate whose certificate was revoked pursuant to paragraph (6) of subdivision (b) may reapply for a certificate if the certificate revocation is reversed or dismissed by the department.

Reporting Unattended Pupil Disciplinary Action 39843 EC

(a) The county superintendent of schools, the superintendent of a school district, a charter school, or the owner or operator of a private school that provides transportation to or from a school or school activity shall notify the Department of Motor Vehicles, in a form and manner that the Department of Motor Vehicles specifies, within five calendar days after the county office of education, the governing board of a school district, the charter school, the owner or operator of the private school, or, in situations where the transportation services are contracted out, the driver's employer, has done both of the following:

(1) Ordered and upheld disciplinary action, after completion of disciplinary procedures conducted in compliance with rights granted by law or a collective bargaining agreement, against a driver of a school bus, school pupil activity bus, or youth bus who was found to have left the immediate vicinity of the vehicle to which the driver had been assigned with an unsupervised pupil onboard.

(2) Made a finding that the driver's actions constituted gross negligence.

(b) For purposes of this section, escorting pupils pursuant to paragraph (1) of subdivision (d) of Section 22112 of the Vehicle Code shall not be considered leaving the immediate vicinity of the vehicle.

(c) For purposes of this section, "gross negligence" means the want of even scant care or an extreme departure from the ordinary standard of conduct.

Unattended Pupil – Contract Services 39860 EC

(a) The governing board of a school district may contract for the transportation of pupils attending schools within the district to and from any exposition or fair, school activities, or other activities that the governing board of the school district determines to be for the benefit of the pupils, in this state, and may pay for the transportation out of any funds of the school district available for the purpose.

(b) The governing board of a school district shall require that any contract for the transportation of pupils under this section shall include the requirement that a pupil shall not be left unattended on a school bus, school pupil activity bus, or youth bus in accordance with paragraph (4) of subdivision (a) of Section 39831.3 .

Definition of Conviction 13375 VC

For the purpose of this article, any plea or verdict of guilty, plea of nolo contendere, or court finding of guilt in a trial without a jury, or forfeiture of bail, is deemed a conviction, notwithstanding subsequent action under Section 1203.4 or 1203.4a of the Penal Code allowing withdrawal of the plea of guilty and entering a plea of not guilty, setting aside the verdict of guilty, or dismissing the accusation or information.

Denial, Suspension, or Revocation: Request and Scope of Hearing 13371 VC

This section applies to school bus, school pupil activity bus, youth bus, general public paratransit vehicle certificates, and a certificate for a vehicle used for the transportation of developmentally disabled persons.

(a) Any driver or applicant who has received a notice of refusal, suspension, or revocation, may, within 15 days after the mailing date, submit to the department a written request for a hearing. Failure to demand a hearing within 15 days is a waiver of the right to a hearing.

(1) Upon receipt by the department of the hearing request, the department may stay the action until a hearing is conducted and the final decision has been rendered by the Certificate Action Review Board pursuant to paragraph (2) of subdivision (d). The department shall not stay an action when there is reasonable cause to believe the stay would pose a significant risk to the safety of pupils being transported in a school bus, school pupil activity bus, youth bus, or persons being transported in a general public paratransit vehicle.

(2) An applicant or driver is not entitled to a hearing whenever the action by the department is made mandatory by this Article or any other applicable law or regulation except where the cause for refusal is based on failure to meet medical standards or excessive and habitual use of or addiction to alcoholic beverages, narcotics, or dangerous drugs.

(b) The department shall appoint a hearing officer to conduct the hearing in accordance with Section 14112. After the hearing, the hearing officer shall prepare and submit findings and recommendations to the department.

(c) The department shall mail, as specified in Section 22, a copy of the hearing officer's findings and recommendations to the driver or applicant and to the driver or applicant's hearing representative, either of whom may file a statement of exception to the findings and recommendations within 24 days after the mailing date.

(d)

(1) The Certificate Action Review Board consists of the following three members: a chairperson appointed by the director of the department, a member appointed by the Commissioner of the California Highway Patrol, and a member appointed by the Superintendent of Public Instruction.

(2) After a hearing, the board shall review the findings and recommendations of the hearing officer, and any statement of exception, and make a decision concerning disposition of the action taken by the department, which decision shall be final. At this stage, no evidence shall be heard that was not presented at the hearing, unless the person wishing to present the new evidence establishes, to the satisfaction of the board, that it could not have been obtained with due diligence prior to the hearing.

Denial, Revocation, And or Suspension of Driver Certificates 13376 VC

(a) The department shall revoke a school bus, school pupil activity bus, youth bus, or general public paratransit driver certificate, and shall deny an application for that certificate, for any of the following causes:

- (1) The applicant or certificate holder has been convicted of any sex offense as defined in Section 44010 of the Education Code.
- (2) The applicant has, within the three years preceding the application date, either been convicted of a violation of Section 20001, 23103, 23104, 23152, or 23153, or has his or her driving privilege suspended, revoked, or placed on probation by the department for a cause involving the safe operation of a motor vehicle.
- (3) The applicant has, within the two years preceding the application date, been convicted of any offense specified in Section 11361.5 of the Health and Safety Code.
- (4) The applicant has failed to meet the prescribed testing requirements for issuance of the certificate.

(b)

- (1) The department shall revoke a certificate listed in subdivision (a), for three years if the certificate holder refuses to submit to a test for, fails to comply with the testing requirements for, or receives a positive test for a controlled substance, as specified in Part 382 (commencing with Section 382.101) of Title 49 of the Code of Federal Regulations and Section 34520. However, the department shall not revoke a certificate under this paragraph if the certificate holder is in compliance with any rehabilitation or return to duty program that is imposed by the employer that meets the controlled substances and alcohol use and testing requirements set forth in Part 382 (commencing with Section 382.101) of Title 49 of the Code of Federal Regulations. The driver shall be allowed to participate in a rehabilitation or return to duty program only once within a three-year period. The employer or program shall report any subsequent positive test result or drop from the program to the department on a form approved by the department.
- (2) If an applicant refuses to submit to a test for, fails to comply with the testing requirements for, or receives a positive test for a controlled substance, the department shall refuse the application for a certificate listed in subdivision (a) for three years from the date of the confirmed positive test result.
- (3) The carrier that requested the test shall report the refusal, failure to comply, or positive test result to the department not later than five days after receiving notification of the test result on a form approved by the department.
- (4) The department shall maintain a record of any action taken for a refusal, failure to comply, or positive test result in the driving record of the applicant or certificate holder for three years from the date of the refusal, failure to comply, or positive test result.

(c)

- (1) The department may temporarily suspend a school bus, school pupil activity bus, youth bus, or general public paratransit driver certificate, or temporarily withhold issuance of a certificate to an applicant, if the holder or applicant is arrested for or charged with any sex offense, as defined in Section 44010 of the Education Code.
- (2) Upon receipt of a notice of temporary suspension, or of the department's intent to withhold issuance, of a certificate, the certificate holder or applicant may request a hearing within 10 days of the effective date of the department's action.
- (3) The department shall, upon request of the holder of, or applicant for, a certificate, within 10 working days of the receipt of the request, conduct a hearing on whether the public interest requires suspension or withholding of the certificate pursuant to paragraph (1).
- (4) If the charge is dismissed or results in a finding of not guilty, the department shall immediately terminate the suspension or resume the application process, and shall expunge the suspension action taken pursuant to this subdivision from the record of the applicant or certificate holder.

(d) An applicant or holder of a certificate may reapply for a certificate whenever a felony or misdemeanor conviction is reversed or dismissed. A termination of probation and dismissal of charges pursuant to Section 1203.4 of the Penal Code or a dismissal of charges pursuant to Section 1203.4a of the Penal Code is not a dismissal for purposes of this section.

(e) The determination of the facts pursuant to this section is a civil matter which is independent of the determination of the person's guilt or innocence, has no collateral estoppel effect on a subsequent criminal prosecution, and does not preclude the litigation of the same or similar facts in a criminal proceeding.

DRIVER CERTIFICATION PROCESS

a. Interview and Test Location.

Applicants should be interviewed and tested at the California Highway Patrol (CHP) office located within the area where they will be doing the majority of their driving. Exceptions can be made for unusual circumstances with the concurrence of the involved CHP areas. This restriction is necessary for record-keeping and monitoring drivers for compliance with pupil transportation laws and regulations. Applicants should contact the CHP office to ascertain times when the initial CHP interview, testing, and certification can be accomplished.

b. Initial CHP Interview.

School Bus Officers/Coordinators (SBOCs) will conduct an initial interview with each original applicant. The purpose of the interview is to ensure that the applicant is aware of the minimum requirements for the certificate, and to identify and eliminate applicants who may be unqualified. This informational interview will be conducted prior to accepting the certificate fee or fingerprinting the applicant. The following items will be discussed:

- (1) The minimum physical and medical requirements;
- (2) The specifics of the criminal background check, complete driving record check, certificate testing process, and work history
- (3) The importance of being thorough and accurate on all pre-employment documents, as well as the consequences of knowingly providing false information on the certificate application forms.

c. Testing.

Applicants will have three opportunities to pass the written, driving, and, if applicable, first aid tests. The pretrip inspection is part of the driving test, and the first aid examination is independent of both the written and driving tests. The SBOC may recommend an applicant for remedial training after failing the written or driving test after the first or second attempt. The SBOC will return the applicant's California Department of Education Training Certificate, T-01 form, for the instructor to document any remedial training. The duration of such training will be at the discretion of the instructor or employer after consulting with the SBOC. Applicants will be retested after seven calendar days have elapsed from the date of the failure. Instructors must return the T-01 training certificate indicating any remedial training prior to a retest. A third failure will disqualify the applicant. Disqualified applicants may reapply for a certificate after a period of not less than 45 days from the date of the third failure.

APPLICATION PROCESS

a. Original Applicants

(1) An "original applicant" is one who:

- (a) Has never been issued a driver certificate for the type of vehicle (school bus, youth bus, GPPV, SPAB, or FLV) to be driven; or,
- (b) Has a driver certificate that has been expired for more than one year; or
- (c) Has had a driver certificate denied or revoked pursuant to Section 13370 VC, but now is eligible to apply for a certificate; or

(d) Returns to California after relinquishing his/her California driver license.

(2) Original applicants need the following when reporting initially to the CHP:

- (a) A valid class A, B, or C driver license
- (b) A Department of Motor Vehicles (DMV) H6-printout
- (c) A \$57 fee. (Break down of fee: \$25 for the certificate; \$32 for fingerprints).

(3) To facilitate the certificate process, it is also desirable that the applicant initially present:

- (a) Driver license. All applicants shall possess a valid class A or B driver license with a passenger endorsement (Section 15250 VC). An interim, temporary driver license or instruction permit of the appropriate class is acceptable. GPPV and VDDP applicants shall have a valid class A, B, or C license with the proper endorsements. All school bus applicants and all applicants employed for compensation by another for the purpose of driving a motor vehicle on the highway shall be at least 18 years old (Sections 12515 and 12516 VC).
- (b) Out-of-State License. A valid out-of-state driver license for a nonresident is acceptable if the requirements of Sections 12502 and 12505 VC are met. The license must be issued by a U. S. jurisdiction and be valid for driving in California.
- (c) Special Certificate Application - CHP 295.

NOTE: This form should be completed but not signed. See ANNEX F for an example of CHP 295.
- (d) A current medical report DL-51, [Section 12517.2(a) VC]. Applicants shall present their current medical report to the officers or coordinators. "Current" for an original applicant means that the examination was within the past two years.
- (e) DMV Printout. Each applicant will provide a DMV printout (H6). If the printout provided does not cover a 10-year period, the SBOC will obtain a 10-year driver history record from DMV.
- (f) Training Verification. Once the applicant has completed the required training and is scheduled for testing, the applicant shall present proper verification of the training he or she received.

(4) Original applicants will accomplish the following at the CHP office:

- (a) Complete the CHP 295. Original applicants shall complete the front of the application to provide information needed to prepare and process the California Special Driver Certificate – DL-45. Applicants may complete the CHP 295 prior to reporting to the CHP office, but shall sign the form in the presence of the SBOC. If the SBOC identifies a potential problem, the SBOC will complete an Applicant Discrepancy Identifier. The applicant shall sign the card, and the employer shall receive a copy. This will alert the applicant and the employer to problems requiring correction prior to issuance of a temporary certificate.
- (b) Complete the application portion of the SPECIAL DRIVER CERTIFICATE and pay a \$57 fee.
- (c) The SBOC will fingerprint all original applicants except for FLV applicants utilizing a fingerprinting card or a CHP electronic fingerprinting system. If an applicant is unable to establish seven continuous years of California residency, the applicant will be fingerprinted twice. The second set of fingerprints will be submitted to the FBI. The FBI background investigation will significantly increase the length of the certification process. Only applicants for an original certificate to drive a school bus, SPAB, youth bus, or GPPV may be fingerprinted by a public law enforcement agency, a school district, or a county office of education utilizing an electronic fingerprinting system with terminals managed by the Department of Justice.
- (d) CHP Notification. Employers must immediately notify the SBOC when an applicant has withdrawn from the certification process. Applicants who subsequently wish to resume the process after 1 year has elapsed from the application date will be re-fingerprinted.
- (e) Resubmission of Fingerprints. If, for any reason, the DOJ or the FBI returns a set of fingerprints because they are unacceptable, the SBOC will schedule the applicant for reprinting.

(5) Criminal History Review.

- (a) SBOCs will critically review the criminal history record received from the DOJ and, if applicable, the FBI, for any disqualifying information. If the applicant's record is clear, the local SBOC will contact the prospective employer so the applicant may be scheduled for testing.
- (b) If, after the review, it is learned the applicant may be disqualified, the applicant may be scheduled for testing. However, no temporary certificate will be issued. SBOCs will complete and forward the applicant file to DMV for review pending a final decision on issuance of the permanent certificate.

- (c) If, after this review, it is learned the applicant will be disqualified, he/she shall not be scheduled for testing. The SBOC will notify the applicant's prospective employer of the situation, and forward the applicant file to DMV.

b. Renewal Applicants

(1) A "renewal applicant" is one who:

- (a) Has a driver certificate that will expire within six months; or,
- (b) Has a driver certificate that has expired by not more than 12 months. The renewal period for a special driver certificate will remain open for a period of 12 months from the date the applicant's special certificate expires. This date should be the applicant's birthday. During this 12-month period, the applicant must complete all required testing and be issued a temporary (renewal) special driver certificate. A driver failing to complete the testing process before the end of the 12th month will be considered an original applicant.
- (c) An original or renewal VDDP applicant is a person who is employed by a business or a non-profit organization or agency, and who is primarily employed as a driver of a motor vehicle for hire used for the transportation of persons with developmental disabilities, as defined in Section 4512 of the Welfare and Institutions Code. A person who is primarily employed as a driver is that person who performs at least 50 percent of his or her time worked including, but not limited to, time spent assisting persons onto and out of the vehicle, or at least 20 hours a week, whichever is less, as a compensated driver of a motor vehicle for hire for the transportation of persons with developmental disabilities. For complete statutory text, see Section 12523.6 VC.

(2) Applicants seeking to renew a special driver certificate need the following when reporting to the CHP office:

- (a) A valid class A or B commercial driver license (except GPPV or VDDP drivers must possess a valid class A, B, or C driver license);
- (b) A current medical report, DL-51, [Section 12517.2(a) VC];
- (c) School bus, SPAB, and FLV drivers must present a state Department of Education T-O1 Training Certificate properly documenting successful completion of the required renewal training. Youth bus and GPPV drivers must present a letter from their employer documenting successful completion of the required renewal training. There are no training requirements for a VDDP applicant.
- (d) A \$12 fee (exact amount).

(3) Renewal applicants will accomplish the following at the CHP office:

- (a) Complete a CHP 295;
- (b) Complete the application portion of the special driver certificate and pay a \$12 fee.
- (c) Renewal applicants must renew the special driver certificate within six months before or 12 months after the certificate expiration date. If a renewal applicant renews his/her certificate after 12 months have elapsed from the expiration date of the certificate, he/she will be considered an original applicant.

c. Applicant Testing

(1) Applicants, except applicants for a VDDP special driver certificate, must pass a written examination on laws and regulations governing pupil and farm labor transportation safety, and all applicable requirements of Sections 12517, 12519, and 31401 VC. Applicants will have three opportunities to pass the written exam.

(2) Applicants for a school bus or youth bus special driver certificate must pass a written examination on first aid practices or obtain a first aid certificate from the American Red Cross or from an organization whose first aid training program is at least equivalent to the American Red Cross first aid training program, as determined by the Emergency Medical Services Authority. Applicants will have three opportunities to pass the first aid written examination. Applicants who have failed the written CHP First Aid Examination twice should consider taking a first aid course. A third failure will disqualify the applicant, and the applicant may not waive the exam by obtaining a first aid certificate. See Annex C for a list of approved first aid courses. Applicants who obtain a first aid certificate to waive the exam must maintain that certificate valid. Failure to do so will invalidate the special driver certificate (Section 12522 VC). Once the CHP has waived the driver's first aid test, the first aid restriction cannot be removed until the driver renews his or her school bus or youth bus special driver certificate.

(3) Applicants, except applicants for a VDDP certificate, must pass a driving test to demonstrate their knowledge of applicable laws and regulations, and their ability to operate a school bus, SPAB, youth bus, GPPV, or FLV (Sections 12517.4 and 12804.9 VC). Applicants will have three opportunities to pass the driving test.

- (a) The driving test includes a pre-trip vehicle inspection and the demonstration of a driver's familiarity with all gauges, instruments, and controls on the bus or FLV. An applicant's knowledge of brake systems and their operation is critical.
- (b) Applicants shall bring the vehicle requiring the highest level of driver skill. Certificates are restricted based upon the type of vehicle used in the driving test.

Applicants wishing an unrestricted certificate may use more than one vehicle to test their driving skills.

(c) It is unlawful for the holder of a certificate to violate any restriction placed on a special driver certificate. Depending upon the type of vehicle used in the driving test, and the abilities and physical condition of the applicant, the CHP and DMV may place restrictions on a certificate to ensure the safe operation of a motor vehicle and the safe transportation of passengers. Such restrictions may include, but shall not be limited to, the following:

1. Automatic transmission only;
2. Hydraulic brakes only;
3. Type 2 bus only;
4. Conventional or type 2 bus only;
5. Two-axle motor truck or passenger vehicle only;
6. First aid test waived; must comply with Section 12522(c) VC;
7. The driver certificate must be endorsed "may drive vehicle with two-speed rear axle" if the applicant wishes to drive a vehicle so equipped [Section 12517.4(e) VC].

(4) Renewal applicants may receive an abbreviated driving test at the discretion of the SBOC if the applicant has not been involved in any preventable accidents and has not received any citations or school bus-related driving complaints since the issuance of the current certificate. Participation in a local school bus "roadeo" within the 12 months preceding the renewal application date will satisfy the driving test requirements if the "roadeo" included a driving test given or directed by an attending SBOC. The driving test requirements may also be satisfied if the SBOC rode with the renewal applicant on a regular school bus run within the 12 months preceding the renewal application date and completed a CHP 295A.

NOTE: Any area not having an established "roadeo" may conduct a local school bus "roadeo" program using the Annual California School Bus Safety Roadeo Program, sponsored by the California Association of School Transportation Officials (CASTO).

d. Canceled Applicants

(1) Applicants seeking reinstatement after cancellation of a certificate need the following when reporting to the CHP office:

- (a) A valid class A or B commercial driver license (except GPPV or VDDP drivers must possess a valid class A, B, or C driver license);
- (b) A current medical certificate, DL-51A;
- (c) A \$12 fee if any permanent or temporary certificate is lost by the applicant/driver during the cancellation period;
- (d) Evidence that the deficiency that resulted in cancellation has been corrected.

(2) Canceled applicants will accomplish the following at the CHP office:

- (a) Complete a CHP 295;
- (b) Provide evidence to the CHP SBOC that the deficiency that resulted in cancellation has been corrected.

e. Up-Grade Applicants

(1) Applicants seeking to eliminate a restriction on their special driver certificate need the following when reporting to the CHP office:

- (a) A valid class A or B commercial driver license (except GPPV or VDDP drivers shall possess a valid class A, B, or C driver license);
- (b) A current medical certificate, DL-51A;
- (c) A \$12 fee (exact amount);
- (d) A valid special driver certificate.

(2) Applicants will accomplish the following at the CHP office:

- (a) Complete a CHP 295;
- (b) Complete the application portion of the special driver certificate and pay a \$12 fee;
- (c) Pass a driving test to demonstrate their knowledge of applicable laws and regulations, and their ability to operate the appropriate vehicle. The driving test includes a pre-trip vehicle inspection and a demonstration of the driver's familiarity with all gauges, instruments, and controls on the bus or FLV. Special emphasis is placed on brake systems and their operation.

**SUPPLEMENT
TO
UNIT 2**

Driver License
and
Special Certificate
Requirements

Vehicle Code Violations used in Negligent Operator Counts

Violation Point Assessment

Violation points are assigned to Vehicle Code sections and any other code section, or city or county ordinance, involving the safe operation of a motor vehicle. Any violation occurring as a pedestrian or a bicyclist has no point assigned. The department may suspend and place on probation, or revoke, the driving privilege of a negligent operator.

Per Vehicle Code section 12810.5a, a Class C negligent operator has

- 4 or more points in 12 months,
- 6 in 24 months, or
- 8 in 36 months.

Although a Class A or B driver without a special certificate may be allowed 2 additional points, a violation received in a commercial vehicle carries 1 1/2 times the point count normally assessed (12810.5b VC). A minor, under 18 years of age, may receive a 30-day restriction for 2 points in 12 months, or be suspended for 3 points in 12 months (12814.6 VC).

One Point Count California Vehicle Code Violations

Section	Violation
2800	Disobedience to traffic officer
2800.1	Evading peace officer
2801	Disobedience to fire official
2803, 2803a, 2803b, 2803c	Unsafe vehicle load
2815	Disregarding non-student crossing guard
2816	Youth bus/children crossing highway
2817	Disregarding funeral escort officer
2818	Crossing safety flares/cones
14603	Violation of license restrictions
21100.3	Disregarding traffic officer's directions
21209, 21209a	Driving in bicycle lane
21367, 21367a, 21367b, 21367c	Disobedience to traffic signs/controller
21451, 21451a, 21451b	Illegal movement/green light/arrow
21452, 21452a	Illegal movement/yellow light/arrow
21453, 21453a, 21453b, 21453c	Illegal movement/red/light/arrow
21454, 21454a - d, 21455	Traffic signals
21457, 21457a, 21457b	Disobedience to flashing signals
21460a, 21460b	Double lines/one broken line
21460.5c	Use of two-way left turn lane
21461, 21461a, 21462	Disobedience to traffic control device
21650, 21650a - f	Keep right

21651, 21651a	Crossing divided highway
21652	Entering highway from service road
21654, 21654a, 21654b, 21655, 21655b	Lane use/slow moving vehicle
21655.8	High-occupancy vehicle lane/entering/exiting
21656 - 21662, 21662a, 21662b	Improper lane use
21663	Driving on sidewalk
21664	Freeway ramp/entering/exiting
21700	Load obstructing driver's view
21701	Interfering with driver's control of vehicle
21702, 21702a, 21702b	Driving hours limitation
21703, 21704, 21704a, 21705, 21706	Following too closely
21707	Driving in fire area
21709	Driving in safety zone
21711	Towed vehicle swerving
21712, 21712a, 21712d, 21712f, 21715, 21715a, 21715b	Unlawful riding/towing
21717	Turning across bicycle lane
21750 - 21757, 21758, 21759	Illegal passing
21800 - 21804, 21804a, 21804b	Right-of-way
21805, 21805b	Yielding right-of-way to horseback rider
21806, 21806a	Yielding right-of-way to emergency vehicle
21807	Unsafe operation of emergency vehicle
21950, 21950a, 21951, 21952	Yielding right-of-way to pedestrian
21954, 21954b	Due care for pedestrian on roadway
21960a	Prohibited use of freeway
21963	Yielding right-of-way to blind pedestrian
22100 - 22105	Turning and U-turns
22106	Unsafe starting/backing of vehicle
22107 - 22111, 22111a, 22111b, 22111c	Signaling turns and stops
22112, 22112a	School bus signaling
22348, 22348a, 22348c	Speed/use of designated lanes
22349, 22349.5	Maximum speed
22350, 22351, 22352, 22352a, 22352b	Basic/prima facie speed limit
22354, 22355	Exceeding posted/freeway speed limit
22356, 22356b	Maximum speed 70 mph
22357, 22358.4	Speed in excess of local limits
22359, 22360, 22361	Speed in excess of local limits
22362	Speed/construction zone
22363	Restricted speed/weather conditions
22364	Speed/traffic lanes
22400, 22400a, 22400b	Driving too slow
22405, 22405a	Speed/bridge/tunnel
22406, 22407	Maximum designated vehicle speed
22409, 22410	Speed/solid/metal tires

22413	Speed limit on grades
22450, 22451, 22452, 22452a, 22452b	Stop required/railroad crossing
22454	Stop for school bus
23109, 23109b, 23109d	Speed contest/aiding or abetting
23116, 23116a	Transporting person in truck load space
23127	Driving on trails and paths
23220	Drinking while driving
23222, 23222a, 23222b	Marijuana or open container/driving
23235	Ignition interlock verification
23244, 23244b	Defeating ignition interlock device
23253	Disobedience to toll highway officer
23270, 23270a	Unauthorized towing
23330, 23330c	Width/load of vehicle at crossing
23336	Disobedience to sign/vehicle crossing
24002, 24002a, 24002b	Unsafe/unlawfully equipped vehicle
24004	Operation after notice by officer
24250	Lighting equipment
24409, 24409a, 24409b	Failure to dim lights
24604	Lamps/flag for extended load
25103, 25103a, 25103b	Lamps on projecting load
26301, 26302, 26302a, 26302b, 26302c	Brakes
26303, 26304, 26304a, 26304b	Brakes/combination vehicles
26307	Forklift truck brakes
26311, 26311a, 26311b, 26311c	All wheel service brakes
26456, 26457	Brakes/stopping distance
26458, 26458a, 26458.5	Braking system/towing vehicles
26502a	Adjustment/use of air brakes
26503 - 26506, 26506a, 26507	Airbrake system
26508, 26508a - c, 26508e - k, 26508o	Emergency stopping system
26520, 26521, 26522	Vacuum brakes
27360, 27360a - c, 27360.5, 27360a - c	Child Passenger restraint
27363, 27363b	Child seat belt
27800, 27801, 27801a, 27801b	Motorcycle/passengers and equipment
29001, 29002	Fifth wheel connecting/locking device
29003a, 29003b, 29003c	Hitch and coupling device
29004, 29004a - c, 29006, 29006a	Towed vehicle coupling
29201	Pole dolly/load and length
31301, 31301a	Caldecott tunnel restrictions
31303, 31303b, 31303c, 31303e	Hazardous waste transportation
31402	Farm labor vehicle/unsafe operation
31540, 31504b	Removable containers/regulations
31614, 31614a, 3164b, 31614d - f 31614h, 31614i	Explosives transportation
32104, 32104a, 32104b, 32105, 32105a, 32105c-e	Inhalation hazard transportation

32106, 32106a - d	Inhalation hazard transportation
34102	Tank vehicle regulations
34501.2, 34501a, 34501c	Driving hours limitations
34506, 34506a - g	Driving hours, equipment, maintenance, operation
34506.3	Safety regulation violation
34509, 34509c, 34509d	Vanpool vehicle maintenance inspection
35784, 35784a, 35784b	Violation of special permit
35784.5, 35784a, 35784b	Extralegal load/weight
36400	Lift-carrier/speed
36705	Bale wagon load width during darkness

Two Point Count California Vehicle Code Violations

Section	Violation
2800.2, 2800.3	Evading peace officer/reckless driving
14601, 14601a, 14601 b, 14601.1-14601.4	Driving while suspended/revoked
14601.5	Driving, suspended/revoked for refusing test
20001, 20001a 20002, 20002a, 20002b	Hit and run/injury/property damage
21651b	Driving wrong side/divided highway
22348b	Speed over 100 MPH
23103, 23103a, 23103 b	Reckless driving
23104, 23104a	Reckless driving/causing bodily injury
23109a, 23109c	Speed contest /exhibition of speed
23140, 23140a, 23140b	Minor driving with BAC of 0.05% or more
23152, 23152a-d	DUI/alcoholic beverage or drugs
23153, 23153a-d	DUI/causing bodily injury or death
31602, 31602a, 31602b, 31602c	Explosives transportation

Other Common California Code Violations Used In Negligent Operator Count

Section	Code	Violation	Points
49307 or 12059	Education	Disobedience to school safety patrol	1
191.5a, 192c1-192c4, 192.3c, 192.3d	Penal	Vehicular manslaughter with gross negligence	2
192c, 192.3, 192.3a, 192.3b	Penal	Vehicular manslaughter without gross negligence	1
27176	Streets and highways	Speeding on Golden Gate Bridge	1

One Point Count Out of State Violations

Section	Violation	Section	Violation
01	Speed/too fast or over speed limit	34	Entering/exiting from thoroughfare
03	Speed/too slow or failure to turn out	40	Illegally modified vehicle
04	Passing/illegal, improper or unsafe	45	Explosives transportation
05	Following too close	51	Equipment/unsafe, illegal or defective

06	Failure to yield right-of-way	58	Driving while impaired
07	Illegal/unsafe use or change of lanes	61	Child passenger seat restraint
08	Tuirms/illegal or unsafe	67	Defective headlights
09	Signaling/improper or no signal	69	Following emergency vehicle unlawfully
10	Failure to obey traffic control device	70	Using vehicle for felony/aiding or abetting
11	Crossing double lines/markers/dividers	72	Erratic driving/suddenly changing speeds
12	Wrong way on one-way street	73	Fleeing scene or evading arrest by turning lights off when lights required
13	Brakes	74	Unsafe operation of a motor vehicle
14	Lights	75	Driving off road/on shoulder/on sidewalk
21	Violation of restricted license	77	No required equipment/using prohibited equipment
26	Negligent/careless/inattentive driving	86	Felony involving commercial vehicle
27	Starting or backing/illegal or unsafe	87	Felony controlled substance/commercial vehicle
28	Driving in a prohibited area	88	Speeding 15 mph plus/commercial vehicle
30	Disobedience of lawful order	91	Illegal lane change/commercial vehicle
31	Towing/improper, unsafe or illegal	92	Following too closely/commercial vehicle
32	Obstructing driver's view or interfering	93	Fatal accident violation/commercial vehicle
33	Unlawful riding on motor vehicle		

Two Point Count Out of State Violations

Section	Violation	Section	Violation
02	Speed contest/aiding or abetting	38	DUI/dangerous drugs not narcotics
15	Reckless driving	46	Manslaughter without gross negligence
16	Reckless driving/injury	47	Manslaughter with gross negligence
17	Drunk driving	81	DUI/BAC 0.04% or more/commercial vehicle
18	Drunk driving/injury	82	DUI/commercial vehicle
19	Hit and run	84	DUI/controlled substance/commercial vehicle
20	Driving while suspended or revoked	85	Hit and run/commercial vehicle
37	DUI/narcotics	89-90	Reckless driving/commercial vehicle

Code of Federal Regulations Violations

Section	Violation	Points
36423 or 36FR46	DUI/alcoholic beverage or any drug	2

Health and Safety Code 11361.5

- a) A conviction of Possession of any concentrated cannabis
- b) Unlawful possession of a device, contrivance, instrument, or paraphernalia used for unlawfully smoking marijuana
- c) Unlawful visitation or presence in a room or place in which marijuana is being unlawfully smoked or used
- d) Unlawfully using or being under the influence of marijuana

Codes listed in ED Code 44010

PC§ 220.	Assault with Intent to Commit a Felony
PC§ 261.	Rape
PC§ 261.5.	Unlawful Sexual Intercourse
PC§ 262.	Spousal Rape
PC§ 264.1.	Forcible Rape While Acting in Concert
PC§ 266.	Enticing Minor Female for Illegal Sex; Aiding and Abetting
PC§ 266j.	Procuring a Child for a Lewd Act
PC§ 267.	Child Abduction for Prostitution
PC§ 285.	Incest
PC§ 286.	Sodomy
PC§ 288.	Lewd Act upon a Child
PC§ 288a.	Oral Copulation
PC§ 288.5.	Continual Sexual Abuse of a Child
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PC§ 647.6.	Child Annoying
PC§ 314.	Indecent Exposure
PC§ 272.	Causing, Encouraging or Contributing to the Delinquency of a Minor
PC§ 290.	Sex Offender Registration

Serious Felonies PC§ 1192.7

1. Murder or voluntary manslaughter
2. Mayhem
3. Rape
4. Sodomy by force, violence, duress, menace, threat of great bodily injury, or fear of immediate and unlawful bodily injury on the victim or another person
5. Oral copulation by force, violence, duress, menace, threat of great bodily injury, or fear of immediate and unlawful bodily injury on the victim or another person

6. Lewd or lascivious act on a child under the age of 14 years
7. Any felony punishable by death or imprisonment in the state prison for life
8. Any other felony in which the defendant personally inflicts great bodily injury on any person, other than an accomplice, or any felony in which the defendant personally uses a firearm
9. Attempted murder
10. Assault with intent to commit rape or robbery
11. Assault with a deadly weapon or instrument on a peace officer
12. Assault by a life prisoner on a non-inmate
13. Assault with a deadly weapon by an inmate
14. Arson
15. Exploding a destructive device or any explosive with intent to injure
16. Exploding a destructive device or any explosive causing great bodily injury or mayhem
17. Exploding a destructive device or any explosive with intent to murder
18. Burglary of an inhabited dwelling house, or trailer coach as defined by the Vehicle Code, or inhabited portion of any other building
19. Robbery or bank robbery
20. Kidnapping
21. Holding of a hostage by a person confined in a state prison
22. Attempt to commit a felony punishable by death or imprisonment in the state prison for life
23. Any felony in which the defendant personally used a dangerous or deadly weapon
24. Selling, furnishing, administering, giving, or offering to sell, furnish, administer, or give to a minor any heroin, cocaine, phencyclidine (PCP), or any methamphetamine-related drug, as described in paragraph (2) of subdivision (d) of Section 11055 of the Health and Safety Code, or any of the precursors of methamphetamines, as described in subparagraph (A) of paragraph (1) of subdivision (f) of Section 11055 or subdivision (a) of Section 11100 of the Health and Safety Code
25. Any violation of subdivision (a) of Section 289 where the act is accomplished against the victim's will by force, violence, duress, menace, or fear of immediate and unlawful bodily injury on the victim or another person
26. Grand theft involving a firearm
27. Carjacking
28. Any attempt to commit a crime listed in this subdivision other than an assault
29. Any conspiracy to commit an offense described in paragraph (24) as it applies to Section 11370.4 of the Health and Safety Code where the defendant conspirator was substantially involved in the planning, direction, or financing of the underlying offense.

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Unit 3

Laws and Regulations on Bus Operation and Use



Curriculum in this handout is from the
Instructors Manual for California's Bus Driver's Training Course.

This handout is specifically geared for the School Bus Driver.

The objective of Unit III of the Instructors Manual for California's Bus Driver's Training Course is to explain and define the types of buses and explain the operational use of buses.

This handout covers all the subject matter in Unit 3 of the Instructors Manual for California's Bus Driver's Training Course and has additional material to help an applicant or driver understand the material more thoroughly.

This handout refers to many different codes and laws. "VC" stands for Vehicle Code, "CCR" stands for California Code of Regulations, and "EC" stands for the Education Code.

California Highway Patrol - Passenger Transportation Safety Handbook HPH 82.7

The CHP publishes their own document of the codes and regulations pursuant to passenger transportation safety. This document is titled Passenger Transportation Safety Handbook HPH 82.7 which is commonly referred to as the 82 point 7. The 82.7 is divided into chapters. Each chapter will be comprised of excerpts from the Vehicle Code (VC), California Code of Regulations (CCR), and the Department of Education (EC) related to the operation of vehicles requiring a California Special Drivers Certificate to transport passengers. These vehicles are school buses, school pupil activity buses (SPAB), youth buses, general pupil paratransit buses (GPPV), vehicle for developmentally disabled persons (VDDP), and farm labor vehicles (FLV).

However the HPH 82.7 is not updated as often as laws and regulations change.

Most of the laws and regulations in this handout can be found in the 82.7 and are updated on a more frequent schedule in this document.

This handout may have excerpts from the different laws and regulations. To get the full content of any law you should refer to the Vehicle Code Manual, the California Code of Regulations and the Education Code Manual. Most of these regulations can be found on the internet.

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Types of School Buses

School buses are unique. Their function, design, equipment, and requirements stand apart from other forms of people transportation.

Buses are defined as follows:

Type I Designed to carry more than 16 passengers and the driver

Type II Designed for carrying not more than 16 passengers and the driver; or manufactured on or after April 1, 1977, having a manufacturer's gross vehicle weight rating of 10,000 pounds or less, and designed for carrying not more than 20 passengers and the driver

Wheelchair Bus:

Any bus, either Type I or Type II that has been designed or modified to Transport pupils confined to wheelchairs.

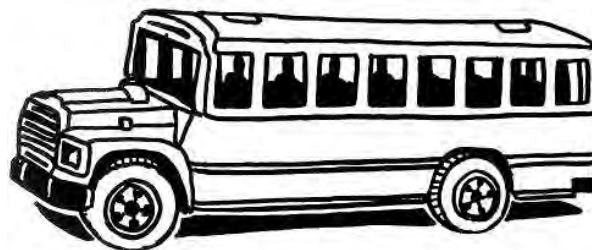
A "**transit bus**" is any bus owned or operated by a publicly owned or operated transit system, or operated under contract with a publicly owned or operated transit system, and used to provide to the general public, regularly scheduled transportation for which a fare is charged.

Type I buses come in two basic styles: Conventional and Coach or Transit

Conventional:

Most conventional buses are constructed in two stages - - the chassis and the body.

Usually, the chassis is made by a truck manufacturer and then shipped to a body manufacturer where the body is attached to the chassis. All conventional buses may seat up to 72 passengers.



Coach or Transit:

These are larger capacity buses. They come in two or three axle styles. Some manufacturers use the two stage (chassis and body) construction design, and other

manufacturers use an integral construction design. An integral design means the chassis and body are built as a single unit from the ground up.

The engine can be installed in one of three locations – the front, known as a “forward control”; the center, known as “midship”; and the rear, known as a “pusher”.

The longest coach is 40 feet in length. Coach and transit buses may seat up to 91 passengers.



Type II buses are much smaller in size and are mostly used in the field of special education transportation. These buses may be designed to accommodate wheelchairs as well as other passive restraint systems, such as car seats and harnesses. Type II bus is an integral part of pupil transportation.



STYLES OF SCHOOL BUSES

TYPE I

Designed for carrying more than 16 passengers and the driver

MAKES: Crown, Bluebird, Thomas, Gillig, Wayne, etc....

DESIGN: Conventional, Transit, and Transit Tandem

Conventional School Bus



- Motor is always up front over front axle.
- Single or Tandem rear axle
- Length and passenger capacity varies.
- Turning point is very different on the conventional bus compared on the transit bus
- Constructed in two stages: the chassis and the body

Transit or Coach



- Motor is located:
 - Front (forward control)
 - Middle (midship)
 - Rear (pusher)
- Length = 33 – 40 feet
- Width = 8 feet
- Height = 11'6"
- Passenger Capacity up to 84
- Constructed usually in a single unit, with the motor located within the unit.
- Two Axles

Transit Tandem



- Motor is located:
 - Front (forward control)
 - Middle (midship)
 - Rear (pusher)
- Length = 40 feet
- Width = 8 feet
- Height = 11'6"
- Passenger Capacity up to 97
- Constructed usually in a single unit, with the motor located within the unit.
- Three Axles

TYPE II

Designed for carrying not more than 16 passengers and the driver or Buses manufactured on or after 4-1-1977 and having a gross vehicle weight of 10,000 lbs or less is designed for carrying not more than 20 passengers and the driver.

MAKES: Bluebird, GMC, Dodge, Ford,

DESIGN: Vans or Mini-bus

Height = 8'0" to 9'10"



WHEELCHAIR BUS

Any school bus that has been designed or modified to transport pupils confined to wheelchairs. Can be either a Type I or Type II bus
Size of vehicle will vary as well as passenger capacity will vary.



Type I

Type II

DRIVER REQUIREMENTS

Inspection by Patrol Members 2804 VC

A member of the California Highway Patrol upon reasonable belief that any vehicle is being operated in violation of any provisions of this code or is in such unsafe condition as to endanger any person, may require the driver of the vehicle to stop and submit to an inspection of the vehicle, and its equipment, license plates, and registration card.

School bus Inspection 2807 VC

(a) The California Highway Patrol shall inspect every school bus at least once each school year to ascertain whether its construction, design, equipment, and color comply with all provisions of law.

(b) No person shall drive any school bus unless there is displayed therein a certificate issued by the California Highway Patrol stating that on a certain date, which shall be within 13 months of the date of operation, an authorized employee of the California Highway Patrol inspected the bus and found that on the date of inspection the bus complied with the applicable provisions of state law relating to construction, design, equipment, and color. The Commissioner of the California Highway Patrol shall provide by rule or regulation for the issuance and display of distinctive inspection certificates.

Private School bus Requirements 2808 VC

(a) Except as provided in subdivision (b), all school buses transporting pupils to or from any private school or private school activity shall be subject to the same statutes, rules, and regulations relating to construction, design, operation, equipment, and color as are now or hereafter applicable to school buses transporting pupils to or from any public school or public school activity.

(b) School buses shall be exempt from such statutes, rules, and regulations relating to construction, design, safe operation, and equipment as the Commissioner of the California Highway Patrol shall determine necessary to permit such school buses to continue in operation or when it appears that the results intended to be attained by such rules and regulations are being accomplished by the use of other methods. Such exemption shall be specified by rule or regulation of the commissioner. No such exemption shall be made which in the opinion of the commissioner would jeopardize the safety of the pupils so transported

Employment of Person to Drive Motor Vehicle License and Medical Certificate 14606 VC

(a) A person shall not employ, hire, knowingly permit, or authorize any person to drive a motor vehicle owned by him or her or under his or her control upon the highways unless that person is licensed for the appropriate class of vehicle to be driven.

(b) Whenever a person fails to qualify, on reexamination, to operate a commercial motor vehicle, an employer shall report that failure to the department within 10 days.

(c) An employer shall obtain from a driver required to have a commercial driver's license or commercial endorsement a copy of the driver's medical certification before allowing the driver to operate a commercial motor vehicle. The employer shall retain the certification as part of a driver qualification file.

Unlawful Operation After Notice by Officer 24004 VC

No person shall operate any vehicle or combination of vehicles after notice by a peace officer, as defined in Section 830.1 or subdivision (a) of Section 830.2 of the Penal Code, that the vehicle is in an unsafe condition or is not equipped as required by this code, except as may be necessary to return the vehicle or combination of vehicles to the residence or place of business of the owner or driver or to a garage, until the vehicle and its equipment have been made to conform with the requirements of this code.

The provisions of this section shall not apply to an employee who does not know that such notice has been issued, and in such event the provisions of Section 40001 shall be applicable.

Hours of Duty

What Are the Hours-of-Duty Limits?

The hours-of-duty regulations focus on when and how long you are allowed to drive by placing specific limits on the amount of time you drive your school bus and how many total hours you can work before you are no longer permitted to drive. You must follow three maximum duty limits at all times. For Intrastate school bus drivers (within a state) they are 16-hour on-duty limit, 10-hour driving limit, and 80 in 8 day hour duty limit.

Maximum Driving and on Duty Time 13 CCR 1212.5

This section has been paraphrased from 13 CCR 1212.5.

(A) No motor carrier shall permit or require any driver used by it to drive nor shall any such driver drive

School Bus Driver

More than 10 hours within a work period

After 16 consecutive hours have elapsed since first reporting for duty

(At least 8 consecutive hours off-duty is required after 16 consecutive hours have elapsed since first reporting for duty.)

Bus Driver

More than 10 hours within a work period

After 15 consecutive hours have elapsed since first reporting for duty

(At least 8 consecutive hours off-duty is required after 15 consecutive hours have elapsed since first reporting for duty.)

10-Hour Driving Limit

You are allowed 10 hours of driving time after 8 consecutive hours off duty. There is no limit on how many of those hours you are allowed to drive at one time — you may drive for as little as a few minutes or as much as 10 hours in a row. Once you have driven a total of 10 hours, you have reached the driving limit and must be off duty for another 8 consecutive hours before driving a school bus again. There must be no on-duty or driving time during those 8 hours.

16-Hour On-Duty Limit

Following 8 consecutive hours off duty, you must not drive a school bus after being on duty 16 consecutive hours. You may do other work after being on duty 16 hours, but you may not drive. Off-duty time taken during the day, such as a lunch break, split shift or nap, does count toward this 16-hour limit unless the off-duty exceeds 8 hours because you can now start your 16 hour duty limit again.

Example: *You have had 8 continuous hours off and you come to work at 6:00 a.m. You work for 3 hours driving your morning route, you take 6 hours off due to a split shift, and work another 6 hours (3 hours driving – 3 hours waiting for a football game to finish) until 10:00 p.m., for a total of 16 on-duty hours.*

You must not drive a school bus after 10:00 p.m. that evening. You may do other work after 10:00 p.m., but you cannot do any more driving until you have taken another 8 consecutive hours off.

Example: *You have a field trip to an amusement park that begins at 6:00 a.m. and arrives at the park at 9:00 a.m. The group is not scheduled to leave until 10:00 pm that evening. You take 9:30 a.m. to 9:00 p.m. as off duty time.*

(B) No motor carrier shall permit or require a driver, regardless of the number of motor carriers using the driver's services, to drive for any period after

Intrastate Drivers (Within a state)

Having been on duty for 80 hours in any consecutive 8 days

Note: Any work performed for a motor carrier counts towards a driver's 80-hour 8-day time period, regardless of whether or not the employee is compensated. Any compensated work for any employer must be reported and counts towards a driver's 80-hour 8-day time period. Volunteer work for any non-motor carrier entity does not count toward a driver's 80-hour 8-day time period.

Interstate Drivers (across state boundaries)

Having been on duty 60 hours in any 7 consecutive days if the employing motor carrier does not operate commercial motor vehicles every day of the week; or

Having been on duty 70 hours in any period of 8 consecutive days if the employing motor carrier operates commercial motor vehicles every day of the week.

This limit is based on a 7-day or 8-day period, this limit is sometimes thought of as a “weekly” limit. However, this limit is not based on a “set” week, such as Sunday through Saturday. The limit is based on a “rolling” or “floating” 7-day or 8-day period. The oldest day’s hours drop off at the end of each day when you calculate the total on-duty time for the past 7 or 8 days. For example, if you operate on a 70-hour/8-day schedule, the current day would be the newest day of your 8-day period and the hours you worked 9 days ago would drop out of the calculation.

Definition of On-Duty Time

All time from the time a driver begins 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. On duty time includes:

1. Time at a carrier or shipper plant, terminal, facility, or other private property, or any public property, waiting to be dispatched, unless the driver has been relieved from duty by the motor carrier.
2. Time inspecting, servicing, or conditioning any vehicle.
3. All driving time as defined in the term “drive or operate” in 13 CCR 1201.
4. All time, other than driving time, in or upon any motor vehicle, except time spent resting in a sleeper berth as defined by the term “sleeper berth” in 13 CCR 1201.
5. All time loading or unloading, supervising or assisting in loading or unloading, attending a vehicle being loaded or unloaded, remaining in readiness to operate the vehicle, or in giving or receiving receipts for shipments loaded or unloaded.
6. Time spent complying with driver requirements relating to accidents.
7. All time repairing, obtaining assistance, or remaining in attendance in or about a disabled vehicle.
8. Performing any other work in the capacity of, or in the employ or service of, a common, contract or private motor carrier.
9. Performing any compensated work for any non-motor carrier entity. (Any driving done for an employer must be counted toward the total driving hours permitted in a work period.)

Drivers hours of Service 13 CCR 1212

This section has been paraphrased from 13 CCR 1212.

***Adverse Driving Conditions:** A driver who encounters adverse driving conditions, as defined in section 1201* and cannot because of those conditions, safely complete the run within the maximum driving time permitted by section 1212.5 may drive and be permitted or required to drive for not more than 2 additional hours in order to complete that run or to reach a place offering safety for vehicle occupants and security for the vehicle and its cargo. However, that driver may not drive or be permitted to drive:

(A) More than 12 hours in the aggregate for bus drivers following eight consecutive hours off duty

Examples: Adverse Driving Conditions Exceptions

If unexpected adverse driving conditions slow you down, you may drive up to 2 extra hours to complete what could have been driven in normal conditions. This means you could drive for up to 12 hours, which is 2 hours more than allowed under normal conditions. Adverse driving conditions mean things that you did not know about when you started your run, like snow, fog, or a shut-down of traffic due to a crash. Adverse driving conditions do not include situations that you should have known about, such as congested traffic during typical “rush hour” periods. Even though you may drive 2 extra hours under this exception, you must not drive after 15 on duty hours after coming on duty.

Example 1: You come to work at 7:00 a.m., start driving at 8:00 a.m., and drive 8 hours when you are delayed by heavy fog at 4:00 p.m. The fog was not forecasted. At this point, the adverse driving conditions exception would allow you to drive for up to 4 more hours (2 hours to get to 10 and 2 extra hours due to the fog), taking you to 8:00 p.m. for a total of 12 hours of driving.

Example 2: If, however, you come to work at 7:00 a.m., start driving at 12:00 p.m. and drive into fog at 5:00 p.m., you could only drive until 10:00 p.m. for a total of 10 hours of driving. You would have to stop driving at 10:00 p.m. because you would have reached the 15-hour on-duty limit.

(B) After the driver has been on duty 15 hours following eight consecutive hours off duty for bus drivers

***Definition of Adverse Driving Conditions 13 CCR 1201**

Snow, sleet, fog, other adverse weather conditions, a highway covered with snow or ice, or unusual road & traffic conditions, none of which were apparent on the basis of information known to the person dispatching the run at the time it was begun.

Emergency Conditions: In the event of a traffic accident, medical emergency, or disaster, a driver may complete his/her run without being in violation of the provisions of these regulations, if such run reasonably could have been completed absent of the emergency.

(You are not limited to the 10 hours of driving or the 16 hour on duty time as long as the run reasonably could have been completed absent the emergency – however you will still need 8 consecutive hours off prior to returning to work)

(j) Fire fighters. For drivers of vehicles owned and operated by any forestry or fire department of any public agency or fire department organized as provided in the Health and Safety Code:

(1) Section 1212.5 does not apply while involved in emergency and related operations.

(2) Upon termination of the emergency and release of a driver from duty, the total on-duty hours accumulated by the driver during the most recent eight consecutive days shall be considered reset to zero upon the driver's completion of an off-duty period of 24 or more consecutive hours.

DRIVER'S RECORD OF DUTY STATUS. This section has been paraphrased from 13 CCR 1213.

- a) Every motor carrier shall require every driver used by the motor carrier to record his/her duty status for each 24 hour period using the methods prescribed in either paragraphs below:
 - 1) Recorded in a specific grid in duplicate
 - 2) Automatic on-board recording device

The record shall be presented for inspection immediately upon request by any authorized employee of the CHP, or any regularly employed and salaried police officer or deputy sheriff.

i) Drivers Used by More Than One Motor Carrier.

- 1) When the services of a driver are used by more than one motor carrier during any 24-hour period in effect at the driver's home terminal, the driver shall submit a copy of the record of duty status to each motor carrier.
- 2) Motor carriers, when using a driver for the first time or intermittently, shall obtain from the driver a signed statement giving the total time on-duty during the immediately preceding 7 days, and the time at which the driver was last relieved from duty prior to beginning work for the motor carriers.

j) Retention of Driver's Record of Duty Status.

The driver shall retain the duplicate copy of each record of duty status for the previous 7 consecutive days which shall be in his/her possession and available for inspection while on-duty.

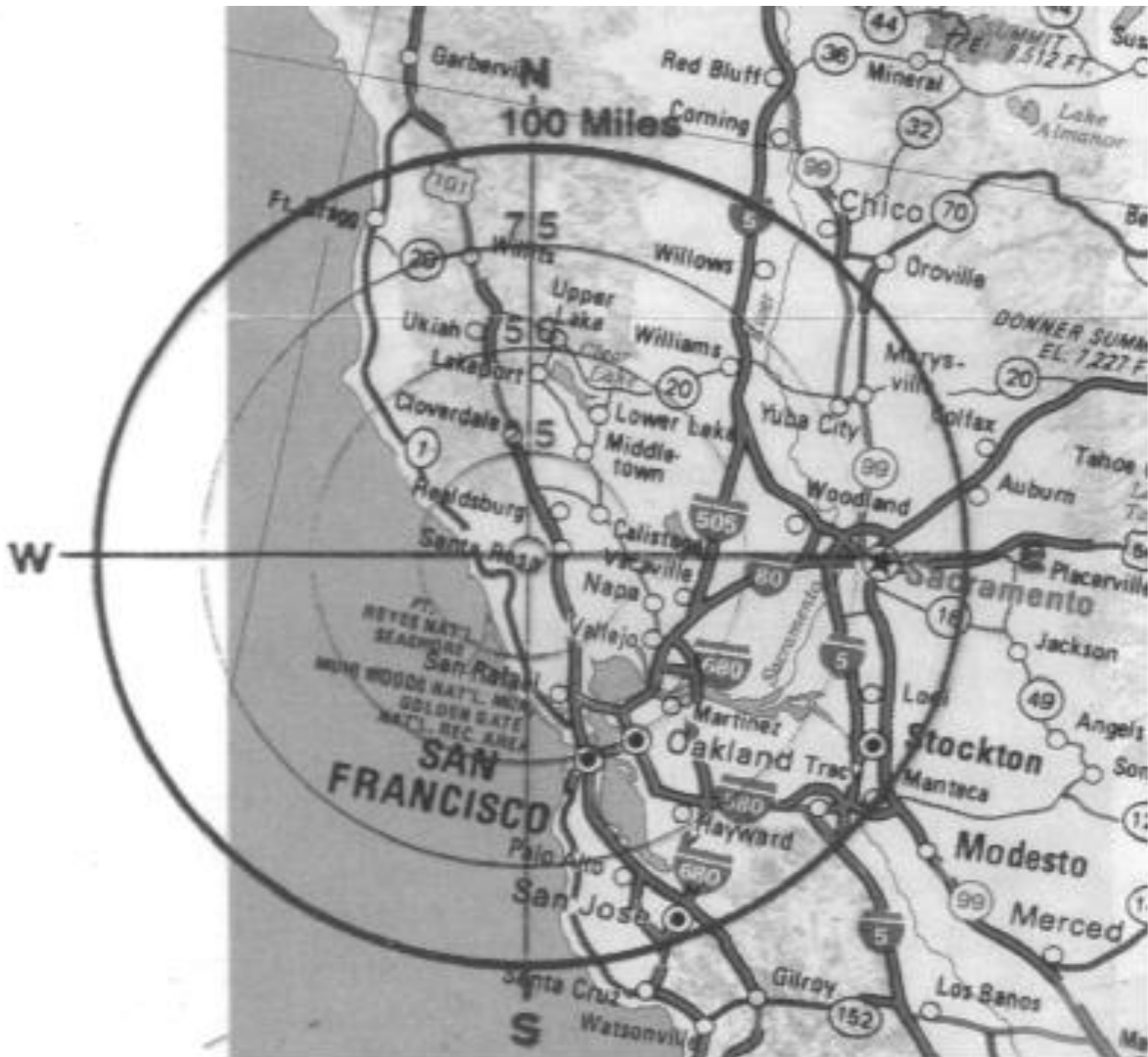
100 Air Mile Radius Driver 13 CCR 1212 (e)

This section has been paraphrased from 13 CCR 1212 (e)

A driver is exempt from the requirements of 13 CCR 1213 (Driver's Record of Duty status) if;

- a) The driver operates within 100 air mile radius of the normal work reporting location.
- b) The driver returns to the work reporting location and is released from work is before the end of the 16th hour after coming on duty.
- c) At least 8 consecutive hours off duty is required after 16 consecutive hours have elapsed since first reporting for duty.

- d) The motor carrier that employs the driver maintains 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 seven days in accordance with Section 1213(k)(2) for drivers used for the first time or intermittently.



Air Miles Vs Statute Miles

Air miles are a different measurement of a mile than what is used for statute miles on a roadmap. An air mile is longer than a statute mile. There are 6,076 feet in an air mile and 5,280 feet in a statute mile. One-hundred air miles is equal to 115.08 statute miles. Therefore, a 100 air-mile radius from your work reporting location can be figured as 115.08 statute or "roadmap," miles (185.2 km) from your work reporting location.

Hours of Duty Examples:

- 1) When a driver has been "operating locally" under the exception provisions of 13 CCR 1212(e), and is subsequently assigned a tour of duty outside the exception provisions, the driver is not required to reconstruct record(s) of duty status for those previous days when the driver's log was not required to be in possession.

Though it is not required, the Department and the Federal Highway Administration recommend that drivers note, in the "remarks" section of the log, dates during the previous seven consecutive days when the driver operated under the exception rule, and note that time keeping records are on file at the carrier's office.

- 2) Once a motor carrier determines that an intrastate driver has been on duty 80 hours in any consecutive eight days, the driver must not be allowed to drive. The driver must go off duty until re-qualified to drive by having less than 80 hours on-duty when counting the current day plus the 7 previous days. Going off duty after reaching 80 hours does not give a driver another 80 hours to accrue, but adequate time off duty will re-qualify a driver to drive.
- 3) A driver works for a local food market every morning for four hours prior to reporting for work to drive a school bus in the afternoon. Is this driver required to report this time to his/her motor carrier? Since the definition of on-duty time in 13 CCR Section 1201(q) includes "performing any compensated work for any non-motor carrier entity," in order for the motor carrier to maintain the true and accurate time record as required, which must contain the total number of hours the driver is on-duty each day, this driver is required to report the additional on-duty time when reporting to work for a motor carrier.
- 4) A school bus driver works a second job delivering newspapers from 4 a.m. to 6 a.m. every morning before reporting to a motor carrier to drive a school bus. Since this driver performed compensated work for a non-motor carrier entity [which meets the definition of on-duty in 13 CCR, Section 1201(q)] this driver's 16-consecutive hour on-duty time period started at 4 a.m.
- 5) A school bus driver works during the evening at a local market from 9 p.m. to 2 a.m. before reporting to a motor carrier to drive a school bus and perform other duties from 7 a.m. to 11 a.m. The driver is then released from duty until 5 p.m., at which point this driver is called upon by the motor carrier to drive a school bus for a "grad-night" function. Is this driver qualified to drive the school bus at 5 p.m.? No. When this driver's work shift at the market ended at 2 a.m., the driver did not have 8-consecutive hour's off-duty before reporting to drive a school bus at 7 a.m. The driver's 16-consecutive hours started at 9 p.m. (at the market) and therefore after 1 p.m.(16 consecutive hours) on the following

day, 8-consecutive hours off-duty was required before this driver requalified to drive for another tour of duty.

- 6) A school bus driver is released from duty after 9 consecutive hours since first reporting on-duty. The driver takes 3 hours off duty and then reports to a non-motor carrier entity and works for 8 hours. The driver then reports back to the motor carrier to drive a school bus after 4 more hours off duty. Since this driver did not have 8 consecutive hours off-duty after 16 hours on-duty (combined on-duty time periods), all on-duty time for the previous 24 hour period must be reported on a driver's record of duty status. In this instance, the record of duty status will show that this driver cannot legally drive a school bus or any other regulated vehicle without 8 consecutive hours off duty.

Placing Drivers Out-of-Service. 13 CCR 1213.1

(a) Driver out-of-service. Members of the department may place a driver out of service, and shall note in the driver's record of duty status that an out-of-service order was given, at the time and place of examination upon finding that the driver:

(1) Has driven or been on duty longer than the periods specified in Section 1212.5, or

(2) Has failed to maintain a driver's record as required by Section 1213 and is unable to establish eligibility to drive pursuant to Section 1212.5.

(b) Eligibility to resume driving. A driver placed out of service pursuant to subdivision (a) shall not operate a motor vehicle until he or she can establish eligibility to drive pursuant to Section 1212.5.

(c) Alcohol zero tolerance. No person may operate a commercial motor vehicle, as defined in Vehicle Code Section 15210, when that person's blood alcohol content is found to be 0.01%, by weight, or greater.

(d) Possession of alcoholic beverages. No person shall be on-duty or operate a commercial motor vehicle while the driver possesses wine of not less than one-half of one per centum of alcohol by volume, beer as defined in 26 United States Code 5052(a), of the Internal Revenue Code of 1954, or distilled spirits as defined in 5002(a)(8) of such code. However, this does not apply to possession of wine, beer, or distilled spirits which are manifested and transported as part of a shipment; or possessed or used by bus passengers.

(1) This does not prohibit an owner-operator using his/her own vehicle in an off-duty status, or a driver using a company truck or tractor in an off-duty status from carrying any bottle, can, or other receptacle containing any alcoholic beverage unless that container has been opened, or a seal broken, or the contents of which have been partially removed, in a commercial motor vehicle, as defined in Section 15210 of the Vehicle Code, when transported to locations such as a motel, restaurant, or residence.

(e) Alcohol-related out-of-service. Members of this Department shall place a driver out of service, and note in the driver's record of duty status that such an order was given, at the time and place that the driver was found to be in violation of Section 1213.1(c) or (d).

(f) Minimum out-of-service period. A driver placed out of service pursuant to subdivision (c) or (d) shall not operate a commercial motor vehicle for a period of 24 hours.

Driver Fatigue. 13 CCR 1214

No driver shall operate a motor vehicle, and a motor carrier shall not require or permit a driver to operate a motor vehicle, while the driver's ability or alertness is so impaired, or so likely to become impaired, through fatigue, illness, or any other cause, as to make it unsafe for him/her to begin or continue to operate the motor vehicle. However, in a case of grave emergency where the hazard to occupants of the motor vehicle or other users of the highway would be increased by compliance with this section, the driver may continue to operate the motor vehicle to the nearest place at which that hazard is removed.

Vehicle Condition. 13 CCR 1215

(a) General. It shall be unlawful for the driver to drive a vehicle that is not in safe operating condition or is not equipped as required by all provisions of law and this chapter.

(b) Daily Inspection. Pursuant to Sections 1202.1 and 1202.2, all drivers shall perform vehicle inspections and submit written reports in accordance with the requirements of Title 49, Code of Federal Regulations, Sections 396.11 and 396.13, as follows:

(1) Before driving a motor vehicle, the driver shall:

(A) Inspect each vehicle daily to ascertain that it is in safe operating condition and equipped as required by all provisions of law, and all equipment is in good working order;

(B) Review the last vehicle inspection report;

(C) Sign the report, only if defects or deficiencies were noted by the driver who prepared the report, to acknowledge that the driver has reviewed it and that there is a certification pursuant to subsection (f) that the required repairs have been performed. The signature requirement does not apply to listed defects on a towed unit which is no longer part of the vehicle combination.

(2) Subsections (B) and (C) do not apply to school bus drivers or publicly owned and operated transit system drivers.

(c) Daily Report. Every motor carrier shall require its drivers to report, and every driver shall prepare a report in writing at the completion of each day's work on each vehicle operated. School bus drivers' reports shall cover at least the items listed in subdivision (d), and all other drivers' reports shall cover at least the following parts and accessories:

(1) Service brakes including trailer brake connections

(2) Parking (hand) brake

- (3) Steering mechanism
- (4) Lighting devices and reflectors
- (5) Tires
- (6) Horn
- (7) Windshield wipers
- (8) Rear vision mirrors
- (9) Coupling devices
- (10) Wheels and rims
- (11) Emergency equipment

(d) School bus drivers. For school bus drivers, the inspection shall include, but is not limited to:

- (1) All gauges, indicators, and warning devices
- (2) Horns
- (3) Driver's seat and seat belts
- (4) All doors, door emergency releases, and windows
- (5) All seats, handrails, and modesty panels
- (6) Interior and exterior lighting systems
- (7) All heating, cooling, and ventilating systems
- (8) All glass and mirrors, including adjustment of mirrors
- (9) Windshield wipers and washers
- (10) All required emergency equipment
- (11) All tires, wheels, and lugnuts
- (12) Brake system
 - (A) Air compressor governor cut in and cut out pressures
 - (B) Static pressure for air loss
 - (C) Applied brake pressure loss
 - (D) Low air pressure warning devices
 - (E) Emergency stopping systems (draining reservoirs in dual air systems is not required)
 - (F) Parking brake
 - (G) Antiskid device (if equipped)
 - (H) Vacuum gauge, ensuring it reads not less than 15 inches
 - (I) Low vacuum warning devices
 - (J) Brake pedal for brake adjustment

(e) Report Content. The report shall identify the motor vehicle and all towed vehicles and list any defect or deficiency discovered by or reported to the driver which would affect safety of operation of the motor vehicle or combination or result in its mechanical breakdown. If no defect or deficiency is discovered by or reported to the driver, the report(s) shall so indicate. In all instances, the driver shall sign the vehicle inspection report. On two-driver operations, only one driver needs to sign the report, provided both drivers agree as to the defects or deficiencies. If a driver operates more than one vehicle during the day, a report shall be prepared for each vehicle operated.

(f) Corrective Action. Prior to operating a motor vehicle, motor carriers or their authorized agent(s) shall effect repair of any item listed on the motor vehicle inspection report(s) that would be likely to affect the safety of operation of the motor vehicle or any towed vehicles.

(g) Repairs. Unless the driver of a school bus or SPAB is the mechanic charged with the care and maintenance of the bus, the driver shall not make any repairs of the bus or its equipment except necessary emergency repairs on the road.

Transportation of Property. 13 CCR 1216

The following requirements govern the transportation of hazardous materials and other property on buses and farm labor vehicles:

(a) Hazardous Materials. Motor carriers and drivers shall not transport, or knowingly permit passengers to carry, any hazardous material as defined in Vehicle Code Section 353. These restrictions shall not apply to:

(1) Oxygen medically prescribed for, and in the possession of, a passenger and in a container designed for personal use.

(2) Personal-use articles in the immediate possession of a driver or passenger.

(3) Hazardous materials transported in a bus (except a school bus, SPAB, or youth bus) subject to federal jurisdiction and in compliance with the applicable provisions of 49 CFR Part 177.

(b) Fuel. Fuel shall not be transported except in the vehicle's regular fuel tanks.

(c) General Property. Drivers and motor carriers shall not permit any greater quantity of freight, express, or baggage in vehicles than can be safely and conveniently carried without causing discomfort or unreasonable annoyance to passengers. In no event shall aisles, doors, steps, or emergency exits be blocked.

(d) Animals. A driver or motor carrier may refuse to transport dogs or other animals except as provided in Civil Code Section 54.2. When transported upon a bus engaged in public passenger transportation, all other animals shall be muzzled or securely crated to eliminate the possibility of injury to passengers. No animals except those specified in Civil Code Section 54.2 shall be transported in a school bus, SPAB, or youth bus. In such cases, the driver may determine whether the animal should be muzzled.

(e) Tools in Farm Labor Vehicles. All cutting tools or tools with sharp edges carried in the passenger compartment of a farm labor vehicle shall be placed in covered containers. All other tools, equipment, or materials carried in the passenger compartment shall be secured to the body of the vehicle.

(f) Wheelchairs. Wheelchairs transported on buses, except school buses, shall meet the following requirements:

(1) Brakes. The wheelchair shall have brakes or other effective mechanical means of holding it stationary during raising and lowering of a wheelchair platform.

(2) Batteries. Batteries used to propel wheelchairs shall be spill resistant or in a spill resistant container and shall be securely attached to the wheelchair.

(3) Flammable Fuel. The wheelchair shall not use flammable fuel.

Transportation of firearms and other weapons.

(a) Loaded Firearms. It is unlawful for any person to carry a loaded firearm on his/her person or in a vehicle while in any public place or on any public street in an incorporated city or in any public place or on any public street in a prohibited area of unincorporated territory. Peace officers, special police officers, and persons with a concealed weapons permit are exempt. (Reference 12031 PC)

(b) Concealed Firearms. It is unlawful for any person to carry concealed upon his/her person or concealed within any vehicle any pistol, revolver, or other firearm capable of being concealed upon the person. This applies to both loaded and unloaded firearms. Peace officers, special police officers, and persons with a concealed weapons permit are exempt. A starter pistol not capable of expelling a projectile is not a firearm. (Reference 12025 and 12027 PC)

(c) Other Weapons. It is unlawful for any person to possess any instrument or weapon of the kind commonly known as a blackjack, sling-shot, billy, nunchaku, sandclub, sandbag, sawed-off shotgun, or metal knuckles, or to carry concealed upon his/her person any dirk or dagger. (Reference 12020 PC)

Transportation of Passengers. 13 CCR 1217

No driver shall drive a vehicle transporting passengers in violation of the following provisions:

(a) Seating Capacity. Except as provided in subsection (e), the number of passengers (excluding infants in arms) shall not exceed the number of safe and adequate seating spaces, or for school buses, school pupil activity buses, youth buses, and farm labor vehicles, the number of passengers specified by the seating capacity rating set forth in the departmental Vehicle Inspection Approval Certificate.

(b) Weight. No more passengers shall be transported than the number whose weight, in addition to the weight of any property transported, can be carried without exceeding the manufacturer's maximum gross vehicle weight rating or the combined maximum rating of the tires supporting each axle.

(c) Step Wells. Passengers shall not be permitted in the front step well of any bus while the vehicle is in motion.

(d) Seat Beside Driver. No more than two pupils shall be allowed to occupy the seating space beside the driver of a Type 2 school bus.

(e) Standing Passengers. A vehicle shall not be put in motion until all passengers are seated, and all passengers must remain seated while the vehicle is in motion. Standing passengers are permitted only on a bus (except a school bus, SPAB, or youth bus) operated in regularly scheduled passenger stage service or urban and suburban service by a common carrier or publicly-owned transit system, and equipped with grab handles or other means of support for standing passengers, and constructed so that standing room in the aisle is at least 74 in. high.

(f) Open Doors. While passengers are aboard, a vehicle shall not be put in motion until the doors are closed. The doors shall not be opened until the vehicle is stopped. The doors of a school bus shall be closed while the bus is in motion, whether or not there are passengers in the school bus.

(g) Emergency Exits. While a passenger is aboard, no bus shall be put in motion with any emergency exit locked or otherwise secured against being opened from the inside. While a passenger is aboard, no bus, equipped with emergency exits that are designed to be opened from the outside, shall be put in motion with such emergency exits locked or otherwise secured against being opened from either the outside or the inside. This paragraph shall not apply to buses operated by or under contract to law enforcement agencies while transporting persons in police custody.

(h) Interior Lighting. During darkness, the driver shall ensure that the interior lighting is sufficient for passengers to enter and exit safely and whenever otherwise deemed necessary.

(i) Ejection of Pupils. The driver of a school bus, youth bus, or SPAB shall not eject any school pupil unless the pupil is given into the custody of a parent or any person designated by the parent or school.

(j) Ejection of Pupils. The driver of a PAB shall not eject any school pupil unless the pupil is given into the custody of a parent or any person designated by the parent.

(k) Exemptions. The provisions of subsections (c) and (e) shall not apply to persons testing or training a driver, maintenance personnel, a sales or manufacturers' representative, or an adult acting upon a request by a school bus or SPAB driver to supervise or assist a pupil.

Fueling Restrictions. 13 CCR 1218

When a vehicle is being refueled, the nozzle of the fuel hose shall be in contact with the intake of the fuel tank throughout the entire time of refueling. No driver or motor carrier shall permit a vehicle to be fueled while the engine is running, a radio on the vehicle is transmitting, the vehicle is close to any open flame or ignition source (including persons

who are smoking), or passengers are aboard any bus except one fueled with diesel fuel in an open area or in a structure open on both the entrance and exit ends.

School Bus Accidents. 13 CCR 1219

(a) Reporting. Whenever any school bus accident occurs, the driver shall stop at the scene, immediately notify or cause to be notified the department, his or her employer, and the school district for which the bus may be operated under contract.

(b) Sending for Help. In the event of an accident or emergency, a driver shall not leave the immediate vicinity of the bus to seek aid unless no pupil aboard can be sent to summon help.

Discontinuance from Use. 13 CCR 1220

When a bus is rendered unsafe for continued operation due to accident damage or a mechanical failure, the driver shall discontinue use of the bus and notify the motor carrier of these circumstances. The driver or motor carrier shall then make the necessary arrangements to have the pupils safely transported to their destinations.

Alcoholic Beverages. 13 CCR 1221

Alcoholic beverages shall not be transported in a school bus, PAB, SPAB, or youth bus at any time.

Smoking. 13 CCR 1222

Smoking is prohibited in a school bus, PAB, or SPAB at any time.

Driver's Vision. 13 CCR 1223

The driver shall not allow any person to occupy a position that will interfere with the driver's vision to the front or sides, or in the rear view mirrors.

Seat Belt Use. 13 CCR 1224

The driver shall be properly secured to the driver's seat with the seat belt at all times while the bus is in motion.

Headlamps. 13 CCR 1225

The driver shall ensure the headlamps are lighted while the bus is in motion.

Leaving Driver's Compartment. 13 CCR 1226

When a pupil is aboard, the driver shall not leave the driver's compartment without first stopping the engine, effectively setting the parking brake, placing the transmission in first or reverse gear or park position, and removing the ignition keys, which shall remain in the driver's possession. On vehicles with automatic transmissions which do not have a park position, the transmission shall be placed in neutral.

Guide, Signal and Service Dogs 39839 EC

Guide dogs, signal dogs, and service dogs trained to provide assistance to individuals with a disability may be transported in a schoolbus when accompanied by disabled pupils enrolled in a public or private school or by disabled teacher employed is a public or private school or community college or by persons training the dogs.

CARRIER REQUIREMENTS

Owner's Responsibility 40001 VC

(a) It is unlawful for the owner, or any other person, employing or otherwise directing the driver of any vehicle to cause the operation of the vehicle upon a highway in any manner contrary to law.

(b) It is unlawful for an owner to request, cause, or permit the operation of any vehicle that is any of the following:

(1) Not registered or for which any fee has not been paid under this code.

(2) Not equipped as required in this code.

(3) Not in compliance with the size, weight, or load provisions of this code.

(4) Not in compliance with the regulations promulgated pursuant to this code, or with applicable city or county ordinances adopted pursuant to this code.

(5) Not in compliance with the provisions of Part 5 (commencing with Section 43000) of Division 26 of the Health and Safety Code and the rules and regulations of the State Air Resources Board.

(c) Any employer who violates an out-of-service order, that complies with Section 396.9 of Title 49 of the Code of Federal Regulations, or who knowingly requires or permits a driver to violate or fail to comply with that out-of-service order, is guilty of a misdemeanor.

(d) An employer who is convicted of allowing, permitting, requiring, or authorizing a driver to operate a commercial motor vehicle in violation of any statute or regulation pertaining to a railroad-highway grade crossing is subject to a fine of not more than ten thousand dollars (\$10,000).

(e) Whenever a violation is chargeable to the owner or lessee of a vehicle pursuant to subdivision (a) or (b), the driver shall not be arrested or cited for the violation unless the vehicle is registered in a state or country other than California, or unless the violation is for an offense that is clearly within the responsibility of the driver.

(f) Whenever the owner, or lessee, or any other person is prosecuted for a violation pursuant to this section, the court may, on the request of the defendant, take appropriate steps to make the driver of the vehicle, or any other person who directs the loading, maintenance or operation of the vehicle, a codefendant. However, the court may make the driver a codefendant only if the driver is the owner or lessee of the vehicle, or the driver is an employee or a contractor of the defendant who requested the court to make the driver a codefendant. If the codefendant is held solely responsible and found guilty, the court may dismiss the charge against the defendant.

(g) In any prosecution under this section, it is a rebuttable presumption that any person who gives false or erroneous information in a written certification of actual gross cargo weight has directed, requested, caused, or permitted the operation of a vehicle in a manner contrary to law in violation of subdivision (a) or (b), or both.

Driving Proficiency 13 CCR 1229

Motor carriers shall require each driver to demonstrate that the driver is capable of safely operating each different type of vehicle or vehicle combination (i.e., vehicles with different controls, gauges, of different size, or requiring different driving skills) before driving such vehicle(s) on a highway unsupervised. The driver's capability to operate the vehicle shall include special equipment such as wheelchair lifts, ramps, or wheelchair tie downs. This Section shall not apply to a motor carrier who is the owner and sole driver of a vehicle or combination of vehicles.

Unlawful Operation. 13 CCR 1230

No motor carrier shall knowingly require or permit the operation of any vehicle that is not in safe operating condition or not equipped and maintained as required by any law or this chapter; or knowingly require or permit any driver to drive in violation of any law or this chapter.

(a) Out-of-Service Vehicles. Authorized employees of the department may declare and mark any vehicle "out of service" in accordance with Section 1239, when its hazardous condition or loading appears likely to cause an accident, injury, or breakdown. A vehicle so marked shall not be operated, nor shall the out of service notice be removed, until the vehicle is safe to drive.

(b) Damaged Vehicles. A vehicle damaged by an accident or other cause shall not be driven from the location where the damage occurred until it has been inspected by a qualified person who has determined that the vehicle is safe to drive.

Vehicle Inspection Approval Certificate. 13 CCR 1231

A vehicle inspection approval certificate designed and furnished by the department shall be displayed in each school bus, SPAB, youth bus, farm labor vehicle, and GPPV pursuant to Vehicle Code Sections 2807, 2807.1, 2807.3, 31401, and 34501.8. The following provisions shall apply to vehicle inspection approval certificates:

(a) Display of Certificate. The certificate shall be placed in a certificate holder provided by the motor carrier and posted in an easy-to-reach and visible area of the driver's compartment of the vehicle for which it was issued. The certificate holder shall be designed so the certificate can be easily inserted and removed and is clearly legible under a transparent covering.

(b) Issuance of Certificate. The certificate shall be issued to the specific vehicle and motor carrier named on the certificate. The certificate will be signed and dated by an authorized employee of the department certifying that on the inspection date the vehicle complied with applicable laws and regulations governing its construction, design, and equipment (and color, if a school bus).

(c) Youth Bus Inspection Fee. The fee for inspection of a youth bus is eighty-five dollars (\$85). When necessary to verify that corrections have been made, not more than one re-inspection may be scheduled at each terminal or facility without payment of another inspection fee.

(d) GPPV Inspection. The fee for inspection of a GPPV is fifty dollars (\$50). When necessary to verify that corrections have been made, not more than one re-inspection may be scheduled at each terminal or facility without payment of another inspection fee. Application for inspection of GPPVs shall be made to the department on forms provided by the department and shall be accompanied by the prescribed fees.

Vehicle Inspection and Maintenance 13 CCR 1232

The following provisions apply to the inspection and maintenance of vehicles subject to this chapter.

(a) Preventive Maintenance. Motor carriers shall ensure that all vehicles subject to their control, and all required accessories on the vehicles, are regularly and systematically inspected, maintained, and lubricated to ensure they are in safe and proper operating condition. The carriers shall have a means of indicating the types of inspection, maintenance, and lubrication operations to be performed on each vehicle and the date or mileage when these operations are due. The inspection required by this subsection is more in depth than the daily inspection performed by the driver. Motor carriers shall ensure compliance with this subsection when a vehicle is assigned away from the carrier's regular maintenance facility for periods exceeding normal inspection, maintenance, and lubrication intervals.

(b) Periodic Preventive Maintenance Inspection. School bus, SPAB, PAB, and GPPV carriers shall ensure every bus is inspected every 3,000 miles or 45 calendar days, whichever occurs first; or more often if necessary to ensure safe operation. Buses out of service exceeding 45 calendar days need not be inspected at 45-day intervals, provided they are inspected prior to being placed back into service.

This periodic inspection shall at a minimum cover:

- (1) Brake adjustment
- (2) Brake system leaks
- (3) Two-way check valve in dual air systems, alternately draining and recharging primary and secondary air reservoirs
- (4) All tank mounting brackets
- (5) All belts and hoses for wear
- (6) Tires and wheels
- (7) Steering and suspension

(c) Oil or Grease Accumulations. Excessive amounts of grease or oil on the vehicle shall be removed and their cause corrected.

(d) Cleanliness of Buses. Every bus shall be kept clean and free of litter.

Required Records for Motor Carriers 13 CCR 1234

The following records are required:

(a) Driver's Record. Motor carriers shall require each driver and each codriver to keep a driver's record pursuant to Section 1213. Motor carriers shall keep the original copies of all drivers' records with any supporting documents, as defined in Section 1201(y), for 6 months. Drivers' records of duty status and all supporting documents shall be made available for inspection immediately upon request by an authorized employee of the department. Drivers' records and/or supporting documents not readily available or accessible shall be made available within 3 business days.

(b) Driver's Authorized Vehicles. Motor carriers shall maintain a record of the different types of vehicles and vehicle combinations each driver is capable of driving as specified in Section 1229.

(c) Driver's Records. School bus, SPAB, youth bus, farm labor vehicle, and GPPV carriers shall maintain a record of required documents for each driver they employ. The carrier shall notify each driver of the expiration date of the documents listed in (1) through (4), and the carrier shall ensure each document is renewed prior to expiration. The record shall contain the following data:

- (1) Driver's license class, number, restrictions and expiration date.
- (2) Driver's certificate restrictions, expiration date, certificate issuance date and driver's date of birth.
- (3) Date medical certificate expires.
- (4) Expiration date of driver's first aid certificate, license as a physician and surgeon, osteopath, or registered nurse, or certificate as a physician's assistant or emergency medical technician when such certificate or license is used to obtain a waiver of the first aid examination pursuant to Vehicle Code Section 12522.
- (5) Date and number of hours of training specified in Education Code Sections 40080-40090 or Vehicle Code Section 12523 since issuance of the driver's current certificate.

(d) Mileage Records. School bus, SPAB, and youth bus carriers shall keep records of the mileage each bus travels during the fiscal year (July 1 through June 30). These records shall be retained for the current fiscal year plus the previous year.

(e) Daily Vehicle Inspection Reports. Motor carriers shall require drivers to submit a documented daily vehicle inspection report pursuant to Section 1215(c). Reports shall be carefully examined, defects likely to affect the safe operation of the motor vehicle or combination or result in a mechanical breakdown shall be corrected before the vehicle or combination is driven on the highway, and carriers shall retain such reports for at least three months.

(f) Inspection, Maintenance, Lubrication, and Repair Records. Motor carriers shall document each systematic inspection, maintenance, and lubrication, and repair

performed for each vehicle under their control. These vehicle records shall be kept at the carrier's maintenance facility or terminal where the vehicle is regularly garaged. Such records shall be retained by the carrier for one year and include at least:

- (1) Identification of the vehicle, including make, model, license number, or other means of positive identification
- (2) Date or mileage and nature of each inspection, maintenance, lubrication, and repair performed
- (3) Date or mileage and nature of each inspection, maintenance, and lubrication to be performed; i.e., the inspection, maintenance, and lubrication intervals
- (4) The name of the lessor or contractor furnishing any vehicle
- (5) On school bus, SPAB, and GPPV records, the signature of the person performing the inspection

(g) **Temporarily Assigned Vehicle.** When a vehicle is garaged at other than the carrier's regular maintenance facility for periods exceeding normal intervals for inspection, maintenance, and lubrication, carriers shall ensure the record(s) indicating the date or mileage and nature of these operations to be performed, are kept in the vehicle.

(h) **School Bus Accident Reports.** School bus carriers shall maintain a report of each accident that occurred on public or private property involving a school bus with pupils aboard. The report shall contain pertinent details of the accident and it shall be retained for 12 months from the date of the accident. If the accident was not investigated by the CHP, the carrier shall forward a copy of the report to the local CHP within five work days of the date of the accident.

Towing Other Vehicles 13 CCR 1235

A school bus or SPAB shall not tow any vehicle.

Reporting Driver Status 13 CCR 1236

(a) **Dismissal.** Dismissal of any driver for a cause relating to pupil transportation safety shall be reported by the carrier to the Department of Motor Vehicles within five days of the dismissal date.

(b) **Employment or Training Status.** Carriers shall notify the local CHP office within 10 calendar days of the hiring of a certified school bus, SPAB, or youth bus driver, or of any driver who fails to receive the training specified in California Education Code Sections 40082, 40083, 40084, 40085 and 40086 or Vehicle Code Section 12523.

Out-of-Service Order 34501.15 VC

(a) The regulations adopted pursuant to Section 34501 shall require that any driver of a commercial motor vehicle, as defined in Section 15210, be ordered out of service for 24 hours if the driver is found to have 0.01 percent or more, by weight, of alcohol in his or her blood.

Information for Employees 34501.16 VC

(a) Every employer of a commercial driver shall provide information to that employee at the time of hiring and to all employed commercial drivers annually, concerning all of the following:

(1) The prohibition against driving a commercial motor vehicle with over 0.04 percent or more, by weight, alcohol in his or her blood on and after January 1, 1992.

(2) The requirement to be placed out of service for 24 hours if the person's blood-alcohol concentration is tested to be 0.01 percent or more, by weight, on and after January 1, 1992.

Authority of the Driver Title 5 CCR 14103

(a) Pupils transported in a school bus or in a school pupil activity bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street, highway or road. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied transportation. A bus driver shall not require any pupil to leave the bus enroute between home and school or other destinations.

(b) Governing boards shall adopt rules to enforce this section. Such rules shall include, but not be limited to, specific administration procedures relating to suspension of riding privileges and shall be made available to parents, pupils, teachers, and other interested parties.

**SUPPLEMENT
TO
UNIT 3**

**Laws and Regulations
on
Bus Operation and Use**

Definitions 13 CCR 1201

The following terms are defined for purposes of this chapter:

- (a) Adverse driving conditions. Snow, sleet, fog, other adverse weather conditions, a highway covered with snow or ice, or unusual road and traffic conditions, none of which were apparent on the basis of information known to the person dispatching the run at the time it was begun.
- (b) Bus. Every motor vehicle defined in Vehicle Code Sections 233, and 545(k), and every school bus, school pupil activity bus, youth bus, and farm labor bus. Bus “type” is determined as follows:
 - (1) Type 1. Designed for carrying more than 16 passengers and the driver.
 - (2) Type 2. Designed for carrying not more than 16 passengers and the driver; or manufactured on or after April 1, 1977, having a manufacturer's gross vehicle weight rating of 10,000 lb or less, and designed for carrying not more than 20 passengers and the driver.
- (c) Chassis. Motor vehicle chassis as defined in Society of Automotive Engineers (SAE) Standard J687c, June 1972.
- (d) Co-driver. A driver teamed with another driver for the purpose of alternating driving duties during a trip. While one drives, the other ordinarily rests in a sleeper berth. Both driver and co-driver maintain separate driver's records of duty status pursuant to Section 1213 of this title.
- (e) Commercial Motor Vehicle. Any vehicle or combination of vehicles as defined in Vehicle Code Section 15210(b)(1).
- (f) Commissioner. Commissioner of the Department of the California Highway Patrol.
- (g) Department. Department of the California Highway Patrol.
- (h) Drive or Operate. These terms include all time spent at the driving controls of a motor vehicle in operation.
- (i) Driver. Any person, including the owner-driver, who drives any motor vehicle subject to this chapter, and any person, whether driving for compensation or not, who is under the direct control of and drives for a motor carrier.
- (j) Driver-salesperson. Any employee who is employed solely as such by a private carrier of property by motor vehicle, who is engaged both in selling goods, services, or the use of goods, and in delivering by commercial motor vehicle the goods sold or provided or upon which the services are performed, who does so entirely within a radius of 100 miles of the point at which the driver reports for duty, who devotes not more than 50 percent of his/her hours on duty to driving time. The term “selling goods” for purposes of this section shall include in all cases solicitation or obtaining of reorders or

new accounts, and may also include other selling or merchandising activities designed to retain the customer or to increase the sale of goods or services, in addition to solicitation or obtaining of reorders or new accounts.

(k) Driving Time. Means all time spent at the driving controls of a commercial motor vehicle in operation.

(l) Eight Consecutive Days. The period of 8 consecutive days beginning on any day at the time designated by the motor carrier for a 24-hour period.

(m) FMVSS. Federal Motor Vehicle Safety Standard(s) in effect at the time the vehicle or component is manufactured.

(n) GPPV--General Public Paratransit Vehicle. Any motor vehicle specified in Vehicle Code Section 336.

(o) Interstate Driver. Interstate driver means the driver of a vehicle engaged in interstate commerce as defined in 49 CFR, Section 390.5, as those regulations now exist or are hereafter amended.

(p) Intrastate Driver. Intrastate driver means a driver engaged in trade, traffic, or transportation not described in the term "interstate driver."

(q) Manufacturer of the Chassis. The original manufacturer of the chassis or the manufacturer of any integral type of school bus.

(r) Motor Carrier or Carrier. The registered owner, lessee, licensee, school district superintendent, or bailee of any vehicle who operates or directs the operations of any such vehicle on either a for-hire or not-for-hire basis. The terms "motor carrier" and "carrier" may be used interchangeably in this chapter.

(s) Multiple Stops. All stops made in any one village, town, or city may be computed as one.

(t) On-duty Time. All time from the time a driver begins to work, or is required to be in readiness to work, until the time the driver is relieved from work and all responsibility for performing work. On-duty time shall include:

- (1) All time at a carrier or shipper plant, terminal, facility, or other property, or on any public property, waiting to be dispatched, unless the driver has been relieved from duty by the motor carrier;
- (2) All time inspecting, servicing, or conditioning any vehicle;
- (3) All "driving time" as defined in this section;
- (4) All time, other than driving time, in or upon any motor vehicle, except time spent resting in a sleeper berth as defined by the term "sleeper berth" in this section;

- (5) All time loading or unloading a vehicle, supervising, or assisting in the loading or unloading, attending a vehicle being loaded or unloaded, remaining in readiness to operate the vehicle, or in giving or receiving receipts for shipments loaded or unloaded;
- (6) All time spent complying with driver requirements relating to accidents;
- (7) All time repairing, obtaining assistance, or remaining in attendance in or about a disabled vehicle;
- (8) All time spent providing a breath sample or urine specimen, including travel time to and from the collection site, in order to comply with the random, reasonable suspicion, post accident, or follow-up testing required by 49 CFR Part 382, when directed by a motor carrier;
- (9) Performing any other work in the capacity of, or in the employ or service of, a common, contract or private motor carrier; and
- (10) Performing any compensated work for any nonmotor carrier entity.

(u) PAB - Pupil Activity Bus. For the purpose of this Chapter, any motor vehicle specified in Vehicle Code Section 545(k).

(v) Pupil Transportation. The transportation of any pupil enrolled in a public or private school at or below the twelfth-grade level to or from school in a school bus, to or from a school activity in a school bus, PAB, or SPAB, from a school to a nonschool-related activity within 25 miles of the school in a youth bus, or the transportation of any student enrolled in a community college to or from the community college or a college activity, in a vehicle designated as a school bus by resolution of the governing board pursuant to Vehicle Code Section 545(g), and certified by the department.

(w) SPAB -School Pupil Activity Bus. Any motor vehicle specified in Vehicle Code Section 546.

(x) School District Superintendent. This term or a similar phrase includes county superintendent of schools and the equivalent official of a private or public school that does not have a school district superintendent.

(y) Seven Consecutive Days. The period of 7 consecutive days beginning on any day at the time designated by the motor carrier for a 24-hour period.

(z) Sleeper Berth. A berth conforming to the requirements of Section 1265.

(aa) Supporting Documents. Supporting documents are the records of a motor carrier which are maintained in the ordinary course of business which may be used to verify the information recorded on drivers' records of duty status. Examples are: bills of lading, carrier pros, freight bills, dispatch records, driver call-in records, gate record receipts, weight/scale tickets, fuel receipts, fuel billing statements, toll receipts, international registration plan receipts, international fuel tax agreement receipts, trip permits, port of entry receipts, cash advance receipts, delivery receipts, lumper receipts, interchange and inspection reports, lessor settlement sheets, over/short and damage reports,

agricultural inspection reports, Commercial Vehicle Safety Alliance reports, accident reports, telephone billing statements, credit card receipts, driver fax reports, on-board computer reports, border crossing reports, custom declarations, traffic citations, overweight/oversize reports and citations, and/or other documents directly related to the motor carrier's operation, which are retained by the motor carrier in connection with the operation of its transportation business. Supporting documents may include other documents which the motor carrier maintains and which can be used to verify information on drivers' records of duty status.

(bb) Trailer-bus. A trailer or semi-trailer designed or used for the transportation of more than 10 persons.

(cc) Truck. All motortrucks and truck tractors specified in Vehicle Code Section 34500.

(dd) Twenty-four Hour Period. Any 24-consecutive-hour period beginning at the time designated by the motor carrier for the terminal from which the driver is normally dispatched.

(ee) Wheelchair. A specially constructed device on wheels used exclusively to transport a physically handicapped person except infant seat devices, strollers, and gurneys.

(ff) Wheelchair School Bus. Any school bus that has been designed or modified in accordance with Section 1293 of this title to transport pupils confined to wheelchairs.

(gg) Work Period. The duration between the time a driver first reports for duty and the time a driver is completely relieved of all duties and is permitted to go off duty for eight consecutive hours for bus drivers or ten consecutive hours for truck drivers. The terms "work period" and "tour of duty" have the same meaning.

Laws

What are laws?

A body of rules of conduct of binding legal force and effect, prescribed, recognized, and enforced by controlling authority.

