PARTICIPANT HANDBOOK



Texas School Bus Driver Certification Course

TEXAS DEPARTMENT OF PUBLIC SAFETY

Revised
Oct. 2022

Texas School Bus Driver Certification Course: Table of Contents

Chapters

Chapter 1 - Introduction and Overview.....1-1
Overview 1-1
Introduction 1-1
Chapter Objectives 1-1
Topics Covered in This Chapter 1-1
Mission and Role of a School Bus Driver.....1-1
Overall Mission of a School Bus Driver 1-1
Your Role as a School Bus Driver 1-2
Subjects Covered by This Certification Course 1-3
Review Questions 1-4

Chapter 2 - Licensing and Certification.....2-1
Overview 2-1
Introduction 2-1
Chapter Objectives 2-1
Topics Covered in This Chapter 2-1
Commercial Driver Licenses 2-2
Definitions 2-2
Who Can Drive a School Bus? 2-3
Who Can Drive 2-3
Continuing as a School Bus Driver 2-4
Penalty Point System 2-5
How It Works 2-5
Assessing Points 2-5
Driving Record Evaluation 2-6
Mandatory Disqualifications.....2-7
Disqualification 2-7
Reporting Requirements.....2-8
Tobacco and Firearms 2-8
Other Laws Impacting Bus Drivers 2-8
When is a CDL, Medical Card, and the Certification Course Required 2-9
Review Questions 2-10

Chapter 3 - Know the Bus: Equipment and Maintenance.....3-1
Overview 3-1
Introduction 3-1
Chapter Objectives 3-1
Topics Covered in This Chapter 3-1
School Bus Classifications 3-2
School Bus Types.....3-3
Required Equipment 3-3
Steps for Adjusting Your Seat.....3-4
Seat Belt Use.....3-5
Using Mirrors.....3-5
Depth Perception 3-9
Front Reference Point 3-10

Warming Up the Engine and Shifting Transmission 3-11
Gas Engines 3-11
Diesel Buses 3-11
Operating Procedures for Automatic Transmissions 3-12
Gear Selection 3-12
Downshifting to Reduce Speed 3-12
Parking Brakes 3-13
Buses Equipped with Air Brakes 3-13
Review Questions 3-14

Chapter 4 - Performing Vehicle Inspections 4-1
Overview 4-1
Introduction 4-1
Chapter Objectives 4-1
Topics Covered in This Chapter 4-1
Pre-trip Vehicle Inspection 4-2
Walking Inspection 4-2
Under the Hood 4-3
Inside the Bus 4-3
Outside the Bus 4-4
Equipment Inspection 4-4
Gauge Levels 4-5
Brake System Inspection 4-6
Parking Brakes 4-9
Anti-lock Brake Systems 4-10
Post-trip Inspection 4-12
How to “Sense” Problems 4-13
Sample Pre-trip Inspection Checklists 4-16
Sample Post-trip Inspection Checklist 4-19
Review Questions 4-20

Chapter 5 - Loading and Unloading 5-1
Overview 5-1
Introduction 5-1
Chapter Objectives 5-1
Topics Covered in This Chapter 5-1
Importance of Safety during Loading and Unloading 5-2
Statistics 5-2
2020-2021 Fatality Report 5-3
Checking Danger Zones 5-3
Introduction 5-3
Definition of Danger Zones 5-4
Using Mirrors to Check the Danger Zones 5-5
Five-Point Mirror Check 5-5
Mirror Adjustment 5-5
Performing a Safe Stop 5-6
Introduction 5-6
Evaluate the Safety of the Bus Stop Location 5-6
Approach the Bus Stop Cautiously 5-8
Use of Communication Signals 5-8
Activation of Flashing Warning Lights and Right-Turn Signal 5-9
Be Aware of Surroundings and Other Motorists 5-9
Loading and Unloading Procedures 5-13
Introduction 5-13
Loading at the Bus Stop 5-13

Loading at School Campus 5-14
Unloading at the Bus Stop 5-15
Unloading at School Campus 5-16
Teaching Students to Cross the Roadway 5-17
Safety Responsibilities while Loading and Unloading 5-19
Introduction 5-19
Driver Responsibilities 5-19
Student Responsibilities 5-20
Review Questions 5-23

Chapter 6 - Student Management 6-1
Overview 6-1
Introduction 6-1
Chapter Objectives 6-1
Topics Covered in This Chapter 6-1
Identifying Appropriate and Inappropriate Behavior 6-2
Four Driver Responsibilities 6-2
Five Passenger Rules 6-2
Age-Appropriate Behavior 6-2
Distractions 6-4
Tolerating Noise 6-4
Encouraging Appropriate Behavior 6-4
Student Needs 6-4
Attitude and Approach Tips 6-5
Explain the Rules 6-6
Dealing with Inappropriate Behavior 6-6
Discipline Tips 6-7
Handling Serious Problems 6-7
Sexual Harassment 6-9
Bullying and Aggressive Behavior 6-11
Recognizing Medical Conditions 6-11
Reporting Suspected Child Abuse 6-11
Requirements 6-11
Confidentiality 6-11
Where to Report 6-11
Identifying Gang Behavior 6-12
Definite Signs of Gang Involvement 6-12
Graffiti 6-13
Review Questions 6-14

Chapter 7 - Controlling Stress and Attitude 7-1
Overview 7-1
Introduction 7-1
Chapter Objectives 7-1
Topics Covered in This Chapter 7-1
Managing Stress 7-1
Types of Stress 7-2
Implementing the SIR Technique 7-2
Positive Responses to Stress 7-3
A Successful Attitude 7-4
Your Attitude Is Important 7-4
Tips for Maintaining a Good Driver Attitude 7-4
Review Questions 7-6

Chapter 8 - Avoiding Collisions: Don't Let It Be You 8-1
Overview 8-1
Introduction 8-1
Chapter Objectives 8-1
Topics Covered in This Chapter 8-1
Driver-Related Factors Contributing to Collisions 8-1
Emotional Stress and Anger 8-1
Illness 8-2
Alcohol and Medications 8-2
Drowsiness and Fatigue 8-3
Night Blindness 8-3
Glare Blindness 8-4
Distracted Driving 8-4
Managing Space and Time 8-4
Using the I-P-D-E Formula 8-4
Distance Perception and Awareness 8-6
Review Questions 8-10

Chapter 9 - Overcoming Road Hazards: Techniques for Handling Vehicles 9-1
Overview 9-1
Introduction 9-1
Chapter Objectives 9-1
Topics Covered in This Chapter 9-1
Conditions Contributing to Collisions 9-2
Weather 9-2
Night Driving 9-2
Road Hazards 9-3
Roadway Intersections 9-4
Railroad Grade Crossing Intersections 9-5
Hills and Downgrades 9-5
Driving on Freeways 9-7
Basic Freeway Driving Rules 9-8
Entering a Freeway 9-8
Exiting a Freeway 9-9
Speed Limits 9-9
Techniques for Handling Vehicles 9-10
Braking Techniques 9-10
Entering and Driving through a Curve 9-12
Emergency Handling Techniques 9-12
Selecting Alternate Paths of Travel 9-15
Avoiding Objects in the Roadway 9-15
Turning Quickly 9-16
Steering to Avoid a Collision 9-16
Leaving the Road 9-17
Responsible Driving Habits and Procedures 9-18
Backing the Bus 9-18
Parallel Parking 9-19
Right and Left Turns 9-21
Simple Adjustments 9-25
Bridges and Tunnels 9-27
Plan Trips 9-27
Signs, Signals, and Markings 9-28

Use of Vehicle Lights 9-28
Space Needed to Cross or Enter Traffic 9-28
Field Trips and Activity Trips 9-29
Review Questions 9-30

Chapter 10 - Navigating Railroad Crossings 10-1
Overview 10-1
Introduction 10-1
Chapter Objectives 10-1
Topics Covered in This Chapter 10-1
Railroad Crossing Intersections 10-2
Expect the Unexpected 10-3
When and Where to Stop 10-3
Railroad Crossing Warning Devices 10-4
Crossing a Railroad Track 10-6
One Step at a Time 10-6
Approaching Trains 10-7
Clearance and Stalls 10-7
Review Questions 10-9

Chapter 11 - Driving under the Influence: The Effects of Alcohol and Other Drugs 11-1
Overview 11-1
Introduction 11-1
Chapter Objectives 11-1
Topics Covered in This Chapter 11-2
Laws Concerning Alcohol and Drug Use 11-2
Introduction 11-2
Federal Law Concerning Alcohol and Drug Use 11-2
Federally Mandated Drug and Alcohol Testing Program 11-3
Drug and Alcohol Clearinghouse 11-4
Effects of Alcohol on Driving Ability 11-5
Introduction 11-5
Physical Effects 11-5
Estimating Blood Alcohol Concentration 11-6
Effects of Other Drugs on Driving Ability 11-7
Introduction 11-7
Over-the-Counter Drugs 11-8
Prescription Drugs 11-8
Marijuana 11-9
Cocaine 11-10
Opiates 11-10
Amphetamines 11-10
PCP 11-11
Inhalants 11-11
CBD Oil 11-11
Sources for Additional Information 11-11
Review Questions 11-12

Chapter 12 - Emergencies....12-1
Overview....12-1
Introduction....12-1
Chapter Objectives....12-1
Topics Covered in This Chapter....12-1
Before the Emergency—Planning....12-1
Introduction....12-1
Evacuation Drills....12-2
Emergency Equipment....12-2
Emergency Information Packet....12-2
During the Emergency—Evacuation Procedures....12-3
Determining the Need to Evacuate the Bus....12-3
General Procedures for Emergency Evacuation....12-4
Changing the Evacuation Plan....12-9
After the Emergency—Post-emergency Procedures....12-9
Introduction....12-9
Recommended Post-emergency Procedures....12-10
Collision Reporting Requirements....12-12
Review Questions....12-13

Chapter 13 - Transporting Special Needs Children, Infants, and Toddlers....13-1
Overview....13-1
Introduction....13-1
Chapter Objectives....13-1
Topics Covered in This Chapter....13-2
Laws Affecting Transporting Students with Disabilities....13-2
Introduction....13-2
IDEA....13-2
Section 504....13-3
FamilyEducationalRights and Privacy Act (FERPA)....13-4
Student Management on the Special Needs Bus....13-4
Introduction....13-4
Know Your Students....13-5
Special Accommodations....13-5
When Discipline Is Required....13-5
Transporting Special Equipment....13-7
Equipment....13-7
Securing Equipment....13-7
Modifications....13-7
Wheelchair Securement....13-7
Introduction....13-7
Definitions....13-7
General Guidelines for Securement....13-8
Procedure for Securing Wheelchair....13-8
Transporting Infants and Toddlers....13-11
Introduction....13-11
Loading and Unloading....13-11
Choosing a Child Safety Restraint System....13-12
Maintaining Child Safety Restraint Systems....13-13
Installing Child Safety Restraint Systems....13-13
Securing Children in Child Safety Restraint Systems....13-14
Further Information....13-16

Emergency Evacuation on the Special Needs Bus 13-16
Introduction 13-16
Evacuation Plan 13-16
Some Issues to Consider When Establishing an Evacuation Plan 13-17
Know Your Plan 13-18
Safety Belt Cutter 13-18
Special Mechanical Equipment 13-18
Review Questions 13-20

Chapter 14 - First Aid ....14 -1
Overview 14-1
Introduction 14-1
Chapter Objectives 14-1
Topics Covered in This Chapter 14-1
Blood-Borne Pathogens 14-2
Types of Blood-Borne Infections 14-2
Transmission 14-2
Report Potential Exposure 14-3
Precautions 14-3
Emergency Practices 14-5
The Good Samaritan Law 14-5
Consent 14-5
Abandonment 14-6
District Policy 14-6
Basic First Aid 14-6
Potential First Aid Conditions 14-7
First Aid Supplies 14-7
Primary Assessment Steps 14-7
Emotional State 14-8
Moving a Victim 14-8
Review Questions 14-9

Appendices

Appendix A - Legal Basis A-1
Federal Regulations (CFR) A-1
20 United States Code (USC) §1232G. Family Educational Rights and Privacy Rights (FERPA) A-1
CFR §382.103. Applicability A-3
CFR §382.207. Pre-duty Use A-4
CFR §382.301. Pre-employment Testing A-4
CFR §382.303. Post-accident Testing A-4
CFR §382.305. Random Testing A-5
CFR §382.307. Reasonable Suspicion Testing A-5
CFR §382.309. Return to Duty Testing A-6
CFR §382.311. Follow-Up Testing A-6
Texas Administrative Code (TAC) A-6
Title 37, Part 1, Chapter 4, Subchapter B, §4.21. Reports of Valid Positive Results on Alcohol and Drug Tests A-6
Texas Civil Practice and Remedies Code (TCP&RC) A-8
TCP&RC §74.151. Liability for Emergency Care A-8
TCP&RC §74.152. Unlicensed Medical Personnel A-8

Table of Contents

Texas Education Code (TEC) A-9
- TEC §26.009. Consent Required for Certain Activities A-9
- TEC §34.004. Standing Children A-9
- TEC §34.007. Public School Transportation System A-9
- TEC §37.125. Exhibition of Firearms A-10
- TEC §37.126. Disruption of Transportation A-10
- TEC §38.006. E-Cigarettes and Tobacco on School Property A-10
- TEC §38.007. Alcohol-Free School Zones A-10

Texas Family Code (TFC) A-11
- TFC §261.101. Persons Required to Report; Time to Report A-11
- TFC §261.102. Matters to Be Reported A-12
- TFC §261.103. Report Made to Appropriate Agency A-12
- TFC §261.104. Contents of Report A-12
- TFC §261.105. Referral of Report by Dept. or Law Enforcement A-12
- TFC §261.1055. Notification of District Attorneys A-13
- TFC §261.106. Immunities A-13
- TFC §261.107. False Report; Criminal Penalty; Civil Penalty A-14
- TFC §261.108. Frivolous Claims against Person Reporting A-14
- TFC §261.109. Failure to Report; Penalty A-15

Texas Penal Code (TPC) A-15
- TPC §49.04. Driving While Intoxicated A-15
- TPC §49.045. Driving While Intoxicated with Child Passenger A-16
- TPC §49.07. Intoxication Assault A-16
- TPC §49.08. Intoxication Manslaughter A-16

Texas Transportation Code (TRC) A-16
- TRC §521.002. Convenience to Public A-16
- TRC §521.022. Restrictions on Operators of Certain School Buses A-17
- TRC §522.061. Notification of Conviction to Dept. or Employer A-18
- TRC §522.063. Notification of Disqualification A-18
- TRC §522.064. Notification of Previous Employment and Offenses A-18
- TRC §522.081. Disqualification A-19
- TRC §522.082. Reinstatement Following Disqualification for Life A-21
- TRC §522.101. Driving While Having Alcohol in System Prohibited A-21
- TRC §541.201. Vehicles A-22
- TRC §545.066. Passing a School Bus; Offense A-22
- TRC §545.251. Obedience to Signal Indicating Approach of Train A-23
- TRC §545.2535. School Buses to Stop at All RR Grade Crossings A-24
- TRC §545.255. Moving Heavy Equipment at RR Grade Crossings A-24
- TRC §545.352. Prima Facie Speed Limits A-25
- TRC §545.425. Use of Wireless Communications Device A-26
- TRC §545.426. Operation of School Bus A-28
- TRC §546.001. Permissible Conduct A-29
- TRC §547.701. Additional Equipment Requirements for School Buses and Other Buses Used to Transport Schoolchildren A-28
- TRC §550.021. Accident Involving Personal Injury or Death A-29
- TRC §550.022. Accident Involving Damage to Vehicle A-30
- TRC §550.023. Duty to Give Information and Render Aid A-31
- TRC §550.024. Duty on Striking Unattended Vehicle A-31
- TRC §550.025. Duty on Striking Fixture or Highway Landscaping A-31
- TRC §644.252. Report of Refusal and Certain Results A-33

IDEA A-33

Appendix B - Driver Record Evaluation and Penalty Point System B-1

Table I School Bus Driver Driving Record Evaluation B-1
Table II School Bus Driver Driving Record Evaluation B-3
Review Procedure for Disqualification Appeal B-3
Table III School Bus Driver Driving Record Evaluation B-4
Table IV School Bus Driver Driving Record Evaluation B-9
Table V School Bus Driver Driving Record Evaluation B-10

Appendix C—General Characteristics of Special Needs Categories ..... C -1

Overview C-1
Autism C-1
- What You Should Know C-1
- Communication Problems C-1
- Routine C-1
- Unusual Response to Stimuli C-1
- What You Can Do C-2

Deaf-Blindness (DB) C-2
- What You Should Know C-2
- What You Can Do C-2

Deaf/Hard of Hearing (DHH) C-3
- What You Should Know C-3
- What You Can Do C-3

Hearing Impairment C-4
- What You Should Know C-4
- What You Can Do C-4

Emotional Disturbance C-5
- What You Should Know C-5
- What You Can Do C-5

Intellectual Disability (ID) C-6
- What You Should Know C-6
- What You Can Do C-6

Orthopedic Impairment C-7
- What You Should Know C-7
- What You Can Do C-7

Multiple Disabilities C-7
- What You Should Know C-7
- What You Can Do C-8

Other Health Impairment C-8
- What You Should Know C-8
- What You Can Do C-8
- Examples C-8

Specific Learning Disability C-9
- What You Should Know C-9
- What You Can Do C-9

Speech/Language Impairment C-9
- What You Should Know C-9
- What You Can Do C-10

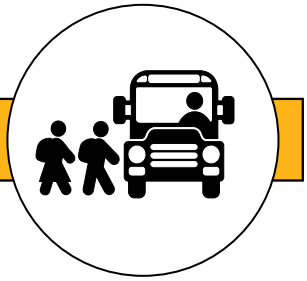
Traumatic Brain Injury C-10
- What You Should Know C-10
- What You Can Do C-10

Visual Impairment (VI) C-11
- What You Should Know C-11
- What You Can Do C-11

Appendix D—When Minutes Count: A Citizen's Guide to Medical Emergencies D-1

Appendix E---School Bus Driver Safety Education Coordinators.....E-1

Chapters



Chapter 1- Introduction and Overview

Overview

Introduction

This chapter provides a basic overview of the Texas School Bus Driver Certification Course. You will learn that the mission of the school bus driver is to provide safe, efficient, and caring transportation for Texas school children as well as the role each individual driver plays in achieving that mission.

Chapter Objectives

At the end of this chapter, you will be able to:

- give the overall mission of a school bus driver,
- explain your role as a school bus driver, and
- identify subjects that will be covered in this certification course.

At the end of this course, you will receive a card certifying that you completed this school bus safety education course. The certification is valid for three years.

Topics Covered in This Chapter

This chapter covers the following topics:

- how this certification course operates,
- mission and role of a school bus driver, and
- subject's covered by this certification course.

Mission and Role of a School Bus Driver

Overall Mission of a School Bus Driver

The overall mission of a school bus driver is to provide safe, efficient, and caring transportation for Texas school children and other passengers transported on school buses:

- *Safe.* All school bus drivers must drive safely and follow safety practices to minimize collisions and injury.

- *Efficient.* Drivers can save money by driving their buses in a manner that maximizes the use of resources, minimizes repairs, and extends the life of their vehicles.
- *Caring.* You are transporting precious cargo. You must be able to interact with children and other passengers in a positive manner, as well as work well with parents and school personnel.

Your Role as a School Bus Driver

As a school bus driver, you contribute to the overall mission to provide safe, efficient, and caring transportation for the school children of Texas. Your day-to-day role is to:

- maintain and drive your vehicle in a safe manner,
- treat students and other passengers in a courteous and competent manner,
- know how to handle routine and emergency situations correctly and legally,
- display dependable work habits,
- maintain a good attitude and handle stress responsibly, and
- interact with your employing school district as appropriate.

Take Pride in Your Work!

Statistics show that school buses are the safest form of highway transportation in the nation.

Safety

- *Mechanical*. To be safe, all parts of your bus must be in good working order. Other chapters in this course will cover ways to verify the mechanical condition of your vehicle, including pre-trip and post-trip inspections.
- *Behavioral*. The behavior and attitudes of both drivers and passengers affect safety. As a bus driver, your attitude can positively or negatively affect your driving ability and the behavior of your passengers. To achieve safe travel, it is important that a driver manage student behavior effectively. Managing student behavior is a topic covered later in this course.
- *Travel*. Following laws and regulations is vital to safe transportation. Beyond laws and regulations, however, are courteous driving and defensive driving. Legal, courteous, and defensive driving all contribute to the safety of school bus transportation.
- *Many other factors.* Other factors contribute to safe driving. For example, knowing your route helps you concentrate on your driving so you can be a safer driver. Knowing the features of your bus contributes to safety. Being well rested, mentally alert, and free of alcohol and drugs makes you physically fit to safely

operate the bus. Take time before your trip, during your trip, and after your trip to ensure safe travel for you, your passengers, and other travelers on the road.

Efficiency

Efficiency is generally understood as a balance of effectiveness and resource use. Many of the same factors that contribute to safety also contribute to efficiency. For example, a well-maintained, working vehicle is efficient because it makes a trip with the least wear and tear on its parts. Knowing your route and using all the features of your bus effectively produce an efficient trip because you can make the trip with as little stress and distraction as possible.

One action you can take to make your trip efficient is to maintain a list of contact information for questions that arise regarding your job.

Your Attitude Is Important!

Your attitude can set the stage for how things go on the school bus and throughout a student's day. It affects every part of your role as driver—safety, efficiency, and caring.

Caring

Caring is also a part of a bus driver's role. Realizing that each passenger has individual needs and concerns enables drivers to extend their patience during stressful situations. Bus drivers often serve as school district representatives to the community, and a caring driver is an excellent ambassador to students, parents, and community members.

Legal Basis

School bus drivers must adhere to any laws that apply. Please see Appendix A for legal basis.

Subjects Covered by This Certification Course

This certification course covers the main subjects that school bus drivers need to know about preparing to drive, dealing with students, driving safely, and handling special circumstances when necessary. It also explains the driver record evaluation system for remaining qualified to drive a school bus and other applicable laws drivers are required to follow.

For more information on topics this course will cover, read through the table of contents in this handbook. Check with your district to see if you are required to take additional training.

Review Questions

To help you remember the information in this chapter, please answer these questions.

1.1 Your role as a school bus driver is to (page 1-2):
a. Maintain and drive your vehicle in a safe manner
b. Treat students and other passengers in a courteous and competent manner
c. Maintain a good attitude and handle stress responsibly
d. All of the above

1.2 Your attitude can set the stage for how things go on the school bus and throughout a student's day (page 1-3).
(circle one) TRUE FALSE

Chapter 2 - Licensing and Certification

Overview

Introduction

This chapter covers the requirements you will need to meet to be considered for a job as a school bus driver, begin driving a school bus, and continue in your job as a school bus driver. School bus drivers are responsible for precious cargo—children, students, and other passengers—and must maintain a high level of skill, knowledge, and professional behavior.

After completing all classes and activities in this course, you will receive a card certifying that you completed a school bus safety education course. That certification is valid for 3 years if you meet all requirements for maintaining certification. To maintain continuous certification as a school bus driver, you must complete an 8-hour recertification course every 3 years.

Chapter Objectives

At the end of this chapter, you will be able to:

- identify the requirements and qualifications for driving a school bus in Texas,
- identify regulations regarding a commercial driver license,
- identify rules for maintaining eligibility to drive a school bus,
- describe the annual process for reviewing your driver license record, and
- locate the legal basis for school bus driver licensing and certification.

Topics Covered in This Chapter

This chapter covers the following topics:

- commercial driver licenses,
- who can drive a school bus,
- continued employment as a school bus driver,
- driver license review using the driver penalty point system,
- disqualification and appeal, and
- additional laws that affect bus drivers.

Commercial Driver Licenses

Definitions

There are three special definitions you need to know for this section. They are "commercial motor vehicle," "disqualification," and "serious traffic violation."

- A commercial motor vehicle (CMV) is one that is designed to carry 16 or more people, including the driver.
- Disqualification means that a legal entity has withdrawn the privilege to drive a CMV. Disqualification includes suspending, canceling, or revoking that privilege under state or federal law.
- A serious traffic violation involves a conviction arising from driving a motor vehicle (other than a parking, vehicle weight, or vehicle defect violation) for any of the following reasons:
  - excessive speeding (15 mph over the speed limit),
  - reckless driving (as defined by law),
  - violation arising in connection with a fatal collision,
  - improper or erratic traffic lane change, or
  - following a vehicle too closely.

In 1989, the Texas Legislature established the Commercial Driver License Law to comply with the federal Commercial Motor Vehicle Safety Act of 1986 and to reduce traffic accidents involving commercial motor vehicles. Both state and federal requirements outline minimum standards for commercial drivers. Drivers who wish to have a commercial driver license (CDL) must pass knowledge and skills tests, including tests specific to the area of commercial driving, such as school bus driving.

To find out the comprehensive requirements and tests for obtaining a CDL, contact your state driver licensing authority, the Texas Department of Public Safety (DPS), for additional information. Your potential employer or hiring school district may also be able to provide information about obtaining a CDL.

Entry Level Driver Training (ELDT) requirements, overseen by the Federal Motor Carrier Safety Administration (FMCSA), went in to effect February 7, 2022. The regulations are designed to improve highway safety by ensuring entry level drivers of commercial motor vehicles complete minimum federal training requirements before being permitted to take certain CDL tests.

Anyone who is either applying for a Class A, Class B or Class C CDL for the first time, upgrading an existing CDL to a Class A or B, or obtaining a school bus (S) or passenger (P) endorsement for the first time must meet ELDT requirements.

To find out the comprehensive requirements and tests for obtaining a CDL, contact your state driver licensing authority, the Texas Department of Public Safety (DPS), for additional information. Your potential employer or hiring school district may also be able to provide information about obtaining a CDL.

It's the Law!

Texas Transportation Code (TRC) §522.061

See Appendix A

If you hold a CDL or Commercial Learners Permit (CLP) and you are convicted of a motor vehicle violation (other than a parking violation):

- In Texas, you must notify your employer in writing within 7 days of the conviction.
- In a state other than Texas, you must notify DPS and your employer in writing within 7 days of the conviction.

Who Can Drive a School Bus?

Who Can Drive

School bus drivers are held to a higher standard of conduct than average citizens, and there are specific laws that govern the conduct of school bus drivers. For your own protection and the protection of your passengers, you must know the laws and obey them.

To be hired as a school bus driver and begin to drive a school bus, you must:

- be at least 18 years old;
- hold an appropriate class of driver license for the vehicle being operated—in most cases, this will be a Class B CDL with passenger (P) and school bus (S) endorsements;
- pass an annual mental and physical exam required by Texas DPS;
- maintain an acceptable driving record in accordance with the Texas school bus driving record evaluation (see Appendix B);
- be certified in school bus safety education or be enrolled in a school bus safety education class—like this one; and
- be free of felony or misdemeanor convictions for a crime involving moral turpitude (conduct that is considered contrary to community standards of justice, honesty, or good morals).

It's the Law!

TRC §522.064

TRC §522.063

See Appendix A

When you apply for a job as a school bus driver, you are required to inform the employer of the following information: any serious traffic violations for which you may have been convicted in the 10 years preceding application, a list of previous employers for which you drove a commercial motor vehicle, and any disqualifications that may result or have resulted. The employer is required to ask you for this information. Each employer or district may have additional employee requirements for school bus drivers.

Following your successful completion of this course, you will receive a card certifying that you completed the course. The certification is valid for 3 years, at which time you will need to complete an 8-hour recertification course to become recertified and continue driving a school bus.

Continuing as a School Bus Driver

You must meet ongoing conditions to continue as a school bus driver once you have qualified and been hired. These conditions include:

It's the Law!

TRC §521.022

See Appendix A

- pass an annual review of your driver license record using the school bus driver penalty point system. **You do not pass, you do not transport students!**
- receive recertification every 3 years through an approved school bus recertification course and have the certification card in your possession. **If your certification expires, you cannot drive a school bus, school activity bus or multi-function school activity bus.**
- possess an appropriate class of driver license for the vehicle being operated—in most cases, this will be a Class B CDL with P and S endorsements;
- pass an annual mental and physical exam. **You cannot drive a school bus, school activity bus or multi-function school activity bus with out a valid DOT medical card.**
- remain free of felony or misdemeanor convictions for a crime including moral turpitude.

In addition to these basic legal requirements, each employer or district may have employee requirements for school bus drivers.

Penalty Point System

How It Works

Every school district must request a driver license record on new school bus drivers before they are hired. In addition, your school district will evaluate your driver license record at least once a year. This evaluation applies to violations committed in *any vehicle you drive*, including your family car.

Penalty points will be assessed for traffic convictions and crashes on your record, and these points will be added up. This is important to you because a total of 10 penalty points, and sometime less*, disqualifies you from driving a school bus until you requalify.

*** Note:** Some school districts can disqualify a driver for fewer than 10 penalty points. Check with your local school district.

Assessing Points

The specific numbers of penalty points assessed for convictions on your driver license record are shown in the complete tables found in Appendix B.

For example:
Table 1 - 1 penalty point get assessed for any convictions that fall under this table with an offense date within the last 3 years.

Table 2 - 2 penalty points get assessed for any accidents that under this table with an offense date with the last 3 years.

Table 3 - 3 penalty points get assessed for any convictions that fall under this table with an offense date within the last 3 years.

Table 4 - 10 points get assessed for any convictions that fall under this table with an offense date within the last 10 years.

Table 5 - 10 points get assessed for any convictions that fall under this table with an offense/begin date with the last 10 years.

Driving Record Evaluation

The Texas Transportation Code and the Texas Education Code (see Appendix A) require a driver record evaluation using DPS standards for all school bus drivers prior to employment and at least annually after employment. In accordance with this statutory responsibility, the following standards have been established by the Texas Department of Public Safety as minimum requirements to be met by each person seeking to be employed or to remain employed as a school bus driver or to drive any motor vehicle for transportation of students:

- An applicant for employment as a commercial motor vehicle driver must disclose to the employer any violations of motor vehicle laws or ordinances (other than violations involving only parking) for which the applicant was convicted or forfeited bond or collateral during the 3 years preceding the date of application plus any serious traffic violations of which the applicant was convicted during 10 years preceding the date of application. In addition, the applicant must disclose to the employer any suspension, revocation, or cancellation of driving privileges that resulted from conviction.
- The driver license record of each school bus driver applicant shall be reviewed prior to employment using the penalty point system, with penalty points assessed for those entries that appear in the applicable tables for traffic law violations and crash involvements (see Appendix B). Any person who has accumulated 10 or more penalty points shall be considered ineligible to transport pupils until such time as he or she requalifies.
- The driver license record of each school bus driver shall be evaluated at least annually using the penalty point system, with penalty points assessed for those entries that appear in the applicable tables for traffic law violations and crash involvements. Any person who has accumulated 10 or more penalty points shall be considered ineligible to transport pupils until such time as he or she requalifies. To requalify, sufficient time must have elapsed such that penalty points are no longer assessed for some violations or crashes, bringing the total penalty points below 10.

It's the Law!

TRC §521.022

TRC §522.064

TRC §522.063

See Appendix A

In determining a person's eligibility to drive a school bus, the standards given in the penalty point tables shall apply in assessing penalty points for convictions of traffic law violations and crash involvement appearing on his or her current driving record.

Mandatory Disqualifications

Mandatory disqualification takes effect if, within the 10-year period preceding the date of the check of the person's driving record, there is a conviction for the following offenses:

- Driving While Intoxicated, or
- Driving While Intoxicated with Child Passenger, or
- Intoxication Assault, or
- Intoxication Manslaughter.

It's the Law!

Texas Penal Code (TPC) §49.04

TPC §49.045

TPC §49.07

TPC §49.08

Texas Education Code (TEC) §34.007

Disqualification

This section addresses things that could cause you to be disqualified from driving a commercial motor vehicle.

You would be disqualified from driving a CMV for:

- 60 days if convicted of two serious traffic violations within a 3-year period, or
- 120 days if convicted of three serious traffic violations within a 3-year period.

It's the Law!

TRC §522.081

You would be disqualified for a 1-year period on the first conviction for any of the following offenses:

- driving a motor vehicle under the influence of alcohol or a controlled substance,
- driving a CMV while having a blood alcohol concentration of 0.04 or more,
- intentionally leaving the scene of a collision,
- using a motor vehicle in committing a felony, or
- causing the death of another person through negligence.

You would be disqualified from driving a CMV for life if you:

- are convicted of two or more violations of the above five offenses in separate incidents, or
- use a motor vehicle in committing a felony involving either:
  - manufacturing, distributing, or dispensing a controlled substance; or
  - possessing a controlled substance with intent to manufacture, distribute, or dispense.

It's the Law!

TRC §522.063

Reporting Requirements

If you are disqualified or placed out of service for any period of time, you must notify your employer within one business day after you receive notice.

Tobacco and Firearms

It's the Law!

TEC §38.006

TEC §38.007

It is a *felony* for anyone to show, use, threaten to show, or threaten to use a firearm to interfere with the normal use of:

- a school building,
- a portion of a campus, or
- a school bus being used to carry students to or from school-sponsored activities.

At all school-related or school-sanctioned activities, on or off school property:

- The possession and use of alcoholic beverages are prohibited.
- Students are not allowed to possess tobacco products, including e-cigarettes.
- No one is allowed to use tobacco products.

It's the Law!

TEC §37.125

TEC §37.126

It is unlawful for anyone to interfere by any means with the lawful transportation of students to or from school-sponsored activities on a school-owned or county-owned vehicle.

Other Laws Impacting Bus Drivers

Other chapters in this course cover laws that affect school bus drivers and the operation of school buses. Multiple laws impact drivers of school buses and other CMVs, including laws on:

- bus operation and required equipment (Chapter 3),
- student management and reporting of child abuse (Chapter 6),
- responsible driving (Chapter 9),
- navigating railroad crossings (Chapter 10), and
- use or possession of alcohol or other drugs (Chapter 11).

When is a CDL, Medical Card, and the Bus Driver Certification Course Required?

VEHICLE	LICENSE TYPE	MEDICAL CARD	CERTIFICATION COURSE
Passenger Van or Passenger Vehicle (car, truck, suburban)	NO CDL	NO	NO
School Bus, School Activity Bus & Multifunction School Activity Bus (15 passengers including the driver or less)	NO CDL	YES	YES
School Bus (16 to 23 passengers including the driver)	Class C CDL with both P & S Endorsements	YES	YES
School Activity Bus & Multifunction School Activity Bus (16 to 23 passengers including the driver)	Class C CDL with P Endorsement (S not required)	YES	YES
School Bus (24 passengers or more including the driver)	Class B CDL with both P & S Endorsements	YES	YES
School Activity Bus & Multifunction School Activity Bus (24 passengers or more including the driver)	Class B CDL with P Endorsement (S not required)	YES	YES

Review Questions

To help you remember the information in this chapter, please answer these questions.

2.1 To be hired as a school bus driver and begin to drive a school bus, you must be at least 16 years old (page 2-3)?
(*circle one*) TRUE FALSE

2.2 Disqualification means that (page 2-2)?
a. You no longer want to drive a CMV.
b. A legal entity has withdrawn the privilege to drive a CMV.
c. You misplaced your driver license.
d. All of the above.

2.3 Reckless driving is not considered a serious traffic violation (page 2-2)?
(circle one) TRUE FALSE

2.4 If you are disqualified or placed out of service for any reason, you do not have to notify your employer (page 2-8)?
(*circle one*) TRUE FALSE

2.5 Mandatory disqualification takes effect if, within the 10-year period preceding the date of the check of the person's driving record, if there is a conviction for the following offenses (page 2-7):
a. Driving while intoxicated
b. Driving while intoxicated with child passenger
c. Intoxication assault or manslaughter
d. All of the above

2.6 How often does the driver license record of each school bus driver need to be evaluated using the penalty point system (page 2-6)?
a. at least every 3 years
b. at least annually
c. never
d. none of the above

2.7 If a school bus driver is ineligible to drive a school bus due to 10 or more accumulated points on their record, when will the driver become eligible to drive again (page 2-6)?
a. As soon as school district officials agree to allow the driver to drive.
b. Whenever the driver feels ready to drive.
c. After sufficient time has passed so that penalty points are no longer assessed for some violations or crashes.
d. None of the above.

2.8 It is unlawful for anyone to interfere by any means with the lawful transportation of students to or from school-sponsored activities on a school-owned or county-owned vehicle (page 2-8).
(*circle one*) TRUE FALSE

2.9 At all school-related or school-sanctioned activities, on or off school property (page 2-8):
a. The possession and use of alcoholic beverages are prohibited.
b. Students are not allowed to possess tobacco products.
c. No one is allowed to use tobacco products
d. All of the above.

2.10 A driver transporting students to a sporting event can use tobacco products if they are not on campus (page 2-8).
(*circle one*) TRUE FALSE

Chapter 3 - Know the Bus: Equipment and Maintenance

Overview

Introduction

The mechanical soundness of your bus is vital to the safety of you, your students, and others on the road. How well you understand your bus, your familiarity with its operation, preparation for trips, bus condition, availability of proper equipment, and your adherence to laws regarding bus operation all contribute to safe school bus travel. This chapter deals specifically with understanding the mechanical conditions of your vehicle and equipment.

Becoming familiar with the feel of your bus can help you avoid collisions and breakdowns on the road. Even buses of the same make and model can have a different feel when driving. For example, the turning radius may vary depending on settings made during the manufacturing process. Brakes may feel different even between buses of the same make and model. These differences can affect maneuverability.

Chapter Objectives

In this chapter you will learn specific things you can do to become familiar with the operation of your bus and drive it safely and efficiently. At the end of this chapter, you will be able to:

- identify how bus types differ from one another,
- identify depth perception problems,
- check and adjust the driver's seat and mirrors for maximum visibility and safety, and
- identify guidelines for warming up an engine and shifting a transmission.

Topics Covered in This Chapter

This chapter covers the following topics:

- school bus classifications,
- required equipment on buses,

- adjustment of driver's seat,
- adjustment and use of mirrors,
- judging depth perception,
- warming up engines and operating transmissions, and
- use of parking brakes.

School Bus Classifications

Words have special meaning in legal codes. They may or may not be the same as a dictionary definition. The definitions used for school bus classifications in the transportation code are given here.

"**School bus**" means a motor vehicle that was manufactured in compliance with the federal motor vehicle safety standards for school buses in effect on the date of manufacture, and that is used or designed to be used to transport preprimary, primary, or secondary passengers. School buses carry more than 15 passengers, including the operator, and are used for purposes that include regularly transporting students on routes to or from school or on school-related activity trips or school-related events. The term does not cover a school-chartered bus or a bus operated by a mass transit authority.

"**Multifunction school activity bus**" means a motor vehicle that was manufactured in compliance with the federal motor vehicle safety standards for school buses in effect on the date of manufacture (other than the standards requiring the bus to display alternately flashing red lights and to be equipped with movable stop arms). A multifunction school activity bus is used to transport preprimary, primary, or secondary students on school-related activity trips other than regular routes to and from school. The term does not include a school bus, a school activity bus, a school-chartered bus, or a bus operated by a mass transit authority.

"**School activity bus**" means any bus designed to accommodate more than 15 passengers, including the operator, that is owned by certain organizations and used for certain activities. It is owned, operated, rented, or leased by a school district, county school, open-enrollment charter school, regional education service center, or shared-services group. It is used to transport public school students on school-related activity trips other than to and from school. The term does not include a chartered bus, a bus operated by a mass transit authority, a multifunction school activity bus, or a school bus.

A multifunction school activity bus may not be painted National School Bus yellow and may bear the words "school bus." All require proper licensing and certification for the driver.

School Bus Types

School buses use four main types of construction. Even though buses of different types might seem to drive and ride the same, they probably have different characteristics. For safety, drivers should be aware of varying characteristics such as turning radius, brake response, maneuverability, hood shape, and loading/unloading requirements.

Bus construction types are:

- Type A—van conversion or bus constructed with a cutaway front section and left-side driver's door. The entrance door is behind the front wheels.
- Type B—construction using a stripped chassis with the entrance door behind the front wheels.
- Type C—construction using a hood and front fender assembly. The entrance door is behind the front wheels.
- Type D—construction using a stripped chassis with the entrance door ahead of the front wheels.

Required Equipment

It's the Law!

TRC §547.607

Your bus is required to be equipped with:

- at least a 1-quart chemical-type fire extinguisher in good condition and located for immediate use;
- a convex mirror or other device that allows you a clear view of the area immediately in front of the bus that would otherwise be hidden from view; and
- exterior signal lights that:
  - are mounted as high and as far apart as possible, and
  - display four alternately flashing red lights: two on the front at the same level and two on the back at the same level.

Beginning in the 1990s, buses were required to be equipped with a movable stop arm that automatically extends when the alternating red lights activate. In 2009, a second stop sign became required near the rear of the driver's side on buses designed to carry 47 or more passengers.

A rooftop-strobe lamp is optional equipment. If the bus has a rooftop-strobe lamp, you can use it under inclement weather circumstances.

Emergency and first aid equipment are also required in all school buses and should be in good working order. See Chapters 12 and 14 for more information. There may be other required equipment, depending on the model year of your bus. Verify bus equipment requirements with your supervisor or the appropriate Texas specification for your bus' model year.

Steps for Adjusting Your Seat

One of the first adjustments you make when entering your bus is the driver's seat adjustment. A good seat adjustment enables you to reach all controls conveniently and provides a comfortable, nondistracting position for your job. When your seat is adjusted properly, your feet should be able to rest comfortably on the floor, and you should be able to reach the pedals and depress them comfortably to the floor without reaching or straining.

To adjust your seat:

- Visualize your steering wheel as a numbered clock face. Adjust the seat so that you can comfortably place your hands on the steering wheel at the 10 and 2, or 9 and 3, positions (see Figure 3-1).

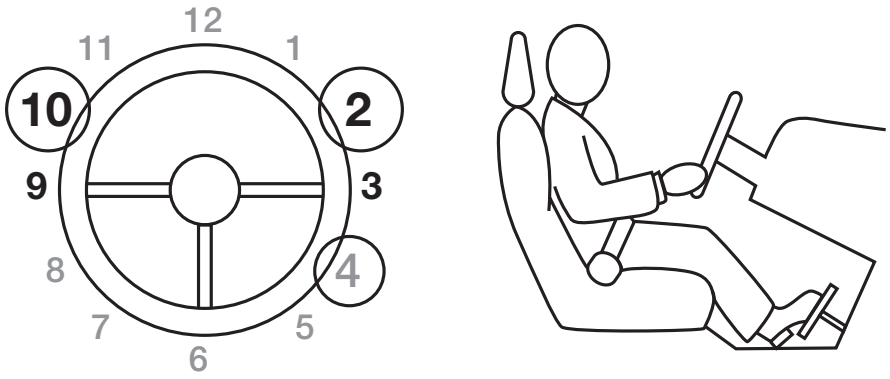


Figure 3-1. Steering Wheel Positions and Seat Adjustment.

- With your right hand on the 4 o'clock position, move your seat until your right elbow rests comfortably on your rib cage at a distance of 2 inches (or two fingers) from the seat back (see Figure 3-1). In this position, your body becomes a support system should there be an impact or other unexpected event.

- Check to see that you can easily reach all foot controls and hand controls.

If you sit too far from the steering wheel, you will have less control of the steering wheel in an emergency situation than you will if your seat is adjusted correctly. In addition, sitting too far from the steering wheel results in added stress on your back and neck as you hold the weight of your body away from the seat back with your arms. If you sit too close to the steering wheel, you will have less control and quickly get fatigued.

When your seat is adjusted, drive with the proper sitting position. Keep the palms of your hands on the top of the wheel, not inside the wheel. This position is used to avoid injury in the event of a violent jerk on the steering wheel such as a tire blowout.

Seat Belt Use

School bus drivers shall always wear a seat belt properly according to the manufacturer's instructions. Once your seat is properly adjusted and your seat belt is in place, you can effectively use mirrors and establish a personal depth perception yardstick.

It's the Law!

TRC §545.413

A school district shall require a student riding a bus operated by or contracted for operation by the district to wear a seat belt if the bus is equipped with seat belts for all passengers on the bus.

It's the Law!

TEC §34.013

Using Mirrors

Correct mirror placement and use is crucial to driving a school bus safely and responsibly. Check to ensure that the mirrors on your bus are clean and adjusted correctly. School buses have seven basic mirrors (see Figure 3-2). These include:

1. left-side flat mirror,
2. left-side convex mirror,
3. left cross-over mirror,
4. right cross-over mirror,
5. right-side convex mirror,
6. right-side flat mirror, and
7. overhead inside (rearview) mirror.

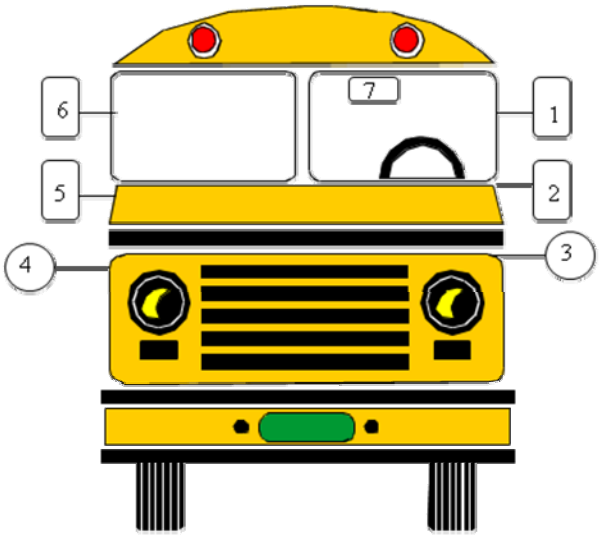


Figure 3-2. Mirror Placement on School Bus.

Mirrors are useless unless they are adjusted properly. It is often hard to adjust your mirrors by yourself, so do not hesitate to ask another driver or employee to help you. It shows that you are taking your job seriously and want to do it right.

Mirror Adjustment

Driving a school bus with improperly adjusted mirrors is like driving while wearing a blindfold. The most common mistake drivers make is to adjust the left and right cross-over mirrors so that they reflect too far upward, not showing the danger zone around the ground in front and to the side of the front bumper.

Proper adjustment of all mirrors is critical. The National Highway Traffic Safety Administration (NHTSA) has set forth requirements regarding mirror viewing in Federal Motor Vehicle Safety Standard 111. Thorough training teaches drivers and mechanics to correctly adjust and use mirrors. Figures 3-3 and 3-4 provide illustrations of how each mirror should be adjusted. Tables 3-1 through 3-4 provide descriptions of each type of mirror.

Bus mirrors should be checked each time a driver leaves the terminal. If you can't get your mirrors adjusted properly, tell your supervisor right away.

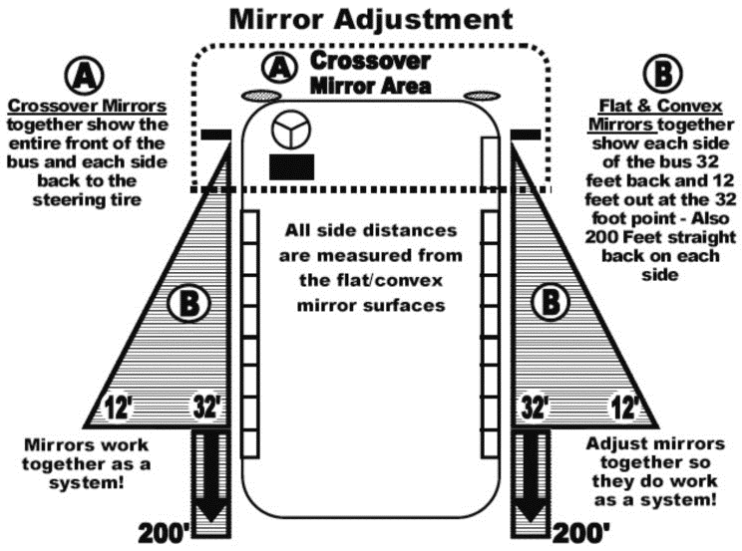


Figure 3-3. Mirror Adjustment.

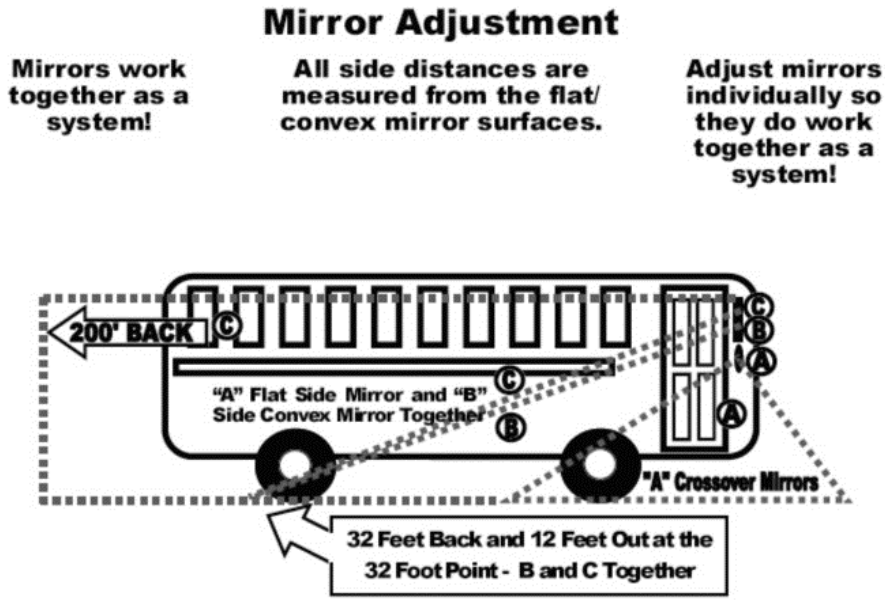


Figure 3-4. Mirror Adjustment Side View.

Table 3-1. Side Flat Mirror Adjustment.

Exterior Left- and Right-Side Flat Mirrors	
Location	Mounted at the left and right front corners of the bus at the side or front of the windshield.
Uses	Monitor traffic, clearances, and students on sides and at rear of bus; view area in back of the bus for 200 feet (approximately four bus lengths); monitor traffic entering the blind spot area in back of the bus. These are the only mirrors that can be used to judge distance because they give "true vision."
Limits	Blind spot immediately below and in front of each mirror and directly in back of the rear bumper that could extend from 150 to 400 feet depending on the width of the object behind the bus.
Adjustment	Position mirrors to see 200 feet (approximately four bus lengths) behind bus, both sides of bus, rear tires touching the ground (or rubber wheel-well skirting on older buses). Flat mirror adjustment and visibility might be slightly different.

Table 3-2. Convex Mirror Adjustment.

Exterior Left- and Right-Side Convex Mirrors	
Location	Mounted just below the outside flat mirrors.
Uses	Monitor left and right sides of bus at a wide angle; view traffic, clearances, and students at sides of bus.
Limits	Blind spot created by the mirror itself; distorted view that does not accurately reflect size and distance.
Adjustment	Entire area rear of mirror along side of the bus, front of rear tires at the ground, at least one traffic lane on either side of bus; driver will need to move head and body slightly to overcome blind spot.

Table 3-3. Cross-Over Mirror Adjustment.

