



BOONE COUNTY SCHOOLS



Transportation Department
Employee Handbook
School Bus Driver
Community Van
And
Transportation Aide

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CHAPTER 1: KENTUCKY LAWS AND REGULATIONS

This section will provide you with some basic information about the laws and the regulations that you operate under as a Kentucky School Bus Driver. It will also provide some specific information that you must know and understand in order to fulfill your contract with the State of Kentucky, licensed as a CDL class A or B driver with at least a P and S endorsement. Your CDL license also places you under the authority of the Federal Motor Carrier Safety Administration, which regulates physicals, drug screens, cell phone/texting, etc.

It would be impossible to present every law and regulation in this format. One section of one Kentucky Administrative Regulation [702 KAR 5:080 section 29] incorporates over 600 pages. We have chosen to include those that define your responsibilities on a daily basis, and those that we see commonly broken.

In your job description as a Boone County Schools Bus Driver, the first Performance Responsibility listed states: Be familiar with and follow written codes, regulations, policies, procedures and directions from your supervisor related to job responsibilities. For more detailed information you can consult with your supervisor or do your own research at one of the following sites; Kentucky.gov/Kentucky Dept. of Education /Pupil Transportation, or fmcsa.dot.gov.

There is an old saying that ignorance of the law is no excuse. In our case ignorance of the law can lead you to make decisions that may expose you to liability, fines, and loss of employment. It is not the purpose of this module to cover all Kentucky laws, motor vehicle laws or administrative regulations. Time would not allow such an undertaking. Although the laws contained in these publications are important, we will only discuss those that most directly pertain to a school bus driver.

What is the difference between a law and a regulation?

A law is a rule of conduct that has been enacted in this case by our State Legislature. A law that has been enacted by a legislative body is called a statute; thus, the KENTUCKY REVISED STATUTES (KRS). Once a law is passed, a government agency is given the responsibility of administering or enforcing the law and, if necessary, to aid in carrying out the intent of the law. In many cases, the law itself will direct an agency to write regulations governing specific areas of responsibility. Once approved, the regulation becomes a part of the Kentucky Administrative Regulations (KAR's) and has the effect of law unless it is in conflict with another law. The following are some of the laws and regulations that are most important to you as a school bus driver.

SECTION 1: KENTUCKY REVISED STATUTES (KRS)

KRS161.185: Certified or classified staff member to accompany students on school-sponsored or endorsed trips -- Exceptions.

(1) Except as provided in subsection (2), boards of education shall require a certified or classified staff member who is at least twenty-one (21) years of age to accompany students on all school-sponsored or school-endorsed trips. Local boards of education may adopt a policy that specifies the job classifications of staff members who may accompany students on trips under this section.

(2) Boards of education may permit a non-faculty coach or non-faculty assistant, as defined by administrative regulation promulgated by the Kentucky Board of Education under KRS 156.070(2), to accompany students on all school-sponsored or school-endorsed athletic trips. A non-faculty coach or non-faculty assistant shall be at least twenty-one (21) years of age, shall not be a violent offender or convicted of a sex crime as defined by KRS 17.165 which is classified as a felony, and shall submit to a criminal record check under KRS 160.380.

(3) Prior to assuming his or her duties, a non-faculty coach or non-faculty assistant shall successfully complete training provided by the local school district. The training shall include, but not be limited to, information on the physical and emotional development of students of the age with whom the non faculty coach and non-faculty assistant will be working, the district's and

school's discipline policies, procedures for dealing with discipline problems, and safety and first aid training. Follow-up training shall be provided annually.

Effective: March 9, 2011

History: Amended 2011 Ky. Acts Ch. 9, sec. 1, effective March 9, 2011. -- Amended 1998 Ky. Acts Ch.178, sec.1, effective July 15, 1998. -- Repealed and reenacted 1990 Ky. Acts Ch.476, Pt.V, sec.482, effective July 13, 1990. -- Created 1968 Ky. Acts Ch.61, sec.1.

KRS 189.370: Passing Stopped School or Church Bus Prohibited: Application to Properly Marked Vehicles; Rebuttable Presumption as To Identity of Violator

“(1) If any school bus or church bus used in the transportation of children is stopped upon a highway for the purpose of receiving or discharging passengers, with the stop arm and signal lights activated, the operator of vehicle approaching from any direction shall bring his/her vehicle to a stop and shall not proceed until the bus has completed receiving or discharging passengers and has been put into motion. The stop requirement provided for in this section shall not apply to vehicles approaching a stopped bus from the opposite direction upon a highway of four (4) or more lanes.

(2) Subsection (1) of this section shall be applicable only when the bus displays the marking and equipment required by Kentucky Minimum Specifications for School Buses.

(3) If any vehicle is witnessed to be in violation of Subsection (1) of this section and identify of the operator is not otherwise apparent, it shall be a rebuttable presumption that the person in whose name the vehicle is registered or leased was the operator of the vehicle at the time of the alleged violation and is subject to the penalties as provided for in KRS 189.990(5).”

KRS 189.375: School Bus Stop Signaling Device; Use; Stopping Regulation

No school bus shall be licensed or operated for the transportation of school children unless it is equipped with a stop arm folding sign on the driver's side with letters at least six inches (6") in height displaying the word "STOP" on both sides. Once the bus comes to a complete stop, and before receiving or discharging passengers, the driver shall open out the sign so that it will be plainly visible to traffic approaching from both directions. No driver shall stop a school bus for receiving or discharging passengers in a no passing zone which does not afford reasonable visibility to approaching motor vehicles from both directions. No driver shall stop a school bus for the purpose of receiving passengers from or discharging passengers to the opposite side of the road on a highway of four (4) or more lanes; provided that this provision does not prohibit the discharging of passengers at a marked pedestrian crossing.

KRS 189.540: Regulation for School Buses; Operator Required to Have Commercial Driver's

License “(1) The Kentucky Board of Education shall adopt administrative regulations to govern the design and operation of all Kentucky school buses. The Board shall, with the advice and aid of the Kentucky State Police and the Transportation Cabinet, enforce the administrative regulations governing the operation of all school buses whether owned by a school district or privately contracted. The regulations covering the operation shall, by reference, be made a part of any contract with a school district. Every school district and private contractor referred to under this subsection shall be subject to those regulations.

(2) Any employee of any school district who violates any of the administrative regulations in any contract executed on behalf of a school district shall be subject to removal from office. Any person operating a school bus under contract with a school district who fails to comply with any of the administrative regulations shall be guilty of breach of contract and the contract shall be canceled after proper notice. A hearing will take place by the responsible officers of such school districts.

(3) Any person who operates a school bus shall be required to possess a commercial driver's license issued pursuant to KRS 281A.170.”

KRS 189.550: Vehicles Used For Transporting Children to Stop At Railroad Crossings

“Operators of all buses and motor vehicles used for transporting children shall stop their vehicles

before crossing any railroad when tracks are at the same level as the roadway. The stop shall be made not less than fifteen feet (15') nor more than fifty feet (50') from the nearest track over which the highway crosses, except where the crossing is protected by gates or a flagman employed by the railroad. After making the stop, the operator shall open the service door and carefully look in each direction and listen for approaching trains or maintenance vehicles before proceeding."

Now let's discuss the administrative regulations governing a school bus driver or other transportation personnel jobs. We will not mention all of the regulations (KAR's), but will only discuss a few of those that most directly pertain to school bus drivers.

KENTUCKY ADMINISTRATIVE REGULATIONS (KAR)

702 KAR 5:030: Pupil Transportation

Section 6

A superintendent shall require all drivers of school buses equipped with a crossing control arm to utilize the arm when loading or unloading students. The superintendent or designee, in consultation with the certified driver training instructor, shall have full authority as to the use of crossing arms on school grounds.

Section 9

A superintendent shall implement a controlled substance and alcohol use and testing program in accordance with Federal Motor Carrier Regulations 382, Section 101 through 605.

Section 14

A district shall develop a plan providing all pupils instruction in school bus pupil safety each school year. The district shall conduct two (2) evacuations each semester with the first evacuation each semester being conducted within the first week in accordance with the Driver Training Instructor Manual, Chapter Eleven (11). The district shall retain documentation of emergency evacuation performance. Educational films, safety demonstrations or related information as approved by the Kentucky Department of Education, may supplement emergency evacuation drills.

Section 15

A district shall not permit a radio, tape, or communication system to be installed or operated on the school bus that is not under the direct control of the bus driver. Any installed radio, tape or communication system shall be per the original equipment manufacturer's specifications.
(Excluding Cell Phones)

Section 16

A district shall designate a physician, physician's assistant, or an advanced registered nurse practitioner to perform the physical examination required for all school bus drivers. The district shall retain a current physical examination record or physical fitness certification for each school bus driver.

Section 17

A principal or designee shall be responsible for the organization and operation of a system of adequate supervision of the pupils as they enter and leave the school buses at the school.

Section 19

A principal or designee shall be responsible for the discipline of pupils who ride school buses. The principal shall assist the school bus driver with school bus discipline problems when the school bus driver properly reports on the discipline problem either in person or in writing.

Section 20

A pupil who creates a serious safety or discipline problem or persists in creating serious discipline problems on the school bus shall be reported to the principal or designee who handles bus discipline problems. The principal or designee may suspend the pupil's bus riding privileges until the problem is resolved. A student whose bus riding privileges have been suspended shall not be allowed on the bus again until the driver receives permission by the principal or his designee.

Section 21

A school bus driver shall maintain a current ridership list for all routes and trips.

702 KAR 5:080: Bus Drivers' Qualifications; Responsibilities and Training:

Section 1

(1) A local board of education shall require an annual medical examination of each school bus driver or driver of a special vehicle used to transport school children to and from school and events related to the school. A district may require a school bus driver to pass a routine medical examination or a special type medical examination more often than annually at the district's expense. A current medical examination certificate (TC 94-35E and the Supplement to TC 94-35E) for each school bus driver shall be retained by the district.

(2) The medical examination shall include tests for:

A. Hearing and vision disorders;

B. Emotional instability; and

C. Serious medical conditions including:

a) Diabetes

b) Epilepsy

c) Heart disease

d) Other chronic or communicable diseases in the opinion of the licensed medical examiner.

(3) The examination shall include tests for tuberculosis upon initial employment and positive reactors shall be required to have further evaluations.

(4) A medical examination of a school bus driver shall be reported on Form TC 94-35E and the Supplement(s) to TC 94-35E to the local superintendent or his designee.

Section 2

(1)(a) A criminal records and driving history check shall be performed by a local district on school bus drivers prior to initial employment and after a break in service (excluding summers). (b) Employment shall be contingent upon meeting the requirements of paragraph (a) of this subsection. A local board of education shall adopt policies outlining employment qualifications as related to these criminal records and driving history checks.

(c) A school bus driver shall immediately report to the local superintendent or his designee a:

1. Revocation of his driver's license;

2. Conviction for DUI/DWI;

3. Conviction for reckless driving; or

4. Citation for any moving motor vehicle violation including DUI/DWI and reckless driving. (2)(a) Controlled substance and alcohol use testing shall be a condition of employment for anyone in a safety sensitive position, including:

1. School bus drivers;

2. School bus mechanics; and

3. Other safety-sensitive jobs requiring a CDL license.

(b) The controlled substance and alcohol use testing program shall include the following tests: 1. Pre-employment testing (controlled substance only);

2. Post-accident testing;

3. Random testing; and

4. Reasonable suspicion testing.

(c) Prospective employees who have tested positive for a controlled substance within the last five (5) years shall not be considered for employment to drive a school bus or the performance of safety sensitive services related to pupil transportation.

(d) A school bus driver, school bus mechanic or anyone performing safety-sensitive pupil transportation duties having a confirmed positive test for a controlled substance shall be relieved of those duties immediately and not be eligible for reemployment for five (5) years.

(e) A school bus driver, school bus mechanic or anyone performing safety-sensitive pupil transportation duties who tests at 0.02 percent or higher on the confirmation alcohol test immediately before, during, or immediately following the performance of these duties shall be relieved of these duties immediately and not be eligible for reemployment in a safety-sensitive position for five (5) years.

(f) A person shall not be employed as a school bus driver if convicted within the past five (5) years of driving a motor vehicle under the influence of alcohol or any illegal drug.

(g) A person shall not drive a school bus unless the person is physically or mentally able to operate a school bus safely and satisfactorily. If there is limitation of motion in joints, neck, back, arms, legs, or other body parts, due to injury or disease that would limit the driver's ability to safely perform the task of driving a school bus or performing other driver responsibilities, the person shall not be employed as a school bus driver.

(h) A driver taking medication either by prescription or without prescription shall report this to their immediate supervisor and shall not drive if that medication would affect the driver's ability to safely drive a school bus or perform other driver responsibilities.

Section 3

(1) A person shall not drive a school bus unless the person has:

a) Visual acuity of at least 20/40 (Snellan) in each eye either without corrective lenses or by correction with corrective lenses

b) Form field vision of not less than a total of 140 degrees

c) The ability to recognize the colors of traffic signals and devices showing standard red, green, and amber.

(2) A driver requiring correction by corrective lenses shall wear properly prescribed corrective lenses at all times while driving.

Section 4

A person shall not drive a school bus whose hearing is less than 7/15 in the better ear, or hearing loss is greater than forty (40) decibels if audiogram is used, for conversational tones, with or without a hearing aid. A driver requiring a hearing aid shall wear properly operating aids at all times while driving.

Section 5

A school bus driver shall be at least twenty-one (21) years of age.

Section 6

(1) A school bus driver shall have a current driver's license that is valid in Kentucky. A school bus driver shall possess a commercial driver's license, with the passenger endorsement for a school bus, which is valid in Kentucky.

(2)(a) Prior to acceptance into the school bus driver training program, a driver applicant shall be required to demonstrate driving skills judged by a certified driver training instructor to meet acceptable performance standards as outlined in "Pre-employment Road Test", January, 2002. b) The Pre-employment Road Test Score Sheet supplied by the Department of Education shall become a part of the driver's training record.

c) A driver shall demonstrate the following skill levels:

1. Vehicle knowledge; and

2. Driver's ability to perform steering, maneuvering, braking, use mirrors, and demonstrate each of

the following:

- a. Ninety (90°) degree left hand turns steering technique;
- b. Ninety (90°) degree right hand turns steering technique;
- c. Operating posture;
- d. Visual awareness;
- e. Backing ability using mirrors only;
- f. Demonstration of spatial awareness.

Section 7

(1) Minimum training requirements to become a school bus driver shall consist of the training course developed by the Kentucky Department of Education and three (3) driver review, evaluation and instruction components.

(2) A person shall not be certified to teach the school bus driver training curriculum until that person has:

- a). Satisfactorily completed a minimum of thirty-three (33) hours classroom and driving instruction, conducted or approved by the Department of Education and relevant to the driver training curriculum
- b). been issued an instructor's certificate by the commissioner of education.

(3) Instructors shall be required to renew their certificates annually by completing six (6) hours of update training conducted or approved by the Department.

(4) The school bus driver training course core curriculum shall consist of the following instructional units and minimum instructional times:

- a) Laws and regulations - two (2) hours;
- b) Driving fundamentals - two (2) hours;
- c) Care and maintenance - two (2) hours;
- d) Critical situations - one (1) hour;
- e) Incidents and emergency procedures - two (2) hours;
- f) Pupil management - two (2) hours;
- g) First aid - one (1) hour;
- h) Special education transportation - one (1) hour;
- i) Extracurricular trips – one (1) hour;
- j) Vehicle operations – three (3) hours;
- k) Vehicle control at speed – one (1) hour;
- l) Bus route identification, driver review and instruction – two (2) hours

(5) Upon successful completion of the core curriculum the school bus driver applicant shall complete the following:

- a) Driver review I, evaluation and instruction – two (2) hours within the first five (5) days of driving.
- b) Driver review II, evaluation and instruction - two (2) hours after not less than twenty (20) days nor more than thirty (30) days of driving; and
- c) Driver review III evaluation and instruction - one (1) hour within three (3) to six (6) months of completion of driver review II. Driver review III shall be done with students on the bus.

Section 8

(1) Prior to the beginning of each school year, a certified driver shall complete an eight (8) hour training update relevant to the curriculum prior to the beginning of the school year. Each district shall be responsible for planning and conducting the update based on the needs of its drivers.

(2) Discontinuance of driver employment and subsequent reemployment shall require the driver to become re-qualified by a training update within a twelve (12) month period following his or her certification termination date.

(3) A driver who does not complete the training update and recertification as required by subsection (2) of this section shall be required to complete the beginning training program.

Section 9

If an emergency makes it necessary for the driver to leave the bus while pupils are on board, the driver shall:

- 1) Move the bus to a safe location if possible;
- 2) Set the parking brake;
- 3) Stop the engine;
- 4) Shift the bus to low gear, or place in neutral if automatic equipped;
- 5) Remove the ignition key; and
- 6) Place one (1) of the older responsible pupils in charge during the driver's absence if appropriate.

Section 10

A driver shall operate the school bus at all times in a manner that provides the maximum amount of safety and comfort for the pupils under the circumstances.

Section 11

- (1) A driver shall supervise the seating of the pupils on the bus. A driver may assign a pupil to a specific seat on the bus.
- (2) The driver shall make certain the seating capability of the bus has been fully utilized before any pupil is permitted to stand in the bus aisle. A driver shall not permit pupils to stand:
 - a In the step well or landing area;
 - b. If the pupil would likely fall out of the bus if the emergency door were opened;
 - c. If the driver's view directly in front of the bus or to either side of the front of the bus would be obscured.
- (3) A driver shall report to the superintendent or a designee any overcrowded conditions on the bus.

Section 12

- (1) A driver shall transport only those pupils officially assigned to a particular bus route unless an unassigned pupil presents the driver with a written permit to ride the bus that has been signed by the school principal or a designee.
- (2) A driver shall not permit an assigned pupil to leave the bus at a stop other than where the pupil regularly leaves the bus unless presented with a written permission signed by the principal or a designee.

Section 13

A driver shall not transport adult employees of the board or any person not employed by the board of education unless provided with written permission from the district superintendent or a designee.

Section 14

A board of education shall develop a policy on what may or may not be transported on a school bus. The policy shall include the following:

- (1) A driver shall not knowingly permit any firearms or weapons, either operative or ceremonial, to be transported on the bus. The driver shall not knowingly permit any fireworks or any other explosive materials of any type to be transported on the bus; and
- (2) A driver shall not permit to be transported on the bus:
 - a. Any live animals, fowls, or reptiles.
 - b. Preserved specimen that would likely frighten any pupil or cause a commotion on the bus;
 - or c. Glass objects or helium balloons.
- (3) A driver shall not permit the transportation of any object that would block the bus aisle or exits.

Section 15

A driver shall not permit a pupil to operate the entrance door handle or any other bus control except in case of an emergency.

Section 16

(1) A driver shall activate the flashing amber warning lights at least 150 feet, if available, or a sufficient distance from a bus stop to warn motorists of the intended stop.

(2) Once the bus comes to a complete stop, the driver shall follow the loading and unloading procedure outlined in Chapter 7 of the Driver Training Instructors Manual. (See [Driving Fundamentals](#))

Section 17

For safety reasons, a driver shall not permit fueling of the bus while pupils are on board the bus.

Section 18

(1) If a pupil's conduct on the bus makes it unsafe for the bus to continue on its route, the driver shall: a. Make a determination as to the potential danger to other students on the bus; and b.

Take action against the student by:

1. Requesting that the student stop engaging in prohibited conduct;
2. If feasible, sending for assistance if the student fails to comply with the driver's order or request;
3. Ordering the student to leave the bus; or
4. Ejecting the pupil from the bus.

(2) Ejecting a pupil from the bus shall be done only in the most extreme circumstances. (3) If a student has been ejected from a bus as the result of conduct specified in subsection (1) of this section, the driver shall notify the immediate supervisor, who shall notify the appropriate district authorities, who shall subsequently notify the student's parent or legal guardian according to local board policy. (See PBIS Section for Policy)

Section 19

A school bus driver shall stop the bus at all places where the roadway crosses a railroad track or tracks at grade level. The stop shall be made not less than fifteen (15) feet or more than fifty (50) feet from the nearest track.

(1) After making the stop, the driver shall:

- a. Set the parking brake;
- b. Shift to neutral;
- c. Turn off all noise makers or activate the noise abatement switch if equipped;
- d. Open the service door and driver side window; and
- e. Carefully look in each direction and listen for approaching trains before proceeding. (2) If visibility is impaired at a crossing, after stopping the driver may allow the vehicle to roll forward to gain required visibility before proceeding.

(3) When a driver has ascertained that it is safe for the bus to cross the railroad tracks, the driver shall

- a. Close the bus entrance door;
- b. Shift the bus into the lowest gear;
- c. Release the parking brake;
- d. Proceed immediately to cross the railroad tracks;
- e. Turn the noise abatement switch off when safe to do so.

Section 20

A driver shall make a pre-trip inspection of the bus safety and operating equipment each time that the bus is taken out for the transportation of pupils.

Section 21

(1) A school bus driver shall not operate the school bus at a speed in excess of the posted speed limit on any section of highways over which the bus travels.

(2) A driver shall not drive the school bus on any roadway at any time at a speed where the conditions of the roadway, weather conditions, or other extenuating circumstances would likely make it unsafe.

Section 22

A driver shall wear the driver's seat belt at all times that the bus is operated.

Section 23

A stop signal arm and flashing warning lights shall be used only at stops where pupils are boarding or leaving the bus.

Section 24

A driver shall not use tobacco products on the school bus and shall not permit pupils to use tobacco products on the school bus.

Section 25

A driver shall signal pupils to board or leave the bus when the driver has determined that any visible approaching traffic creating a substantive risk of harm has come to a complete stop and is not attempting to start up or pass the bus.

Section 26

A driver shall not operate a school bus while under the influence of alcoholic beverages or any illegal drug or other drug as provided in Section 2 of this administrative regulation. A driver found under the influence of alcohol or any illegal drug while on duty or with remaining driving responsibilities that same day shall be dismissed from employment.

Section 27

A driver of a school bus shall be on the bus at all times students are loading or unloading.

Section 28

A driver shall inspect the school bus at the completion of each bus run to ensure that no students remain on the bus.

NOTE: In the previous sections (702 KAR 5:010 to 5:120, plus 5:150), we have tried to reference those State laws and regulations that most directly relate to a school bus driver. There are many other laws, especially traffic laws, that you should know and obey, along with those rules and policies adopted by each board of education

Section 9

Incorporated by Reference

(1) "Pupil Transportation Management Manual", is incorporated by reference.

702 KAR 5:150 – Transportation of Pre-School Children**Section 1**

Local boards of education shall require each school bus transporting three (3) and four (4) year old children to be staffed with a minimum of one (1) driver assistant who is qualified and trained to assist in the transportation of three (3) and four (4) year old children by a certified local board of education school bus driver training instructor. The driver training instructor shall qualify the driver assistants with training in student entrance of bus, student egress from bus, safety rules of transportation, first aid as it pertains to emergency and immediate care, emergency evacuation and student management as it relates to seated positions and seat occupancy. The Pupil Transportation Branch shall provide the curriculum for driver assistant training. The number of assistants required for any one (1) school bus shall be recommended to the superintendent by the driver training instructor.

Liability insurance shall be provided for the driver assistant as a named insured. A driver assistant

shall be selected who has personal attributes and indicators, which show the individual's ability to handle preschool-aged children.

Section 2

It shall be the responsibility of the parent, guardian, or person authorized by the parent of a preschool child to provide safe supervision to and from the bus stop and delivery to and receipt from the driver assistant. Assistants should perform a hand to hand drop off to the guardian of the student.

Section 3

The driver assistant shall be responsible to deliver and receive the child safely to and from the parent, guardian or person authorized by the parent. Three (3), four (4), and five (5) year old children who must cross a roadway shall be escorted by the driver assistant.

1. No three (3) or four (4) year old child shall be left unattended at the time of delivery.
2. If the parent, guardian or a person authorized by the parent to accept the child is not present upon delivery, the child shall be taken to a prearranged location.
3. If anyone other than the authorized person is to receive the child, such arrangements shall be made by the parent or guardian by prior written permission. If there is no written permission or the parent is not at the stop the student should be returned to school.

CHAPTER 2:

DRIVING FUNDAMENTALS

INTRODUCTION

School bus drivers have been entrusted with a most precious cargo - our children. A great responsibility is assumed by an individual who becomes a school bus driver. The purpose of this unit is to give the school bus driver the knowledge and skills necessary to safely transport our most precious cargo. When applied, each area helps create a good defensive driver.

GETTING READY TO DRIVE

There are several tasks which a driver must complete in order to get ready to drive a school bus. To many of you, these might seem very simple. After all, doesn't everybody know how to start a motor vehicle? There is more than starting the vehicle to get ready to drive. We will discuss all the little things which must be considered in order to properly drive a school bus. If you take care of the little things, the big things will take care of themselves.

The Driver

Driver Wellness

A driver needs to be in good mental and physical health before getting behind the wheel of a school bus. Ensuring they are in top performing condition will allow a driver to be more alert and capable of assisting students in an emergency. Three areas that can affect mental and physical health are nutrition, exercise, and sleep. All CDL drivers are required to have an annual or biannual DOT physical. Boone County covers the cost of this physical. Drivers are not paid to attend the physical since the cost is covered. Drivers are paid for random or post accident drug testing. If a driver submits a drug test that comes back false positive, positive, diluted, or a test that needs to be sent off for further testing they will be put on administrative leave pending further results and investigation. As a note: a test that is "sent off" typically takes 3-5 days for results to return.

Nutrition

As a driver, spending time on the road can make it difficult to make healthy choices when it is time to eat, and proper nutrition can be a struggle. Poor nutrition can cause additional health issues, such as stress, which can affect your performance. Pre-planning, watching your portion sizes, and swapping soda for water, can make a major difference in your health. In today's world of convenience, it is easier than ever to make healthier choices. While in between routes, it is easy to go to the vending machine or stop at a fast food restaurant, but consider carrying a lunch with pre-washed and pre-cut fruits and vegetables, bagged lettuce and spinach, protein bars and drinks, almonds, and granola bars. These are great sources of nutrition and energy. Fast food is often full of calories and carbohydrates which can cause you to feel sluggish and tired.

Exercise

Exercise is another way to eliminate stress by helping you maintain your mental and physical health. As a school bus driver, you may be able to exercise before or after a route, but sitting for long periods of time can still cause issues. Getting out of the driver's seat and taking a short walk can help revitalize and refresh your body.

Exercise prevents sugar from accumulating in the blood by triggering muscles to take more glucose from the bloodstream to use for energy. Other benefits of exercise include reducing risk of developing diabetes; better sleep; lower blood pressure; weight control; strengthening of bones and lungs, and assisting in the prevention of diseases.

Fatigue

According to the AAA Foundation for Traffic Safety, the percentage of crashes involving drowsiness is nearly eight times higher than federal estimates indicate. Not getting enough sleep not only puts you at risk, but everyone on the road and every student on your school bus. The definition of fatigue is extreme tiredness resulting from mental or physical exertion or illness.

The Centers for Disease Control and Prevention says that 35 percent of U.S. drivers sleep less than the recommended minimum of seven hours daily. Getting 6 hours of sleep or less, puts you in the deprived category and quadruples the risk of having an accident.

Warning signs of drowsy driving include yawning or blinking frequently, irritability, impatience, difficulty in remembering how far you have traveled or what you have recently passed, missing bus stops, hitting rumble strips, drifting from your lane, and nodding off.

Factors that lead to fatigue include sleep deprivation, poor nutrition, constant stress, medications, and general health. Fatigue causes increased reaction time, often leading to the impairment of attention and mental processes for making crucial decisions regarding speed and distance calculations, greatly increasing the risk of a crash.

Avoid medicines that make you drowsy. When seeing a doctor, always inform them you are a school bus driver so they can prescribe a medication that will not make you drowsy. If your illness requires you to take a prescription that may cause drowsiness, have the doctor remove you from work until you no longer need the medication.

Lastly, and just as important, is your attitude. Often overlooked, attitude has the greatest influence on a person's driving performance. While not usually difficult to correct, it is probably the most difficult condition to recognize. The defensive driver must constantly check to make sure he/she is alert; thinking positively; concentrating on the job at hand; and is in control of his/her emotions.

The height of a school bus gives a better view of traffic ahead and a better chance to avoid incidents. Other drivers can see you better and the height offers protection in case of an incident.

The disadvantages are that the vehicle is more susceptible to tipping and has a greater chance of hitting an overhead obstruction. We can compensate for that additional height by being alert, adjusting speed, changing lane position and using added caution. We must watch for traffic conditions twelve (12) to fifteen (15) seconds ahead of time.

The weight of a full-sized, empty bus is approximately 20,000-26,000 pounds, and can weigh up to 43,000 pounds when fully loaded with passengers. This weight affects our ability to stop and we should be careful to avoid panic stops. To avoid panic stops, we must plan, slow down sooner and drive defensively.

The width of a bus is 96" - two (2) feet wider than a standard car and occupying 1/3 more lane space than a standard-sized vehicle. To compensate for added width, we must plan and adjust speed accordingly.

CONTROLS OF THE SCHOOL BUS

From the driver's seat, you will be able to see and monitor various aspects of the school bus operation. The controls are in the driver's area of the school bus and are standard for school buses in Kentucky. These must be monitored and understood for safe, efficient and economical operation. It is very important that you fully understand the function of the controls and how to read each of them.

Located on the instrument panel, in front of the driver, are lights and gauges that indicate the status of various vehicle functions. To the driver's left, are switches which control the lights and fans. The service door control is located to the right or left of the driver. The parking brake and transmission shift levers are located to the right of the driver.

At a minimum, Kentucky school buses will have these instruments in the chassis instrument panel:

- speedometer, showing miles per hour;
- odometer, showing accrued miles;
- oil pressure gauges;
- water temperature gauges;
- volt meter, showing alternator voltage output;
- low air gauge/buzzer and light;
- fuel gauge;
- high beam headlamp indicator;
- turn signal indicator lights;
- anti-lock brake system (ABS) light;

Drivers must be aware of the instruments and what the reading on each of them means.

OIL PRESSURE LIGHT OR GAUGE

The oil pressure light/gauge indicates if there is enough pressure to circulate oil in the engine. If there is insufficient pressure, the warning light will flash red. The gauge will register the oil pressure in pounds per square inch.

WATER TEMPERATURE LIGHT OR GAUGE

The temperature light/gauge indicates proper temperature of water circulating in engine. Water is too hot if the indicator light is showing red or the gauge registers 220 or above.

VOLTMETER (ALTERNATOR LIGHT)

The voltmeter (alternator light) indicates if there is enough energy to start the engine and run the electrical system. If there is not enough energy, the alternator light will show red or the gauge will register on the discharge side with less than 12 volts. On some buses, the voltmeter will be digital.

When you turn the key, the voltmeter will show the amount of charge in the battery. Once the bus is started, the voltmeter will show how many volts the alternator is putting out. In both cases, the voltmeter should read 12-14 volts.