In U.S. law, the word *law* refers to any rule that if broken subjects a party to criminal punishment or civil liability. Laws in the United States are made by federal, state, and local legislatures, judges, the president, state governors, and administrative agencies.

The U.S. Constitution

The highest law in the United States is the U.S. Constitution. No state or federal law may contradict any provision in the Constitution.

Beneath the federal Constitution lies a vast body of other laws, including federal statutes, treaties, court decisions, agency regulations, and executive orders, and state constitutions, statutes, court decisions, agency regulations, and executive orders.

Statutes and Treaties

After the federal Constitution, the highest laws are written laws, or statutes, passed by elected federal lawmakers. States have their own constitution and statutes.

Federal laws generally involve matters that concern the entire country. State laws generally do not reach beyond the borders of the state.

Agency Regulations

Administrative agencies may also create laws. The federal and state constitutions implicitly give the legislatures the power to create administrative agencies.

Administrative agencies are necessary because lawmakers often lack detailed knowledge about important issues, and they need experts to manage the regulation of complex subjects.

Federal Agency Regulations

Federal agencies are authorized to promulgate regulations (rulemaking) by "enabling legislation".-The rules and regulations are first promulgated or published in the *Federal Register*. The **Code of Federal Regulations (CFR)** is the codification of the general and permanent rules and regulations (sometimes called administrative law) published in the *Federal Register* by the executive departments and agencies of the federal government of the United States. The CFR is divided into 50 titles that represent broad areas subject to federal regulation. Agencies are assigned chapters within these titles. The titles are broken down into chapters, parts, sections and paragraphs.-For example, 42 CFR 260.11(a)(1) would be read as "title 42, part 260, section 11, paragraph (a)(1)." Transportation is assigned Title 49.

Department of Motor Vehicles (DMV) is the official agency (state-level government agency) in charge of anything that has to do with vehicles, from registration of a car to

the issuing of a driver's license to safety, emission inspection, rules and regulations of motor vehicles on the road. The **Vehicle Code (VC)** is the manual of all the rules and regulations governing motor vehicles.

Vehicle Safety Regulations 34501.5 VC

(a) The Department of the California Highway Patrol shall adopt reasonable rules and regulations which, in the judgment of the department (DMV), are designed to promote the safe operation of vehicles described in Sections 38045 (*school bus*) and 82321 (*school bus*) of the Education Code and Sections 545 (*school bus*) and 34500 (*buses, school buses, school pupil activity bus, youth bus, general public paratransit vehicles, trucks tractors, semi-trailers, etc.*) of this code.

California Code of Regulations (CCR), is the official compilation and publication of the regulations adopted and enforced by state agencies. Properly adopted regulations that have been filed with the Secretary of State have the force of law. The CCR consists of 28 titles and contains the regulations of approximately 200 regulatory agencies. The CCR is compiled into Titles and organized into Divisions containing the regulations of state agencies. For Example: 13 CCR 1238 (b)(2) would be read as “title 13 Section 1238, paragraph (b)(2)”

Motor Vehicles have been assigned Title 13. The Department of California Highway Patrol is assigned Division 2 of Title 13. The rules and regulations that are adopted by the CHP to promote safe operation of the Motor Vehicles under their regulation per 34501.5 VC will be in Title 13 of the CCR.

Education is assigned Title 5. The California Department of Education is assigned Division 1 of Title 5 of the CCR.

California Highway Patrol

The CHP publishes their own document of the codes and regulations pursuant to passenger transportation safety. This document is titled Passenger Transportation Safety Handbook HPH 82.7 which is commonly referred to as the 82 point 7. This handbook is divided into chapters. Each chapter will be comprised of excerpts from the Vehicle Code (VC), California Code of Regulations (CCR), and the Department of Education (EC) related to the operation of vehicles requiring a California Special Drivers Certificate to transport passengers. These vehicles are school buses, school pupil activity buses (SPAB), youth buses, general pupil paratransit buses (GPPV), vehicle for developmentally disabled persons (VDDP), and farm labor vehicles (FLV). Most of the laws and regulations in this handout can be found in the 82.7

Local Laws

Counties, cities, and towns also have the authority to make laws. Local laws are issued by elected lawmakers and local administrative agencies. Local laws cannot conflict with state or federal law.

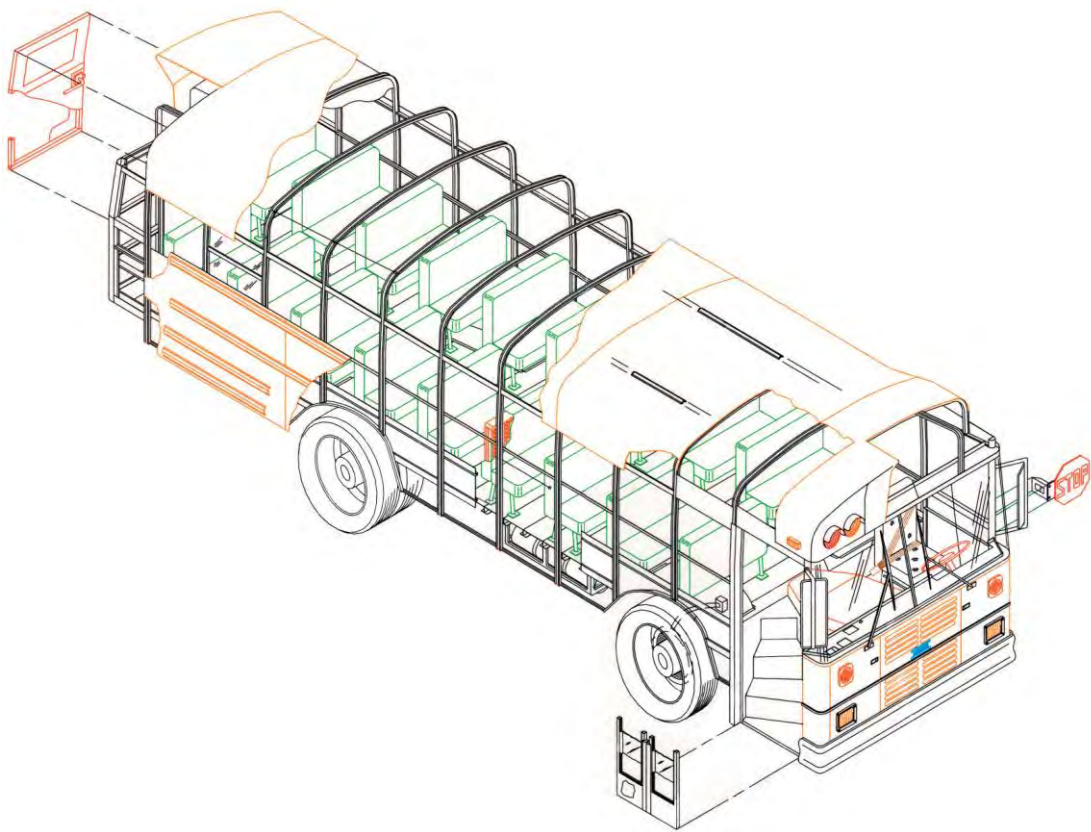
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Unit 4

Vehicle Components



Curriculum in this handout is from the
Instructors Manual for California's Bus Driver's Training Course.
This handout is specifically geared for the School Bus Driver.

The objective of Unit 4 of the Instructors Manual for California's Bus Driver's Training Course is to familiarize you with basic fundamentals of the power train, braking system and to give you a better understanding of vehicle components.

This handout covers all the subject matter in Unit 4 of the Instructors Manual for California's Bus Driver's Training Course and has additional material to help an applicant or driver understand the material more thoroughly.

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Introduction

This unit is devoted to a study of the vehicle, which is made up of many components. As a professional driver, you should be familiar with each component--what each one is and how it works. The purpose of this unit is not to qualify you to become a mechanic; however, you should understand the basic principles of the operation of the various components of the bus.

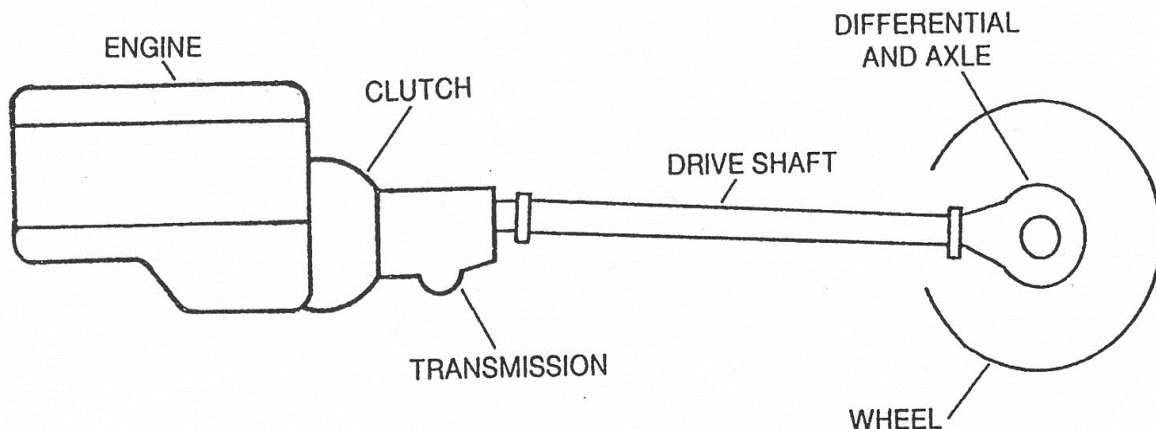
The knowledge that you gain from this unit may someday help you to take the proper course of action when one of the components of the vehicle malfunctions. Many serious accidents have occurred as the result of:

- (1) a component malfunction; and
- (2) a driver who was unable to recognize that a component was malfunctioning or who made the wrong decision when a component did malfunction.

To help ensure that you and the bus are not involved in this type of accident, learn as much as you can about the vehicle that you will be driving. You have an obligation both to yourself and the passengers.

Engine

The power plant of the bus is the engine. The engine is the unit that creates the power supply for the rest of the power train. What are the components of the power train? The power train consists of the engine, clutch, transmission, drive shaft, differential, rear axles, and drive wheels.



Two basic types of engines are used in buses. Both are referred to as internal combustion engines. They differ, however, in the type of fuel that each burns. Some engines operate on gasoline, while others run on diesel fuel. The most commonly used engine is a four-cycle model -- either gasoline or diesel. The basic difference between a gasoline and a diesel engine is the method of fuel ignition. In the gasoline engine the fuel is ignited by means of a spark plug; in the diesel engine it is ignited by heat of compression.

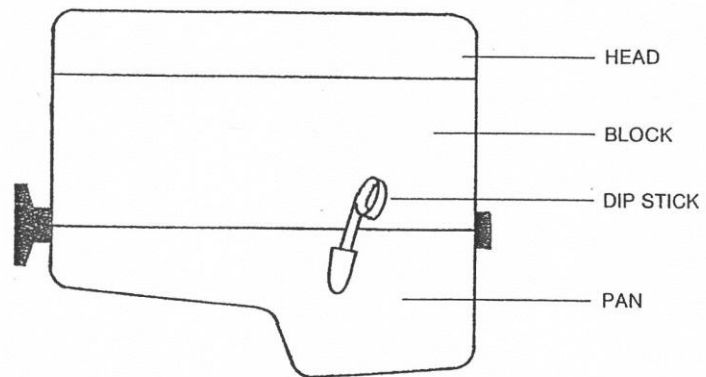
The engine consists of sections. First, we will discuss the stationary parts, which are the:

Block

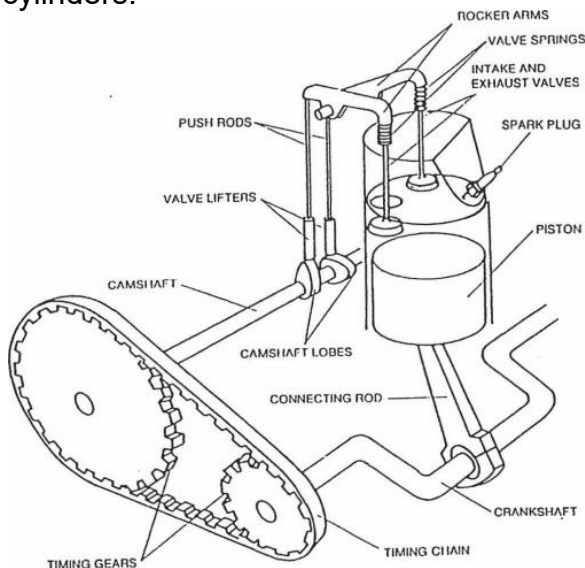
Head

Pan

The block contains the cylinders. The head seals the upper portion of the cylinders and also, in most cases, contains the valve mechanism.



The intake manifold and the exhaust manifold are stationary parts that are attached to the engine. The intake manifold of a gasoline engine conducts a mixture of air and fuel from the carburetor to the cylinders. The intake manifold of a diesel engine conducts only air to the cylinders. The exhaust manifold carries the burned gases from the cylinders.



The major moving parts inside the engine include the:

1. Pistons
2. Connecting rods
3. Crankshaft
4. Camshaft
5. Push rods, rocker arms, and valves

Most engines have four, six, or eight cylinders. Since similar actions take place in all cylinders, let's concentrate on one cylinder and how it operates.

The cylinder, which is part of the block, is simply a tube that is sealed off at the upper end by the head.

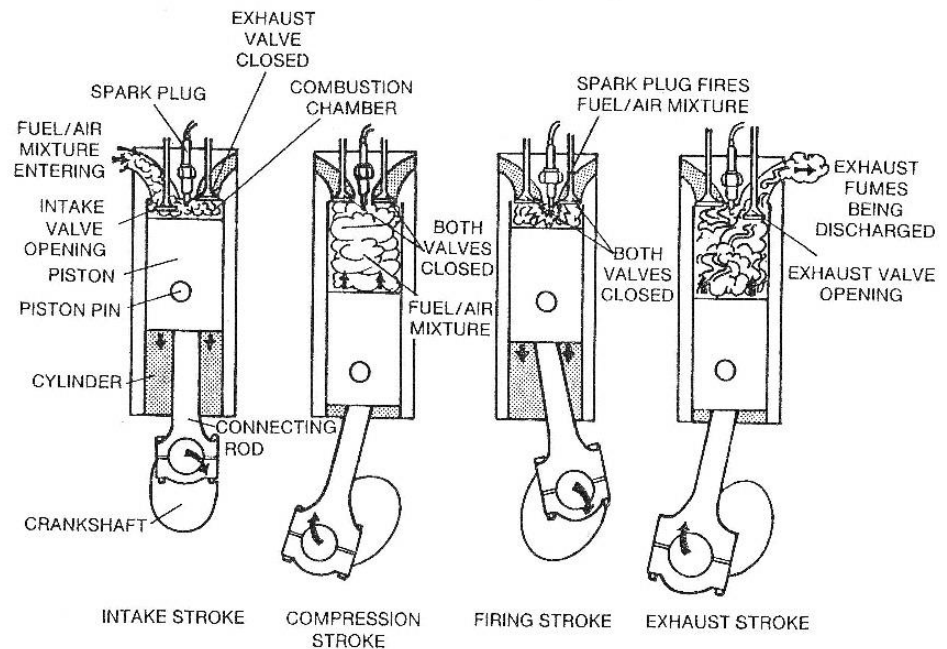
A movable metal plug, or piston, fits into the cylinder. The fit of the piston into the cylinder is a snug fit, but it is loose enough to permit the piston to slide up and down. The piston is equipped with flexible rings that fit into grooves machined into the piston.

The rings complete a seal between the cylinder walls and the piston.

As the piston moves upward in the cylinder, it compresses a mixture of air and fuel into a small space. At the correct time, ignition takes place, and the air and gas mixture explodes, creating high pressure that forces the piston downward in the cylinder. This downward movement of the piston is called the power stroke. At the downward motion of the piston, energy is transmitted through a connecting rod, which is connected to the crankshaft. Before power can be carried to the rear wheels, this straight-line motion must be changed to a rotary or turning motion.

The crankshaft is installed lengthwise in the engine block and is made up of crankshaft throws, which are offset so that the up-and-down motion of the pistons and rods can change reciprocating motion to rotary motion.

Diagram of a cylinder, piston rod, valve, and crankshaft:



Many engines used in buses are four-cycle engines.

Figure 1

Figure 2

Figure 3

Figure 4

Gasoline Engines

Figure 1 in the illustration shows the intake stroke. The action that takes place in the engine cylinder can be divided into four stages or strokes. The term "strokes" refers to piston movements. Figure 1 shows the piston on its way down, drawing a mixture of air and vaporized gasoline into the cylinder through the open intake valve port. This mixture is coming through the intake manifold from the carburetor.

Figure 2 shows the compression stroke. The piston is on its way up, and both valves are closed, which means that the air and gas mixture cannot escape. As the piston moves closer to the top, it compresses the mixture into a small space.

Figure 3 is called the power or firing stroke. The gases are tightly compressed, and then the spark plug ignites, or sets fire to, the air- fuel mixture. This causes an explosion within the cylinder, forcing the piston downward with terrific force that is transmitted to the crankshaft. This downward motion pushes the crankshaft throw, or offset, in a rotary motion.

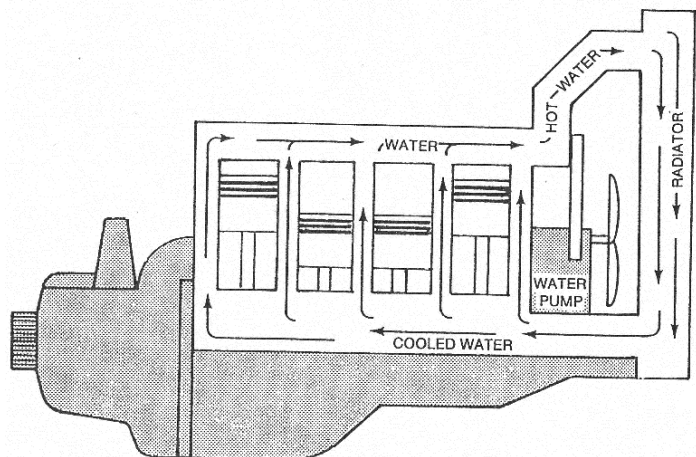
Figure 4 is the exhaust stroke. After the power stroke the cylinder contains burned gases or exhaust fumes that must be expelled. As the piston reaches the bottom of the power stroke, the exhaust valve at the top of the cylinder opens, and the piston moves upward, forcing the gases out through the exhaust manifold and through the exhaust pipe into the outside atmosphere.

This completes one full cycle, which, as you can see, requires four movements. After the exhaust stroke, the piston starts down again on stroke No. 1, the intake stroke.

The valves are opened and closed by the camshaft, which is a shaft with low and high lobes designed to push the valves open and closed at the proper time by means of push rods and rocker arms.

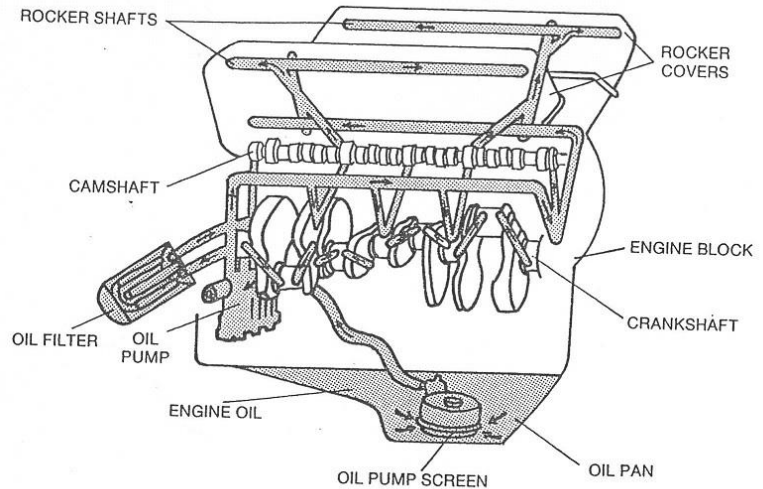
Water, Air and Oil

The burning of fuel within the cylinders builds up heat. The temperature is controlled by means of **water**, which comes from the radiator and is pumped through the engine block and head. A fan mounted behind the radiator pulls outside **air** through the radiator and cools the water when it returns to the radiator from the engine.



The lubricating **oil**, which is stored in the bottom of the engine in a pan, is pumped through channels or pipes to all moving parts in the engine. This keeps all moving parts lubricated.

A fuel pump supplies **fuel** from the storage tank to the engine. When refueling, be sure to use the right kind of fuel. Extensive damage will occur if the wrong fuel is used. You can see that several things are required to make an engine run -**fuel, air, oil, and water.**



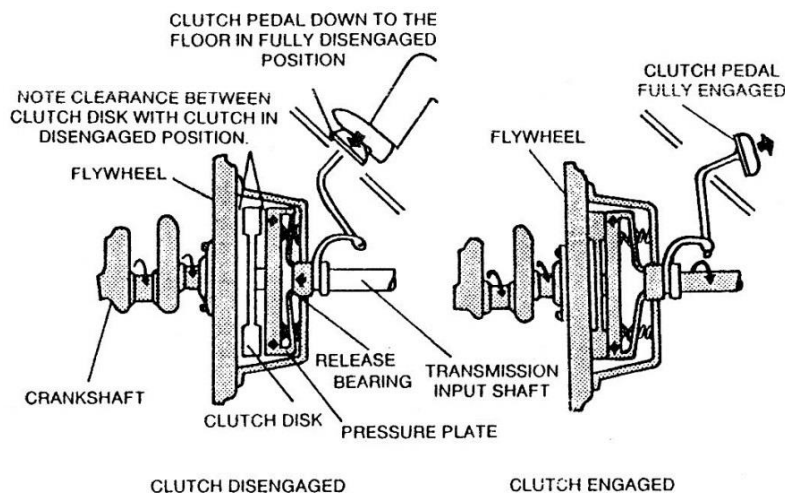
The engine supplies the source of power to the entire power train. It also supplies power to the accessories that are necessary to the operation of many other components and systems, including the alternator, power steering mechanism, and air compressor.

The Flywheel

The flywheel is a heavy, round, thick plate that performs more than one duty and must be heavy enough to carry the rotary motion of the crankshaft between the power strokes. The flywheel also serves as the power outlet to the rest of the power train. It is one "side" of the clutch.

The Clutch

The clutch is a coupler that is mounted at the rear of the engine between the engine and the transmission. It, too, is part of the power train. The primary function of the clutch is to couple and "uncouple" the power from the engine to the transmission and the balance of the drivetrain. The clutch pedal, when pushed down, uncouples the engine power to the transmission, allowing the engine to run at various revolutions per minute



It, too, is part of the power train. The primary function of the clutch is to couple and "uncouple" the power from the engine to the transmission and the balance of the drivetrain. The clutch pedal, when pushed down, uncouples the engine power to the transmission, allowing the engine to run at various revolutions per minute

(rpm) without power to the rear wheels.

The driver shall not permit a school bus to coast with the transmission in neutral or the clutch pedal pushed down.

Coasting on a Grade21710 VC

The driver of a motor vehicle when traveling on down grade upon any highway shall not coast with the gears of such vehicle in neutral.

The clutch is the most abused component of the bus because of its frequent use and because most drivers do not understand its function. In many cases, the clutch is incorrectly used as a brake. For example, drivers will stop on an incline and by "feathering" the clutch (letting the clutch partway out) will prevent the bus from rolling. By doing this, the driver places the weight of the bus and passengers on the slipping clutch. This severe friction generates excessive heat, which greatly shortens the life of the clutch.

At the initiation of slippage, power is being transmitted through the drivetrain to the rear wheels. The longer this takes, more friction and heat are generated and the damage to the clutch is even greater. The use of the clutch should be brief and smooth to achieve minimum wear.

Another point that should be explained at this time is the function of the clutch release bearing. In the drawing the bearing does not turn when the clutch pedal is up. This is the normal position of the pedal while the vehicle is in motion. When a driver is riding the clutch, the weight of his or her foot is resting on the clutch pedal enough to move the bearing forward until it makes contact with the pressure plate. When this happens, the bearing will spin at the same number of revolutions per minute as the crankshaft. The result is increased wear and premature wearing out of the bearing.

The bearing is engineered to last a certain length of time and is factory packed in enough grease to allow it to do so. Undue use will cause depletion of this grease, which in turn will cause the bearing to burn out.

Another term you should be familiar with is "free play." Free play refers to the amount of travel the clutch pedal makes between the outermost position of the clutch and the point at which you can feel contact being made. This clearance must be maintained to prevent the clutch release bearing from turning. On most equipment this distance should be approximately 1-1/2 inches. Due to normal wear of the clutch, the clearance will decrease gradually. It should be adjusted periodically to maintain the correct amount of free play.

In summary, the clutch, as a unit, is one of the driver's most important tools. Making sure that it is properly used and well maintained is to the driver's advantage. With proper use and care, the clutch and release bearing may last in excess of 100,000 miles. Abuse and destruction of the clutch can cost your employer hundreds of dollars.

This is needless expense.

Transmission

The term "transmission" can be defined as a method of transmitting power from the engine to the rear axle by use of gear reduction. The transmission has a power input at one end and an output to the drive shaft at the other. The input side of the transmission is controlled by engine speed, and the output is controlled by the speed of the rear wheels.

Control of the amount of power being transmitted through the transmission is done by proper gear selection, or shifting. The term "shifting" refers to the transfer of power from one gear to another within the transmission. Shifting may be either manual or automatic.

Within the transmission are gears of various sizes. Their function is to make maximum use of engine power at different road speeds.

Manual Transmissions

First, we will discuss the shifting of the manual transmission. The term "shifting up" refers to direct progression through the gears from low to high. The term "down shifting" is the reverse of this process from high to low. Shifting up is done to gain road speed and to maintain proper engine revolutions per minute. Shifting down may be done when the vehicle slows down or when it is pulling an increased load.

To move a heavy load from a dead stop requires terrific effort; however, when the vehicle is moving, momentum builds up with less effort. For this reason gears of different sizes are needed to increase the speed of the vehicle.

The correct shifting patterns are marked in a diagram either on the dashboard or on top of the gearshift lever.

Several types of transmissions are used in buses, but all serve the same purpose and work in the same manner. The transmission, like any other part of the power train, is very important. The driver must know its capabilities and must not exceed them. The overhauling of a transmission is a very expensive procedure.

Automatic Transmissions

Automatic transmissions are being used more and more each year. If not used properly, they, too, can be costly with respect to repairs.

Most drivers who operate automatic transmissions assume all that needs to be done to operate the vehicle is to pull the lever into drive, or the highest range, and step on the throttle.

All automatic transmissions have a range selector with different range selections. This is the hand control over the transmission. Proper selection of the correct range provides better control and avoids undue "hunting" by the transmission for the required gear. Complete instruction will be given during behind-the-wheel training.

Drive Shaft

The next item we will discuss is the drive shaft, sometimes referred to as the driveline. It is used to transmit power or torque from the output of the transmission to the differential or rear axle. The drive shaft is constructed of tubing, with connectors at each end called universal joints, which allow for flexibility. The drive shaft is constructed in halves, which are joined by means of a splined joint to allow an in and-out movement.

Drive Shaft Guard

The drive shaft is protected on all school buses by drive-shaft guards. The main purpose of a guard is to prevent the drive shaft from hitting the ground if it should break. A broken drive shaft hitting the ground could cause a pole-vaulting effect that could cause the vehicle to overturn.

Drive Shaft Protection13 CCR 1266

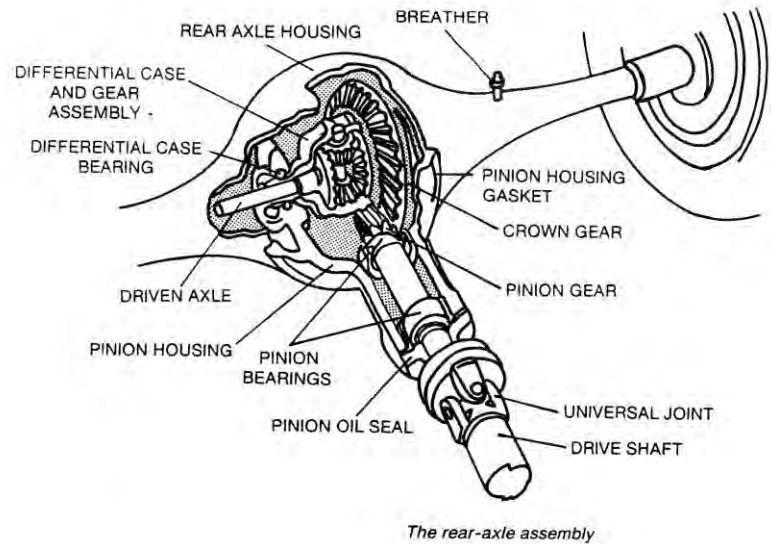
A drive shaft guard to prevent broken shafts from whipping through the floor or dropping to the ground shall be required on:

(a) School Buses--On all Type 1 school buses constructed after January 1, 1950, and all Type 2 school buses constructed on or after July 1, 1970, each segment of the drive shaft shall be equipped with a guard.

(b) Other Vehicles--All Type 1 buses and all farm labor vehicles designed for more than 16 passengers and the driver shall be equipped with at least one guard or bracket if the drive shaft extends under the passenger compartment.

Differential and Rear Axle

The differential and rear axle make up the rear-axle assembly. This is the last component of the power train, and it performs three basic functions. The first is to change the direction of rotation of the power train. The second is to allow the drive wheels to rotate at different speeds, which is necessary when the bus is turning or rounding a curve. The third is a gear reduction.



The power developed by the engine travels through the power train to the rear wheels where it is used to propel the bus.

Front Axle

The front axle is usually a one-beam unit or a rigid steel member. In some cases, an independent front suspension system is used. In either case, a steering spindle is mounted on each end of the axle. Mounted on the spindle are the wheel hubs and wheel bearings, and attached to the hubs are the wheels. The action of the spindle is like that of your wrist; it can be moved in two directions. The spindle allows the wheels to turn. The left steering spindle is attached to a drag link, which is connected to the steering gear that is controlled by the steering wheel. The right and left steering spindles are connected by a tube called a tie-rod.

Steering Mechanisms

Several types of steering mechanisms are used in the bus industry. They include:

- a) Manual steering
- b) Manual steering with power assistance
- c) Full-time power steering

The source of power for power steering may be either:

- a) Hydraulic
- b) Air

Why should you have to know about different steering mechanisms? Primarily because you may have to drive several types of buses and in each you will have to make adjustments, both mentally and physically, to do a good job of steering. Steering is another topic that you will cover in greater depth during behind-the-wheel training.

Brakes

Brakes are a very important subject. You will be given detailed instruction on how to use and complete a daily brake system checkout. You must perform a checkout prior to operating any vehicle. Keep in mind that many things can fail, but when the brakes fail on any vehicle, it is serious.

It takes force and friction to make brakes work. Force is applied by air pressure, hydraulic fluid, and hand or foot leverage and transmitted by rods or cables and spring force. None of these will stop a vehicle unless the brake shoes are kept in proper adjustment.

As you will learn, the best braking effort is using the brakes up to what is referred to as the "impending skid." When the wheels lock up on any vehicle, for all intent and purposes, there are no brakes. The stopping power is the friction between the tires and the surface the tire is sliding on.

We use the term service brake or foot brake for that portion of the braking system that we use in normal operation. Another term being used in conjunction with service brakes is power brakes. The term "power brakes" means any braking gear or mechanism that uses air, electricity, or vacuum to aid in the application of the brakes on a vehicle.

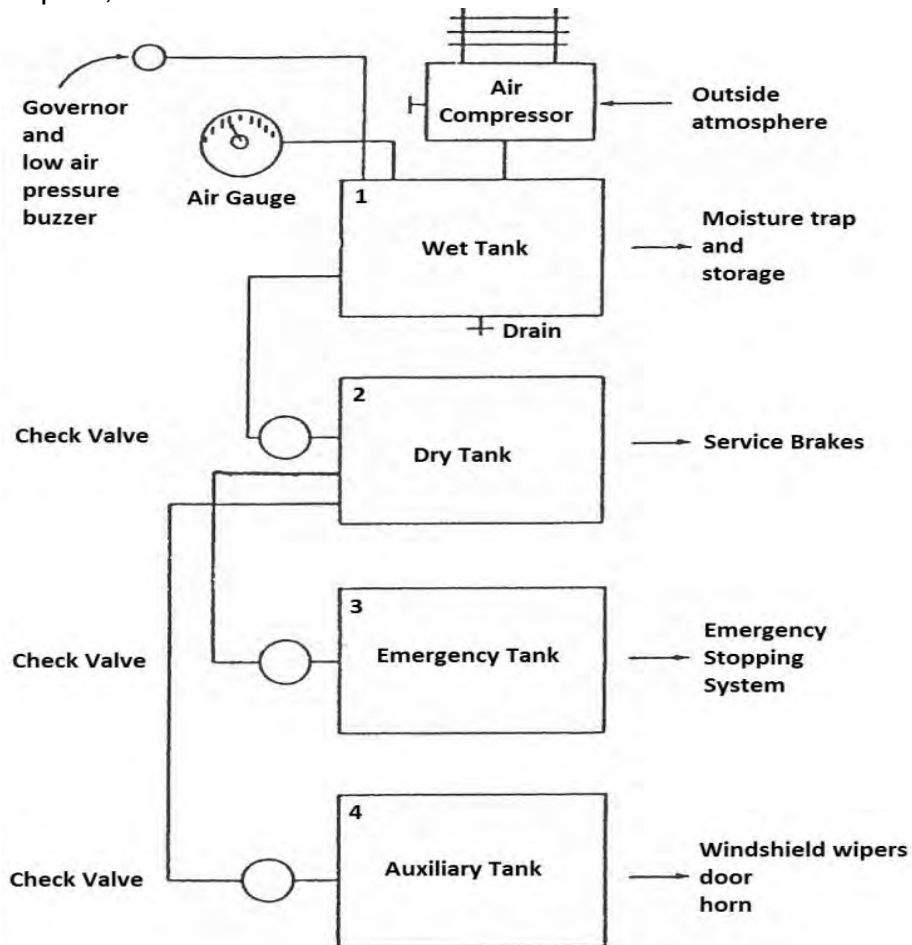
Air Brake System

This simple diagram shows where the air supply comes from and where it is stored.

The air supply comes from the outside atmosphere into the air compressor and is compressed into the air storage tanks. The compressor is driven by the engine and can be belt-driven or gear-driven.

There are about three different storage systems:

1. The wet tank supplies air to the rest of the system.
2. The dry tank supplies air to the service brakes and the emergency stopping system.
3. The auxiliary tank supplies air to air-operated accessories— doors, horns, wipers, and so forth.



How it works: The governor tells the compressor when to build air (cut in) and when to stop (cut out) building air. The minimum cut-in pressure has been established at 85 psi and the maximum cut-out pressure has been established at 130 psi. A gauge

is mounted on the instrument panel to allow the driver to see clearly if the proper amount of pressure is being maintained. The compressor builds air when it reaches the cut in pressure; the air enters the wet tank and continues to fill the tanks until the air in the tank reaches the cut out pressure. The wet tank traps moisture and containments. The check valve is to allow air to flow in one direction only; this prevents air loss in other parts of the air system if one portion of the system gets a leak.

Air Governor Cut-In and Cut-Out Pressures 26504 VC

The air governor cut-in and cut-out pressures of every motor vehicle equipped with airbrakes or equipped to operate airbrakes on towed vehicles shall be adjusted so that the maximum pressure in the air system and the minimum cut-in pressure shall be within limits prescribed by the department. In adopting regulations specifying such pressures the department shall consider the safe operating capacities of the various airbrake systems which are now or may be used on motor vehicles and shall be guided by the designed capabilities of those systems.

Pressure Gauge26505 VC

A motor vehicle equipped with airbrakes or equipped to operate airbrakes on towed vehicles shall be equipped with a pressure gauge of reliable and satisfactory construction and maintained in an efficient working condition, accurate within 10 percent of the actual air reservoir pressure, and visible and legible to a person when seated in the driving position.

Low Air Warning Devices

Brake systems using air pressure shall include a buzzer or other audible warning signals and a visual light or an air-operated flag-type warning device used exclusively for the brake system. A transit bus is required to have an audible or visual low-air warning device.

The devices shall give a continuous warning when the air supply pressure in the appropriate reservoir receiving air from the compressor drops below a fixed pressure, which shall not be more than 75 psi or less than 55 psi with the engine running.

The requirement for the flag-type device shall not apply the vehicles Manufactured in compliance with Federal Motor Vehicles Safety Standards 121.

The visual (drop flag) warning device will be readily visible to the driver when seated in a normal driving position.

To install an override switch on a required audible warning device is prohibited.

Low Air Pressure Warning26506 VC

(a) Every motor vehicle airbrake system used to operate the brakes on a motor vehicle or on a towed vehicle shall be equipped with a low air pressure warning device that complies with either the requirements set forth in the Federal Motor Vehicle Safety Standards in effect at the time of manufacture or the requirements of subdivision (b).

(b) The device shall be readily visible or audible to the driver and shall give a satisfactory continuous warning when the air supply pressure drops below a fixed pressure, which shall be not more than 75 pounds per square inch nor less than 55 pounds per square inch with the engine running. A gauge indicating pressure shall not satisfy this requirement.

Additional Brake Requirements – Warning Devices ..13 CCR 1246(b)

(b) Warning Devices -Type 1 school bus brake systems shall have warning devices as follows:

- (1) Air brakes shall have a buzzer or other audible warning signal and a visual, air-operated, flag-type warning device, both used exclusively for the brake system. Both devices shall give a continuous warning when the air supply pressure in the first reservoir to receive air from the compressor, or any service reservoir, drops below a fixed pressure as specified by Vehicle Code Section 26506. The flag-type device is not required on vehicles manufactured on or after March 1, 1975, in compliance with FMVSS 121 (49 CFR 571.121).
- (2) Vacuum brakes shall have a buzzer.....
- (3) The visual warning devices required in (1) and (2) shall be readily visible to the driver when seated in the normal driving position.
- (4) Override switches are prohibited for audible warning devices required in (1) and (2)

Emergency Stopping System

The emergency stopping system is of great importance, and all drivers must understand the system thoroughly. If you do not understand how the system works on the bus that you will be driving, be sure to find out before you leave on a run or trip.

The term "emergency stopping system" refers to the backup system that is available when a malfunction occurs in the service brake system.

Emergency Brake System26301.5 VC

Every passenger vehicle manufactured and first registered after January 1, 1973, except motorcycles, shall be equipped with an emergency brake system so constructed that rupture or leakage-type failure of any single pressure component of the service brake system, except structural failures of the brake master cylinder body or effectiveness indicator body, shall not result in complete loss of function of the vehicle's brakes when force on the brake pedal is continued.

Emergency Stopping System13 CCR 1246(e)

Type I school buses constructed after January 1, 1968, shall comply with the following system requirements:

1. The emergency braking system shall be capable of being applied, released, and reapplied by the driver but will not be capable of being released from the driver's seat after any reapplication unless energy is available for an immediate reapplication.
2. The brakes shall be manually applied and released under modulated control by the driver to maintain directional stability during a complete emergency stop.
3. Failure or malfunction of any part in either the emergency stopping system or the service brake system shall not leave the vehicle without operative brakes capable of stopping the vehicle loaded up to the manufacturer's gross vehicle weight rating and at any legal speed. However, no provision of this section shall apply to a failure in the mechanical parts of the wheel brake assemblies or the brake pedal and linkage to the brake valve or master cylinder.

Drivers must understand that the emergency stopping system is, in fact, part of the service brake system. The system is applied through another power source, such as reserve air or spring pressure. If full application is made under an emergency condition, the driver is applying only the rear brakes and, therefore, the braking effect is far less than the application of a full service brake.

Spring Brake System

One system that is widely used is called a spring brake system. In this section we will discuss the operation of the spring brake chamber in three situations.

Service Brake Application

In normal brake application through the service brake (foot pedal), applied air pressure is the force used to stop the vehicle. Air pressure through the system applies force against a rubber diaphragm. This force, working with other components of the system, will apply the brakes.

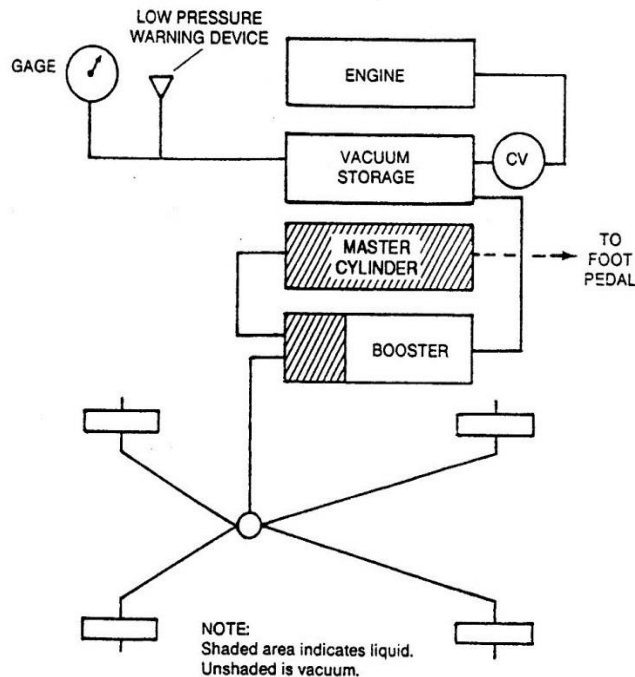
Emergency Application: Rear Wheels Only

In normal brake application the spring is held in the compressed position by the air pressure in a separate chamber. If an air leak develops in the system and the air pressure drops to a certain point, the force of the compressed spring will be greater than the air pressure. The spring will expand, forcing the brake shoe against the brake drum to stop the vehicle.

Parking Application

The emergency application occurs when the vehicle loses air. Buses are equipped with a hand-controlled valve that can be used for emergency stops or parking; and when this valve is operated, it releases air out of the chamber and allows the spring to expand and forces the brake shoe against the brake drum and holds the vehicle in a stopped position utilizing spring pressure.

Hydraulic Brake System



The hydraulic brake system works on the same principle as the air brake system except that the power is supplied by fluid instead of air. The pressure applied by the driver to the brake pedal regulates the pressure to the brake shoes.

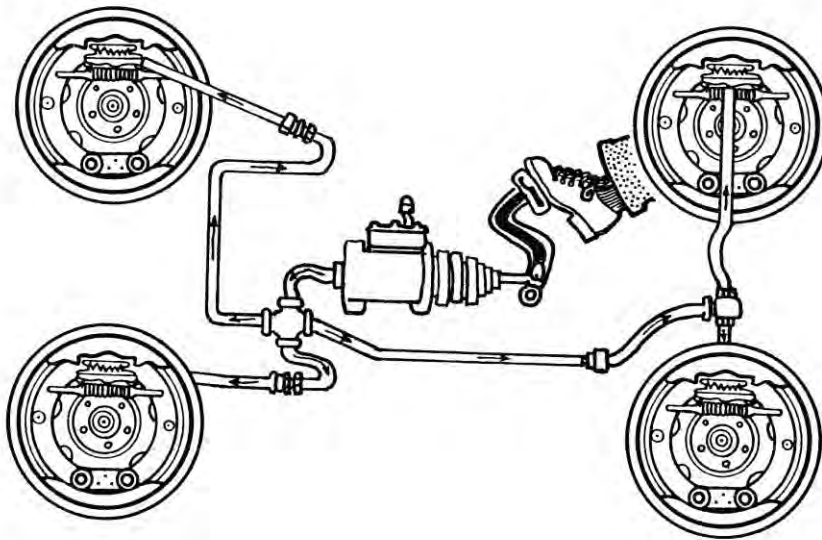
At times, hydraulic brakes are referred to as power or vacuum brakes. This means that additional power or pressure, other than that which the driver applies when stepping on the brake pedal, is utilized. The additional power makes it easier for the driver to apply the brakes. It also provides more pressure on the brake shoes and requires little or no additional effort from

the driver.

Many hydraulic brake systems are available, but to provide information about each would be impossible. This simple diagram should help you to understand the theory of a hydraulic-vacuum brake system without getting "bogged" down in details.

In this system, we are working with two elements, vacuum and hydraulic fluid. The vacuum is supplied from the intake manifold of the engine through a check valve and into a storage tank or reservoir. The vacuum from the tank is piped into the brake booster unit, which is controlled by the foot brake pedal.

The hydraulic fluid is pushed out of the master cylinder by a piston into the line or pipe and then to one end of the booster. The pressure reaches the booster, trips a valve, and puts the vacuum part of the booster to work by supplying additional power to another piston that moves forward and forces the fluid out of the booster to the wheel cylinders, located at each wheel.



Each wheel cylinder is equipped with pistons and the fluid is forced against them. They in turn push the brake shoes from their resting place to make contact with the turning brake drums.

Vacuum is measured in inches of mercury. A gauge showing the inches of vacuum in the storage tank must

be mounted in clear view of the driver.

Also required is a warning device that shall include a buzzer or other audible and/or visual vacuum-operated warning device used exclusively for the brake system. This device must provide a continuous warning to the driver when the vacuum in the supply system drops to 8 inches of mercury or less. A gauge alone does not meet the requirement. Drop flags are not required for dual or split axle brake systems.

Vacuum Gauge26520 VC

Motor vehicles required to be equipped with power brakes and which are equipped with vacuum or vacuum-assisted brakes shall be equipped with a properly maintained vacuum gauge of reliable and satisfactory construction, accurate within 10 percent of the actual vacuum in the supply reservoir, and visible and legible to the driver at all times.

This section shall not apply to a two-axle motor truck operated singly.

Vacuum Warning Device26521 VC

Motor vehicles required to be equipped with power brakes and equipped with vacuum or vacuum-assisted brakes and motor vehicles used to tow vehicles equipped with vacuum brakes or vacuum-assisted brakes shall be equipped with either an audible or visible warning signal to indicate readily to the driver when the vacuum drops to eight inches of mercury and less. A vacuum gauge shall not be deemed to meet this requirement.

This section shall not apply to a two-axle motor truck operated singly nor to any motor vehicle manufactured prior to 1964.

Parking Brakes

This component, commonly referred to as a hand brake, is controlled by means of a hand lever. Several types are used on buses. The purpose of the hand brake is to retain or hold the bus in a stopped (parked) position. Under emergency conditions--when all other means of stopping the vehicle have failed--the parking brake could, and should, be used to slow or stop the vehicle. Under normal conditions, the parking brake should not be applied until the bus has stopped.

The parking brake shall be such that it will, under all conditions of loading up to the manufacturer's gross vehicle weight rating, hold the bus stationary on a grade free from slippery material. When applied, the parking brake shall remain in the applied position by other than fluid pressure, air pressure, or electrical energy.

Parking Brake System26451(a)

The parking brake system of every motor vehicle shall comply with the following requirements:

(a) The parking brake shall be adequate to hold the vehicle or combination of vehicles stationary on any grade on which it is operated under all conditions of loading on a

surface free from snow, ice or loose material. In any event the parking brake shall be capable of locking the braked wheels to the limit of traction.

Tires

We all know the purpose of tires, but as drivers you should know a few things about specific laws and proper care of tires. Every bus must be equipped with tires that are adequate to support the gross weight of the vehicle. The tires shall be marked to indicate their ply rating and/or load range, and they must meet Federal Motor Vehicles Standards 119.

All tires must be of the same size. A serviceable spare tire must be carried in the spare tire compartment except where tire service and service trucks are immediately available.

Spare tires are not to be placed inside the passenger compartment, nor placed to block windows or doors. They must be securely fastened in a proper rack or compartment expressly for that purpose.

Important regulations pertaining to tires include the following:

1. Front tires shall not have less than 4/32 of an inch tread depth measured at any point on a major tread groove, except where the bars, humps, or fillets are located in the tread groove.
2. Tires shall be free of damaging cuts, bruises, and any other defects in the tire casing.
3. No tire shall be retreaded, recapped, or repaired if worn through the breaker strip or if there has been any separation in the outer wall of the casing or if the casing is otherwise damaged.
4. Retreaded or recapped tires shall not be used on the front wheels of a school bus, nor shall regrooved tires be used.

All Type I buses must have dual tires on the rear axle.

Tire pressures vary to some degree, depending on the make of tire. Each manufacturer will recommend the proper pressure to be maintained.

Tires27465 VC

(a) No dealer or person holding a retail seller's permit shall sell, offer for sale, expose for sale, or install on a vehicle axle for use on a highway, a pneumatic tire when the tire has less than the tread depth specified in subdivision (b). This subdivision does not apply to any person who installs on a vehicle, as part of an emergency service rendered

to a disabled vehicle upon a highway, a spare tire with which the disabled vehicle was equipped.

(b) No person shall use on a highway a pneumatic tire on a vehicle axle when the tire has less than the following tread depth, except when temporarily installed on a disabled vehicle as specified in subdivision (a):

(1) One thirty-second ($\frac{1}{32}$) of an inch tread depth in any two adjacent grooves at any location of the tire, except as provided in paragraphs (2) and (3).

(2) **Four thirty-second** ($\frac{4}{32}$) of an inch tread depth at all points in all major grooves on a tire on the steering axle of any motor vehicle specified in Section 34500, and **two thirty-second** ($\frac{2}{32}$) of an inch tread depth at all points in all major grooves on all other tires on the axles of these vehicles.

(3) Six thirty-second ($\frac{6}{32}$) of an inch tread depth at all points in all major grooves on snow tires used in lieu of tire traction devices in posted tire traction device control areas.

(c) The measurement of tread depth shall not be made where tie bars, humps, or fillets are located.

(d) The requirements of this section shall not apply to implements of husbandry.

(e) The department, if it determines that such action is appropriate and in keeping with reasonable safety requirements, may adopt regulations establishing more stringent tread depth requirements than those specified in this section for those vehicles defined in Sections 322 and 545, and may adopt regulations establishing tread depth requirements different from those specified in this section for those vehicles listed in Section 34500.

Tires, Rims, and Wheels13 CCR 1244

All tires, rims, and wheels used on vehicles subject to these regulations shall comply with the requirements of Article 14, Chapter 4, of this title, beginning with Section 1080, and the following provisions:

(a) Aluminum Wheels. No aluminum alloy disc wheel demountable at the hub and manufactured on or before September 30, 1955, shall be used on the front or steering axle(s) of a motor vehicle or the leading vehicle of a vehicle combination.

(b) Spare Tires. Externally mounted spare tires shall be contained and supported by tire carriers or other means specifically designed for the purpose and secured to prevent accidental release of the tires.

(c) School Bus Tires and Rims. All tires and rims used on school buses shall comply with the following requirements:

(1) All tires on a school bus shall be of the same size, except as otherwise specified on the Federal data plate or label.

(2) All Type 1 school buses shall have dual tires on the rear axle.

(3) No tire shall be permitted inside a Type 1 school bus, nor shall any tire compartment project into the passenger compartment. Spare tires shall be secured to the vehicle and shall not be placed across a window, entrance, or any exit, or in any position that may endanger the occupants.

Conclusion

In this unit we have briefly discussed some of the basic components and systems that make up a bus. Each year new models are equipped with new devices and systems brought about by manufacturer's changes or new state and federal requirements. There are also many options of additional equipment that can be incorporated within a vehicle.

Due to the nature of your job, you may be required to drive many types and sizes of buses. Some buses you may drive are equipped differently than others. Many buses are equipped with extra devices that are not required by regulations; therefore, you must learn many other operations and, procedures in addition to the basic vehicle components.

Proficiency13 CCR 1229

Motor carriers shall require each driver to demonstrate that the driver is capable of safely operating each different type of vehicle or vehicle combination (i.e., vehicles with different controls, gauges, of different size, or requiring different driving skills) before driving such vehicle(s) on a highway unsupervised. The driver's capability to operate the vehicle shall include special equipment such as wheelchair lifts, ramps, or wheelchair tie downs. This Section shall not apply to a motor carrier who is the owner and sole driver of a vehicle or combination of vehicles.

Unit 4 Part 2

In past years, accidents involving buses were caused by the driver in about **50 percent of the cases nationwide**. One or two things were involved: driver error in judgment, a mechanical failure, or a combination of both. The mechanical failure, in most cases, could be held to a minimum if all drivers would conduct the **proper daily bus inspection** and report any defects found. Professional drivers take their job seriously and learn all they can about the vehicle being driven. By learning, any driver should be able to detect a problem before it becomes serious.

All drivers must keep in mind that they will be entrusted with the lives of every passenger riding the bus. The purpose of this unit is to learn more about the components, how they operate, plus the regulations and laws related to the safe operation of the vehicle.

Dual Air Brake System

This system provides for separate operation of the brakes on the front and rear axles. **The purpose of the dual air brake system is to help ensure that braking capability is maintained on one axle in the event of a brake system failure on the other axle.**

Most dual air systems are constructed in such a manner that separate air storage tanks are provided for the brakes on the wheels of the front and rear axles. The air supply to the brake chambers, both front and rear, is regulated by means of the same foot pedal.

In the event of brake failure, including the loss of a significant amount of air pressure to the brakes on the wheels of one axle, a shuttle valve shuts off the air supply to those brakes. The air supply to the brakes on the wheels of the other axle will still be maintained, providing for, at least, partial stopping capability for the vehicle.

Vehicles equipped with a dual air brake system have either

- (1) two service brake air gauges (one for each tank); or
- (2) a single service brake air gauge with two indicator needles. In the latter case the needles are generally of different colors.

During the building up of maximum air pressure, the two air gauges of vehicles so equipped should show the same pressure. If the vehicle has a single gauge, both needles should move together to show the same pressure. In either case any deviation from the patterns just described would indicate some abnormality.

Hypothetical problem: You are on a run and driving a vehicle that is equipped with a single air pressure gauge, which has two indicator needles. While driving down a steep grade, you apply the brakes and notice that one of the needles is falling at a much more rapid rate than the other one. Immediately, you should recognize that an air loss has developed in the brake system of the wheels of one of the axles. The problem could be a broken air line or a ruptured diaphragm.

When the air pressure drops between 55 and 75 psi, the low air pressure warning buzzer sounds. At this point only one brake system is working properly, and you should bring the vehicle to a stop as quickly as is practical. If you should have to stop in the roadway, your next step would be to place the transmission in the lowest gear and drive the vehicle to a safe place off the roadway. You would then secure the vehicle. The vehicle should not be driven again until the necessary repairs have been made. Under no circumstances should you attempt to complete the trip with only half of the overall braking system operable.

Emergency Stopping System: The dual brake system also includes an additional safety component, which is an emergency stopping system. The emergency stopping system, which may be either an air-applied system or a spring-applied system, is applied under certain conditions on the wheels of the rear axle. If, for example, the air pressure supply for the brakes on the rear axle should drop below 55 psi, the emergency stopping system would be applied on the wheels of the rear axle when the driver depresses the service brake pedal. If the brakes on the wheels of the front axle were still operable, the vehicle would have braking capability at all four wheels. If, for any reason, the brakes on the wheels of the front axle were not operable in the situation just described, the vehicle would still have braking capability at the wheels of the rear axle. ***In other words, the emergency stopping system is designed to maintain no less than braking capability at the wheels of the rear axle.***

Several types of air brake systems and controls are utilized on buses. Because you may be called upon to drive vehicles with different types of systems and controls, you must be familiar with the operation of all such systems. Remember, many lives depend upon your ability to stop the vehicle properly and especially upon your skill in stopping it during an emergency situation.

Some vehicles are equipped with an antiskid brake system, which is an air brake system designed to prevent the wheels of the vehicle from locking when the brakes are applied with great force, such as during a "panic" stop or while the vehicle is traveling over a slippery surface. The system responds to rapidly changing conditions of friction between the tires of the vehicle and the road, thereby providing the best available combination of braking ability, lateral stability, and steering control during a panic stop.

The antiskid system is a computerized system that controls the braking on each axle separately. It consists of the following major components:

1. The computer-valve assemblies
2. A slotted rotor at each wheel
3. A fixed magnetic sensor at each wheel

The system works this way. As the bus travels, the rotors revolve with the wheels to which they are attached. The sensors "read" wheel speed by reading the speed of the rotors. This information is relayed from the sensors to the computers, which, by means of a valve, regulate the air pressure to the brakes.

If the computers determine that a locking of the brakes is imminent, when the brakes are applied the computers will cause the brakes to be released and reapplied many times rapidly to prevent wheel lockup. During the entire sequence the driver is merely depressing the brake pedal.

The driver of a bus equipped with an antiskid system must, before operating the vehicle, check to make sure that the system's electronic circuitry is in proper working order. This check involves a simple step- by-step procedure, which will be explained when we conduct a bus inspection.

Automatic Transmissions

Automatic transmissions are being used more and more each year. If not used properly, they, too, can be costly to repair. Most drivers assume that all one has to do is to pull the lever into drive and step on the throttle, but much more is required.

Each driver who operates a bus with an automatic transmission should follow the manufacturer's recommended operating procedures. Manuals are generally available from the operator or chassis manufacturer.

The range selector lever is the hand control over the transmission. Proper selection of the correct range provides better control and avoids undue "hunting" by the transmission for the required gear. The driver should select the proper gear range for the speed to be traveled.

The manufacturer will have recommended speeds for upshifting and downshifting. These speeds should not be exceeded.

As you gain more and more driving experience, you will come to appreciate the importance of proper shift lever position in getting top performance from the vehicle.

Throttle Control

The pressure of the foot on the throttle, or accelerator pedal, influences the automatic shifts in the transmission. When the throttle is opened or the accelerator pedal is depressed, the transmission will automatically upshift at a speed just below the maximum engine speed. If the accelerator is not depressed all the way, the transmission will shift much sooner. A driver can use throttle control as he or she is hand-shifting an automatic transmission, making the shifts smooth.

Engine or Exhaust Brake Operation

This system was designed to perform two primary functions. ***The first common use is to add additional braking effort to the vehicle when descending grades.*** The second use for this system is to aid a driver to make quicker shifts from one gear to another.

The driver will find these devices used on most diesel-powered vehicles. The controls are located on the dash panel in most cases. The exhaust brake will be a one- or two-position switch. The two-position switch allows a medium and a full on position. To use this device, simply turn to either position. From this point, the control over the device is switched over to the throttle linkage. The only time the brake will be operated is when the throttle is released. You can hear the brake when it starts to work. Each time the throttle is applied, it will release. By leaving the dash switch in the applied position each time the throttle is released, the brake will automatically apply. When no longer needed, turn off the dash switch.

When descending a grade, this device will create back pressure in the engine and, therefore, will aid in holding the vehicle back. Using this device along with proper gear selection will save undue heavy use of the service brake system.

Another use for this device is to enable the driver to make quicker shifts when climbing a grade without losing road speed during a shift change. When pulling grades and shifting up through a manual transmission, the exhaust brake forces the engine rpm's to drop much quicker, enabling the shift to be made much faster than without such a device. Even though this system can be operated on all types of terrain, it is not recommended for flat road use.

Another type of system which also is designed to create back pressure within the cylinders of the engine is called Jacobs or "Jake-brake." It serves the same purpose as the exhaust brake just discussed.

A word of CAUTION is necessary about overuse of any additional devices such as just discussed. They do have their limitations. When traveling on roadways covered with

hard pack snow or ice, there is always the possibility that when using such a device, the deceleration will be greater than the holding ability of the rear tires riding on such surfaces, which could cause the bus to slide the rear wheels, causing the vehicle to go into a skid.

Electric Drive Shaft Retarder

This is a braking system that is completely separate from the service or parking brakes and does not depend upon the engine or transmission to operate. The retarder is normally located on the drive shaft between the transmission and the differential.

There will be a hand control lever mounted in the driver's compartment. Usually, the top slot is the off position. When pulling the control lever down into positions one through four, it gradually increases the braking force applied to the retarder.

The retarder works on the eddy current principle. Two opposing forces, without linings or friction, such as two mild-steel disks mounted on the drive shaft, revolve in the electromagnetic field created by electromagnets stationary in the chassis and are powered by the vehicle's electrical system.

Retarder application is controlled from the driver's compartment by the control lever which, through a relay box, connects the battery of the vehicle to the retarder's electromagnets. When pulling down on the control lever, gradually increase the electrical force to the electromagnets. Because the two steel disks mounted on the drive shaft are of an opposing force, the rotational speed of the drive shaft begins to decrease, creating a braking action.

The braking action is smooth and progressive, resulting in a comfortable ride for the passengers.

OVERUSE ON HARDPACK SNOW OR ICE MAY CAUSE A SKIDDING ACTION.

The primary function of the retarder is to add additional braking force to the vehicle when descending grades. The retarder is also beneficial when the bus is operating on wet, slippery roads, because this device will not lock the wheel if used properly and will also aid in the prevention of accidents caused by skidding. One thing that must be kept in mind is that the retarder will not bring the vehicle to a complete stop. If the bus is equipped with this device, become thoroughly familiar with its operation and limitations.

Radios

Many buses are equipped with public address systems, AM and FM radios, and two-way radios. Keep in mind that improper use of such equipment can be a hazard or a

distraction. The following may be of some help with the recommended use, always keeping safety in mind.

Drivers should not be adjusting or using these devices while driving unless it is an emergency. Keep in mind that adjusting dials or reaching for a "mike" causes driver distraction from the roadway and requires the driver to take one hand off the steering wheel. It is obvious that extreme care and good judgment must be exercised before using these systems while driving.

Public Address Systems (PA)

This can be invaluable in giving passengers instructions, calling their attention to a safety hazard, or correcting disciplinary problems.

Some school buses are equipped with speakers mounted on the outside. Such equipment allows a driver, without ever having to leave the seat, to correct problems at bus stops, request passengers to line up or step back, etc.

While some public address systems are equipped with hand-held mikes, others have what are called stand mikes. A stand mike is usually located on the left side of the bus, in front of the driver, and permits talking into it without removing one's hands from the steering wheel. If used properly and at the right time, the public address system can be of great value in correcting problems before they arise.

AM / FM Radio

The AM/FM radio is perhaps the most popular, mainly because it can play the music of the day, the music passengers enjoy hearing. However, while driving, the bus driver must rely on the ability to hear what is taking place inside and outside the bus.

Therefore, when using the AM/FM radio, the driver must maintain a control of volume that permits the passengers to hear but does not hamper the safe driving of the bus. If the speakers for the radio are evenly distributed throughout the bus, it can be played at a reasonable volume. To have speakers mounted only in the driver's compartment creates a problem. In order for the sound to be heard in the rear of the bus, the volume of the radio would have to be turned up extremely high. Here again, good judgment must be used, and students should be impressed with the fact that safety and radio volume must go hand in hand.

Some districts have buses which are not equipped with radios but will allow their students to use portable transistor radios. Again, many problems can develop if everyone plays different stations and at times extremely loud. Therefore, there must be some ground rules covering the use of such equipment.

Two-Way Radio

Two-way radios play an important role in the transportation business and have proved to be efficient and effective. Success depends, of course, on the type of equipment being used, the way in which the district is laid out, and weather conditions. This type of equipment is becoming common and usually is the result of some problem that developed in the past, such as bus occupants being trapped by fire or high water.

Some basic rules and priorities for the use of radios are:

1. Emergencies
2. Route control

Operating rules must be established and adhered to so that Federal Communications Commission rules will not be violated.

Bus drivers, using buses equipped with two-way radios, must train the passengers to be quiet when the equipment is in use. Background noise causes problems both for the sender and the receiver.

The fundamentals of correct telephone usage apply also to mobile radio. Choice of words, voice volume, tone, good manners, friendliness, and good speaking habits are just as important as knowing how to operate the equipment properly. These pay off in getting the job done quickly and easily.

Choice of Words: The words used have a lot to do with whether or not the other party will be able to understand what is said. It helps to choose words that are distinct and clear and convey a definite meaning. The "10 Code" is the most acceptable method. Do not use objectionable language.

Voice Volume: Speak directly into the microphone in a normal tone of voice. Do not shout or mumble. High-pitched voices, excitement, etc., can cause transmission distortion.

Voice Quality: Speak clearly and slowly in a calm, well-modulated manner. Messages should be spoken in natural phrases and not word by word. Speech should be slow and clear with even emphasis on each word. Do not run words together.

Pronunciation: Pronounce words distinctly. Emphasize each syllable. Do not slur words when transmitting unusual words or numbers or when it is necessary to further identify letters of the alphabet that are difficult to understand. Use the standard, phonetic alphabet. For example, to spell "loiter," say "L - Lincoln, O - Ocean, I - Ida, T - Tom, E - Edward, R - Robert." Numbers should be given emphasis in transmission. For example,

"1 - wun, 2 - too, 3 - the-r-ee, 4 - fower," etc., except that "zero" is used for 0.

Conserve Air Time: When receiving a call, answer promptly and in the manner prescribed for proper station identification. Begin speaking about one second after having pressed the push-to-talk button. Remember, what is being said is heard by everyone on the frequency. Do not extend the length of the call by looking for information that is not readily available. It will save time and make the job easier to call back when the correct information has been secured.

Avoid Frequency Interference: Before depressing the push-to-talk button to place a call, monitor the frequency to be used. The radio systems are like party-line telephones. The frequencies are often shared by more than one dispatch point in an area. Do not break into another station or mobile unit transmission. This will force the other operator to repeat. This could be a critical matter in an emergency situation.

In the operation of a base station, a person must be assigned to that job, such as a dispatcher, who must, in turn, meet the FCC regulations to operate a base station. Everything that comes over the air should be written or taped on a permanent record, which will help at later dates in case of an accident, etc. Radio codes are available from many agencies and can be adapted to any operation. For example, use codes such as

- a. 10-1 (meaning reception poor),
- b. 10-8 (meaning in service),
- c. 10-4 (meaning message received).

This practice is good because numbers can take the place of a lot of words which can be easily misunderstood.

When this system is used, it should be for a definite purpose, and general use for talking about something which can wait should be discouraged.

**SUPPLEMENT
TO
UNIT 4**

Vehicle Components

Diesel Engines vs. Gasoline Engines

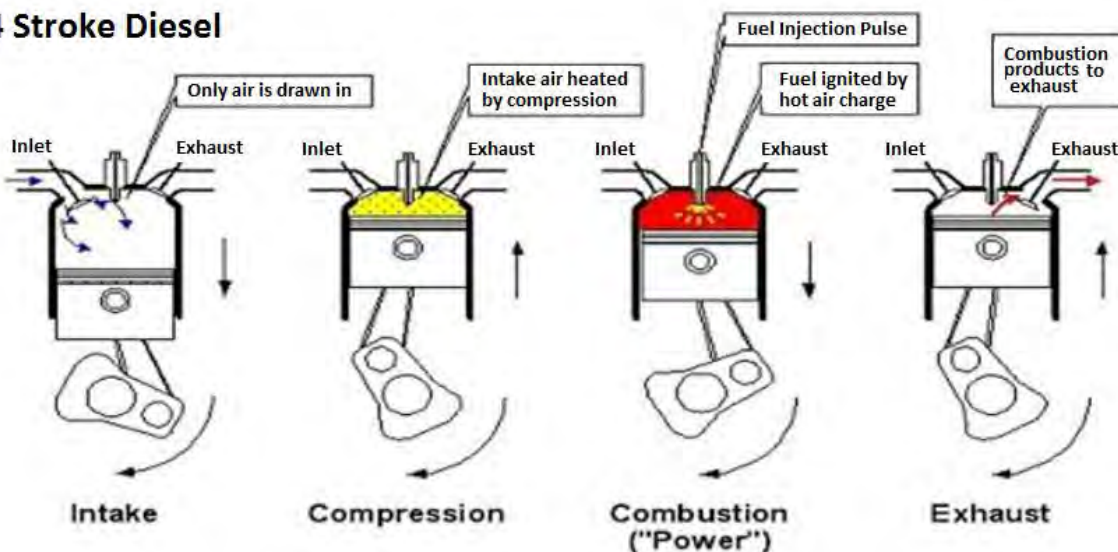
In theory, diesel engines and gasoline engines are quite similar. They are both internal combustion engines designed to convert the chemical energy available in fuel into mechanical energy. This mechanical energy moves pistons up and down inside cylinders. The pistons are connected to a crankshaft, and the up-and-down motion of the pistons, known as linear motion, creates the rotary motion needed to turn the wheels of a car forward.

Both diesel engines and gasoline engines convert fuel into energy through a series of small explosions or combustions. The major difference between diesel and gasoline is the way these explosions happen. In a gasoline engine, fuel is mixed with air, compressed by pistons and ignited by sparks from spark plugs. In a diesel engine, however, the air is compressed first, and then the fuel is injected. Because air heats up when it's compressed, the fuel ignites.

The diesel engine uses a four-stroke combustion cycle just like a gasoline engine. The four strokes are:

- Intake stroke -- The intake valve opens up, letting in air and moving the piston down.
- Compression stroke -- The piston moves back up and compresses the air.
- Combustion stroke -- As the piston reaches the top, fuel is injected at just the right moment and ignited, forcing the piston back down.
- Exhaust stroke -- The piston moves back to the top, pushing out the exhaust created from the combustion out of the exhaust valve.

4 Stroke Diesel



Remember that the diesel engine has no spark plug, that it intakes air and compresses it, and that it then injects the fuel directly into the combustion chamber (direct injection). It is the heat of the compressed air that lights the fuel in a diesel engine.

Diesel engines use direct fuel injection -- the diesel fuel is injected directly into the cylinder.

Some diesel engines contain a glow plug. When a diesel engine is cold, the compression process may not raise the air to a high enough temperature to ignite the fuel. The glow plug is an electrically heated wire (think of the hot wires you see in a toaster) that heats the combustion chambers and raises the air temperature when the engine is cold so that the engine can start.

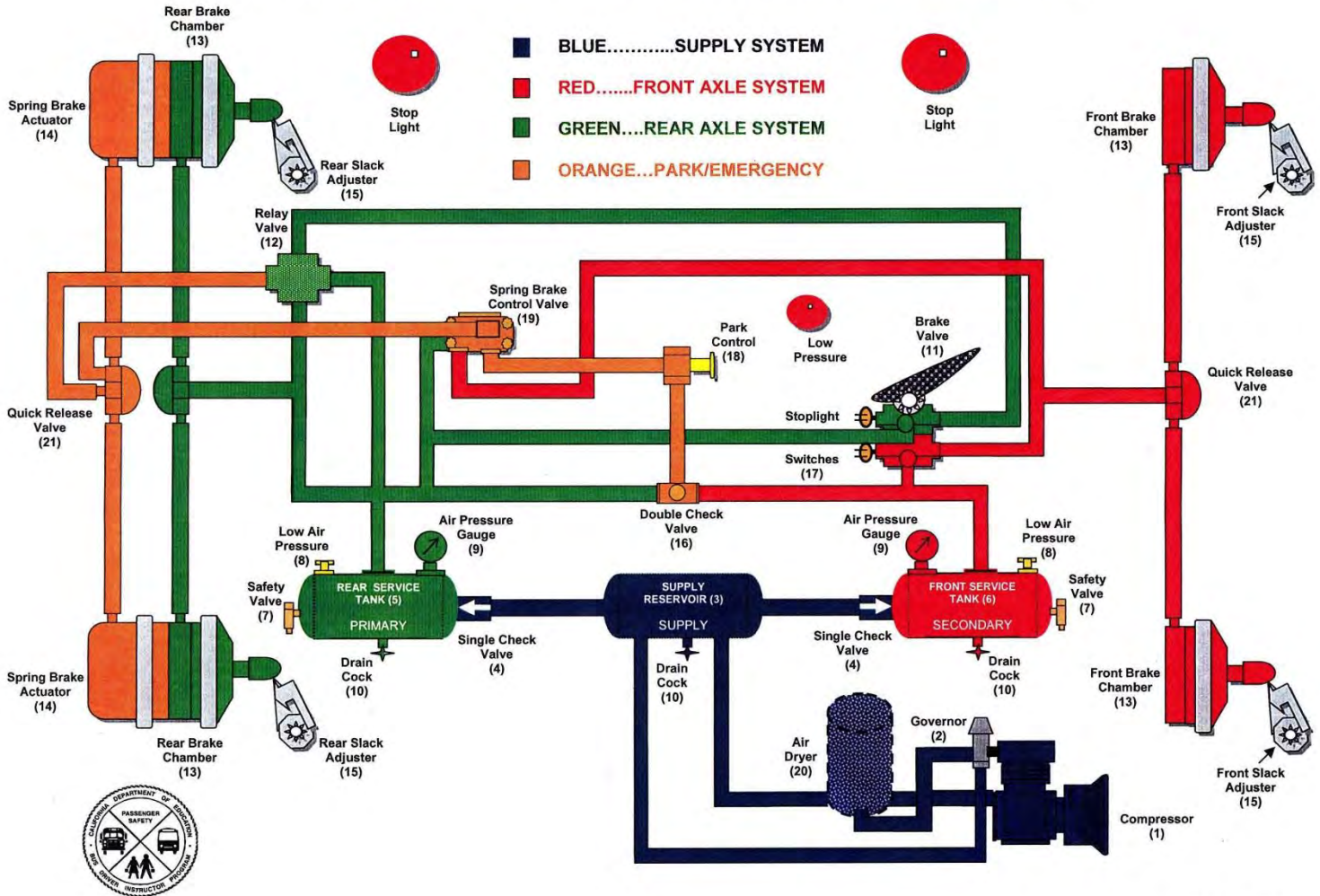
CNG

Compressed natural gas (CNG) (methane stored at high pressure) can be used in place of gasoline (petrol), Diesel fuel and propane/LPG. CNG combustion produces fewer undesirable gases than the fuels mentioned above. It is safer than other fuels in the event of a spill, because natural gas is lighter than air and disperses quickly when released. CNG is made by compressing natural gas (which is mainly composed of methane, CH₄), to less than 1 percent of the volume it occupies at standard atmospheric pressure. It is stored and distributed in hard containers at a pressure of 20–25 MPa (2,900–3,600 psi), usually in cylindrical or spherical shapes.

Advantages of CNG

- CNG-powered vehicles have lower maintenance costs than other hydrocarbon-fuel-powered vehicles.
- CNG fuel systems are sealed, preventing fuel losses from spills or evaporation.
- Increased life of lubricating oils, as CNG does not contaminate and dilute the crankcase oil.
- Being a gaseous fuel, CNG mixes easily and evenly in air.
- CNG is less likely to ignite on hot surfaces, since it has a high auto-ignition temperature (540 °C), and a narrow range (5–15 percent) of flammability.
- CNG-powered vehicles are considered to be safer than gasoline-powered vehicles.
- Less pollution and more efficiency:

SCHOOL BUS AIR BRAKE SYSTEM - FMVSS 121



CDE-OST Rev. 01/08

DEFINITIONS

- COMPRESSOR** – Compresses air and feeds it to the supply tank.
- GOVERNOR** – Controls the cut-in and cut out air pressure to the system. Minimum cut-in 85 p.s.i. Maximum cut-out 130 p.s.i.
- SUPPLY RESERVOIR** – Receives the air from the compressor and feeds it to the front tank (#6) and rear tank (#5).
- SINGLE / ONE WAY CHECK VALVE** – Allows air to flow in one direction only.
- REAR SERVICE TANK (PRIMARY)** – This tank feeds air to the rear brakes through the foot valve (#11).
- FRONT SERVICE TANK (SECONDARY)** – This tank feeds air to the front brakes through the foot valve (#11).
- SAFETY VALVE** – Protects air system against excessive pressure generally set to relieve pressure above 150 P.S.I.
- LOW AIR PRESSURE INDICATOR SWITCH** – Normally closed, air operated, electrical switch, activates visual warning device when air system pressure is reduced below a safe minimum (Generally 60 PSI) – required by regulation.
- AIR PRESSURE GAUGE** – Indicates to the driver the amount of air pressure in each service reservoirs. (Either one gauge with two needles or two gauges)
- DRAIN COCK / MANUAL DRAIN VALVE** – allows the driver to drain the tanks of water and oil-water mixture. Must drain tanks daily. (Each tank has a drain valve)
- DUAL FOOT / BRAKE VALVE** – Two separate valves in single housing, permits independent control of front and rear service brakes.
- RELAY VALVE** – Functions as a remote mounted, air controlled foot valve, provides faster application and release of the brakes (may see quick release valves as well).
- FRONT AND REAR BRAKE CHAMBER** – Converts air pressure to mechanical force which is applied to the push rod and forces the slack adjuster to apply the brakes.
- SPRING BRAKE** – Located on rear axle brakes, serves as three brakes in one. First, service section applies when driver makes a normal brake application. Second, parking brake applies when driver actuates the park control valve (#18). This allows a very powerful spring to apply the rear brakes. Third, emergency brake will apply in the event of system pressure loss. This will start at approximately 60 P.S.I. in the orange or emergency system.
- FRONT AND REAR AXLE SLACK ADJUSTER** – Rotates brake camshaft (S-CAM) in response to the push-rod being forced out of the service chamber, due to the air pressure application from the foot valve. Also the slack adjuster allows one to adjust the brakes to compensate for normal lining wear.
- DOUBLE CHECK VALVE** – Takes air from two sources and delivers the air from the side with the highest or maybe the only side with air pressure. (Two supplies one delivery).
- STOPLIGHT SWITCHES** – Activates stop lights when the air pressure in the service brake reaches 6 PSI max.
- PARK CONTROL BUTTON (OR LEVER)** – Actuates the spring brake park feature by exhausting the air pressure holding the springs off.
- SPRING BRAKE CONTROL VALVE** – This valve makes the spring brake section work to replace the service brake section, in the unlikely event of loss of rear service air pressure. (System back-up to prevent front brake application only).
- AIR DRYER** – (OPTION) Removes moisture and contaminates from the entire air system. Keeps system clean & dry.
- QUICK RELEASE VALVE** – Exhausts brake chamber air pressure and speeds up brake release.

VEHICLE COMPONENTS

UNIT 4

POWER TRAIN

Engine — Clutch - Transmission - Drive Shaft
Differential - Rear Axles - Drive Wheels

ENGINE:

- Heat Pump
- Gasoline - Spark plug to ignite
- Diesel - Heat of compression to ignite
- Pistons - Power point of ignition, reciprocating motion
- Fuel/Air/Heat or Ignition - Three things needed for power

CLUTCH:

- Transfers power from the engine to the transmission
- Fly Wheel - Power from the engine to the transmission
- Toeboard clearance/Free play - cushion between the fly wheel and transmission, 1 1/2 inch

TRANSMISSION:

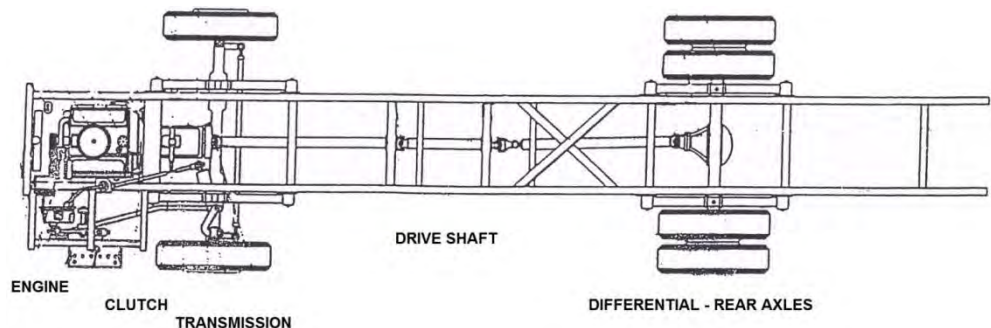
- Gear unit that can be set for different speeds
- Automatic - Standard
- Neutral - Free Wheeling, no power
- Up Shift - Moving up in gears
- Down Shift - Moving down in gears

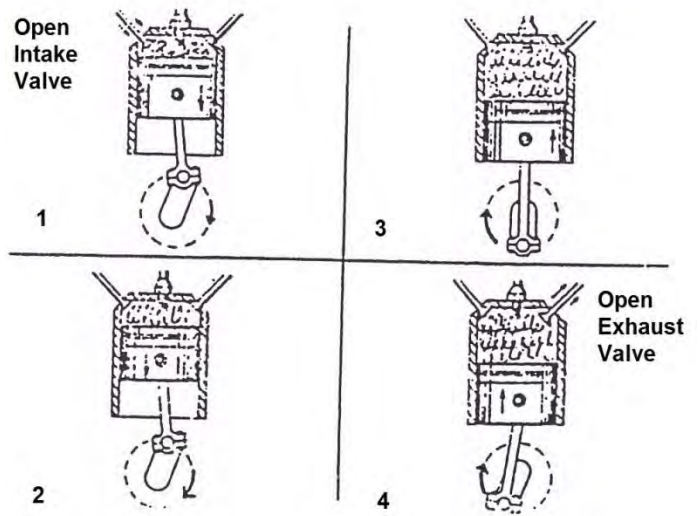
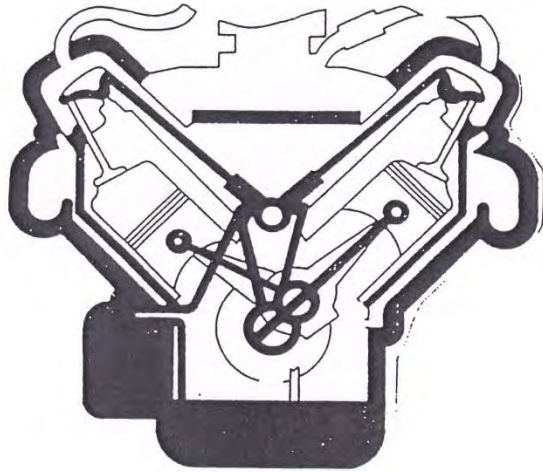
DRIVE SHAFT:

- Moves power from transmission to rear axles
- U Joints - Four way joint, up/down/left/right
- Drive shaft guard - Keeps drive line from hitting ground

DIFFERENTIAL - REAR AXLES:

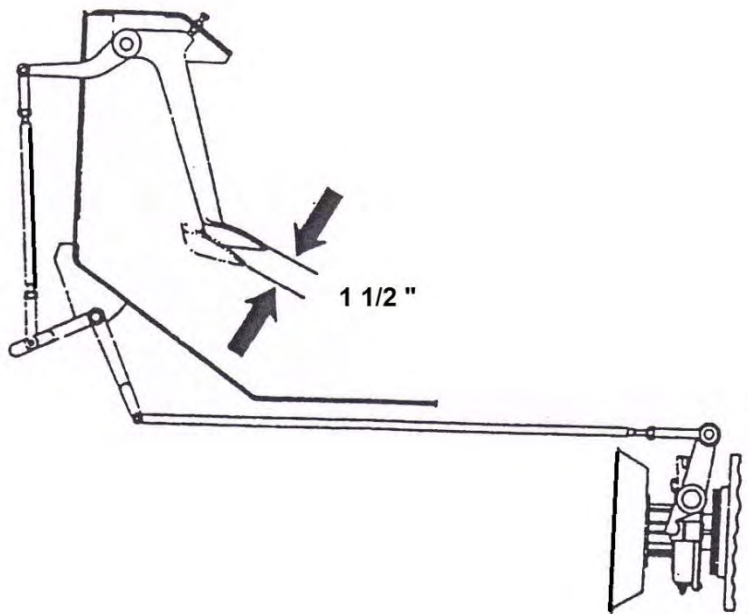
- Changes direction of rotation
- Rotation at different speed
- Gear reduction





ENGINE - PISTONS

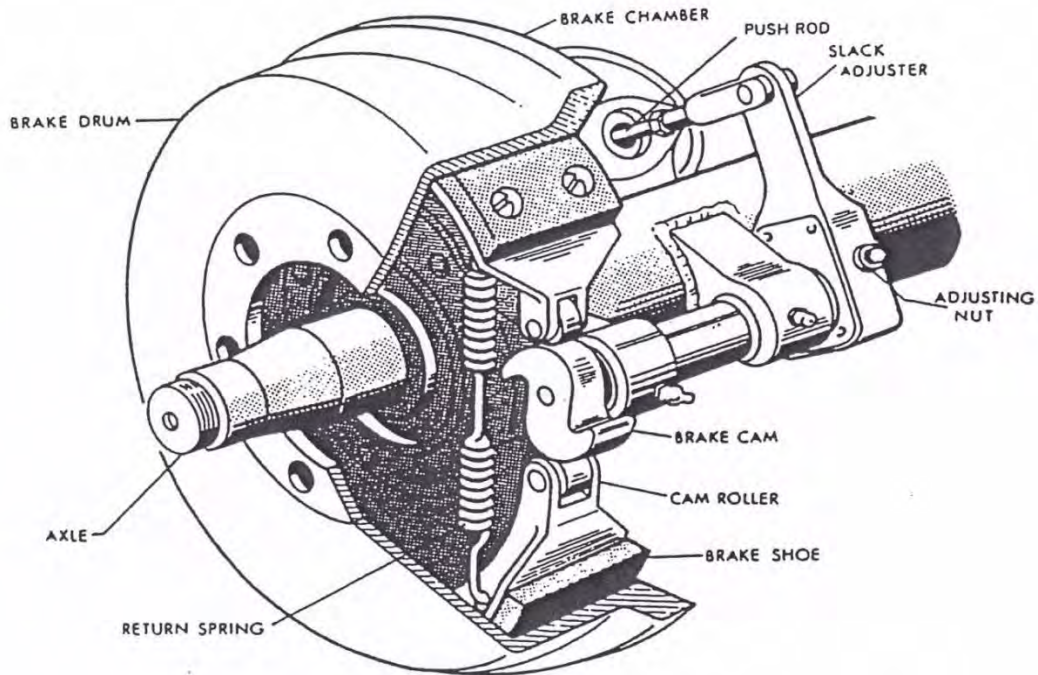
1. Intake 2. Compression 3. Power 4. Exhaust
Four Strokes for one complete full cycle



CLUTCH

Clutch disc, Pressure plate, Release bearing
Excessive heat-will shorten the life of these parts
Example - Riding and feathering
Release bearing adjustment - 1 1/2 inches
(toeboard clearance or freeplay)

BRAKE CHAMBER



GLOSSARY OF BRAKE COMPONENTS

1. COMPRESSOR

The air compressor serves only to supply and maintain sufficient pressure for brakes and air operated accessories. When pressure in system reaches top of normal range, an unloading valve opens and nullifies compressor action.

2. GOVERNOR

Controls load and unload mechanism to automatically maintain maximum and minimum air pressures in reservoirs.

3. RESERVOIR(S)

"Wet and Dry" tanks serve to remove moisture and provide a sufficient reserve of air under pressure for several brake applications (safety factor). Drain cocks are provided to drain condensed moisture.

4. SAFETY VALVE

Usually mounted on reservoir, allows air to escape when air pressure exceeds a predetermined setting.

5. CHECK VALVE

Between "Wet" tank and compressor to retain air pressure in the event of compression (compressor or line) failure.

6. LOW PRESSURE SIGNAL

A safety device (visible or audible) when air pressure is absent or low.

7. AIR GAUGE

Located on instrument panel, shows air pressure in reservoirs).

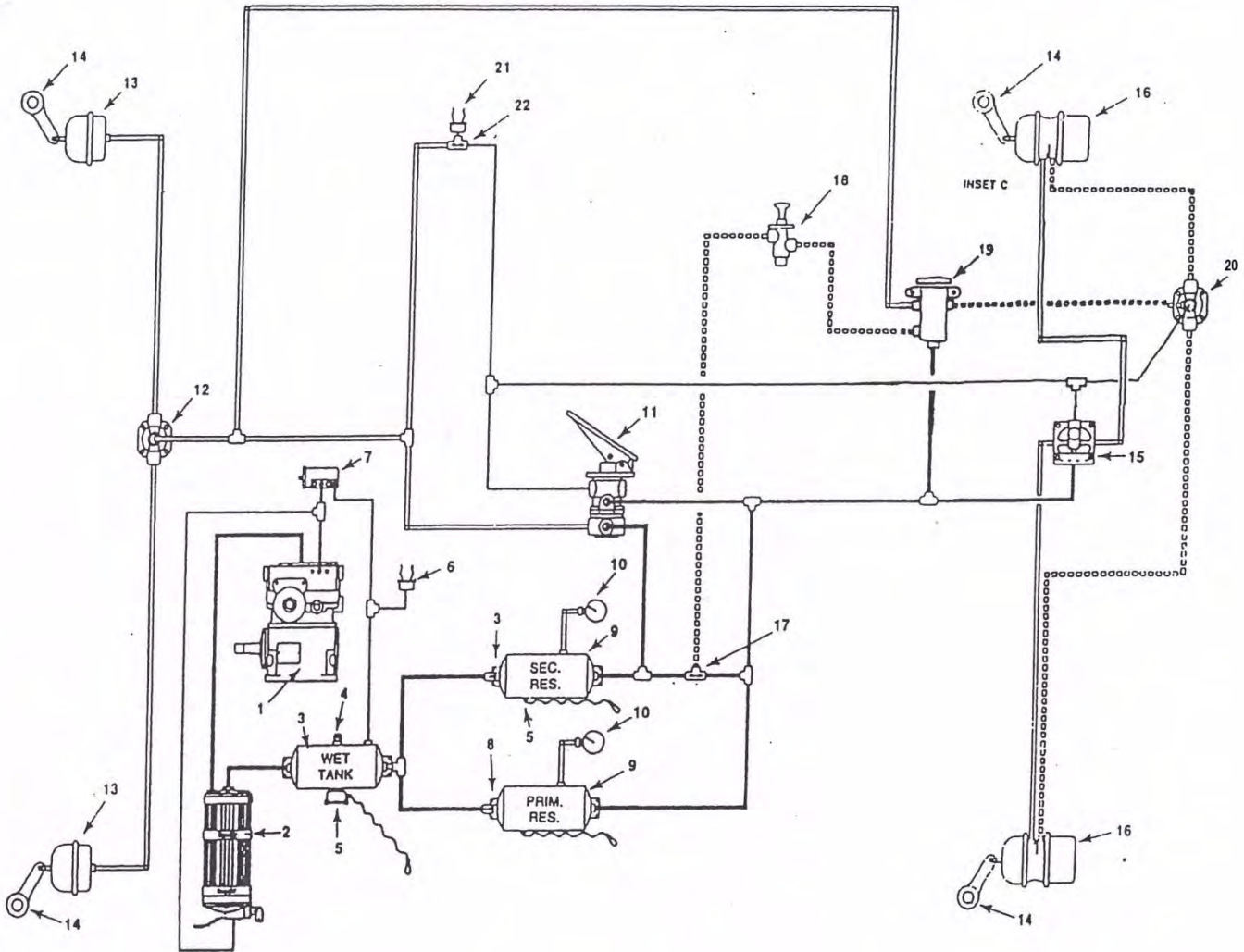
8. BRAKECONTROL(APPLICATION) VALVE (FOOT OPERATED)

Provides quick and sensitive control of air pressure (FORCE) from reservoir to brake chambers. The amount of force applied to brakes is proportional to the amount of pedal depression.

9. BRAKE CHAMBERS

Converts energy of compressed air into mechanical force required for brake application.

DUAL AIR BRAKE SYSTEM



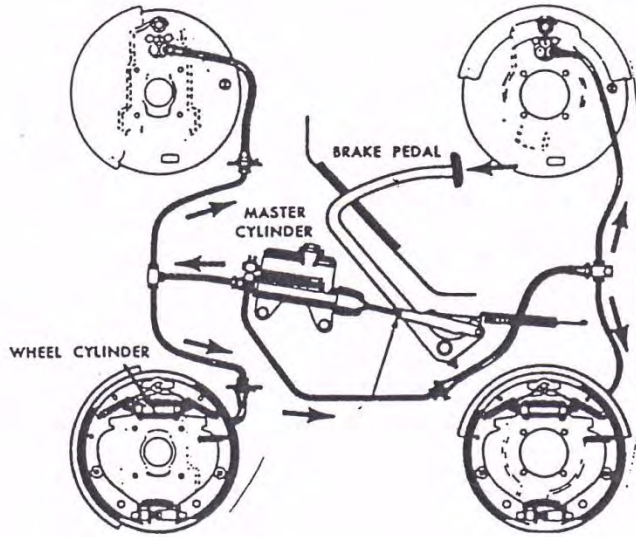
COMPONENTS

- | | |
|------------------------------------|--|
| 1. Compressor | 12. Quick Release Valve |
| 2. Air Dryer | 13. Service Brake Chamber |
| 3. Wet Tank | 14. Slack Adjuster |
| 4. Safety Valve | 15. Relay Valve |
| 5. Drain Valve | 16. Spring Parking Brake |
| 6. Low Pressure Indicator Switch | 17. Double Check Valve |
| 7. Governor | 18. Tractor Only Park Valve |
| 8. Single Check Valve | 19. Inversion Relay Valve |
| 9. Primary and Secondary Reservoir | 20. Quick Release and Double Check Valve |
| 10. Air Gauge | 21. Stop Light Switch |
| 11. Dual System Foot Brake Valve | 22. Double Check Valve |

HYDRAULIC BRAKES

The principle of hydraulics is that pressure exerted at any point on a confined liquid will transmit this pressure through the fluid equally in all directions.