Exterior Left and Right Cross-Over Mirrors	
Location	Mounted on left and right front corners of bus.
Uses	See danger zone area in front of the bus and to left and right sides, including service door and front wheel area.
Limits	Blind spot created by the mirror itself; distorted view that does not accurately reflect size and distance.
Adjustment	Entire area in front of bus from front bumper at ground level to a point where direct vision is possible (direct driver vision and indirect mirror vision should overlap), right and left front tires at ground level, area from front of bus to service door; driver will need to move head and body slightly to overcome blind spot.

Table 3-4. Inside (Rearview) Mirror Adjustment.

Overhead Inside (Rearview) Mirror	
Location	Mounted directly above the windshield on the inside of the bus on the driver's side.
Uses	Monitor passenger activity inside the bus; provide limited visibility directly behind bus if bus has glass rear emergency door.
Limits	Blind spots directly behind driver's seat and from rear bumper extending 150-400 feet or more behind the bus depending on width of bus; use exterior side mirrors to monitor traffic that approaches and enters this area (students should never be in this area).
Adjustment	Top of rear window in top of the mirror, all students, some view outside the passenger-side windows (not below window level); driver will need to move head and body slightly to overcome blind spots.

Depth Perception

Depth perception is the ability to judge how far away objects are from you and from each other. Depth perception errors can cause problems with accurately determining following distance, rear clearance when backing, and many other driving conditions.

Any depth perception defect can negatively affect driving and the ability to use mirrors. For example, drivers with a depth perception

error of 20 percent or more may experience serious problems determining following distances, rear clearance when backing, and other driving conditions. At your next regular appointment with your eye care professional, ask if there are any depth perception problems or other vision issues that need to be corrected for best vision when driving.

Front Reference Point

A front reference point establishes an over-the-hood point, based on each specific bus design and driver characteristics, that indicates a safe distance from objects in front of the bus. The distance between the front of the bus and the reference point is called a "blind area" because in this area objects are hidden from the view of the driver. You will not be able to see anything that does not extend past your blind area. See Figure 3-5 for an illustration of the over-the-hood reference point.

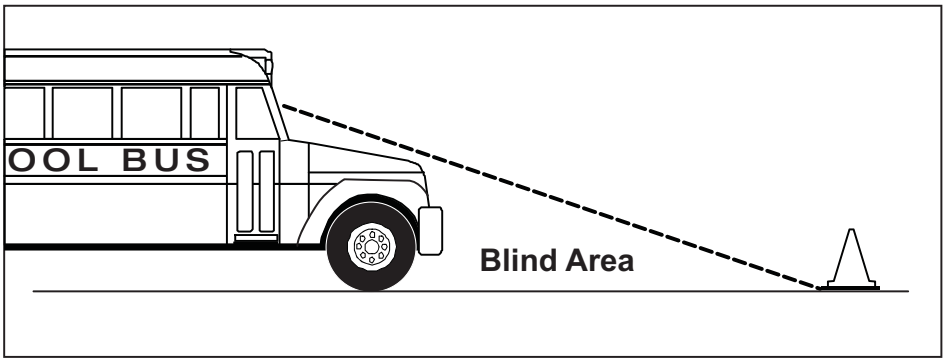


Figure 3-5. Over-the-Hood Reference Point.

Depending on the physical characteristics of the driver and style of the bus, a safe reference point might be 14, 15, or even 17 feet or more from the front bumper. You will use the reference point identified for each bus any time you need to determine such things as following distance, distance from a railroad crossing, parking, and other driving situations. As you drive, remember to line up your reference point on the hood of the bus with the base of objects in front of the bus.

When you return to your operation base, you should find the over-the-hood reference point on your bus.

Warming Up the Engine and Shifting Transmission

Most school bus engines require, or benefit from, a warm-up period prior to road use. Techniques for warming up engines effectively depend on the type of engine and its characteristics.

Gas Engines

To warm up the engine of a gas-powered bus with automatic transmission, always:

- Shift gear to "N" or neutral position.
- Engage the parking brake.
- If the bus is equipped with a manual choke, pull the choke lever all the way out prior to starting.
- Start the engine.
- Allow the engine to run at idle speed until the temperature gauge reaches a normal operating range. Do not race the engine:
  - Racing is defined as a high idle, above approximately 1000 rpm.
  - Racing does not help warm up the engine and could cause engine damage.
- If the hand throttle is pulled out, push it back in before driving. Do not use the hand throttle as a cruise control.
- On buses equipped with a manual choke, push the choke control all the way in once the engine has warmed up.

Check once a week to see if the engine can be started when the gear selector is not in neutral. If so, the gear selector must be adjusted immediately. Automatic transmission buses are equipped with a neutral safety switch, which prevents the bus from being started while the transmission is not in neutral.

Diesel Buses

To warm up the engine of a diesel bus:

- Turn the ignition switch to the on position prior to cranking the engine. Check for a glow plug:
  - If the bus is equipped with a glow plug, a light will come on that says either "Glow Plug" or "Wait to Start."

  - The glow plug indicator light will go out when the engine is ready to be cranked.
  - It is found on the instrument cluster, but not all diesel-powered buses use glow plugs.
- After the glow plug goes out, crank the engine and allow the engine to run at idle speed until the temperature gauge reaches a normal operating temperature.

Diesel Engine Shutdown

- Diesel-powered buses should be idled for at least 3 minutes before shutdown. This practice allows the engine (and turbocharger, if equipped) time to cool down.
- When shutting down the engine, always turn off the ignition switch, even if the engine has been stopped via the shutdown control.
- The engine can be idled during the post-trip inspection.

Operating Procedures for Automatic Transmissions

Automatic transmissions are controlled by the gear selector lever. Each gear has a specific function.

Gear Selection

Always select the proper gear for the driving conditions you encounter. Improper gear selection can cause serious damage to the transmission and/or engine. Proper gear selection will provide better vehicle performance and control, and will extend transmission life.

Proper adjustment of the selector lever linkage is very important. If shifting becomes rough or noisy, you should report it to maintenance personnel immediately.

Downshifting to Reduce Speed

An automatic transmission may be downshifted to use the engine as a braking force to slow the bus. The service brake should be used to slow the vehicle to the acceptable gear where the transmission will downshift. When downshifting, shift the transmission to the next lowest gear. The pressure on the accelerator pedal influences the automatic shift points in the transmission. Table 3-5 shows the uses for the different gears.

Table 3-5. Automatic Transmission Gears, Operating Procedures for Automatic Transmissions

Gear	*Use*
1	This is low gear and should be used: • when moving the bus forward with an extra-heavy load, • when driving through mud or snow, or • when driving up steep inclines. Low gear is rarely needed.
2	This gear is used for operating in congested city traffic and at any other time when operating under 22 mph.
3	This gear is used for operating on most bus routes where the speed limit is not more than 35 mph.
4	This gear is the normal driving gear position. It should be used when the vehicle is operated in open-road driving conditions where minimum speed exceeds 35 mph.
Reverse	Reverse gear is used for moving the bus backwards. The vehicle should be completely stopped before the transmission is shifted from a forward gear to reverse or from reverse to a forward gear.

On buses equipped with electronic push-button gear selectors, always shift to neutral before going from a forward gear to reverse or from reverse to a forward gear.

Parking Brakes

There is no "park" position on the gearshift selectors of large school buses like there is on cars. Instead, use the parking brake to hold the bus in place. The following procedure secures school buses equipped with air brakes and does not apply to buses with hydraulic brakes. Only after this procedure is followed and the keys are in your pocket is it safe to leave the bus unattended.

Buses Equipped with Air Brakes

- Always apply the parking brake to hold the bus stationary when unattended.
- Pump the brake pressure down until the springbrake button on the dash "pops" to the engaged position.
- The rear springbrake will lock the bus brakes until the engine is started and air pressure builds up.

Review Questions

To help you remember the information in this chapter, please answer these questions.

3.1 The mechanical soundness of your bus is not vital to the safety of you, your students, and others on the road (page 3-1).
(circle one) TRUE FALSE

3.2 A driver with a depth perception error of 20% or more may experience problems (page 3-9):
a. determining whether its cloudy outside.
b. determining following distances, rear clearances, and other driving conditions.
c. determining what color the car ahead of the bus is.

3.3 If the bus has a rooftop-strobe lamp, you can use it under inclement weather circumstances (page 3-4).
(circle one) TRUE FALSE

3.4 School bus drivers shall always wear a seat belt properly according to the manufacturer's instructions (page 3-5).
(circle one) TRUE FALSE

3.5 How many mirrors does a typical school bus have (page 3-5)?
a. 4
b. 7
c. 10
d. It depends on the model of the bus

3.6 If you can't get your mirrors adjusted properly (page 3-6):
a. drive the bus anyway.
b. ask for a different bus.
c. tell your supervisor right away.
d. ask the students to help you see.

3.7 To warm up the engine of a diesel bus (page 3-11):
a. start the engine.
b. engage the parking brake.
c. turn the ignition switch to the on position prior to cranking the engine.
d. none of the above.

3.8 On a diesel bus equipped with a glow plug indicator light, you should (page 3-12).
a. wait for the glow plug to go out before cranking the engine.
b. start the engine immediately.
c. ignore the glow plug.
d. none of the above.

3.9 Always apply the parking brake to hold the bus stationary when unattended (page 3-13).
(circle one) TRUE FALSE

3.10 An automatic transmission cannot be downshifted to use the engine as a braking force to slow the bus (page 3-12).
(circle one) TRUE FALSE

3.11 A diesel engine can be idled during the post-trip inspection (page 3-12).
(circle one) TRUE FALSE

Chapter 4 - Performing Vehicle Inspections

Overview

Introduction

Once you become familiar with the features of your bus and the equipment required, you will need to be able to know when it is working safely and effectively. Regular pre-trip and post-trip inspections enable you to identify existing problems and prevent emerging problems.

The mechanical soundness of your bus is vital to the safety of you, your students, and others on the road. This chapter deals specifically with inspecting and maintaining your vehicle and equipment in safe working order.

Chapter Objectives

In this chapter you will learn specific things you can do to recognize, resolve, and prevent vehicle and equipment problems. At the end of this chapter, you will be able to:

- perform a thorough pre-trip inspection to determine if a vehicle is safe to drive,
- perform a thorough post-trip inspection to identify any problems that may have occurred during the trip, and
- use a reference table to help you identify specific mechanical problems with your bus.

Topics Covered in This Chapter

This chapter covers the following topics:

- pre-trip and post-trip inspections, and
- sensing problems with your bus.

Pre-trip Vehicle Inspection

Performing a pre-trip inspection is one of the most effective ways to identify and avoid potential problems. The following sections discuss a recommended pre-trip inspection procedure, but it is a **recommended list only**. Procedures vary by district. Ask your operation supervisor about local procedures. See the end of this chapter for sample pre-trip inspection checklists.

It is **recommended** that drivers check at least the items discussed in this chapter on each pre-trip inspection.

Walking Inspection

The pre-trip inspection begins as you approach your bus. Make a walking inspection:

- Make sure the parking brake is set or the wheels are chocked.
- Take a thorough overall look at the bus. Check for evidence of fluid leaks such as oil, gasoline, or water.
- Check for vandalism or damage.
- Clean the windshield, turn signals, taillights, stop lights, headlights, and warning lights to enhance visibility and lighting.
- Check exterior mirrors and brackets for tightness.
- Check backup lights and beeper and license plate light.
- Check tire tread depth and the general condition of the tires. Test inflation with a gauge.
- Check wheel hubs for leaks.
- Visually check wheel lug nuts for tightness and rust dust around edges of bolts or nuts. Rust dust is an indication of a loose wheel lug nut.
- View the underside of the bus. Check for fluid leaks such as oil or grease. Check the exhaust system, springs and hangers, and body clamps.
- Check the fuel cap.
- Note any scratches or dents and the legibility of bus markings. Bus markings should be kept clean for safety and public relations purposes.

If you have a flat on rear dual tires, do not drive. Driving on a flat can ruin the tire and cause stability and handling problems.

Under the Hood

Note: Not all districts or operations require the driver to perform an under-the-hood inspection. Check with your operation supervisor for guidance.

Check under the hood:

- Check the oil level in the engine. If the bus has been off for some time, the oil will have drained into the crank case and an accurate reading can be made. Oil should be above the "add oil" line. If the oil level is over full or milky colored, there may be a foreign substance in the oil.
- Do a visual check of other fluid levels and the condition of engine components (e.g., power steering, brake fluid if hydraulic brakes).
- If the bus does not have a pressure coolant system with a liquid overflow tank, remove the radiator cap and check the coolant level. Coolant should be maintained above the core level. Pressure systems can be checked by observing the liquid level in the overflow tank.
- Check the fan belts to see if they are cracked or frayed. A loose belt can result in a depleted battery or overheating. When pressing down on the belt, it should give no more than ¾ inch.
- Examine the engine for loose wires or excess oil.
- Check the battery and battery cables for cleanliness and security.
- Close the hood and ensure the hard latches are secured.

Caution!

Never remove radiator cap when the engine is hot!

Inside the Bus

Enter the bus to begin the internal inspection:

- Check the handrails for tightness and the steps to ensure the treads are secure.
- Start the engine using proper engine starting procedures. See Chapter 3.
- Check the gauges after starting (see the section about gauge levels on page 47).
- Turn on directional signals, clearance and ID marker lights, and high-beam and low-beam headlights to verify they work.
- From inside the bus, check the operating conditions of the dash-mounted turn signal indicator and lights, high-beam indicator, switches, and instrument panel light.

Remember!

Some gauges have readings while engine is off, so watch for changes to know if gauge is working or "stuck."

- Turn on emergency (hazard) warning lights, alternately flashing (loading/unloading) lights, and interior dome lights.
- Check interior mirrors and brackets for tightness.
- Open and close the emergency exit door, windows, and hatches to determine if the emergency buzzer is operating.
- Check door gaskets and hinges.
- Check windows and mirrors for cleanliness, cracks, or breaks. Maintain good visibility by keeping windows and mirrors clean.
- Check the radio, if equipped.
- Check the insurance information.
- Check the general condition of the interior bus body.
- Check the condition of seats and floor.
- Check the operation of the horn.
- Check the condition of wiper blades and the operation of wipers.
- Check the heater and defroster (if applicable).

Caution!

Bad door gaskets can cause exhaust fumes to enter bus from exhaust pipe, creating a safety hazard.

Outside the Bus

From outside the bus, check for:

- operation of lights;
- intensity of lights; and
- condition of lenses, such as dark spots and cracks.

Note: Have another employee assist if needed.

Equipment Inspection

Check emergency equipment:

- Determine that the first aid kit, body fluid clean-up kit, fire extinguisher, and reflective triangles are securely in place, complete, and in operable condition.
- The pressure gauge on the fire extinguisher should always be fully charged with the trigger pin in place.

Check special needs equipment, if applicable:

- Check wheelchair lifts, belts, safety vests, child safety seats, blankets, strap cutters, gurney (if equipped), etc.

- Check to ensure that aisles are clear and uncluttered for wheelchair passage.
- Check wheel chair securement straps.

Gauge Levels

Understand and learn to read your gauges. Know the normal reading for the voltmeter, oil pressure, and water temperature gauges. This could prevent a breakdown or engine damage.

Check dashboard gauges for visibility and proper functioning:

- The fuel gauge should indicate a safe margin of fuel for the day's operation and should never register less than one quarter full.
- The oil pressure gauge should indicate adequate pressure. If adequate pressure is not indicated, the engine should be turned off. Report this condition immediately, and do not drive the bus.
- The voltmeter should show a charge when the engine is running. If a discharge is indicated, stop the engine and report it at once.
- The water temperature gauge shows the temperature of coolant in the engine. After the engine has been running for several minutes, the indicator should show normal.
- The vacuum or air pressure gauge should indicate adequate capacity to operate the brakes. Do not operate the bus until the reserve vacuum or air pressure reaches the manufacturer's minimum recommendations. Excessive loss of pressure overnight can indicate a leak in the air system. Any excessive loss should be reported immediately.

Understand and learn to read your gauges!

Know the normal reading for the voltmeter, oil pressure, and water temperature gauges.

Table 4-1 provides expected ranges for various gauges.

Table 4-1. Gauge Levels.

Gauge	*Cold Startup (Fast Idle @ 1000 RPM Maximum)*	*Operating Temperature (Idle)*	*Operating Temperature (Driving)*	*Appropriate Action*
Oil Pressure	30-70 psi	7 psi and higher	20-60 psi	Normal
Oil Pressure	0 psi	0 psi	0 psi	If no oil pressure, stop engine immediately
Temperature	100 degrees or less	170-200 degrees	160-210 degrees	Normal
Temperature	----------	Above 210 degrees	Above 210 degrees	Shut down ASAP
Temperature	----------	Below 170 degrees	Below 160 degrees	Talk to shop
Voltmeter	13.5-15.0 v	12.0-14.5 v	13.0-14.5 v	Normal
Voltmeter	Below 12.0 v or above 15.0 v	Below 12.0 v or above 15.0 v	Below 13.0 v or above 15.0 v	Report to shop
Air Gauge	0-120 psi	Cycling within 85-125 psi	Cycling within 85-125 psi	Normal
Air Gauge	----------	Below 85 or above 125	Below 85 or above 125	Call shop for advice

Note: Some buses do not use numbered gauge faces for oil pressure, water temperature, or charging voltages. These buses simply have a "normal" gear marked on the gauge face. Readings should stay within the "normal" band. Drivers should also check the manufacturer's suggested gauge reading for their school bus.

Brake System Inspection

When you first notice a brake condition requiring attention, report it immediately. Early inspection and repair by the shop staff could prevent unsafe operation, extensive repairs, or a breakdown.

Check the brakes:

- Check the holding power of air brakes, the emergency brake, the parking brake, and others.
- Check pedal travel on the service brake and the position the pedal holds under continued pressure.
- Check the brake lights. This can be done by looking for a red illumination on the surface of an object behind the brake lights while activating the brake lights or by noting the movement of the voltmeter needle.
- When leaving the parking area, check for stiffness and free play (loose movement) in steering.

For more information about brakes, see the 2014 edition of the *Texas Commercial Motor Vehicle Drivers Handbook*: http://www.dps.texas.gov/internetforms/FORMS/DL-7C.pdf.

Air Brake Adjustment Check

Checking the adjustment condition of air brakes is a useful indicator of bus stopping power.

Build air pressure to governor cut-off with the parking brake released. Slowly make a full brake application (pedal at maximum travel toward floor). Allow the air pressure to stabilize and note the pressure used in full application. No more than a 10 psi drop should be observed. A greater drop may indicate that the brakes need adjustment.

Check the wheels and park on a level surface to test the air brakes:

1. With the engine running at idle speed, build air pressure to 120 - 140 psi.
2. Turn off the engine.
3. Release the parking brake by pushing the dash-mounted button in.
4. Slowly make one full brake application and hold. Note the air pressure once the bus is stabilized.
5. Maintain brake application for 1 minute. The air pressure should drop no more than 3 psi during this minute.
6. Turn the key back on.
7. Begin to pump the air out of the brake system by repeatedly applying and releasing the brakes. Watch for the following:
   a. no lower than 60 psi—an audible alarm and warning light will activate, indicating low air pressure; and
   b. no lower than 20 psi—the dash-mounted air brake button will pop out, activating the spring brakes.

Hydraulic Brakes

Hydraulic brakes are standard equipment on small school buses, including the 53-passenger size, unless the district opted to order air brakes. Hydraulic brakes use a fluid as the operating medium instead of compressed air. Therefore, the two brake systems have a different pedal "feel" when applied. Hydraulic systems use a power booster to reduce driver application effort. The engine operates the power booster.

To check hydraulic brake warning lights:

- The parking brake light should go out when the parking brake is released.

- The brake failure lamp will come on when the engine is cranked but should go out with the engine running.
- If the brake failure lamp stays on or comes on, the bus should be stopped as safely as possible and not operated until the system is checked. (Refer to the operator guide for your particular bus for specific information about lamp terminology and the location on the instrument panel.)

Hydraulic brake warnings are usually equipped with two red warning lamps on the dash controls:

- one indicates that the parking brake is applied and
- one indicates a failure in the hydraulic system or brake booster system.

On some van-type buses these two lamp functions may be combined into a single light.

Booster Backup System

The backup system can be easily checked:

- With the engine stopped (key off) and the bus stationary, press the brake pedal.
- The whirring sound of an electric motor should be heard, and the red failure lamp may come on (depending upon the type of bus).
- Release the brake pedal.
- The light should go off, and the motor should stop running.

If the motor runs all the time (or does not run at all), there is a malfunction in the system, and it should be repaired.

Some brake systems have an emergency backup system for use in the event that the booster fails. The shop staff can identify those buses with a backup system. Information to monitor booster backup systems includes:

- When the emergency backup system is being used, the effort to apply the brakes is higher than normal but less than it would be without a backup system.
- Without either the power booster or emergency backup system in operation, the effort required to apply the brakes and the bus stopping distance are dramatically increased.

Static Brake Test

A static brake test can be made during the pre-trip inspection (similar to air brakes):

- With the engine running, apply moderate pressure to the brake pedal.
- The pedal should remain firm and not "fall away" from under the driver's foot.
- If the pedal "falls away" and the red warning light comes on, a failure is indicated and the bus should not be driven.

Parking Brakes

The parking brake may be designed to be applied in three ways:

- Pedal type:
  - This application system is similar to a passenger car that has an emergency brake located on the floor. In a bus, it might be located to the far left as with a car, or in a different location.
  - Pedal parking brakes are generally used in smaller, van-type buses.
  - Pressing the pedal toward the floor will generally apply the rear brakes.
- Pull-type lever:
  - This application system utilizes a dash-mounted or floor-mounted lever.
  - It applies a parking brake on the transmission.
- Dash-mounted valve:
  - This application system performs similarly to air brakes.
  - It uses a dash-mounted valve that controls a springbrake.

To test a pedal or lever type of brake:

- With the engine running and the parking brake engaged, place the transmission in "drive." Gently accelerate against the parking brake. The bus should not roll.
- *Do not* apply hard acceleration.

There are two ways to test a dash-mounted valve type of parking brake:

- Test One: With the engine running and the parking brake released, put the vehicle in low gear and take your foot off the service brake. Allow the bus to roll forward slightly. Activate the parking brake valve. The vehicle should stop.
- Test Two: With the engine running and the parking brake engaged, place the transmission in "drive" and gently accelerate against the parking brake. The bus should not roll.
- *Do not* apply hard acceleration.

The holding ability of the parking brake can sometimes be driver adjusted if the bus is equipped with a floor-mounted or dash-mounted lever. To adjust brake levers for hydraulic brakes:

- The knob on the end of the lever is adjustable. Turning the knob clockwise will tighten the parking brake (increase holding ability). Turning the knob counterclockwise will loosen the parking brake.
- The knob should be tightened enough to provide sufficient holding power for the parking brake.
- If the knob is tightened too much, the lever becomes very difficult to pull when applying and releasing the brake.

Sometimes the knob is inadvertently rotated during use each time the brake is applied and released. Therefore the driver should inspect and test the knob regularly and may need to readjust it periodically.

If the knob will not turn or if the brake will not hold, the problem should be reported to the shop staff.

Anti-lock Brake Systems

How ABS Works

Buses manufactured in 1995 or later are required to be equipped with an anti-lock brake system (ABS).The purpose of the system is to reduce wheel lock-up during certain braking situations. The system is operated by an electronic control module (ECM) and associated hardware. The ECM "watches" the rotation of each wheel. When the driver begins to make a severe stop, especially on a slick road surface, the computer checks the rotational speed of each wheel. If any wheel decelerates toward an impending lock-up, the ECM will release the brake and allow the wheel to regain speed. After the

wheel regains speed, the ECM reapplies the brake. This "pumping" of the brakes can occur at 15 times per second, which is much faster than a driver can cycle the brake pedal to avoid skidding. The ECM is programmed to maximize the available tire and road conditions to provide the shortest stopping distance.

Driver Operation of ABS

When driving an ABS-equipped bus, the driver should not pump or modulate the brake pedal when stopping. Simply apply steady pressure to the service brake pedal. The brake pedal may pulsate slightly as the computer operates the brakes; this is normal ABS operation. With an air brake ABS, the driver may hear air exhausting (or spitting air); this also is normal as the ECM operates the air brakes. The ABS cannot decrease driver reaction time nor decrease dry-pavement stopping distances. Therefore, the driver must follow all rules regarding safe vehicle speeds and following distances.

ABS Malfunction

Buses with ABSs are provided with an ABS readiness indicator light on the instrument panel. This lamp is usually amber colored and will illuminate for a few seconds on startup. This indicates to the driver that the system has passed a self-test and is ready. When the ignition is turned on, the ECM tests the ABS. The driver will hear a series of clicks at each wheel (which is a test of the wheel sensors). If the driver has applied pressure to the brake pedal, the driver will hear a release of air at each wheel as the ECM tests each sensor.

If the amber light does not go out or comes back on while driving, the ECM has detected a malfunction in the ABS and has turned off the ABS feature. The bus service brakes should operate normally (but without ABS).

If the ABS malfunctions, the driver should brake using standard braking techniques for a bus without ABS. The bus may be driven with the amber ABS light on unless other brake warning lights come on (e.g., the red brake failure indicator light or low-air warning indicator). The ABS malfunction should be reported immediately. Remember that whenever the amber ABS readiness light is illuminated, the ECM has turned off ABS and the driver must operate the bus as if it has no anti-lock brakes. It is not recommended that the bus be operated for extended periods of time with the ABS inoperative since the driver and passengers are deprived of the safety benefits of ABS.

If the ABS light goes back out while driving, the malfunction has gone away and the ECM has turned the ABS back on. This sequence should still be reported to the maintenance staff because the ECM may be seeing an intermittent problem that needs attention.

Post-trip Inspection

After a trip, your bus requires attention to spot any problems and ensure it is ready for the next trip. Check with your district to find out special instructions for post-trip inspections. **Procedures vary by district.** See the end of this chapter for a sample post-trip inspection checklist. **Recommended procedures** during a post-trip inspection include:

Remember!

Be sure to inspect the interior of the bus for sleeping students and articles left behind.

- If you are driving a diesel-powered bus, idle the diesel engine for at least 3 minutes before it is shut down. The engine can be idled during the post-trip inspection.
- Make sure the bus is secure: in the proper gear (neutral or park) with the parking brake set.
- Inspect the interior of the bus for students, articles left on the bus, and the condition of seats, walls, and windows.
- Check with your operation supervisor for guidance regarding students' articles left on the bus.
- Sweep and clean the interior of the bus if necessary.
- Close all windows, roof hatches, and doors.
- Check the exterior of the bus including the condition of tires, mirrors, lights, and the exhaust system.
- Complete the bus condition report.
- Complete the driver's report and deliver it to the appropriate school personnel regarding discipline problems, injuries, illnesses, vandalism, or other information as appropriate. Include names of students causing bus damage (if known) or names of students sitting in the area of damage, the type and amount of damage, the route and date when the damage was done, and other relevant information.
- Turn in reports and/or articles left on the bus to the appropriate school administrator.

How to "Sense" Problems

In addition to going through a pre-trip and post-trip check, you can use your senses to identify potential problems with the bus. Your five senses include: look, listen, smell, feel, and taste. You can use four of them to sense problems with your bus.

Look for:

- dash warning indicators,
- a sudden drop in oil pressure or excessive oil consumption, or
- smoke coming from under the dash or under the hood.

Listen for:

- a sharp knock when picking up speed;
- a light knock when the engine is running at idle speed;
- a dull regular knock;
- any unusual noises including hissing, clicking, tapping noises, squealing, or squeaking;
- loud exhaust; or
- engine backfiring, missing, popping, spitting, or overheating.

Smell for:

- an odor of gasoline,
- an odor of burning rubber,
- an odor of burning rags, or
- exhaust fumes.

Feel for:

- excessive vibration in the engine compartment, steering wheel, or drive line;
- excessive heat coming from under the dash or through the hood;
- a difference in the feel of brake pedal operation;
- low-speed or high-speed shimmying; or
- difficult steering or steering wander.

Table 4-2 lists some indicators of potential problems.

Table 4-2. Indicators of Potential Problems.

Bus Condition	*Driver Checks*	*Appropriate Action*
Low oil and temperature light, buzzer with engine running	• Check oil psi gauge—if 7 psi or lower, kill engine as soon as possible. (*Note*: Gas buses will idle @ 1-5 psi min.) • Check water temperature—210 or over, kill engine.	Do not drive bus. Call shop.
Low air light, buzzer at startup	• If air gauges show less than 60 psi, run at fast idle and observe pressure buildup to governor cut-off. • If less than 60 psi, let engine idle to build supply tank pressure. • Shut off engine after pressure builds up; listen for air leaks. *Note*: System may lose some pressure when parked overnight.	If air pressure will not build to air governor cut-off or leaks are audible, do not drive. Call shop.
Unusual engine or transmission noises	• Check gauges. • Note type and area of noise. • Look for leaks or problems under bus.	Do not drive bus. Call shop.
Smoke or odors	• Note type and source if possible. • Odor/smoke of burning rubber: possible electrical fire (especially if interior smoke). • Smoke appears to be steam with sweet odor (interior or under hood): possible coolant leak. • Smoke with burning petroleum smell (under hood): oil/fluid leak. • Fuel fumes: look for leaks or overfilled fuel tank. • Exhaust fumes: Possible leaks in exhaust system or damaged rear emergency door gasket.	Park bus in safe area and evacuate if students/driver in danger. Call shop.
Service (passenger loading) door will not close securely	• Check door operation controls. • Air door—sufficient air pressure and emergency valve okay?	Do not drive bus. Call shop.
Amber/red loading lights or stop arms inoperable	• Master flasher switch on? • Entrance door completely closed?	Do not drive bus. Call shop.
Engine will not crank	• Shifter in neutral? • Vandalock rear and side emergency door lock bolts completely latched in open position?	Call shop.
Engine cranks but will not start	• Check for kill cable pulled out (some models). • Attempt start 2-3 times. • Check fuel gauge. • Glow plug light cycled off (if so equipped)?	Call shop with information.
Low air buzzer, light comes on while driving	• Check air—60 psi or more on each gauge. • Listen for air leaks.	Do not drive bus. Call shop.
Body noises	• Check under bus for obvious problem. • Note when and where noise occurs.	Call shop.

Table 4-2. Indicators of Potential Problems (Continued).

Bus Condition	*Driver Checks*	*Appropriate Action*
Leaks under bus	• Note type of fluid and location: o Green: antifreeze. o Red: transmission. o Amber or red: power steering. o Black/brown: oil. o Clear: water or fuel. • Note amount—a few drops or large amount (puddle). • Note gauges.	If large amounts, kill engine ASAP.
Leaks inside bus	• Green oily fluid: antifreeze. • Check temperature gauge. • Note amount.	Call shop with information.
Fuel leaks—diesel	• Note amount. • Note engine performance. • Note location.	Call shop with information.
Fuel leaks—gasoline	• Note amount—overfilled at fueling?	Call shop with information.
Broken glass	• Move students away from glass. • Double up students if necessary.	Call shop.
Warning buzzer or chime	• Check gauges. • Check emergency exit door(s), emergency escape windows, and roof hatches.	Correct if possible; otherwise, call shop.
Warning buzzer or chime, chassis engines	• Check oil pressure gauge and engine temperature gauge. • Low oil pressure/high temperature?	Shut engine down ASAP. Call shop.

Sample Pre-trip Inspection Checklists

The following checklists contain **recommended** pre-trip inspection items, **but procedures may vary by district**.

Pre-trip Walking Inspection	
Complete	*Item to Check*
☐	Make sure the parking brake is set or the wheels are chocked.
☐	Take a thorough overall look at the bus. Check for evidence of fluid leaks such as oil, gasoline, or water.
☐	Check for vandalism or damage.
☐	Clean the windshield, turn signals, taillights, stop lights, headlights, and warning lights to enhance visibility and lighting.
☐	Check exterior mirrors and brackets for tightness.
☐	Check backup lights and beeper (blue warning) and license plate light.
☐	Check the tire tread depth and general condition of tires. Test inflation.
☐	Check wheel hubs for leaks.
☐	If you have a flat on rear dual tires, do not drive. Driving on a flat can ruin the tire and cause stability and handling problems.
☐	Visually check wheel bolts for tightness and rust dust around the edges of bolts or nuts. Rust dust is an indication of a loose wheel bolt.
☐	View the underside of the bus. Check for fluid leaks such as oil or grease. Check the exhaust system, springs and hangers, and body clamps.
☐	Check the fuel cap.
☐	Note any scratches or dents and legibility of bus markings.
☐	Check brake drums
☐	Steering system defects
☐	Suspension system defects
☐	Exhaust system defects
☐	Emergency equipment

Pre-trip Under-the-Hood Inspection

Complete	*Item to Check*
☐	Check the oil level in the engine. • Oil should be above the “add oil” line. • If the bus has been idle for some time, the oil will have drained into the crank case and an accurate reading can be made. • If the oil level is over full or milky colored there may be a foreign substance in the oil.
☐	Do a visual check of power steering and windshield washer fluid levels and the condition of engine components.
☐	If the bus does not have a pressure coolant system with a liquid overflow tank, remove the radiator cap and check the coolant level and check the condition of hoses. • Coolant should be maintained above the core level. • Pressure systems can be checked by observing the liquid level in the overflow tank. **Note: *Never* remove the radiator cap when the engine is hot!**
☐	Check the fan belts to see if they are cracked or frayed. When pressing down on the belt, it should give no more than ¾ inch.
☐	Examine the engine for loose wires or excess oil.
☐	Check the battery and battery cables for cleanliness and security.
☐	Close the hood. Make sure the hood safety latch, rod, or hinge is secured.

Pre-trip Internal Inspection

Complete	*Item to Check*
☐	Check handrails and steps.
☐	Check gauges before starting. (Oil, temperature, voltmeter, and air) Note: Some gauges have readings while the engine is off, so watch for changes to know if a gauge is working or “stuck.”
☐	Start the engine using proper engine starting procedures.
☐	Turn on directional signals, clearance and ID marker lights, and high-beam and low-beam headlights to verify they work. • From inside the bus, check operating conditions of the dash-mounted turn signal, high-beam indicator, and instrument panel light. • From outside the bus, check the intensity of light, condition of lens, and dark spots and cracks on the sealed beam unit. Have another driver or employee assist if needed.

☐	Turn on the right emergency (hazard) warning lights, alternately flashing (loading/unloading) lights, and passenger compartment lights. • From inside the bus, check the operating conditions of switches, dash-mounted indicators, and interior lights. • From outside the bus, check the operation of lights, intensity of light, and condition of lenses. Have another driver or employee assist if needed.
☐	Check interior mirrors and brackets for tightness.
☐	Open and close the emergency exit door, windows, and hatches: • Check that the emergency buzzer is operating. • Check door gaskets and hinges. • Check windows and mirrors for cleanliness, cracks, or breaks.
☐	Check the radio, if equipped.
☐	Check the insurance information.
☐	Check the operation of the horn.
☐	Check the condition of wiper blades and operation of wipers.
☐	Check the heater and defroster (if applicable).
☐	Check the emergency exit operation from inside the bus (door and windows).
☐	Check for required emergency equipment (roadside reflectors and fire extinguisher).
☐	Check if the driver's safety belt is securely mounted and latches properly.
☐	Check the windshield for cleanliness and no damages.
☐	Set the parking brake.
☐	Perform air or hydraulic brake check (whichever applies).
☐	Check the operation of the stop arm.
☐	Check the general condition of the interior bus body, seats, and floor.
☐	Check for special needs equipment (if applicable).

Sample Post-trip Inspection Checklist

The following checklist contains **recommended** post-trip inspection items, **but procedures may vary by district.**

Post-trip Inspection	
Complete	*Item to Check*
☐	Make sure the bus is secure and in the proper gear with the parking brake set.
☐	If you are driving a diesel-powered bus, idle the engine for at least 3 minutes before it is shut down. • The engine may be idled during the post-trip inspection.
☐	Inspect the interior of the bus for students, articles left on the bus, and the condition of seats, walls, and windows. Deliver found students or belongings to the appropriate school personnel immediately.
☐	Sweep and clean the interior of the bus (if applicable).
☐	Close all windows, roof hatches, and doors.
☐	Check the exterior of the bus including the condition of tires, mirrors, lights, and the exhaust system.
☐	Complete and submit a bus condition report and other applicable reports.

Review Questions

To help you remember the information in this chapter, please answer these questions.

4.1 A pre-trip inspection consists of (page 4-2):
a. inside the bus.
b. under the hood.
c. walking inspection.
d. all of the above.

4.2 You can always use your senses to identify potential problems with the bus (page 4-13).
(circle one) TRUE FALSE

4.3 You should continue to drive your bus even if there is an unusual engine noise (page 4-14).
(circle one) TRUE FALSE

4.4 In addition to going through a pre-trip and post-trip check, you can use the following senses to identify problems with the bus (page 4-13).
a. Smell and feel
b. Look & listen
c. None of the above
d. Both a & b

Chapter 5 - Loading and Unloading

Overview

Introduction

The loading and unloading of students present the bus driver with tremendous responsibilities. The driver must know how to interact with traffic, direct students crossing the roadway, and safely manage students who are loading and unloading from the bus. "Loading" refers to the process of allowing students to board the bus and be seated. "Unloading" refers to the process by which students exit the bus.

Knowing what to do before, during, and after loading or unloading students can save lives. Bus drivers must teach students about school bus safety and potential dangers during loading and unloading. This chapter provides you specific strategies to help avoid unsafe conditions that could cause injuries or deaths during the loading or unloading of students. District policies may vary, so check with your supervisor.

Chapter Objectives

At the end of this chapter, you will be able to:

- Explain why loading and unloading students are the most dangerous parts of the school bus trip.
- Describe the "danger zones" around a school bus.
- Describe how to perform a safe stop for loading and unloading.
- Describe general procedures for loading and unloading students, including the "Five-Point Mirror Check."
- Explain safety responsibilities during loading and unloading.

Topics Covered in This Chapter

This chapter covers the following topics:

- importance of safety during loading and unloading,
- checking the danger zones,
- performing a safe stop,
- loading and unloading procedures, and
- safety responsibilities.

Importance of Safety during Loading and Unloading

Statistics

The most dangerous times during a school bus ride are while loading or unloading passengers. Most bus-related injuries and deaths occur during the loading and unloading processes.

A school-transportation-related crash is a crash that either directly or indirectly involves a school transportation vehicle, which includes a school bus body vehicle or a non-school bus function-ing as a school bus, transporting children to or from school or school-related activities. In this fact sheet, "school-age" children are defined as children 18 and younger.

According to the National Highway Traffic Safety Administration's *Traffic Safety Facts 2009 to 2018: School Buses*, across the nation:

- From 2009 to 2018, 249 school-age children have died in school transportation-related crashes; 52 were occupants of school transportation vehicles, 92 were occupants of other vehicles, 100 were pedestrians, 4 were pedalcyclists, and 1 was another nonoccupant.
- Nearly half (48%) were killed by school buses, or by vehicles functioning as school buses.
- Over half (52%) of school-age pedestrians killed in school transportation-related crashes were between the ages of 5 and 10.
- More school-age pedestrians were killed from 6 a.m. to 7:59 a.m. and from 3 p.m. to 3:59 p.m. than any other hours of the day.

Remember!

Loading and unloading are the most dangerous parts of the school bus driver's duties.

Bus drivers must understand and follow:

- safe loading and unloading procedures,
- state traffic laws, and
- local district policies.

School bus drivers need to recognize the unpredictable nature of children and be especially alert and cautious during loading and unloading. Young children are especially vulnerable because they are inexperienced, impulsive, and harder to see. Statistics show that one half of all school bus-related deaths involve students 8 years of age and younger.

2020-2021 Fatality Report

- **Kansas:** A 7-year-old girl was crossing the roadway to board the bus. The bus was stopped with the stop arm and eight-way red lights activated. An oncoming vehicle did not stop, the student was struck and killed.
- **Mississippi:** A 7-year-old girl and another student were crossing the roadway after disembarking the bus, The bus was stopped with the stop arm and eight-way red lights activated. A semi driver attempted to avoid colliding with a properly stopped vehicle behind the bus, swerved and struck the two students. The 7-year-old student was killed and the other student was taken by air ambulance to the hospital.
- **New York:** A 6-year-old boy and his 9-year-old brother were running to catch the bus. The 9-year-old boarded the bus. The 6-year-old was in front of the bus as the bus pulled away from the bus stop. The 6-year-old student was struck and killed by the right front and right rear wheels of the bus.
- **Texas:** A 6-year-old girl was running to catch the bus. The bus was pulling away from the bus stop. The student was struck and killed by the left front wheel.

The above scenarios are taken from *National School Bus Loading and Unloading Survey, 2020-2021* conducted by the Kansas Department of Transportation.

Checking Danger Zones

Introduction

The most dangerous part of the school bus ride is getting on and off the school bus. National statistics show that most deaths occur when the student is getting off the bus or walking from the bus stop (see Table 5-1). Students are at greatest risk of being injured or killed, either by a passing vehicle or their own school bus in the "danger zones."

Table 5-1. School Children's Positions when Killed by School Bus.

Place Pupil Was Killed	*2011*	*2012*	*2013*	*2014*
Unloading on School Ground A.M.	0	0	1	0
Loading on School Ground P.M.	0	0	0	0
School Ground	0	0	0	0
Waiting on Bus Stop A.M.	3	5	1	1
Getting Off of Bus P.M.	2	1	3	2
Walking/Running to Bus Stop A.M.	2	2	5	0
Walking/Running from Bus Stop P.M.	2	1	0	1
Road, Street, or Highway	0	0	0	0
Other	0	0	0	0
No Information	0	0	0	0
Total	**9**	**9**	**10**	**4**

Definition of Danger Zones

The "danger zone" is the area on all sides of the bus where students are in the most danger of not being seen by the driver. The danger zones include:

- 10 feet in front of the bus where the driver may be too high to see the student,
- 10 feet on either side of the bus where a student may be in the driver's blind spot, and
- 10 feet directly behind the bus.

The area to the left of the bus is also extremely dangerous because of passing vehicles. Figure 5-1 illustrates the danger zones.

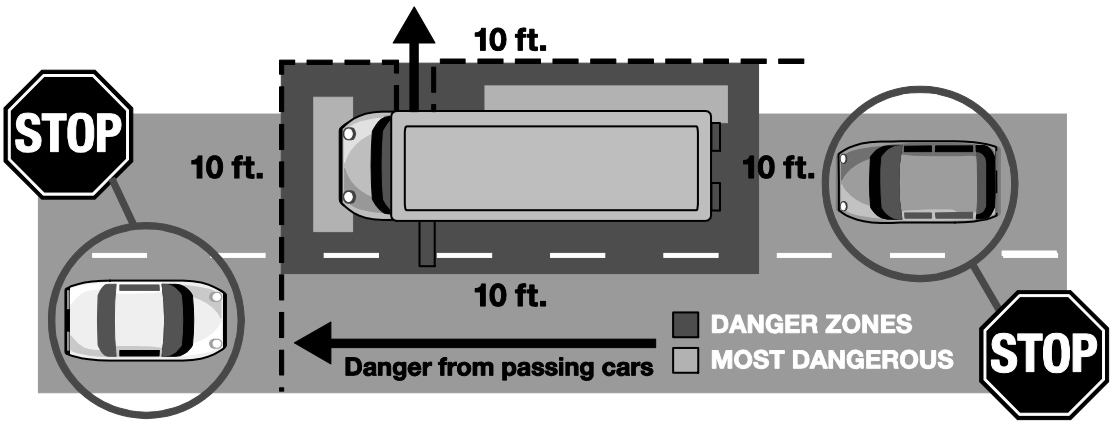


Figure 5-1. Danger Zones.

Using Mirrors to Check the Danger Zones

Proper adjustment and use of all mirrors is vital to the safe operation of the school bus for observing students, traffic, and other objects in the danger zones. First, adjust your mirrors properly using the procedures described in Chapter 3. Then, always check your mirrors for pedestrians in the danger zones. A quick, effective technique is the "Five-Point Mirror Check"; using this technique every time makes safety become a habit. Be aware you have blind spots that cannot be seen even with all mirrors, so don't rely on them completely.

Five-Point Mirror Check

The five-point mirror check allows you to continuously monitor the danger zones around the bus for students, traffic, and other objects before, during and after stopping to load or unload students.

1. **Inside overhead rearview mirror**—Check for student activity inside the school bus. Remember, you may have limited visibility directly in back of the bus, so use the outside mirrors to monitor traffic and students approaching and entering this area.
2. **Outside left-side flat and convex mirrors**—Use these mirrors to check for traffic, clearances, and students at the left side of the bus and to the rear of the bus. Remember, convex mirrors do not accurately reflect the size of people or objects and distance from the bus.
3. **Outside right-side flat and convex mirrors**—Check for traffic, clearances, and students at right bus sides and to the rear of the bus. Remember, convex mirrors do not accurately reflect the size of people or objects and distance from the bus.
4. **Outside left-side and right-side crossover mirrors**—Check the front bumper danger zone and area to the front left and right side of the bus, including the service door and front wheel area. Remember, crossover mirrors do not accurately reflect the size of people or objects and distance from the bus.
5. **Flat, convex, and crossover mirrors**—Recheck to make sure that the danger zones are clear and mirrors are properly aligned before leaving every bus stop.

Remember!

Always check each mirror for proper adjustment before operating the bus.

Mirror Adjustment

Be sure to adjust mirrors as necessary before you leave the bus compound and before leaving any stop, in case a student knocks one

of the mirrors out of adjustment. If you have a problem with this, be sure students understand the hazard of this and be sure it does not continue. If a particular student continues to intentionally bump mirrors, document the incidents and take appropriate disciplinary action.

See Chapter 3 for more information on mirror use and adjustment.

Performing a Safe Stop

Introduction

Before you can load or unload students, you must perform a safe stop. This is one of the most demanding challenges a school bus driver faces every day. You must use extreme caution when approaching a school bus stop.

Evaluate the Safety of the Bus Stop Location

Safely stopping a bus requires specific skills and the ability to know what factors influence safety at a bus stop location.

Factors that Influence Safety

Several factors can influence school bus stop safety (see Table 5-2). Constantly monitor school bus stops on your route and consider the questions in Table 5-2 while monitoring safety conditions around bus stops.

Table 5-2. Factors that Influence Bus Stop Safety.

Factors	*Questions to Consider*
Visibility Distance	• Is visibility good in all directions? • Are warning signals visible for an appropriate distance in all directions?
Traffic Volume	• Is traffic heavy? • Has traffic increased since you first started working on the route? • Does the stop block an intersection?
Crossing Conditions	• Do students have to cross the road to reach the school bus stop? • Can students clearly see vehicles coming in all directions? • Are warning signals visible to all traffic?
Surroundings	• Are small children in the area? • Are vacant or undesirable buildings near the stop? • Are any stray animals near the stop? • Have students damaged any property at or near the stop?
Safe Turnaround	• If a turnaround is necessary, does the area provide a safe area to do so?
Accessibility in All Weather Conditions	• If it rains or snows, is the bus stop still safe for students and for the bus? • Could flooding make the area unsafe? • Are there other weather conditions that could affect safety?

Be on the lookout for unusual hazards as you approach each bus stop such as criminal activity, strangers, dogs, construction equipment, etc. You can never be too careful.

What to Do about a Potentially Unsafe Stop

Each school district establishes official school bus routes and official school bus stops. The transportation supervisor must approve all stops prior to creating the stop. Concerning dangerous stops, you should:

- Ask your supervisor about district policies regarding a potentially dangerous bus stop. Do this now, before you encounter a problem.
- Report any changes that could affect the safety of a bus stop to your supervisor as soon as possible. The district may consider changing the bus stop based on your observations.
- Never change the location of a bus stop without approval from your supervisor.

Remember!

Your district transportation supervisor must approve all stops.

Approach the Bus Stop Cautiously

Following proper stopping procedures can help assure a safe stop. Check your local district policies, as they may vary.

A safe procedure to stop the bus includes the following:

1. Remain aware of pedestrians, traffic, or other objects before, during, and after coming to a stop.
2. Approach the bus stop slowly and cautiously.
3. Activate alternating flashing amber warning lights at least 300 feet (approximately 5-10 seconds) before the bus stop.
4. Turn on the right-turn signal indicator about 100-300 feet (approximately 3-5 seconds) before pulling over.
5. Perform the Five-Point Mirror Check to monitor the danger zones for students, traffic, and other objects.
6. Pull the bus over as far to the right as practical but still remaining in the traffic lane. (If students cross the road, stop the bus on the roadway.)
7. Stop the bus with the front bumper at least 10 feet away from the students at the designated stop.
8. Place the transmission in park or neutral and set the parking brake at each stop.
9. Activate alternating flashing red lights. Activate stop arm when traffic is at a reasonable and safe distance from the school bus.
10. Check to see that all traffic has stopped in both directions before completely opening the door and signaling the students to approach.
11. Other variations of this procedure are also safe and may be endorsed by your district.

Remember!

Always stay in the traffic lane to load or unload.

Use of Communication Signals

Drivers should use appropriate communication with students, including a consistent danger signal, so students know what to do if a motorist fails to stop or other danger exists. If the bus driver honks the horn while the child is crossing, it means “return to the side of the road you started from at once!” Figure 5-2 shows commonly used communication signals.



Figure 5-2. Common Communication Signals.

Activation of Flashing Warning Lights and Right-Turn Signal

A key factor in performing a safe stop is the proper use of all safety equipment. This includes the alternating flashing red warning lights, moveable stop arm, and, when equipped, rooftop warning lamps (according to district policy).

It's the Law!

TRC §547.701

When you are stopping or have stopped on a highway or roadway to load or unload students, you *must* activate all flashing warning signal lights and other equipment designed to warn other drivers you are loading or unloading students. (Do not operate such lights at any other time.)

Be Aware of Surroundings and Other Motorists

Foremost among the dangers encountered at a bus stop is other drivers disregarding the law and passing a stopped school bus. (The act of illegally passing a stopped school bus with red lights flashing is commonly known as a "stop-arm violation.")

The potential for injury or death caused by illegal passing of a stopped school bus is extremely high. Some drivers ignore the law because they are confused about what is required by law, are in a hurry and do not think that they will get caught, or are distracted and do not see the bus until it is too late.

Always be aware of what is going on around your bus. While other motorists *should* obey the law, they sometimes don't. Texas law requires drivers to stop for school buses with red lights flashing and stop arms extended.

When Vehicles Must Stop

When your bus is stopped on a highway or roadway to pick up or drop off students and you are operating your visual signal, any other driver approaching on the highway from either direction:

- Must stop.
- May not proceed until *one* of these three things happens:
  - your bus resumes motion,
  - you signal the other driver to proceed, or
  - you turn off your visual signal.

Figures 5-3 and 5-4 illustrate where other drivers should stop when the visual signal is operating.

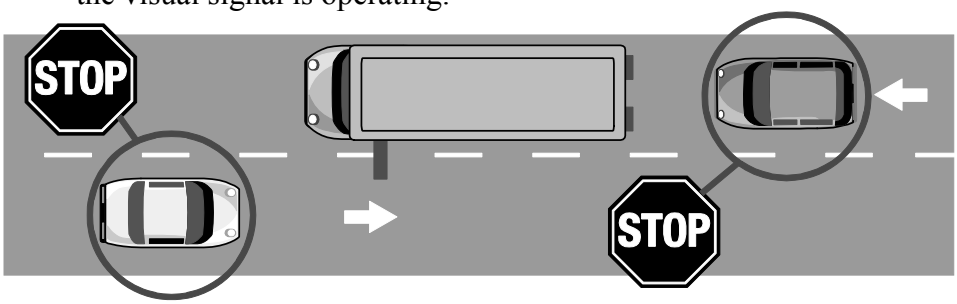


Figure 5-3. Drivers Stopping on Two-Lane Road for Bus.

