

Minnesota School Bus Driver

Model School Bus Driver Training Program



**Minnesota Department of Public Safety
Office of Pupil Transportation Safety**

Minnesota Association for Pupil Transportation

Minnesota School Bus Operators Association

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FOREWARD

The purpose of this manual is to assist the school bus driver trainer in efficiently and effectively training a new school bus driver in the safe operation of a school bus in Minnesota. The following areas will be covered in this manual:

1. Basic driving skills
2. Human relations
3. Crash and emergency preparedness
4. Vehicle care, inspection, and use
5. Laws, Regulations, Policies, and Best Practices
6. Special needs transportation

A new school bus driver must be competent in these six areas before transporting any students.

This curriculum is a joint effort of the Minnesota Association for Pupil Transportation (MAPT), and the Minnesota School Bus Operators Association (MSBOA) and the Minnesota Department of Public Safety - Office of Pupil Transportation Safety. This curriculum is not intended to be used as a textbook to be read by the trainee, but rather a guide for the trainer to use in training the trainee.

While every effort has been made to assure the information provided here is complete and accurate, it is not intended to take the place of published rules, statutes or regulations concerning school bus operations in Minnesota. The contents may not be relied upon as a substitute for the most current official text or information.

The Minnesota Association of Pupil Transportation, Minnesota School Bus Operators Association, Department of Public Safety – Office of Pupil Transportation Safety and publisher cannot assume any responsibility for omissions, errors, misprinting, or ambiguity contained within this publication and shall not be held liable in any degree for any loss or injury caused by such omissions, errors, misprinting, or ambiguity presented in this publication.

This publication is designed to provide reasonably accurate and authoritative information in regard to the subject matter covered. It is given with the understanding that the MAPT, MSBOA and Minnesota Department of Public Safety are not engaged in rendering legal or other professional service. If legal advice is required, the services of a legal professional should be sought.

INSTRUCTIONAL OBJECTIVES

This training manual has been designed to assist you as a school bus driver to comply with the laws, regulations, rules and statutes governing school bus operations in Minnesota. This manual will address both the state and federal requirements for student transportation. This manual will address the following basic competencies:

1. Safely operate the type of school bus the driver will be operating;
2. understand student behavior, including issues related to students with disabilities;
3. encourage orderly conduct of students on the bus and handle incidents of misconduct;
4. know and understand relevant laws, rules of the road and local school bus safety policies;
5. handle emergency situations; and
6. Safely load and unload students.

TEACHING RECOMMENDATIONS

The Model School Bus Driver Training Program is a resource manual to aid in the training of Minnesota school bus drivers/supervisors. It is not meant to be a teaching tool by itself, nor is it designed to be a textbook. This manual provides information for every Minnesota school bus driver/supervisor.

The manual has been divided into seven units with selected appendices following. Each subject area was carefully chosen because of its critical nature.

Each major chapter might well be used for a training session by itself. Various sections within the units might be used as a focus for a short training session or individual group discussions. Care should be taken in selecting areas from the various sections so as to relate the experience of the drivers and previous training sessions.

The following recommendations are offered to trainers of school bus drivers/supervisors:

1. Become thoroughly familiar with the information presented in the manual.
2. Take advantage of the space for notes.
3. Establish priorities for subjects as related to basic and advanced drivers.
4. Determine which units can be adequately covered by local sources and those which need outside resource assistance.
5. It is better to cover a lesser number of topics thoroughly than to try to cover many subjects in a haphazard way.
6. Small group discussions are found to be most effective for School Bus Driver Training.
7. Organization of small groups should be handled with great care. The number should be no more than 20 per group.
8. Small groups must have a common interest in the subject to be covered.
9. Meetings should be kept within a strict time schedule.
10. If the meeting is to last for a period longer than 90 minutes, a break should be planned.
11. Speakers should be used to supplement material in the manual, not to replace it.
12. It is recommended that small groups be utilized to cover specific areas. Key points for discussion purposes should be provided to the discussion leader.
13. Although the time of the session must be closely maintained, the discussion should be free and open within the time schedule.