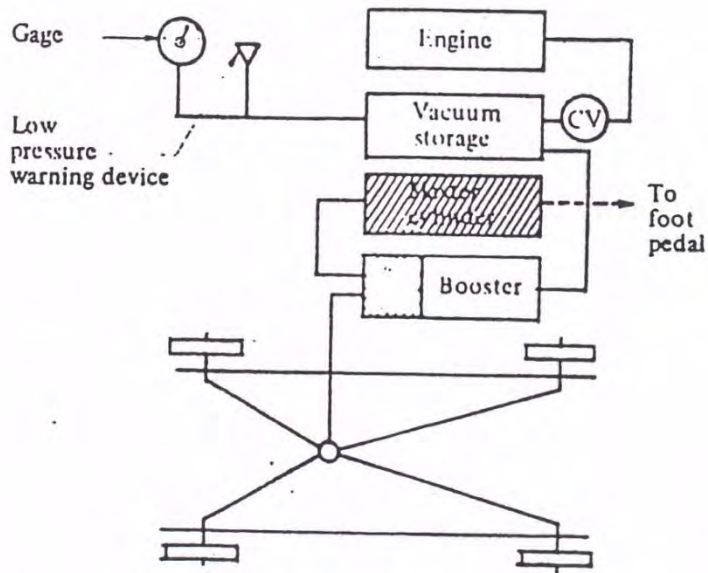
A hydraulic brake system transmits motion and pressure from the brake pedal to the brake shoes using a liquid or fluid which cannot be compressed.



HYDRAULIC - VACUUM BRAKES

Two elements: 1. Vacuum 2. Hydraulic Fluid

Vacuum is measured in inches of mercury. The gauge will display 0 – 30 inches, the normal running is between 18 and 20 inches. Vacuum or vacuum-assisted brakes shall be equipped with either an audible or visible warning signal to indicate readily to the driver when the vacuum drops to 8 inches or less of mercury.



Shaded area indicates liquid
Unshaded is vacuum

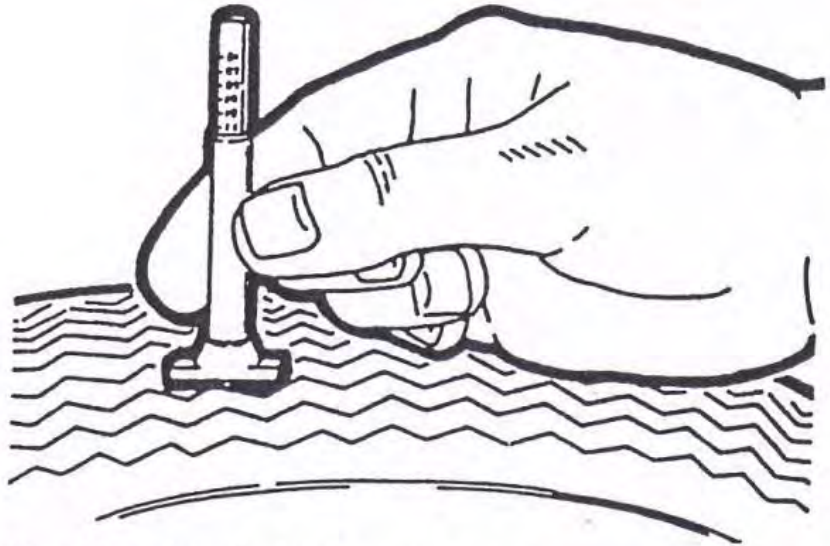
TIRES

Front shall not have less than 4/32 of an inch of tread depth.

Rear shall not have less than 2/32 of an inch of tread depth.

Tires shall be free damaging cuts.

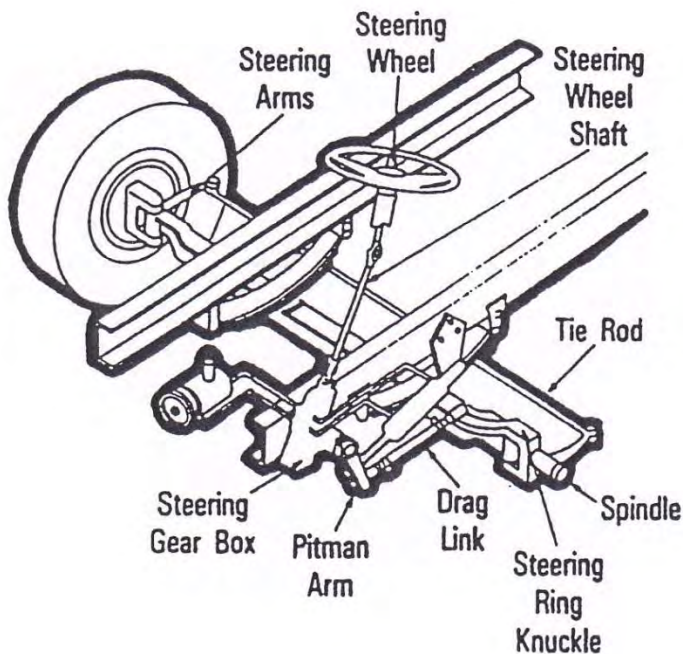
Retreaded or recapped tires shall not be used on the front wheels, nor shall re-grooved tires be used.



Checking tread depth with an inexpensive depth gauge

STEERING MECHANISM

Steering System Key Components



Types:

Manual
Manual with power assistance
Full time power

You must mentally and physically adjust for each one of these types.

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Unit 5

Basic Defensive Driving Techniques



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Reference material in Unit 5 study guide is derived from the California Department of Education Instructors Manual for California's Bus Driver's Training Course, California Vehicle Code, California Code of Regulations, Federal Code of Regulations, California Educational Code, California Commercial Drivers Handbook, California Drivers Handbook and other related sources.

This guide is specifically geared for the School Bus Driver.

The objective of Unit 5 of the Instructors Manual for California’s Bus Driver’s Training Course is to explain the basics of awareness and how to respond to different driving situations and highway conditions.

This study guide covers all the subject matter in Unit 5 of the Instructors Manual for California’s Bus Driver’s Training Course and has additional material to help an applicant or driver understand the material more thoroughly.

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INTRODUCTION

A critical component of defensive driving is the recognition of potential driving hazards and appropriate adjustment of driving behavior to ensure the safety of passengers.

This unit of study will cover basic defensive driving skills, techniques, and additional laws and regulations pertaining to the operation of large vehicles.



DRIVER CONDITIONS

We must prepare for defensive driving by considering a few important points. There are several broad categories of driver conditions, which can adversely affect the ability to drive a bus safely. Among these are:

- Attitude
- Emotional stress
- Illness or injury
- Alcohol and medication
- Fatigue or drowsiness

Attitude

Prior to leaving for work situations may occur which could affect your attitude. For example:

- Your car did not start
- Problems pertaining to bills or taxes
- Traffic
- Running late

An entire chapter could be written on incidents that would send you to work with the wrong attitude; however, the most important thing to remember is that many lives depend on you being in the proper frame of mind. Do not let personal problems interfere with your defensive driving techniques.

Emotional Stress

As a professional driver you have probably had days when nothing went right. For example:

- Family problems
- Late start
- Flat tire/vehicle break down

- Traffic congestion
- Adverse weather

If you are late arriving at work and start your run late, accept the fact. By doing this, you can drive responsibly and defensively and arrive at your destination safely.

Conditioned Responses

For many years safety experts have based many of their approaches to training and retraining drivers on the premise that if drivers will refrain from worrying or thinking of other things as they drive, they will become safer drivers. There seems to be enough evidence to indicate that no matter what we tell people, they still think of other things while driving.

The majority of experienced drivers do not devote their full conscious capacity to driving when familiar with the road and the vehicle being operated.

Ask yourself the following questions: Do I ever think of other things as I drive? Is there any time while I am behind the wheel that I think of nothing else but driving?

For example:

- Passing students/pedestrians
- Signal lights
- Stop signs
- Regulatory/advisory signs
- Railroad tracks
- Exiting a freeway
- Passing vehicles
- Vehicle positioning

How do we explain the fact that during those periods when our subconscious mind was apparently controlling our driving, we did not drive off the highway or into another vehicle?

Desired responses are conditioned to occur automatically. Some of our actions are easy to control. For instance, if we brush our teeth after every meal or buckle our seatbelts every time we get in a car, it becomes automatic. Often we become uncomfortable if we do not carry out these habits.

A driver's response to situations is dependent upon analyzing the information they perceive. In cases where drivers find themselves in an unfamiliar situation, the only response triggered may simply be awareness.

Bus drivers are faced with the same situations that ordinary drivers are faced with, in addition to the problems created by the size of the vehicle, passenger management, etc. To be a safe and efficient bus driver, you are trained to identify and develop correct conditioned responses.



Basic Driver Requirements

BASIC DRIVER REQUIREMENTS

Driver Fatigue, Illness or Injury No driver shall operate a motor vehicle, and a motor carrier shall not require or permit a driver to operate a motor vehicle, while the driver's ability or alertness is so

impaired, or so likely to become impaired, through fatigue, illness, or any other cause, as to make it unsafe for him/her to begin or continue to operate the motor vehicle. However, in a case of grave emergency where the hazard to occupants of the motor vehicle or other users of the highway would be increased by compliance with this section, the driver may continue to operate the motor vehicle to the nearest place at which that hazard is removed.

Because people feel they cannot afford to be off the job, they often work when they should not. This is poor practice and drivers should take into consideration that their defensive driving techniques might be affected. **Illness and injury can cause stress and impair a driver's judgment.**

As a professional driver it is your responsibility to get enough rest. **What happens when you are fatigued or tired?** It is more difficult to make a proper assessment of your condition. Your judgment will be seriously affected by fatigue, drowsiness, or emotional stress. The chances of making an error in judgment are determined by your overall physical and emotional condition.



Alcohol and Medications

Zero Tolerance....13 CCR 1213.1(c)

Alcohol zero tolerance. No person may operate a commercial motor vehicle, as defined in Vehicle Code Section 15210, when that person's blood alcohol content is found to be 0.01%, by weight, or greater.

Driving Under Influence of Alcohol or Drugs....23152 (d) VC

It is unlawful for a person who has 0.04 percent or more, by weight, of alcohol in his or her blood to drive a commercial motor vehicle, as defined in Section 15210. In a prosecution under this subdivision, it is a rebuttable presumption that the person had

0.04 percent or more, by weight, of alcohol in his or her blood at the time of driving the vehicle if the person had 0.04 percent or more, by weight, of alcohol in his or her blood at the time of the performance of a chemical test within three hours after the driving.

Out- of- Service Order....34501.15 VC

The regulations adopted pursuant to Section 34501 shall require that any driver of a commercial motor vehicle, as defined in Section 15210, be ordered out of service for 24 hours if the driver is found to have 0.01 percent or more, by weight, of alcohol in his or her blood.

Information for Employees....34501.16 VC

Every employer of a commercial driver shall provide information to that employee at the time of hiring and to all employed commercial drivers annually, concerning all of the following:

- (1) The prohibition against driving a commercial motor vehicle with over 0.04 percent or more, by weight, alcohol in his or her blood on and after January 1, 1992.
- (2) The requirement to be placed out of service for 24 hours if the person's blood-alcohol concentration is tested to be 0.01 percent or more, by weight, on and after January 1, 1992.

Control Substances and Alcohol use and Testing....49 CFR 382

Since the early 1990s, the Federal Motor Carrier Safety Administration (FMCSA) and its predecessor agency has defined drug and alcohol testing rules and regulations for employees who drive commercial trucks and buses that require a commercial driver's license (CDL). These regulations identify who is subject to testing, when they are tested and in what situations. The regulations also impose privacy protections and restrictions on employers and service agents against the use and release of sensitive drug and alcohol testing information. The FMCSA controlled substances and alcohol use and testing regulations can be found at 49 CFR Part 382.

More information concerning Title 49 Code of Federal Regulations, Section 382 can be found at: www.fmcsa.dot.gov

BAC Level	.01	.04	.08
Explanation	When driving a commercial vehicle your employer is required to place you out of service for 24 hours with a BAC level of 0.01% or more.	When driving a commercial vehicle you are legally intoxicated with BAC level over 0.04 percent.	When driving any vehicle you are legally intoxicated with a BAC level of 0.08 percent.
Consequences	Out of Service	Jail	Jail

Do not gamble with your life and the lives of your passengers! The driver whose judgment and performance are impaired by alcohol cannot meet the responsibilities required of a professional driver.

Many drugstores sell over the counter medications, which may seriously affect the driver's ability to operate a bus safely. Some common medications are antihistamines and barbiturates.

Antihistamines may be used to relieve nasal congestion due to colds or allergies. These drugs have a depressant effect on the central nervous system and may cause you to be confused, inattentive, or drowsy.

Barbiturates, such as sleeping pills, calm nervousness and induce sleep. Even the occasional user could become drowsy and less alert

There are many other drugs, including diet pills, which could affect a driver's ability to drive safely, and many have a warning label stating, "**This prescription may cause drowsiness. Do not drive while taking this medication.**"

When talking to a physician or pharmacist, it is your responsibility to identify yourself as a bus driver and ask what effect the medicine prescribed may have on your ability to operate a vehicle.

Bus Driver's Seat

The driver's seat shall be positioned so that the driver may assume a natural position while driving and have a clear view of the road and mirrors and sufficient leg room to operate the brake, clutch, and accelerator pedals and all other controls without cramping or interference.

Drivers must have an unobstructed view of the entire instrument panel. The driver must be able to accomplish these duties with the seat belt securely fastened in a normal driving position.

Driver's View

No person shall drive any motor vehicle with any object or material placed, displayed, installed, affixed, or applied upon the windshield or side or rear windows. No person shall drive any motor vehicle with any object or material placed, displayed, installed, affixed, or applied in or upon the vehicle which obstructs or reduces the driver's clear view through the windshield or side windows.

This section shall not apply to signs, stickers, or other materials which are displayed in a 7-inch square in the lower corner of the windshield farthest removed from the driver or which are displayed in a 5-inch square in the lower corner of the windshield nearest the driver.

BASIC VEHICLE REQUIREMENTS

Mechanical Condition

In addition to the preceding driver-related conditions that will affect driving ability and proper judgment, there are other things to consider, such as the overall mechanical condition of the vehicle and grade and power ability.

Drivers must know the overall mechanical condition of the equipment. Is the bus in top mechanical shape? Will it perform as necessary? Does it have good tires, brakes, steering, windshield wipers, lights, horn, emergency equipment, etc.?

As a general rule, the driver is the first person to become aware of any mechanical defects that might develop and has the responsibility to report defects to the proper person for repairs.

Power and Grade Ability

A driver must know the power and grade ability of the bus. The vehicles limitations are important for drivers to know.

A driver should know the power ability of a bus when it starts from a standing stop. For example: Suppose a bus is on a hill and stopped at a stop sign. What is the ability of the vehicle to start out safely, and what gear should be selected to move the bus without stalling the engine? Not knowing the vehicles limitations may cause a driver to drive up a hill that is too steep; in addition, the vehicle may become stalled in an unsafe position in the roadway.

If the vehicle has always been driven up a hill in second gear with a full load and suddenly you find that, under the same conditions, you have to use first gear, it is time to report this problem and have the engine evaluated. Whenever your bus is losing power over the same run each day, the problem should be reported and corrected before more serious problems occur.

DEFENSIVE DRIVING

- Driving defensively is being continually alert to possible hazards around the bus and taking action to avoid those hazards.
- Driving defensively is expecting the unexpected.
- Driving defensively is driving to avoid a collision in spite of the actions of others and the conditions around the driver.



Defensive driving factors

Factors drivers cannot control:

- Actions of others
- Natural disasters
- Weather
- Light conditions

Factors drivers can control:

- Preparation for actions of others
- Preparation for bad weather
- Physical condition
- Pre-trip inspection of equipment
- Movement of the vehicle
- Attitude
- Passenger management

Qualities and Attitudes of a defensive driver

A defensive driver:

- Maintains a good defensive driving attitude
- Understands his or her equipment and is proficient in its operation
- Is capable of making decisions
- Is physically and mentally prepared
- Understands that most collisions are preventable
- Does not insist on the right of way

Characteristics of a defensive driver

A defensive driver is knowledgeable of:

- Traffic laws
- How to avoid a collision
- How to recognize hazards
- How to respond correctly
- Limitations of the equipment

Alertness

- Compensates for physical and mental conditions affecting driving
- Gives driving 100 percent of his or her attention
- Stays alert to traffic situations

Foresight

- Inspects the vehicle before driving it
- Anticipates and prepares for hazards
- Analyzes traffic situations as far ahead as possible
- Preplans the trip

Judgment

- Looks for alternatives in every traffic situation
- Does not attempt risky maneuvers
- Passes only when it is safe to do so
- Always maintains a safe following distance

Skill

- Operates the vehicle proficiently and safely
- Performs vehicle movements legally and safely

Handheld Wireless Telephone: Electronic Wireless Communications Device: Prohibited Use.... 23123.5 VC

(a) A person shall not drive a motor vehicle while holding a handheld wireless telephone or an electronic wireless communications device unless the wireless telephone or electronic wireless communications device is specifically designed and configured to allow voice-operated and hands-free operation, and it is used in that manner while driving.

(b) This section shall not apply to manufacturer-installed systems that are embedded in the vehicle

(c) A handheld wireless telephone or electronic wireless communications device may be operated in a manner requiring the use of the driver's hand while the driver is operating the vehicle only if both of the following conditions are satisfied:

(1) The handheld wireless telephone or electronic wireless communications device is mounted on a vehicle's windshield in the same manner a portable Global Positioning System (GPS) is mounted pursuant to paragraph (12) of subdivision (b) of Section 26708 or is mounted on or affixed to a vehicle's dashboard or center console in a manner that does not hinder the driver's view of the road.

(2) The driver's hand is used to activate or deactivate a feature or function of the handheld wireless telephone or wireless communications device with the motion of a single swipe or tap of the driver's finger.

(d) A violation of this section is an infraction punishable by a base fine of twenty dollars (\$20) for a first offense and fifty dollars (\$50) for each subsequent offense.

(e) This section does not apply to an emergency services professional using an electronic wireless communications device while operating an authorized emergency vehicle, as defined in Section 165, in the course and scope of his or her duties.

(f) For the purposes of this section, "electronic wireless communications device" includes, but is not limited to, a broadband personal communication device, a handheld device or laptop computer with mobile data access, or a pager.

Schoolbus or Transit Vehicle Drivers: Prohibition Against Use of Wireless Telephone.... 23125 VC

(a) A person may not drive a schoolbus or transit vehicle, as defined in subdivision (g) of Section 99247 of the Public Utilities Code, while using a wireless telephone.

(b) This section does not apply to a driver using a wireless telephone for work-related purposes, or for emergency purposes, including, but not limited to, an emergency call to a law enforcement agency, health care provider, fire department, or other emergency service agency or entity.

(c) Notwithstanding any other provision of law, a violation of subdivision (a) does not constitute a serious traffic violation within the meaning of subdivision (i) of Section 15210.

Perception Factor

What is meant by perception factor? Simply stated, it is the ability to understand and become aware of something that is going to happen or is happening. In some driving situations a driver must quickly perceive what is going to take place to prevent a collision.

(IPDE) Identify, Predict, Decide, and Execute

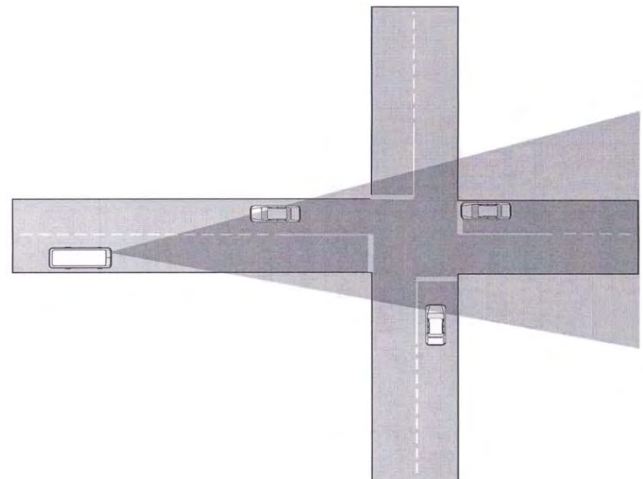
This is a systematic method of seeing, anticipating, interpreting, and responding to the ever-changing traffic scene. IPDE can help meet that objective.

For example:

- Pedestrians in the danger zones
- Children, joggers, or animals who may run onto the roadway
- Cyclists who ignore the traffic laws
- Drivers and pedestrians distracted by talking on cell phones
- Distractions from passengers

The difference between the average driver and the professional bus driver is the degree to which each understand and practice the principles of defensive driving and managing his or her margin of safety. The professional driver defines a perfect trip as a trip without error. This definition considers five types of errors:

- Collision
- Traffic violation
- Vehicle abuse
- Schedule delay
- Discourtesy



Visual Lead Time

The distance a driver looks forward or ahead of the vehicle while driving. Visual lead-time should be at least 12 seconds in city driving and may increase to 20 to 30 seconds for higher-speed driving. When adverse weather conditions exist or during night driving, never "overdrive" your headlights.

Safety Circle

Each driver traveling down the highway must ring the vehicle with a circle of safety. The clearance around your vehicle should be maintained so as to prevent collisions:

The safety circle is an early warning system consisting of three distinct zones.



- The outer zone is known as the Zone of Recognition. Drivers must recognize the potential hazards (for example): stale green light, brake lights ahead, cyclists, vehicles, animals, bouncing ball onto roadway and pedestrians.
- The middle zone is known as the Zone of Action. Drivers must decide what action will be taken after identifying a potential hazard (for example): braking, accelerating, decelerating or turning.
- The inner zone is known as the Accident Zone. Having failed to identify potential hazards early enough or take action in time to avoid a collision. The driver may place the vehicle and others in jeopardy when entering the point of no return or the accident zone.

The driver must continuously monitor the area around the vehicle and be aware of the safety circle that surrounds the vehicle.

The Safety Circle which represents the Zone of Recognition, Zone of Action, and Accident Zone may increase or decrease in diameter with the speed of the vehicle and visibility.

Defensive drivers look far ahead, to the sides, to the rear, and they maintain an adequate following distance.

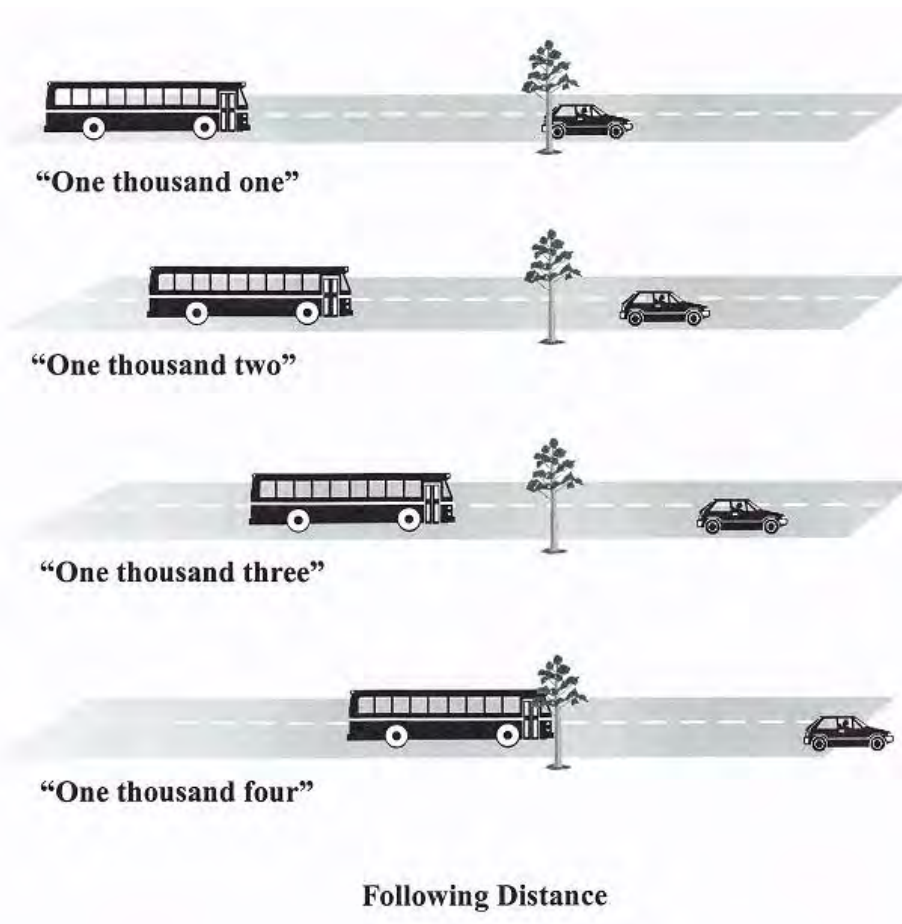
Following Distance

What is a proper following distance?

Following distance is the distance between your moving vehicle and the moving vehicle you are following in your lane of travel.

Proper following distance is necessary to stop your vehicle safely.

At any speed in clear weather and on a dry highway surface, an alert driver should allow 1-second intervals for each 10 feet of vehicle length.



Use a road sign, tar strip in the road, mile marker, lamppost, shadow from an overpass or any fixed object as a start point. As the rear of the vehicle ahead passes the start point, start counting (1-second intervals for each 10 feet of vehicle length i.e. 30 feet of bus length = 3 seconds) the front of your vehicle should not pass the start point before you have completed your count. If you do not complete the count, you are following too close to make a safe stop in an emergency. If you are traveling faster than 40 miles per hour you should add an additional second to your following distance. If conditions deviate from normal, increase the following distance. Allow the same following distance for bicycles, motorcycles, or mopeds as you would for any other vehicles.

We must have enough space to be able to stop or maneuver safely if a dangerous situation occurs. We must also compensate for distractions and mistakes made by other drivers.

Following Too Closely....21703 VC

The driver of a motor vehicle shall not follow another vehicle more closely than is reasonable and prudent, having due regard for the speed of such vehicle and the traffic upon, and the condition of, the roadway.

Distance Between Vehicles....21704 VC

(a) The driver of any motor vehicle subject to the speed restriction of Section 22406 that is operated outside of a business or residence district, shall keep the vehicle he is driving at a distance of not less than 300 feet to the rear of any other motor vehicle subject to such speed restriction which is preceding it.

(b) The provisions of this section shall not prevent overtaking and passing nor shall they apply upon a highway with two or more lanes for traffic in the direction of travel.

Space Cushion

Do you realize it is also important to have a space cushion when the vehicle is not moving? When starting off from a stop or a loading zone, wait until the bus or car ahead has moved forward at least one vehicle length before moving your vehicle.

A proper space cushion occurs when the driver can view the rear tires of the vehicle ahead touching the ground when stopped. Take into consideration a vehicle that is lower to the ground (a low rider) and a vehicle that is lifted from the ground (4x4 truck). This cushion gives the space needed for any emergency, such as a rollback, or if someone makes the mistake of putting a vehicle in reverse and backing up. This cushion also allows time to take defensive action, such as sounding the horn or maneuvering around the vehicle. If the vehicle in front has a mechanical failure, there should be enough space, when traffic permits, to move around that vehicle without

having to back up. Also, if your bus is "rear-ended," you should be in control and not hit the vehicle in front you.

Reaction Time, Braking Distance and Stopping Distance

Elements that may prevent a driver and the vehicle from becoming involved in a collision are reaction time and braking distance.

Reaction time is the elapsed time between the perception of a hazard by a driver and when the driver initiates proper action.

Braking distance is the distance a vehicle travels from the time a driver applies the brake system and the vehicle comes to a complete stop. For a large bus, properly adjusted brakes, correctly inflated tires, and a dry highway surface, are important factors.

Stopping distance is the distance a vehicle travels after a driver first recognizes a hazard, reacts to the hazard, applies the brake system, and brings the vehicle to a complete stop.

It takes the average person **three-quarters of a second** to react from the time a problem is noticed to the time the brakes are applied. The three-quarters of a second average is based on people who are in good physical condition and are paying attention to what they are doing.

If a driver is not paying attention, the reaction time will increase.

As professional drivers, you should know approximately how far the vehicle will travel during three-quarters of a second. If the vehicle is traveling at 35 mph, it will travel approximately 38 feet in three-quarters of a second.

To compute the distance traveled, during reaction time, take the first digit of your speedometer reading and add it to your total speed.

$$35 \text{ mph} + 3 = 38 \text{ feet in } 3/4 \text{ second}$$

$$45 \text{ mph} + 4 = 49 \text{ feet in } 3/4 \text{ second}$$

$$55 \text{ mph} + 5 = 60 \text{ feet in } 3/4 \text{ second}$$

Let's look at some ***braking distances and total stopping distances for large buses.***

MPH	Feet (per sec.)	Reaction time	Reaction distance	Breaking distance	Total stopping
5	7.3	.75*	5.5	1.2	6.7
10	14.6	.75*	11.0	5.0	16.0
20	29.3	.75*	22.0	20.0	42.0
30	44.0	.75*	33.0	45.0	78.0
40	58.6	.75*	44.0	80.0	124.0
50	73.3	.75*	55.0	125.0	180.0
60	88.0	.75"	66.0	180.0	246.0
70	102.6	.75*	77.0	245.0	322.0

* or 3/4 sec.

Stopping Distance

Feet (per sec.) can be calculated by multiplying the miles per hour by 1.467 = feet per second. The California Highway Patrol uses this method of calculation.

If adverse weather conditions exist, the stopping distances will be greatly increased. To compensate for these adverse conditions, the following distances must increase.

USE OF MIRRORS

For all buses, there are specific manufacturer's requirements for the locations and performance of rearview mirrors.

Understanding correct mirror use is extremely important in the safe operation of the vehicle. Proper mirror adjustment and use will enable the driver to understand the value of the mirror lesson in the following areas:

- Being able to see children and/or adults around the vehicle
- Being able to see other vehicles and objects around the vehicle
- Reducing the number of blind spots around the vehicle

Mirrors....13 CCR 1257

All buses subject to this title shall be equipped with interior mirror(s) that give the driver a clear view of the interior of the vehicle and any rear and center entrance or exit doors and stepwells. In lieu of mirrors, trailer-bus combinations and articulated buses may be equipped with closed circuit video systems or adult monitors in voice contact with the driver.

Mirrors on School Buses....13 CCR 1258

All Type 1 school buses and Type 2 school buses constructed on and after July 1, 1970, shall be equipped with two exterior rearview mirrors, one on each side of the bus. Every school bus shall be equipped with a cross-view mirror mounted on the front exterior of the bus to provide the seated driver with a clear view of the area directly in front of the bus.

- (a) Size of Rearview Mirrors. Type 1 school buses constructed after January 1, 1965, and Type 2 school buses constructed after April 1, 1977, shall have exterior side mounted rearview mirrors, each with at least 50 sq. in. in the reflective area.
- (b) Size of Cross View Mirrors. All front exterior cross view mirrors required on Type 1 school buses shall have at least 40 square inch in the reflective area.

Mirrors....26709 VC

(a) Every motor vehicle registered in a foreign jurisdiction and every motorcycle subject to registration in this state shall be equipped with a mirror so located as to reflect to the driver a view of the highway for a distance of at least 200 feet to the rear of such vehicle.

Every motor vehicle subject to registration in this state, except a motorcycle, shall be equipped with not less than two such mirrors, including one affixed to the left-hand side.

(b) The following described types of motor vehicles, of a type subject to registration, shall be equipped with mirrors on both the left- and right-hand sides of the vehicle so located as to reflect to the driver a view of the highway through each mirror for a distance of at least 200 feet to the rear of such vehicle:

- (1) A motor vehicle so constructed or loaded as to obstruct the driver's view to the rear.
- (2) A motor vehicle towing a vehicle and the towed vehicle or load thereon obstructs the driver's view to the rear.
- (3) A bus or trolley coach.

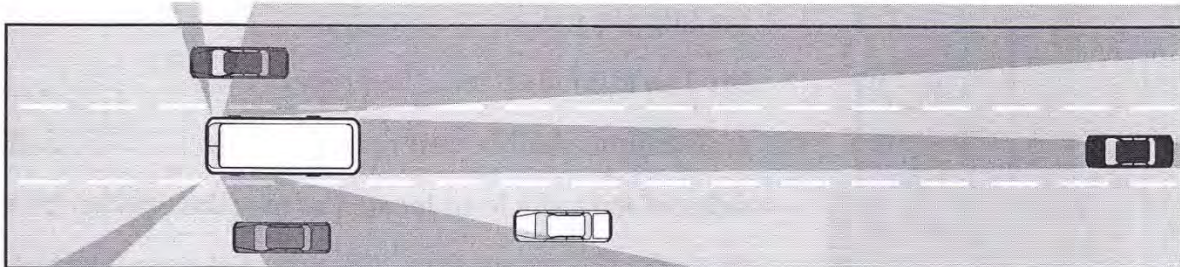
(c) The provisions of subdivision (b) shall not apply to a passenger vehicle when the load obstructing the driver's view consists of passengers.

Mirrors that are required on school buses in California are:

- Interior rearview mirror
- Left outside flat mirror
- Right or left crossview mirror (for vision of front of bus)
- Right outside flat mirror

Blind Areas

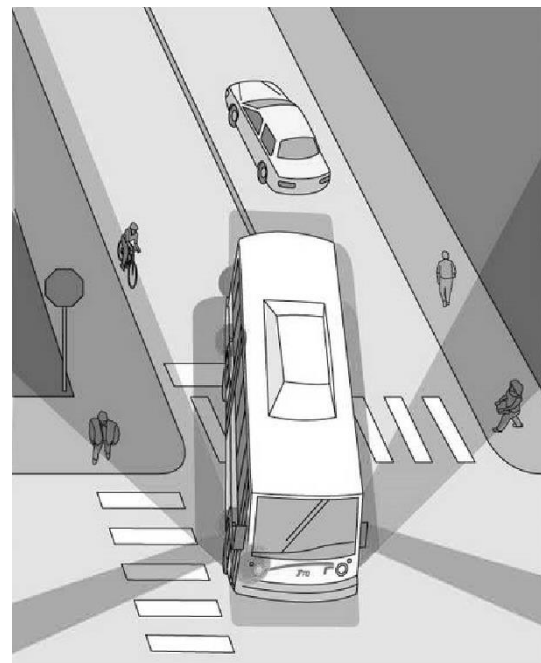
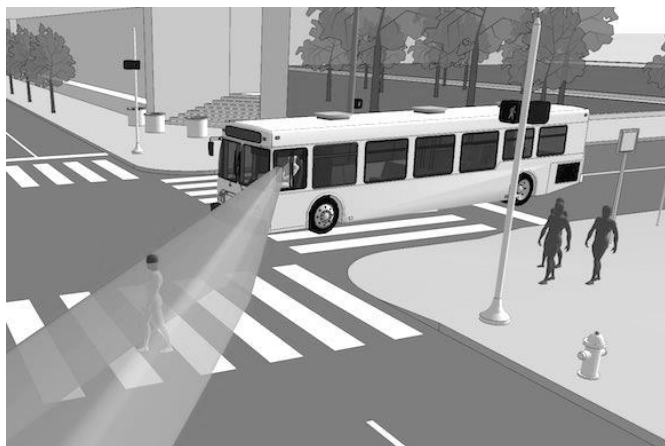
You must learn to lean your body forward in the driver's seat and move side-to-side to help eliminate blind areas created by the vehicle body or mirrors.



■ **Blind Areas** **Blind areas with flat mirrors only**

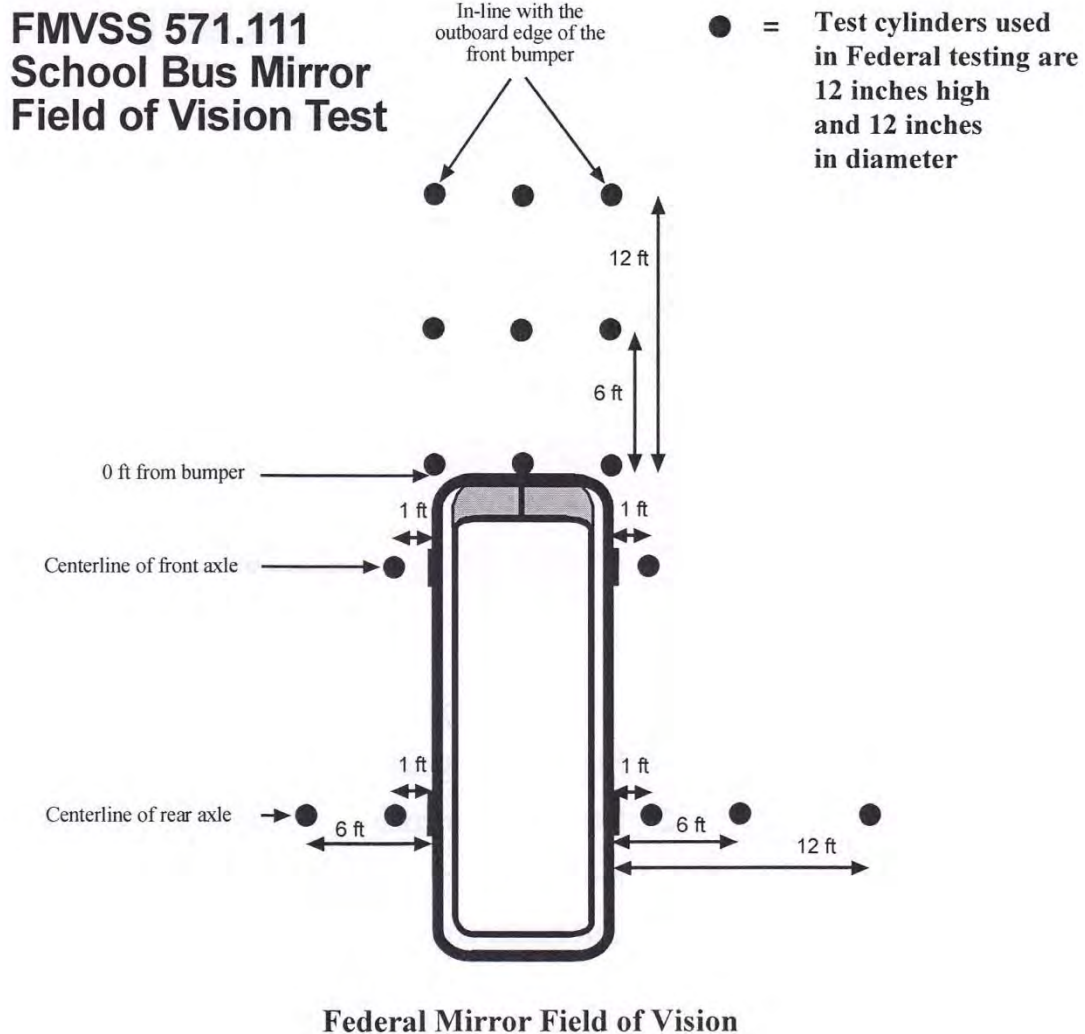
Most pedestrian accidents occur when the pedestrian walks onto a roadway and into the path of an approaching vehicle. Pedestrians often misjudge the speed and closeness of a commercial motor vehicle. Pedestrians assume you can and will slow down for them. Pedestrians think that because they can see you, you can see them. These kinds of errors in judgement are why pedestrian accidents frequently occur. Drivers should try to anticipate pedestrians making such errors and be prepared to compensate.

Always Rock and Roll – assume there may be a pedestrian behind your mirrors or post



School Bus Mirror Field of Vision Test FMVSS 571.111

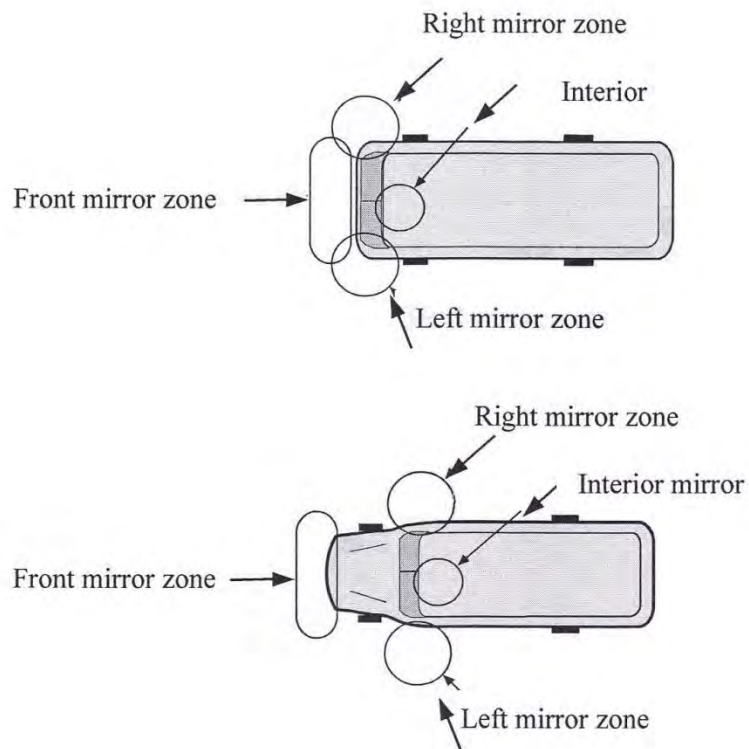
All school buses manufactured after December 1993 must comply with the Federal School Bus Mirror Field of Vision Test, hereafter referred to as the mirror box. The test cylinders in the mirror box are 1 foot tall and 1 foot in diameter. The entire top of each cylinder must be directly visible to the driver or through the use of the mirror system.



Five-Count Mirror Procedures

Mirror use is a crucial function of defensive driving. The five-count mirror procedure is a method of using mirrors to recognize and avoid problem objects. The driver needs to look at the mirror zones to assist in determining that a turning maneuver can be made safely.

Mirror Zones



Mirror Zones

When making right turns:

1. Right mirror zone
2. Interior mirror zone
3. Front mirror zone
4. Left minor zone
5. Right minor zone
6. Repeat use of all mirrors continually

When making left turns:

1. Left mirror zone
2. Interior mirror zone
3. Front mirror zone
4. Right minor zone
5. Left minor zone
6. Repeat use of all minors continually

STEERING AND TURNING

Annually the California Highway Patrol conducts a study, "Summary of California School Bus Collision Data," which reflects statistics that improper turning is one of the three major causes of bus collisions. This is because drivers do not focus their attention on the rear axle during a turning maneuver. Most drivers assume that by turning the steering wheel the direction of the vehicle is determined. In reality on a large vehicle the drivers turn the steering wheel to properly guide the rear axle.

Different vehicles will have different turning points, and drivers need to know what the correct turning points are for each vehicle driven. This will give the driver the ability to properly turn the vehicle and avoid problem objects. There will be more about this during the behind-the-wheel training.

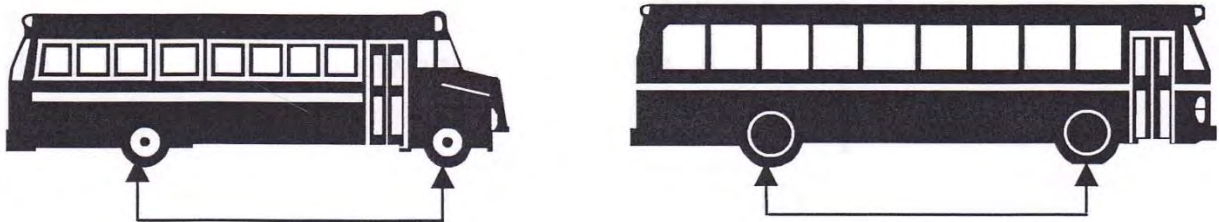
Defensive driving involves the ability to steer correctly. A driver who correctly performs right and left turns will prevent turning collisions. Drivers need to learn the limitations of the turning radius of each bus driven.

Wheelbase

Wheelbase is the distance from the center of the front wheel to the center of the rear wheel. There can be a significant difference between bus types.

The difference is due to the total length of the vehicle and the different length of wheelbase. A bus with a short wheelbase should be able to make a turn within a much smaller space than a bus with a long wheelbase.

The turning radius should be a factor when considering a turning maneuver. On transit type buses the front wheels are behind the driver, on conventional type buses the wheels are in front of the driver.



Wheelbase

Turning Movements and Required Signals....22107 VC

No person shall turn a vehicle from a direct course or move right or left upon a roadway until such movement can be made with reasonable safety and then only after the giving of an appropriate signal in the manner provided in this chapter in the event any other vehicle may be affected by the movement.

Duration of Signal.... 22108 VC

Any signal of intention to turn right or left shall be given continuously during the last 100 feet traveled by the vehicle before turning.

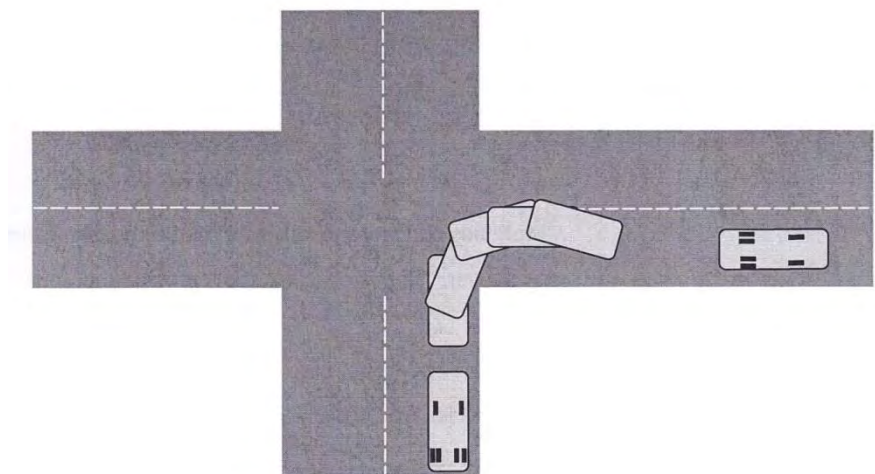
Right Turns

- Check mirror zones; upper body movement may be necessary to clear blind spots.
- Signal your intention to turn well in advance of the turn.
- Make your approach as close as practicable to the right edge of the roadway.
- Observe traffic controls before attempting to make the turn.
- Reduce the speed of the vehicle.
- Check for cross-traffic and pedestrians to the left and right.
- Check the right mirror zone to ensure clearance of the right duals as you turn.
- Adjust your vehicle speed to conditions.

Turning

If making a right turn into a narrow street, you may have to drive on the left side of the street you are turning onto, until you are able to get back onto the right side of the roadway. This is necessary, but it should be done with extreme care.

Never cross the centerline of the street you are turning from; do so only on the street turning onto. If necessary, stop during the



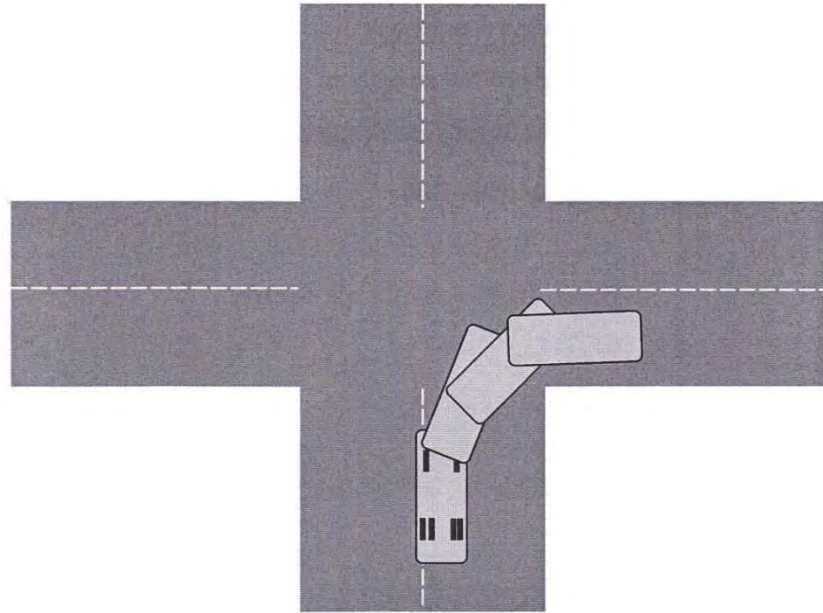
Correct

turning maneuver to give the right-of-way to oncoming traffic.

More bus collisions result from right turns than from any other turning maneuver. Let us consider some probable reasons.

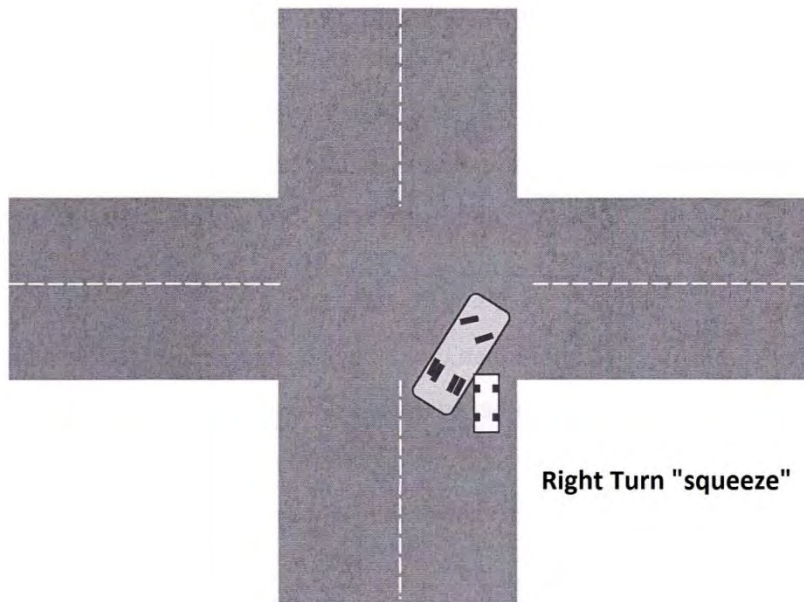
There are two basic reasons why a driver could have a right turn collision.

1. The first is: The driver did not block off the right side adequately so that no other vehicle could use the space between the bus and parked cars or the curb.
2. The other reason is: The driver did not check the right mirror zone at the proper time or the mirrors were not properly adjusted so that the danger area was visible.



Incorrect

A right-turn "squeeze" collision is when another vehicle, pedestrian, or bicycle is trapped between your bus and the curb while in the process of making a right turn.



Right Turn "squeeze"

When considering a right turn on a roadway with several connecting streets and driveways which are separated by less than 100 feet, do not signal too far in advance. If you activate your turn signal too soon the traffic may assume you are turning onto the first street you approach. This could cause you to either have a panic stop or a collision.

Left Turns

- Check mirror zones; upper body movement may be necessary to clear blind spots.
- Signal your intention to turn well in advance of the turn.
- Observe traffic controls before attempting to make the turn.
- Reduce the speed of the vehicle.
- Check for cross-traffic and pedestrians to the left and right.
- Yield to oncoming traffic unless otherwise directed by a traffic control signal.
- Enter the appropriate lane.
- Adjust your vehicle speed to conditions.

When stopping in an intersection to allow oncoming traffic to clear before making a left turn, keep your wheels facing straight ahead. Should the bus be hit in the rear, you will not be pushed into opposing traffic.

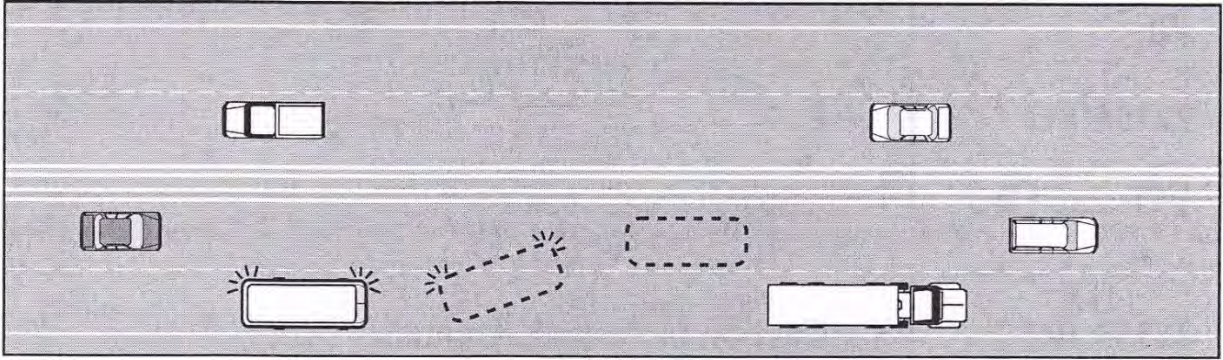
If more than one lane is designated as "left turn only," the bus should be in the number two lane to keep other turning vehicles on the left of the bus. The driver must be careful of the overhang at the back of the vehicle and must also check the right mirror zone.

Lane Changes

Lane changes are challenging maneuvers due to vehicle blind spots, increased traffic congestion and inattentive motorists.

Procedures for making correct lane changes

- Check mirror zones.
- Activate your turn signals at least 100 feet prior to changing lanes.
- Check for traffic in the next lane, behind, to the side of, and in front of the bus.
- Move smoothly into the next lane.
- Cancel your turn signal.
- Maintain a safe following distance.



Lane Changes

Passing Vehicles

- Check mirror zones and activate your turn signals.
- Move into the left lane.
- Pass the vehicle.
- Check mirror zones and activate your turn signals.
- Move into the right lane when you have safely passed the other vehicle.
- Do not leave too much space between you and the vehicle you pass before turning back into the right lane. If you leave too much room, other vehicles may try to pass you on the right.
- Treat cyclist as other vehicles.

Three Feet for Safety21760 VC.

(a) This section shall be known and may be cited as the Three Feet for Safety Act.

(b) The driver of a motor vehicle overtaking and passing a bicycle that is proceeding in the same direction on a highway shall pass in compliance with the requirements of this article applicable to overtaking and passing a vehicle, and shall do so at a safe distance that does not interfere with the safe operation of the overtaken bicycle, having due regard for the size and speed of the motor vehicle and the bicycle, traffic conditions, weather, visibility, and the surface and width of the highway.

(c) A driver of a motor vehicle shall not overtake or pass a bicycle proceeding in the same direction on a highway at a distance of less than **three feet** between any part of the motor vehicle and any part of the bicycle or its operator.

(d) If the driver of a motor vehicle is unable to comply with subdivision (c), due to traffic or roadway conditions, the driver shall slow to a speed that is reasonable and prudent, and may pass only when doing so would not endanger the safety of the operator of the bicycle, taking into account the size and speed of the motor vehicle and bicycle, traffic conditions, weather, visibility, and surface and width of the highway.

(e) (1) A violation of subdivision (b), (c), or (d) is an infraction punishable by a fine of thirty-five dollars (\$35).

(2) If a collision occurs between a motor vehicle and a bicycle causing bodily injury to the operator of the bicycle, and the driver of the motor vehicle is found to be in violation of subdivision (b), (c), or (d), a two-hundred-twenty-dollar (\$220) fine shall be imposed on that driver.

(f) This section shall become operative on September 16, 2014.

Passing Waste Service Vehicle.... 21761 VC

(a) The driver of a vehicle on a public street or highway approaching and overtaking a stopped waste service vehicle shall make a lane change into an available lane adjacent to the waste service vehicle and shall pass at a safe distance without interfering with the safe operation of the waste service vehicle, with due regard for safety and traffic conditions, if practicable and not prohibited by law.

(b) If the maneuver described in subdivision (a) would be unsafe or impractical, a driver approaching and overtaking a stopped waste service vehicle shall slow to a reasonable and prudent speed that is safe for existing weather, road, and vehicular traffic conditions.

(c) For the purposes of this section, "waste service vehicle" means a refuse collection vehicle, including a vehicle collecting recyclables or yard waste that is used for curbside collection, and sewer and catch basin maintenance vehicles.

(d) The requirements in subdivisions (a) and (b) apply when both of the following circumstances exist:

(1) The waste service vehicle is readily identifiable as a waste service vehicle based on the vehicle configuration or markings on the vehicle.

(2) The waste service vehicle displays flashing amber lights.

(e) Subdivisions (a) and (b) do not apply to a waste service vehicle that is located on a private driveway or highway, when the waste service vehicle is not adjacent to the street or highway, or is separated from the street or highway by a protective physical barrier.

(f) This section shall be operative on and after January 1, 2020

Passing on the Right Safely....21755 VC

(a) The driver of a vehicle may overtake and pass another vehicle upon the right only under conditions permitting that movement in safety. In no event shall that movement be made by driving off the paved or main-traveled portion of the roadway.

Passing Standing Streetcar, Trolley Coach, or Bus....21756 VC

(a) The driver of a vehicle overtaking any interurban electric or streetcar stopped or about to stop for the purpose of receiving or discharging any passenger shall stop the vehicle to the rear of the nearest running board or door of such car and thereupon remain standing until all passengers have boarded the car or upon alighting have reached a place of safety, except as provided in subdivision (b) hereof.

(b) Where a safety zone has been established or at an intersection where traffic is controlled by an officer or a traffic control signal device, a vehicle need not be brought to a stop before passing any interurban electric or streetcar but may proceed past such car at a speed not greater than 10 miles per hour and with due caution for the safety of pedestrians.

(c) Whenever any trolley coach or bus has stopped at a safety zone to receive or discharge passengers, a vehicle may proceed past such trolley coach or bus at a speed not greater than 10 miles per hour.

Passing Streetcar on Left....21757 VC

The driver of a vehicle shall not overtake and pass upon the left, nor shall any driver of a vehicle drive upon the left side of, any interurban electric or street car proceeding in the same direction whether the street car is actually in motion or temporarily at rest, except:

(a) When so directed by a police or traffic officer.

(b) When upon a one-way street.

(c) When upon a street where the tracks are so located as to prevent compliance with this section.

Passing on Grades....21758 VC

In the event any vehicle is being operated on any grade outside of a business or residence district at a speed of less than 20 miles per hour, no person operating any other motor vehicle shall attempt to overtake and pass such slow moving vehicle unless the overtaking vehicle is operated at a speed of at least 10 miles per hour in excess of the speed of the overtaken vehicle, nor unless the passing movement is completed within a total distance not greater than one-quarter of a mile.

Caution in Passing Animals....21759 VC

The driver of any vehicle approaching any horse drawn vehicle, any ridden animal, or any livestock shall exercise proper control of his vehicle and shall reduce speed or stop as may appear necessary or as may be signalled or otherwise requested by any person driving, riding or in charge of the animal or livestock in order to avoid frightening and to safeguard the animal or livestock and to insure the safety of any person driving or riding the animal or in charge of the livestock.



TRAFFIC CONTROLS

There are many different configurations for official traffic control signals, but all serve the same purpose, to control traffic. These are commonly referred to as traffic lights or signals, and have green, yellow and red lights. They mean, go, caution, and stop. A timing device operates many of these signals, and others are operated by traffic flow or demand

Official Traffic Control Devices....440 VC

An "official traffic control device" is any sign, signal, marking, or device placed or erected by authority of a public body or official having jurisdiction for the purpose of regulating, warning, or guiding traffic, but does not include, islands, curbs, traffic barriers, speed humps, speed bumps, or other roadway design features.

Official Traffic Control Signals....445 VC

An "official traffic control signal" is any device, whether manually, electrically or mechanically operated, by which traffic is alternately directed to stop and proceed and which is erected by authority of a public body or official having jurisdiction.

Intersections Controlled by Official Traffic Signals

When approaching an intersection, awareness is critical in making a safe decision in regards to proceeding or stopping. In the event you are approaching an intersection, do not assume the light will stay green.

When approaching a green light, which turns yellow while entering the intersection, do not panic and stop abruptly. If you make a panic stop, traffic behind you may not be able to stop and a rear-end collision may occur. If the yellow light turns red and you are already within the intersection, you still have the legal right to continue through the intersection before cross traffic can proceed. From a defensive driving stand point drivers should avoid this situation whenever possible.

We are all familiar with "traffic lights," or "stop lights" as they are popularly known. However, we should be aware of the increased use of green arrows in the lights for improved traffic control. On some multilane highways a green arrow(s) lights up to indicate that traffic in one or more lanes can move or make a turn, even though a red light or red X says that other lane(s) must remain stopped. But remember, green arrows

are not a blanket approval to move on. The driver must proceed only with due caution, yielding the right-of-way to vehicles or pedestrians within the intersection.

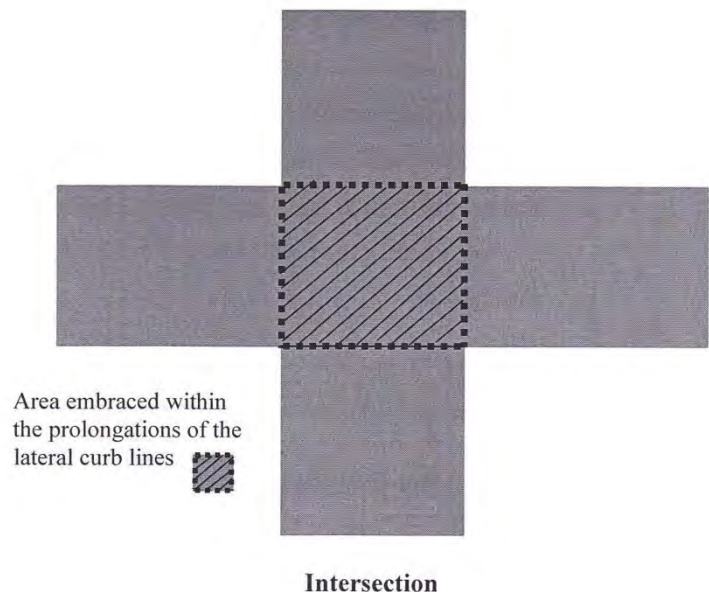
Many urban highways and expressways, and even bridges, use reversible-lane traffic controls to handle the rush-hour traffic. Even though the highway is divided equally with marked lanes, a red X over a lane means no driving in that lane at that time, while a green arrow means it is all right to drive in that lane. Signs are posted to warn drivers what hours and days such systems are in effect.

INTERSECTIONS

Whenever two or more vehicles occupy the same space at the same time, you have a conflict. That is why many collisions occur within intersections. Drivers need to increase their level of awareness, reduce distractions and scan the highway and intersection.

Intersection....365 VC

An "intersection" is the area embraced within the prolongations of the lateral curb lines, or, if none, then the lateral boundary lines of the roadways, of two highways which join one another at approximately right angles or the area within which vehicles traveling upon different highways joining at any other angle may come in conflict. This also applies to streets and/or roadways.



Intersections....21800 VC

(a) The driver of a vehicle approaching an intersection shall yield the right-of-way to any vehicle which has entered the intersection from a different highway.

(b)(1) When two vehicles enter an intersection from different highways at the same time, the driver of the vehicle on the left shall yield the right-of-way to the vehicle on his or her immediate right, except that the driver of any vehicle on a terminating highway shall yield the right-of-way to any vehicle on the intersecting continuing highway.

(2) For the purposes of this section, "terminating highway" means a highway which intersects, but does not continue beyond the intersection, with another highway which does continue beyond the intersection.

(c) When two vehicles enter an intersection from different highways at the same time and the intersection is controlled from all directions by stop signs, the driver of the vehicle on the left shall yield the right-of-way to the vehicle on his or her immediate right.

(d)(1) The driver of any vehicle approaching an intersection which has official traffic control signals that are inoperative shall stop at the intersection, and may proceed with caution when it is safe to do so. This subparagraph shall apply to traffic control signals that become inoperative because of battery failure.

(2) When two vehicles enter an intersection from different highways at the same time, and the official traffic control signals for the intersection are inoperative, the driver of the vehicle on the left shall yield the right-of-way to the vehicle on his or her immediate right, except that the driver of any vehicle on a terminating highway shall yield the right-of-way to any vehicle on the intersecting continuing highway.

(e) This section does not apply to any of the following:

- (1) Any intersection controlled by an official traffic control signal or yield right-of-way sign.
- (2) Any intersection controlled by stop signs from less than all directions.
- (3) When vehicles are approaching each other from opposite directions and the driver of one of the vehicles intends to make, or is making, a left turn.

Stop Signs: Intersections....21802 VC

(a) The driver of any vehicle approaching a stop sign at the entrance to, or within, an intersection shall stop as required by Section 22450. The driver shall then yield the right-of-way to any vehicles which have approached from another highway, or which are approaching so closely as to constitute an immediate hazard, and shall continue to yield the right-of-way to those vehicles until he or she can proceed with reasonable safety.

(b) A driver having yielded as prescribed in subdivision (a) may proceed to enter the intersection, and the drivers of all other approaching vehicles shall yield the right-of-way to the vehicle entering or crossing the intersection.

(c) This section does not apply where stop signs are erected upon all approaches to an intersection.

Yield Signs: Intersections....21803 VC

(a) The driver of any vehicle approaching any intersection which is controlled by a yield right-of-way sign shall, upon arriving at the sign, yield the right-of-way to any vehicles

which have entered the intersection, or which are approaching on the intersecting highway close enough to constitute an immediate hazard, and shall continue to yield the right-of-way to those vehicles until he or she can proceed with reasonable safety.

(b) A driver having yielded as prescribed in subdivision (a) may proceed to enter the intersection, and the drivers of all other approaching vehicles shall yield the right-of-way to the vehicle entering or crossing the intersection.

Intersection dangers include the following:

- Traffic, signals, signs, and regulations
- Pedestrians
- Cross-traffic
- Drivers that don't obey the laws
- Drivers that turn in front of vehicles

Steps for crossing intersections

- Slow down as you approach an intersection.
- Obey traffic lights and signs, if applicable.
- Check for pedestrians and vehicles.
- Stop or yield for traffic even if you have the right-of-way.
- Cover the brake as you go through the intersection.
- Be alert and be prepared to slow down for yellow lights and stop if you can do so safely. If you can't stop, watch for vehicles that may enter the intersection when the light changes. Slow, smooth stops can prevent rear-end collisions and injuries to passengers.

Limit Line...377 VC

A "limit line" is a solid white line not less than 12 nor more than 24 inches wide, extending across a roadway or any portion thereof to indicate the point at which traffic is required to stop in compliance with legal requirements.

Right-of-Way at Crosswalks...21950 VC

All intersections have pedestrian crossings which can be either marked or unmarked. We need to be aware of pedestrian right-of-way.

Types of Intersections

Let's discuss some of the different types of intersections you may encounter. They are called "protected" and "unprotected."

Protected Intersections

Protected intersections are intersections protected by control devices or traffic control signals.

Unprotected Intersections

An unprotected intersection is one where there are no devices to control traffic from any direction. These intersections are dangerous at times because of the limited visibility, which may be caused by buildings, trees, brush, agricultural growth, or weather conditions.

Prima Facie Speed Limits....22352 (a)(2)VC

The prima facie limits are as follows and shall be applicable unless changed as authorized in this code and, if so changed, only when signs have been erected giving notice thereof:

(a) Fifteen miles per hour:

(2) When traversing any intersection of highways if during the last 100 feet of the driver's approach to the intersection the driver does not have a clear and unobstructed view of the intersection and of any traffic upon all of the highways entering the intersection for a distance of 100 feet along all those highways, except at an intersection protected by stop signs or yield right-of-way signs or controlled by official traffic control signals.

Drivers who rush through light-controlled intersections cause many collisions. When following other vehicles into an intersection, keep the

proper following distance. In the event the driver of the vehicle you are following overreacts to the traffic light change, you will have enough room to maneuver around the vehicle or stop.

Blocking intersection, crosswalk or railroad crossing 22526 VC

(a) Notwithstanding any official traffic control signal indication to proceed, a driver of a vehicle shall not enter an intersection or marked crosswalk unless there is sufficient space on the other side of the intersection or marked crosswalk to accommodate the vehicle driven without obstructing the through passage of vehicles from either side.

(b) A driver of a vehicle which is making a turn at an intersection who is facing a steady circular yellow or yellow arrow signal shall not enter the intersection or marked

crosswalk unless there is sufficient space on the other side of the intersection or marked crosswalk to accommodate the vehicle driven without obstructing the through passage of vehicles from either side.

(c) A driver of a vehicle shall not enter a railroad or rail transit crossing, notwithstanding any official traffic control device or signal indication to proceed, unless there is sufficient undercarriage clearance to cross the intersection without obstructing the through passage of a railway vehicle, including, but not limited to, a train, trolley, or city transit vehicle.

(d) A driver of a vehicle shall not enter a railroad or rail transit crossing, notwithstanding any official traffic control device or signal indication to proceed, unless there is sufficient space on the other side of the railroad or rail transit crossing to accommodate the vehicle driven and any railway vehicle, including, but not limited to, a train, trolley, or city transit vehicle.

Points of Conflict at Intersection

When driving straight through one of these intersections, there are six potential points of conflict that may occur with another vehicle.

1. A vehicle crossing an intersection from the left. This is why you should look first to the left and then to the right as you approach the intersection to make sure the way is clear.
2. The oncoming vehicle that is turning left across your lane.
3. The vehicle approaching from the right and turning left across your lane.
4. The through vehicle approaching from the right.
5. The right-turning vehicle approaching from the right.
6. The left-turning vehicle approaching from the left.

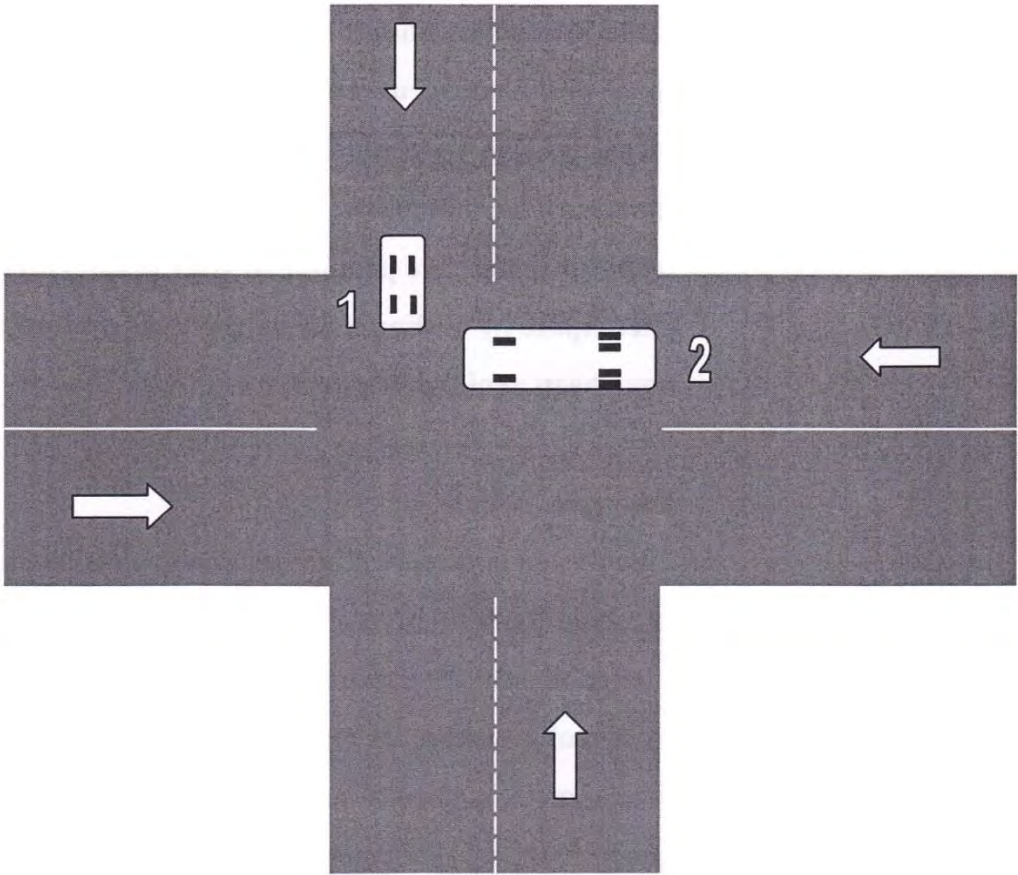
There are also two other points of possible vehicle conflict to consider: another driver making an illegal right turn which is too wide or an illegal left turn which cuts the corner.

There are also pedestrians and bicycles to contend with. Remember, pedestrians have the right-of-way at intersections where streets join at approximate right angles whether or not the streets are marked by painted white lines.

Collision Reviews

Example:

This was an unprotected intersection in a residential area; visibility was excellent for both drivers. A Minivan (vehicle 1) traveling southbound entered into the intersection while the driver was talking on the cell phone. A school bus (vehicle 2) traveling westbound entered into the intersection. While traveling approximately 28 miles per hour approaching the intersection, a fight occurred on the school bus. Suddenly the school bus driver noticed the minivan entering the intersection and the school bus driver applied the brakes, but the vehicles collided.



Example collision review

TRAFFIC SIGNS, SIGNALS OR DEVICES

Many drivers have never realized there is a definite pattern to traffic signs related to such things as their shape and color. Being able to identify signs by their shape and color while still some distance from them gives us a clue of what to expect and is a good example of the use of "visual lead time."

Pavement markings are a supplement to traffic signs and signals and form an important "sign language" in traffic control. They serve as an effective way to communicate information to drivers without diverting their attention from the roadway. As with traffic lights, we should all be familiar with the meaning of pavement markings.

Longitudinal pavement markings shall conform to the following basic concept:

- Yellow lines delineate the separation of traffic flows in the opposing direction or mark the left edge line of divided highways and one-way roadways.
- White lines delineate the separation of traffic flows in the same direction or mark the right edge line.
- Broken lines are permissive in character.
- Solid lines are restrictive in character.
- Width of line indicates the degree of emphasis
- Solid double lines indicate maximum restrictions.
- All longitudinal pavement markings shall be reflectorized except non-reflective markers and directional markings for tourists.
- Red pavement markers are used to alert possible wrong way drivers on freeways.

Classification of Signs

There are four general types of signs:

- Warning signs, to caution motorists of road conditions.
- Regulatory signs, to inform traffic of regulations governing movements, parking, speeds, weights, etc.
- Guide signs to show route designations, destinations, directions, distances, services, points of interest, and other geographical, recreational, or cultural information.
- Construction signs, to caution motorists in advance of and through construction and maintenance activities (may include warning, regulatory and guide signs).

Shapes

Certain shapes have been identified as appropriate for use on signs to convey traffic control information. The standard sign shapes are as follows:

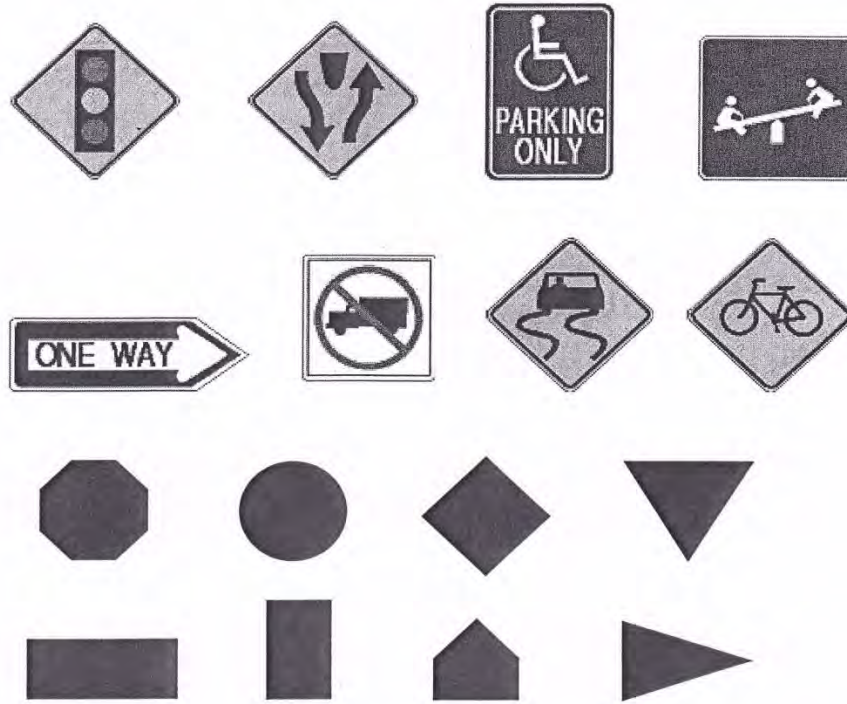
- The octagon shall only be used for the STOP sign.
- The equilateral triangle, with one point downward, shall be used only for the YIELD sign.
- The round shape shall be used only for advanced warning of railroad crossings, civil defense evacuation route markers, and school STOP paddles.
- The diamond shape shall be used only to warn of existing conditions, either on the roadway or adjacent thereto. The diamond shape is a square sign with one diagonal vertical.
- The rectangle shall be used for all regulatory signs, except STOP signs and YIELD signs, all guide signs except certain route markers and recreational area guide signs, and for all educational
- and supplemental plates mounted below and on the same post with another warning sign. The rectangular shape may also be used for unusually large warning signs.
- The pentagon, with one point upward, shall be used for school advance and school crossing signs.

Colors

The colors to be used on signs shall be as follows:

- RED is used only as background color for STOP signs, multiway supplemental plates, do-not-enter messages, wrong-way signs and on interstate route markers, or as a legend color for YIELD signs, parking prohibition signs, the circular outline and diagonal bar prohibitory symbol and symbol STOP AHEAD and YIELD AHEAD and SIGNAL AHEAD signs.
- BLACK is used as a background on some ONE WAY signs and certain EXEMPT RXR signs, and as a legend color on white, yellow and orange signs.
- WHITE is used as a background color for regulatory signs (except STOP signs), some route markers, some guide signs, the FALLOUT SHELTER directional sign, and for the legend on brown, green, blue, black and red background signs. Wherever white is specified herein as a sign color, it is understood to include silver-colored reflecting coatings or elements that reflect white light.
- ORANGE is used as the background color for construction and maintenance work zone signs and shall not be used for any other purpose.
- YELLOW is used as the background color on warning signs except in work zones where orange is specified.
- BROWN is used as a background color for guide and informational signs related to points of recreational or cultural interest.

- GREEN is used as a background color for guide signs, (other than those using brown or white), and is a legend color with a white background for permissive parking regulation and signal ahead signs.
- BLUE is used as a background color for information signs related to highway user services (including police services and rest areas), handicapped parking regulation, and the evacuation route marker.



Shapes



RAILROAD GRADE CROSSINGS

Railroad grade crossings are potentially dangerous. High-speed trains, commuter rails and trolley cars are now commonplace in our cities and on our streets. Their size and speed often lead to catastrophic collisions with motor vehicles. It is not uncommon for drivers to become complacent with the procedures required to safely cross at railroad grade crossings.

The words stop-look-listen are very important parts of the procedures for railroad grade crossings. The law states that any bus carrying passengers shall bring the bus to a full, complete stop prior to crossing the railroad tracks.

Stop

When stopping at a railroad crossing, pull as far to the curb or appropriate edge of the roadway as it is safe to do so, and keep the bus parallel with the roadway so that full advantage of mirror use can be obtained to view traffic coming from the rear.

Look

It is required that the driver fully open the entrance door on a Type 1 bus or open the driver's window on a Type 2 bus.

This action provides the driver with a better view of the tracks and also enables the driver to hear well. It may become necessary during bad weather, when the visibility is restricted, to open the entrance door and the driver's compartment window on a Type 1 or both windows on a Type 2 bus to gain as much visibility as possible before the bus crosses a set of tracks. Look twice in both directions before crossing.

Listen

Again, the opening of doors and windows is required for the driver to gain hearing at a railroad crossing. As well as opening doors and windows, it may be necessary for you to shut off all heaters, defrosters, two-way radios, AM/FM radios or any other device during poor visibility. It goes without saying that all passengers are to remain silent at railroad crossings. Hearing may be the only sense that will help make the decision to proceed across the tracks. When proceeding, do so with authority. Don't delay. The less time on the tracks, the safer it is.

Warning

When crossing more than one set of tracks and a train has just passed in one direction, protected or unprotected, do not move until there is a clear view of the other set of

tracks and/or the signal devices have ceased operating. The lives of the passengers on board depend solely on the good judgment of the driver. There is no room for error.

Stalled on Railroad Tracks

If stalled on a railroad track, evacuate the bus immediately and remove the passengers to at least 100 feet from the tracks. If no train is approaching and you can see a good distance down the track in both directions, it is safe to conduct a front door evacuation.

If a train is coming, use all emergency exits. In this case, have the passengers go 100 feet, if possible, from the tracks and always toward the direction from which the train is coming. This way, if the train comes in contact with the bus, passengers will be out of the way of flying debris.

If no train is coming, the driver should attempt to restart the bus and move it off the tracks. Sometimes, if the brakes are not applied, the transmission can be placed in first or reverse gears and, with the clutch out, use the starter to move the bus off the tracks. This will not work with an automatic transmission. Never allow passengers to push the bus.

Railroad crossings; Rules for buses, trucks and other specified vehicles 22452 VC

(a) The provision of subdivisions (b) and (c) of this section shall apply to the operation of the following vehicles:

(1) Any bus or farm labor vehicle carrying passengers;

(3) Any school bus and any school pupil activity bus transporting school pupils, except as otherwise provided in paragraph (4) of subdivision (c).

(b) Before traversing a railroad grade crossing, the driver of any vehicle described in subdivision (a) shall stop that vehicle not less than 15 nor more than 50 feet from the nearest rail of the track and while so stopped shall listen, and look in both directions along the track, for any approaching train and for signals indicating the approach of a train, and shall not proceed until he or she can do so safely. Upon proceeding, the gears shall not be shifted manually while crossing the tracks.

(d) No stop need be made at any crossing in the following circumstances:

1. Of railroad tracks running along and upon the roadway within a business or residence district.
2. Where a traffic officer or an official traffic control signal directs traffic to proceed.
3. Where an exempt sign was authorized by the Public Utilities Commission prior to January 1, 1978. (Shown below)



BLACK BACKGROUND - YELLOW BORDER AND LETTERING

4. Where an official railroad crossing stop exempt sign in compliance with Section 21400 has been placed by the Department of Transportation or local authority pursuant to Section 22452.5. This paragraph shall not apply with respect to any school bus or to any school pupil activity bus. (Shown below)



YELLOW BACKGROUND - BLACK BORDER AND LETTERING

Distance for stop at railroad crossing; Conditions for proceeding; Notice of violation22451 (b) VC

No driver or pedestrian shall proceed through, around, or under any railroad or rail transit crossing gate while the gate is closed.

When stopped at railroad grade crossing not required; posting of signs

22452.5 VC

The Department of Transportation and local authorities, with respect to highways under their respective jurisdictions, may place signs at railroad grade crossings permitting any vehicle described in subdivision (a) of Section 22452 to traverse such crossings without

stopping. Such signs shall be placed in accordance with criteria adopted by the Public Utilities Commission. Prior to placing such signs, the Department of Transportation or local authority shall consult with the Department of the California Highway Patrol, railroad corporations involved, and the operators involved and shall secure the permission of the Public Utilities Commission if a railroad corporation under the jurisdiction of the Public Utilities Commission is affected. Prior to permitting the placement of such signs, the Public Utilities Commission shall seek the concurrence of the Department of the California Highway Patrol.

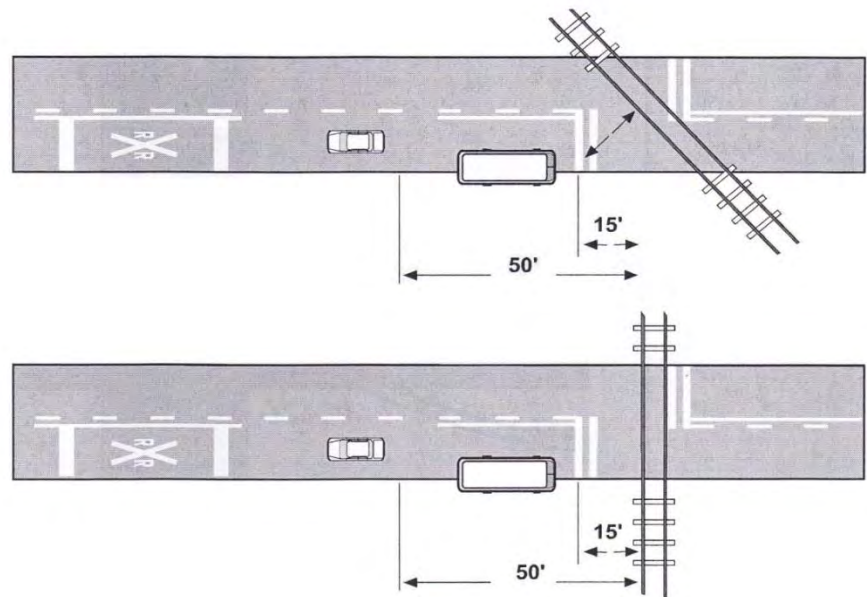
Railroad Crossings13 CCR 1228

In addition to the provisions of Vehicle Code Section 22452, the driver shall stop the school bus parallel to and as close as practicable to the appropriate edge of the highway, fully open the entrance door on a Type 1 bus or open the window on a Type 2 bus, and then listen and look to ensure that the tracks are clear of an approaching train, and proceed only when the tracks are safe to cross and the door is closed. The appropriate edge of the highway may be the left or right hand side of the road.

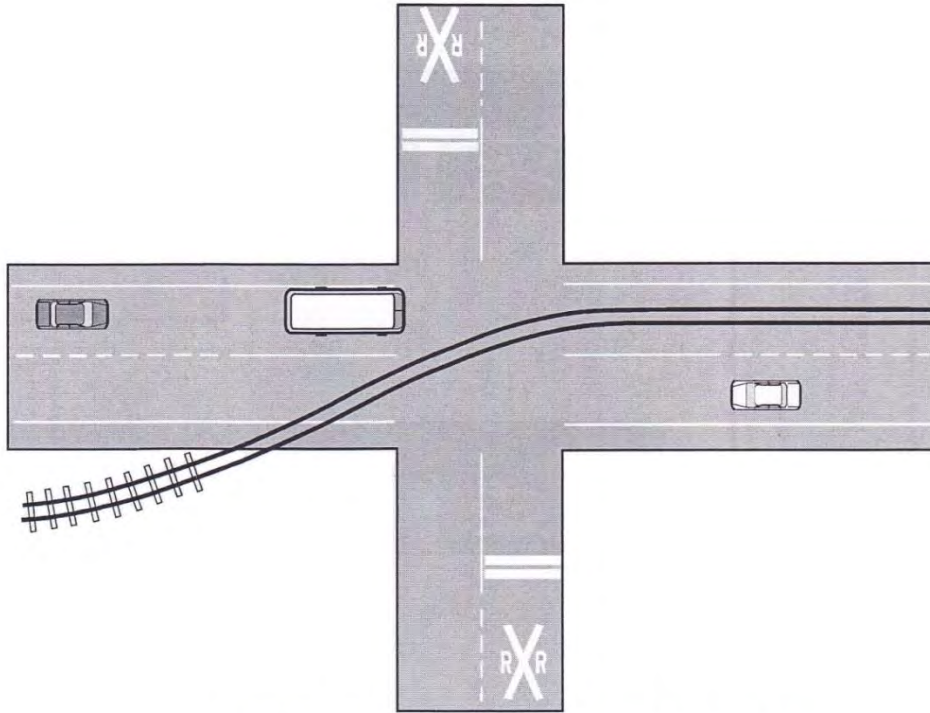
Crossing Railroad Tracks

In addition to the requirements of Vehicle Code Section 22452 and Title 13, California Code of Regulations Section 1228, drivers must:

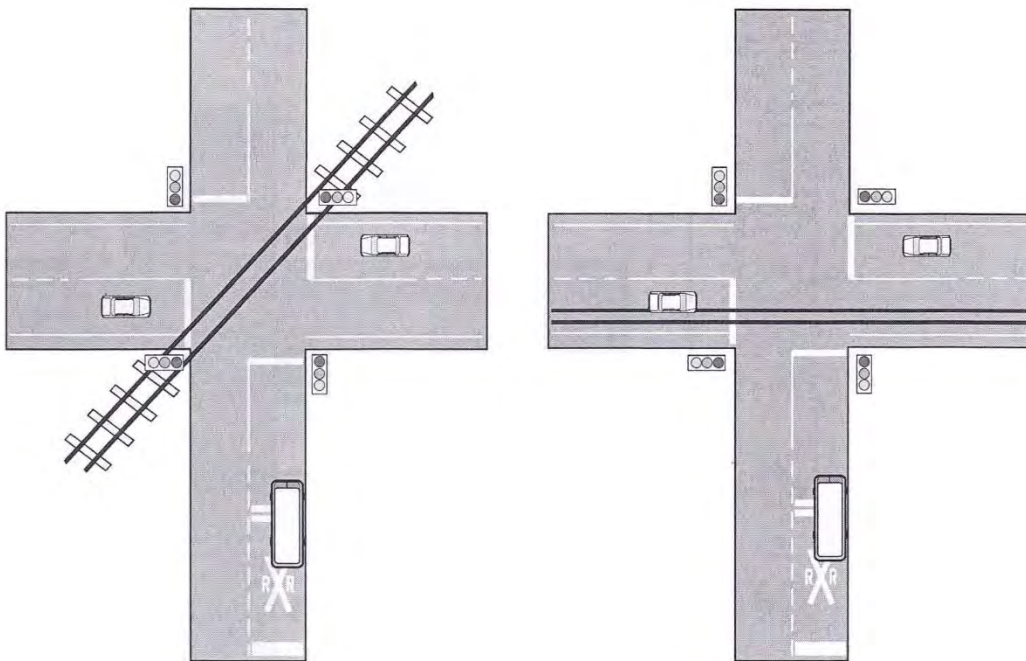
- Make sure there is adequate space for the vehicle on the other side after the crossing. This space is referred to as the "queuing area." This will prevent portions of the vehicle from blocking the tracks.
- Radios are to be turned down or off
- Passengers are to remain quiet during the crossing.
- Avoid stopping on the tracks.
- Be aware of multi-track grade crossings.



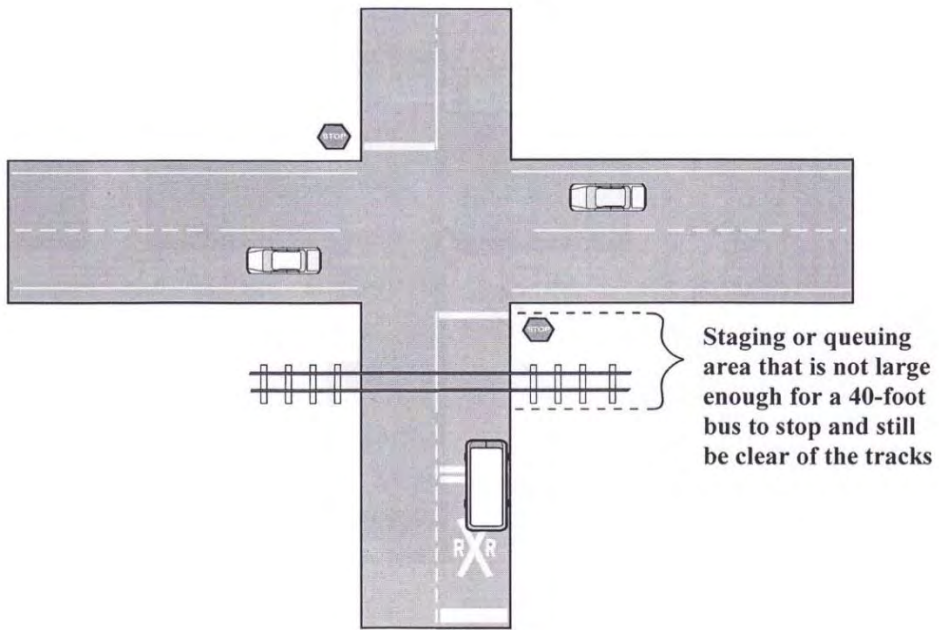
Railroad Crossing



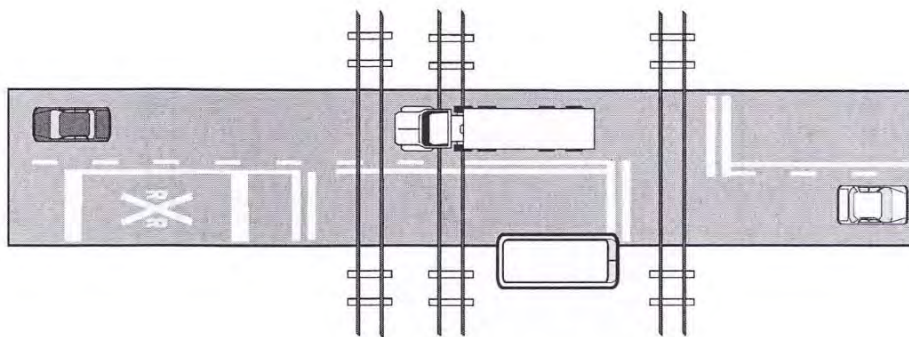
Railroad tracks along and upon the roadway



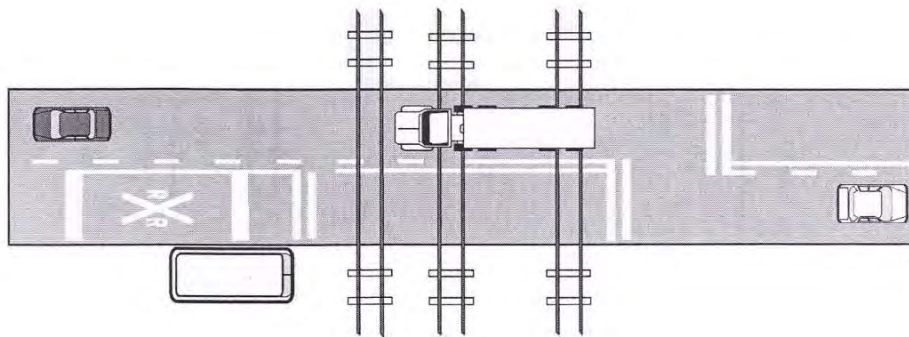
Railroad crossing through intersection



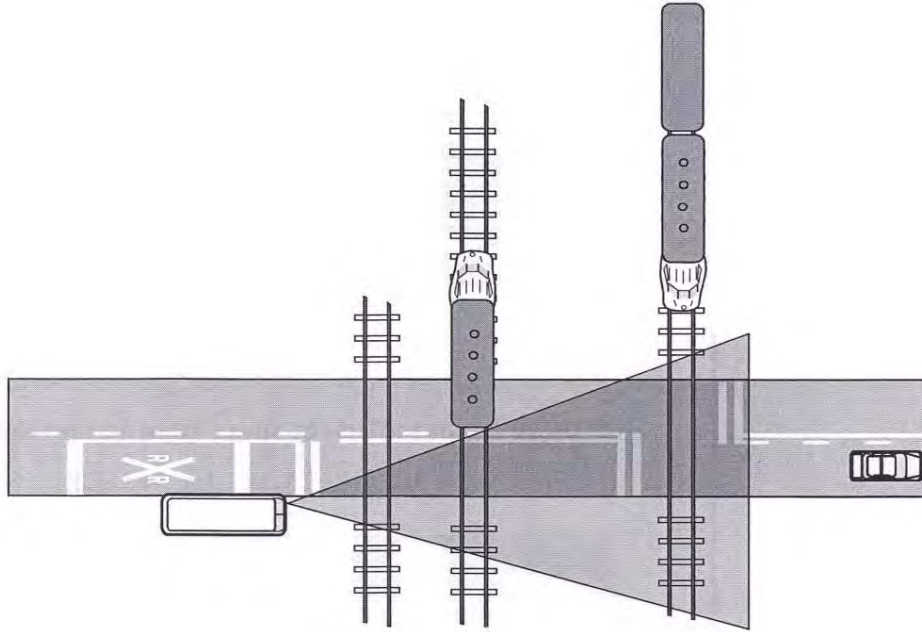
Queuing area



If there is not sufficient space between tracks to safely stop, proceed



Multitrack railroad grade crossing



Railroad grade crossing multitrack visibility warning

Conclusion

Every action has its consequences. If you think about other things while you drive, your reaction time and stopping distance may be increased, which could reduce your safety circle. However, as we discussed, it is normal for us to think about other things while we drive. It is our job to reduce the distractions that may occur. There is no excuse for behaviors that cause you to be inattentive to your passengers and the community you serve. These behaviors include:

- Eating
- Drinking
- Cell phone use (personal)
- Grooming

The behaviors communicate a self-centered or a "me-me" attitude that tells our passengers and the community that you put your personal needs before safety of the passengers.