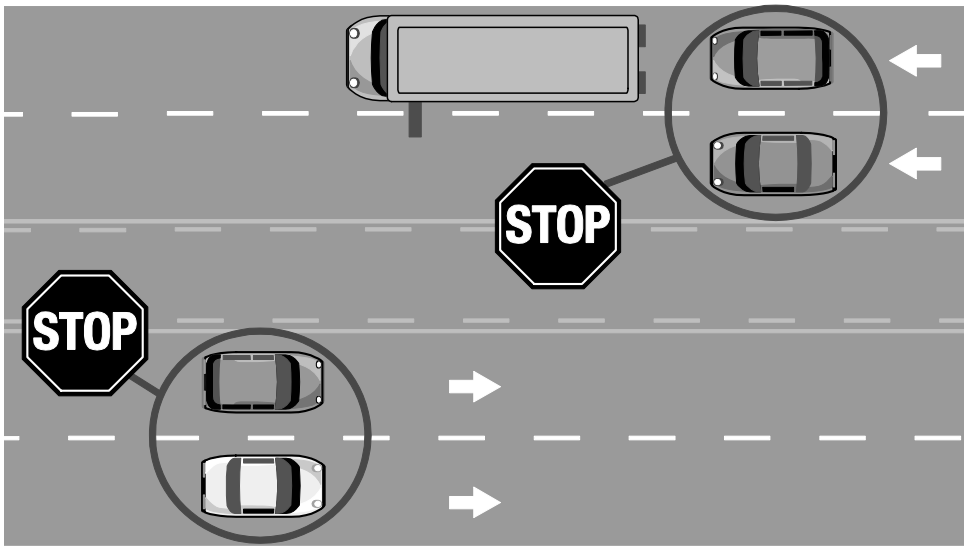


Figure 5-4. Drivers Stopping on Four-Lane Road for Bus.

When Vehicles Do Not Have to Stop

It's the Law!

TRC §546.001

The other driver is ***not*** required to stop if:

- The vehicle is an authorized emergency vehicle.
- Your school bus is on a different roadway than his or her vehicle (for example, a divided highway with a raised grassy or concrete median).
- Your bus is on a controlled-access highway and is stopped:
  - in a loading zone that is part of or adjacent to the highway and
  - pedestrians are not permitted to cross the roadway, such as on a freeway.

Remember!

Authorized emergency vehicles are not required to stop for alternating flashing warning red lights.

Figures 5-5 and 5-6 illustrate where other drivers do not stop when the visual signal is operating.

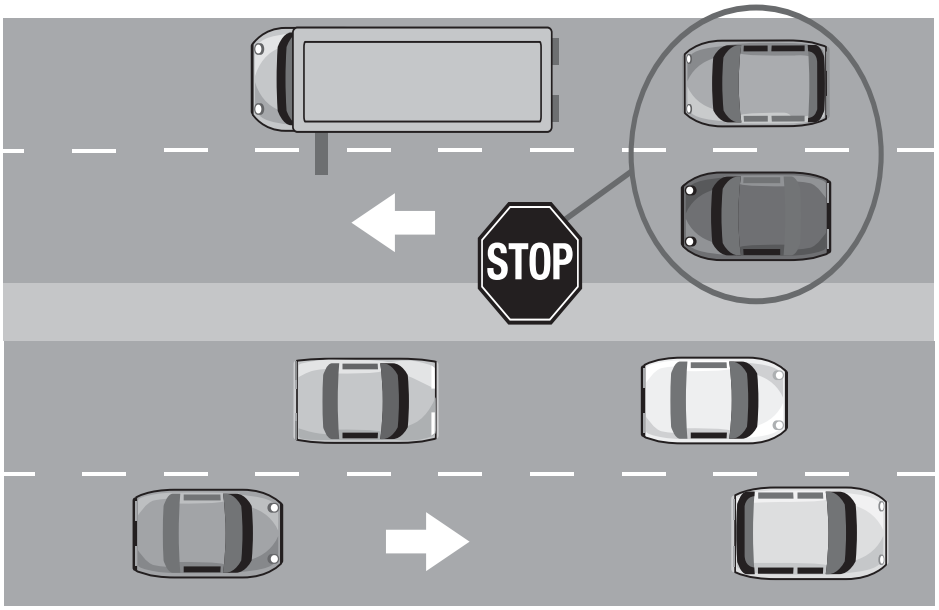


Figure 5-5. Drivers on a Four-Lane Road with Median Do Not Stop.

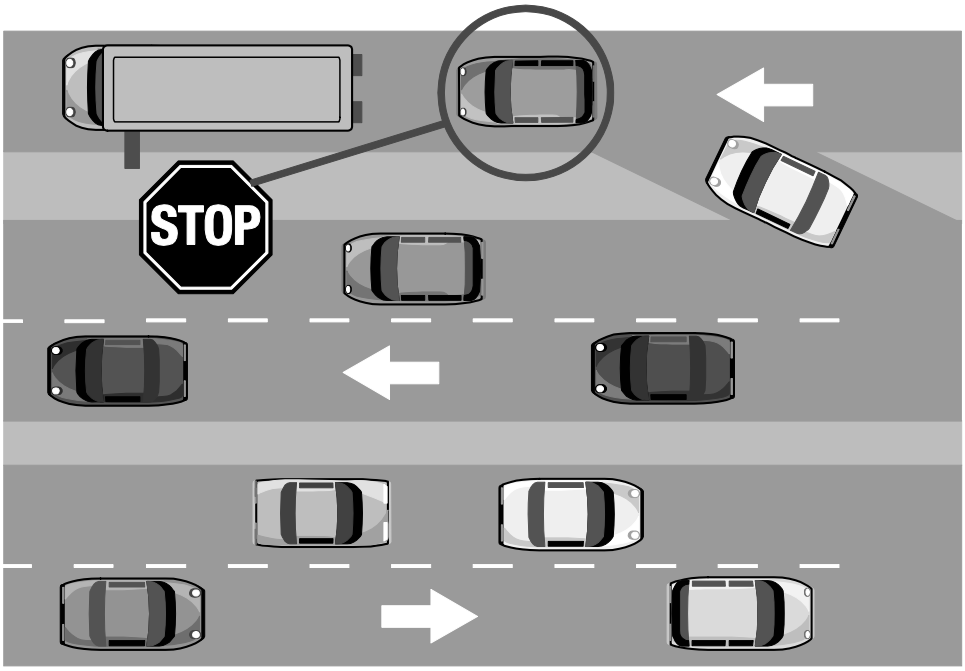


Figure 5-6. Drivers with an Access Median Do Not Stop.

Penalties for Violation

It's the Law!

TRC §545.066

Drivers who pass the bus when the alternating flashing red warning lights are flashing are subject to penalties if a police officer witnesses the violation:

- the first offense is a misdemeanor punishable by a fine of $500–$1,250; and
- the second offense is a state jail felony and can result in a possible suspension of driver license for up to 6 months.

It is a Class A misdemeanor if the person passing the bus causes serious bodily injury to another.

2022 Texas Survey

Illegal Passing of School Buses

One Day Snapshot

AM: 3,584

Mid-Day: 158

PM: 4,984

Total: 8,726

When a Vehicle Continues to Illegally Pass

If it appears to be the same vehicle that continually passes your stopped bus while the flashing red lights are activated, you could:

- Safely record as much information as possible about the passing vehicle (make, model, color, vehicle license plate number, and direction of passing).
- Safely record date, time of day, and location of the stop-arm violation.
- Report the information to your supervisor to share with the local law enforcement agency for assistance.

Always know and follow your district policies on reporting stop-arm violators.

Loading and Unloading Procedures

Introduction

This section gives general procedures for loading and unloading students. Local district policies and procedures for loading and unloading may vary.

For the driver, the greatest need for caution comes before loading students and after unloading students. When students become pedestrians, the school bus is no longer a protective carrier but a potential danger.

Remember!

Keep checking your mirrors!

Loading at the Bus Stop

1. Students should wait in a designated location for the school bus, facing the bus as it approaches.
2. Perform a safe stop (described earlier) at the bus stop. **Check your mirrors and blind spots.**
3. If it is dark, turn on the dome light to illuminate the interior of the bus while loading.
4. Count the students waiting and signal them to board the bus.
5. Monitor all mirrors continuously.
6. Have students board the school bus slowly, in single file using the handrail, and sit in an assigned seat if applicable. Greet students by their names.
7. Count the number of students that board the bus and be sure that it matches the number of students you counted at the bus stop. If you cannot account for a student:
   - Secure the bus.
   - Check around and underneath the bus.
8. If possible, know the names of students at each stop. If a student is not at the bus stop, ask the other students where the student is. This tells you whether you can expect a late student to run after the bus, which could put the student in jeopardy.
9. Wait until students are seated and facing forward before moving the bus. Do not move the bus if students are:
   - moving around inside the bus,
   - shoving or scuffling, or
   - shouting or distracting the driver.

10. Perform the Five-Point Mirror Check. Make certain no one is running to catch the bus.
11. Prepare to leave:
    - Engage the transmission.
    - Release the parking brake.
    - Turn off alternating flashing red warning lights.
    - Give a left-turn signal.
    - Perform the Five-Point Mirror Check again.
12. When it is safe, move the bus, enter traffic flow, and continue the route.

Loading at School Campus

1. Students should wait in a designated location for the school bus, facing the bus as it approaches.
2. Perform a safe stop (described earlier) at the bus stop. Your district may or may not require the use of alternating flashing red warning lights; check with your supervisor.
3. Secure the bus:
    - Turn off the engine.
    - Remove the key if you are leaving the driver's compartment.
4. If it is dark, turn on the dome light to illuminate the interior of the bus while loading.
5. Position yourself to supervise loading as recommended by your district.
6. Ask the adult supervisor for a count of waiting students, or count them yourself.
7. Signal the adult supervisor to have students enter the bus. Students should approach the loading area in an orderly manner.
8. Have students board the school bus slowly, in single file using the handrail, and sit in an assigned seat if applicable. Account for all students. Greet them by name if possible.
9. Count the number of students that board the bus and be sure that it matches the number of students you counted at the bus stop. If you cannot account for a student:
    - Secure the bus.
    - Check around and underneath the bus.

10. Wait until students are seated and facing forward before moving the bus. Do not move the bus if students are:
    - standing or moving around inside the bus,
    - shoving or scuffling, or
    - shouting or distracting the driver.
11. Perform the Five-Point Mirror Check. Make certain no one is running to catch the bus.
12. Prepare to leave:
    - Fasten your seat belt.
    - Start the engine.
    - Engage the transmission.
    - Release the parking brake.
    - Give a left-turn signal, if applicable.
    - Perform the Five-Point Mirror Check again and check blind spots.
13. When it is safe, move the bus, pull away from the curb, and begin the route.

Remember!

3 important rules before leaving a stop:

Check your mirrors and blind spots!

Check your mirrors and blind spots!

Check your mirrors and blind spots!

Unloading at the Bus Stop

Unload students on the right side of the roadway whenever possible so that street crossing is not required.

1. Perform a safe stop (described earlier) at the bus stop.
2. Have students remain seated until the bus comes to a complete stop.
3. If it is dark, turn on the dome light to illuminate the interior of the bus while unloading.
4. Monitor all mirrors continually.
5. Have students look in all directions before exiting.
6. Count the number of students leaving the bus.
7. Students should exit the bus and walk at least 10 feet away from the bus to a position where the driver can plainly see that all students are safe. Make sure that no student's clothing or accessories are caught on the door or handrail. Most modern buses have corrected the handrail danger, but older buses may still have issues, so always watch.

8. Count the students that have left the bus. If you cannot account for a student:
   - Secure the bus.
   - Check around and underneath the bus.
9. Perform the Five-Point Mirror Check. Make sure no student is returning to the bus.
10. Prepare to leave:
    - Engage the transmission.
    - Release the parking brake.
    - Turn off alternating flashing red warning lights.
    - Give a left-turn signal.
    - Perform the Five-Point Mirror Check again.
11. When safe, move the bus, enter the traffic flow, and continue the route.

Unloading at School Campus

1. If stopping on a public street, approach campus so students will not have to cross the street.
2. Perform a safe stop (described earlier) at the designated unloading area.
3. Have students remain seated until told to exit.
4. Secure the bus:
   - Turn off the ignition switch.
   - Remove the key if you are leaving the driver's compartment.
5. If it is dark, turn on the dome light to illuminate the interior of the bus while unloading.
6. Position yourself to supervise unloading as recommended by your district.
7. Tell students to exit:
   - For the first row of seats, students on the right side exit and then students on the left side exit.
   - Alternate sides until all students have exited.
8. Supervise students as they step from the bus to see that all move promptly away from the unloading area. Make sure that no student's clothing or accessories catch on the door or handrail.

9. Count the students that have left the bus. If you cannot account for a student:
   - Secure the bus.
   - Check around and underneath the bus.
10. Check the bus for hiding/sleeping students and items left by students.
11. Perform the Five-Point Mirror Check. Make certain no student is returning to the bus.
12. Prepare to leave:
    - Fasten your seat belt.
    - Start the engine.
    - Engage the transmission.
    - Release the parking brake.
    - Give a left-turn signal, if applicable.
    - Perform the Five-Point Mirror Check again and check blind spots.
13. When it is safe, pull away from the unloading area and leave the campus.

Teaching Students to Cross the Roadway

Loading and unloading students who must cross the roadway require extreme caution. Teach your students to follow the 15-Foot Rule when crossing the roadway. It could save a life!

Be careful when signaling students so that you do not confuse other motorists.

The 15-Foot Rule for Loading

Teach students this procedure (Figure 5-7):

1. Stay on your side of the road, far away from traffic.
2. Look for the red flashing warning lights.
3. Wait for the bus to stop and your driver to signal you to cross.
4. Check traffic in all directions and then check again. Remember, drivers should stop, but they may not!
5. Cross, walking directly across the street and checking traffic in all directions.

6. Walk approximately 15 feet (or 10 giant steps) ahead of the school bus bumper and board the bus quickly.

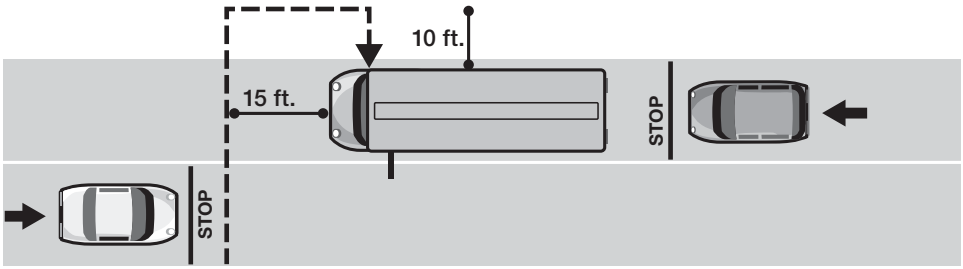


Figure 5-7. The 15-Foot Rule for Loading.

The 15-Foot Rule for Unloading

Teach students this procedure (Figure 5-8):

1. Remain seated until the bus comes to a complete stop.
2. Look in all directions before exiting the school bus.
3. Walk approximately 10 feet away from the right side of the school bus.
4. Walk 15 feet in front of the bus.
5. Walk to the edge of the roadway.
6. When you reach the edge of the roadway, stop and look in all directions, making sure the roadway is clear and safe. Check for the red flashing lights on the bus.
7. Wait for the driver's signal before crossing.
8. After the driver signals, walk across the roadway until you are even with the left edge of the school bus. Continue to look in all directions.
9. Look at the driver and wait for his or her signal.
10. After the driver signals, walk across the roadway.

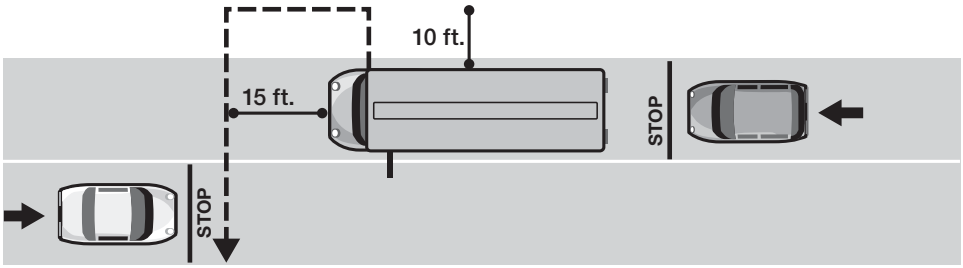


Figure 5-8. The 15-Foot Rule for Unloading.

Safety Responsibilities while Loading and Unloading

Introduction

Both bus drivers and passengers have certain responsibilities during loading and unloading. Driver responsibilities concern both their own actions and those of their passengers. Drivers must ensure that passengers are educated about proper safety procedures and actually follow those procedures.

Driver Responsibilities

Safety Procedures

Bus drivers are responsible for students boarding and exiting the bus in a safe and orderly manner. In addition to enforcing the procedures discussed previously, you should enforce the following rules:

- Do not allow students to stand in a school bus while it is in motion. Also, they must not sit on the floor or any other location that is not designed as a seat.
- Do not allow any person to occupy a position interfering with direct vision or vision of the area reflected in the school bus mirrors. This is especially critical during times of loading and unloading.

It's the Law!

TRC§545.426

Prevent Handrail Hang-Ups

Students have been injured or killed when their clothing or accessories were caught in the school bus handrail or door as they exited the bus. To prevent injuries or death, you can:

- Allow children ample time to get off the bus before closing the door and driving away.
- Make sure children are completely clear of the bus before closing the door and driving away.
- Count the number of children that exit at each stop and be able to account for each one before moving the bus.
- Tell children to ask their parents to cut drawstrings off clothing.
- Tell children to watch carefully when getting off the bus.

Dropped Objects

Tell students to leave any dropped object where it is rather than try to pick it up. The driver should retrieve the object or signal that it is safe for the student to do so.

Passenger Education

It is the school bus driver's responsibility, in cooperation with the school, to train students regarding safe loading and unloading procedures and proper riding procedures. This responsibility can be met through observation and verbal correction or instruction on the bus.

Remember, young children need to be reminded many times of the steps involved in a new procedure. You may need to repeat instructions several times before a child can follow safety rules correctly. Every district varies on how students are trained. In most cases, the driver will instruct students on loading and unloading.

Know Your Students

Get to know your riders. If a regular rider is missing, ask other students about him or her. Before pulling away from the stop, be certain that a student is not running to catch the bus.

Student Responsibilities

Work with your district to ensure that students are aware of the rules that apply to them.

Danger Zones

Students should recognize the danger zones and leave these areas promptly when loading or unloading. Converting danger zone measurements into "giant steps" makes it easier for them to remember:

- The front danger zone is 10 feet, or 5 giant steps.
- The side danger zones are 10 feet, or 5 giant steps.
- The rear danger zone is 10 feet, or five giant steps.

Waiting for the Bus

- Students should arrive at the assigned stop prior to the scheduled pick-up time, at least 5 minutes early if possible, and wait in the designated location for the school bus.
- Students should remain orderly, follow school policy at the bus stop, and respect all private and public property in the area of the bus stop.
- Students who must cross the street to board the bus must wait on their own side of the street until the bus arrives and the bus driver signals that it is safe to cross.
- Students should line up single file at the designated bus stop with an older student at the front of the line and another at the end to promote safe loading. Students should wait in this position until:
  - the bus comes to a complete stop,
  - the door has opened, and
  - the driver signals it is safe to board.

Loading onto the Bus

- Students should follow the 15-Foot Rule in order to cross the street safely.
- If a student drops an object, he or she should signal the driver, who will then retrieve the object.
- Students should await a signal to enter the bus from the driver or adult supervisor.
- Students should walk slowly toward the school bus in an orderly manner, board single file, and use the handrail.
- Students should not shove or scuffle while boarding the bus.
- Students should let the driver know if any riders are missing.
- Students should be seated promptly and face forward. Assigning seats to the students can assist in students being seated promptly.

  Note: See Chapter 6 for more information on student management.

It's the Law!

TRC§545.426

Riding

- Students shall remain seated and face forward while the bus is in motion and should not shout or unnecessarily distract the driver.
- Students shall not be in the front step well of a school bus while the school bus is in motion.

Unloading

- Students shall remain seated until the bus comes to a complete stop and the driver instructs the students to exit.
- Students in the first row on the right side exit, and then students on the left side exit, alternating sides until all students have exited.
- Students must face forward while walking and use the handrail when exiting.
- Students must not jump or skip steps.
- Students have been injured or killed when clothing or accessories are caught in the handrail or door as they exit the bus. Draw-strings, dangling straps, or loose clothing pose a danger of getting caught in the handrail or door. Students (and bus drivers) should be aware of this risk.
- Students should follow the 15-Foot Rule in order to cross the street safely.
- If a student drops an object, he or she should signal the driver, who will then retrieve the object.
- After leaving the bus, students must move completely out of the danger zones before the bus moves away.
- Students must use caution when crossing the roadway.

Review Questions

To help you remember the information in this chapter, please answer these questions.

5.1 Ten feet directly behind the school bus is not considered a danger zone (page 5-4).
(circle one) TRUE FALSE

5.2 The five point mirror check allows you to continuously monitor (page 5-5):
a. students behavior.
b. danger zones around the bus.
c. the drivers appearance

5.3 Performing a safe stop is one of the most demanding challenges a school bus driver faces every day (page 5-6).
(circle one) TRUE FALSE

5.4 As you approach each bus stop, a driver must be on the lookout for (page 5-7):
a. dogs
b. strangers
c. criminal activity
d. all of the above

5.5 If a bus driver honks the horn while a child is crossing, it means (page 5-8):
a. have a good evening.
b. return to the side of the road you started from at once.
c. the child dropped something and should pick it up.
d. none of the above.

5.6 The first offense of a driver passing the bus when the alternating flashing red warning lights are flashing is a misdemeanor and punishable by (page 5-12:
a. a fine of $500 - $1,250.
b. a warning.
c. a fine of $50 - $100.
d. a fine of $10 - $15.

5.7 When loading and unloading students who must cross the roadway, teach the students to follow the (page 5-17):
a. 3-foot rule
b. 7-foot rule.
c. 15-foot rule.
d. none of the above.

5.8 Which of these is not the responsibility of the driver while loading and unloading (pages 5-19 and 5-20)?

a. Safety procedures
b. Waiting for the bus
c. Know your students
d. Passenger education

Chapter 6 - Student Management

Overview

Introduction

In order to get students to and from school safely and on time, bus drivers need to be able to concentrate on the task of driving. Students need to learn and follow simple rules that allow you to drive without distraction.

Your behavior affects students' behavior. In this chapter, we will discuss methods for recognizing appropriate and inappropriate student behavior, ways to encourage appropriate student behavior, and ways to deal with inappropriate student behavior.

In addition, each school district has its own guidelines and policies for managing student behavior.

Chapter Objectives

At the end of this chapter, you will be able to:

- explain the importance of maintaining effective management of passengers;
- identify appropriate and inappropriate behaviors for students riding the bus;
- describe age-appropriate behavior for students in elementary, middle school, and high school;
- identify and practice methods that encourage appropriate student behavior; and
- identify and practice methods to recognize and deal effectively with inappropriate student behavior.

Topics Covered in This Chapter

This chapter covers the following topics:

- identifying appropriate and inappropriate behavior,
- encouraging appropriate behavior,
- dealing with inappropriate behavior,
- reporting suspected child abuse, and
- identifying gang-related behavior.

Identifying Appropriate and Inappropriate Behavior

Four Driver Responsibilities

As a school bus driver, safety is crucial. If you are distracted from driving, even for an instant, it is a safety problem. The bus driver is usually the only adult on the bus and is in charge. You have four basic responsibilities:

- transport students to and from school safely,
- transport students to and from school on time,
- protect students from harm, and
- get students to school with minds open to learning.

Five Passenger Rules

The rules for appropriate student or passenger behavior are really pretty simple:

It's the Law!

TRC §545.426

TEC §34.004

- Stay seated while the bus is in motion. **In Texas it is against the law to stand or walk around the bus while it is moving.** Drivers can receive a citation for students not seated.
- Face forward.
- Keep your body and other objects inside the bus.
- Keep the aisle clear.
- Talk in a quiet voice.

However, remember that students are young and inexperienced; maturing rapidly in their minds, bodies, and emotions; and constantly testing their boundaries. Students need help understanding what is acceptable and appropriate behavior on a school bus.

Students' behavior has a direct bearing on the safety of every person on the bus. If they distract the driver, on purpose or not, they could put everyone on the bus at risk.

Drivers should maintain a current seating chart aboard their bus. This is not only necessary in case of a collision, but it is helpful for anyone who needs to drive that route.

Age-Appropriate Behavior

Each stage of child development brings with it general characteristics and behaviors. A behavior that might be appropriate for elementary students, for example, might be distracting and disruptive for high school students. Knowing what to expect from

each age group helps drivers prepare mentally for the bus ride. Identifying age-appropriate behaviors on the bus will help you understand which behaviors to overlook and which ones to address with the students.

Elementary Age Students

Elementary age students:

- require a great deal of physical activity,
- often use talking as a substitute for physical activity,
- will vary their activity level from day to day,
- sometimes talk very loudly, and
- have short memory spans.

In dealing with elementary age students:

- It is not healthy or realistic to expect absolute silence.
- Be patient and calm.
- Frequently remind them of the rules.

Middle School Age Students

Middle school age students experience more rapid physical development than any other age group (except for birth through age 3). Middle school students:

- show great diversity in physical appearance, size, and emotional maturity;
- require more energy than any other age group to manage; and
- are establishing independence and identities for themselves.

In dealing with middle school age students:

- maintain a positive attitude,
- influence positive behavior, and
- address issues immediately as they occur.

High School Age Students

High school age students:

- are very concerned with their dignity;
- wish to be treated as adults;
- do not always act like adults; and
- want very much to fit in, by dressing and acting the same as members of their group.

In dealing with high school students:

- keep things in perspective,
- always be alert, and
- effectively convey on a routine basis that misbehavior is unacceptable.

Some smaller school districts may have all three age groups on one bus.

Distractions

School bus situations are filled with distractions. Some drivers tolerate distractions and commotion at higher levels than other drivers. Learn what level and types of distraction you can handle without affecting your driving ability; then decide how you will recognize and stem distraction levels before they exceed your tolerance threshold.

Tolerating Noise

It is not reasonable to expect complete silence on a school bus. Afternoon routes are noisier than morning routes. Students have been confined and quiet all day, and they are ready for fun. You may need to be a little more tolerant in the afternoon.

It is normal for your personal mood to change from day to day, and you may be able to tolerate more noise or less noise while driving. However, you must be consistent in your standards and what you communicate and expect from passengers. If what is acceptable one day is not acceptable the next, the students will not understand and will likely react poorly.

Encouraging Appropriate Behavior

Student Needs

Students need many of the same things adults need, such as:

- respect and recognition,
- to feel in control of their circumstances,
- to spend time with their friends,
- to feel important to their peers, and
- to understand what is expected of them.

Attitude and Approach Tips

The following tips give you a solid start on setting the atmosphere for your bus and starting out student management on a good base:

- Be friendly but not familiar. Use a courtesy title with your last name instead of letting students call you by your first name: your name is Mr. or Ms. _____.
- Be firm but fair.
- Be consistent; don't be lax one day and strict the next.
- Treat all students equally; don't have favorites.
- Show respect for each student and ask students to respect you and each other.
- Be courteous and not sarcastic; don't ridicule a student or his or her family.
- Remain calm and always control your temper.
- Keep your voice level and don't yell, but make sure you speak loudly enough to be heard clearly.
- Pay attention to your appearance. Arrive for work neat, clean, and well groomed.
- Clearly communicate your expectations to students—what the rules are and the reasons they exist.
- Set a good example.
- Be honest in what you do and say.
- Remember your sense of humor, but take care it is not too sharp or adult for students.
- Don't hold grudges and don't take things personally.
- Never use inappropriate language.

Remember!

Remain calm and always control your temper.

The National Highway Traffic Safety Administration recommends:

- Greet students by name. Say good morning. Smile.
- Show an interest in things that interest them.
- Compliment students on positive behavior.
- Make students feel that they are a part of the team and are responsible for group safety. Have them help set the rules for the bus.

Remember!

Make sure the things you ask a student to do are reasonable requests.

- Listen to the students—their suggestions, their complaints, and their concerns.
- If you make a mistake, admit it.
- Give positive instructions that stimulate an action: "Do this" instead of "Don't do that."
- Make sure the things you ask a student to do are reasonable requests.

If crisis prevention training is available in your district, consider attending.

Explain the Rules

Like most of us, students follow rules better and more cheerfully when they understand why they matter. Help students understand the reasons for the rules you follow on school bus routes.

For example, facing forward when the school bus is in motion is one of the five basic passenger rules, and if students understand the reason for it, they will comply more readily. School buses are designed to keep students safe in a crash through a concept called "compartmentalization." This concept requires that the interior of the school bus provide protection so that students do not need to buckle up in seat belts to stay safe. The key is strong, closely spaced seats with energy-absorbing backs. In order for this compartmentalization to work for safety, each student must be seated and facing forward.

Remember, there is no need to apologize for having a few good rules and enforcing them.

Dealing with Inappropriate Behavior

The more you do to encourage appropriate behavior and engage your students in a friendly manner, the less often you will have to deal with inappropriate behavior. However, no matter how good a job you do of encouraging the appropriate behavior, there will be times when students will do inappropriate things you cannot ignore.

Most routes have students that ride on a regular and continuing basis, so you will get to know your passengers, and they will get to know you. Therefore, at the beginning of a school year, it is better to greet your students in a positive manner and state the rules upfront so the students know your expectations. Maintaining consistency will help prevent the students from feeling like you are singling them out.

Discipline Tips

Tips from the National Highway Traffic Safety Administration:

- Do not hit or touch a student in anger or frustration.
- Save discipline for safety-related behavior. Don't worry about small or annoying problems.
- Do not get drawn into an argument with a student.
- Don't state that you will do something and then *not* do it; mean what you say.
- Handle negative comments away from other students.
- Handle inappropriate behaviors early if possible, before the situation gets out of hand.

Establish techniques you can use on a regular basis to deal with inappropriate behavior. For example, students want to get home as soon as possible after school. So stopping the route to get the students under control can be an effective motivator for the students to follow the rules. But remember, you must stop the bus in a safe location.

Remember!

Stopping the route to get the students under control can be an effective motivator for the students to follow the rules.

Handling Serious Problems

Here are some tips for handling serious problems:

- Stop the bus and park in a safe location off the road, perhaps a parking lot or a driveway.
- Secure the bus, taking the ignition key with you if you leave your seat.
- Stand up and speak respectfully to the offender or offenders:
  - Speak in a courteous manner with a firm voice.
  - Remind the offender of expected behavior.
  - Don't show anger but do show that you mean business.
- If a change of seating is needed, request the student move to a seat near you.
- Follow your district's procedures for further discipline or refusal of rights to ride the bus.

Never put a student off the bus except at school with adult supervision or at his or her residence/school bus stop. If you feel that the offense is serious enough that you cannot safely drive the bus,

Remember!

Never put a student off the bus except at school with adult supervision or at his or her residence/ school bus stop.

call for a school administrator or a parent to come remove the student.

Table 6-1 provides steps to give a student a directive, and Table 6-2 provides steps to deal with disruptive behavior.

Table 6-1. Steps to Give a Student a Directive.

No.	*Step*	*What to Say and Do*
1	State the directive politely	"<Name>, please <do this>." If the student does not correct his or her behavior, go to the next step.
2	State the expectation	"<Name>, you are expected to <do this>." If the student does not correct his or her behavior, go to the next step.
3	State the consequences	"<Name>, if you fail to <do this>, then what will happen is <negative consequence>." If the student does not correct his or her behavior, go to the next step.
4	Provide a choice	"<Name>, you're right. You don't have to <do this>, and what's going to happen is <negative consequence>. Or you can <do this>, and <positive consequence>. Looks like you have a choice to make."
5	Break contact with the student	This puts the outcome in the student's hands. If you don't break contact, the power struggle continues.

Table 6-2. Steps to Deal with Disruptive Behavior.

No.	*Step*
1	Ask: "<Name>, what are you doing?" Allow the student to answer.
2	Ask: "<Name>, are you supposed to be <doing that> on this bus?" Allow the student to answer.
3	Ask: "<Name>, what happens when you <do that> on this bus?" Allow the student to answer.
4	Provide a choice or apply the consequence.
5	Break contact with the student. This puts the outcome in the student's hands. If you don't break contact, the power struggle continues.

Assertive discipline is not taught in many districts. Positive behavior intervention strategies are now being used. Check with your district for recommended discipline techniques.

It's the Law!

TEC §26.009

Sexual Harassment

Definition

Sexual harassment is unwanted sexual or gender-based behavior that occurs when one person has formal or informal power over the other. In a school setting, for example, formal power would occur in a teacher/student setting, and informal power would occur in an older/younger student situation.

There are three elements to sexual harassment:

- The behavior is unwanted or unwelcome.
- The behavior is sexual or related to the gender of the victim.
- The behavior occurs in the context of a relationship where one person has more power—formal or informal—than the other does, such as older students or students at a higher grade level.

It is sometimes difficult to define sexual harassment because:

- Conduct that is appropriate or acceptable to one person may be inappropriate or unacceptable to another.
- There is no single test for distinguishing sexual harassment from offensive or inappropriate conduct.
- Context makes an important difference.

Dealing with Sexual Harassment

If you observe possible sexual harassment:

1. Put a stop to the current behavior.
2. Separate the two passengers if either student requests it or if you deem it necessary.
3. Take the offender aside at the first opportunity. Make him or her aware that the behavior is unacceptable, but do not use the term "sexual harassment."
4. Speak to the student who was offended. Find out his or her feelings about the incident. Try to find out if the behavior has happened before.

5. If you think the behavior could be sexual harassment, report it to a district official according to district policy.

Informal Complaints

You might receive an informal complaint about sexual harassment from a student, whether or not the student uses those words to describe the behavior. You might be told by an administrator about a formal sexual harassment complaint involving students who ride your bus. In either case, take the report seriously. If it comes from a student, let the student know the complaint is being taken seriously and the district will respond promptly. If it comes from an administrator, do not discuss it with any of the students or let them know you are aware of the complaint.

To handle informal complaints from students:

- Listen and sympathize, but don't judge. Make no judgment or commitment regarding the allegations or how the investigation will be conducted. Assure the student that the district will not tolerate sexual harassment. Do not use the words "sexual harassment" until and unless the student uses them.
- Do not ask for details or discuss the situation in detail with the student.
- End the behavior as described in the previous section.
- Don't delay action. Tell the student the name of the district official that is responsible for processing sexual harassment complaints and offer to help contact that person. Follow through immediately. Delays of even a few days can make investigations difficult and send a signal to the student that the district is not taking the problem seriously.
- Respond to concerns. If the student expresses fear about the process, assure the student that the district will do everything in its power to ensure confidentiality, but make no promises. Assure the student that the person responsible for processing sexual harassment complaints will answer all the student's questions about the process.
- Document and report. Write a detailed summary of what the student told you, including your observations of the student's demeanor. Provide this report to the person who will process the complaint.
- Follow up. Check with the student the next day to verify that he or she is getting the needed assistance.

- Avoid using inflammatory words such as "teasing."

Bullying and Aggressive Behavior

- Name calling
- Mimicking
- Rude gestures
- Cruel or racist remarks
- Threats
- Shoving

Recognizing Medical Conditions

- Stress
- Anxiety
- Sleeplessness
- Fatigue

Reporting Suspected Child Abuse

Requirements

If you have cause to believe that a child's physical or mental health or welfare has been adversely affected through abuse or neglect by any person, you should report it within 48 hours. This is also true if you have cause to believe that a child has been the victim of sexual abuse.

This requirement to report abuse applies even to professionals whose communications are usually "privileged" (such as doctors, lawyers, therapists, etc.). If you have cause to believe that a child has been abused, and you fail to report it, it is a Class B misdemeanor.

It's the Law!

Family Code

TFC §261.101
TFC §261.102
TFC §261.103

Confidentiality

If you make a report, your identity will be kept confidential. It can be disclosed only to a law enforcement official conducting a criminal investigation of the report, or under a court order.

Where to Report

You can report suspected abuse, neglect, or criminal treatment of a child to any of the following:

- local or state law enforcement agency, or

- Texas Department of Family and Protective Services, using the Child Protective Service Abuse Hotline, 1-800-252-5400.

Identifying Gang Behavior

A gang is a group of people who have banded together in loyalty to each other out of a strong need for belonging, protection, and a feeling of importance lacking elsewhere in their lives. Gang involvement can begin as early as elementary school. Do not assume that just because a student is young or small, he or she could not be involved with a gang. Gangs often depend on their youngest members to carry out the most serious offenses because juveniles receive more lenient treatment when caught.

Gang members can pose a serious safety threat. Once in the gang, the student's behavior changes, often following this pattern:

- defiance toward authority figures,
- disrespect toward anyone not in the gang, and
- violence.

Young people pay a high price for gang membership:

- Initiation rites often involve committing serious crimes and acts of violence to prove loyalty.
- A criminal record is almost guaranteed.
- Physical risk and dangers affect not only gang members, but also family members and even innocent bystanders.

Definite Signs of Gang Involvement

You may find indications of gang involvement with students on your bus:

- gang graffiti on personal items, such as books, backpacks, etc.;
- gang clothing or colors;
- hand signals to communicate with other gang members;
- photographs showing gang names, slogans, insignia, or activity;
- gang tattoos;
- open admission of gang membership; or
- witnesses connecting the student to gang activity.

Graffiti

Some people think graffiti is just artistic expression. Don't be fooled. Graffiti is gang advertisement. It is a newsletter for the streets.

Commonly scrawled on walls and fences in public buildings or on private property, graffiti makes a public announcement of a gang's presence, its members, and the agenda for criminal activity. Graffiti may be scrawled on your school bus.

Do not ignore graffiti or take it lightly. Understand its significance. It is a sign that a gang is trying to take control. Gangs use graffiti to intimidate you.

If graffiti is not removed, gang members will see this as a sign of a lack of opposition, and graffiti will spread to more and more places. This could be followed by an increase in gang activity and violent crime. It is critical that graffiti be removed from your bus immediately.

Remember!

Do not ignore graffiti or take it lightly.

It is critical that graffiti be removed from your bus immediately.

Review Questions

To help you remember the information in this chapter, please answer these questions.

6.1 In Texas, it is against the law to stand or walk around in the bus while it is moving (page 6-2).
(circle one) TRUE FALSE

6.2 The five steps for giving a directive are (page 6-8):
1. State the directive politely
2. State the expectation
3. State the consequences
4. _____
5. _____

6.3 Which one is not an element to sexual harassment (page 6-9)?
a. The behavior is acceptable.
b. The behavior is unwanted or unwelcome.
c. The behavior is sexual or related to the gender of the victim.

6.4 You should brush off an informal complaint about sexual harassment (page 6-10).
(circle one) TRUE FALSE

6.5 You can report suspected abuse, neglect, or criminal treatment of a child to any local or state law enforcement agency (page 6-11).
(circle one) TRUE FALSE

6.6 Which of the following may be indications of gang involvement with students on your bus (page 6-12)?
a. gang clothes or color
b. hand signals
c. graffiti on personal items
d. all of the above

6.7 Graffiti should be left on your bus as decoration (page 6-13).
(circle one) TRUE FALSE

Chapter 7 - Controlling Stress and Attitude

Overview

Introduction

The attitude you bring to your job as a school bus driver affects the attitudes and responses of students who ride your bus. Reducing your stress level will help you keep a positive attitude, perform your job better, and enjoy it more. This chapter examines the common stresses of school bus driving and provides practical guidelines for managing stress and maintaining a positive attitude. Sections discuss the importance of maintaining a good attitude and how it contributes to your success as a driver.

Chapter Objectives

At the end of this chapter, you will be able to:

- identify why your attitude is important to the success of your job, and
- identify what you can do to reduce stress and maintain a good attitude on the job.

Topics Covered in This Chapter

This chapter covers the following topics:

- managing stress, and
- maintaining a successful attitude.

Managing Stress

It's not easy to have a positive attitude all of the time. Stress can wear you down and give you a negative perspective. Before you begin a new day, do a "personal pre-trip inspection" along with your pre-trip vehicle inspection. Ask yourself:

- Have I left my personal problems at home?
- Am I mentally and physically alert?

- Am I ready to greet the job and the students with a smile and an even temperament?
- If I am running late, have I taken a few minutes to relax?

Types of Stress

Stress affects everyone. It is the body's way of coping with emotional and physical change. It is a necessary part of our survival response.

Despite its bad reputation, not all stress is negative. Positive events, such as a job promotion or new baby in the family, can cause stress just as easily as negative events. Some stress is necessary since our bodies rely on stress to function fully. Scientists call the positive response to stress "eustress." In "eustress" you spend just enough energy to resolve a situation and then quickly return to a normal level of functioning. Without some "eustress," you might not bother to get out of bed or go to work.

Driving a school bus can be stressful. Some things that might contribute to your stress as a school bus driver include:

- traffic conditions and motorist actions,
- student behavior,
- vehicle maintenance requirements,
- personal and family problems,
- weather or road conditions,
- parent involvement, and
- employment issues or interaction with other employees.

Stress can be mental or physical, but one type usually leads to the other. If you are physically exhausted, for example, you might not be able to focus your mind on your job. If you are worried about a problem, you might not be able to sleep soundly. By recognizing the source and type of your stress, you can respond to it most appropriately.

Implementing the SIR Technique

The ***SIR*** technique is: ***S***tress maker → ***I*** react → ***R***esult

First, a stressful event (stress maker) occurs. Then you react to the stress maker. The result is based on a combination of the event and your reaction.

Your reaction to a stress maker can be neutral, positive, or negative. You have control of your reaction and, therefore, the result. If you perceive that a stress maker is negative, or do not handle yourself well when you react to the stress maker, you will get a negative result. If you perceive the stress maker as neutral or positive, or if you handle yourself well when you react to it, then you adapt and you will get a neutral or positive result.

The SIR technique enables you to realize that you can control the result of stress. According to stress management experts:

- The stress maker itself does not cause stress.
- Your *reaction* to the stress maker causes stress.
- Whether you feel stressed after you come face to face with a stress maker depends on how well you handle the stress maker.

Positive Responses to Stress

It is possible to live with stress makers over lengthy periods of time without suffering negative effects if you respond positively and find a way to restore your normal daily body-mind balance. Some practices will prepare you for stress before the stress maker even occurs:

- practice good nutrition,
- get adequate sleep,
- exercise,
- practice time management,
- enjoy hobbies,
- listen to relaxing music or use other relaxation techniques,
- take a vacation,
- practice yoga, and
- meditate.

Some practices help you reduce stress by responding positively to stress makers:

- use conflict resolution strategies,
- ask for help from trustworthy people,
- brainstorm a variety of ideas before acting, and
- use assertiveness strategies.

A Successful Attitude

Your Attitude Is Important

The driver's attitude can positively or negatively affect his or her driving ability and student behavior on the bus. Your attitude can set the stage for how things go on the school bus and throughout the student's day. Your attitude contributes to the way students and parents respond to you and to other school personnel.

Safety Begins with Your Attitude

Your attitude sets the stage for how you drive.

How you feel about your job affects your attitude, so take pride in your work. As a Texas school bus driver you fulfill a meaningful and valuable need, and you provide the safest type of highway transportation in Texas. You transport precious cargo—our children are the future of Texas.

You can either positively or negatively influence people's behavior and attitudes about your school district. You are the first school employee to greet a student in the morning and the last school employee the child sees each day. In a sense, your bus is a large yellow-and-black billboard representing your school district. On many days, you will be the only contact parents or other drivers have with the school district.

Keep a positive attitude about both your driving and the students you transport. You might not enjoy every passenger who rides your bus, but you can still like working and being with students and passengers as part of your job.

Tips for Maintaining a Good Driver Attitude

Here are some ways to maintain a good attitude on your job as a school bus driver:

- Believe in your ability to do a good job.
- Get a good night's sleep.
- Try to leave personal problems at home.
- Arrive at work early. (This allows time for a thorough pre-trip inspection and to catch up on important news.)
- Greet everyone with a smile and by name.
- Be patient, even-tempered, and understanding.
- Show respect if you wish to receive it.

- Bring a sense of humor to work, but leave the sarcasm at home.
- Learn to relax.
- Be free from drugs and alcohol. This includes both prescription and over-the-counter drugs.
- Focus on solutions, not problems.
- Ask questions if you are unsure about something.

You can help others maintain a good attitude as well. These techniques will encourage others to approach their jobs positively:

- Watch for stress symptoms in others. Alert a supervisor if necessary.
- Extend a hand to new drivers.
- Be a part of a team:
  - Get involved with transportation activities.
  - Join with other team members to solve problems.
  - Participate actively at meetings.

Review Questions

To help you remember the information in this chapter, please answer these questions.

7.1 Reducing your stress level will help you keep a positive attitude (page 7-1).
(circle one) TRUE FALSE

7.2 Which of the following are things that might contribute to your stress as a school bus driver (page 7-2)?
a. Traffic Conditions
b. What shirt to wear that day
c. Weather or road conditions
d. Both a and c

7.3 The driver's attitude does not affect his or her driving ability and student behavior on the bus (page 7-4).
(circle one) TRUE FALSE

7.4 What techniques will encourage others to approach their jobs positively (page 7-5)?
a. Watch for stress symptoms in others.
b. Extend a hand to new drivers.
c. Be a part of a team.
d. All of the above.

7.5 Which is not at tip for maintaining a good driver attitude (page 7-4)?
a. Be patient
b. Take drugs to keep you awake
c. Learn to relax
d. Get a good night's sleep

Chapter 8 - Avoiding Collisions: Don't Let It Be You

Overview

Introduction

A responsible driver puts safety first and has a goal of reaching each destination safely in spite of distractions or obstacles. To put a focus on safety, a responsible driver must be able to identify factors that contribute to collisions and take reasonable actions to prevent a collision. Drivers have some control over driver-related factors and ways to manage time and space that can help avoid collisions.

Chapter Objectives

At the end of this chapter, you will be able to:

- identify driver-related factors contributing to collisions;
- describe use of the I-P-D-E formula for responsible driving;
- describe the Circle of Safety involved in responsible driving; and
- define stopping distance, perception distance, reaction distance, braking distance, and following distance.

Topics Covered in This Chapter

This chapter covers the following topics:

- identifying factors that contribute to collisions, and
- managing time and space.

Driver-Related Factors Contributing to Collisions

Driver judgment can be seriously affected by factors such as emotional stress or anger, illness, alcohol, medication, fatigue, or vision problems. This section covers personal factors that drivers might be able to identify or control to be a safer driver.

Emotional Stress and Anger

A driver might use poor judgment and make faulty decisions as a result of stress or anger. School bus drivers often find themselves in

stressful situations, and responsible driving calls for self-discipline and advance planning to cope with such situations. A responsible driver:

- does not let personal problems interfere with driving behavior and
- does not allow stress or anger to affect attitude or performance.

Many lives depend on drivers maintaining the proper attitude pre-trip, while driving, post-trip, when loading and unloading students, and in dealing with passengers.

Illness

Illness can affect driving ability by dulling perception and slowing response and reaction time. Some illnesses start with minor symptoms and progress to major events, therefore placing passengers at risk if a driver becomes severely ill while behind the wheel.

Do not operate a school bus if you are ill. Doing so affects your ability to drive safely and places students at risk of injury.

Alcohol and Medications

It is illegal to operate a commercial motor vehicle (including a school bus) while having an alcohol concentration of 0.04 or greater in your system. (See Chapter 11 for more information on laws regarding alcohol and drug use in relation to school buses.) In addition to being illegal, driving a CMV while under the influence of alcohol or medications can impair judgment and performance and seriously affect your ability to safely operate your bus.

The degree of effect of alcohol or any drug on the body is unpredictable. Ask your doctor or pharmacist what effect prescription medication might have on your ability to drive safely. Check ingredient listings to see if medications contain alcohol. Look for warning labels on medications containing statements such as "This preparation may cause drowsiness. Do not drive or operate heavy equipment while taking this medication."

Do not drive a school bus if you have taken any medications that may affect your ability to operate a school bus safely or if you have consumed any alcohol within 4 hours of drive time.

Drowsiness and Fatigue

National Highway Traffic Safety Administration statistics show 2.6 percent of highway fatalities are sleep related. This could be understated since many states do not list drowsy driving as a cause of collisions.

Drowsy driving may be a result of prolonged, monotonous driving, or it may result from personal factors such as overexertion or lack of sufficient sleep. Combining drowsiness and fatigue with high-stress factors such as adverse weather conditions, tight schedules, or heavy traffic increases the impact of this condition. Often drowsiness occurs on roads with little change in the surrounding countryside. The body can also become fatigued while driving if the driver does not have sufficient back support.

Learn to recognize the signs of fatigue and drowsiness—factors such as lack of concentration, aching back or hips, staring straight ahead of the vehicle, "tunnel vision" or focusing on only part of the roadway, inability to keep your eyes open, or restlessness. To combat drowsiness and fatigue:

- Prior to every trip, ensure that you are sufficiently rested and deal with any high-stress factors.
- Allow enough time on long trips for periodic breaks to increase alertness.
- If you experience drowsiness during a trip:
  - Open the bus window for fresh air.
  - Place a back support cushion in the driver's seat to help fight fatigue.
  - Renew your mental alertness, such as applying the I-P-D-E formula discussed later in this chapter.

If you become sleepy, stop driving! This is a very dangerous condition. The only safe cure is sleep. If you need to stop driving due to drowsiness or fatigue, follow the same procedures you would follow for illness to secure a substitute driver.

Night Blindness

Night blindness is the inability of light-sensitive cells in the eye to work effectively and distinguish movement or shapes in dim light or darkness. Adverse weather conditions may contribute to night blindness.

Consult with an eye care professional if you experience difficulty seeing in low-light or dark conditions.

Glare Blindness

Temporary blindness or difficulty seeing may occur after looking into bright lights, including the lights of an oncoming vehicle. Consider that a vehicle traveling 50 mph covers 73.3 feet per second (approximately two school bus lengths). Taking even 2 seconds to recover from glare blindness—while covering 146.6 feet—can be very dangerous.

To avoid this danger, look to the edge of an oncoming vehicle's light spray instead of directly into car lights. Be aware of bright lights in your surrounding area and avoid looking at bright lights in otherwise dark conditions. Glare blindness is most frequent at night but can also occur in lighted conditions—such as by sun glaring on a nearby vehicle's windshield or other reflective object.

Distracted Driving

Recent attention has been directed to the role that distractions inside a vehicle play in driver behavior. A school bus environment naturally brings with it multiple distractions due to numerous student passengers, frequent stops and starts, and young passengers. Adding other distractions into the mix—such as cell phones, radios, or loud noises—complicates an already dynamic situation.

Responsible drivers should not completely block out noises inside their vehicles since the noises might alert them to potential dangers. At the same time, responsible drivers must maintain a focus on the roadway, surrounding areas, and proper driving behaviors.

Managing Space and Time

A responsible driver monitors surrounding traffic and hazards to avoid a collision. Managing space and time helps a driver identify collision-producing situations in time to take reasonable action to prevent a collision.