14. Every attempt should be made to utilize personnel within the local organization. The material in the manual will provide valuable assistance to any such person chosen.
15. Pay particular attention to the various materials in the appendices. This information should answer many questions concerning local operations.
16. Materials from the manual may be duplicated for group discussion and driver information.
17. Such information should be provided before the training session and used for group discussion.
18. A combination main speaker – small group discussion can be very successful with this material.
19. Some information in the manual may be contrary to practices within a local organization. This material may, therefore, be used to stimulate group discussion.
20. The use of a planning committee to choose topics of interest for future training sessions should be considered.
21. Topics chosen by group process are often of greater interest and greater learning generally takes place.
22. Records should be maintained for drivers in attendance and subject areas covered at previous meetings. Duplication should be avoided if at all possible.
23. It is highly recommended that safety training sessions and company business not be combined.

UNIT I

DRIVING SKILLS

DRIVING FUNDAMENTALS:

School Bus Drivers have entrusted to them the lives and safety of students whose value cannot be measured. The driver must learn the basic skills and procedures to safely operate a school bus. Once learned, these skills and procedures should be practiced to develop proficiency. By developing proficiency in skills and procedures, the driver can devote more attention to the ever-changing traffic conditions enabling the driver to operate the bus with the highest degree of safety.

Note: Before starting the engine refer to UNIT IV - VEHICLE MAINTENANCE of this manual

1.1 SAFE START PROCEDURE

The starting procedure should become a routine matter; however, different engines (diesel, gasoline, propane) require different procedures. Be sure you have identified the engine type before attempting to start it. If equipped with hydraulic brakes depress the brake before starting the engine to check the electric assist motor.

A. STARTING PROCEDURE BASED ON ENGINE TYPE:

Diesel:

1. Check parking brake. It should be set to keep the bus from moving.
2. Depress clutch if vehicle is equipped with a manual transmission.
3. Shift to neutral/park position.
4. Turn ignition on – wait for glow plugs to go out, if so equipped.
5. Start engine.
6. Let engine idle for a short period, medium fast idle, throttle set at (1000 to 1200 rpm) for winter charging and warm ups, lights and heaters off. Monitor engine idle for 3 to 5 minutes for possible engine runaway. Wait for air pressure to build to appropriate levels (90 to 120 psi).

Gasoline:

1. Check parking brake. It should be set to keep the bus from moving.
2. Depress clutch if vehicle is equipped with a manual transmission.
3. Shift to neutral/park position.
4. Set choke.
5. Start engine.
6. If engine is fuel-injected, do not touch the accelerator.
7. Let engine idle for a short period, medium fast idle, throttle set at (1000 to 1200 rpm) for winter charging and warm ups, lights and heaters off. Monitor engine idle for 3 to 5 minutes for possible engine runaway.
8. Wait for air pressure to build to appropriate levels (90 to 120 psi).

Propane:

1. Check parking brake. It should be set to keep the bus from moving.
2. Depress the clutch if vehicle is so equipped with a manual transmission.
3. Shift to neutral/park position.
4. Start engine.
5. Use primer and a slightly depressed accelerator if the engine is cold.
6. Use nothing if the engine is warm.
7. Engage starter.
8. Let engine idle for a short period – 3 to 5 minutes.
9. Wait for air pressure to build to appropriate levels (90 to 120 psi).

Note: Never race a cold engine during the initial start up or warming of the engine.

1.2 SHIFTING - MANUAL TRANSMISSIONS

A. Principles of Shifting:

Know the gear positions for your bus. Most buses have four or five forward speeds. Buses must have a gear position diagram on either the dash or gearshift knob. If you do not see a diagram, contact your maintenance person.

With some exceptions, second gear of manual transmissions is used for starting into motion under average terrain and load conditions. Ask your supervisor about your particular bus. Other conditions may dictate the use of a low gear.

Note: Never start out in a gear higher than second as this places undue strain on the engine and clutch.

B. Starting In Motion:

Depress clutch and shift into starting gear. Hold service (foot) brake firmly while releasing the parking brake. Release clutch gradually to the friction point and hold. Release service brake and depress accelerator. Release clutch smoothly while depressing accelerator. Remove foot completely from clutch. Continue to depress accelerator as bus gains speed.