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Turning Movements and Required Signals	22107 VC	5 - 24
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Unit 6

Advanced Defensive Driving Techniques



Curriculum in this handout is from the
Instructors Manual for California's Bus Driver's Training Course.

This handout is specifically geared for the School Bus Driver.

The objective of Unit 6 of the Instructors Manual for California's Bus Driver's Training Course is to explain the laws and regulations in respect to buses, the different types of weather conditions and road conditions, and how to properly control a bus in unexpected hazardous situations.

This handout covers all the subject matter in Unit 6 of the Instructors Manual for California's Bus Driver's Training Course and has additional material to help an applicant or driver understand the material more thoroughly.

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INTRODUCTION

Collisions just don't happen because the road is slick. Collisions may occur because the driver fails to adjust their driving skills to current road, weather or traffic conditions. The purpose of this unit is to provide you with information regarding special conditions. A basic rule to follow is making proper adjustments when encountering any of these special conditions.

ADVERSE DRIVING CONDITIONS

During the year, there will be a variety of hazardous conditions that will demand alert and skillful action. Adverse weather conditions include:

- Rain
- Wind
- Mud
- Ice and Snow
- Blowing sand
- Fog, Mist and Smoke

Rain, snow, sleet, fog, or icy pavement has never caused a collision. These conditions add more hazards to driving. Drivers who do not adjust their driving skills to meet these conditions cause collisions. Collisions that are blamed on skidding or bad weather conditions are classified as preventable.

Rain

Visibility and maneuverability are less on wet roads. Many drivers treat slippery road surfaces and limited visibility as an inconvenience rather than as a hazard. As well-trained, safe, and professional school bus drivers, you should drive according to conditions and increase following distances.

The first rain after an extended dry period is usually the most dangerous. Highways become slick with oil and other substances that are brought to the surface by the rain. When driving in the rain:

- Reduce speed
- Use defroster equipment to keep your windshield clean.
- Check wiper blades for signs of wear before beginning your trip.
- Check tires for proper tread and air pressure. Problems with either could cause skids.

- Double or triple your following distance.
- Watch for stalled vehicles
- Do not drive through deep water. If you are unsure of the depth of the water, do not go through it. Observe the vehicles going through the water to help determine whether or not the pavement has been washed out.
- If you must traverse water at a level that would affect your brakes, keep light pressure on the brake pedal to keep the brake shoes in contact with brake drums or rotors. The heat generated will reduce the possibility of water reducing braking ability.

Heavy rain can partially obscure road signs, traffic signals, edge of the road, pavement markings, other vehicles and pedestrians. Road spray from other vehicles can coat your windshield with dirt and oil. The windshield wiper and washers must be in good working order.

Wind

Wind is another hazard when driving a vehicle. The side of a vehicle acts like a sail on a sailboat. Strong winds can push the vehicle sideways and or off the road. There is a large surface for the wind to blow against and this can cause steering problems. Under such conditions it may be necessary to hold pressure against the wind with the steering wheel. In gusty winds, it is like driving on ice and snow; you have to drive by feel and counter steer any movement caused by the wind.

Another danger while driving in the wind occurs when passing another vehicle or driving in and out of tunnels. The change of wind pressures can throw the bus from side to side.

Mud

To avoid getting your vehicle stuck in the mud or spinning the wheels, try to keep the vehicle moving slowly and steadily forward. If the wheels start to spin, let up slightly on the throttle to allow the wheels to take hold. If the vehicle stops, do not continue to spin the wheels in hope of pulling out. In mud and soft sand, this will only serve to dig the wheels deeper. If the vehicle becomes stuck, point the front wheels straight ahead and alternately place the transmission into 1st gear and reverse. This can be done in a manner so that the wheels do not spin and, in some cases, this will pull the vehicle out of a tough spot. If this fails, some material to provide grip, such as crushed rock, pieces of wood, burlap, etc., should be pushed down around the rear wheels to allow the vehicle to obtain rolling friction. If this cannot be done, call for help.

Ice

You may have heard the terms "white ice" and "black ice."

- White ice is a condition you can normally see, such as frost and snow.
- Black ice is clear water frozen on black pavement. You usually cannot see or feel this ice until the vehicle is already on it.

Blowing Sand or Dust Storm

You may encounter areas that have sand or dust storms, which may cause a driver to have reduced visibility, causing accidents that may involve chain collisions, creating massive pileups. Dust storms strike with little warning, making driving conditions hazardous. Do not enter the dust storm area if you can avoid it.

If you observe blowing sand or a dust storm approaching:

- Pull your vehicle off the pavement as far as possible.
- Stop and turn off headlights.
- Set your parking brake and take your foot off the brake pedal.
- Never stop on the traveled portion of the roadway.

Fog, Mist and Smoke

Fog, mist and smoke can be a minor inconvenience or a major hazard. Fog, mist and smoke can appear in many forms:

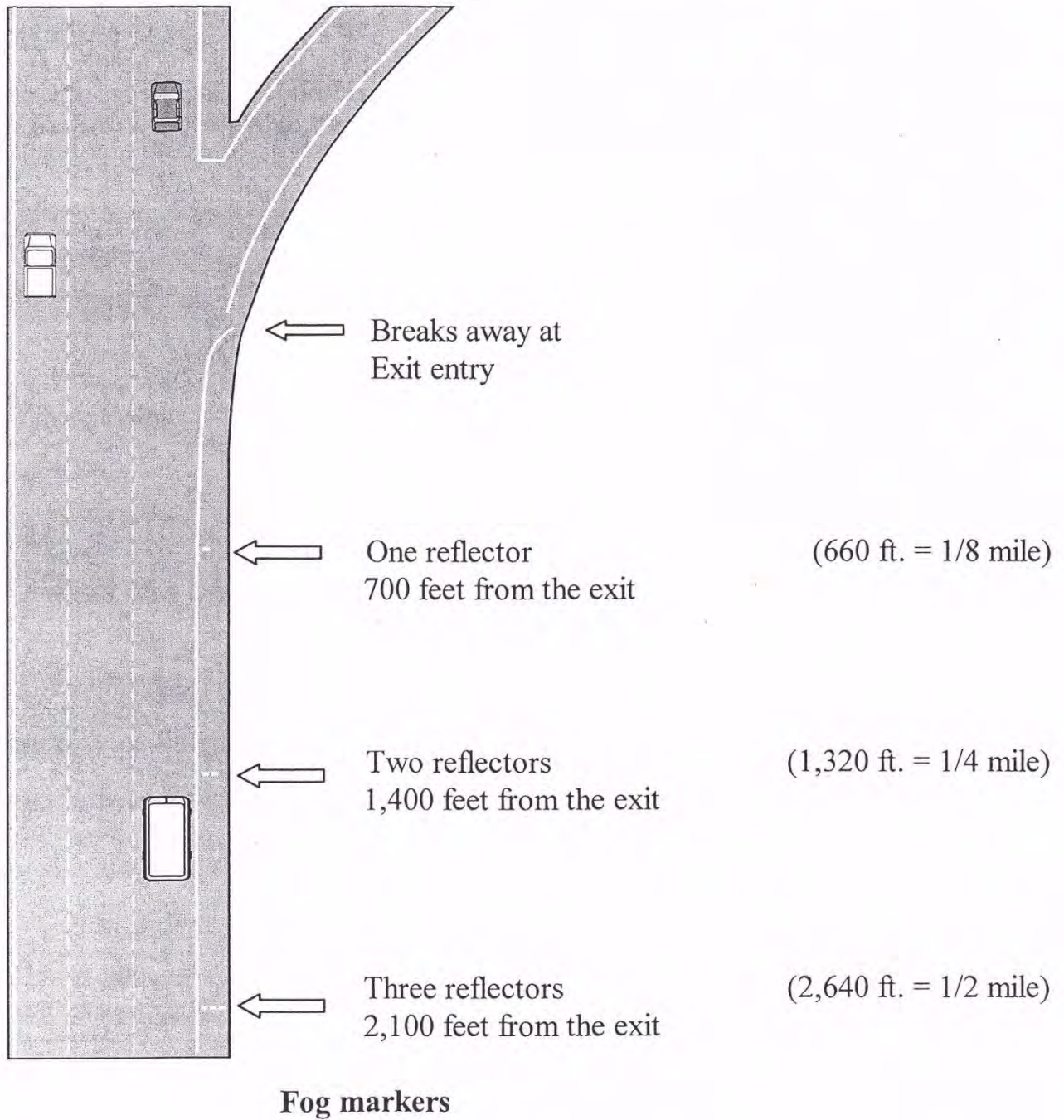
- Patchy
- Heavy
- Light

When driving in fog, mist or smoke:

- Drive with your low beam headlights to reduce glare.
- Activate strobe light (if equipped, if visibility is reduced to 500 feet or less)
- Reduce your speed.
- Increase your following distance.
- Be prepared to make stops for stalled or stopped vehicles.
- Do not stare at the center lane. You will have a tendency to drift in that direction.

- Look at the right side lane your traveling in.

Be familiar with the freeway fog marker system:



Windshield wipers should be started, and vehicle speed should be reduced when mist layers are visible. Mist layers are heavy fog patches at ground level caused by temperature variations of earth and air in that immediate area. Two things should be kept in mind, visibility and speed. Vehicles should be well lighted so that others can see you first. Provide additional warning by tapping the brakes when stopping and turning in reduced visibility.

When visibility is poor, reduce your speed. At times it may be necessary for the driver to use roadway markings to guide your vehicle. Occasionally people drive too fast, without headlights on, and consequently they are difficult to see until it is too late to avoid a collision.

There are times when fog is too dense to permit the safe operation of a bus. If visibility is reduced, do the following:

- Find a safe location to pull completely off the roadway.
- Shut off all lights
- Contact dispatch.
- When the fog clears, proceed with caution.

Some areas of the state are in extremely heavy fog belts at certain times of the year, and unfortunately, several serious collisions have occurred in these areas. Always consider the safety of your passengers as well as your own.

Visibility Restrictions34501.6 VC

The governing board of a local educational agency that provides for the transportation of pupils shall adopt procedures that limit the operation of

School buses when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home-to-school transportation service. Operational policies for school activity trips shall give school bus drivers discretionary authority to discontinue school bus operation if the driver determines that it is unsafe to continue operation because of reduced visibility.

School buses: Additional Lights 25257.7 VC

(a) A school bus may be equipped with a white strobe light mounted so as to be visible from the front, sides, or rear of the bus. The strobe light may only be lighted when visibility is reduced to 500 feet or less due to atmospheric conditions including, but not limited to, fog, rain, snow, smoke, or dust. Reduced visibility due to atmospheric

conditions does not include the time of darkness from one-half hour after sunset to one-half hour before sunrise.

(b) The type and mounting requirements of strobe lights authorized by subdivision (a) shall be established by regulations adopted by the department by April 1, 1991. No school bus shall be equipped with a strobe light until the regulations are adopted.

School bus Strobe Lamps 13 CCR 695.5

School bus strobe lamps shall be installed as follows:

(a) Location. The lamp shall be installed on the rooftop at or behind the center of the roof and equidistant from each side.

(b) Height. The top of the light-generating element inside the lamp shall not extend above the rooftop more than 1/20th of its horizontal distance from the rear of the bus. For the purpose of this section, the rear of the bus is defined as the vertical plane in contact with the rear most portion of the body. If a bus is equipped with roof mounted school bus signs or other vertical obstructions, the light-generating element may extend above the level of the signs or obstructions not to exceed 1/20th of its distance from the rear of the bus. In no case shall strobe lamps be mounted so as to exceed the maximum height limits specified in Vehicle Code Section 35250.

(c) Mounting. The vertical axis of the lamp shall be installed perpendicular to the surface of the road.

(d) Switch and Pilot Indicator. The lamp shall be activated by a manual switch labeled with the word "strob lamp," "strobe lamp," "strobe light," "strobe," or some other readily understood term which clearly and unambiguously identified the strobe light function and distinguishes it from other warning lamps and devices with which the vehicle is equipped, and independent of all other switches. In addition, the system shall have a nonglaring amber or white pilot indicator that is clearly visible to the driver and that is lighted whenever the strobe lamp is lighted.

Lamps on Sides of School buses 25102.5 VC

(a) A school bus may be equipped with lamps mounted so as to be visible from the sides of the bus which may be lighted, in addition to other required lights, when, and only when, atmospheric conditions such as fog, rain, snow, smoke, or dust, reduce the visibility of other vehicles to less than 500 feet.

(b) The type and mounting requirements of such lamps shall be established by regulations adopted by the department. The regulations shall be adopted by January 1, 1980.

Basic Speed Law 22350 VC

No person shall drive a vehicle upon a highway at a speed greater than is reasonable or prudent having due regard for weather, visibility, the traffic on, and the surface and width of, the highway, and in no event at a speed which endangers the safety of persons or property.

VISIBILITY CONDITIONS

Light Conditions

Too much or little light can contribute to a collision, because of reduced visibility.

Visibility is dangerously reduced when encountering these situations:

- Driving directly toward the sun
- Driving in and out of shaded areas
- Dirty windshield
- Reflection off the road or another vehicle
- Reflection from water stains on your mirrors
- Reflection from chrome
- Reflection from glass

Glare

Be prepared for glare in the early morning and the late afternoon. Tips for dealing with glare:

- Check the operation of your sun visor during the pretrip inspection.
- Use a sun visor and sunglasses.
- Reduce your speed.
- Increase your following distance.

Temple Width of Glasses 23120 VC

No person shall operate a motor vehicle while wearing glasses having a temple width of one-half inch or more if any part of such temple extends below the horizontal center of the lens so as to interfere with lateral vision.

Night Driving

Driving at night is more of a challenge than many people think. As a safe, professional bus driver, you should always maintain a greater following distance at night than during daylight hours.

Darkness

Darkness is anytime from one-half hour after sunset to one-half hour before sunrise and any other time when visibility is not sufficient to render clearly discernible any person or vehicle on the highway at a distance of 1000 feet.

Night driving presents several problems:

- You can see only 250 feet ahead with your low beams and 350 to 500 feet with your high beams.
- Glare from other vehicles can cause momentary blindness.
- Mirror glare caused by vehicles approaching from behind
- Passengers waiting at the bus stop are hard to see.
- People tend to get sleepy at night.
- Drivers may experience eyestrain due to poor lighting.
- It's hard to judge the rate of speed of other vehicles on the road.
- A higher percentage of drivers are under the influence of drugs or alcohol.

Driving at twilight is more dangerous than driving during daylight hours. Drivers overestimate their ability to see at twilight. Shadows increase the difficulty in judging speed and distance of other vehicles. Many drivers are tired at dusk. One-fifth of fatal accidents occur between the hours of 4 p.m. and 8 p.m.

At a distance of 100 feet, it is very difficult to see objects beside or beyond an approaching vehicle. Because of the headlight glare of the oncoming vehicle, vision does not return to normal for a few seconds after the vehicle has passed. The driver actually travels blind for some distance after having passed brilliant headlights.

5 mph...7.3' distance traveled per second x 5 sec. = 36.5' distance traveled blind

30 mph...44' distance traveled per second x 5 sec. = 220' distance traveled blind

50 mph...73.3' distance traveled per second x 5 sec = 366.5 distance traveled blind

Your high beams may blind the oncoming vehicle driver, compounding the problem of driving, especially on a wet and possibly slippery road.

Improving Your Ability to See and Drive during Darkness

- Check for clean headlights, taillights, signal lights, and windows

- Maintain the proper awareness needed to improve your ability to see during darkness.
- Use the taillights of the vehicle ahead as an indication of the closing rate when driving in rural areas.
- Watch for dark or dim objects on the roadway when driving at night.
- Watch beyond the headlights on and near the roadway for slow- moving or unlit vehicles, curves, road obstructions, pedestrians and animals in rural and urban areas.

When approaching a pedestrian or animal at night:

- Dim the lights to low beam.
- Slow down.
- Watch the pedestrian or animal for any indication of change in direction of movement.
- Prepare to take evasive action should the pedestrian or animal enter the roadway.
- Maintain a speed that permits stopping within the distance illuminated by the headlights.

If the driver of an oncoming vehicle refuses to dim its headlights:

- Slow down.
- Keep your headlights on low beam.
- Avoid looking directly at the vehicle's bright lights.
- Focus your eyes to the right side of the roadway, beyond the oncoming vehicle.
- Maintain a slower speed for a period of time after the vehicle has passed.

Night Driving Procedures

Proper procedures for driving at night include the following:

- Never overdrive your headlights.
- Be sure your windshield is clean.
- Use your high beams (when legal) on open country roads to increase your visibility.

Headlamps of motor vehicles24400 VC

a) A motor vehicle, other than a motorcycle, shall be equipped with at least two headlamps, with at least one on each side of the front of the vehicle, and, except as to vehicles registered prior to January 1, 1930, they shall be located directly above or in advance of the front axle of the vehicle. The headlamps and every light source in any headlamp unit shall be located at a height of not more than 54 inches nor less than 22 inches.

(b) A motor vehicle, other than a motorcycle, shall be operated during darkness, or inclement weather, or both, with at least two lighted headlamps that comply with subdivision (a).

(c) As used in subdivision (b), "inclement weather" is a weather condition that is either of the following:

(1) A condition that prevents a driver of a motor vehicle from clearly discerning a person or another motor vehicle on the highway from a distance of 1,000 feet.

(2) A condition requiring the windshield wipers to be in continuous use due to rain, mist, snow, fog, or other precipitation or atmospheric moisture.

Upper and Lower Beam24407 VC

Multiple-beam road lighting equipment shall be designed and aimed as follows:

(a) There shall be an uppermost distribution of light, or composite beam, so aimed and of such intensity as to reveal persons and vehicles at a distance of at least 350 feet ahead for all conditions of loading.

(b) There shall be a lowermost distribution of light, or composite beam so aimed and of sufficient intensity to reveal a person or vehicle at a distance of at least 100 feet ahead. On a straight level road under any condition of loading none of the high intensity portion of the beam shall be directed to strike the eyes of an approaching driver.

Headlamps13 CCR 1225

The driver shall ensure the headlamps are lighted while the bus is in motion.

Use of Multiple Beams24409 VC

Whenever a motor vehicle is being operated during darkness, the driver shall use a distribution of light, or composite beam, directed high enough and of sufficient intensity to reveal persons and vehicles at a safe distance in advance of the vehicle, subject to the following requirements and limitations:

(a) Whenever the driver of a vehicle approaches an oncoming vehicle within 500 feet, he shall use a distribution of light or composite beam so aimed that the glaring rays are not projected into the eyes of the oncoming driver.

The lowermost distribution of light specified in this article shall be deemed to avoid glare at all times regardless of road contour.

(b) Whenever the driver of a vehicle follows another vehicle within 300 feet to the rear, he shall use the lowermost distribution of light specified in this article.

Interior Lamps13 CCR 1263

All buses operated during darkness shall be equipped with a sufficient number of interior lamps to illuminate the interior of the bus without interfering with the drivers' vision.

Drivers should be cautious when utilizing the interior lamps during darkness. This can cause a glare from the windshield, which will affect the driver's vision at night.

Winter Driving

Drivers who operate under winter driving conditions learn how to cope with these conditions. Some terms and suggestions that will help us learn how to drive under these conditions are as follows:

There are times during the early morning when freezing takes place, and during the day temperatures warm up above freezing except in places where the roadway is heavily shaded. These areas may stay frozen all day. Bridges and overpasses are often the most dangerous parts of the road in the winter. They freeze first. Why? Bridges freeze before roadways because the concrete in bridges does not retain heat. Also, bridges are suspended so there is no earth beneath them to keep them warm. Bridges cool faster because they are hit by wind from above and below. Some roadways are posted with signs that warn of this hazard.

When driving under these conditions, roadways are five to ten times more slippery than dry roads. Caution must be taken when changing direction or speed. Accelerate slowly and use the brakes with caution. The following distance must be increased to make allowance for the mistakes of others. During the behind-the-wheel training, there will be additional instruction on how to safely operate a vehicle under these conditions.

Tire Traction Devices27459 VC

No person shall operate any motor vehicle upon any portion of a highway without tire traction devices when that portion of the highway is signed for the requirement of tire traction devices. In any case where a passenger vehicle or motor truck having an unladen weight of 6,000 pounds or less may be required by the Department of Transportation or local authorities to be equipped with tire traction devices, the devices shall be placed on at least two drive wheels, or the department or local authorities may provide, in the alternative, that the vehicle may be equipped with snow-tread tires on at least two drive wheels when the weather and surface conditions at the time are such that the stopping, tractive, and cornering abilities of the snow-tread tires are adequate. The snow-tread tires shall be of a type and design manufactured for use on snow as a replacement for tire chains or tire traction devices, shall be in good condition, and shall bear the marking of M-S, M/S, or other marking indicating that the tire was manufactured for use on snow, or, in the case of tire purchased before January 1, 1987, shall either bear the markings or, in the opinion of the inspecting officer, comply with the tread pattern requirements of Section 558.

One thing to remember, when the signs are in place requiring chains on the drive wheels, you must put them on even if your vehicle is equipped with snow-tread tires. If snow-tread tires are permitted, the sign will say so.

Snow-tread Tire558 VC

A "snow-tread tire" is a tire which has a relatively deep and aggressive tread pattern compared with conventional passenger tread pattern.

Tread Depth of Pneumatic Tires27465(b)(3) VC

"...Six thirty-second ($\frac{6}{32}$) of an inch tread depth at all points in all major grooves on snow tires used in lieu of tire traction devices in posted tire traction device control areas.

Basic Speed Law22350 VC

No person shall drive a vehicle upon a highway at a speed greater than is reasonable or prudent having due regard for weather, visibility, the traffic on, and the surface and width of, the highway, and in no event at a speed which endangers the safety of persons or property.

Restrictions because of Snow or Ice Conditions22363 VC

"... When snow or ice conditions exist, the prima facie speed limit or 40, 35, 30 or 25 miles per hour may be imposed..." Always remember the "Basic Speed Law" that states you shall never drive at a speed greater than is reasonable or prudent for conditions or is unsafe.

Most drivers, when chaining, chain just the outside dual tires with single chains. Prior to driving in snow conditions, practice putting on the chains to confirm they are the correct size for the tires on the vehicle. Always be sure the chains in the vehicle will fit the tires. The best way to ensure this is to try them on while the bus is in the shop. There is nothing worse than getting into a chain-required area and finding that the chains will not fit.

Prima Facie Speed Limits22352 VC

The prima facie limits are as follows and shall be applicable unless changed as authorized in this code and, if so changed, only when signs have been erected giving notice thereof:

(a) Fifteen miles per hour:

(1) When traversing a railway grade crossing, if during the last 100 feet of the approach to the crossing the driver does not have a clear and unobstructed view of the crossing and of any traffic on the railway for a distance of 400 feet in both directions along the railway. This subdivision does not apply in the case of any railway grade crossing where a human flagman is on duty or a clearly visible electrical or mechanical railway crossing signal device is installed but does not then indicate the immediate approach of a railway train or car.

(2) When traversing any intersection of highways if during the last 100 feet of the driver's approach to the intersection the driver does not have a clear and unobstructed view of the intersection and of any traffic upon all of the highways entering the intersection for a distance of 100 feet along all those highways, except at an intersection protected by stop signs or yield right-of-way signs or controlled by official traffic control signals.

(3) On any alley.

(b) Twenty-five miles per hour:

(1) On any highway other than a state highway, in any business or residence district unless a different speed is determined by local authority under procedures set forth in this code.

(2) When approaching or passing a school building or the grounds thereof, contiguous to a highway and posted with a standard "SCHOOL" warning sign, while children are going to or leaving the school either during school hours or during the noon recess period. The prima facie limit shall also apply when approaching or passing any school grounds which are not separated from the highway by a fence, gate, or other physical barrier while the grounds are in use by children and the highway is posted with a standard "SCHOOL" warning sign. For purposes of this subparagraph, standard "SCHOOL" warning signs may be placed at any distance up to 500 feet away from school grounds.

(3) When passing a senior center or other facility primarily used by senior citizens, contiguous to a street other than a state highway and posted with a standard "SENIOR" warning sign. A local authority may erect a sign pursuant to this paragraph when the local agency makes a determination that the proposed signing should be implemented. A local authority may request grant funding from the Active Transportation Program pursuant to Chapter 8 (commencing with Section 2380) of Division 3 of the Streets and Highways Code, or any other grant funding available to it, and use that grant funding to pay for the erection of those signs, or may utilize any other funds available to it to pay for the erection of those signs, including, but not limited to, donations from private sources.

VEHICLE DYNAMICS

Traction

Drivers need to be aware of how much contact the vehicles tires have with the road surface. You may be surprised at how small an area this is. For example, all ten tires of a tandem-axle "ten wheeler," will cover an area of approximately two square feet. This is an area a little larger than the driver's seat to control 12 tons of vehicle. For purposes of illustration, traction can be defined as "friction" between the tires and the road surface.

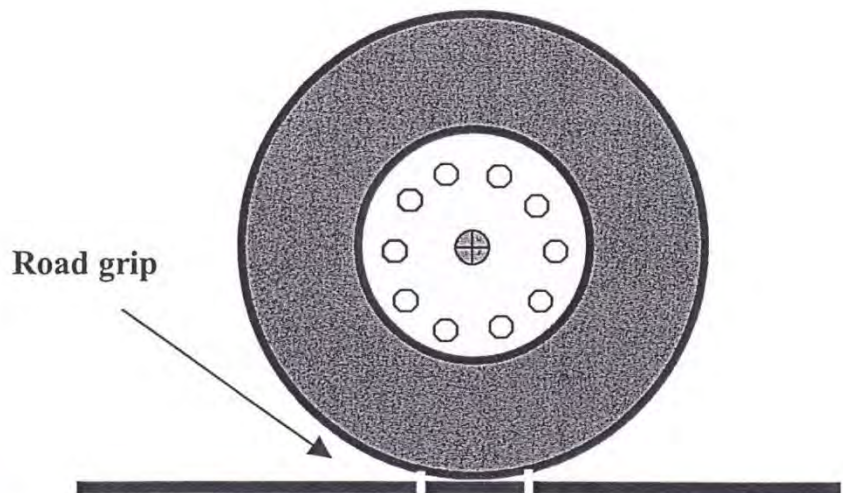
In the following graph, the percentage readings are keyed to the 100 percent traction present on the average good dry road surface.

<u>Road Surface</u>	<u>Traction Percent</u>
Dry concrete	85% to 100%
Dry asphalt	75% to 95%
Wet concrete	55% to 85%
Packed snow	25% to 45%
Wet ice	10% to 15%

It stands to reason that an increase in speed causes a decrease in traction. This is true whether the road surface is dry, wet, smooth, or bumpy. The tires have the greatest amount of traction when rolling. Maximum braking takes place just before the tires skid "*impending skid.*"

Road Grip

Bus drivers reduce speed on curves so that there is a large amount of available road grip for emergencies. "Road grip" is defined as the amount of grip the tire has in relation to the road.



How much friction effectiveness you can count on when in a curve depends on several things: conditions of road surface, amount of tire tread, composition of road surface, angle at which the curve is banked, and speed. Speed is the only factor the driver has control over while in that curve.

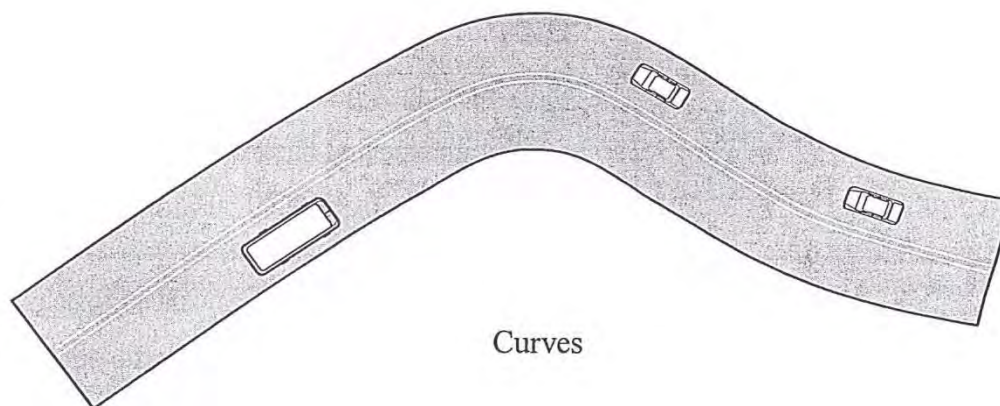
Curves

When driving in areas where there are curves, there are some basic laws of physics we are subject to, such as momentum, gravity, friction, and centrifugal force.

When entering a curve, the bus has a tendency to continue in a straight line. The force that pushes the bus away from the center of the turning radius is called centrifugal force.

When steering around a curve, gravity and friction try to overcome the centrifugal force, and they can if you help. If you give this force some help by going too fast, the one factor you can control, the centrifugal force can overcome the gravity and friction, and you will find yourself skidding off the road or in the path of oncoming traffic, depending on the direction of the curve.

Think how much you help centrifugal force if you have too much speed, bad tires, or are traveling on wet or icy roads, gravel-surfaced roads, or bumpy roads.



- Observe the roadway ahead for signs and pavement markings indicating the maximum safe entering speed. Hazards can be detected sooner and appropriate action can be taken.
- Approach a curve at a speed that will enable you to negotiate the curve safely.
- Brake on the straight portion of the road. If you brake hard on the curved portion, you could go into a skid.
- Accelerate smoothly as you pass the mid point of the curve.

- For tight right curves: Keep the left front bumper close to the centerline. This allows the rear wheels to remain on the road surface.
- For tight left curves: Keep the right bumper close to the outside edge of the road. This allows the rear wheels to remain on the proper side of the road.
- Maintain a position within the lane (do not change lanes or cut across the centerline).
- Maintain speed through a curve by keeping light pressure on the accelerator.

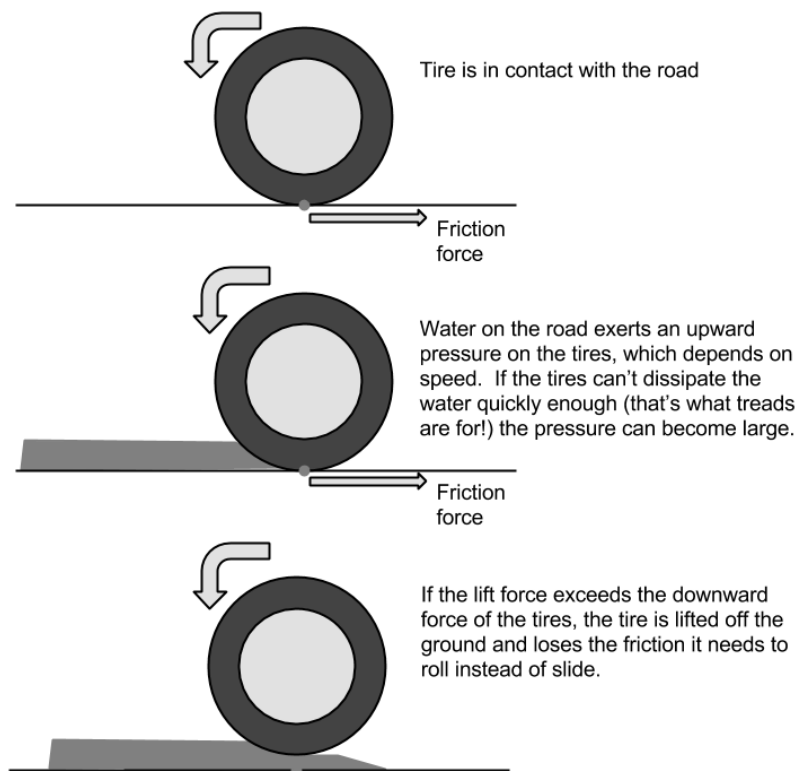
Hills

Slow-moving vehicles coming up a hill while you are going down can present unexpected hazards. In these cases, expect vehicles following the slower vehicle to suddenly try to pass.

- Observe the roadway ahead for signs and pavement markings indicating the maximum safe entering speed. Hazards can be detected sooner and appropriate action can be taken.
- Approach a hill at a speed that will enable you to negotiate the hill safely.
- Just before topping the crest of the hill, slack off the accelerator.
- Move as far to the right edge of the roadway as practicable.
- Be prepared for a vehicle that could be making a bad pass.

Hydroplaning

Hydroplaning is created when there is excess water on the road and the vehicles speed is fast enough to create a wedge of water under the tires until they actually ride on the water and have little or no contact with the road surface.



Skid Control (Non Antilock Braking System ABS)

Skids occur when tires lose traction with the roadway. This often happens when there is a sudden change in the vehicle's direction or hard braking. Check tire tread depth and pressure (2/32 rear and 4/32 front minimum).

To prevent skids:

- Reduce speed.
- Use smooth accelerating and braking techniques.
- Avoid quick movements.
- If you start to lose traction, do not brake hard!

Recover from a Skid

To recover from a skid follow the steps:

6. Once the bus is heading in the direction that you want to go, continue to reduce speed in order to prevent another skid.

5. The bus will continue to recover and to travel in the direction that you want the bus to go. If

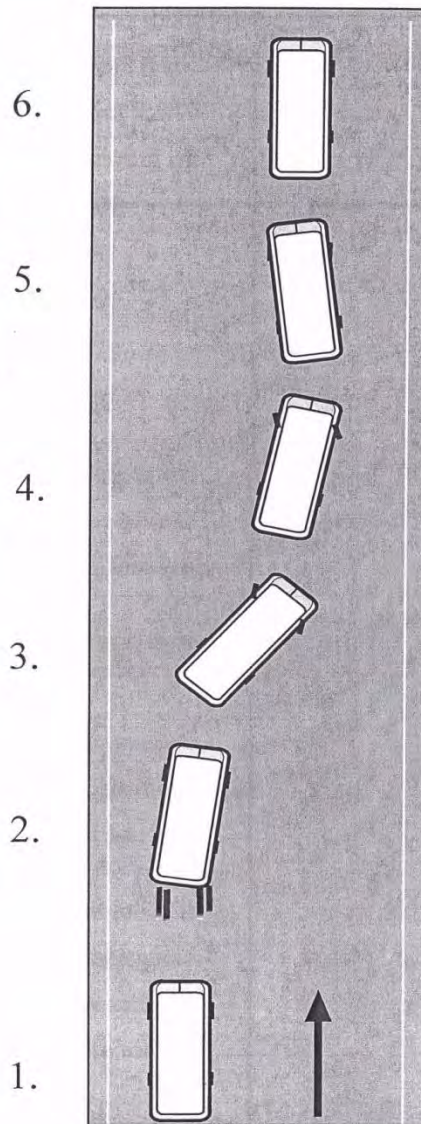
you steer to far to the right to recover, you may cause the bus to go past straight and “fishtail” to the right.

4. The bus will begin to recover. Continue to look and to adjust your steering in the direction you want the bus to go.

3. Countersteer and look in the direction you want to go.

2. The back end of the bus skids to the left. The bus is now moving forward on an angle. Do not brake. Use the accelerator to maintain power to the rear wheels.

1. The bus is heading straight.



Skid Control (Antilock Braking System ABS)



Skids occur when tires lose traction with the roadway. This often happens when there is a sudden change in the vehicle's direction or hard braking. Check tire tread depth and pressure (2/32 rear and 4/32 front minimum). To prevent skids:

- Reduce speed.
- Use smooth accelerating and braking techniques.
- Avoid quick movements.
- If you start to lose traction, full brake application, do not pump the brakes, and do not let up.

FREEWAY DRIVING

Freeway driving is different from the stop-start routine experienced on city and residential streets. When driving on a freeway a driver needs to adjust skill and technique to high-speed travel.

It is not the sign of a safe, professional bus driver to drive directly alongside a large vehicle, at high speed, on a freeway. Tractor-trailer type vehicles will create a "suction" effect in passing, and there is always the chance of a "blowout."

Motor homes, U-hauls and house trailers should be given extra attention, especially if high winds are present. Majority of these vehicles are driven by inexperienced drivers who have not received training regarding the vehicles size, weight, and length.

Turning Movements and required signals22107 VC No person shall turn a vehicle from a direct course or move right or left upon a roadway until such movement can be made with reasonable safety and then only after the giving of an appropriate signal in the manner provided in this chapter in the event any other vehicle may be affected by the movement.

Duration of signal22108 VC Any signal of intention to turn right or left shall be given continuously during the last 100 feet traveled by the vehicle before turning.

Signal when Stopping22109 VC No person shall stop or suddenly decrease the speed of a vehicle on a highway without first giving an appropriate signal in the manner provided in this chapter to the driver of any vehicle immediately to the rear when there is opportunity to give the signal.

Freeway: Stationary Vehicles Displaying Emergency or Warning Lights.... 21809 VC

(a) A person driving a vehicle on a highway approaching a stationary authorized emergency vehicle that is displaying emergency lights, a stationary tow truck that is displaying flashing amber warning lights, or a stationary marked Department of Transportation vehicle that is displaying flashing amber warning lights, shall approach with due caution and, before passing in a lane immediately adjacent to the authorized emergency vehicle, tow truck, or Department of Transportation vehicle, absent other direction by a peace officer, proceed to do one of the following:

(1) Make a lane change into an available lane not immediately adjacent to the authorized emergency vehicle, tow truck, or Department of Transportation vehicle, with due regard for safety and traffic conditions, if practicable and not prohibited by law.

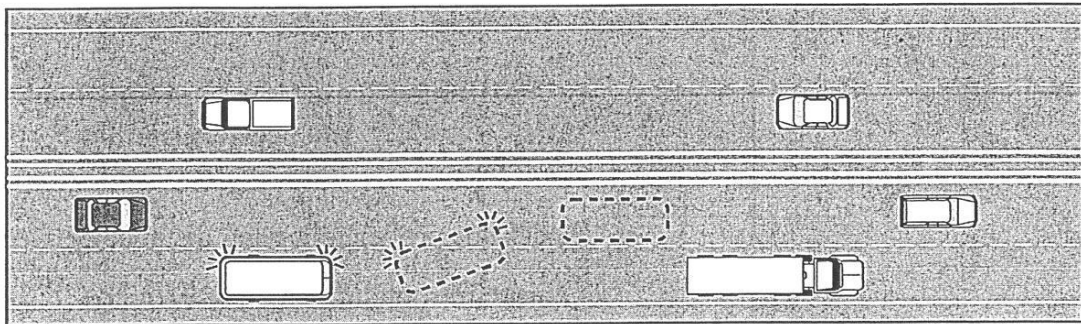
(2) If the maneuver described in paragraph (1) would be unsafe or impracticable, slow to a reasonable and prudent speed that is safe for existing weather, road, and vehicular or pedestrian traffic conditions.

(b) A violation of subdivision (a) is an infraction, punishable by a fine of not more than fifty dollars (\$50)

(c) The requirements of subdivision (a) do not apply if the stationary authorized emergency vehicle that is displaying emergency lights, the stationary tow truck that is displaying flashing amber warning lights, or the stationary marked Department of Transportation vehicle that is displaying flashing amber warning lights is not adjacent to the highway or is separated from the highway by a protective physical barrier.

Lane changes

- Cars in any lane may stop for a turn or a delivery.
- Cars behind the bus may speed up to pass the bus.
- Cars in the blind area may try to pass the bus.
- Check mirror zones.
- Activate your turn signals at least 100 feet prior to changing lanes.
- Check for traffic in the next lane, behind, to the side of, and in front of the bus.
- Move smoothly into the next lane.
- Cancel your turn signal.
- Maintain a safe following distance.

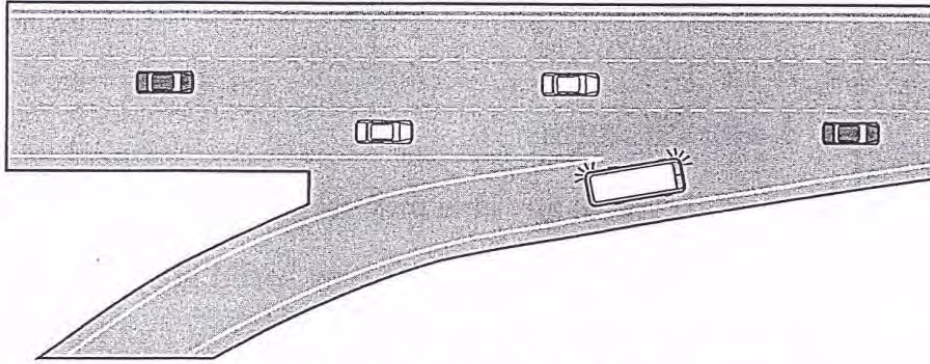


Merging on Freeway

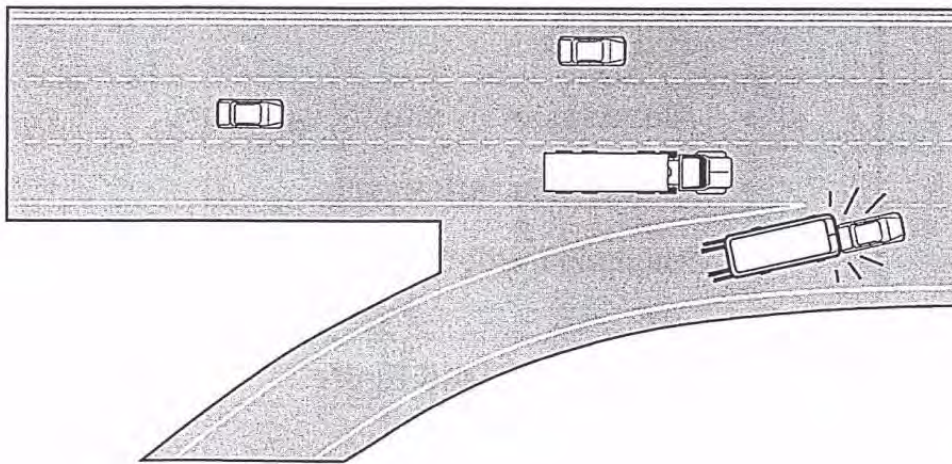
- Activate your turn signal prior to merging onto a freeway.
- In the acceleration lane, adjust your speed to the flow of traffic.
- Use your mirrors (and turn your head) to check for traffic.
- Merge smoothly into traffic and then cancel your turn signal.
- Maintain a safe following distance.
- Be aware of vehicles slowing or stopping in the acceleration lane.
- Check for proper following distance between your bus and the vehicle in front.
- Check for space before moving into another lane.
- Signal your movements.
- Gradually steer the bus into the new lane.

- Recheck your mirror and blind spots, and complete the lane change.
- Turn off your turn signal when the bus is completely in the other lane.

Do not reduce your speed when changing lanes.



Safely merging onto a freeway



Danger from slow or stopped vehicles in the acceleration lane

Exiting Freeways

- Position the bus in the correct lane well before the exit.
- Activate your turn signal 5 seconds before reaching the exit.
- Do not slow down while still on the freeway.

In the deceleration lane:

Begin slowing down by letting up on the accelerator.

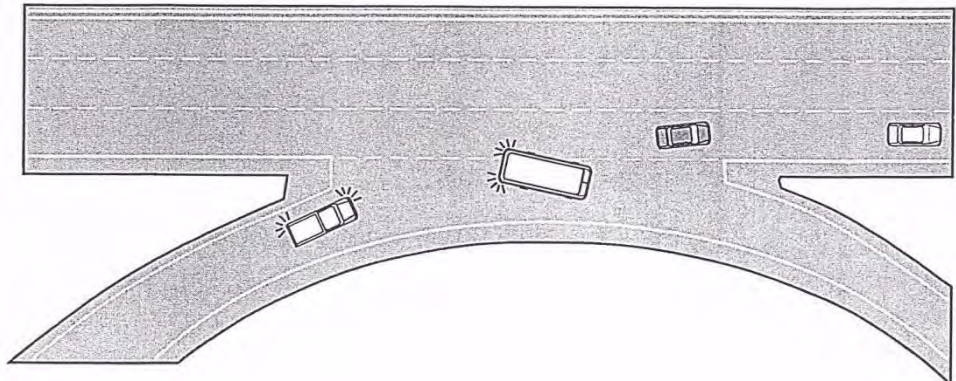
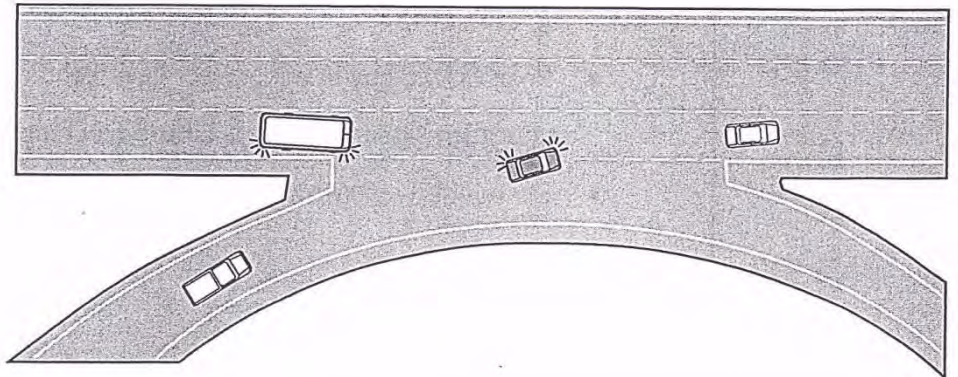
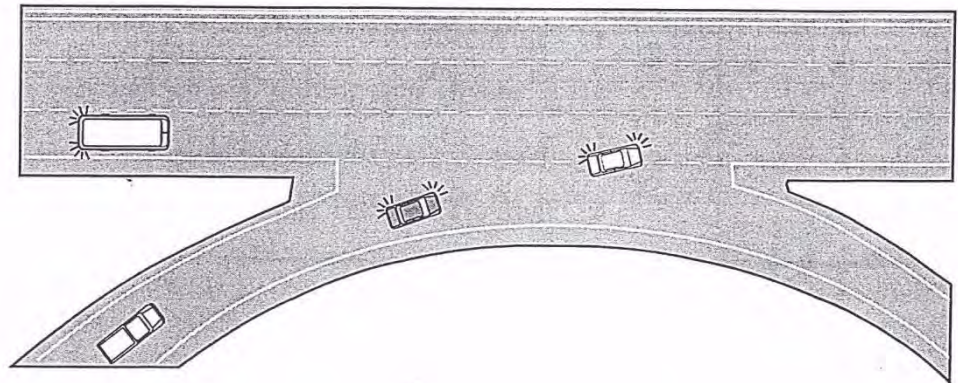
Maintain proper following distance.

Activate the stop lamps.

On the exit ramp:

Slow down to the posted speed limit.

Watch for slower or stopped traffic.

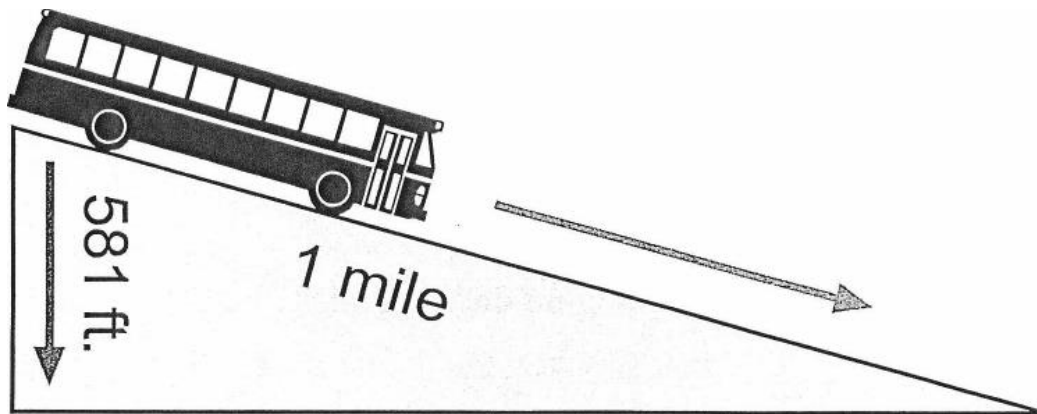


Exiting freeway

MOUNTAIN DRIVING

Mountain driving poses specific defensive driving challenges to bus drivers. Challenges that affect the safe operation of the bus on mountain roads are as follow:

- Steep grades
- Longer grades
- Heavier loads
- Road conditions and weather



Steep Grade

11% grade = 11 feet drop in elevation for every 100 feet of travel

1 mile = 5280 feet

$5280 \text{ feet} / 100 = 52.8 \text{ feet}$

$52.8 \times 11 \text{ feet} = 580.8 \text{ feet (581)}$

581 feet drop in elevation in 1 mile for an 11% grade

General Guidelines

- It is essential that the temperature of the vehicle's brakes be kept as cool as possible for the safe operation of the vehicle.
- Establish and maintain a safe target speed, utilizing proper gear selection and utilizing a retarder if equipped.
- Use light brake pressure when needed to maintain the target speed of the vehicle.
- If your brakes start to "fade" due to excessive heat, bring the bus to a stop immediately. If possible, block the tires. If you cannot block the tires, set the parking brake.

- As the brake drums cool and contract, they are forced in against the brake parts. This action could cause damage and may even keep the brakes from releasing.

Brake Fade

Brake fade is caused by overheating of the brakes. As brake drums heat and expand, the brake shoes have to travel farther. If the slack adjusters have too much slack, the brakes will not work as well as they should. Too much heat also causes the friction material used in brakes to work poorly.

Braking on down grades

Brakes get hot, and if there is excessive heat, they will stop working. Excessive heat is caused by improper brake use. As noted above, brakes will fade (lose stopping power) when they get too hot. Brake fade can occur due to the heat buildup caused by repeated brake applications.

When driving down long grades, choose the correct target speed, select the correct gear range, and use the proper braking method. Some drivers believe that using the brakes hard going downhill and then letting up on them from time to time will allow the brakes to cool. Tests have shown that this is not true. Brakes cool very slowly, so the cooling between hard braking is not enough to prevent overheating. Also, the vehicle gains speed when the driver lets up on the brakes. Thus, more braking is needed to slow the bus back down to the previous speed. Braking on and off builds more heat than the light and steady method, either method must include proper gear selection and correct target speed.

To prevent your brakes from overheating:

- Utilize appropriate target speed.
- Use the appropriate gear.
- Maintain light, steady pressure as needed to maintain target speed.
- It is always important for the brakes to be adjusted. However, it is especially important when going down steep grades.

Target Speed

Target speed is the desired speed of the vehicle, as determined by the driver, which permits the vehicle to descend a grade under control. A target speed is established by:

- Observing road signs, such as CURVE AHEAD, TRUCKS USE LOW GEARS, and 7% GRADE AHEAD.
- Drivers' visual experience

- Experiences of other drivers
- Light brake application

Retarders

Retarders help slow the vehicle. Retarders work best at higher speeds and may even disengage at 4 to 5 mph. Under poor traction conditions (e.g., snowy or icy roads), the retarder could cause a loss of traction—and possibly a loss of vehicle control. Severe retarder application may cause the rear axle to lock up and contribute to the loss of vehicle control.

SUDDEN EMERGENCIES

Several things can cause drivers to lose visibility unexpectedly. Each driver must know how to react.

Expect the following from other drivers:

- To cross your path and make a right turn
- To stop for a yield sign, even when the intersection is clear
- To go through intersections without stopping
- To make sudden stops
- To suddenly turn left in front of you
- To maneuver between your vehicle and the curb
- To ignore the flashing red light signal system during loading and unloading of passengers

Control the tendency to brake hard. This can cause a collision. Whether braking, changing lanes or accelerating, the best evasive action depends on how fast you are going, how far away the obstruction is, how good the tires are, and the safety of the road surface conditions.

The size and weight of the vehicle limits the ability to maneuver sharply or to leave the pavement with any great degree of control. Overturning the vehicle is a possible danger.

A vehicle cannot be operated safely and efficiently at a normal rate of speed when any of the above conditions prevail. Drivers may become complacent when driving in an area they are familiar with. Conditions change daily. Among these are:

- Potholes
- Railroad crossing

- Loose gravel appears

Slick spots develop through accumulations of water, snow, ice, and oil deposits

Headlights Fail

- Stay Calm
- Activate the four-way hazard lights.
- When the speed is reduced, brake and steer out of the traffic lane.
- Stop the vehicle.
- Set out warning reflectors (if applicable)
- Contact dispatch for assistance.

Vehicle Condition 13 CCR 1215(g) "...Repairs. Unless the driver of a school bus or SPAB is the mechanic charged with the care and maintenance of the bus, the driver shall not make any repairs of the bus or its equipment except necessary emergency repairs on the road.

Steering Failure

If hard steering develops:

- Slow Down.
- Find a safe location to pull off of the roadway.
- Activate four-way hazard lights.
- Set out warning reflectors (if applicable).
- Check tires for low air pressure.
- Check broken power steering belt.

Contact dispatch for assistance.

Windshield Wipers Fail

- Look out the side windows to keep sight of the road.
- Apply the brakes cautiously.
- Signal a lane change.
- Pull over as far as possible, preferably off the road.
- Stop the vehicle

- Set out warning reflectors (if applicable)
- Contact dispatch for assistance.

Accelerator Sticks

If a driver is confronted with a stuck accelerator, the driver should be prepared to act quickly and intelligently. This could happen when starting the engine or it could happen in traffic when the vehicle is accelerating. Braking will be of limited effectiveness because the engine will overpower the brakes.

- Shift the transmission into neutral.
- Push down on the accelerator hard two or three times or attempt to pull it up with your foot.
- If the vehicle does not slow down, turn off the engine and pull to the side of the road when safe. Be cautious, some vehicles may lose or lock power steering.
- Set out warning reflectors (if applicable)
- Contact dispatch for assistance

Hood Flies Up

- Stay Calm
- Keep your sense of direction and use the windows and mirrors.
- Apply the brakes moderately.
- Activate the proper turn signal.
- Steer with caution out of the traffic lane and stop
- Turn on the four-way hazard lights
- Contact dispatch for assistance.

Tire Blowout (Rapid Air Loss)

In the event of a front tire blowout, it may cause the vehicle to pull to the left or right and create a loud noise. This could frighten the driver and passengers. To keep control of the vehicle:

- Stay calm.

- Grip the steering wheel firmly and steer straight down the center of your lane. The position of your hands on the steering wheel should be at 9 and 3 or 10 and 2 (as on the face of a clock); your thumbs should not be over a spoke.
- The driver should briefly apply the accelerator to preserve vehicle momentum, and offset the pulling caused by the blown tire by counter steering to keep the vehicle in its lane.
- Once the vehicle has stabilized, the driver can gently slow down and begin to pull over to the side of the road.
- Turn on hazard lights.
- Evacuate the bus, if necessary.

Hydraulic Brake Failure

Some procedures to consider when confronted with partial or total loss of hydraulic brakes are:

- Pump the brake pedal
- Downshift transmission to the lowest gear possible.
- If necessary, apply the parking brake gradually. The mechanical hand brake may burn out soon at high speeds but will slow you some. Be careful not to lose steering control while reaching for the brake.
- Select a path for leaving the roadway that will minimize the possibilities for injuries and property damage.
- If there is an upgrade, stay on the road and let the upgrade help the vehicle slow down.

Air Brake Failure

Some procedures to consider when confronted with partial or total loss of air brakes are:

- Partial loss of air allows the driver time to slow the vehicle and gently pull to the side of the roadway. The vehicle should not be used to transport passengers until the system is functioning properly.

- Full air loss (modulated system). If the vehicle has a modulated system, once the spring brake sets, the driver will have enough air supply to release the emergency brake and move the bus and make one last application of the brakes.
- Full air loss (dual air system). If the vehicle has a dual air system, once the spring brake sets, the driver will not be able to move the vehicle until air is restored. The driver must have the knowledge of what the vehicle will do so that the driver will be able to respond to this emergency situation.

UNEXPECTED SITUATIONS

Bicycles

It is important to use defensive driving techniques while driving in and about bicycle traffic because these collisions often are fatal to the cyclist.

Bicycles are classified as vehicles, and cyclists are expected to obey the same traffic rules and regulations as drivers, such rules include keeping to the right, using hand signals, and obeying all traffic signs and signals.

However, many cyclists are children and they may not know nor obey the rules. Therefore, we must protect them by slowing down and allowing them ample room when overtaking or passing them. Particularly watch for cyclists getting between the bus and the curb.

Three Feet For Safety.... 21760(c) VC A driver of a motor vehicle shall not overtake or pass a bicycle proceeding in the same direction on a highway at a distance of less than **three feet** between any part of the motor vehicle and any part of the bicycle or its operator.

Many children who live within walking distance of their school ride their bicycles. Therefore, as bus drivers we are likely to encounter many bicycles during our daily routes.

If at all possible, when sufficient clearance is lacking, keep the cyclist in front of the bus until there is sufficient room for the cyclist to pull over and allow the bus to pass. Keep in mind that, when passing, you will lose sight of the cyclist.

Look out for cyclists trying to hook a ride by holding on to the side or back of the bus to be pulled along.

Animals

A word of warning should be given about the problems of animals.

Where there are children, there may be animals. Instruct students to keep pets away from the bus stop so animals will not come in conflict with the passengers or the vehicle.

Nature and Value of Dogs ...491 PC Dogs are personal property, and their value is to be ascertained in the same manner as the value of other property.

The following are additional animals that may present a hazard:

- Horses
- Deer
- Cattle
- Cats
- Ducks
- Wild Turkeys

Aggressive Driving (Road Rage)

Drivers that are angry or violent have become a greater problem in our state.

Suggestions for avoiding confrontation:

- Do not retaliate.
- Do not make eye contact with an angry driver.
- Be polite and courteous.
- Slow down and relax.

If another driver harasses you, contact law enforcement or drive to a police station. Remember, the safety of our passengers comes first!

CONCLUSION

As a safe and professional driver you are prepared both mentally and physically to adjust your basic and advanced defensive driving skills. This preparation will reduce collisions by allowing you to adjust driving skills to current weather and traffic conditions.

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Unit 7

Passenger Loading and Unloading



Reference material in Unit 7 study guide is derived from the California Department of Education Instructors Manual for California's Bus Driver's Training Course, California Vehicle Code, California Code of Regulations, Federal Code of Regulations, California Educational Code, California Commercial Drivers Handbook, California Drivers Handbook and other related sources.

This guide is specifically geared for the School Bus Driver.

The objective of Unit 7 of the Instructors Manual for California's Bus Driver's Training Course is to explain the necessary equipment for loading and unloading passengers, the laws that pertain to loading and unloading passengers and the driver's responsibilities during the loading and unloading procedures.

This handout covers all the subject matter in Unit 7 of the Instructors Manual for California's Bus Driver's Training Course and has additional material to help an applicant or driver understand the material more thoroughly.

Abbreviations

CDE	California Department of Education
CHP	California Highway Patrol
EC	Education Code
FL	Farm Labor Vehicle
FMVSS	Federal Motor Vehicle Safety Standards
SB	School Bus
SPAB	School Pupil Activity Bus
TB	Transit Bus
VC	Vehicle Code
YB	Youth Bus
13 CCR	Title 13, California Code of Regulations
NHTSA	National Highway Traffic Safety Administration
NTSB	National Transportation Safety Board
NSC	National Safety Council
NASDPTS	National Association of State Directors of Pupil Transportation Services

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INTRODUCTION



One of the most important procedures a school bus driver will perform is the loading and unloading of students. This function creates some of the greatest hazards bus drivers and their passengers face. The task of passenger loading and unloading must be done in a safe and consistent manner in order to maintain a safe environment for passengers and prevent accidents. All bus drivers must learn and then use the proper procedures for controlling traffic, loading and unloading passengers, and escorting students across the highway. The instruction in this unit forms the foundation for each driver's future success as a professional school bus driver.

LAWS AND PRINCIPLES OF BUS ROUTE SAFETY

Transportation Safety Plan 39831.3 EC

(a) The county superintendent of schools, the superintendent of a school district, a charter school, or the owner or operator of a private school that provides transportation to or from a school or school activity shall prepare a transportation safety plan containing procedures for school personnel to follow to ensure the safe transport of pupils. The plan shall be revised as required. The plan shall address all of the following:

(1) Determining if pupils require escort pursuant to paragraph (1) of subdivision (d) of Section 22112 of the Vehicle Code.

(2) (A) Procedures for all pupils in prekindergarten, kindergarten, and grades 1 to 8, inclusive, to follow as they board and exit the appropriate school bus at each pupil's school bus stop.

(B) Nothing in this paragraph requires a county superintendent of schools, the superintendent of a school district, a charter school, or the owner or operator of a private school that provides transportation to or from a school or school activity, to use the services of an onboard school bus monitor, in addition to the driver, to carry out the purposes of this paragraph.

(3) Boarding and exiting a school bus at a school or other trip destination.

(4) Procedures to ensure that a pupil is not left unattended on a school bus, school pupil activity bus, or youth bus.

(5) Procedures and standards for designating an adult chaperone, other than the driver, to accompany pupils on a school pupil activity bus.

(b) A current copy of a plan prepared pursuant to subdivision (a) shall be retained by each school subject to the plan and made available upon request to an officer of the Department of the California Highway Patrol.

School Bus Emergency Procedure and Passenger Safety39831.5 EC

(a) All pupils in prekindergarten, kindergarten, and grades 1 to 12, inclusive, in public or private school who are transported in a school bus or school pupil activity bus shall receive instruction in school bus emergency procedures and passenger safety. The county superintendent of schools, superintendent of the school district, or owner/operator of a private school, as applicable, shall ensure that the instruction is provided as follows:

(1) Upon registration, the parents or guardians of all pupils not previously transported in a school bus or school pupil activity bus and who are in prekindergarten, kindergarten, and grades 1 to 6, inclusive, shall be provided with written information on school bus safety. The information shall include, but not be limited to, all of the following:

- (A) A list of school bus stops near each pupil's home.
- (B) General rules of conduct at school bus loading zones.
- (C) Red light crossing instructions.
- (D) School bus danger zone.
- (E) Walking to and from school bus stops.

(2) At least once in each school year, all pupils in prekindergarten, kindergarten, and grades 1 to 8, inclusive, who receive home-to-school transportation shall receive safety instruction that includes, but is not limited to, proper loading and unloading procedures, including escorting by the driver, how to safely cross the street, highway, or private road, instruction on the use of passenger restraint systems, as described in paragraph (3), proper passenger conduct, bus evacuation, and location of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit. As part of the instruction, pupils shall evacuate the school bus through emergency exit doors.

(3) Instruction on the use of passenger restraint systems, when a passenger restraint system is installed, shall include, but not be limited to, all of the following:

- (A) Proper fastening and release of the passenger restraint system.
- (B) Acceptable placement of passenger restraint systems on pupils.
- (C) Times at which the passenger restraint systems should be fastened and released.
- (D) Acceptable placement of the passenger restraint systems when not in use.

(4) Prior to departure on a school activity trip, all pupils riding on a school bus or school pupil activity bus shall receive safety instruction that includes, but is not limited to, location of emergency exits, and location and use of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit.

(b) The following information shall be documented each time the instruction required by paragraph (2) of subdivision (a) is given:

- (1) Name of school district, county office of education, or private school.
- (2) Name and location of school.
- (3) Date of instruction.
- (4) Names of supervising adults.
- (5) Number of pupils participating.
- (6) Grade levels of pupils.
- (7) Subjects covered in instruction.
- (8) Amount of time taken for instruction.
- (9) Bus driver's name.
- (10) Bus number.
- (11) Additional remarks.

The information recorded pursuant to this subdivision shall remain on file at the district or county office, or at the school, for one year from the date of the instruction, and shall be subject to inspection by the Department of the California Highway Patrol.

Bus Evacuation Instruction.... 5 CCR 14102

Each school year, the governing board shall provide, and require each pupil who is transported from home to school in a school bus to receive, appropriate instruction in safe riding practices and emergency bus evacuation drills.

School Bus and School Pupil Activity Bus (SPAB) Passenger Restraint System Use 5 CCR 14105

All passengers in a school bus or in a school pupil activity bus that is equipped with passenger restraint systems in accordance with sections 27316 and 27316.5 of the Vehicle Code shall use the passenger restraint system. All pupils described in subdivision (a) of Education Code Section 39831.5, shall be instructed in an age-appropriate manner in the use of passenger restraint systems required by Education Code Section 39831.5(a)(3). The instruction shall include, but not be limited to, the following information:

(a) Proper fastening and release of the passenger restraint system:

(1) Fastening: To fasten, insert the latch plate (the metal "tongue" attached to one side of the webbing) into the proper buckle (the receptacle that comes out from the "bight" in the back of the seat, a slot in the seat cushion, or from the side). The latch plate inserts into the buckle until you hear an audible snap sound and feel it latch. Make sure the latch plate is securely fastened in the buckle.

(2) Unfastening: To unfasten, push the buckle release button and remove the latch plate from the buckle. The buckle has a release mechanism that, when

manually operated during “unbuckling,” breaks the bond and separates the two sections.

(b) Acceptable placement of passenger restraint systems on pupils: Adjust the lap belt to fit low and tight across the hips/pelvis, not the stomach area. Place the shoulder belt snug across the chest, away from the neck. Never place the shoulder belt behind the back or under the arm. Position the shoulder belt height adjuster so that the belt rests across the middle of the shoulder. Failure to adjust the shoulder belt properly would reduce the effectiveness of the lap/shoulder belt system and increase the risk of injury in a collision.

(c) Times at which the passenger restraint system should be fastened and released: Passenger restraint systems shall be used at all times the school bus or school pupil activity bus is in motion except when exempted in subdivisions (e) and (f) of this section.

(d) Acceptable placement of the passenger restraint systems when not in use: When not in use, passenger restraint systems shall be fully retracted into the retractors so that no loose webbing is visible, or stored in a safe manner per the school bus manufacturer's instructions.

(e) This section does not apply to a passenger with a physically disabling condition or medical condition which would prevent appropriate restraint in a passenger restraint system, providing that the condition is duly certified by a licensed physician or licensed chiropractor who shall state in writing the nature of the condition, as well as the reason the restraint is inappropriate.

(f) This section also does not apply in case of any emergency that may necessitate the loading of school children on a school bus in excess of the limits of its seating capacity. As used in this section, “emergency” means a natural disaster or hazard (as determined by the school district superintendent or their designee) that requires pupils to be moved immediately in order to ensure their safety.

School Bus Passenger Restraint System 27316 VC

(a) Unless specifically prohibited by the National Highway Traffic Safety Administration, all school buses purchased or leased for use in California shall be equipped at all designated seating positions with a combination pelvic and upper torso passenger restraint system, if the school bus is either of the following:

(1) Type 1, as defined in paragraph (1) of subdivision (b) of Section 1201 of Title 13 of the California Code of Regulations , and is manufactured on or after July 1, 2005.

(2) Type 2, as defined in paragraph (2) of subdivision (b) of Section 1201 of Title 13 of the California Code of Regulations , and is manufactured on or after July 1, 2004.

(b) For purposes of this section, a “passenger restraint system” means any of the following:

(1) A restraint system that is in compliance with Federal Motor Vehicle Safety Standard 209, for a type 2 seatbelt assembly, and with Federal Motor Vehicle Safety Standard 210, as those standards were in effect on the date the school bus was manufactured.

(2) A restraint system certified by the school bus manufacturer that is in compliance with Federal Motor Vehicle Safety Standard 222 and incorporates a type 2 lap/shoulder restraint system.

(c) No person, school district, or organization, with respect to a school bus equipped with passenger restraint systems pursuant to this section, may be charged for a violation of this code or any regulation adopted thereunder requiring a passenger to use a passenger restraint system, if a passenger on the school bus fails to use or improperly uses the passenger restraint system.

(d) It is the intent of the Legislature, in implementing this section, that school pupil transportation providers work to prioritize the allocation of school buses purchased, leased, or contracted for on or after July 1, 2004, for type 2 school buses, or on or after July 1, 2005, for type 1 school buses, to ensure that elementary level school bus passengers receive first priority for new school buses whenever feasible.

School Pupil Activity Bus (SPAB) Passenger Restraint System 27316.5 VC

(a) Unless specifically prohibited by the National Highway Traffic Safety Administration, all type 2 school pupil activity buses, manufactured on or after July 1, 2004, purchased or leased for use in California shall be equipped at all designated seating positions with

a combination pelvic and upper torso passenger restraint system.

(b) For purposes of this section, a “passenger restraint system” is either of the following:

(1) A restraint system that is in compliance with Federal Motor Vehicle Safety Standard 209, for a type 2 seatbelt assembly, and with Federal Motor Vehicle Safety Standard 210, as those standards were in effect on the date that the school pupil activity bus was manufactured.

(2) A restraint system certified by the school pupil activity bus manufacturer that is in compliance with Federal Motor Vehicle Safety Standard 222 and incorporates a type 2 lap-shoulder restraint system.

(c) No person, school district, or organization, with respect to a type 2 school pupil activity bus equipped with passenger restraint systems pursuant to this section, may be charged for a violation of this code or any regulation adopted thereunder requiring a

passenger to use a passenger restraint system, if a passenger on the school pupil activity bus fails to use or improperly uses the passenger restraint system.

Child Safety Alert System28160 VC

(a) On or before January 1, 2018, the department shall adopt regulations governing the specifications, installation, and use of child safety alert systems.

(b) (1) On or before the beginning of the 2018–19 school year, each school bus, school pupil activity bus, except as provided in paragraph (2), youth bus, and child care motor vehicle shall be equipped with an operational child safety alert system.

(2) A school pupil activity bus is not required to be equipped with an operational child safety alert system if all of the following apply:

(A) The school pupil activity bus is not used exclusively to transport pupils.

(B) When the school pupil activity bus is used to transport pupils, the pupils are accompanied by at least one adult chaperone selected by a school official. If an adult chaperone is not a school employee, the chaperone shall meet the requirements for a school volunteer established by the policies of the school district, county office of education, charter school, or private school.

(C) One adult chaperone has a list of every pupil and adult chaperone, including a school employee, who is on the school pupil activity bus at the time of departure.

(D) The driver has reviewed all safety and emergency procedures before the initial departure and the driver and adult chaperone have signed a form with the time and date acknowledging that the safety plan and procedures were reviewed.

(E) Immediately before departure from any location, the adult chaperone shall account for each pupil on the list of pupils, verify the number of pupils to the driver, and sign a form indicating that all pupils are present or accounted for.

(F) After pupils have exited a school pupil activity bus, and before driving away, the driver shall check all areas of the bus, including, but not limited to, overhead compartments and bathrooms, to ensure that the bus is vacant.

(G) The driver shall sign a form with the time and date verifying that all required procedures have been followed.

(H) The information required to be recorded pursuant to subparagraphs (D), (E), and (G) may be recorded on a single form. These forms shall be retained by the school district, county office of education, charter school, or private school for a minimum of two years.

(c) A “child safety alert system” is a device located at the interior rear of a vehicle that requires the driver to either manually contact or scan the device before exiting the vehicle, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting.

(d) For purposes of this section, the following definitions apply:

(1) “Child care motor vehicle” means a vehicle designed, used, or maintained for more than eight persons, including the driver, that is used by a child care provider to transport children.

(2) “Child care provider” has the same meaning as provided for “day care center” in Section 1596.76 of the Health and Safety Code.

Walk-Ride-Walk: Getting to School Safely ProgramNHTSA, NSC

Although school buses are one of the safest forms of transportation, substantial pedestrian risks are associated with their trips to and from school. The risks exist because the trip usually extends from home to school and back home again. It is critical that training in school bus pedestrian safety be started at an early age and reinforced yearly. To accomplish this goal, the National Highway Traffic Safety Administration (NHTSA), in cooperation with the National Safety Council (NSC), has produced the Walk-Ride-Walk pedestrian safety program. The Walk-Ride-Walk program seeks to assist school and transportation administrators in developing and implementing policies and procedures for the safety of schoolchildren who are both pedestrians and school bus passengers.

Identification and Evaluation of School Bus Route and Hazard Marking SystemsNASDPTS

To help ensure the safe transportation of students on school buses, NHTSA establishes and enforces a series of Federal Motor Vehicle Safety Standards governing the safety performance and manufacture of school buses. In addition, NHTSA's Guideline #17, Pupil Transportation Safety, establishes minimum recommendations for a pupil transportation safety program, including the identification, operation, and maintenance of buses used for transporting students; training of passengers, pedestrians, and bicycle riders; and administration. Even with these specific federal programs, and our own state and local school bus safety programs, several safety problems continue to exist. In October 1995, a fatal school bus accident in Illinois brought to light one of these still existing safety problems. At the conclusion of the accident investigation, The National Transportation Safety Board (NTSB) identified one of the factors contributing to the crash as an inadequate school district routing and hazard marking system.

The National Association of State Directors of Pupil Transportation Services (NASDPTS), under a grant from NHTSA, has produced a report titled Identification and Evaluation of School Bus Route and Hazard Marking Systems. This report seeks to assist school and transportation administrators in developing and implementing policies and procedures necessary for the safety of school buses, their passengers, and the public.

Safe Transportation of Preschool-Age Children in School BusesNHTSA

School-age children transported in school buses are safer than children transported in motor vehicles of any other type. As more preschool-age children are transported to school, often in school buses, the school bus industry and the public have increasingly asked NHTSA to recommend procedures for safely transporting these children. In response NHTSA conducted crash tests to determine the safest way to transport preschool- age children. The recommendations based on these tests are found in NHTSA's Guideline for the Safe Transportation of Preschool-Age Children in School Buses. The Guideline seeks to assist school and transportation administrators in developing and implementing policies and procedures for the safe transportation of preschool-age children in school buses

Handrails, Drawstrings, and ToysNHTSA, NASDPTS

Current styles and fads in children's clothing and toys, and increased use of backpacks by pupils, have created new injury risks. These items, especially the drawstrings on such items, can cause death or injury if they catch on bus doors or handrails. Some of the items that can catch in a bus handrail or door are jackets, sweatshirts, and clothing with drawstrings at the neck or wrist; backpack straps; dangling key chains; toys; scarves; belt buckles; and other loose clothing.

A drawstring at the waist, hood, or neck on clothing, or a backpack strap or dangling toy, can catch in the small gaps in a bus handrail, or on a bolt, or on the door as the child exits the bus. A drawstring with a large toggle or knot at the end or a large toy or figure dangling from a backpack is most likely to get caught. If the bus door is closed and the driver does not see the child, he or she could be caught, dragged, and injured.

Hand-Held Items

According to national statistics compiled by the Kansas Department of Education, each year approximately 50 percent of the children killed in school bus accidents are pedestrians. Several of these children are killed after they have exited the school bus while carrying loose items in their hands, such as papers, books, or

artwork when they drop these items, they become lost from the driver's view. School transportation providers and their drivers should consider developing and implementing policies that recommend that students do not carry loose items in their hands while boarding and unloading from school buses. These items may be safely carried in students' backpacks or shoulder bags.

Safe Seating....NHTSA, NASDPTS

The *Title 13, California Code of Regulations*, Section 1217(a) states that, Except as provided in subsection (e), the number of passengers (excluding infants in arms) shall not exceed the number of safe and adequate seating spaces, or for school buses, school pupil activity buses, youth buses, and farm labor vehicles, the number of passengers specified by the seating capacity rating set forth in the departmental Vehicle Inspection Approval Certificate.

NHTSA recommends that all passengers be seated entirely within the confines of the school bus seats while the bus is in motion. Federal Motor Vehicle Safety Standard (FMVSS) No. 222, School Bus Passenger Seating and Crash Protection, requires that the interior of large buses provide occupant protection so that children are protected without the need to "buckle up." Occupant crash protection is provided by a protective envelope consisting of strong, closely spaced seats that have energy- absorbing seat backs. Persons not sitting within or sitting partially outside of these seats will not be afforded the occupant protection provided by the seats.

NASDPTS believes that all children riding in school buses or other buses used to transport pupils to and from school or school-related activities should be properly and safely seated facing forward. In addition, NASDPTS supports NHTSA's position that there should be adequate space on the seat for the child to be seated completely within the seating compartment.

LAWS AND REGULATIONS

Seating Capacity13 CCR 1217(a)



Except as provided in subsection (e), the number of passengers (excluding infants in arms) shall not exceed the number of safe and adequate seating spaces, or for school buses, school pupil activity buses, youth buses, and farm labor vehicles, the number of passengers specified by the seating capacity rating set forth in the departmental Vehicle Inspection Approval Certificate.

Step Wells13 CCR 1217(c)

Passengers shall not be permitted in the front step well of any bus while the vehicle is in motion.

Seat beside the Driver13 CCR 1217(d)

No more than two pupils shall be allowed to occupy the seating space beside the driver of a Type 2 school bus.

Standing Passengers13 CCR 1217(e)

A vehicle shall not be put in motion until all passengers are seated, and all passengers must remain seated while the vehicle is in motion. Standing passengers are permitted only on a bus (except a school bus, SPAB, or youth bus) operated in regularly scheduled passenger stage service or urban and suburban service by a common carrier or publicly-owned transit system, and equipped with grab handles or other means of support for standing passengers, and constructed so that standing room in the aisle is at least 74 in. high.

Open Doors13 CCR 1217(f)

While passengers are aboard, a vehicle shall not be put in motion until the doors are closed. The doors shall not be opened until the vehicle is stopped. The doors of a school bus shall be closed while the bus is in motion, whether or not there are passengers in the school bus.

Ejection of Pupil at Other Than Pupils Regular Stop13 CCR 1217(i)

The driver of a school bus, youth bus, or SPAB shall not eject any school pupil unless the pupil is given into the custody of a parent or any person designated by the parent or school.

Exemptions13 CCR 1217(k)

The provisions of subsections (c) and (e) shall not apply to persons testing or training a driver, maintenance personnel, a sales or manufacturers' representative, or an adult acting upon a request by a school bus or SPAB driver to supervise or assist a pupil.

Driver's Vision13 CCR 1223

The driver shall not allow any person to occupy a position that will interfere with the driver's vision to the front or sides, or in the rear view mirrors.

Unsafe Load24002(a) VC

It is unlawful to operate any vehicle or combination of vehicles which is in an unsafe condition, or which is not safely loaded, and which presents an immediate safety hazard.

General Property13 CCR 1216(c)

Drivers and motor carriers shall not permit any greater quantity of freight, express, or baggage in vehicles than can be safely and conveniently carried without causing discomfort or unreasonable annoyance to passengers. In no event shall aisles, doors, steps, or emergency exits be blocked.

Authority of Driver5 CCR 14103(a)

Pupils transported in a school bus or in a school pupil activity bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street, highway or road. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied transportation. A bus driver shall not require any pupil to leave the bus enroute between home and school or other destinations. (b) Governing boards shall adopt rules to enforce this section. Such rules shall include, but not be limited to, specific administration procedures relating to suspension of riding privileges and shall be made available to parents, pupils, teachers, and other interested parties.

Starting or Backing of Parked Vehicles22106 VC

No person shall start a vehicle stopped, standing, or parked on a highway, nor shall any person back a vehicle on a highway until such movement can be made with reasonable safety.

REQUIRED EQUIPMENT

School Bus Signal and Stops22112(d)(1) VC

Escort all pupils in prekindergarten, kindergarten, or any of grades 1 to 8, inclusive, who need to cross the highway or private road upon which the school bus is stopped. The driver shall use an approved hand-held "STOP" sign while escorting all pupils.

School Bus Warning Signal System25257 VC

(a) Every school bus, when operated for the transportation of schoolchildren, shall be equipped with a flashing red light signal system.

(b) (1) Every school bus manufactured on or after September 1, 1992, shall also be equipped with a stop signal arm. Any school bus manufactured before September 1, 1992, may be equipped with a stop signal arm.



(2) Any school bus manufactured on or after July 1, 1993, shall also be equipped with an amber warning light system, in addition to the flashing red light signal system. Any school bus manufactured before July 1, 1993, may be equipped with an amber warning light system.

(4) A "stop signal arm" is a device that can be extended outward from the side of a school bus to provide a signal to other motorists not to pass the bus because it has stopped to load or unload passengers, that is manufactured pursuant to the specifications of Federal Motor Vehicle Safety Standard No. 131, issued on April 25, 1991.

School Buses27906(a)(c)

(a) Every school bus, while being used for the transportation of school pupils at or below the 12th-grade level shall bear upon the front and rear of the bus a plainly visible sign containing the word "school bus" in letters not less than eight inches in height. The letters on school bus signs shall be of proportionate width.

(c) Every school bus, when operated for the transportation of school pupils at or below the 12th-grade level, shall bear upon the rear of the bus, below the rear windows, a plainly visible sign containing the words "Stop When Red Lights Flash" in letters not less than six inches in height. The letters on school bus signs shall be of proportionate width.

PARKING

Prohibited Stopping, Standing, or Parking22500 VC

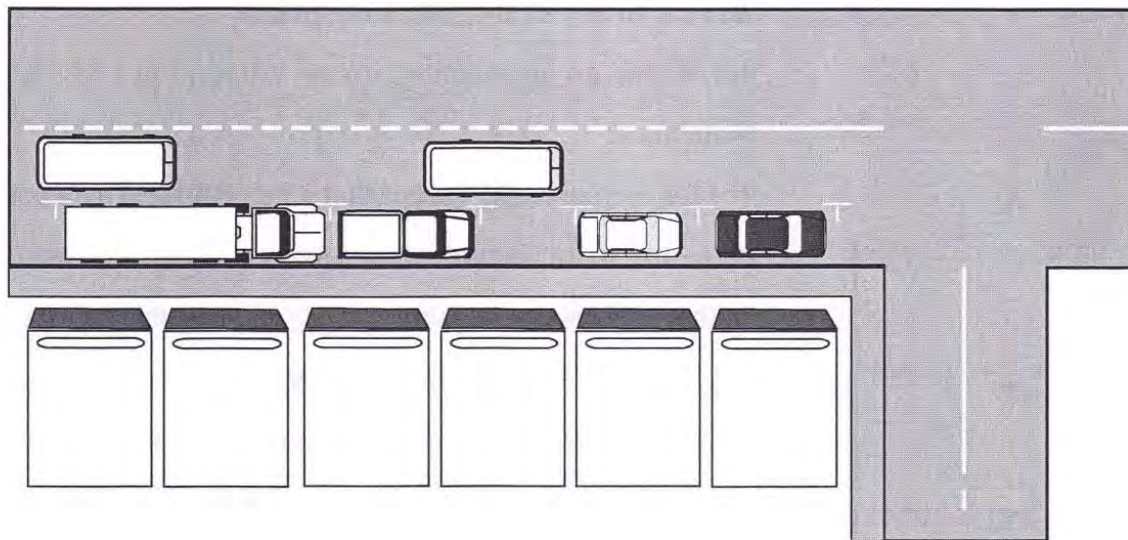
A person shall not stop, park, or leave standing any vehicle whether attended or unattended, except when necessary to avoid conflict with other traffic or in compliance with the directions of a peace officer or official traffic control device, in any of the following places:

- (a) Within an intersection, except adjacent to curbs as may be permitted by local ordinance.
- (b) On a crosswalk, except that a bus engaged as a common carrier or a taxicab may stop in an unmarked crosswalk to load or unload passengers when authorized by the legislative body of a city pursuant to an ordinance.
- (c) Between a safety zone and the adjacent right-hand curb or within the area between the zone and the curb as may be indicated by a sign or red paint on the curb, which sign or paint was erected or placed by local authorities pursuant to an ordinance.
- (d) Within 15 feet of the driveway entrance to a fire station. This subdivision does not apply to any vehicle owned or operated by a fire department and clearly marked as a fire department vehicle.
- (e) In front of a public or private driveway, except that a bus engaged as a common carrier, school bus, or a taxicab may stop to load or unload passengers when authorized by local authorities pursuant to an ordinance.

In unincorporated territory, where the entrance of a private road or driveway is not delineated by an opening in a curb or by other curb construction, so much of the surface of the ground as is paved, surfaced, or otherwise plainly marked by vehicle use as a private road or driveway entrance, shall constitute a driveway.

- (f) On a portion of a sidewalk, or with the body of the vehicle extending over a portion of a sidewalk, except electric carts when authorized by local ordinance, as specified in Section 21114.5. Lights, mirrors, or devices that are required to be mounted upon a vehicle under this code may extend from the body of the vehicle over the sidewalk to a distance of not more than 10 inches.
- (g) Alongside or opposite a street or highway excavation or obstruction when stopping, standing, or parking would obstruct traffic.

(h) On the roadway side of a vehicle stopped, parked, or standing at the curb or edge of a highway, except for a school bus when stopped to load or unload pupils in a business or residence district where the speed limit is 25 miles per hour or less.



Double Parking in a Business District

(i) Except as provided under Section 22500.5, alongside curb space authorized for the loading and unloading of passengers of a bus engaged as a common carrier in local transportation when indicated by a sign or red paint on the curb erected or painted by local authorities pursuant to an ordinance.

(j) In a tube or tunnel, except vehicles of the authorities in charge, being used in the repair, maintenance, or inspection of the facility.

(k) Upon a bridge, except vehicles of the authorities in charge, being used in the repair, maintenance, or inspection of the facility, and except that buses engaged as a common carrier in local transportation may stop to load or unload passengers upon a bridge where sidewalks are provided, when authorized by local authorities pursuant to an ordinance, and except that local authorities pursuant to an ordinance or the Department of Transportation pursuant to an order, within their respective jurisdictions, may permit parking on bridges having sidewalks and shoulders of sufficient width to permit parking without interfering with the normal movement of traffic on the roadway. Local authorities, by ordinance or resolution, may permit parking on these bridges on state highways in their respective jurisdictions if the ordinance or resolution is first approved in writing by the Department of Transportation. Parking shall not be permitted unless there are signs

in place, as may be necessary, to indicate the provisions of local ordinances or the order of the Department of Transportation.

(l) In front of or upon that portion of a curb that has been cut down, lowered, or constructed to provide wheelchair accessibility to the sidewalk.

(m) In a portion of a highway that has been designated for the exclusive use of public transit buses.

Additional Prohibited Stopping, Standing, or Parking: Fire Lane ...22500.1 VC

In addition to Section 22500, no person shall stop, park, or leave standing any vehicle, whether attended or unattended, except when necessary to avoid conflict with other traffic or in compliance with the directions of a peace officer or official traffic control device along the edge of any highway, at any curb, or in any location in a publicly or privately owned or operated off-street parking facility, designated as a fire lane by the fire department or fire district with jurisdiction over the area in which the place is located.

The designation shall be indicated:

- (1) by a sign posted immediately adjacent to, and visible from, the designated place clearly stating in letters not less than one inch in height that the place is a fire lane,
- (2) by outlining or painting the place in red and, in contrasting color, marking the place with the words "FIRE LANE", which are clearly visible from a vehicle, or
- (3) by a red curb or red paint on the edge of the roadway upon which is clearly marked the words "FIRE LANE".

Unincorporated Area Parking22504(a) VC

(a) Upon any highway in unincorporated areas, a person shall not stop, park, or leave standing any vehicle, whether attended or unattended, upon the roadway when it is practicable to stop, park, or leave the vehicle off such portion of the highway, but in every event an unobstructed width of the highway opposite a standing vehicle shall be left for the free passage of other vehicles and a clear view of the stopped vehicle shall be available from a distance of 200 feet in each direction upon the highway. This section shall not apply upon a highway where the roadway is bounded by adjacent curbs.

(b) This section does not apply to the driver of any vehicle which is disabled in such a manner and to such extent that it is impossible to avoid stopping and temporarily leaving the disabled vehicle on the roadway.

Unattended Vehicles22515 VC

(a) No person driving, or in control of, or in charge of, a motor vehicle shall permit it to stand on any highway unattended without first effectively setting the brakes thereon and stopping the motor thereof.

(b) No person in control of, or in charge of, any vehicle, other than a motor vehicle, shall permit it to stand on any highway without first effectively setting the brakes thereon, or blocking the wheels thereof, to effectively prevent the movement of the vehicle.

Curb Parking22502 VC

(a) Except as otherwise provided in this chapter, a vehicle stopped or parked upon a roadway with adjacent curbs or class IV bikeways, as defined in Section 890.4 of the Streets and Highways Code(**page 7-22**), shall be stopped or parked with the right-hand wheels of the vehicle parallel to, and within 18 inches of, the right-hand curb or the right-hand edge of the class IV bikeway, except that a motorcycle shall be parked with at least one wheel or fender touching the right-hand curb or edge. If no curbs, barriers, or class IV bikeways bound a two-way roadway, right-hand parallel parking is required unless otherwise indicated.

(b)

(1) The provisions of subdivision (a) or (e) do not apply to a commercial vehicle if a variation from the requirements of subdivision (a) or (e) is reasonably necessary to accomplish the loading or unloading of merchandise or passengers on, or from, a vehicle and while anything connected with the loading, or unloading, is being executed.

(2) This subdivision does not permit a vehicle to stop or park upon a roadway in a direction opposite to that in which traffic normally moves.

(c) Notwithstanding subdivision (b), a local authority may, by ordinance, prohibit a commercial vehicle from stopping, parking, or standing on one side of a roadway in a business district with the wheels of the vehicle more than 18 inches from the curb or the edge of a class IV bikeway. The ordinance shall be effective only if signs are placed clearly indicating the prohibition in the areas to which it applies.

(d) This section does not apply to vehicles of a public utility when the vehicles are being used in connection with the operation, maintenance, or repair of facilities of the public utility or are being used in connection with providing public utility service.

(e)

(1) Upon a one-way roadway, a vehicle may be stopped or parked as provided in subdivision (a) or with the left-hand wheels parallel to, and within 18 inches of, the left-hand curb or left-hand edge of a class IV bikeway, except that a motorcycle, if parked on the left-hand side, shall have either one wheel or one fender touching the curb or edge. If no curb, barriers, or class IV bikeway bound a one-way roadway, parallel parking on either side is required unless otherwise indicated.

(2) This subdivision does not apply upon a roadway of a divided highway.

California Bicycle Transportation Act890.4 SHC

As used in this article, “bikeway” means all facilities that provide primarily for, and promote, bicycle travel. For purposes of this article, bikeways shall be categorized as follows:

(a) Bike paths or shared use paths, also referred to as “**Class I bikeways,**” which provide a completely separated right-of-way designated for the exclusive use of bicycles and pedestrians with crossflows by motorists minimized.

(b) Bike lanes, also referred to as “**Class II bikeways,**” which provide a restricted right-of-way designated for the exclusive or semi exclusive use of bicycles with through travel by motor vehicles or pedestrians prohibited, but with vehicle parking and crossflows by pedestrians and motorists permitted.



(c) Bike routes, also referred to as “**Class III bikeways,**” which provide a right-of-way on-street or off-street, designated by signs or permanent markings and shared with pedestrians and motorists.

(d) Cycle tracks or separated bikeways, also referred to as “**Class IV bikeways,**” which promote active transportation and provide a



right-of-way designated exclusively for bicycle travel adjacent to a roadway and which are separated from vehicular traffic. Types of separation include, but are not limited to, grade separation, flexible posts, inflexible physical barriers, or on-street parking.

School Bus Idling13 CCR 2480

(a) Purpose. This airborne toxic control measure seeks to reduce public exposure, especially school age children's exposure, to diesel exhaust particulate matter and other toxic air contaminants by limiting unnecessary idling of specified vehicular sources.