LOW AIR BUZZER OR GAUGE

The air pressure gauge indicates the amount of air pressure available. The low air pressure buzzer will sound if the pressure drops below 60 pounds per square inch. A red light will also turn on indicating low air pressure or loss of hydraulic brake booster power.

FUEL GAUGE

The fuel gauge indicates the amount of fuel in the tank. A red light indicates there is low fuel. Fuel gauge must show an adequate supply of fuel to complete the trip.

MIRRORS

The school bus is equipped with mirrors to assist the driver in seeing the areas around the bus. One of the characteristics of school bus construction is that it produces blind spots and danger zones. Many of the serious incidents involving school buses occur in these danger zones.

Mirrors have been added to the school bus to assist the driver in seeing these areas. A driver must understand how to properly use the mirrors in order to safely operate the school bus.

The first and foremost action a driver must take when using the mirrors is to ensure they are properly adjusted so that all areas can be monitored, and the mirrors can be easily seen from the driver's seat.

Mirrors should be positioned and adjusted so that the driver can monitor all areas without moving his/her head. When properly adjusted, a driver will be able to monitor the mirrors by only shifting their eyes.

Mirrors must be checked as part of the visual scanning process that the driver follows in reading the road.

There are currently seven (7) mirrors on all buses. Mirrors will be different on each bus, depending upon the year of manufacture. There may be a West Coast mirror and two (2) convex mirrors on each side, or there may be a set of Euro-Style mirrors with two (2) convex mirrors on each side which could bring the total of mirrors to nine (9), counting the inside rear view mirror.

Euro-Style Mirror

- Four (4) convex mirrors and they may be round, square or rectangular.
- One (1) crossover mirror mounted on each front fender.
- One (1) positioned on each side to give a view down the left and right sides of the bus, called fender mirrors.

STARTING A SCHOOL BUS ENGINE

It is necessary to properly start a school bus engine in order to safely operate the bus. Starting the engine must become a matter of routine, incorporating principles of safety and preventative practices.

The correct sequence for starting a school bus engine is:

1. Ensure the brake is set to keep the bus from moving.
2. Apply the service brake.
3. Ensure the gear lever is in the neutral or park position.
4. Turn on the ignition key to complete electric circuits and engage the starter switch.
5. Warm up the engine at fast idle. Do not race the engine.
6. Review the gauges.
7. Check instruments to see they are registering properly.
 - a. Voltmeter shows 12 volts plus.
 - b. Oil pressure gauge registers at the middle of the gauge.
 - c. Temperature gauge is at the midpoint.
 - d. Fuel gauge registers full, or enough to complete the run.
 - e. Air pressure gauge indicates pressure is building.

SHUTTING DOWN A DIESEL ENGINE:

1. Bring the bus to a full stop.
2. Set the parking brake.
3. Place the transmission in neutral.

4. Allow the engine to idle for at least one (1) minute, by the clock.
5. After one (1) minute turn off the engine.
6. Remove the key from the ignition.

FOLLOWING DISTANCE/SPACE CUSHION

A good defensive driver allows for adequate space between themselves and other vehicles. A school bus requires more stopping distance than a car, therefore, understanding the distance and speed of the bus is important.

To determine the safe following distance, the driver must allow one (1) second of following distance for each ten feet (10') of vehicle length up to forty (40) mph.

One (1) second should be added if traveling over forty (40) miles per hour. In Kentucky, all bus drivers should assume their vehicle is at least forty feet (40') long, hence, no Kentucky school bus driver should ever be closer than four (4) seconds. To apply the four (4) second rule, a driver picks a point ahead (for example: overhead bridge, post, sign, etc.). As the vehicle passes the selected point, start counting "one thousand and one, one thousand and two, etc." If you don't complete "one thousand and four" by the time the front of the bus passes the selected point, you are following too close.

Look ahead twelve (12) to fifteen (15) seconds. By scanning the road that is far ahead, trouble can be seen well in advance and can often be avoided.

Definite times to adjust following distance are when:

- increasing speed
- driving on wet or icy road
- driving at night
- during adverse weather conditions
- fatigued
- following emergency vehicles
- following dual-wheeled vehicles, which may cause damage to the bus by debris thrown from between the wheels
- following two-wheeled vehicles that can stop within shorter distances
- below the 4 second rule if driving 40 mph or slower
- below the five (5) second rule if driving over 40 mph

Stay alert. Watch for signs from the driver ahead as to what he intends to do. Is their turn signal on? Are their brake lights lit? Have they been gradually drifting to the right or left as if to prepare to turn?

Stay ahead of the situation. Look beyond the driver ahead to see situations that may force them to act quickly and thereby become a threat to you. Slow down and touch your brakes the instant you see a hazard developing that may require you to stop or take evasive action.

PROPER LANE USAGE

Lane usage and the position of the bus on the road are vital to the safe and efficient completion of each bus run. Drivers should not straddle lane marker lines or obstruct more than one lane. In urban areas, drivers should use the parking lane for stopping and parking.

Where there is more than one lane for traffic going in one direction, travel in the furthest right lane (not including parking lane), unless parking or turning left. Drive at a safe distance from other vehicles. Use the four (4) second minimum rule for following vehicles. Remain at least fifty feet (50' - 1 ¼ bus lengths) behind a bus leaving school grounds.

When changing lanes, look for rear approaching traffic in the new lane. Glance out the window to check any blind spots. Move your head enough to see around the blind spot by using the mirrors. On multi-lane roads, look for vehicles about to enter the new lane from the adjacent lane.

Check fender and west coast mirrors to observe vehicles passing, vehicles closing in fast from the rear, and vehicles about to enter the new lane. Position the bus so that you safely and smoothly accomplish the required maneuver.

BASIC ROAD RULES

A thorough knowledge of highway signs, signals, markings and legal rights on the road, are necessary to be a safe school bus driver. We will now look at basic road rules that you will need to remember for everyday driving.

BICYCLIST

Do not honk your horn as it may scare the cyclist and cause additional road hazards. If there is only one (1) lane for traffic proceeding in the same direction, pass to the left of the bicycle at a distance of not less than three (3) feet between any portion of the vehicle and the bicycle, and maintain that distance until safely past the overtaken bicycle. If space on the roadway is not available to have a minimum distance of three (3) feet between the vehicle and the bicycle, then the driver of the passing vehicle shall use reasonable caution in passing the bicyclist.

ANIMALS

Slow down when entering animal crossing zones or when noting animals on, or along roadway. If an animal enters a roadway, prepare to stop or maneuver if traffic permits. Hit the animal if stopping or maneuvering would jeopardize your own safety or that of passengers, other motorists, or pedestrians.

SPEED OF TRAVEL

The school bus shall not be operated at a speed in excess of the posted speed. The driver shall drive the school bus in a manner that is appropriate for the conditions of the roadway, weather conditions, or other circumstances. The bus should not be driven at speeds that would make it unsafe for the bus or the passengers.

A driver should check their speed every five seconds and keep your eyes moving. Adjust your speed to that of the other traffic by accelerating, decelerating, braking and/or downshifting, but be mindful not to go over the posted speed limit.

Basic speed law:

1. The driver should drive at a careful and prudent speed that considers all driving conditions. Drive at no greater speed than will permit stopping the vehicle within the assured clear distance ahead.
2. The following are the absolute speed laws: unless posted otherwise
 - a. 70 MPH - maximum for Kentucky Interstate travel
 - b. 45 MPH - minimum on freeways
 - c. 45 MPH - highway construction, road work or surveying
 - d. 25 MPH - business, residential and park areas, unless posted otherwise
 - e. 25 MPH - school zones

RIGHT TURN ON RED

A right turn on red is not allowed in a Kentucky school bus. The benefits of making a right on red turn are far outweighed by the additional chances that a driver must take. The chances of a school bus being hit

by a vehicle while turning is very high. Having a controlled green light is the best and safest way to make this turn.

INTERSECTIONS

1. Look both ways. (Just like crossing the street when walking.)
 - a. Look to the left first since traffic coming from the left is closer.
 - b. Look to the right.
 - c. Take one more look to the left before you pull out, just in case there is something you did not see the first time.
 2. Do not rely on traffic signals.
 - a. Look left and right, even if other traffic has a red light or a stop sign. Someone may disobey either one.
 3. Make sure you have a good view.
 - a. If the view of a cross street is blocked by a building or a row of parked vehicles, edge forward slowly until visibility is clear in both directions.
 - b. If traffic in one lane is blocking the view of another lane, wait until it clears. If a driver tries to look by putting the front of the bus into the other lane, they may get hit.
- Remember, if a driver has a green light, the pedestrian has a green light also. The law requires drivers to yield to pedestrians in the crosswalk.

RIGHT OF WAY

1. Right-of-way rules for an intersection not controlled by signs or signal devices.
 - a. Generally, drivers on single lane or two (2) lane roadways must yield the right-of-way to vehicles on divided roadways or roadways of three (3) or more lanes.
 - b. Usually, drivers on unpaved roadways must yield the right-of-way to vehicles on paved roadways.
 - c. Drivers on roadways consisting of the same number of lanes and similar surfacing must yield the right-of-way to vehicles approaching from the right which are close enough to contribute to a hazard
 - d. Drivers who are required to yield the right-of-way may enter the intersection only if the movement can be made without interference or collision with traffic using the intersection.
2. Right-of-way at an intersection with a stop sign or yield sign.
 - a. Drivers approaching intersections controlled by stop or yield right-of-way signs must obey such signs.
 - b. After coming to a complete stop, give the right-of-way to pedestrians crossing the street.
 - c. Drivers may enter the intersection if the movement can be made without interference or collision with traffic using the intersection.
3. Right-of-way at an intersection with a signal light.
 - a. After a light turns green, yield to pedestrians still crossing the street. Yield to pedestrians walking with a green light or a "walk" signal.
 - b. A driver entering the intersection on a green light has the right-of-way.
 - c. A driver approaching the intersection on a red light must stop.
 - d. A Kentucky school bus shall not turn right on red. REMEMBER: SAFETY FIRST ... SCHEDULE SECOND...
 - e. When a flashing red light is operating, a driver approaching the red light must stop before entering the intersection.
 - f. Where there is a steady green arrow, yield to conflicting cars and pedestrians.
4. Procedure and right-of-way after stop are the same as at a stop sign.
 - a. A flashing yellow light is a caution signal to warn drivers of a traffic hazard and requires a speed slow enough to avoid a collision.
5. Right-of-way when entering a roadway.
6. A vehicle entering a crossing or roadway from an alley, building, private road or driveway, must yield to pedestrians in your path and vehicles on the roadway.

a. A vehicle merging from an alley, driveway (including a school driveway), or building in a business or residential area, must stop before driving onto the crosswalk or past the sidewalk and must yield to any pedestrians and vehicles on the roadway.

b. A vehicle entering a roadway or traffic lane from an angle or parallel parked position, or from the roadway shoulder, must yield to all vehicles close enough to contribute to an immediate hazard.

7. Right-of-way on left turns.

a. A vehicle turning left at an intersection, must yield to those vehicles approaching from the opposite direction that are close enough to contribute to an immediate hazard.

b. A vehicle turning left within an intersection or into an alley, private road, or driveway, must yield to pedestrians and any vehicle approaching from opposite direction which is within the intersection, or close enough to be an immediate hazard.

c. Right-of-way on the approach of an emergency vehicle.

d. The approach of an emergency vehicle using a siren and/or red light, requires other vehicles to move to the right, clear of any intersections, and stop until the emergency vehicle has passed. When conditions make it impossible to move to the right, the vehicle should stop and remain stopped until the emergency vehicle has passed.

Under no circumstances should a driver ever pull to the left. Emergency vehicle drivers are taught to pass on the left.

STOPPING THE SCHOOL BUS

Always stop the school bus in a smooth and safe manner.

Correct stopping procedures keep down wear and tear on the tires and brake system as well as maintenance costs. To stop correctly, a school bus driver must follow these procedures:

Stopping

1. Release the accelerator and depress the brake pedal.
2. Apply brakes gradually by increasing the pressure.
3. Reduce brake pressure slightly, but not completely just before coming to a stop to prevent jerking.

There will be occasions when it will become necessary for the bus driver to stop the bus on a hill or incline. When this situation occurs, allow an extra safety margin between the bus and the vehicle ahead.

PARKING THE SCHOOL BUS

At no time is it recommended to back a school bus out into traffic flow. This is extremely dangerous, and all options need to be explored to prevent backing the bus, this includes how the bus is parked. Drivers must be able to park so that it will not become a traffic hazard.

During your career as a professional school bus driver, you will be required at one time or another to park the bus at an angle, perpendicular, parallel and/or on a hill.

PARKING IS PROHIBITED:

- on a sidewalk;
- in front of any driveway, alley, theater, emergency exit, or fire escape;
- within intersections;
- within fifteen feet (15') of fire hydrants;
- on crosswalks;
- within twenty feet (20') of crosswalks, or if none, within fifteen feet (15') of intersection of property lines at intersection of highways;
- between safety zones and adjacent curbs;
- within thirty feet (30') of points on curb immediately at opposite ends of the safety zone, unless a different length is indicated by official signs;
- within fifty feet (50') of the nearest rail or railroad crossing;

- within twenty feet (20') of driveway entrance to any fire station, and on the side of a street opposite entrance to any fire station within seventy-five feet (75') of said entrance when proper signs are posted;
- along the side, or opposite a street evacuation or obstruction, when stopping, standing or parking would obstruct traffic;
- on highway side of a vehicle stopped or parked at the edge or curb or a street;
- upon a bridge or other elevated structure upon a highway or within a highway tunnel;
- at a place where official signs prohibit stopping;
- within five hundred feet (500') of an incident at which police officers are in attendance, when the scene of the incident lies outside of a city or village; and/or
- more than twelve inches (12") from a curb on the main traveled part of the highway when it is possible to park off the main traveled part of the highway outside of the city.

NIGHT DRIVING

Night driving poses a greater safety risk since drivers are unable to recognize hazards as quickly as they would during daylight hours. Being aware of how driver, roadway, and vehicle factors can affect you while driving at night, will help make you a better driver.

DRIVER FACTORS

If you wear contact lenses, you should carry a spare set of glasses. Tinted lenses should not be worn at night, as they reduce the amount of light you need to recognize objects and road hazards quickly.

At times, drivers can be blinded momentarily by the glare of a bright light since it takes your eyes a few moments to adjust. Do not look directly at the lights of oncoming vehicles. Instead, look slightly to the right at the right lane or edge markings.

In an effort to help you be alert while driving, avoid heavy meals. Overeating or eating certain types of food can make you drowsy.

While you cannot control the outside environment, you have control over the inside environment. Keep cool by using whatever ventilation is at your disposal - opening the window or using the air conditioner (if equipped). On cooler days, use the heaters. Make sure the driver's area does not become too warm as this can contribute to you becoming drowsy.

ROADWAY FACTORS

Poor lighting on roadways can make driving at night a challenge. Be especially aware of joggers, cyclists, and animals. Drive slower when lighting is poor. Adjust your speed so that you can safely stop the bus within your sight of distance. Use your high beams when it is safe and legal to do so (when you are more than 500 feet from an approaching vehicle).

DAILY PRE-TRIP AND WALK AROUND INSPECTION

BEFORE PERFORMING PRE-TRIP INSPECTION: SET PARKING BRAKE AND CHOCK WHEELS. PRE-TRIP SHEET SHOULD BE TURNED IN DAILY IF DEFICIENCY IS NOTED AND WEEKLY IF NO DEFICIENCIES ARE FOUND. SEE MODULE 8, SECTION X

All bus drivers are to perform a complete pre-trip inspection that meets federal and state regulations before the first trip on each and every bus they drive that day. Any employee that fails to adhere to written department/district guidelines may be subject to a possible disciplinary action in accordance with district policies. After the initial pre-trip inspection, all subsequent bus runs that day (on the same bus) are to be preceded by a walk-around inspection that will consist of checking:

a) Steering

- b) Tires
- c) Console
- d) Dash panel
- e) Mirrors
- f) Service brake
- g) Park brake
- h) Emergency equipment

1. As you approach the vehicle, check the posture of the bus. Make sure it is not leaning to either side and there are no obstacles, such as wires or tree limbs in the path of the bus. Look under the front of the bus to check for oil, transmission fluid, water or antifreeze leaks, check the crossing gate, if equipped.
2. Check front lights, lens covers and reflectors. Make sure they are mounted and secure. Check the west coast, fender and crossover mirrors.
3. Check the windshield for anything that may obstruct your view. Check wipers to make sure the rubber is mounted and secure. Check spring tension on wipers.
4. Open hood latches; each latch must be mounted and secure. Visually inspect the hood for damage.
5. Check engine oil, automatic transmission fluid, if so equipped and windshield washer fluid.
6. Inspect the engine, one side at a time. Check power steering fluid, hoses and belts. Make sure everything is mounted and secured, no leaks and no more than $\frac{3}{4}$ " play in the belts. Check steering shaft, steering box and steering linkage for securement.
7. Check radiator reservoirs for leaks and sufficient fluid level. Check radiator and heater hoses. Check the water pump (which is located on the front of the engine, behind the fan) for leaks. Check that belts have no more than $\frac{3}{4}$ " of play.
8. Check the air compressor for leaks and securement. Check belts (if equipped) to Compressor for frays or cracks and that there is no more than $\frac{3}{4}$ " play.
9. Check the alternator and wires. Make sure it is securely mounted with no more than $\frac{3}{4}$ " play in the belt.
10. Check leaf springs for broken or missing parts. Check hanger brackets and mounts for securement. Check shocks for leaks and make sure shocks are fully extended.
11. Check the front air line and front air chambers for damage, leaks and securement. Pull on the slack adjuster; no more than 1" play. Check that the cotter pin is mounted and secure. Check front drums for oil soaking, cracks, welds or rust. Check brake linings if drums have dust covers, through the dust cover inspection holes.
12. Inspect front tires for cuts and bruises. Make sure tread depth in major grooves is at least $\frac{4}{32}$ ". Check for mismatched, recapped or regrooved tires on front. Check rims for cracks, rust or welds. Check air pressure. Make sure lug nuts are tight and there is no heavy rust, missing lug nuts or leaks in hub oil seals. Check air valves and valve stems for leaks.
13. Move to the front door. As you enter the bus, open and close the door. Check the glass and rubber seal on the door. Check for broken steps or torn coverings. Make sure handrails are securely mounted and that pinch points have been eliminated.
14. Check the fire extinguisher. Make sure it is charged. Check the first-aid kit. Check for spare fuses. Check for three (3) reflective triangles and body fluid clean-up kit.
15. Make sure the parking brake is on and the gearshift is in neutral. Start engine. Allow air pressure to build to 120 PSI. Check all gauges; oil pressure, air, voltage, water temperature, fuel gauge. Test window washer and wipers (high and low). Check mirrors for proper adjustment. Test all heaters (high and low), defrosters and fans. Check dome lights, stop arm and override switch. Check the front big yellow lights, and amber indicator light, headlights, flashing red stop lights and red indicator light, stop arm, crossing gate, turn signals and four-way hazards. Check for no more than 2" play in 20" steering wheel. Check park brake. With park brake on, place the vehicle in low gear. Raise engine RPM to 1500 (if bus moves, brakes are out of adjustment). Check service brake for air usage per application. Allow hydraulic brake equipped park brake vehicle to slowly roll forward, apply park brake, vehicle should stop.

16. Check horn, driver seat and seat belt.
17. Chock rear wheels. Turn OFF engine. Turn the key on. Push in the parking brake. Start LAB check: a) Leaks - No brakes applied, should not leak more than 2 PSI per minute. Press on the brake pedal for one minute. It should not leak more than 3 PSI per minute.
18. Alarm – Pump brakes. Alarm should come on at 65 to 60 PSI.
19. Button – Continue pumping brake. Button should pop out between 40 and 10 PSI.
20. Start engine and build air to 120 PSI; shut engine off but leave key on. Walk through the bus checking floors and seat backs. Open and check ALL alarms on emergency windows, roof hatches, left side emergency door, if equipped, and rear door. Big yellow lights should be checked from the back door.
21. Go outside and check all of your lights. Turn signals, hazards, head lights, parking lights, clearance lights, brake lights, marker lights, warning lights and big reds should all be tested. You cannot check back-up lights unless it is dark, because gear needs to be in reverse and the engine on.
22. Check down the right side. No leaks in fuel lines or tanks. Check fuel cap, fuel tank and cage for securement. Visually inspect exhaust system, drive shaft and shaft guards, frame, slack adjusters, air chambers, air lines, drums, shocks, leaf springs, mounts and air ride, if equipped. Check windows, reflectors and clearance lights. Visually check rims for cracks, rust or welds; axle seals, inside and outside and spacers. Inspect lug nuts and valve stems. Check brake linings if drums have dust covers, through the dust cover inspection holes. Visually look for leaks, metal shavings or damage. Check rear shocks and air ride, if equipped. Check rear tires (tread depth in rear 2/32”) and check tires for proper inflation.
23. Go to the rear of the bus. Check lights, reflectors and rear glass. Open and check the rubber seal around the door. Check that license plate is securely mounted. Check all lens covers. Make sure everything is mounted and secure
24. Check the left side the same as the right. Also check the left emergency door, stop arm and battery box.
25. Walk through the bus, checking the floor and seat backs. Open and check ALL alarms on emergency windows, roof hatches,
26. Check service brakes. Move the bus slowly forward. Apply brakes. Check for proper brake operation.

VEHICLE CARE AND MAINTENANCE

DETECTING SYMPTOMS OF POSSIBLE TROUBLE

Be alert for symptoms of problems. Use your senses to detect signs of possible trouble.

LISTENING FOR TROUBLE

1. Sharp knock when picking up speed or light knock when engine is idling.
2. A dull regular knock, clicking or tapping noises
3. A continuous or intermittent squeal or squeak.
4. Loud exhaust noise.
5. Engine overheating
6. Steaming or hissing.

FEELING FOR TROUBLE

1. Excessive vibration in steering wheel and/or drive line
2. Low speed or high speed shimmy
3. Hard steering and/or steering wander.

LOOKING FOR TROUBLE

1. Sudden drop in oil pressure
2. Low oil pressure

3. No oil pressure.
4. Drop in air pressure
5. High temperature reading

SMELLING FOR TROUBLE

1. Odor of diesel fuel
2. Odor of burning rubber
3. Odor of burning oil
4. Hot/burning electrical smell
5. Smoke coming from under the dash
6. Smoke coming from under the hood
7. Exhaust fumes.

NOTE: IF ANY OF THE ABOVE EXISTS, THE VEHICLE SHALL NOT BE DRIVEN UNTIL THE PROBLEM IS CORRECTED.

DRIVING ACTION PREVENTING WEAR ON THE BUS

BRAKES

Do not jam brakes on hard. Apply them smoothly and steadily. Do not drive with your foot resting on the brake pedal.

Pump the brakes (once or twice) on long hard stops.

Before starting down -hill, shift to lower gear to aid heat dissipation and reduce brake fade. If air brake equipped, check gauges; should be capped off at 120-125 PSI. Before starting downhill, place the bus in proper gear. If a low air pressure alarm comes on, pull over to the side of the road, secure the vehicle and do not move until the air pressure is up to safe level.

REMEMBER: The use of brakes on a long and/or steep downgrade is only a supplement to the braking effect of the engine. Once the vehicle is in the proper gear, the following is a proper braking technique:

ENGINE

1. Do not race the engine during warm-up.
2. Do not attempt to operate the engine when oil pressure is low, temperature is high, or voltmeter indicates a continuous discharge.
3. Do not add water to an overheated engine.
4. Never remove a radiator cap on a hot engine.
5. Allow the diesel engine to idle according to manufacturer's recommendations before shutting off the engine.

BUS CLEANLINESS

1. Check the bus for forgotten books and clothing. Return items to owners on the next trip or turn them into the office.
2. Sweep the floor and in the winter, sweep water out of the bus to prevent freezing. Sweep bus steps also.
3. A clean bus will safeguard student's health.
4. Prevent incidents caused by students falling, tripping or slipping on the floor.
5. Serve as a role model for students (enlist student cooperation in keeping the bus neat and clean; do not allow eating or drinking on the bus).
6. Give the public a favorable impression
7. Help prolong the life of the bus.

8. Wash the exterior of the bus at regular intervals. Keep all exterior lights, mirrors and the license plate clean.

ROADWAY MARKINGS AND TRAFFIC SIGNS

DRIVING IN THE RIGHT LANE OF ROADWAY EXCEPT:

1. When overtaking and passing another vehicle moving in the same direction.
2. When the right lane or roadway is closed to traffic due to construction or repair, follow posted traffic signs for appropriate lane usage.
3. When it is safer to travel in the left lane (for short distances)
4. Drive in any lane of a roadway having three (3) or more lanes in one direction. However, school buses should travel in the right lane whenever feasible.

TRAFFIC CONTROL SIGNALS:

TRAFFIC AIDS - SIGNS and LIGHTS

The driver should be able to describe the meaning and proper driver reaction to the various shapes and colors of traffic signs. Size, shape and color are used in specific ways and each convey a definite message.

SHAPE

An octagon (eight-sided) shape always means stop. It is red with white letters and has eight (8) sides. It means you must come to a complete stop in a safe position in relation to traffic, then proceed when the way is clear.

Come to a complete stop and yield right-of-way to pedestrians. Stop behind marked or unmarked crosswalk or stop line. Without a stop line or crosswalk, stop even with the stop sign. If a sign is placed so that a driver should not stop at the stop sign, stop at the point nearest the intersecting roadway where the driver has a view of approaching traffic on the intersection roadway. A driver's choices for stopping are (in order) 1) stop line, 2) stop sign, 3) common sense.

NOTE: At a cross street, the driver may have to make two or more complete stops. The driver must stop at the designated stop and, if unable to see, he must move forward until he is able to see clearly in all directions and stop again before proceeding.

A diamond shape is a warning of existing or possible hazards on the roadway on adjacent areas.

An inverted triangle shape means to yield. Slow down and be ready to stop if needed. Give the right-of-way to traffic and pedestrians.

Three white triangles "dragon's teeth" means to slow down.

A red slash inside a circle means you cannot do something.

A round shape (circle) means railroad crossing. In Kentucky, all school bus drivers must stop at all railroad crossings (15 to 50 feet).

A pentagon (five-sided) shape tells you there is a school zone or school crossing ahead. Slow down and watch for children.

A pennant means no passing. It is usually found on the left side of the road.

A triangle means a slow moving vehicle. A vehicle carrying this sign cannot travel faster than 25 MPH.

A shield guides. It identifies highway by number and symbol as part of national, state or the local system.

A horizontal (rectangle) shape is a guide sign.

COLOR

The color of the sign also has meaning:

Red - Stop, yield, do not enter or go the wrong way.
Yellow - General warning of what to expect ahead.
Blue - Information about motorist services along the road.
Green - Guide information such as distance or direction.
White - Regulatory.
Black - One-way traffic and weigh stations.
Orange - Warning of construction and maintenance.
Brown - Public recreation areas and scenic guidance.

TRAFFIC SIGNALS

Traffic signals are valuable devices to control traffic and assign right-of-way. The message in traffic signals is relayed through the use of colors, therefore, the meaning of the colors have been standardized. The three main colors which guide traffic flow are Red, Green, and Yellow.

RED - A red light without a green arrow means "STOP" behind a crosswalk or stop line until the green

YELLOW - The yellow light means that the traffic signal is about to turn red. Stop if you can do so safely. Never try to "beat" a yellow light. Not only is it unsafe, it is against the law to be in an intersection when the light is red, even if it was yellow when you entered.

GREEN - If the way is clear, you may go straight or turn left or right, unless such turns are prohibited.

FLASHING LIGHTS - A flashing yellow light means you must slow down and watch for others. It is found at intersections, construction areas and on some emergency vehicles such as tow trucks.

FLASHING RED LIGHTS - Flashing red lights means that you must come to a complete stop and proceed only when the way is clear.

FLASHING YELLOW ARROW - A flashing yellow arrow means you may proceed with caution in the direction of the arrow.

TWO FLASHING RED LIGHTS - Two flashing red lights mark a railroad crossing.

LIGHTED ARROWS - Some intersection traffic lights have lighted arrows in addition to the regular lights to tell you when it is your turn to proceed.

GREEN ARROW - A green arrow means you may proceed in the direction of the arrow provided you are in the proper lane. Yield to pedestrians and other traffic in intersections.

ARROW POINTED UPWARD OR DOWNWARD - This means you may go "straight ahead." When there is more than one traffic light, obey the one that is over your lane.

LANE SIGNALS -

Green - A steady green arrow pointed downward indicates drivers are permitted to drive in that lane.

Yellow - A steady yellow "X" indicates that drivers should clear that lane as the signal is preparing to change to red.

Red - A steady red "X" indicates that drivers should not drive in that lane.

REGULATORY SIGNS - Regulatory signs inform highway users of traffic laws or regulations. Regulatory signs are generally a rectangle with the longer dimension vertical with a black legend on a white background. Other colors and shapes are also used.

ROADWAY MARKINGS - Like traffic signs and signals, roadway markings have a purpose and convey a specific meaning.

In some cases, they supplement the regulations and warnings conveyed on traffic signs and signals. In other instances, they are used alone as there is no other way to effectively communicate this information. Roadway markings are standardized in color and type.

The different types of lines used in roadway markings are:

White- defines separation of traffic flow in the same direction.

Yellow- defines separation of traffic flow in the opposite directions.

Broken- are permissive in nature. When traffic permits, broken lines may be crossed.

Solid- are restrictive in nature. Generally, they are not to be crossed.

Solid White- Used to channel traffic and prevent lane changes near intersections. Pavement markings are sometimes used to define pedestrian crosswalks. When lines are used, they run all the way across the pavement. If a stop is required, drivers must stop before crossing the pedestrian crosswalks. They are also used to mark the edge of the pavement. Pavement edge lines should not be crossed at moderate to high speeds. They may be crossed, however, at slow speeds when it is necessary to pull off onto the shoulder. When solid white lines separate traffic moving in the same direction, do not cross to change lanes.

Broken White- separate traffic lanes moving in the same direction when a roadway has more than one (1) lane moving in the same direction. When traffic permits, broken white lines may be crossed to change lanes.

Solid Yellow- separates traffic moving in the opposite direction. When the solid yellow line is on the driver's side of the road, it must not be crossed. One of the newer uses of the solid and broken yellow line used together, is to define a left turn lane. The left turn lane is marked on both sides by both solid and broken yellow lines. Drivers wishing to turn left must turn from this lane.

Double Solid- indicates maximum restriction. Indicates that passing is prohibited in either direction on two-lane roads. Double solid yellow lines also indicate the center of the road on roads of four or more lanes.

Broken Yellow- separates traffic moving in the opposite direction. When the broken yellow lines are on the driver's side of the road, it may be crossed if oncoming traffic permits.

White Arrows - are used to show direction of travel for a given lane.

Center Lane, Left Turn Only - (marked on both sides by solid yellow and broken yellow lines). Use only when turning left. Do not use it for passing.

Crosswalk Lines - Indicate where pedestrians are to cross. Do not block crosswalks. Yield to pedestrians.

Stop Lines - Indicates where a vehicle must stop at intersections.