1.3 SHIFTING - AUTOMATIC TRANSMISSIONS

A. Up Shifting:

As speed increases, the transmission will shift automatically until the bus reaches cruising speed.

B. Downshifting:

Downshifting techniques vary a little from one brand of automatic transmission to another. It is best to check the manufacturer's recommendations for your particular vehicle.

C. Slowing for student stops:

1. Release accelerator and gradually apply brakes.
2. Increase brake pedal pressure slightly just before coming to a stop.
3. Shift into neutral once stopped.
4. Set parking brake as needed.

- D. Parking bus:
1. Shift into neutral.
 2. Turn wheels properly (left when facing uphill where there is a curb and right at all other times).
 3. Set parking brake.
 4. Turn off ignition and remove key.

1.4 **STEERING AND TURNING**

The School Bus Driver must be able to assume the correct steering position and make all turns correctly and smoothly. The driver must learn the procedures necessary to make the turn and re-enter the traffic pattern. The driver confronted with an unusual turn or a turnaround should do so with extreme caution. In case of a possible crash, the driver should remember that evasive turning action may be safer than trying to stop.

A. Steering Position:

1. Hold the steering wheel firmly with both hands. If you hit a curb or pothole the wheel could pull away from your hands unless you have a good grip.
2. Assume a 10 – 2, 9 – 3 or 8 – 4 hand position.
3. Hands should be on the rim of the steering wheel and not on the cross bar.

B. Push pull or hand over hand steering:

1. Whichever feels comfortable and is safe.
2. No palming.

C. Right Turns: (See figures 2-11 and 2-12)

1. Signal your intention to make a turn.
2. Check traffic in all directions.
3. Move your head and body (rock and roll) to look around blind spots created by the body, mirrors or moldings of the bus.
4. Reduce speed (manual transmission, down shift to proper gear to turn).
5. Position bus in proper lane (2 to 3 feet from curb).
6. Check traffic again in all directions.
7. Initiate your turn.
8. Turn wheel smoothly.
9. Check left mirror for tail swing.
10. Check right mirror while turning.
11. Enter the right most lanes available and check turn signal for cancellation.
12. Steer wheels back into position, do not let steering wheel spin back.

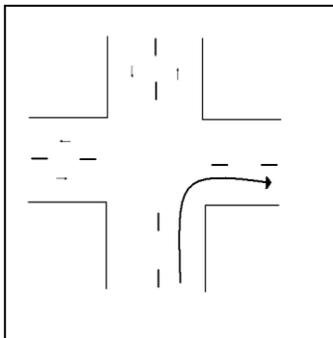


Figure 2-11
Proper turn

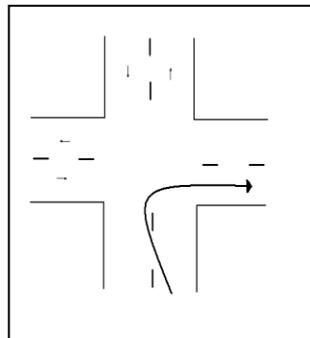


Figure 2-12
Improper turn

D. Left Turns (See figures 2-13 and 2-14):

1. Check traffic in all directions.
2. Move your head and body (rock and roll) to look around blind spots created by the bus body, mirrors and/or moldings of the bus.
3. Give proper left turn signal.
4. Reduce speed (manual transmission, downshift to proper gear for turn).
5. Position bus in proper lane (move into the left most lane or to the right of center of the street unless there is more than one turn lane).
6. Keep front wheels straight if waiting to turn.
7. Do not enter intersection until safe to do so and only when you can complete your turn safely.
8. Check traffic again in all directions.
9. Execute turn.
10. Turn wheel smoothly.
11. Check right mirror for tail swing.
12. Check left mirror while turning.
13. Turn into appropriate lane (outside lane to most outside available lane).
14. Check signal for cancellation.
15. If on a multi-lane Street or highway, increase speed and move into proper lane as soon as possible.