(b) Applicability. Except as provided in subsection (d), this section applies to the operation of every school bus, transit bus, school pupil activity bus, youth bus, general public paratransit vehicle, and other commercial motor vehicle as defined in subsection (h).

(c) Idling Control Measure.

(1) A driver of a school bus, school pupil activity bus, youth bus, or general public paratransit vehicle:

(A) must turn off the bus or vehicle engine upon stopping at a school or within 100 feet of a school, and must not turn the bus or vehicle engine on more than 30 seconds before beginning to depart from a school or from within 100 feet of a school; and

(B) must not cause or allow a bus or vehicle to idle at any location greater than 100 feet from a school for:

(i) more than five consecutive minutes; or

(ii) a period or periods aggregating more than five minutes in any one hour.

(2) A driver of a transit bus or of a commercial motor vehicle not identified in (c)(1):

(A) must turn off the bus or vehicle engine upon stopping at a school and must not turn the bus or vehicle engine on more than 30 seconds before beginning to depart from a school; and

(B) must not cause or allow a bus or vehicle to idle at any location within 100 feet of, but not at, a school for:

(i) more than five consecutive minutes; or

(ii) a period or periods aggregating more than five minutes in any one hour.

(3) A motor carrier of a school bus, school pupil activity bus, youth bus, or general public paratransit vehicle must ensure that:

(A) the bus or vehicle driver, upon employment and at least once per year thereafter, is informed of the requirements in (c)(1), and of the consequences, under this

section and the motor carrier's terms of employment, of not complying with those requirements;

(B) all complaints of non-compliance with, and enforcement actions related to, the requirements of (c)(1) are reviewed and remedial action is taken as necessary; and

(C) records of (3)(A) and (B) are kept for at least three years and made available or accessible to enforcement personnel as defined in subsection (g) within three business days of their request.

(4) A motor carrier of a transit bus or of a commercial motor vehicle not identified in (c)(1) must ensure that:

(A) the bus or vehicle driver, upon employment and at least once per year thereafter, is informed of the requirements in (c)(2), and of the consequences, under this section and the motor carrier's terms of employment, of not complying with those requirements;

(B) all complaints of non-compliance with, and enforcement actions related to, the requirements of (c)(2) are reviewed and remedial action is taken as necessary; and

(C) records of (4)(A) and (B) are kept for at least three years and made available or accessible to enforcement personnel as defined in subsection (g) within three business days of their request.

(d) Exemptions. This section does not apply for the period or periods during which:

(1) idling is necessary while stopped:

(A) for an official traffic control device;

(B) for an official traffic control signal;

(C) for traffic conditions over which the driver has no control, including, but not limited to: stopped in a line of traffic; or

(D) at the direction of a peace officer;

(2) idling is necessary to ascertain that the school bus, transit bus, school pupil activity bus, youth bus, general public paratransit vehicle, or other commercial motor vehicle is in safe operating condition and equipped as required by all provisions of law, and all equipment is in good working order, either as part of the driver's daily vehicle inspection, or as otherwise needed;

(3) idling is necessary for testing, servicing, repairing, or diagnostic purposes;

(4) idling is necessary, for a period not to exceed three to five minutes (as per the recommendation of the manufacturer), to cool down a turbo-charged diesel engine before turning the engine off;

(5) idling is necessary to accomplish work for which the vehicle was designed, other than transporting passengers, for example:

- (A) collection of solid waste or recyclable material by an entity authorized by contract, license, or permit by a school or local government;
- (B) controlling cargo temperature; or
- (C) operating a lift, crane, pump, drill, hoist, mixer, or other auxiliary equipment other than a heater or air conditioner;

(6) idling is necessary to operate:

- (A) a lift or other piece of equipment designed to ensure safe loading, unloading, or transport of persons with one or more disabilities; or
- (B) a heater or an air conditioner of a bus or vehicle that has, or will have, one or more children with exceptional needs aboard;

(7) idling is necessary to operate defrosters, heaters, air conditioners, or other equipment to ensure the safety or health of the driver or passengers, or as otherwise required by federal or State motor carrier safety regulations; or

(8) idling is necessary solely to recharge a battery or other energy storage unit of a hybrid electric bus or vehicle.

Health and Safety Code – HSC, Division 26: Air Resources, Part 2: State Air Resources Board

Chapter 3.4 School bus Idling and Idling at Schools

Reduce Exhaust Exposure39640 HSC

The purpose of this chapter is to reduce public exposure, especially school age children's exposure, to diesel exhaust particulate matter and other toxic air contaminants by limiting unnecessary idling of vehicular sources.

Toxic Control Measures39641 HSC

The state board has adopted regulations establishing toxic control measures to limit school bus idling and idling at schools. (School Bus Idling13 CCR 2480)

Idling Fines39642 HSC

The regulations described in Section 39641 may be enforced by the state board, peace officers, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of the Penal Code, and their respective law enforcement agencies' authorized representatives, and the air districts. **A violation of any provision of the regulations described in Section 39641 is subject to a minimum civil penalty of three hundred dollars (\$300)** additional civil penalties as provided in Section 39674, and to criminal penalties as provided in Article 3 (commencing with Section 42400) of Chapter 4 of Part 4.

SCHOOL BUS STOPS

School Bus Signal and School Bus Stop22112 VC

(a) On approach to a school bus stop where pupils are loading or unloading from a school bus, the school bus driver shall activate an approved amber warning light system, if the school bus is so equipped, **beginning 200** feet before the school bus stop. The school bus driver shall deactivate the amber warning light system after reaching the school bus stop. ***The school bus driver shall operate the flashing red light signal system and stop signal arm, as required on the school bus, at all times when the school bus is stopped for the purpose of loading or unloading pupils.***



The flashing red light signal system, amber warning lights system, and stop signal arm shall not be operated at any place where traffic is controlled by a traffic officer or at any location identified in subdivision (e) of this section. The school bus flashing red light signal system, amber warning lights system, and stop signal arm shall not be operated at any other time.

(b) The school bus driver shall stop to load or unload pupils only at a school bus stop designated for pupils by the school district superintendent or the head or principal of a private school, or authorized by any of those individuals for school activity trips.

(c) When a school bus is stopped on a highway or private road for the purpose of loading or unloading pupils, at a location where traffic is not controlled by a traffic officer, the driver shall, before opening the door, ensure that the flashing red light signal system and stop signal arm are activated, and that it is safe to enter or exit the school bus.

(d) When a school bus is stopped on a highway or private road for the purpose of loading or unloading pupils, at a location where traffic is not controlled by a traffic officer or official traffic control signal, the school bus driver shall do all of the following:

- (1) Escort all pupils in prekindergarten, kindergarten, or any of grades 1 to 8, inclusive, who need to cross the highway or private road upon which the school

bus is stopped. The driver shall use an approved hand-held "STOP" sign while escorting all pupils.

- (2) Require all pupils who need to cross the highway or private road upon which the school bus is stopped to walk in front of the bus as they cross.
- (3) Ensure that all pupils who need to cross the highway or private road upon which the school bus is stopped have crossed safely, and that all other pupils and pedestrians are a safe distance from the school bus before setting the school bus in motion.

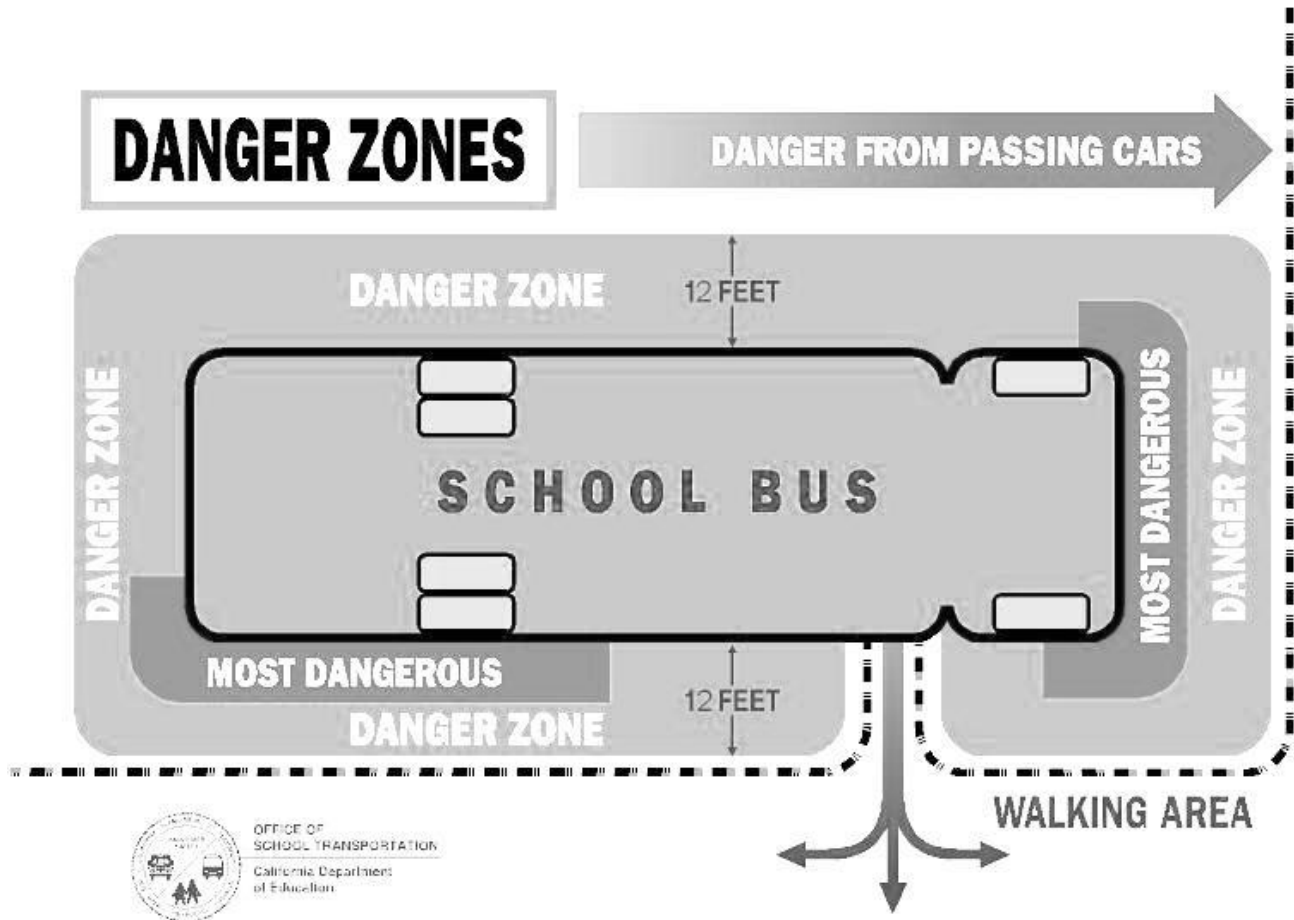
(e) Except at a location where pupils are loading or unloading from a school bus and must cross a highway or private road upon which the school bus is stopped, the school bus driver may not activate the amber warning light system, the flashing red light signal system and stop signal arm at any of the following locations:

- (1) School bus loading zones on or adjacent to school grounds or during an activity trip, if the school bus is lawfully stopped or parked.
- (2) Where the school bus is disabled due to mechanical breakdown. The driver of a relief bus that arrives at the scene to transport pupils from the disabled school bus shall not activate the amber warning light system, the flashing red light system, and stop signal arm.
- (3) Where a pupil requires physical assistance from the driver or authorized attendant to board or leave the school bus and providing the assistance extends the length of time the school bus is stopped beyond the time required to load or unload a pupil that does not require physical assistance.
- (4) Where the roadway surface on which the bus is stopped is partially or completely covered by snow or ice and requiring traffic to stop would pose a safety hazard as determined by the school bus motor carrier.
- (5) On a state highway with a posted speed limit of 55 miles per hour or higher where the school bus is completely off the main traveled portion of the highway.
- (6) Any location determined by a school district or a private school, with the approval of the Department of the California Highway Patrol, to present a traffic or safety hazard.

(f) Notwithstanding subdivisions (a) to (d), inclusive, the Department of the California Highway Patrol may require the activation of an approved flashing amber warning light system, if the school bus is so equipped, or the flashing red light signal system and stop signal arm, as required on the school bus, at any location where the department determines that the activation is necessary for the safety of school pupils loading or unloading from a school bus.

Danger Zones

Drivers must be aware of the many dangers associated with the areas outside the vehicle referred to as the danger zones. Drivers must check all mirrors for any pupils, pedestrians, or other problem objects in the danger zones prior to moving the vehicle. It is critical that proper mirror procedures be used before and during any movement of the vehicle.



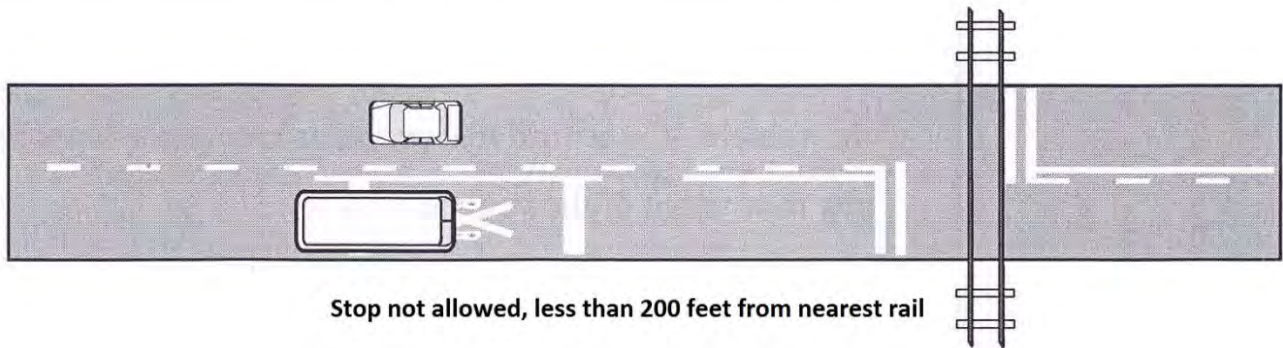
School Bus Stops13 CCR 1238 (a)

Designated Stops. School bus and SPAB stops made for receiving and discharging pupils shall be designated by the school district superintendent.

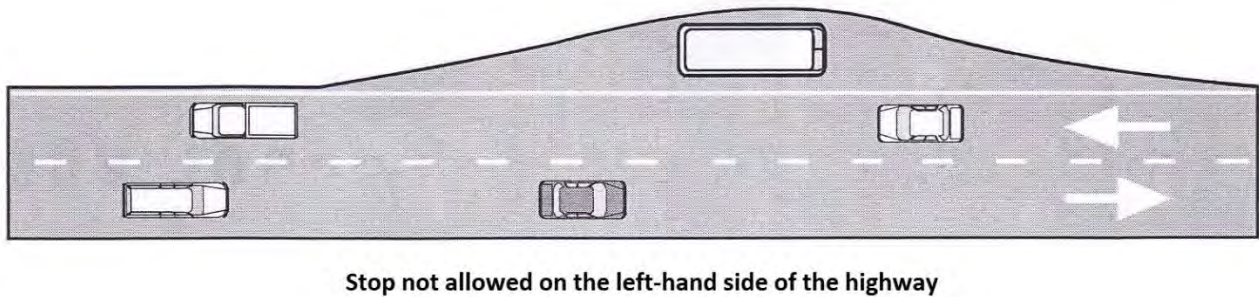
Prohibited Stops13 CCR 1238 (b)

A school bus stop shall not be designated at the following locations:

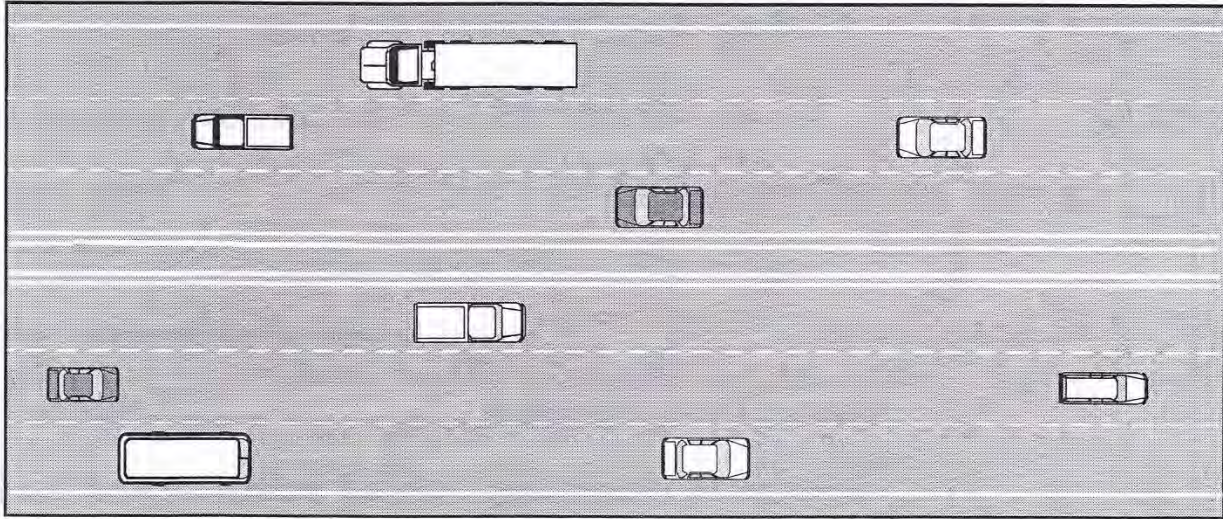
(1) Within 200 ft of the nearest rail of any railroad crossing or grade, except at railroad stations or on highways that parallel the railroad tracks



(2) The left-hand side of any highway



(3) On a divided or multiple-lane highway where pupils must cross the highway to board or after exiting the bus, unless traffic is controlled by a traffic officer or official traffic control signal. For the purposes of this subsection, a multiple-lane highway is defined as any highway having two or more lanes of travel in each direction.



Stop not allowed on a divided highway where pupils must cross

CHP Approved Stops ...13 CCR 1238 (c)

CHP Approval: Unless approved by the department, a school bus stop shall not be designated at the following locations:

- (1) Upon the main traveled portion of a highway where there is not a clear view of the stop from 500 ft in each direction along the highway and the speed limit is more than 25 mph.
- (2) On a highway, pursuant to Vehicle Code Section 22504(c) (**page 7-32**)

Leaving Drivers Compartment13 CCR 1226

When a pupil is aboard, the driver shall not leave the driver's compartment without first stopping the engine, effectively setting the parking brake, placing the transmission in first or reverse gear or park position, and removing the ignition keys, which shall remain in the driver's possession. On vehicles with automatic transmissions which do not have a park position, the transmission shall be placed in neutral.

Authority of District Boards13 CCR 1202 (b)

The governing board of any school district, county superintendent of schools, or equivalent private school entity or official, may adopt and enforce additional requirements governing the transportation of pupils. Such requirements shall not conflict with any law or state administrative regulation.

Note: The governing board of a school district may require school bus drivers to escort high school pupils across the highway.

Road ... 527 VC

(a) “**Road**” means any existing vehicle route established before January 1, 1979, with significant evidence of prior regular travel by vehicles subject to registration pursuant to Article 1 (commencing with Section 4000) of Chapter 1 of Division 3; provided, that “road” does not mean any route traversed exclusively by bicycles as defined in Section 39001 , motorcycles as defined in Section 400 , motor-driven cycles as defined in Section 405 , or off-highway motor Vehicles as defined in Section 38012.

(b) Even though nature may alter or eliminate portions of an existing vehicle route, the route shall still be considered a road where there is evidence of periodic use.

(c) A vehicle route need not necessarily be a publicly or privately maintained surface to be a road, as defined, for purposes of this section. Nothing contained herein shall pertain to any property in an incorporated area or properties held in private ownership.

(d) This section is definitional only and nothing contained herein shall be deemed to affect, alter, create, or destroy any right, title, or interest in real property, including, but not limited to, any permit, license, or easement; nor shall this chapter be deemed to affect the liability, or lack thereof, of any owner of an interest of real property based upon the use, possession, or ownership of such interest in real property or the entry upon such property by any person.

(e) This section shall only apply in a county where the board of supervisors has adopted a resolution or enacted an ordinance providing for such application.

Roadway ... 530 VC

A “roadway” is that portion of a highway improved, designed, or ordinarily used for vehicular travel.

Highway360 VC

“Highway” is a way or place of whatever nature, publicly maintained and open to the use of the public for purposes of vehicular travel. Highway includes street.

Private Road or Roadway ... 490 VC

“Private road or driveway” is a way or place in private ownership and used for vehicular travel by the owner and those having express or implied permission from the owner but not by other members of the public.

Official Traffic Control Signal 445 VC

An “official traffic control signal” is any device, whether manually, electrically or mechanically operated, by which traffic is alternately directed to stop and proceed and which is erected by authority of a public body or official having jurisdiction.

(Most commonly they are traffic signal lights showing red, amber, and green.)

Traffic Officer 625 VC

A “traffic officer” is any member of the California Highway Patrol, or any peace officer who is on duty for the exclusive or main purpose of enforcing Division 10 (commencing with Section 20000, Accidents and Reports) or 11 (commencing with Section 21000, Rules of the Road).

(Adult or student crossing guards are not traffic officers.)

Unincorporated Area Parking; School Bus Stops 22504 (c) VC

(1) A schoolbus stop shall not be designated where there is not a clear view of a proposed or existing schoolbus stop from a distance of 200 feet in each direction along a highway, or upon the main traveled portion of a highway where there is not a clear view of the stop from 500 feet in each direction along the highway and the speed limit is more than 25 miles per hour, unless approved by the Department of the California Highway Patrol upon the request of the school district superintendent or the head or principal of a private school.

If the schoolbus stop is approved by the Department of the California Highway Patrol, the Department of Transportation, in respect to state highways, and local authorities, in respect to highways under their jurisdiction, shall place sufficient signs along the highway to give adequate notice to motorists that they are approaching such bus stops.

(2) A school bus stop shall not be designated on any divided or multiple-lane highway where pupils must cross the highway to board or after exiting the bus, unless traffic is controlled by a traffic officer or official traffic control signal. For purposes of this section, a multiple-lane highway is defined as any highway having two or more lanes of travel in each direction.

Transit System Stops 22500.5 VC

Upon agreement between a transit system operating buses engaged as common carriers in local transportation and a public school district or private school, local authorities may, by ordinance, permit school buses owned by, or operated under contract for, that public school district or private school to stop for the loading or unloading of passengers alongside any or all curb spaces designated for the loading or unloading of passengers of the transit system buses.

Divided Highway 21651 VC

(a) Whenever a highway has been divided into two or more roadways by means of intermittent barriers or by means of a dividing section of not less than two feet in width, either unpaved or delineated by curbs, double-parallel lines, or other markings on the roadway, it is unlawful to do either of the following:

- (1) To drive any vehicle over, upon, or across the dividing section.
- (2) To make any left, semicircular, or U-turn with the vehicle on the divided highway, except through an opening in the barrier designated and intended by public authorities for the use of vehicles or through a plainly marked opening in the dividing section.

(b) It is unlawful to drive any vehicle upon a highway, except to the right of an intermittent barrier or a dividing section which separates two or more opposing lanes of traffic. Except as otherwise provided in subdivision (c), a violation of this subdivision is a misdemeanor.

(c) Any willful violation of subdivision (b) which results in injury to, or death of, a person shall be punished by imprisonment pursuant to subdivision (h) of Section 1170 of the Penal Code , or imprisonment in a county jail for a period of not more than six months.

PASSING SCHOOL BUSES

School Bus: Meeting and Passing22454 VC

(a) The driver of any vehicle, upon meeting or overtaking, from either direction, any school bus equipped with signs as required in this code, that is stopped for the purpose of loading or unloading any schoolchildren and displays a flashing red light signal and stop signal arm, as defined in paragraph (4) of subdivision (b) of Section 25257, if equipped with a stop signal arm, visible from front or rear, shall bring the vehicle to a stop immediately before passing the school bus and shall not proceed past the school bus until the flashing red light signal and stop signal arm, if equipped with a stop signal arm, cease operation.

(b) (1) The driver of a vehicle upon a divided highway or multiple-lane highway need not stop upon meeting or passing a school bus that is upon the other roadway.

(2) For the purposes of this subdivision, a multiple-lane highway is any highway that has two or more lanes of travel in each direction.

(c) (1) If a vehicle was observed overtaking a school bus in violation of subdivision (a), and the driver of the school bus witnessed the violation, the driver may, within 24 hours, report the violation and furnish the vehicle license plate number and description and the time and place of the violation to the local law enforcement agency having jurisdiction of the offense. That law enforcement agency shall issue a letter of warning prepared in accordance with paragraph (2) with respect to the alleged violation to the registered owner of the vehicle. The issuance of a warning letter under this paragraph shall not be entered on the driving record of the person to whom it is issued, but does not preclude the imposition of any other applicable penalty.

(2) The Attorney General shall prepare and furnish to every law enforcement agency in the state a form letter for purposes of paragraph (1), and the law enforcement agency may issue those letters in the exact form prepared by the Attorney General. The Attorney General may charge a fee to any law enforcement agency that requests a copy of the form letter to recover the costs of preparing and providing that copy.

(d) This section also applies to a roadway upon private property.

Violations22454.5 VC

Notwithstanding Section 42001, a person convicted of a first violation of Section 22454 shall be punished by a fine of not less than one hundred fifty dollars (\$150) or more than two hundred fifty dollars (\$250). A person convicted of a second separate violation of Section 22454 shall be punished by a fine of not less than five hundred dollars (\$500) or more than one thousand dollars (\$1,000). If a person is convicted of a third or subsequent violation of Section 22454 and the offense occurred within three years of two or more separate violations of Section 22454, the Department of Motor Vehicles shall suspend the person's privilege to operate a motor vehicle for one year.

BUS DRIVER'S RESPONSIBILITY

As a school bus approaches a bus stop, during the loading and unloading procedures, and when the bus leaves the stop, when does the driver's responsibility for a pupil's safety begin and end?

The driver's responsibility starts approximately at the point where the driver can recognize the pupil as the bus approaches or leaves a bus stop.

If a driver observes a pupil misbehaving or failing to follow rules or procedures while at the bus stop (e.g., destroying property, playing in the roadway, running across the roadway to the bus), the driver (for the safety of the pupil and the public) must take appropriate action to correct the situation. The driver must report the problem to his or her supervisor.

While the bus is stopped to load or unload pupils, the pupils are the direct responsibility of the driver.

Rights and Duties ...44808 EC *This Education Code addresses the schools' liability for pupils when the pupils are not on school property:*

Notwithstanding any other provision of this code, no school district, city or county board of education, county superintendent of schools, or any officer or employee of such district or board shall be responsible or in any way liable for the conduct or safety of any pupil of the public schools at any time when such pupil is not on school property, unless such district, board, or person has undertaken to provide transportation for such pupil to and from the school premises, has undertaken a school-sponsored activity off the premises of such school, has otherwise specifically assumed such responsibility or liability or has failed to exercise reasonable care under the circumstances.

In the event of such a specific undertaking, the district, board, or person shall be liable or responsible for the conduct or safety of any pupil only while such pupil is or should be under the immediate and direct supervision of an employee of such district or board.

Reporting Unattended Pupil Disciplinary Action 39843 EC

(a) The county superintendent of schools, the superintendent of a school district, a charter school, or the owner or operator of a private school that provides transportation to or from a school or school activity shall notify the Department of Motor Vehicles, in a form and manner that the Department of Motor Vehicles specifies, within five calendar days after the county office of education, the governing board of a school district, the charter school, the owner or operator of the private school, or, in situations where the transportation services are contracted out, the driver's employer, has done both of the following:

(1) Ordered and upheld disciplinary action, after completion of disciplinary procedures conducted in compliance with rights granted by law or a collective bargaining agreement, against a driver of a school bus, school pupil activity bus, or youth bus who was found to have left the immediate vicinity of the vehicle to which the driver had been assigned with an unsupervised pupil onboard.

(2) Made a finding that the driver's actions constituted gross negligence.

(b) For purposes of this section, escorting pupils pursuant to paragraph (1) of subdivision (d) of Section 22112 of the Vehicle Code shall not be considered leaving the immediate vicinity of the vehicle.

(c) For purposes of this section, "gross negligence" means the want of even scant care or an extreme departure from the ordinary standard of conduct.

Unattended Pupil – Contract Services 39860 EC

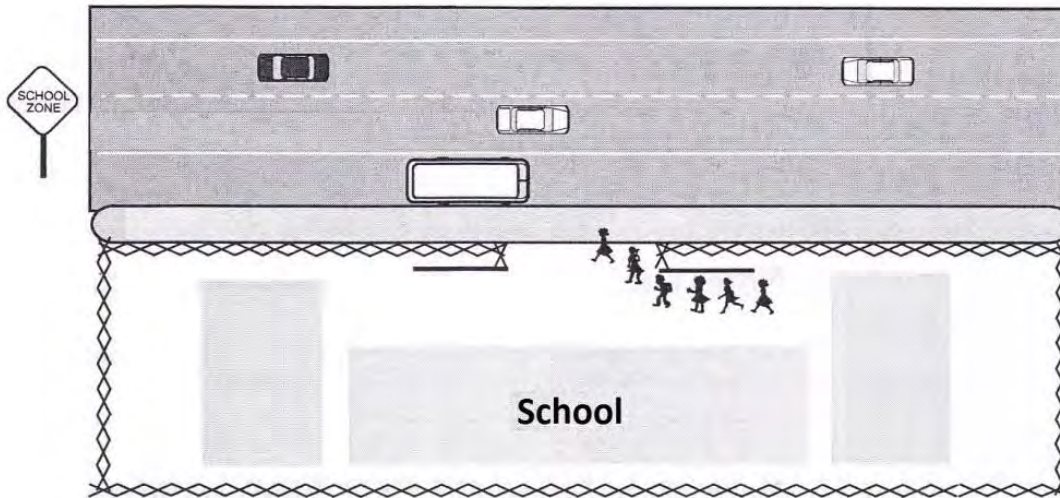
(a) The governing board of a school district may contract for the transportation of pupils attending schools within the district to and from any exposition or fair, school activities, or other activities that the governing board of the school district determines to be for the benefit of the pupils, in this state, and may pay for the transportation out of any funds of the school district available for the purpose.

(b) The governing board of a school district shall require that any contract for the transportation of pupils under this section shall include the requirement that a pupil shall not be left unattended on a school bus, school pupil activity bus, or youth bus in accordance with paragraph (4) of subdivision (a) of Section 39831.3 .

PROCEDURES FOR LOADING PASSENGERS

Passenger Loading - Red Light Exempt, Right Side, Non escorted (1)

All pupils should be waiting on the right side of the highway or private road, and no pupils will need to cross the highway or private road upon which the school bus is stopped (22112 VC).



Passenger Loading - Red Light Exempt, Right Side, Nonescorted

1. Begin slowing the bus in preparation for the designated stop.
2. Apply the brakes with enough pressure to activate the stop lamps so that following vehicles will have an indication that the bus is preparing to stop.
3. Check all mirrors to ensure that traffic is clear and it is safe to turn to the right and stop.
4. Activate the right-side turn signal lamps during the last 100 feet prior to turning into the stop.
5. Approach the pupils slowly and with extreme care, giving due consideration to the roadway's surface (wet or slippery, slopes sharply to the right, rough ground, etc.).
6. **Do not stop any closer than 12 feet from the waiting pupils.** Pupils should be facing the approaching bus. (Ref: **Danger Zones Graphic, page 7-22**)
7. Once the bus is stopped, cancel the right-side turn signal lamps, and apply the

parking brake.

8. Place a standard transmission in first or reverse gear, or an automatic transmission in the park position.

On buses equipped with an automatic transmission that does not have a park position, the transmission must be placed in neutral.

9. Turn Off Engine

Regulation (13 *CCR* 2480) requires that school bus drivers, must turn off the bus engine upon stopping at a school or within 100 feet of a school and must not turn the bus engine on more than 30 seconds before departing from a school or within 100 feet of a school. School bus drivers must not allow a bus to idle at any location greater than 100 feet from a school for more than five consecutive minutes or a period or periods aggregating more than five minutes in any one hour (refer to 13 *CCR* 2480 for exceptions).

10. Open the entrance door when you are ready to board the pupils. Pupils should not move toward the bus until the entrance door opens.

The signal for pupils to begin loading the bus will be the opening of the entrance door and not the bus's simply coming to a stop. The driver may use the external public address system (if applicable) to reinforce this procedure. Pupils must have received written instruction in school bus emergency procedures and passenger safety prior to riding a school bus for the first time, and once each year, pupils in prekindergarten through grade 8, who receive home to-school transportation shall receive safety instruction that includes, proper loading and unloading procedures, escorting by the driver, and how to safely cross the street, highway, or private road (39831.5 *EC*).

11. Have the pupils go directly to their seats

12. Ensure that all pupils have safely boarded and then close the entrance door.

Pupils must be seated before you place the bus in motion.

13. Check all mirrors for pupils, other pedestrians, and traffic. Be sure to check the front cross-view mirror(s) for pupils who may be in front of the bus.

14. Restart the engine.

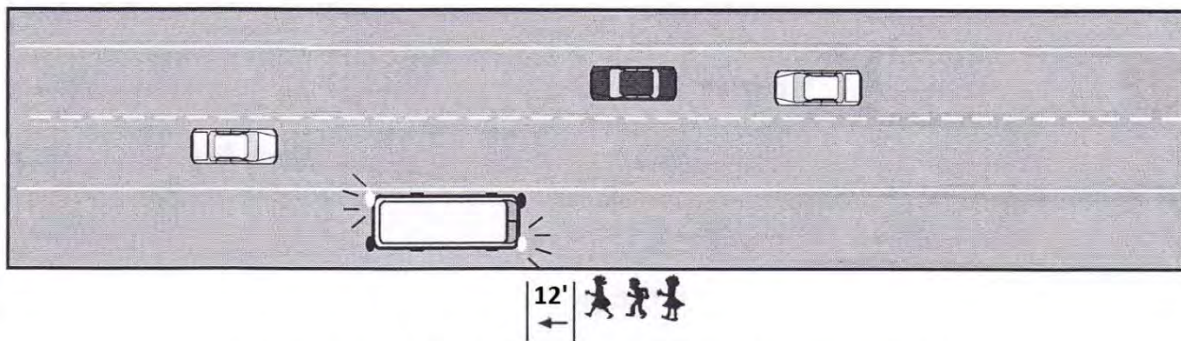
ACCOUNT FOR ALL PUPILS BEFORE MOVING THE BUS.

15. Place the transmission in gear, and release the parking brake.

16. Check the traffic and the danger zones using all mirrors before moving the bus; activate the left-side turn signal lamps and when it is safe to do so, pull into the flow of traffic; cancel the left-side turn signal lamps; regain road speed; and proceed to the next stop.

Passenger Loading - Right Side, Non escorted (2)

All pupils should be waiting on the right side of the highway or private road, and no pupils will need to cross the highway or private road upon which the school bus is stopped (22112 VC).



Passenger Loading-Right Side, Nonescorted

1. Begin slowing the bus in preparation for the designated stop.
2. As you approach the stop, activate the amber warning light system, if the bus is so equipped, beginning 200 feet before the bus stop.
3. Apply the brakes with enough pressure to activate the stop lamps so that following vehicles will have an indication that the bus is preparing to stop.
4. Check all mirrors to ensure that traffic is clear and it is safe to turn to the right and stop.
5. Activate the right-side turn signal lamps during the last 100 feet prior to turning into the stop.
6. Approach the pupils slowly and with extreme care, giving due consideration to the roadway's surface (wet or slippery, slopes sharply to the right, rough ground, etc.).
7. **Do not stop any closer than 12 feet from the waiting pupils.** Pupils should be facing the approaching bus.

#'s 8, 9, 10 should be done simultaneously

8. Once the bus is stopped, cancel the right-side turn signal lamps, and apply the

parking brake.

9. Place a standard transmission in first or reverse gear, or an automatic transmission in the park position.

On buses equipped with an automatic transmission that does not have a park position, the transmission must be placed in neutral.

10. Deactivate the amber warning light system and activate the flashing red light signal system (crossover lights and stop signal arm, if so equipped, and wait for traffic to stop.

Be aware that traffic may not, or may not be able to, stop immediately, especially heavy trucks and buses and all vehicles during adverse weather (e.g., rain, snow, ice).

11. Turn off the engine.

Regulation (13 CCR 2480) requires that school bus drivers must turn off the bus engine upon stopping at a school or within 100 feet of a school and must not turn the bus engine on more than 30 seconds before departing from a school or within 100 feet of a school. School bus drivers must not allow a bus to idle at any location greater than 100 feet from a school for more than five consecutive minutes or a period or periods aggregating more than five minutes in any one hour (refer to 13 CCR 2480 for exceptions).

12. Open the entrance door when you are ready to board the pupils. Pupils should not move toward the bus until the flashing red light signal system has been activated and the entrance door opens.

The signal for pupils to begin loading the bus will be the activation of the flashing red light signal system and the opening of the entrance door, and not the bus's simply coming to a stop. The driver may use the external public address system (if applicable) to reinforce this procedure. Pupils must have received written instruction in school bus emergency procedures and passenger safety prior to riding a school bus for the first time, and once each year, pupils in prekindergarten through grade 8, who receive home-to-school transportation shall receive safety instruction that includes, proper loading and unloading procedures, escorting by the driver, and how to safely cross the street, highway, or private road (39831.5 EC).

13. Have pupils go directly to their seats.

14. Ensure that all pupils have safely boarded and then close the entrance door.

Pupils must be seated before you place the bus in motion.

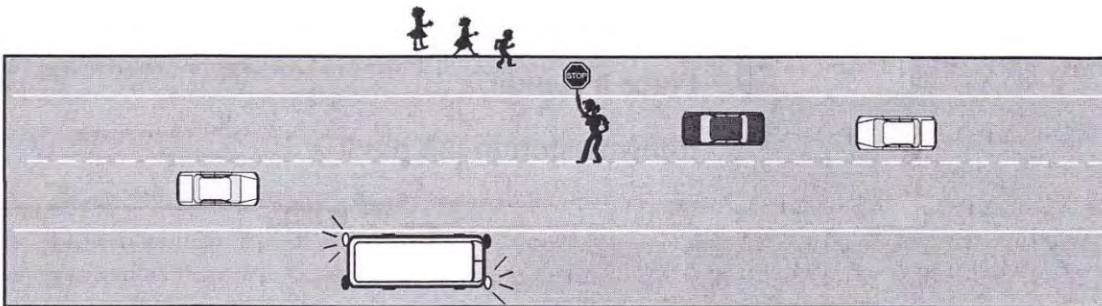
15. Check all mirrors for pupils, other pedestrians, and traffic. Be sure to check the front cross-view mirror(s) for pupils who may be in front of the bus.
16. Restart the engine.

ACCOUNT FOR ALL PUPILS BEFORE MOVING THE BUS.

17. Place the transmission in gear, and release the parking brake.
18. Turn off the flashing red light signal system (crossover lights) and stop signal arm, if so equipped.
19. Check the traffic and the danger zones using all mirrors before moving the bus; activate the left-side turn signal lamps and when it is safe to do so, pull into the flow of traffic; cancel the left-side turn signal lamps; regain road speed; and proceed to the next stop.

Passenger Loading-Escorted Crossover (3)

Pupils should be waiting on the left side of the highway or private road and will need to cross the highway or private road upon which the school bus is stopped (22112 VC).



Passenger Loading-Escorted Crossover

1. Begin slowing the bus in preparation for the designated stop.
2. As you approach the stop, activate the amber warning light system, if the bus is so equipped, beginning 200 feet before the bus stop.
3. Apply the brakes with enough pressure to activate the stop lamps so that following vehicles will have an indication that the bus is preparing to stop.
4. Check all mirrors to ensure that traffic is clear and it is safe to turn to the right and stop.

5. Activate the right-side turn signal lamps during the last 100 feet prior to turning into the stop.
6. Approach the pupils slowly and with extreme care, giving due consideration to the roadway's surface (wet or slippery, slopes sharply to the right, rough ground, etc.).
7. **Do not stop any closer than 12 feet from the waiting pupils.** Pupils should be facing the approaching bus.

#'s 8, 9, 10 should be done simultaneously

8. Once the bus is stopped, cancel the right-side turn signal lamps and apply the parking brake.
9. Place a standard transmission in first or reverse gear, or an automatic transmission in the park position.

On buses equipped with an automatic transmission that does not have a park position, the transmission must be placed in neutral.

10. Deactivate the amber warning light system and activate the flashing red light signal system (crossover lights) and stop signal arm, if so equipped, and wait for traffic to stop.

Be aware that traffic may not, or may not be able to, stop immediately, especially heavy trucks and buses and all vehicles during adverse weather (e.g., rain, snow, ice).

11. Turn off the engine.
12. Remove the ignition key and keep it in your possession.
13. Open the entrance door and look in all directions on the right side of the bus before exiting.
14. Remove the **hand-held stop sign** from its holder.
15. Step off the bus and walk approximately 10 feet in front of the bus before turning to enter the roadway.

The signal for pupils to begin loading the bus will be the activation of the flashing red light signal system, the presence of the school bus driver in the center of the highway or private road holding a hand-held stop sign, and verbal direction by the school bus driver to begin crossing the highway to enter the bus, and not the bus's simply coming to a stop. Pupils must have received written instruction in school bus emergency procedures and passenger safety prior to riding a school bus for the first time, and once each year, pupils in prekindergarten through grade 8, who

receive home-to-school transportation shall receive safety instruction that includes, proper loading and unloading procedures, escorting by the driver, and how to safely cross the street, highway, or private road (39831.5 EC).

16. Turn toward the bus, look up, and verify that the amber warning light system is off and the flashing red light signal system is activated (red lights are flashing alternately).

If the flashing red light signal system (crossover lights) becomes inoperative prior to or during the escorting of pupils, the escort procedures must stop. Pupils can cross the highway only under the protection of a properly functioning flashing red light signal system.

17. Walk from the right edge of the roadway away from the bus at a 45 degree angle and toward the center of the roadway. Stop prior to entering the traffic lane and look in all directions for traffic. This position allows the best view of traffic coming from the left while you are still in a protected position. Remember that the hand-held stop sign shall be used for all escorted crossings and should be held vertically, above waist level; with the printed words STOP facing traffic in both directions. You are now in one of the most dangerous environments on earth, a public highway; do not assume that any vehicle will stop or that all pupils will follow procedures. Vehicles may try to pass the bus, and pupils may attempt to run across the roadway before you are ready. **Take charge of the situation.** Upon reaching the center of the roadway, turn and face the pupils (left side of the roadway). This position enables you to have a clear view of the pupils and traffic in both directions.

18. When traffic has stopped in both directions, tell the pupils to walk, not run, as they cross the highway or private road. Do not use hand motions or gestures to signal pupils. Some motorists may mistake a hand gesture as a signal for them to proceed. The pupils must cross the roadway between you and the front of the bus, never behind you or to the rear of the bus.

School and other transportation administrators should adopt policies that standardize signs or signals used by school bus drivers to inform hearing-impaired pupils when it is safe to cross the highway.

19. When the last pupil has crossed the middle of the roadway, turn and face the bus (right side of the roadway). When the last pupil has reached the right side of the roadway, walk immediately to the right side of the roadway, continuing to hold the stop sign so as to be visible to traffic in both directions. Check under and around the exterior of the bus to make sure that no pupil is in the danger zones. Enter

the bus.

20. On entering the bus, ensure that all pupils have safely boarded and go directly to their seats.
21. Immediately place the **hand-held stop sign** in its holder, close the entrance door.
22. Sit down in the driver's seat and fasten the driver's seat belt.
23. Check to see that all pupils are accounted for and properly seated.

Pupils must be seated before you place the bus in motion.

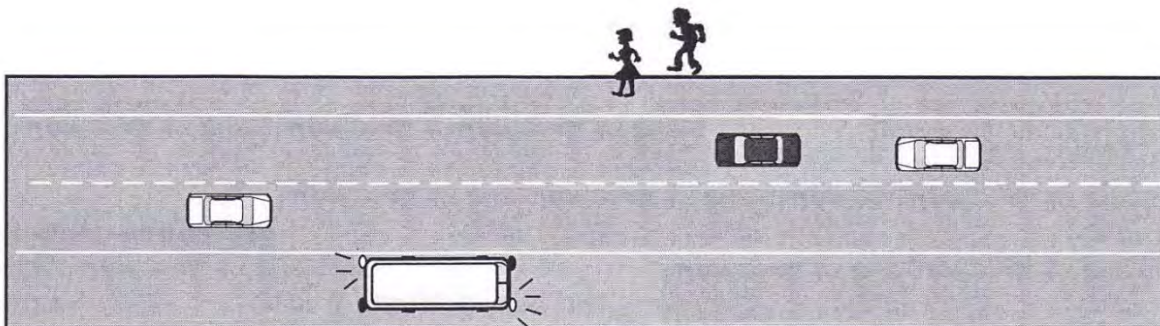
24. Check all mirrors for pupils, other pedestrians, and traffic. Be sure to check the front cross-view mirror(s) for pupils who may be in front of the bus.
25. Restart the engine.

ACCOUNT FOR ALL PUPILS BEFORE MOVING THE BUS.

26. Place the transmission in gear, and release the parking brake.
27. Turn off the flashing red light signal system (crossover lights), and the stop signal arm, if so equipped.
28. Check the traffic and the danger zones using all mirrors before moving the bus; activate the left-side turn signal lamps and when it is safe to do so, pull into the flow of traffic; cancel the left-side turn signal lamps; regain road speed; and proceed to the next stop.

Passenger Loading-Non escorted Crossover (4)

Secondary grade-level pupils only (**High School Students, Grades 9th to 12th**) should be waiting on the left side of the highway or private road and will need to cross the highway or private road upon which the school bus is stopped (22112 VC).



Passenger Loading-Nonescorted Crossover

1. Begin slowing the bus in preparation for the designated stop.
2. As you approach the stop, activate the amber warning light system, if the bus is so equipped, beginning 200 feet before the bus stop.
3. Apply the brakes with enough pressure to activate the stop lamps so that following vehicles will have an indication that the bus is preparing to stop.
4. Check all mirrors to ensure that traffic is clear and it is safe to turn to the right and stop.
5. Activate the right-side turn signal lamps during the last 100 feet prior to turning into the bus stop.
6. Approach the pupils slowly and with extreme care, giving due consideration to the roadway's surface (wet or slippery, slopes sharply to the right, rough ground, etc.).
7. Do not stop any closer than 12 feet from waiting pupils. Pupils should be facing the approaching bus. (Ref: Danger Zones Graphic)

#'s 8, 9, 10 should be done simultaneously

8. Once the bus is stopped, cancel the right-side turn signal lamps and apply the parking brake.
9. Place a standard transmission in first or reverse gear, or an automatic transmission in the park position.

On buses equipped with an automatic transmission that does not have a park position, the transmission must be placed in neutral.

10. Deactivate the amber warning light system and activate the flashing red light signal system (crossover lights) and stop signal arm, if so equipped, and wait for traffic to stop.

Be aware that traffic may not, or may not be able to, stop immediately, especially heavy trucks and buses and all vehicles during adverse weather (e.g., rain, snow, ice).

11. Turn off the engine.

Regulation (13 CCR 2480) requires that school bus drivers must turn off the bus engine upon stopping at a school or within 100 feet of a school and must not turn the bus engine on more than 30 seconds before departing from a school or within 100 feet of a school. School bus drivers must not allow a bus to idle at any location greater than 100 feet from a school for more than five consecutive minutes or a period or periods

aggregating more than five minutes in any one hour (13 CCR 2480 for exceptions).

12. Check all Mirrors

13. Open the entrance door when you are ready to board the pupils. Pupils should not move toward the bus until the flashing red light signal system has been activated, all traffic has stopped, the entrance door is opened, and verbal direction is given by the school bus driver to cross the highway or private road upon which the school bus is stopped.

The signal for pupils to begin loading will be the activation of the flashing red light signal system, all traffic has stopped, and the entrance door is opened and verbal direction by the school bus driver to cross the highway or private road, and not the bus's simply coming to a stop. The driver may use the external public address system (if applicable) to reinforce this procedure. Pupils must have received written instruction in school bus emergency procedures and passenger safety prior to riding a school bus for the first time, and once each year, pupils in prekindergarten through grade 8, who receive home-to-school transportation shall receive safety instruction that includes, proper loading and unloading procedures, escorting by the driver, and how to safely cross the street, highway, or private road (39831.5 EC). School administrators should adopt a policy that standardizes signs or signals used by school bus drivers to inform hearing-impaired pupils when it is safe to cross the highway.

14. When traffic has stopped in both directions and it is safe for the pupils to cross the roadway, tell the pupils to walk, not run, as they cross the highway or private road. Do not use a hand motion or gestures to signal pupils. Some motorists may mistake a hand gesture as a signal for them to proceed. You may use the public address system (if applicable) to reinforce this procedure. Pupils must cross the street in front of the bus, never to the rear of the bus.

If the flashing red light signal system (crossover lights) becomes inoperative prior to or during the crossing of pupils, the crossing procedures must stop. Pupils can cross the highway only under the protection of a properly functioning flashing red light signal system.

15. When pupils reach the left edge of the roadway prior to crossing it, instruct them to stop and look in both directions to make sure the roadway is still clear and safe to cross.

16. When the last pupil has entered the bus, close the entrance door, turn off the flashing red light signal system (crossover lights), and deactivate the stop signal arm, if so equipped.

17. Have the pupils go directly to their seats.
18. Check to see that all pupils are accounted for and properly seated.

Pupils must be seated before you place the bus in motion.

19. Check all mirrors for pupils, other pedestrians, and traffic. Be sure to check the front cross-view mirror(s) for pupils who may be in front of the bus.
20. Restart the engine.

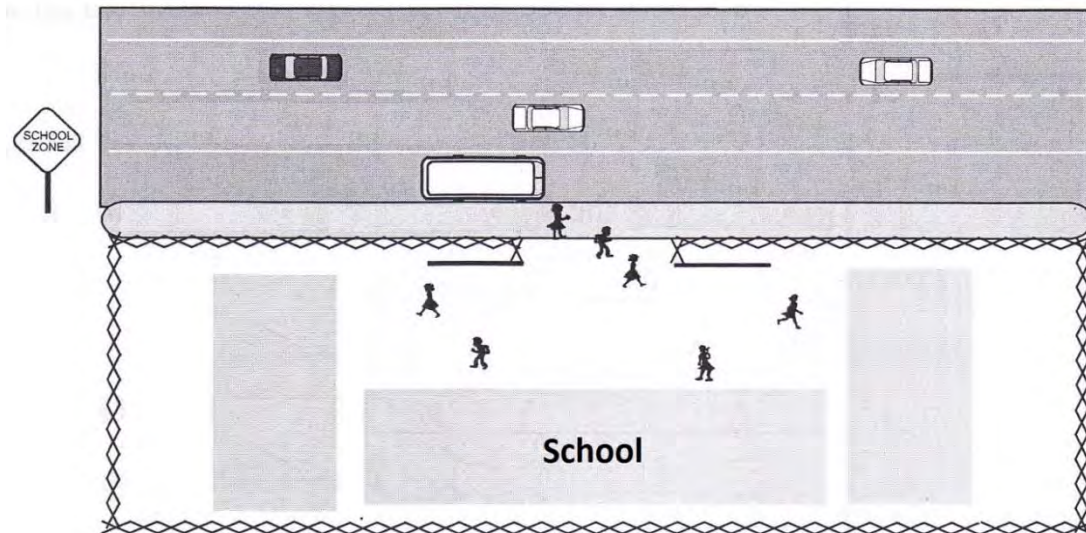
ACCOUNT FOR ALL PUPILS BEFORE MOVING THE BUS.

21. Place the transmission in gear, and release the parking brake.
22. Check the traffic and the danger zones using all mirrors before moving the bus; activate the left-side turn signal lamps, and when it is safe to do so, pull into the flow of traffic; cancel the left-side turn signal lamps; regain road speed; and proceed to the next stop. Note: Emphasize the proper use of mirrors, the danger zones, and communication between the driver, pupils, and the public.

PROCEDURES FOR UNLOADING PASSENGERS

Passenger Unloading—Red Light Exempt, Right Side, Non escorted (5)

All pupils will be exiting from the school bus to the right side of the highway or private road, and no pupils will need to cross the highway or private road upon which the school bus is stopped (22112 VC).



Passenger Unloading-Red Light Exempt, Right Side, Nonescorted

1. Begin slowing the bus in preparation for the designated Stop.
2. Apply the brakes with enough pressure to activate the stop lamps so that following vehicles will have an indication that the bus is preparing to stop.
3. Check all mirrors to ensure that traffic is clear and it is safe to turn to the right and stop.
4. Activate the right-side turn signal lamps during the last 100 feet prior to turning into the stop.
5. Approach the stop slowly and with extreme care, giving due consideration to the roadway's surface (wet or slippery, slopes sharply to the right, rough ground, etc.).
6. Once the bus is stopped, cancel the right-side turn signal lamps and apply the parking brake.
7. Place a standard transmission in first or reverse gear, or an automatic transmission in the park position.

On buses equipped with an automatic transmission that does not have a park position, the transmission must be placed in neutral.

8. Turn off the engine.

Regulation (13 CCR 2480) requires that school bus drivers must turn off the bus engine upon stopping at a school or within 100 feet of a school and must not turn the bus engine on more than 30 seconds before departing from a school or within 100 feet of a school. School bus drivers must not allow a bus to idle at any location greater than 100 feet from a school for more than five consecutive minutes or a period or periods aggregating more than five minutes in any one hour (refer to 13 CCR 2480 for exceptions).

9. Check all mirrors again to ensure it is safe to unload pupils.

10. Open the entrance door when ready to unload pupils.

11. Unload pupils.

Pupils must have received written instruction in school bus emergency procedures and passenger safety prior to riding a school bus for the first time, and once each year, pupils in prekindergarten through grade 8, who receive home-to-school transportation shall receive safety instruction that includes, proper loading and unloading procedures, escorting by the driver, and how to safely cross the street, highway, or private road (39831.5 EC).

12. Close the entrance door.

Pupils must be seated before you place the bus in motion.

13. Check all mirrors for pupils, other pedestrians, and traffic. Be sure to check the front cross-view mirror(s) for pupils who may be in front of the bus.

14. Restart the engine.

ACCOUNT FOR ALL PUPILS BEFORE MOVING THE BUS!

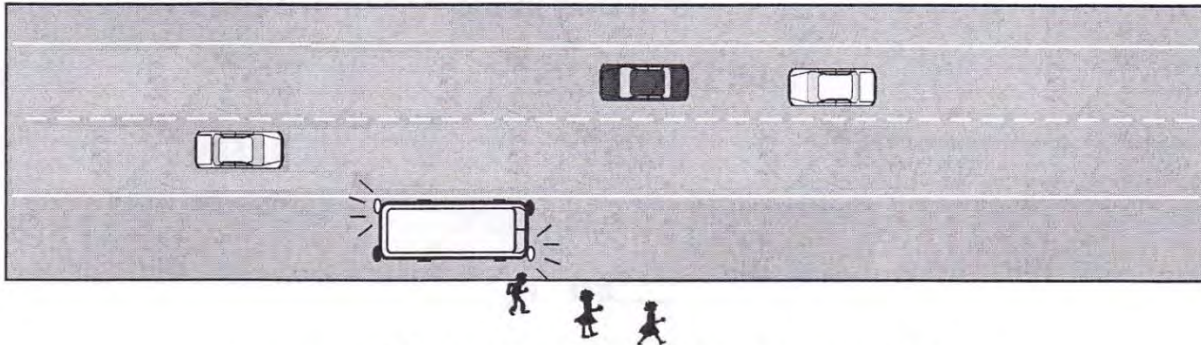
15. Place the transmission in gear, and release the parking brake.

16. Do not move the bus until all pupils and other pedestrians are out of the danger zones and a safe distance away from the bus.

17. Check traffic and the danger zones using all mirrors before moving the bus; activate the left-side turn signal lamps, and when it is safe to do so, pull into the

flow of traffic; cancel the left-side turn signal lamps; regain road speed; and proceed to the next stop.

Passenger Unloading-Right Side, 'Non escorted' (6) All pupils will be exiting from the school bus to the right side of the highway or private road, and no pupils will need to cross the highway or private road upon which the school bus is stopped (22112 VC).



Passenger Unloading-Right Side, Nonescorted

1. Begin slowing the bus in preparation for the designated stop.
2. As you approach the stop, activate the amber warning light system, if the bus is so equipped, beginning 200 feet before the bus stop.
3. Apply the brakes with enough pressure to activate the stop lamps so that following vehicles will have an indication that the bus is preparing to stop.
4. Check all mirrors to ensure that traffic is clear and it is safe to turn to the right and stop.
5. Activate the right-side turn signal lamps during the last 100 feet prior to turning into the stop.
6. Approach the stop slowly and with extreme care, giving due consideration to the roadway's surface (wet or slippery, slopes sharply to the right, rough ground, etc.).

#'s 7, 8, 9 should be done simultaneously

7. Once the bus is stopped, cancel the right-side turn signal lamps and apply the parking brake.
8. Place a standard transmission in first or reverse gear, or an automatic transmission in the park position.

On buses equipped with an automatic transmission that does not have a park position, the transmission must be placed in neutral.

9. Deactivate the amber warning light system and activate the flashing red light signal system (crossover lights) and stop signal arm, if so equipped, and wait for traffic to stop.

Be aware that traffic may not, or may not be able to, stop immediately, especially heavy trucks and buses and all vehicles during adverse weather (e.g., rain, snow, ice).

10. Turn off the engine.

Regulation (13 CCR 2480) requires that school bus drivers, must turn off the bus engine upon stopping at a school or within 100 feet of a school and must not turn the bus engine on more than 30 seconds before departing from a school or within 100 feet of a school. School bus drivers must not allow a bus to idle at any location greater than 100 feet from a school for more than five consecutive minutes or a period or periods aggregating more than five minutes in any one hour (refer to 13 CCR 2480 for exceptions).

11. Check all mirrors again to ensure it is safe to unload pupils.

12. Open the entrance door when ready to unload pupils.

13. Unload pupils.

Pupils must have received written instruction in school bus emergency procedures and passenger safety prior to riding a school bus for the first time, and once each year, pupils in prekindergarten through grade 8, who receive home-to—school transportation shall receive safety instruction that includes, proper loading and unloading procedures, escorting by the driver, and how to safely cross the street, highway, or private road (39831.5 EC).

14. Close the entrance door.

15. Check all mirrors for pupils, other pedestrians, and traffic. Be sure to check the front cross-view mirror(s) for pupils who may be in front of the bus.

16. Restart the engine.

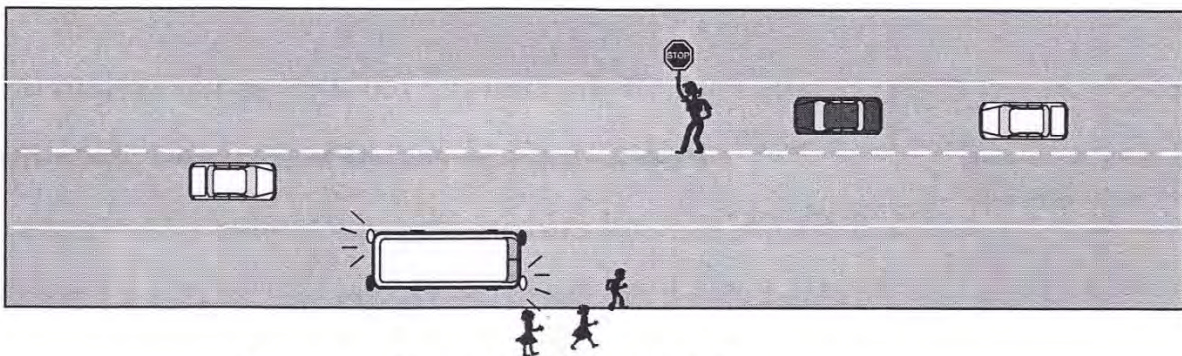
ACCOUNT FOR ALL PUPILS BEFORE MOVING THE BUS!

17. Place the transmission in gear, and release the parking brake.
18. Do not move the bus until all pupils and other pedestrians are out of the danger zones, and a safe distance away from the bus.
19. Turn off the flashing red light signal system (crossover lights)

Pupils must be seated before you place the bus in motion.

20. Check traffic and the danger zones using all mirrors before moving the bus; activate the left-side turn signal lamps and when safe to do so, pull into the flow of traffic; cancel the left-side turn signal lamps; regain road speed; and proceed to the next stop.

Passenger Unloading-Escorted Crossover (7) Pupils will be exiting from the school bus to the right side of the highway or private road and will need to be escorted across the highway or private road upon which the school bus is stopped (22112 VC).



Passenger Unloading-Escorted Crossover

1. Begin slowing the bus in preparation for the designated bus stop.
2. As you approach the stop, activate the amber warning light system, if the bus is so equipped, beginning 200 feet before the bus stop.
3. Apply the brakes with enough pressure to activate the stop lamps so that following vehicles will have an indication the bus is preparing to stop.
4. Check all mirrors to ensure that traffic is clear and it is safe to turn to the right and stop.
5. Activate the right—side turn signal lamps during the last 100 feet prior to turning into the stop.
6. Approach the stop slowly and with extreme care, giving due consideration to the

roadway's surface (wet or slippery, slopes sharply to the right, rough ground, etc).

#'s 7, 8, 9 should be done simultaneously

7. Once the bus is stopped, cancel the right—side turn signal lamps and apply the parking brake.
8. Place a standard transmission in first or reverse gear, or an automatic transmission in the park position.

On buses equipped with an automatic transmission that does not have a park position, the transmission must be placed in neutral.

9. Deactivate the amber warning light system and activate the flashing red light signal system (crossover lights) and stop signal arm, if so equipped, and wait for traffic to stop.

Be aware that traffic may not, or may not be able to, stop immediately, especially heavy trucks and buses and all vehicles during adverse weather (e.g., rain, snow, ice).

10. Turn off the engine.
11. Remove the ignition key, which shall remain in your possession.
12. Instruct pupils who are unloading at this stop to move to the front of the bus and to wait for your direction to exit.
13. Open the entrance door and look in all directions on the right side of the bus before exiting.
14. Remove the hand-held stop sign from its holder.
15. Step off the bus and walk approximately 10 feet in front of the bus before turning to enter the roadway.
16. Turn toward the bus, look up, and verify that the amber warning light system is off and the flashing red light signal system is activated (red lights are flashing alternately).

If the flashing red light signal system (crossover lights) becomes inoperative prior to or during the escorting of pupils, the escort procedures must stop. Pupils can cross the highway only under the protection of a properly functioning flashing red light signal system.

17. Have pupils carefully exit through the entrance door and wait at the right front corner of the bus.

Pupils must have received written instruction in school bus emergency procedures and passenger safety prior to riding a school bus for the first time, and once each year, pupils in prekindergarten through grade 8, who receive home-to-school transportation shall receive safety instruction that includes, proper loading and unloading procedures, escorting by the driver, and how to safely cross the street, highway, or private road (39831.5 EC).

18. Walk from the right edge of the roadway away from the bus at a 45-degree angle and toward the center of the roadway. Stop prior to entering the traffic lane and look in all directions for traffic. This position allows the best view of traffic coming from the left while you are still in a protected position. Remember that the hand-held stop sign shall be used for all escorted crossings and should be held vertically, above waist level, with the printed words STOP facing traffic in both directions. You are now in one of the most dangerous environments on earth, a public highway; do not assume that any vehicle will stop or that all pupils will follow procedures. Vehicles may try to pass the bus, and pupils may attempt to run across the roadway before you are ready. **Take charge of the situation.** Upon reaching the center of the roadway, turn and face the pupils (right side of the roadway). This position enables you to have a clear view of the pupils and traffic in both directions.

19. When traffic has stopped in both directions, tell the pupils to walk, not run, as they cross the highway or private road. **Do not use hand motions or gestures to signal pupils.** Some motorists may mistake a hand gesture as a signal for them to proceed. **The pupils must cross the roadway between you and the front of the bus, never behind you or to the rear of the bus.**

School and other transportation administrators should adopt policies that standardize signs or signals used by school bus drivers to inform hearing-impaired pupils when it is safe to cross the highway.

20. When the last pupil has crossed the middle of the roadway, turn and face the left side of the roadway, making sure the last pupil has safely crossed. When the last pupil has reached the left side of the roadway, turn and walk immediately to the right side of the roadway, continuing to hold the stop sign so as to be visible to traffic in both directions. Check under and around the exterior of the bus to make sure that no pupil is in the danger zones. Enter the bus.

21. Immediately place the hand-held stop sign in its holder and close the entrance door.

22. Sit down in the driver's seat and fasten the driver's seat belt.

23. Check to see that all pupils are accounted for and properly seated.

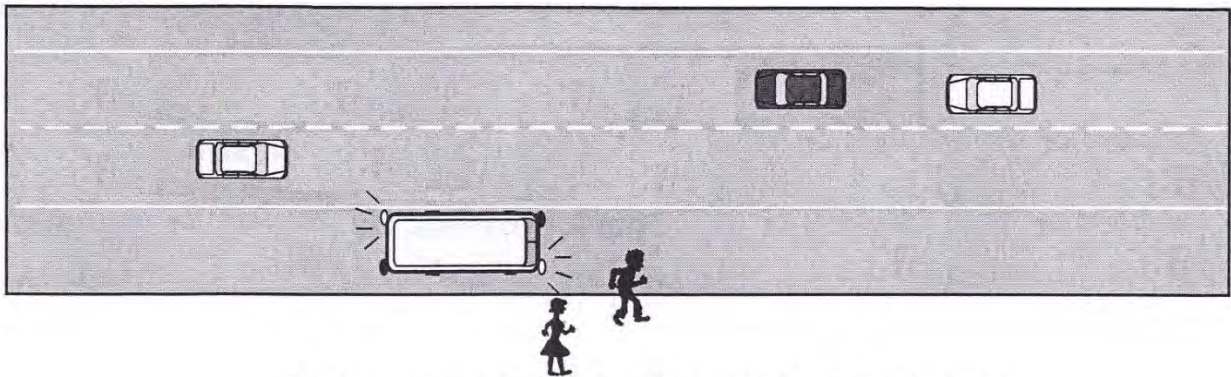
Pupils must be seated before you place the bus in motion.

24. Check all mirrors for pupils, other pedestrians, and traffic. Be sure to check the front cross-view mirror(s) for pupils who may be in front of the bus.
25. Restart the engine.

ACCOUNT FOR ALL PUPILS BEFORE MOVING THE BUS.

26. Place the transmission in gear, and release the parking brake.
27. Turn off the flashing red light signal system (crossover lights), and deactivate the stop signal arm, if so equipped.
28. Check the traffic and the danger zones using all mirrors before moving the bus; turn on the left—side turn signal lamps and when it is safe to do so, pull into the flow of traffic; cancel the left-side turn signal lamps; regain road speed; and proceed to the next stop.

Passenger Unloading-Non escorted Crossover (8) Secondary grade-level pupils only (**High School Students, Grades 9th to 12th**) will be exiting from the school bus to the right side of the highway or private road, and will need to cross the highway or private road upon which the school bus is stopped without driver escort (22112 VC).



Passenger Unloading-Nonescorted Crossover

1. Begin slowing the bus in preparation for the designate stop.
2. As you approach the stop, activate the amber warning light system, if the bus is so equipped, beginning 200 feet before the stop.
3. Apply the brakes with enough pressure to activate the stop lamps so that following vehicles will have an indication the bus is preparing to stop.

4. Check all mirrors to ensure that traffic is clear and it is safe to turn to the right and stop.
5. Activate the right—side turn signal lamps during the last 100 feet prior to turning into the stop.
6. Approach the stop slowly and with extreme care, giving due consideration to the roadway's surface (wet or slippery, slopes sharply to the right, rough ground, etc).

#'s 7, 8, 9 should be done simultaneously

7. Once the bus is stopped, cancel the right-side turn signal lamps and apply the parking brake.
8. Place a standard transmission in first or reverse gear, or an automatic transmission in the park position.

On buses equipped with an automatic transmission that does not have a park position, the transmission must be placed in neutral.

9. Deactivate the amber warning light system and activate the flashing red light signal system (crossover lights) and stop signal am, if so equipped, and wait for traffic to stop.

Be aware that traffic may not, or may not be able to, stop immediately, especially heavy trucks and buses and all vehicles during adverse weather (e.g., rain, snow, ice).

10. Turn off the engine.

Regulation (13 CCR 2480) requires that school bus drivers, must turn off the bus engine upon stopping at a school or Within 100 feet of a school and must not turn the bus engine on more than 30 seconds before departing from a school or within 100 feet of a school. School bus drivers must not allow a bus to idle at any location greater than 100 feet from a school for more than five consecutive minutes or a period or periods aggregating more than five minutes in any one hour (refer to 13 CCR 2480 for exceptions).

11. Instruct pupils who are unloading at this stop to move to the front of the bus and to wait for your direction to exit.

12. Check all mirrors

13. Open the entrance door and have pupils look in all directions on the right side of the bus as they carefully exit through the entrance door and wait at the right front corner of the bus.

Pupils must have received written instruction in school bus emergency procedures and passenger safety prior to riding a school bus for the first time, and once each year, pupils in prekindergarten through grade 8, who receive home-to—school transportation shall receive safety instruction that includes, proper loading and unloading procedures, escorting by the driver, and how to safely cross the street, highway, or private road (39831.5 EC).

14. When it is safe to do so, have the pupils walk approximately 10 feet in front of the bus before turning to enter the roadway. Instruct the pupils to look up at the flashing red light signal system (crossover lights) and make sure they are flashing alternately.
15. Make sure pupils stop prior to entering the roadway and look in all directions for traffic. This position allows the pupils better Vision of traffic coming from the left while they are still in a protected position.
16. Make sure that the pupils understand that under no circumstances should they begin to cross the highway or private road until all traffic has stopped and you tell them to cross the roadway.

If the flashing red light signal system (crossover lights) becomes inoperative prior to or during the crossing of pupils, the crossing procedures must stop. Pupils can cross the highway only under the protection of a properly functioning flashing red light signal system.

17. When traffic has stopped in both directions and it is safe for the pupils to cross the roadway, tell the pupils to walk, not run, as they cross the highway or private road. Do not use a hand motion or gestures to signal pupils. Some motorists may mistake a hand gesture as a signal for them to proceed. You may use the public address system (if applicable) to reinforce this procedure. Pupils must cross the street in front of the bus, never to the rear of the bus

School and other transportation administrators should adopt policies that standardize signs or signals used by school bus drivers to inform hearing—impaired pupils when it is safe to cross the highway.

18. When the last pupil has safely reached the left side of the roadway, close the entrance door, turn off the flashing red light signal system (crossover lights), and deactivate the stop signal arm, if so equipped.
19. Check that all pupils are accounted for and properly seated.

Pupils must be seated before you place the bus in motion.

20. Check all mirrors for pupils, other pedestrians, and traffic. Be sure to check the front cross-view mirror(s) for pupils who may be in front of the bus.

21. Restart the engine.

ACCOUNT FOR ALL PUPILS BEFORE MOVING THE BUS.

22. Place the transmission in gear, and release the parking brake.

23. Check the traffic and the danger zones using all mirrors before moving the bus; turn on the left—side turn signal lamps and when safe it is to do so, pull into the flow of traffic; cancel the left-side turn signal lamps; regain road speed; and proceed to the next stop.

Additional Safety Concerns

School bus drivers must remember that they are responsible for the safety of pupils loading and unloading from the bus and of those that must cross the highway.

Loading and unloading zones at school sites can be extremely dangerous.

Train pupils not to push and shove others when getting on or off the bus.

Instruct them to use handrails, go directly to their seats, and face forward in their seats at all times. When unloading at a school loading zone, always be sure that all pupils are out of the danger zones before moving the bus. If you cannot be sure, you may have to get out of the bus and look for pupils or ask for adult assistance.

School bus drivers shall ensure that all pupils who must cross the highway cross safely and that all other pupils are a safe distance from the school bus before placing the bus in motion.

Example: A parent or legal guardian is waiting for a pupil on the opposite side of a highway from a bus stop.

The pupil's residence is on the right side of the highway and routinely does not need to be escorted across the highway. The stop is not a designated red light crossing. The parent or guardian insists that the pupil cross the highway on this day. In this situation the school bus driver is still responsible for crossing the pupil under the protection of the red lights and the escort procedures. The school bus driver must explain to the parent or guardian that they are obligated by law to provide such protection and should try to enlist the cooperation of the parent. If the parent or guardian refuses to cooperate and allow the pupil to be escorted or the use of the red lights, notify your supervisor immediately and ask for assistance. If the parent or guardian continues to refuse the legal requirement of red light protection and the escort process, advise the parent or guardian that they should be on the side of the highway the school bus is parked on and release the pupil directly into the parent's custody. Advise the parent or guardian that you have now relinquished custody and they have full responsibility for the safety and welfare of the pupil. Advise your supervisor immediately regarding the incident.

As a school bus driver you must know each pupil who rides your bus and which stop is hers or his.

Example: If five pupils normally cross at a stop every day and on arriving at that stop you see only four pupils, as soon as you step into the roadway, ask the first pupil if she or he knows where the missing pupil is. This pupil may say that the missing pupil was taken to school by a parent or is ill today. Be cautious and continue looking for the

missing pupil to come running to the bus. Late arriving pupils can create a very dangerous situation.

Never become complacent with the routine events at a bus stop; always look for unusual conditions and situations during the loading and unloading of pupils and be prepared to adapt to those conditions and situations.

In another situation, the pupils may have already crossed the roadway before the bus arrives. If so, count the pupils once you have pulled into the stop to see if everyone is there. If everyone is not there, start looking across the roadway for a late pupil. **Pupils should be instructed never to cross the roadway while the bus is approaching; they should wait until the driver implements the required crossover procedures.**

In the case of pupils in grades nine through twelve, the driver may, but is not required to, physically escort the pupils across the roadway. In either case, the driver must provide these pupils the protection of the flashing red signal lights and stop signal arm (if applicable). Pupils should never cross a roadway until the driver is prepared for them to cross and verbally instructs them to do so. **Note: School administration policies and procedures may require school bus drivers to escort high school pupils across highways.**

During any bus loading or unloading situation, always look for preschool age children who may be close by. Preschoolers tend to be fearless of the size and power of a school bus and may want to approach or be near it.

Additionally, animals, such as dogs, can cause problems. Warn pupils to keep their pets away from bus stops. Be sure that all pedestrians and animals are far enough away from the bus and out of the danger zones before moving the bus.

Remember, the loading and unloading of passengers is one of the most dangerous procedures you have to perform.

There is no room for mistakes!

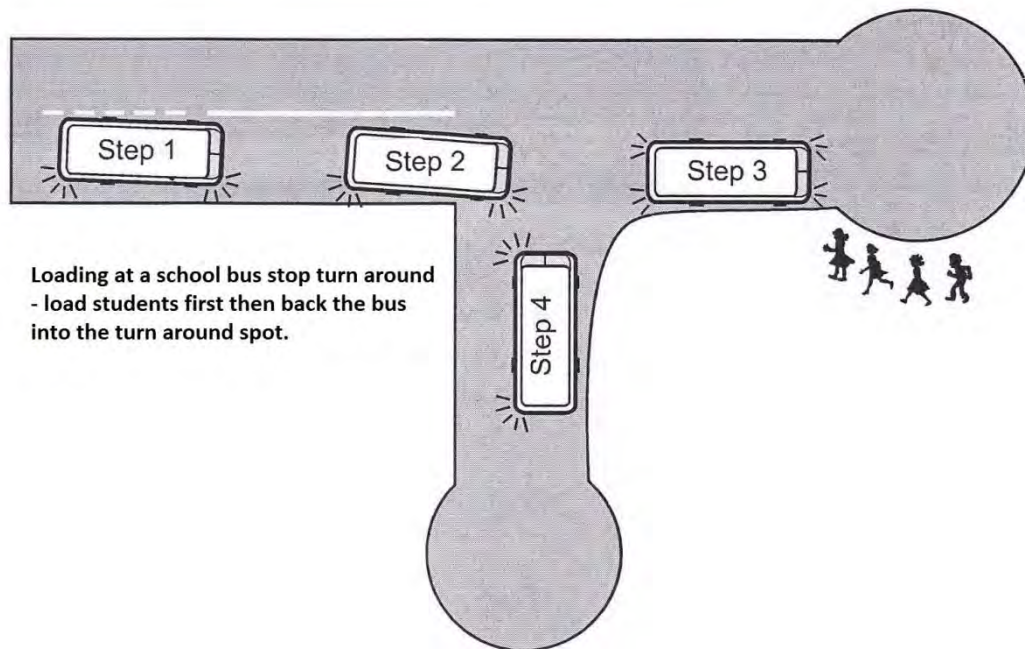
SPECIAL LOADING AND UNLOADING CONDITIONS

Loading and Unloading at a Bus Turnaround

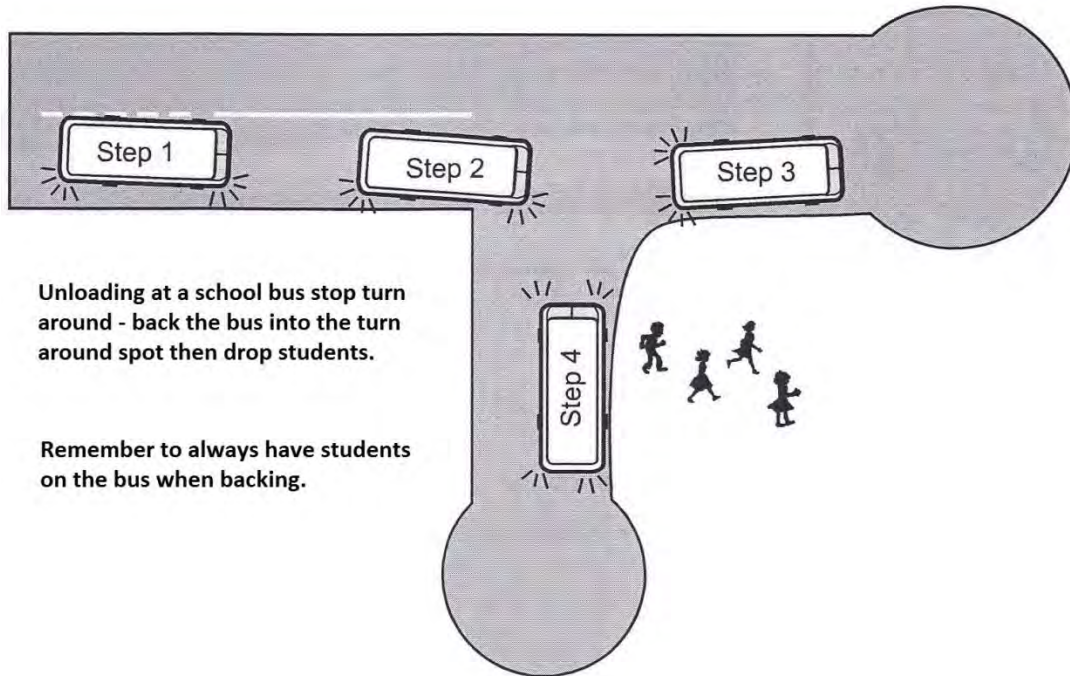
It is best not to back a bus anytime when pupils are present unless an adult is assisting on the outside. If you must back, sound the horn before backing to warn people around the bus.

You may use your emergency flashing lights (these are your front and rear turn signal lights [amber] that flash simultaneously

Example: You are on a morning route picking up pupils at a turnaround point. Always stop and load the pupils before turning around. By loading them first, you will know where the pupils are. Then perform the backing maneuver.



On the return route always perform the backing maneuver first. During behind—the—wheel training, you will receive instructions on the proper procedures to use during this maneuver.



Never take it upon yourself to make a decision about where a bus stop should be located. Discuss the issue with your supervisor. All bus stops must be approved before being used. If you feel a concern for safety at a stop, call the situation to the attention of your supervisor.

School Site Loading and Unloading Zones

Vehicle Code Section 22112 does not require a school bus driver to operate the flashing red signal lights and stop signal arm at school bus loading zones on or adjacent to school grounds when lawfully stopped or parked.

School parking lots and loading zones can be very hazardous for school bus drivers. Use extreme caution when driving into and out of school loading zones. These areas become even more hazardous when the weather is bad and traffic increases.

As a professional bus driver, it is extremely important that you learn procedures at all the schools. Some of the items that you need to be aware of are:

- Number of buses at the school.
- Loading and unloading times.
- Parent traffic.

- If more than one bus, who is the lead driver or person in charge?
- Type of schedules (staggered or single dismissal).
- If buses are assigned parking locations, are they assigned by bus number or route number, and where are their parking positions?
- If buses are parallel parked, they should be bumper to bumper to prevent pupils from running between the buses and into the path of another vehicle.
- Location and related problems with visitor parking and faculty parking areas.
- Problems that could be created by the location of the playground, bicycle racks, etc.
- Entrances and exits, width of roads, sharp turns, dips in the road, speed bumps, and trees or shrubbery that may obstruct the vision of the driver in the loading zones.
- The order of leaving the loading areas. Drivers must carefully observe the movements of pupils walking, riding bicycles, or driving cars when leaving a school.
- If a roof or canopy covers the loading zone, be certain that the height of the canopy will accommodate the highest school bus.
- Problem objects such as gateposts or swinging gates.
- Some of the larger transit buses with automatic transmissions need more clearance between the roads surface and the lower part of the transmission. Buses could get hung up on some driveways and suffer extensive damage.

Bus driver should be aware of the following additional concerns regarding school loading and unloading zones and the areas surrounding school sites. Bus drivers must not succumb to the frustrations of or become complacent about these added dangers. They must remain patient and cautious. Specific district and/or company policies relating to loading and unloading zones must be followed.

- The school site may be located so that traffic flows in only one direction.
- Pupils who are not transported and walk to and from home may be in the area.
- Many times parents transport their children to school in private vehicles. These parents are often in a hurry and may not be driving cautiously.

- Sometimes a bus driver must back the bus in the loading and unloading zones. This maneuver creates a very dangerous situation, and district or company policies and procedures regarding backing must be followed to ensure pupils' safety.
- Some school loading and unloading zones may not be designed to accommodate the larger buses. A situation may occur where other buses must wait on adjoining surface streets to enter the school site.

SPECIAL EDUCATION PASSENGER LOADING AND UNLOADING

The following procedures are recommended practices for the safe loading and unloading of special education pupils. The Department recommends these practices for a majority of loading and unloading situations faced by transportation providers. These recommended practices are not all— inclusive, and care should be taken when conditions, circumstances, and individual disabilities require adjustments.

The Individual with Disabilities Education Act (IDEA) requires the IEP team, including transportation professionals, to consider these special circumstances when rendering transportation criteria. Transportation providers of special education pupils must understand that each pupil, because of his or her individual disability and environment is unique creating special conditions that must be taken into consideration when providing transportation.

Loading and Unloading

Special education pupils are usually picked up and discharged at their place of residence. Regular procedures would be followed step by step when approaching the stop and up to the point of opening the door or lowering the lift and leaving the stop.

During the loading and unloading of pupils, Title 13 CCR section 2480 requires that school bus drivers (refer to 13 CCR 2480 for exceptions) must turn off the bus engine upon stopping at a school or Within 100 feet of a school and must not turn the bus engine on more than 30 seconds before departing from a school or within 100 feet of a school. School bus drivers must not allow a bus to idle at any location greater than 100 feet from a school for more than five consecutive minutes or a period or periods aggregating more than five minutes in any one hour.

Loading Ambulatory Pupils

If the pupil's disability does not affect the use of his or her legs, arms, or hands; allows walking; and requires no assistance, the driver would follow regular loading procedures. Do not move the bus until the pupil is seated and the seat restraint is fastened, if the bus is so equipped. If the pupil's disability requires assistance for the pupil to board the bus, utilize the following procedures.

Loading Through the Front Door, Assistance Required

Stop the bus at a loading zone that is approved and safe. The loading zone should be on flat, level ground, without rough surfaces or barriers.

- Set the vehicle's parking brake.
- Place a standard transmission in first or reverse gear and an automatic transmission in the park position.
- Turn off the engine, remove the ignition key, and unfasten the driver's seat belt.
- Exit the vehicle, and stand behind the pupil during the pupil's entry into the vehicle (you can assist pupils from this location).
- Follow the pupil to the seat and assist him or her with the seat restraint, if necessary.
- Return to the driver's seat and follow the regular procedures for leaving the bus stop.

ACCOUNT FOR ALL PUPILS BEFORE MOVING THE BUS.

Loading Wheelchair Pupils

Prior to transporting pupils in wheelchairs, drivers must read and be proficient with the wheelchair lift and wheelchair securement system manufacturer's instructions and procedures. Drivers must stay focused on the task of loading pupils safely, taking great care to avoid potentially dangerous distractions and inattention.

Stop the bus at a loading zone that is approved and safe. The loading zone should be on flat, level ground, without rough surfaces or barriers, and with sufficient space for the wheelchair lift to unfold and provide access for the wheelchair to safely be positioned on the lift.

- Set the vehicle's parking brake.
- Place a standard transmission in first or reverse gear and an automatic transmission in the park position.
- Turn off the engine, remove the ignition key, and unfasten the driver's seat belt.
- Exit the vehicle, open and secure the lift door(s), and lower the lift from the outside. Check the pupils' wheelchair for compliance with 13 CCR Section 1293(g) (brakes, restraining belt, and batteries if so equipped), and check that the wheelchair will properly fit on the lift platform. If the wheelchair is equipped with the vehicle transportation option, locate the four securement points. These securement points should be labeled with a hook symbol.
- When the lift is at ground level, manually back the wheelchair onto the lift so that the pupil faces outward and as close to the vehicle as possible without interference with the lift. The wheelchair's electric power should be off while the wheelchair is entering or exiting the lift and at all times while on the lift. With the power off, make sure that either the wheelchair's motor gears are locked and/or the independent brake system is locked. Secure the wheelchair's brakes, and if the lift is equipped with a safety belt, it must be used. If the wheelchair is electric powered, turn off the power at the controls or joystick.
- Instruct the pupil to keep his or her hands on the lap, safely away from the lift; make sure that the lift safety or toe guard is operating properly.

Note: Follow district or company policy on the position of the driver during the operation of the lift. Some districts or companies require that the driver ride the lift with the pupil, and others require the driver to remain on the ground next to the lift.

- Stand balanced on the lift platform with one hand solidly holding the wheelchair and the other hand available to operate the lift controls. Always have a solid hold on the wheelchair at all times while it is on the lift.
- Stand to the side of the lift with one hand solidly holding the wheelchair, and with the other hand operate the lift controls. Always have a solid hold on the wheelchair at all times while it is on the lift. Do not stand under or in front of the lift when it is being raised or lowered.



13 CCR Section 1293(e): “No loading device shall be constructed or operated in a manner that requires the driver to leave a pupil unattended on the loading device outside the passenger compartment, nor shall any driver permit a pupil to be unattended on a loading device outside the passenger compartment.”

- Once the lift has reached vehicle floor level; release the wheelchair brakes check the clearance between the pupil’s head and the top of the lift door opening.

- Manually (including powered wheelchairs) move the pupil off the lift and inside the vehicle to the wheelchair securement position, and lock the wheelchair brakes. Secure the wheelchair securement devices or fasteners according to district or company policy and the securement system manufactures instructions.



- Secure the lift, place the lift cover over the lift, and close the lift door.
- Enter the vehicle and follow the regular procedures for leaving the bus stop.

Account For All Pupils Before Moving The Bus.

Unloading Ambulatory Pupils

Pupils must remain seated until the bus comes to a complete stop. If the pupils disability does not affect the use of her or his legs, arms, or hands and allows walking, follow the regular unloading procedures. If the pupil’s disability requires the use of braces, crutches, or other appliances, utilize the following procedures.

Account For All Pupils Before Moving The Bus.

Unloading Through the Front Door, Assistance Required

Stop the bus at an unloading zone that is approved and safe. The unloading zone should be on flat, level ground, without rough surfaces or barriers.

- Set the vehicle’s parking brake.
- Place a standard transmission in first or reverse gear, or an automatic transmission in the park position.

- Turn off the engine, remove the ignition key, and unfasten the driver's seat belt.
- Help the pupil remove the seat restraint (if necessary). The pupil walks behind you to the front of the vehicle.
- Exit the vehicle first and stand outside, facing the pupil (you can assist pupils from this location). If necessary, assist the pupil as the pupil exits the vehicle.



- Enter the vehicle and follow the regular procedures for leaving the bus stop.

Account For All Pupils Before Moving The Bus.

Unloading Wheelchair Pupils

Prior to transporting pupils in wheelchairs, drivers must read and be proficient with the wheelchair lift and wheelchair securement system manufacturer's instructions and procedures. Drivers must stay focused on the task of unloading pupils safely, taking great care to avoid potentially dangerous distractions and inattention.

Stop the vehicle at an unloading zone that is approved and safe. The unloading zone should be on flat, level ground, without rough surfaces or barriers, and with sufficient space for the wheelchair lift to unfold and provide access for the wheelchair to safely leave the lift.

- Set the vehicles parking brake.
- Place a standard transmission in first or reverse gear and an automatic transmission in the park position.
- Turn off the engine, remove the ignition key, and unfasten the driver's seat belt.
- Exit the vehicle, open and secure the lift door(s), position the lift at vehicle floor level, and reenter the vehicle.



- Remove the wheelchair securement devices, unlock the wheelchair brakes, check the clearance between the pupil's head and the top of the lift door opening, and manually (powered wheelchairs included) position the pupil's wheelchair on

the lift. The wheelchair should be positioned on the lift so that the pupil faces outward and as close to the vehicle as possible without interference with the lift. Secure the wheelchair's brakes, and if the lift is equipped with a safety belt, it must be used. If the wheelchair is electric powered, turn off the power at the controls or joystick while the wheelchair is on the lift. The wheelchair's electric power should be off while the wheelchair is entering or exiting the lift and at all times while on the lift. With the power off, make sure that the wheelchair's motor gears are locked and/or the independent brake system is locked.

- Instruct the pupil to keep his or her hands on the lap, safely away from the lift; make sure that the lift safety or toe guard is operating properly.

Follow district or company policy on the position of the driver during the operation of the lift. Some districts or companies require that the driver ride the lift with the pupil, and some require the driver to remain on the ground next to the lift.

- Stand balanced on the lift platform with one hand solidly holding the wheelchair and the other hand available to operate the lift controls. Always have a solid hold on the wheelchair at all times while it is on the lift.
- Stand to the side of the lift with one hand solidly holding the wheelchair, and with the other hand operate the lift controls. Always have a solid hold on the wheelchair at all times while it is on the lift. Do not stand under or in front of the lift when it is being raised or lowered.

“No loading device shall be constructed or operated in a manner that requires the driver to leave a pupil unattended on the loading device outside the passenger compartment, nor shall any driver permit a pupil to be unattended on a loading device outside the passenger compartment.”

- Once the lift has reached ground level, release the wheelchair brakes and manually move the pupil forward off the lift. Set the wheelchair's brakes, secure the wheelchair, and on powered wheelchairs reengage the power.
- Secure the lift, place the lift cover over the lift, and close lift door.
- Store the wheelchair securement devices or fasteners as required in I3 CCR Section 1293(f)(3)(A) and district or company policy.
- Reenter the bus and follow the regular procedures for leaving the bus stop.

ACCOUNT FOR ALL PUPILS BEFORE MOVING THE BUS.

Every year in California there are several school bus collisions in which school bus drivers have driven off with the wheelchair lift down or extended. There is no excuse for this type of accident. Be sure all pupils, wheelchairs, and equipment are secured before placing the school bus in motion.

ACCIDENT SCENARIOS

The following examples of accidents illustrate how easily bus drivers can become involved in potentially life-threatening situations. The following scenarios illustrate the reasons bus drivers should never take anything for granted. Drivers must use all of their mirrors and look several times in all directions before moving the bus. In addition, drivers should teach their passengers to stay in front of the bus far enough (at least 12 feet) so that passengers can be seen and avoid the danger zones.

Scenario #1:

A school bus has pulled off the roadway and stopped at a bus stop to discharge an elementary student who lives on the left side of the highway. In such situations the school bus driver is required by law to escort the student across the roadway and use the amber lights (if the bus is so equipped); the flashing red signal (crossover) lights; and the stop signal arm (if so equipped). However, the school bus driver failed to follow these requirements; and the child was struck by a truck and killed.

Was this collision preventable?

Scenario #2:

The bus stop is located on the right side of the highway.

One day, the driver was turned around in his seat talking with pupils as they boarded the bus. After several pupils had entered the bus, the driver turned to face forward, closed the door, checked traffic on the left side, and started to merge into the traffic lane. Suddenly, all on board the bus felt it strike an object. The driver did not see a little boy who was late and was running toward the bus from the rear, and the driver ran over the child, causing fatal injuries. The driver was turned facing the entrance door and was distracted by the other passengers. This fatal mistake was compounded by the driver's failure to properly use the bus's mirrors and ensure that the danger zones were clear before moving the bus.

This example teaches us that children must be shown the correct procedures to follow under such conditions. It also teaches us that if a driver's attention is diverted away from following the proper loading and unloading procedures, he or she must make sure that no one is in the bus danger zones prior to the driver moving the bus. It is imperative that drivers recheck all mirrors before moving from their stopped position.