Using the I-P-D-E Formula

To help monitor potential dangers while driving, a responsible driver uses the I-P-D-E formula:

*I*dentify—*P*redict—*D*ecide—*E*xecute

- Identify hazards—To identify a hazard or potential hazard you must:
  - Get the "big picture." Constantly scan your surrounding area for potential or upcoming hazards.
  - Regularly scan traffic near and far, on both sides, and in all mirrors.
  - Keep your eyes moving to help maintain alertness and prevent staring and fatigue.
- Predict conditions—Next, predict how an identified hazard might affect the planned path of travel:
  - Use information gathered in the "Identify" phase to anticipate potentially dangerous situations.
  - Predicting involves making projections about how traffic will change based on observations.
  - Predict hazards by considering such things as speed of various vehicles, road and weather conditions, vehicle capabilities, human behavior, and environmental conditions.
- Decide actions—Decide the safest driving maneuver you can make:
  - Consider available/viable alternatives to avoid a collision.
  - Make a definite decision in time to act. Delaying a decision is hazardous and increases the risk of making a faulty decision.
- Execute plan—Execute the driving action you decide is best under the circumstances. This might mean making no changes to your driving actions, or it might involve braking, changing lanes, increasing speed, decreasing speed, communicating with other drivers, or a combination of these and other driving actions.

Stay alert for road hazards and reevaluate the changing situation by constantly reapplying the I-P-D-E formula throughout your trip. To help use the I-P-D-E formula, learn to observe traffic using the Circle of Safety shown in Figure 8-1.

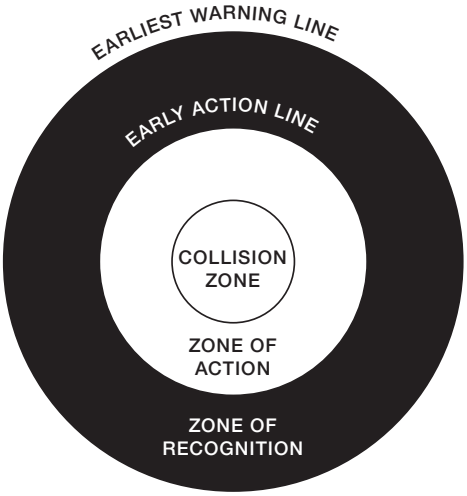


Figure 8-1. Circle of Safety.

Figure 8-1 shows you ways to use zone defense as an early warning system for identifying and predicting potential hazards. Visually scan ahead and around the vehicle to monitor surrounding traffic for hazards. Use the zones identified in the figure to apply the I-P-D-E formula.

When driving 30 mph in an urban setting, scan at least 12 seconds ahead—about one block, or through the next intersection. When driving faster, scan 20 or 30 seconds ahead, which may be a mile or more.

In rural areas and on expressways, scan by looking to the next hill, curve, or exit/entrance ramp.

The Zone of Action shown in Figure 8-1 represents the earliest point at which action must be taken. The wider the Zone of Action, the greater the opportunity to avoid conflict. Use the Zone of Action to implement the "Decide" and "Execute" steps of the I-P-D-E formula.

Failure to apply the I-P-D-E formula in a timely manner may place the driver's bus and others in jeopardy when entering the Collision Zone.

Distance Perception and Awareness

A driver's perception and knowledge about required travel distances will improve driving safety and help prevent collisions. This section discusses following distance, which gives a driver sufficient time to stop, and total stopping distance, which is made up of distances required for the driver to perceive a problem, react to it, and bring the vehicle to a stop.

Following Distance

The following distance that a driver maintains behind other vehicles is important in allowing sufficient time to achieve the stopping distance when necessary.

Maintaining a safe *following distance* behind the vehicle ahead allows time to apply the I-P-D-E formula. A rule of thumb to calculate following distance is 1 second for each 10 feet of vehicle (see Table 8-1).

Speed, road surface conditions, weather, and light conditions affect safe following distances. As speed increases or conditions become worse, increase your following distance.

Table 8-1. Following Distance Guidelines.

Maintain a time interval of 1 second for each 10 feet of vehicle length in normal driving conditions.	
Maintain a minimum time interval of:	*For this type of vehicle:*
2 seconds	Passenger car
4 seconds	40-foot school bus

Stopping Distance

The *stopping distance* of a school bus is influenced by certain factors (Table 8-2), including:

- driver perception and reaction time,
- vehicle conditions including brake adjustment and tire inflation,
- capacity and current load weight of the vehicle,
- vehicle speed, and
- road and weather conditions.

Table 8-2. Stopping Distance Factors.

Factor	*Definition*
Perception distance	The distance the bus travels from the time the driver sees a hazard until the brain recognizes it
Reaction distance	The distance traveled from the time the driver's brain sends impulses to the foot to push the brake until the foot is actually pushing the brake
Braking distance	The distance traveled once the brakes are applied until the vehicle stops

Stopping distance is the sum of the perception distance, the reaction distance, and the braking distance (see Figure 8-2).



Figure 8-2. Stopping Distance.

How to Calculate Stopping Distance

A bus is traveling 50 mph. The driver sees a hazard ahead and determines the need to stop.

- Perception distance at 50 mph would be calculated by taking the first digit of the speedometer and adding it to the total speed: 5 + 50 = 55 feet in ¾ second.
- Reaction distance is calculated by taking the first digit of the speedometer and adding it to the total speed at 50 mph, which would be 5 + 50 = 55 feet in ¾ second (same as for perception distance).
- Braking distance at 50 mph on dry pavement would be about 128.2 feet to stop in about 4½ seconds.
- Adding it all up, the total stopping distance at 50 mph will take about 6 seconds to stop, and the bus will travel nearly six school bus lengths: 55 + 55 + 128.2 = 238.2 feet.

Figure 8-3 shows estimated total stopping distances for school buses under ideal conditions. Total stopping distance may be longer in less than ideal conditions.

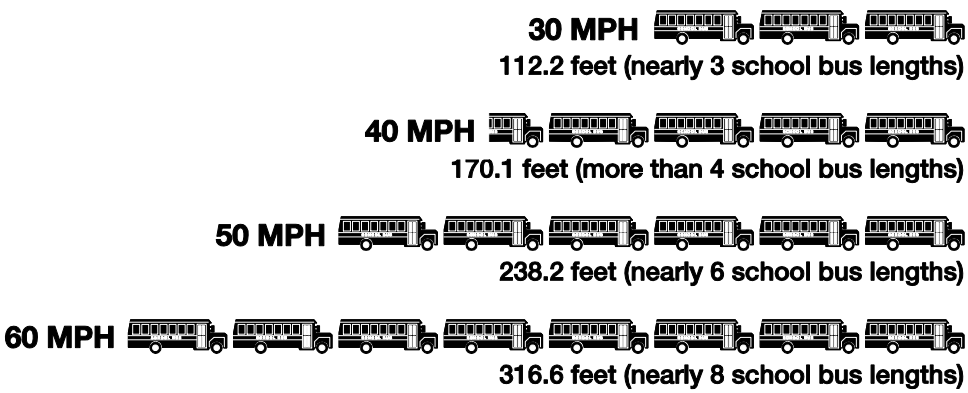


Figure 8-3. Total Stopping Distances for School Buses.

Review Questions

To help you remember the information in this chapter, please answer these questions.

8.1 What does the I-P-D-E formula stand for (page 8-4)?
a. Isolate, Protect, Defend, Explain
b. Identify, Predict, Decide, Execute
c. Increase speed, Pass vehicle, Decrease speed, Enter your lane
d. Identify, Pick up, Deliver, and Exit

8.2 The stopping distance of a school bus is not influenced by capacity and current load weight of the vehicle (page 8-7).
(circle one) TRUE FALSE

8.3 When driving 30 mph in an urban setting, scan at least _____ seconds ahead (page 8-6).
a. 20 seconds
b. 2 seconds
c. 12 seconds

8.4 If you experience drowsiness during a trip (page 8-3):
a. pullover and take a nap.
b. talk to someone on the phone.
c. open the bus window for fresh air.
d. none of the above.

8.5 It is illegal to operate a commercial motor vehicle (including a school bus) while having an alcohol concentration of 0.04 or greater in your system (page 8-2).
(circle one) TRUE FALSE

Chapter 9 - Overcoming Road Hazards: Techniques for Handling Vehicles

Overview

Introduction

A responsible driver puts safety first and prepares to effectively handle distractions, poor driving of other motorists, adverse weather or road conditions, mechanical problems, or other obstacles. As professionals, school bus drivers should develop and practice responsible driving techniques. Identifying collision-producing situations in time to take reasonable action to prevent a collision is the basis for responsible driving.

Drivers should not discuss unsafe road conditions or other driving conditions with students or passengers. Instead, drivers should refer concerned parties to a supervisor or appropriate district personnel. However, drivers should keep route planners, supervisors, or other appropriate personnel informed about any changing or difficult driving conditions.

Chapter Objectives

At the end of this chapter, you will be able to:

- identify external conditions that contribute to collisions;
- perform proper procedures for backing, parallel parking, and left and right turns;
- describe cautionary procedures for braking, skid control and recovery, and steering to avoid a collision; and
- describe how to responsibly respond to both routine, predictable road hazards and unpredictable, temporary road hazards.

Topics Covered in This Chapter

This chapter covers the following topics:

- identifying factors that contribute to collisions,
- responding to road hazards, and
- using responsible driving techniques and habits.

Conditions Contributing to Collisions

Weather

Weather conditions can increase the danger of collision. To drive safely under changing or dangerous weather conditions:

- Recognize and monitor the specific weather condition and how to best cope with it.
- Constantly identify resulting road hazards.
- Adjust driving speed by slowing appropriately.
- Increase following distance behind other vehicles.

Weather-Related Driving Risks

Wind—steering problems

Rain—visual limitations, skidding

Sunny—glare

Hot—drowsiness

In some bad weather conditions, such as rain or ice, total stopping distance will increase dramatically. Strong gusts of wind may cause steering problems and can push the bus out of its lane of travel. To compensate, steer into the wind enough to remain in the traffic lane, remembering that the wind will gust in stronger and weaker strengths. Beware of changes in wind pressure when passing or being passed by another large vehicle.

Even weather typically considered good can cause weather-related driving risks. A sunny day, for example, can cause glare blindness. A hot day can foster driver drowsiness.

A responsible driver responds to changing weather and resulting road conditions in a way that compensates for any additional risks.

Night Driving

Driving at night creates additional driving risks. Responsible drivers maintain a high degree of alertness when driving at night and use their headlights wisely:

- Keep headlights clean and properly adjusted to obtain maximum use.
- Never over-drive the headlights of your vehicle. Reduce speed at night so you can stop within the distance illuminated by the bus headlights:
  - Low-beam headlights provide light for about 250 feet.
  - High-beam headlights provide light for about 350-500 feet.
- Use high beams when it is safe and legal to do so to increase the visual distance.

- Improve night driving vision by turning interior light off and adjusting instrument panel lights low.
- To avoid creating glare with your headlights:
  - Dim headlights within 300 feet (approximately one football field) when approaching a vehicle in front of you traveling the same direction or at an intersection.
  - Dim headlights within 500 feet (approximately one and one-half football fields) when approaching an oncoming vehicle.

Do not try to "get back" at another driver who neglects to dim headlights by leaving your high-beam lights on. The result will most likely be two drivers with impaired vision.

Road Hazards

A critical component of driving a school bus is recognizing potential road hazards and adjusting driving actions to ensure the safety of school bus passengers. Hazards are anything that poses a threat to the safe operation of your school. Recognizing potential hazards enables you to apply the I-P-D-E formula and helps avoid collisions, emergency situations, breakdowns, or other undesirable conditions.

I-P-D-E

*I*dentify
*P*redict
*D*ecide
*E*xecute

Constant dialog between school bus drivers and route planners is critical. Do not discuss unsafe road conditions with students or passengers. Instead, refer concerned parties to your supervisor.

Parked Vehicles

Parked vehicles can present many hazards. People or animals may dart into the street from spaces between parked vehicles. Persons inside parked vehicles may suddenly open the door into the traffic lane. A parked vehicle may unexpectedly move into the traffic lane.

Remember!

People or animals may dart into the street from spaces between parked vehicles.

When approaching parked vehicles:

- Keep a sufficient surrounding space cushion.
- Maintain reasonable speed.
- Be ready to stop.
- Maintain lane position or change lanes as appropriate.

Pedestrians

Yield the right-of-way to pedestrians. Common places to increase alertness for pedestrians on the roadway include:

- any intersection, regardless of traffic control;
- behind the vehicle when backing from a parked position;
- when changing from stationary to moving status.

Animals

Animals can be road hazards. Be alert for animals on the roadway. Scan the road and surrounding area at night for the eye glow that appears when animals stare into headlights. Check both the roadway and roadsides since animals may dart into the roadway from surrounding areas. The size of the animal dictates what action or evasive maneuvers may be necessary.

Roadway Intersections

Most collisions occur within intersections. An intersection is where vehicles traveling on different roadways joining at any angle may come in conflict. Even though encountering intersections is an integral part of driving, they can constitute a road hazard. When approaching an intersection:

- Watch for pedestrians and give them right-of-way.
- Slow down to avoid stopping in the intersection or on a crosswalk due to traffic or traffic control.
- Observe traffic on the road you are traveling and on the intersecting road. Prepare to stop quickly if a hazardous situation develops.
- If no traffic control signal or sign is present, yield right-of-way to the vehicle approaching from the right.
- Observe a yield sign or flashing yellow light. Slow down sufficiently to stop if necessary. Proceed cautiously only when the intersection is clear.
- Observe a stop sign and come to a complete stop. Proceed cautiously when no interference with cross traffic will occur.
- Observe a traffic signal light. Come to a complete stop if the signal light is red.
- If a traffic signal light changes from green to yellow as you approach, proceed cautiously through the intersection only if a

Remember!

Most collisions occur within intersections. Slow down and proceed with caution.

sudden stop might cause a rear-end collision with traffic following too closely behind.

- Obey all traffic control devices, signs, and pavement markings indicating traffic direction for individual lanes. Enter the correct lane as soon as possible.
- Follow an officer's directions if an officer and traffic control devices are in conflict.

When approaching an intersection, be prepared to yield the right-of-way if appropriate:

- If an intersection has a yield sign, slow down when approaching the sign. Yield right-of-way to any vehicle in the intersection or approaching the intersection until the bus can safely enter the intersection.
- When making a left turn, yield right-of-way to vehicles approaching from the opposite direction.
- Yield right-of-way to pedestrians at intersections.
- Stop first and yield right-of-way when:
  - entering a street from an alley, private road, or driveway;
  - making a right turn at a red signal light;
  - an authorized emergency vehicle approaches using audible and visual signals; in this case, pull as far as possible out of the path (preferably to the right) and stop.

Remember!

Yield right-of-way to pedestrians at intersections.

Railroad Grade Crossing Intersections

Railroad crossings create a specialized type of road hazard. See Chapter 10 for information about highway-rail intersection safety.

Hills and Downgrades

On Hills

- Select the far right lane or auxiliary climbing lane if available.
- When approaching the crest of a hill on a narrow roadway, position the right tires near the outer edge of the right lane to avoid possible collision with approaching traffic.
- Decrease speed slightly on upgrades to compensate for limited sight distance. Maintain this constant speed on upgrades by shifting to a lower gear and applying accelerator pressure.

On Downgrades

Remember!

Be prepared to control bus speed on downgrades. Controlling speed on a downgrade can be problematic. Downshift to control speed on downgrades.

- Prior to your trip, obtain information about any long steep grades (uphill or downhill) along the planned route of your travel.
- When approaching a downgrade, plan for it by looking for signs indicating length and/or gradient of the downgrade.
- Be prepared to control bus speed on downgrades. Controlling speed on a downgrade can be problematic.
- Use the braking effect of the engine transmission as your principal way of controlling speed. Select the appropriate safe speed and transmission gear, and then apply proper braking techniques to avoid a loss of control.
- Save the brakes so you will be able to slow or stop as required by road and traffic conditions.

If a speed limit is posted for the downgrade or a sign indicates "Maximum Safe Speed," never exceed the speed shown. To select the correct gear to achieve a safe speed on a downgrade:

- Downshift to control speed on downgrades. Familiarity with the specific vehicle is an advantage.
- Both standard and automatic transmissions may be downshifted to a lower gear before descending a steep grade.
- Select a lower gear before starting down the grade. The automatic transmission has shift inhibitors that prevent downshifts above certain speeds.
- Shift to a lower gear as a preventative practice. Do not wait until downhill speed is out of control to downshift.
- Gear selection for an automatic transmission is based upon the maximum safe posted downhill speed for the grade. The following maximum speeds are general guidelines:
  - first gear—15 mph,
  - second gear—22 mph,
  - third gear—35 mph, and
  - fourth gear—over 35 mph.
- Select a speed that is not too fast for:
  - the total weight of the vehicle,
  - the length of the downgrade,
  - the steepness of the downgrade, and
  - road and weather conditions.

Use brakes on a long and/or steep downgrade only to supplement the braking effect of the engine transmission. Do not "ride" the brake pedal with a constant brake application. This will rapidly overheat the brakes. On airbrake-equipped buses, do not "fan" the brakes because this wastes air and can lead to low air pressure in the brakes.

When you reach the maximum safe speed:

- apply the brakes just hard enough to feel a definite slowdown,
- reduce speed to approximately 5 mph below the safe speed and release the brakes,
- maintain brake application for about 3 seconds, and
- repeat applying and releasing the brakes as described above as often as necessary until the bus has reached the end of the downgrade.

Emergency Stop

If your brakes are failing or the bus speed or direction gets out of control, look outside the vehicle for something to stop it. The best hope is an escape ramp. If you need to make an emergency stop on a downgrade:

- Look for signs at the beginning of a downgrade to indicate the presence and location of an escape ramp. Ramps are usually located a few miles from the top of the downgrade.
- If no escape ramp is available, take the least hazardous escape route you can, such as an open field or a side road that flattens out or turns uphill.
- Make the move as soon as you know your brakes are failing. The longer you wait, the faster the vehicle will go and the harder it will be to stop.

Driving on Freeways

On today's transportation system, freeways are a fact of life. Driving in a freeway environment can be challenging. Entering and exiting a freeway offers additional challenges for responsible drivers. As on any roadway, choose a safe and legal speed. In addition to the legal speed limit, speed should be based on visibility, traffic, and road conditions.

Basic Freeway Driving Rules

- When there are no auxiliary lanes on the freeway, watch for entering and exiting vehicles.
- Observe and follow speed limits and exit signs.
- Drive in the center of the appropriate lane. Stay clear of barriers.
- Watch for other vehicles changing lanes.

When entering a freeway, merge smoothly into freeway traffic to prevent interrupting the flow of traffic. Observe and follow all signs that indicate correct lane or ramp use, speed limits, or entrance ramp and freeway configuration. Judge the entering merge distance and pattern of traffic by constantly checking all flat and convex mirrors. Constantly monitor the location and speed of the lead vehicle in the entrance and ramp acceleration lane. Allow extra distance between the bus and the vehicle ahead to anticipate sudden slowing or stopping.

Entering a Freeway

Remember!

When entering and exiting:

- Adjust speed
- Check mirrors
- Merge safely

- Make an initial speed adjustment based on the entrance ramp and freeway configuration as well as traffic conditions.
- Prepare to enter the acceleration lane when it is safe to do so.
- Yield to freeway traffic.
- Activate the turn signal to give other motorists notice of intent.
- Check the mirrors to monitor traffic in the planned path of travel or traffic about to enter the path.
- Look for a sufficient gap in the merging lane.
- Adjust speed as necessary to merge safely.
- Check the mirrors again for traffic.
- Merge with traffic when it is safe to do so.
- Position the bus in the center of the lane. Check the mirrors again.
- Cancel the turn signal.
- Resume a safe speed.

Exiting a Freeway

- Look ahead for signs indicating the designated exit lane.
- Activate the turn signal.
- Check the mirrors for other vehicles in the planned path of travel or traffic about to enter the path.
- When it is clear, cautiously enter the deceleration lane a mile or more before the intended exit.
- Reduce speed to the speed listed for the ramp on the warning sign prior to entering the ramp.
- Check the speedometer before entering the exit ramp. Adjust speed if necessary.
- Prepare to encounter hazards including two-way traffic, intersections, parked cars, pedestrians, and traffic moving at slower speeds when nearing the end of an exit ramp.

On a two-lane freeway, use the right-hand lane for traveling and the left-hand lane for passing. On a three-lane (or more) freeway, the right-hand lane is a lower-speed lane, the center lanes are for higher speeds, and the far left lane is a passing lane. On multiple-lane freeways, stay in the farthest right lane practical, taking into consideration traffic conditions and your travel path.

When approaching interchanges, adjust your speed or move out of the right lane, if traffic conditions permit, to help others merge onto the freeway and avoid merging conflicts.

Speed Limits

School bus drivers should follow applicable speed limits, whether standard regulatory limits or temporary limits (such as in work zones). In general, the following **speed limit laws apply to school buses and multifunction school activity buses** where other limits are not posted:

- school bus and multifunction school activity bus with commercial inspection: maximum of 60 mph on U.S. or state highways, maximum 50 mph on other roadways (such as county roads);
- school bus and multifunction school activity bus without commercial inspection: maximum 50 mph on any roadway; and

It's the Law!

TRC §545.351
TRC §545.352

Techniques for Handling Vehicles

Braking Techniques

To most effectively and safely bring your vehicle to a stop within the shortest stopping distance, brake in a way that will keep the vehicle in a straight line and allow for turning if it becomes necessary:

- Apply the brakes as hard as possible without locking the wheels and causing a skid.
- Keep the steering wheel movements very small while braking.
- If it is necessary to make a larger steering adjustment or if the wheels lock, release the brakes. Reapply the brakes as soon as possible.
- If the vehicle has anti-lock brakes, read and follow the directions found in the owner's manual. Generally, with ABS, steady pressure should be applied to the brake pedal. Pumping the brake pedal on ABS-equipped buses is usually not recommended.

Avoid Brake Fading

When driving in heavy rain or deep standing water, brakes get wet, which can cause weak brakes, lack of braking power, or wheel lockups or can cause pulling to one side of the roadway. To prevent brake fading, avoid driving through deep puddles or flowing water if possible. If driving through water is necessary:

- Slow down.
- Place the transmission in a low gear.
- Gently apply the brakes. This presses the brake linings against the brake drums or discs and keeps mud, silt, sand, and water from getting into this area.
- Increase engine revolutions per minute (rpm) and cross the water while keeping light pressure on the brakes. (**Caution**: Do not apply too much brake pressure while accelerating, or you can overheat brake drums and linings.)
- When out of the water, maintain light pressure on the brakes for a short distance to heat and dry them out.
- Make a test stop when it is safe to do so. Check behind the bus to make sure no one is following, and then apply the brakes to confirm they work correctly. If not, dry out the brakes further as described above.

Avoid Hydroplaning

Beware of water or slush on the road. These conditions may lead to hydroplaning.

Hydroplaning is similar to water skiing on a thin layer of water. The water comes between the tires and the road surface, causing the tires to lose contact with the road and resulting in little or no traction.

Hydroplaning may cause a loss of steering and braking ability. Do not use the brakes to slow the bus down if it is hydroplaning. Regain control in a standard transmission bus by releasing the accelerator and pushing in the clutch. In an automatic transmission bus, regain control by releasing the accelerator. This action will slow the bus and allow the wheels to turn freely.

Remember!

Do not use the brakes to slow the bus down if it is hydroplaning.

Factors That Influence Traction

Traction can be defined as "adhesive friction" that keeps vehicles connected to the road surface. The less traction that exists, the greater the chance for skidding—and skidding increases your chances of a collision.

Table 9-1 shows the percent of traction between vehicle tires and road surface (based on a road surface in good condition).

Table 9-1. Tire Traction by Surface Type.

Surface Type	*Percent Traction*
Dry concrete	85 to 100
Dry asphalt	75 to 95
Wet concrete	55 to 85
Packed snow	25 to 45
Wet ice	10 to 15

Other factors influencing traction include tire inflation and speed:

- Lower tire inflation pressure creates more traction with the road, but sufficient inflation pressure is required for safety, good operation, and maintenance.
- An increase in speed causes a decrease in traction on all road surfaces. Tires have the greatest amount of traction when rolling. Maximum braking takes place just before the wheels lock up.

Entering and Driving through a Curve

When approaching a curve, look ahead for warning signs indicating a safe speed to negotiate the curve. Anticipate the need for speed and steering corrections.

Slow to a safe speed and select a low gear before entering a curve. Do not exceed the posted speed limit for the curve. Vehicles with a high center of gravity can roll over even at the posted speed limit for a curve. Always adjust speed for curves in the road.

Entering a curve at an unsafe speed may cause tires to:

- lose traction and continue straight ahead, causing the vehicle to skid off the road; or
- hold traction, causing the vehicle to roll over.

Braking in a curve is dangerous because wheels may lock and cause a skid. Reduce speed and apply brakes lightly:

- when initial speed is too high; or
- when visibility is restricted by darkness, weather conditions, or obstructions.

For tight right curves, position the left front wheel close to the centerline, allowing the rear wheels to remain on the road surface.

For tight left curves, position the right front wheel close to the outside edge of the lane, allowing the rear wheels to remain on the proper side of the road. Do not change lanes or "cut across" lanes. Upon leaving a curve, resume your prior, safe speed.

Emergency Handling Techniques

Regardless of training, experience, or expertise, anyone can find themselves in an unexpected driving predicament. In this section we will learn emergency handling techniques for skid control, brake fade or failure, and steering to avoid collisions as well as what to do if you are forced to leave the road.

Skidding Factors

A skid happens when tires lose their grip on the road. School bus drivers need to be aware that their school bus can lose traction with the road and can skid. Knowing what causes the tires to lose traction and knowing what to do can prevent a collision. See Table 9-2 for some factors that can cause skidding.

Table 9-2. Skidding Factors.

Skidding Factor	*Description*
Speeding	Most serious skids result from driving too fast for road conditions. Drivers who adjust their driving to conditions do not have to over-brake or over-steer.
Over-braking	Braking too hard and locking up the wheels can cause skids.
Over-steering	Over-steering means turning a vehicle's wheels too much for the rate of speed and causing the wheels to lose traction and move toward the outside of a turn.
Over-acceleration	Supplying too much power to the drive wheels can cause them to spin and lose traction. The loss of traction results in loss of vehicle control.

Drive-Wheel Skids

The most common skid is one in which the drive-wheels (usually rear wheels) lose traction because of excessive braking or acceleration. Drive-wheel braking skids occur when the drive-wheels lock. Locked wheels have less traction than rolling wheels and will slide sideways. In a bus, the vehicle will slide sideways in a "spinout."

In a drive-wheel skid, the back end of the bus usually skids to the left. The bus is now moving forward at an angle. To correct a drive-wheel skid:

- Stop braking. This will allow the drive-wheels to roll again and regain traction.
- Use the accelerator lightly to maintain power to the drive-wheels.
- Turn the steering wheel in the direction you want the bus to go.

Counter-Skid

Drivers might experience a counter-skid. In a counter-skid, the bus moves backward toward the desired course but then overcompensates and turns too much in the opposite direction, causing a skid. This is also referred to as "fishtailing." To control fishtailing:

- Turn the wheels in the direction you want the bus to go. Repeat the sequence outlined above for a drive-wheel skid as many times as needed. Continue to steer the bus toward the desired direction.
- Once steering control is reestablished, carefully reduce speed to prevent a recurrence.

Controlling a Front-Wheel Skid

In a front-wheel skid (for vehicles that do not have front-wheel drive), the front end of the vehicle goes in a straight line regardless of how much the steering wheel is turned. The only way to stop a front-wheel skid is to:

- stop turning and/or braking so hard and
- slow down as quickly as possible without locking the wheels.

See Figure 9-1 for instructions on how to control a skid.

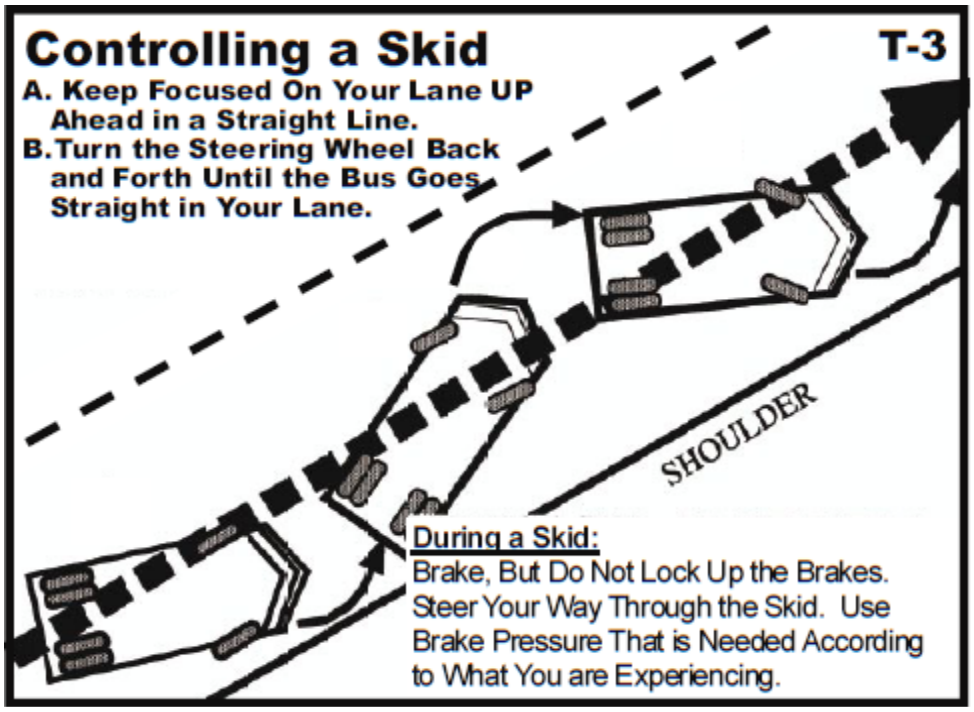


Figure 9-1. Controlling a Skid.

Selecting Alternate Paths of Travel

Throughout your trip, constantly identify your planned path of travel. This is where your bus will be in 4 seconds based on existing road and traffic conditions. At the same time, identify alternative paths of travel (see Figure 9-2). Where would you maneuver if the planned path of travel were suddenly blocked?

Regular use of properly adjusted flat and convex mirrors to identify and predict vehicle traffic provides a driver with needed information to decide and execute evasive maneuvers quickly when needed.

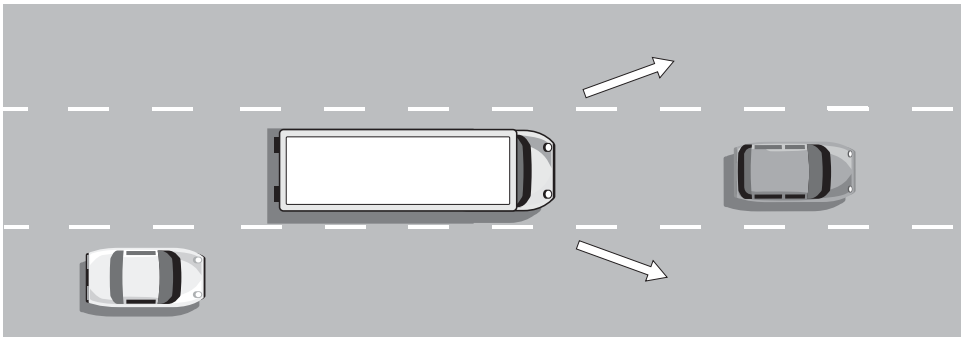


Figure 9-2. Alternate Paths.

Avoiding Objects in the Roadway

If you encounter small, low objects or minor potholes in the road, straddle them with the vehicle (see Figure 9-3). Do not swerve into the opposing lane of traffic. To maintain driving control, avoid having tires go directly over low objects or into potholes.

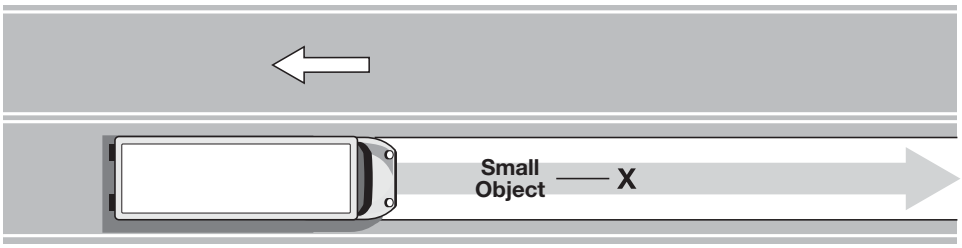


Figure 9-3. Straddling a Small Object in the Road.

If you encounter larger objects or potholes, do not try to straddle them. Instead, drive around them (see Figure 9-4). When space is available, it is better to drive to the right of the object than to the left.

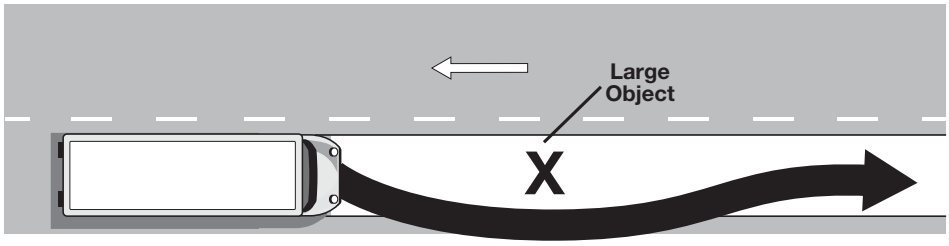


Figure 9-4. Avoiding a Large Object in the Road.

Turning Quickly

When you find that you need to turn quickly, keep a firm grip on the steering wheel with both hands. (Remember: Always keep both hands on the wheel at all times when driving.) Do not turn any sharper than required to clear the hazard. The more sharply the bus turns, the greater the chances of a skid or rollover.

To prevent skidding, do not apply the brakes forcefully while turning. Be prepared to counter-steer once the bus has passed the hazard. Think of emergency steering and counter-steering as two parts of one driving action. When reacting to a road hazard, it is easy to overcompensate directions, so counter-steer by turning the steering wheel only enough to straighten the bus in the traffic lane.

Steering to Avoid a Collision

If an oncoming driver has drifted into your lane, steer to the right of that vehicle. If a driver going the same direction as you drifts into your lane from the left, steer to the right of that vehicle. If a driver going the same direction as you comes from the right, drop behind. When the drivers realize what has happened, the natural response is to return to their own lane.

One technique to avoid a collision is to follow the four R's (Table 9-3).

Table 9-3. Four R's.

R	*Stands for:*
Read	***R***ead the road ahead
Right	Drive to the ***R***ight
Reduce	***R***educe speed
Resort	***R***esort to the right shoulder when needed

Leaving the Road

In some emergencies, it may be less risky to leave the road than face a collision with another vehicle. Most road shoulders are strong enough to support the weight of a large bus and, therefore, offer an available escape route.

Know when to leave the road. The decision to leave the road may have to be made in a split second, so consider the following items before being faced with the choice:

- Speed determines the total stopping distance your bus requires. If the hazard is within the total projected stopping distance at your current speed, steer around the hazard or decide to go off the road, whichever choice appears safer.
- If a collision is inevitable, steer at an angle to avoid a head-on collision and to reduce the force of impact.
- The primary consideration is to protect human life. It is safer to risk damage to property than risk hurting or killing a person.

Here are some guidelines to use if leaving the road is necessary:

- Before leaving the main roadway, scan the shoulder for any hazards or obstacles and make a plan to manage them.
- If possible, slow down before leaving the main road. Once on the shoulder, avoid using the brakes until the bus' speed has dropped to about 20 mph. Then brake very gently to avoid skidding on a loose surface.
- Keep one set of wheels on the pavement if possible to help maintain control.
- If the shoulder is clear, stay on it until the bus has come to a stop. Activate the turn signal and check the mirrors before pulling back onto the road.

If forced to return to the road before coming to a stop:

- Hold the wheel tightly and turn sharply enough to get back on the road safely.
- Do not try to edge gradually back onto the road because tires might grab unexpectedly and result in a loss of control.
- When both front tires are on the main road, counter-steer immediately to return to the direction of traffic flow.

- The two turns should be made as a single "steer/counter-steer" movement with the goal being to straighten the bus in the traffic lane.

Responsible Driving Habits and Procedures

To be a responsible driver you must maintain and develop responsible driving habits under ordinary circumstances as well as develop responses to handle both predictable and unpredictable road hazards.

To safely maneuver a vehicle as large as a school bus, use a strategy known as reference point driving. Using reference points largely eliminates any danger of collision and, once learned and properly executed, results in "first shot" success every time. Once you establish reference points on your bus, these points never change and can be invaluable when driving at night or in bad weather.

This section will cover three specific sets of driving techniques:

- backing into a parking space,
- parallel parking, and
- making turns.

Backing the Bus

For multiple reasons, it is best if you can avoid backing up in a school bus. However, there are circumstances when backing is the best—or only—solution. Some circumstances when backing is the best choice include a stalled vehicle in front of you, getting out of a parking stall, or turnarounds on your route.

In many cases, the safest way to turn a bus around is to drive around the block or make a legal U-turn. However, these methods may not be possible when on a dead-end street, on a rural road, or in other prohibitive situations.

When you must perform a vehicle turnaround by backing, usually the best option is to back onto the least traveled side of the road. Performing this procedure may provide better visibility of through traffic and can allow the bus to re-enter the road in a forward direction.

Do not perform a turnaround:

- on any curve,
- on the approach to or near the crest of a hill,
- at any grade where a turning vehicle cannot be seen by other drivers within 500 feet,
- by backing around an intersection corner, or
- by backing onto a heavily traveled road.

If you must back your bus, the following procedure is suggested:

- Post a lookout inside the bus at the rear of the bus. The purpose of the lookout is to warn you about obstacles, approaching persons, or other vehicles. The lookout should not give directions on how to back the bus—that is the driver's job. Choose the lookout carefully; use a mature and reliable person who can be heard clearly throughout the bus.
- Signal for quiet on the bus so you can hear the lookout.
- Constantly check all mirrors and rear windows while backing.
- Back slowly and smoothly.
- If no lookout is available, set the parking brake, turn off the motor, and take the keys with you. Walk to the rear of the bus to determine if the area is clear of obstacles, people, and other vehicles.
- If necessary to back some distance, stop partway through the procedure, get out, and check your progress.

If you must back up at a student pick-up point, load students *before* backing and watch for latecomers, other people, and pets at all times during backing.

If you must back up at a student drop-off point, watch for other people during the procedure, back the bus as needed, and unload students *after* completing the procedure.

Parallel Parking

To be proficient in this procedure, the driver must be able to back into the parking space without hitting either the front or rear barriers and without touching the curb with the tires. The vehicle should be parallel and no more than 18 inches from the curb at the completion of the maneuver as required by Texas state law. The driver must also be able to pull out of the parking space without hitting the barriers.

Use the following procedure when parallel parking:

- As you approach the parking stall, check all mirrors for traffic flow and position the bus parallel with the edge of the road.
- Activate the right-turn signal.
- Continue the parallel position and align the right rear axle 6-12 inches from the outside edge of the front barrier. Stop and secure the school bus when the right rear axle is parallel with the back edge of the front barrier.
- Turn the steering wheel full lock right. Recheck traffic and sound the horn. When safe to do so, place the transmission in reverse and start to back slowly, monitoring the left flat mirror for traffic.
- When you can see the inside edge of the back barrier in the left flat mirror, straighten the wheel.
- Continue to back carefully, using the right flat mirror, until the right rear bumper aligns with the curb line. Using the right flat mirror, monitor the rear bumper until it reaches the curb. The bumper should never go over the curb. Stop and secure the bus.
- Turn the steering wheel full lock left. Use the right crossover mirror to monitor the vehicle until it clears the front barrier.
- Continue monitoring the right flat mirror until the back outside dual tire is approximately 12 inches from the curb. The front of the vehicle should be approximately 3-4 feet behind the front barrier. When the rear axle is 6 inches from the curb and the bus is parallel with the curb, stop and secure the vehicle.

To pull out from a parallel parking spot, use the following procedure:

- With the steering wheel in the full lock left position, release the parking brake and place the transmission in drive.
- Check the mirrors and activate the left-turn signal before entering traffic.
- Pull out slowly, watching the front barrier and checking the rear swing of the vehicle, monitoring for any problem objects.
- Recheck the mirrors, and when traffic is clear, enter the traffic lane and cancel the left-turn signal.

Right and Left Turns

One of the most common driving maneuvers is making a regular turn, whether to the right or left. Because of the size of the school bus, even this simple maneuver can be complex. In a perfect turn, the entire bus clears the corner curb and the bus stays as nearly as possible in its own lane of traffic. Practice and experience with each kind of bus you drive will make safe and complete turns easier.

When a hard turn is made in either direction, an opposite reaction occurs at the rear of the bus. This is called "tail swing." The length of the tail swing differs from bus to bus according to the distance from the rear axle to the rear bumper. On a 35-foot bus, it can be 18 inches. You should experiment to determine the tail swing on your bus. Tail swing can cause collisions. Monitoring mirrors during turns can help prevent collisions.

To steer safely and turn a school bus, the driver must know how the rear axle reacts to the turn maneuver. This principle is called the "turning point." The length of the wheelbase—the distance from the center of the front wheel to the center of the rear wheel—affects the turning point, and the turning point varies between buses.

A bus with a short wheelbase will usually be able to make a tighter turn than a bus with a longer wheelbase. The location of front wheels in relation to the driver's seat also affects the turning point. On a conventional bus, the front wheels are ahead of the driver's seat and require turns to be made sooner than in transit-style buses, which have the front wheels behind the driver.

The most critical part of a turn is the setup. Start preparing for the turn 1 to 1½ blocks before the turn. Ask yourself if you can make the turn. Determine if the turn can be made safely. Check for clearance ahead of the bus, and check the mirrors for vehicles in blind spots.

If the turn appears difficult and you think you cannot make it, plan a different route of travel. If you start the turn and decide you cannot complete it, stop and consider alternatives.

To evaluate an upcoming turn, consider the following:

- the location of the bus in relation to curbs;
- the location of the rear wheels in relation to the travel lane and curbs;
- the size, location, and condition of the lane you will be turning into;
- the kind of street after the turn;

Remember!

Correct mirror use is vital before and during a turning maneuver. Statistics show that of collisions that occur during turning, the greatest number occur due to improper mirror use and poor judgment.

- the traffic on both streets;
- tail swing;
- visibility;
- whether and where to stop before or after the turn;
- your hand placement on the steering wheel during the turn;
- how far to angle out when leaving the curb;
- where to begin the turn;
- the speed for the turn;
- the turning point; and
- what is needed to straighten out after the turn.

Check traffic again prior to and while making the turn. Always look ahead. Pedestrians in crosswalks have the right-of-way and may cause vehicles ahead to stop suddenly.

Making a Right Turn

Remember!

When making a right turn, never cross the centerline of the street you are leaving. More bus collisions result from right turns than from any other turning maneuver.

When making a right turn, never cross the centerline of the street you are leaving. If you do, a following driver may think the vehicle is turning to the left and try to pass on the right, creating a dangerous situation and a possibility of collision. It may, however, be necessary to cross the centerline on the road you are entering. If so, watch for oncoming vehicles and give them room to drive by or stop before beginning the turning maneuver.

More bus collisions result from right turns than from any other turning maneuver. A right-turn "squeeze" collision is one in which another vehicle, pedestrian, or bicycle is trapped between the bus and the curb while in the process of making a right turn.

To make a safe right turn, use the following procedure (see also Figure 9-5):

- Move into the far right-hand lane.
- Activate the right-turn signal.
- Check all mirrors for clearance.
- Slow to 10 mph or less.
- Put your hands into the correct turning position.
- Check that you are 18-36 inches from the curb or parked cars.
- Keep the wheels straight and check all mirrors for pedestrians and other vehicles before starting the turn.
- When you can see straight down the curb line of the lane you are turning into, turn your steering wheel.

- As you begin to turn, check your left side mirror for tail swing and continue to monitor it throughout the turn.
- Make adjustments (e.g., straighten the wheel, slow down). Avoid hazardous objects.
- Check the right side mirrors and complete the turn.
- Straighten the front wheels and enter the travel lane.
- Check all mirrors after completing the turn.

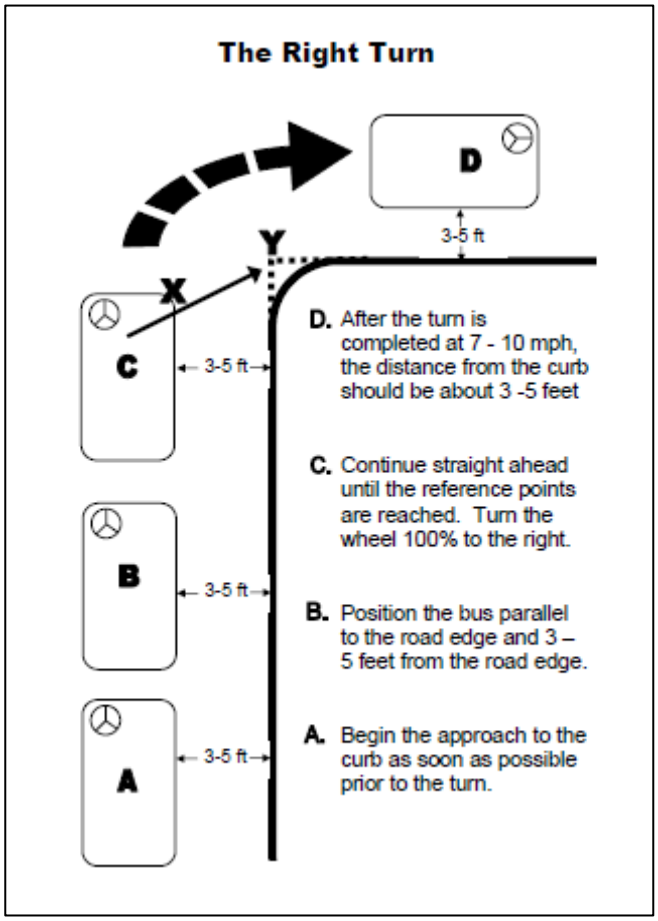


Figure 9-5. Making a Right Turn.

Making a Left Turn

Consider several questions before making a left turn, including:

- Is this left turn protected (e.g., on a green arrow), or do you need to yield to traffic?
- Where is your bus in relation to the median and to traffic?
- Is there oncoming traffic?
- What lane are you turning into?
- Where should you stop before the turn?
- Where should you begin the turn?
- What speed should the bus be going when you make the turn?
- How should you straighten the bus after the turn?

To make a safe left turn, use the following procedure (see also Figure 9-6):

- Turn on your left-turn signal.
- Move to the far left lane. If there are two turning lanes, use the outside turning lane.
- Check all mirrors for clearance.
- Slow to 10 mph or less.
- Put your hands in the correct turning position.
- Keep your wheels straight, and check all mirrors for pedestrians and other vehicles before starting the turn.
- Bring the front of the bus to the center of the intersection before beginning the turn. Do not move into the intersection until the traffic in front of you has cleared the intersection.
- Watch for hazardous objects.
- As you begin to turn, check your right side mirror for tail swing and continue to monitor it throughout the turn.
- Make adjustments (e.g., straighten wheel, slow down).
- Straighten the front wheels and enter the travel lane.
- Complete the turn and check the mirrors again.

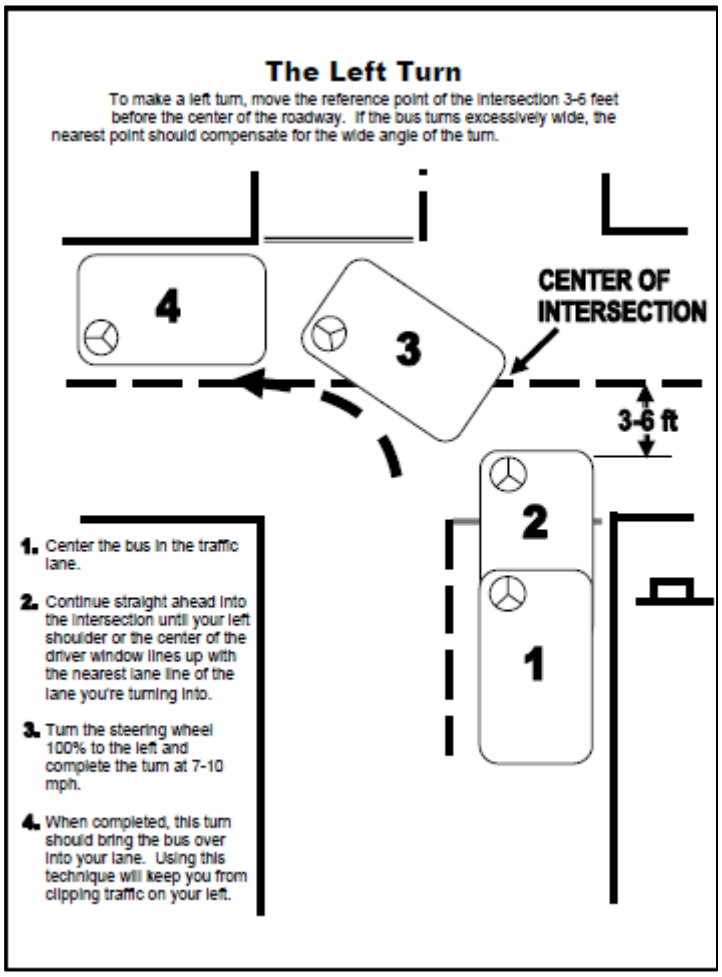


Figure 9-6. Making a Left Turn.

Remember!

When there are two left turning lanes, always use the outside turning lane.

Simple Adjustments

Because a school bus is much larger than a car, some driving actions must be slightly adjusted from actions used in driving a smaller vehicle. In addition, the responsibility associated with carrying passengers requires that bus drivers exercise substantial caution.

Maintain a Cushion of Space

When stopping behind a vehicle, maintain a "cushion" of space. Stop where you can view the rear tires of the vehicle ahead of you. This will provide space needed for emergency actions, such as driving around a stalled vehicle, and will prevent the bus from hitting the vehicle in front if the bus is rear-ended.

Remember!

When stopping behind a vehicle, stop where you can view the rear tires of the vehicle ahead of you.

Changing Lanes

When changing lanes, realize that the size of a school bus requires significant attention and more space than a smaller vehicle:

- Check for clearance ahead of the bus.
- Check the mirrors for vehicles in the blind spots.
- Activate the turn signal to give other motorists notice of your intent to change lanes.
- Accelerate to the speed of traffic in the new lane if there is sufficient space ahead to do so prior to leaving the current lane.
- Check the mirrors again while turning the steering wheel sufficiently to cautiously enter the new lane.
- Position the bus in the center of the new lane and straighten the wheels.
- Check the mirrors again.
- Cancel the turn signal and resume your prior safe speed.

Passing

Techniques for passing another vehicle differ depending on whether you are using a passing lane with traffic flow going in the direction of your travel or a lane with oncoming traffic. Be aware of acceleration and maximum speed limitations of your bus before deciding to pass.

If you do decide to pass another vehicle (see also Figure 9-7):

- Confirm you are in a passing zone.
- Check for oncoming traffic.
- Check the mirrors to see if other vehicles are in the blind spots.
- Activate the turn signal to give other motorists notice of your intent.
- When it is clear, move into the passing lane while increasing the speed of the bus to make passing smooth and safe.
- Check the mirrors for clearance and activate the opposite turn signal before returning to the original lane.
- Move into the original lane, check the flat and convex mirrors again, and straighten the wheels.
- Cancel the turn signal and resume your prior safe speed.