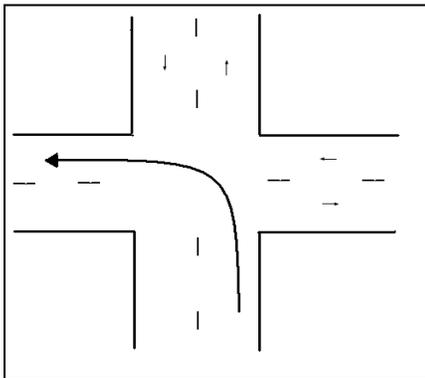


Figure 2-13
Left Turn

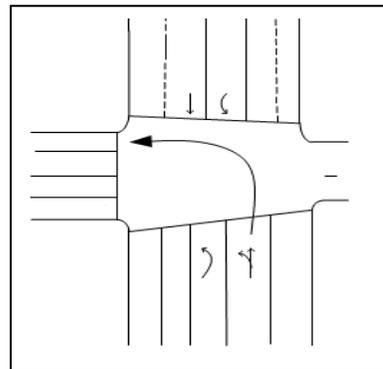
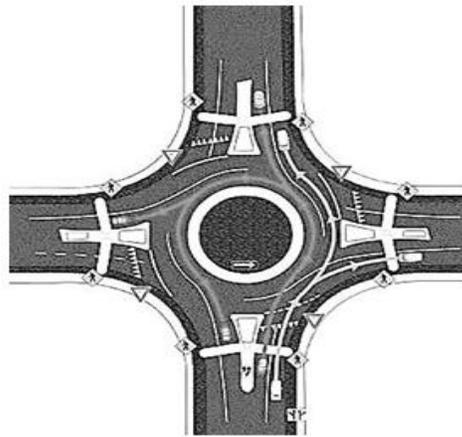


Figure 2-14
Double left turn lanes

NOTE: If there are two left hand turn lanes available always use the outside left turn lane to lessen the chance of the buses tail swing striking another vehicle during the turn.

Roundabouts (see Figure 2-15)

1. Slow down as you approach the roundabout.
2. For multi-lane roundabouts, as with any intersection, get into the appropriate lane as you approach the roundabout.
3. Yield to pedestrians and bicyclists crossing the roadway.
4. Watch for signs or pavement markings that require or prohibit certain movements.
5. When entering a roundabout, yield to vehicles already in the roundabout. Do not cross into the roundabout until all traffic from the left has cleared.
6. After entering the roundabout, drive in a counter-clockwise direction until you reach your exit.
7. Do not stop, pass, or change lanes within a roundabout.
8. If an emergency vehicle approaches, exit the roundabout immediately and then pull over.



**Figure 2-15
Roundabout**

1.5 TURN AROUND AND BACKING – MN Rule 7470.1000 Subp. 3

A turnaround is a procedure used to turn the bus around, by backing, so as to proceed in the opposite direction. If backing is necessary in a loading zone or near pedestrians, the driver should get assistance if possible. This adult would be able to see the area behind the bus and must be able to communicate with the driver. The school bus driver is the ultimate responsible party in all situations.

ALL STUDENTS MUST ALWAYS BE ON THE BUS WHILE YOU ARE BACKING

- A. Backing and turn around conditions:
1. NEVER back up if there are other options available.
 2. Whenever possible you should avoid this hazardous maneuver.
 3. Backing and turn around are necessary on some routes.

- B. Backing and turn around conditions:
 - 4. NEVER back up if there are other options available.
 - 5. Whenever possible you should avoid this hazardous maneuver.
 - 6. Backing and turn around are necessary on some routes.

- C. Backing and turn around procedures - MAKE ABSOLUTELY CERTAIN:
 - 1. Is it necessary to back up?
 - 2. Your students have boarded before you back up. Conversely, you must back up before allowing the students to disembark.
 - 3. It is quiet on the bus so you can devote your full attention to backing up safely. This will also allow you to hear sounds or warnings from other drivers, bystanders and students.
 - 4. You activate the 4-way flashers.
 - 5. Honk the horn twice, to alert those outside the bus, before beginning your back up maneuver.
 - 6. You have an unrestricted view to the rear. If you are not sure what is behind the bus, secure the bus, then get out and look.
 - 7. You have sufficient space. Remember the rear overhang of the bus.