JUDICIAL PERSPECTIVE ON COMPLIANCE

Education Code Section 44808 addresses the liability of school districts and their employees with respect to pupils when not on school property, as follows:

“Notwithstanding any other provision of this code, no school district, city or county board of education, county superintendent of schools, or any officer or employee of such district or board shall be responsible or in any way liable for the conduct or safety of any pupil of the public schools at any time when such pupil is not on school property, unless such district, board or person has undertaken to provide transportation for such pupil to and from the school premises, has undertaken a school—sponsored activity off the premises of such school, has otherwise specifically assumed such responsibility or liability or has failed to exercise reasonable care under the circumstances.

In the event of such a specific undertaking, the district, board, or person shall be liable or responsible for the conduct or safety of any pupil only while such pupil is or should be under the immediate and direct supervision of an employee of such district or board.”

In the case entitled *Farley v. E] Tejon Unified School District (1990), 225 Cal.App.3d 371*, the appellate court reviewed a situation wherein a student was struck by an automobile when crossing the road after getting off the school bus. The bus driver did not activate the flashing red light signal system.

The court observed that Education Code section 44808 is recognition by the Legislature that “once a school district undertakes to provide transportation for its pupils it has a duty to exercise reasonable care under the circumstances... The measure of the [bus driver] duty is well defined under Vehicle Code section 22112 which specifically provides that flashing red lights be activated on the school bus to allow the children to cross the highway.” (Farley, supra, at pages 376 and 377.) Determining that triable issues of material fact exist for the trial court to hear, the appellate court held:

“Before a duty of compliance with Vehicle Code section 22112 and regulation 1227 may be imposed upon a school bus driver, evidence must be presented that the driver, or the school district through its officers or employees, knew, or in the exercise of reasonable care, should have known, that at least one pupil being discharged from the bus must cross the highway or roadway to get to his or her place of residence or other customary after school destination.” (Farley, supra, at page 379.)

However, the question whether duty of compliance with these statutory provisions existed in any particular case is not necessarily dispositive. (Farley, supra, at page 379.)

The California Supreme Court has held that:

“[a]lthough a school district is not an insurer of its pupils’ safety. . . , our cases have long established that a school district has a legal duty to exercise reasonable care in supervising students in its charge and may be held liable for injuries proximately caused by the failure to exercise such care...” (Hoyem v. Manhattan Beach City School District [1978] 22 Cal.3d 508, 513.)

Communication is one of the driver’s most important responsibilities. It is essential that a driver communicates effectively with pupils, parents, and transportation administrators regarding the proper loading and unloading procedures and the continually changing conditions of school bus stops.

Driving instructors can provide additional training to develop a trainee’s communication skills and vastly improve the trainee’s effectiveness as a transportation professional.

With respect to communication, the Farley case includes an example. Two years prior to the accident, the principal of the El Tejon School sent a letter to parents of children attending that school. In the letter the principal acknowledged that a “dangerous problem” existed at the bus stop in question. This kind of communication, recognizing a known hazard, on a bus route could be relevant in determining the level of care being exercised by the bus driver and the district. **Knowing that a particular hazard exists and failing to address the situation and take corrective actions often results in courts finding in favor of the plaintiffs and against the school district.**

Communication between children, drivers, school district administration and parents is essential in providing the highest level of safety and security in school transportation.

CONCLUSION

Although providing a safe and efficient passenger transportation system to the public is a team effort involving highly motivated and caring professionals, the ultimate responsibility of loading and unloading passengers safely rests with the driver.

Professional drivers must be diligent and consistent in following the recommended procedures if they are to prevent accidents from occurring. Dedication to this goal is not only desired but also demanded of the industry.

The public expects and demands a degree of safety be provided to passengers at a level that far exceeds that expected of the average motorist. Zero tolerance for error is the goal; a mistake by a bus driver may cost someone a daughter or son, a brother or sister, a father or mother.

**SUPPLEMENT
TO
UNIT 7**

Passenger Loading
and
Unloading



The Paul Lee School Bus Safety Law was created after 19-year-old Paul Lee, a Whittier student who had severe autism, was left on a bus in the heat in September 2015. He was found dead hours later. Lee could not verbally communicate and needed special care.

The Paul Lee School Bus Safety Law requires:

- All buses to be equipped with a “child safety alert system,” which is a device located at the interior rear of the bus. The driver must manually contact the device before exiting to ensure all seats were checked for children at the end of every shift.
- Bus drivers will also be required to receive training in child-safety check procedures upon renewal of their annual school bus driver safety certification.
- If a student is left unattended onboard a bus, school officials must notify the CA Department of Motor Vehicles. This authorizes the department to refuse to issue or renew, and to revoke or suspend, a bus driver certificate on these grounds.
- The law also imposes penalties for bus drivers, school districts or contractors who knowingly transport students in a bus without an operable child safety alert system.
- The law directs the CHP to promulgate rules to implement the new requirements and provide a list of child-safety alarms that are approved for use in school buses and a qualified technician or mechanic that can install the system.

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Unit 8

Emergency Procedures



Curriculum in this handout is from the
Instructors Manual for California's Bus Driver's Training Course.

This handout is specifically geared for the School Bus Driver.

The objective of Unit 8 of the Instructors Manual for California's Bus Driver's Training Course is to explain the responsibility in an emergency situation and explain and demonstrate the use of required emergency equipment.

This handout covers all the subject matter in Unit 8 of the Instructors Manual for California's Bus Driver's Training Course and has additional material to help an applicant or driver understand the material more thoroughly.

This handout refers to many different codes and laws. "VC" stands for Vehicle Code, "CCR" stands for California Code of Regulations, and "EC" stands for the Education Code.

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INTRODUCTION

During driving experiences, there will be times when knowing what, how, and when to do something during an emergency will be of great value to you and your passengers. The training received during this unit is a very important part of being a good bus driver. When an emergency develops, every passenger looks to the driver for direction. The parents of the passengers you will be transporting expect performance from you in an emergency.

It is your responsibility to know what to do and be able to instruct your passengers on emergency procedures in advance so they will know what to do in the event you are unable to give assistance when it is needed.

Many passengers have owed their lives to their bus drivers who were trained properly and made the right decision at the right time.

LAWS AND REGULATIONS

Definition of a School Bus Accident12517.1 VC

(a) A "school bus accident" means any of the following:

(1) A motor vehicle accident resulting in property damage in excess of one thousand dollars (**\$1,000**), or personal injury, on public or private property, and involving a school bus, youth bus, school pupil activity bus, or general public paratransit vehicle transporting a pupil.

(2) A collision between a vehicle and a pupil or a school bus driver while the pupil or driver is crossing the highway when the school bus flashing red signal lamps are required to be operated pursuant to Section 22112 or when the school bus is stopped for the purpose of loading or unloading pupils.

(3) Injury of a pupil inside a vehicle described in paragraph (1) as a result of **acceleration, deceleration, or other movement** of the vehicle.

(b) The Department of the California Highway Patrol shall investigate all school bus accidents, except that accidents involving only property damage and occurring entirely on private property shall be investigated only if they involve a violation of this code.

School Bus Accidents13 CCR 1219

(a) Reporting. Whenever any school bus accident occurs, the driver shall stop at the scene, immediately notify or cause to be notified the department, his or her employer, and the school district for which the bus may be operated under contract.

(b) Sending for Help. In the event of an accident or emergency, a driver shall not leave the immediate vicinity of the bus to seek aid unless no pupil aboard can be sent to summon help.

Reporting of Accidents13 CCR 1237

Whenever a school bus, SPAB, or youth bus driver is involved in an accident specified in Section 1219, that requires the Department to be notified immediately by the driver, the carrier shall ensure the accident has been reported within 24 hours to the department and the superintendent of the school district for which the bus was operated. If the driver is physically incapable of reporting the accident, the carrier shall make the required notifications immediately upon becoming aware of such accident.

Authority of Driver5 CCR 14103

(a) Pupils transported in a school bus or in a school pupil activity bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street, highway or road. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied transportation. A bus driver shall not require any pupil to leave the bus enroute between home and school or other destinations.

(b) Governing boards shall adopt rules to enforce this section. Such rules shall include, but not be limited to, specific administration procedures relating to suspension of riding privileges and shall be made available to parents, pupils, teachers, and other interested parties.

Ejection of Pupils13 CCR 1217(i)

(i) Ejection of Pupils. The driver of a school bus, youth bus, or SPAB shall not eject any school pupil unless the pupil is given into the custody of a parent or any person designated by the parent or school.

School Bus Signal22112(e)(2) VC

(2) Where the school bus is disabled due to mechanical breakdown. The driver of a relief bus that arrives at the scene to transport pupils from the disabled school bus **shall not** activate the amber warning light system, the flashing red light system, and stop signal arm.

Discontinuance from Use13 CCR 1220

When a bus is rendered unsafe for continued operation due to accident damage or a mechanical failure, the driver shall discontinue use of the bus and notify the motor carrier of these circumstances. The driver or motor carrier shall then make the necessary arrangements to have the pupils safely transported to their destinations.

Leaving Drivers Compartment13 CCR 1226

When a pupil is aboard, the driver shall not leave the driver's compartment without first stopping the engine, effectively setting the parking brake, placing the transmission in first or reverse gear or park position, and removing the ignition keys, which shall remain in the driver's possession. On vehicles with automatic transmissions which do not have a park position, the transmission shall be placed in neutral.

Duty to Stop at Scene of Accident (excerpted)20001 VC

(a) The driver of a vehicle involved in an accident resulting in injury to a person, other than himself or herself, or in the death of a person shall immediately stop the vehicle at the scene of the accident and shall fulfill the requirements of Sections 20003 and 20004.

(b) (1) Except as provided in paragraph (2), a person who violates subdivision (a) shall be punished by imprisonment in the state prison, or in a county jail for not more than one year, or by a fine of not less than one thousand dollars (\$1,000) nor more than ten thousand dollars (\$10,000), or by both that imprisonment and fine.

Duty Where Property Damaged20002 VC

(a) The driver of any vehicle involved in an accident resulting only in damage to any property, including vehicles, shall immediately stop the vehicle at the nearest location that will not impede traffic or otherwise jeopardize the safety of other motorists. Moving

the vehicle in accordance with this subdivision does not affect the question of fault. The driver shall also immediately do either of the following:

(1) Locate and notify the owner or person in charge of that property of the name and address of the driver and owner of the vehicle involved and, upon locating the driver of any other vehicle involved or the owner or person in charge of any damaged property, upon being requested, present his or her driver's license, and vehicle registration, to the other driver, property owner, or person in charge of that property. The information presented shall include the current residence address of the driver and of the registered owner. If the registered owner of an involved vehicle is present at the scene, he or she shall also, upon request, present his or her driver's license information, if available or other valid identification to the other involved parties.

(2) Leave in a conspicuous place on the vehicle or other property damaged a written notice giving the name and address of the driver and of the owner of the vehicle involved and a statement of the circumstances thereof and shall without unnecessary delay notify the police department of the city wherein the collision occurred or, if the collision occurred in unincorporated territory, the local headquarters of the Department of the California Highway Patrol.

(b) Any person who parks a vehicle which, prior to the vehicle again being driven, becomes a runaway vehicle and is involved in an accident resulting in damage to any property, attended or unattended, shall comply with the requirements of this section relating to notification and reporting and shall, upon conviction thereof, be liable to the penalties of this section for failure to comply with the requirements.

(c) Any person failing to comply with all the requirements of this section is guilty of a misdemeanor and, upon conviction thereof, shall be punished by imprisonment in the county jail not exceeding six months, or by a fine not exceeding one thousand dollars (\$1,000), or by both that imprisonment and fine.

Duty Upon Injury of DeathVC 20003

(a) The driver of any **vehicle** involved in an accident resulting in injury to or death of any person shall also give his or her name, current residence address, the names and current residence addresses of any occupant of the driver's **vehicle** injured in the accident, the registration number of the **vehicle** he or she is driving, and the name and current residence address of the owner to the person struck or the driver or occupants of any **vehicle** collided with, and shall give the information to any traffic or police officer at the scene of the accident. The driver also shall render to any person injured in the accident reasonable assistance, including transporting, or making arrangements for

transporting, any injured person to a physician, surgeon, or hospital for medical or surgical treatment if it is apparent that treatment is necessary or if that transportation is requested by any injured person.

(b) Any driver or injured occupant of a driver's **vehicle** subject to the provisions of subdivision (a) shall also, upon being requested, exhibit his or her driver's license, if available, or, in the case of an injured occupant, any other available identification, to the person struck or to the driver or occupants of any **vehicle** collided with, and to any traffic or police officer at the scene of the accident.

Duty Upon DeathVC 20004

In the event of death of any person resulting from an accident, the driver of any **vehicle** involved after fulfilling the requirements of this division, and if there be no traffic or police officer at the scene of the accident to whom to give the information required by Section 20003, shall, without delay, report the accident to the nearest office of the Department of the California Highway Patrol or office of a duly authorized police authority and submit with the report the information required by Section 20003.

Accident Reports (excerpted)VC 16000

(a) The driver of a motor vehicle who is in any manner involved in an accident originating from the operation of the motor vehicle on a street or highway, or is involved in a reportable off-highway accident, as defined in Section 16000.1, that has resulted in damage to the property of any one person in excess of one thousand dollars (\$1,000), or in bodily injury, or in the death of any person shall report the accident, within 10 days after the accident, either personally or through an insurance agent, broker, or legal representative, on a form approved by the department, to the office of the department at Sacramento, subject to this chapter. The driver shall identify on the form, by name and current residence address, if available, any person involved in the accident complaining of bodily injury.

(b) A report is not required under subdivision (a) if the motor **vehicle** involved in the accident was owned or leased by, or under the direction of, the United States, this state, another state, or a local agency.

Permitted Flashing Lights25251 (a) (2,3) VC

(a) Flashing lights are permitted on vehicles as follows:

(2) When disabled or parked off the roadway but within 10 feet of the roadway, or when approaching, stopped at, or departing from, a railroad grade crossing, turn signal lamps may be flashed as warning lights if the front turn signal lamps at each side are being flashed simultaneously and the rear turn signal lamps at each side are being flashed simultaneously.

(3) To warn other motorists of accidents or hazards on a roadway, turn signal lamps may be flashed as warning lights while the vehicle is approaching, overtaking, or passing the accident or hazard on the roadway if the front turn signal lamps at each side are being flashed simultaneously and the rear turn signal lamps at each side are being flashed simultaneously.

Flashing Lights: School Buses25257.5 VC

To warn other motorists or pedestrians on a roadway during a backing maneuver, the operator of a school bus may flash turn signal lamps if the front turn signal lamps at each side are flashed simultaneously and the rear signal lamps at each side are flashed simultaneously.

EMERGENCY EQUIPMENT

A school bus is required to have specified emergency equipment available for use. The driver will be better prepared to use the equipment when they understand the use and limitations of each required piece of equipment.

Fire Extinguishers

Portable fire extinguishers provide a first line of defense against small fires. Used properly, a portable fire extinguisher can save lives and property by putting out a small fire or containing it until the fire department arrives. Portable extinguishers, however, are not designed to fight large or spreading fires. Even against small fires, they are useful only under certain conditions.



In order to understand how fire extinguishers work, you first need to know a little about combustion. The easiest way to understand is known as the Triangle of Tetrahedron. It symbolizes the three elements of Oxygen, Heat and Fuel, which are required to start fire and allow combustion to continue. You must have sufficient oxygen, maintain a temperature above a certain level and have sufficient fuel and have a chemical reaction. Each side of the tetrahedron represents one of the elements. Essentially, fire extinguishers put out fire by taking away one or more of the fire tetrahedron.

The Fire Tetrahedron

Once you have three sides of the fire triangle you promote a fourth element, a chemical reaction, consequently you have a fire "tetrahedron." It is Chemical Reaction and must be present with all the other elements at the same time in order to produce fire. The four elements are:

1. Enough oxygen to sustain combustion
2. Enough heat to raise the material to combustion temperature
3. Some sort of fuel or combustible material, and
4. The chemical, exothermic reaction that is fire



The important thing to remember is, take any of the three things away, you will not have a fire or the fire

will be extinguished.

To extinguish a fire by the fourth element you need to interfere with the chemical reaction. One way is to mop up the free radicals in the chemical reaction using certain chemicals. Halon extinguishers will achieve this; it creates an inert gas barrier, however this type of extinguisher is being phased out. In the future other extinguishing agents may be found using this principal.

Fire safety is based upon the principle of keeping fuel sources and ignition sources separate.

Types of Fires

Class A: Ordinary combustibles such as wood, cloth, paper, rubber, and many plastics.

Class B: Flammable liquids such as gasoline, oil, grease, tar, oil-based paint, lacquer, and flammable gas.

Class C: Energized electrical equipment, including wiring, fuse boxes, circuit breakers, machinery, and appliances.

Class D: Flammable metals, i.e. magnesium wheels or other component parts.

Fire Extinguishers13 CCR 1242

Every motor vehicle or combination of vehicles (except those otherwise specified below) shall be equipped with one fully charged fire extinguisher having at least a 4B:C rating.

(a) Approvals. Each fire extinguisher shall have been rated and labeled by one of the following test labs approved by the State Fire Marshal to test and label portable fire extinguishers for sale in California.

(1) Underwriter's Laboratories, Northbrook, Illinois. All sizes and classifications.

(2) Factory Mutual Research Corporation, Norwood, Massachusetts. Sizes 10B:C, 1A 10B:C, 2A 40B:C, 3A 40B:C, and 4A 80B:C fire extinguishers filled with Halon 1211 or Halon 1301.

(b) Prohibited Extinguishers. Fire extinguishers using any carbon tetrachloride, chlorbromomethane, or methyl bromide as extinguishing agents shall not be carried for use in or about any vehicle.

(c) Exceptions. This section shall not apply to vehicles (except school buses, SPABS, youth buses, farm labor vehicles, and GPPVs) operated solely within a 5-mile radius of one or adjoining municipalities, vehicles subject to more restrictive provisions in this title or other code, or vehicles in any “driveaway-towaway operation” as defined in Section 303 of the Vehicle Code.

(d) Securement. Each fire extinguisher shall be securely mounted on the motor vehicle or trailer in a conspicuous place or a clearly marked compartment and readily accessible.

(e) Maintenance. Each fire extinguisher shall be maintained in efficient operating condition and equipped with some means of determining if it is fully charged.

(f) School Bus Fire Extinguishers. In addition to the other requirements of this section, school buses shall be equipped with one or two extinguishers having an aggregate rating of not less than 8B:C units, provided each extinguisher is rated at not less than 4B:C. A wheelchair school bus shall be equipped with two extinguishers, each one rated at not less than 8B:C; one to be placed in the driver's compartment and the other at the wheelchair loading door or emergency exit.

(1) School bus fire extinguishers shall be inspected and serviced only by a person, firm, or organization authorized to do so by the State Fire Marshal.

(2) Inspection or servicing shall be done at yearly intervals or at intervals prescribed in regulations adopted by the State Fire Marshal, whichever intervals are shorter.

Remember the 'PASS' word

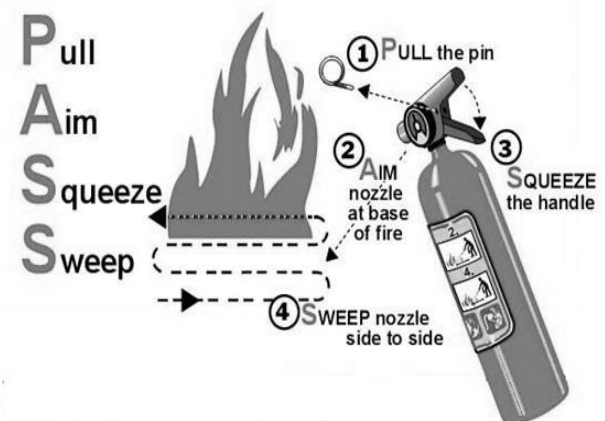
(P) Pull the pin: This unlocks the operating lever and allows you to discharge the extinguisher. Some extinguishers may have other lever- release mechanisms.

(A) Aim low: Point the extinguisher nozzle (or hose) at the base of the fire.

(S) Squeeze the lever above the handle: This discharges the extinguishing agent. Releasing the lever will stop the discharge. (Some extinguishers have a button instead of a lever.)

(S) Sweep from side to side: Moving carefully toward the fire, keep the

To operate an extinguisher:



extinguisher aimed at the base of the fire and sweep back and forth until the flames appear to be out. Watch the fire area. If the fire reignites, repeat the process.

In the event there is a fire in the vehicle, follow these easy to remember steps:

- If the vehicle is in route, bring the vehicle to a safe stop.
- Apply the park brake and turn off the engine.
- If passengers are aboard, evacuate the vehicle.
- Recruit someone to notify the fire department.
- Use the fire extinguisher as a temporary aid.
- Notify your operation personnel of your location and problem.
- Remember your role is to protect your passengers and that safety is your main concern. Equipment can be replaced; lives cannot.

FIRST AID KITS13 CCR 1243

(a) Vehicles required to carry Kits. Every school bus, youth bus, farm labor vehicle, and GPPV shall carry a readily visible, accessible, and plainly marked first aid kit.

(b) Construction. The kit shall be constructed to prevent dust and moisture from reaching the contents and maintained in good condition. The kit shall be removable from the place secured.



(c) Minimum Requirements. The required contents of school bus first aid kits and the required number of units (determined by the number of passengers a school bus is designed to carry) are shown in Table I. Each youth bus and farm labor vehicle shall be equipped with a 10-unit first aid kit (Table I). First aid kits in use that conform to the former U. S. Department of Transportation regulations on first aid kits for buses will continue to be accepted.

Note: S.P.A.B. buses are not required to carry a first aid kit.

Table I. Required Units in First Aid Kits

Unit	Number of Passengers		
	1-16	17-42	43 or more
1-in. adhesive compress.....	1	2	2
2-in. bandage compress.....	1	2	2
3-in. bandage compress.....	1	1	2
4-in. bandage compress.....	1	1	2
Eye dressing packet (3 cotton eye pads, 3 sets adhesive plastic strips).....	—	—	1
Plain gauze pads (3 x 3-in.).....	1	1	1
Gauze roller bandage (2 rolls, 2 in. x 6 yd.).....	1	1	2
Plain absorbent gauze (1/2 sq. yd.).....	1	2	4
Plain absorbent gauze(24 x 72-in.)..	1	2	3
Triangular bandages (40-in.).....	1	3	4
Scissors, tweezers.....	1	1	1
TOTAL UNITS	10	16	24

Roadside Warning Devices13 CCR 1292

Every school bus shall be equipped with and display emergency reflectors as specified in Vehicle Code Section 25300.

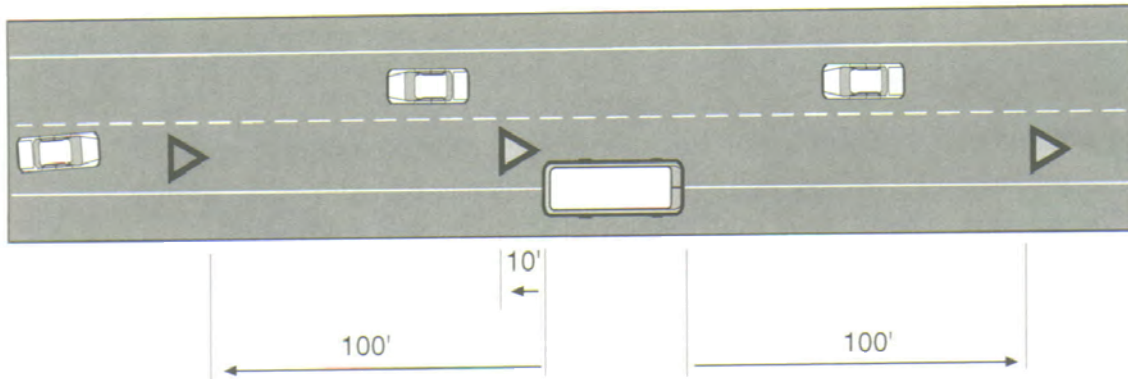
Emergency Reflectors25300 VC

(a) Every **vehicle** which, if operated during darkness, would be subject to the provisions of Section 25100, and every truck tractor, irrespective of width, shall at all times be equipped with at least three red emergency reflectors. The reflectors need be carried by only one **vehicle** in a combination. All reflectors shall be maintained in good working condition.



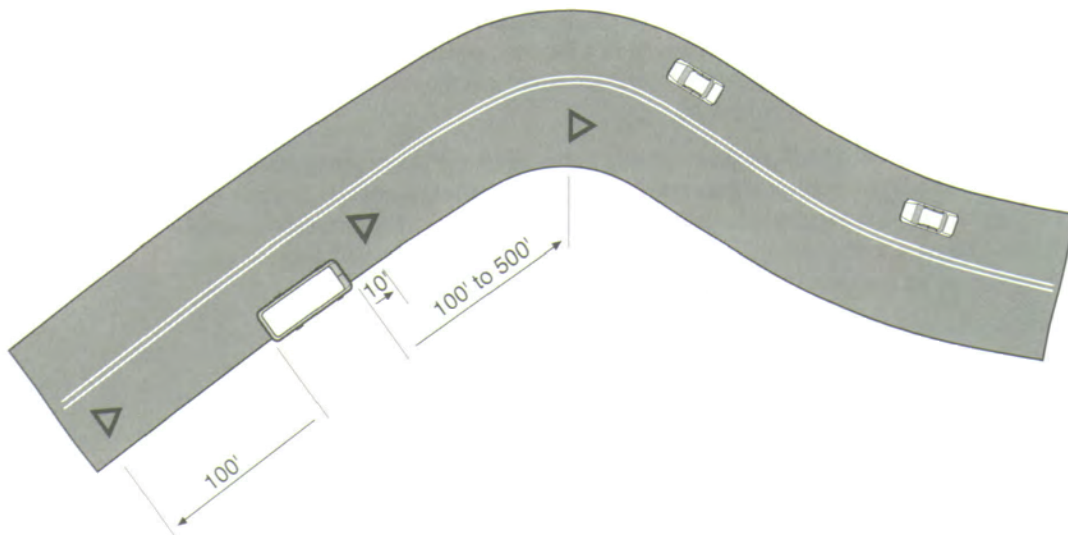
(b) When any such **vehicle** is disabled on the roadway during darkness, reflectors of the type specified in subdivision (a) shall be immediately placed as follows:

Two-Way Traffic



- (1) One at the traffic side of the disabled **vehicle**, not more than 10 feet to the front or rear thereof;
- (2) One at a distance of approximately 100 feet to the rear of the disabled **vehicle** in the center of the traffic lane occupied by such **vehicle**; and
- (3) One at a distance of approximately 100 feet to the front of the disabled **vehicle** in the center of the traffic lane occupied by such **vehicle**.

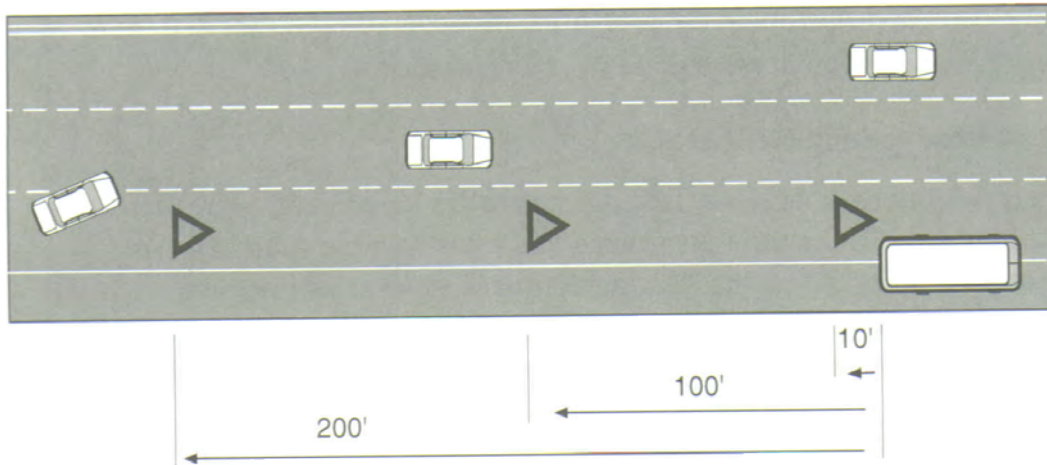
Two-Way Traffic



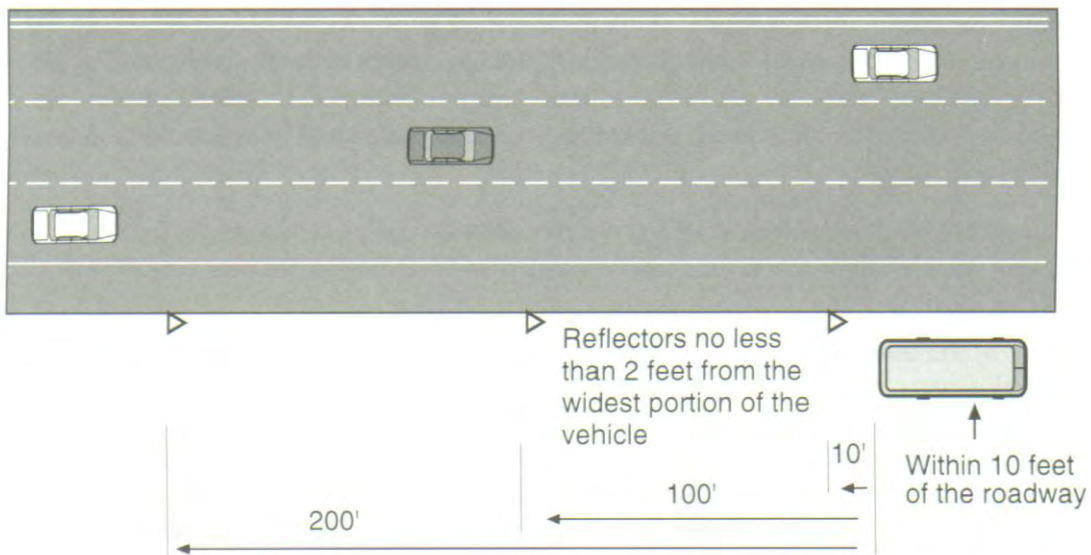
- (4) If disablement of any such **vehicle** occurs within 500 feet of a curve, crest of a hill, or other obstruction to view, the driver shall so place the reflectors in that direction as to

afford ample warning to other users of the highway, but in no case less than 100 nor more than 500 feet from the disabled **vehicle**.

One-Way Traffic



(5) If disablement of the **vehicle** occurs upon any roadway of a divided or one-way highway, the driver shall place one reflector at a distance of approximately 200 feet and one such reflector at a distance of approximately 100 feet to the rear of the **vehicle** in the center of the lane occupied by the stopped **vehicle**, and one such reflector at the traffic side of the **vehicle** not more than 10 feet to the rear of the **vehicle**.



(c) When any such **vehicle** is disabled or parked off the roadway but within 10 feet thereof during darkness, warning reflectors of the type specified in subdivision (a) shall be immediately placed by the driver as follows: one at a distance of approximately 200 feet and one at a distance of approximately 100 feet to the rear of the **vehicle**, and one at the traffic side of the **vehicle** not more than 10 feet to the rear of the **vehicle**. The reflectors shall, if possible, be placed between the edge of the roadway and the **vehicle**, but in no event less than two feet to the left of the widest portion of the **vehicle** or load thereon.

(d) Until the reflectors required by this section can be placed properly, the requirements of this section may be complied with temporarily by either placing lighted red fuses in the required locations or by use of turn signal lamps, but only if front turn signal lamps at each side are being flashed simultaneously and rear turn signal lamps at each side are being flashed simultaneously.

(e) The reflectors shall be displayed continuously during darkness while the **vehicle** remains disabled upon the roadway or parked or disabled within 10 feet thereof.

(f) Subdivisions (b), (c), (d), and (e) do not apply to a **vehicle** under either of the following circumstances:

(1) Parked in a legal position within the corporate limits of any city.

(2) Parked in a legal position upon a roadway bounded by adjacent curbs.

(g) In addition to the reflectors specified in subdivision (a), an emergency warning sign or banner may be attached to a **vehicle** which is disabled upon the roadway or which is parked or disabled within 10 feet of a roadway.

Fusees



A warning device that may be transported on our vehicles is a fusee. Remember that fusees are a commodity that is easily ignited and can present a severe health hazard because of the toxic smoke it creates.

Fusees are classified as flammable solids that can cause fire by self-ignition or spontaneous combustion if exposed to certain conditions, such as becoming wet, crushed, or coming in contact with corrosive materials (being stored near vehicle batteries) or outside heat sources.

When carried on a vehicle, fusees shall be confined to a metal

container and stored in an area inaccessible to passengers. Fusees can be dangerous if placed in the wrong hands or exposed to some ignition source.

Fusees are a benefit during poor weather conditions such as fog or darkness during a mechanical breakdown. Fusees do not take the place of the required three emergency triangles.

25300 VC Until the reflectors can be placed correctly on the roadway, the requirement of Vehicle Code, Section 25300 may be complied with temporarily by placing lighted fusees in the required locations.

- a. No person shall place, deposit, or display upon or adjacent to any highway any lighted fusee, except as a warning to approaching vehicular traffic of an existing hazard upon or adjacent to the highway.
- b. It is unlawful to use any fusee, which produces other than a red light Liquid burning flares, fusees, oil lanterns, or any signal produced by a flame shall not be carried on any commercial vehicle using compressed natural gas.

How to use fusees

- Grasp fusee in hand.
- Pull tape from the cap to expose sandpaper on top of cap.
- Twist cap off the fusee.
- Strike fusee across the sandpaper surface on the cap.
- Strike away from your body and point the burning end down toward to ground. The smoke is toxic.
- Do not hold in an upright position because hot residue will fall onto your body and cause injury. Use caution as the fusee can burn clothes and damage footwear.
- Place fusee at the same location as the red emergency reflectors. Be aware of dry brush that can be ignited by the fusee.
- Extinguish the fusee by placing the burning end in soft dirt, or a continuous tap on your tip of your toe. Do not attempt to stomp on the fusee.

MECHANICAL BREAKDOWN

The risk of roadside collisions increases substantially on interstate highways and rural roads with high-speed traffic. It is worse during darkness when depth perception is reduced and drivers have a tendency to "lock in" on the taillights ahead, following them without paying attention to vehicle speed. It is important to understand this danger and the steps that must be taken to minimize danger for themselves and their passengers.

Note: Because the circumstances of each mechanical breakdown are different, the sequence of procedures to be followed may vary; but the following general procedures are recommended and you need to know all local policies applicable to mechanical breakdown.

Procedures for mechanical breakdowns:

- Do not leave the driver's compartment without first stopping the engine, effectively setting the parking brake, placing the transmission in the appropriate gear, and removing the ignition keys, which shall remain in the driver's possession.
- Activate the emergency hazard flashers, and place the reflectors in an appropriate position, if conditions warrant.
- If possible, request two different passing motorists to notify operations officials of the vehicle's location and believed mechanical failure. The driver should provide the assisting motorists with the proper number to call. The driver should remain with the vehicle.
- Keep the passengers on the vehicle in most cases. Passenger safety is the highest priority. However, if safety conditions warrant evacuation of the vehicle, the driver should give precise instructions as to where the passengers should relocate and what they should do.
- On arrival, the relief vehicle should drive to the front of and pull in line with and as close to the disabled vehicle as possible. Vehicle Code section 22112(d) states that a school bus disabled due to mechanical breakdown and/or the relief bus does not activate the flashing red signal light system while loading and unloading passengers. The drivers of both vehicles should activate the hazard lights prior to unloading and loading of passengers.
- The driver of the relief vehicle will open the door, exit the vehicle, and stand in a position to assist passengers in safely loading the vehicle. The driver of the disabled vehicle shall instruct passengers to board the relief vehicle in an orderly manner, staying in single file.

COLLISION PROCEDURES

Proper driver actions after a collision are necessary to protect the passengers and vehicle from further damage. While there are required steps and procedures that must be followed there may be additional procedures in place by the motor carrier. A clear understanding of all procedures to follow in the case of a collision is the responsibility of the driver.

- Evaluate the scene
- Properly secure the vehicle before leaving the driver's seat
- Remain calm and reassure the passengers.
- Check for fire
- Check for injuries and account for all passengers. If a passenger is injured, follow the recommended first-aid procedures
- Keep passengers in the vehicle unless safety hazards warrant evacuation. The safety of the passengers is the highest priority. If evacuation is deemed necessary, follow the recommended procedures for evacuation.
- Request the assistance from the California Highway Patrol, local law enforcement agency, fire department, or emergency medical services, and notify the local carrier's administration of the accident. Assistance should be requested via the bus two-way radio, cellular telephone, and if necessary having a passing motorist notify the agencies listed above immediately.
- Protect the passengers and accident scene from further damage.
- Activate the emergency hazard flashers, and place the reflectors in the designated locations (if applicable).
- Make a passenger-seating chart. Write down important accident information such as other vehicle(s) license number, other driver(s) name, and driver license number, etc. This is important to complete as soon as possible, accident scenes are chaotic and victims, vehicles, and other drivers may soon leave the scene.
- Take pictures of the accident scene, and chalk tires so if the vehicle needs to be moved prior to law enforcement arrival the correct vehicle location is marked.
- When reporting any bus accident, the driver shall:
 1. Stop at the scene.
 2. Immediately notify or cause to be notified the California Highway Patrol or local law enforcement agency.
 3. Notify his or her carrier (employer).
 4. If appropriate, notify the school district to which the bus is under contract.

5. Drivers involved in an accident are required to give their name, address, driver license number, and vehicle information to others involved in the accident. The bus driver should also get the names and addresses of witnesses to the accident. Remove insurance documents for law enforcement review.
6. Discuss facts relating to the accident only with investigating law enforcement officers, and carrier representatives.
7. If the vehicle is rendered unsafe for continued operation because of damage or mechanical failure, discontinue use of the vehicle and notify the carrier of these circumstances. The driver or carrier shall then make the necessary arrangements to have the passengers safely transported to their destinations.

Required Action

When you are involved in an accident or you arrive at the scene of an accident, you need to take prompt and proper action to prevent further damage or injury and to comply with state laws regarding reporting of vehicular accidents. As a review, the basic steps to be taken at any accident scene are to:

- Protect the scene
- Notify authorities
- Render assistance
- Collect information

EMERGENCY PROCEDURES AND PASSENGER SAFETY

California requires students to be instructed in various safety related procedures involving their transportation to and from school and while on school activity trips.

The evacuation of passengers is to be done only when the safety of the students is threatened by remaining inside the bus. Care and consideration must be given to the safety and control of students once they are outside the bus.

School Bus Emergency Procedures and Passenger Safety ...39831.5 EC

(a) All pupils in prekindergarten, kindergarten, and grades 1 to 12, inclusive, in public or private school who are transported in a school bus or school pupil activity bus shall receive instruction in school bus emergency procedures and passenger safety. The county superintendent of schools, superintendent of the school district, or owner/operator of a private school, as applicable, shall ensure that the instruction is provided as follows:

(1) Upon registration, the parents or guardians of all pupils not previously transported in a school bus or school pupil activity bus and who are in prekindergarten, kindergarten, and grades 1 to 6,

Inclusive, shall be provided with written information on school bus safety. The information shall include, but not be limited to, all of the following:

- (A) A list of school bus stops near each pupil's home.
- (B) General rules of conduct at school bus loading zones.
- (C) Red light crossing instructions.
- (D) School bus danger zone.
- (E) Walking to and from school bus stops.

(2) At least once in each school year, all pupils in prekindergarten, kindergarten, and grades 1 to 8, inclusive, who receive home-to-school transportation shall receive safety instruction that includes, but is not limited to, proper loading and unloading procedures, including escorting by the driver, how to safely cross the street, highway, or private road, instruction on the use of passenger restraint systems, as described in paragraph (3), proper passenger conduct, bus evacuation, and location of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit. As part of the instruction, pupils shall evacuate the school bus through emergency exit doors.

(3) Instruction on the use of passenger restraint systems, when a passenger restraint system is installed, shall include, but not be limited to, all of the following:

- (A) Proper fastening and release of the passenger restraint system.
- (B) Acceptable placement of passenger restraint systems on pupils.
- (C) Times at which the passenger restraint systems should be fastened and released.
- (D) Acceptable placement of the passenger restraint systems when not in use.

(4) Prior to departure on a school activity trip, all pupils riding on a school bus or school pupil activity bus shall receive safety instruction that includes, but is not limited to, location of emergency exits, and location and use of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit.

(b) The following information shall be documented each time the instruction required by paragraph (2) of subdivision (a) is given:

- (1) Name of school district, county office of education, or private school.
- (2) Name and location of school.
- (3) Date of instruction.
- (4) Names of supervising adults.
- (5) Number of pupils participating.
- (6) Grade levels of pupils.
- (7) Subjects covered in instruction.
- (8) Amount of time taken for instruction.
- (9) Bus driver's name.
- (10) Bus number.
- (11) Additional remarks.

The information recorded pursuant to this subdivision shall remain on file at the district or county office, or at the school, for one year from the date of the instruction, and shall be subject to inspection by the Department of the California Highway Patrol.

Door Warning Devices13 CCR 1281.1

On all school buses, except Type 2 buses manufactured prior to July 1, 1970, every emergency door and every floor level door located to the rear of the driver's seat shall have an electrical warning device that **is both audible and visible from the driver's seating position while the ignition switch is on.** The visible device shall be a green or red light. The warning device shall be activated as follows:

(a) On Type 1 school buses manufactured on or after January 1, 1950, and all school buses manufactured on or after April 1, 1977, when the door latch is not in the closed position.

(b) On Type 2 buses manufactured on or after July 1, 1970, and prior to April 1, 1977, by opening the door.

(c) On all school buses manufactured after January 1, 1993, when the latch mechanism is not fully engaged and securing the door in the closed position. The warning device shall be activated by movement of the latch mechanism and shall activate prior to the latch reaching a position which would allow the door to open. A warning device which can be deactivated by operating the door handle or latch mechanism without closing the door does not meet this requirement.

Note: Authority and reference cited: Section 34508, Vehicle Code.

Emergency Exits- Type 1 School Buses13 CCR 1282

Type 1 school buses constructed on and after January 1, 1950, shall comply with the following requirements:

(a) Location and Type. Each school bus shall be equipped with an emergency door located on the left side near the rear of the bus at floor level, and a center rear emergency exit, which may be either a floor level door or an emergency window. The location requirement for a left side emergency door shall not apply to buses manufactured on or after May 9, 1996, in compliance with FMVSS 217 (49 CFR 571.217). If a bus is equipped with a center rear, floor level emergency door, the left side floor level emergency door may be located anywhere on the left side to the rear of the driver's seat. A school bus equipped to transport fewer than 26 passengers may meet the requirement with a single, center rear, floor level emergency door.

(b) Openings. Each emergency door shall provide an unobstructed opening of not less than 24 inches wide and 45 inches high.

(c) Rear Emergency Windows. Each emergency window shall provide an unobstructed opening of not less than 16 x 54 inches, and shall be designed to ensure against accidental closing.

Note: Authority cited: Sections 34501.5 and 34508, Vehicle Code. Reference: Sections 34501.5 and 34508, Vehicle Code.

Emergency Exits- Type 2 School Buses13 CCR 1283

Type 2 school buses constructed on and after July 1, 1970, shall have at least one emergency exit to the rear of a line drawn crosswise to the bus directly to the rear of the driver's seat. When the required emergency exit is not located at the rear of the bus, emergency exits shall be provided on both the left and right sides. Emergency exits shall provide at least 564 sq in. of escape area with a minimum dimension of 12 in.

Emergency Exits-All School Buses13 CCR 1284

On all school buses, except Type 2 school buses manufactured prior to July 1, 1970, emergency exits shall meet the following requirements:

(a) Opening. Emergency exits shall be capable of being opened outward from both the interior and exterior of the bus except as exempt in 1293(d)(1)(C). The emergency exit shall be equipped with a positive latching device to keep it closed, but of a type that can be readily opened for authorized use.

(b) Latch Obstruction. No obstruction shall be placed over the handle of an emergency exit.

(c) Identification and Operation of Controls. All interior controls for emergency exits shall be readily identifiable and operable by passengers; control of such exits from the driver's seat is not permitted.

(1) Buses manufactured on or after April 1, 1977, shall have operating instructions describing the motions necessary to unlatch and open the emergency exit, in letters at least 3/8 in. high, of a color that contrasts with its background, and located within 6 in. of the door handle on the interior.

(2) A sign reading "Emergency Exit" in letters at least 2 in. high shall be on the interior and exterior of the bus at each emergency exit. Interior letters shall be in a color that contrasts with the background. Exterior letters shall be black, at or above eye level.

(d) Door Glass. All doors shall be equipped with approved safety glazing material.

(e) Side Doors. Single-paneled side emergency doors, if hinged, shall be hinged on the forward edge.

(f) Attachments. No part of a seat shall be a part of or attached to an emergency door.

(g) Aisle to Side Floor-Level Door. The aisle leading between the seats to a side floor-level emergency door shall not be obstructed by any post, wheel housing, or other obstacle. For purposes of this subsection, a seat is not an obstacle if applicable provisions of FMVSS 217 are met.

(h) Door Guard. Each emergency door opening may be provided with a securely attached safety guard installed completely across the interior of the door opening. On at least one end, the guard shall be equipped with an easily detachable quick release that is releasable under tension and secured at points on each side of the door frame not more than 6 in. above or below the horizontal centerline of the door. The guard shall not interfere with the opening of the door.

(i) Additional Emergency Exits. Additional emergency exits may be installed, but all shall conform with the minimum specifications in the applicable FMVSS.

(j) Emergency Exits in Wheelchair School Buses. School buses used to transport physically handicapped pupils in wheelchairs shall conform to the provisions of this section as well as the provisions of Section 1293 of this subchapter.

Note: Authority and reference cited: Sections 34501.5 and 34508, Vehicle Code, and 39831, Education Code.

BUS EVACUATION PROCEDURE



Bus Evacuation Instructions5 CCR 14102

Each school year, the governing board shall provide, and require each pupil who is transported from home to school in a school bus to receive, appropriate instruction in safe riding practices and emergency bus evacuation drills.

By law, all school buses operating in California must provide at least two methods or routes of escape; however, modern buses may have additional exits. These may include roof hatches; push out emergency windows and additional floor level emergency doors. Different types of evacuations would utilize the appropriate exit depending on the circumstance. With proper training, you will know each route and how to operate each emergency exit.

Occasionally, prevailing conditions will warrant the evacuation of passengers from a vehicle. When the driver deems evacuation necessary, correct procedures must be followed in conducting the evacuation. The following suggested drill patterns are used as a plan of action to familiarize both the driver and passengers with a procedure to follow in the event of an emergency requiring evacuation of a vehicle.

Contingency Plans

Evacuation Plans For:

1. Adverse weather conditions
2. Earthquake evacuations
3. Hazardous spills
4. Terrorism threat
5. Special needs evacuation

Use of Passenger Assistance

The use of passenger assistants on vehicles can promote safety for all passengers. On each regular route and on activity trips, the driver should request that four mature and responsible passengers serve as assistants. Passenger assistants should be instructed as to responsibilities, duties, and procedures. In addition, assistants should know procedures to follow in case the driver is incapacitated.

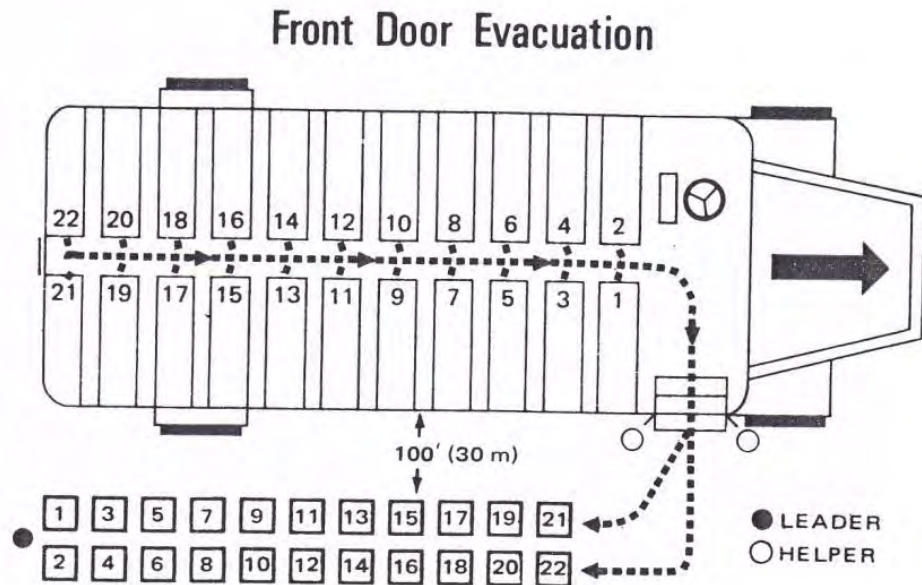
Position and duties of rear—door assistants

- One assistant should be positioned on each side of the aisle in the seat nearest the rear door. The third assistant should sit in the next— to-the-last seat on the right side next to the aisle.
- Assistants should prevent passengers from touching the emergency door.
- Assistants should open the door on command of the driver, or if the driver is unable to give such instruction, open the rear emergency door when a rear evacuation is necessary.
- Assistants should help passengers as they exit from the bus when the door is used.
- Assistants should check the bus to make certain all passengers are out of the bus when the front—door evacuation is utilized.
- The third rear-door assistant will, in a rear-door evacuation, lead passengers to safe place and assist in keeping order to maintain safety.

Position and duties of front-door assistants

- The assistants help the driver in the event he or she is incapacitated.
- In a front door evacuation, the assistants depart the bus first and lead the passengers to a place of safety. Passengers should know how to operate front door.
- If the driver is incapacitated, the front—door assistant should make certain all passengers have departed the bus when rear—door evacuation procedures are used.

Front Door Evacuation Procedures

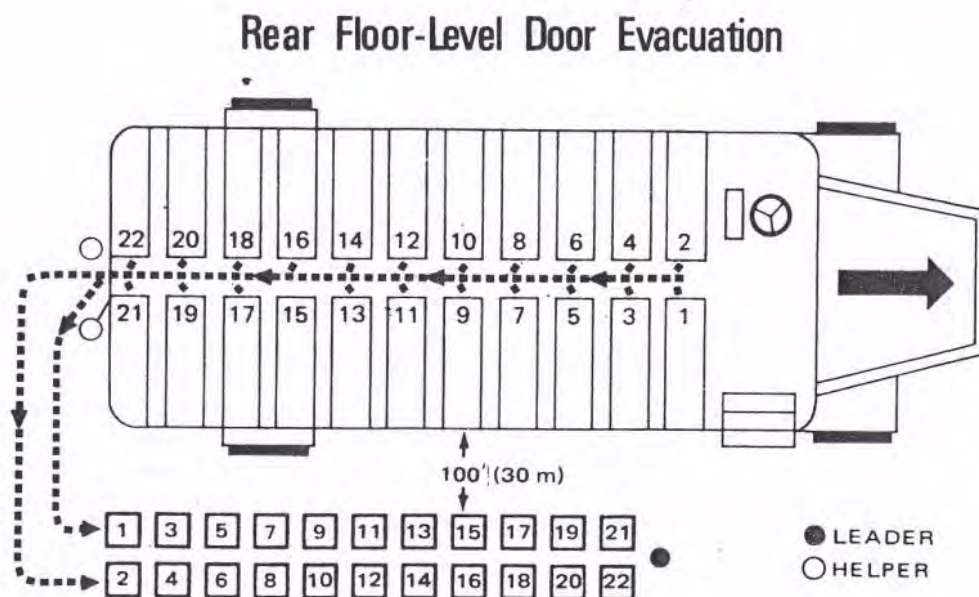


- Stop the bus in a preselected location on the school grounds.
- Secure the park brake.
- Place the transmission in first or reverse gear.
- Shut off the engine.
- Remove the ignition key.
- Stand, open the front door, and face the passengers.
- Give the command: "Front Door Emergency Evacuation Drill."
- Direct the two helpers to their places near the front door.
- Stand between the first occupied seats, facing the front of the bus.
- Starting with the right—hand seat, ask the leader to lead all pupils at least 100 feet or 40 paces from the bus, and instruct the other occupants of the right seat to follow. Warn all passengers to walk, do not run.
- Hold your hand against the occupants of the left-hand seat in a restraining

gesture.

- When the pupils in the right—hand seat have moved forward enough to clear the aisle, dismiss the occupants of the left—hand seat.
- Continue the evacuation procedure as described, right and left seats alternatively, until the vehicle is empty.
- When the last seat is empty, walk to the front of the bus, and check to ensure that everyone is out.

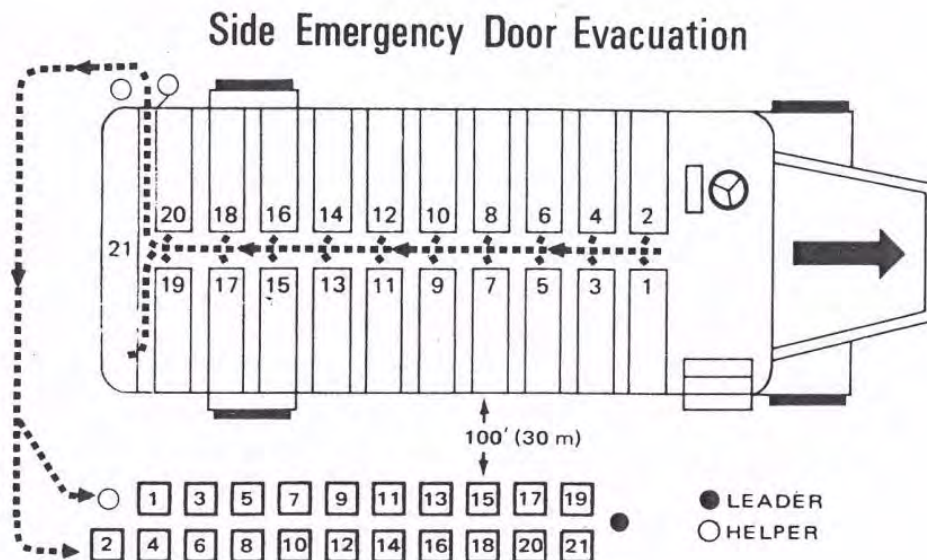
Rear Door Evacuation Procedures



- Stop the bus in a preselected location on the school grounds.
- Secure the park brake.
- Place the transmission in first or reverse gear. Automatics in park, buses without park position, place in neutral.
- Shut off the engine.

- Remove the ignition key.
- Stand, face the passengers, and get their attention.
- Give the command “Rear Door Emergency Evacuation Drill.”
- Walk to the rear of the bus, and face the rear door.
- Use the left hand to restrain occupants of the right rear seat.
- Ask the assistant to open the emergency door, exit the vehicle and take position.
- Have the second assistant exit the vehicle and take position.
- Have the leader stand in the doorway to lead the rest of the passengers off the bus to a position at least 100 feet or 40 paces from the bus.
- Before the leader exits the vehicle, turn around, face the front of the vehicle, and explain in what rotation the pupils are to leave their seat, reminding them to remain seated until it is their turn to exit.
- Face the doorway and move between the left rear seats to clear the aisle. Command the leader to assume a semi—squat position, reach out and place both hands on tops of the assistant’s hands, exit the bus, and go to a position at least 100 feet or 40 paces away from the vehicle.
- Inform the passengers seated in the right rear seat to leave the bus, and then call for the pupils in the next left seat to leave; then the next right seat, until the bus is empty.
- Stay near the emergency door to space pupils so that each pupil has cleared the area prior to the next pupil exiting. Make sure each pupil has plenty of room to assume a semi-squat or sitting position before exiting. Keep passengers under control at the rear door to prevent any shoving or pushing.
- When the last pupil has exited, walk to the front of the bus and check to ensure that everyone has exited.
- Exit the bus and join the waiting pupils.

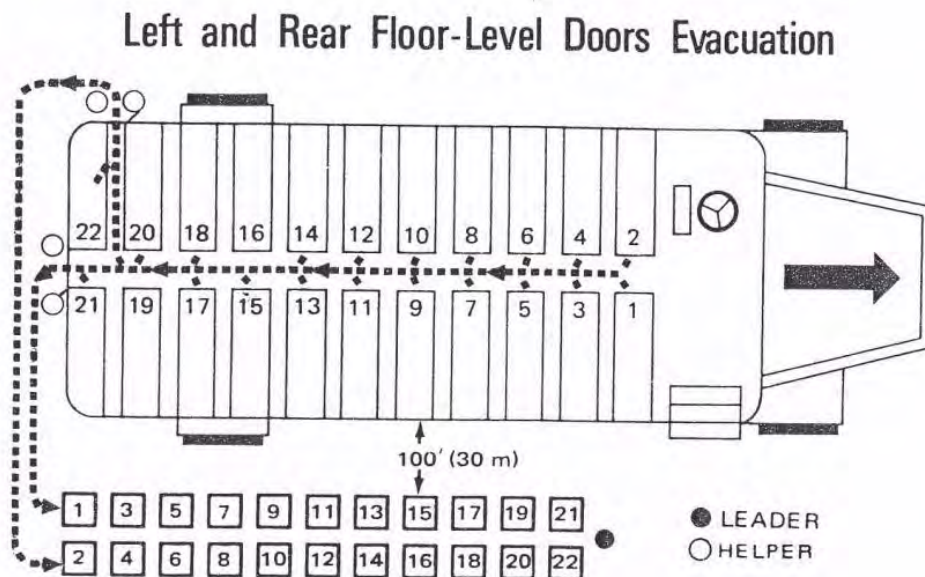
Side Emergency Door Evacuation Procedures



- Stop the bus in a preselected location on the school grounds.
- Secure the park brake.
- Place the transmission in first or reverse gear. Automatics in park, buses without park position, place in neutral.
- Shut off the engine.
- Remove the ignition key
- Stand, face the children, and get their attention.
- Give the command: "Side Emergency Door Evacuation Drill - Remain Seated."
- Walk to the emergency door.
- Ask the assistant to open the emergency door, exit the vehicle and take position.
- Have the second assistant exit the vehicle and take position.
- Have the leader exit the bus and prepare to lead the other pupils 100 feet or 40 paces from the bus.

- Face the rear of the bus and ask pupils seated in the first right seat to exit the bus, then left, then right, until all pupils have left.
- Face the front of the bus, and ask pupils in the first left seat forward of the emergency door to exit the bus; then right, then left, until the bus empty.
- Stay near the emergency door to space pupils so that each pupil has cleared the area prior to the next pupil exiting. Make sure each pupil has plenty of room to assume a semi-squat or sitting position before exiting. Keep passengers under control at the rear door to prevent any shoving or pushing.
- When the last pupil has exited: Check all seats to see that everyone is out.
- Exit through the emergency door in the same manner as the pupils and join the waiting pupils.

Left and Rear Doors Evacuation Procedures



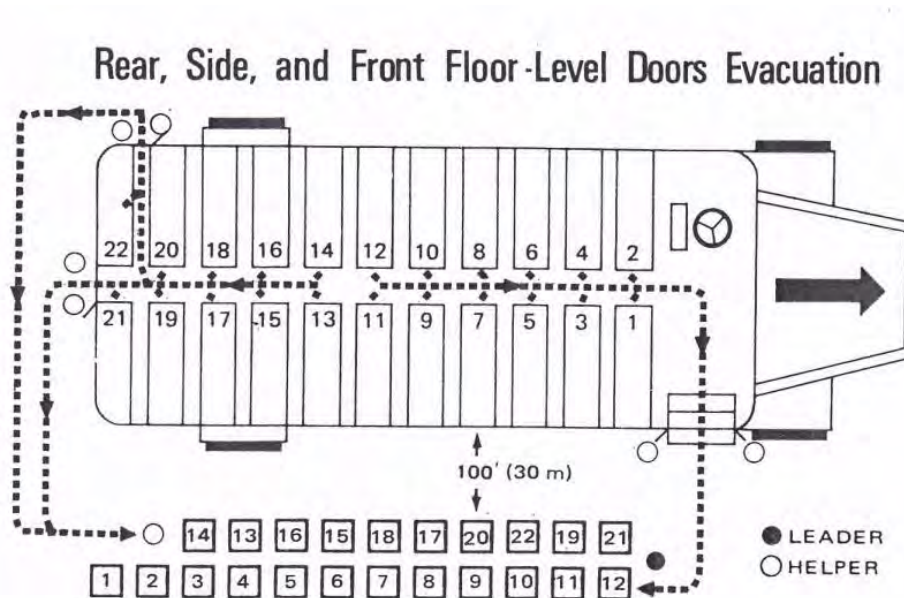
- Stop the bus in a preselected location on the school grounds.
- Secure the park brake.
- Place the transmission in first or reverse gear. Automatics in park, buses without

park position, place in neutral.

- Shut off the engine.
- Remove the ignition key.
- Stand, face the children, and get their attention.
- Give the Command: "Left and Rear Door Emergency Evacuation Drill - Remain Seated."
- Walk to the rear row of seats and face the rear door.
- Ask one assistant to open the rear door and jump out to take a position. Ask the second assistant to take a position.
- Turn, face the left - side emergency door, and ask the third assistant to open the emergency door, and jump out to take a position. Ask the fourth assistant to take a position.
- Ask the leader to take a position in the rear doorway.
- Face the front of the bus and explain to the children what order they are to leave their seats, reminding them to remain seated until it is their turn to move.
- Ask the leader to assume a semi squat position, reach out and place both hands on top of the assistants' hands, hop out, and go to a position at least 100 feet or 40 paces away from the bus.
- Start the evacuation with the right rear seat, then left rear seat, then right, then left, until the bus is empty. All pupils seated on the right side of the bus leave through the rear door; all pupils seated on the left leave through the left rear door.
- Ask the pupils in the first right rear seat to leave through the rear door. Ask the pupils in the first left seat to leave through left rear door, and so on.
- Stand in a position to control both doors to prevent pushing and shoving, allowing ample room for each pupil to assume a semi— squat position before jumping.

- This can be done by having the first pupil go out the rear door and the next pupil go out the left rear door - then rear, then left, spaced to allow each pupil who has jumped ample time to clear the area.
- Walk to the front of the bus, and check to ensure that everyone is out. Leave through the front door, and join the waiting pupils.

Rear, Side, and Front Doors Evacuation Procedures

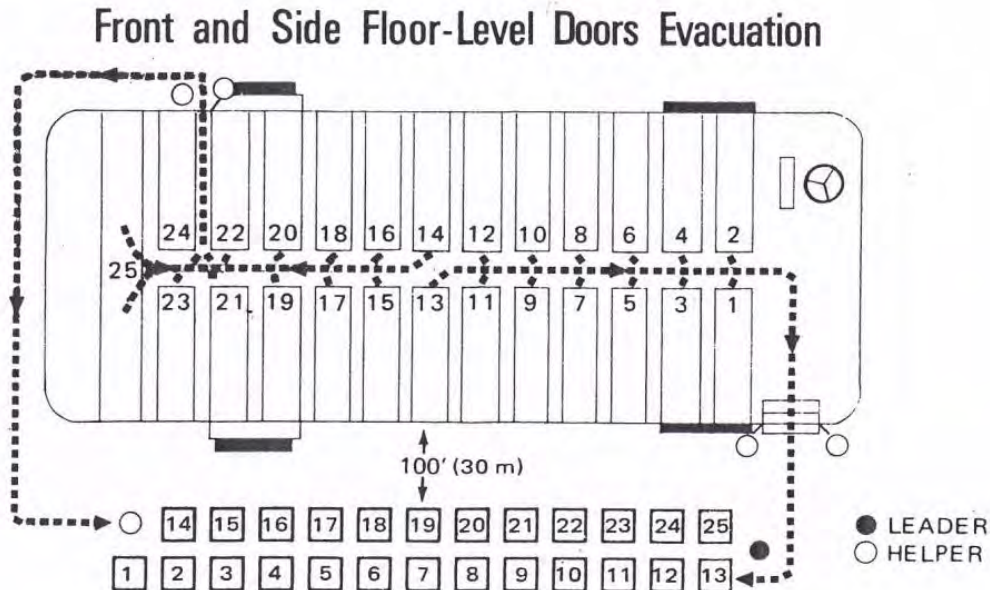


- Stop the bus in a preselected location on the school grounds.
- Secure the vehicle.
- Set the park brake.
- Place the transmission in first or reverse gear. Automatics in park, buses without park position, place in neutral.
- Shut off the engine.
- Remove the ignition key.
- Stand, face the children, and get their attention. Open the front door.
- Give the command: "Rear, Side, and Front Door Emergency Evacuation Drill —"

Remain Seated."

- Ask the front first and second assistants to take their positions outside the front entrance door.
- Walk to the rear door and ask assistant number three to open the rear emergency door, drop the safety chain, and jump out to take a position. Ask assistant number four to jump and take a position.
- Face left rear emergency door. Ask assistant number five to open the door, drop the safety chain, and jump out to take a position. Ask assistant number six to take a position. ‘
- Walk to the front of the bus. Ask the leader to leave through the front door and take a position at least 100 feet or 40 paces from the bus. Start with the left front seat and ask those pupils to leave through the front door, and then seat number three, then four, and then five. Back down the aisle, releasing pupils from seats on alternate sides of the bus, until the center of the bus is reached.
- Ask the rest of the pupils to stay seated. Walk back to the left side emergency door. Starting at the rear of the bus, ask all remaining pupils seated on the left side to leave by the left side emergency door. Stand at the left door to control the pupils and space their jumps so that each pupil has cleared the area before allowing the next pupil to jump.
- After the pupils on the left side of the bus have left the bus, turn to the rear door and ask the pupil closest to the rear door to leave. All remaining pupils are to leave through the rear emergency door. Again, see that each pupil has cleared the area before allowing the following pupils to jump.
- Walk to the front and check to ensure that everyone has left the bus. Exit through the front door, and go to the waiting pupils.

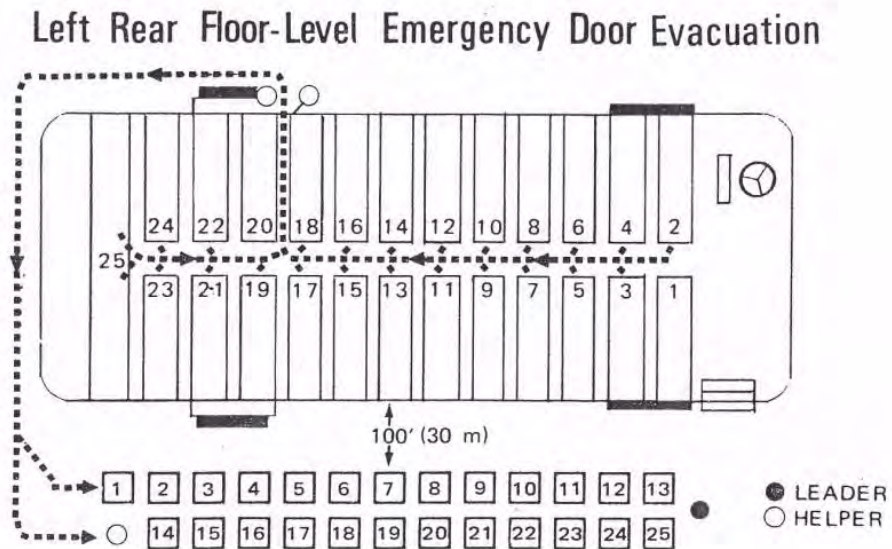
Front and Side Doors Evacuation Procedures



- Stop the bus in the preselected location on the school grounds away from traffic. Be sure ample adult supervision is at the location before drill is held.
- Shut off the engine and secure the parking brake.
- Place the transmission in first or reverse gear. Automatics in park, buses without park position, place in neutral.
- Remove the ignition key.
- Give the command: "Front and Side Door Emergency Evacuation Drill - Remain Seated."
- Stand between the first two seats and ask assistant number one to open the front door (using the emergency release, if so equipped).
- Ask assistants one and two to take their positions outside, one on each side of the front door.
- Stand, face the children, and get their attention.
- Ask the leader to take a position at least 100 feet or 40 paces from the bus.

- Release the pupil in the left front seat, stop back and release the pupils in the next right hand seat, then left, and so on, until the center is reached.
- Ask the rest of the pupils to remain seated.
- Walk back to the left emergency door. Ask assistant number three to open the emergency door and jump to the ground.
- Ask assistant number four to jump out and take a position.
- Ask pupils seated behind the emergency door to leave first, in proper rotation, right—left—right.
- As soon as the rear seats are empty, ask pupils seated forward of the emergency door to leave, starting with the right seat, then left, and so on, until all pupils are out.
- Be sure all pupils stay seated until their turn to leave. Stay near the side emergency door to ensure that each pupil clears the area before allowing the next pupil to jump.
- Check each seat to ensure that everyone is out and leave the front door to join the waiting pupils.

Left Rear Floor—Level Emergency Door Evacuation



- Stop the bus in the preselected location on the school grounds away from traffic. Be sure ample adult supervision is at this location before drill is held.
- Shut off the engine and secure the parking brake.
- Place the transmission in first or reverse gear. Automatics in park, buses without park position, place in neutral.
- Remove the ignition key.
- Have the second assistant jump out and take a position.
- Ask the leader to stand at the emergency door.
- Explain to the pupils in what order they are to leave their seats (starting with the right rear or divan seat, the left, then right, and so on) until the bus is empty. Remind pupils to remain seated until it is their turn to move.
- Ask the leader to assume a semi squat position, reach out and place both hands on top of the assistants' hands, hop out, and go to a position at least 100 feet or 40 paces away from the bus.

- Remain near the emergency door to control pupils leaving the bus and to prevent shoving or pushing. See that each pupil assumes a semi squat or sitting position before jumping.
- Make sure that each pupil who has jumped clears the area before allowing the next pupil to jump.
- After the last pupil leaves the bus, walk to the front of the bus, and check to ensure that everyone is out.
- Go out the front door and join the waiting pupils

Responsibilities of Vehicle Passengers

In summary, accidents do happen. When they do, it is too late to begin teaching an emergency procedure. The main purpose is the education and training of passengers on their responsibility. These responsibilities include; knowing about all escape routes, where they are, how each one works, and the proper procedure for leaving a vehicle in an emergency.



**HIJACK: Preparing now
For the Unthinkable later...**

HIJACKING AND KIDNAPPING

In the past, school buses have been hijacked both by a pupil passenger and by persons who were not passengers. Also, several threats have been made but not actually carried out. Consequently, this is a subject that needs to be addressed. You, as a school bus driver, must know both what to do and what not to do in the event that you are ever faced with a hijacking situation or a kidnapping.

You should understand the following definitions:

- **Predation.** Kidnapping for money or for personal gain. The traditional abduction for ransom and/or extortion is included in this meaning of the term.
- **Pathological.** Abduction for homicidal, suicidal, or sexual motives is identified with this term. The child molester, the abduction murderer, the mentally disturbed person, and the person with suicidal tendencies are examples of pathological behavior.
- **Political or social.** Hostage taking as a means of securing political, social, or personal objectives is included in this category.
- **Escape.** Abduction as a means of escaping capture or escaping confinement by legitimate authority is the motive for this act. The trapped felon or the skyjacker are examples of escape-hostage situations.

Student hijacks bus, kills himself

Associated Press

SALT LAKE CITY — A ninth-grade student wearing a cowboy hat and carrying a .357 Magnum revolver hijacked his school bus on Tuesday, shot the driver, then led police on a high-speed chase before killing himself.

Police believe 15-year-old Justin Allgood put the gun in his mouth and pulled the trigger before the bus careened into a house. Officers fired tear gas into the bus, then found him strapped in the driver's seat.

Allgood was carrying the printed obituaries of three close friends that died in traffic accidents over the last two weeks, including one who was killed on Monday, said Salt Lake County sheriff's Sgt. Jim Potter.

Salt Lake County Sheriff Aaron Kennard said the boy's family was devastated.

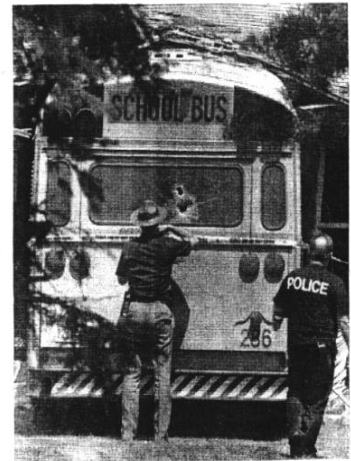
"All the information we have is he's a good kid who has gone through some personal tragedies in his life that have pushed him over the edge," Kennard said.

Police said Allgood boarded the bus at about 7:20 a.m., pulled out the revolver and ordered the driver and his friend, Adam Mortensen, to get off.

"You better not take that to school or you could get in pretty bad trouble," driver Sula Bearden reportedly said, reaching out for Allgood to hand over the gun.

Without a word, he shot her in the thigh.

Allgood took the wheel as other students scattered and the driver got off the bus. Then he



ASSOCIATED PRESS

Sheriff's investigators in Salt Lake County secure a bus that was hijacked and crashed into a residence Tuesday.

led police on a high-speed, 30-block chase through suburban Taylorsville.

The bus rammed a car, flattened a chain-link fence, jumped a two-foot-wide creek and then slammed half its length into the living room of the house.

All of the situations described could be dangerous to hostages if these situations are not handled properly. The following are important items:

1. **Do not try to be a hero.** Accept your situation as it is, and be prepared to wait until help arrives. In a hostage situation, both the hostages and those holding hostages are under great stress. If the hostages are able to appear calm, then the stress on the kidnapper may be reduced.
2. The **first 15 to 45 minutes may be the most dangerous** for all who are involved in a hostage situation. Therefore, you should follow the instructions of your captors without upsetting them. You should keep in mind that the longer you're together, the less danger there is that you will be harmed. However, the tenser the situation is, the greater the danger is that the captor may act in an unpredictable and dangerous way.
3. **Do not speak unless you are spoken to** in a hostage situation. Be calm and courteous in responding to questions and instructions.
4. **Do not make suggestions** to your captors. The main reason for this is that if your suggestions go wrong, they may think that was the way you planned it.
5. **Do not try to escape** unless you are the only hostage. If you are the only hostage, be certain that you can make good your escape before trying it. Even if you are sure, consider it very carefully before you try it.
6. **Observe carefully** everything that occurs, everything that you see and hear.
 - a. Try to memorize the number of captors, their descriptions, their conversation, the number and type of weapons carried, types of vehicles, and license numbers of vehicles, if possible.
 - b. Try to memorize the number and identity of other hostages, such as pupils. You may be released and if so, your information could help the police.
7. If permitted to speak on the telephone for any reason, you should follow the instructions of your abductor very carefully in what you say. **Be prepared to answer "yes" or "no"** only to questions asked by the person with whom you are speaking on the telephone. The party to whom you are speaking may ask questions regarding what your location is and what your problems are.

14-year-old Girl Hijacks School Bus in Louisiana

ABBEVILLE, La. - A school bus carrying middle and senior high school students home from school was hijacked on September 27.

As the bus stopped to drop off a 14-year-old female student at her assigned bus stop, she calmly announced that she didn't want to get off the bus. She then pointed a .22 caliber handgun at the bus driver and announced that she wanted to be taken to Texas to visit her father. The Texas-Louisiana state line is 140 miles from Abbeville.

According to Dr. Dan Dartez, superintendent of Vermilion Parish School District where the incident occurred, the 14 year old had moved to the district with her

8. **Do not turn your back** on your captors unless ordered to do so, but **do not stare** at them either. However, eye contact can be beneficial. People are less likely to harm someone who is looking at them.
9. **Do not be argumentative.** Exhibit a cooperative attitude, and instruct other passengers to do the same.
10. **Avoid physical resistance.** You have little chance of success in resisting, and you may increase significantly the risk of harm to all who are involved.
11. If you have pupil passengers, your main concern must be for their safety. If you have the opportunity, ask your captors to permit you to give necessary instructions to the pupils. If you are firm and remain calm, your passengers will be more likely to follow your instructions and not panic.
12. **Be patient** and remember that time is in your favor. When the police arrive at the scene, remember that they are trained to deal with such crisis situations and are engaged in a complete program designed to rescue you unharmed and as soon as possible.

SPECIAL CONSIDERATIONS

If you are driving a bus with special education pupils aboard, attempt to explain to the captors what type of pupils they are and what special care and special medication they need.

As you may realize, it would be very difficult to write instructions that would fit every situation. However, we believe and hope that these instructions will be of assistance to you.

Let's talk about a situation which could happen. You are driving your route and you see a person or persons trying to flag you down. There may be a vehicle alongside the roadway. Should you stop to see what the trouble is? If you do not know these people, the best thing to do is not stop and keep in mind that someone else may stop to see what their problem is. We may want to be a "good Samaritan," but remember that, if you do stop, you could create some serious problems for you and your passengers.

Unauthorized Entry 39842 EC

(a) Any person who enters a school bus or school pupil activity bus without prior authorization of the driver or other school official with intent to commit any crime and

who refuses to disembark after being ordered to do so by the driver or other school official is guilty of a misdemeanor and is punishable by imprisonment in the county jail for not more than six months, by a fine of not more than one thousand dollars (\$1,000), or by both.

(b) A school district or county superintendent of schools may place a notice at the entrance of a school bus or school pupil activity bus that complies with the requirements of paragraph (3) of subdivision (c) of Section 1256.5 of Title 13 of the California Code of Regulations and that warns against unauthorized entry.

HAZARDOUS MATERIALS

Hazardous material or waste is anything that can:

- Explode
- Burn easily
- Corrode
- Poison

Affect life through biological or in short, it is any material capable of posing an unreasonable risk to health, safety, and property during transportation.

Hazardous Materials13 CCR 1216

Motor carriers and drivers shall not transport, or knowingly permit passengers to carry, any hazardous material as defined in Vehicle Code Section 353.

These restrictions shall not apply to:

- Oxygen medically prescribed for, and in the possession of, a passenger and in a container designed for personal use.
- Personal use articles in the immediate possession of a passenger.
- Hazardous materials transported by a carrier subject to federal jurisdiction in compliance with provisions of subpart E, part 177, 49 CFR.

Hazardous materials are defined in Chapter 2, Subchapter 6, Title 13 of the California Code of Regulations.

Basically, hazardous materials are:

- Radioactive material
- Poison
- Flammable liquids, solid, or gas
- Nonflammable gas

- Oxidizer
- Corrosive or irritating material
- Combustible liquid
- Other regulated material

Actions taken at scenes of accidents involving hazardous materials must be prompt and effective. There are many potential dangers these materials can pose, whether you are involved in the accident or come upon the accident scene. For example, smoke, fumes, or residue from a hazardous material spill may have a secondary and/or long-term effect on health that is undetectable during exposure.

Another example is driving through spilled materials. Flammable solids can cause fires by self-ignition or spontaneous combustion if exposed to certain conditions such as becoming wet, being exposed to air, being crushed (buses running over material), or coming in contact with corrosive materials or outside heat sources.

If your vehicle is positioned at the accident scene downwind from spilled materials such as poisons, injury and death may result if persons remain in contact with or inhale the substance in moderate quantities.

Subsequently, do not use flares and keep other ignition sources away from spilled materials. Flammable solids are strongly reactive with water. Oxygen (pressurized liquid) coming in contact with fuel, oil, or any combustible materials can cause explosions.

EMERGENCY PROCEDURES — HAZARDOUS MATERIALS

If you encounter hazardous materials at the scene of an accident, you must take the following precautions:

- Avoid smoke, fumes, or residue from a hazardous spill.
- Do not walk or drive through spilled materials.
- Do not stand downwind from spilled materials.
- Do not use fusees or other ignition sources near spilled materials.

Concern for the passengers is primary and all activities are performed with this concern in mind. Some or all of the following activities may be necessary, depending on the emergency situation:

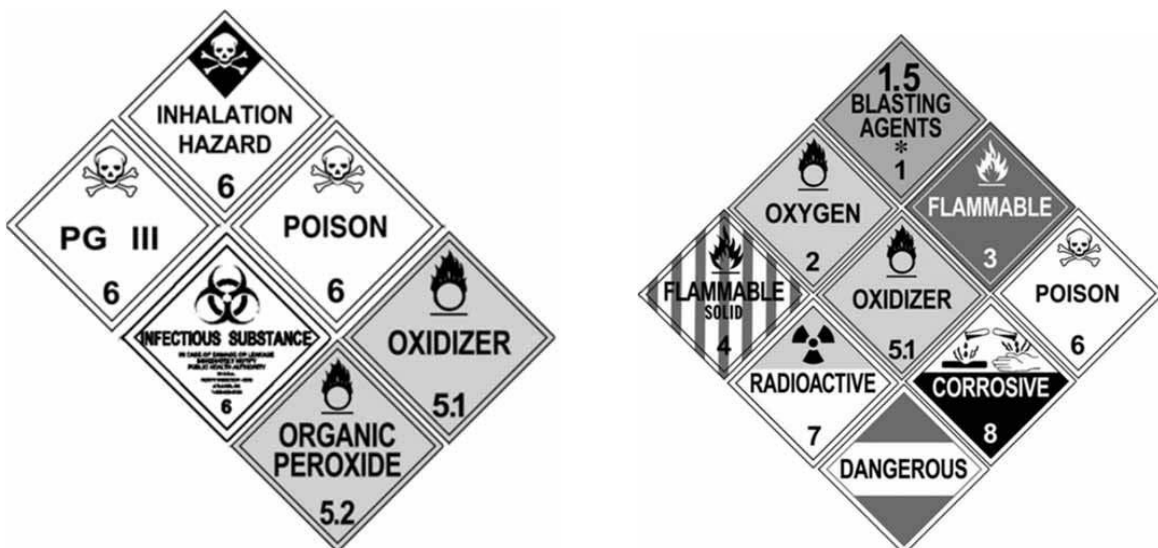
- Turn off ignition switch.
- Set brakes.
- Remain calm and reassure passengers.

- Be alert regarding fire or the possibility of hazardous spills.
- Place warning devices.
- Check for injury to passengers and, if injured, follow first-aid procedures.
- Keep all passengers in the bus, again noting exceptions:
- Possibility of fire
- Evacuate only when necessary if any hazardous materials are capable of posing an unreasonable risk to health, safety, and property at the accident scene.
- Determine wind speed and direction of wind. Evacuate the bus to a safe area if hazardous material is gaseous and moving towards disabled vehicle.
- Determine roadway slope. If hazardous materials are liquid and flowing towards the vehicle, evacuate. Some materials within the vehicle (battery acid) could react with the spilled hazardous materials.

Identify spilled hazardous material. This will assist law enforcement officials to notify appropriate emergency personnel to handle accidents involving hazardous materials. Shipping papers are required by law to be in the cab of the vehicle. If possible, retrieve them. Information will include:

- Trade name
- Chemical name
- Manufacturer
- U.N. number
- Shipper's name
- Carrier's name

If unable to obtain shipping papers, remember, there are placards to the front, rear, and sides of the vehicle, for identification.



Identify container type:

- Bulk
- Drums
- Bottles
- Cylinders
- Boxes

If container is broken and materials are leaking, identify form of materials:

- Solid
- Granule
- Liquid
- Powder
- Gas
- Radioactive

Notify the California Highway Patrol. Inform them the accident involves hazardous materials. Based upon the above information, you can provide assistance and information on identification of the hazardous material.

Notify appropriate operational personnel of location of bus accident. If evacuation is necessary, remember some of the hazardous materials require distance, depending upon circumstances. Make sure there is a clear and present danger before evacuating the bus.

Evacuation may be necessary upon determination by the driver that a hazardous material is present and poses an unreasonable risk to health, safety, and property at the accident scene.

- Continue accident procedures
- Protect the scene
- Exchange information
- Cooperate with operation personnel
- Continue on route after vehicle is released and information is gathered.

CONCLUSION

Emergencies of every type occur on school buses across the country each year. Although buses have an excellent safety record, the road is a dangerous place and collisions are a fact of life. Modern school buses are built to survive most collisions remarkably well, but the potential for a severe crash always exists.

Through effective training, experience with critical situations reduces the emotional impact and increases the chance of making the correct responses. Drivers can improve their responses to emergencies through effective training and “what if” situations.

Remember, you the driver are responsible for your passengers and must protect them at all times.

SUPPLEMENT

Floods

- Follow instructions on two-way radio
- Never drive through water when unsure of roadway
- Look for the centerline of the roadway
- Do not allow students to walk through water if depth is unknown
- Check brakes periodically if driving through water
- If at all possible do not drive through water
- Gas engines will die when submerged, diesel will not
- Flooding usually builds up over long period of time and advance planning and school closures can be made
- Drivers should immediately notify dispatch of these areas flooding.



Earthquakes

- Follow DROP, COVER and HOLD commands if ordered.
- Drivers in buses may not even be aware of an earthquake.
- Be alert for cracked road surfaces.
- Always keep two-way radio on for instructions.
- Transport to shelter if so ordered.



Emergency or Disaster Transportation Services

In the case of most emergencies or disasters, we will be relied upon by the schools and school districts to provide transportation services as needed to transport students home, or evacuate students and faculty to central care facilities. These decisions will be made by school administrators in conjunction with emergency officials and this Agency. Taking care of the needs of the schools and students will be our first priority. That being accomplished, we may be called upon by local authorities to evacuate the general public to disaster shelters or other areas.

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Unit 9

Passenger Management



Curriculum in this handout is from the
Instructors Manual for California's Bus Driver's Training Course.
This handout is specifically geared for the School Bus Driver.

The objective of Unit 9 of the Instructors Manual for California’s Bus Driver’s Training Course is to explain the different age cycles that affect behavior, techniques for group control and to learn the responsibilities of the school board, parents, teachers, passengers and drivers.

This handout covers all the subject matter in Unit 9 of the Instructors Manual for California’s Bus Driver’s Training Course and has additional material to help an applicant or driver understand the material more thoroughly.

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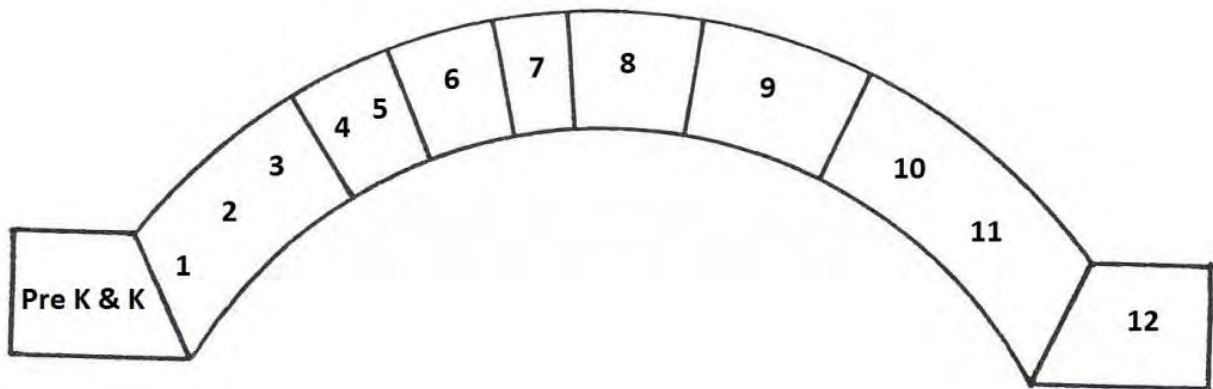
INTRODUCTION

A professional bus driver should always have a general knowledge of the passengers. Your success in managing passengers will depend largely on your ability to manage yourself and to get cooperation from others. Generally speaking, the background and personality of your passengers may vary widely from yours; therefore, it is essential that you understand the basic psychological patterns of your passengers.

One of the first obstacles that you may encounter as a new driver is the adjustment of your attitude to deal with today's society. From the time that a pupil looks at you in the driver's seat until your last good-bye at the end of the day, you are a part of that child's environment.

Like everyone else, children are responding constantly to their changing environments and children themselves change quickly. Your personal knowledge of the individuals transported will not be as intimate as that of the teacher because you will be with the pupils only a short time each day. Even though you may not get to know each child well, there are behavior patterns you can anticipate within various age groups.

BEHAVIOR CURVE



This "behavior curve" illustrates a general pattern of activity. Of course, it does not apply to every child; however, it is a useful tool. If you are aware of the stages most Children go through, you can adjust your attitudes and approach to each child more sympathetically. The use of proper management techniques will reduce the number of discipline problems while transporting pupils. The key to being a successful pupil manager is to understand that each child is an individual with individual needs.

Let's progress around the behavior curve with a boy named Johnny.



Pre- Kindergarten and Kindergarten

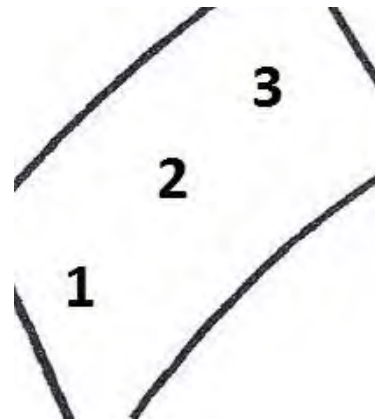
First, look at Johnny as a **preschool youngster**. His activity is very much restricted and regulated. He is schooled at home with almost no outside experience.

Pretty soon Johnny is ready for **kindergarten** where, again, almost everything that he does is regulated and he expects and accepts this regulation. The few times he does something on his own he is under close observation. Soon, he will be ready for his next step.

The next step from kindergarten to first grade is in itself not too big a step, so we are going to lump first grade through the third grade together. From this point on, things begin to happen at an increasingly rapid rate.

1st, 2nd & 3rd Grades

In this **first to third grade bracket**, he is beginning to be allowed just a little bit of freedom of action. At home, he may be allowed to go next door and play in the yard with his friends. At school, he is still a part of a group. His every activity is directed and he is closely supervised.

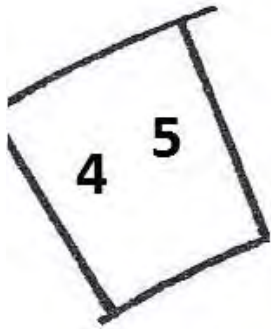


As a bus rider, he presents few disciplinary problems because he has no reason to be aggressive. His memory span is short and the bus driver must expect to constantly remind him and his group to remain seated, to hold down their noise level and to obey other bus safety rules. This is normal and expected behavior.

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

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

4th and 5th Grades



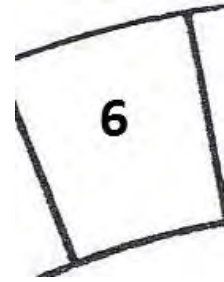
The next grouping is the **fourth and fifth grades**. Beginning in the fourth grade, Johnny will probably have his first experience with more than one teacher. For a short period each day, he will probably have a second teacher for sports or physical education. He is probably, for the first time, getting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

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

6th Grade

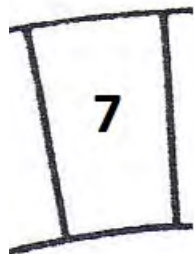
By now, he has reached the **sixth grade**. In some cases, he attends a school where the sixth graders are the oldest children in school.

Hence, there may be a tendency to show off and to prove he is one of the top guys on campus and, in many cases: a wise bus driver can channel this desire for leadership to work for them. Without proper channeling, our young man may cause some behavior problems himself or may be the cause of other younger pupils' misbehaving.



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

7th Grade



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

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

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

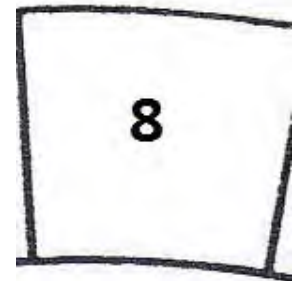
Another problem that Johnny faces at this time is body development. Earlier on the behavior curve, not much was happening in that area. There were some changes starting back in the sixth grade, but ordinarily, not too much was happening to him physically. Another problem is the tremendous amounts of energy that he must use up.

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

A driver has to understand this and accept it as part of the occupation. Try to understand that this is part of every child's growing up. It is necessary to have some feeling for these students and to be able to work within a framework of discipline tempered with understanding

8th Grade

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



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

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

9th Grade – Graduation to High School

At this point on the behavior curve, the local school organization becomes a factor. If we have a situation where the ninth grade is the first year of high school, then adjustment timing of our typical student is changed somewhat. We have to remember that environment is always a factor in student behavior.

Discipline is learned. Behavior is caused.



First, let's discuss Johnny on the basis of an eighth grade graduation to high school. In this type of program, in addition to the growth and adjustment problems that were mentioned earlier, he has become top guy again.

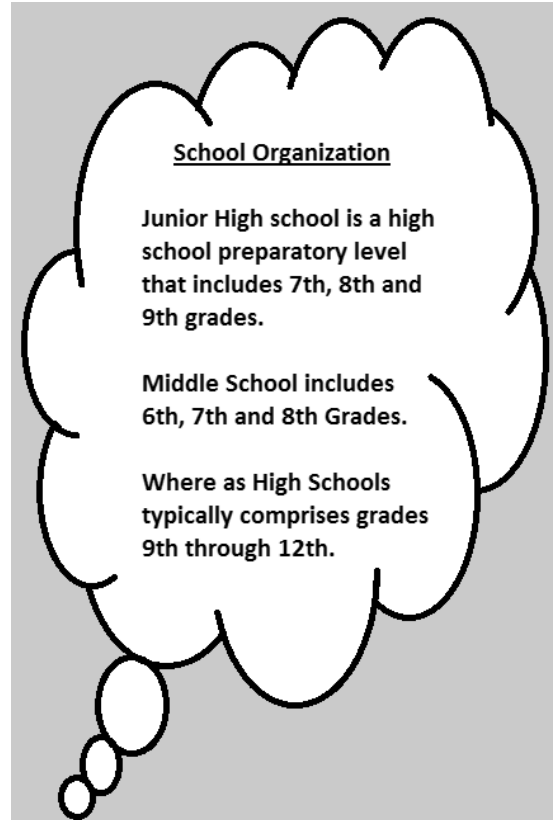
In many instances, this in itself can create inner conflicts in our typical bus rider. On the one hand, he still has all the mental, physical, and emotional conflicts to which he is trying to adjust. The natural tendencies of experimentation and aggressiveness are there or at best are being held just below the surface. He might be compared to a tightly wound spring where the tension or energy must be released, but in a controlled manner.