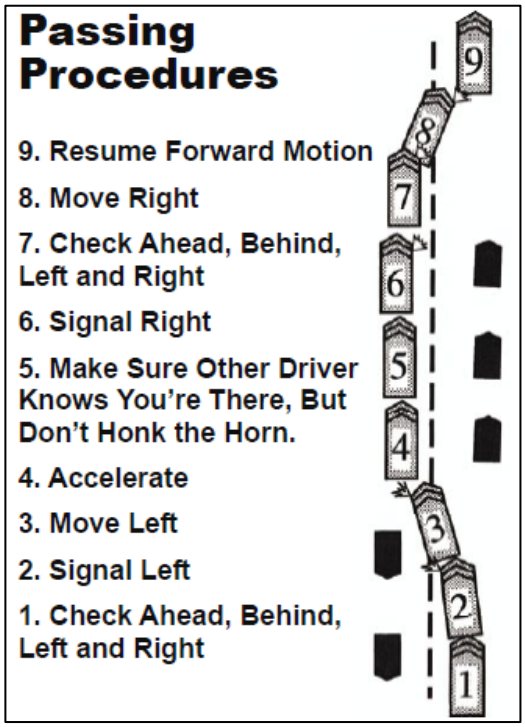


Figure 9-7. Passing in a Bus.

Bridges and Tunnels

When driving through a tunnel or across a bridge, position the bus nearer the outer edge of the right lane to provide increased clearance with opposing traffic. At the same time, be sure to allow enough distance on the right side to provide safe clearance. On bridges and in tunnels:

- Compare posted clearance signs against the clearance required for your bus.
- Observe and obey posted signs regarding bridge/tunnel information and speed limit.
- Decrease speed for better control. Adjust speed to grade changes and observe the speedometer frequently.
- Observe other traffic and side structures.
- As much as possible, maintain a constant speed. Stop only if traffic flow requires it or if there is an emergency.

Plan Trips

Responsible drivers prepare for each trip by planning the route and identifying potential hazards. This is especially important on a school-related activity trip to an unfamiliar place.

In addition, make plans regarding your bus and equipment needs. Know when you will need to refuel as well as how to obtain and document fueling events. Verify the bus is trip ready and supplied with appropriate safety and other equipment. See Chapters 3 and 4 for more bus-related information.

Signs, Signals, and Markings

A thorough knowledge of highway signs, signals, and markings is necessary to be a safe school bus driver. Information about signs, signals, and markings is included in the *Texas Drivers Handbook*, published by the Texas Department of Public Safety. This publication can be obtained at your local DPS office or on the DPS website.

Use of Vehicle Lights

Use headlights appropriately for school bus operation and for specific situations:

- Activate low-beam headlights when operating a school bus during the day to increase visibility to other motorists.
- Avoid using high-beam headlights in foggy conditions.
- Use low-beam headlights when approaching a vehicle in front of you or an oncoming vehicle.
- Use high-beam headlights when conditions call for the extra visibility they provide.

Flash brake lights when slowing down or when stopping to give other motorists notice of the change in speed.

Space Needed to Cross or Enter Traffic

Be aware of the size and weight of the bus in order to operate it safely:

- School buses accelerate more slowly than a car and require a much larger space within traffic.
- Before entering or crossing traffic, make sure the bus can complete the maneuver without causing conflict.

The position of the bus on the road can affect the ability of other motorists to see the bus or other traffic. Avoid driving in another vehicle's blind spot or in a space that will obscure the vehicle driver's vision.

Field Trips and Activity Trips

In addition to regular route trips, school bus drivers are often called on to drive for field trips, sporting events, and activity trips. Anticipate problems that might occur due to the specialized nature of these trips so you can handle them if they arise.

Become familiar with the route and prepare your bus:

- Look at a map and take it along.
- Plan the route—look for potential road hazards, clearance issues, railroad or highway crossings, etc.
- Plan an alternate route to use if needed.
- Get written directions and any special instructions prior to the trip.
- Service the bus, have a full tank of fuel, and obtain money for tolls or parking.

Know expectations for field trip performance:

- Prior to the trip, find out where and how you will load and unload passengers. Know what passengers to expect (students only, parents, etc.).
- Arrive at the designated loading area on time or early.
- Introduce yourself to the sponsor.
- Exchange any necessary emergency phone numbers.
- Carry emergency phone numbers for appropriate school personnel.
- Review local policies and procedures.
- When passengers arrive, explain emergency evacuation procedures.
- Keep aisles and exits clear: no baggage, equipment, or passengers.
- Report problems to your supervisor.

Review Questions

To help you remember the information in this chapter, please answer these questions.

9.1 When entering a freeway (page 9-8):
a. accelerate quickly to get ahead of traffic.
b. merge smoothly into freeway traffic to prevent interrupting the flow of traffic.
c. stop and let traffic go by.
d. none of the above.

9.2 The most important thing to do on a downgrade is to (page 9-6):
a. use headlights.
b. maintain a tight grip on the steering wheel with both hands.
c. use the emergency brake from the very start of the downgrade.
d. control the bus speed through proper use of the transmission.

9.3 When approaching an intersection you do not need to watch for a pedestrian or give them the right-of-way (page 9-4).
(circle one) TRUE FALSE

9.4 Low-beam headlights provide light for about (page 9-2):
a. 100 feet
b. 250 feet
c. 350 feet
d. 500 feet

9.5 In some bad weather conditions, such as rain or ice, total stopping distance will (page 9-2):
a. increase dramatically.
b. not change at all.
c. decrease.
d. none of the above.

9.6 When approaching a curve, (page 9-12):
a. stop before entering the curve.
b. disregard the signs as they may not apply to you.
c. look ahead for warning signs indicating a safe speed to negotiate the curve.

Chapter 10 - Navigating Railroad Crossings

Overview

Introduction

Most school bus routes require that a driver cross railroad tracks somewhere along the route. Railroad crossing intersections present specialized challenges for vehicle drivers. Responsible drivers need to be alert to the presence or potential presence of trains, workers, pedestrians, or maintenance vehicles near railroad crossings. Recognizing warning signs and markings, applying safe driving practices, and responding to changing circumstances will help drivers navigate railroad crossings safely.

Chapter Objectives

At the end of this chapter, you will be able to:

- identify railroad signs and markings,
- describe the procedure for crossing a railroad in a school bus, and
- explain when a school bus must stop at a railroad crossing.

Topics Covered in This Chapter

This chapter covers the following topics:

- general information about railroad crossings,
- railroad warning signs and devices,
- how to safely cross a railroad track in a school bus, and
- what to do about clearance and stalled buses.

Special thanks are extended to the Washington State Pupil Transportation team. Some information in this chapter was used with permission from Washington's School Bus Driver Training curriculum.

Railroad Crossing Intersections

Every railroad crossing poses potential danger. From 1994 through 2004, there were 31 highway-rail grade crossing collisions involving school buses in the United States. Those incidents resulted in 111 injuries and 13 fatalities, according to the Federal Railroad Administration. Know how to cross a highway-rail intersection safely. Know how long your bus is, and use your mirrors and reference points to determine your position in relation to the hazard zone. Figure 10-1 shows one type of railroad crossing sign, also known as a "crossbuck" sign.



Figure 10-1. Railroad Crossing Sign.

It's the Law!

TRC §545.251

Figure 10-2 shows a typical railroad-crossing gate. *It is illegal to drive around a lowered railroad-crossing gate or have them lifted, unless directed to do so by a law enforcement officer or an authorized railroad employee*. Yet nearly 50 percent of vehicle/train collisions occur at crossings with active warning devices (gates, lights, and bells). Remember that in a confrontation between a train and a vehicle, the train always wins.

To report a railroad signal activation problem (lights flashing, no train or gates down, no train), call the emergency phone number posted at the railroad crossing on the Emergency Notification Sign or call 9-1-1.

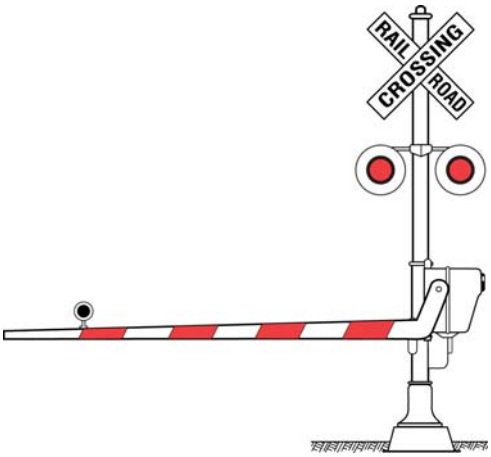


Figure 10-2. Railroad-Crossing Gate.

Expect the Unexpected

Always expect a train at a crossing even if you think you know the train schedule and have used the crossing many times. Freight trains usually do not run on a set schedule. Be careful not to misjudge a train's speed and distance. Train size and the angle of approach can make trains appear to be moving slower and be farther away than they really are. Trains cannot stop quickly. For example, a loaded train of 150 freight cars going 50 mph takes about 1.5 miles to come to a stop—that's the length of almost 25 football fields lined up end to end.

Remember!

Trains cannot stop quickly.

When and Where to Stop

Before crossing a railroad track, stop the bus 15-50 feet away from the track. Listen and look in both directions for a train and for signals indicating the approach of a train. When you are sure it is safe to proceed, choose a gear that will allow you to cross the track without shifting. See the section of this chapter on steps for crossing a railroad track safely.

It's the Law!

TRC §545.2535

In 2014, incidents at public highway-rail crossings in the United States resulted in 270 deaths. Responsible driving at a highway-rail crossing means:

- *Never* try to beat a train.
- Obey all crossing signals.
- Do not back up across a train track.
- Do not change gears when crossing a train track.

- Be certain you have enough length on the other side of the track to clear the end of the bus if you need to stop.
- If there is more than one set of tracks, check both sets of tracks, especially for a second train after one train has passed.

You are not required to stop at two types of railroad crossings:

- an abandoned railroad crossing marked "Tracks Out of Service" or
- an industrial or spur line crossing marked "Exempt."

Railroad Crossing Warning Devices

You will see multiple types of signs, pavement markings, and warning devices indicating railroad crossings. Drivers need to be alert to various types of indicators:

- Round yellow warning sign—A round black-on-yellow advance warning sign may appear ahead of a highway-rail intersection (see Figure 10-3).



Figure 10-3. Railroad Crossing Advance Sign.

- Pavement markings—Painted lines or raised reflectors indicate the presence or upcoming presence of a railroad crossing (see Figure 10-4 for an example). If there is a broad white stop line in front of the tracks, the front of the school bus (or any vehicle) should remain behind this line while stopped.



Figure 10-4. Railroad Crossing Pavement Markings.

- Parallel track sign—These yellow diamond-shaped signs have a black drawing that shows a train track running parallel to the

roadway (see Figure 10-5 for an example). They serve as a warning to drivers who need to make a turn in the direction of the train track.



Figure 10-5. Parallel Railroad Crossing Sign.

- Crossbuck sign—This simple sign is a letter X with "Railroad Crossing" usually printed on it (see Figure 10-1).
- Gates/lights—Some railroad crossings have automatic gates that close to block the roadway when a train approaches (see Figure 10-2). Other crossings have lights, either in combination with gates or alone. Lights might appear at the sides of the roadway or above the intersection. Some crossings have advance warning lights prior to reaching the intersection.
- Train whistle—Remember that the train whistle is a warning device. Trains must sound their whistles when approaching roadway intersections.
- Other warning signs and devices—You might encounter other information or warning signs related to railroad crossings. A STOP sign means the same as it does on any other roadway. A sign indicating multiple tracks alerts you to look for trains in multiple locations. A DO NOT STOP ON TRACKS sign (see Figure 10-6) usually indicates an intersection with limited clearance where vehicles stopping too close to the tracks have been noted as a problem. A NO TRAIN HORN sign is to make drivers aware that the area is a quiet zone and a horn will not sound from the train. Therefore, it's especially important to be aware of an approaching train (see Figure 10-6).

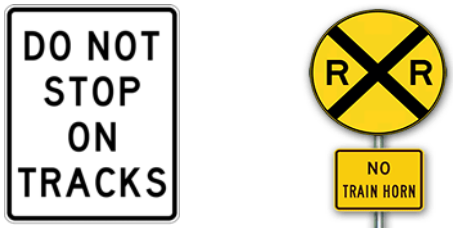


Figure 10-6. DO NOT STOP ON TRACKS Sign and NO TRAIN HORN Sign.

Crossing a Railroad Track

One Step at a Time

Remember!

If crossing gates come down as you start to cross the tracks, what should you do?
Keep going—the gates will break away.

If your bus stalls on or near railroad tracks, what should you do?
Evacuate the bus immediately and move everyone to a safe location in the direction of the oncoming train.

Use three steps when crossing a highway-rail crossing intersection:

- Step 1—Approach and stop:
  - slow down as you near a railroad crossing,
  - activate your warning lights,
  - approach the crossing alertly with the intent to stop,
  - stay in the right lane of the roadway if possible,
  - stop no closer than 15 feet and no farther than 50 feet from the tracks, and
  - place transmission in park, or if there is no park shift point, in neutral and press down on the service brake or set the parking brakes.
- Step 2—Look and listen:
  - signal students to be quiet;
  - open the driver's window to see and hear your surroundings;
  - turn off radios and noisy equipment, and do not turn them back on until the crossing is completed and you are away from the track;
  - look across the track to determine if the road is clear;
  - look and listen for approaching trains; and
  - if a train is seen or heard approaching, keep your foot on the service brake and set the parking brake.
- Step 3—Cross carefully:
  - before moving, close the driver's window and look again at any crossing signals to make sure they have not just activated;
  - begin crossing when you are sure that you do not see or hear a train, its warning whistle, or any warning signals;
  - cross cautiously but steadily; and
  - do not change gears on the tracks—use a low gear that will not require you to change gears until you completely clear the hazard zone.

If crossing gates start to come down after you have started across the track, keep going—even if it means you will break the gates. At railroad tracks, *never*:

- stop on the tracks,
- stop within 15 feet of the tracks, or
- try to back up once you are on the tracks.

Approaching Trains

Even if you apply all the steps given in the previous section for crossing a railroad track—stop, look, and listen—it can still be difficult to judge the nearness or speed of an approaching train. Here are some of the reasons:

- Optical illusion—Viewing trains from an angle at a crossing can make a train appear to be moving more slowly than it is. The large size of a train also presents an optical illusion that the train is moving slowly.
- Distance distortion—The parallel lines of a railroad track converge to a single rail as you view them toward the horizon. This convergence often distorts distance and makes you think the train is farther away than it is.
- Noise level—Railroad crossings often occur at noisy or busy intersections, where the surrounding noise level is high. High noise levels can make it difficult to hear a train. Even more, drivers get used to surrounding noise and disregard it, which makes it easy to overlook the noise of an approaching train.
- Lighting conditions—When approaching a railroad crossing in bright light or glare conditions, you might not see warning lights clearly. Take time to observe all warning signs—lights, sounds, gates, and visual sighting of the train itself—at every railroad crossing.

Clearance and Stalls

When you approach a railroad crossing, check to see what is on the other side of the track. If you might need to stop once you cross, such as at a signal light or cross street, be certain you have enough roadway to clear the end of the bus plus a safety zone of 15 feet.

Know how long your bus is, and use your mirrors and reference points to determine your position in relation to the track. Once you have cleared the track and subsequent 15-foot safety zone, deactivate your warning lights.

If the bus stalls or is trapped on the tracks:

- Evacuate everyone immediately.
- Quickly move everyone as far away from the tracks as possible.

- Move away from the tracks at an angle, in the direction of the approaching train, to avoid flying debris in the event of a collision (see Figure 10-7).

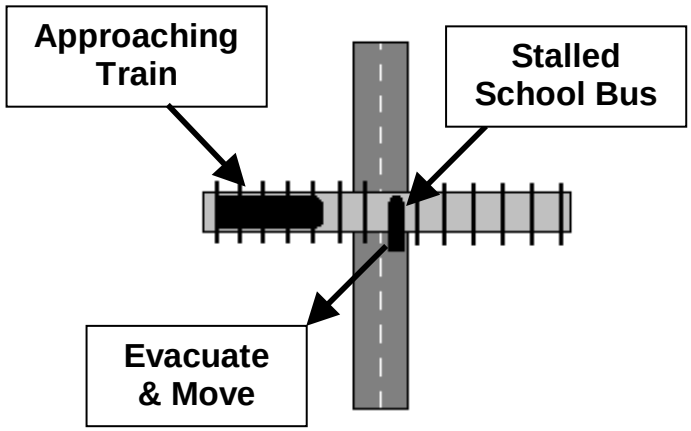


Figure 10-7. Stalled School Bus on Railroad Track.

Review Questions

To help you remember the information in this chapter, please answer these questions.

10.1 Railroad crossings where you are not required to stop will always be marked with one of two signs (page 10-4):
a. "Closed" or "Out of Service"
b. "No Stopping" or "Detour"
c. "Exempt" or "Out of Service"
d. None of the above

10.2 Two types of warning devices for a railroad track are (page 10-5):
a. Crossbuck and X sign
b. Crossbuck and lights
c. Lights and siren
d. Siren and train whistle

10.3 Who has the right of way at railroad crossings (page 10-3)?
a. Depends on who arrives first
b. Always the school bus
c. Always the train
d. Pedestrians

10.4 Trains often appear to be moving more slowly than they are (page 10-3).
(circle one) TRUE FALSE

10.5 Safe steps to cross a railroad track are (page 10-6):
a. approach and stop, look and listen, and cross carefully
b. warning lights and train whistle
c. watch gates and then cross
d. look for warning devices

10.6 How long does it take a loaded train of 150 freight cars going 50 mph to stop (page 10-3)?
a. 500 feet
b. 1.5 miles
c. less than a mile
d. 50 feet

10.7 How close should the school bus be to a railroad track when stopping before crossing (page 10-3)?
a. Far enough away to clear the track
b. No close than 15 feet and no farther than 50 feet
c. Between 10 and 20 feet
d. No close than 20 feet and no farther than 30 feet

Chapter 11 - Driving Under the Influence: The Effects of Alcohol and Other Drugs

Overview

Introduction

Physical fitness is a key to safe driving. The use of alcohol or certain other drugs:

- hampers your driving ability,
- increases the risk of a collision, and
- increases the risk of injury or death to the students riding your bus.

Drive as if all the children on your bus were your own. There are strict laws pertaining to CDL holders, and bus drivers in particular. Alcohol is the most commonly used and abused drug in the United States. Alcohol use is the leading cause of traffic fatalities.

According to NHTSA, more than 10,000 lives are lost each year to drunk driving. Drunk driving is responsible for about 1/3 of traffic fatalities.

Chapter Objectives

At the end of this chapter, you will be able to:

- identify the effects of the use and abuse of alcohol and drugs on driving;
- identify the adverse consequences of operating a commercial vehicle under the influence of alcohol or other drugs;
- identify the six types of testing required under the federally mandated drug and alcohol testing program, which regulates commercial driver license holders; and
- demonstrate a commitment never to drive a school bus under the influence of alcohol or drugs.

Topics Covered in This Chapter

This chapter covers the following topics:

- laws concerning alcohol and drug use,
- effects of alcohol on driving ability,
- effects of other drugs on driving ability, and
- sources for additional information.

Laws Concerning Alcohol and Drug Use

Introduction

It's the Law!

49 CFR §382.207

and §382.301

The Code of Federal Regulations (CFR) mandates alcohol and drug testing for bus drivers, who:

- may not have an alcohol concentration of 0.04 or greater in their systems while driving,
- may not perform safety-sensitive functions within 4 hours after using alcohol, and
- are subject to mandatory alcohol and drug testing.

DON'T FORGET!

Texas law prohibits a person to operate as a school bus driver for a 10 year term with a conviction for any of the following:

*Administrative License Revocation (ALR)

*Driving While Intoxicated (DWI)

*Driving While Intoxicated with Child Passenger

*Intoxication Assault

*Intoxication Manslaughter

Federal Law Concerning Alcohol and Drug Use

Requirements

It is illegal to drive a commercial motor vehicle with an alcohol concentration of 0.04 or greater in your system. School buses are CMVs.

In addition, the law states that no driver shall perform safety-sensitive functions within 4 hours after using alcohol. Safety-sensitive functions include actions such as driving, waiting to be dispatched, inspecting equipment, servicing the vehicle, obtaining assistance, loading and unloading, attending a disabled vehicle, etc.

Penalties for Refusing Testing

If you refuse to submit to an alcohol test when requested by a police officer, you may be:

- placed out of service for 24 hours or
- disqualified from driving a CMV for 1 year.

Penalties for High BAC

After testing, if your blood alcohol concentration (BAC) is 0.04 or more, you may be:

- disqualified from driving a CMV for 1 year or
- subject to arrest for driving while intoxicated (DWI).

If you are arrested for DWI, you will be tried in both criminal and administrative courts. If a criminal court convicts you of DWI or an administrative court suspends or disqualifies you, you cannot drive a school bus for 10 years.

Federally Mandated Drug and Alcohol Testing Program

According to federal law, all school bus drivers are subject to regular alcohol and drug testing.

It's the Law!

49 CFR

§382.103
§382.301
§382.303
§382.305
§382.307
§382.309
§382.311

Failure to report for testing will be treated the same as a refusal. A refusal is an automatic positive result. Testing is top priority. No other duties may interfere.

There are six types of drug testing that can take place:

- Pre-employment:
  - All new employees must be tested for drug use.
- Random
  - A minimum of 50 percent of CDL holders will be tested for drugs and 10 percent for alcohol. (The FMCSA Administrators decision to increase or decrease the minimum annual percentage rate for alcohol testing is based on the reported violation rates. For the most current percentage rate visit: https://www.ecfr.gov/current/title-49/subtitle-B/chapter-III/subchapter-B/part-382#382.305 .)
  - If you are selected for random testing, you must go to the testing site immediately.
- For cause (reasonable suspicion):
  - Before referring anyone for such testing, supervisors with this authority must attend training on the indicators of probable alcohol misuse and the use of controlled substances.
  - Your supervisor may request a drug or alcohol test, based on his or her opinion that you may be under the influence. Your supervisor must base his or her opinion on specific evidence observed by the supervisor at the time, concerning your speech, behavior, appearance, or body odors.

- Return to duty:
  - This test will be required if a U.S. Department of Transportation (DOT) drug and/or alcohol regulation has been violated.
  - This test cannot occur until after a substance abuse professional has determined the employee has successfully complied with prescribed education and/or treatment.
- Follow-up:
  - If you have received treatment for problems with alcohol or other drugs, you will be subject to unannounced follow-up tests as directed by a substance abuse professional.
  - Such tests can only be conducted when you are performing safety-sensitive functions, or immediately before or immediately after these functions.
- Post-accident:
  - Drug and alcohol testing is required after an accident if:
    - someone is killed in the accident, or
    - you are ticketed for a moving violation and either (1) someone is injured enough to need treatment away from the scene or (2) either vehicle has to be towed from the scene.
  - Alcohol testing must take place within 8 hours of the accident. Drug testing must take place within 32 hours after the accident.

Drug and Alcohol Clearinghouse

Any CDL holder who tests positive for any of the 6 types of drug or alcohol testing will be reported to FMCSA's Drug and Alcohol Clearinghouse. The Clearinghouse is a secure, online database that gives employers real-time information about CDL and CLP holder's drug and alcohol program violations.

The Clearinghouse contains records of violations of drug and alcohol prohibitions in 49 CFR Part 382, Subpart B, including positive drug or alcohol test results and test refusals. When a driver completes the return-to-duty process and follow-up testing plan, this information is also recorded in the Clearinghouse.

IMPORTANT: Any driver with a report of a positive in to the Clearinghouse is prohibited from driving a CMV until he/she has completed the return-to-duty process and follow-up testing.

Effects of Alcohol on Driving Ability

Introduction

The use of alcohol impairs driving. Even small amounts of alcohol significantly increase risk. When combined with other drugs, its effects are even worse.

Physical Effects

Alcohol can have the following physical effects:

- weakens hand-eye coordination;
- slows recognition and reaction time;
- causes underestimation of speed;
- causes overestimation of your own skill and ability;
- reduces the ability to perform multiple tasks at the same time, such as driving a vehicle in the correct lane and monitoring surroundings;
- reduces the ability to perceive rapidly changing events;
- reduces the ability to judge distance;
- blurs vision;
- weakens peripheral vision;
- lengthens glare-recovery time;
- impairs recognition of dim lights and colors; and
- slurs speech.

Any one of these can have deadly consequences while you're driving a school bus.

The unit used to measure the amount of alcohol in the bloodstream is the blood alcohol concentration. Though reactions can vary from person to person, Table 11-1 lists the most common effects for a given BAC. While a BAC test will often not detect specific drugs, the presence of other drugs in your system could cause you to become much more impaired.

You may think that impairment from alcohol only happens when you have consumed a large amount of alcohol. However, even a small amount of alcohol can have an effect.

Table 11-1. Blood Alcohol Content.

Blood Alcohol Concentration[1]	*Typical Effects*	*Predictable Effects on Driving*
0.02%	• Some loss of judgment • Relaxation • Slight body warmth • Altered mood	• Decline in visual functions (rapid tracking of a moving target) • Decline in ability to perform two tasks at the same time (divided attention)
0.05%	• Exaggerated behavior • May have loss of small-muscle control (e.g., focusing your eyes) • Impaired judgment • Usually good feeling • Lowered alertness • Release of inhibition	• Reduced coordination • Reduced ability to track moving objects • Difficulty steering • Reduced response to emergency driving situations
0.08%	• Muscle coordination becomes poor (e.g., balance, speech, vision, reaction time, and hearing) • Harder to detect danger • Judgment, self-control, reasoning, and memory are impaired	• Concentration • Short-term memory loss • Speed control • Reduced information processing capability (e.g., signal detection, visual search) • Impaired perception
0.10%	• Clear deterioration of reaction time and control • Slurred speech, poor coordination, and slowed thinking	• Reduced ability to maintain lane position and brake appropriately
0.15%	• Far less muscle control than normal • Vomiting may occur (unless this level is reached slowly or a person has developed a tolerance for alcohol) • Major loss of balance	• Substantial impairment in vehicle control, attention to driving task, and in necessary visual and auditory information processing

1. Information in this table shows the BAC level at which the effect usually is first observed, and has been gathered from a variety of sources including the National Highway Traffic Safety Administration, the National Institute on Alcohol Abuse and Alcoholism, the American Medical Association, the National Commission Against Drunk Driving, and www.webMD.com.

Estimating Blood Alcohol Concentration

Your BAC increases depending on your body weight and the amount of alcohol consumed over a period of time (see Table 11-2).

Table 11-2. Rate of BAC Increase.

If you weigh:	*Your BAC will be:*
100 pounds	0.03 after one drink, over 0.04 after two drinks
200 pounds	0.03 after two drinks, over 0.04 after three drinks

Note: These figures describe the effects of drinking alcohol in 1 hour. They assume you are healthy and have no other drugs in your system.

Of course, not all drinks have the same amount of alcohol. Table 11-3 describes common drinks and how much of that drink is the equivalent of "one drink."

Table 11-3. Alcoholic Equivalents for One Standard Drink.

Type of Alcoholic Beverage	*Amount Equal to One Drink*
Beer or cooler	One 12-ounce can
Malt liquor	One 8- to 9-ounce glass
Table wine	One 5-ounce glass
80-proof spirits (hard liquor)	One 1.5-ounce shot
100-proof spirits (hard liquor)	One 1-ounce shot
Mixed drink	Varies—depending on the type of spirit and recipe, it can contain one to three or more standard drinks

Effects of Other Drugs on Driving Ability

Introduction

Many other drugs can impair your driving. These include:

- over-the-counter drugs,
- prescription drugs,
- marijuana,
- cocaine,
- opiates (such as heroin),
- amphetamines,
- PCP, and

- inhalants.

Combining these drugs (even prescription and over-the-counter drugs) with low levels of alcohol can have a profound effect. It can increase the intoxication effect of the drug. Numerous deaths have also resulted.

Table 11-4 gives a description of some narcotics.

Over-the-Counter Drugs

Remember!

Even prescription and over-the-counter drugs can adversely affect driving performance.

Over-the-counter drugs are drugs bought legally without the need for a prescription. They include items such as sleep aids, antihistamines, cold remedies, and products containing caffeine. These drugs can adversely affect driving performance. Some cough and cold medicines may contain alcohol and other drugs that cause drowsiness and impair a person's ability to drive safely.

By law, the label must provide directions for use, including recommendations for operating machinery. Follow the directions on the label strictly.

Prescription Drugs

Prescription drugs are drugs legally prescribed by a physician. Some drugs can affect your alertness and ability to react to hazards.

The law requires that prescription drugs come with directions for proper use. Follow the directions on the label strictly.

Do not share prescription drugs with another person. It is illegal. Also, prescriptions are based on body weight and gender, and could have an adverse effect on someone the drug is not prescribed for.

Table 11-4. Narcotics at a Glance.

Drug Used	*Physical Symptoms*	*Look for*	*Dangers*
Glue sniffing	Violence, drunk appearance, dreamy or blank expression	Tubes of glue, glue smears, paper bags, handkerchiefs	Lung/brain damage, death through suffocation, anemia
Heroin, morphine, or codeine	Stupor/drowsiness, needle marks, watery eyes, blood stain on shirt sleeve, runny nose	Needle or hypodermic syringe, cotton tourniquet, string, rope, belt, burnt bottle caps, spoons	Death from overdose, mental deterioration, destruction of brain and liver
Cough medicine containing codeine and opium	Drunk appearance, lack of coordination, confusion, excessive itching	Empty bottles of cough medicine	Causes addiction
Marijuana, also called pot or grass	Sleepiness, wandering mind, enlarged pupils, lack of coordination, craving for sweets, increased appetite	Strong odor of burnt leaves, small seeds in pocket lining, cigarette paper, discolored fingers	Inducement to take stronger narcotics
Cocaine, also called “coke”	Runny or bloody nose, diarrhea, dry mouth, aggressive behavior, rapid speech	Fine white powder	Causes addiction
LSD, DMT, or STP	Severe hallucinations, feelings of detachment, incoherent speech, cold hands and feet, vomiting, laughing and crying	Discolored sugar cubes, strong body odor, small tubes of liquid, capsules and pills	Suicidal tendencies, unpredictable behavior, chronic exposure causes brain damage
Pep pills, uppers, or amphetamines	Aggressive behavior, giggling, silliness, rapid speech, hallucinations, fused thinking, no appetite, extreme fatigue, dry mouth, shakiness	Jars of pills of varying colors, chain smoking	Death from overdose
Goofballs, downers, or barbiturates	Drowsiness, stupor, dullness, slurred speech, drunkenness, unconsciousness appearance, vomiting	Pills of varying colors	Death from overdose, possible addiction

Marijuana

Marijuana is a mild hallucinogen, second only to alcohol as the drug most often found in bodies of collision victims.

Effects may include:

- slower reaction time;
- errors in recognizing and interpreting signs, signals, and pavement markings;
- more passive behavior and slower than normal speed, which may interfere with other traffic;
- shorter attention span;
- decreased ability to deal with several things at once; and
- lessened ability to judge time and distance.

Effects may be significantly worse when marijuana is combined with alcohol.

Cocaine

Cocaine is a stimulant that can cause extreme mood swings, hallucinations, and paranoia.

Effects may include:

- blurred vision,
- slower glare recovery time,
- lapses in attention,
- tendency to ignore warning signals, and
- erratic and unpredictable reactions while driving.

Opiates

Opiates include morphine, codeine, thebaine, papaverine, heroin, and hydrocodone.

Effects may include:

- apathy,
- fatigue, and
- slowed reflexes that impede reaction time.

Amphetamines

Amphetamines are stimulants that can cause hallucinations and a false sense of alertness. Low doses may cause a short-term improvement in driving performance, but a larger dose or habitual use impairs driving.

Effects may include:

- risky driving behavior and
- fatigue.

PCP

PCP causes distortion in perception and can cause delusions.

Effects may include:

- unpredictable and dangerous driving behavior due to delusions and paranoia,
- drowsiness, and
- potential loss of consciousness.

Inhalants

Inhalants are breathable chemicals that produce psychoactive fumes. Inhalants have immediate intoxicating effects, which can last up to 45 minutes.

Effects may include:

- impaired vision,
- impaired judgment,
- reduced muscular control,
- heart irregularities, and
- difficulty breathing due to inflammation of nose and lungs.

CBD Oil

Although CBD oils may not directly effect or impair a person's driving, they have been known to cause positive drug tests for marijuana. Just be cautious when using CBD oil and know that a positive result does get reported and treated the same as a positive for marijuana.

Sources for Additional Information

For additional information about this topic, refer to:

- Herbert Moskowitz and Marcelline Burns. “Effects of Alcohol on Driving Performance.” *Alcohol Health and Research World*, Vol. 14, No. 1, pp. 12-14.
- James C. Garriott (Editor). *Medicolegal Aspects of Alcohol.* Lawyers and Judges Publishing Co., Inc., 1996.
- State of Texas Transportation Code, Section 522.101-522.103.
- Texas Motor Vehicle Traffic Crash Facts Calendar Year 2015.
- Title 49 Code of Federal Regulations Part 382.

Review Questions

To help you remember the information in this chapter, please answer these questions.

11.1 Alcohol use is the leading cause of traffic fatalities (page 11-1).
(circle one) TRUE FALSE

11.2 Texas law prohibits a person to operate as a school bus driver for a _____ with a conviction for driving while intoxicated (DWI) (page 11-2).
a. 1 year term
b. 30 day term
c. 10 year term
d. 5 year term

11.3 The unit used to measure the amount of alcohol in the bloodstream is the blood alcohol concentration (page 11-5).
(circle one) TRUE FALSE

Chapter 12 - Emergencies

Overview

Introduction

An emergency can happen to anyone, anytime, anywhere. Knowing what to do before, during, and after an emergency evacuation in particular can mean the difference between life and death. This unit describes what to do in case of an unexpected emergency on your bus.

See Chapter 13—Transporting Special Needs Children, Infants, and Toddlers for information on emergency evacuations on the special needs bus.

Chapter Objectives

At the end of this chapter, you will be able to:

- list emergency equipment required on the school bus,
- identify situations requiring emergency evacuation,
- describe emergency evacuation procedures, and
- describe recommended procedures to follow after a school bus is involved in a collision or other emergency.

Topics Covered in This Chapter

This chapter covers the following topics:

- before the emergency—planning,
- during the emergency—evacuation procedures, and
- after the emergency—post-emergency procedures.

Before the Emergency—Planning

Introduction

Proper planning can help you deal with emergencies effectively. Ensuring that you have the proper emergency equipment and an emergency information packet on the bus can assist in preparing for an emergency. Also, review the procedures in this unit so that you

know what to do in the event of an emergency. Your district may consider drills to familiarize students with evacuation procedures.

Evacuation Drills

Emergency exit drills can help both the driver and students prepare for an emergency. State law does not mandate evacuation drills, but drills can be beneficial. During drills you can explain the evacuation procedures and practice evacuating the bus. Follow evacuation procedures exactly as you would during an actual emergency.

You can also designate your student assistants and train them for their tasks. They should be mature students, preferably those who will be on the bus longer (beginning of the morning route and end of the afternoon route). If the district permits, you can secure parental and school permission for student participation.

Check with your district about its policy concerning drills prior to conducting a drill with your students.

Emergency Equipment

Make sure that your school bus has the appropriate emergency equipment, know where it is stored, and know how it operates. This can help save lives.

The following emergency equipment should be in all school buses and be in good working order:

- first aid kit,
- fire extinguisher (charged with a current annual inspection tag),
- three reflective triangles,
- body fluid clean-up kit, and
- belt cutter (to cut seat belts, child safety seat straps, and wheelchair straps).
- spare electrical fuses (unless vehicle has circuit breakers)

Emergency Information Packet

You should carry an emergency packet containing information to help in case of an emergency. See your district's policy for specific information.

This packet might include:

- an emergency procedures sheet;
- a proof of insurance card;

- two insurance information exchange cards;
- a seating chart, either blank or filled in;
- a sample accident form; and
- an index card listing school district personnel and phone numbers to call in case of emergency:
  - include bus number, route number, and the school district name

During the Emergency—Evacuation Procedures

Determining the Need to Evacuate the Bus

Student safety and control are best maintained by keeping students on the bus during an emergency and/or impending crisis if doing so does not expose them to unnecessary risk or injury. Recognize the hazard that is present to determine the need to evacuate. The decision to evacuate the bus must be a timely one.

Student safety is the driver's main concern. A decision to evacuate should include consideration of the following conditions:

- Is there a fire or danger of fire?
- Is there a smell of raw or leaking fuel?
- Is the bus likely to be hit by other vehicles?
- Is the bus in the direct path of a sighted tornado?
- Would evacuating students expose them to speeding traffic, severe weather, or a dangerous environment such as downed power lines?
- Would evacuating students complicate injuries such as neck and back injuries and fractures? Students who may have these injuries should not be moved unless their life is in immediate danger.
- Is there a hazardous spill involved? Sometimes it may be safer to remain on the bus and not come in contact with the material.

However, the driver should evacuate the bus when:

- The bus is stalled on or adjacent to railroad tracks.
- The position of the bus may change and increase danger. For example, a bus comes to rest near a body of water or near a cliff where it could still move and go into the water or over a cliff.

- There is danger of collision. For example, the roadway has an unsafe sight distance, and the bus is not readily visible to oncoming traffic.
- A hazardous spill has occurred. Students should evacuate quickly to an area upwind at least 300 feet from the incident.

General Procedures for Emergency Evacuation

When faced with an emergency, follow these general procedures (Table 12-1). Refer to local district policy and procedures for specifics.

Table 12-1. Evacuation Procedure Summary.

Step	*Procedure*
1	Determine if evacuation is necessary based on conditions at the scene.
2	Secure the bus.
3	Notify the dispatch office.
4	Call for help.
5	Determine safest exit(s).
6	Assign responsible student assistants.
7	Determine the student “safe place.”
8	Order the evacuation.
9	Evacuate students from the bus.
10	Remind the student assistant to lead students to the assigned safe place.
11	Walk through to ensure no students remain on the bus.
12	Retrieve emergency equipment.
13	Join the waiting students.

1. **Determine if evacuation is necessary based on conditions at the scene.**
2. **Secure the bus:**
   - Set the parking brake.
   - Place the transmission in neutral.
   - Shut off the engine.
   - Remove the ignition key.
   - Activate hazard warning lights.
   - Activate alternately flashing red loading lights.
3. **If time allows, notify the dispatch office of the evacuation:**
   - location,
   - conditions, and
   - type of assistance needed.
4. **Call for help.** If the radio or telephone is operable, dangle the microphone out of the driver's window for later use. If the radio or telephone is inoperable, dispatch two passing motorists or area resident to *call for help.* As a last resort, dispatch two older, responsible students to go for help. (Refer to local procedures and policies regarding sending students for help.)
5. **Determine the safest exit(s) for evacuation.**
6. **Assign responsible student assistants.**
   - Assign two responsible, older student assistants to each emergency exit. They will stand outside the bus on each side of the exit to assist other students as they exit. (You can also assign student assistants at the beginning of the school year or before field trips.)
   - Assign another student assistant to lead the students to a safe place after evacuation.
7. **Determine a "safe place" students can evacuate to.**
   - A safe place is at least 100 feet (approximately 40 paces) off the road, in the direction of oncoming traffic (Figure 12-1). This will keep students from being hit by debris if another vehicle collides with the bus.

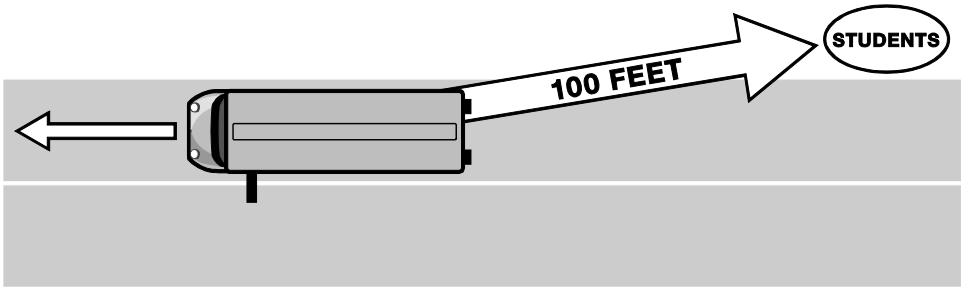


Figure 12-1. A Safe Place after Evacuation.

- Certain situations may affect the location of the safe place (refer to local district policy and procedures):
  - If fire is present, lead students upwind of the bus.
  - If spilled hazardous material poses a risk, lead students upwind of the bus at least 300 feet (approximately 120 paces).
  - If the bus is in the direct path of a sighted tornado and evacuation is ordered, escort students to a nearby ditch or culvert and direct them to lie face down, hands over their head. They should be far enough away so that the bus cannot topple on them. Avoid areas that are subject to flash floods.

8. **Order the evacuation:**
   - Stand, open the exit door(s), face the students, and get their attention.
   - Tell students which exit(s) to use: front door, rear door, or front and rear doors. Give the command, "Stay seated until it is your turn to exit. Leave all belongings on the bus."
   - Explain the evacuation procedure:
     - The student assistants will evacuate first and assume their positions at the exit doors.
     - For a front door exit, students will evacuate in the following order: right front seat, left front seat, and the rest of the seats from right to left until the bus is empty (Figure 12-2).

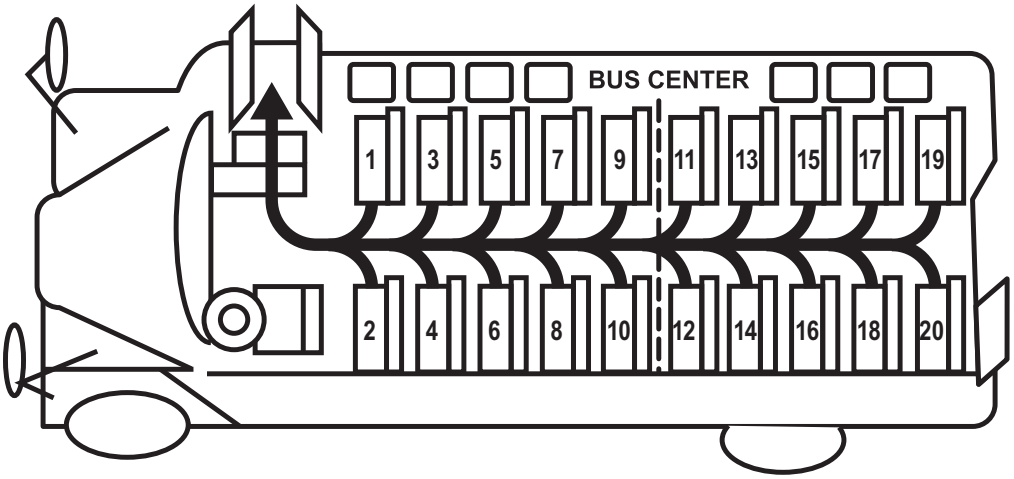


Figure 12-2. Evacuation Order for Front Door Evacuation.

- For a rear door exit, students will evacuate in the following order: right back seat, left back seat, and the rest of the seats from right to left until the bus is empty (Figure 12-3).

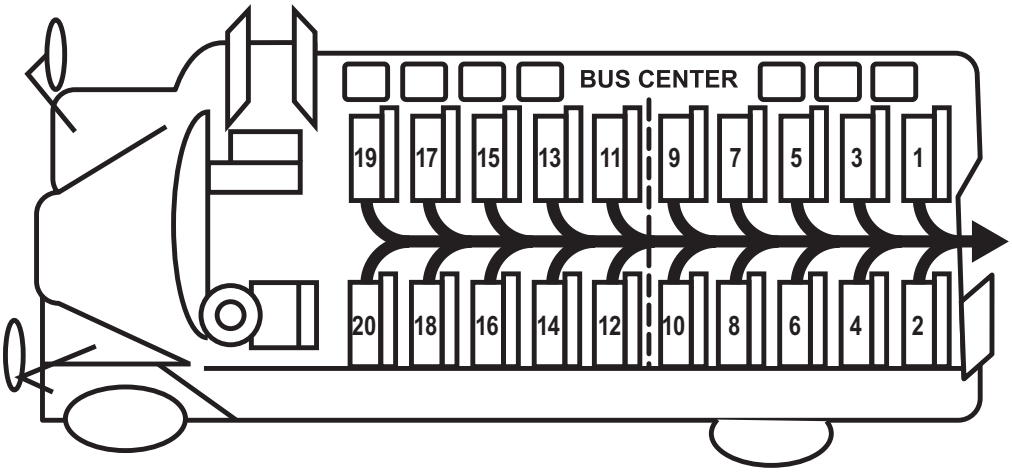


Figure 12-3. Evacuation Order for Rear Door Evacuation.

- For front and rear door exits, students in the front half of the bus will evacuate in the following order: right front seat, left front seat, and the rest of the seats from right to left. Students in the back half of the bus will evacuate in the following order: right back seat, left back seat, and the rest of the seats from right to left (Figure 12-4).

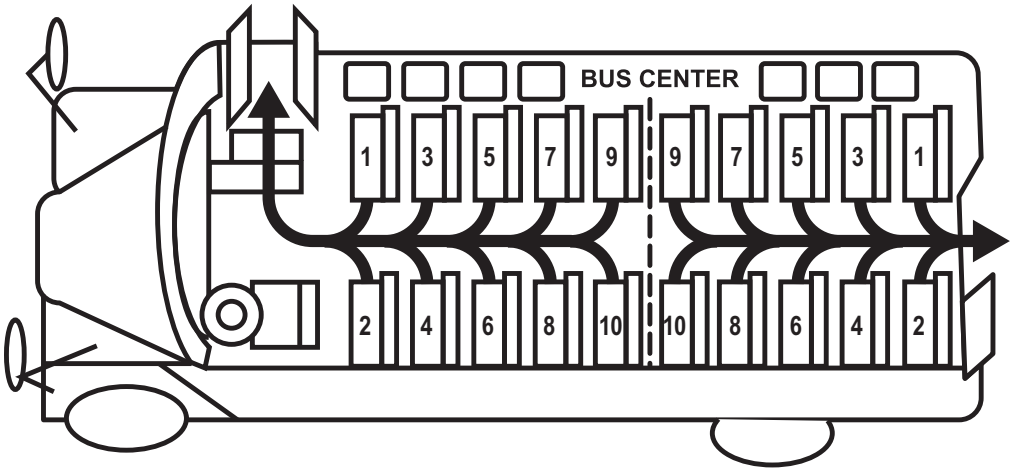


Figure 12-4. Evacuation Order for Front and Back Door Evacuation.

9. **Evacuate students from the bus:**
    - Do not move a student you believe may have suffered a neck or spinal injury unless his or her life is in immediate danger (e.g., if there is a fire). Special procedures must be used to move neck/spinal injury victims to prevent further injury.
    - Warn all students: "Walk; do not run or jump."
    - Direct students to begin evacuation, alternating rows right to left.
    - For evacuations using the rear door:
        - Students should sit down at the rear door and hang their legs out the door.
        - Student assistants will help them as they slide off the floor of the bus and onto the ground.
        - Tell students not to jump.
10. **Remind the student assistant to lead students to the assigned safe place.**
11. **Walk through the bus to ensure no students remain on the bus.**
12. **Retrieve emergency equipment** (first aid kit, fire extinguisher, three reflective triangles, and body fluids clean-up kit).
13. **Join the waiting students.** Account for all students and check for their safety. Keep students together, and do not allow them to return to the bus without driver permission.

Changing the Evacuation Plan

Unusual Circumstances

You may need to change the evacuation plan under certain circumstances:

- You may need to evacuate those students closest to the immediate danger first. For example, if a fire is burning at the rear of the bus, order a front door evacuation and evacuate the students seated at the rear of the bus first.
- Using certain exits may place students in danger. For example, if the bus has been in a collision, the position of the bus could place students in the traffic lane if they use the front exit door.
- Certain exits may be blocked.

Remember!

You may need to evacuate students closest to the immediate danger first.

Alternate Exits

In some emergencies, it may not be possible to use any of the standard exit doors. Alternatives include:

- emergency windows,
- emergency roof hatch,
- standard windows,
- left side door, and
- windshield (which is designed to be kicked out in an emergency).

Remember that some buses will not start if the roof hatch is open.

After the Emergency—Post-emergency Procedures

Introduction

After students have evacuated the bus to a safe location, you will need to follow certain procedures concerning the accident scene and accident reporting.

Local school districts and local law enforcement may have different procedures. Always confirm expected procedures with both the local school district and local law enforcement. The procedure described here is a basic set of steps recommended in the event of a school bus emergency.

Recommended Post-emergency Procedures

It's the Law!

TRC §550.021

TRC §550.022

1. Provide basic first aid to accident victims if necessary.
2. If the bus has been in a collision, determine whether the bus should be moved:
   - If possible, ask your supervisor for advice on whether to move the bus from the traffic lane.
   - If a collision involves injury or death, the vehicles involved should not be moved prior to the arrival of law enforcement personnel.
   - If a collision occurs on a freeway, involves property damage only, and the vehicle can be moved under its own power, the vehicle must be moved from the traffic lane.
   - If a collision occurs on a road other than a freeway, involves property damage only, and the vehicle can move under its own power, the vehicle should be moved from the traffic lane.
   - Most of all, consider the safety of your passengers (if not evacuated) and other motorists who could be involved in a subsequent collision if the bus is not moved from the traffic lane. If the best interests of safety can only be served by moving the bus out of the traffic lane, then move it.
3. Protect the scene:
   - If a vehicle is moved from its original location, mark the location of the tires (if possible) to aid investigators.
   - If the vehicle is not moved, protect the scene from traffic and people so evidence is not destroyed. See Figures 12-5, 12-6, and 12-7 for warning device placement.

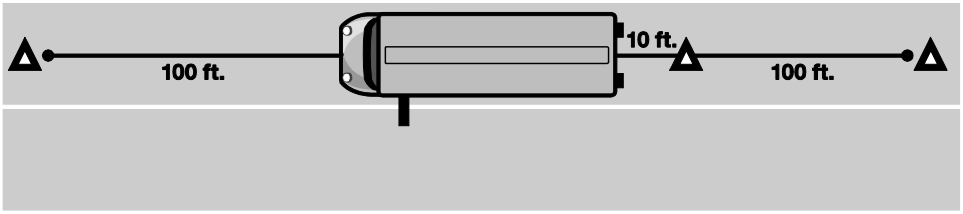


Figure 12-5. Warning Device Placement—Two-Lane Traffic or Undivided Highway.