1.6 **STOPPING and PARKING**

Manual Transmissions:

- A. Stop in low gear at speeds below 10 mph:
 - 1. Release accelerator and gradually apply brakes.
 - 2. Depress the clutch and reduce brake pressure slightly just before coming to a stop.
 - 3. Shift into neutral, release clutch and remove foot from pedal.

- B. Stopping from cruising gear:
 - 1. Release accelerator and apply brakes.
 - 2. As proper speed is reached, downshift to lower gear.
 - 3. As bus reaches lower speeds, follow procedure outlined in "A" above.

- C. Parking bus:
 - 1. Shift into proper gear.
 - a. Low gear on level or upgrade.
 - b. Reverse gear on downgrade.
 - 2. Turn wheels in the proper direction for roadway conditions.
 - a. Left when facing uphill where there is a curb.
 - b. Right at all other times.
 - 3. Set parking brake.
 - 4. Turn off ignition and remove key.

Automatic Transmissions:

- A. Stop when in drive at speeds below 10 mph:
 - 1. Release accelerator and gradually apply brakes.
 - 2. Increase brake pedal pressure slightly just before coming to a stop.
 - 3. Shift into neutral or park.
 - 4. Set the parking brake.

- B. Stopping from cruising gear:
 1. Release accelerator and apply brakes.
 2. As bus reaches lower speeds follow procedures outlined in “A” above.
- C. Parking bus:
 1. Shift into neutral or park.
 2. Turn wheels proper direction for the roadway conditions.
 - a. Left when facing uphill where there is no curb.
 - b. Right at all other times.
- D. Set parking brake.
 1. Turn off ignition and remove key.

1.7 **RIGHT OF WAY AND YIELDING**

Right-of-way and yielding laws help traffic flow smoothly and safely. They are based on courtesy and common sense. Violation of these laws is a leading cause of traffic crashes.

- A. When two vehicles reach an intersection at the same time, and there is no traffic light or signal, the driver of the vehicle on the left must yield to the vehicle on the right.
- B. When two vehicles reach an intersection at the same time, and all-way stop signs or flashing red traffic lights control the intersection, the driver on the left must yield right of way to the driver on the right.
- C. A driver who wishes to make a left turn must yield to vehicles approaching from the opposite direction when these vehicles are in the intersection or are near enough to pose the risk of a crash.
- D. Left turn yields on flashing yellow arrow. Drivers are allowed to turn left after yielding to all oncoming traffic and to any pedestrians in the crosswalk. Oncoming traffic has a green light. Drivers must wait for a safe gap in oncoming traffic before turning.
- E. When a green arrow signal indicates that a vehicle may enter an intersection to make a left turn, the driver must yield to other vehicles or pedestrians already within the intersection. After yielding, the driver may continue in the direction of the arrow.
- F. When two vehicles approach an uncontrolled “T” intersection, the driver of the vehicle that is turning must yield to all cross traffic.
- G. When approaching a public road from a private road or driveway, you must stop and yield to pedestrians and traffic.
- H. Drivers in the right lane of traffic must yield right of way to transit and metro mobility buses attempting to merge from a bus stop or shoulder.
- I. When a funeral procession identifies itself through use of headlights or hazard warning lights, you must yield to the entire procession.

Yield To Emergency Vehicles:

When an emergency vehicle, such as an ambulance, fire truck, or police car, displaying flashing red lights and/or sounding a siren approaches your vehicle on a two-way road, you must pull to the right and stop. If you are traveling on a one-way road, you must pull to whichever side is nearest and stop. If you are within an intersection, proceed through it before stopping. Remain stopped until all emergency vehicles have passed. A law enforcement officer with probable cause to believe a driver has violated this law may arrest the driver within four hours of the violation.

You are not required to stop if the emergency vehicle that is approaching you is separated from your lane of traffic by a physical barrier such as a fence, wall, or median strip.

Passing Parked Emergency / Service Vehicles.