Delineators- special kinds of guide markings to aid drivers at night. Reflective devices are sometimes used on long continuous stretches of highway or on short sections where there is a change in the curvature of the road. Delineators are intended to help guide motorists as to the horizontal and vertical alignment of the highway. Delineator colors conform to the edge line colors painted on the highway.

Three (3) colors are used:

White - may be placed on the side of the roadway.

Yellow - may be placed on the left side of the roadway.

Red - placed backwards on a ramp or roadway so it would be viewed by motorists traveling in the wrong direction on the ramp or roadway.

It is recommended that a school bus **NEVER** signal another to proceed.

VEHICLE OPERATION

STEERING:

The correct steering position is:

1. Grip the steering wheel with both hands.
2. Hold the left hand at approximately the 9 or 10 o'clock position.
3. The right hand should be at approximately the 2 or 3 o'clock position.
4. Each hand should be located directly across from each other, hence 9 and 3 o'clock or 10 and 2.
5. Hands should be on the outside of the steering wheel and your thumbs on top or outside.

VISUAL SCAN:

The eyes should be focused on the road ahead as well as all around the bus.

The correct way to accomplish this is to:

1. A driver should keep his/her eyes constantly on the move to obtain the "big picture."
2. Look straight ahead. Use the left side, right side and rear view mirrors.
3. To steer the bus, the driver should use the hand-over-hand method on a regular tilted steering wheel

FOLLOWING ANOTHER VEHICLE:

There are four (4) simple steps that will help the school bus driver to properly follow another bus or vehicle:

1. Stay alert. Watch for signs from the driver ahead as to what he intends to do.
2. Stay ahead of the situation. Look beyond the driver ahead to see situations that may force him to act quickly and thereby become a threat to you. Stay back. Use and apply the four (4) second minimum rule.
3. Start slowing sooner. Slow down and touch your brakes the instant you see a hazard developing that may require you to stop or take evasive action.
4. The best advice that a driver can adhere to is to: **STAY AWAY FROM PEOPLE**. Do not travel next to or close to any other vehicle(s), person(s) or obstacle(s) at any time unless it is absolutely necessary.

TIMES WHEN PASSING ON LEFT IS PERMITTED:

1. Is permitted when overtaking other traffic moving in the same direction where passing is allowed and safe. When the right half of the road is blocked. Yield to oncoming traffic.
2. When using a street with two or more lanes for one-way traffic, and when there is slower traffic in the right lane.

TIMES WHEN PASSING ON LEFT IS PROHIBITED:

1. When approaching the crest of a hill, on a two-way roadway, or a curve in the highway where the driver's view is obstructed.
2. When view is obstructed, upon approaching within 100 feet of any bridge, viaduct or tunnel.
3. When there is oncoming traffic close enough to be a danger.
4. When there is a solid line in your lane.
5. When there is a no passing sign

TURNING:

Check traffic at the front, sides and rear of the bus.

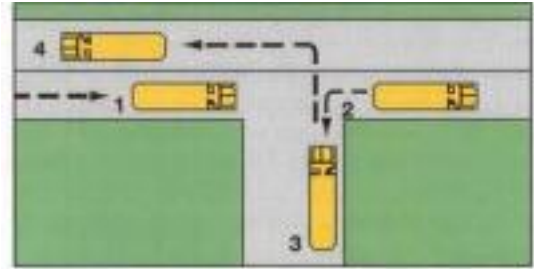
Give proper signals to move the school bus into the proper lane for turning.

MAKING A TURNAROUND – TWO POINT TURNAROUND

Give the proper **turn signal** and tap brakes well in advance of turnaround.

Stop the bus in the proper position on the roadway – one (1) bus length ahead of the road to be backed into.

*Note: Do not use four way flashers for this turnaround



PARKING THE SCHOOL BUS:

Drivers must be able to park the bus in several situations. To comply with state laws and properly park the bus so that it will not become a traffic hazard or problem, drivers must know how to legally park the bus. Care must also be utilized when parking the bus so that incidents can be prevented and the safe, efficient operation of the bus continues.

Sometimes drivers will be faced with parking the bus on a hill. It is very important that the wheels be positioned properly when a bus is parked on a hill. The wheels must be positioned as follows:

1. Parked on upgrade with curb, turn the wheels outward.
2. Parked on upgrade without a curb, turn the wheels inward.
3. Parked on downgrade with or without a curb, turn the wheels inward

EMERGENCY VEHICLES:

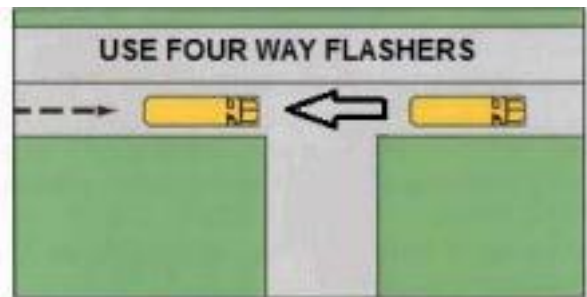
Yield to emergency vehicles that are sounding a siren and/or flashing warning lights by turning as far as possible to the right and stopping. If an officer and the control devices are in conflict, follow the officer's directions.

BACKING:

In backing a school bus, with the exception of a two point turnaround, the driver must:

1. Activate four-way flashers, prior to stopping or backing.
2. Stop the bus in the correct position to back.
3. Check mirrors.
4. Assure that area is clear.
5. Secure visual assistance if possible.
6. Apply brake.
7. Shift to reverse.
8. Tap the horn lightly.
9. Release brake.
10. Gradually and slowly move.
11. Steer wheel as necessary.
12. Use mirrors to monitor the direction of the bus.

*Note: Use four way flashers for straight backing



RAILROAD CROSSING

Mass casualties could occur in the event of a train-school bus incident. **STOP, LOOK AND LISTEN.** The safe and legal way to cross a railroad track must be automatic. All buses, loaded or empty, **MUST STOP** and specific procedures must be followed before crossing any grade level.

1. The driver of any school bus, whether carrying passengers or not and before crossing a grade level of any track or tracks of a railroad, must bring his/her bus to a full stop not less than fifteen (15') or more than fifty feet (50') from the rails nearest the front of the bus.
2. When drivers are making stops for railroad crossings, they shall carefully observe traffic and reduce their speed, far enough in advance of the stop, to avoid trapping other

motorists in panic stops or rear end collisions with the bus. Drivers should activate four way flashers 150' to 200' feet before the first track as well as lightly tapping the brakes while approaching the crossing. Generally, on multiple lane roadways, no such stop should be made in the center left lane.

3. The driver shall then set the parking brake and shift gear selector to neutral.
4. The driver, when stopped fully, will open the service door and driver window and turn off all noisemakers. While stopped, listen and look in both directions along the track or tracks for approaching engines, trains or cars. Before resumption of motion, the service door is to be closed.
5. If the view of the track or tracks for a distance of one thousand feet in either direction is not clear, or obstructed in any way, no portion of the bus may be propelled onto the tracks, until, by personal visual inspection, the driver has ascertained that no train is approaching. In no instance may a signal indicating safety be considered as conclusive or serve to override this precaution.
6. Drivers shall, in every instance, shift into the lowest gear and shall not, under any circumstances, shift gears when the bus is actually crossing tracks or railroad crossing.
7. In the event that a train has passed over the crossing, no bus driver shall drive his/her bus onto the track or tracks until the train has sufficiently cleared the crossing so that the driver is certain that no train, hidden by the first train, is approaching on an adjacent track.
8. For improved hearing, the window shall be opened and all noise equipment (fans, radio, etc.) should be shut off until the bus has cleared the crossing.
9. Drivers should deactivate the four way flashers once all tracks are cleared.

AT CROSSINGS CONTROLLED BY SIGNALS ONLY:

1. In addition to the aforementioned safety standards, the driver of a school bus that has stopped at any railroad track or tracks, at which there is (in operation) any flashing red lights and/or bell, shall not proceed across such track or tracks UNLESS authorized by a law enforcement officer or train personnel. This does not relieve the driver of personal responsibility for safe crossing.

AT CROSSINGS CONTROLLED BY CROSSING GATE OR BARRIER:

1. No bus driver shall drive his bus through, around or under any crossing gate or barrier at a railroad crossing while such gate or barrier is closed, or being opened or closed.
2. The driver must never accept a lack of movement as indicated that the device is either in or out of order or not properly handled, but must always take a railroad grade crossing as a conclusive warning of danger and must not cross the tracks until he has ascertained that no train is approaching.
3. The driver should treat multiple tracks as one track only.

STUDENT LOADING AND UNLOADING

UNLOADING: The following sequence shall be used when unloading students:

APPROACH:

1. Visual scan
2. Tap brakes
3. Visual scan
4. Warning lights

STOP:

5. Set park brake
 6. Gear
 7. Visual scan
 8. Stop arm, red loading lights and crossing gates, if equipped
 9. Visual scan
- UNLOADING:**

10. Open door
11. Count Students
12. Handrail
13. All clear

DOOR:

14. Close door
15. Visual scan
16. Gear
17. Set park brake
18. Visual scan

LOADING:

The following sequence shall be used when unloading students:

APPROACH:

1. Visual scan
2. Tap brakes
3. Visual scan
4. Warning lights

STOP:

5. Set park brake
6. Gear
7. Visual scan
8. Stop arm, red loading lights and crossing gates, if equipped

LOADING:

9. Visual scan
10. Open door
11. Handrail
12. Count and greet students
13. Seating

DOOR:

14. Visual scan
15. Close service door
16. Place in proper gear
17. Release park brake
18. Visual scan

MIRROR ADJUSTMENT

Drivers must be sure to check mirror adjustment as part of the pre-trip inspection. No movement of the bus should be made until the mirrors have been checked to ensure that no child or any object is close to the bus. Mirrors are vital to the safe operation of the school bus. They must be used to safely turn, back or move the bus in traffic. A driver cannot be an effective professional school bus driver without using mirrors properly. A school bus driver should constantly be performing a visual scan. He/she should check all mirrors at least every five (5) seconds.

DANGER ZONES/DEATH ZONES:

Most injuries that involve school buses occur outside of the school bus. Drivers must exercise extreme care to ensure that they do not injure or kill a child with the school bus.

There are very hazardous areas around the bus – areas in which drivers have great difficulty seeing all that goes on around the bus. These areas are referred to as danger zones or death

zones. Drivers must have their mirrors adjusted so that they can see into these areas. It is virtually impossible to see small children when they are in these areas or zones.

CHAPTER 3: PUPIL MANAGEMENT

PUPIL BEHAVIOR MANAGEMENT

OBJECTIVES:

The driver will be able to:

- establish a personable and acceptable student-driver relationship;
- establish and maintain a safe atmosphere on a school bus; provide leadership through driver performance;
- successfully apply behavior control techniques; and
- recognizing potential security issues

Note to Instructor: At the end of this chapter, the driver should be taken back on the road for Vehicle Operation Part II portion of the training.

INTRODUCTION

Two-way communication between driver and student is essential for reducing incidents and improving the atmosphere on school buses. This means leadership from the driver, and pupil participation in the development of rules governing acceptable behavior. Existing state laws and regulations should be used as a foundation for the development of these rules.

Behavior problems on school buses vary from district to district and bus to bus. Some district buses have very few behavior problems while others may have tremendous behavior problems.

Rules concerning behavior are essential on all bus routes. Through the district's code of conduct, each student should know and understand what is expected of them. As a role model, the school bus driver should strive to model the behavior expected to help build the relationship with the students.

Students must know what is expected of them and the consequences for noncompliance.

ATMOSPHERE

What can be done to reduce or eliminate disruptive behavior on school buses? The best answer to this question is to develop and maintain an atmosphere conducive to transportation safety.

DEVELOPING RULES

Input from the driver and the pupils should be the rule instead of the exception. This policy is suggested because people tend to obey and respect rules which they have had input in the development. Allow the students to participate in the making of the rules. Each driver should be allowed to have a five (5) minute rule meeting within the first two or three (2 or 3) days they drive.

A good starting point for development of the rules might be your local district transportation discipline rules, some examples are:

1. Students shall wait until signaled by the driver before boarding or leaving the school bus.
2. Students shall always remain seated when the bus is in motion.
3. School bus drivers may assign seats.
4. Students shall not eat or drink while on the school bus.

It is important that each student knows what is expected of them each day they ride a school bus.

This should be discussed during the "rules meeting" with the students. Let the students participate in developing the rules and the consequences for not following them. Many of their recommendations will be similar to those of the drivers and at times will be tougher.

When they suggest a rule that is close to a state or local safety guideline, let them know that they have come up with a very important rule. At some point, when you feel your students have exhausted their reserve of suggested rules, provide them with the remaining rules which will govern the bus daily. After the driver has finalized the riding rules for their school bus, they should introduce any additional district procedures for handling behavior problems and send them to the students' parents. They will be as effective as the driver is consistent. The driver must set and maintain the tone of the relationship with their students. This is not an easy task, a drivers' attitude about this responsibility will determine how successful they are.

Some of the ways to establish and maintain a positive tone are:

1. Remember names.
2. Provide a warm greeting.
3. Use a receptive voice tone.
4. Understand positive and negative feedback.
5. Provide good examples and be a role model.

REMEMBER NAMES

If a driver expects his/her name to be pronounced correctly and used politely, then they must first learn and use students' names properly. Learn their names quickly and show an interest in them.

This is one of the best ways to break down barriers that may exist between driver and students.

GREETINGS

How a driver greets his/her students every morning will often be a factor in determining the degree of cooperation received from his/her students. The below examples also reflect the drivers concern for their students' health and safety.

1. A cheerful "HELLO"
2. "Good Morning"
3. "Good-Bye"
4. "Walk Carefully" or "Watch Your Step"

VOICE TONE

The driver's voice tone and what they say is very important. Think back to primary and secondary school years.

A driver should avoid a threatening or angry tone but should be firm when they inform pupils that he/she is concerned. They do this by changing from their usual conversation style to an appropriate, serious tone when the situation warrants it.

POSITIVE REINFORCEMENT

A bus driver can avoid causing a separation between themselves and their students if requests for certain behavior from them are in a positive manner. A driver should also promote positive responses. A positive response rewards a behavior and increases the possibility of that behavior occurring again. Everyone likes positive attention. Children are known to need and demand attention and sometimes they don't get as much as they need. If a bus driver can give them positive attention, they can provide a positive model for social changes.

Examples of positive responses are:

1. verbal approval
2. praise
3. smiles
4. positive attention

NEGATIVE RESPONSES

Pupils who cannot get positive attention may misbehave for the reward of negative attention from their peers and adults. A bus driver must control their temper and not put the disruptive individual in a position where they must back down in front of the group or win their respect by "mouthing off."

LEADERSHIP

Leadership is not the same as management. Leadership is a process that involves active communication, inspiration, and supervision. A leader needs to be authentic and be willing to listen. A leader is also willing to ask for help when they need it.

Students feed off of those around them. Being a leader and a positive role model for the students will earn a driver respect. A drivers' good personal hygiene and proper dress is also important. It shows they respect themselves and the position they hold. School bus drivers who are well groomed provide good personal appearance examples for the students. Students are more willing to listen to those that will listen to them and are willing to do the things they are asking the students to do. Don't ask the students to do anything you would not do yourself.

1. Adhere to the rules.
2. Be punctual.
3. Be courteous.
4. Be Fair.

EVALUATING THE SITUATION

As a driver, you may feel like you are constantly putting out fires and there seems to always be issues. You must stop and evaluate the situation. Is the problem yourself or the students? When you are in a good mood, you may be able to overlook minor infractions, but when you are in a bad mood, the same infraction might cause you to write the student up and provide consequences to the student. Going back to leadership, is this fair to the students?

Personal circumstances can influence how a school bus driver handles behavior issues on their bus. School bus drivers should strive not to let personal issues or circumstances interfere with the safe operation of their bus. A driver should honestly evaluate their mood and how it is reflected in their attitude toward students. A school bus driver must make sure that it is students' actions which they are addressing instead of using their actions as an opportunity to vent their own frustrations. Personal frustrations should not be taken out on students.

Students will risk punishment if there is an occasional chance of getting away with something. Being fair, firm and consistent is very important. Fairness and consistency will promote respect and cooperation, and a safe bus driver must have these. Inconsistent enforcement of rules will encourage students to challenge the driver. Always use good judgment in dealing with behavior issues.

Confidential information: Confidential information is personal and often pertains to students' home situations. This information should not be shared with others unless it is of a nature that warrants it. Knowing the extent of some of these situations should motivate a driver to try harder to develop good relationships with the students who cause the most issues.

CONTROL TECHNIQUES

There will be some issues which even the best school bus driver cannot handle alone.

A bus driver should be able to control the situations using various techniques.

1. Establish a personable and acceptable student to driver relationships.
2. Establish and maintain a safe atmosphere on a school bus.

3. Provide leadership through driver performance.
4. Successfully apply behavior control techniques.
5. Analyze proper procedures and methods for dealing with individual and group behavior problems.

INDIVIDUAL BEHAVIOR ISSUES

Every district must have their own code of conduct and discipline policy. It is important to follow these policies. You always want to try and use the lowest form of action possible. Talking to the students, not yelling or judging, is a great start. For something that warrants being written up, the first or second offense might be a warning. The third or fourth offense may mean changing seats or asking the child to stay on the bus after arrival. Drivers need to be consistent with utilizing the policies and procedures and be fair to all students.

GROUP BEHAVIOR ISSUES

Disruptive behavior from a group is normally more hazardous than an individual behavior issue. When a group ignores your request for order and the disturbance is distracting or hazardous, it is best to pull off the road, stop the bus and talk to the disruptive students. In this situation, it is extremely important to exert your role as the authority and the leader. You have an opportunity to utilize your control techniques appropriately and to be fair, firm, and consistent.

STUDENT CONFERENCE

Sometimes a student's behavior warrants a conference with them and their parents/guardians. The conference should be conducted by an administrative official, most often the principal, of the school and fact based, not emotion based. The primary objective of the conference is to involve the parents/guardians in the specifics of the child's disruptive behavior, remind them of the safety aspect of appropriate behavior on a bus, and petition support from the parents/guardians.

BUS DRIVER

The role of the school bus driver is the most pivotal role within any pupil management program. The school bus driver has the responsibility for ensuring that the program is effective. The school bus driver must be aware of all facets of the pupil management program and operate within the framework of the program in a fair, firm, and consistent manner. The school bus driver must work with the pupils on their bus to ensure that they fully understand what acceptable and unacceptable conduct is. The school bus driver must establish ground rules for their bus. These ground rules must be within the framework of the pupil management program. School bus drivers must develop the skills necessary to manage all situations and children that ride their school bus. An understanding of how pupils act at various ages is critical when dealing with children.

BEST PRACTICES

1. Look and commend good qualities and actions.
2. Be friendly. Always show an interest in what they are doing.
3. Give your command to stimulate action, not to check it. The response of the child is in action. Suggest an action which can be successfully obeyed. Rather than "DON'T DO THAT", say, "DO THIS".
4. Give a child time for reaction.
5. Have a reason for what you ask a child to do, and when possible, take time to give the reason so that he/she can see the point.
6. Be honest in what you say and do.
7. Be fair as it isn't punishment, but injustice that makes a child rebel against you.
8. Be constructive in your reaction.
9. Listen for suggestions and complaints from the children.

10. Follow-up cases which have been disciplined. Be certain that you still have the respect and confidence of the child.
11. Don't hold a student up to public ridicule. It is the surest way of creating a discipline problem.
12. Don't judge misconduct by how it annoys you, always maintain poise.
13. Don't lose your temper.
14. Don't take your personal feelings and prejudices out on the children.
15. Don't harass, bluff or be offensive.
16. Don't "pick" on every little thing a child does. Pick your battles.
Sometimes, it is wiser to overlook some things.
17. Never strike or touch a child.

SCHOOL DISTRICT

1. Establish the policies and procedures by which the program functions.
2. Establish pupil regulations governing the behavior and safety of pupils while on the bus and at the bus stop.
3. Institute and administer an instructional program that teaches pupils proper conduct and safety procedures.

DRIVER

1. Be familiar and abide by all rules, policies and procedures affecting pupil transportation.
2. Establish rapport with each building administrator and work to ensure proper conduct and communications.
3. Establish rapport with the students.
4. Instruct students in proper behavior, general procedures and evacuation drills.
5. Maintain order as a safety practice and stress proper behavior.
 - a. Minimize interior noise.
 - b. Control student movement.
 - c. Require an orderly entrance and exit.
 - d. Eliminate movement or potential movement of objects.
 - e. Require silence at railroad crossings.
 - f. Prohibit transportation of unauthorized materials.
6. Handle minor infractions through seat assignments or discussions with pupil students
7. Follow school district policy pertaining to misconduct and submit written reports on the appropriate forms to the appropriate person.
8. Be aware that the driver represents the school system and should present a positive image in dress, language and manner while on duty.
9. Be familiar with the assigned routes and designated school bus stops.

SECURITY AND CRIME

Because of the daily routine in the morning and afternoon, a bus driver is often the first person to recognize that things may be different in an area. The safety of the students on the bus is the driver's first priority. Knowing the students and their parents or guardians will help you in the safety and security of the bus and bus stop. If something doesn't look right, report it and have it looked into immediately. Be on the lookout for suspicious packages, people, vehicles, and activities. When something doesn't look or feel right, report it.

By doing your daily pre-trip, walk-around and post trip inspections, and keeping your bus clean, you are able to become very familiar with your bus. This helps you to be aware of unattended packages or

backpacks left on the bus. Recognizing and knowing what the students typically bring on the bus allows you to know if a backpack or package might be suspicious and not left by a student.

What are some things that might be suspicious or just don't look right?

- A student with an instrument case that has never had one before.
- A student that is wearing really baggy clothes, but typically doesn't.
- A student wearing a big jacket on a hot day.

In each of these cases, talk to the student and contact dispatch. Be mindful of how you approach the student and ask them about your suspicions. What are some ways you can approach the student?

Do not allow unauthorized persons or parents to board the bus. Only those who are authorized by the superintendent should be on board. Anyone wanting to talk to the driver should go to the driver window.

Recognize the potential signs of criminal activity such as human trafficking, gang activity or drug activity. Knowing your students will help you know if something is wrong.

Are students wearing expensive purses, phones, shoes, or other clothes they can't afford? Is an outgoing child suddenly extremely quiet and cautious about getting off the bus? Watch for signs such as tattoos, recurring injuries, and odd behaviors. Is someone following your students to the bus stop or do they get off the bus and are with someone you don't recognize?

You are required to report suspected abuse. Follow your district policy to report these types of situations. Hijackings and attacks on school buses are very rare in the United States. In the event of one does happen, activate the emergency button located on the two-way radio, if your bus is equipped, and notify your dispatch office immediately.

AT BUS STOPS

1. Be on time. The bus cannot wait beyond its regular schedule for those who are tardy. Be at the bus stop five (5) minutes before your bus is scheduled to arrive.
2. Always cross in front of the bus at a safe distance (minimum 10-15 feet) in order to be seen by the bus driver. Cross only on the driver's signal.
3. Do not run toward or run across the street in front or behind a school bus while it is in motion.
4. Never stand in the road while waiting for the bus. Wait in an orderly line off the highway or street. Wait until the bus stops and the driver signals, and then walk to the door and board the bus in an orderly manner. **DO NOT PUSH AND SHOVE.**
5. Pupils shall board the bus and immediately take a seat without disturbing other students. Do not exchange seats unless given permission by the driver.
6. Pupils shall not get on or off the bus or move about within the bus while it is in motion.
7. Pupils shall not wear clothing or backpacks with long strings that could become entangled in the bus handrail.
8. Avoid making excessive noise.
9. Remember that fighting at bus stops and on the way to and from school bus stops is subject to disciplinary action (to be reported to the school principal).

RIDING THE BUS

1. The driver oversees the bus and its students. For your safety and the safety of others, follow directions the first time they are given.
2. Pupils shall ride their assigned bus, unless approved in writing by the principal or designee.
3. No persons other than those assigned to the bus shall be allowed to ride a school bus.
4. Report promptly to the driver any damage done to the bus. Persons causing damage may be expected to pay the full cost of repairs before riding privileges are restored.

5. Pupils shall not engage in any activity which might divert the driver's attention away from driving the bus and cause an accident, such as:

- a. improper behavior (including disobedience, foul language, fighting, pushing, shoving and similar offensive acts);
- b. smoking on the bus;
- c. eating or drinking on the bus;
- d. possessing guns, knives or other sharp objects;
- e. bringing animals on the bus (either live or preserved specimens);
- f. throwing articles or objects in or from the bus;
- g. tampering with mechanical equipment, accessories or controls of the bus;
- h. placing noncompliant musical instruments or other articles on the bus or at the door by the driver;
- i. obstructing the aisle in any manner;
- j. occupying more space in a seat than required (all items students bring on a bus must be held by the student and will not be placed on seats or in aisle);
- k. tracking mud or dirt onto the bus.
- l. littering the bus; or opening or closing windows without the driver's permission.

6. Violations of the rules and regulations for riding a school bus shall result in the following actions:

- a. First offense - the bus driver will have a talk with the pupil.
- b. Second offense - bus driver will move pupils to a front seat for two (2) weeks and a written referral will be sent to the principal.
- c. Third offense - a misconduct report will be filed with the principal of the school where the pupil attends.
- d. Fourth offense - a second misconduct report is filed.
- e. Fifth offense - a third misconduct report is filed.

7. Some offenses are of such a serious nature that they can be deemed to warrant suspension of bus riding privileges without following the procedure outlined above. Included in these offenses are:

- a. disruptive behavior;
- b. use of tobacco in any form while on the bus;
- c. use or possession of alcohol, drugs or narcotics;
- d. failure to remain in seat when bus is in route and being a disruptive force;
- e. use of profane, abusive or excessively loud language;
- f. littering or throwing objects (no food, candy or beverages allowed on bus);
- g. vandalism (at a minimum, may be made to pay for damages before privileges are restored);
- h. violation of any school or bus rule while waiting at any school to board the bus;
- i. failure to follow the proper procedure when crossing the road;
- j. using, operating or tampering with the operation or controls of the school bus;
- k. failure to properly identify yourself the first time you are asked by the driver or any school authority;
- l. failure to ride only the assigned bus;
- m. failure to comply with the authority of the bus driver on the regulations for pupils riding the school bus;
- n. fighting or scuffling; and/or
- o. bringing guns, knives or any weapons on the bus.

BUS STOP

- 1. Students are permitted to leave the bus only at the regular, designated stop. Any change must be made with the parent's request in writing and approved by the signature of the school principal or designee.
- 2. If a pupil lives on the opposite side of a road from the bus stop, the pupil should go to the front of the bus and wait until the bus driver gives the signal to cross the road. NEVER cross the road in the rear of a stopped school bus unless the bus has left, and it is a marked pedestrian crossing.

PARENT/GUARDIAN RESPONSIBILITIES

Any complaints of drivers, pupils or parents/guardians shall be reported promptly to the principal or transportation director.

1. Report any misconduct on school buses to the principal.
2. Report all traffic hazards and the bus numbers of all buses observed being operated carelessly to the transportation director.
3. Encourage students to observe all safety and conduct regulations established for the safe and efficient operation of the school buses.
4. Help by exerting extreme caution when approaching bus stops, moving buses or stopped buses.
5. Help supervise large numbers of children at bus stops.
6. Ensure students are at the bus stop five (5) minutes before the bus is scheduled to arrive.

The privilege of riding a school bus will depend upon students following expectations, rules and procedures in accordance with Boone County Schools Board Policy and 702 KAR 5:090:

Websites that can be helpful for student management -

<https://www.aft.org/sites/default/files/schoolbusbehavior0907.pdf>

<https://www.nhtsa.gov/document/student-management-school-bus-drivers>

<https://infinitiworkforce.com/2023/06/29/managing-student-behavior-on-a-school-bus/>

https://www.greatamericaninsurancegroup.com/docs/default-source/loss-prevention/f13857-student-management-on-school-buses.pdf?sfvrsn=336a77b1_5

<https://stnonline.com/special-reports/lessons-in-managing-student-behavior-on-the-school-bus/>

[https://www.education.ky.gov/districts/trans/Documents/Pupil%20Transportation%20Management%20Manual%202007%20\(2\).pdf](https://www.education.ky.gov/districts/trans/Documents/Pupil%20Transportation%20Management%20Manual%202007%20(2).pdf)

<https://www.interventioncentral.org/behavioral-interventions/schoolwide-classroommgmt/school-wide-strategies-managing-bus-conduct>

SECTION E: WEEKLY BUS EXPECTATION REVIEW

Upon the arrival to school, once a week, Drivers and Aides must take time before students unload to reinforce bus expectations. The review should take no longer than 1 minute.

SECTION F: WRITING REFERRALS

The driver completes the Bus Referral form and turns it into their Coordinator. The referral should only contain the name of the student being written up. Any previous interventions by the driver should be noted on the form including the date of those interventions. The referral itself should not include any opinions about behavior. No personal recommendations should be made. Report only the facts of the event. The Coordinator will email to the appropriate school and then the school will return the form via email with the corrective action taken. A copy of this will be returned to the driver for your information. Referrals are confidential and information can only be shared with appropriate persons if the information is necessary to protect health or safety.

CHAPTER 4: EMERGENCY AND CRITICAL SITUATIONS SECTION

A: ACCIDENTS

1. Secure the bus. (Set the brake, put gear in neutral, turn the bus off, turn key to accessory for radio)
2. Evacuate the bus if the students are in danger
3. Survey the scene and evaluate the situation
4. Check and care for injuries – Calm passengers
5. Do not move the bus. Only move the bus if it is in a dangerous situation such as stalled on a railroad crossing or in an unsafe location.
6. Notify Dispatch via radio by pressing the emergency button
7. Provide Dispatch with the following detailed information:
 - a) Are there any Injuries?
 - b) Are there students on board?
 - c) What school do students attend?
 - d) What is your exact location? Verify with GPS
 - e) What is the nature of the accident?
 - f) How many vehicles are involved?
8. When necessary, protect the scene by use of reflectors, etc.
9. While waiting for help to arrive begin to create a student list by using the student roster and seat assignment charts
10. Be prepared to provide student names and addresses, vehicle registration and personal information to the investigating officer.
11. Do not discuss the incident with anyone, except the investigating officer and transportation officials. Do not admit guilt or assign blame
13. Do not speak to media
14. The driver shall exchange information with any other vehicle involved by utilizing the form provided within the emergency packet. This information shall be given to their supervisor.
15. Fill out all required paperwork within 24 hours of the accident
16. If any witnesses are present, provide their names to the responding law enforcement or transportation department supervisor.
17. Driver will submit to a drug test

SECTION B: EMERGENCY EVACUATIONS

CRITICAL SITUATIONS AND EMERGENCY PROCEDURES

OBJECTIVE

- Understand the causes of critical situations;
- Recognize and be able to respond to different emergencies
- Understand how to stop quickly and safely
- Understand the procedures in case of an incident, mechanical failures/breakdowns and evacuating a bus in case of emergency

INTRODUCTION

Even the most competent bus driver is confronted by critical situations created by various causes; such as hazardous roadway conditions, mechanical malfunction, and unpredictable outside forces or obstacles and driving failures. The professional bus driver is prepared to meet these situations.