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

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

9th Grade – Junior High School

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



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

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

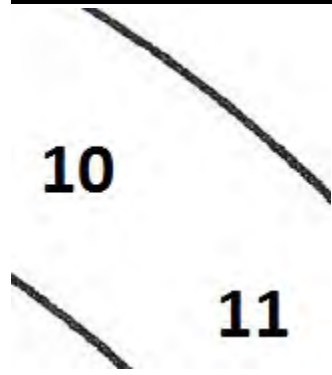
During this two or three year period, there has been more physical, mental, and emotional growth than in any other period in the life of the child.

For this very reason, whether we are speaking of teachers or bus drivers, we need to have our most qualified people working in this age bracket.

To be successful with this age bracket, a driver must honestly enjoy young people. A dislike or intolerance is impossible to hide.

Students instinctively try to live up to expectations; and when the driver conveys a feeling of respect for his passengers, in almost every case, this same respect is returned. A driver whose own children are in this age bracket is accustomed to the behavior pattern and is adjusted to it.

10th, 11th and 12th Grades



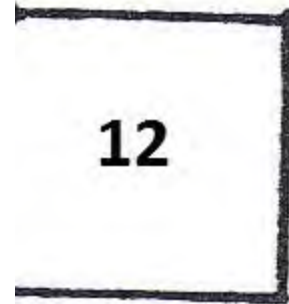
Moving on down the behavior curve, notice that the illustration shows a downward path that will continue as the grade level goes up.

Remember that we have been discussing timing and not necessarily a difference in the pattern of behavior.

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

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

The problems that the driver of 10th,11th, and 12th grade pupils will encounter will be fewer in number than back in junior high. It is also true the problems that do occur can be of a much more serious nature.



The driver has to behave in a different manner than with elementary school pupils. On the young side of the behavior curve, children expected and accepted group instructions and demands. We lined them up in straight lines, and we probably had them assigned to sit in straight rows. This worked because that was how their lives were regulated.

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

Fewer numbers certainly mean fewer problems. The most important factor is that they are growing up, and the petty little things they used to do are no longer done.



The bus driver's approach must be on a person—to—person level rather than on a group level. In order to get along with these young adults, there must be a feeling of mutual respect. Respect is an emotion that cannot be demanded from another. It must be earned by one person and bestowed by another.

Try that philosophy in all your relationships and, particularly, in your role as a bus driver, and see if it doesn't make your job easier and more pleasant.

CHARACTERISTICS OF GROUP BEHAVIOR

Let's discuss some of the management techniques used in managing groups of children. The atmosphere will now change somewhat. You could be dealing with as many as 97 passengers all at your back; therefore, it is extremely important that you

understand the elements of group behavior.

Kindergarten and Elementary School Pupils

The kindergarten and elementary child requires a great deal of physical activity, and talking is often used as a substitute for this physical activity. Loud talking on a bus is a problem that requires much patience on the part of the driver, but absolute silence among pupils is not a healthy bus atmosphere. Children vary in the amount of activity required and their behavior will vary from day to day.



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

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



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

Drivers who transport regular education and exceptional students in the same bus should be on the alert to see that the so-called handicapped students are not being subjected to insults.

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

The characteristics of this age group of pupils often make it possible to promote a group spirit "to make our bus the best." Many bus drivers have excellent results by discussing bus rules with the pupils and making them thought of as "our rules." Some drivers develop a game of having each bus load try to excel in keeping the bus clean, in stressing good behavior on the bus, and in maintaining orderly conduct when loading and unloading. This method requires considerable skill, and new bus drivers should consult experienced drivers before attempting to start this type of competition.

High—School—Age Pupils

In the high—school-age groups, the girls are usually more mature than the boys and tend to be more like each other. Girls tend to be more easily influenced by boys than boys by girls. Boy—girl relationship problems may cause trouble on the school bus when some of the pupils are "going steady." The other pupils tend to cover up intimacy in the rear of the bus, and drivers should be alert to stop such actions as soon as they become aware of this situation.



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

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

Troublemakers



Youngsters likely to misbehave on the bus may often be identified by the way in which other pupils act toward them. In a bus load of high school pupils, normally from two to five pupils are apt to be potential troublemakers, and these will be easily identifiable by the bus driver after making a few trips. Young bus drivers must expect the older pupils to resent any great show of authority by them, and, therefore, they should not hesitate to ask the aid of the supervisor or principal to help them solve problems involving these pupils.

ELEMENTS OF GROUP BEHAVIOR

Group Troublemakers

High—school—age pupils tend to organize in groups or gangs due to the normal tendency of any grown-up to belong to a group. Most gangs are formed by groups of like social or racial background and are primarily formed for fancied protection or are promoted by some pupil who aspires to a position of leadership or power. Any action against a member of the group becomes an action against the entire group; and, if a group member refuses to go along with the majority, he is often punished.

The best way to deal with this type of bus behavior is to ask that the members of the group or gang be assigned to ride on several different buses or that bus riding privileges be denied all members of the group until they agree to abide by the rules. If the leader can be readily identified, it may be well to first take action against him or her, and often the group will fall apart when the leader is no longer among them.

Group Leaders

On every bus there will be pupils who, through athletic, scholastic, or social activities, are **natural leaders** of the group. They do not actively work at leadership, but the other pupils naturally fall in with what they might suggest or the manner in which they act. Their leadership is usually good, and it is important that the bus driver know who these pupils are and endeavor to encourage this sort of leadership.

In dealing with these pupils, it is important not to embarrass them by forcing them to appear on the side of the driver or to make them "look bad" in front of the group by not giving them a chance to "back down gracefully" in case they have been out of line in their behavior.

TECHNIQUES OF GROUP CONTROL

If an individual pupil is guilty of breaking the rules of bus conduct, do not "bawl him or her out" in front of all the pupils riding the bus.

On the other hand, if the general bus safety is being threatened by several pupils, a driver should point out their misbehavior in front of all the bus passengers. A case in point is the lighting of matches by pupils riding the bus. They should be "**straightened out**" when the incident occurs and in front of the entire bus load of pupils. On the other hand, individual behavior problems which do not affect all the others on the bus are better handled in a private manner. It is a good rule to never say anything unpleasant to more than one person at a time.

Try to avoid a showdown or "**power struggle**" with a pupil in front of the other pupils. It is much better to report the incident to the principal and supervisor, and ask their help in the matter. Remember, the pupil's behavior on the bus is probably an extension of his or her behavior in school, and the school authorities know much more about the pupil than you do.

Building good bus conduct should start the first day of the school year.

Rules should be made very clear and the very first infraction dealt with promptly and firmly. It is much easier to prevent a bad situation than to correct one.

Young people resent more than anything else, an appearance of real or imagined "**favoritism**" toward students on the part of the driver. It is easy to be lenient with normally well-balanced pupils and harsh toward those who has been giving trouble, but the driver must "play it straight down the middle."

Never lose your temper. In the event of an argument or misunderstanding, the driver should remember the less emotion displayed, the less emotion will be aroused within the student.

Young people like to test adults, to see how far they can go or how much they can get away with. Behavior which is obviously in this category should be dealt with fairly but firmly.

Firmness should not be confused with harshness or unfriendliness.

Many experienced drivers can go year after year without any real disciplinary problems. The secret is to let the pupils know what is expected of them, to insist on reasonably good behavior at all times on the school bus and to avoid creating unnecessary difficulties. It is much better to start out the year being extremely exacting and gradually mellow if the bus behavior remains satisfactory. On the other hand, if a youngster who has been out of line shows signs of calming down, don't run it in the ground or make a "federal case" out of it.

Do not hold a grudge.

Each student should be supplied with a copy of the rules for bus behavior. These rules should be worked out with the principal or supervisor and bus drivers and should be adopted by the governing board. It is often desirable for the principal to have an assembly of all pupils riding the bus to discuss and explain these rules. The bus driver

should strictly enforce every rule in a fair and impartial manner.

NO decision of the school administration should be publicly questioned by the bus driver. If one believes that the action taken was not in the best interests of harmony in bus behavior, the driver should ask to meet with the principal or supervisor to discuss the matter. The bus driver should be patient, but remind the administrator that the discipline of the entire bus load of pupils is threatened if no action is taken against chronic offenders.

The exchanging of "**wisecracks**" and gossip with the pupils is an excellent way for the bus driver to invite trouble. Remember, your position is one of responsibility and by your actions, you are aiding in the educational program of the school district.

After a few weeks, you will be able to spot the troublemakers who are present in every bus load of pupils. Ask the principal about these pupils, and you will probably find they are also problems in the classroom. The teachers are having the same trouble with them in the classroom that you have when they ride the bus.

In dealing with school—age children, never assume that all is well and that there is no need to keep a firm hand on things. **'A minor incident can easily flare up into a major problem that can quickly get out of hand. Do not put off until tomorrow the settling of minor problems, but "strike while the iron is hot"'**.

In speaking to the group as a whole, **do not threaten the entire bus load for the misdeeds of a few**. Hold your fire for the pupils who are creating the disorder and do not antagonize the rest of the pupils.

ESTABLISHING A MUTUAL RELATIONSHIP WITH PASSENGERS

Here are a few tips that will help you establish a mutual relationship with passengers:

1. Each child is an individual and therefore different, but do not allow special privileges to any pupil unless requested by the school administration. The administration has complete records on each pupil and is better qualified to judge a pupil's needs.
2. Observe the rights and privileges of each child only as long as he or she obeys the rules of good bus behavior. The moment a pupil "gets out of line," he or she must be dealt with fairly, impartially, and in the same manner the driver treats all such offenders. In the eyes of children, the greatest sin an adult can commit is to

"play favorites."

3. Remember that all eyes are on you while you are driving the bus. Your words and actions have tremendous influence on the children riding the bus.
4. Speak quietly, clearly, and with confidence and firmness when talking to the children on your bus.
5. Be liberal in praise of the group when they accept responsibility well and have a general pattern of good behavior. Do not single out individual students for praise before the group.
6. Do not try to handle serious discipline cases yourself. Refer all such cases to the supervisor or the school principal. Give all the facts and be sure the entire problem is understood. Usually, the child who causes problems on the bus is also causing problems in the classroom. The school administrator has the whole picture of the child while you, as the bus driver, know only bus behavior.
7. One of the most difficult problems of pupil conduct is caused by overloading the school bus. Drivers should be extremely careful to see that each passenger has a comfortable seat when pupils are on the bus for 30 minutes or longer. This may mean that some pupils must change seats to better distribute the passenger load. On many school buses transporting older elementary pupils and high school pupils, the seat space allowance is not sufficient, and bus capacity may have to be lowered to allow each pupil a comfortable seat space. Another point to remember is all pupils must be seated while the bus is in motion. This is the first principle of safety.

SCHOOL BUS TRANSPORTATION BEHAVIOR PROBLEMS

Some behavior problems of school bus transportation are:

1. See that pupils conduct themselves at bus stops as they do on the school grounds. This means they do not litter the ground with papers or damage property in the immediate area. Although this is not the immediate concern of the bus driver, he or she should report to the principal or supervisor when this condition occurs and ask that action be taken to remedy the situation.
2. Pupils are to be at loading points when the bus arrives. They should line up in an orderly manner far enough back from the curb to be in no danger from either passing traffic or of being struck by the bus itself when it approaches for its scheduled stop. No shoving or scuffling can be allowed.
3. Students are to walk rapidly or run to the bus if they are late. Many school districts have a rule of not waiting for tardy pupils unless the bus driver can see them coming to the bus.
4. When boarding the bus, pupils should wait until the bus is stopped; then walk toward the bus from a position a few feet ahead of where it is stopped. (This rule will avoid such accidents as smaller pupils being shoved against the side or wheels while trying to board the bus.)
5. Seats, especially "choice" or desirable seats, are not to be held for students who are late boarding the bus.
6. Pupils are to take, or change to, any seat assigned to them by the driver.
7. Pupils are to go to their seats promptly after boarding the bus.
8. Pupils shall not leave their seats while the bus is in motion, and should not talk to the driver while the bus is in motion except in cases of emergency.
9. Eating or drinking should not be permitted on a school bus.
10. Pupils should not open or close windows or emergency doors except when specifically requested to do so by the bus driver.
11. Paper or other debris must not be thrown on the floor of the bus.

12. Heads and arms must be kept inside the bus at all times.
13. No object of any kind is to be thrown from the bus, and pupils are not to shout or make offensive remarks to pedestrians or motorists.
14. The aisle of the bus must be kept clear of books, lunches, feet, etc.
15. Students are to face forward when leaving the bus (not turn around to say goodbye to friends), and have one hand free with which to grasp the guardrail.
16. After leaving the bus, all elementary students who must cross the roadway shall be escorted by the bus driver, and they shall cross in front of the stopped bus. High school pupils should be escorted at bus stops where extreme traffic hazards exist.
17. If possible, the principal or teacher should notify the bus driver in advance if a pupil is not to be on the bus on a particular trip.
18. Permission to leave or board the bus at other than the normal stop is to be cleared with the principal or teacher, and written permission must be presented to the driver.
19. Students are to report promptly to the bus driver any damage to the seats or any parts of the bus near where they are sitting in order to not be charged with responsibility for such damage.
20. No one is to ride the school bus without written permission from the school authorities. (This rule calls for a little tact in dealing with parents, but much trouble can result if it is not followed.) One of the reasons for this rule is that drivers are presumed to have better control of the students who habitually ride the bus than they have over strangers who are not regular riders. In addition, there is probably a question of the legal liability of the school district regarding persons who are not pupils or employees of the school district.

BUS SAFETY RULES

The following simple rules should be posted in every bus and rigidly enforced by every bus driver.

- Remain seated when bus is in motion.
- Keep arms and head inside bus.
- Avoid loud and unnecessary noises.
- Refrain from eating on bus.
- Profanity is inexcusable.
- Refrain from boisterous conduct.
- State law prohibits smoking on a bus.
- Cross Street in front of the bus (when directed by the bus driver).

These rules are for your protection and your cooperation will be appreciated. Any violation may result in suspensions of bus riding privileges.

Do's ✓ & Don'ts

OF PUPIL MANAGEMENT

The following are good commonsense suggestions on how to treat a large number of students in order to earn their respect.

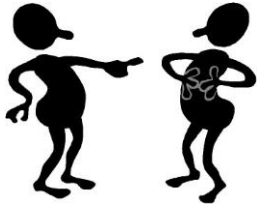
Do's:

- ✓ Always be courteous.
- ✓ Always control your temper.
- ✓ Keep calm.
- ✓ Act the part of a driver in a responsible position, conscious of your important job.
- ✓ Do everything possible to develop the idea that the pupils themselves have important responsibilities in ensuring group safety.
- ✓ Maintain close contacts with principals and deans, and secure their cooperation.
- ✓ Seat your troublemakers near you within your vision.
- ✓ Be kind, but firm.
- ✓ Show interest in things that interest students.
- ✓ Clearly establish your standards of behavior.

Don'ts:

- Don't let things go too far before taking the proper steps to correct them.
- Don't try to discipline a whole group.
- Don't be lax one day and get tough the next; be consistent.
- Do not scream.
- Don't threaten to do something you cannot do.
- Don't threaten to do something and not do it.
- Don't hold grudges.
- Don't use bad language.
- Don't be too familiar with the students.
- Don't argue with students or parents.
- Don't make wisecracks.
- Don't use physical force; observe the policy of "hands off."

DISCIPLINE



Discipline on buses is probably the biggest problem confronting bus drivers. It has been given national attention through newspaper publicity and magazine articles. The tendency to place the entire burden for conduct upon the bus driver is fast disappearing, and the need for cooperative effort is being recognized. The only lasting solution is the creation of a morale and standard of citizenship which encourages the cooperative conduct of pupils. This requires a cooperative effort and study of the problem. The bus driver is responsible for the conduct of pupils on the bus but must have the backing of the school administration to effectively discharge the responsibility. In cases of continued misconduct, the bus driver should report the pupil to the supervisor or principal and ask that some action be taken toward withdrawal of the pupil's privilege to ride the bus.

In many districts, the first action taken is a reprimand or a withdrawal of bus riding privileges for a short time, usually three to five days. If the pupil's behavior does not improve when he or she returns, denial may be for the remainder of the school year or track, or the pupil may be removed to another bus. This is usually done after all other measures have failed to improve the situation.

Drivers must understand the principles of passenger behavior and know how to approach passengers in a manner that will effectively gain their respect. Parents and pupils recognize an orderly, well—managed bus and will condemn bus drivers who are lenient and do not have control of their passengers.

Passenger discipline or control demands that all talking to the pupils must be done without shouting, excitement, or evidence of irritation. Bus drivers must be careful in their talks with the passengers never to threaten them with violence. Drivers must carry out their instructions to the passengers with no evidence of favoritism. Drivers who overlook violations of conduct by one passenger lose the respect of the other passengers. Drivers must strike a happy medium by not being too lenient or too harsh, as both extremes are equally bad for the morale of the passengers on the bus. The attitude of the driver should be friendly, cheerful, and businesslike.

The bus driver should strive to build morale and cooperation with the passengers. This can be done by being friendly, courteous, and helpful. In the course of time, the passenger morale will be a great source of help in controlling those passengers who are the worst offenders. When passengers discover that improper conduct is not acceptable to the group, offenders will hesitate to do things which cause them to lose "face" with the group. One of the best approaches to building morale is to give the passengers a

chance to participate in drafting or revising the rules and regulations for maximum safety on the bus. Helping pupils and parents in cases of emergency is usually appreciated. All approaches which tend to create better relationships should be constantly kept in mind.

The bus driver must maintain order on the bus and, in doing so, should keep in mind the following simple rules:

1. **Stop the bus** if the behavior problem is a serious one. If it is a minor infraction, a word of warning over the speaker system or a remark directed to the offender may suffice. If the infraction is more serious in nature, stop the bus. The fact that you have taken this action makes the passengers realize the situation is one that is out of the ordinary.
2. **Stand up and speak to the offenders** in a courteous manner but in a firm voice. There must be no anger involved, but all passengers must realize you "mean business".
3. If a change in seating is needed, the passenger should be moved to a **seat near the driver** so behavior may be more closely observed.
4. You have no legal right to put a passenger off the bus except at his or her regular stop. However, if an emergency situation develops in which you feel very drastic action is needed, **stop the bus and call dispatch** or send a responsible passenger or adult to notify the supervisor or principal of the happening. Do not move the bus until one of these persons has responded to the call. Before denying the passenger the right to be picked up in the morning, check with the supervisor or principal regarding the proper procedure to follow.

AUTHORITY OF DRIVER5 CCR 14103

Pupils transported in a school bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street or highway.

DENIAL OF TRANSPORTATION5 CCR 14103

Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied transportation. The school district governing board of trustees shall adopt rules and regulations to enforce denial of transportation.

BOARD POLICIES

The governing board of a school district has the right to adopt rules and regulations governing pupil transportation in its district as long as those rules and regulations do not conflict with law or regulation.

The Education and Vehicle Codes contains laws which are usually prefaced by "may" or "shall." "May" indicates that they may permit or allow something to be done, and "shall" means that it must be done.

As a general rule, the school board appoints someone as its representative in handling transportation affairs and adopts the rules under which this person is to operate.

PARENT RESPONSIBILITY



Parents do have a responsibility in helping the school maintain a safe and efficient transportation system. The school administration and the bus driver should let the parents know what they can do to help.

Some suggested methods of communicating with parents are:

- Distribute student and parent handbooks.
- Organize a PTA program on transportation.
- Send school bulletins home from school.
- Conduct a program on transportation during Public School's Week.

There are many other ways to bring bus safety awareness to the public.

Parents are expected to have their children ready on time and to inform them that they are to maintain good behavior at the bus stop as well as on the bus.

An open line of communication must be maintained between parents, school authorities and the bus driver, so that when problems do develop, parents are aware of them.

TEACHER RESPONSIBILITY

As part of a team, teachers do have some responsibility in the operation of a transportation system. They can be of great help to the driver in handling discipline problems.

A pupil is under the teacher's supervision for a much longer period of time during the school day and the teacher has a chance to see the pupil perform in many different ways; therefore, he or she is aware of the pupil's strong points as well as weak points.

A driver has only a short time during the day in which to observe the pupil; therefore, good communication between the driver and the teacher can be of great value in helping the driver understand the actions of a particular child.

The classroom can be a good place to explain bus safety. Many districts use this to advantage.

When a teacher is aboard your bus for a field trip, etc., it is the driver's responsibility to cooperate in every way with the teacher's wishes as long as those wishes do not interfere with the bus safety rules. Teachers should be made aware of these rules before a trip is taken so that they may help maintain order.

When a teacher is aboard the bus, the driver still has the primary responsibility to maintain order. The teacher is there merely to help the driver; the driver is still in charge of all aspects of the bus, including the conduct of the passengers.



PUPIL RESPONSIBILITY

Pupils have responsibilities which they must meet if they are to retain the privilege of riding to and from school on the bus. These responsibilities are:

1. Be on time.
2. Obey the driver.
3. Be courteous.
4. Help to keep the bus on schedule.
5. Cross the road in front of the bus only after the driver has indicated it is safe to do so.
6. Remain seated while bus is moving.
7. Keep head, arms, and hands inside the bus at all times.
8. Help keep the bus clean.
9. Do not deface the bus (cutting or writing on the back of seats, etc.).
10. Follow the recommended safety precautions given by the driver. It is the responsibility of pupils to conduct themselves properly while walking to the bus stop, while waiting at the bus stop, and while walking home from the bus stop.

DRIVER RESPONSIBILITY

The last few subjects explained the responsibilities of other people. What about the drivers? What is expected of them?



The driver is responsible to:

1. The entire community
2. The school board
3. School administrators
4. Teachers
5. Parents
6. Students
7. Safety in general

The **school board expects the driver** to observe all the provisions of the Vehicle Code and all other applicable laws, rules, and regulations prescribed by the State Board of

Education, any other state agency, and the said governing board, relating to the transportation of pupils.

The **pupils riding the bus expect** you to maintain a schedule just as you expect them to arrive on time at their bus stops. They expect you to observe their rights and privileges as long as they obey the rules of good bus behavior.

Teachers expect common courtesy from you just as you do from them in answering questions regarding routing schedules and student behavior.

Assistants expect the full cooperation of the bus driver when riding the bus to help with the handling of students, such as the special education children.

Again, it should be made clear that the driver carries full responsibility for everyone aboard the bus.

Escorting pupils across the roadway is one of the biggest responsibilities of the driver and shall, at all times, follow the letter of the law. Any other driver or passenger aboard the bus does not have the authority to replace the driver in escorting pupils across the roadway. This act must be done by the driver only.

**SUPPLEMENT
TO
UNIT 9
PASSENGER
MANAGEMENT**

Behavior Management on the Bus

What Do I Need to Do to Manage Behavior?

You may think that discipline is not your job, but you'll find it makes a difference in how well the bus ride goes for everyone!!! !

- Define behavior and describe how to influence behavior change.
- Choose strategies that effectively manage student behavior on the bus.
- Write behavior descriptions for school staff in discipline reports.
- Identify when to get assistance from other school staff.

What Do I Already Know?

Think about your answers to the following questions to begin to increase your awareness of what you already know.

- Do you have children or have you worked with children before?
- How did you manage their behavior?
- What behaviors did you feel you needed to manage?
- Why did you feel you needed to manage the behaviors listed above?
- How did you manage those behaviors?
- What approaches worked as you managed behaviors?
- What approaches did not work for you? Why didn't they work?
- Why Do Students Misbehave?

Most students want strength, guidance, and understanding from adults.

Students generally respect an adult who tries to help them.

Everyone wants attention.

There are both positive and negative ways to get attention. Most students generally choose positive ways of getting attention; they sit quietly and respond to directions appropriately. The reward they receive for this good conduct is a smile or verbal praise from an adult, which maintains their good behavior. However, some students are more likely to choose negative ways of seeking attention. They may name—call, tease, yell, or hit to get attention from adults.

Some students have learned that the only way to call attention to themselves is through some type of misbehavior. At times the misbehavior is directed toward other students and other times it may be directed toward the driver. Sometimes the driver represents authority that the student appears to feel compelled to fight.

The general reasons students misbehave are:

- To get attention or feel like they belong.
- To have a sense of power or control.
- To avoid doing something to gain freedom.
- Because it is fun.

What is Behavior Management?

Behavior is any act, response, movement you can see or hear (observe) and measure. You can see how many times a student smiles, nods his head, writes her name or hits. You can count how many times a student says please or uses an obscene gesture.

You may see and hear yelling behavior. Is the student yelling because she is angry? Does she want to get your attention? Is she trying to warn somebody of danger or cheering a classmate?

The point is that you cannot always know the motivation for a behavior; you student is yelling, you have to look at the whole picture. What happened before she started yelling? What happened while she was yelling? What happened afterward?

You cannot change a student's emotion (like anger).

You cannot change the anger or stop the yelling, but you can react to the yelling behavior in such a way that the student may learn a different behavior when feeling angry the next time. Anger is an emotion (feeling); yelling is a behavior. We cannot see feelings. We can see behavior.

Students learn behaviors through trial and error.

For example: A student said something she thought was funny and people laughed so she will do it again and again. She said something else she thought was funny and was ignored or maybe somebody told her to quit it and she probably didn't repeat it after that experience.

If you consider that behavior is learned, you can help students learn new behaviors through the ways you react to them when they do something positive and when they misbehave. You can't really change the way somebody else behaves, but you can

change how you react to a student's behavior. The way you react may influence how the student chooses to behave in the future.

How Can I Influence Student Behavior? Students look up to you and are watching you so you have a lot of influence over them. Learn to use it wisely and appropriately. You can influence behavior change through the way you react to behaviors. Three reactions you can use are:

- Praise students who are behaving well, following rules or are helpful. This is an example of "positive reinforcement" or rewarding good behavior.
- Ignoring attention getting behavior, showing—off or annoying behaviors that are not dangerous or that don't affect the safety of others is another way to influence behavior. This is called "extinction."
- Punishment is something bad that happens after the student has misbehaved with inappropriate or unsafe behavior. Reprimanding a student who put his head out the window is a form of punishment. So is reporting the student to the school principal.

Positive reinforcement and extinction are the preferred ways to change behaviors.

Punishment works but there are a lot of reasons to only use punishment as a last resort.

What is Positive Reinforcement and How Should I Use It?

Positive reinforcement is regarded as one of the most powerful means of influencing students to change behaviors. Positive reinforcement is doing something immediately after a behavior that will increase the likelihood that the behavior will occur again.

For example: telling a student thank you for putting trash in the waste basket will increase the likelihood that the child will do that behavior again. Saying that "Jane, I like the way that you waited quietly in line to get off the bus." increases the likelihood that Jane will do so again. Other students who hear you praise Jane, may also improve so that you will notice them as well.

Reinforce good behavior. Catch students doing something good and let them know immediately. Tell students the specific behavior you are rewarding and praise them with smiles, a nod of the head, a hand signal, a handshake, first off the bus, preferential seating in the back, being the first one on the bus for the trip home, helping you with errands or jobs, stickers, certificates, etc. Ask teachers, drivers, principals or other school staff for suggestions if you feel you are running out of ideas for appropriate ways to reward good behavior.

If a student is learning a new behavior that the two of you have discussed, reward the student for improvements in behavior.

Even if the behavior is not where it should be, let the student know that you are paying attention: that you notice his or her efforts and reward the effort and improvement the student is demonstrating.

When Does Extinction Work?

At the same time you are reinforcing students who are demonstrating good bus behavior; you will probably choose to ignore those students who misbehave because they are trying to get your attention or the attention of the other students. Negative behaviors are sometimes ways that students try to "show off" for you, for other students, for teachers, principals, etc. Ignoring misbehavior is called "extinction" because consistently ignoring behavior has the intent of extinguishing misbehavior. Remember to ignore the behavior, but not the student. You can ignore misbehavior, but remember to catch the same student doing something right and reinforce the good behavior. This is a way to teach the student what you do want or expect.

Reinforce the positive and ignore or extinguish the negative.

You can only ignore those behaviors that are attention getting or only annoying.

You cannot ignore behaviors that affect your safe operation of the bus, the safety of the other students or the student who is misbehaving. Unsafe behavior must be dealt with immediately. Deal with unsafe behavior by giving direct commands, such as "Put your head inside the window, now." You can reinforce the student when she complies with your direction, by saying "Thank you." or "Good job."

What is Punishment? Should I Use It?

Punishment tends to inflict pain of a physical, mental or emotional nature. Suspending a student from a bus is form of punishment that can only be used by following specific procedures written by the school district and through the Individual Education Planning process. It is a punishment that can only be done as a last resort after other behavior

management approaches have been used. Other forms of punishment include denying privileges, reprimands, sending students to the back of the line.

The following are abusive examples of punishment: using threatening language, shouting, hitting or scare tactics. They are never to be used with the possible exception of during an emergency. In an emergency, shouting might be an acceptable way to get students to safety.

Using punishment tends to have negative consequences instead of teaching students appropriate bus behaviors. Students who are punished:

Tend to resent the driver and may continue to present problems.

May seek revenge because they were punished.

Other reactions may be to rebel, to withdraw or become sullen.

For these reasons, punishment is not the best way to correct behaviors. There are times when punishment is effective however, but can only be used as a part of a well thought out program of behavior management along with positive reinforcement for good behavior.

How Do I Effectively Manage the Behaviors of Students on My Bus?

Some bus drivers have been very successful in effectively managing the behavior of students on their buses. There are common elements these drivers identify as working well when managing student behaviors.

Some of those elements include:

- Develop Rules That Make Sense: Simple, Realistic & Enforced Fairly
- Being Consistently Consistent
- Positive Attitudes And Approaches
- Monitoring Student Behavior
- Working As A Team Member

How Do I Develop and Enforce Rules?

Don't assume students know what you expect of them on the bus. Students will naturally take advantage of the freedom of riding the bus unsupervised if they have not learned how to use it. If there is an established way for doing all things on the bus, expectations are clear, and can be used effectively to minimize arguments. Students want and need clear statements of your expectations for their behavior on the bus. Structure gives students security. You can provide that structure through the safety rules you establish for your bus passengers.

Lay out simple, important rules from the first day and stick with them. Make it clear to the students that you take your job seriously, and are serious about safety. Be persistent. Don't give up on any student on the bus—even the challenging student. Expect safe behavior and settle for nothing less. Success with students takes determination and dedication.

Decide what the safety rules for your bus are going to be.

Allow students to assist you in developing the safety rules. (They have good ideas and this will also help them "buy into" the rules developed.)

It is more effective to choose four or five basic rules for riding the bus safely.

Students cannot remember long lists of rules.

- Make sure the rules are consistent with your school district's and school transportation's policies and procedures.
- Rules should be short and stated positively. Stated positively, rules tell the students what to do and avoid reminding them of bad behaviors.
- Try to avoid using "no" "never," and "don't" when writing the rules.

Some examples include:

Stated Positively:

"Listen to your bus driver."

"Stay in your seat."

"Keep your hands to yourself."

"Keep hands, feet and head inside the bus."

"Keep your voice down."

Stated Negatively:

"Don't argue."

"No standing in the aisle."

"Never hit."

"No hanging out the window."

"No yelling."

Be sure students know and understand each rule. You may need to show them what you expect.

Students want rules that make sense. Students deserve to know the reasons behind safety rules. "Because I say so" is not an effective way to earn student's respect for the rules. Explain why students can't eat on the bus or move from seat to seat. Provide the explanation once describing how it relates to safety on the bus and then refuse to get into an argument with them. Students need to understand that safety is not negotiable.

Explain that these rules are made to insure student safety and comfort.

Post the safety rules on the bus so everyone can see them.

All students need to be treated equitably with no "favorites" or "pets."

Students are very sensitive to a lack of fairness. No one likes to be unfairly singled out.

How Can I Be Consistent?

Students will feel more secure with consistency in their day to day lives. Consistently using rules offers them the security of knowing what is expected, what will happen when and what the consequences will be for good and bad behavior.

Being consistent from day to day: students need to know that you will treat them fairly each day and that you will use the same rules, guidelines and consequences every day. They need to know that each day is a new day and that you won't hold a grudge or punish them for having a bad day the day before.

Apply rules and consequences consistently to all students. Students need to trust you to treat everybody the same with the same kindness, consideration and expectations. That the same consequences (good and bad) will occur regardless of who the student might be. Once again don't have favorites and don't have enemies.

Work with other drivers for consistent rules and enforcement of them.

Students discuss everything with one another so will know if other bus drivers have different rules or expectations. This can be confusing for students. Why is it important on one bus and not another? You may not have total control over this, but drivers should work together to enforce the same rules throughout the bus fleet to insure the safety of students. All drivers must enforce the same rules.

Behave the way you expect the students to behave. Remember, students are watching you and listening to you. They will notice if you do not follow the rules they are expected to follow. They will lose respect for you, for your rules, and for your ability to manage the bus.

How Do I Monitor Students so Problems Don't Come Up?

Problems will come up. However, you can keep them to a minimum and by monitoring students, keep things from getting out of control. Some things you can do include the following.

Anticipate behaviors. Effectively managing students means anticipating students' behavior instead of reacting to it. Know your students as unique individuals so you can anticipate their behavior. Understand students and even remember what it was like to be a student; the excitement, the fears the uncertainty, the need to belong, the need to get attention. Learn the reasons for a students' inappropriate behavior so that you understand it and deal with it effectively. Anticipate those possible problem times when students will be more excited, distracted or "rowdy" such as the last day before a vacation, special holidays or events at school, changes in weather.

Anticipate Emergencies. Plan ahead for emergency situations and determine how you will manage student behavior during those. Monitor students so that you are aware of their strengths and how those strengths might be used in an emergency situation. Which students will need more reassurance or structure or direction during an emergency?

Which students can you count on for assistance?

Use Common Sense. Monitoring behavior on a bus is using common sense. If two children are not getting along, separate them. If a student is having a bad day, he may need some additional attention. If students are scuffling as they get on the bus, they need some time to settle down before the ride. If a child is crying, he may need to talk about it or may need some extra TLC (tender loving care). Monitoring behavior is paying attention to individual students, watching for changes in them, and dealing with the changes. It is anticipating problems and planning ahead for them.

Allow Students to "Save Face." Confronting students in front of their peers is never a good idea. This is a form of punishment and will tend to have the negative results discussed earlier. Some students will try to provoke you into a confrontation. They may try to engage you in a power struggle. They may try to push buttons to get a reaction from you. Some students resent authority or rules and will not be easily intimidated. Some do not want to appear weak in front of other students. Some will not know how to get out of a conflict they have started with you. Always allow students to save face by approaching them on a one—on—one basis. Talk with them when the other students are not around.

Remain calm, dignified and offer them choices. "You can choose to follow the rules on the bus or ask your parents to drive you." "You decide whether you'd prefer to stay seated in a seat in the back or ride in a seat near me."

Be Direct. Any time a student is violating an important safety rule do not ignore it. Deal with it immediately even if in front of the entire bus. Give the student a direct command, "John sit in your seat." Then, give John time to react. Do not challenge him to "do it now." Another approach would be to give John a choice if sitting in his seat now or sitting in a seat next to you. He can then decide which he prefers.

Give Directions. Give students specific directions when you need to do so and let them know the consequences if they choose not to follow the direction. Make the consequences realistic and something over which you have control. You have control over where they sit when they get off and on the bus, completing behavior improvement plans or disciplinary action reports. It's always best to give students choices (as in #'s 3 & 4 above), if you have the time and can afford to do so. This makes them responsible for their behavior and their decisions. Sarcasm is a form of verbal abuse and is not effective in teaching students appropriate behaviors. Instead, give directions for behaviors you expect.

Avoid Personality Conflicts. Some students' personalities or communication styles may conflict with your own. Some may have annoying behaviors. Again, remember to separate the student from the behavior and treat these students as you treat all others. You need to remember to treat all students in the same fair consistent manner instead of reacting or over-reacting to that student's behavior. Often students that annoy drivers also annoy other students. Your role is to model tolerance for the other students. Remember, they are watching you and learning from your behavior.

Treat all students in a casually, friendly way without over acting or over-reacting in either a positive or a negative manner. This allows all students to feel they are being treated fairly and equally. Your primary role is to set limits and provide a safe ride. You are the authorized adult responsible for the safety of students as they ride to and from school. Being a buddy to students may conflict with your primary role and be confusing to them. Maintain a professional distance between yourself and students. Some of the students may appear to be starved for affection or need attention from an adult. Even in such cases, you need to maintain some "professional distance." If students initiate "horseplay" with you, you can redirect them with a handshake or a touch on the shoulder to show them what are appropriate. Physical horseplay can be misinterpreted by parents or children as inappropriate or even sexual. Do not put yourself in a position in which this possibility could be considered.

Use a normal, calm tone of voice. If you need to make yourself heard above the din of students on the bus, look straight at them, raise your hand and wait until they are quiet before starting to speak. Shouting, screaming, or yelling behaviors from drivers are abusive. It frightens young students and makes older students angry. It shows that you are out of control. Teachers, other drivers, and parents who observe these behaviors become leery of your ability to manage students effectively.

Repeat basic requests or directions calmly. If a student wants to argue when you are asking him to behave differently, simply restate your request calmly. If the student asks you "Why?" Explain your safety reason, but do so only once. You will never win an argument with a student. Arguments tend to escalate and the situation gets out of control. If you calmly restate your direction, "Put your feet under the seat." the student may eventually give up. You might also ask a student who is misbehaving, "What are you doing?" Responding to this question makes it harder for the student to argue with you. Do not ask "Why are you doing that?" The student probably does not have a good reason and will become more difficult.

Keep your hands to yourself. Just as students need to keep their hands to themselves, you need to be very cautious in making physical contact with students. Never strike, grab, shove, kick, push or "gently" move a student. Child abuse charges can result from such instances on the bus.

You can physically restrain a student from hurting him or herself or others, but this must be in a manner acceptable in your school district.

You need to be trained by your school district to do this. If a student is defiant and refuses to comply with your safety rules, radio for assistance.

Use only acceptable restraint measures. You may need to ask a student to wait until others are off the bus to speak with her about her behavior so that she can "save face" with peers. Do not hold her for a long period of time. Never hold a student against his or her will. You can give a student a choice of speaking with you or speaking with the principal if there is a problem the student refuses to discuss with you.

Physical restraints such as belts or vests can only be used if the school team has developed a written plan for their use on the bus.

What is a Discipline Report and When Do I Write One?

A discipline report is a legal document that becomes a part of the student's educational record. It provides clear written documentation of behavior problems. Written documentation is necessary to inform and protect the student, driver, school, parents, and transportation services.

When there is a serious violation of school bus safety rules, you must write a discipline report. Serious violations of school bus safety rules include:

- Defiance of important safety rules, e. g. not stopping when told to do so, darting into traffic.
- Threat of violence to self.
- Threat of violence to other students.
- Threat of violence to you, the driver.
- Any incident in which you used physical restraint with a student.

In these instances, you need to write a discipline report the same day the incident happens.

Discipline reports may also be appropriate when a student continues to misbehave or disobeys safety rules after you have repeatedly given directions and guidance to correct the student's behavior. The point here is to give the student a chance, but not to wait so long that you have a huge problem to deal with before you ask for help or report the problem.

If you feel there is something "brewing" with a student, but still feel you are in control, you might keep notes about the behavior and ask a teacher or parent for ideas or suggestions.

You need to ask for help when:

- There is an ongoing problem with a student's behavior that doesn't improve with the strategies you use.
- You feel out of control with a student.
- You don't know what to do.

Don't be too proud, stubborn or embarrassed to ask for help. Everyone who works with students feels the need to discuss ways to manage behaviors from time to time.

How Do I Write a Discipline Report?

When you do need to discuss student behavior or write a discipline report, you have to be specific and objective to get the best results. Base your report on facts. Report what you see or what you hear. If a student reports something serious, you need to report what you heard and whether you checked on the situation yourself or let it go and why you did what you did.

Your district may have a discipline report form you need to use.

Fill it out as completely as possible.

- If there are places to check items, do so, but also describe the incident or series of incidents in your own words.
- Many of the forms used by districts only have one or two lines for you to write a description of the incident. You can always add a sheet of paper to accurately describe the incident.

Any time you report behaviors, you need to:

- Accurately and fully explain what happened.
- Remember to only report the facts; what you heard or saw, not feelings or emotions.
- Report the behavior without labeling the student as bad or good.
- Describe what happened right before the incident, what the incident was and what happened right after the incident.
- If cursing, foul language, obscene gestures were used, be specific even if it distasteful to you. It will let others know exactly what happened.

Explain that you are concerned how the student's behavior affects safety on the bus.

Keep a copy of any report you submit.

Here is an example:

"John was sitting in his seat. Jane was sitting in the seat in front of him. I saw Jane turned around in her seat and speak to John. {John and Carole (another student) reported later that Jane called John a 'dummy.' } I saw John hit Jane on the right side of her head. I stopped the bus, looked at Jane's head. There were no apparent marks. I moved John and Jane to separate seats in the front of the bus. "

In the example above, it's pretty obvious that you needed to respond to and report violence toward another student. In other cases you may need to explain that your basic concern was for the safety of the student. For example: "I asked Jim three times to sit down, but he refused to do so. I was afraid he would be hurt if the bus stopped suddenly. " It is important to let the school staff; the student and possibly the parents know that your concern for school bus safety is not negotiable.

Then What Happens with the Report I Write?

Once you submit a discipline report, it's usually out of your hands.

Follow-up on discipline reports tends to be done by school administrators who expect to only be involved when there is a serious problem with student behavior. That's often hard for driver's to accept. If you have a good working relationship with school staff, it is more likely that they will discuss the report with you and let you know how it will be handled.

Ideally, you would be considered part of the team in dealing with discipline reports. In reality, that may not happen without your making the effort to follow up on these reports. Discuss this with your supervisor so that you will have some idea of what to expect as a result of your submitting discipline reports.

BULLYING

Myth:

Bullying is just a stage. if I tell someone, it will just make it worse.

Fact:

Bullying isn't normal or socially acceptable behavior.

Myth:

Just stand up for yourself.

Fact:

Hitting back usually makes it worse and increases the risk of bodily harm.

Myth:

Bullying is a school problem and teachers should handle it.

Fact:

Bullying is a broader social problem that often occurs outside the school grounds.

Myth:

People are born bullies.

Fact:

Bullying is learned behavior and behaviors can be changed. "A bully is an angry person"

5 TYPES OF BULLIES

1. Physical
2. Verbal-harassment
3. Relational—emotional/social
4. Cyber
5. Sexual-gays/homosexuals usually targeted

Physical: Repeated acts of physical aggression towards a person in order to assert power.

Verbal: Repeated acts of verbal aggression towards a person in order to assert power(name calling, teasing, demeaning).

Relational: Repeated acts of aggression which someone attempts to manipulate or damage a peer by repeated acts.

Cyber: Internet or digital technologies

Twitter now monitors/ Facebook starting soon

Kids are using these communication tools to antagonize and intimidate.

Texting insults and threats.

Use assumed identities because kids give out pass codes.

No control over pictures taken and forwarded either on the internet or others.

Sexual: Any unwanted sexual advances or actions intended to make the other person uncomfortable, embarrassed, may include Obscenities or gestures, exposure or physical contact.

Conflict	Bullying
A disagreement between 2 or more persons of equal power.	Repeatedly causing someone to feel stressed, humiliated or threatened
Equal power.	Unbalance of power big/small, older / younger.
Can happen on occasion.	Happens repeatedly.
Both parties emotional.	Strong emotional reaction from Victim.
Problems resolve and parties are friends again.	Parties involved not friends.
Starts as an accident—not purposeful.	Purposeful targeting of one person.
Parties aren't afraid of each other	Target/Victim feels in danger in some way.

CRITERIA FOR INCIDENT

Education Code 48900..... The right to suspend or expel

1. Any behavior that is unwanted
2. Behaviors that are repeated
3. There is an unbalance of power (verbal hard to prove)

AB9 Proposed legislation to amend Pupil rights effective July 1, 2012. Bullying for the specific components: physical, verbal, relational, cyber and sexual

How should we respond to bullying: When we recognize or observe it, we will be responsible.

1. **Bystander:** Someone who observes bullying
2. **Side kick:** Actually joins in at by invitation
3. **Reinforcer:** Laughs or encourages the bully
4. **Onlooker:** Doesn't support the bully, but does nothing

5. Defender: Tries to stop bullying while maintain personal safety.

Most students are onlookers. They don't support it, but don't get involved. Students are reluctant to get involved because "It's not safe"

Kids don't know what to do or how to stop it.

They're afraid that if they try to do something it will be wrong or make it worse. They fear they may be next.

Their friends may reject them if they reach out to an "outsider".

How Can A Bystander Help?

- Say what you feel.
- Tell an adult.
- Tell or ask other friends for help. Having people around discourages bullying.
- Never leave the "target" person alone. It shows support.
- Don't encourage the bully.
- Put yourself in the target's position.
- You CAN'T tell a bully by their looks. They want to have power and control.

VICTIM

- Stay in a group.
- Join clubs or groups.
- Tell an adult.
- Walk with you head high.
- Ratting: Is when a person tells something minor to get someone in trouble.
- Reporting: Is sharing important information.

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Unit 10

Activity Trips



Curriculum in this handout is from the
Instructors Manual for California's Bus Driver's Training Course.
This handout is specifically geared for the School Bus Driver.

The objective of Unit 10 of the Instructors Manual for California's Bus Driver's Training Course is to explain the different situations a driver will encounter on a field trip and to help the driver understand the difference in the types of circumstances encountered.

This handout covers all the subject matter in Unit 10 of the Instructors Manual for California's Bus Driver's Training Course and has additional material to help an applicant or driver understand the material more thoroughly.



Golden Gate Bridge

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WHAT IS AN ACTIVITY TRIP?

An activity trip is the transportation of passengers to an activity, athletic event, educational event, and so forth, other than home-to— school transportation.

An activity trip should be a positive experience for all people involved. The success of these trips depends greatly on the attitude, interest, and cooperation of the driver. In order for drivers to give the best service possible, they should take advantage of all information and training available and prepare in advance.



A favorite destination: San Francisco

ACTIVITY TRIP TRAINING

Once you have successfully completed original behind—the—wheel training, additional specialized training should be made available to prepare you for activity trips. Most operations designate a period of time before you are allowed to drive activity trips. This time period is established so the specialized training may be given.

ACCIDENTS

Federal school bus accident reports indicate that many of the serious and/or fatal accidents each year occur on activity trips. The leading causes are as follows:

1. Unfamiliar with the bus,
2. Unfamiliar with the area(mountains, freeway, etc.)
3. Unfamiliar with the route being traveled
4. Not properly trained
5. Improper planning of the trip
6. Faulty equipment

There are several laws and regulations designed to prevent activity trip accidents.

Driving proficiency ...13 CCR 1229

Motor carriers shall require each driver to demonstrate that the driver is capable of safely operating each different type of vehicle or vehicle combination (i.e., vehicles with different controls, gauges of different size, or vehicles that require different driving skills) before

driving such vehicle(s) on a highway unsupervised. The driver's capability to operate the vehicle shall include special equipment such as wheelchair lifts, ramps, or wheelchair tie—downs.

Unlawful operation13 CCR 1230

No motor carrier shall knowingly require or permit the operation of any vehicle that is not in safe operating condition or not equipped and maintained as required by any law or regulation; or knowingly require or permit any driver to drive in violation of any law or regulation.

Permitting Unlicensed Persons to Drive14606 VC

No person shall knowingly permit or authorize the driving of a motor vehicle, under his/her control, upon the highways by any person unless the person is then licensed for the appropriate class of vehicle to be driven.

Violation of License Restriction14603 VC

No person shall operate a vehicle in violation of the provisions of a restricted license issued to him/her.

Certificate Restrictions13 CCR 1207

It shall be unlawful for the holder of a certificate to violate any restriction placed on the certificate.

Driving Hours13 CCR 1212

The driver of a bus shall not drive more than 10 hours within a work period or drive after 16 consecutive hours have elapsed since first reporting for duty.

Exceptions

(1) Adverse Conditions. A driver may be permitted or required to drive more than the regulated hours if the excess hours are due to snow, sleet, fog, or other adverse conditions of weather, road, or traffic. This extended driving period is permitted even though the adverse conditions were known before the trip began.

(2) Emergencies. In the event of a traffic accident, medical emergency, or disaster, a driver may complete the trip if the trip could reasonably have been completed under normal conditions without exceeding the regulated hours.

(3) Relief Point. Drivers (other than school bus or SPAB) in urban or suburban service may exceed their regulated hours in order to reach a regularly established relief point, providing the additional time used does not exceed one hour.

BASIC DRIVING REQUIREMENTS

Basic Speed Law22350 VC

No person shall drive a vehicle upon a highway at a speed greater than is reasonable or prudent having due regard for weather, visibility, the traffic on, and the surface and width of, the highway, and in no event at a speed which endangers the safety of persons or property.

Maximum Speed Law22406 VC

No person shall drive a school bus or farm labor vehicle transporting any passengers on a highway at a speed in excess of 55 miles per hour.



Minimum Speed Law21656 VC

On a two—lane highway where passing is unsafe because of traffic in the opposite direction or other conditions, a slow—moving vehicle, behind which five or more vehicles are formed in line, shall turn off the roadway at the nearest place designated as a turnout by signs erected by the authority having jurisdiction over the highway, or wherever sufficient area for a safe turnout exists, in order to permit the vehicle following it to proceed. A slow-moving vehicle is one which is proceeding at a rate of speed less than the normal flow of traffic at the particular time and place.

Designated Lanes21655 VC



A school bus transporting any pupil shall be driven in the lane or lanes designated whenever signs have been erected giving notice of such designation.

When specific lanes have not been so designated, any such vehicle shall be driven in the right—hand lane for traffic or as close as practicable to the right lane for traffic or as close as practicable to

the right edge or curb. If, however, specific lanes have not been designated on a divided highway having four or more clearly marked lanes for traffic in one direction, any such vehicle may also be driven in the lane to the immediate left of such right—hand lane, unless otherwise prohibited under the provisions of the Vehicle Code.

When overtaking and passing another vehicle proceeding in the same direction, such drivers shall use either the designated lane, the lane to the immediate left of the right-hand lane, or the right—hand lane for traffic as permitted under the provisions of the Vehicle Code. This section shall not apply to a driver who is preparing for a left or right—hand turn

or who is in the process of entering into or exiting from a highway or to a driver who must necessarily drive in a lane other than the right—hand lane to continue on the intended route.

Distance Between Vehicles21704 VC

(a) The driver of any motor vehicle subject to the speed restriction of Section 22406 that is operated outside of a business or residence district, shall keep the vehicle he is driving at a distance of not less than 300 feet to the rear of any other motor vehicle subject to such speed restriction which is preceding it.

(b) The provisions of this section shall not prevent overtaking and passing nor shall they apply upon a highway with two or more lanes for traffic in the direction of travel.

Caravans21705

Motor vehicles being driven outside of a business or residence district in a caravan or motorcade, whether or not towing other vehicles, shall be so operated as to allow sufficient space and in no event less than 100 feet between each vehicle or combination of vehicles so as to enable any other vehicle to overtake or pass.

Passing on Grades21758 VC

In the event any vehicle is being operated on any grade outside of a business or residential district at a speed of less than 20 miles per hour, no person operating any other motor vehicle shall attempt to overtake and pass such slow—moving vehicle unless the overtaking vehicle is operated at a speed of at least 10 miles per hour in excess of the speed of the overtaken vehicle, nor unless the passing movement is completed within a total distance not greater than one—quarter of a mile.

Standing Passengers13 CCR 1217(e)

A vehicle shall not be put in motion until all passengers are seated, and all passengers must remain seated while the vehicle is in motion. Standing passengers are permitted only on a bus (except a school bus, SPAB, or youth bus) operated in regularly scheduled passenger stage service or urban and suburban service by a common carrier or publicly owned transit system, and equipped with grab handles or other means of support for standing passengers, and constructed so that standing room in the aisle is at least 74 inches high.

Exemptions: A person testing or training a driver, maintenance personnel, sales or manufacturer's representative, or an adult acting upon a request by a school bus or SPAB driver to supervise or assist a pupil may stand.

DIFFERENT SITUATIONS TO BE AWARE OF

As a driver, you may be called upon to drive special trips with various groups. These may occur between regular home-to-school routes, late afternoon, evenings, or on weekends. Driving activity trips can present problems that are different from regular home-to-school routes. Some of the situations you will encounter on an activity trip are:



1. Being assigned to drive a bus other than the one you usually drive
2. Transporting different age groups than you normally do
3. Driving long periods at one time
4. Driving roadways and freeways and driving in and out of cities that you may not be familiar with
5. Driving at night
6. Driving in all kinds of weather and road conditions
7. Transporting extra equipment *
8. Working with chaperons and/or teachers
9. Adjusting to the activities and the spirit of the trip
10. Handling of emergencies that may occur away from home

ACTIVITY TRIP PLANNING

Proper planning of an activity trip will help ensure a successful and safe trip. Some of the items to take into consideration when planning your trip are:

1. Destination of trip and route to be followed
2. Departure, arrival and return times
3. Number of passengers and grade level
4. Number of teachers and/or chaperons
5. Any extra equipment to be transported
6. Bus being assigned to the trip
7. Order of buses (if more than one is going)
8. Food and rest stops (when, where how long)
9. Fuel stop (if needed)
10. Extra equipment needed for the trip



EXAMPLE: Extra clothes if it's an overnight trip. Money for travel expenses (bridge fares, parking fees, meals) tire changes, spare tire, funds of fuel credit cards, tools, flashlight, extra set of keys, and any other additional items that may fit the trip.

Reduced Visibility34501.6 VC



The governing board of a local educational agency that provides for the transportation of pupils shall adopt procedures that limit the operation of school buses when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home-to-school transportation service. Operational policies for school activity trips shall give school bus drivers discretionary authority to discontinue school bus

operation if the driver determines that it is unsafe to continue operation because of reduced visibility.

DRIVER'S RESPONSIBILITY

Once this information is given to you, your responsibility starts even if someone else prepares the vehicle for the trip. You should consider the following:

1. Prepare yourself mentally for the trip.
2. Make sure you are proficient in the bus you are scheduled to use.
3. Check to be sure the bus is clean and serviced and any extra equipment needed is ready.
4. If the trip is going to the snow, be sure the chains fit the tires and you know how to use them.
5. Make sure all routing and parking directions are clear.
6. Carry with you a Mutual Aid book if one is available. If not, be sure to include the phone number of persons you may want to reach in case of emergency.

Some long activity trips can be very tiring for you as well as your passengers. The following should be considered:

1. Get plenty of rest before the trip.
2. You may want to rest during waiting time before starting the return trip.
3. Watch your eating habits while on the trip. Large, heavy meals may cause drowsiness, especially on the return trip.
4. Stay within the driving hours.

If emergencies happen on the road follow emergency procedures you have been taught. Never unload your passengers unless it is absolutely necessary. Follow district or company policies as to what is required by law.

Instruction in Emergency Procedures39831.5 VC (a) (4)

Prior to departure on a school activity trip, all pupils riding on a school bus or school pupil activity bus shall receive safety instruction that includes, but is not limited to, location of emergency exits, and location and use of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit.

COMMUNICATION WITH ADULT AND PUPIL PASSENGERS

Once the passengers are on board and the seating arrangements are completed, you should do the following:

1. Briefly explain the basic bus rules. Tell the passengers they can help make the trip a success by controlling noise level, and so forth.
2. Point out emergency procedures. (Example: Location of emergency exits, operating of emergency releases for the front door, location of first-aid kit.) You may have passengers aboard who are not regular bus passengers, and they may be unaware of safety procedures, such as remaining silent during the railroad grade crossings.

TRANSPORTING EXTRA EQUIPMENT

Many buses have luggage space either under or in the rear of the bus. In some cases where large items are to be transported, another vehicle is used.

Many times, however, special equipment and personal belongings have to be placed in the passenger compartment. In this case empty seats in the rear of the bus can be used. Heavy items should be stored first and as low as possible. Nothing should extend above the seat back. Windows, aisles, and the emergency exits shall not be blocked.

Transportation of Property13 CCR 1216(c)

Drivers shall not permit any greater quantity of freight, express, or baggage in vehicles than can be safely and conveniently carried without causing discomfort or unreasonable annoyance to passengers. In no event shall aisles, doors, steps, or emergency exits be blocked.

RESPONSIBILITIES ON ARRIVAL AND THE RETURN TRIP

When you arrive at the destination, before unloading, consult with the chaperons, teacher in charge, and passengers as to what time to report back to the bus for the return trip; also, the location where the reloading will take place. There will be times when you must park at a location other than where the passengers are unloaded.



Once the passengers have unloaded, perform a complete vehicle inspection so any problems found can be corrected before the return trip.

The teacher in charge will have a list of names of the passengers for roll-call purposes during the loading process. However, to be on the

safe side, maintain a head count and count your passengers every time they leave the bus. Count again before leaving to double—check with the teacher to be sure everyone is aboard.

If a pupil is missing, work this problem out with the teacher in charge.

A phone call should be made back to the supervisor and/or principal to receive further instructions on what to do. You or the teacher in charge may want to notify the law enforcement in the area as to the problem. If you have to leave without this pupil, at least local law enforcement can locate the person and notify home base of the fact so other transportation can be arranged.

Many times parents travel to the same location and ask that their youngster travel back home or go elsewhere for the weekend with them. Here again, the teacher in charge must make that decision.

Generally, this type of situation is arranged before the trip is made.

Upon return to the original departure location, before unloading, a comment may be in order along the lines of a compliment for the cooperation you have received from the passengers.

Also, remind everyone to look around for belongings. After everyone is off the bus, walk through and check all seats for damage or lost articles. Check under the seats as well. If you find damage that was not there before, call it to the attention of the teacher in charge; then write up a report to your supervisor of that fact. Also, check for sleeping pupils.

REST, FOOD, OR FUELING STOPS

It is best to fuel the bus while the passengers are attending their activity. If you must make a fuel stop in-route, do the following:

1. Unload all passengers, and ask the teacher or chaperon to manage the pupils.
2. Stay with the attendant during the fueling process to be sure the correct fuel is placed in the fuel tank(s).
3. Supervise checking oil and water levels or check yourself.

CONCLUSION



Keep in mind that, when on an activity trip, you represent the district or company and should conduct yourself accordingly. Your conduct and the way you drive reflect back at home base. Equally important is the fact that the safety of the passengers lies in your knowledge of the equipment and your professional driving ability.

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Unit 11

Transporting Passengers with Special Needs



Curriculum in this handout is from the
Instructors Manual for California's Bus Driver's Training Course.
This handout is specifically geared for the School Bus Driver.

The objective of Unit 11 of the Instructors Manual for California's Bus Driver's Training Course is to:

- Explain how students were once denied access to a FAPE (Free and Appropriate Public Education)
- Explain parity among disabled and non-disabled
- Explain the idea of mainstreaming
- Explain how to present students with special needs
- Explain responsibility as a related service provider
- Explain need for students to access and experience equal opportunities
- Explain students' rights to a FAPE in a LRE (Least Restrictive Environment)
- Explain the legalities and responsibilities to confidentiality
- Explain how to create environment that reduces behavioral outburst
- Explain FBA (Functional Behavioral Assessment) and how this written plan can benefit the driver
- Explain district/company policy and responsibilities
- Explain driver, driver aid, and parent responsibilities
- Explain challenges involved in transporting pre-school aged children
- Explain the implications involved in transporting people in wheelchairs
- Explain importance of a well-prepared evacuation plan
- Identify the 13 disabilities identified by IDEA (Individuals with Disabilities Act) and CDE (California Department of Education)
- Identify medical health considerations, seizure recognition and first aid
- Explain special considerations and transporting adaptive devices

This handout covers all the subject matter in Unit 11 of the Instructors Manual for California's Bus Driver's Training Course and has additional information to help an applicant or driver understand the material more thoroughly.

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INTRODUCTION

Transporting students with special needs requires appropriate care and attitude.



Your success is dependent upon your interest. If you care and understand your work is meaningful you will provide sincere and appropriate service.

As a driver you need to give thought to your personal attitude and behavior and how they affect the people you serve. A good attitude will affect your behavior and become evident in the

quality of service you provide. A good attitude will affect how you present and socialize students with disabilities.

You provide sincere and appropriate service to our community when you actively participate in the socialization of our students by presenting people with disabilities to parents and society, as you would want yourself presented, as someone who feels valued by society. You do this by talking and interacting with all people with respect and sincerity; treating people consistent with the reality that there is no separate class, caste, or social order between people who need accommodation and those who don't.

Each child or person you service should receive eye contact, a friendly greeting, and be treated with the dignity and respect every person deserves. Identify with people through understanding and not by relating their essence to a characteristic of a disability. Identifying people by disability creates a division between people who need accommodation and those who don't.

Your participation in the student's education system starts with demonstrating care by getting to know each unique child. Be sensitive to how you communicate and serve students so they are not isolated, segregated or made to feel inferior or separate from people who do not need accommodation due to a disability.

The best way to understand people and their needs is to practice empathetic behavior. It is only when you put yourself in the shoes of others that you can be sensitive to their needs and understand the context of their surroundings. Your ability to communicate with parents and teachers to better understand the home and school environment will help provide a positive and healthy transition.

Children grow to be intelligent and responsible by experiencing learning opportunities. Therefore, you should not endorse a belief system, which minimizes, assumes or make judgments in regard to a person with disabilities potential for intelligence, social development or evolution as a human being. You must hold closely a value that exemplifies a belief that you are servicing people and providing

them a related service to access learning opportunities and a chance to evolve educationally and socially as people who are non-disabled.

HISTORICAL PERSPECTIVE, AMENDMENT XIV - CITIZENSHIP RIGHTS

The basic concepts pertaining to special education are derived from section I of the XIV Amendment of the United States Constitution. The first paragraph reads:

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Although the XIV amendment was ratified on July 9, 1868, for most of our nation's history, schools were allowed to, and often did exclude children with disabilities. Since the 1960's there has been a great deal of Federal legislation that relates directly and/or indirectly to individuals with disabilities. The numerous court decisions rendered and State and Federal laws passed since the 1960's now protect the rights of students with disabilities and guarantee a free and appropriate, publicly supported education. ***Two of the most important laws for students with disabilities are the Individuals with Disabilities Education Act (IDEA) and the Rehabilitation Act of 1973, especially Section 504.***

NONDISCRIMINATION ON BASIS OF HANDICAP IN FEDERALLY FUNDED PROGRAMS (Section 504)

Section 504 of the Rehabilitation Act of 1973, prohibits discrimination on the basis of disability. The law applies to any **local education agency (LEA)** that receives federal funds. LEA's must provide transportation to students with disabilities to access educational opportunities equivalent to those available to non-disabled students. The law requires reasonable accommodation be made to students with long term or temporary disabling conditions, Section 504 insists students with disabilities be transported with students without disabilities to the greatest extent possible.

REHABILITATIVE SERVICES DEPARTMENT OF EDUCATION

The "Education for all Handicapped Children Act of 1975", (EHCA), which is currently known as the **Individuals with Disabilities Education Act (IDEA)**, mandates all individuals with exceptional needs receive a **Free and Appropriate Public Education (FAPE)**. The term 'free appropriate public education' means special education and related services that have been provided at public expense, under

public supervision and direction, and without charge; meets the standards of the State Educational Agency; include an appropriate preschool, elementary, or secondary school education in the State involved; and are provided in conformity with the Individualized Education Program (IEP) (56347 EC).

IDEA describes 13 disabilities (34 CFR 300.7 (0)) that assessed students may qualify for special education (56031 EC). The assessed student has an IEP (EC 56340) written by an IEP Team to be responsive to the student's needs. School districts are required to provide all special education and related services as stipulated in the IEP.

The IEP team will place students in the **Least Restrictive Environment (LRE)**; the belief that children with disabilities are most appropriately educated with their non-disabled peers and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Even though a student may be removed from the regular educational environment it is the intent of IDEA to return the student to a regular educational environment as soon as it can be determined to be beneficial to both the student and other surrounding students. This concept is known as mainstreaming.

IDEA principles work to guarantee that children with disabilities can go to school every day, learn what other children learn, except perhaps in different ways, and have their individual educational needs determined and addressed.

AMERICANS WITH DISABILITIES ACT (ADA)

The ADA is a non-discriminatory statute that applies to all public entities even if they do not receive federal funding. All public entities must make reasonable modifications to policies, practices, or procedures when necessary to avoid discrimination on the basis of disability, unless the public entity can demonstrate that making the modifications would fundamentally alter the nature of the service, program or activity.

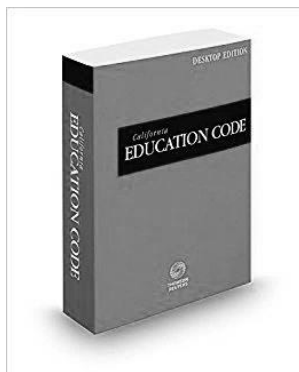


The ADA guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, State and local government services, and telecommunications. The ADA states that no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity or be subjected to discrimination by any such entity.

STUDENT SUPPORT SYSTEM AND PLACEMENT

The student support system is designed to help identify children with disabilities early. Identifying learning disabilities early helps parents and professionals teach student skills through special education (56031 EC) to overcome and/or cope with a disability.

The student support system begins with the responsibility for each **School District (SD), Special Education Local Plan Area (SELPA), or County Office of Education (COE)** to have a local plan describing services to be provided, governance, and administration consistent with IDEA and Section 504 requirements. The State Board of Education approves the plan and the Superintendent of the district is responsible for administering the plan.



The Education Code (56195.8 EC) mandates each SD, SELPA, or COE to have policies, procedures and programs, including the adoption of policies on how special education transportation will meet the needs of special education pupils, consistent with IDEA and Section 504 requirements.

When a parent or school personnel recognizes that a child may have a learning disability there is a request for an evaluation. The school district must complete a full evaluation and assess whether the student has a learning disability. A team of qualified professionals and the parent determines if the child is eligible for special education by reviewing the evaluation. If the parent and the school district agree that the child is eligible for special education, the parent and school staff will plan the Child's IEP at an IEP team meeting. The IEP will identify the student's proper placement, goals and objectives to help identify annual progress.

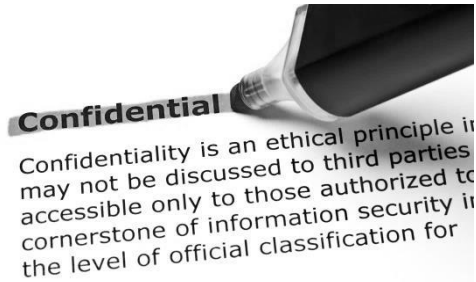
Related services are identified and any special transportation services needed to access their educational day are written into the IEP. When transportation is identified in the IEP as a related service, school bus drivers have a responsibility to follow district policies and procedures to provide transportation access to and from school as written in the IEP.

DISCRIMINATORY ACTION AND DUE PROCESS

The Office for Civil Rights (OCR) is a federal agency responsible for investigation of complaints regarding allegations of discrimination on the basis of a disability. Section 504 complaints are filed with the US.

Department of Education through the OCR'S branch in San Francisco and IDEA complaints are filed with California Department of Education in Sacramento. Both IDEA and 504 guarantee parents procedural safeguards to follow when a dispute concerning a student occurs. These procedures are known as due process, safeguarding a parent's right to obtain a free and appropriate education for his or her child. The student's transportation services as a component of his or her educational plan are subject to the due process procedures.

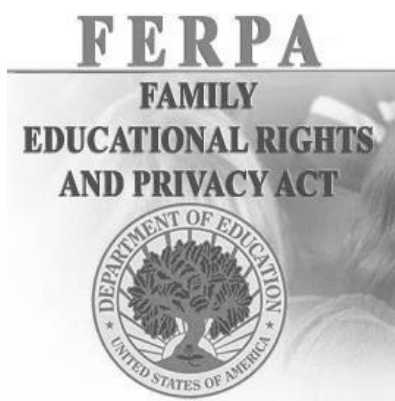
CONFIDENTIALITY



IDEA and the Education Code (56347 EC) require that IEP information needed to transport students safely, even if confidential shall be made available to the related—service provider. School bus drivers are school officials who perform the IEP mandated transportation related service. Information provided to transportation staff to assist in the orderly and safe

transportation of a student, including handicapping condition, medical/health issues, or other personal characteristics or information, is protected by the provisions of the **Family Educational Rights and Privacy Act (FERPA)**, and transportation staff shall be trained regarding confidentiality requirements.

You need to know about confidentiality requirements because it's important you have information about students who ride your school bus. It may be critical that you have the student's emergency, medical, and behavioral information that may impact their safety, educational environment, and our ability to make informed decisions about transportation service.



FERPA requires steps be taken to ensure that you recognize that you must not disclose information to any other person without prior consent from a parent (or eligible student). You must not use the information you receive about students except for the purpose and context in which the information was given to you.

IDEA requires that any persons who have access to the records of students with disabilities must receive training or instruction regarding state- imposed policies and procedures about confidentiality. School administrators, special educators and pupil transportation officials share the responsibility to ensure that drivers have the information they need to protect students and themselves. School transporters must provide the necessary training to enable drivers to receive the information they need.

Such training is critical to the safety of students and others.

BEHAVIOR MANAGEMENT

IDEA is written to protect the rights of people with disabilities, especially their right to a FAPE without fear of being disciplined because of their disability. Students who have disabilities often have discipline challenges that are directly related to their disability. These challenges arise from causes directly related to the physical or neurological features of their disability, social skills deficits, emotional impairments, or environmental factors related to their disability.

History has taught us that students with special needs experience behavior problems and that society previously segregated, isolated and denied these students their right to a free and appropriate public education. It is because society has evolved educationally that we have implemented laws that protect the rights of students with disabilities. These laws are in place so that all students will receive a free and appropriate public education regardless of behavior excesses manifesting from a disability.

School bus drivers need to expect to experience behavior issues every day. Student behavioral excesses are as normal as monitoring your mirrors while driving. If you do not use your mirrors before you take action to maneuver your vehicle, you may have a collision. Hence, if you do not put energy into monitoring your students before a situation arises, you're creating an environment for behavior excesses to occur.



Children respond best to adults who demonstrate trust, care and respect. A driver who has an interested attitude toward the children communicate they care. Therefore, as the driver you must make concentrated efforts to interact and show concern for the students wellbeing. The bus environment that you create through routine, communication and positive reinforcement of acceptable behavior best demonstrates trust, care, and respect.

Passengers need to observe that your communication is focused toward understanding their personalities and abilities. Your efforts to understand the individuality of the people you transport helps establish trust and cooperation. Also, when students see you collaborate with parents and teachers it demonstrates that the educational link is connected and reinforces the bus as an extension of the classroom.

The proactive driver will control the flow of communication on the bus while interacting with the students. If you allow students to control conversation it's more

likely to lead toward topics that are inappropriate.

You can keep control by preplanning topics of conversation, asking questions or playing games on the bus. Preplanned topics are best when they relate to the events taking place at their school. This is why it is good to know what's going on at the children's school site. This can be learned by asking teachers at the beginning or end of the day current events and ask for a calendar that documents the daily activities.

When dealing with normal day—to-day behavioral disruptions on the school bus keep in mind the following:

Routine Pupil Management

- Keep rules simple and repeat often
- The most important rules are safety and respect
- Student have problems; students are not the problem
- Reward direction and not perfection
- Make eye contact constantly
- Continuous monitoring of mirrors includes brief eye contact in the interior mirror zone! This is called student management.
- Be proactive, not reactive
- Students take on the color of their environment
- Don't try to change the behavior ... change the environment
- Student management is an indefinite process with no ending
- All students are different and unique. The one common thread is that they have very little internal structure, we have to provide an extremely hard cased shell of external structure, and all this means is that our bus environment is predictable
- Put kids in an environment that is responsive to them and that allows them to make good behavioral decisions
- Student management is relative to preventive maintenance for our buses
- A driver who understands the context of behavioral outburst relative to the environment on the bus and takes responsibility for their contribution to the creation of that environment is a responsible driver who is not afraid to admit they may be part of the problem and be willing to change and be flexible to the situation at hand
- If a student makes the slightest progress, recognize and reward it and



understand that behavioral performance inconsistency is normal

- Look for rewarding opportunities and don't look at repetitive outbursts as opportunities to punish a child
- Get to afternoon school pick up locations early enough to maintain control of student behavior from the school site to the school bus
- Be proactive, get out of the driver's seat and talk to students
- Monitor and talk to students before they enter your bus and correct potential behavioral excesses
- Talk to school staff with students present prior to entering school bus, this reinforces the strength of the school—transportation educational link and reinforces the school bus being an extension of the classroom
- Talk to students every day prior to departing school
- Implement consequences immediately with sincerity but without emotion
- Never get emotional, behavior excesses are "theirs," and not about you
- Asking questions is a great way to stay in control of a conversation.

A driver who constantly asks questions will accomplish three main goals, (1) the driver shows interest in the students (2) the driver keeps control of the topics being discussed, and (3) the driver remains more focused on defensive driving (little effort is needed to ask questions compared to answering them).

UNDERSTANDING STUDENT BEHAVIORAL EXCESSES AND TEACHING APPROPRIATE SKILLS

The student's educational process has as its goal (to name a few), to teach students how to (1) cope with their disability while contributing positively in society and (2) teach students how to communicate to get their needs fulfilled. We cannot expect that students with special needs have the ability to communicate appropriately toward needs fulfillment; otherwise, they probably would not be in special education.



All behavioral excesses need to be understood as the student's inability to communicate. Students who have behavioral excesses do not know how to properly communicate what's happening, therefore demonstrating behavior that attracts an adult's attention is a desperate attempt to get their needs fulfilled.

There is a direct link between a student's ability to communicate and behavioral

outburst. When people have difficulty communicating they tend to have frequent behavioral outbursts. How does a baby communicate? What communication skills do they have? From birth we learn ways to communicate to get our needs fulfilled, these are reinforced throughout a child's life whether the means to communicate are appropriate or not.

Sometimes we get students on our bus that has learned to get their needs fulfilled through inappropriate behavior. When this happens the inappropriate behavior is reinforced and used over and over again. A driver who has a number of students on the bus who have learned to get their needs fulfilled inappropriately can create a very difficult pupil management challenge. Pupil management must be oriented toward a very rigid, consistent and predictable environment or we may experience many difficult behavioral problems.

The process of learning about how children develop problem behaviors is called **Functional Behavioral Assessment (FBA)**. If we learn about behaviors and know when and where they are likely to happen, we can plan **Positive Behavioral Interventions (PBI)** (56523 EC) to teach new behaviors.

We can use this information to be consistent with what teachers and parents are doing at home and school, teaching the children to manage their own behaviors.

When drivers are experiencing frequent student behavioral excesses the driver needs to ask the teacher or administration if an FBA has been written. An FBA will assist the teacher and school bus driver in teaching the student how to communicate to get their needs fulfilled. Even if a student does not have a written FBA, an understanding of its use to teach appropriate means to communicate is valuable to each responsible bus driver.



FBA is meant to be a proactive means to eliminate challenging behaviors before they occur so that we can focus on reinforcing positive behavior instead of punishing negative behavior. This is especially true when the behavior is related to a student's disability and can be anticipated and planned for in advance. Therefore we need to understand problem behaviors, such as where they occur and what function they serve for the child.

When a pattern of behavioral problems exist that may result in discipline, a review of the students FBA and IEP documents are necessary. However, not all students with special needs have an FBA. Whether a student has a written FBA or not: it's important to document the students behavioral outburst, the drivers behavioral interventions, and if possible, the context of the students environment prior to the

outburst. Documenting this information is critical toward changing disruptive behavior and teaching and reinforcing acceptable behaviors.

According to IDEA, a written FBA is mandated when a child's behavior impedes his or her learning or that of others. IDEA specifically requires an FBA whenever a child with a disability has his or her current placement changed for disciplinary reasons. Also, parents may request an FBA at any time if the child's problem behaviors are becoming worse, or when the team cannot explain why the problem behaviors occur

Pupil Management for Challenging Behavior:

- Behavior outburst need to be documented; explain details of outburst.
- Student plans on dealing with behavioral outburst are called "strategies."
- Driver plans on dealing with behavioral outburst are called "Intervention."
- Strategies need to be discussed with student for how they plan on handling similar situations in the future.
- Document the strategies discussed with the student.
- School bus driver's plans on interventions need to be documented.
- Consideration needs to be given to what preceded the behavioral outburst to understand the context of the behavioral excess.
- Consideration needs to be given to the student's perspective to understand the context of the student's behavioral excess
- Drivers need to understand that many behavioral excesses occur because of the driver's inappropriate student management skills or, the driver's mismanagement from the point of student pick up to the time of the behavioral outburst.
- Drivers who experience students with challenging behavior should check with the teacher or school administrator to see if a Functional Behavioral Assessment (FBA) has been written for the student



STUDENT EXPULSION OR DISCONTINUING THE SCHOOL BUS AS THE RELATED SERVICE PROVIDER

Expulsion from the school bus or changing the means of their related service (transportation) means a serious change in the student's routine in regard to the access and process of their education. As we know, consistency and routine are vital to the success of students with special needs. Therefore, any serious change, such as a change in how the students transportation needs (related service) are fulfilled, needs to be clearly documented for any such change to be able to be deciphered as being in the best interest of the child or the other children we are transporting.

If a change in how we provide our related service is being considered then all documented attempts of behavioral interventions as listed in the FBA have been exhausted. Transportation providers rely on the driver to provide the IEP team written documentation of student's behavioral excesses, student's strategies, driver interventions, the previous events or environment of the behavioral outburst and the results of the attempted interventions. This information will assist the IEP team to make a decision that is in the best educational interest of the student with special needs and other students who may be having their educational day affected by the behavior excess of this student. The IEP team will review this information as well as examine whether the behavior is a manifestation of the disability and the accuracy of the current placement of the student.



When a student's placement is being reviewed or changed by the IEP team, transportation must be continued throughout due process. When you experience students with challenging behavior, document, and follow through on consequences, you may get frustrated that students are extended the privilege to ride the bus during due process.

This is not a situation of your administration or management being non-supportive of your efforts. This is due process that protects the rights of parents and children and ensures there's not a change in routine or placement due to behaviors resulting from manifestation.

Suspension from the school bus may result in the student missing their school day and precedence of a pattern may begin. Removal from educational services may occur but not to the extent to which 10 cumulative days occurs or a pattern develops. School personnel have the ability to remove a child for short periods of time as long as the removal does not constitute a change of placement. A change of placement occurs when the child is removed for more than 10 consecutive school days or when a child is subjected to a series of removals that constitute a pattern because they cumulate to more than 10 school days in a school year.

Not all series of removals that cumulate to more than 10 days in a school year constitute a pattern. Therefore, if the IEP team determines a student is in a proper placement it is possible for a student to exceed the cumulative 10 days if the days are a series of removals and do not constitute a pattern. Furthermore, it is going to be up to the IEP team to determine whether a pattern is present and a change in placement is necessary. If it is determined that the student's placement is not accurate, then the student's behavior excesses on the bus may have been a result of the improper placement. Hence, a new placement, and a new review to the student's progress on the bus during the new placement. Either way, whether the placement was correct or not, services need to be continued during due process.

However, there are times a **student with special needs can be suspended and/or expelled immediately like their non-disabled peers from school**. It is important to understand when students may be suspended or expelled from school activities.

The Education Code stipulates the conditions for grounds of suspension or expulsion. A student may be suspended or recommended for expulsion if one or more of the following has been committed:

- Caused, attempted to cause or threatened to cause physical injury
- Willfully used force or violence upon the person of another
- Possession of weapons
- Possession, use, sale, or furnishing any alcohol or controlled substance
- Unlawfully possessing, offering, arranging, or negotiating any drug paraphernalia
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school or private property
- Stolen or attempted to steal school or private property
- Use of tobacco products
- Obscene acts or profanity
- Disrupting school activities or otherwise willfully defied the valid authority of supervisors, teachers, or other school personnel engaged in the performance of their duties
- Knowingly received stolen school property or private property
- Possession of an imitation firearm
- Committed or attempted to commit a sexual assault



- Harassed, threatened, or intimidated a pupil who is a complaining witness in a school disciplinary proceeding
- Sexual harassment EC 48900.2
- Hate violence EC 48900.3

If you are thinking about the suspension or expulsion of a student from the school bus we need to consider EC 48915.5, expulsion of pupils with exceptional needs enrolled in special education programs. EC 48915.5 states that a pupil may be expelled only if all of the following conditions are met:

1. An individualized education program team meeting is held
2. The team determines the misconduct was not caused by, or was not a direct manifestation of, the pupil's identified disability
3. The team determines that the pupil had been appropriately placed at the time the misconduct occurred

The school bus may be determined to be a poor choice of transportation in regard to the safety of the driver, student, or other students being transported. Other options do exist to get students to and from school and in some cases parents or guardians may be reimbursed to transport the students themselves.

If an individual with exceptional needs is excluded from school bus transportation, the pupil is entitled to be provided with an alternative form of transportation at no cost to the pupil or parent or guardian provided that transportation is specified in the pupil's IEP.

Your job as a driver requires you to be part of the educational process that includes teaching students how to communicate and learn strategies to cope with their disability. You can do this best when you have all student information available, including confidential information. Our goal is to teach students how to be independent and to teach students how to communicate to get their needs fulfilled and an FBA should be used and shared with transportation related service providers. Remember, you do not have to go through a difficult experience alone, refer often to parents, teachers, school site administrators, school bus instructors and fellow drivers when dealing with difficult student behavior.

POLICY AND RESPONSIBILITIES

As a professional driver you have a responsibility to be knowledgeable in regard to your district policy (56195.8 (b) (5) EC). District policy is written to assure students receive a service consistent with the local plan and meets the challenges of accommodation. District policy is written to allow your passengers to access a free and appropriate public education and to define a specific written plan of how the district will provide service in normal and challenging circumstances. This policy needs to be explained to parents in the IEP or upon the time of enrollment in transportation services. This policy must be thoroughly understood by you and the attendant in order to fulfill the district plan to provide a consistent service.



You must have the ability to operate special equipment, manage student behavior, administer health care, secure students in seat belts, Child Safety Restraint Systems (CSRS), wheelchairs, and position and secure any other type of adaptive and assistive device needed.

A district should have written procedures for the following:

- Vehicle breakdown procedures
- Emergency procedures
- Evacuation procedures
- Confidentiality
- Epi-Pen
- Pick-up and drop off procedures
- Who is to receive a child
- Checking for sleeping children
- Seizures
- Seating charts
- Communication system for parents to provide updated child information
- Call in sick procedure
- Drop off with parent not home procedure
- Children not ready for school procedure
- Discipline policy
- Additional training requirements
- Duties for attendants

- Use of seat belts and CSRS
- Use of wheelchairs
- Maintenance of current route sheets
- Transportation of medications
- Informing transportation of changes in medication
- Periodic special needs in—services
- Emergency contact information and an emergency communication flow chart
- How to work with media at the accident scene
- Abuse/neglect and mandated reporting
- DNR

DRIVER RESPONSIBILITIES

Your first responsibility is to the safety of the people you transport.

Therefore, getting to know your passengers is of utmost importance. **It's a matter of focus, attitude and respect.** Your focus needs to be on defensive driving along with an attitude oriented toward continuous learning. Ultimately, a driver's ability to remain focused, have a good attitude and demonstrate respectful behavior will affect your passenger's disposition and trust.

Passengers give respect when it's earned. You have the responsibility to earn respect. This is accomplished by demonstrating you care for the safety of the people you transport.



The bus is an extension of the classroom and home environment; meaning that a person's experience on the bus will have an impact on their mood during their educational day at school, social development, and trust toward the transportation link in the education system. **Focus, attitude and respect** are the three key ingredients to your responsibility toward understanding the environment within the safety circle and ultimately in the bus. The professional driver understands that transportation is inclusive of the students experience in the education system; the professional driver understands their impact on the students' potential to benefit from a free and appropriate public education.

Demonstrating the right focus, attitude and respect is the foundation yet just the beginning.

The professional driver becomes a student of their environment; one who studies

safety in relation to the needs of their passengers. You will only improve and become a professional if you choose to make a conscious effort to improve your knowledge, skills and abilities. This is done by asking questions of other professionals as well as the parents or guardians of the students we transport, reading professionally and attending driver in-services and workshops.

A driver's responsibility in relation to transporting passengers with special needs require special knowledge, skills and abilities in the following areas:

Knowledge:

- Abilities of the students
- Student medical health needs
- Whether the route transports medications
- Confidentiality requirements
- IEP related service mandates
- Behavior intervention plans
- 13 disabilities identified by IDEA
- Manufacturer's instructions for equipment use (CSRS, W/C equipment, lifts/ramps, etc.)
- Emergency equipment
- Emergency procedures
- Loading and unloading procedures
- Locations of local EMS
- Locations of local Police/Sheriff's department
- Company and/or district policy
- Attendant/monitor responsibilities

Skills:

- Type of vehicle
- First aid basics
- Manufacturer's instructions for equipment use
- Child safety restraint systems
- Wheelchairs transported
- Wheelchair securement systems

- Wheelchair lifts/ramps
- Adaptive devices identified in IEP
- School bus signal system for loading and unloading
- Physical therapist recommendations for care of student as written in IEP
- Physical therapist recommendations for use of adaptive equipment as stated in IEP
- Securement of items transported (W/C & CSRS without student, lap trays, oxygen, backpacks, etc.)
- Evacuation of students
- Loading and unloading students

Abilities:

- Physical demands of bending, stooping and leaning to assist and secure students
- Physical demands of evacuating students in an emergency
- Prioritize in an emergency situation
- Responding to the health considerations of the students
- Work with challenging behavior
- Provide a consistent environment
- Create and maintain seating charts
- Create and maintain critical related service information in route book
- Communicate and make route changes immediately
- Positive communication with transportation schedulers and parents in regard to changes
- Being open to new ideas and change
- Acquire and use new knowledge enhancing skill level

Your responsibility is to actively participate in the safety and education of the students you transport. Therefore, your ability to be attentive to the safety of all students will not be distracted by outburst of a few. The daily bus ride to and from school is an important part of a student's progress toward independence. The students will learn how to be responsible and be prepared for transportation as it arrives and they will work within the parameters of their least restrictive environment as identified in the IEP. The students will learn to follow the rules of the bus like all students or they will mistakenly learn they are different and held to a different

standard than their non-disabled peers.

Students with special needs are treated different only to accommodate a special need relative to what is stipulated in the IEP. **Therefore, there should be no bending of the rules and there should be no special treatment given. However, when behavior is a manifestation of a disability you need to provide care with empathy and have a full understanding of the student's disability characteristics and their Behavior Intervention Plan (if applicable) as stated in the IEP.**

You need to be aware of the important role you play in affecting student behavior. The bus ride to school should be a pleasant experience in which students look forward to and feel a sense of security and trust. You need to be thoughtful and careful about creating a routine on the bus conducive toward achieving student security and trust. This routine is best achieved by having a seating chart, up-to-date route book, and understanding between you and the passengers of the rules and expectations, and a daily effort toward monitoring and controlling student conversational content.

Your responsibility is vast and fulfilled only with energy and care. The professional driver has the responsibility to provide both.

SCHOOL BUS AIDES, MONITORS, ASSISTANTS

It may be necessary to assign an adult to ride on the bus to meet the specific needs of pupils. These adults can include health aides, nurses, behavior intervention specialists or technicians, parents, third party provided private nurse, instructional or school aides, or contractor provided monitors. The job titles may be identified as bus attendants, monitors or aides. A detailed job description should clarify the job responsibilities.

During the IEP process, a school bus aide may be assigned to a specific pupil, but not to the bus. An adult can also be assigned to a specific pupil by another authority such as special education or a third party provider that has primary responsibility for that pupil and not the remainder of the bus passengers. When possible, it is better to assign aides to buses based on the needs of all students.

While on the bus, all aides are under the authority of the bus driver as dictated by Title 5, Section 14103 of the California Code of Regulations that places authority and responsibility for safety of the bus and its passengers with the driver. However, the bus driver and aide should operate as a team in the delivery of transportation services. The aide should be knowledgeable of the characteristics and needs of the pupils, confidentiality issues, loading and unloading procedures, equipment use, universal precautions, evacuation procedures, lifting procedures, procedures for

reporting neglect or abuse, first aid and behavior strategies.

SIGNAL, SERVICE OR GUIDE DOGS

Signal, service and guide dogs may assist individuals with disabilities on the school bus. Guide dogs are trained to lead a person who is blind.

Signal dogs are trained to alert an individual who is deaf or hearing impaired to intruders or sounds. Service dogs are any dogs individually trained to the requirements of the individual with a disability, including, but not limited to, minimal protection work, rescue work, pulling a wheelchair, or fetching dropped items.



Guide dogs, signal dogs, and service dogs trained to provide assistance to individuals with a disability may be transported in a school bus when accompanied by disabled pupils enrolled in a public or private school or by disabled teachers employed in a public or private school or community college or by persons training the dogs.

It is important that the transportation department review the owner's ID. card or plate on the dog's collar, the current veterinary vaccination verification, a release responsibility for any injury or damage caused by the dog and determine that all other passengers have no allergies to animal dander and no fear of the particular type of animal.

Drivers and driver assistants, aids or monitors shall be trained in any required care for the student or dog when stipulated in the IEP.

PARENT RESPONSIBILITIES



Parental involvement is necessary to help the driver create an environment on the bus supportive of the home-school environment, which will support their child's success. Children need to have an environment that is safe, trustworthy and predictable. Ideas of safety, trust, and predictability are subjective; therefore parents must communicate with drivers to provide information beneficial for the driver to address their child's needs.

Parental involvement is important in regard to safe transportation in an environment conducive toward student achievement. Parental involvement proves beneficial to your knowledge base allowing you to make informed decisions in regard to planning

seating arrangements, routing changes and providing positive behavior support.

Parents have the responsibility to inform transportation of their child's needs and any changes that may occur that would necessitate transportation to provide a consistent and safe level of service.

Remember, the driver may be the only daily contact parents have with school personnel and it is necessary this relationship is professional, friendly and oriented toward acquiring a better understanding of the child.

Parents have the responsibility to:

- Understand district policy
- Participate in their child's positive behavior support system
- Participate in communicating rules and consequences
- Participation in educating students of safety issues in regard to evacuation and loading and unloading
- Communicate safety concerns to you, transportation and school administration
- Have children ready for transportation
- Inform you of medications needing transportation
- Inform you of changes in student's medication
- Inform transportation of daily service changes
- Maintaining W/C and other adaptive devices
- Inform you of medical health considerations for their child
- Provide you and transportation with emergency phone numbers

TRANSPORTING PRESCHOOL AGED CHILDREN

The number of pre-school age children transported in buses to school and child care



programs is at an all-time high. Nationwide, it is estimated that as many as one million pre-school age children ride school buses every day. These are children who are attending Head Start, early childhood intervention programs and going to school-sponsored childcare, sometimes with their teenage parent.

The school bus driver must maintain a heightened awareness of the danger zones

around the school bus. **National statistics have shown historically that our youngest riders - 5 and 6 year olds - are the students who most at risk of serious or fatal injuries outside the bus.** An increase in the transportation of pre-school aged children means an increase in the number of young students around the danger zone of the school bus.

These students often do not understand the danger involved in being near a large commercial vehicle, therefore, the driver must communicate clearly and often to the students on how to load and unload safely.

These students are also unpredictable and may chase papers as soon as they leave their hand without regard to the danger of a departing school bus. Therefore we must make every effort to make certain these students are monitored until they have departed the danger zones of the school bus.

Good practice would be to have students not carry loose pieces of paper off the school bus. A small backpack would suffice to carry loose items to and from school.

Once students depart the danger zone and enter the bus they are very safe. However, we still have challenges unique to the transportation of preschool aged children. **Pre-school age children have physical and behavioral differences that must be considered.**

Some physical differences are:

- Larger heads, shorter legs, and narrow shoulders
- Pelvis not fully formed
- Weak muscles
- Ossification incomplete

Some behavioral differences are:

- Limited willingness to be cooperative, flexible and patient
- Restless with limited attention span
- They fall asleep easily on the bus
- Limited ability to do things for themselves, communicate clearly and understand direction

What implication does this have on you? You need to increase interaction with children while loading and unloading, driving, and giving explanations of rules. Transporting pre-school age children with disabilities requires thorough planning and careful attention to detail.

Traditionally, the school bus was not intended to transport pre-school age children. They were designed to carry school age children. Although school buses are designed to protect children between high, cushioned seats, additional protection may be needed for smaller children.



The National Highway Traffic Safety Administration (NHTSA) recommends that pre-school age children should be in a child safety seat (CSS) or other Child Safety Restraint System (CSRS), appropriate to the age and weight of the child, and the safety seat must be secure by a federally approved seat belt. Most school buses are not designed to accommodate child safety restraint systems. However, under certain circumstances, a school bus can accommodate child safety restraints.