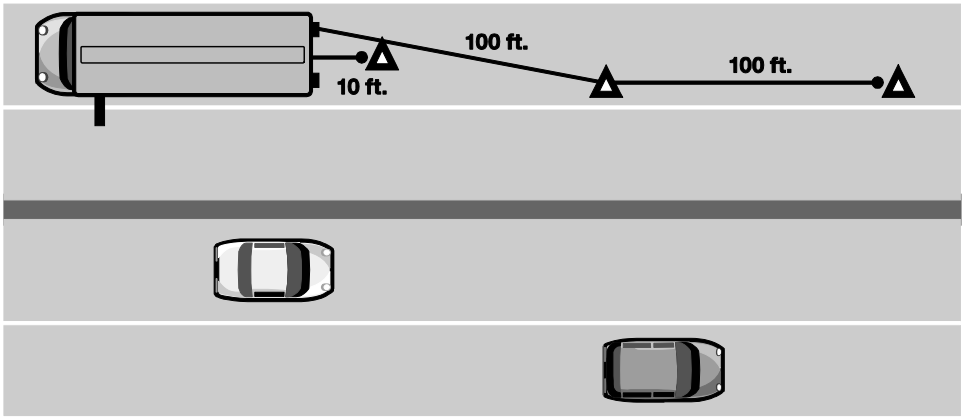


Figure 12-6. Warning Device Placement—One-Way or Divided Highway.

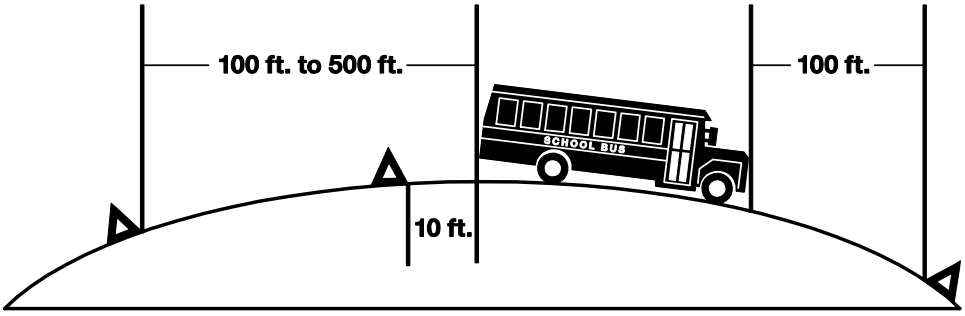


Figure 12-7. Warning Device Placement—Obstructed View (Hill).

4. Gather information about the emergency:
   - Obtain names, addresses, and license numbers of any witnesses.
   - Investigating officers may ask for the following information, so have it ready:
     - a list of all passengers, ages, addresses, and seating positions; and
     - information about the school bus, insurance, owner, and driver. Use the emergency information packet on the school bus that contains registration information, emergency phone numbers, and any additional directives on this subject.
5. When emergency responders arrive, they are in command of the scene. Focus your control on student passengers. Remember that your students may be scared and need calm reassuring.
6. Provide needed information to emergency responders:
   - Be patient. Evaluate questions. Give clear, concise answers.

Remember!

Do not discuss the facts of the emergency with anyone except police, fire, ambulance or rescue personnel, and school district officials.

- Do not discuss the facts of the emergency with anyone except police, fire, ambulance/rescue personnel, and school district officials.
- Refer all media questions to your supervisor.

7. Remember to follow the directives issued by state law and your local school district in the event of a collision or other emergency.

It's the Law!

TRC §550.023

Collision Reporting Requirements

Any time you are involved in a collision, regardless of who is at fault, the law requires certain actions:

1. Stop at the scene and provide reasonable assistance to anyone who is injured.
2. Identify yourself to other parties involved.
3. Provide your name, address, driver license number, and insurance policy information to other parties involved.
4. Immediately notify the appropriate law enforcement agency if anyone has been injured or killed:
   - Within the city limits, contact the city police.
   - Outside the city limits, contact the highway patrol or county sheriff.
5. Make a reasonable effort to notify the owner or person in charge of an unattended vehicle or other property damaged in the collision. If you cannot locate the person, leave your name, address, and insurance information in a conspicuous place in or on the damaged property.

It's the Law!

TRC §550.021

TRC §550.024

Review Questions

To help you remember the information in this chapter, please answer these questions.

12.1 A safe place for students to evacuate is at least _____ off the road, in the direction of oncoming traffic (page 12-5).
a. 1 mile
b. 100 feet
c. 10 feet
d. 20 feet

12.2 Which of the following is not a general procedure to follow for evacuating a school bus (page 12-4)?
a. Have the students gather all personal belongings
b. Determine safest exit(s)
c. Notify the dispatch office
d. Secure the bus

12.3 Which of the following is not considered emergency equipment that needs to be in all buses (page 12-2)?
a. belt cutter
b. first aid kit
c. fire extinguisher
d. cell phone charger

12.4 In the event of an emergency, the driver's primary consideration is to complete insurance paperwork (page 12-3).
(circle one) TRUE FALSE

12.5 When you have determined an evacuation is necessary, which of the following procedures should be followed (page 12-4)?
a. retrieve emergency equipment
b. evacuate the students from the bus
c. secure the bus and notify dispatch
d. all of the above

Chapter 13 - Transporting Special Needs Children, Infants, and Toddlers

Overview

Introduction

This chapter is an introduction to special needs transportation. Students with special needs include:

- children with disabilities,
- infants, and
- toddlers.

More and more, special needs students are being transported on the school bus with the general population. This practice is called "inclusion." These students require certain accommodations during transport.

Special needs transportation is a complex topic; this chapter gives general information only. If you transport students with special needs, seek additional training from your school district.

Chapter Objectives

At the end of this chapter, you will be able to:

- describe what the law says about transporting students with special needs,
- recognize the importance of learning about the disabilities of your students,
- identify the basic principles of student management on the special needs bus,
- identify correct procedures for wheelchair/mobility aid securement,
- identify the basic principles for loading and unloading infants and toddlers,
- identify the correct procedures for installing a child safety restraint system,
- recognize the need to seek additional training, and
- recognize the importance of having a written plan for the emergency evacuation of the special needs students on your bus.

Topics Covered in This Chapter

This chapter covers the following topics:

- laws affecting transporting students with disabilities,
- student management on the special needs bus,
- transporting special equipment,
- wheelchair securement,
- transporting infants and toddlers, and
- emergency evacuation on the special needs bus.

Laws Affecting Transporting Students with Disabilities

Introduction

Federal law requires that students with disabilities receive a free and appropriate public education (FAPE) and related services in the least restrictive environment (LRE). This means that you may transport a student with special needs on the special needs bus or the regular school bus.

Three main laws affect how you will interact with these students:

- the Individuals with Disabilities Education Act (IDEA) (http://idea.ed.gov/),
- Section 504, and
- the Family Educational Rights and Privacy Act (FERPA).

IDEA

The Individuals with Disabilities Education Act states that all children with disabilities, aged birth through 21, have a right to receive a free, appropriate public education.

Transportation is a key related service. Transportation should be provided in the least restrictive environment possible.

Students Covered by IDEA

IDEA protects students with one or more of the following disabilities, which adversely affect their educational performance such that special education is required:

- autism,
- deaf-blindness,

- deaf/hard of hearing
- developmental delay,
- emotional disturbance,
- hearing impairment,
- intellectual disability,
- multiple disabilities,
- orthopedic impairment,
- other health impairment,
- specific learning disability,
- speech/language impairment,
- traumatic brain injury, and
- visual impairment (including blindness).

Individual Education Program

The student's education follows an Individual Education Program (IEP). The IEP is a written statement that identifies the specially designed instructional programs and "related services" (such as transportation) that are required to allow the student to receive an appropriate education. The IEP specifically outlines the required transportation services so that the driver, school, parent, and student know what to expect. This includes the nature, frequency, and duration of transportation service.

The IEP team creates the IEP, and only the IEP team can change it. By law, the IEP team consists of the parents, the student, specific educational professionals, and others invited by the parents or school.

Section 504

Section 504 of the Rehabilitation Act of 1973 is a civil rights law that prohibits discrimination against individuals with disabilities. It ensures that a child with a disability has equal access to an education. The child may receive accommodations.

Students Covered by Section 504

Section 504's definition of disability is much broader than that of IDEA. It protects students with a physical or mental impairment if its severity is such that it results in a substantial limitation of one or more major life activities. Major life activities include the ability to breathe, see, hear, speak, walk, care for one's self, perform manual tasks, learn, and work and other related functions.

Plan

Section 504 requires development of a plan. The plan does not have to be a written document. The plan can be an IEP created by a group of persons who are knowledgeable about the student and who specify the agreed-upon services.

Family Educational Rights and Privacy Act (FERPA)

It's the Law!

20 United States Code (USC) §1232g

Federal law protects the student's right to privacy. The school and its employees may not release any information that would make the student's identity traceable, such as the student's name, parent's name, student's address, student's Social Security number, and student's disabilities.

If you transport a student with special needs, you may have a need to know confidential information about the student. When special transportation is a "related service," bus drivers have a legitimate educational interest because they are related service providers.

There is a right time and a wrong time to release confidential information. All employees who have knowledge of confidential information about a student:

- must *not* disclose the information to anyone not in a "need-to-know" position;
- must *not* hold informal discussions with his or her family, friends, or neighbors about a student's disability or health condition or other protected information in such a manner that it identifies the student; and
- *may* release information without parental consent in an emergency only if such information is necessary to protect the health and safety of the student. Parents must be notified as soon as possible of the information released and the purpose for its release.

Understand your district's policy regarding confidentiality.

Student Management on the Special Needs Bus

Introduction

Student management is an important part of safe driving. You must be able to concentrate on driving and not be distracted by inappropriate student behavior. A safe driver manages student behavior in a consistent manner and is able to minimize

inappropriate student behavior. The special needs bus is no exception.

Know Your Students

To successfully manage the behavior of students with special needs, you must understand the nature of their disability. Then you can understand why specific behavior management interventions work and why others do not. A list of the general characteristics of some special needs is located in Appendix C.

Disability characteristics are general and do not apply to everyone within a disability category. Do not label a student or generalize an individual based on his or her disability.

Never reference a student by his or her disability. Use the person's name!

Special Accommodations

You can improve student behavior by making special accommodations to meet their needs.

You can learn more about student management and the accommodations that might help by:

- talking to IEP team members;
- talking to special education personnel, nurses, and occupational and physical therapists; and
- studying the information on general characteristics of special needs categories in Appendix C.

When Discipline Is Required

Bus rules apply to special needs students as well as regular education students. Sometimes disciplinary action is necessary to ensure safety on the school bus.

Discipline procedures vary depending on whether or not special transportation is provided as a related service and whether the discipline problem is a manifestation of the student's disability (see Table 13-1). The Admission, Review, and Dismissal (ARD) committee makes this determination. Members of the ARD committee include the parents, the student, teachers, administrators, and others.

Table 13-1. Methods to Discipline Special Needs Students.

Is special transport-ation a related service?	*Is the discipline problem related to disability?*	*Then follow this process.*
No	Not applicable	If an ARD committee has not said that special transportation is required, follow regular discipline procedures as outlined in the district's discipline management plan.
Yes	No	If special transportation is a related service, the ARD committee must determine if the discipline problem is related to the student's disability. If the ARD committee decides that the discipline problem is not directly related to the student's disability, the student may be suspended from riding the bus. If a student is suspended for 10 or more days (including either a single 10-day suspension or several, cumulative suspensions in a school year), the student will face a change in placement and an ARD meeting.
Yes	Yes	If special transportation is a related service, the ARD committee must determine if the discipline problem is related to the student's disability. If the ARD committee decides that the discipline problem is directly related to the student's disability, then punishing the student would be like punishing him or her because of the disability. If the behavior is a manifestation of the student's disability, the ARD committee has a responsibility to design an appropriate IEP. By outlining bus behavior in the IEP, everyone involved agrees to the specifics. The IEP outlines plans to manage the student's behavior on the bus: • The IEP may be revised to address the student's behavior or to recommend a more restrictive placement. • If the student's behavior on the bus is unsafe for him or herself or others, the IEP may require a change in the method of transportation. • If the student continues to exhibit a behavior problem, a behavior intervention plan should be written into his or her IEP. The IEP describes the required behavior, as well as the consequences for noncompliance. This can include removal from the bus for a period. • The behavior intervention plan should be shared with the bus driver if it pertains to transportation.

Transporting Special Equipment

Equipment

A student with special needs may have special equipment such as:

- oxygen tanks,
- respirators,
- walkers, crutches and
- wheelchair lap-trays

Securing Equipment

The padded interior of the bus and absence of sharp, hard, protruding edges are designed to protect passengers during an emergency. Safely secure all special equipment on the school bus so that the equipment will not:

- create a hazard during a sudden stop or collision,
- block the passageways during an emergency evacuation, or
- create a hazard for passengers moving onto or off of the bus.

Secure auxiliary equipment in one of the following areas:

- inside the bus (some may require tie-down straps such as a belt-style wheelchair tie-down),
- in enclosed compartments, and
- in various mounting brackets.

Modifications

Never alter the manner, schedule, frequency, or duration of the student's use of special equipment or systems without first consulting medical professions. Seek training from medical personnel and/or therapists on the proper handling of specific equipment.

If you must change or adjust the student's equipment or seating, notify school staff immediately.

Wheelchair Securement

Introduction

Some students with special needs use a wheelchair or other mobility aid. This equipment must be appropriately secured on the bus.

Definitions

The term "securement" or phrase "securement system" refers to the device(s) that secures the wheelchair.

The term occupant "restraint" or phrase "restraint system" refers to the device(s) that restrains the occupant of the wheelchair.

General Guidelines for Securement

- Forward-facing securement of wheelchairs is the preferred method of securement.
  - National Highway Traffic Safety Administration (NHTSA) regulations require wheelchair/mobility aid positions to face forward for all new buses manufactured after January 14, 1994.
  - The law does not require that older buses upgrade their securement system; consequently, an older bus may still have a sideways-facing securement system.
- Follow manufacturer's directions to secure the occupant seated in the wheelchair and secure the wheelchair to the floor. Securement devices should:
  - attach to the wheelchair at four structurally sound points and
  - attach to the bus floor at a minimum of four anchorage points (at least two in front of the wheelchair and at least two behind the wheelchair).
- The securement anchorage shall be attached to the floor of the vehicle and must not interfere with passenger movement or present any hazardous condition.
- The securement and restraint system must limit the movement of the occupied wheelchair to no more than 2 inches in any direction under normal driving conditions.
- Remove lap boards or metal or plastic trays attached to the wheelchair or to adaptive equipment. Secure them separately for transport.
- Seek specific training for the securement system used on your bus as well as any other specialized equipment, such as oxygen bottles.

Procedure for Securing Wheelchair

Only persons authorized by the district may secure the wheelchair. Follow these guidelines for securing the wheelchair to the school bus:

1. With the wheelchair and occupant facing toward the front of the vehicle, center the wheelchair between the floor tracks or plates.

2. Strap the wheelchair to the bus. The securement straps need to have approximately a 45-degree angle from the floor tracks or plates to where they attach to the wheelchair frame. Also, remember the proper extension and placement of the occupant restraint shoulder belt.
3. Apply the wheelchair hand brakes, or turn off the power if the wheelchair is motorized.

Attaching the Front Straps

1. Install the track-fitting end of the front securement strap into a slot on the floor track or plate that is 3-8 inches outside the front wheel of the wheelchair. This prohibits the straps from interfering with the passenger's footrests and provides increased side-to-side stability.
2. Pull on the strap assembly to ensure that the fitting is firmly engaged and locked into the track or plate slot.
3. Loop the other end of the strap around a solid, structural frame member of the wheelchair, as close to the corner of the seat base as possible.
4. Try to maintain approximately a 45-degree angle from the floor track or plate to where the strap attaches to the wheelchair frame.
5. Bring the strap end around and attach the hook to the D-ring.
6. Pull the loose end of the strap and tension through the buckle until tight.
7. Repeat this procedure with the other front strap.

Attaching the Rear Straps

1. Install the track-fitting ends of the rear securement strap into a slot of the floor track or plates that is just to the inside of the wheelchair's rear wheel.
2. Pull on the strap to ensure that the track fitting is firmly engaged and locked into the track or plate slot.
3. Loop the other end of the strap around a solid, structural frame member of the wheelchair, as close to the corner junction of the seat cushion and seat back as possible.
4. Again, try to keep a 45-degree angle on the strap between the floor track or plate to where it attaches to the wheelchair frame.
5. Bring the strap end around and attach the hook to the D-ring.

6. Pull the loose end of the strap and tension through the buckle until tight.
7. Repeat this procedure with the other rear strap.
8. Check to ensure that all securement straps are properly attached and tensioned, and that the wheelchair is secure and does not have any movement from front to rear, or side to side.

Cautions

- Do not attach the straps to the wheels or any detachable portion of the wheelchair.
- Do not allow the straps to conform or bend around any object (e.g., wheels, footrest, etc.).
  - The securement straps must have a clear, straight load path from the floor tracks or plates, to where they attach to the wheelchair frame.
  - Keep the straps away from any sharp edges or corners.
- Never use only the cam buckle straps on all four points of attachment to the wheelchair frame. The cam buckle strap is primarily a slack-removing device and can only increase tension to the extent of the operator's strength and angle of pull. At least two of the securement strap assemblies need to have full tensioning capability (e.g., ratchet or overcenter buckles).
- Do not use differing styles of buckle straps for attachment to the same end (front or rear) of the wheelchair. Use two of the same, identical style of buckle straps for attachment to the front, and two of the identical style of buckle straps to the rear.
- Rear straps are usually ratchet or slack adjusting types of straps.
- Do not cross-connect the securement strap assemblies. This may place added stress or unequal load forces on the wheelchair frame and may lead to potential collapsing or tipping of the wheelchair.
- If proper attachment and securement of a particular style of wheelchair cannot be accomplished, consult with your supervisor, resident occupational or physical therapist, or a rehabilitation technology supplier.

Transporting Infants and Toddlers

Introduction

More and more, school buses are transporting infants and toddlers. They are our youngest passengers, and they rely on you to ensure a safe ride.

Some examples include the following:

- Infants and toddlers of teenage mothers ride school buses to and from childcare to enable their mothers to attend and complete high school.
- Infants and toddlers with developmental delays ride school buses to and from early intervention services.

All transporters should review the NHTSA Guidelines for the Safe Transportation of Pre-school Age Children at http://www.nhtsa.gov/people/injury/buses/Guide1999/prekfinal.htm

Loading and Unloading

An adult should escort each young child on and off the bus. Infants and toddlers are too young and their coordination too immature to board the bus by themselves. Never leave a preschool child unattended.

Establish specific procedures for loading and unloading children in child safety restraint systems. See your district for details.

If you are carrying the child onto or off the bus:

- Meet the child outside the bus for boarding.
- Do not allow someone to hand a child up to you, and don't hand the child down to someone. The risk of injury to you and the child is too great.
- When carrying a child, hold him or her securely to your chest. This is for your safety as well as the child's.
- Always be aware of where the child's head and limbs are so that you avoid bumping them.

Remember!

Walk through a post-trip inspection of the bus after every run to ensure you do not accidentally leave a sleeping child on the bus.

If you are assisting the child onto or off the bus:

- Assist the child getting up or down the steps of the school bus from the "down" side:
  - Stand behind the child while he or she boards the bus.
  - Stand at the bottom of the steps as the child gets off the bus.
- If you need to assist the child, place your hands under the child's armpits for support or to lift the child as he or she climbs up the steps.
- Never pull a child by the hand, wrist, or arm. This could cause serious injury.
- Remind children to use the handrail to pull themselves up the steps and steady themselves on the way down the steps.

Walk through a post-trip inspection of the bus after every run to ensure you do not accidentally leave a child on the bus. Young children often fall asleep on the bus.

Choosing a Child Safety Restraint System

A child safety restraint system is the safest way to transport preschool students. A child safety restraint system will not only protect young children in a crash, but it will also help manage these young riders.

NHTSA recommends using a rear-facing infant seat until the child reaches the top height/weight limit of the car seat's manufacturer. Always use a child safety restraint system that is appropriate for the child's age, weight, and height. See Table 13-2, recommendations for the type of restraint to use.

Table 13-2. Child Safety Restraint Systems

Age and Weight	Type of Restraint
Birth to 12 months	Rear-Facing Car Seat
1 to 3 years Keep child rear-facing until he/she reaches the top height or weight limit allowed by the car seat's manufacturer.	Rear-facing Car Seat
1 to 7 years Keep child in a forward-facing car seat with a harness and tether until he/she reaches the top height or weight limit allowed by the car seat's manufacturer.	Forward-Facing Car Seat
4 to 8 years Once the child outgrows the forward-facing car seat with a harness.	Booster Seat

Follow these guidelines for choosing a child safety restraint system:

- Consult the appropriate school transportation staff, physical therapist, or occupational therapist prior to using any passenger-restraining device.
- Always use a child safety restraint system that meets all applicable Federal Motor Vehicle Safety Standards (FMVSSs). Look for the manufacturer's certification on the label attached to the system.
- Check that the child safety restraint system is not subject to a recall. If it is, make the necessary repairs or modifications to the manufacturer's specification.

Maintaining Child Safety Restraint Systems

Follow these guidelines for maintaining child safety restraint systems:

- Maintain each child safety restraint system as recommended by its manufacturer, including disposal of any child safety restraint system that has been involved in a crash.
- Establish procedures for the periodic maintenance, cleaning, and inspection for damage of child safety restraint systems.
- Periodically check for recalls on child safety restraint systems: https://www.nhtsa.gov/recalls#car-seats.

Installing Child Safety Restraint Systems

Follow these guidelines for deciding where on your bus to place a child safety restraint system:

- Place child safety restraint systems on school bus seats as close to the front of the vehicle as possible. This provides drivers with quick access to the occupants and a clear view of them.
- If other students share the seat with the child safety restraint system, place the child safety restraint system next to the window.
- Do not place a child safety restraint system next to emergency exits.
- The combined width of the child safety restraint system and/or other passengers on a single seat must not exceed the width of the seat.

Remember!

Child safety restraint systems do expire!

If the manufacturer did not print the expiration date onto the seat, or mold it into the shell on the back of the seat, then the expiration date is six (6) years from the date of manufacture. The manufacture date is required to be on a label on the seat. Please contact the safety seat manufacturer for expiration dates of their products.

Follow these guidelines for installing the child safety restraint system:

- Properly and firmly attach the child safety restraint system to the vehicle, following the manufacturer's instructions carefully.
- Safety belts must be in their locked position when anchoring the child safety restraint system. Check safety belts by pulling firmly on the child safety restraint system in a forward and side-to-side motion.
- For rear-facing infant seats: Be sure to verify that the infant seat is not too upright. You may place a tightly rolled towel or sheet in the vehicle seat crack to level the infant seat to a 45-degree angle (see Figure 13-1). Be careful not to tilt the infant seat too far back.

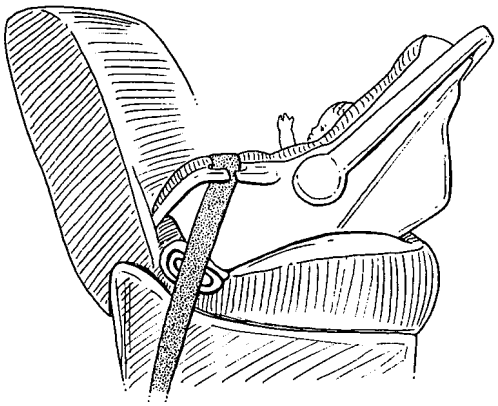


Figure 13-1. Leveling the Rear-Facing Infant Seat to a 45-Degree Angle.

Securing Children in Child Safety Restraint Systems

Follow these guidelines for securing a child in a child safety restraint system:

- It is recommended that only persons authorized by the district secure a child in a child safety restraint system.
- Secure each child in the child safety restraint system according to the manufacturer's instructions.
- To buckle the child in:
  - Tighten the child safety restraint system harness snugly around the child, allowing no more than 1 finger thickness of slack.
  - Position the harness retainer clip at the child's armpit level so that the harness will not slide off the shoulders.

- Position the child firmly against the back and bottom of the child safety restraint system (see Figure 13-2).

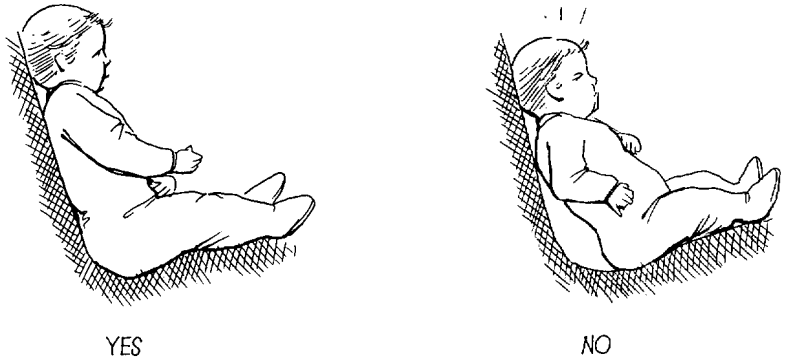


Figure 13-2. Positioning of Infant in a Rear-Facing Infant Seat.

- For extra support for infants (see Figure 13-3), you may roll a towel or diaper and:
  - place it along the sides of the infant's body or around the infant's head and/or
  - place it in a horseshoe shape between the infant's legs to keep the feet clearly on either side of the crotch buckle and to keep the infant from slouching.

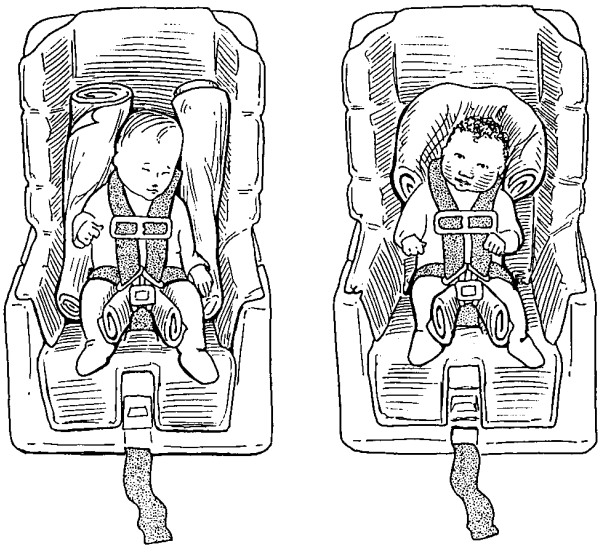


Figure 13-3. Extra Support for Infant in a Rear-Facing Infant Seat.

- Do *not* pad the infant's back or under the infant's bottom.
- Do not place blankets or pillows under the child or under the harness.

- The harness must fit the child snugly to properly protect the child.
- Do not forget to protect baby's tender skin from hot seats and buckles in the summer!

Further Information

Some children who are transported in a child safety restraint system are also medically fragile. This must be addressed on a child-by-child basis. Discuss this with your supervisor.

Seek additional training from your district on the physical day-to-day handling of young children.

If you still need help:

- Consult a child safety restraint system expert in your community.
- Call the NHTSA Auto Safety Hotline at 1-800-424-9393.
- Call the Safe Riders Program at the Texas Department of State Health Services at (800) 252-8255.

Emergency Evacuation on the Special Needs Bus

Introduction

The most important part of a safe school bus evacuation is developing and practicing a safe plan before an emergency actually occurs.

Evacuation Plan

NHTSA recommends that each driver have a written plan for the emergency evacuation of preschool age children and other students with special needs. This plan should state exactly how all children should evacuate the school bus.

The emergency evacuation plan should consider:

- the individual capabilities and needs of each student,
- the type of behavior each student might exhibit during an emergency evacuation, and
- the type of wheelchair or support equipment being used for students.

Enlist the help of school personnel and nursing staff to help develop your plan. You may injure someone through lack of knowledge. For example, a student may use a catheter or be tube fed. The tubes may be anchored to the wheelchair. Severing the straps and pulling the student out of the wheelchair during an emergency may rip the tubes from the body, causing severe medical problems.

Some Issues to Consider When Establishing an Evacuation Plan

- Get student information from your supervisor. The student's emergency information form contains information concerning:
  - the student's disability,
  - the student's medical condition, and
  - whether the student is verbal or nonverbal.
- Identify which students are able to help and to what extent.
- Identify which students, if any, might run away after evacuation so that they can evacuate last.
- Evaluate seating positions of students:
  - chairs facing forward, side, or rear;
  - proximity to emergency exits; and
  - location of child safety restraint systems.
- Become familiar with assistive devices for each student:
  - lap belts,
  - harness,
  - trays, and
  - leg braces/crutches.
- Develop a plan to deal with individual emergencies, such as seizures, during the evacuation process.
- Determine whether students should be evacuated in their wheelchairs or be removed from their wheelchairs before evacuation. Evaluate individual students and equipment in terms of quick removal from the vehicle. Consider:
  - size (weight, height, and type of equipment),
  - student needs (ambulatory but needs assistance, can assist in an emergency, needs monitoring, etc.), and
  - physical impairments/weaknesses.
- Determine how to disconnect or cut wheelchair securement and occupant protection equipment, including belts, trays, and other support equipment.

- Know the length of time that a student who requires life support equipment or medical care procedures can survive if such service is interrupted or delayed during the evacuation process.

Know Your Plan

Memorize your plan and be able to state your emergency evacuation plan without hesitation.

Emergencies happen quickly. You may have only 3-5 minutes to complete an evacuation before serious injury occurs.

Safety Belt Cutter

All school buses carrying children in child safety restraint systems and/or wheelchairs/mobility aids should carry safety belt cutters that are accessible only to the driver and the monitor:

- The safety belt cutter must be angled at 45 degrees for maximum efficiency.
- The safety belt must have some tension.
- If the safety belt is hanging loosely, it is better to release the clasp.

Special Mechanical Equipment

Buses with wheelchair capabilities normally have a lifting device to facilitate loading and unloading of students confined to wheelchairs. These devices may or may not operate after a collision.

These devices operate by either a hydraulic system or an electrical system.

Hydraulic System

- Hydraulic lines operate under high pressure.
- If a hydraulic line ruptures or breaks loose, it could cause injury by spraying fluid or wildly whipping around the compartment.
- Hydraulic cylinders may rupture when exposed to heat or fire.

Electric Lift

- An electric lift may be tied into the bus's electrical system or have a separate battery.
- If it has a separate battery, know how to disconnect the battery in an emergency.

Review Questions

To help you remember the information in this chapter, please answer these questions.

13.1 The Individuals with Disabilities Education Act (IDEA) states that students with disabilities may not ride on a school bus (page 13-2).
(circle one) TRUE FALSE

13.2 An IEP is (page 13-3):
a. A law that states that all students with disabilities, aged birth through 21, have a right to a free, appropriate public education.
b. A law that defines the term "disability"
c. A written statement identifying the instructional programs and related services that are required to allow the student to receive an appropriate education.
d. None of the above

13.3 Section 504 of the Rehabilitation Act of 1973 is a civil rights law that prohibits _____ (page 13-3):
a. an individual with a disability from riding the bus.
b. discrimination against individuals with disabilities.
c. siblings from riding the same bus.
d. None of the above

13.4 The school and its employees are allowed to release any information that would make a student's identity traceable (page 13-4).
(circle one) TRUE FALSE

13.5 You can learn more about student management and the accommodations that might help by (page 13-5:
a. talking to special education personnel, nurses, and occupational and physical therapists.
b. talking to IEP team members.
c. both a & b
d. none of the above.

13.6 A student with a special need should always be disciplined the same way a nondisabled student is disciplined (page 13-5).
(circle one) TRUE FALSE

13.7 Child safety restraint systems do not have an expiration date (page 13-14).
(circle one) TRUE FALSE

13.8 Each driver should have a written plan for the emergency evacuation of preschool age children and other students with special needs (page 13-16).
(circle one) TRUE FALSE

13.9 This course teaches me everything I need to know about installation of a child safety seat (page 13-14).
(circle one) TRUE FALSE

Chapter 14 - First Aid

Overview

Introduction

Students of all ages hurt themselves on the playground, in the classroom, and on the school bus. As a professional in the educational system, you may need to render aid. As a bus driver, you may need to:

- protect yourself and your students from potential blood-borne diseases;
- recognize common injuries, illnesses, and health conditions; and
- administer emergency first aid, as directed by your district policy, in emergency situations.

Check with your district regarding application of first aid techniques and procedures. Some districts encourage training received through the American Red Cross or other organizations. Some districts have personnel on call and restrict the amount or type of first aid that drivers can administer.

Chapter Objectives

At the end of this chapter, you will be able to:

- identify blood-borne pathogens and describe ways to protect yourself and your students,
- identify the primary assessment steps to take when facing a medical emergency, and
- identify ways to keep the victim calm during a medical emergency.

Topics Covered in This Chapter

This chapter covers the following topics:

- blood-borne pathogens,
- housekeeping and clean-up procedures,
- emergency practices, and
- basic first aid.

Blood-Borne Pathogens

Remember!

As much as possible, protect yourself and the students on your bus from contact with blood and body fluids.

Types of Blood-Borne Infections

Blood and other body fluids can carry infections/diseases. Blood-borne pathogens are usually carried not only in blood, but in other body fluids. As much as possible, protect yourself and the students on your bus from contact with blood and body fluids. Three major blood-borne infections are:

- Hepatitis B virus (HBV)—Hepatitis B is a viral disease affecting the liver. A vaccine is available to protect against HBV.
- Hepatitis C virus (HCV)—Hepatitis C affects the liver and may cause liver damage. No vaccine exists to protect against HCV.
- Human immunodeficiency virus (HIV)—The human immunodeficiency virus attacks the body's immune system and usually develops into the disease known as AIDS. Currently there is no vaccine to prevent HIV infection.

A person may not show symptoms of a disease, but may be a carrier and be able to transmit an infection. Blood-borne pathogens can infect people in all age groups, every socioeconomic group, every geographic location, and in rural areas as well as metropolitan population centers. Do not ask anyone if he or she is a carrier, and do not share this information if you know it.

Transmission

HBV, HCV, and HIV may be present in blood and other body fluids (secretions and excretions except sweat) regardless of whether the body fluid contains visible blood. Transmission through blood or body fluids during first aid can occur in many ways, such as:

- splattering;
- getting into an open cut in the skin; and
- getting through the skin by cutting, sticking, or puncturing with a contaminated object.

Unrelated to school buses, transmission may also occur through events such as sharing needles used to inject drugs, having sexual contact with an infected person, an infected mother passing the virus to her unborn child, or limited other health-related situations.

Report Potential Exposure

If you believe you have been exposed to an infectious disease:

- Report the incident to your supervisor.
- Contact a physician immediately and follow physician directions.
- Comply with any additional district requirements.

Precautions

Some things you can do to protect yourself and your passengers against blood-borne diseases are:

- Get a hepatitis B vaccine.
- Use procedures described in this section or other reliable sources.
- Use controls and/or protection devices described in this section or other reliable sources.

Use universal precautions to reduce the risk of acquiring or transmitting a disease from both recognized and unrecognized sources of infection:

- Consider all blood, body fluids, and contaminated devices (needles, etc.) to be potentially infectious.
- Avoid contact with body fluids when possible.
- Whenever you come into contact with body fluids, use protective devices if possible.
- Wash affected areas of your person as soon as practical.
- Use mechanical controls and barrier protection to prevent contamination.
- Follow sound housekeeping procedures to ensure adequate clean-up.
- Avoid cross-contamination by using clean protection devices with each individual.

Remember!

Use barrier protection such as gloves or masks when dealing with body fluids.

Barrier Protection

Use barrier protection when dealing with body fluids. Replace barrier protection devices for each person you touch to avoid contamination between people. Each device should be used only once and properly disposed of. Barrier protection devices include:

- protective gloves;

- paper respiratory mask; and
- emergency resuscitation device, which is a one-way breathing device.

The most common kind of protective gloves are made of latex. Some people are highly allergic to latex, so use another type of protective glove if you know that you or the victim is allergic. If you are allergic to latex, ask your school district to provide another kind of protective glove in your first aid and clean-up kits.

If gloves are not available, you can use an improvised type of waterproof material, such as zipper storage bags, or have the victim cover his or her own injury. Use of materials other than gloves may increase the risk of contacting body fluids. Put on and remove protective gloves in an approved manner to ensure they are most effective.

Paper respiratory masks can be similar to those worn in doctors' offices or to those worn by construction workers, as long as the masks meet approved performance criteria. You district will probably supply compliant masks for you.

An emergency resuscitation device is designed to isolate you from contact with a victim's saliva and body fluids. Its use is encouraged to protect both parties. A victim may have blood or other infectious materials in his or her mouth and may expel them during resuscitation.

Housekeeping and Hygiene Procedures

Housekeeping and hygiene procedures include clean-up methods, hand washing, and personal cleanliness. Always follow approved housekeeping and hygiene procedures, and comply with your district's policies.

One way to inhibit the spread of disease is to use physical, chemical, or mechanical controls (such as disinfectants and containers) to clean areas, especially after health-related events. Your school district will probably provide controls in a body fluids clean-up kit (Table 14-1) or other arrangement. If the supplies are not available on your bus, ask your supervisor for instructions.

Table 14-1. Body Fluids Clean-up Kit.

Qty.	*Item*
1	Absorbent powder, 2 oz bag
1	Antiseptic BZK Towelette
1	Bag, Plastic, Black w/Tie
1	Biohazard Bag w/Tie
1	Certi-Green Cleaner Towelette
1	Pair Non-latex Gloves
1	Mask
1	Scoop Bag w/Scraper
2	Towel, Paper Crepe
1	Poly Box 8" x 5" x 3"

Emergency Practices

The Good Samaritan Law

The "Good Samaritan Law" addresses liability for providing emergency care at the scene of an emergency. The purpose of this law is to encourage lay persons to render aid in emergency situations:

- This law protects a person who administers emergency care in good faith at the scene of an emergency.
- This law does *not* protect a person who provides care expecting payment, is negligent, or was responsible for the accident causing the injury.

It's the Law!

TCP&RC §74.151 and §74.152

Consent

If possible, you must obtain consent from a person before you provide emergency care. Check with your supervisor to determine your school policy regarding this issue. Generally:

- If the person is a conscious, competent adult, you must get his or her consent either verbally or by gesture.
- If the person is an unconscious adult, consent is implied.
- If the person is a child and the parent is not available to consent, provide first aid based on implied consent.

- Students may have written consent on file with your district.

Abandonment

Once you begin providing first aid to a victim, you must not leave a victim who needs continuing first aid, except to call 911 and quickly return. You may only leave once another person of equal or greater medical training relieves you.

District Policy

Ask your supervisor about your district's policy regarding emergency treatment of students or other passengers. If you transport students with special medical conditions, obtain specific instructions for their care.

Basic First Aid

First aid is *immediate but temporary care* given in an emergency situation until trained emergency personnel arrive. This chapter provides a limited discussion of some medical conditions you may encounter on the job. It does not provide you with first aid training.

You are encouraged to increase your first aid skills by completing a certified first aid and CPR course.

You are encouraged to increase your first aid skills by completing a certified first aid and cardiopulmonary resuscitation (CPR) course. Excellent resources exist for first aid information and training. Check with your employing district to find out if it approves or recommends specific training courses. Appendix D, *When Minutes Count: A Citizen's Guide to Medical Emergencies*, provides instructions on managing common emergencies.

Some other possible resources include:

- Texas Engineering Extension Service—Infrastructure Training & Safety Institute (https://teex.org/infrastructure-and-safety/) ,
- American Red Cross training (http://www.redcross.org/), and
- American Heart Association courses (http://www.americanheart.org/presenter.jhtml?identifier=3011764).

Potential First Aid Conditions

Some health-related emergencies that might require first aid include the following conditions:

- bleeding or nosebleed,
- head wound or dental injury,
- puncture wound,
- bone fracture,
- eye injury,
- choking or not breathing,
- seizure or fainting,
- asthma or allergic reaction,
- shock, and
- heat exhaustion or heat stroke.

First Aid Supplies

Your school district shall provide a first aid kit or other supply arrangement. If supplies are not available on your bus, ask your supervisor for instructions.

Primary Assessment Steps

In a health-related situation where you might need to administer first aid, remember the following basic assessment principles:

- Assess the location—Is it safe for you and the victim?
- Assess the victim—Is it necessary and appropriate for you to administer first aid? Do you need to obtain consent?
- Assess the situation—What needs to be done first? Do you need to address breathing, bleeding, emotional state, or shock? Has someone reported the emergency and called for assistance? Have you taken care of the well-being of other passengers?

If you determine that it is necessary and appropriate for you to administer first aid, assess each person to determine the type and seriousness of injuries:

- If the victim is responsive, ask questions to determine injuries that need attention.
- If the victim is not responsive, is the victim wearing a medical ID tag that could help you know what first aid to give?

Emotional State

In an emergency, try to calm the victim in addition to providing first aid. Your reaction to the emergency will affect the mental attitude of the victim. If you appear excited, it may increase the victim's level of fear. You can help to calm the victim if you:

- Stay calm and self-composed.
- Exhibit confidence and decisiveness.
- Use simple language and soft speech.
- Project a caring and reassuring attitude.
- Concentrate on what you are doing.
- Shield any bleeding wound from the student's vision.

Remember!

Victims should not be moved unless they are in immediate danger.

Moving a Victim

Victims should not be moved unless they are in immediate danger, such as:

- There is a fire or danger of a fire.
- Explosives or other hazardous materials are involved.
- It is impossible to protect the accident scene from hazards.

Review Questions

To help you remember the information in this chapter, please answer these questions.

14.1 Which of the following is not a step you should follow if you have been exposed to an infectious disease (page 14-3)?
a. Comply with any additional district requirements.
b. Contact a physician immediately and follow physician directions.
c. Report the incident to your supervisor.
d. None of the above.

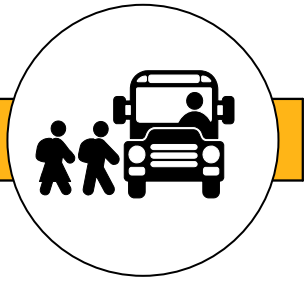
14.2 Three major blood-borne infections are HBV, HCV, and HIV (page 14-2).
(circle one) TRUE FALSE

14.3 One way to inhibit the spread of disease is to (page 14-4):
a. rinse with warm water.
b. use physical, chemical, or mechanical controls to clean areas.
c. not touch the person you are caring for.
d. none of the above.

14.4 The Good Samaritan Law does not protect a person who provides care expecting payment, is negligent or was responsible for the accident (page 14-5).
(circle one) TRUE FALSE

14.5 Primary assessment steps to take when facing a medical emergency include (page 14-7):
a. assess the supplies on your bus.
b. assess the location, victim, and situation.
c. assess the quickest route to the hospital.
d. None of the above

Appendices



Appendix A - Legal Basis

Federal Regulations (CFR)

20 United States Code (USC) §1232G. Family Educational Rights and Privacy Act (FERPA)

(a) Conditions for availability of funds to educational agencies or institutions; inspection and review of education records; specific information to be made available; procedure for access to education records; reasonableness of time for such access; hearings; written explanations by parents; definitions

(1)(A) No funds shall be made available under any applicable program to any educational agency or institution which has a policy of denying, or which effectively prevents, the parents of students who are or have been in attendance at a school of such agency or at such institution, as the case may be, the right to inspect and review the education records of their children. If any material or document in the education record of a student includes information on more than one student, the parents of one of such students shall have the right to inspect and review only such part of such material or document as relates to such student or to be informed of the specific information contained in such part of such material. Each educational agency or institution shall establish appropriate procedures for the granting of a request by parents for access to the education records of their children within a reasonable period of time, but in no case more than forty-five days after the request has been made.

(B) No funds under any applicable program shall be made available to any State educational agency (whether or not that agency is an educational agency or institution under this section) that has a policy of denying, or effectively prevents, the parents of students the right to inspect and review the education records maintained by the State educational agency on their children who are or have been in attendance at any school of an educational agency or institution that is subject to the provisions of this section.

(C) The first sentence of subparagraph (A) shall not operate to make available to students in institutions of postsecondary education the following materials:

(i) financial records of the parents of the student or any information contained therein;

(ii) confidential letters and statements of recommendation, which were placed in the education records prior to January 1, 1975, if such letters or statements are not used for purposes other than those for which they were specifically intended;

(iii) if the student has signed a waiver of the student's right of access under this subsection in accordance with subparagraph (D), confidential recommendations—

(I) respecting admission to any educational agency or institution,

(II) respecting an application for employment, and

(III) respecting the receipt of an honor or honorary recognition.

(D) A student or a person applying for admission may waive his right of access to confidential statements described in clause (iii) of subparagraph (C), except that such waiver shall apply to recommendations only if (i) the student is, upon request, notified of the names of all persons making confidential recommendations and (ii) such recommendations are used solely for the purpose for which they were specifically intended. Such waivers may not be required as a condition for admission to, receipt of financial aid from, or receipt of any other services or benefits from such agency or institution.

(2) No funds shall be made available under any applicable program to any educational agency or institution unless the parents of students who are or have been in attendance at a school of such agency or at such institution are provided an opportunity for a hearing by such agency or institution, in accordance with regulations of the Secretary, to challenge the content of such student's education records, in order to insure that the records are not inaccurate, misleading, or otherwise in violation of the privacy rights of students, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading or otherwise inappropriate data contained therein and to insert into such records a written explanation of the parents respecting the content of such records.

(3) For the purposes of this section the term "educational agency or institution" means any public or private agency or institution which is the recipient of funds under any applicable program.

(4)(A) For the purposes of this section, the term "education records" means, except as may be provided otherwise in subparagraph (B), those records, files, documents, and other materials which—

(i) contain information directly related to a student; and

(ii) are maintained by an educational agency or institution or by a person acting for such agency or institution.

(B) The term "education records" does not include—

(i) records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute;

(ii) records maintained by a law enforcement unit of the educational agency or institution that were created by that law enforcement unit for the purpose of law enforcement;

(iii) in the case of persons who are employed by an educational agency or institution but who are not in attendance at such agency or

institution, records made and maintained in the normal course of business which relate exclusively to such person in that person's capacity as an employee and are not available for use for any other purpose; or

(iv) records on a student who is eighteen years of age or older, or is attending an institution of postsecondary education, which are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his professional or paraprofessional capacity, or assisting in that capacity, and which are made, maintained, or used only in connection with the provision of treatment to the student, and are not available to anyone other than persons providing such treatment, except that such records can be personally reviewed by a physician or other appropriate professional of the student's choice.

(5)(A) For the purposes of this section the term "directory information" relating to a student includes the following: the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

(B) Any educational agency or institution making public directory information shall give public notice of the categories of information which it has designated as such information with respect to each student attending the institution or agency and shall allow a reasonable period of time after such notice has been given for a parent to inform the institution or agency that any or all of the information designated should not be released without the parent's prior consent.

CFR §382.103. Applicability

(a) This part applies to service agents and to every person and to all employers of such persons who operate a commercial motor vehicle in commerce in any State, and is subject to:

(1) The commercial driver's license requirements of part 383 of this subchapter;

(2) The Licencia Federal de Conductor (Mexico) requirements; or

(3) The commercial drivers license requirements of the Canadian National Safety Code.

(b) An employer who employs himself/herself as a driver must comply with both the requirements in this part that apply to employers and the requirements in this part that apply to drivers. An employer who employs only himself/herself as a driver shall implement a random alcohol and controlled substances testing program of two or more covered employees in the random testing selection pool.

CFR §382.207. Pre-duty Use

No driver shall perform safety-sensitive functions within four hours after using alcohol. No employer having actual knowledge that a driver has used alcohol within four hours shall permit a driver to perform or continue to perform safety-sensitive functions.

CFR §382.301. Pre-employment Testing

(a) Prior to the first time a driver performs safety-sensitive functions for an employer, the driver shall undergo testing for controlled substances as a condition prior to being used, unless the employer uses the exception in paragraph (b) of this section. No employer shall allow a driver, who the employer intends to hire or use, to perform safety-sensitive functions unless the employer has received a controlled substances test result from the MRO or C/TPA indicating a verified negative test result for that driver.

CFR §382.303. Post-accident Testing

(a) As soon as practicable following an occurrence involving a commercial motor vehicle operating on a public road in commerce, each employer shall test for alcohol for each of its surviving drivers:
- (1) Who was performing safety-sensitive functions with respect to the vehicle, if the accident involved the loss of human life; or
- (2) Who receives a citation within 8 hours of the occurrence under State or local law for a moving traffic violation arising from the accident, if the accident involved:
  - (i) Bodily injury to any person who, as a result of the injury, immediately receives medical treatment away from the scene of the accident; or
  - (ii) One or more motor vehicles incurring disabling damage as a result of the accident, requiring the motor vehicle to be transported away from the scene by a tow truck or other motor vehicle.

(b) As soon as practicable following an occurrence involving a commercial motor vehicle operating on a public road in commerce, each employer shall test for controlled substances for each of its surviving drivers:
- (1) Who was performing safety-sensitive functions with respect to the vehicle, if the accident involved the loss of human life; or
- (2) Who receives a citation within thirty-two hours of the occurrence under State or local law for a moving traffic violation arising from the accident, if the accident involved:
  - (i) Bodily injury to any person who, as a result of the injury, immediately receives medical treatment away from the scene of the accident; or
  - (ii) One or more motor vehicles incurring disabling damage as a result of the accident, requiring the motor vehicle to be transported away from the scene by a tow truck or other motor vehicle.

(c) The following table notes when a post-accident test is required to be conducted by paragraphs (a)(1), (a)(2), (b)(1), and (b)(2) of this section:

Table for §382.303 (A) and (B)		
Type of accident involved	**Citation issued to the CMV driver**	**Test must be performed by employer**
i. Human fatality	YES NO	YES YES
ii. Bodily injury with immediate medical treatment away from the scene	YES NO	YES NO
iii. Disabling damage to any motor vehicle requiring tow away	YES NO	YES NO

CFR §382.305. Random Testing

(i)(1) The selection of drivers for random alcohol and controlled substances testing shall be made by a scientifically valid method, such as a random number table or a computer-based random number generator that is matched with drivers' Social Security numbers, payroll identification numbers, or other comparable identifying numbers.

(i)(2) Each driver selected for random alcohol and controlled substances testing under the selection process used shall have an equal chance of being tested each time selections are made.

(i)(3) Each driver selected for testing shall be tested during the selection period.

CFR §382.307. Reasonable Suspicion Testing

(a) An employer shall require a driver to submit to an alcohol test when the employer has reasonable suspicion to believe that the driver has violated the prohibitions of subpart B of this part concerning alcohol. The employer's determination that reasonable suspicion exists to require the driver to undergo an alcohol test must be based on specific, contemporaneous, articulable observations concerning the appearance, behavior, speech or body odors of the driver.

(b) An employer shall require a driver to submit to a controlled substances test when the employer has reasonable suspicion to believe that the driver has violated the prohibitions of subpart B of this part concerning controlled substances. The employer's determination that reasonable suspicion exists to require the driver to undergo a controlled substances test must be based on specific, contemporaneous, articulable observations concerning the appearance, behavior, speech or body odors of the driver. The observations may include indications of the chronic and withdrawal effects of controlled substances.

(c) The required observations for alcohol and/or controlled substances reasonable suspicion testing shall be made by a supervisor or company official who is trained

in accordance with §382.603. The person who makes the determination that reasonable suspicion exists to conduct an alcohol test shall not conduct the alcohol test of the driver.

(d) Alcohol testing is authorized by this section only if the observations required by paragraph (a) of this section are made during, just preceding, or just after the period of the work day that the driver is required to be in compliance with this part. A driver may be directed by the employer to only undergo reasonable suspicion testing while the driver is performing safety-sensitive functions, just before the driver is to perform safety-sensitive functions, or just after the driver has ceased performing such functions.