Listed below are some of the most common critical situations you might experience which we will discuss in this chapter:

- Traction loss, skid control/recovery
- Vehicle malfunction and failure
- Jackknifing
- Rollovers
- Other emergencies

The driver is in full charge of the bus at all times. Knowing proper emergency procedures, emergency evacuation procedures, and incident scene procedures is a must. These areas of responsibility deal directly with the safety and care of your passengers in the event of an incident or emergency situation.

The school bus driver must know what to do, how to do it, and when to do it. Check school district policies concerning incidents, emergency procedures or breakdowns. One of the goals of this unit is helping you properly respond to critical situations. To help you in this regard, we will define and identify critical situations, predict how and why drivers respond a certain way, and explain how you can improve your responses.

CAUSES

A critical situation is any situation which may result in a collision. Critical situations may be caused by driver action, roadway situation, and/or vehicle malfunction.

Critical situations allow little or no time for decision making and frequently produce an incorrect response.

A driver will make close to twenty (20) major decisions every mile. A major decision is classified as one that could be life threatening. The element of surprise influences a driver's actions. Lack of knowledge and skill, and lack of practice of that knowledge and skill can also influence whether a driver is surprised.

RESPONSE

Why drivers respond as they do:

SURPRISE CAUSES HASTY ACTIONS

SURPRISE LEADS TO PANIC/FEAR

PANIC CONFUSES SKILLS

CORRECT ACTIONS MUST BE LEARNED IN ADVANCE

Experience in dealing with a critical situation reduces the emotional impact on drivers and increases the chance of making the correct response.

Drivers can improve their responses by learning the following:

Thinking reduces panic.

Ability depends upon the driver's mindset.

Knowledge and practice reduces surprise.

"What if" is good practice.

Repetition reduces surprise.

DRIVER SAFETY FORMULA

SKILL + KNOWLEDGE + CONDITIONING + CONCENTRATION = REDUCTION IN CRITICAL SITUATIONS

The main point of this formula is a combination of several components that lead to a reduction in critical driving situations. These components will be covered in this unit. A conditioning process and constant concentration will help you prevent critical situations from going beyond the point of no escape. It is felt that if a driver makes a concerted effort to stay away from other vehicles, obstacles, and pedestrians, he/she will lessen the decisions that he/she will be required to make.

DRIVING EMERGENCIES

When driving any type of CMV there will be instances which cause you to experience emergency driving. Vehicle and traffic emergencies are two types of emergencies that you may face while driving. Vehicle emergencies occur when tires, brakes or other critical parts fail.

Traffic emergencies occur when two vehicles are about to collide. Following the safety practices in this chapter can help prevent such emergencies or at least lessen the severity. Avoiding a crash depends upon how well you take action.

Steering to Avoid a Crash

One way to avoid an incident is to be sure you have allowed enough room to stop your vehicle.

However, stopping is not always the safest thing to do in an emergency. If you do not have enough room to stop short of hitting an object or vehicle, you may have to steer away from it.

Always remember that you can almost always turn to miss an obstacle more quickly than you can stop.

Top heavy vehicles and tractors with multiple trailers may flip over.

Keep Both Hands on the Steering Wheel

In order to turn quickly, you must grip the wheel firmly with both hands on the wheel. This is why both your hands should be on the wheel at all times, because we don't know when an emergency may arise. The thumbs should be on top or outside of the steering wheel.

In order to turn quickly and safely, do not apply the brake while you are turning as it is very easy to lock the wheels. You may skid out of control as a result. The best advice is not to turn any more than needed to clear whatever is in your way. The more sharply you turn, the more chances of your vehicle going into a skid or rolling over.

Be prepared to "counter-steer" or turn the steering wheel back in the other direction, once you have cleared or passed whatever was in your path. Unless you are prepared for such an emergency, you won't be able to do it quickly enough. Emergency steering and counter-steering should be thought of as two parts of one driving action.

Where to Steer

If the oncoming driver has drifted into your lane, moving your vehicle to the right would be the best. If the other driver realizes what has happened, the natural response would be to return their vehicle to their own lane of traffic. When something is blocking your path, in order to know which direction to steer, it would be based on each individual situation.

Mirror scans will help the driver know which lanes are empty and can be safely used. If the shoulder is clear, steering right may be the best direction since something may be passing to your left. If there is something in your path both left and right, a move to the right may be best. This way you won't be forcing anyone into an opposing lane of traffic for a head-on collision.

Leaving the Road

There are some emergencies that you may face that require you to steer partially or completely from your lane of traffic. This may be less risky than facing a collision with another vehicle.

Most shoulders are strong enough to support the weight of a larger vehicle and therefore offers an available escape route. If you leave the road, here are some guidelines.

Avoid Braking

Whenever possible, avoid braking until your speed has reduced to about 20 mph. Then apply brakes very gently to avoid skidding on a loose surface. To maintain control on all surfaces, keep at least one set of wheels on the pavement if possible. This helps to maintain control.

Stay on the Shoulder

If the shoulder is clear, stay on the shoulder until your vehicle has come to a complete stop. Turn on the turn signal and check your mirrors before pulling back onto the road.

This could prevent overcorrecting errors.

Returning to the Road

If you are forced to return to the road before you can stop due to a ditch, culvert, pedestrians, or other objects, the CDL manual suggests:

Hold the wheel tightly and turn sharply enough to get right back on the road safely. Do not try to gradually edge back onto the road. If you do, your tires might grab unexpectedly and you could lose control. When both front tires are on the paved surface, counter-steer immediately. The two turns should be made as a single "steer-counter-steer" movement.

HOW TO STOP QUICKLY AND SAFELY

Your natural response to someone pulling out in front of you is to hit the brakes. This is a correct response if there's enough distance to stop and you use your brakes correctly. You should brake in a way that your vehicle stays in a straight line and if necessary be able to turn your vehicle.

Stab Braking

In using this method, you should apply the brakes all the way and release brakes when wheels lock up. As soon as the wheels start rolling, apply the brakes fully again. (You should allow up to a 1 second delay before the wheels start moving again before applying the brake. Failing to wait for the wheels to start rolling may result in the vehicle not straightening out.)

Controlled Braking

With this method, you should apply the brakes as hard as you can without locking the wheels. Steering wheel movements should be very small when using this method. If you need to make a larger steering wheel adjustment or if the wheels lock, you should release your brakes and reapply the brakes as soon as possible.

Don't Jam on the Brakes

Emergency braking does not mean pushing down on the brake pedal as hard as possible. This will only keep the wheels locked and in turn cause a skid. If the wheels are skidding, you can't control the vehicle.

BRAKE FAILURE**Loss of Hydraulic Pressure**

Brakes kept in good condition rarely fail. Hydraulic brake failures mostly occur for one or two reasons, either loss of hydraulic pressure or brake fade on long hills. When the braking system fails to build up pressure, the brake pedal will feel spongy or go to the floor. Here are some things that you can do in case this occurs.

Downshift your Vehicle. By putting the vehicle into a lower gear, it will slow the vehicle.

Pump the Brakes. Sometimes pumping the brake pedal will create enough hydraulic pressure to stop the vehicle.

Use the Parking Brake. The emergency/parking brake is separate from the hydraulic braking system. Therefore, it can be used to slow the vehicle. However, be sure to press the release button or pull the release lever at the same time that you apply the emergency brake so that you can adjust the brake pressure and keep the wheels from locking up.

Find an Escape Route. Look for an escape route while slowing down your vehicle. It can be an open field, side street, or vehicle escape ramp. Turning uphill is a good way to slow and stop your vehicle. Make sure the vehicle doesn't start to roll backwards after you stop. Put it in a low gear, apply the parking brake, and if necessary, let it roll backwards into some obstacle that will insure the vehicle to stop.

Brake Failure on Downgrades

To almost always prevent brake failure on steep and long downgrades, go slow and use proper braking procedures. However, once the brakes fail, you're going to need to find something to stop it.

Your best outcome would be an escape ramp. Signs of an escape ramp will be posted where one is available. Use it. They are usually located a few miles from the top of the downgrade. In addition, some escape ramps use the soft gravel along with a gradual uphill grade which will slow and stop the vehicle while holding in place.

Escape ramps, when available, should always be used when there is brake loss when going downhill. When there is no escape ramp available, choose the least hazardous escape route you can. This could be an open field, or a side road that flattens out or turns uphill. Make the move as soon as brake failure occurs. The longer you wait, the faster the vehicle will go, and the harder it will become to stop.

TIRE FAILURE

Recognize Tire Failure

As soon as you can recognize you have a tire failure, the sooner you will have more time to react. The major signs of tire failure are:

Sound. When you hear a loud "pop or bang" of a blowout it is easily recognized.

Anytime you hear this sound assume it is your vehicle.

Vibration. If the vehicle vibrates or thumps heavily, it is possible that one of the tires has gone flat. A flat tire on the rear is harder to detect and it going flat may be the only sign you get.

Feel. Front tire failures usually cause the steering to feel "heavy". Rear tire failures can cause the vehicle to slide back and forth or "fishtail". However, most of the time dual rear tires usually prevent this.

Respond to the Tire failure

When there is a tire failure, you are in danger. The following are to be performed immediately:

Hold the Steering Wheel Firmly. If a front tire fails, it could twist the steering wheel out of your hand.

Prevention for this is to always hold the wheel firmly with both hands at all times.

Stay off the Brake. Braking when a tire has failed can cause loss of control. Stay off the brakes until the vehicle has slowed down unless you are about to run into something.

Then, brake very gently while pulling off the road and stop.

Check the Tires. After the vehicle comes to a stop and is secured, get out and check all the tires.

ANTI LOCK BRAKING SYSTEMS (ABS)

ABS is a computerized system that keeps your wheels from locking up during hard braking applications. ABS is used in addition to your normal brakes. It does not increase or decrease your normal braking capability. It only activates when the wheels are about to lock up. ABS helps to keep the vehicle under control during hard braking, however it does not necessarily shorten the stopping distance.

How Anti Lock Braking Systems Work. Sensors detect potential lock up. An electronic control unit (ECU) will then decrease the brake pressure to avoid the wheels locking up. The brake pressure is adjusted to provide the maximum amount of braking without danger of the wheels locking up. ABS works faster than the driver can respond to a possible wheel lockup. At all other times, the braking system will operate in a normal manner.

ABS is indicated by a yellow indicator/malfunction lamp, which will appear on the instrument panel. This includes tractors, trucks, and buses. Newer vehicles have an automatic system check when the key is turned to the "Run" position. The ABS malfunction lamp will light up for a bulb check, then goes off quickly. ABS helps to avoid wheels locking up and maintains control of the vehicle. You may not necessarily stop "faster" with ABS, but you should be able to steer around an obstacle and avoid skids caused by "over braking".

Braking with ABS. You will apply the brake on a vehicle with ABS in the same manner that you always have. Use just enough braking force necessary to stop safely and keep your vehicle in control.

TRACTION LOSS

Traction is important for starting, stopping and turning any vehicle. Traction is the friction between the tires and the road surface that prevents the wheels from slipping or skidding.

Traction loss occurs when tires lose their rolling grip on the road surface, resulting in partial or total loss of vehicle control. When traction is reduced or lost completely, you are confronted with a critical situation.

CAUSES OF TRACTION LOSS

- Tire conditions
- Hydroplaning
- Environmental conditions
- Driving techniques (over-accelerating, over-braking, over-steering)
- Speed

Skidding can be minimized by:

- Keeping brakes and tires in good working order
- Increasing sight distance and reacting to hazards well in advance
- Matching speed to conditions
- Avoiding over-powering, over-braking and over-steering
- Periodically checking the "feel" of slippery surface
- Staying off the highway when conditions are hazardous

POTENTIAL VEHICLE MALFUNCTIONS

Critical situations influencing the safety of the school bus and its passengers can develop from vehicle malfunctions as well as from traction loss. Listed below are the potential vehicle malfunctions we will discuss at this point:

- Brake loss
- Steering failure
- Tire blow-out
- Headlight failure
- Accelerator sticking
- Engine overheating
- Stop Arm/Crossing Gate malfunction

BRAKE LOSS

Low air pressure buzzer, gauges

CORRECTION:

1. Use the engine as a brake, downshift
2. Use remaining air pressure to stop bus in a safe location
3. Call for assistance

STEERING FAILURE

Bus does not respond to steering or responds strangely

CORRECTION:

1. Grip wheel firmly - decrease bus speed
2. Stop bus quickly and safely - get off road if safe to do so
3. Evacuate passengers, if needed
4. Secure area

TIRE BLOW-OUT

Front tire - bus will pull in direction of flat

Back tire - rear of bus will swerve or sway violently

CORRECTION:

1. Grip wheel firmly
2. Release accelerator
3. Brake gradually - do not lock wheels
4. Move off roadway when safe to do so
5. Secure vehicle

HEADLIGHT FAILURE

Roadway darkens

CORRECTION:

1. Slow down
2. Stay on path
3. Look for escape
4. Look for alternate lighting to assist you
5. Turn on parking/auxiliary lights
6. Turn on emergency flashers, brake lights and right/left turn signals

ACCELERATOR STICKING

The engine races

CORRECTION:

1. Cut power to wheels by shifting to neutral
2. Depress clutch if manual transmission
3. Get off roadway
4. Turn off ignition

ENGINE OVERHEATS

Shown by temperature gauge or warning light

CORRECTION:

1. Pull off road
2. Shift to neutral and set park brake
3. Run engine at fast idle

4. Stop engine if it does not cool

NOTE: Do not take the cap off the radiator. Because of the tremendous pressure that has built up in the cooling system, the water will shoot out and you could become severely burned. Call for assistance.

ROLLOVERS

A rollover is a type of vehicle incident which results in the vehicle tipping over on its side or roof. Rollovers have the highest risk of fatality than any other type of vehicle incident.

CAUSES OF ROLLOVER

- Unnecessary turning
- Sharp turns

TECHNIQUES FOR AVOIDING A ROLLOVER

- Turn only enough to clear the obstacle in your path
- Avoid sharp turns, if possible
- Drive slowly through curves

INCIDENT PROCEDURES

There are prescribed procedures to follow if a driver is involved in an incident. These are in statute and regulation. Always remember that no two (2) incidents are exactly the same. The sequence of things in the suggested procedure may not be practical in every case. Good common sense should always be the rule. Remember, a driver's primary responsibility is to their passengers.

The driver must remain calm. If a driver is physically unable to perform their duties, they should direct others to perform them. Should this be the case, the oldest and most responsible pupil should be asked to help.

STEPS

The following procedures are recommended, should the driver be involved in an incident or an emergency situation:

1. Set the parking brake.
2. Press the emergency button on the radio and wait to hear "Code Yellow" from dispatch. There is a 10 second delay before dispatch can respond.
3. Tell the dispatcher what has happened, your location, any injuries, the school the students attend, and if the other party is still on the scene.
4. Turn off the ignition and remove the keys.
5. Remain calm and reassure the pupils.
6. Use the emergency reflectors to "protect the scene." When placing emergency reflectors, carry the open reflector in front of you between your body and oncoming traffic so that you will be more visible to other drivers.
7. Protect the scene from traffic and people so that evidence is not destroyed.
8. Under normal circumstances, the vehicles involved should not be moved until law enforcement officers advise to do so, unless the bus is on a railroad track or in danger.
9. If pupils are injured, follow first aid procedures (first aid is covered in another unit) until help can arrive.
10. Keep all pupils on the bus except in the following cases:
 - a. A fire or the possibility of a fire. The following are some causes of fires:
 - b. Ruptured fuel tank and fuel lines.
 - c. Electrical fires.
 - d. Hot tires, which may catch fire.

- i. Extinguish fire if possible, however, a driver should never endanger themselves or their passengers to extinguish a fire.
- e. Danger of Further Collision.
 - i. In normal traffic conditions, the bus should be visible for a distance of three hundred feet (300') or more.
- f. Whenever passengers are endangered.
 - 11. Account for all pupils.
 - 12. You should carry a list of emergency telephone numbers on the bus.
 - 13. Do not discuss the facts of the incident with anyone except the investigating officer and school officials.
 - 14. Make a list of all pupils' names so it can be sent to the proper authorities.
 - 15. Information should be given to the investigating officer concerning the school bus such as insurance, make, model, number, owner, bus number, driver's name, address, driver's license number, and bus serial number, along with the names of children, their ages and seating arrangements. This information should be carried on the bus.
 - 16. While being investigated:
 - a. Be patient.
 - b. Evaluate questions.
 - c. Give clear, concise answers.
 - 17. A driver involved in an incident is required to give his name, address, driver's license number and vehicle registration number. Be ready to give this information to the other driver and also write down the same information regarding him/her.
 - 18. If witnesses are present, other than the pupils, get their names, addresses and license numbers.
 - 19. The driver should never admit fault or try to assign blame. Generally, the less said the better.
 - 20. Cooperate with school officials:
 - a. During the investigation of the incident or during a breakdown, do not release any of the pupils to anyone unless told to do so by school administrators.
 - b. If pupils are injured, use the radio to summon help or send someone to call for aid, such as hospital, ambulance or fire department, wherever help can be summoned quickly. The injured pupils should be transported by proper and acceptable means to a hospital for care.
 - 21. The driver may be required to submit to an alcohol and/or controlled substances screening in accordance with state and federal laws.

REFLECTORS

To protect the pupils and the bus from further incidents and injuries, place the emergency reflectors in the following manner:

TWO-LANE OR UNDIVIDED HIGHWAY

- A. Place the first reflector one hundred feet (100'), or forty (40) paces, to the rear of the bus so that it can be seen but not run over.
- B. Place the second reflector ten feet (10') from the left rear corner of the bus.
- C. Place the third reflector one hundred feet (100'), or forty (40) paces, to the front of the bus.

DIVIDED HIGHWAY

- A. Place the first reflector one hundred feet (100'), or forty (40) paces, to the rear of the
- B. bus so that it can be seen but not run over.
- C. Place the second reflector ten feet (10') from the left rear corner of the bus.
- D. Place the third reflector one hundred feet (100'), or forty (40) paces, to the front of the bus.
- E. If the bus is blocking a traffic lane, all reflectors should be placed in that lane.

F. If the bus is on the shoulder of the roadway, the reflectors should be placed on the edge of the roadway.

CURVE OR HILL

A. Place the first reflector one hundred feet (100') to five hundred feet (500'), to the rear of the bus so that it can be seen but not run over. It should be placed beyond the curve, hill, or obstruction.

B. Place the second reflector ten feet (10') from the left rear corner of the bus.

C. Place the third reflector one hundred feet (100'), or forty (40') paces, to the front of the bus or placed beyond any curve, hill, or obstruction.

D. If the bus is blocking a traffic lane, all reflectors should be placed in that lane.

E. If the bus is on the shoulder of the roadway, the reflectors should be placed on the edge of the roadway.

MECHANICAL FAILURE/BREAKDOWN PROCEDURES

Despite preventative maintenance, buses will have mechanical failures. Know what to do and when to do it if a breakdown occurs on the road.

1. Stop the bus as far to the right as possible (on the shoulder, if available).

2. Secure the bus and activate the 4-way hazard lights.

3. Keep the passengers on the bus. If the location of the bus is unsafe, evacuate the passengers to a safer location.

4. Place reflectors in accordance with state and federal laws.

5. Telephone, radio or contact the proper school authorities, giving the bus location and description of breakdown.

6. See that all pupils are delivered to their destination. Remember, drivers are responsible for the safety of all their students.

7. Complete maintenance repair reports.

EVACUATING THE BUS

Usually, pupils remain on the bus during an emergency. Situations such as fires and unsafe locations will cause the bus to be evacuated.

FIRE OR DANGER OF FIRE

The bus should be stopped and evacuated immediately if the engine or any portion of the bus is on fire or if there is a possibility of fire. Pupils should move to a safe place, one hundred feet (100') or more from the bus, and remain until the driver of the bus has determined that no danger exists.

Situations include:

- If the engine or any portion of the bus is on fire.
- Being near an existing fire and unable to move the bus away or near the presence of gasoline or other combustible materials should be considered as "danger of fire".
- If smoke is present.

UNSAFE LOCATION

In the event that a bus is stopped due to an incident, mechanical failure, road conditions, or human failure, the driver must determine immediately whether it is safe for pupils to remain in the bus or to evacuate. In normal traffic conditions, the bus should be visible for a distance of three hundred feet (300'), or more. A position over a hill or around a curve where such visibility does not exist should be considered a reason for evacuation.

A bus must be evacuated if the final stopping point/position:

- Is in the path of a train or adjacent to any railroad tracks

- May change and increase the danger. If, for example, a bus should come to rest near a body of water or where it could still move and go into the water or over a cliff, it should be evacuated. The driver should see that the evacuation is carried out in a manner, which affords maximum safety for the passengers.
- is in danger of collision

In any school bus emergency situation, the driver must use their own judgment when deciding the best action to take under the circumstances. If an evacuation is necessary, the type of evacuation will depend on the particular situation. Make sure the pupils get off of the bus safely and ensure they are safe after they leave the bus by having them assemble at least one hundred feet (100') from the bus and traffic.

REASONS TO EVACUATE A SCHOOL BUS:

1. Bus on fire, near fire or threat of fire
2. Natural emergency
3. Unsafe location or situation
4. Practice drills

COMPONENTS OF AN EVACUATION PLAN:

1. Nature of Emergency
2. Number of students
3. Location
4. Bus emergency equipment

STEPS TO EVACUATE A SCHOOL BUS:

1. Identify emergency
2. Survey the area
3. Secure the bus (Set the brake, put gear in neutral, turn the bus off, turn key to accessory for radio)
4. Check safety of students
5. Decide course of action
6. Contact dispatch
7. Decide on a safe area for the students
8. Remove students from bus
9. Check bus for students once evacuated
10. Count students at designated area
11. Keep students calm
12. Wait for help to arrive

TYPES OF EVACUATION PROCEDURES

There are eight (8) emergency evacuation plans or procedures:

1. Front door
2. Rear door
3. Side door
4. Front and rear door
5. Front and side door
6. Rear and side door
7. Front, rear and side door
8. Emergency windows, hatches and windshield

EMERGENCY EQUIPMENT:

1. Fire extinguisher
2. First aid kit
3. Body fluid kit
4. Triangles

5. School bus radio
6. Belt cutters
7. Fire blanket (lift buses only)

REFLECTORS

There are three (3) reflectors located on your bus. These can be used at night or in the daytime. Find the location of these and make sure they are on the bus. Follow the directions previously discussed for their placement.

HAZARD FLASHERS

The switch to activate the hazard flashers is located on the driver panel, the steering column, the turn signal arm, or the dash panel. Good judgment should be used when turning on the hazard flashers. They should only be used to warn traffic or in a dangerous situation.

FIRST-AID KIT and HAZARDOUS BODY FLUIDS CLEAN-UP KIT

All items used from the first-aid kit should be replaced immediately. The first-aid kit is located in the driver's compartment. Most of the items in the first-aid kit are used to control bleeding.

Three (3) primary first-aid kit items are to restore breathing, stop bleeding, and/or prevent shock.

All items used from the clean-up kit should be replaced immediately. The clean-up kit is located in the driver's compartment. This kit is used to clean up blood, vomit, urine, or other bodily fluids. The primary clean-up kit items are rubber gloves, eye shield and face mask, absorbent beads, and biohazard disposal bag.

FIRE EXTINGUISHER

All Kentucky school buses are required to have a 3A-40-BC fire extinguisher. 3A means it will extinguish three (3) square feet of a Class A fire. The 40 BC rating means it is large enough to extinguish a Class B or C fire covering forty (40) square feet of surface.

Class A fires are of ordinary combustible material such as wood, paper, textile fabrics, rubbish, etc. A Class B fire is a chemical fire which would include flammable liquids such as gasoline, oil, paints, grease, etc. A Class C fire is an electrical equipment fire where the use of a "non-conductor" extinguisher agent is of high importance.

The fire extinguisher gauge should be checked daily to see that it has adequate pressure. If the indicator needle is in the red area, the extinguisher should be replaced with one that is properly charged.

Regardless of the extent of use, it should be recharged or replaced with a substitute immediately after use. Do not use the bus until the fire extinguisher has been replaced. You never want to drive a bus that has a fire extinguisher that has been used, expired, or needs recharging. You never know when you will need it.

To operate the fire extinguisher:

1. Remove the fire extinguisher from the bracket.
2. Hold the extinguisher in an upright position so that all the powder in the extinguisher will be available for use.
3. Pull the safety pin by breaking the seal.
4. If possible, stand upwind from the burning material to prevent standing in smoke and heat.
5. Squeeze the handle to discharge the powder. Turn on and off to control the fire.
6. With nozzle in hand, aim powder at the base of fire. The idea is to smother the fire and allow no oxygen to reach the flame. On oil or gasoline fires, it is better to use a sweeping motion with the extinguisher.

The three (3) most common areas where fires occur in a school bus are:

- Under the hood, which can be a fuel and oil fire, electrical fire, or a combination of both;

- Electrical fire under the dash or in the console; or
- A fuel fire in the area of the fuel tank.

DRIVER LIABILITY FOR PUPIL INJURIES

A driver can be liable for injuries to school children caused by negligence. Courts have held that four (4) essential elements for negligence must be present:

1. your legal duty to conform to a standard of conduct for the protection of others against unreasonable risks;
2. your failure to conform to the standard;
3. a reasonable close connection between your conduct and resulting injury; and 4. actual loss of damage of the interests of another.

The considerations that most courts use in determining driver negligence are:

1. The degree of care a driver must use ranges from "ordinary" and "reasonable" to "extraordinary" and "highest degree", and depends on their type of duty. Courts tend to require more care when younger children are involved.
2. Children, ages ten (10) or eleven (11), are generally considered capable of recognizing traffic dangers.
3. The driver and the district are accountable for maintaining a safe vehicle.
4. In incidents occurring while boarding and leaving a bus, factors of "reasonable care" and "Safe places" determine negligence.
5. A driver is expected to keep order on a bus and may use any of the normally accepted procedures.
6. A driver is not automatically guilty of negligence if injury occurs. The driver can refute charges with proof that proper care was used.
7. A driver may be held liable for "his/her" actions separate from the district's liability.
8. Negligence is determined by a jury.

SCHOOL BUS INCIDENT REPORTING

As a school bus driver, you are required to report any and all incidents, even minor, to your director or their designee. Incidents involving serious student injury or fatality or failure of safety equipment shall be reported to KDE immediately. You must follow your school district's procedures for reporting. This data is reported to the state and used for annual training and federal reporting.

Never load a student on a school bus that you don't know how to take off in an emergency. The bus driver and bus assistant will need to develop emergency evacuation plans. Plans should include what to do if working together or separately. Remember the first course of action in any emergency situation is to remain calm. The second course of action is to think through the situation. Student's lives depend on this. The bus driver must make the ultimate decision if it is safer to be inside or outside of the bus.

SECTION C: BUS EVACUATION DRILLS

702 KAR 5:030-Pupil Transportation- Section 14- Requires four bus evacuations to be completed annually, two each semester. Common practice is to conduct two front door evacuations, one front and rear evacuation, and one side/front or side/rear evacuation. These evacuations will be conducted during both the morning and evening routes depending on school needs and personnel availability. It is the responsibility of the driver to conduct safe evacuation drills. A Transportation designee will be on site to observe, but it is the responsibility of the driver to conduct the drill.

PREPARING FOR THE EVACUATION DRILL:

1. Explain the evacuation procedures to the students-
2. The driver must assign helpers. There are to be two at the back door and/or two helpers if it is a rear door evacuation. There should be one helper at the front door for front door drills. This is a requirement and is vital to a safe drill.
3. Assign one student to be the leader to lead the students away from the bus (100 feet in a real

emergency). For the drill, line up on the sidewalk.

4. Teach the students to bend their knees when exiting the rear of the bus. No one is to jump out the rear or side door.

5. Instruct helpers to take the arms or elbows of students to assist them.

6. Remind them to leave all their belongings (backpacks, books, purses, technology, etc...) on the bus.

CONDUCTING THE EVACUATION DRILL:

1. Secure the bus (Set the brake, put gear in neutral, turn the bus off, turn key to accessory for radio) 2. Activate emergency flashers. Do not use the red or yellow lights

3. Give the signal to the students to start evacuating the bus.

4. After the students are off the bus, walk through the bus to be sure all the students are accounted for 5. Exit the bus with the first aid kit and bus roster

6. Before students are reloaded: start the bus, activate the stop sign, reload the students and then unload them to into the school with their belongings

SECTION D: INCLEMENT WEATHER

TORNADO:

If you see a tornado while en route with pupils and the bus is in the path of the tornado, unload all pupils and proceed away from the school bus. Keep students in a group and find the lowest area (ditch), if possible. Instruct the pupils to get down on their knees, lie face down and cover their head with their hands. If the bus is exposed to hail and/or high winds, keep the students on the bus. Have all students stay in their seats with their chest on their thighs. Body parts should be below window height. Lastly, make use of any items on the bus for protection i.e. backpacks, coats, etc. Obtain clearance from Dispatch before proceeding to your destination.

EARTHQUAKE:

If you notice an earth movement en route with pupils, stop the bus as quickly as possible in an open area away from falling objects. Keep all students on the bus. Obtain clearance before proceeding to your destination.

SEVERE WEATHER:

If severe weather occurs while en route with pupils, park the bus in an area away from potential falling objects and remain there until the storm is over. Proceed to your destination. This type of occurrence will likely be the one the bus driver will encounter most frequently. It is advisable that while on your route, you should locate safe places to stop your bus in case of severe weather. Contact dispatch for clearance or advice before proceeding on the route.

FLOODS:

Do not attempt to drive through standing water with a school bus. Know your route and the areas where flooding may occur. Have an alternate route if this should occur. Inform the transportation department in the event a road is blocked and before an alternate route is used. Remember - Driving through flooded roadways is never allowed!

SNOW/ICY CONDITIONS:

Monitor local radio, T.V. stations, school district website and phones for school closings, delays or early dismissal. In the event this condition develops while en route, reduce speed and proceed with caution. If conditions are such you feel it is unsafe to continue, stop the bus in a safe location and get further instructions from dispatch. All effort will be made to make transportation employees aware of school closings or delays by 5AM.

CHAPTER 5: SPECIAL NEEDS AND PRESCHOOL

INTRODUCTION

When mandated by federal or state law, Kentucky's public schools provide free transportation services to students with disabilities due to a disabling condition or special program need. Whenever a student cannot be safely transported on the regular school bus route due to a disability, or when a student is transported on a special route in order to attend an approved special education program or activity, the district will provide transportation or contract with the parent to transport.

These practices are pursuant to KRS 158.110 and supplement and enhance district transportation services. Each local district has a designated transportation director to oversee and implement all student transportation policies.

This guidance document is provided to ensure that transportation services are of high quality and consistent with the requirements of the law, and that students are transported safely on regular and special bus routes.

WHAT IS SPECIAL TRANSPORTATION?