When an emergency vehicle that has its emergency lights flashing is stopped, on or next to a road that has two lanes in the same direction, the “Move Over Law” requires you to reduce speed, move to the lane farthest away from the vehicle, if possible to do so safely and pass with caution. Emergency vehicles include; tow trucks, ambulances, fire trucks and police cars. If you are unable to move a lane away, reduce speed and pass with caution. The same procedure applies when approaching and passing parked vehicles such as freeway service patrol, road maintenance or construction vehicles that are stopped with warning lights activated.

1.8 PASSING

If passing is absolutely necessary, think of the safety of the students on the bus first. If you need to exceed the speed limit in order to pass, you should not be passing. Improper passing causes many crashes. Use extra caution when passing at night, when visibility is poor, and when the road is slippery. In locations where passing is permitted on two-lane roads with traffic moving in both directions, you may pass on the left side of vehicles ahead of you. You should not exceed the speed limit to complete a pass.

However, the speed limit on two-lane highways with a posted speed limit of 55 mph or higher is increased by 10 mph when the driver is lawfully passing another vehicle in the same direction. When you are preparing to pass, you must make sure there is a safe distance between your vehicle and oncoming traffic. You must also look behind you to determine whether other drivers are preparing to pass you. When another driver is trying to pass you, stay in your own lane and do not increase speed.

Use your left turn signal before moving into the left lane to pass. Use your right turn signal after passing and before returning to the right lane. Return to the right lane when you can see the entire vehicle you have just passed in your rearview mirror. When passing another vehicle, you must return to the right side of the road before coming within 100 feet of an oncoming vehicle.

Do not attempt to pass another vehicle in locations where a “No Passing Zone” sign is posted or where there is a solid yellow line on your side of the center line. Double solid yellow lines mean passing is not allowed by vehicles traveling in either direction. Do not pass:

- On a curve or hill where you cannot clearly see the road ahead for at least 700 feet.
- Within 100 feet of an intersection, underpass, tunnel, or railroad crossing.
- When you are about to meet a vehicle coming toward you from the opposite direction.

1.9 DEFENSIVE DRIVING

A defensive driver is one who makes allowances for the lack of skill and lack of knowledge on the part of the other driver. Defensive drivers recognize that they have no control over the unpredictable actions of other drivers and pedestrians, nor over conditions of weather and road. Defensive drivers develop a defense against all these hazards. They concede their right of way and make other concessions to avoid a collision. They are careful to avoid the crash traps caused by weather, roads, pedestrians and other drivers.

1.10 THE SMITH SYSTEM OF DEFENSIVE DRIVING

- A. The Smith System of Defensive Driving is a series of driving techniques that reduce the likelihood of being involved in a crash. Five keys to space cushion driving:
1. Aim high is steering.
 2. Get the big picture.
 3. Keep your eyes moving.
 4. Leave yourself an out.
 5. Make sure they see you.
- B. Points to safe driving.

The following checklist contains 35 points that should be explained and then demonstrated by an instructor. These are the major points that the Smith System stresses.

1. Describe best hand position due to airbag (if applicable).
2. Checking over the shoulder before entering traffic.
3. Demonstrate the fifteen second eye lead time.
4. Reasons for scanning intersections before entering.
5. From a stopped position, allowing the vehicle in front to move out for 4 seconds before accelerating.
6. Scanning the steering wheels parked cars (dirty wheels vs. clean wheels).
7. Reasons for braking early.
8. Demonstrate the 4 second (or greater) following distance.
9. One car length between vehicles at a stopped position.
10. How to avoid holding up traffic when pacing lights.
11. Point out poor driving habits of other drivers.
12. Identify packs or clusters of traffic.
13. Demonstrate obtaining eye contact.
14. Demonstrate and define the point of no return.
15. Identify space around the vehicle.
16. Demonstrate and define the lane of least resistance.
17. Fresh and stale lights.
18. Point out and define tire to ground contact.
19. Apply the brake and check your mirror.
20. Explain that the light is not green until the brake lights go out and the vehicle ahead starts to roll.
21. Mirrors should be checked every 5 to 8 seconds.
22. Convenience vs. emergency lane changes.
23. Patterns established by other drivers.
24. When appropriate, use Key #1 by name.
25. When appropriate, use Key #2 by name.
26. When appropriate, use Key #3 by name.
27. When appropriate, use Key #4 by name.
28. When appropriate, use Key #5 by name.
29. Leaving one car length behind crosswalk when stopped.
30. Contrast your space, visibility and options with another driver lacking these.
31. Point out aggressive drivers who are not getting ahead.
32. Demonstrate and explain proper turn signal timing.
33. Demonstrate and explain the four-second lane change.
34. Comment on the benefits of seeking alternatives to backing.
35. Comment on parking choice.