CFR §382.309. Return to Duty Testing

Each employer shall ensure that before a driver returns to duty requiring the performance of a safety-sensitive function after engaging in conduct prohibited by subpart B of Part 382, the driver shall undergo a return-to-duty alcohol test with a result indicating an alcohol concentration of less than 0.02 and/or the driver shall undergo a return-to-duty controlled substances test with a result indicating a verified negative result for controlled substances use. NOTE: A return to duty test is not valid unless the driver has first complied with education and/or treatment prescribed by a Substance Abuse Professional (§40.305).

CFR §382.311. Follow-Up Testing

The requirements for follow-up testing must be performed in accordance with 49 CFR part 40, Subpart O. If a Substance Abuse Professional determines that a driver needs assistance for the misuse of alcohol, or for use of a controlled substance, an employer must ensure that the driver is subject to follow-up testing. A minimum of six tests must be conducted in the first 12 months, and the driver may only be subject to this test for a maximum of 60 months.

Texas Administrative Code (TAC)

Title 37, Part 1, Chapter 4, Subchapter B, §4.21. Reports of Valid Positive Results on Alcohol and Drug Tests

(a) Reporting Requirement. An employer required under the federal safety regulations to conduct alcohol and controlled substance testing of employees shall report to the department a valid positive result on an alcohol or controlled substance test performed as part of the carrier's alcohol and drug testing program or consortium, as defined by Title 49, Code of Federal Regulations, Part 382, on an employee of the carrier who holds a commercial driver license issued under Texas Transportation Code, Chapter 522.

(1) The report must be submitted by employers within 10 days of receiving notice of a valid positive result on an alcohol or drug test performed.

(2) Report Submission Requirements. The report must be submitted on a form prescribed by the department that is available at the following Internet Web Site address: http://www.dps.texas.gov/internetforms/default.aspx All information requested on the form must be completed. The completed form must be mailed to MCS Section Supervisor, Motor Carrier Bureau, Texas Department of Public Safety, 6200 Guadalupe, MSC# 0521, Austin, Texas 78752-4019, or sent by facsimile to (512) 424-5310. Unless the report is for a refusal to submit a sample, employers must also attach a legible copy of either the Federal Drug Testing, Custody and Control Form (with at least steps one through six completed), the U.S. Department of Transportation (DOT) Alcohol Testing Form (with at least steps one through three completed), or the Medical Review Officer's or Breath Alcohol Technician's report of a positive, diluted, adulterated, or substituted alcohol or drug test.

(3) Any requestor who has obtained permission to request and receive release of information via electronic mail under subsection (b)(2) of this section may also submit reports via electronic mail. The complete report must be filled out in its entirety, and must be clearly scanned with attachments as described in paragraph (2)(A) of this subsection.

(4) When a valid positive result is obtained on an owner-operator, that owner-operator is responsible for submission of the Report of Valid Positive Drug or Alcohol test to the department.

(5) A Medical Review Officer, Breath Alcohol Technician, laboratory, consortium, or other individuals may submit a Report of Valid Positive Drug or Alcohol Test to the department. Reports by laboratories or other individuals will only be entered in the department's database when verified by the Medical Review Officer or Breath Alcohol Technician.

(6) A dilute positive drug test under Title 49, Code of Federal Regulations, Part 40.197(a) is a valid positive result. A dilute negative drug test is not a valid positive test. A positive drug test from a recollection under Title 49, Code of Federal Regulations, Part 40.197(b) is a valid positive test.

(b) Release of Information. Information regarding Reports of Valid Positive Drug or Alcohol Tests is confidential and only subject to release as provided in Texas Transportation Code, 521.053. A request must be submitted on a form prescribed by the department that is available at the following Internet web site address: http://www.dps.texas.gov/internetforms/default.aspx

(1) The request form must be mailed to MCS Section Supervisor, Motor Carrier Bureau, Texas Department of Public Safety, 6200 Guadalupe, MSC# 0521, Austin, Texas 78752-4019, or sent by facsimile to (512) 424-5310.

(2) A requester may apply for and obtain permission to request and receive release of information via electronic mail. Electronic mail addresses are subject to initial and continuing verification by the department. A request

must be submitted on a form prescribed by the department that is available at the following Internet web site address: http://www.dps.texas.gov/internetforms/default.aspx. Once a requester has obtained permission to request and receive information via electronic mail, each individual request must still be made with a clearly scanned copy of the form described in subsection (b) of this section and be in compliance with the requirements of Texas Transportation Code, §521.053.

Texas Civil Practice and Remedies Code (TCP&RC)

TCP&RC §74.151. Liability for Emergency Care

(a) A person who in good faith administers emergency care is not liable in civil damages for an act performed during the emergency unless the act is willfully or wantonly negligent, including a person who:
  (1) administers emergency care using an automated external defibrillator; or
  (2) administers emergency care as a volunteer who is a first responder as the term is defined under Section 421.095, Government Code.

(b) This section does not apply to care administered:
  (1) for or in expectation of remuneration, provided that being legally entitled to receive remuneration for the emergency care rendered shall not determine whether or not the care was administered for or in anticipation of remuneration; or
  (2) by a person who was at the scene of the emergency because he or a person he represents as an agent was soliciting business or seeking to perform a service for remuneration.

(c), (d) Deleted by Acts 2003, 78th Leg., ch. 204, §10.01.

(e) This section does not apply to a person whose negligent act or omission was a producing cause of the emergency for which care is being administered.

TCP&RC §74.152. Unlicensed Medical Personnel

Persons not licensed or certified in the healing arts who in good faith administer emergency care as emergency medical service personnel are not liable in civil damages for an act performed in administering the care unless the act is willfully or wantonly negligent. This section applies without regard to whether the care is provided for or in expectation of remuneration.

Texas Education Code (TEC)

TEC §26.009. Consent Required for Certain Activities

(a) An employee of a school district must obtain the written consent of a child's parent before the employee may:
  (1) conduct a psychological examination, test, or treatment, unless the examination, test, or treatment is required under Section 38.004 or state or federal law regarding requirements for special education; or
  (2) make or authorize the making of a videotape of a child or record or authorize the recording of a child's voice.

(b) An employee of a school district is not required to obtain the consent of a child's parent before the employee may make a videotape of a child or authorize the recording of a child's voice if the videotape or voice recording is to be used only for:
  (1) purposes of safety, including the maintenance of order and discipline in common areas of the school or on school buses;
  (2) a purpose related to a cocurricular or extracurricular activity;
  (3) a purpose related to regular classroom instruction; or
  (4) media coverage of the school.

TEC §34.004. Standing Children

A school district may not require or allow a child to stand on a school bus or passenger van that is in motion.

TEC §34.007. Public School Transportation System

(a) A board of county school trustees or a school district board of trustees may establish and operate an economical public school transportation system:
  (1) in the county or district, as applicable; or
  (2) outside the county or district, as applicable, if the county or school district enters into an interlocal contract as provided by Chapter 791, Government Code.

(b) In establishing and operating the transportation system, the county or school district board shall:
  (1) employ school bus drivers certified in accordance with standards and qualifications adopted by the Department of Public Safety; and
  (2) on determining eligibility for transportation services, allow a parent to designate one of the following locations instead of the child's residence as the regular location for purposes of obtaining transportation under the system to and from the child's school, if the location is an approved stop on an approved route:
    (A) a child-care facility, as defined by Section 42.002, Human Resources Code; or
    (B) the residence of a grandparent of the child.

TEC §37.125. Exhibition, Use, or Threat of Exhibition or Use of Firearms

(a) A person commits an offense if, in a manner intended to cause alarm or personal injury to another person or to damage school property, the person intentionally:
  (1) exhibits or uses a firearm:
    (a) in or on any property, including a parking lot, parking garage, or other parking area, that is owned by a private or public school; or
    (b) on a school bus being used to transport children to or from school-sponsored activities of a private or public school;
  (2) threatens to exhibit or use a firearm in or on property described by Subdivision (1)(a) or on a bus described by Subdivision (1)(B) and was in possession of or had immediate access to the firearm;
  (3) threatens to exhibot or use a firearm in or on property described by Subdivision (1)(A) or on a bus described by Subdivision (1)(B).

(b) An offense under Subsection (a)(1) or (2) is a third degree felony.

(c) An offense under Subsection (a)(3) is a Class A misdemeanor.

TEC §37.126. Disruption of Transportation

(a) Except as provided by Section 37.125, a person other than a primary or secondary grade student commits an offense if the person intentionally disrupts, prevents, or interferes with the lawful transportation of children:
  (1) to or from school on a vehicle owned or operated by a county or independent school district; or
  (2) to or from an activity sponsored by a school on a vehicle owned or operated by a county or independent school district.

(b) An offense under this section is a Class C misdemeanor.

(c) It is an exception to the application of Subsection (a) (1) that, at the time the person engaged in conduct prohibited under that subdivision, the person was younger than 12 years of age.

TEC §38.006. E-Cigarettes and Tobacco Products on School Property

(a) In this section, “e-cigarette” has the meaning assigned by Section 161.081, Health and Safety Code.

(b) The board of trustees of a school district shall:
  (1) prohibit smoking or using e-cigarettes or tobacco products at a school-related or school-sanctioned activity on or off school property;
  (2) prohibit students from possessing e-cigarettes or tobacco products at a school-related or school-sanctioned activity on or off school property; and
  (3) ensure that school personnel enforce the policies on school property.

TEC §38.007. Alcohol-Free School Zones

(a) The board of trustees of a school district shall prohibit the use of alcoholic beverages at a school-related or school-sanctioned activity on or off school property.

(b) The board of trustees of a school district shall attempt to provide a safe alcohol-free environment to students coming to or going from school. The board of trustees may cooperate with local law enforcement officials and the Texas

Alcoholic Beverage Commission in attempting to provide this environment and in enforcing Sections 101.75, 109.33, and 109.59, Alcoholic Beverage Code. Additionally, the board, if a majority of the area of a district is located in a municipality with a population of 900,000 or more, may petition the commissioners court of the county in which the district is located or the governing board of an incorporated city or town in which the district is located to adopt a 1,000-foot zone under Section 109.33, Alcoholic Beverage Code.

Texas Family Code (TFC)

TEC §261.101. Persons Required to Report; Time to Report

(a) A person having cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect by any person shall immediately make a report as provided by this subchapter.

(b) If a professional has cause to believe that a child has been abused or neglected or may be abused or neglected, or that a child is a victim of an offense under Section 21.11, Penal Code, and the professional has cause to believe that the child has been abused as defined by Section 261.001 or 261.401, the professional shall make a report not later than the 48th hour after the hour the professional first suspects that the child has been or may be abused or neglected or is a victim of an offense under Section 21.11, Penal Code. A professional may not delegate to or rely on another person to make the report. In this subsection, "professional" means an individual who is licensed or certified by the state or who is an employee of a facility licensed, certified, or operated by the state and who, in the normal course of official duties or duties for which a license or certification is required, has direct contact with children. The term includes teachers, nurses, doctors, day-care employees, employees of a clinic or health care facility that provides reproductive services, juvenile probation officers, and juvenile detention or correctional officers.

(b-1) In addition to the duty to make a report under Subsection (a) or (b), a person or professional shall make a report in the manner required by Subsection (a) or (b), as applicable, if the person or professional has cause to believe that an adult was a victim of abuse or neglect as a child and the person or professional determines in good faith that disclosure of the information is necessary to protect the health and safety of:
(1) another child; or
(2) an elderly person or person with a disability as defined by Section 48.002, Human Resources Code.

(c) The requirement to report under this section applies without exception to an individual whose personal comminucations may otherwise be privileged, including an attorney, a member of the clergy, a medical practitioner, a social worker, a mental health professional, and an employee of a clinic or health care facility that provides reproductive services.

(d) Unless waived in writing by the person making the report, the identity of an individual making a report under this chapter is confidential and may be disclosed only:
  (1) as provided by Section 261.201; or
  (2) to a law enforcement officer for the purposes of conducting a criminal investigation of the report.

TFC §261.102. Matters to Be Reported

A report should reflect the reporter's belief that a child has been or may be abused or neglected or has died of abuse or neglect.

TFC §261.103. Report Made to Appropriate Agency

(a) Except as provided by Subsections (b) and (c) and Section 261.405, a report shall be made to:
  (1) any local or state law enforcement agency;
  (2) the department;
  (3) the state agency that operates, licenses, certifies, or registers the facility in which the alleged abuse or neglect occurred; or
  (4) the agency designated by the court to be responsible for the protection of children.

(b) A report may be made to the Texas Juvenile Justice Department instead of the entities listed under Subsection (a) if the report is based on information provided by a child while under the supervision of the commission concerning the child's alleged abuse of another child.

(c) Notwithstanding Subsection (a), a report, other than a report under Subsection (a)(3) or Section 261.405, must be made to the department if the alleged or suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child.

TFC §261.104. Contents of Report

The person making a report shall identify, if known:
  (1) the name and address of the child;
  (2) the name and address of the person responsible for the care, custody, or welfare of the child; and
  (3) any other pertinent information concerning the alleged or suspected abuse or neglect.

TFC §261.105. Referral of Report by Department or Law Enforcement

(a) All reports received by a local or state law enforcement agency that allege abuse or neglect by a person responsible for a child's care, custody, or welfare shall be referred immediately to the department.

(b) The department shall immediately notify the appropriate state or local law enforcement agency of any report it receives, other than a report from a law enforcement agency, that concerns the suspected abuse or neglect of a child or death of a child from abuse or neglect.

(c) In addition to notifying a law enforcement agency, if the report relates to a child in a facility operated, licensed, certified, or registered by a state agency, the department shall refer the report to the agency for investigation.

(c-1) Notwithstanding Subsections (b) and (c), if a report under this section relates to a child with an intellectual disability receiving services in a state supported living center as defined by Section 531.002, Health and Safety Code, or the ICF-IID component of the Rio Grande State Center, the department shall proceed with the investigation of the report as provided by Section 261.404.

(d) If the department initiates an investigation and determines that the abuse or neglect does not involve a person responsible for the child's care, custody, or welfare, the department shall refer the report to a law enforcement agency for further investigation. If the department determines that the abuse or neglect involves an employee of a public primary or secondary school, and that the child is a student at the school, the department shall orally notify the superintendent of the school district in which the employee is employed about the investigation.

(e) In cooperation with the department, the Texas Juvenile Justice Department by rule shall adopt guidelines for identifying a report made to the commission under Section 261.103(b) that is appropriate to refer to the department or a law enforcement agency for investigation. Guidelines adopted under this subsection must require the commission to consider the severity and immediacy of the alleged abuse or neglect of the child victim.

TFC §261.1055. Notification of District Attorneys

(a) A district attorney may inform the department that the district attorney wishes to receive notification of some or all reports of suspected abuse or neglect of children who were in the county at the time the report was made or who were in the county at the time of the alleged abuse or neglect.

(b) If the district attorney makes the notification under this section, the department shall, on receipt of a report of suspected abuse or neglect, immediately notify the district attorney as requested and the department or designated agency shall forward a copy of the reports to the district attorney on request.

TFC §261.106. Immunities

(a) A person acting in good faith who reports or assists in the investigation of a report of alleged child abuse or neglect or who testifies or otherwise participates in a judicial proceeding arising from a report, petition, or investigation of alleged child abuse or neglect is immune from civil or criminal liability that might otherwise be incurred or imposed.

(b) Immunity from civil and criminal liability extends to an authorized volunteer of the department or a law enforcement officer who participates at the request of the

department in an investigation of alleged or suspected abuse or neglect or in an action arising from an investigation if the person was acting in good faith and in the scope of the person's responsibilities.

(c) A person who reports the person's own abuse or neglect of a child or who acts in bad faith or with malicious purpose in reporting alleged child abuse or neglect is not immune from civil or criminal liability.

TFC §261.107. False Report; Criminal Penalty; Civil Penalty

(a) A person commits an offense if, with the intent to deceive, the person knowingly makes a report as provided in this chapter that is false. An offense under this subsection is a state jail felony unless it is shown on the trial of the offense that the person has previously been convicted under this section, in which case the offense is a felony of the third degree.

(b) A finding by a court in a suit affecting the parent-child relationship that a report made under this chapter before or during the suit was false or lacking factual foundation may be grounds for the court to modify an order providing for possession of or access to the child who was the subject of the report by restricting further access to the child by the person who made the report.

(c) The appropriate county prosecuting attorney shall be responsible for the prosecution of an offense under this section.

(d) The court shall order a person who is convicted of an offense under Subsection (a) to pay any reasonable attorney's fees incurred by the person who was falsely accused of abuse or neglect in any proceeding relating to the false report.

(e) A person who engages in conduct described by Subsection (a) is liable to the state for a civil penalty of $1,000. The attorney general shall bring an action to recover a civil penalty authorized by this subsection.

TFC §261.108. Frivolous Claims against Person Reporting

(a) In this section:
  (1) "Claim" means an action or claim by a party, including a plaintiff, counterclaimant, cross-claimant, or third-party plaintiff, requesting recovery of damages.
  (2) "Defendant" means a party against whom a claim is made.

(b) A court shall award a defendant reasonable attorney's fees and other expenses related to the defense of a claim filed against the defendant for damages or other relief arising from reporting or assisting in the investigation of a report under this chapter or participating in a judicial proceeding resulting from the report if:
  (1) the court finds that the claim is frivolous, unreasonable, or without foundation because the defendant is immune from liability under Section 261.106; and
  (2) the claim is dismissed or judgment is rendered for the defendant.

(c) To recover under this section, the defendant must, at any time after the filing of a claim, file a written motion stating that:

(1) the claim is frivolous, unreasonable, or without foundation because the defendant is immune from liability under Section 261.106; and
(2) the defendant requests the court to award reasonable attorney's fees and other expenses related to the defense of the claim.

TFC §261.109. Failure to Report; Penalty

(a) A person commits an offense if the person is required to make a report under Section 261.101(a) and knowingly fails to make a report as provided in this chapter.
(a-1) A person who is a professional as defined by Section 261.101(b) commits an offense if the person is required to make a report under Section 261.101(b) and knowingly fails to make a report as provided in this chapter.
(b) An offense under Subsection (a) is a Class A misdemeanor, except that the offense is a state jail felony if it is shown on the trial of the offense that the child was a person with an intellectual disability who resided in a state supported living center, the ICF-IID component of the Rio Grande State Center, or a facility licensed under Chapter 252, Health and Safety Code, and the actor knew that the child had suffered serious bodily injury as a result of the abuse or neglect.
(c) An offense under Subsection (a-1) is a Class A misdemeanor, except that the offense is a state jail felony if it is shown on the trial of the offense that the actor intended to conceal the abuse or neglect.

Texas Penal Code (TPC)

TPC §49.04. Driving While Intoxicated

(a) A person commits an offense if the person is intoxicated while operating a motor vehicle in a public place.
(b) Except as provided by Subsection (c) and (d) and Section 49.09, an offense under this section is a Class B misdemeanor, with a minimum term of confinement of 72 hours.
(c) If it is shown on the trial of an offense under this section that at the time of the offense the person operating the motor vehicle had an open container of alcohol in the person's immediate possession, the offense is a Class B misdemeanor, with a minimum term of confinement of six days.
(d) If it is shown on the trial of an offense under this section that an analysis of a specimen of the person's blood, breath, or urine showed an alcohol concentration level of 0.15 or more at the time the analysis was performed, the offense is a Class A misdemeanor.

TPC §49.045. Driving While Intoxicated with Child Passenger

(a) A person commits an offense if:
  (1) the person is intoxicated while operating a motor vehicle in a public place; and
  (2) the vehicle being operated by the person is occupied by a passenger who is younger than 15 years of age.

(b) An offense under this section is a state jail felony.

TPC §49.07. Intoxication Assault

(a) A person commits an offense if the person, by accident or mistake:
  (1) while operating an aircraft, watercraft, or amusement ride while intoxicated, or while operating a motor vehicle in a public place while intoxicated, by reason of that intoxication causes serious bodily injury to another; or
  (2) as a result of assembling a mobile amusement ride while intoxicated causes serious bodily injury to another.

(b) In this section, "serious bodily injury" means injury that creates a substantial risk of death or that causes serious permanent disfigurement or protracted loss or impairment of the function of any bodily member or organ.

(c) Except as provided by Section 49.09, an offense under this section is a felony of the third degree.

TPC §49.08. Intoxication Manslaughter

(a) A person commits an offense if the person:
  (1) operates a motor vehicle in a public place, operates an aircraft, a watercraft, or an amusement ride, or assembles a mobile amusement ride; and
  (2) is intoxicated and by reason of that intoxication causes the death of another by accident or mistake.

(b) Except as provided by Section 49.09, an offense under this section is a felony of the second degree.

Texas Transportation Code (TRC)

TRC §21.002. Convenience to Public

The department shall implement its duties under this chapter in the manner that provides the greatest convenience to the public.

TRC §521.022. Restrictions on Operators of Certain School Buses

(a) A person under 18 years of age may not operate a school bus for the transportation of students.

(b) A person who is 18 years of age or older may not operate a school bus unless the person holds an appropriate class of driver's license for the vehicle being operated.

(c) **A person may not operate a school bus for the transportation of students unless the person meets the mental and physical capability requirements the department establishes by rule and has passed an examination approved by the department to determine the person's mental and physical capabilities to operate a school bus safely.** A physician, advanced practice nurse, or physician assistant may conduct the examination. An ophthalmologist, optometrist, or therapeutic optometrist may conduct the part of the examination relating to the person's vision. Each school bus operator must pass the examination annually.

(d) **A person may not operate a school bus for the transportation of students unless the person's driving record is acceptable according to minimum standards adopted by the department.** A check of the person's driving record shall be made with the department annually. The minimum standards adopted by the department must provide that a person's driving record is not acceptable if the person has been convicted of an offense under Section 49.04, 49.045, 49.07, or 49.08, Penal Code, within the 10-year period preceding the date of the check of the person's driving record.

(e) **A person may not operate a school bus for the transportation of students unless the person is certified in school bus safety education or has enrolled in a school bus safety education class under provisions adopted by the department.** Effective on the date and under provisions determined by the department, a school bus operator must hold a card that states that the operator is enrolled in or has completed a driver training course approved by the department in school bus safety education. The card is valid for three years.

(f) Before a person is employed to operate a school bus to transport students, the employer must obtain a criminal history record check. A school district, school, service center, or shared services arrangement, or a commercial transportation company under contract with a school district, that obtains information that a person has been convicted of a felony or misdemeanor involving moral turpitude may not employ the person to drive a school bus on which students are transported unless the employment is approved by the board of trustees of the school district or the board's designee.

(g) This section does not affect the right of an otherwise qualified person with a hearing disability to be licensed, certified, and employed as a bus operator for vehicles used to transport hearing-impaired students.

(h) This section does not apply to the operation of a vehicle owned by a public institution of higher education to transport students of a school district that operates within that institution if:

(1) the person operating the vehicle is approved by the institution to operate the vehicle; and

(2) the transportation is for a special event, including a field trip.

(i) For purposes of this section, "school bus" includes a school activity bus as defined by Section 541.201.

TRC §522.061. Notification of Conviction to Department or Employer

(a) A person who holds or is required to hold a commercial driver's license or a commercial learner's permit under this chapter and who is convicted in another state of violating a state law or local ordinance relating to motor vehicle traffic control shall notify the department in the manner specified by the department not later than the 7th day after the date of conviction.

(b) A person who holds or is required to hold a commercial driver's license or commercial learner's permit under this chapter and who is convicted in this state or another state of violating a state law or local ordinance relating to motor vehicle traffic control, including a law regulating the operation of vehicles on highways, shall notify the person's employer in writing of the conviction not later than the 7th day after the date of conviction.

(c) A notification to the department or an employer must be in writing and must contain:

(1) the driver's full name;
(2) the driver's license number or permit number;
(3) the date of conviction;
(4) the nature of the violation;
(5) a notation of whether the violation was committed in a commercial motor vehicle;
(6) the location where the offense was committed; and
(7) the driver's signature.

(d) This section does not apply to a parking violation.

TRC §522.063. Notification of Disqualification

A person who is denied the privilege of driving a commercial motor vehicle in a state for any period, who is disqualified from driving a commercial motor vehicle, or who is subject to an out-of-service order shall notify the person's employer of that fact before the end of the first business day after the date the person receives notice of that fact.

TRC §522.064. Notification of Previous Employment and Offenses

(a) A person who applies for employment as a commercial motor vehicle driver shall provide the employer, at the time of the application, with the following information for the 10 years preceding the date of application:

(1) a list of the names and addresses of the applicant's previous employers for which the applicant drove a commercial motor vehicle;
(2) the dates between which the applicant drove for each employer;
(3) the reason for leaving the employment of each employer; and

(4) each specific criminal offense or serious traffic violation of which the applicant has been convicted and each suspension, revocation, or cancellation of driving privileges that resulted from the conviction.

(b) The applicant must certify that the information furnished is true and complete. An employer may require an applicant to provide additional information. Before an application is submitted, the employer shall inform the applicant that the information provided by the applicant under this section may be used, and the applicant's previous employers may be contacted, to investigate the applicant's work history.

(c) An employer shall require each applicant to provide the information specified by Subsections (a) and (b).

TRC §522.081. Disqualification

(a) This subsection applies to a violation committed while operating any motor vehicle, including a commercial motor vehicle. A person who holds a commercial driver's license or commercial learner's permit is disqualified from driving a commercial motor vehicle for:

(1) 60 days if convicted of:

(A) two serious traffic violations that occur within a three-year period; or

(B) one violation of a law that regulates the operation of a motor vehicle at a railroad grade crossing; or

(2) 120 days if convicted of:

(A) three serious traffic violations arising from separate incidents occurring within a three-year period; or

(B) two violations of a law that regulates the operation of a motor vehicle at a railroad grade crossing that occur within a three-year period.

(b) Except as provided by this subsection, this subsection applies to a violation committed while operating any motor vehicle, including a commercial motor vehicle. A person who holds a commercial driver's license or commercial learner's permit is disqualified from driving a commercial motor vehicle for one year:

(1) if convicted of three violations of a law that regulates the operation of a motor vehicle at a railroad grade crossing that occur within a three-year period;

(2) on first conviction of:

(A) driving a motor vehicle under the influence of alcohol or a controlled substance, including a violation of Section 49.04 or 49.07, Penal Code;

(B) leaving the scene of an accident involving a motor vehicle driven by the person;

(C) using a motor vehicle in the commission of a felony, other than a felony described by Subsection (d)(2);

(D) causing the death of another person through the negligent or criminal operation of a motor vehicle; or

(E) driving a commercial motor vehicle while the person's commercial driver's license is revoked, suspended, or canceled, or while the person is disqualified from driving a commercial motor vehicle, for an action or conduct that occurred while operating a commercial motor vehicle;

(3) for refusing to submit to a test under Chapter 724 to determine the person's alcohol concentration or the presence in the person's body of a controlled substance or drug while operating a motor vehicle in a public place; or

(4) if an analysis of the person's blood, breath, or urine under Chapter 522, 524, or 724 determines that the person:

(A) had an alcohol concentration of 0.04 or more, or that a controlled substance or drug was present in the person's body, while operating a commercial motor vehicle in a public place; or

(B) had an alcohol concentration of 0.08 or more while operating a motor vehicle, other than a commercial motor vehicle, in a public place.

(c) A person who holds a commercial driver's license is disqualified from operating a commercial motor vehicle for three years if:

(1) the person:

(A) is convicted of an offense listed in Subsection (b)(2) and the vehicle being operated by the person was transporting a hazardous material required to be placarded; or

(B) refuses to submit to a test under Chapter 724 to determine the person's alcohol concentration or the presence in the person's body of a controlled substance or drug while operating a motor vehicle in a public place and the vehicle being operated by the person was transporting a hazardous material required to be placarded; or

(2) an analysis of the person's blood, breath, or urine under Chapter 522, 524, or 724 determines that while transporting a hazardous material required to be placarded the person:

(A) while operating a commercial motor vehicle in a public place had an alcohol concentration of 0.04 or more, or a controlled substance or drug present in the person's body; or

(B) while operating a motor vehicle, other than a commercial motor vehicle, in a public place had an alcohol concentration of 0.08 or more.

(d) A person is disqualified from driving a commercial motor vehicle for life:

(1) if the person is convicted two or more times of an offense specified by Subsection (b)(2), or a combination of those offenses, arising from two or more separate incidents;

(2) if the person uses a motor vehicle in the commission of a felony involving:

(A) the manufacture, distribution, or dispensing of a controlled substance; or

(B) possession with intent to manufacture, distribute, or dispense a controlled substance; or

(3) for any combination of two or more of the following, arising from two or more separate incidents:

(A) a conviction of the person for an offense described by Subsection (b)(2);

(B) a refusal by the person described by Subsection (b)(3); and

(C) an analysis of the person's blood, breath, or urine described by Subsection (b)(4).

(e) A person may not be issued a commercial driver's license or a commercial learner's permit and is disqualified from operating a commercial motor vehicle if, in connection with the person's operation of a commercial motor vehicle, the person commits an offense or engages in conduct that would disqualify the holder of a commercial driver's license from operating a commercial motor vehicle, or is determined to have had an alcohol concentration of 0.04 or more or to have had a controlled substance or drug present in the person's body. The period of prohibition under this subsection is equal to the appropriate period of disqualification required by Subsections (a)-(d).

(f) In this section, "felony" means an offense under state or federal law that is punishable by death or imprisonment for a term of more than one year.

(g) A person who holds a commercial driver's license or commercial learner's permit is disqualified from operating a commercial motor vehicle if the person's driving is determined to constitute an imminent hazard under 49 C.F.R. Section 383.52. The disqualification is for the disqualification period imposed under that section and shall be noted on the person's driving record.

(h) A disqualification imposed under Subsection (g) must run concurrently with any imminent hazard disqualification that is then currently in effect.

TRC §522.082. Reinstatement Following Disqualification for Life

(a) The department may adopt rules establishing guidelines, including conditions, under which a person disqualified for life under Section 522.081(d)(1) may apply to the department for reinstatement of the person's commercial driver's license, if authorized under federal law.

(b) A person is not eligible for reinstatement unless the person has been disqualified for at least 10 years and meets the department's conditions for reinstatement.

(c) If a reinstated driver is subsequently convicted of another disqualifying offense as specified by Section 522.081(b), the person is permanently disqualified and is not eligible for reinstatement.

TRC §522.101. Driving While Having Alcohol in System Prohibited

(a) Notwithstanding any other law of this state, a person may not drive a commercial motor vehicle in this state while having a measurable or detectable amount of alcohol in the person's system.

(b) A person who violates Subsection (a) or who refuses to submit to an alcohol test under Section 522.102 shall be placed out of service for 24 hours.

(c) A peace officer may issue an out-of-service order based on probable cause that the person has violated this section. The order must be on a form approved by the department. The peace officer shall submit the order to the department.

TRC §541.201. Vehicles

(11-a) "**Multifunction school activity bus**" means a motor vehicle that was manufactured in compliance with the federal motor vehicle safety standards for school buses in effect on the date of manufacture other than the standards requiring the bus to display alternately flashing red lights and to be equipped with movable stop arms, and that is used to transport preprimary, primary, or secondary students on a school-related activity trip other than on routes to and from school. The term does not include a school bus, a school activity bus, a school-chartered bus, or a bus operated by a mass transit authority.

(3) "**School activity bus**" means a bus designed to accommodate more than 15 passengers, including the operator, that is owned, operated, rented, or leased by a school district, county school, open-enrollment charter school, regional education service center, or shared services arrangement and that is used to transport public school students on a school-related activity trip, other than on routes to and from school. The term does not include a chartered bus, a bus operated by a mass transit authority, a school bus, or a multifunction school activity bus.

(4) "**School bus**" means a motor vehicle that was manufactured in compliance with the federal motor vehicle safety standards for school buses in effect on the date of manufacture and that is used to transport pre-primary, primary, or secondary students on a route to or from school or on a school related-related activity trip other than on routes to and from school. The term does not include a school-chartered bus or a bus operated by a mass transit authority.

TRC §545.066. Passing a School Bus; Offense

(a) An operator on a highway, when approaching from either direction a school bus stopped on the highway to receive or discharge a student:
  (1) shall stop before reaching the school bus when the bus is operating a visual signal as required by Section 547.701; and
  (2) may not proceed until:
    (A) the school bus resumes motion;
    (B) the operator is signaled by the bus driver to proceed; or
    (C) the visual signal is no longer actuated.

(b) An operator on a highway having separate roadways is not required to stop:
  (1) for a school bus that is on a different roadway; or
  (2) if on a controlled-access highway, for a school bus that is stopped:
    (A) in a loading zone that is a part of or adjacent to the highway; and
    (B) where pedestrians are not permitted to cross the roadway.

(c) An offense under this section is a misdemeanor punishable by a fine of not less than $500 or more than $1,250, except that the offense is:

(1) a misdemeanor punishable by a fine of not less than $1,000 or more than $2,000 if the person is convicted of a second or subsequent offense under this section committed within five years of the date on which the most recent preceding offense was committed;
(2) a Class A misdemeanor if the person causes serious bodily injury to another; or
(3) a state jail felony if the person has been previously convicted under Subdivision (2).

(d) The court may order that the driver's license of a person convicted of a second or subsequent offense under this section be suspended for not longer than six months beginning on the date of conviction. In this subsection, "driver's license" has the meaning assigned by Chapter 521.

(e) If a person does not pay the previously assessed fine or costs on a conviction under this section, or is determined by the court to have insufficient resources or income to pay a fine or costs on a conviction under this section, the court may order the person to perform community service. The court shall set the number of hours of service under this subsection.

(f) For the purposes of this section:
(1) a highway is considered to have separate roadways only if the highway has roadways separated by an intervening space on which operation of vehicles is not permitted, a physical barrier, or a clearly indicated dividing section constructed to impede vehicular traffic; and
(2) a highway is not considered to have separate roadways if the highway has roadways separated only by a left turn lane.

TRC §545.251. Obedience to Signal Indicating Approach of Train

(a) An operator approaching a railroad grade crossing shall stop not closer than 15 feet or farther than 50 feet from the nearest rail if:
(1) a clearly visible railroad signal warns of the approach of a railroad train;
(2) a crossing gate is lowered, or a flagger warns of the approach or passage of a train;
(3) a railroad engine approaching within approximately 1,500 feet of the highway crossing emits a signal audible from that distance and the engine is an immediate hazard because of its speed or proximity to the crossing;
(4) an approaching railroad train is plainly visible to the operator and is in hazardous proximity to the crossing; or
(5) the operator is required to stop by:
(A) other law;
(B) a rule adopted under a statute;
(C) an official traffic-control device; or
(D) a traffic-control signal.

(b) An operator of a vehicle required by Subsection (a) to stop shall remain stopped until permitted to proceed and it is safe to proceed.

(c) An operator of a vehicle who approaches a railroad grade crossing equipped with railroad crossbuck signs without automatic, electric, or mechanical signal devices,

crossing gates, or a flagger warning of the approach or passage of a train shall yield the right-of-way to a train in hazardous proximity to the crossing, and proceed at a speed that is reasonable for the existing conditions. If required for safety, the operator shall stop at a clearly marked stop line before the grade crossing or, if no stop line exists, not closer than 15 feet or farther than 50 feet from the nearest rail.

(d) An operator commits an offense if the operator drives around, under, or through a crossing gate or a barrier at a railroad crossing while the gate or barrier is closed, being closed, or being opened.

(e) In a prosecution under this section, proof that at the time of the offense a train was in hazardous proximity to the crossing and that the train was plainly visible to the operator is prima facie evidence that it was not safe for the operator to proceed.

(f) An offense under this section is punishable by a fine of not less than $50 or more than $200.

TRC §545.2535. School Buses to Stop at All Railroad Grade Crossings

(a) Except as provided by Subsection (c), the operator of a school bus, before crossing a track at a railroad grade crossing:
  (1) shall stop the vehicle not closer than 15 feet or farther than 50 feet from the track;
  (2) while stopped, shall listen and look in both directions along the track for an approaching train and signals indicating the approach of a train; and
  (3) may not proceed until it is safe to do so.

(b) After stopping as required by Subsection (a), the operator may proceed in a gear that permits the vehicle to complete the crossing without a change of gears. The operator may not shift gears while crossing the track.

(c) An operator is not required to stop at:
  (1) an abandoned railroad grade crossing that is marked with a sign reading "tracks out of service"; or
  (2) an industrial or spur line railroad grade crossing that is marked with a sign reading "exempt."

(d) A sign under Subsection (c) may be erected only by or with the consent of the appropriate state or local governmental official.

TRC §545.255. Moving Heavy Equipment at Railroad Grade Crossings

(a) This section applies only to:
  (1) a crawler-type tractor, steam shovel, derrick, or roller; and
  (2) any other equipment or structure with:
    (A) a normal operating speed of 10 miles per hour or less; or
    (B) a vertical body or load clearance of less than one-half inch per foot of the distance between two adjacent axles or less than nine inches measured above the level surface of a roadway.

(b) An operator of a vehicle or equipment may not move on or across a track at a railroad grade crossing unless the operator has given notice to a station agent of

the railroad and given the railroad reasonable time to provide proper protection at the crossing.

(c) To move a vehicle or equipment on or across a track at a railroad grade crossing, the operator:
- (1) shall stop the vehicle or equipment not closer than 15 feet or farther than 50 feet from the nearest rail of the railroad;
- (2) while stopped, shall listen and look in both directions along the track for an approaching train and for signals indicating the approach of a train; and
- (3) may not proceed until it is safe to cross the track.

(d) An operator of a vehicle or equipment may not cross a railroad grade crossing when warning of the immediate approach of a railroad car or train is given by automatic signal, crossing gates, a flagger, or otherwise. If a flagger is provided by the railroad, the operator shall move the vehicle or equipment over the crossing at the flagger's direction.

(e) An offense under this section is punishable by a fine of not less than $50 or more than $200.

TRC §545.352. Prima Facie Speed Limits

(a) A speed in excess of the limits established by Subsection (b) or under another provision of this subchapter is prima facie evidence that the speed is not reasonable and prudent and that the speed is unlawful.

(b) Unless a special hazard exists that requires a slower speed for compliance with Section 545.351 (b), the following speeds are lawful:
- (1) 30 miles per hour in an urban district on a street other than an alley and 15 miles per hour in an alley;
- (2) except as provided by Subdivision (4), 70 miles per hour on a highway numbered by this state or the United States outside an urban district, including farm-to-market or ranch-to-market road;
- (3) except as provided by Subdivision (4), 60 miles per hour on a highway that is outside an urban district and not a highway numbered by this state or the United States;
- (4) outside an urban district:
  - **(A) 60 miles per hour if the vehicle is a school bus that has passed a commercial motor vehicle inspection under Section 548.201 and is on a highway numbered by the United States or this state, including a farm-to-market road; or**
  - **(B) 50 miles per hour if the vehicle is a school bus that:**
    - **(i) has not passed a commercial motor vehicle inspection under Section 548.201; or**
    - **(ii) is traveling on a highway not numbered by the United States or this state;**
- (5) on a beach, 15 miles per hour; or
- (6) on a county road adjacent to a public beach, 15 miles per hour, if declared by the commissioners court of the county.

(c) The speed limits for a bus or other vehicle engaged in the business of transporting passengers for compensation of hire, for a commercial vehicle used as a highway post office vehicle for highway post office service in the transportation of United States mail, for a light truck, and for a school activity bus are the same as required for a passenger car at the same time and location.

(d) In this section:

(1) "Interstate highway" means a segment of the national system of interstate and defense highways that is:

(A) located in this state;

(B) officially designated by the Texas Transportation Commission; and

(C) approved under Title 23, United States Code.

(2) "Light truck" means a truck with a manufacturer's rated carrying capacity of not more than 2,000 pounds, including a pick-up truck, panel delivery truck, and carry-all truck.

(3) "Urban district" means the territory adjacent to and including a highway, if the territory is improved with structures that are used for business, industry, or dwelling houses and are located at intervals of less than 100 feet for a distance of at least one-quarter mile on either side of the highway.

(e) An entity that establishes or alters a speed limit under this subchapter shall establish the same speed limit for day time and nighttime.

TRC §545.425. Use of Wireless Communication Device in a School Crossing Zone or While Operating a School Bus with a Minor Passenger; Offense

(a) In this section:

(1) "Hands-free device" means speakerphone capability,a telephone attachment or another function or other piece of equipment, regardless of whether permanently installed in the motor vehicle, that allows use of the wireless communication device without use of either of the operator's hands, except to activate or deactivate a function of the wireless communication device or hands-free device. The term includes voice-operated technology and a push-to-talk function..

(2) "Wireless communication device" means a device that uses a commercial mobile service, as defined by 47 U.S.C Section 332.

(b) Except as provided by Subsection (c), an operator may not use a wireless communication device while operating a motor vehicle within a school crossing zone, as defined by Section 541.302, Transportation Code, unless:

(1) the vehicle is stopped; or

(2) the wireless communication device is used with a hands free device.

(b-1) Except as provided by Subsection (b-2), a local authority that enforces this section

in a school crossing zone in the local authority's jurisdiction shall post a sign, or approve posting of a sigh by a school or school district, that complies with the standards described by this subsection at the entrance to each school crossing zone. The Texas Department of Transportation shall adopt standards that:

(1) allow for a sign required to be posted under this subsection to be attached to an existing sign at a minimal cost; and

(2) require that a sign required to be posted under this subsection inform an operator that:

(A) the use of a wireless communication device is prohibited in the school crossing zone; and

(B) the operator is subject to a fine if the operator uses a wireless communication device in the school crossing zone.

(b-2) A local authority that by ordinance or rule prohibits the use of a wireless communication device while operating a motor vehicle, including a prohibition that contains an exception for the use of a wireless communication device with a hands-free device, throughout the jurisdication of the local authority is not required to post a sign as required by Subsection (b-1) and shall:

(1) posts signs that are located at each point at which a state highway, U.S. highway, or interstate highway enters the jurisdiction of the local authority and that state:

(A) that an operator is prohibited from using a wireless communication device while operating a motor vehicle in the jurisdiction of the local authority, and whether use of a wireless communication device with a hands-free device is allowed in the jurisdiction of the local authority; and

(B) that an operator is subject to a fine if the operator uses a wireless communication device while operating a motor vehicle in the jurisdiction of the local authority; and

(2) subject to all applicable United States Department of Transportation Federal Highway Administration rules, posts a message that complies with Subdivision (1) on any dynamic message sign operated by the political subdivision located on a state highway, U.S. highway, or interstate highway in the political subdivision.

(b-3) A sign posted under Subsection (b-2) (1) must be readable to an operator traveling at the applicable speed limit.

(b-4) The local authority shall pay the costs associated with the posting of signs under Subsection (b-1) and (b-2), unless the authority enters an agreement providing otherwise.

(c) **An operator may not use a wireless communication device while operating a passenger bus with a minor passenger on the bus unless the passenger bus is stopped.**

(d) It is an affirmative defense to prosecution of an offense under this section that:
- (1) the wireless communication device was used to make an emergency call to:
  - (A) an emergency response service, including a rescue, emergency medical, or hazardous material response service;
  - (B) a hospital;
  - (C) a fire department;
  - (D) a health clinic;
  - (E) a medial doctor's office;
  - (F) an individual to administer first aid treatment; or
  - (G) a police department; or
- (2) a sign required by Subsection (b-1) was not posted at the entrance to the school crossing zone at the time of an offense committed in the school crossing zone.

(d-1) The affirmative defense available in Subsection (d) (2) is not available for an offense under Subsection (b) committed in a school crossing zone located in the jurisdiction of a local authority that is in compliance with Subsection (b-2).

(e) This section does not apply to:
- (1) an operator of an authorized emergency vehicle using a wireless communication device while acting in an official capacity; or
- (2) an operator who is licensed by the Federal Communications Commission while operating a radio frequency device other than a wireless communication device.

(e-1) Subsection (c) does not apply to an operator of a school bus or passenger bus using a wireless communication device:
- **(1) in the performance of the operator's duties as a bus driver; and**
- **(2) in a manner similar to using a two-way radio.**

(f) Except as provided by Subsection (b-2), this section preempts all local ordinances, rules, or regulations that are inconsistent with specific provisions of this section adopted by a political subdivision of this state relating to the use of a wireless communication device by the operator of a motor vehicle.

TRC §545.426 Operation of School Bus

(a) A person may not operate a school bus if:
- (1) the door of the school bus is open; or
- (2) the number of passengers on the bus is greater than the manufacturer's design capacity for the bus.

(b) An operator of a school bus, while operating the bus, shall prohibit a passenger from:
- (1) standing in the bus; or
- (2) sitting:
  - (A) on the floor of the bus; or
  - (B) in any location on the bus that is not designed as a seat.

(c) The department may adopt rules necessary to administer and enforce this section.

TRC §546.001 Permissible Conduct

In operating an authorized emergency vehicle the operator may:

(1) park or stand, irrespective of another provision of this subtitle;

(2) proceed past a red or stop signal or stop sign, after slowing as necessary for safe operation;

(3) exceed a maximum speed limit, except as provided by an ordinance adopted under Section 545.365, as long as the operator does not endanger life or property; and

(4) disregard a regulation governing the direction of movement or turning in specified directions.

TRC §547.701. Additional Equipment Requirements for School Buses and Other Buses Used to Transport Schoolchildren

(a) A school bus shall be equipped with:

(1) a convex mirror or other device that reflects to the school bus operator a clear view of the area immediately in front of the vehicle that would otherwise be hidden from view; and

(2) signal lamps that:

(A) are mounted as high and as widely spaced laterally as practicable;

(B) display four alternately flashing red lights, two located on the front at the same level and two located on the rear at the same level; and

(C) emit a light visible at a distance of 500 feet in normal sunlight.

(b) A school bus may be equipped with:

(1) rooftop warning lamps:

(A) that conform to and are placed on the bus in accordance with specifications adopted under Section 34.002, Education Code; and

(B) that are operated under rules adopted by the school district; and

(2) movable stop arms:

(A) that conform to regulations adopted under Section 34.002, Education Code; and

(B) that may be operated only when the bus is stopped to load or unload students.

(c) **When a school bus is being stopped or is stopped on a highway to permit students to board or exit the bus, the operator of the bus shall activate all flashing warning signal lights and other equipment on the bus designed to warn other drivers that the bus is stopping to load or unload children. A person may not operate such a light or other equipment except when the bus is being stopped or is stopped on a highway to permit students to board or exit the bus.**

(c-1) A person may not operate a light or other equipment described by Subsection (c) except when a school bus is being stopped or is stopped on a highway to:

(1) permit a student to board or exit the bus; or

(2) distribute to a student or the parent or guardian of a student:

(A) food; or

(B) technological equipment for use bu the student for educational purposes.

(d) The exterior of a school bus may not bear advertising or another paid announcementdorected at tje [in;oc of tje advertising or announcement distracts from the effectiveness of required safety warning equipment. The department shall adopt rules to implement this subsection. A school bus that violates this section or rules adopted under this section shall be placed out of service until it complies.

(e) In this subsection, "bus" includes a school bus, school activity bus, multifunction school activity bus, or school-chartered bus. A bus operated by or contracted for use by a school district for the transportation of schoolchildren shall be equipped with a three-point seat belt for each passenger, including the operator. This subsection does not apply to:

(1) a bus purchased by a school district that is a model year 2017 or earlier; or

(2) a bus purchased by a school district that is a model year 2018 or later if the board of trustees for the school district:

(A) determines that the district's budget does not permit the district to purchase a bus that is equipped with the seat belts required by this subsection; and

(B) votes to approve that determination in a public meeting.

TRC §550.021. Accident Involving Personal Injury or Death

(a) The operator of a vehicle involved in an accident that results or is reasonably likely to result in injury to or death of a person shall:
  (1) immediately stop the vehicle at the scene of the accident or as close to the scene as possible;
  (2) immediately return to the scene of the accident if the vehicle is not stopped at the scene of the accident; and
  (3) immediately determine whether a person is involved in the accident, and if a person is involved in the accident, whether that person requires aid; and
  (4) remain at the scene of the accident until the operator complies with the requirements of Section 550.023.

(b) An operator of a vehicle required to stop the vehicle by Subsection (a) shall do so without obstructing traffic more than is necessary.

(c) A person commits an offense if the person does not stop or does not comply with the requirements of this section. An offense under this section:
  (1) involving an accident resulting in:
    (A) death of a person is a felony of the second degree; or
    (B) serious bodily injury, as defined by Section 1.07, Penal Code, to a felony of the third degree; and
  (2) involving an accident resulting in injury to which Subdivision (1) does not apply is punishable by:
    (A) imprisonment in the Texas Department of Criminal Justice for not more than five years or confinement in the county jail for not more than one year;
    (B) a fine not to exceed $5,000; or
    (C) both the fine and the imprisonment or confinement.

TRC §550.022. Accident Involving Damage to Vehicle

(a) Except as provided by Subsection (b), the operator of a vehicle involved in an accident resulting only in damage to a vehicle that is driven or attended by a person shall:
  (1) immediately stop the vehicle at the scene of the accident or as close as possible to the scene of the accident without obstructing traffic more than is necessary;
  (2) immediately return to the scene of the accident if the vehicle is not stopped at the scene of the accident; and
  (3) remain at the scene of the accident until the operator complies with the requirements of Section 550.023.

(b) If an accident occurs on a main lane, ramp, shoulder, median, or adjacent area of a freeway in a metropolitan area and each vehicle involved can be normally and safely driven, each operator shall move the operator's vehicle as soon as possible to a designated accident investigation site, if available, a location on the frontage road, the nearest suitable cross street, or other suitable location to complete the requirements of Section 550.023 and minimize interference with freeway traffic.

(c) A person commits an offense if the person does not stop or does not comply with the requirements of Subsection (a). An offense under this subsection is:
  (1) a Class C misdemeanor, if the damage to all vehicles is less than $200; or
  (2) a Class B misdemeanor, if the damage to all vehicles is $200 or more.

(c-1) A person commits an offense if the person does not comply with the requirements of Subsection (b). An offense under this subsection is a Class C misdemeanor.

(d) In this section, a vehicle can be normally and safely driven only if the vehicle:
  (1) does not require towing; and
  (2) can be operated under its own power and in its usual manner, without additional damage or hazard to the vehicle, other traffic, or the roadway.

TRC §550.023. Duty to Give Information and Render Aid

The operator of a vehicle involved in an accident resulting in the injury or death of a person or damage to a vehicle that is driven or attended by a person shall:

(1) give the operator's name and address, the registration number of the vehicle the operator was driving, and the name of the operator's motor vehicle liability insurer to any person injured or the operator or occupant of or person attending a vehicle involved in the collision;
(2) if requested and available, show the operator's driver's license to a person described by Subdivision (1); and
(3) provide any person injured in the accident reasonable assistance, including transporting or making arrangements for transporting the person to a physician or hospital for medical treatment if it is apparent that treatment is necessary, or if the injured person requests the transportation.

TRC §550.024. Duty on Striking Unattended Vehicle

(a) The operator of a vehicle that collides with and damages an unattended vehicle shall immediately stop and:
  (1) locate the operator or owner of the unattended vehicle and give that person the name and address of the operator and the owner of the vehicle that struck the unattended vehicle; or
  (2) leave in a conspicuous place in, or securely attach in a plainly visible way to, the unattended vehicle a written notice giving the name and address of the operator and the owner of the vehicle that struck the unattended vehicle and a statement of the circumstances of the collision.

(b) A person commits an offense if the person violates Subsection (a). An offense under this section is:
  (1) a Class C misdemeanor, if the damage to all vehicles involved is less than $200; or
  (2) a Class B misdemeanor, if the damage to all vehicles involved is $200 or more.