Relevant Laws

[The Individuals with Disabilities Education Act \(IDEA\)](#)

The Individuals with Disabilities Education Act (IDEA) is a federal statute that requires states and local school districts to provide special education and related services to students with disabilities. The current federal regulations for the IDEA were published in 2006, and Kentucky followed with its state regulations in August of 2008. The central theme of the IDEA is to ensure that students with disabilities from the ages of three to 21 receive a free and appropriate public education, or FAPE (34 C.F.R. §300.101; 34 C.F.R. §300.17; 707 KAR 1:290, Section 1(1)). Under the IDEA, FAPE means that students with disabilities will receive the special education services and supports, as well as related services, necessary to allow them to make progress on their Individual Education Program (IEP) goals and in the general curriculum.

Students who meet eligibility requirements and qualify as "a child with a disability" receive an IEP. The IEP is a written plan of support and specially designed instruction tailored to address the unique needs arising from the student's disability. Once a student is formally identified as a child with a disability, a team of individuals and professionals called an Admissions and Release Committee (ARC) develops the student's IEP, with parental involvement and input. A student's IEP may include special transportation as a related service if the ARC deems that it is required in order for the student to receive a FAPE.

Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. § 794 (Section 504)

Section 504 is a federal anti-discrimination statute that applies to public schools that receive federal funding. This legislation requires public schools to provide regular or special education and related aids and services "designed to meet individual educational needs of handicapped persons as adequately as the needs of non-handicapped persons are met" [34 C.F.R. 104.33(b)(1)(i)].

To be protected under Section 504, a student must:

1. have a physical or mental impairment that substantially limits one or more major life activities; or
2. have a record of such an impairment; or 3. be regarded as having such an impairment.

The U.S. Department of Education's Office for Civil Rights (OCR) is responsible for enforcing Section 504. Students who qualify under Section 504 are also entitled to a FAPE. However, the meaning of FAPE under 504 differs somewhat from that under the IDEA. Under 504, FAPE requires districts to provide students with disabilities with appropriate educational services designed to meet their individual needs as adequately as students without disabilities. Students who do not have an IEP may still receive special transportation as a related service under Section 504.

The Family Education Rights and Privacy Act (FERPA)

FERPA (20 U.S.C. §1232g; 34 C.F.R. Part 99) is another federal law that applies to public schools. This law governs the maintenance, distribution and destruction of student educational records, and it requires that school districts and public education agencies safeguard personally identifiable information contained in these records. FERPA is administered by the Family Policy Compliance Office of the U.S. Department of Education.

It is imperative that local school districts provide appropriate training to transportation personnel who may encounter confidential information in student IEPs or other educational records. All relevant staff need to understand the obligations and responsibilities under FERPA to protect this information. Local school districts should include specific practices in their written policies and procedures so that transportation staff routinely maintain and store confidential information in an appropriately safeguarded manner.

What is a Related Service and Does It Include Special Transportation?

As part of the student's IEP, the ARC must consider if the student requires related services such as speech-language therapy, occupational therapy or special transportation. Transportation is included as a related service under 34 C.F.R. 300.34(c)(16) of the IDEA regulations. At the state level, "related services" is defined under 707 KAR 1:002, Section 51(a) as:

transportation [emphasis added] and such developmental, corrective, or supportive services as are required to assist a child with a disability to benefit from special education.

Per these definitions, a local school district must provide special transportation when the student's ARC determines that it is necessary to address the individual needs of the student and provide a FAPE.

What Does Transportation Include for Students with Disabilities?

The IDEA requires that special transportation be provided for students with disabilities in a variety of situations. For example, a student with an IEP who receives special education services at one school but receives speech-language therapy at a neighboring school may need transportation. When a student has an IEP or 504 plan that specifies he or she needs special transportation services, the district must also provide such services to allow the student to partake in extracurricular activities, such as sports or clubs, in order to afford the student an equal opportunity to participate.

While not limited to these circumstances, special transportation may be needed to fulfill the IEP in the following situations, per 34 C.F.R. 300.34(c)(16):

- transportation to and from school and between schools
- travel in and around school buildings
- to enable the student to effectively participate in community-based instruction (CBI) • field trips
- when the student requires specialized equipment (such as special or adapted buses, lifts and ramps)
- to provide the student the opportunity to participate in school- and district-offered activities (including nonacademic activities) outside of school hours

School districts must also consider special transportation that may be required in connection with Child Find obligations under 34 C.F.R. 300.111. If transportation to an evaluation site outside of the school is necessary, the school district must provide it as part of its duty to ensure that all eligible children are located, identified and evaluated.

If a school district does not provide transportation services to general education students, the ARC team or 504 team must decide on a case-by-case basis whether the special education student requires transportation as a related service in order to receive a FAPE. If the special education student requires transportation as a related service, the school district must provide it. Even if a school district does not ordinarily provide transportation to students, the district will need to provide special transportation services for students who require these services due to a disability.

Least Restrictive Environment (LRE)

“Least restrictive environment” is a concept that is heavily addressed under the IDEA and Section 504. It means that, to the maximum extent appropriate, students with disabilities will receive instruction, reasonable accommodations and services in the same settings as their nondisabled peers.

The IDEA does not explicitly address LRE in the context of special transportation. However, the U.S. Department of Education has stated:

It is assumed that most children with disabilities will receive the same transportation provided to nondisabled children, consistent with the LRE requirements in 34 C.F.R. 300.114 through 34 C.F.R. 300.120, unless the IEP team determines otherwise [Analysis of Comments and Changes to 2006 IDEA Part B Regulations, 71 Fed. Reg. 46633 (2006)].

In other words, not every student with a disability who needs special transportation will require the use of a special school bus. Many students with disabilities can effectively access special transportation through accommodations and supports provided to them on a regular school bus.

Unless there is a legitimate, nondiscriminatory reason for it, requiring students with disabilities to ride in segregated special education buses may violate Section 504 and the Americans with Disabilities Act (ADA). Section 504 and Title II of the ADA generally prohibit separate transportation services for students with disabilities unless such separation is necessary due to a student's disability.

The ARC should first consider whether the student's needs can be successfully met through regular transportation before placing the student in a more restrictive mode of transportation. If a student's needs cannot be met through regular transportation, the ARC will need to consider alternatives, such as providing transportation via a special school bus, a contracted vehicle or a

board-owned vehicle. Factors that an ARC should consider when determining a student's least restrictive environment in relation to special transportation include:

1. Can regular transportation be effectively and appropriately implemented with supplemental aids and services?
2. Do the advantages of the student riding in regular transportation outweigh the benefits of a more restrictive transportation arrangement?
3. Are there any negative effects to the student or other students in the vehicle if the student rides in regular transportation?

ELIGIBILITY FOR SPECIAL TRANSPORTATION

Role of the Admissions and Release Committee

At a minimum, the ARC must meet annually to review the student's IEP. Under 34 C.F.R. 300.34 (c)(16), the ARC, with parental input and involvement, must decide whether the student needs special transportation and, if so, how it will be provided. Kentucky regulations require related services personnel be invited to ARC meetings when it is "appropriate" [707 KAR 1:320 Section 3(g)]. When issues related to the provision of specialized transportation services arise for a student with an IEP, it is essential that the district involve transportation personnel in the discussions and decision-making.

The ARC should sufficiently detail the district's responsibility regarding transportation for students with disabilities in each student's IEP.

Every school district in Kentucky has a director of special education. When there are concerns or issues related to special transportation, the parent or the local school district's transportation director should contact the district's special education director to discuss the need for an ARC meeting. The director of special education for each Kentucky district can be found in the Kentucky Department of Education's (KDE's) District and School Directory.

Role of the 504 Team

Section 504 also requires that decisions regarding reasonable accommodations and services for a student with a disability be made by a group of school professionals knowledgeable about the student's disability, with parental input and involvement. While a written plan of services and supports is not required under Section 504, many districts document the accommodations and services the student receives in a written plan (i.e., a "504 plan"). The 504 committee is responsible for determining whether a student needs special transportation as a related service as part of the student's plan of support. When the 504 team addresses transportation questions, it is important that transportation staff be included as part of the team and involved in the discussion and decision-making.

Each school district in Kentucky has a 504 coordinator. When transportation personnel have concerns or questions about providing transportation services to a student who is eligible under 504, the 504 coordinator can often provide valuable assistance.

The "Unique Needs" Test

In the *Tatro* decision, the U.S. Supreme Court held that the district was required to provide related services for a student with a disability because the services were necessary for the student to access special education services (*Irving Independent School District v. Tatro*, 1984). As such, when determining whether related services, such as special transportation, are appropriate, it is important to establish that the services are required for the student to have access to special education.

In 1989, the Sixth Circuit further refined the criteria for receiving related services when it determined that the related service must also be “designed to meet the unique needs of the child caused by the handicap” (McNair v. Oak Hills Local School District, 1989). Since Kentucky is under the jurisdiction of the Sixth Circuit, this decision applies to school districts in the state. In summary, the first step in deciding if a related service, such as special transportation, is appropriate is to determine if the student needs the related service to access the special education program. The second step is to determine whether the need arises from the “unique needs” of the student due to his or her disability. In making this important determination, there are many factors to consider, as discussed in the following section.

Factors/Considerations

An ARC or 504 team will need to discuss and review several matters when determining whether a student requires special transportation as a related service. The discussion will vary depending on the individual student; however, an ARC or 504 team may need to consider the following factors, among others:

- the student’s mobility
- the student’s behavior
- the student’s communication skills
- the student’s physical needs
- the student’s age
- the student’s ability to follow directions
- the distance the student will need to travel
- the nature of the disability

It is important to emphasize that an ambulatory impairment is not necessary to qualify for transportation as a related service under the IDEA. In making this important decision, the ARC or 504 team should focus upon the overall question as to whether the student requires special transportation to benefit from his or her educational program.

QUALIFICATIONS AND TRAINING REQUIREMENTS FOR PERSONNEL

Kentucky’s Qualifications to be a School Bus Driver

The IDEA and Section 504 do not specifically address licensing or other requirements for bus drivers who transport students with disabilities or for driver assistants/bus aides. Rather, these requirements are established by state law and local school district policy [Letter to McKaig, (OSEP 1980)].

As required by the IDEA regulations at 34 C.F.R. 300.156, the KDE must establish and maintain qualifications to ensure that personnel necessary to carry out the purposes of the IDEA, including related services personnel, are appropriately and adequately prepared and trained. Local school district policy may impose additional requirements for the training and certification of bus drivers and driver assistants/bus aides.

Initial Training Requirements for Kentucky School Bus Drivers

The core curriculum that bus drivers must complete for initial training is outlined in 702 KAR 5:080, Section 7. The regulation specifies that the core curriculum must cover laws and regulations; driving fundamentals; bus care and maintenance; handling critical situations; emergency procedures; pupil management; first aid; extracurricular trips; vehicle operation; vehicle control and speed; and bus route identification. The curriculum requirements also

mandate that bus drivers receive one hour of special education transportation training.

One hour of training in first aid is also required in the initial core curriculum. First aid certification is not required for Kentucky school bus drivers, but local school district policy may require certification. Kentucky law also requires training for transportation staff in the safe management of blood-borne pathogens and physical restraint and seclusion.

In addition to the core curriculum, a school bus driver providing special transportation must be trained on any special needs related to the students they are transporting. The training may include CPR, specialized training for medications, personal care skills such as lifting, moving, or using a harness, or any other procedures recommended by the ARC team and the student's doctor(s). This training may be provided by the school nurse or other properly trained personnel recommended by the ARC team.

In-service training topics for drivers of special needs buses include, but are not limited to:

- characteristics of specific disabilities
- behavior interventions
- seating selection/assignment methods
- schedule management
- care and management of assistive devices
- communication with parents and students
- special evacuation procedures
- emergency management procedures
- first aid and CPR training
- loading and unloading procedures
- disciplinary procedures

When planning in-service training for transportation staff, administration should consider the unique needs of the district and student population in selecting topics.

Annual Training Update Requirements for Kentucky School Bus Drivers

Kentucky also requires in 702 KAR 5:080, Section 8 that each school district conduct an eight-hour training update for bus drivers prior to the beginning of the school year. The update must include training "relevant to the curriculum," based on the needs of the district's bus drivers. If a school district is unable to conduct its own update, the district must obtain prior KDE approval before sending bus drivers to another district for the training.

Requirements for Bus Monitors and Driver Assistants

As specified in the Kentucky Department of Education's Pupil Transportation Management Manual, school bus driver assistants must be a minimum of 18 years of age. They are required to attend all training programs available relating to the transportation of students with disabilities. All driver assistants must also be provided the same specialized training specific to students with disabilities as the school bus driver. Additional training to appropriately address student behavior or medical needs may be required.

Additional Training for Transportation Staff Working with Students with Disabilities

Bus drivers and driver assistants may need additional training in emergency protocol and medical treatment procedures for a student with a disability. This training may be offered by the district or developed locally to meet the needs of a specific student's IEP or 504 plan. For example, transportation personnel may need to be trained in administering medication for a

student with diabetes, or in procedures for safely and effectively assisting a student with epilepsy in the event of a seizure.

MANAGEMENT OF STUDENTS DURING TRANSPORT

Discipline/Behavior Management of Students with Disabilities

Many behavior management strategies can be used on the school bus to address inappropriate behavior. When the ARC meets to discuss behavior issues, the discussion should include strategies and supports needed to manage the behavior while on the school bus. These measures should also be included in the student's IEP. In addition, an ARC team may develop a Behavior Intervention Plan (BIP) for the student that describes behaviors of concern and specifies strategies to address them.

Kentucky regulations require under 707 KAR 1:320, Section 1 (6) that local school districts ensure that a student's IEP, including information about behavioral interventions, is readily available to related service providers who are responsible for IEP implementation. School transportation staff should be fully informed of behavioral strategies and supports listed in the BIP, and of their specific responsibilities related to its implementation. There should be close communication between special education staff and transportation staff, including involvement of transportation staff in IEP meetings and BIP development, as appropriate.

Even if a student's IEP does not specify that a student is to receive special transportation, school transportation personnel may still be responsible for providing behavioral supports and strategies on the school bus, if these are written into the student's IEP or BIP. School transportation staff and special education staff are responsible for ensuring that the IEP and BIP are fulfilled on the school bus.

In the light of behavior and discipline, it is important for district and school employees to be familiar with rules pertaining to the use of physical restraint and seclusion of students who exhibit problematic or dangerous behavior. 704 KAR 7:160 is Kentucky's regulation which addresses the use of physical restraint and seclusion in public schools. Under 704 KAR 7:160, Section 6(1)(a) mandates training for "all school personnel" in Kentucky's administrative regulations and school district policies and procedures concerning the use of physical restraint and seclusion with students. Furthermore, 704 KAR 7:160, Section 6(1)(b) requires "all school personnel" receive training once a year to use an "array of positive behavioral supports and interventions" to successfully manage students' behavior. These include strategies to increase appropriate student behaviors, crisis prevention, strategies to respond to dangerous behavior and proper use of seclusion, among others.

The regulation allows these trainings for all school personnel to be delivered through web-based or online applications. Under 704 KAR 7:160, Section 1(13), the definition of "school personnel" includes "other support staff who are employed in a school or who perform services in the school on a contractual basis". As such, these requirements apply to school and district transportation staff.

The school bus is an extension of the school campus. As such, standard school discipline rules generally apply on the school bus. In most cases, when a student's IEP or 504 plan does not specify that the district will provide transportation as a related service, the district may discipline the student following the established school disciplinary procedures. However, if the IEP does specify that the district will provide transportation as a related service, the district must take into consideration the IDEA's disciplinary protections when disciplining students with disabilities for behavior incidents that occur on the school bus.

Suspension/Expulsion of Students with Disabilities

When behavioral incidents occur while on the school bus, disciplinary action may result in short- or long-term suspensions from the school bus. If a student is suspended from the school bus and transportation is not specified as a related service in the student's IEP, the student's parents have the same obligation to transport the student to and from school as do the parents of a student without disabilities.

When transportation is included as a related service within the student's IEP, one day of suspension from riding the school bus counts as one day of suspension for purposes of the IDEA's disciplinary protections as addressed in 34 C.F.R. 300.530. In this case, bus suspensions may result in a "change of placement" when a student is suspended from the school bus for more than 10 consecutive days or when the days of suspension constitute a pattern and the district does not provide a form of alternate transportation for the student. If a disciplinary decision is made that would result in a "change in placement," the ARC must meet to complete a manifestation determination as described in 707 KAR 1:340, Section

14. OSEP has also addressed this issue in its Letter to Sarzynski (2012).

When a bus driver or transportation staff member observes that a student with a disability is exhibiting recurring behavioral issues on the school bus, he or she should report this behavior to the school principal or district transportation director. In many cases, the special education director will need to be informed of the concerns in order to address them appropriately through an ARC meeting. It is the ARC Team's responsibility to discuss the student's behavior and the behavioral interventions and supports needed by the student while riding on the school bus. The student's IEP should be updated in this area as needed. If the student does not have special transportation designated as a related service on the student's IEP, the ARC team should consider if such service is necessary.

Physical Restraint and Seclusion of Students with Disabilities

Physical restraint or seclusion should only be utilized in an emergency in which a student presents a threat of harm to self or to others. Physical restraint or seclusion should never be used as punishment. A district must be careful not to discriminate against students with disabilities by using physical restraint or seclusion in situations in which the district would not use physical restraint or seclusion with nondisabled students. Any transportation staff that may be required to use physical restraint or seclusion with a student must be trained in accordance with 704 KAR 7:160 before employing these methods.

Students with Special Medical Needs

Districts must administer medical procedures to a student with a disability both in the classroom and while riding the school bus if the procedures can be administered by someone other than a physician. When an ARC team develops an IEP that includes medical procedures, the ARC team should also consider any procedures that may need to be administered on the school bus. Depending on the needs of the student, some medical conditions may necessitate that the district provide a trained aide or nurse to ride on the school bus with the student to provide the required medical assistance.

In addition, some students may have conditions that require medical monitoring while riding on the school bus. For example, a student who has seizures that occur quickly and are life threatening may require that a trained individual accompany him or her on the school bus to monitor and respond in the case of a medical emergency. Some students' medical needs may be so severe that the student cannot be transported. The district should rely on the judgment of medical professionals to determine if the student can be transported safely to special education services or if the special education services need to be taken to the student.

Medication Management, Administration and Storage

The district must consider provisions for storing and securing any medication or medical device that is required to accompany a student while riding the school bus. Transportation personnel must be informed of the student's IEP or 504 plan and any instructions related to the medication required for the student. The ARC team should consider the need for routine or emergency medication administration for the student while riding the school bus and include this information in the student's IEP or 504 plan. In many cases, training in administration of medication to students is necessary in order to ensure the student's safety.

Equipment and Assistive Devices

The ARC or 504 team must discuss any equipment, such as assistive and mechanical devices, that the student may need during transport. Transportation personnel should be involved in these decisions. The physical support required by the student must be written into the student's IEP or 504 plan. Examples of assistive devices and equipment include:

- security devices (harnesses, brackets, seatbelts, vests)
- car seats or other special seats for the bus
- handrails
- walkers
- wheelchairs
- tinted windows
- air-conditioning or other climate-control techniques
- light control
- restrooms
- two-way radios, phones or other equipment that may be necessary in the event of an emergency
- for medically fragile students, any necessary medical equipment required to perform medical procedures on the bus

Food and Student Allergies

Transportation personnel should be informed of any students requiring food or drink on the bus due to needs arising from a disability. When a student's 504 plan, IEP or BIP specifies the need for food or drink, transportation personnel must allow it on the school bus, even if the district or school has a general policy stating that no food or drink is allowed on the bus.

When a student with a disability has a food allergy or other chemical sensitivities, the student's ARC or 504 team may also need to address how to appropriately accommodate that student in the IEP or 504 plan. Reasonable accommodations for students with allergies and chemical sensitivities may include, but are not limited to, allowing the student to carry an epinephrine auto-injector pen, banning peanuts and peanut products from a school bus, monitoring the use of materials to help maintain a latex-safe environment, installing portable air purifiers or filters, and conducting air-quality sample tests for mold. What constitutes a reasonable accommodation in a given situation may depend on several factors, including the environment and the needs of both the student who has a disability and those of the other students and staff present during transport. Cleaning of surfaces on a school bus is an accommodation that may be necessary in the case of a student with severe food allergies. However, the extent of cleaning required, and whether it is required at all, will depend on the specific circumstances regarding the student's condition (Upper Dublin School District, PA SEA 2010). While routine cleaning protocols are often specified in school or district policies and procedures, the ARC or 504 team will need to discuss and document any special cleaning requirements to address the needs of a student with allergies or chemical sensitivities.

Service Animals

The use of service animals on the school bus is subject to the same rules that apply to their use in schools. Neither the IDEA nor Section 504 specifically addresses the use of service animals in schools. However, federal regulations for Title II and Title III of the Americans with Disabilities Act (ADA) have sections that address the use of service animals within facilities belonging to public entities and in places of public accommodation (28 C.F.R. Section 36.104).

The ADA defines “service animal” as a dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability. These disabilities can include physical, sensory, psychiatric, intellectual or other mental disabilities. An animal meets the ADA definition of a service animal only if it has been specifically trained to perform a task. Service animals include guide dogs for the visually impaired; hearing or signal dogs; psychiatric service dogs; sensory signal dogs/social signal dogs; and seizure response dogs.

The miniature horse is not included in the ADA’s definition of “service animal.” However, the revised 2010 ADA regulations contain a specific provision which permits miniature horses to be considered service animals when they meet the definition referenced above [28 C.F.R. Section 35.136(i)].

Emotional support animals, comfort animals, companion animals and therapy dogs are not considered service animals under the ADA because they do not provide work or perform tasks for the person with a disability. Likewise, while an animal’s presence may serve as a crime deterrent for the protection of an individual with a disability, this also does not meet the required definition. As such, a companion dog used for protection does not qualify as a service animal.

The ADA does not require service animals to wear a vest, ID tag, or a specific harness. When an individual enters a school or school bus setting and it is not obvious that the dog is a service animal, school and district staff may ask only two questions:

1. Is the dog a service animal required because of a disability?
2. What work or task has the dog been trained to perform?

Students and other individuals are not required to provide certification or training documentation for the service animal. Schools and districts also must not require that the student have the dog or miniature horse demonstrate its task to prove that it is a service animal.

It is permissible, however, for a school or district to require documentation that the animal is current on all vaccinations that apply to the animal under state or local law (Brennan & Nguyen, 2014). A district may choose to require that an individual with a service animal provide, upon entering a school or bus, written verification from a veterinarian that the animal is in good health and properly vaccinated. Districts may also consider incorporating into their policies and procedures a means for providing training, as needed, regarding the use of service animals and the appropriate ways for students and staff to interact with them (National Association of School Nurses, 2014).

In most cases, the student’s ARC or the 504 committee will include specific information about the student’s use of a service animal in the IEP or 504 plan.

Under the ADA, the handler of the service animal will most frequently be the individual with a disability. However, in a school or school bus setting, school or transportation personnel may need to provide some assistance to enable a student to handle or care for his or her service animal. Per the U.S. Department of Justice (DOJ), schools may remove any service animal if that animal is out of control, the animal’s handler does not take effective action to control it, or if the animal is not housebroken. The DOJ further states, “Service animals must be harnessed, leashed, or tethered unless these devices interfere with the service animal’s work or the

individual's disability prevents using these devices. In that case, the individual must maintain control of the animal through voice, signal, or other effective controls" (DOJ, 2011).

ROUTING AND TRAVEL CONSIDERATIONS

Time in Transit

For some students with disabilities, a long bus ride may have an adverse impact on student performance in terms of energy level, concentration or in other ways specific to the student's disability. It is important that the ARC consider these factors when developing the student's IEP and determining the amount of time to be spent on the bus. The ARC should also consider the age and disability of the student when determining whether the travel time will have a detrimental effect on the student. The key consideration as to whether the student's commute is too long is whether it is having a harmful impact on the student's educational program.

A student's travel time on the bus cannot be counted as instructional time and cannot be used to reduce the length of the school day. In other words, a student cannot arrive late to school or leave school early in order to accommodate a long commute. In general, under the IDEA and Section 504, unless there is a justifiable educational reason, shortened school days that are derived from extended travel times are not acceptable.

Pick-Up and Drop-Off Locations

As with other special transportation decisions, it is the ARC or 504 team's responsibility to discuss the need for pick-up and drop-off locations that deviate from a student's regular bus stop, based on the individual needs of the student. The ARC or 504 team should first consider the appropriateness of the student's regular bus stop when making a decision about pick-up and drop-off locations for special transportation. Curb-to-curb or door-to-door service may be required if the student is unable to get to or from the bus stop without help, or if local law or policy requires special pick-up and drop-off locations. Other factors to consider when determining whether a different pick-up or drop-off location is necessary include:

- the student's age
- the distance the student needs to travel
- the surroundings of the bus stop
- the student's ability to arrive at the bus stop safely
- the student's ability to wait safely at the bus stop for the bus
- the need for adult supervision or assistance in getting to and from the bus stop
- the student's need for adult assistance getting onto and off the bus
- the nature of the student's disability, including any mobility impairment or cognitive limitations of the student

There are other alternatives that the ARC or 504 team may consider when deciding upon a point of pick-up or drop-off for the student. These may include, for example, providing assistance to the student via the assignment of an aide or bus monitor, or arranging for a new bus stop closer to the student's home (Burns & Hudson, 2010).

RESPONSIBILITY FOR SPECIAL TRANSPORTATION OUTSIDE OF THE SCHOOL DAY

Extracurricular and School-Sponsored Activities

The IDEA and Kentucky's special education regulations require districts to provide transportation as a related service for extracurricular or nonacademic activities when the

student with a disability requires that service in order to benefit from special education services. Transportation services may also be required when students require it in order to have an equal opportunity to participate in those services or activities [71 Fed. Reg. 46576 (2006); 71 Fed. Reg. 46583 (2006); 707 KAR 1:290 Section 5(3)]. When an ARC includes an extracurricular activity as part of a student's special education program, it becomes part of the student's required program, and the district must provide transportation as a related service.

Section 504 also requires districts to provide transportation services that allow the student an equal opportunity to participate in extracurricular activities.

Field Trips

Students with disabilities must be afforded the same opportunity to participate in field trips as their nondisabled peers. When a student with an IEP or 504 plan requires special transportation as a related service to participate in a field trip, the ARC or 504 team will need to plan for the required transportation services. Any accommodations or services that the student needs for transportation on a field trip via the regular school bus, special bus or other vehicle will need to be clearly specified and documented in the student's IEP or 504 plan.

The district and school must then ensure that these supports and services are fully implemented for the student on each field trip. This includes providing for any medical needs the student may have, as detailed in the IEP or 504 plan, or supports the student needs to address his or her behavior. Moreover, if a district or school contracts for transportation services with an outside provider for a field trip, the district or the school must make certain that the student's needs are fully met, including the need for additional adult supervision if the student requires it. Failure to take these steps may potentially result in a denial of a FAPE for the student and legal consequences for the school or district.

Schools and districts should develop written communication procedures to ensure that students with disabilities and their parents are effectively notified when a field trip is planned. Similar procedures should also be in place for arranging special transportation services when they are needed for a field trip.

As is the case with any student, there is nothing to prevent a district or school from inviting or permitting a parent of a student with a disability to accompany their child on a field trip. However, a parent cannot be required to provide support or services to the student even if they accompany them on the school bus. The responsibility lies with the district and school to make sure that the student's needs are met, and services are provided during a field trip. For both extracurricular activities and field trips, ARCs and 504 teams should take the following steps to ensure that school districts are meeting their obligations to students with disabilities:

1. Discuss any field trips and extracurricular activities the student may be participating in during the school year.
2. Discuss and determine what special transportation services the student will need in order to participate in those activities.
3. Document and describe within the student's IEP or 504 plan any transportation services to be provided that will enable the student to participate in field trips and extracurricular activities.
4. Communicate with all relevant staff members so they are informed as to the services or accommodations that will be implemented (e.g., teachers, sports coaches, club sponsors, bus drivers and bus aides) (Algoe, 2018).

Placement or Travel Outside of the District's Boundaries

As noted above, the IDEA requires that students with disabilities receive services in the least

restrictive environment (LRE). This means the student is to receive specially designed instruction, supports and services to the greatest extent appropriate in the same setting as their nondisabled peers [34 C.F.R. §300.114(a)(2)(i); 707 KAR 1:350, Section 1 (10)]. The IDEA and Kentucky special education regulations require that a student with a disability attend the school they would otherwise normally attend if they were nondisabled unless their IEP requires another arrangement to address the student's needs [34 C.F.R. §300.114(a)(2)(ii); 707 KAR 1:350, Section 1 (7)].

Depending on the severity of the disability or the individual needs of the student, an ARC may determine that a student needs to attend a program or school outside of the district's boundaries. When this happens, the ARC must document the decision carefully in the student's IEP. The district's special education administration or special education staff should notify transportation staff of ARC meetings and invite their attendance when discussion concerns the potential placement of a student outside of a district's boundaries.

When an ARC determines that a student needs to be placed in a program or school outside of the district's boundaries, transportation arrangements must be made to allow the student to effectively access and attend that program or school. Transportation personnel should participate as part of the student's ARC to discuss concerns and travel logistics such as routing, transit time and special support the student will require during transport.

Extended School Year

A student's ARC team may determine that a student needs Extended School Year (ESY) services because the student has demonstrated regression on their IEP goals during previous breaks from school and has not recouped those skills within a reasonable period after instruction has been reinitiated. Typically, school districts arrange to provide ESY services over the summer.

When a student's ARC decides that a student requires ESY services and that the student needs special transportation as a related service due to needs arising from his or her disability, the district will be compelled to arrange and provide the special transportation services necessary for the student to receive ESY services. Failure to do so can potentially result in a denial of a FAPE for the student (Wilson v. District of Columbia, 2011).

SOME THINGS TO REMEMBER ABOUT SPECIAL NEEDS STUDENTS:

1. A change of environment or routine is often very difficult
2. Special needs children are very observant of body language and surroundings
3. Remember appearances can be deceiving
4. Frequent repetition of directions/instructions is often required.

EFFECTIVE COMMUNICATION AND TRANSITION FOR SPECIAL NEEDS STUDENTS

1. Be patient
2. Do not raise your voice
3. Do not show anger
4. Be aware of your tone and body language
5. Speak slowly, using clear and simple instructions
6. Demonstrate with your hands the correct action or behavior
7. Observe the students reaction

DISABILITY TERMINOLOGY, CHARACTERISTICS AND COMMUNICATION

Since transportation is a related service under IDEA adaptations involving the school bus, the

method of pickup and delivery, the need for an aide, or other special services may be included in the IEP, based on the student's disability. Understanding the physical and/or behavioral characteristics which typically accompany certain disabilities is important in making sure that the transportation services mandated in the IEP are implemented properly and that the student experiences a physically and emotionally safe ride.