All CSRS's and CSS's must be used as stated in the manufacturer's instructions. All training and/or proficiency shall be conducted consistent with the manufacturer's recommendations and instructions for each specific product used.

Whenever possible: very young children should be seated away from the rear of a school bus, preferably between the front and rear axles. This zone provides a smoother ride and is also safer in most collisions. A CSS will not only protect a child in a collision, but it will also help you manage them.

In case of an emergency evacuation, it is recommended to have a seat belt cutter on the bus when you transporting children in child safety seats or restraint system.

Securing a CSS in a school bus is not easy. It takes time and attention to correctly install a child safety seat and then properly secure the child into the seat. The driver must follow the manufacturer's directions for threading the lap belt through the safety seat frame. No more than two safety seats can be installed in a bus seat, and one per seat is preferable.

To safely install a child safety restraint system in a school bus, you need:

- A lap belt that is properly placed
- A reinforced vehicle seat
- Adequate room between the vehicle seats
- Adequate aisle width
- To put your body weight in the child safety seat and push down while pulling the seat belt as tight as possible. This secures the seat snugly. Tug on the

seat. It should not move more than one inch in each direction.

HEAD START ACT

Transportation of Head Start Students requires compliance with 45 CFR Part 1310, Head Start Transportation Head Start is a national program providing comprehensive child development services primarily to low-income children, predominantly age three to five. Head Start programs provide comprehensive health, nutritional, educational, social and other services to help enrolled children achieve their full potential

When Head Start children are transported to and from a program, it is important that the time spent in transit be safe and will support learning experiences. Some children are transported over long distances and spend a significant part of their day in route to and from the classroom. Therefore, the time children spend on the vehicle should be treated with the same level of importance as the time the children spend in the classroom and in other program activities.

TRANSPORTING PASSENGERS IN WHEELCHAIRS

Each driver shall be proficient in the use of all equipment used to accommodate the passengers we transport. This training needs to be documented and consistent with the manufacturer's instructions for proper care and use. You should receive a copy of the manufacturer's instructions in your training session and demonstrate proficiency in the use of each type of equipment used.



You can provide appropriate care by understanding and being sensitive to the needs of your passengers. Therefore, you need to experience training opportunities oriented towards ability awareness and sensitivity.

For example, understanding what it is like to ride a bus seated, secured and blindfolded in a wheelchair. Understanding what it feels like when a driver accelerates too quickly, stops too abruptly, does not make turns smoothly and drives the vehicle without sensitivity to the abilities and needs of the passengers being transported. These exercises will help you to better understand the needs and fears of the person traveling in the wheelchair and their inherent trust in you to maneuver the vehicle sensitive to the safe and secure environment they desire and deserve.

Training should include at least:

- District policy

- Communication with people who you accommodate
- Communication with parents, teachers, teacher's aids and administrators
- Communication with fellow drivers/attendants
- Inspection of wheelchair for J 3 CCR 1293 compliance
- Assessment of problem objects in and around the loading-unloading zone
- Students with special needs in the school bus danger zone
- Vehicle placement at the loading and unloading zone
- Student placement at the loading and unloading zone
- Use of vehicle lift both mechanically and manually
- Supervision of students and equipment used
- Placement of persons on lift/ramp
- Student placement on bus
- Adapting the positioning/straps securement of the wheelchair
- Securing people in wheelchairs
- Securing equipment (W/C, CSRS, lap trays, oxygen, backpacks, etc.)
- Vehicle dynamics including blind spots, mirror use, W/C placement according to routing and/or comfort of person in W/C
- Defensive driving in relation to acceleration, turning movements, braking, predicting stale green lights and watching the physical movements of the passengers in relation to the movements of the vehicle to make a judgment as to corrections that may need to be made in driving skill
- Maneuvering the vehicle in and around garbage cans, basketball hoops, parked vehicles and impeding vehicular flow of traffic when needing to double—park to load and unload passengers.

According to the **University of Michigan Transportation Research Institute (UMTRI)**, when traveling in a motor vehicle, it is generally safest to transfer from a wheelchair to a vehicle seat and use the vehicle restraint systems or a child safety restraint system that complies with federal safety standards. The wheelchair should be secured and stored. If transferring is not possible, or if the rider needs the support of the wheelchair seating system, it is very important to secure the wheelchair to the vehicle and to restrain the rider in the wheelchair with crash tested belt restraints.

Most wheelchairs you will transport have not been crash tested and are not designed for transportation. We transport these wheelchairs to accommodate a child's need to access a free and appropriate public education.

The **American National Standards Institute (ANSI)** has recently approved a new national wheelchair standard that addresses the design and performance of wheelchairs when used as seats in motor vehicles. This new standard is the first to deal with the use of wheelchairs in motor vehicle transportation and is known as a “transit” wheelchair; a wheelchair designed for occupancy in a motor vehicle according to **ANSI/RESNA WC-19 standard**.



The new standard is based on the fact that the most effective and common method for securing a wide range of wheelchair types and sizes in both public and private vehicles is a four-point, strap-type tie-down system. One of the primary requirements of the new standard is that a “transit” wheelchair be provided with four easily accessible tie-down points for forward facing securement in a motor vehicle. The standard further requires that the wheelchair and securement points be dynamically crash tested at 30 miles per hour with an appropriate size crash test dummy seated in the wheelchair.

Wheelchairs that comply with the new standard will offer improved transportation safety to its users, but under federal law, compliance with the new standard cannot and should not be used to limit or prevent motor vehicle transportation of wheelchair users.

Using a wheelchair that meets the WC-19 standard in a school bus will generally require the use of a bus that was built on or after January 17, 1994, which are required to be designed and equipped to transport wheelchairs forward facing with four points of restraint (FMVSS 222).

The carrier must comply with FMVSS 222, the wheelchair and restraint system operating instructions, and the individual pupils IEP for proper wheelchair positioning and restraint procedures.

When transporting wheelchairs, consider the following:

- The condition of the wheelchair
- Compliance with 13 CCR 1293
- Are the brakes operational?
- Is the W/C lap belt operational?
- Wheelchair positioning on lift

- Operating procedures for electric wheelchairs
- The size and turning radius of the wheelchair
- The size of the wheelchair according to the size of the person
- Supervision of people on lift/ramp
- Never mix different manufacturers equipment
- Is the wheelchair secured prior to putting the bus in motion?
- Are the required number of tie—downs being used?
- Seating arrangements; don't secure a person's wheelchair in front of the loading/unloading door if they are not the next to be unloaded from the bus

TRANSPORTING MEDICAL/TECHNICAL DEVICES

Some children with disabilities require the help of special equipment or devices. The first consideration in transporting pupils who use auxiliary equipment is whether the equipment needs to be removed for transportation. If possible, seek to schedule the use of such equipment so that the pupil does not need to use the equipment while riding the bus.

Never alter the manner, schedule, frequency or duration of the pupil's use of special equipment or devices without first consulting medical professionals.

The second consideration is to firmly secure all equipment and equipment components. The first option for securing most items is to use the luggage compartment. However, due to weather, dust, and other factors this may not be an option for some types of equipment. It is also possible that pupils need to have quick access to the equipment in an emergency. Other options for securing auxiliary equipment include inside, on-board, enclosed compartments, various mounting brackets, and tie-down straps.

The third consideration is that the equipment must be secured in a manner that is safe for the pupils during travel and traffic emergencies. The padded interior of the bus, (padded seats, padded bracket and other mounting devices and lift padding) and absence of sharp, hard, protruding edges are designed to protect pupils during an emergency.

If the pupil must use the special equipment while being transported, the same considerations should be made when locating the equipment adjacent to the student. If the equipment is located on the wheelchair, it should be re-secured to the bus. If that is not possible or practical, determine that the wheelchair mount meets the above criteria and does not compromise the integrity of the wheelchair. When in

doubt, the transportation specialist should consult the wheelchair's manufacturer.

The following are examples of equipment that needs **special consideration**:

- Oxygen - Never carry large bottles. Small personal bottles must be safely secured. Consideration must be given to the potential release of oxygen and possible fire hazard in a collision. It should always be transported with the valve in the off position. Exceptions should only be made for emergency needs.
- Respirators - Similar considerations exist as those for oxygen bottles.

Assistive Devices:

- Walkers, crutches and canes - These are items that could go in an outside luggage compartment. However, the student may require immediate accessibility to this type of equipment in an emergency. (Never transport equipment that is not secured).
- Unoccupied wheelchairs - If the wheelchair is collapsible, consider storing it in the outside luggage compartment. If it is transported inside, secure it as you would if it were occupied. If space is needed, it can be secured aisle facing. Check for loose seat panels and other components that may not be secured to frame and secure them properly.
- Wheelchair lap-tray - It is highly suggested to remove the lap— tray from the wheelchair, and secure it properly, whether the wheelchair is occupied or unoccupied.
- Gurney - If the gurney is occupied, carefully weigh the options for transporting the child with disabilities. It may be better if the child is transported in another vehicle such as an ambulance. It is difficult to safely secure the pupil on a gurney. If the gurney is unoccupied, properly secure the frame and all its components.
- Personal protection/assistive devices ~ Safety helmets, limb braces, neck collars, etc. must be properly secured on the pupil to avoid injury.

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

The school bus driver and school bus aide should be trained in the proper handling

of specific equipment or damage may result. Appropriate medical personnel and/or therapists should give this training. If the driver or aide notices a need for a change or adjustment in a pupil's equipment or seating requirements, he/she should notify school staff immediately.

Appropriate IEP team members, including transportation, should make all decisions regarding the student's equipment or seating requirements.

MEDICAL HEALTH CONSIDERATIONS

The bus driver of students with special needs is a related service provider and therefore needs to be knowledgeable as to the contents of medical health considerations that may affect the driver's decision—making ability in an emergency. Often, these medical health considerations are written in the students' IEP.

Transportation has the right and the responsibility to ascertain all student information relevant to providing a related service that supports the school bus being an extension of the classroom. If the teacher needs to know the medical health considerations of the students in the classroom than why would the driver not need to have the same information? It is especially important for the driver to have access to this information because they are often the only responsible adults present to provide immediate emergency/medical assistance.

Student information should be kept in a route book and each route book should be with the driver during the route. This way important information will be readily available to any driver who may be assigned the given route. Also, this written information may assist emergency personnel who may be responding to an incident. Some districts have individual pupil emergency forms inserted into the route book that has pertinent medical health considerations that would be relevant in an emergency situation. It is important to note that when changes are made to a drivers route book that each district has a plan on disposing of old route sheets or students information sheets that contain confidential information.

DISABILITIES IDENTIFIED BY IDEA AND CDE:

The following are the 13 qualifying disabilities identified by IDEA and the California Department of Education:

1. Autism

Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3 that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in paragraph (b)(4) of this section.

A child who manifests the characteristics of "autism" after age 3 could be diagnosed as having "autism" if the criteria in paragraph (c)(1)(i) of this section are satisfied.

2. Deaf-Blindness

Deaf-blindness means concomitant (existing or occurring with something else) hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

3. Deafness

Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance.

4. Emotional Disturbance

Emotional disturbance is defined as follows:

- (i) The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- (A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.

- (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

(C) Inappropriate types of behavior or feelings under normal circumstances.

(D) A general pervasive mood of unhappiness or depression.

(E) A tendency to develop physical symptoms or fears associated with personal or school problems.

- (ii) The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

5. Hearing Impairment

Hearing impairment means impairment in hearing, whether permanent or fluctuating that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.

6. Intellectual Disability

Intellectual disability means significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.

7. Multiple Disabilities

Multiple disabilities means concomitant (existing or occurring with something else) impairments (such as Intellectual disability-blindness, Intellectual disability-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

8. Orthopedic Impairment

Orthopedic impairment means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., Clubfoot, absence of some member, etc.), impairments caused by disease (cg, poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

9. Other Health Impairment

Other health impairment means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that— (i) Is due

to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and(ii) Adversely affects a child's educational performance.

Attention Deficit Disorders (ADD)

A syndrome characterized by serious and persistent difficulties in the following three specific areas: attention span, impulse control and hyperactivity (sometimes). ADD is a chronic disorder that can begin in infancy and extend through adulthood, having negative effects on a child's life at home, school, and within the community. It is conservatively estimated that 3 to 5% of our school—age population is affected by ADD. There are two types of attention deficit disorder: Attention Deficit Hyperactivity Disorder (ADHD) and Undifferentiated Attention Deficit Disorder (UADD).

10. Specific Learning Disabilities

Specific learning disability is defined as follows:

- (i) General. The term means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.
- (ii) Disorders not included. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of Intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

11. Speech or Language Impairment

Speech or language impairment means a communication disorder, such as stuttering, impaired articulation, language impairment, or a voice impairment, that adversely affects a child's educational performance.

12. Traumatic Brain Injury

Traumatic brain injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention reasoning; abstract thinking; judgment; problem—solving; sensory, perceptual, an motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries

that are congenital or degenerative, or to brain injuries induced by birth trauma.

13. Visual Impairment Including Blindness

Visual impairment including blindness means impairment in Vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

BUS EVACUATION

Evacuating Students with Disabilities



Your primary responsibility as the school bus driver is to provide safe transportation for pupils. Being involved in an emergency is always difficult. None of us wake up in the morning expecting a traffic collision or vehicle break down. Emergencies of every conceivable type occur on school buses across the country each year. Although school buses have an excellent safety record, the road is a

dangerous place and collisions are a fact of life. School buses are built to survive most collisions remarkably well, but the potential for a severe collision, for instance with a larger vehicle such as a truck, always exists. When transporting children with special needs and conditions, even a “minor” collision can pose a serious threat to their safety.

School bus collisions can happen anywhere, anytime or involve anyone. Time of day, day of week, weather conditions, road surface conditions, construction, the other vehicle, or our own passengers can all be contributing factors. There does not have to be a vehicle collision to cause the evacuation of the school bus. The driver will evacuate the bus if there is any indication that the bus is on fire or in danger of catching fire, the bus cannot be moved to a safe place, out of the way of traffic, or a natural emergency requires evacuation.

“...All pupils in pre-kindergarten, kindergarten, and grades 1 to 12, inclusive, in public or private school who are transported in a school bus or school pupil activity bus shall receive instruction in school bus emergency procedures and passenger safety...” annually (39831.5 EC).

This state law does not exclude children with disabilities.

Active participation must be done by the pupils who are physically able to perform and should be done under controlled and safe conditions. The following guidelines should be followed; additional local policies must be followed:

- Supervisors, drivers and school personnel should all be involved to ensure that all drills are conducted properly and safely.
- All evacuation drills should be conducted on school property.
- School bus drivers should never attempt to schedule or conduct a school bus evacuation drill on their own.
- All pupils with disabilities should participate in bus evacuation drills. However, some children may not be required to physically leave or be taken from the bus during a bus evacuation drill. School staff should determine a suitable alternative preparation for the driver and or school bus aide, and pupils in these situations. Documentation should exist as to why a student cannot fulfill the requirements of Education Code 39831.5 and this documentation should exist in the child's IEP.
- Education Code 39831.5 states, "...pupils shall evacuate the school bus through emergency exit doors..." Therefore, consideration needs to be given when practicing evacuation drills for students' confined to wheelchairs. The wheelchair ramp is a loading and unloading door and is not an emergency exit.
- The most important part of any safe bus evacuation or evacuation drill is developing and following a plan of action in the event of an emergency, school bus collision, or vehicle break down.
- Make sure that everyone on the bus is aware of what must be done in the event of a real emergency.
- Always use extreme care during an evacuation or evacuation drill. Never allow pupils to push or run. Never force pupils to jump from the bus during a bus evacuation drill. A bus evacuation drill should be a learning experience for everyone.
- School bus aides should be trained to take over the evacuation if the driver becomes incapacitated. **The aide should be familiar with:**
 1. How to stop, turn off the engine, and secure the bus
 2. How to open emergency exits
 3. Unloading and evacuation procedures
 4. Established staging area for pupils after evacuating
 5. The location of the emergency equipment

6. Emergency radio procedures
7. Use of belt cutter

Written Plan

The most important part of a safe school bus evacuation is developing and practicing a safe plan before an emergency actually occurs. It is essential to have a written plan for emergency evacuations, which takes into consideration the individual needs of pupils who use wheelchairs, ventilation and oxygen equipment or other special equipment. Other considerations are individual capabilities and the type of behavior, which might be exhibited during an emergency evacuation. Evacuation procedures should be well known and rehearsed by drivers, substitute drivers and school bus aides. Drivers should have a written emergency plan including stop locations, telephone locations and charted (shortest route to the fire department and hospitals). The daily seating plan should always give consideration to evacuation procedures. The occupational and physical therapists are excellent resources.

Some issues to consider in establishing an evacuation plan are:

- Which pupils are able to help, and to what extent
- How to deal with individual emergencies, such as seizures, during the evacuation process
- Whether pupils should be evacuated in their wheelchairs, or removed from their wheelchairs before evacuation
- How to disconnect or cut wheelchair securement and occupant protection equipment, including belts, trays, and other support equipment
- The ability of students to hold hands, forming a chain that may be effective toward keeping the children together
- When directing students to a staging area, it may help to take a bright—colored object (such as a sponge dipped in orange paint) and throw it to the area where you want the pupils to go. If used for practice, this object and procedure must also be used in a real emergency.
- How to control the pupils outside the bus.
- Identifying which pupils might run away after evacuation so they can be evacuated last
- Knowing the length of time a pupil requiring life support equipment or medical care procedures can survive, if such service is interrupted or delayed during the evacuation

Every school bus driver and school bus aide should be able to verbally articulate his/her emergency evacuation plan upon request without hesitation. Many emergencies only allow three to five minutes to complete an evacuation before possible serious injury to pupils.

The school bus presents a unique problem. The school bus generally has a lot of passengers' confined in a small area. While it has the service door and the rear emergency exit door as readily available escape routes, each window is a potential escape route also. Many school buses are equipped with roof hatches and/or emergency push—out type windows.

The transportation officials should assist in developing the pre-emergency plan so that there is continuity among all drivers in the school system.

- **The school bus evacuation plan**

To create a written evacuation plan, first make a seating chart of the bus. Indicate each exit of your bus. Indicate the assigned seat of each child on the route.

Identify the children's abilities and disabilities. Use abbreviations that are familiar with all drivers. Create a narrative plan for all emergency exits. This narrative will describe how and when a pupil will be evacuated. When creating a plan, it is extremely important that medical conditions or other special conditions of the pupil on the bus are taken into account. For example, a child who is medically fragile or has brittle bone disease might not be able to be removed from the wheel chair in an evacuation. Drivers and aides must be provided with information about children that could be important in an emergency evacuation.

- **The bus route**

Know the location of fire stations, police stations and hospitals in the area.

- **School bus emergency information**

It is helpful when the assistance of others is needed, to have the school bus information on a card. The card should include the bus and route number and the school district name, address, and telephone number. This card information could have other supplemental data but only the most important base data should be included so as not to confuse the person calling in for you.

- **The school bus**

The driver should know the basics of the school bus components to allow them to better assess the seriousness of the situation.

- **Route plan**

The school bus driver or any of the pupils could have a medical emergency. A procedure should be developed along local guidelines on how to handle this situation.

Questions to consider:

- Does the driver pull over and call for emergency medical services? |
- Should the driver proceed to the nearest school, medical facility, police or fire station?
- Does the school or school district have a medical consent form from the parents so that pre—hospital and hospital personnel can treat the pupil? Should that be considered or should you react only to the emergency telephone numbers on the school health card?

When transporting passengers with special needs, emergency preparation depends on both awareness and training. When developing the evacuation plan it's necessary to consider the individual abilities and behaviors of each passenger.

Remember, your success is dependent upon your interest.

If you care and understand your work is meaningful you will provide sincere and appropriate service.

**SUPPLEMENT
TO
UNIT 11**

**Transporting Passengers
With
Special Needs**

Codes	Title
29 USC 794 28 CFR 41	Nondiscrimination under Federal grants and program (504 of the Rehabilitation Act)
20 USC 1400	Congressional statements and declarations Short title "Individuals with Disabilities Education Act"
34 CFR 300	Rehabilitative Services Department of Education
56000 EC	Legislative findings and declarations
56001 EC	Provision of programs
56026 EC	Individuals with exceptional needs
34 CFR 300.7 (c)	Defining disability terms
56031 EC	Special education
56340 EC	Meetings to develop, review and revise individualized education programs
42 USC 12101	Americans with Disabilities Act
56196.8 EC	Adopting of policies
34 CFR 300.560	Definitions: Confidentiality of Information
34 CFR 99	Family Educational Rights and Privacy Act
56347 EC	Individualized education programs; knowledge of content of programs by teachers; provision of copies of programs; confidentiality
56523 EC	Regulations; behavioral interventions
56520 EC	Legislative findings, declarations and intent
48900 EC	Grounds for suspension or expulsion; legislative intent
48900.2 EC	Additional grounds for suspension or expulsion; sexual harassment
48900.3 EC	Hate violence
48915.5 EC	Expulsion of pupils with exceptional needs enrolled in special education programs
56195.8 (b)(5)EC	Adoption of policies (Transportation...)
45 CFR Part 1310	Head Start Transportation Short title "Head Start Act"
39831.5 EC	Instruction in school bus emergency procedure and passenger safety

ACRONYMS

ADHD	Attention Deficit Hyperactivity Disorder
ADA	American Disabilities Act
ANSI	American National Standards Institute
CCR	California Code of Regulations
CDE	California Department of Education
CFR	Code of Federal Regulations
COE	County Office of Education
CSRS	Child Safety Restraint System
DOE	US. Department of Education
EAHCA	Education of All Handicapped Children Act (PL. 94-142)
EC	Education Code
FAPE	Free Appropriate Public Education
FBA	Functional Behavioral Assessment
FERPA	Family Educational Rights and Privacy Act
FMVSS	Federal Motor Vehicle Safety Standard
IDEA	Individuals with Disabilities Act
IEP	Individuals Educational Program
IFSP	Individualized Family Service Plan
LEA	Local Educational Agency (a school district or county office of Education)
LRE	Least Restrictive Environment
LPA	Local Plan Area
NHTSA	National Highway Traffic Safety Administration
OCR	The Office for Civil Rights
OSEP	Office of Special Education Programs
PBI	Positive Behavioral Interventions
RESNA	Rehabilitation Engineer Society of North America
SAE	Society of Automotive Engineers
SELPA	Special Education Local Plan Area
SD	School District
USC	United States Code

DISABILITIES AND STRATEGIES

Autism

Definition

A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3: that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has a serious emotional disturbance.

Characteristics:

Three types of impairment, all of which are present in some way, characterize autism:

- Rigidity of thought and behavior, and limited imagination or imaginative play where the individual may carry out ritualistic actions, or focus upon minor details (such as an item of clothing rather than the person, or part of a toy rather than the whole thing).
- Limited verbal and non-verbal communication with a lack of true two—way conversational skills, a failure to understand the emotions, gestures, or ideas of others, and over-literalness in interpreting what is said.
- Difficulty with social relationships, with an appearance of aloofness or indifference, and with inappropriate or repetitive styles of approach if contact is initiated.

Asperger Syndrome has been viewed either as a less severe form of autism, or as a separate condition in its own right, but is unarguably part of the autistic continuum. The characteristic signs and behaviors include:

- Marked and sustained impairment in social interaction.
- Restrictive and repetitive patterns of behavior and activities, and a strong preference for routines and avoidance of change.
- Motor delays or clumsiness are also commonly associated with Asperger syndrome.

However, compared to autism, individuals with Asperger syndrome have relatively good expressive language, may have cognitive scores, which fall in the average or above—average ranges, and rarely experience additional learning difficulties.

Strategies and Considerations:

The strategies for an individual pupil will need to be based on the assessments of the pupil's individual needs and developed by close collaboration of all those involved with the pupil. There will need to be flexibility and recognition that the child may need some approaches different to those used for the other the children. Close working with parents is also essential, to ensure consistency and mutual support.

- Set a daily routine
- Provide warning of any impending change of routine
- Use clear and unambiguous language
- Address the pupil individually
- Repeat instructions. Use short sentences to ensure clarity of instructions.
- Be consistent
- Do not take apparently rude or aggressive behavior personally; and recognizing that the target for the pupil's anger may be unrelated to the source of that anger.
- Seek the pupil's particular interests
- Protect the pupil from teasing and provide peers with some awareness of his/her particular needs
- Observe behaviors which might be seen as simple naughtiness or non-compliance may in fact have a range of other meanings for the child with autism or Asperger syndrome (i.e. the observed naughty or non-compliant behavior may in fact be the child's only way of indicating the need for help or attention, or the need to escape from stressful situations).

Deafness

Definition

"Deafness" means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing with or without amplification that adversely affects a child's educational performance.

The hearing world often group deaf and hard of hearing persons into one category. In reality, there are several groups included within the broad "deaf and hard of hearing" category, and the various groups have distinctly different characteristics.

The following terms refers to all people with hearing loss. It includes hard of hearing people, late deafened people, and Culturally Deaf people, without regard for the severity of loss, age of onset, communication methods, use of technology, or cultural

affiliation.

The broadest term is hearing impaired, which refers to anyone with a hearing loss.

- Hard of hearing people comprise over 90% of all people with hearing loss.
- Late deafened people are those who became deafened after acquiring language.
- Culturally Deaf people are those who are born deaf or became deafened early in life and rely primarily on Sign language for communication.
- Oral Deaf people are those who are born deaf or became deafened early in life and rely primarily on oral communications rather than sign language. Culturally Deaf generally dislike the term “hearing impaired”, while Hard of Hearing and Late Deafened people generally like it, or even prefer it.

Characteristics:

Culturally Deaf students may attend a school for the Deaf, although that is becoming less common as mainstreaming is becoming the norm. They rely on sign language as their first language; most or all of their friends are Deaf. Because culturally Deaf people never had hearing, they don't miss it. Many, if offered a magic pill that would make them hearing, would not take it. Losing their Deafness is just as frightening to them as losing their hearing is to hearing people. This is a difficult thing for hearing people to understand.

Culturally Deaf students generally possess the following characteristics:

- Have a severe to profound hearing loss, as audio logically defined
- Generally depend on American Sign Language as their primary means of communication
- Generally function primarily in the Deaf world, with regard to friends and social occasions.
- Generally do not consider their deafness to be a handicap or impairment, but a cultural difference.

Oral Deaf students, unlike culturally Deaf students, were raised to maximize their use of oral and aural communication. They were typically fitted with hearing aids and encouraged to function as much as possible as a hearing person. They probably attended a mainstream school, rather than a Deaf school.

Some of the characteristics generally associated with Oral Deaf students include:

- Have a severe to profound hearing loss, as audio logically defined

- Generally depend on a visual representation of English or communications. This includes written English, speech reading, or some form of sign language learned as a second language.
- Function in the hearing world with regard to friends, family and employment.
- Generally do not have strong associations with the Culturally Deaf community
- Have generally taken steps to deal with their hearing loss (cg. audio logical testing, hearing aids, etc.)

Strategies and Considerations:

- Consistent seating, communication and student management
- When speaking to a deaf student, look directly at the student, not the interpreter.
- Do not say to the interpreter “Tell him” or “tell her.”
- Make eye contact.
- Be aware that using facial expressions and body language helps communication flow more efficiently.
- Be prepared to transpose between various modes of communication: pen and paper, typing on the computer, gesturing, using an interpreter, speaking clearly, etc.
- Understand that each student has different communication needs and be flexible by adapting accordingly.
- Avoid covering your mouth while speaking; facial expressions help reinforce effective communication.
- Refrain from speaking when not facing the student

Deaf—blindness

Definition

“Deaf-Blindness” means concomitant hearing and Visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

The term “deaf-blind” doesn’t necessarily mean total lack of hearing and vision. Some students who are deaf—blind are partially “hearing and visually impaired.” They may have enough hearing to understand speech, especially when using a hearing aid, and may have some usable Vision with or without corrective lenses. “Legal blindness” is defined as the ability to see at a distance of 20 feet what a normally sighted person can see at 200 feet, or to have peripheral vision that is restricted to 20 degrees or less (like tunnel vision). However, deaf—blindness does mean that the combination of impairments of both senses interferes with the ability of a person to function effectively in the “hearing—sighted” world.

A student who is deaf-blind will have to make sense of the world using the limited

information available to him or her. When a student's sensory disabilities are great, and individuals in the environment have not help make order of that environment, their challenge can be overwhelming. Students who are deaf—blind must depend upon the good will and sensitivity of those around them to make their world safe and understandable.

Characteristics

Behavioral and emotional difficulties often accompany deaf—blindness and are the natural outcomes of the child's inability to understand and communicate.

Communication problems

Mobility problems

Difficult independent living skills

Slow response time

Strategies and Considerations:

Think of the many thousands of words and sentences that most children hear before they

speak their own first words. A child who is deaf—blind needs comparable language stimulation, adjusted to his or her ability to receive and make sense of it. Parents, caregivers, teachers and school bus drivers face the challenge of providing an environment rich in language that is meaningful and accessible to the child.

- Learn and use principal communication systems
 - Touch cues
 - Gestures
 - Object symbols
 - Picture symbols
 - Sign language
 - Finger—spelling
- Assist with helping the student move with thoughtful attention to the physical space around him or her
- Needs a reliable routine
- Allow time for response
- Stop the bus at the same location

Hearing Impairment

Definition

“Hearing impairment,” means impairment in hearing, whether permanent or fluctuating that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.

Characteristics:

Hard of hearing students has a hearing loss from mild to profound, but they consider themselves to be hearing people who just don't hear well. They may have a difficult time admitting that they have a hearing loss and may try to hide it.

Hard of hearing students generally have the following characteristics:

- Have some degree of audio logical hearing loss, from mild to profound
- Can benefit to some extent from the use of hearing aids and Assistive Listening Devices (ALDs)
- Rely primarily on spoken or written English of communication with others
- Generally know no or very little sign language
- Function in the hearing world in all aspects of their lives (friends and relatives)
- Are uninvolved in the Culturally Deaf community
- May or may not have taken steps to deal with their hearing loss

There is not much of a dividing line between hard of hearing students and late—deafened students. Students who consider themselves late—deafened generally have a more severe hearing loss than people who consider themselves hard of hearing, and the hearing loss may have had a greater impact on their life. People who consider themselves late deafened are more likely than those who consider themselves hard of hearing to have taken steps to deal with their hearing loss.

Late deafened students are generally characterized in the following manner:

- Have a severe to profound hearing loss, as audio logically defined
- Usually derive minimal benefit from hearing aids and Assistive Listening Devices (ALDs)
- Generally depend on a visual representation of English of communications. This includes written English, speech reading, or some form of sign language learned as a second language.
- Function in the hearing world with regard to friends and family
- Generally do not have strong associations with the Culturally Deaf community
- Have generally taken steps to deal with their hearing loss (e.g. audio logical testing, hearing aids, etc.)

Strategies and Considerations:

- Consistent seating, communication, and student management
- When speaking to a deaf student, look directly at the student, not the interpreter.
- Do not say to the interpreter “Tell him” or “tell her.”
- Make eye contact.
- Be aware that using facial expressions and body language helps communication flow more efficiently.
- Be prepared to transpose between various modes of communication: pen and paper, typing on the computer, gesturing, using an interpreter, speaking clearly, etc.
- Understand that each student has different communication needs and be flexible by adapting accordingly.
- Avoid covering your mouth while speaking; facial expressions help reinforce effective communication.
- Refrain from speaking when not facing the student.

Other Health Impairment

Definition

“Other health impairment” means having limited strength, vitality or alertness, including a heightened alertness to environment that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and adversely affects a child’s educational performance.

To be eligible for special education and related services under the category of “other health impairment,” the following must be present:

- A written statement from a physician, to include;
 - The type of health impairment
 - Any school limitations
 - The possible need for and effects of medication
- Justification of the adverse effect on educational performance that is attributed to the “other health impairment” and the corresponding need for special education and related service.

Characteristics:

Referral characteristics for the student with other health impairment (OHI) do not fall into specific intellectual, academic, behavioral, language or physical categories. Indicators of other health impairment may or may not be observable.

- A long period of absence due to a chronic or acute health problem
- An inability to attend to task for the same length of time as peers due to a chronic or acute health problem
- An inability to attend to task as a result of medication being taken for a chronic or acute health problem
- An inability to attend school for more than a few hours per day due to limited strength or vitality
- The primary features of students with ADD include developmentally inappropriate degrees of inattention, impulsivity and over—activity

Strategies and Considerations:

- Specialized transportation
- Assistive technology devices/services
- School health services
- Modification of the school day
- Maintain eye contact during verbal instruction
- Make directions clear and concise. Be consistent with daily instructions.
- Make sure pupils comprehend the instructions before beginning the task.
- Repeat instructions in a calm, positive manner, if needed.

- Help the student feel comfortable with seeking assistance.

Attention Deficit Disorders (ADD)

Definition

“Attention deficit disorder” is a syndrome characterized by serious and persistent difficulties in the following three specific areas: attention span, impulse control and hyperactivity (sometimes). ADD is a chronic disorder that can begin in infancy and extend through adulthood, having negative effects on a child’s life at home, school, and within the community. It is conservatively estimated that 3 to 5% of our school—age population is affected by ADD.

There are two types of attention deficit disorder: Attention Deficit Hyperactivity Disorder (ADHD) and Undifferentiated Attention Deficit Disorder (UADD).

ADHD

ADHD is a disorder characterized by three behaviors: hyperactivity, distractibility and impulsivity. You may see one or more of these behaviors. It is not necessary to have all three to have ADHD: e.g., one does not have to be hyperactive.

ADHD is related, to but different than, learning disabilities (LD). Some people only have learning disabilities. Some have ADHD only. Some have both. A number of professionals believe that as many as 50%—80% of those with ADHD will have LD. It is important to remember each disorder requires different treatment.

Characteristics:

- Fidgets, squirms or seems restless
- Has difficulty remaining seated
- Is easily distracted
- Has difficulty awaiting turn
- Blurts out answers
- Has difficulty following instructions
- Has difficulty sustaining attention
- Shifts from one uncompleted task to another
- Has difficulty playing quietly
- Talks excessively

Strategies and Considerations:

- Maintain eye contact during verbal instruction.
- Make directions clear and concise. Be consistent with daily instructions.
- Simplify complex directions. Avoid multiple commands.
- Make sure pupils comprehend the instructions before beginning the task.
- Repeat instructions in a calm, positive manner, if needed
- Help the pupils feel comfortable with seeking assistance.
- Gradually reduce the amount of assistance, but keep in mind that these

children will need more help for a longer period of time than the average child.

UADD

This form of ADD the primary and most significant characteristic is inattentiveness; hyperactivity is not present. Nevertheless, these children still manifest problems with organization and distractibility, and they may be seen as quiet or passive in nature. It is speculated that undifferentiated ADD is currently under diagnosed, since these children tend to be overlooked more easily in the classroom. Children with undifferentiated ADD may be at a higher risk for academic failure than those with attention deficit hyperactivity disorder.

Multiple Disabilities

Definition

“Multiple disabilities” means concomitant impairments such as (Intellectual disability - blindness, Intellectual disability-orthopedic impairment, etc), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

Students with multiple disabilities have different physical, mental, social and emotional characteristics. Each has a unique combination of abilities and needs. So, there is no precise set of characteristics common to all passengers. Transportation should be discussed to determine the best way to transport each student.

Characteristics:

- Limited speech or communication
- Restricted movement/Cerebral Palsy/skeletal deformities
- Tendency to forget skills through disuse
- Trouble generalizing skills from one situation to another
- A need for support in major life activities
- Seizure disorders
- Breathing problems
- Other medical problems/less healthier

Strategies and Considerations:

- Be patient
- Allow the student time to express themselves
- Give clear instructions
- Knowledgeable of special medical or health precautions, positioning considerations, communication methods, emergency health plans, sensitivity to temperature, etc.
- Pay attention to the way the student is positioned
- Learn the students' methods for communicating and how to respond appropriately to pain, happiness, fear, and excitement
- Exercise gentleness when loading and unloading the student

Orthopedic Impairment

Definition

‘Orthopedic impairment’ means a severe “orthopedic impairment” that adversely affects a child’s educational performance. The term includes impairments caused by congenital anomaly (e.g., Clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

Orthopedic impairments involve pain or difficulty with motion and mobility, though they do not include paralysis or specified deformities. A large proportion is caused by injury while about 20 percent are congenital.

The result of orthopedic problems varies, but generally students may have problems using legs, arms, and hands or moving in a manner you are accustomed to watching. Some will use assistive technology to help them function as independently as possible.

Assistive technology includes devices and services that make certain tasks easier for students with disabilities. Such devices include:

- Communication boards and other electronic devices which make it easier for some students to communicate if they cannot talk.
- Wheelchairs make it easier for some students to get from place to place while power mobility devices make moving faster and easier for others.
- Assistive devices to allow students to function more independently in areas, such as: dressing/undressing, eating, taking care of personal care needs, and writing.

In addition to assistive devices, some students with orthopedic impairments use services to allow them to be more independent. Such services include:

- The use of buses equipped with a wheelchair lift of transportation
- Aide to perform physical tasks
- A companion or working dog to perform tasks
- The use of a personal care attendant

The devices that assist students in being more independent are used both at home and at school. Such devices tend to be crucial for student’s school activities in that they allow the student to be as functional and as independent as possible. The equipment each child needs to have transported to and from school should be indicated on the IEP. (Securing these devices on the bus is discussed in another section.)

Characteristics:

- They vary greatly in mental ability. Some will have average or above average intelligence. Some may have below average ability.

- Some students with Cerebral palsy may not be able to communicate in traditional ways.
- May need some assistance from you or from others in getting on the bus and while on the bus.
- Physical limitations range from very mild to very severe.
- Personalities vary as greatly as in any group of students.
- Physical abilities may vary greatly.
- May be more prone to seizures than other students
- Often have other limitation such as sensory problems or memory problems.
- Some are on medication.
- Some may be used to having things done for them and may need your encouragement to try things on their own.

Strategies and Considerations:

- Allow them as much freedom and time as safely possible to get on and off the bus.
- Personally see that all seat belts are secured, wheelchairs are locked in place, and other devices are secure before moving the bus.
- Make sure that rules are understood.
- Enforce rules fairly, firmly and consistently.
- Do not feel sorry for the students and resist doing things for them that they should be doing for themselves. If you don't know or aren't sure, ask the parents, the classroom teacher, or therapists for advice.
- Develop a specific plan for each student in case of emergencies, need for evacuation, Seizures, behaviors, or other types of problems.

Intellectual Disability

Definition

“Intellectual disability” means significantly sub—average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child’s educational performance.

The term Intellectual disability is used when a person demonstrates limitations in mental functioning and in skills such as communicating, social skills, and taking care of himself or herself. Most children with Intellectual disability can learn to do many things. It just takes them more time and effort than other children. There may be some things they cannot learn.

A child with Intellectual disability generally has a successful ride on a school bus. Modifications depend on the independent functional level, ability to follow directions, ability to memorize and retain safety rules and adaptive behavior skills.

Characteristics:

- Limited in speech or communication
- Trouble generalizing skills for one situation to another

- Limited attention span
- May try to move around in the bus
- May initiate inappropriate physical or verbal contact

Strategies and Considerations:

- Give simple instructions
- Give the student immediate feedback
- Relate to the student with care and sincerity
- You may have to defuse a problem. Look for patterns that cause a volatile situation.
- Help the student achieve independence

Serious Emotional Disturbance

Definition

The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance.

1. An inability to learn that cannot be explained by intellectual, sensory, or health factors;
2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
3. Inappropriate types of behavior or feelings under normal circumstances;
4. A general pervasive mood of unhappiness or depression; or
5. A tendency to develop physical symptoms or fears associated with personal or school problems. {Code of Federal Regulations, Title 34, Section 300.7 (b)(9)}

The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have a serious emotional disturbance. {Code of Federal Regulations, Title 34, Section 300.7 (b)(9)}

Students may have IEPs that include psychological or counseling services as a related service. This is a very important related service.

Characteristics:

- Short attention span, hyperactivity, impulsiveness
- Aggressive, self-injurious behavior, acts out, fights
- Failure to initiate interaction with others, shows fear or anxiety
- Inappropriate crying, temper tantrums, poor coping skills
- Poor or below average academic performance
- Exhibits distorted thinking
- Abnormal mood swings

Strategies and Considerations:

- Behavior modification/Life Space Intervention and Conflict Resolution
- Be aware of the treatment the student is being provided/psychiatrists, psychologists or other mental health professionals
- Treat the student with respect, honesty and care
- Do not threatening the student
- Give the student responsibilities that they can handle
- Communicate the safety rules clearly as well as the consequences
- Be aware of the student's non—verbal cues to anticipate a potential problem
- Learn how to defuse the problem before escalation
- Consistency and fairness

Speech or Language Impairment

Definition

“Speech or language impairment” means a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment that adversely affects a child’s education performance.

There are a variety of problems involved with communication disorders. For example, speech and language disorders include stuttering, aphasia, voice disorders (hoarseness, breathiness, or sudden breaks in loudness or pitch), cleft lip and/or palate, articulation problems, delays in speech and language, autism, and phonological disorders. Other conditions such as learning disabilities, dyslexia, cerebral palsy, and Intellectual disability can contribute to a communication disorder.

Students with speech and language impairments will rarely require special transportation services other than by reason of their age.

Characteristics:

- Difficulty in making themselves clearly understood
- Difficulty in composing their thoughts and ideas
- Difficulty in understanding
- Inability to follow instructions
- Slow incomprehensive speech

Strategies and Considerations:

- Be patient
- Allow the student time to express themselves
- Ask the student to repeat what they have said, if necessary
- Speak naturally to the student
- Give clear instructions
- These students may be targeted for harassment
- May need to utilize communication techniques such as pictures, hand signals, modeling behavior, etc.

Specific Learning Disabilities:

Definition

“Specific learning disability” means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not apply to children who have learning problems that are primarily the result of visual, hearing, or motor disabilities, of Intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

Characteristics:

Individuals with learning disabilities are usually of average or even above average intelligence. Learning disabilities are characterized by a significant difference between the individuals achievement in different areas, as compared to his or her overall intelligence.

- Difficulty understanding jokes and sarcasm
- Difficulty following directions or questions
- Pronunciation problems
- Has trouble organizing what he or she wants to say or not be able to think of the word he or she needs for writing or conversation
- May not follow the social rules of conversation, such as taking turns, and may stand too close to the listener
- Difficulty with cause and effect
- May not be able to retell a story in order
- May have motor disorders
- May be impulsive
- Easily frustrated
- May be hyperactive
- May be rejected or isolated by their classmates and peers

As a driver, you must be mindful of the simple fact that children go to school for a living.

School is their job, their livelihood, and their identity. Therefore, the critical role that school plays in the child’s social development and self—concept must be recognized. Even if a Child is enjoying academic success in the classroom, his or her attitude about school will be determined by the degree of social success that he experiences.

Children tend to fall into four basic social categories in the school setting:

- Rejected — Students who are consistently subjected to ridicule, bullying and harassment by classmates.
- Isolated — Students who, although not openly rejected, are ignored by classmates and are uninvolved in the social aspects of school.

- Controversial — Students who have established a circle of friends based upon common interests or proximity but seldom move beyond that circle.
- Popular — Students who have successfully established positive relationships with a variety of groups.

Strategies and Considerations:

Many students with learning disabilities find themselves in the rejected or isolated subgroups. Punishment is an extremely ineffective method of modifying bullying or rejecting behavior. You must provide positive behavior support, successive approximation methods, and preventive discipline to change behavior.

- Become interested in, and somewhat knowledgeable about the individual
- Be sensitive to their needs and feelings
- Use your voice effectively
- Provide opportunities for success in a supportive atmosphere to help build self-esteem
- Provide high structure and clear expectations
- Share their sorrows sensitively
- Communicate your pleasure, displeasure and anger without such communication being destructive
- Do not use disappointment as a punishment; punishment should fit the crime
- Lead students to think about the consequences and lead them to make good decisions
- Assign the child to a leadership position
- Constant repetition of an idea

Visual Impairment Including Blindness

Definition

“Visual impairment including blindness” means impairment in vision that, even with correction, adversely affects a child’s educational performance. The term includes both partial sight and blindness.

Students with blindness/visual impairment have unique educational and learning needs. It takes a collaborative effort to address those needs effectively. In addition to the general education curriculum, students With visual impairment may require instruction in unique skill areas such as social skills, techniques of daily living, listening skills, orientation and mobility, low vision utilization and others.

The students who are eligible for special education services due to visual impairment are extremely diverse. The student population includes who are totally blind or with minimal light perception, as well as students with low vision who have high levels of functional vision, although less than the norm. For some students, visual impairment is their only disability, while others have one or more additional disabilities that will effect, to varying degrees, their learning and development.

Students with visual impairments may require access to specialized tools and/or

specially designed instruction in order to access the general curriculum. These tools might include

Braille or large type materials, recorded materials, assistive technology, low vision aids, and other resources.

Characteristics:

- They are within the same range of intelligence as other students.
- They are within the same range of hearing as other students.
- They have the same range of behavior as other students.
- They want to do for themselves as much as possible.
- They may need assistance where frilly sighted students will not.

Strategies and Considerations:

- Have the same expectations for behavior as for other students
- Help the student identify your bus by placing a bright colored poster in the window.
- Use the student's name so the student knows whom you are talking to.
- Offer assistance. You may ask, "Can I help you?"
- Contact the mobility specialist and request assistance on travel independency for the student
- Stop the bus at the same location.
- Assist students by being a human guide. Help the student grasp your above the elbow or take the younger child's hand.
- Encourage the student to orient him or herself to the bus by exploring the inside and outside of the bus when it is empty.
- Give the student the choice of an assigned seat.
- Use common sense. Keep your bus free of hazards for all students.

Traumatic Brain Injury

Definition

"Traumatic Brain Injury" means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem—solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or brain injures induced by birth trauma.

Characteristics:

Changes in behavior and personality are among the most disturbing and unsettling consequences of brain injury. Certain areas of the brain, such as the frontal and temporal lobes, monitor and direct behaviors. When these areas are damaged, a child may have difficulty controlling temper, actions and feelings. Even the child's

personality may seem different.

Brain injury has a very unpredictable course of recovery. Many factors contribute to the ultimate outcome: Pre-morbid personality and goal direction of the individual, the length of coma, areas of the brain or brain stem damaged, family support, age at which the injury occurs, emergency medical services and funding to provide specialized rehabilitation services.

- Restlessness
 - Hitting
 - Swearing
 - Impulsiveness
 - Seizures
 - Difficulty following directions
 - Emotional reactions
 - Inability to consistently plan and organize the day
 - Recall information in a functional manner
-
- Stay on task while bombarded with external stimulation
 - Behavioral deterioration

Strategies and Considerations:

A traditional approach to managing behavior is based on the model of antecedent, behavior and consequence. The antecedent is what happens before the behavior; the behavior is the action and the consequence is what happens as a result of the behavior. For example, if a student is asked to stop hitting the student sitting next to him (antecedent), refuses and throws a tantrum (behavior), the student may be given a misconduct referral (consequence). This approach emphasizes the consequence of the behavior. Most children learn to change their behavior to avoid negative consequences or punishment. This consequential management often does not work for children with brain injury.

A more successful approach for students with brain injury emphasizes managing what is going on before the behavior occurs. Once the antecedents are identified, they can be changed to prevent the behavior from happening.

- Have a clear understanding about the disability and compensatory strategies.
- Identify the antecedents to be changed or prevent the behavior.
- Monitor the behavior and note any changes
- Communicate by cueing the student. “Did you enjoy the concert last night?” You are helping the student retrieve the information from long—term storage and integrate it in to the conversation.
- Create some strategies for memory loss. Help the student feel more independent.
Be consistent. The importance of a structured environment cannot be over emphasized.

SEIZURE RECOGNITION AND FIRST AID

Generalized Tonic-Clonic (Grand Mal)

Sudden cry, fall, rigidity, followed by muscle jerks, shallow breathing or temporarily suspended breathing, bluish skin, possible loss of bladder or bowel control, usually lasts a couple of minutes. Normal breathing then starts again. There may be some confusion and/or fatigue, followed by return to full consciousness.

What it may mimic: Heart attack, stroke.

First Aid: Look for medical identification. Protect from nearby hazards. Loosen ties or shirt collars. Protect head from injury. Turn on side to keep airway clear. Reassure when consciousness returns. If single seizure lasted less than 5 minutes, ask if hospital evaluation wanted. If multiple seizures, or if one seizure lasts longer than 5 minutes, call an ambulance.

Call for aid immediately if the person is pregnant, injured, or diabetic.

Absence (Petit Mal)

A blank stare that begins and ends abruptly, last only a few seconds and is most common in children

May be accompanied by rapid blinking and some chewing movements of the mouth
Child is unaware of what's going on during the seizure, but quickly returns to full awareness once it has stopped.

May result in learning difficulties if not recognized and treated.

What it may mimic: Daydreaming and Lack of attention. Deliberate ignoring of adult instructions

First Aid: No first aid necessary, but if this is the first observation of the seizure(s), medical evaluation should be recommended.

Simple Partial

Jerking may begin in one area of body, arm, leg, or face. Seizure can't be stopped but patient stays awake and aware. Jerking may proceed from one area of the body to another, and sometimes spreads to become a convulsive seizure. Partial sensory seizures may not be obvious to an onlooker. Patient experiences a distorted environment. May see or hear things that aren't there, may feel unexplained fear, sadness, anger, or joy. May have nausea, experience odd smells, and have a generally "funny" feeling in the stomach.

What it may mimic: Acting out, bizarre behavior, Hysteria, Mental illness, Psychosomatic Illness, Para-psychological or mystical experience.

First Aid: No first aid necessary unless seizure becomes convulsive, then first aid as above. No immediate action needed other than reassurance and emotional support. Medical evaluation should be recommended.

Complex Partial (Also called Psychomotor or Temporal Lobe)

Usually starts with blank stare, followed by chewing, followed by random activity. Person appears unaware of surroundings, may seem dazed and mumble. Unresponsive, actions clumsy, not directed. May pick at clothing, pick up objects, and try to take clothes off. May run, appear afraid. May struggle or flail at restraint. Once pattern established, same set of actions usually occur with each seizure. Lasts a few minutes, but post-seizure confusion can last substantially longer. No memory of what happened during seizure period.

What it may mimic: Drunkenness, Intoxication on drugs, Mental illness, and disorderly conduct

First Aid: Speak calmly and reassuringly to patient and others. Guide gently away from obvious hazards. Stay with person until completely aware of environment. Offer to help getting home.

Atonic Seizures (Also called Drop Attacks)

A child or adult suddenly collapses and falls. After 10 seconds to a minute he recovers, regains consciousness, and can stand and walk again.

What it may mimic: Clumsiness. Normal childhood “stage”. In a child, lack of good walking skills. In an adult, drunkenness, acute illness.

First Aid: No first aid needed (unless he hurt himself as he fell), but the child should be given a thorough medical evaluation.

Myoclonic Seizures

Sudden brief, massive muscle jerks that may involve the whole body or parts of the body.

May cause person to spill what they were holding or fall off a chair.

What it may mimic: Clumsiness. Poor coordination.

First Aid: No first aid needed, but should be given a thorough medical evaluation.

Infantile Spasms

These are clusters of quick, sudden movements that start between 3 months and two years. If a child is sitting up, the head will fall forward, and the arms will flex forward. If lying down, the knees will be drawn up, with arms and head flexed forward as if the baby is reaching for support.

What it may mimic: Normal movements of the baby. Colic.

First Aid: No first aid, but doctor should be consulted.

TERMS AND PHRASES

Accommodations

Changes in how test is administered that do not substantially alter what the test measures; includes changes in presentation format, response format, test setting or test timing.

Achievement test

Test that measures competency in a particular area of knowledge or skill; measures mastery or acquisition of skills.

Adversarial system

The system of trial practice in which each of the opposing parties has an opportunity to present and establish opposing contentions before the court

Alternative dispute resolution

See mediation.

Americans with Disabilities Act of 1990 (ADA)

Legislation enacted to prohibit discrimination based on disability

Appeal

Procedure in which a party seeks to reverse or modify a judgment or final order of a lower court or administrative agency, usually on grounds that lower court misinterpreted or misapplied the law, rather than on the grounds that it made an incorrect finding of fact.

Appropriate accommodations

Are made to level the playing field, i.e., to provide equal opportunity to demonstrate knowledge.

Assessment

Systematic method of obtaining information from tests or other sources; procedures used to determine child's eligibility, identify the child's strengths and needs, and services child needs to meet these needs. See also evaluations.

Assistive technology device

Equipment used to maintain or improve the capabilities of a child with a disability.

Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD)

Child with ADD or ADHD may be eligible for special education under other health impairment, specific learning disability, and/or emotional disturbance categories if ADD/ADHD condition adversely affects educational performance.

Audiology

Related service; includes identification, determination of hearing loss, and referral for habilitation of hearing.

Auditory distractible

Means paying attention to all sounds, not just appropriate ones, e.g., voices in halls, ringing of telephone.

Autism

Developmental disability that affects communication and social interaction, adversely affects educational performance, is generally evident before age 3. Children with autism often engage in repetitive activities and stereotyped movements, resist environmental change or change in daily routines, and have unusual responses to sensory experiences.

Basic skills

Skills in subjects like reading, writing, spelling, and mathematics.

Behavior disorder (BD)

See emotional disturbance.

Behavior intervention plan

A plan of positive behavioral interventions in the IEP of a child whose behaviors interfere with his/her learning or that of others

Brief

Written argument that supports a case; usually contains a statement of facts and a discussion of law

Burden of proof

Duty of a party to substantiate its claim against the other party; in civil actions, the weight of this proof is usually described as a preponderance of the evidence.

Business day

Means Monday through Friday, except for federal and state holidays

Calendar day

(See "day").

Case law

Decisions issued by a court.

Child find

Requirement that states ensure that all children with disabilities are identified, located and evaluated, and determine which children are receiving special education and related services.

Class action

A civil action filed in a court on behalf of a named plaintiff and on behalf of other individuals similarly situated.

Complaint

Legal document that outlines plaintiff's claim against a defendant

Confidential file

File maintained by the school that contains evaluations conducted to determine whether child is handicapped, other information related to special education placement; parents have a right to inspect the file and have copies of any information contained in it.

Consent

Requirement that the parent be fully informed of all information that relates to any action that school wants to take about the child, that parent understands that consent is voluntary and may be revoked at any time. See also Procedural safeguards notice and prior written notice.

Controlled substance

Means a drug or other substance identified under schedules I, II, III, IV, or V of the Controlled Substances Act; does not include a substance that is legally possessed or used under the supervision of a licensed health care provider.

Counseling services

Related service; includes services provided by social workers, psychologists, guidance counselors, or other qualified personnel.

Cumulative file

General file maintained by the school; parent has right to inspect the file and have copies of any information contained in it.

Damages

Monetary compensation that may be recovered by a person who has suffered loss, detriment or injury to his person, property or rights, through the unlawful act or negligence of another; damages are not generally available under the IDEA.

Day

Means calendar day unless otherwise indicated as school day or business day.

Deaf—blindness

IDEA disability category; includes hearing and visual impairments that cause severe communication, developmental and educational problems that adversely affects educational performance.

Deafness

IDEA disability category; impairment in processing information through hearing that adversely affects educational performance

Developmental disability

Severe and chronic disability caused by a mental or physical impairment, or both, that occurred before age 22 that substantially limits functional ability.

Disability

In Section 504 and ADA, defined as impairment that substantially affects one or more major life activities; an individual who has a record of having such impairment,

or is regarded as having such an impairment

Distractibility

The child has difficulty blocking out unnecessary input from the environment.

Due process

In the special education context, the procedures and remedies available to parents under IDEA, 1415, when disputes concerning a student's education programming arise

Due process hearing

The administrative hearing conducted by an impartial hearing officer to decide disputes between school personnel and parents concerning a student's educational programming or placement

Early Intervention Services

Services provided under Part H of the Infants and Toddlers Program, to meet the developmental needs of each eligible child and family designed to enhance the child's development

Education records

All records about the students that are maintained by an educational agency or institution; includes instructional materials, teacher's manuals, films, tapes, test materials and protocols.

Educational consultant/diagnostician

An individual who may be familiar with school curriculum and requirements at various grade levels: may or may not have a background in learning disabilities; may conduct educational evaluations.

Emotional disturbance (ED)

Disability category under IDEA; includes depression, fears, schizophrenia; adversely affects educational performance.

Free Appropriate Public Education

Free appropriate public education; special education and related services provided in conformity with an IEP; are without charge; and meets standards of the SEA. The basic guarantee provided by IDEA, defined at I401 (18).

Family Educational Rights and Privacy Act

Statute about confidentiality and access to education records

General curriculum

Curriculum adopted by LEA or SEA for all children, from preschool through high school.

Guardian ad litem

Person appointed by the court to represent the rights of minors.

Hearing impairment

Disability category under IDEA; permanent or fluctuating impairment in hearing that adversely affects educational performance.

Hyperactivity

The child exhibits an unusual degree of activity. Most are fidgety; something is always in motion —fingers, pencil, feet. They squirm in their seat, or cannot remain seated, etc.

Illegal drug

A controlled substance; does not include substances that are legally possessed or used under the supervision of a licensed health—care professional.

Impartial due process hearing

See due process hearing.

Impulsivity

The child does not think before acting or talking and does not consider the impact of his/her actions on other.

Inclusion

Practice of educating children with special needs in regular education classrooms in neighborhood schools. See also mainstreaming and least restrictive environment.

Independent living skills

Skills needed to care for oneself in a community setting, for example, money management, cooking, and use of public transportation.

Individualized Educational Program

The written plan for services required to be developed jointly by school personnel and parents before providing special education services; based on a multidisciplinary evaluation by qualified personnel, in addition to educational programming, it describes needed related services such as transportation.

Individualized Family Service Plan

The written plan for providing early intervention and other services to an eligible child and family, developed jointly by the family and appropriate qualified personnel, based on a multidisciplinary evaluation and assessment of the child and the family; transportation may be one of the services included.

Intellectual Disability

Disability category under IDEA; refers to significantly sub—average general intellectual functioning with deficits in adaptive behavior that adversely affects educational performance.

Interrogatories

Written questions served on a party that must be answered under oath before trial; method of discovery.

Learning disability

See specific learning disability (SLD).

Least Restrictive Environment

The setting in which students with disabilities are to be educated, “to the maximum extent appropriate, with children who are non—disabled”; transportation is frequently viewed as an opportunity to provide disabled students time in the least restrictive environment.

Mainstreaming

Commonly, but mistakenly, used interchangeably with LRE; refers to placing child in regular classroom.

Manifestation determination review

If child with disability engages in behavior or breaks a rule or code of conduct that applies to non-disabled children and the school proposes to remove the child, the school must hold a hearing to determine if the child’s behavior was caused by the disability.

Mediation

Procedural safeguard to resolve disputes between parents and schools; must be voluntary, cannot be used to deny or delay right to a due process hearing; must be conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

Medical services

Related service; includes services provided by a licensed physician to determine a child’s medically related disability that results in the child’s need for special education and related services.

Medically complex

Students who are so dependent upon medical technology that interruption of medical services could result in severe injury or death

Modifications

Substantial changes in what the student is expected to demonstrate; includes changes in instructional level, content, and performance criteria, may include changes in test form or format; includes alternate assessments.

Multiple disabilities

Disability category under IDEA; concomitant impairments (such as Intellectual disability - blindness, Intellectual disability —orthopedic impairment, etc.) that cause such severe educational problems that problems cannot be accommodated in special education programs solely for one of the impairments; does not include deaf-blindness.

Native language

Language normally used by the child’s parents.

Nonpublic school

Nonpublic, nonsectarian placements may be provided to a student who is eligible for special education at no cost to the parents when no appropriate public placement is

available. It means a private, nonsectarian school that enrolls students with disabilities as identified on the IEP. The nonpublic schools included within this provision must be certified by the California Department of Education.

Norm—referenced test

(See standardized test)

Occupational therapy

Related service; includes therapy to remediate fine motor skills

Orientation and mobility services

Related service; includes services to visually impaired students that enable students to move safely at home, school, and community

Orthopedic impairment

Disability category under IDEA; orthopedic impairment that adversely affects child's educational performance

Other health impairment

Disability category under IDEA; refers to limited strength, vitality or alertness due to chronic or acute health problems that adversely affects educational performance.

Parent

Parent, guardian, or surrogate parent; may include grandparent or stepparent with whom a child lives, and foster parent.

Physical therapy

Related service; includes therapy to remediate gross motor skills.

Prior written notice

Required written notice to parents when school proposes to initiate or change, or refuses to initiate or change, the identification, evaluation, or educational placement of the child.

Procedural safeguards notice

Requirement that schools provide full easily understood explanation of procedural safeguards that describe parent's right to an independent educational evaluation, to examine records, to request mediation and due process.

Psychological services

Related service; includes administering psychological and educational tests, interpreting test results, interpreting child behavior related to learning.

Public Law (P.L.) 94—142

The Education for All Handicapped Children Act; enacted into law in 1975

Reasonable accommodation

Adoption of a facility or program that can be accomplished without undue administrative or financial burden

Recreation

Related service; includes therapeutic recreation services, recreation programs, and leisure education.

Rehabilitation

Education and training intended to restore a person's productive capacity.

Rehabilitation Act of 1973

Civil rights statute designed to protect individuals with disabilities from discrimination; purposes are to maximize employment, economic self-sufficiency, independence, inclusion and integration into society.

Rehabilitation counseling services

Related service; includes career development, preparation for employment, vocational rehabilitation services funded under the Rehabilitation Act of 1973.

Related services

Services that are necessary for child to benefit from special education; includes speech- language pathology and audio—logy services, psychological services, physical and occupational therapy, recreation, early identification and assessment, counseling, rehabilitation counseling, orientation and mobility services, school health services, social work services, parent counseling and training.

Remediation

Process by which an individual receives instruction and practice in skills that are weak or nonexistent in an effort to develop/strengthen these skills

Residential placement

Placement of child in facility that in addition to living quarters provides or arranges for educational and related services

Review hearing

The administrative appeal of an impartial due process hearing; not all states have two levels of hearings.

School day

A day when children attend school for instructional purposes

School health services

Related service; services provided by a qualified school nurse or other qualified person.

Section 504

A section of the Rehabilitation Act of 1973 (28 CFR 41), which was passed to eliminate discrimination, based upon disabling condition, by federally funded programs. It applies to schools because they receive federal funds and it requires schools to provide educational services and related services, opportunities, and benefits equal to those provided to non- disabled students. It includes persons who are regarded as having a record of physical or mental impairments that substantially limit one or more major life activities.

Special education

Specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability

Specific learning disability (SLD)

Disability category under IDEA; includes disorders that affect the ability to understand or use spoken or written language; may manifest in difficulties with listening, thinking, speaking, reading, writing, spelling, and doing mathematical calculations; includes minimal brain dysfunction, dyslexia, and developmental aphasia.

Speech—language pathology services

Related service; includes identification and diagnosis of speech or language impairments, speech or language therapy, counseling and guidance.

Speech or language impairment

Disability category under IDEA; includes communication disorders, language impairments, voice impairments that adversely educational performance.

Statutory rights

Rights protected by statute, as opposed to constitutional rights that are protected by the Constitution.

Standardized test

Norm-referenced test that compares child's performance with the performance of a large group of similar children (usually children who are the same age)

State education agency (SEA)**Statutory law**

Written law enacted by legislative bodies.

Stay-Put provision

Portion of statute requiring that a student with special needs be kept in current placement until disputes about placement are resolved, either by agreement or conclusion of all litigation

Supplementary aids and services

Means aids, services, and supports that are provided in regular education classes that enable children with disabilities to be educated with non-disabled children to the maximum extent appropriate.

Transition services

IEP requirement; designed to facilitate movement from school to the workplace or to higher education.

Transportation

Related service about travel; includes specialized equipment (i.e., special or adapted buses, lifts, and ramps) if required to provide special transportation for a child with a

disability.

Traumatic brain injury

Disability category under IDEA; includes acquired injury caused by external physical force and open or closed head injuries that result in impairments; does not include congenital or degenerative brain injuries or brain injuries caused by birth trauma.

Travel training

See orientation and mobility services

Visual impairment including blindness

Disability category under IDEA; impaired vision that adversely affects educational performance

Visually distractible

Means paying attention to all things seen rather than the appropriate items, e.g., clouds, rug, pictures.

Weapon

Means a “dangerous weapon” as defined in the United State Code

COMMON MEDICAL HEALTH CONSIDERATIONS/TERMINOLOGY

Acquired Immune Deficiency Syndrome (AIDS)

The result of the opportunistic infections caused by the Human Immunodeficiency Virus (HIV)

Anaphylactic Shock

An extreme allergic reaction to bee stings, medicine, latex, etc., and is a major medical emergency. Smooth muscles in the respiratory system close off so the victim is not able to get air in and out of the lungs

Apnea

A suspension of breathing

Asthma

A lung condition that is characterized by periods of breathing difficulty

Blood Borne Pathogens

Disease producing microorganisms circulating within the blood and spread by blood

Brittle Bone Disease

Osteogenesis imperfecta: Students with this syndrome may have bone fractures as a weekly or monthly occurrence

Cerebral Palsy

A number of disorders of movement and posture that are due to non-progressive abnormality of the brain: the brain damage occurs before age 16. In many cases, other problems beside motion abnormalities exist, including seizures and visual, auditory, and intellectual deficits

Colostomy

A surgical opening in the large intestine used to drain feces. It is used if part of the colon is damaged or removed due to an accident or disease.

Cystic Fibrosis

Autosomal recessive disorder involving recurrent lung infections and malabsorption of food: No known cure presently; those with Cystic Fibrosis will have normal intelligence, yet a long life span is unusual.

Diabetes

Disorder characterized by deficient insulin.

Duchenne Muscular Dystrophy

Progressive muscle weakening and wasting, enlargements of calf muscles, eventual respiratory difficulty, heart failure, and often-mild Intellectual disability

Epilepsy

Chronic disorder of the brain that may be manifested as loss of consciousness,

convulsive attacks, or sensory disturbance: It is not a disease; there is no single cause, but it can be caused by a number of conditions that affect the brain. Between seizures, most people with epilepsy are normal / healthy

G-tube

Gastrostomy tube; a tube inserted and implanted into the stomach for the purpose of feeding.

Hepatitis

A virus resulting in the inflammation of the liver: The virus is shed in all body fluids.

Human Immunodeficiency Virus (HIV)

An epidemic transmissible retroviral disease due to infection and failure of the immune system

Hemiplegics

Paralysis of one side of the body

Hydrocephalus

A condition characterized by the abnormal accumulation of cerebrospinal fluid within the ventricles (small cavities) of the brain. This leads to enlargement of the head.

Hypotonia

A decrease in muscular tone suggesting the presence of central nervous system dysfunction, genetic disorders, or muscle disorders; decreased physical ability to control body and limbs

Infectious

Likely to cause infection; containing disease producing organisms or matter

Latex Allergy

Serious allergic reaction to products containing latex: The reaction leads tends to build with each exposure to latex and can build eventually to cause an anaphylactic shock reaction.

Lice (head louse)

Small, flat, Wingless insects with sucking mouthparts, parasitic on the skin or hair of humans and some other mammals

Life—threatening

Life status is threatened due to illness (acute and chronic) or to injury. Some life threatening conditions include: Anaphylaxis; asthma (acute attack not relieved by medication); Asphyxiation; diabetic coma; Diabetic shock — not relieved by sugar; fainting (loss of consciousness) — if immediate recovery does not occur; Shock; Sever Head Injury; Heat Stroke; Severe blunt chest or abdominal injury (B/P lowered or pulse raised); second or third degree burns; Seizure that continues five minutes or multiple seizures (status epileptic us); uncontrolled bleeding

Oxygen

As a prescribed medication, oxygen is used by students to provide sufficient

respiration.

Paraplegic

Paralysis of the legs and lower part of the body

Prader-Willi Syndrome

A complex genetic disorder that typically causes low muscle tone, short stature, incomplete sexual development, cognitive disabilities, problem behaviors, and a chronic feeling of hunger that can lead to excessive eating and life-threatening obesity.

Quadriplegic

Paralysis of all four limbs

Reflux / Vomiting

Regurgitation of food from the stomach to the esophagus

Seizure

A momentary break in the stream of thought and activity accompanied by convulsions

Spina Bifida

Refers to a separation in the bones of the spinal cord: In Spina Bifida, a portion of the spinal cord is visible: The nerves below the opening fail to develop, leading to paralysis and loss of sensation

Spinal Muscular Atrophy (SMA)

Inherited disease, which attacks the anterior horn, cells in the spinal cord, which are the motor component on the nervous system: Children with SMA are very weak and their life expectancy is short because of breathing problems and recurrent pulmonary infections.

Suctioning

Surface/deep — Aspiration of fluid by mechanical means; deep suctioning should be done only by LPN or RN. Surface suctioning is suctioning of the tracheotomy tube—using hand held bulb; it is not an evasive procedure.

Syndrome

A set of symptoms that occur together

Tourette's syndrome

A neurological disorder of facial and vocal tics with onset in childhood, progressing to generalized jerky movements in any part of the body to echolalia and coprolalia. Many children with Tourette's also are ADHD, may have learning disabilities or obsessive-compulsive behaviors.

Tracheotomy

The surgical creation of an opening into the trachea, through the neck, that relieves upper airway obstruction and facilitates ventilation.

Universal Precautions

Simple and effective precautions against the transmission of disease for all persons potentially exposed to the blood or body fluid of any individual. No distinction is made between body fluids from individuals with a known disease and from those individuals without symptoms or with an undiagnosed disease.

INTERNET RESOURCES

Attention Deficit Disorder Association

<https://add.org/>

Administration for Children and Families

<https://www.acf.hhs.gov/>

American Academy of Pediatrics

<http://www.aap.org/>

American Association of the Deaf-blind

<http://www.aadb.org/>

Autism Speaks

<https://www.autismspeaks.org/>

California Department of Education / Office of School Transportation

<http://www.cde.ca.gov/ls/tn/>

California Department of Education / Specialized Programs / Special Education

<http://www.cde.ca.gov/sp/se/>

California Yellow Pages for Kids with Disabilities

<http://www.yellowpagesforkids.com/>

Council for Exceptional children

<http://www.cec.sped.org/>

Epilepsy Foundation

<http://www.epilepsy.com/>

IDEA Law

<http://www.ideapractices.org/>

Kid Source Online

www.kidsource.com

LD Online

<http://www.ldonline.org>

The Early Childhood Technical Assistance System

<http://ectacenter.org/>

National Highway Traffic Safety Administration

www.nhtsa.dot.gov

The National Information Center for Children and Youth with Disabilities

<http://www.parentcenterhub.org/nichcy>

Office for Civil Rights

<https://www2.ed.gov/about/offices/list/ocr/index.html>

**Office of Special Education and Rehabilitative Services
U.S. Department of Education**

<https://www2.ed.gov/about/offices/list/osers/>

Office of Special Education Programs

<https://www2.ed.gov/about/offices/list/osers/osep/>

RESNA

(Rehabilitation Engineering and Assistive Technology society of North America)

www.resna.org

Safe Ride

www.travelsafer.org

Special Education Guide

<http://www.specialeducationguide.com/>

Special Needs

<http://www.specialneeds.com/>

U.S. Department of Education IDEA

<https://sites.ed.gov/idea/>

United States Code

<https://www.law.cornell.edu/uscode/text>

<http://uscode.house.gov/>

University of Michigan

www.umtri.umich.edu

Wrightslaw Special Education Law and Advocacy

<http://www.wrightslaw.com/>

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Unit 12

Public and Community Relations



Curriculum in this handout is from the
Instructors Manual for California's Bus Driver's Training Course.
This handout is specifically geared for the School Bus Driver.

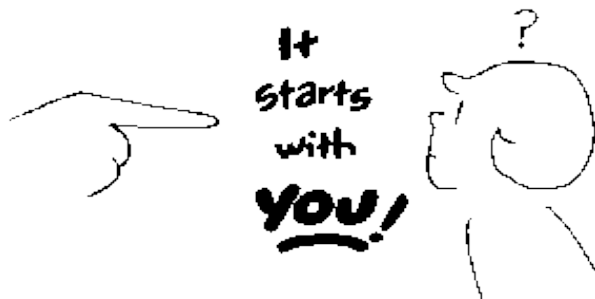
The objective of Unit 12 of the Instructors Manual for California's Bus Driver's Training Course is the importance of community relations and to help understand how this position affects the educational community.

This handout covers all the subject matter in Unit 12 of the Instructors Manual for California's Bus Driver's Training Course and has additional information to help an applicant or driver understand the material more thoroughly.



It's the way an individual or an organization deals with other people (the public).

EVERYONE has public relations... good or bad... whether he likes it or not!



It starts with YOU!

People relate to YOU and to your organization through you.

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INTRODUCTION

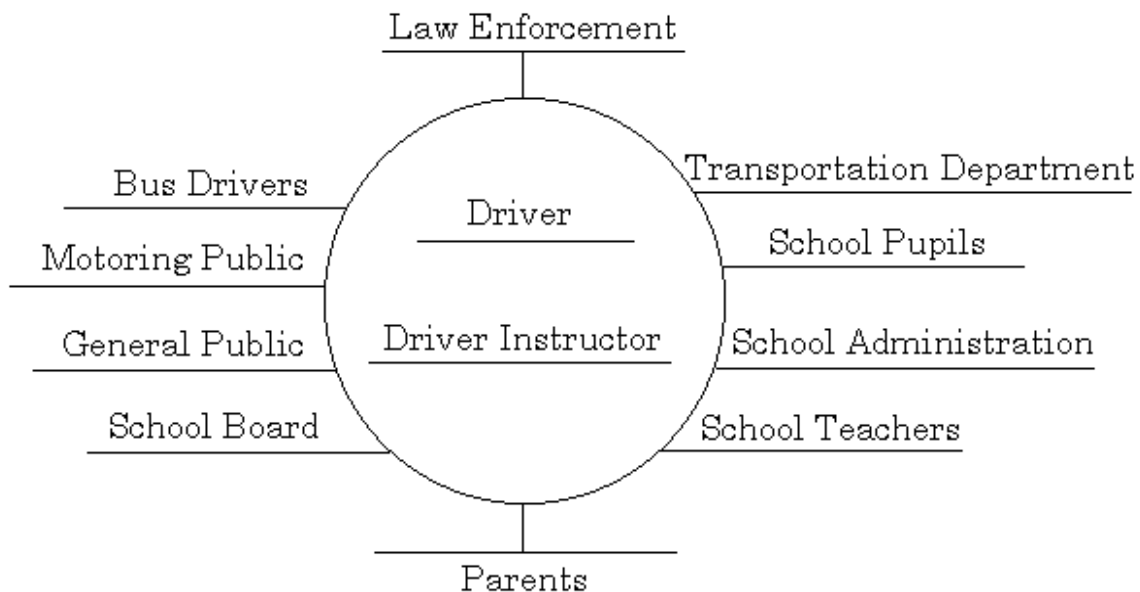
As professional bus drivers, driving a vehicle safely is not enough. A driver must also possess the necessary skills to work with customers; i.e., general public, young people, parents, teachers, and school administrators. The driver must also understand and accept the fact that as public employees, we must maintain work standards that are acceptable to everyone with, and for, whom we work. Confidence in our abilities and respect from pupils, the general public, parents, teachers, administrators, fellow workers, and other members of the community must be earned.

Practically everything done while performing the job and the manner in which you conduct yourself while performing it, will contribute either favorably or unfavorably to the community's image of you and the transportation system. We will be concerned with public relations which for our purposes, will define the activity of improving the relations of the transportation system with the general public.

Does our profession have a negative attitude toward the customers we serve?

Does the general public have a negative attitude toward our industry?

- **Why?**
- **How many people does the driver contact on a daily basis**



I - I

M - Maintain

A - Actions

G - Good (for)

E – Everyone

Perhaps the first thing to be considered is that a courteous, careful driver makes positive impressions; the driver who is careless and thoughtless creates negative impressions.

For example, a driver who weaves in and out of traffic attracts unfavorable attention and unfavorable comments. One discourteous, Irresponsible act helps to create an unfavorable image for all members of the transportation system.

It takes 10 positives to make up for 1 negative impression!

IMPORTANCE OF DRIVER IN PUBLIC RELATIONS

Each driver is important in the public relations picture. Consider these facts for a few moments:

1. As a driver, you represent your employer.
2. The “way out act” can strongly affect public opinion.
3. In the course of a daily route, you have more contact with the public than any other group has because:
 - a. Large numbers ride buses.
 - b. Large numbers of motorists and pedestrians see the buses in operation.
4. Observers expect proficient driving, take good performance for granted, and are usually quick to complain of poor performance.

MEANING OF PUBLIC RELATIONS

The term public relations suggest good relations with only the public. However, good relations within an organization are also essential.

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

DRIVER ATTITUDE

Attitude is a key factor in the degree of success in public relations.

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

1. A driver's attitude toward the passengers helps to determine whether the public has a good or bad impression of the employer.
How you relate to the students will greatly affect the way parents view you.
2. A driver's personal grooming habits are important because often first impressions are based on a person's appearance.
3. A clean, well-maintained bus is a sign the driver takes pride in his or her work.
4. The driver's overall reputation in the community affects the public's confidence in him or her and therefore in the transportation system.
5. The primary responsibility is to establish and maintain a working relationship with fellow employees and district personnel. A spirit of unity and proficiency should develop, and a pleasant environment should be established; however, this will not just happen. The driver must make it work.
6. A driver should exercise the following good manners:
 - a. Courtesy and kindness.
 - b. Recognize needs of others.
 - c. Give benefit of the doubt.

7. Compete with yourself, not with others.
 - a. Be a team player rather than a loner.
8. Learn to communicate effectively:
 - a. Use facial expressions (nonverbal).
 - b. Use voice inflection.
 - c. Be a good listener.
 - d. Cope with feelings.
 - e. Express thoughts with clarity

You are a professional - become a good one by doing the utmost to encourage a close working relationship within the district or company.

Nonverbal Communication

The composition of a message equals 55 percent nonverbal communication (body language, actions, appearance, etc.) 38 percent tone of voice, and 7 percent words.

Often our facial expressions do not agree with what we are saying.

When verbal and nonverbal do not agree, we tend to believe the nonverbal.

Remember

PASSENGERS' FEELINGS

How passengers feel toward the system depends a great deal on how the drivers perform as a team in getting passengers to and from destinations. Never forget the passengers, as taxpayers, pay for this service and expect (and rightfully so) to see that tax dollars are used in a proper way. Passengers travel the same roads as we do; and if they see something they dislike, they may be quick to file a complaint.

What the public likes to see is the buses clean and operating in a professional way by courteous drivers.

Passengers make quick decisions about drivers from the ride received. They appreciate a good, smooth ride and will be quick to make favorable comments about a driver.

A poor performance will quickly bring unfavorable remarks that will probably be distorted when repeated throughout the community. This does not help with public relations.

Always remember that the bus is a traveling billboard, whether it is from a school district, private school, private contractor, or city transit system. The name of the employer will be widely advertised on the outside of the vehicle. Any sudden, unexpected or illegal movement will be observed by someone, sometime, somewhere. This will usually result in a very negative opinion by the general public.

This uncalled for movement directly reflects on the bus driver, the employer, and the entire transportation industry. ***You as a driver can Prevent this from Happening.***

COMMUNITY RELATIONS

There are many opportunities for a transportation department to participate in community activities which in turn will leave a very positive feeling among the residents and a sense of pride in what is being done by the department for the community.

- Open House
- Back to School
- Carnivals
- County fair
- Parades
- Shopping Malls

It is extremely important that on any occasion in which the transportation department is involved, the drivers must be well-groomed and the buses must be clean, inside and out. The participants should be enthusiastic and have pride in what they are doing.

PUBLIC AND COMMUNITY RELATIONS

Passenger relations is a very important part of your job. Passengers pay for, and expect, bus companies to provide safe, efficient, and comfortable bus service from one place to another. You, the bus operator, are the main provider of that service.

You are the only representative of the bus company that most passengers ever see.

You not only drive the bus you also:

- Welcome the passengers on board.
- Answer any questions.
- Make sure the ride is comfortable and safe.
- Handle any passenger problems encountered.
- Have direct contact with the Parents

The concept of Customer Service

It is time for us all to realize that we are in the school transportation business and we should be running it like a business and training our drivers to think of it as such. Considering that many of our districts are now charging for transportation, it would seem this change of thought would require very little effort. As with any business, if the customer is not happy they have the option of taking their business elsewhere. With the growth of public transit, our dissatisfied customers now have that choice.

We all need to begin addressing the idea of Customer Service. Any successful business person will tell you that the key to their success is making sure the customer is happy. We have all heard the statement "Well, I do pay your salary." Regardless of whether we like it, what they are telling us is pretty much the truth. We are in the service business and even though the customer might not always be right, they are still the customer.

Company Benefits

The way passengers are treated by you, the bus operator, will help them decide whether or not to continue to ride the bus.

If given a choice, passengers will not ride with an operator who drives recklessly.

If given a choice, passengers will not ride with an operator who is rude or indifferent to their problems.

Passengers Benefit

Transportation is one of the most important needs people have. The practice of good passenger relations ensures passengers of safe, comfortable, and reliable transportation.

Attitude Is Showing

“There is little difference in people, but that little difference makes a big difference. The little difference is attitude. The big difference is whether it is positive or negative.”

The driver's appearance, gestures, posture, actions, and speech all reveal attitude. Each of these must always be professional to win and keep the passenger's respect. Always remember, respect is not granted to a person; it is earned.

It is very hard to hide attitude. Many things provide clues to others about your attitude:

- Appearance
- Speech
- Body language (nonverbal communication)
- Behavior

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

BUT

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

Passenger relations can make the difference in providing passengers with the reliable, safe, and pleasant transportation deserved.

SPECIAL PEOPLE - SPECIAL NEEDS

The passenger relations skills you use with other passengers also apply to helping handicapped and elderly passengers. Many of them simply cannot ride the bus unless the driver offers assistance. This is a real test of passenger relations skills.

Here are some guidelines to follow:

- Be on the lookout for handicapped and elderly persons.
- Check your mirrors for elderly and handicapped persons. They cannot run quickly to catch the bus - wait for them.
- Do not pull away from the curb until these passengers are seated. If special seats are provided for these passengers, make sure they are not used by others when needed by the elderly and handicapped.
- Pull as close to the curb as possible.
- Make a special effort to avoid obstacles or dangerous ground areas in the vicinity of the bus stop.

Be courteous and patient.

- Follow the golden rule. Respect the pride of the elderly and disabled.
- Speak clearly and look at hard-of-hearing people so they can read your lips.
- Call out stops for blind persons.
- Give whatever help is necessary, but do not draw extra attention to the elderly or disabled person.

- Answer questions and give directions more slowly for individuals with disabilities.

Many elderly and people with disabilities cannot ride the bus unless you, the bus driver, give assistance. In no other case are your passenger relations skills more important.

CONCLUSION

It is time for all of us to realize just how important the role of the school bus driver is to our industry. There are over 25,000 bus drivers in the state of California. That is the largest Public Relations force of any industry in the nation. At the same time, we as drivers need to realize how highly visible we are and the responsibility we have to school bussing.

The structure of the school bus industry is similar to a ladder. At the top is management, in the middle are the driver trainer and the dispatcher and at the bottom, of course, is the driver. The one thing that seems to be continually over looked is the top of the ladder is only as strong as the bottom.



**SUPPLEMENT
TO
UNIT 12**

**PUBLIC AND COMMUNITY
RELATIONS**

Public Relations Scenarios

Indicate how you would feel about each scenario:

1. *You are waiting with your child for the school bus, the driver pulls up, opens door and greets you with a cheerful “good morning”.*
2. *Bus is traveling down the road with the entrance door open as the bus makes a left turn, the garbage can falls out the door, scattering all its contents on the roadway, which you barely miss hitting with your car.*
3. *You are following a bus that hits and runs over the right curb as they are making a right turn.*
4. *You are sitting in your car at a “T” intersection waiting to make a left turn, a school bus pulls up to make a right turn blocking your view.*
5. *The bus you are following on Hwy 116 is constantly driving over the white line “Fog Line”.*
6. *You are a pedestrian in a crosswalk, a school bus pulls up and stops on the limit line.*
7. *Your child comes home and tells you that the driver was eating and drinking while driving the bus.*
8. *You are driving behind a school bus and excessive, billowing black smoke comes out of the exhaust and covers your car.*

9. *You are sitting in your car at a “T” intersection waiting to make a left turn, a school bus pulls up to make a right turn stopping back so you have a clear view.*

10. *You are riding your bicycle up Occidental Road and a bus approaches from the rear and stays on your tail for 3 miles.*

11. *As you are traveling on Hwy 12, you notice a school bus passing another school bus.*

12. *After shopping at Costco on your way home on Santa Rosa Avenue, you see 2 school buses in front of you traveling next to each other.*

13. *You and 4 other cars are behind a school bus traveling on a narrow, winding road, the driver of the bus pulls over at the first available pull out for you to pass.*

12. *In the local newspaper you read, “Following an accident in which a school bus rear ended a car, the bus driver leaped out wearing a bright yellow T-shirt with the emblem “Safety is our Business. We’re the Best”. After telling a witness that the reason for the mishap was that maintenance workers had probably put too much air in his front tires, the bus driver then reportedly told an investigating CHP officer that the real reason for the accident was that he was simply not paying close enough attention to the road.”*

It takes 10 positives to make up for 1 negative impression!

More about Attitude

What Do I Need to Know about Attitudes?

It will be helpful for you to understand attitudes because attitudes:

- ❖ Can affect how you feel about your job and your working conditions.
- ❖ Can affect how you get along with coworkers, students, teachers, parents, and supervisors.
- ❖ Sometimes cause conflict and emotional reactions.
- ❖ Help predict student behavior.
- ❖ Are learned and can be changed.

Why Does My Attitude Make a Difference?

Attitude can make all the difference in your performance and effectiveness with students as well as how you feel about your job.

You play an important role in determining how the students will behave on the bus. Your attitudes help students start the day off right or wrong. **Your positive attitudes can make the bus ride to school and home again pleasant.**

You are a role model for students on the bus. Some students will probably spend more time with you than they do with their mom or dad on particular days when both parents work outside the home. Parents play a significant role in their child's lives during the child's preschool years. When children begin to go to school, their sphere of influencing people gets broader and includes those they see and spend time with during the school day. A recent study asked students in elementary school who they admired most at school. The frequencies of their responses in order were:

Secretary

Custodian

Bus Driver

Children are watching adults and learning attitudes and behaviors as they observe adults' reactions and behaviors in various situations. One of the people who greatly influences children is you, the school bus driver.

What is an "Attitude?"

What does it mean to you when someone says, "That kid has a bad attitude?"

Simply defined, **an attitude is a way of acting, feeling or thinking that shows a person's disposition, opinion, mental state, emotional state, or mood.**

- **Attitudes are shown in many ways.**

The way someone stands or folds their arms can show an attitude. Facial expressions may reveal an attitude. Rolling one's eyes, shrugging shoulders, turning away are all ways that people show attitudes.

- **Attitudes can be very strong or mild.**

A very strong attitude about something would require very little to "set someone off." For example, suppose you had very strong attitudes about swearing. You might have a very strong reaction if a student said "Oh, Damn" compared to a bus driver who didn't have as strong of an attitude about swearing. How strong your attitudes are can indicate how strong your reactions will be to different things.

- **Attitudes may be positive, or they may be negative.**

A person with an attitude is either for or against something. If a person who is strongly "for" something comes up against someone who is strongly "against" something and, they begin talking about that topic, things can get pretty heated. This results in conflict and hurt feelings sometimes.

Some drivers have the attitude that children should be seen and not heard. Others sometimes have the attitude that adults are always right and children are all wrong.

These negative views of children will lead to conflict when children do not act as these drivers expect they should.

- **Your attitudes affect your success in providing safe, Effective, pleasant trips for students**

Whether you view your job and the students on your bus in a positive way or a negative way is important. Positive attitudes toward students help you gain acceptance and cooperation from students, teachers, and parents. If you view your passengers as real, live, feeling human beings and treat them accordingly, you will have better relations on the bus. If you "talk down" to students, are disrespectful, treat students as objects and not real people you give a message about your attitude toward students. Students most often will respond with bad attitudes and behaviors that lead to problems on the bus.

How can I change my Attitude?

You, and you alone, are totally responsible for your attitude. Many people go through the day with their attitude in neutral and simply react to what is going on around them. They are letting their environment control their attitude. The problem with this scenario is that your sub conscious mind cannot tell the difference between a real experience and one you vividly imagine. Therefore, how you perceive situations, people and their motives and your environment greatly influences your attitude.

Your attitude is the reflection of the person you are inside. If you reflect positive, people around you become positive. They have no choice. You feel better, they feel better. They may resist at first, but eventually your positive attitude will prevail.

Changing your attitude is sometimes not an easy task and it does not happen over night.

Making a commitment to improving your life and environment is the first step.

Make Positive Affirmation:

- Commitments to change the way you respond to people and situations.
- You are in control and you choose to remain that way.

- Do not let misguided perceptions influence your positive attitude.
- Analyze your environment and assure yourself that what you see or hear is reality

Positive Responses is the ability to respond to a situation with a definite positive purpose in mind. *You* have taken the time to rationalize all your options, understand the consequences of each and hopefully chosen the correct response.

You need to understand the difference between responding and reacting to people or to situations.

This difference can determine whether we project an image of being in control.

R – reasoning

E – every

S – single

Reaction: *simply based on emotion*

P – piece

O – of

N – necessary

D – detail

To be able to clearly process all the information necessary to decide on the proper response to a situation, we have to be certain that what we are processing correct information. This is the basis for having good personal communication skills, not just being able to communicate your true feelings but also being able to hear what other people are really trying to say.

Points to remember when communicating:

- Have I really thought about what I'm saying
- Am I really saying what I want to say
- Do I really need to be saying this
- Will what I'm saying hurt someone
- Am I really being honest
- Is the person I'm talking to really hearing what I'm saying
- Do I really hear what the other person is saying or do I hear what I want to hear.
- Do I always pause before I speak

How can you believe in yourself or have control of how you respond if you are allowing a person or a situation to control your attitude? You must make a conscious commitment to accepting the responsibility for yourself and your actions.

If you are to project the positive image that is necessary for success, you need to stay away from "the three c's"

1. Never Criticize – this not only projects a negative self image but often creates a negative response. People that criticize often feel inadequate in their own abilities.
2. *Never complain – Strong feelings that a situation needs improvement is healthy as long as the solution is presented in a positive manner.*
3. Never Condemn – Condemning often leaves people involved in the situation with a feeling of inadequacy which often leads to a negative attitude.

This is an enormous undertaking to achieve but with practice the better you become.

Most of us live our lives on 95% habit. To assure success in our goal to make changes, we must have the following:

Desire to change

Make the decision to change

Have the determination to change

Achieve the self-discipline to change

How Can I Demonstrate a Positive Attitude toward Students?

You set the tone for the whole bus. The more positive you are, the more positive the students. Some things you can do to build positive rapport with students include the following:

- ⇒ Get to know the students' name as soon as possible.
- ⇒ Greet every student by name as they board the bus, every day.
- ⇒ Recognize each child each day with greetings such as Good Morning! I'm glad to see you. I'm glad you are back. I like you. I enjoy talking with you. I thought about you yesterday. I missed you. You are a neat person. I am glad you are well. I'm glad you ride my bus. Good bye. Good night.
- ⇒ You can also comment on their day, their sports team, their homework, their play, and their music.
- ⇒ Really listen to students. Ask for their input and suggestions about how to improve the bus ride. Students love to be listened to and love to be involved.
- ⇒ Focus on the students' strengths and good behaviors.
- ⇒ When a student has had a problem or a bad day, reestablish a positive relationship as soon as possible.
- ⇒ Don't hold a grudge against a child. For instance, if a child misbehaves during the afternoon run, say "good-bye" in a sincerely positive tone as he gets off the bus. Greet him positively the next morning. It's a new day!
- ⇒ Set an example of courtesy and friendliness on the bus. Show students how to use "please" and "thank you" by doing it yourself.
- ⇒ If you have a good working relationship with school staff, you might suggest that the school reward your entire bus as "Bus of the Month" or with an award assembly
- ⇒ Remember to use humor as a resource when dealing with students. Help students to see the humor in situations when they seem to be too intense or take things too

seriously. However, never make comments or tell jokes with a sexual orientation or related to body functions. While some may laugh at these, it is a form of harassment.

Look at yourself. Look carefully at your sense of humor, fairness, manners, attitude, understanding, personal appearance, voice, optimism, promptness, goals. Remember students are looking at you. Are you providing them with a positive role model?

Praise, encouragement and smiles support the development of good behavior and encourage the development of positive attitudes and responsible behavior. On the other hand, criticism, blame, ridicule, yelling, talking down to students are indications of negative attitudes toward students and can affect the students' behaviors and attitudes toward you and the bus ride.

Expect things from students. Expect them to behave safely and appropriately. Expect them to assume reasonable responsibility. If you approach students in a positive "can do" manner you can teach them safe appropriate behaviors. You can explain rules in positive ways so that students understand they each have responsibility to make the ride enjoyable for the whole group.

Let students know what you expect and praise them when they follow the rules.

- ❑ Show a willingness to listen.
- ❑ Identify with the students and reach out to students.
- ❑ Be honest and direct.
- ❑ Provide specific directions for behavior expectations.
- ❑ Being warm, considerate and responsive to students.
- ❑ Calmly deal with students' behaviors.
- ❑ Accept students as individuals and viewing them positively.
- ❑ Find students' strengths and acknowledge them.

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