TRC §550.025. Duty on Striking Fixture or Highway Landscaping

(a) The operator of a vehicle involved in an accident resulting only in damage to a structure adjacent to a highway or a fixture or landscaping legally on or adjacent to a highway shall:
  (1) take reasonable steps to locate and notify the owner or person in charge of the property of the accident and of the operator's name and address and the registration number of the vehicle the operator was driving; and
  (2) if requested and available, show the operator's driver's license to the owner or person in charge of the property.

(b) A person commits an offense if the person violates Subsection (a). An offense under this section is:
  (1) a Class C misdemeanor, if the damage to all fixtures and landscaping is less than $200; or
  (2) a Class B misdemeanor, if the damage to all fixtures and landscaping is $200 or more.

TRC §644.252. Report of Refusal and Certain Results

(a) An employer required to conduct alcohol and drug testing of an employee who holds a commercial driver's license under Chapter 522 under federal safety regulations as part of the employer's drug testing program or consortium, as defined by 49 C.F.R. Part 382, shall report to the department:
  (1) a valid positive result on an alcohol or drug test performed and whether the specimen producing the result was a dilute specimen, as defined by 49 C.F.R. Section 40.3;
  (2) a refusal to provide a specimen for an alcohol or drug test; or
  (3) an adulterated specimen or substituted specimen, as those terms are defined by 49 C.F.R. Section 40.3, on an alcohol or drug test performed.

(b) The department shall maintain the information provided under this section.

(c) Information maintained under this section is confidential and only subject to release as provided by Section 521.053.

IDEA

CFR §300.139. Location of Services and Transportation

(b) Transportation
  (1) General
    (i) If necessary for the child to benefit from or participate in the services provided under this part, a parentally-placed private school child with a disability must be provided transportation-
      (A) From the child's school or the child's home to a site other than the private school; and
      (B) From the service site to the private school, or to the child's home, depending on the timing of the service.
    (ii) LEAs are not required to provide transportation from the child's home to the private school.
  (2) Cost of transportation. The cost of the transportation described in paragraph (b)(1)(i) of this section may be included in calculating whether the LEA has met the requirements of 300.133.

CFR §300.34. Related Services

(c) Individual related services term defined. The terms used in this definition are defined as follows:
  (16) Transportation includes -
    (i) Travel to and from school and between schools;
    (ii) Travel in and around school buildings; and
    (iii) Specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability.

Appendix B - Driver Record Evaluation and Penalty Point System

Table I
School Bus Driver Driving Record Evaluation

Assess **1 penalty point** for each conviction if the date of the violation is within **3 years** of the date of the driving record evaluation.

Brakes not on all wheels required

Carry passenger without a helmet

Clearance lamps improperly mounted

Clearance lights not visible sufficient distance

Defective parking lamp(s)

Defective safety glazing material

Defective stop lamp(s)

Defective tail lamp(s)

Defective turn signal lamps

Defective windshield wiper

Driving safety course sec. 143(a)(1)

Endorsement violation CDL

Fail to give info/render aid

Hazardous material placard violation

Head lamps glaring not adjusted

Identification lamps not visible sufficient distance

Improper flashing lights

Improper use of back-up lamp

Improperly directed or adjusted lamp(s)

Mirror violation

More than four driving lamps lighted

Muffler violation

No automatic brake application on breakaway (trailer)

No beam indicator

No clearance lamps

No double trailer endorsement (CDL)

No fire extinguisher

No front seat belts (when required)

No hazmat endorsement (CDL)

No head lamp(s)—not equipped

No motorcycle endorsement

No mud flaps or improper mud flaps

No multiple-beam road lighting equipment

No parking lamps

No passenger vehicle endorsement (CDL)

No reflector(s) when required

No school bus endorsement (CDL)

No stop lamps

No tail lamp(s)—not equipped

No tank vehicle endorsement (CDL)

No turn signal lamps when required

Table I (Continued)
School Bus Driver Driving Record Evaluation

Assess **1 penalty point** for each conviction if the date of the violation is within **3 years** of the date of the driving record evaluation.

No white flag on tow chain (or cable)

No windshield wiper

Pull more than one trailer or other vehicle

Red light(s) on front

Reflectors improperly mounted

Reflectors not visible sufficient distance

Side marker lamps not visible sufficient distance

Slow-moving vehicle emblem violation

Tail lamp(s) improperly located

Too many auxiliary driving lamps

Too many auxiliary passing lamps

Too many fog lamps

Too many spot lamps

Unauthorized glass coating material

Warning devices not installed or defective

Wrong color back-up lamp

Wrong color clearance lamp(s)

Wrong color identification lamps

Wrong color license plate light

Wrong color reflectors

Wrong color side marker

Wrong color signal device

Wrong color spotlight

Table II
School Bus Driver Driving Record Evaluation

Assess **2 penalty points** if the date of occurrence is within **3 years** of the date of the driving record evaluation. Persons disqualified because of penalty points assessed for crash* involvement shall be notified of their right to a review. (See below for review procedure.)

Accident	Accident non-incapacitating injury
Accident citation issued	Accident non-injury
Accident fatal	Accident no citation issued
Accident incapacitating injury	Accident possible injury

*****The terms “crash” and “accident” shall be used interchangeably.

Review Procedure for Disqualification Appeal

(2 point penalty assessments under Table II)

Two penalty points shall automatically be assessed for a crash involvement occurring within **3 years** of the date of the driver record evaluation that appears on the driver history record. Applicants disqualified on the basis of penalty points assessed for crash involvements appearing on their driving records may request a review by the person(s) designated by the employer to determine if the applicant was a cause of the crash(es). The applicant must identify the specific crash involvement(s) to be reviewed and request a copy of the crash report(s) on the approved form. Mail the form to Crash Records, Texas Department of Transportation at the address listed on the form.

The designated person(s) shall review information pertinent to the crash(es), which should include the **Texas Peace Officer’s Crash Report**. In examining this report, consideration of such items as Charges Filed, Investigators’ Narrative of What Happened, Diagram, and Factors/Conditions Contributing to the Crash should assist in making a determination as to whether or not the assessment of penalty points is appropriate.

If the designated person(s) reviews the crash report and any other pertinent information and determines that the applicant was not a cause of the crash(es), no penalty points should be assessed. If the designated person(s) determines that the applicant was a cause of the crash(es), 2 penalty points shall be assessed for each crash.

Table III
School Bus Driver Driving Record Evaluation

Assess **3 penalty points** for each conviction if the date of violation is within **3 years** of the date of the driving record evaluation.

Allow passenger to stand/sit improperly on a school bus

Bus driver failed to activate warning signal/equipment

Bus failed to stop at RR crossing

Bus shifting gears while crossing RR tracks

Careless driving

Carry motorcycle passenger under 5; except in side car

Changed lane when unsafe

Child passenger safety offense

Coasting

Coasting (truck, truck tractor or bus, specify) with clutch engaged

Consumed alcohol while driving

Crossed RR with heavy equipment without notice

Crossed RR with heavy equipment without stop (or safety)

Crossing fire hose without permission

Crossing physical barrier

Cut across driveway to make turn

Cut corner left turn

Cut in after passing

Did not use designated lane or direction

Displayed fictitious driver license

Disregard solid yellow turn signal arrow

Disregard warning signs or barricades

Disregarded flashing red signal (at stop sign, etc)

Disregarded flashing yellow light

Disregarded lane control signal

Disregarded no lane change sign

Disregarded no passing zone

Disregarded police officer

Disregarded RR crossing gate or flagger

Disregarded signal at RR crossing

Disregarded traffic control device

Disregarded turn marks at intersection

Disregarded warning sign at construction

Drawbar over 15 feet

Drive into block where fire engine stopped

Driving around barricades

Driver opened door in moving traffic

Drove center lane (not passing, not turning left)

Drove on or across streetcar track where prohibited

Drove on sidewalk

Drove on wrong side-RR crossing

Drove on wrong side of approaching bridge

Drove on wrong side of divided highway

Drove on wrong side of road

Table III (Continued)
School Bus Driver Driving Record Evaluation

Assess **3 penalty points** for each conviction if the date of violation is within **3 years** of the date of the driving record evaluation.

Drove on wrong side road approaching intersection

Drove wrong side of road approaching RR grade crossing

Drove on wrong side road awaiting access to ferry

Drove onto (or from) controlled access highway where prohibited

Drove through safety zone

Drove to left of rotary traffic island

Drove without lights-when required

Drove wrong way on one-way roadway

Fail to comply with requirements on striking fixtures on highway

Fail to comply with requirements on striking unattended vehicle

Fail to control speed

Fail to dim headlights--following

Fail to dim headlights—meeting

Fail to drive in single lane

Fail to give hand signals when required

Fail to give one-half of roadway

Fail to give way when overtaken

Fail to keep right on mountain roadway

Fail to pass left safely

Fail to pass met vehicle to right

Fail to pass to right safely

Fail to signal for stop

Fail to signal required distance before turning

Fail to signal with turn indicator

Fail to sound horn—mountain road

Fail to stop at marked RR crossing

Fail to stop at proper place (at traffic light)

Fail to stop at proper place (flashing red signal)

Fail to stop at proper place (not intersection)

Fail to stop for approaching train

Fail to stop for school bus (or remain stopped, specify)

Fail to stop for street car-or stop at wrong location

Fail to stop-designated point-at stop sign

Fail to stop-designated point-at yield sign

Fail to stop-emerging from alley, driveway, or building

Fail to use due care for pedestrian

Fail to use proper headlight beam

Fail to yield at stop intersection

Fail to yield at yield intersection

Fail to yield right of way

Fail to yield right of way from private road

Fail to yield right of way—changing lanes

Fail to yield right of way—turning right on red signal

Table III (Continued)
School Bus Driver Driving Record Evaluation

Assess **3 penalty points** for each conviction if the date of violation is within **3 years** of the date of the driving record evaluation.

Fail to yield right of way at open intersection (specify type)

Fail to yield right of way leaving (private drive, alley, or building)

Fail to yield right of way on green arrow signal

Fail to yield right of way on green signal

Fail to yield right of way on left at obstruction

Fail to yield right of way to emergency vehicle

Fail to yield right of way to pedestrian at signal intersection

Fail to yield right of way to pedestrian in crosswalk

Fail to yield right of way to pedestrian in crosswalk—no signal

Fail to yield right of way to pedestrian on sidewalk

Fail to yield right of way to pedestrian—green arrow signal

Fail to yield right of way to pedestrian turning right or left at intersection

Fail to yield right of way—turning left (at intersection, alley, private road, or driveway)

Fail to yield to vehicle in intersection

Fail to yield to vehicle leaving highway

Fail to signal lane change

Fail to yield for blind or incapacitated person

Fleeing from police officer

Following ambulance

Following fire apparatus

Following too closely

Following too closely—truck

Following too closely—caravan

Illegal backing

Illegal load extension

Illegal pass on right

Illegally passed streetcar

Impeding traffic

Improper lane change

Improper lookout

Improper passing

Improper turn

Improper turn or stop hand signal

Improper use of auxiliary driving lamps

Improper use of auxiliary passing lamps

Improper use of fog lamps

Improper use of lighting-hwy. equip.

Improper use of spot light

Improper use of turn indicator

Increased speed while being overtaken

Interfere with funeral procession

Interfere with streetcar

Table III (Continued)
School Bus Driver Driving Record Evaluation

Assess **3 penalty points** for each conviction if the date of violation is within **3 years** of the date of the driving record evaluation.

Lack of caution on green arrow signal

Leaving scene of accident

Made a U-turn on curve or hill

Negligent collision

No commercial driver license(CDL)

No driver license

No flag or projecting load—daytime

No lamps (or reflectors) on project load at night

No seat belt—driver

No seat belt—passenger

Obstructed view through windshield

Obstructing traffic

Open container DRIVER

Operate motorcycle without approved headgear

Operate school bus over passenger design capacity

Operate school bus with door open

Operate vehicle with more than one passenger-minor

Operate vehicle where prohibited

Operate vehicle with child in open bed

Parked double

Parked on a bridge or in a tunnel

Parked on crosswalk

Parked on grade—failed to turn wheels

Parked on roadway

Parked with headlamps not dimmed

Parked within an intersection

Parked without lights

Parked without locking ignition and/or removing key

Passed streetcar on left w/out reducing speed or w/out caution

Passed through barricade

Passed vehicle stopped for pedestrian

Passed—insufficient clearance

Passengers/load obstruct driver's view or control

Passing authorized emergency vehicle

Permitted/operated unsafe vehicle

Person(s) riding in trailer or semi-trailer

Prohibited motor vehicle on controlled-access highway

Racing—drag racing—acceleration context, etc.

Ran red light

Ran stop sign

Reckless driving

Restriction violation-CDL

Riding boat/watercraft drawn by vehicle

Slower vehicle failed to keep right

Table III (Continued)
School Bus Driver Driving Record Evaluation

Assess **3 penalty points** for each conviction if the date of violation is within **3 years** of the date of the driving record evaluation.

Speed under minimum

Speeding

Speeding-10 mph maximum for solid tire

Speeding-15 miles over (CDL)

Speeding > 10% above posted speed limit

Speeding over limit

Speeding—school zone

Too many riders on motorcycle

Turned across dividing section

Turned left from wrong lane

Turned right from wrong lane

Turned right too wide

Turned so as to impede or interfere with streetcar

Turned when unsafe

Unauthorized use of siren, bell or whistle

Unrestrained child under 4 or less than 36 inches in height not secured by child passenger safety seat

Unrestrained child – safety seat violation

Unsafe speed (too fast for conditions)

Unsafe start

Unsafe start from parked, stopped or standing position

Use of school bus signal for wrong purpose

Use/operate/install/purchase/sell radar interference device

Use wireless device while driving bus

Use wireless device while driving—minor

Use wireless device in school zone

Vehicle hauling explosives (or flammable materials) failed to stop at RR crossing

Vehicle hauling explosives failed to reduce speed at RR crossing

Vehicle without required equipment or in unsafe condition

Violate DL restriction on occupational license

Violate DL restrictions

Violate operating hours—minor

Violated out of service order

Violated out-of-service order hazmat and/or passenger

Warning devices not displayed (flags, fuses, flares, reflectors)

Wrong side of road-not passing

Wrong side, 4 or more lane, two-way roadway

Table IV
School Bus Driver Driving Record Evaluation

Assess **10 penalty points** for each conviction if the date of the violation is within **10 years** of the date of the driving record evaluation.

Aggravated assault with motor vehicle

Alcohol beverage code offense

Boating while intoxicated

Controlled substance act offense

Criminal negligent homicide with motor vehicle-1st or 2nd degree

Dangerous drug act offense

Driving under influence

Driving under influence (DUI)-minor

Driving while impaired

Driving while intoxicated

Driving while intoxicated—with child under 15

Driving while intoxicated-probated

Driving while intoxicated bond forfeiture

Driving while license invalid

Driving while license invalid bond forfeiture

Driving while license disqualified-CMV

Drug offense

Drug offense-bond forfeiture

Fail to stop and render aid-felony

Fail to stop and render aid-misdemeanor

Felony-use of CMV

Felony-use of CMV-controlled substance

Intoxication assault

Intoxication assault with motor vehicle

Intoxication manslaughter

Intoxication manslaughter motor vehicle

Involuntary manslaughter with motor vehicle

Volatile chemical act offense

Table V
School Bus Driver Driving Record Evaluation

Assess **10 penalty points** for each conviction if the date of the violation is within **10 years** of the date of the driving record evaluation.

ALR CMV disqualification—0.04 or more

ALR CMV disqualification—0.04 or more HAZMAT

ALR CMV disqualification—refusal

ALR CMV disqualification—refusal—HAZMAT

ALR suspension—failure

ALR suspension—refusal

ALR suspension—Under 21—Refusal

ALR suspension—Under 21—Failure

Appendix C - General Characteristics of Special Needs Categories

Overview

This appendix lists the general characteristics of some special needs regarding passengers (in alphabetical order). These characteristics do not apply to everyone within a disability category. Do not label a student or generalize an individual based on his or her disability.

Autism

Autism is a developmental disability that significantly affects verbal and nonverbal communication and social interaction and adversely affects a child's educational performance.

What You Should Know

- Individuals with autism may display a wide range of intellectual and behavioral differences.

Communication Problems

- They may not be able to communicate effectively.
- They may not communicate at all.
- They may not respond to nonverbal communication such as a smile or glare.
- They often perform repetitive activities.

Routine

- They may resist any change of both environment and daily routines. For example, they may be unusually upset by a change of seating assignment or if the normal bus route has changed because of a detour.

Unusual Response to Stimuli

- They may have an abnormal reaction to environmental stimuli or have abnormal fears. For example, they may be fascinated by or unusually afraid of a sound or the feel of something.

What You Can Do

- Receive specialized training.
- Develop planned intervention techniques.
- Establish and maintain a daily routine.
- Use assigned seating.
- Use one- or two-word directions in a quiet, gentle, and firm voice.
- Do not give choices.
- Avoid sudden, loud noises.
- Ignore behavior that does not pose a safety hazard.

Deaf-Blind (DB)

Students who are deaf-blind have a visual impairment as well as being deaf or hard of hearing. The degree of vision and hearing loss varies widely, but the student will have some accommodations or special considerations to help them access and understand direct communication and environmental information.

What You Should Know

- Be aware of the particular communication mode used by each student.
  - Some students will use communication modes outlined in the **What You Should Know About Deaf/Hard of Hearing (DHH)**.
  - Some students who are deaf-blind utilize individualized communication supports that may include sign language and/or a symbol communication system.
  - Some students who are deaf-blind respond best to a consistent routine.
  - Be aware of any mobility considerations due to the visual impairment.

What You Can Do

- Learn about the level of assistance necessary for each student on an individual basis.
- Learn about the student's best communication mode and master enough of it to provide safe transportation.
- Depending on the student's needs, create a consistent routine by greeting the student in the same way each time you see him/her, seating the student in the same location each day.
- Collaborate with school staff members who can provide information about their individual needs.
- Plan. Children who are deaf-blind may require specialized planning by their transportation providers, including door-to-door services.
- Be predictable. Be consistent in seating arrangements, communication, and daily routine.

Deaf/Hard of Hearing (DHH)

Students who are deaf or hard of hearing have various levels of hearing. Some may have enough hearing to understand some speech when it is quiet, while others may hear sound but not understand it, an some may not have any usable hearing.

What You Should Know

- Be aware of the particular communication mode used by each student.
  - Some students who are DHH will use sign language, some will use their hearing and speech, some will use a combination of all.
  - Speech reading should not be depended on for communicating with students who are DHH. Only 30% of what is said is visible on the lips, and most students who are DHH do not know how to use speech reading.
  - Older students may choose to type into their phone or write on paper for communication if they have good reading and writing skills.

What You Can Do

- Know or learn enough basic sign language to provide safe transportation.
- Face the student when speaking, and use a normal tone and volume.
- Collaborate with the school staff to learn some tips for communicating with each student on an individual basis.
- Patiently repeat missed information when necessary.
- Reduce unnecessary background noise.
- Use assigned seats.

Hearing Impairment

Hearing impairment means impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but is not included under the definition of deaf/hard of hearing.

What You Should Know

- Hearing may fluctuate, and therefore the student may not respond consistently to verbal communication.
- Students with hearing impairments may or may not use sign language.

What You Can Do

- Speak slowly and clearly, always facing the child.
- Use a normal tone of voice.
- Patiently repeat missed information when necessary.
- Reduce unnecessary background noise.
- Use assigned seats.

Emotional Disturbance

This term refers to a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- An inability to learn that cannot be explained by intellectual, sensory, or health problems
- An inability to build or maintain satisfactory interpersonal relationships with peers or teachers
- Inappropriate types of behavior or feelings under normal circumstances
- A general pervasive mood of unhappiness or depression, or a tendency to develop physical symptoms or fears associated with personal or school problems

What You Should Know

- Students with severe emotional disturbance can provide an extreme challenge to school bus drivers.
- Inappropriate behaviors exhibited by students with this disability range from mild to severe and may include hitting, spitting, name calling, destruction of property, screaming, fighting, and failure to stay seated properly.
- They often do not like to be touched.

What You Can Do

- Plan. A high level of planning is necessary to successfully implement the appropriate intervention strategies that may be required.
- Use a structured daily routine. If coordinated with the student's instructional program, it can greatly reinforce appropriate behavior.
- Receive extensive behavior management training.
- Be consistent.
- Avoid getting into a public conflict with the students.
- Be firm but fair.
- Be positive.
- Use assigned seats.
- Avoid power struggles.
- Write up behavior that seriously disrupts the bus route and submit it to the principal.

Intellectual Disability (ID)

Intellectual disability means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance. The term "intellectual disability" was formerly termed "mental retardation".

What You Should Know

- There are a wide range of abilities among students with intellectual disabilities (ID). The terms "mild", "moderate", "severe", and "profound" are used to describe the severity of ID.
- Severe and profound individuals with ID require a higher level of assistance and safety supervision.
- They may have limited communication skills.

What You Can Do

- Learn about each student's capabilities:
  - their ability to follow directions
  - their ability to remember and follow safety rules, and
  - their ability to act in an age-appropriate manner.
  - Discuss what type of communication is successful for individual students.
- Develop a daily routine that considers each student's abilities and limitations.
- Be patient.
- Be firm but friendly.
- Speak slowly and clearly in a normal tone and volume.
- Give one-part instructions using brief, simple phrases.
- Use assigned seats.
- Provide praise for positive behavior.
- Establish safe bus-riding behavior and maintain these behaviors every school day throughout the school year.

Orthopedic Impairment

Orthopedic impairment means a severe orthopedic impairment that adversely affects a child's educational performance. Individuals with orthopedic impairments may have a wide range of abilities and/or disabilities. They may have developed accommodations that allow them to function without assistance, or they may have generally poor or no use of gross or fine motor skills. They may be able to walk or may need mobility aids.

What You Should Know

- Students may require specialized or modified seating. Harnesses, child safety seats, wheelchairs, walkers, or canes may be needed.
- They may require specialized physical handling under the written directions of a physical therapist.
- The IEP may require a bus assistant, monitor, or aide who assists with special handling on the bus.

What You Can Do

- Learn about the specific needs of each child and receive appropriate training.
- Drive slowly on bumpy roads to minimize discomfort to students transported in a wheelchair.
- Provide space for movement with mobility aids.
- Use assigned seats.

Multiple Disabilities

Students with multiple disabilities have several disabilities, such as intellectual disability and blindness, intellectual disability and orthopedic impairment, or any other combination of disabilities that lead to severe educational problems such that the student cannot be accommodated in special education programs solely for one of the impairments.

What You Should Know

- The range and severity of disabilities can be extreme; it is essential that you emphasize safety.
- Good transportation planning is essential.

What You Can Do

- The recommendations suggested under a single disability category in this unit may be applied when appropriate.
- A trained bus assistant may visually monitor the status of the child during the ride.

Other Health Impairment

Other health impairment refers to an individual who has limited strength, vitality, or alertness, due to a chronic or acute health problem (such as heart condition, attention deficit disorder, leukemia, epilepsy, asthma, diabetes, lead poisoning, or hemophilia), that adversely affects a child's educational performance.

What You Should Know

- This includes a broad range of personal and health issues.
- Students may appear no different from their peers.
- Frequently, they are transported with their non-disabled peers.

What You Can Do

- Learn about each student's disability and any special accommodations it may require.
- Receive training that optimizes safety and reduces risk in emergencies.
- Receive training on special handling requirements for each health impairment condition.

Examples

- The safety of a student with hemophilia requires priority seating to prevent any dangerous bleeding.
- For an epileptic student, seat assignment, tinted windows, and climate control may be vital to reduce seizure activity.
- Students with lead poisoning may demonstrate mild to severe attention deficits as well as an inability to control impulsive behavior.

Specific Learning Disability

Students with a specific learning disability have the potential to learn at their own pace, but may have trouble understanding or using oral or written language. They may have short-term memory limitations, be easily distracted, and be unable to express themselves at an age-appropriate level. They may have poor hand-eye coordination or have difficulty carrying out spoken instructions.

What You Should Know

- This disability includes dyslexia, minimal brain dysfunction, and perceptual disabilities, among others.
- Students in this disability category frequently do not look or act differently from others, and their special needs are not obvious.
- The majority of students with a specific learning disability ride the bus with their non-disabled peers.
- They may have difficulty using or understanding language.
- They may not be able to read the bus rules, but will be able to understand and comply if they are spoken.

What You Can Do

- Use patience and understanding with written or oral communication.
- Communicate your expectations clearly. Have students repeat expectations back to you.
- Use assigned seats.

Speech/Language Impairment

Speech or language impairment is a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment that adversely affects a child's educational performance.

What You Should Know

- This student population rarely requires special transportation services except when the child has other disabilities or is an early-intervention program.
- Because of the emphasis on early intervention, the population is more frequently served at a very young age.

What You Can Do

- Use an appropriate child safety seat for the child's age and weight.
- Give praise for verbal accomplishments.
- Speak slowly and distinctly.
- Allow sufficient time for responses.
- Use assigned seats.

Traumatic Brain Injury

Injury to the brain may result in difficulties in ability to function intellectually, socially, or physically and may adversely affect a child's educational performance. Students with traumatic brain injury may exhibit fatigue, irritability, or problems with language, memory, attention, reasoning, abstract thinking, judgment, problem solving, psychosocial behavior, physical functions, information processing, or speech. They may exhibit limited sensory, perceptual, and motor abilities. They may have difficulty focusing and maintaining attention on a task. They may have difficulty with spatial understanding.

The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

What You Should Know

- The student may show extreme frustration with changes in their physical, behavioral, or intellectual abilities as a result of the injury.

What You Can Do

- This population often requires very specialized transportation services.
- Provide patience, compassion, and good communication.
- Use assigned seats.
- Redirect behavior as needed.

Visual Impairment (VI)

Students with visual impairments have some degree of vision loss that cannot be corrected. Some students only need some changes to school materials, some have difficulty with some travel related skills, and others may need a lot of help and support to navigate the environment safely.

What You Should Know

- Students with visual impairments may or may not need special transportation services, depending on the student's age and ability to function independently.
- Some students may not require any assistance unless there is a big change in the daily routine.
- Some students may require door-to-door service with a bus assistant.
- Some students may use a white cane or service animal, both, or neither.

What You Can Do

- Collaborate with school staff members who can provide information about the student's individual needs.
- Keep aisles clear of foreign objects.
- Use assigned seats if necessary.
- Do not change seats once the student has mastered arriving at his or her seat alone.
- Provide a consistent daily routine.
- When giving directions, use precise terms such as to your left/right, behind you, instead of terms such as here, there, and that way.
- Encourage independence; assist when necessary or when asked.

Appendix D - When Minutes Count: A Citizen's Guide to Medical Emergencies

Reprinted courtesy of Texas Department of State Health Services (http://www.dshs.state.tx.us/)

When Minutes Count

A Citizen's Guide to Medical Emergencies



This is a guide to management of common emergencies in your community. Using the simple guidelines in this pamphlet may enable you to save the life of an ill or injured person. Your intervention before EMS arrives may mean the difference between life and death for a friend, relative, or fellow citizen.

Emergency Response — *Your life may depend on it.*

Be sure to take a moment to fill in these important numbers and read through this brochure—it could save a life!

EMS: _____

Fire: _____

Police: _____

Poison Control Center: 1-800-222-1222

Recognizing Medical Emergencies

Call 9-1-1 immediately if any of these conditions are present:

- Serious bleeding
- Not breathing
- Unconscious party
- Choking
- Signs of a heart attack
- Broken Bones
- Burns
- Head, chest, or abdominal injuries
- Neck or spine injuries

If the 9-1-1 system is not available in your area, call your local emergency medical service.

When calling 9-1-1, remember these helpful tips:

- Remain calm while placing the call, this enables the 9-1-1 Operator to get the most accurate information in a timely manner.
- Have the following information on hand for the 9-1-1 Operator:
  - Most importantly - the address of the emergency or the victim's location and a nearby cross street;
  - Your name and your telephone number; and
  - The name of the ill /injured person and the reason you are calling 9-1-1. If known, try to provide the 9-1-1 Operator with any past or pertinent medical history.
- If possible, have someone step outside to flag down Emergency Medical Services (EMS). Stay on the line until the dispatcher tells you to hang up - ***this is important***! They might need additional information from you as units respond.

Emergency Care Tips

- Do not move the ill or injured person unless they are in immediate danger or if you are directed to do so by the 9-1-1 operator.
- Call 9-1-1 immediately. Send someone else to call for help if you can so that you can stay with the person.
- Do not give the person anything to eat or drink or allow them to smoke.
- Keep the person calm and as still as possible, especially if they have any head, neck, back injuries.
- Apply the following emergency care measures until EMS arrives.
- If available, use Personal Protective Equipment (PPE) to protect yourself and those around you! PPE includes gloves, masks, and protective eyewear.

Types of Medical Emergencies

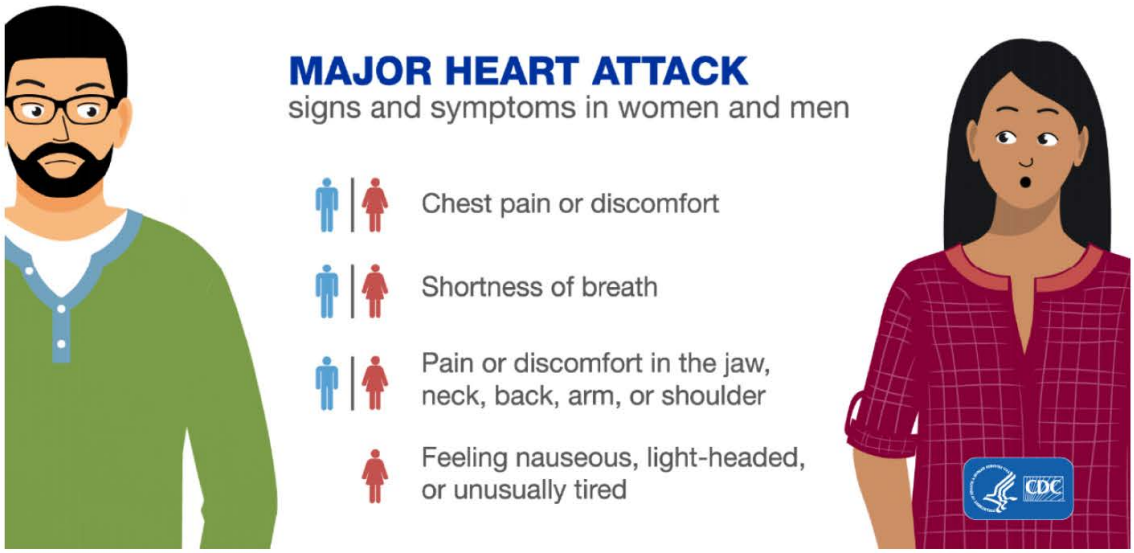
Chest Pain / Myocardial Infarction (MI)

A myocardial infarction occurs when a part of the heart muscle doesn't get enough blood. The more time that passes without treatment to restore blood flow, the greater the damage to the heart muscle. Early recognition is key to prevent long lasting and/or permanent damage.

Signs and Symptoms can include the following –

- Chest pain or discomfort that is generally felt in the center of left side of the check that lasts longer than a few minutes or that goes away and comes back. The discomfort commonly presents as pressure that feels uncomfortable, squeezing sensation, fullness, or pain.
- Feeling faint, light-headed, or weak. The victim may be in a cold sweat.
- Pain or discomfort in the jaw, neck, or back.
- Pain or discomfort in one or both shoulders or arms.
- Shortness of breath. This often onsets with chest discomfort but can happen before pain.
- Other symptoms such as unexplained tiredness and nausea or vomiting can occur as well. These symptoms are more likely to occur in women, as well as angina (dull and heavy or sharp chest pain or discomfort), neck/jaw/throat pain, upper abdomen/back pain. *Some women feel no symptoms at all.*

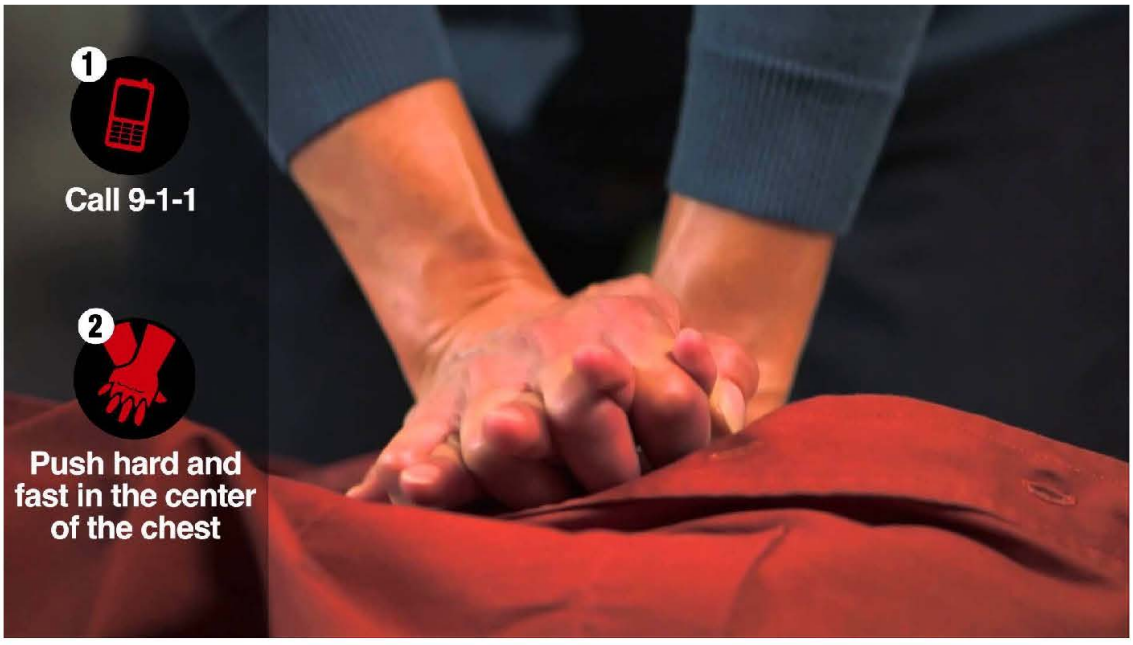
If you notice any of the above symptoms, **call 9-1-1 immediately**. The sooner emergency care is started, the sooner treatment can be received to reduce the amount of damage to the heart muscle. In some cases, a myocardial infarction may require cardiopulmonary resuscitation (CPR) or an electrical shock (defibrillation) to help the heart resume beating. ***Bystanders trained to provide CPR or use defibrillator may be able to help until emergency medical personnel arrive.***



How to Check for Breathing/Pulse

If someone is not breathing (apneic) or their heart is not beating (pulseless), the person may die or suffer permanent damage before EMS arrives. Always check for breathing and a pulse in a medical emergency.

- If the person has collapsed, try to wake the person up by shaking the shoulder and shouting at them. If the victim does not respond, gently lay the person flat on their back on a firm surface.
- Call for help or send someone for help
- Gently lift the person's chin forward with one hand while pushing down on the forehead to tilt the head back. This should open their airway.
- Put your ear to the person's face with your face turned towards their feet. This allows you to do the following -
  - listen for breathing sounds;
  - feel for warm breath on your cheek; and
  - observe chest rise and fall.
- To check for a pulse, place your index and middle finger on the side of their neck in the soft, hollow area to the side of their windpipe.
- In the event the victim is not breathing and does not have a pulse, the American Heart Association recommends that a bystander who does not have any formal training and/or is not CPR certified, perform compression-only CPR (also known as Hands-Only CPR). The difference between Hands-Only CPR and Conventional CPR is Hands-Only does not include mouth-to-mouth breaths. It is recommended for use by individuals who witness a teen or adult collapse in an out-of-hospital setting (such as at home, work, a public setting, etc.).



Your care may make the difference between life and death.

Insect Bites

Remove stinger if possible by scraping (not pinching). Apply cold compresses. If there is any reaction, such as breathing problems, call 9-1-1 immediately.

Snake Bites

Keep the person calm, have them sit quietly, and call 9-1-1 immediately. Try to identify or describe the snake without endangering yourself.

Bleeding/Hemorrhage

- In the event an individual is bleeding or hemorrhaging (severe bleeding), call 9-1-1 immediately. If the bleeding is due to an impalement, DO NOT REMOVE THE OBJECT as this can worsen their condition.
- Next, remove any clothing or debris on the wound. If available, wear gloves to prevent any bloodborne pathogens from transferring to you. Your number one priority is to stop the bleed. Remove any clothing that may be restricting the limb. Do not probe the injury, as you may do more damage. To stop the bleeding, place a sterile dressing or bandage on the injury and press firmly to control the bleeding. Do not let up on the pressure unless the bleeding has ceased. You can maintain pressure by wrapping the injury with a bandage or clean piece of cloth. DO NOT PUT DIRECT PRESSURE ON AN EYE INJURY OR AN OBJECT THAT IS IMBEDDED IN THE INJURY.
- If possible, help the victim lie down or sit in a comfortable position and keep them calm and still. You should not remove the dressing or bandage. Should blood soak through them, continue to add more bandaging and continue to apply firm pressure. If you have access to a tourniquet and are trained in how to use them, you may apply appropriately. Note the time you apply the tourniquet so that you can advise EMS how long it has been in place when they arrive.

Breaks/Fractures

If you believe someone has sustained a break, fracture, or dislocation, call 9-1-1. Keep the victim calm and still to prevent further injury.

- If you have reason to suspect the victim has multiple breaks, or if the bone is protruding through the skin, do not attempt to move them. This also applies to potential neck, back, pelvis, or thigh injuries. You should only attempt to move the victim in these circumstances in they are in imminent danger.
- Never place ice directly on an injury, instead apply cold packs to help minimize swelling.
- If the victim has a bone protruding through the skin, cover with a dressing, however do not attempt to relocate the bone inside their body.
- In the event there is excessive bleeding, follow the steps listed under Bleeding/Hemorrhage.

Burns

- If it is safe to do so, remove the victim from danger and the source of the burn. For serious burns, call 9-1-1 immediately.
- Cover with a cool, wet cloth. If effected area is an extremity, elevate it above their heart.
- If there is blistering, do not attempt to break or remove any affected skin.
- For small or minor burns, immerse in cold water. For serious burns, preserve body temperature by covering them lightly, if necessary.

Convulsions/Seizures

Call 9-1-1 immediately. Protect the person from further injury by removing obstacles. Turn the person onto one side and do not try to restrain movements. If the person has fallen or shows evidence of injury, do not move the person unless he or she is in immediate danger. Do not prop up the head. DO NOT put anything into the person's mouth.

Choking - Adults

If the adult can speak or cough, then they are able to breathe, and the airway is not completely blocked. Encourage the person to cough out the object. DO NOT interfere with efforts to do so. If the adult cannot speak or breathe, but is still conscious, ask the person "Are you choking?" If indicated, perform the Heimlich maneuver by standing behind them and wrapping your arms around them, making a fist, and thrusting upward just above their navel. Note that the universal sign for choking is their hands on their throat; however, other signs to look for are an inability to speak; difficult or noisy breathing; squeaky noises when breathing; weak or forceful coughing; blue skin, lips, and/or nails; flushed skin that turns pale or bluish; and/or loss of consciousness. If the person loses consciousness, help them to the ground. Protect the head and neck. If the person is choking and becomes unconscious:

- Call 9-1-1 immediately.
- Place the person on his or her back, keeping the face up. Open the mouth by lifting the lower jaw up and forward. If a blockage is visible, you may reach your finger into their mouth attempt to sweep it out. Do not attempt to do a blind finger sweep.
- If the object remains lodged in their airway and the individual does not respond to the above attempted measures, begin CPR. Chest compressions have the potential to dislodge the object which requires you to check their mouth periodically.

Choking – Infants

While seated, hold the infant face down on your forearm on your thigh. You should support the infant's head and neck while keeping the head lower than their body.

Deliver five firm thumps with the heel of your hand to the middle of the infant's back, while ensuring you are not using too much force, which can cause potential injury to the infant. The thumps, in conjunction with gravity, should assist in dislodging the object.

If the infant is still not breathing, proceed to turn the infant face up on your forearm, while continuing to keep their body elevated above their head, and rest your arm on your thigh. Use your index and middle finger to deliver five quick chest compressions in the center of their chest. Press down to a depth of approximately 1.5 inches and allow for their chest to rise in between compressions.

If breathing does not resume, continue delivering back blows and chest compressions and call for emergency services.

If any of these techniques open the infant's airway but the infant does not resume breathing, start performing infant CPR.

Eye Injuries

For an object in the eye, try to wash it out by flushing the eye with lots of clear water. If the object cannot be easily washed out, cover both eyes lightly with a cloth, keep the person quiet, and call 9-1-1 immediately.

If chemicals get in the eye, flush eyes with lots of clear water. Continue flushing until EMS arrives. DO NOT use drops or ointments.

Syncopal Episode

If a person is "feeling faint," have the person lie down on their back and have them elevate their feet. Apply cold compresses to their forehead. If fainting is associated with chest pains, convulsions, or severe headache, or if it lasts more than one minute, call 9-1-1 immediately.

Head, Neck, or Back Injuries

Call 9-1-1 immediately. DO NOT wait to see if the pain/discomfort goes away. Tell the person to remain still and stay calm. Severe, deep cuts should not be cleaned. Cover cuts with a clean cloth. Do not apply heavy pressure to bleeding area. Do not attempt to stop bleeding from the ears, nose, or mouth.

Poisoning/Overdose

Call your local poison center at 1-800-222-1222 immediately. If the person has collapsed or stopped breathing, call 9-1-1 immediately. If possible, take the product container with you to the phone.

Unconscious Party

- Call 9-1-1 immediately.
- Check for breathing and a heartbeat. If there is no breathing and no pulse in the neck, begin CPR using the steps above in Chest Pain/Myocardial Infarction. If the person cannot be roused but is breathing well and has a good pulse, place the person on his or her side unless you suspect a neck injury.
- DO NOT give the person anything to drink.
- If drug overdose or poison is suspected, the container of the suspected toxin should be taken with the patient on the ambulance.



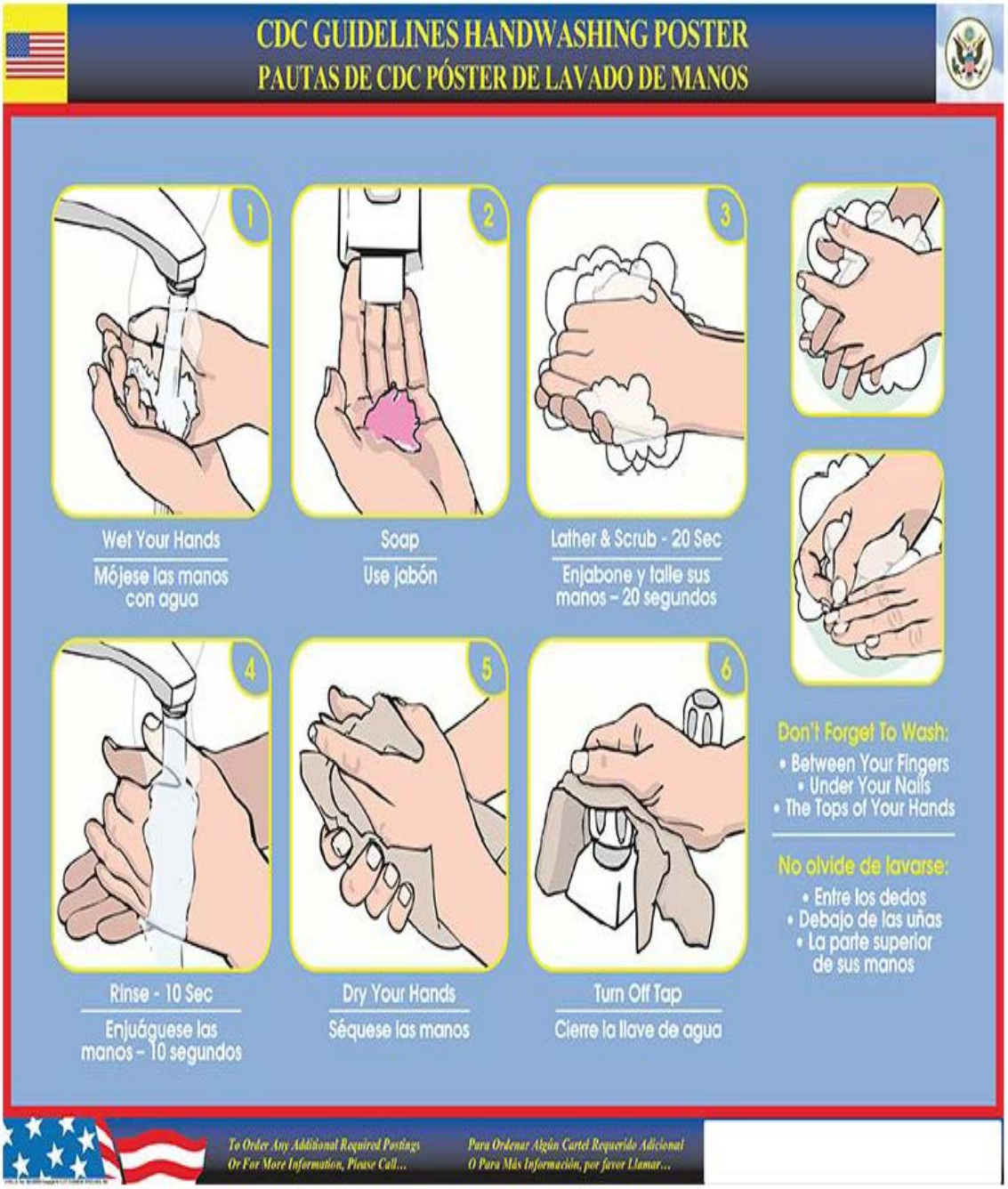
Wear gloves when dealing with bodily fluids to avoid coming into contact with bloodborne pathogens.



Reduce the risk of exposure to infectious diseases by wearing proper eye protection.



Protect yourself from airborne pathogens by wearing a mask.


CDC GUIDELINES HANDWASHING POSTER
PAUTAS DE CDC PÓSTER DE LAVADO DE MANOS
1
Wet Your Hands
Mójese las manos con agua
2
Soap
Use jabón
3
Lather & Scrub - 20 Sec
Enjabone y talle sus manos – 20 segundos
4
Rinse - 10 Sec
Enjuáguese las manos – 10 segundos
5
Dry Your Hands
Séquese las manos
6
Turn Off Tap
Cierre la llave de agua
Don't Forget To Wash:
• Between Your Fingers
• Under Your Nails
• The Tops of Your Hands
No olvide de lavarse:
• Entre los dedos
• Debajo de las uñas
• La parte superior de sus manos
To Order Any Additional Required Postings Or For More Information, Please Call...
Para Ordenar Algún Cartel Requerido Adicional O Para Más Información, por favor Llamar...

Texas Department of State Health Services

www.dshs.state.tx.us/emstraumasystems
Physical address:
1100 W. 49th St., Austin, Texas 78756-3199
Mailing address:
Office of EMS/Trauma Systems MC 1876,
PO Box 149347, Austin, TX 78714-9347
(512) 834-6700

EMS Compliance offices by group

North group
MC 5750
PO Box 60968, WTAMU Station
Canyon, TX 79016
(806) 655-7151

MC 1905
1301 South Bowen Road, Suite 200
Arlington, TX 76013
(817) 264-4720

Physical: 6515 Kemp Blvd., Bldg. 509
Mailing: EMS Compliance MC 4547
PO Box 300
Wichita Falls, TX 76307-0300
(904) 689-5928

MC 5676
4601 S. First, Suite L
Abilene, TX 79605
(325) 795-5859

MC 1901
1517 W. Front St.
Tyler, TX 75702-7854
(903) 533-5370

South group
MC 1903
401 E. Franklin, Suite 200
PO Box 9428
El Paso, TX 79901
(915) 834-7709
MC 4534
2301 N. Spring, Suite 300
Midland, TX 79705
(432) 571-4105

MC 5724
622 S. Oakes Street, Suite H
San Angelo, TX 76903
(325) 659-7854

MC 5716
7430 Louis Pasteur
San Antonio, TX 78229
(210) 949-2050

Central group
Mailing: TDSHS-EMS
MC 1979
P.O. Box 149347
Austin, TX 78714-9347Physical: 8407 Wall St., Suite N-410
Austin, TX 78754
(512) 834-6700

East group
MC 1906
5425 Polk St., Suite J
Houston, TX 77023
(713) 767-3333

MC 5696
1233 Agnes
Corpus Christi, TX 78401
(361) 889-3481

MC 1907
601 W. Sesame Drive
Harlingen, TX 78550
(956) 423-0130

TEXAS Department of State Health Services

EMS-014 9/09

Appendix E - School Bus Driver Safety Education Coordinator Offices

REGION I (1)
1900 W. Schunior
Edinburg, TX 78541
(956) 984-6283
http://www.esc1.net/

REGION II (2)
209 N. Water St.
Corpus Christi, TX 78418
(361) 561-8410
http://transportation.esc2.net/

REGION III (3)
1905 Leary Lane
Victoria, TX 77901
(361) 573-0731 x256
http://www.esc3.net/

REGION IV (4)
7145 W. Tidwell
Houston, TX 77092
(713) 744-4495
https://www.esc4.net/

REGION V (5)
350 Pine St., Suite 500
Beaumont, TX 77701
(409) 951-1862
http://www.esc5.net/

REGION VI (6)
3332 Montgomery Rd.
Huntsville, TX 77340
(936) 435-8339
http://www.esc6.net/

REGION VII (7)
1909 North Longview
Kilgore, TX 75662
(903) 988-6842
http://www.esc7.net/

REGION VIII (8)
PO Box 1894, FM 1734
Mt. Pleasant, TX 75456
(903) 572-8551 x2719
http://www.reg8.net/

REGION IX (9)
301 Loop 11
Wichita Falls, TX 76306
(940) 322-6928
http://www.esc9.net/

REGION X (10)
400 E. Spring Valley Road
Richardson, TX 75081
(972) 348-1026
https://www.region10.org/

REGION XI (11)
1451 S. Cherry Lane
White Settlement, TX 76108
(817) 740-3631
http://www.esc11.net/

REGION XII (12)
2101 West Loop 340
Waco, TX 76712
(254) 716-3885
https://txr12.escworks.net/

REGION XIII (13)
5701 Springdale Rd.
Austin, TX 78723
(512) 919-5241
http://www4.esc13.net/

REGION XIV (14)
1850 SH 351
Abilene, TX 79601
(325) 675-8613
http://www.esc14.net/

REGION XV (15)
612 S. Irene St.
San Angelo, TX 76903
(325) 658-6571
https://www.esc15.net/domain/107

REGION XVI (16)
5800 Bell St.
Amarillo, TX 79109-6230
(806) 677-5072
http://www.esc16.net/

REGION XVII (17)
1111 W. Loop 289
Lubbock, TX 79416
(806) 792-4000 x826
http://www.esc17.net/

REGION XVIII (18)
2811 LaForce
Midland, TX 79711
(432) 567-3211
http://www.esc18.net/

REGION XIX (19)
6611 Boeing Drive
El Paso, TX 79925
(915) 790-4676
http://www.esc19.net/

REGION XX (20)
1314 Hines Ave.
San Antonio, TX 78208
(210) 370-5203
http://www.esc20.net/