INTELLECTUALLY DISABLED:

Students have intellectual functioning that is well below average and limitations in adaptive (everyday living) behavior such as maturity, independence, responsibility, and school performance compared with other students their age. Degrees of delay are described as follows:

Mild (MID) – These students generally have difficulty with academic content but can usually acquire basic reading and math skills. They may be immature and unable to apply information learned in one setting to another. They may have difficulty articulating needs and wants, and a change of routine can be difficult for them.

Moderate (MOID) – These students have a learning level 1/3 to 1/2 their chronological age. They may have delayed motor skills, poor retention skills, and immature social skills. They often experience delays in processing language. They require consistency and structure. Frequent repetition of directions/ instruction is helpful, and patience is essential in creating a safe and enjoyable ride for these students.

Severe and Profound (SID and PID) – These students frequently have coexisting disabilities (vision, hearing and seizures). They have very limited communication skills and may need help in self-care, i.e., toileting, dressing, eating. They may need assistance in boarding and physically disembarking the bus and frequent monitoring during the ride. Many have disabilities that cause them to be non-ambulatory.

Tips for communicating with students with intellectual disabilities:

1. Use simple vocabulary
2. Give short, clear directions
3. Demonstrate what needs to be done

EMOTIONAL AND BEHAVIORAL DISTURBANCE (EBD):

Students in this category have one or more of the following emotionally based characteristics to the degree that their educational performance is affected enough that they need special education services:

1. The inability to build or maintain satisfactory relationships with teachers or other students.
2. An inability to learn which is not due to intellectual, sensory or other health factors.
3. Consistent inappropriate behavior or feelings under normal conditions.
4. Serious depression or unhappiness.
5. Tendency to develop physical symptoms, pains, or unreasonable fears associated with personal or school problems.
6. These students often display behaviors inappropriate to their environment and may have poor impulse control. Behaviors may range from disruptive and attention getting to very withdrawn. These students often have problems working in groups and poor conflict resolution skills. Calmness and consistency on the part of the bus driver are essential to success in transporting EBD students. Learning to recognize things that trigger behavior and working with school staff to develop a behavior intervention plan (BIP) can be very helpful.

Tips for communicating with students with behavioral disorders:

1. Check and work closely with teacher on behavior management plan
2. Selective seating may be required

SEVERE EMOTIONAL AND BEHAVIORAL DISTURBANCE (SEBD):

These students may exhibit extreme variations of the behaviors described above. These students are generally in self-contained, center based programs, where class sizes are very small. Progress for these students requires limitless patience and understanding as well as the ability to remain flexible in working with the school staff

ATTENTION-DEFICIT DISORDER (ADD) AND ATTENTION-DEFICIT HYPERACTIVE DISORDER (ADHD):

These students have difficulty in maintaining their attention span and impulse control. They are sometimes treated with stimulant medications such as Ritalin. Students with ADHD have all the characteristics of ADD in addition to hyperactivity.

AUTISM (AU):

Is a developmental disability that affects language development, communication, and social interaction. It is a spectrum disorder; children can be affected to a large or lesser degree all along the spectrum. Children with autism may exhibit some or all of the following characteristics:

1. Repetitive movements (rocking, hand flapping)
2. Echolalia (repeating what they hear)
3. Unusual responses to sensory stimulation (can't handle noise, someone sitting too close, etc.)
4. Resistance to change (any change in routine – a sub driver, different seat, etc.) Keeping to a consistent routine as much as possible is a key to successfully transporting these children. Recognizing each child's unique characteristics and needs will help the driver in preventing upsets and disruptions. A visual schedule can help keep the student reassured and calm; a behavior management plan may be a part of the IEP.

TRAUMATIC BRAIN INJURY (TBI): refers to an injury to the brain after birth caused by an external, physical force, which results in a disability that adversely affects the student's educational performance. A student with this type of injury may require special seating, a protective helmet, or other special adaptations. A behavior management plan may also be in place. Students with TBI often have high frustration levels, experience fatigue and irritability.

SIGNIFICANT DEVELOPMENTAL DELAYS (SDD): (Ages three through five) is a term which refers to young students who have delayed development in intellectual, communication, adaptive behavior, social, emotional, or motor skills to the extent that, if they are not provided with early intervention, their educational performance might be adversely affected. These students can be served in a variety of programs. When they ride the school bus they will need help with following directions and getting on and off the bus. Each student should be transported in a Child Safety Restraint System (car seat, star seat or safety vest) appropriate for his/her size, weight, and physical condition.

SPECIFIC LEARNING DISABILITY (SLD): is a term used to describe a disorder in one or more of the basic processes involved in understanding and using spoken or written language. It may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. It does not refer to students with a general intellectual disability. Students in this category have average or above average intelligence, but have a serious academic deficiency not consistent with their measured ability. Some common characteristics may include difficulty with retrieval and transfer of information, letter reversals and transposals,

difficulty knowing left from right, distractibility, and poor self-esteem.

ORTHOPEDIC IMPAIRMENT (OI): refers to students whose severe orthopedic impairments have an effect on their educational progress to the degree that special education is required. Impairment may include congenital conditions; deformity or absence of limbs, diseases such as polio, cerebral palsy and amputations. These students may use wheelchairs or other assistive equipment and may need a lift bus.

Their physical disability does not indicate an intellectual impairment, and many of these students are served primarily in the regular classroom. However, the nature of their disability may require significant transportation adaptations, which should be addressed in the IEP meeting. It is important for drivers to receive information and training necessary to ensure the safe transportation of these students and their equipment.

Tips for communicating with students with orthopedic impairments:

1. Check to see if there are any adaptations such as positioning or harnessing
2. Selective seating may be helpful
3. Have a plan ready for evacuation purposes

DEAF or HARD OF HEARING or HEARING IMPAIRMENT (D/HH/HI):

students have a hearing loss so severe that it interferes with the development of speech, language, or academic skills. These students may be educated using an alternative communication system such as sign language or lip reading; they may be served in programs specifically for the deaf or in the regular classroom with the assistance of an interpreter or other modification, depending on their level of ability and their IEP.

When communicating with hearing impaired students, it is essential to make eye contact. A bus evacuation plan for these students should include a method of getting their immediate attention, such as the use of interior lights or other predetermined signals.

Tips for communicating with students with hearing impairments:

1. Face the student when you speak
2. Write simple notes
3. Point or demonstrate
4. Basic sign language is helpful

VISUAL IMPAIRMENT (VI/80)

A student with visual impairment is one whose vision interferes with functioning in a regular school program. This term includes students who are functionally blind, legally blind, or partially sighted. Most students in this category have normal intelligence and learn well when appropriate techniques, materials, and equipment are used. These students may need guidance to get on or off the bus; they function better in a setting with assigned seats. Letting them know verbally when changes are going to occur is helpful.

Practicing an emergency evacuation plan with visually impaired students is essential.

Tips for communicating with students with visual impairments:

- Call the student by name
- Give clear directions for what you want done
- Talk with the teacher or parent for specific tips

DEAF/BLINDNESS (D/B) is the loss of both vision and hearing, which severely impacts development and communication. These students need assistance boarding and disembarking and should be made to feel as secure as possible once seated.

SPEECH LANGUAGE IMPAIRMENT (SI/23) refers to a difference in communication skills so significant that it is apparent, disrupts communication, or affects emotional social or intellectual growth. The impairment may be in the ability to articulate speech sounds, to comprehend and/or use language; it may include an interruption in the flow of speech or voice impairment. Students with speech/language impairments may have difficulty communicating with the driver or with other students

Tips for communicating with students with speech/language impairments:

1. Listen carefully
2. Ask the student to write you a note
3. Use gestures
4. Use simple vocabulary
5. Find out if the student uses technology for assistance

OTHER HEALTH IMPAIRMENT (OHI): means having limited strength, vitality, or alertness to the degree that it adversely affects the student's educational performance. This impairment may be the result of chronic health problems such as asthma, diabetes, epilepsy, a heart condition, etc. It may also be due to a heightened alertness to environmental stimuli that results in limited alertness in the educational setting, often seen in students with attention deficit disorder or attention deficit hyperactivity disorder.

Students in this group may have difficulty starting, staying on, and completing tasks, making transitions, interacting with others, following directions. Because of the varied nature of students who are included in this category, it is important for the driver to get as much information about each student as possible and to work closely with the parents and teachers in meeting the student's transportation needs. Adaptations may be noted in the IEP and emergency medical plans may be needed.

COMMUNICATING WITH PARENTS/GUARDIANS

Communication with parents/guardians should be professional and business related at all times. Drivers should never discuss another student's personal information with a parent/guardian. Route details are not to be disclosed to parents/guardians.

CONTACTING PARENTS/GUARDIANS PRIOR TO SCHOOL STARTING:

Contact the parents/guardians immediately upon receiving the student information form. Parents/guardians should be contacted a minimum of 48 hours prior to the first day of school with a pick-up and drop-off time.

CONTACTING PARENTS/GUARDIANS THROUGH THE SCHOOL YEAR:

When new students are added to a route during the school year, the new parents /guardians should be contacted immediately upon receiving the student information form from the Coordinator. Parents/guardians of current students should be contacted with changes in pick-up or drop-off times prior to making the change.

1. Provide the parents/guardians the following phone numbers:
Dispatch: 859-384-5340
To report absences and to communicate with the driver during the route

2. DRIVER INFORMATION

At your discretion, you may provide the parents/guardians with your personal phone numbers.

RESPONSIBILITIES OF DRIVER, AIDE, PARENT/GUARDIAN AND SCHOOL

AM ROUTE:

DRIVER RESPONSIBILITIES

1. Contact Dispatch to report absence/tardiness
2. Provide Aide with meeting location and pick-up time
3. Maintain a current copy of the correct route sheet on the bus. A list of students and their phone numbers and required equipment should be included. As changes to the route are received, route directions must be updated. A copy of these directions should also be on the bus and with the driver's District Coordinator.
4. Ensure all IEP required equipment is on the bus. Examples: seating restraints and wheelchair tie-downs
5. Maintain an emergency evacuation plan and be prepared to evacuate the bus in the event of an emergency
6. Contact parents/guardians with pick-up time.
7. Begin route on time
8. Transport students safely to school so they arrive in posture to learn.
9. Display care and patience with students
10. Ensure all IEP mandates are met
11. Display TLC driving techniques
12. If a child becomes uncontrollable and becomes a danger to bus safety while being transported, the driver should radio for immediate assistance and direction. If the driver is instructed to return the child to the school, the student must be left in the care of a staff member. In some cases the Coordinator of Transportation staff member may be sent to assist; police may be dispatched if it is determined that no other alternative is available
13. Arrive on time
14. Unload at the designated location
15. Ensure the student chain of custody is maintained by delivering the students to the teachers/paraprofessionals
16. Follow appropriate unloading procedures for all students based on disability. Work with a monitor to safely unload all students.

AIDE RESPONSIBILITIES

1. Contact Dispatch to report absence/tardiness
2. Meet Driver at designated parking location
3. Have a knowledge of the emergency evacuation plan and be prepared to evacuate the bus in the event of an emergency
4. Be on time
5. Transport students safely to school so they arrive in posture to learn.
6. Focus on the student's needs
7. Preschool assistants must exit the bus service door in preparation of loading and unloading.
8. If necessary, provide lifting assistance to the student from the roadway on to the first step of the bus to a point where the student may safely walk on their own
9. Lift the student into their seat when necessary
10. Students who must cross a roadway will be escorted by assistant
11. Ensure the student chain of custody is maintained by delivering the students to the teachers/paraprofessionals
12. Follow appropriate loading and unloading procedures for all students based on disability. Work with the driver to safely unload all students.

PARENT/GUARDIAN RESPONSIBILITIES

1. Provide current student information on the parent permission to transport form including medical information and the names of persons authorized to receive the student.
2. Transport any medication to the school
3. Provide identification on the child's book bag or equipment
4. Notify the driver or dispatch if the student is not riding. If a student does not ride the bus for 5 consecutive days and no communication is received from the parents/guardians or the school, bus service will be discontinued. The driver must contact the District Coordinator on the 5th day for service to be discontinued. The guardian will have to contact their students' school to reestablish transportation services.
5. Ensure that the student meets the bus at the scheduled time. The student should be ready 5 minutes prior to pick-up time. The bus driver cannot wait past scheduled time for any student, as this creates late pickup times for other students.
6. Ensure the student chain of custody is maintained by delivering the students to the bus. Contact dispatch if communication with the driver is necessary

SCHOOL RESPONSIBILITIES

1. Provide school personnel to ensure the student chain of custody is maintained by receiving the students.

BETWEEN AM AND PM ROUTES:**DRIVER RESPONSIBILITIES**

1. Obtain any equipment/supplies that is necessary for students
2. Communicate and cooperate with school and transportation staff as well as parents to resolve safety and procedural concerns.
3. Maintain discipline on the bus to ensure student safety; refer students who violate safety rules to the proper District Coordinator.
4. Attend all mandated training sessions and keep required certifications current.

AIDE RESPONSIBILITIES

1. Maintain discipline on the bus to ensure student safety; refer students who violate safety rules to the proper District Coordinator.
2. Attend all mandated training sessions and keep required certifications current

PARENT/GUARDIAN RESPONSIBILITIES

1. Inform Student Support Services/Transportation Department of any change of address or telephone number as soon as this information is available.

SCHOOL RESPONSIBILITIES

1. Work with Student Support Services and the Transportation Office to maintain current information on each student's address, telephone number, and emergency information.
2. Inform the bus driver of any school action which affects a student's transportation service (for example, a school or bus suspension.)
3. Work with the bus driver to address discipline and safety concerns resulting from student bus behavior.
4. Assure that students are ready for dismissal and escorted to the bus.
5. Notify parents/guardians of schedule changes that may affect student transportation such as early dismissal or inclement weather.

PM ROUTE:

DRIVER RESPONSIBILITIES

1. Contact the Dispatch to report absence/tardiness
2. Provide Bus Aide with meeting location and pick-up time
3. Maintain a current copy of route directions. A list of students and their phone numbers, as well as required equipment should be included. As changes to the route are received, route directions must be updated. A copy of these directions should also be on the bus and with the driver's District Coordinator.
4. Ensure all IEP required equipment is on the bus. Examples: car seats and wheelchair tie downs
5. Maintain an emergency evacuation plan and be prepared to evacuate the bus in the event of an emergency. A copy of this plan should be maintained in the Transportation office.
6. Contact parents/guardians with drop-off time.
7. Begin route on time
8. If a child who was transported in the morning fails to board the bus in the afternoon, the driver should check with school personnel concerning the student's absence. Information given by other students is not a reliable source.
9. If a driver has only one child riding to a particular school and that child does not ride on a given day, the driver should call the school in the afternoon to determine whether the child has been brought to school during the day.
10. Arrive on time
12. Load at the designated location
13. Do not receive students prior to school dismissal
14. Ensure the student chain of custody is maintained by receiving the students from the teachers/paraprofessionals
15. Confirm all students are on the bus. Contact the district dispatch prior to leaving school if students are missing.
16. Follow appropriate loading procedures for all students based on disability. Work with an assistant to safely load all students.
 17. Display care and patience with students
 18. Ensure all IEP mandates are met
 19. Display TLC driving techniques
 20. If a child becomes uncontrollable and becomes a danger to bus safety while being transported, the driver should radio for immediate assistance and direction. If the driver is instructed to return the child to the school, the student must be left in the care of a staff member. In some cases a District Coordinator or Transportation staff member may be sent to assist; police may be dispatched if it is determined that no other alternative is available.
 21. A child should never be left with any unauthorized person. Parents/Guardians may sign a release giving permission to leave the child with a relative or neighbor in case of an emergency. Parents may also sign a release allowing the child to be left at home alone if the child is capable of handling this situation.
 22. Any instance of parental absence or late arrival in the afternoon should be reported to the district manager so that steps may be taken to make the parent aware of policies in this situation. It is critical that written notice of system policies are given to the parents/guardians. If a parent/guardian fails to be at home after written communication from the district manager, the student's bus service may be interrupted until a parent/guardian conference is held.
 23. The driver should not change the pickup or delivery point of any student without authorization from the district coordinator. Parents should be advised to call Transportation with requests for changes.
 24. Many Special Needs students cannot be left at home unattended in the afternoon. If a driver arrives at a student's home and finds no one there, the following steps should be taken:
 25. Contact Dispatch: Dispatch can contact the parents/guardians to determine if anyone is

at home. Dispatch can contact the school if no one is at home, making the school aware the student may be returning. Dispatch can also contact the district coordinator for further instruction.

26. Depending on the route structure and the directions of the district coordinator, one or more of the following steps may occur:

27. Driver could continue on the route and return to the address after delivery of other students to see if someone has arrived.

28. Driver could return the student back to school

29. Once Transportation has exhausted all viable avenues without success we will contact the Boone County Sheriff's office.

AIDE RESPONSIBILITIES

1. Contact the Dispatch to report absence/tardiness. Be on time.

2. Meet driver at designated parking location

3. Maintain an emergency evacuation plan and be prepared to evacuate the bus in the event of an emergency

4. Be on time

5. Focus on the student's needs

6. Follow appropriate unloading procedures for all students based on disability. Work with the driver to safely unload all students.

AIDE RESPONSIBILITIES

1. Do not receive students prior to school dismissal

2. Follow appropriate loading procedures for all students based on disability. Work with the driver to safely load all students.

3. Ensure the student chain of custody is maintained by receiving the students from the teachers/paraprofessionals

SCHOOL RESPONSIBILITIES

1. Provide school personnel to ensure the student chain of custody is maintained by delivering the students to the bus.

2. Students with a nurse must have a nurse present at all times.

3. Provide staff to receive undeliverable students

PARENT/GUARDIAN RESPONSIBILITIES

1. Ensure an authorized person will be at the bus stop, on time, when the bus arrives in the afternoon.

2. Contact dispatch if communication with the driver is necessary

3. Ensure an authorized person will be at the bus stop, on time, when the bus arrives in the afternoon completing the chain of custody.

TRANSPORTATION AIDE EXPECTATIONS

1. Aide must communicate with students, bus drivers, parents, school staff, and emergency personnel among others. Communication is one of the most important duties of an Aide.

2. Regular, punctual attendance is critical. Since arrival at school on time is a mandate, the Driver cannot wait for an Aide who is late.

3. The Aide should be on the bus in the morning from the time the first student is picked up and in the afternoon until the last student is dropped off. The Aide should meet the driver at the driver's parking location in the morning and afternoon. Pre-trip inspections and post-trip inspections are not part of the Aide responsibilities. Bus cleanliness is not the Aide's responsibility.

4. The Driver is always in charge of the bus. The driver should confer with the Aide whenever possible, and they should work together on strategies and solutions. However, as the ultimate responsibility and liability for what happens on the bus belongs to the Driver, that person must remain in charge.
5. The Aide must sit in a location, which allows the maximum supervision of students, preferably near the rear of the bus. The behavior or medical condition of a particular child may require the Aide to sit with or near that child.
6. The Aide must be alert at ALL times to the needs of students and to the interaction taking place on the bus. The Aide should be ready to act to prevent or intervene in case of distress or disruption. The Aide cannot be sleeping, reading or otherwise occupied at any time. The use of a cell phone or any other electronic device is prohibited on a school bus by Aide while students are present unless there is an emergency.
7. While an Aide may be assigned to a route based on the needs of a particular student, he/she should be alert to the needs of ALL students and ready to respond at any time.
8. The Aide should help with loading and unloading of students. This includes securing students in car seats, safety vests and other safety restraints. Aides should know how to install and use all types of seating restraints installed by the Transportation Department.
9. Aides assigned to lift buses should be trained in the use of the lift and tie-down systems. Drivers and Aides should work together on securing wheelchairs. The Aide should operate the lift and the Driver stays inside of the bus. The Driver should always double check the tie-downs and lift before moving the bus. Untrained persons, including parents, siblings and school staff may not assume any of these responsibilities.
10. A physical disability that requires special procedures the driver and assistant should inform the District Coordinator to schedule appropriate training. Aides should be aware of other medical conditions such as allergies, seizures, etc.
11. The Aide should be knowledgeable of the route. It is suggested that Aides obtain a copy of the route directions.
12. If bus routes are changed or eliminated to better serve students, thus eliminating an Aide position, every effort will be made to place the Aide on another route. Placements are subject to change immediately based on student needs. Aides are assigned to buses based upon the needs of students, performance, attendance and punctuality.
13. Drivers cannot give permission for an Aide to work on a bus. Not all Special Needs buses require Aides. All Preschool buses, by law, must have at least one Aide on board.
14. Aides are required to complete training during the school year. Additional training may be required according to the needs of the students.
15. Aides must be familiar with the emergency evacuation plan and be prepared to evacuate the bus in the event of an emergency.
16. Most extra activities do not require the assistance of Aides. The District Coordinator will assign Aides to extra activities based on the needs of the students.
17. The Aides must have employee ID and state identification with them on the bus.

EARLY CHILDHOOD/PRESCHOOL TRANSPORTATION

In Kentucky, preschool education is typically provided by either the school district or the local Head Start grantee. In some cases, these programs are blended and services are provided together. Kentucky's preschool education program serves four-year-old at-risk children and three- and four-year-old children with disabilities. Head Start serves at-risk children from birth to age five through the Early Start and Head Start programs.

Neither state-funded preschool nor Head Start are required to provide transportation to preschool age children; however, both programs typically provide transportation and specific regulations must be followed in providing these services.

State-Funded Preschool

Under 702 KAR 5:150, state-funded preschool programs must provide transportation staff with training in child development, behavior management and the program's requirements regarding pick-up and drop-off of children. The programs must also provide a dedicated monitor for the preschool routes. When using standard school buses transporting both school age and preschool children, the buses must maintain separate seating for preschool children.

It is important to note that drivers and monitors are considered instructors and may be included in classroom evaluations when preschool programs are observed using tools such as the Classroom Assessment Scoring System (CLASS) or Early Childhood Environmental Rating Scale (ECERS-3). While time on the bus is not included in instructional minutes reflected in program planning, bus time is considered a period when developmentally appropriate instruction should occur. Activities may include, but are not limited to, singing, finger plays, counting or letter identification games. Preschool regulations also specifically require that, on a monthly basis, classroom teachers deliver child-appropriate instruction on bus and pedestrian safety.

Preschool Children with Disabilities

Both state-funded preschools and Head Start serve students under the IDEA and must ensure that buses or allowable alternate vehicles designed for transportation of children with disabilities are available. If a child has an IEP that provides accommodations for transportation, both programs are required to meet those needs. Not all preschool children with an IEP will require special transportation. To help ensure effective decision-making, it is imperative that the ARC include representation from the local transportation department or Head Start grantee so they may provide input on decisions regarding special transportation.

As more pre-school age children are transported to school programs, often in school buses, the public is increasingly asking the National Highway Safety Administration (NHTSA) about how to safely transport them. To help answer these questions, NHTSA conducted crash testing of preschool age size dummies in school bus seats. The test results showed that pre-school age children in school buses are safest when transported in child safety restraint systems (CSRS) that meet FMVSS213, Child Restraint Systems, and are correctly attached to the seats. A CSRS is any device (except a passenger system lap seat belt or lap/shoulder seat belt), designed for use in a motor vehicle to restrain, seat, or position a child.

CSRS DO'S AND DON'TS:

It is important to remember several things before using a CSRS your bus:

1. Never have a CSRS in a bus seat next to an emergency exit.
2. Never allow a passenger (student or adult) to ride unrestrained behind a CSRS.
3. Misuse of any CSRS can result in student injury or death.
4. The driver and assistant must ensure all restraint systems are properly installed and in

good working order prior to each use.

5. If a restraint becomes soiled, the driver should exchange the restraint.

6. CSRSs are assigned to drivers based on the student's needs stated in the IEP.

7. Drivers are responsible for keeping track of assigned restraints.

8. Outerwear (i.e. winter like jacket) such as a can be removed so that the student is securely fastened in the CSRS. The National Hwy of safety and manufacturer recommend for safety reasons that coats be removed. The webbing should always be as close to the body as possible.

9. If the student has leg straps they must be used.

LOADING AND UNLOADING NON-AMBULATORY WHEELCHAIR PASSENGERS

There are over 2,500 different makes and models of wheelchairs. In addition, students come in all shapes and sizes. Each student has needs unique only unto themselves. Disabilities may range from very mild to very severe and profound. Some students may be both mentally and physically challenged. There may be some physical body distortion that requires an extremely large wheelchair to accommodate that particular student's needs for transportation. To sum it up, wheelchairs and students come in all shapes and sizes – with each student having very individualized needs. However, best recommended practices indicate that there are several essential items that must be on each wheelchair. The required items for both manually and electrically operated wheelchairs are as follows:

1. Safety lap belt (automobile style with male/female interlocking device) in working condition (no Velcro)
2. Working hand brakes for manually operated wheelchairs
3. Electric wheelchairs must have working manual hand brakes or automatic brake activation when wheelchair power is disengaged
4. Properly inflated tires
5. Properly positioned headrests
6. Footrests
7. Anti-tilting devices

If the student's medical condition and/or Individual Education Program (IEP) requires additional equipment that is to be used during transport of that student, then said additional equipment is to be used each and every time that student is to be transported on the school bus whether transport is to and from home/school/activities.

SECUREMENT POINTS:

Best recommended practices suggest the following criteria to be used when determining the proper securement points on wheelchair: Some wheelchairs come with the "transit option" and have defined anchorage points built into the wheelchair. These attached locations are identifiable by the "hook symbol" that is on the securement point. If they are present, they should be used. If the chair is not equipment with defined anchorage points, then use the strongest part of the wheelchair which is the mainframe. This the L-shaped portion of the wheelchair. Tie-downs should be placed on the wheelchair near the bend of the knee and the corner of the buttocks. Pay close attention to moving parts or special equipment on the wheelchair.

Never attach to a detachable part such as tires, arm rests, foot rests and head rests. Use caution when tightening tie-downs. Over tightening may cause damage to the wheelchair. Electric wheelchairs will sometimes vary. There may be heavy formed plastic covers that do not allow the normal access to the desired points of securement. If you are unable to determine a securement location, contact your District Coordinator and/or Safety & Training staff immediately for assistance.



POSITIONING AND SECURING BUS FOR LOADING/UNLOADING A NON-AMBULATORY STUDENT

1. Stop bus at curbside at end of driveway with lift door opening at the center of driveway.
2. Put bus gear in neutral.
3. Set parking brake.
4. The Aide operates the lift while the Driver remains inside the bus at the lift platform area waiting to receive the student.

LOADING A NON-AMBULATORY STUDENT WITH A BUS ASSISTANT

****NEVER LEAVE A CHILD UNATTENDED ON OR NEAR THE LIFT**

1. Aide exits the bus and opens and secures your lift door(s) to the exterior wall of the bus.
2. Before operating the lift, make certain the lift area is clear underneath (feet, children, pets, your feet, etc.)
3. Make sure the seat belt on the lift platform is fastened.
4. Older model lifts require you to press "up" on the control box to ensure the lift is in the full upright position.
5. Press "unfold" or "deploy" on the control box to open the lift platform.
6. Unfold the platform until you hear a "Bur-r-r-r" sound, or clicking sound. This sound indicates that the "unfold" or "deploy" cycle is complete. Newer model lifts make little or no noise.
7. Press "down" until the platform reaches ground level. Older lift models have manually operated foot guards; newer models will open automatically.
8. The bus assistant will greet the student and parent/guardian and place the student on a lift with his/her body facing outward away from the side of the bus.
9. Check to make sure a certain student's lap belt is properly secured.
10. Apply the wheelchair brakes
11. Inform students you are ready to go "up" and to keep their hands in their laps.
12. Place one hand on the armrest of the wheelchair and press "up" until the platform reaches floor level. Older lift models must be stopped manually; newer lift models will stop automatically.
13. The driver meets students at the lift platform opening and will pull the wheelchair into the bus and place it into position and begin the four-point securement process.
14. Press "fold" or "stow" on the control box to close the lift platform
15. Close and secure lift door.

POSITIONING OF WHEELCHAIR ON SCHOOL BUS:

1. Place wheelchair in Forward Facing position
2. Center wheelchair between parallel floor-tracking systems
3. Lock the wheelchair brakes.
4. Remove lap tray and properly secure.
5. Properly secure any other type of equipment that is to be transported in accordance with the student's Individual Education Program (IEP)
6. Leave enough room between wheelchairs for you to maneuver (space may be limited due to number of wheelchairs assigned to your bus).

INSERTING AND REMOVING TIE-DOWNS IN THE FLOOR TRACK:**SERIES "L" OR BUTTON TRACK**

1. Insert fitting over the button openings in the track, lining it up like a puzzle piece. 2. Push the fitting down into the track and slide either direction one button opening, until it clicks and locks into position.
3. Pull firmly on the strap to assure the fittings are locked into the track before beginning the securement procedure
4. To remove, lift up on the release button on the fitting and slide either direction one button position.

EQUIPMENT INSPECTION, CLEANING AND STORAGE:**INSPECTION:**

1. ALWAYS check all straps and seat belts systems to ensure they are in good working order. Check for the following:
 2. Cut, frayed, contaminated or damaged webbing
 3. Improperly functioning buckles or hardware
 4. Worn or broken parts

CLEANING:

1. The cleaner the track, the easier it will be to move the tie-downs.
2. Sweeping your bus weekly will help.
3. Use only a damp mop to help keep the floor clean.
4. Never use a garden hose to wash out your lift bus. Mopping is preferred.
5. Do not leave standing water on the bus floor.

STORAGE:

Unused tie-downs and seat belts systems should be stored either neatly on the floor or in storage bags mounted on the bus walls.

SECURING A WHEELCHAIR USING OVERCENTER™**ATTACHING THE TWO REAR SECUREMENT STRAPS:**

1. Position both rear securement strap fittings into the floor tracking 3 to 8 inches from the rear tires of the wheelchair.
2. Loop hook end of each securement strap around the mainframe of the wheelchair – Corner of Buttocks.
3. Clip hook into "O" ring or "S" Hook of each securement strap.

4. With the buckle open, pull each loose strap (tail-end) snug, keeping the loose end of the strap within the buckle guide.
5. Left and right straps should be hooked at the same position facing toward the center of the chair. On each side of the wheelchair at a minimum of 45 to maximum 30 degree angle with no twist in the belts and evenly distributed pressure. Over-tightening may cause damage to wheelchairs.

ATTACHING THE TWO FRONT SECUREMENT STRAPS:

1. Position both front securement strap fittings in the floor tracking 3 to 8 inches from the front tires on the wheelchair.
2. Loop hook end of each securement strap around the mainframe of the wheelchair—Bend or Fold of Knee.
3. Clip hook into the “O” ring of each securement strap.
4. With the buckle open, pull each loose strap (tail end) snug, keeping the loose end of the strap within the buckle guide.
5. Left and right straps should be hooked at the same position one each side of the wheelchair at a minimum of 40 to 60 maximum degree angle with no twist in the belts and evenly distributed pressure. Over-tightening may cause damage to wheelchairs.

ATTACHING A FLOOR ANCHORED LAP BELT:

1. Lap belt track fitting should be secured to the floor track fitting at the rear of the wheelchair.
2. Female receivers should be placed in the inside aisle of the bus.
3. Male connector should be placed to the wall-side of the bus.
4. Advise students that you are bringing a lap belt through the armrest across the student's pelvic area.
5. Fasten and pull the strap to take up the slack. Do not over tighten your lap belt.