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1.11 SUMMARY:

The School Bus Driver should be well versed and skilled in driving fundamentals. However, this alone is not enough. School Bus Drivers must also be defensive drivers and operate their bus in such a manner that, regardless of the type of situation that develops, they will be able to protect their students and vehicle from harm. This skill, once acquired, should be maintained and improved with daily practice of defensive driving skills and timely “on street evaluations.”

TRAINING OPPORTUNITIES:

Train the Trainer – hosted by MAPT and MSBOA (offered in July)

ADDITIONAL RESOURCES:

MAPT – www.mnapt.org

MSBOA – www.msoba.com

Minnesota Department of Public Safety –

<https://dps.mn.gov/divisions/msp/commercial-vehicles/Pages/school-bus-safety.aspx>

UNIT I

DRIVING SKILLS SURVEY

Name: _____

Date: _____

Circle the correct answer:

1. T or F School bus drivers are entrusted with the lives and safety of student.
2. T or F When starting a diesel bus engine, turn ignition on – wait for glow plug indicator to go out, if so equipped, before starting the engine.
3. T or F The recommended steering position is to grip the steering wheel with both hands and assume a 2 & 10, a 3 & 9, or a 4 & 8 hand position.
4. T or F When preparing for a right turn, position the bus next to the center line.
5. T or F In preparation for a left turn, while stopped, the front wheels can be turned to the left.
6. T or F If backing is necessary in a loading zone or near students, the driver should get assistance.
7. T or F If backing is required at a student stop, have the students board the bus before backing or before the students exit the bus.
8. T or F Drivers must allow 3 feet of space between the school bus and the bicyclist.
9. T or F Emergency vehicle drivers will yield to the 8-light system and children in the roadway.

Circle the letter that applies for each of these multiple-choice questions:

10. When passing another vehicle, pull back to the right only when:
 - a. It is safe to do so.
 - b. You have signaled your lane change.
 - c. Both a. and b.
 - d. Within 75 feet of an oncoming vehicle.

11. When parking your bus
 - a. Shift into neutral
 - b. Turn wheels properly
 - c. Left when facing uphill where there is a curb
 - d. Right at all other times
 - e. Set parking brake
 - f. Turn off ignition and remove key
 - g. All of the above

12. Drivers must give the right of way to pedestrians when:
 - a. The pedestrian is in a marked or unmarked crosswalk
 - b. Turning a corner
 - c. On the roadway
 - d. Crossing the sidewalk at an alley or driveway
 - e. All of the above

13. Defensive driving skills can help to avoid crashes caused by:
 - a. weather
 - b. roads
 - c. pedestrians
 - d. other drivers
 - e. all of the above

14. When you check your lighting systems during the pre-trip inspection, which of the five keys of the Smith Driving System are you practicing:
 - a. Aim high in steering.
 - b. Get the big picture.
 - c. Keep your eyes moving.
 - d. Leave yourself an out.
 - e. Make sure they see you.

15. When you aim high in steering, the recommended eye lead time is:
 - a. 3 seconds
 - b. 4 seconds
 - c. 15 seconds
 - d. 10 seconds

16. A recommended safe following distance is:
 - a. 15 seconds
 - b. 4 seconds
 - c. 3 seconds

17. Mirrors should be checked every:
 - a. 15 seconds
 - b. 2 seconds
 - c. 5 to 8 seconds

18. From a stopped position, allow the vehicle in front to move out for how many seconds before accelerating:
 - a. 2 seconds
 - b. 4 seconds
 - c. 8 seconds
 - d. 15 seconds

UNIT I

DRIVING SKILLS SURVEY

(Answer Key)

This survey is a resource for the trainer to monitor how familiar employees are with the information in Unit 1. This IS NOT a substitute for the required survey on student conduct and students with special needs.