ATTACHING A NON- RETRACTABLE SHOULDER BELT:

1. Shoulder belt track fitting should be placed in the appropriate level on wall mounted tracking with the release button facing the front of the bus. There is track located above and below the windows. On newer lift buses, there is also track in between the windows for added flexibility.
2. The shoulder belt fitting should be placed even with the lap belt fittings on the floor.
3. Advise students you are bringing your shoulder belt over the shoulder and all the way across the chest of the student.
4. Make certain the shoulder belt fastener is in the correct position (Smooth “L”). Attach fastener to the lap belt button and adjust for tightness.
5. Check for proper tightness of the shoulder belt.
6. Shoulder belt position should not interfere with any medical equipment on student. Use a shirt or jacket collar to aid in more comfortable use of the shoulder belt.

CHECK AND DOUBLE CHECK:

1. Remember to always check and double-check each wheelchair before moving your bus.
2. Inform the student you are going to perform a “shake” test.
3. Release the brakes on the wheelchair, stand behind the chair, and pull on the chair.
4. There should be less than 1 inch of movement.
5. If there is movement, check each tie-down for tightness.
6. Reapply the brakes

SECURING A WHEELCHAIR USING RETRAKTOR™ TIE-DOWNS:

ATTACHING THE TWO REAR SECUREMENT STRAPS:

1. Position both rear securement strap fittings into the floor tracking 3 to 8 inches from the rear tires of the wheelchair.
2. Place the S-hook at the end of each strap around the mainframe of the wheelchair at the corner of the buttocks. If there is not enough room to place the S-hook directly on the chair, use a Quick Strap™ to assist. Make sure there are no twists in the straps.
3. Once the S-Hook is on the mainframe, turn the tension knob on the retractor until the belt is snug.
4. Left and right straps should be hooked at the same position on each side of the wheelchair at a minimum of 45 to maximum 90 degree angle with no twist in the belts and evenly distributed pressure. Over-tightening may cause damage to wheelchairs.

ATTACHING THE TWO FRONT SECUREMENT STRAPS:

1. Position both front securement strap fittings in the floor tracking 3 to 8 inches from the front tires on the wheelchair.
2. Place S-hook at the end of each strap around the mainframe of the wheelchair at the bend of the knee. If there is not enough room to place the S-hook directly on the chair, use a Quick Strap™ to assist. Make sure there are no twists in the straps.
3. Once the S-Hook is on the mainframe, turn the tension knob on the retractor until the belt is snug
4. Left and right straps should be hooked at the same position on each side of the wheelchair at a minimum of 45 to 90 maximum degree angle with no twist in the belts and evenly distributed pressure. Over-tightening may cause damage to wheelchairs.

ATTACHING AN INTEGRATED LAP BELT:

1. Attach the snap hook end of the belt to the D-ring on the rear securement strap assembly.
2. Female receivers should be placed in the inside aisle of the bus.
3. Male connector should be placed to the wall-side of the bus.
4. Advise students that you are bringing a lap belt through the armrest across the student's pelvic area.
5. Fasten and pull the strap to take up the slack. Do not over tighten your lap belt.

ATTACHING A NON- RETRACTABLE SHOULDER BELT:

1. The shoulder belt fitting should be placed even with the lap belt fittings on the floor.
2. Advise students you are bringing shoulder belt over the shoulder and all the way across the chest of the student.
3. Make certain the shoulder belt fastener is in the correct position (Smooth "L"). Attach fastener to the lap belt button and adjust for tightness.
4. Check for proper tightness of the shoulder belt...
5. Shoulder belt position should not interfere with any medical equipment on student. Use a shirt or jacket collar to aid in more comfortable use of the shoulder belt.

CHECK AND DOUBLE CHECK:

1. Remember to always check and double-check each wheelchair before moving your bus.
2. Inform the student you are going to perform a "shake" test.
3. Release the brakes on the wheelchair, stand behind the chair, and pull on the chair.
4. There should be less than 1 inch of movement.
5. If there is movement, check each tie-down for tightness.
6. Reapply the brakes

SECURING A WHEELCHAIR USING TITAN SERIES RETRACTOR™ TIE-DOWNS:

ATTACHING THE TWO REAR SECUREMENT STRAPS:

1. Position both rear securement strap fittings into the floor tracking 3 to 8 inches from the rear tires of the wheelchair.
2. Place the S-hook at the end of each strap around the mainframe of the wheelchair at the corner of the buttocks. If there is not enough room to place the S-hook directly on the chair, use a Quick Strap™ to assist. Make sure there are no twists in the straps.
3. Once the S-Hook is on the mainframe, turn the tension knob on the retractor until the belt is snug.
 4. The yellow “locked” indicator tag should be visible to indicate the retractor is in locked mode.
5. Left and right straps should be hooked at the same position on each side of the wheelchair at a minimum of 45 to maximum 90 degree angle with no twist in the belts and evenly distributed pressure. Over-tightening may cause damage to wheelchairs.

ATTACHING THE TWO FRONT SECUREMENT STRAPS:

1. Position both front securement strap fittings in the floor tracking 3 to 8 inches from the front tires on the wheelchair.
2. Place S-hook at the end of each strap around the mainframe of the wheelchair at the bend of the knee. If there is not enough room to place the S-hook directly on the chair, use a Quick Strap™ to assist. Make sure there are no twists in the straps.
3. Once the S-Hook is on the mainframe, turn the tension knob on the retractor until the belt is snug.
 4. The yellow “locked” indicator tag should be visible to indicate the retractor is in locked mode.
5. Left and right straps should be hooked at the same position on each side of the wheelchair at a minimum of 45 to 90 maximum degree angle with no twist in the belts and evenly distributed pressure. Over-tightening may cause damage to wheelchairs.

CHECK AND DOUBLE CHECK:

1. Remember to always check and double-check each wheelchair before moving your bus.
2. Inform the student you are going to perform a “shake” test.
3. Release the brakes on the wheelchair, stand behind the chair, and pull on the chair.
4. There should be less than 1 inch of movement.
5. If there is movement, check each tie-down for tightness.
6. Reapply the brakes

ATTACHING AN INTEGRATED COMBINATION LAP BELT AND SHOULDER BELT:

1. The shoulder belt should be placed in the upper track on the bus wall.
2. The lap belt retractor box should be placed directly underneath the shoulder belt in the track nearest the bus wall.
3. Grasp the buckle connector and pull the webbing out of the retractor while holding the triangular fitting with the web stiffener.
4. Take the triangular fitting and thread it down and through the gap between the wheelchair back and seat.
5. Connect the triangular fitting to the stud on the rear wheelchair tie-down assembly closest to the bus wall
6. Take the triangular fitting on the shorter buckle strap and thread it through the gap between the wheelchair back and seat.
7. Connect the triangular fitting to the stud on the rear wheelchair tie-down assembly closest to the bus aisle. Snap the buckle connector into the push button buckle
8. Advise students that you are bringing a lap belt across the student's bony pelvic area.
9. Adjust the belt using the adjustor near the buckle connector. Do not over tighten your lap belt.

10. The shoulder belt should be adjusted to the correct height for the student so that the shoulder belt is not on the student's face or neck.

CHECK AND DOUBLE CHECK:

1. Remember to always check and double-check each wheelchair before moving your bus.
2. Inform the student you are going to perform a "shake" test.
3. Release the brakes on the wheelchair, stand behind the chair, and pull on the chair.
4. There should be less than 1 inch of movement.
5. If there is movement, check each tie-down for tightness.
6. Reapply the brakes

UNLOADING A NON-AMBULATORY STUDENT:

****NEVER LEAVE A CHILD UNATTENDED ON OR NEAR THE LIFT**

1. Aide exits the bus and opens and secures your lift door(s) to the exterior wall of the bus. Driver should unsecure the wheelchair.
2. Before operating the lift, make certain the lift area is clear underneath (feet, children, pets, your feet, etc.)
3. Make sure the seat belt on the lift platform is fastened.
4. Older model lifts require you to press "up" on the control box to ensure the lift is in the full upright position.
5. Press "unfold" or "deploy" on the control box to open the lift platform.
6. Unfold the platform until you hear a "Bur-r-r" sound, or clicking sound. This sound indicates that the "unfold" or "deploy" cycle is complete. Newer model lifts make little or no noise.
7. Driver should check to make sure a certain student's lap belt is properly secured.
8. The driver will push the wheelchair onto the lift platform with the student's body facing outward away from the side of the bus.
9. The driver or bus assistant will apply the wheelchair brakes.
10. Inform students you are ready to go "down" and to keep their hands in their laps.
11. Aide should place one hand on the armrest of the wheelchair and press "down" until the platform reaches ground level. Older lift models have manually operated foot guards; newer models will open automatically.
12. Press "up" on the control box until the lift stops
13. Press "fold" or "stow" on the control box to close the lift platform
14. Close and secure lift door.

**EMERGENCY EVACUATION PROCEDURES FOR SPECIAL NEEDS STUDENTS
SAFETY AND EMERGENCIES**

Planning Ahead with the ARC or 504 Team

When a student receives special transportation as a related service, it is vital that the ARC or 504 team discuss, and include in the IEP or 504 plan, any provisions or supports that the student may need in an emergency. This should include emergencies that may occur while the student is riding on the school bus. Emergencies include, but are not limited to, events arising from the student's disability, natural disasters, weather-related events and motor vehicle accidents. School bus drivers and assistants should be able to identify the students they transport who have disabilities and know their specific needs. It is also important that drivers and assistants be instructed in when and how to respond appropriately in any emergency.

Evacuation from the Bus; Drills and Practice

Kentucky requires under 702 KAR 5:030, Section 14 that bus evacuation drills be practiced four times per year. It is essential to have a written plan for emergency evacuations for those

students who use assistive devices or wheelchairs. Evacuation procedures should be well known and rehearsed by drivers and assistants to assure competent handling of both ambulatory and non- ambulatory students if an emergency arises.

Bus drivers and driver assistants should be able to evacuate all passengers through all available exits with or without the use of a hydraulic lift. Written directions should be posted near any mechanical apparatus that requires special operating skills and knowledge.

Transportation and school staff should train and instruct students with disabilities, so they are familiar with safe and organized evacuation procedures. Districts should write evacuation procedures that allow students to participate to the extent possible based on their individual capabilities. Students with disabilities may need frequent review and practice in following evacuation procedures.

All students should participate in evacuation drills, unless they are medically fragile and unable to do so safely. If a student is physically unable to practice evacuations, it is important that the student is explained, in detail and step-by-step, what will happen and what to do in the case of an evacuation. All students should be prepared to participate should an actual emergency occur. In some cases, the ARC or 504 team may need to consult with the student's doctor(s) or review medical documentation to discuss and plan for the best way to evacuate a medically fragile student.

A written evacuation plan should include:

- emergency stop locations
- cell phones, two-way radio systems or phone locations/access in stores or homes
- charted shortest routes to hospitals
- emergency contact information

A seating chart with photographs of non-verbal students should be available, and photographs should also be attached to emergency information. This is a necessary precaution for situations in which a driver could be incapacitated or unable to identify students. Additional detail pertaining to the information and materials bus drivers are required to have with them in the bus at all times in the event of an emergency can be found in the Kentucky Department of Education's Pupil Transportation Management Manual.

PRACTICE DRILLS

Practice drills are always conducted on school property.

The district manager will contact the school to set up a date for practice evacuations. The teachers, paraprofessionals, physical therapists, school nurses and lead teachers may need to be present to ensure that students are evacuated appropriately and safely.

Some students may not be able to be evacuated from the bus during practice drills because of medical conditions. The driver and monitor should discuss a plan for evacuation for these students for real emergencies.

Challenges of real emergencies

Which students are able to help, and to what extent.

Which students have special needs-seizures, etc., and how to deal with these needs. Whether students can be evacuated in wheelchairs, or removed from their chairs. How to disconnect or cut wheelchair securement and occupant protection equipment, and other support equipment (air tubes, feeding tubes, etc...) knowing how long the student can survive with interrupted support equipment.

Identifying which students might panic and run so they can be paired with another student or evacuated last.

Change or transition is very difficult for special needs students. Oftentimes their disabilities delay their understanding of a situation.

Students may be fearful or upset by emergency personnel.

EVACUATION PLANS

Each bus driver and bus assistant should be able to verbally articulate the emergency evacuation plan without hesitation. In most instances, you will have only about two minutes to evacuate a bus before serious injuries will occur. All students should be removed from the bus by the most convenient and safe exit along with belt cutters to cut strapping and harnesses.

EVACUATING NON-AMBULATORY STUDENTS

Have a written plan and make sure that everyone knows what to do before a real emergency arises.

Lift Assisted – If the lift on the bus is operational, the driver should manually lower it if there is no power.. If there is power then lower the chair as normal down the lift. This will allow for a two-step descent with each wheelchair.

Non-lift Assisted – In an emergency, if the lift is not operational, the driver and monitor must remove the non-ambulatory students from their chairs as quickly and safely as possible. It is good to know ahead of time the method of lifting (under knees, under arms) and what equipment issues there may be.

Videos of proper non-ambulatory evacuations can be found here -
<https://youtu.be/XhTFScdtLVI?feature=shared> - Fire blanket evacuation

https://youtu.be/gi_c1POuDB4?feature=shared - Wheelchair lift operation at 13:20 of video.

CHAPTER 6: FIELD TRIPS AND EXTRA DUTIES

DRIVER REQUIREMENTS

1. Must have and keep an accurate timepiece and current calendar to document trip information given by office staff.
2. Must hold and retain their status as a “regular” or “part-time” driver
3. Must be familiar with and know how to operate all department equipment. This requirement will include the securement systems and lift operation of special needs buses.
4. Must be familiar with regulations regarding carry-on items.
5. Must have at least 90 days of school bus driving experience for night/weekends, overnight and summer trips. Day trips (during the school year) do not require 90 days of experience, because the day trips are local or in close vicinity of Boone county.
6. Must have knowledge of the district and the location of each school.
7. Must be familiar with and practice the trip procedures.
8. Must have an acceptable job evaluation, to include an excellent dependability and safety record.
9. Must have not been removed from a trip driver pool within the current school year
10. Must plan, in cooperation with the trip sponsor, the assigned trip route and provide for adequate rest stops as outlined in the Kentucky school bus driver training manual.
11. All field trips are submitted online and kept for a minimum of one year.

EXPECTATIONS FOR FIELD TRIP DRIVERS

TO MEET SAME STANDARDS AS REQUIRED BY DRIVER JOB DESCRIPTION

1. All drivers will be expected to service any trip assigned. Drivers should not exceed more than 3 unexcused absences. The same criteria for absentees are in place for driver cancellations of assigned trips. The absentee must meet the criteria established in Module 9, Section C, “excused absence”. All other absences are deemed “unexcused”.
2. All drivers will be cooperative with the school/ sponsor and make an effort to create a pleasant atmosphere during the course of the trip.
3. All drivers will follow safe driving principles.
4. All drivers will make every effort to assure the safety of all passengers, especially in loading and unloading situations.
5. All drivers should practice pre-planning for trips.
6. All drivers will be punctual for their trip assignment preferably 15 minutes before departure.
7. All drivers will stay together when there are multiple buses on a trip. If there is a large number of buses on the trip, the lead driver can divide the buses into small groups.
8. When there are multiple buses on a trip, the most senior driver will be designated as the lead driver and all other drivers shall follow his/her directions.
9. The lead driver will be the designated spokesperson for the group of drivers.
10. The lead driver will be the liaison between the drivers and the school/sponsor.
11. The lead driver shall designate and supervise the loading and securement of luggage.
12. The lead driver will follow proper radio procedures while en route.
13. Radios should be switched to the appropriate trip channel for any field trip under 35 miles from the Stephens lot. The lead driver should communicate the channel switch.

District 1 – Channel 1
District 2 – Channel 2
District 3 – Channel 3
District 4 – Channel 4
Garage – Channel 5

14. Radios should be switched to the appropriate trip channel for any field trip over 35 miles from the Stephens bus lot. The lead driver should communicate the channel switch to Channel 9.
15. In the event of multiple buses arriving at the school and one or more of the buses are not required for the trip, the driver(s) with the least seniority will return to their parking location. Drivers not needed will receive 1.5 hours for show up time for day trips and 2 hours for night and weekend trips.
16. All drivers will be responsible for picking up their trip tickets. Trip tickets are to be placed in driver's mailbox – check daily
17. All drivers will have the trip ticket in their possession and have the school/sponsor sign the ticket attesting to the start and finish times of the trip.
18. All times and mileages start at the loading time at school and finish with the unloading of students at their final destination.
19. All drivers will record the trip mileage on the trip ticket. Trip tickets must be returned to the office no later than next business day.
20. On all trips/CBIs, especially overnight and night/weekend trips, drivers need to secure the bus anytime they are not on board. This involves pumping down the brakes and taking the key with them.
21. "Sick Days/Personal Days" as it relates to field trips is as follows: A driver will still be eligible for a field trip if they use a "half day" either AM or PM as the half day only covers even pay hours for the half a day missed. Drivers who use a full day will not be eligible for a field trip that day because they are indicating to the District that they are unable to fulfill their duties for the entirety of the day. This also applies to night trips, CBI's, and overnight trips. If a driver uses a sick day on a Friday and has a trip on Saturday they will still be allowed to do that night and weekend trip.

TRIP LIST PROCESS

DAY TRIP DRIVERS:

1. Each district is permitted 3.00 drivers per school serviced for the driver trip list.
2. AM/PM routes take priority over field trips. Route times must not conflict with the allowable time frame of 9:00 am – 2:00 pm for day field trips.
3. All day trips are assigned within the specific districts. If a specific district does not have enough drivers available to fulfill the trip request, other districts may provide the needed drivers to fulfill the request.
4. A driver must not have any mid-day commitment that would interfere with the ability to take any trip within the scheduled time frame. The exception will be midday commitments that only run certain days of the week i.e. Fire Science which only runs two days a week. The other three days the driver will be allowed to do field trips. If the midday commitment is included in even pay then the driver will not be eligible for day trips i.e. a Gateway run at 10AM. The purpose of this is to not put an extra burden on the Transportation Department to cover midday runs. If a driver has a extra duty attached within their route i.e. Ignite run after High School dropoff than that driver is eligible for day trips.
5. Any staff support, office employee, or mechanic will not be eligible to do day trips unless an emergency situation arises and/or with the Director of Transportations approval.
6. Sick day usage -

NIGHT/WEEEKEND DRIVERS:

1. All current trip drivers will be permitted to remain on the trip list until such a time that he/she fails to meet the established qualifications to maintain the position or resigns from the trip list.
2. Any driver requesting to be added to the trip list must meet all qualifications.
 - a) Must be an employee of the Boone County Schools Transportation Department
 - b) Must hold a position of which their primary job duty is that of a school bus driver
 - c) Any future additions will only be considered prior to each semester session.
 - d) Driver has completed 90 days of school bus driving prior to being added to the list.

3. Available trip request time frame: School in session, Monday – Friday, 4:30 pm –through completion of trip. Weekends or when school is not in session, any time.
4. Drivers will not be assigned to any night trip that creates conflict with bus route times.
5. Any staff support/office employee or mechanic will not be eligible to do night/weekend trips unless an emergency situation arises and/or with the Director of Transportations approval.

OVERNIGHT TRIP DRIVERS:

1. Must be available for extended trips that require the driver to stay overnight with the trip for its duration.
2. Driver must have completed 90 days of driving before eligibility is granted.
3. Any staff support/office employee or mechanic will not be eligible to do overnight trips unless an emergency situation arises and/or with the Director of Transportations approval.

SELECTION PROCESS

Once the driver's eligibility is established, they will be selected for the trip driver pool through the following process:

Sign up information for all trip lists will be provided at the 8 hour update prior to the start of school. All drivers and aides will need to sign up for trip work online through Frontline. Employees added to the trip list after the Frontline posting has ended will start at an average of hours already assigned to other drivers. New employees will be provided sign up information during the onboarding process.

DAY TRIPS:

1. Drivers assigned by specific district locations.
2. Initial round of trip assignments will be by seniority and then based on hours assigned. The trip list will be divided by the 4 specific districts currently in place. The only exception to this is if a District runs out of trip drivers. In that circumstance other Districts drivers may be used. The field trip software uses an hour average method that's purpose is meant to keep all drivers at a consistent and equal amount of trip hours.
3. Drivers are placed on any trip list by seniority when lists are generated. A completed form must be previously on file (from the start of school or returning to work from an approved absence) to be considered for addition to lists. All additions will be added using an average number of hours assigned at the time of being added for each specific district that the employee is assigned.

NIGHT/WEEKEND DRIVER POOL

1. Assigned district considerations do not apply.
2. There are no limitations on the number of drivers assigned to this list so the seniority consideration does not apply.
3. The field trip software method for night and weekend assignments will follow the same rules as the day trips.

OVERNIGHT DRIVER POOL

1. Assigned district considerations do not apply.
2. There are no limitations on the number of drivers assigned to this list.
3. Eligible drivers will be added on an annual basis.
4. This list will be updated each fall prior to the start of school and will remain unaffected, till the following school year. With the exception of rotation of the list as trips are assigned to ensure clarity and which driver is eligible for the next trip.
5. This list will be based on Frontline (Applitrack) applications that are received prior to the start of school.
6. New employees will be added as employment requirements allow and will be added under the most recent name chosen for an overnight trip. I.e. the bottom of the list.

CBI - COMMUNITY BASED INSTRUCTION -

Community Based Instruction is an important component of the learning process for students with Moderate to Severe Disabilities and Autism Spectrum Disorders. It provides opportunities to generalize learned skills in their naturally occurring environment. CBI is a data driven event that occurs in a natural setting where the student can work/practice a goal that will be used in the same setting or a similar setting when the student is an adult. Community Based Instruction is different from a field trip. Field trips tend to be one-time activities that provide enrichment or serve as an introductory or culminating event. Community Based Instruction is more than just exposing students to different activities and different environments; CBI is intentional, goal driven, and data informed and should be aligned to both the curriculum and the student's IEP. The transportation department shall be notified of Community Based Trips 10 days in advance.

These trips are held during the midday between runs. Normally District 4 drivers will handle these trips as their buses are properly equipped for students with special needs. All attempts will be made to use District 4 drivers. However, in the event of an emergency or that additional drivers are needed the department reserves the right to allow other Districts to cover CBI's. CBI's are submitted online to the District 4 Coordinator and assigned by seniority by the Coordinator.

SUMMER DRIVER:

1. Assigned district considerations do not apply.
2. There are no limitations on the number of drivers selected to this list.
3. Summer routes and summer field trips signups will be posted on Frontline April 1st of the school year and will be taken down on May 15th.
4. In the case of a driver winning a summer route that gets canceled they will lose that route and be put back into the bidding pull for any other additional summer routes that have yet to be bid on.

EXTRA DUTY ASSIGNMENTS

Assignment process of extra school related activities:

(Excluding – trips, special needs, preschool, Or athletic events)

ESS – programs and OTHER curriculum enrichment programs, requiring transportation services will be designated as extra duty - as determined by Transportation Management. The status of all other extra activities will be subject to the district coordinator's discretion.

1. Assignments will be determined only within district locations. Only the district assigned personnel will be eligible to assume assignments within their district.
2. Employee eligibility will be contingent on (his/her) employee status. They must be an employee in good standing within the department and must:
 - a) Maintain an acceptable evaluation report
 - b) Not be serving any form of suspension or probation
3. The scheduled hours of an employee shall not exceed (eight) hours per day x (five) days per week, to include the scheduled extra duty time.
4. Assigned route times shall not conflict with the extra duty scheduled time.
5. Assignments will be determined by considering all of the following:
seniority, accident history, dependability, driving skills, attitude, organizational skills, physical requirements and any other skills relative to the assignment. Each new assignment will start at the top of the seniority list.
6. The employee throughout any extra duty assignment period must maintain all aspects of the selection criteria or the assignment will be subject to being forfeited.

Key Information: The District Coordinator will notify the appropriate employee(s). The employee will then have (twenty-four) hours to accept or refuse the assignment. Implementation of this procedure does not violate any active board policy. This procedure will supersede any past practice or written departmental policy. Extra duty assignments will be paid at the rate of 1.5 hours per extra duty run (.i.e. Votech, Ignite) the exception will be PM private school transfers which will be added into even pay. Programs that only run certain days of the

week will be paid in supplemental on the days the program runs (Fire Science and Homebuilders that only run certain days of the week).

Policy Revision(s):

7/9/2004

5/24/2024

SUMMER WORK

1. This bidding procedure will be used to fill all summer work activities (excluding trips) associated with the Transportation Department.
2. By May 1st, the transportation department will post on Frontline sign ups for summer work.
3. By the end of the business day on **May 15**, drivers will submit their application through Frontline.
4. The transportation director will generate a summer work roster, in seniority order, and distribute the list to all transportation Coordinators.
5. All summer work requests must be submitted to the transportation director's office. All received requests will be dated and time stamped as they are received by the director's office.
6. The transportation office will post a list of available work assignments and the summer work roster at all transportation offices.
7. The Transportation Director (or designee) will fill work assignments no later than forty-eight (72) hours after the request has been received by the office.
8. Work assignments will be offered to qualified individuals in the following manner:
9. In seniority order, starting with the individuals at the top of the roster and working down the list.
10. Individuals that have a current assignment which will be over prior to the start of the next available assignment will be reinstated on the roster, in seniority order, and considered for that assignment.
11. Whenever multiple work requests are received by the director's office the most senior qualified individual will have a choice of assignments. This process will continue until all activities have been filled.
12. If an individual declines an assignment, he/she will be moved to the bottom of the roster and all remaining names on the roster shall be exhausted before this individual will be considered for another assignment.
13. The Transportation Department will attempt to contact individuals on the roster for a period of 24 hours before going to the next name. If an individual has not made contact with the transportation director (or designee) within this specified period, it will be considered the same as declining the assignment offer and applicable penalties will apply.
14. An individual must be able to assume the duties of an assignment effective with its start date and in its entirety.
15. When an individual accepts an assignment, he/she will be reinstated on the roster, in seniority order, upon completion of the assignment.
16. Fill-in work assignments will usually be one (1) day in duration in order to fill in for an absence. These assignments will be filled from names remaining on the roster. An individual will receive no penalty for declining fill-in assignments.

Eligibility Requirements: Individuals must be an active employee. They must hold the necessary qualification and certifications to assume the duties of the assignment. They must not have any active probationary measures in place that would prohibit them from participating in extra duty and/or bidding activities. They must be able to comply with all the conditions as described in this procedure.

Key Information:

1. Regular work rules, policies, and procedures will be in place for all summer work assignments. Any disciplinary measures implemented during the summer assignments will be in effect throughout the year.

2. The shop personnel, office administration, district coordinators, schools, or any other entity requesting transportation services (excluding trips), shall submit their requests in writing or email to the transportation director's office for processing.
3. Verbal requests will not be considered.

Policy Revision(s):

April 25, 2008

Recommended and approved by Board committee 4/30/08

Revised and approved by Board Committee 4/30/09

START TEAM PROCESS

1. Drivers will sign up for the start team by October 15th of each school year.
2. The start team and alternates must attend a refresher course by October 31st of each school year.
3. The start team will consist of up to 16 drivers.
4. Drivers with the most seniority will be assigned to the team and lesser seniority drivers will be assigned to the alternate start team list.
5. Drivers who refuse 2 start days will be removed from the team for the season.
6. Alternate drivers will be assigned from the alternate list based on seniority. The list must be exhausted before starting over again at the top. Alternates who refuse two (2) start days will be removed from the team for the season.
7. Drivers will be assigned zones for the season. Alternates will fill in for the driver's assigned zone.
8. The Transportation Secretary will contact alternates and maintain the assignment log.
9. The start team will be activated by the Director or designee based on the following:
 - a. 20 degrees – Start Team reports at 5:00AM
 - b. Below 0 – Start Team reports at 4:30AM
 - c. Snow days – Start Team may be called in to move buses so the lot can be plowed and treated.
10. The start team must sign-in and sign-out with a Dispatcher each event. The Transportation Secretary will maintain the sign-in sheets. Ryle lot drivers will sign-in and sign-out via radio.
11. Start team members are required to contact Dispatch when the zone is finished or when a bus won't start.
 - a. "ZONE #, IS COMPLETE" OR "ZONE #, BUS #, DOWN"
12. Start team members must walk from bus to bus. Cars must be parked in designated parking spaces.
13. Start team members must adhere to expectations and instructions for starting buses. See expectations and instructions.

START TEAM EXPECTATIONS:

1. Report to meeting room to sign-in
2. Stephens lot: sign-in and sign-out with dispatcher
Ryle lot: sign-in and sign-out via radio with dispatcher
3. Follow the bus starting instructions
4. Complete startup of your zone in a timely manner
5. Do not drive your car from bus to bus. You must walk
6. Report status to dispatch when zone is finished or when bus won't start
"Zone # is complete" or "zone #, bus #, down"
7. Start only your assigned buses
8. Return to the meeting room for additional assignments

START TEAM INSTRUCTIONS:

HOW TO START A COLD BUS:

1. Turn key to the "on" position

2. Stop - before starting, turn off any accessories including heaters
3. Wait for start light to go out – may take up to a minute
4. Attempt to start bus engine
5. If the bus turns over more than 10 times – stop
6. Repeat steps 1 through 5
7. If the bus does not start, notify dispatch: “*zone#, bus#, bus down*”

ONCE ALL BUSES IN ZONE HAVE BEEN STARTED AND THE BUS HAS RAN AT LEAST 10 MINUTES:

1. Turn bus to fast idle
2. Turn on clearance lights
3. Turn on heaters
4. Put the door in manual mode and shut the door
5. Remove any snow from hood and wipers of bus

MOVING BUSES FOR PLOWING AND SALTING:

1. Follow instructions from mechanics
2. Ensure bus is unplugged before moving
3. Ensure bus is parked back into assigned spot

HOW TO SHUT DOWN THE BUS:

1. Turn off heaters and all accessories
2. Turn off clearance lights
3. Turn off engine
4. Deactivate no child left behind system
5. Remove key from ignition and replace key
6. Put door in manual mode and pull door shut
7. Ensure bus is plugged back in
8. Drape cord over the mirror
9. Visually inspect bus to ensure lights are off

CHAPTER 7: POLICIES AND PROCEDURES

BUS ASSIGNMENTS

1. The majority of bus assignments will be made after delivery of newly purchased buses.
2. All equipment purchased by the Boone County Board of Education is the property of the Board of Education. The Board or its designee, reserves the right to adjust any and all equipment assignments, without prior notice, as determined by department needs.
3. New Conventional buses are assigned to drivers based on seniority, and current eligibility, I.E.–If a driver is on leave they will not be given a new bus until they return and the next round of buses are dispersed. Each new bus disbursement will go to the next senior driver on the seniority list of that District. This will ensure each driver eventually receives a new bus while also keeping consistency with our most senior drivers while also allowing fair distribution amongst our stakeholders.
4. New special equipment buses are assigned to meet specific department needs and will replace like equipment. These buses will be assigned based on department needs and not in seniority order.
5. Bus assignments for vacant and/or bid route positions will be based on department needs and consistency of operations.
6. New conventional bus assignments will be given by seniority and spread over District 1, District 2, and District 3 as evenly as possible. Seniority will be based on the driver's seniority within their District. This is done to even disturbed new equipment amongst all stakeholders in the District.
7. New conventional bus assignments are based on driver seniority within their District (excluding District 4). The conventional bus is the only type of bus assigned in this manner.
8. All other types of vehicles are assigned by department needs.
9. Currently assigned bus will be inspected by a certified mechanic prior to assignment of new or upgraded equipment. The Director of Transportation or their designee has the right to assign vacant buses to other routes.
10. In the event of a "pilot" bus program where pilot equipment or a piloted (new equipment) type of bus is used the Director has the right to assign these buses at their discretion without seniority consideration.

DEFINITIONS:

NEW BUS: A new bus is considered a recently manufactured vehicle that has never been assigned within the department.

UPDATED BUS: Any vehicle meeting the KY minimum specifications for the applicable model year that has previously been assigned within the department.

CONVENTIONAL BUS: A type C-bus with a seating capacity of 66 to 78 passengers.

SPECIAL EQUIPMENT BUS: A bus designed to meet specific department needs either by its seating, body type, or handicap accessible equipment.

Policy Revision(s):

April 30, 2009

July, 2015

ROUTE BIDDING

1. Transportation office will notify Human Resources (HR) of open positions
2. Open positions will be posted as they become available. HR will post the available positions on their website. The Transportation District offices will also post information as positions become available. It is the employee's responsibility to check postings for available positions.

3. Individual positions, identified by posting numbers and route I.D., will be posted and the District Office in which the posting originates will provide information regarding posted positions to the employees.
4. Postings will be posted throughout the district and on the HR website for five business days. (Holidays and in-service days are not included)
5. Eligible employees are required to bid using the electronic application system, Applitrack, found through the Boone County Schools HR Website or <http://www.applitrack.com/booneky/onlineapp/>
6. Completed bids through the Applitrack system must be submitted by 4PM on the fifth business day. The bid is not complete unless the "Submitted" button has been clicked.
7. The Transportation Department will select the most qualified applicant for the vacancy. Selection considerations will be based on the employee's status in the following areas:
 - a) Seniority
 - b) Eligibility
 - c) Accident record
 - d) In the event of a tie, the tie breaker process will be in effect.
8. Employees, who are on disciplinary probation, will not be eligible to bid on openings until the terms of their probationary period have been satisfied.
9. The Transportation Department will determine and contact the bid winner.
10. The Transportation Department will only call for a time period of **24 hours** before going to the next qualified driver. When contacted, the driver will be advised of the awarded position and the proposed starting date. If the driver is considered for more than one position, he/she must advise immediately which position they are considering. If a driver drops below 20 hours per week, HR will be notified. When the employee has accepted the awarded position, no withdrawal is allowed.
11. Employees will not be permitted more than one successful bid move per current school year, except that an employee may have one additional bid for a posted position indicating more hours. In addition, any employee, who is awarded a position but declines to accept, will invalidate that bid request. Invalidated bid requests will be limited to two times, after which, the employee will not be eligible to participate in the bidding process for the remainder of that school year.
12. The Transportation Department will assign any unfilled posted positions after three unsuccessful bids in reverse seniority order i.e. newest itinerant.
13. The Transportation Department reserves the right to utilize part-time employees in filling any unfilled allocated positions.
14. The Transportation Department reserves the right to establish part-time routing positions (not affected by bidding process) and assign part-time employees in filling these positions as district needs dictate.
15. The Transportation Department reserves the right to revise the information contained within the posted position without prior notice. Posted hours will not be affected.
16. Itinerant positions are not inclusive in the bidding process. The transportation department will assign itinerant positions based on department needs.
17. The Director of Transportation reserves the right after consultation with the driver winning a bid to allow them to retract their winning bid and be placed on their old route if that route is still open and available. If the route has been put up for bid and won by another driver then the request will not be granted.
18. If bus routes are changed or eliminated to better serve students via route efficiency, thus eliminating an established route, every effort will be made to place the driver on another route with the same even pay hours. Placements are subject to change immediately based on student needs. The driver will stay the same even pay hours as they had on their previous route until their new route is established.

Criteria used to determine position openings:

1. Number of students within the district
2. Number of buses within each district
3. Number and location of schools within the district

4. Extended leave of absences in accordance with the FMLA regulations and Transportation Department needs.
5. Routing software efficiency.

Policy Revision(s):

June 16, 2003

June 14, 2004

July 13, 2005

November 20, 2012

July 26, 2014

September 18, 2014

September 9, 2015

TIME SHEETS

Time sheets must be filled out daily. Time sheets are to be turned in every other Friday by 5:30PM, unless the Driver has a weekend trip. In the case of a weekend trip, the timesheet should be given to the Coordinator as early as possible on the next school day. Please note that any sick day usage exceeding five days will require paperwork to be filed with HR. Use of non-paid days will require approval from the Superintendent and any employee that fails to adhere to written department/district guidelines may be subject to a possible disciplinary action in accordance with district policies. See District policy 03.27

HOURS OF DUTY AND EXPECTATIONS

Full-time drivers are receiving a minimum of 2.5 hours for the AM and PM routes. This time is built into even-pay calculations. The 2.5 hours includes fueling, cleaning, documentation and other associated driver duties. You are required to remain on duty during your allotted times. 8 hour drivers and aides must sign in or be on the lot and available from 10:30 AM until 1:30 PM. Drivers are required to cover "double runs" when asked by their Coordinator to do so. The double runs usually fit within even pay time and drivers are paid for this time. If it runs over the even pay time then it will be put in supplemental pay. A standard morning route time is 6:30 AM until 9:00 AM. A standard afternoon route time is 2:00 PM until 4:30 PM. Drivers and aides are expected to be available during these times in order to meet the needs of our department. Any employee that fails to adhere to written department/district guidelines may be subject to a possible disciplinary action in accordance with district policies.

ADDITIONAL TRAINING

Additional training (CPR, First Aid, Hybrid, Seclusion and Restraint, Special Needs, etc...) may be required of Drivers and Aides in order to satisfy state and county policies. All drivers and aides are required to complete annual online Safe Schools training at the beginning of each school year. Safe schools training consists of several modules that will need to be completed. Based on historical data this training will be paid at four and half hours and is subject to change based on Safe Schools training needs in the future.

CREATING AN ABSENCE

1. A minimum of 1 hour prior to the start of the AM route, employees must access Frontline online to create absence. Note : Frontline stops accepting absences at 5:00 AM.
2. If after 5:00 AM, employees must speak to a Coordinator or router to report the absence for the day. Employees may not leave voice messages or send text messages for absences.
3. A minimum of 1 hour prior to the start of the PM route, employees must speak to a staff member to report the absence for the day. Employees may not leave voice messages or send text messages for absences.
4. Personal days require Coordinator's prior approval.
5. Employees must list any additional work assignments beyond the AM and PM route in Frontline under "Notes to Administrator." This can only be done online.

6. If the employee needs to cancel an absence, they must contact their Coordinator or Payroll within the Transportation department.

PERSONAL USE OF BUS

Any use of school buses beyond the daily route schedules will require approval from the Superintendent or the Superintendent's designee.

CARRY-ON ITEMS

The Kentucky Department of Education under Kentucky State Regulation 702 KAR 5:080 Section 7 which states it is not permissible to transport any object that may block the bus aisle or exits. Carry-on items, including band instruments, are limited to what can be held in the student's lap.

The following items are just a few of the items that are not transportable: cello, drums, horn (French, baritone), string bass, tuba, coolers, skis, large class projects, archery equipment, oversized luggage, glass, fireworks, balloons, guitars, pole vaults, and animals (excluding service animals).

The Driver is responsible for safety on the bus. The Driver is the final authority and decision maker on whether a particular instrument can be safely transported on his/her bus.

FUELING

1. All equipment must be shut down when fueling.
2. The driver must stay with the bus during the fueling process.
3. Do not smoke within 100 feet of the fuel pumps. Smoking is not allowed on school owned property.
4. Do not use a cell phone or any other electronic device while fueling.
5. At no time shall there be any passengers on the bus while fueling.
6. Fuel usage and bus information shall be recorded by the use of the electronic fuel monitoring system. Mileage and employee ID number must be correctly inputted into the system.
7. Fuel caps shall be secured on the fuel tank after fueling.
8. The bus shall be moved from the pump area immediately after fueling.
9. The Driver must notify Fleet Service immediately of fuel spillage.
10. Driver should ensure the bus has ½ tank of fuel before the route.
11. Fuel key should remain on the ignition key ring.

Policy Revision(s):

June 8, 2004

January 4, 2011

July 26, 2014

July, 2015

ANTI-IDLING

1. During the morning pre-trip inspection, the bus shall warm up at a fast idle for a period not to exceed fifteen minutes.
2. In general applications, the bus shall idle for a period not to exceed five minutes.
3. All school loading areas will be designated as Idle Free Zones. Buses shall not idle when waiting for students at the school. Buses may be started when students are loading if; the loading time does not exceed the five minute limitation and/or the buses are not lined up directly in front of each other.
4. The anti-idling process is in effect at all times whether on or off school property.
5. The proper engine shut down process of letting the engine idle for three minutes before shutdown shall be maintained.

6. Exemptions to the anti-idling process are permitted provided they are directed by the Transportation Administration. Drivers must communicate concerns to their Coordinator and receive approval before deviating from the process. Typical exemption examples are; weather related situations to include excessive cold or heat, traffic situations, medical situations, safety and emergency situations.
7. Idling times are tracked by GPS software.

Policy Revision(s):
November 20, 2008
July 26, 2014

SPARE BUS

1. Spare buses will be determined and assigned by Fleet Services.
2. Fleet Services will direct the use of spare buses for any reasons.
3. Spare buses will be signed out and in through Fleet Services.
4. Drivers are responsible to complete pre-trip inspection before using a spare bus, unless otherwise directed by Fleet Service.
5. Drivers will be responsible for the following:
 - a) Cleaning bus
 - b) Fueling bus
 - c) Reporting damage to bus
6. Failure to comply with spare bus cleaning and fueling may be subject to a possible disciplinary action in accordance with district policies. See District policy 03.27

Policy Revision(s):
June 17, 2004
July 26, 2014

PARKING

1. Bus must be parked in the assigned parking location by district at the end of the route.
2. Buses on layovers must be parked in a designated parking spot.

BUS KEYS

1. Bus keys need to remain in the bus ignition at all Transportation parking lots.

DRIVER'S ROUTE BINDER

Route binders must be kept on the bus at all times. Binders must be neat, organized and up-to-date at all times. Out of date route sheets and student rosters must be removed from the binder and disposed of properly.

SUMMER EXPECTATIONS

When the end of the school year comes, all drivers are expected to fuel, wash the outside, and clean the interior of their bus before leaving on the final contract day. Please turn all binder information into the main office for proper disposal.

Driver's binders must contain the following information:

1. Current route sheet
2. Current student roster
3. Weekly pre-trip form
4. No parent at stop form
5. Seating charts
6. Student bus expectations
7. Student Expectation form
8. Accident procedures
9. Evacuation procedures
10. Bus loop line-ups

DRIVER'S PAPERWORK

ROUTE SHEETS: Drivers will be required to turn in an updated route sheet at the end of the first month of school. The driver should make the following corrections:

1. Correct time for each stop
2. Stops numbered in the correct order
3. Deleted stops marked through
4. If stops need to be added, please contact the District router.

STUDENT ROSTERS: Drivers will be required to turn in an updated student roster at the end of the first month of school. The driver should make the following corrections:

1. Deleted students marked through
2. Added students written in. Include the student's full name and address.

During the course of the school year, if students have been added a new roster will be printed monthly. See your router for any updates.

SEATING CHARTS: Seating charts must be completed by the end of the first month of school. Seating charts must be updated as students are added to or deleted from the route.

HEAD COUNTS: Driver's must count the students as they board the bus on every route, every day. Head counts forms will be required to be completed at various times during the school year. Counter "clickers" are handed out by the garage.

PRE-TRIP FORMS: Driver's must complete daily. Pre-trip forms, without deficiencies, must be turned into Dispatch every Friday by 5:30PM, unless the driver has a weekend trip. In the case of a weekend trip, the pre-trip form should be given to Dispatch as early as possible on the next school day. Pre-trip forms, with deficiencies, must be turned into Dispatch at the end of route provided it did not place the bus out of service. Itinerants are responsible for turning in their own pre-trip form to Dispatch. Dispatch files and keeps track of pre-trip forms and reports to the Coordinators when they are not turned in.

CONFIDENTIAL RECORDS

Confidential education records are defined as all materials which contain information directly related to a student and are maintained by the school district. Records aren't always just paper. They may include print formats, computer media and video or audiotape such as school bus videotapes.

WHO HAS ACCESS TO EDUCATIONAL RECORDS?

Parents have the right of access.

Most other personnel do not, without parental permission.

DRIVER AND ASSISTANT ACCESS

Bus drivers and assistants have access when acting as a school official with a legitimate educational interest.

SCHOOL OFFICIAL DEFINED:

A person employed by the district as an administrator, supervisor, instructor or support staff member;...a person or company with whom the district has contracted to perform a specific task ..Or a parent or student serving on an official committee or assisting another school official in performing his or her tasks."

Legitimate Educational Interest DEFINED:

"If the official needs to review a record in order to fulfill his or her professional responsibility."

In Order to Receive Necessary Information:

You may not disclose the information to any other party without prior consent from the student's parent or legal guardian.

You may not use the information you receive except for the purpose and in the context in which the information was given to you.

EXCEPTIONS:

Suspected child abuse, emergency situations and with specific permission

You are obligated to report suspected child abuse - Call 877-597-2331 - KYSAFE1 or report online at <https://www.chfs.ky.gov/agencies/dCBS/dpp/cpb/Pages/default.aspx>

You may release information in an emergency to appropriate persons if the information is necessary to protect health or safety.

EMERGENCIES DEFINED:

1. Accident
2. Breakdown
3. Injury
4. Health Conditions
5. Crime
6. Appropriate Persons Defined:
7. Law Enforcement
8. Paramedics
9. Doctors
10. Emergency contact people

VIDEO MONITORING

1. Bus video recordings are subject to review as a result of; random review cycles, registered concerns, School District personnel observations, driver/transportation aide performance reviews, and accidents.
2. The purpose of auditing video recordings is to ensure regulatory compliance by both the employees and students. The Boone County Board of Education may use the recordings for the purpose of inquiries and proceedings related to law enforcement, deterrence, and employee and/or student disciplinary actions.
3. Disclosure of the recordings shall be in accordance with this policy and applicable board policies. Disclosure shall be on a need to know basis, in order to comply with the Boone County Board of Education's objectives, including promotion of the safety and security of students, the protection of Board property, deterrence, prevention of criminal activities, and enforcement of Board policies and regulations.
4. Access to video recordings shall be on a need to know basis only. The superintendent/designee shall designate the individuals authorized to monitor the recordings and those individuals shall comply with the confidentiality policies of the district.
5. The review process shall be in accordance with this policy and conducted in a secure location within a district facility. Only authorized personnel may review the contents of the recordings. If warranted, the information will be subject to further review in accordance with this policy and as directed by the Transportation Director.
6. All staff, students, and employees are prohibited from tampering with the video recording equipment. Any employee that fails to adhere to written department/district guidelines may be subject to a possible disciplinary action in accordance with district policies. See District policy 03.27
7. Any individual employee who is the subject of the recording may request permission to review the content of that particular recording. The Transportation Director may grant the employee's request and up to one additional party of the employee's choosing to view the content of the recording.
8. The video recording is the property of the Boone County Board of Education and shall not be used in any other form or fashion other than described in this policy. The information contained in the recording may be subject to open records request regulations.

Policy Revision(s):

July 1, 2012

USE OF TOBACCO PRODUCTS

Use of tobacco products is not permitted at any time inside board-owned vehicles or board-operated facilities. In 2019, House bill 11 banned statewide any tobacco use on school owned property. All Boone County Board owned property is 100% tobacco free. This also applies to smokeless tobacco and vapes.

DRESS CODE

1. The employee will dress in non-descriptive clothing. Any shirts or other articles of clothing should not display events, advertisements, etc. Tasteful displays will be permitted provided they are limited in size and the content is acceptable. Clothing will not be permitted to have weapons, drugs, foul language, political messages, discriminatory pictures or language.
2. Shorts and skirts will be permitted provided they fit appropriately and are within close proximity to the person's knees. No miniskirts will be permitted.
3. No tank-tops or halter-tops will be permitted.
4. There shall be no offensive slogans or items displayed on any clothing.
5. All footwear shall be suitable for working and weather conditions with a supportive sole. No flip-flops, strapless-heeled shoes or slippers will be permitted.
6. Clothing should be comfortable, non-restrictive and designed to provide comfort according to the type of weather.
7. All clothing should be clean and in good repair.
8. The dress code policy is to be followed by all drivers and aides.

Policy Revision(s):

July 11, 2005

HEAD LICE/BED BUG POLICY

In cases where it is impossible for parents/guardians to retrieve the child, the child may be sent home on the school bus. Transportation personnel should be notified and may provide independent seating for that student, maintaining the student's dignity and confidentiality.

STROBE LIGHT

Strobe lights are to be used during inclement weather only, under the discretion of the Driver. Strobe lights should not be turned on at any Transportation parking lot or on school grounds.

ASSIGNED BUS STOPS

The bus driver shall discharge pupils at their regular scheduled stops only, except with written authorization from the Principal to discharge a pupil at another location.

The Principal shall have authorization from a child's parents before permitting discharge at a location other than the regular stop. Preschool students shall be transported in accordance with applicable regulations. Exception: The driver may discharge a pupil for disciplinary reasons in accordance with Policy 06.34 and with 702 KAR 005:080.

MISPLACED CHILD

1. Dispatch will ascertain all pertinent information regarding the missing student, I.E. name, description, grade, school, home address, stop location, bus #, phone number, if possible.
2. Based on the information provided the office will make every effort to determine what bus the student may be riding and make contact with the bus to determine the student's location.
3. After contact the driver will make every effort to provide the office with the information requested. If needed, the driver will stop the bus in a safe location and physically check the bus for the misplaced student before responding.

4. Dispatch will make every effort to ensure that all appropriate parties, which might have information regarding the student, has been contacted, I.E. school, bus driver, transportation officials, parents, guardians, etc.
5. If the student is located, Dispatch will coordinate arrangements to have the student delivered to a safe location.
6. After the initial search, if the student has not been located, the office will contact all buses from the student's school for information of his whereabouts. Also, it will ensure that all parked buses have been checked and, if possible, advise parents to canvass their neighborhood and friends for the missing student.
7. Dispatch has not received confirmation of the student's location at this point the office will contact the police and relay all information it has received.
8. Dispatch will coordinate with the school, parents, and police in updating the status of the situation and will remain on standby till the situation has been resolved.

Policy Revision(s):
 October 10, 2003
 July, 2105

POST-TRIP INSPECTION

1. The bus should remain idling for three (3) minutes before shutdown
2. At the completion of all bus runs involving the transportation of students, the driver shall walk to the rear emergency door of the bus and lift the handle. The driver will deactivate the no child left behind system, if equipped.
3. The driver will check for students left on the bus as he/she walks to the rear door and back. If any student is discovered, the driver shall notify Dispatch immediately.
4. The driver will check for any damage to the bus interior and exterior and immediately report damage to Dispatch.
5. During the post-trip inspection, the interior of the bus shall be swept and cleaned; items left on the bus shall be removed after twenty-four (24) hours.
6. Documentation requirements shall be completed during the post-trip inspection period.
7. Failure to follow the post-trip inspection according to written department/district guidelines may be subject to a possible disciplinary action in accordance with district policies. See District policy 03.27

Policy Revision(s):
 July 15, 2005

PARKING LOT EXPECTATIONS

1. The backing bus has the right of way.
2. Employees must park personal vehicles prior to starting the bus. Do not pull behind the bus in a personal vehicle.
3. Buses must be parked in designated parking spots, not along curbs.
4. Speed limit in all lots is 5 MPH.
5. ALL vehicles, personal and company, must obey posted signs such as stopping at the stop signs.
6. Buses have the right of way entering the lot.
7. Trash should not be swept from the bus into the parking lot.

RADIO EXPECTATIONS

The Boone County School District's buses are equipped with two-way radios for your safety and that of the children. The Federal Communications Commission (FCC) has strict regulations about the operation of these radios, and the school district has procedures to make sure those rules are not violated. The radios may only be used to transmit messages directly pertaining to the efficient operation of the school bus service or the safety and general welfare of the students being transported. Two-way radio transmissions should be as **A**ccurate as possible, while at the same time be **B**rief and **C**lear (ABC). Any improper use of the radio is

unsafe and unacceptable. At no time should there be personal conversations, student data, or insulting comments on the radio.

The district's two-way radio procedure are as follows:

1. Radios must be ON and turned up loud enough to hear at all times while the vehicle is in operation.
2. The **route number** identifies each unit, not vehicle number.
3. **To transmit a message:**
 - a. Remove the microphone from its bracket.
 - b. Monitor frequency for other communication.
 - c. Key the microphone before speaking and keep it keyed while delivering your message.
 - d. Identify yourself by using your bus/route number, for example, "142 to dispatch..."
 - e. Release the key to receive transmissions from dispatch (wait several seconds for a response)
 - f. Wait for acknowledgement from the dispatcher before transmitting your message.
 - g. State your message clearly and concisely.
 - h. If you are not receiving the message clearly, ask for it to be repeated by saying, "Please repeat."
 - i. Once the message is understood, say "142 clear" to acknowledge it.
4. **Private Calls**
 - a. Private Calls will begin with a short chirp
 - b. To keep the call private you must key the radio and transmit within 3-5 seconds
 - c. After 3-5 seconds a short chirp will be heard signifying the private call has ended
 - d. Private calls can only be initiated by Dispatch or administrative portable radios
 - e. You can request dispatch to start a private call for confidential information.
5. **Alert tones**
 - a. Dispatch consoles and portable radios can initiate alert tones
 - b. There will be an amber light flashing and a long repeating tone
 - c. When you answer you will be in a private call
6. **Inappropriate use of radios includes, but not limited to:**
 - a. Use of profane or derogatory language.
 - b. Transmission of personal messages.
 - c. Socializing or horseplay with others
 - d. Allowing students to use the two-way radio in a non-emergency situation.
 - e. Complaining
 - f. Interfering with legitimate radio use by other drivers and dispatchers

Remember we are all professionals and must treat everyone with respect and dignity especially while using the radio. Radio usage can be heard by everyone on your channel including students. Respectful and business related radio conversations are expected and required. Misuse of the radio will not be tolerated.

7. **Communication with Dispatch:**
 - a. If transmitting information that the Dispatcher needs to write down, ask the
 - b. Dispatcher if they can copy the information down and wait for a response before transmitting the information.
 - c. If you are requesting dispatch to call a number, Please call dispatch and ask them to copy a number, once dispatch acknowledges then give the phone number on name
 - d. If you need dispatch to relay information to a school please tell the dispatcher which school.
8. **Emergency Call Button:**
 - a. To be used in the event of an emergency on the bus.

- b. Pressing the emergency button activates “Code Yellow”. Listen for dispatch to say “Code Yellow” and then respond. Code Yellow is a private channel between you and dispatch.
- c. Appropriate uses
 - 1. Accident
 - 2. Medical Emergency
 - 3. Intruder on the bus
- 9. All buses report GPS location every 5-10 seconds. This information includes your current location and vehicle speed. Data is stored for 3-5 years.
- 10. Voice recording**
 - a. All public transmissions are recorded and kept
 - b. All private conversations with a dispatch console are recorded.
 - c. Data is stored for 3-5 years

BUS DRIVERS' RESPONSIBILITIES

All bus drivers shall meet the qualifications of and be in compliance with the responsibilities noted in Kentucky Administrative Regulations and the Code of Federal Regulations for drivers qualified to drive school buses interstate.

DISCIPLINARY ACTION:

Any employee that fails to adhere to written department/district guidelines may be subject to a possible disciplinary action in accordance with district policies.

Adopted/Amended: 07/09/2009

CHAPTER 8

EMPLOYEE IMPROVEMENT

EMPLOYEE PERFORMANCE IMPROVEMENT PLAN

The Employee Performance Improvement Plan is a set of conventional expectations and responsibilities of how employees should conduct themselves when servicing the district, its students, employees, parents and community. Its purpose is to define appropriate professional¹ behavior in order to have standards that will define proper practices, to guide actions, to prohibit improper behavior and define acceptable behavior and to build trust among employees and the community we serve. The result is to cultivate the individual and collective accountability that serves as a foundation for advancing district excellence.

Employees who act in an inappropriate or unreasonable manner can damage the district's image and create unhappy coworkers, unhappy customers and an unhappy community. One of the best ways to make it clear what is expected of each employee is to have a set of clear expectations. When there is a concern that expectations have not been met, all matters will be handled professionally and in accordance with board policy and procedures.

The purpose of the Employee Performance Improvement Plan is to clarify expectations. Employees are entrusted by the parents and public with the responsibility of providing the highest quality of transportation to every student. Through various roles, we devote ourselves to providing a safe environment for students. The professional conduct of each employee affects student performance as well as student achievement.

Maintaining the confidence and trust of students, parents, co-workers and the public is the responsibility of each employee. Therefore, employees are required to demonstrate the highest degree of professional conduct for themselves, other employees, and students.

Employees are required to exhibit ethical conduct and must:

1. Conduct themselves with professionalism and integrity.
2. Realizing that one's actions reflect directly on the status and substance of the work of co-workers.
3. Maintain a professional relationship with each student inside and outside the school bus at all times.
4. Serve as a positive role model.

Perform job responsibilities in the highest quality manner

1. Fulfill the terms and obligations in your employee contract, board policies, handbooks, job descriptions, and/or any other documents that define the processes or procedures of the district.
2. Demonstrate compliance with access and use of technology.
3. Comply with confidentiality, safety/security requirements, any and all certifications required by your job description.
4. Adhere to all federal, state and local laws.

See board policy, employee manual, and certified employee handbook regarding professional behavior expectations

PERFORMANCE REVIEW PROCESS

¹ See board policy, employee manual, and certified employee handbook regarding professional behavior expectations

Observations of employee performance will be conducted on a regular basis to ensure compliance within the areas mentioned above. Observations may result from registered concerns, Supervisor Evaluations, and/or random review of Video Recordings. Disciplinary actions will result after a thorough investigation has been completed and violations of regulatory compliance have been verified.

Pursuant to KRS 189.540 section 2

The following violations will result in immediate Termination proceedings:

1. Failure to perform a post-trip inspection resulting in a student being left in the vehicle unattended.
2. Failure to follow proper railroad crossing procedures that result in the vehicle crossing the railroad tracks in violation of the procedure.
3. Failure to follow proper loading and unloading procedures resulting in the entrapment of a passenger within the door area and the vehicle being put into motion.
4. Inappropriate physical contact with a student or individual during the course of performing job duties.
5. A violation of law, policy, or procedure that directly contributes to the injury or fatality of any student or individual.

The following violations will result in Second Tier Disciplinary Actions:

1. Failure to properly wear the seat belt (including proper positioning of the shoulder restraint) at any time during the operation of the vehicle. Per 702 KAR 5.080 and CFR 392.16
2. Use of electronic communication devices in any form while operating the vehicle.
3. Failure to follow the proper loading and unloading procedures, including the use of the park brake, warning lights, crossing gates, and signaling of students.
4. Failure to perform the proper Pre and Post trip inspections of the vehicle as indicated in 702 KAR 5:080 and CFR 396.13

Definitions: Vehicle - refers to any bus or van which is designed to transport students.

Second Tier Disciplinary Actions will include the following;

Probation, removal from any assigned position(s) and reassignment to an alternative status (consistent with assigned hours and benefits). The probation period will be in place for 12 months excluding the summer months of June, July, and August. Additional violations during the probation period will result in a recommendation of Termination.

Policy Revision(s):

August 1, 2012

VEHICLE ACCIDENT DISCIPLINARY PROCEDURE

All accidents/incidents must be reported immediately, failure to adhere to written department/district guidelines may be subject to a possible disciplinary action in accordance with district policies. See District policy 03.27

The following process will be enforced in the event of an accident/incident while operating the school bus and transportation officials respond to the scene.

The employee will be subject to the following:

Will be immediately restricted from operation of the vehicle (Supervisor's discretion)*

Will report to the dept. office for drug testing (Supervisor's discretion)

Will give a full report of accident to district officials

Will cooperate with district officials and participate in any training activities, as warranted

Will be subject to termination pending the outcome of an investigation and severity of the matter. See District policy 03.27

In addition to any previous actions, excluding termination, in the event of a chargeable accident/incident, the following will apply:

1. The employee may be temporarily reassigned to the Dept. office for re-training.
2. The employee will successfully complete a review of training material, as documented by a test of the appropriate material, to be kept on file.

3. In the event of more than one (1) chargeable accident within a calendar year, the employee will be subject to disciplinary actions. See District policy 03.27
4. The employee may be required to fulfill supervised vehicle operation (no students) as determined by the trainer.
5. The employee may be considered for return to regularly assigned duties after completion of all required actions and a recommendation by the trainer.

In addition to any previous actions, excluding termination, in the event of a chargeable accident/incident with injury, the following will apply:

1. The employee will be suspended from driving duties indefinitely and be required to complete the established diversion-training program.
2. The employee will be suspended from driving duties for a period of time as established by district officials.
3. The employee will be required to complete the comprehensive training program before consideration of returning to regularly assigned duties.
4. The diversion-training program will consist of (three) levels and a (six) month probationary period after the successful completion of the training.
5. The Diversion-training program is outlined within the remainder of this document with time-lines attached.

Policy Revision(s):

July 2, 2002,

March 31, 2003

June 17, 2004

June 23, 2005

ABSENTEE DISCIPLINARY PROCEDURE

The following disciplinary actions, modeled from Board Policy # 03.27, will be implemented upon the employee's compilation of absences and/or tardiness' which correspond with the established absence triggers.

Verbal warning or reprimand:

1. Corresponding absence trigger;
2. First occurrence of unexcused absence
3. First occurrence of tardiness

Written warning or private reprimand:

1. Corresponding absence trigger;
2. Second occurrence of unexcused absence
3. Second occurrence of tardiness

Probation: To include; the employee's ineligibility to receive extra pay over and above their regular assignment.

1. Corresponding absence trigger;
2. Third occurrence of unexcused absence
3. Third occurrence of tardiness

Reassignment: To include; assignment to an alternative status – consistent with assigned hours and benefits.

1. Corresponding absence trigger;
2. Fourth occurrence of unexcused absence
3. Fourth occurrence of tardiness

Termination recommendation:

1. Corresponding absence trigger;

2. Any additional occurrence of an unexcused absence or tardiness will result in a recommendation of termination.

Policy Revision(s):
July 15th, 2010