1. **TRUE** School bus drivers are entrusted with the lives and safety of student.
2. **TRUE** When starting a diesel bus engine, turn ignition on – wait for glow plug indicator to go out, if so equipped, before starting the engine.
3. **TRUE** The recommended steering position is to grip the steering wheel with both hands and assume a 2 & 10, a 3 & 9, or a 4 & 8 hand position.
4. **FALSE** When preparing for a right turn, position the bus in proper lane two to three feet from curb.
5. **FALSE** In preparation for a left turn, the front wheels shall be kept straight to avoid being pushed into oncoming traffic if bus is rear ended.
6. **TRUE** If backing is necessary in a loading zone or near students, the driver should get assistance.
7. **TRUE** If backing is required at a student stop, have the students board the bus before backing or before the students exit the bus
8. **TRUE** Drivers must allow 3 feet of space between the school bus and the bicyclist.
9. **TRUE** Emergency vehicle drivers will yield to the 8-light system and students in the roadway.

Circle all the letters that apply for each of these multiple-choice questions:

10. When passing another vehicle, pull back to the right only when:
- a) It is safe to do so.
 - b) You have signaled your lane change.
 - c) Both A and B
 - d) Within 75 feet of an oncoming vehicle.
- (Correct answer is **c**)
11. When parking your bus:
- a) Shift into neutral
 - b) Turn wheels properly
 - c) Left when facing uphill where there is a curb
 - d) Right at all other times
 - e) Set parking brake
 - f) Turn off ignition and remove key
 - g) All of the above
- (Correct answer is **g**)
12. Drivers must give the right of way to pedestrians when:
- a) The pedestrian is in a marked or unmarked crosswalk
 - b) Turning a corner
 - c) On the roadway
 - d) Crossing the sidewalk at an alley or driveway
 - e) All of the above
- (Correct answer is **e**)
13. Defensive driving skills can help to avoid crashes caused by:
- a) weather
 - b) roads
 - c) pedestrians
 - d) other drivers
 - e) all of the above
- (Correct answer is **e**)
14. When you check your lighting systems during the pre-trip inspection, which of the five keys of the Smith Driving System are you practicing:
- a) Aim high in steering.
 - b) Get the big picture.
 - c) Keep your eyes moving.
 - d) Leave yourself an out.
 - e) Make sure they see you.
- (Correct answer is **e**)

15. When you aim high in steering, the recommended eye lead time is:
- a) 3 seconds
 - b) 4 seconds
 - c) 15 seconds
 - d) 10 seconds
- (Correct answer is **c**)
16. A recommended safe following distance is:
- a) 15 seconds
 - b) 4 seconds
 - c) 3 seconds
 - d) 10 seconds
- (Correct answer is **b**)
17. Mirrors should be checked every:
- a) 15 seconds
 - b) 2 seconds
 - c) 5 to 8 seconds
 - d) 10 seconds
- (Correct answer is **c**)
18. From a stopped position, allow the vehicle in front to move out for how many seconds before accelerating:
- a) 2 seconds
 - b) 4 seconds
 - c) 8 seconds
 - d) 15 seconds
- (Correct answer is **b**)

UNIT II

HUMAN RELATIONS

To be successful and effective, a school bus driver cannot simply master driving skills. The bus driver must interact positively with students, parents, school staff, fellow drivers, and the general public. Therefore, good human relation skills are essential.

2.1 **GENERAL RESPONSIBILITIES**

A driver must be professional and courteous in all dealings with others.

2.2 **THE SCHOOL BUS IS AN EXTENSION OF THE CLASSROOM**

The school bus driver must model appropriate behavior at all times. It is expected that the students will behave according to the rules of classroom behavior. The bus driver must enforce the rules as set forth by the school district.

2.3 **THE SCHOOL BUS DRIVER CAN HELP TO SET THE TONE ON THE BUS**

The school bus driver is often the first and last daily contact a student has with an adult other than teachers and parents. Therefore the driver can have a big impact on the kind of day a student has. Drivers should strive to set a positive tone for the students. Learn the student's names and greet them with a smile!

2.4 **STUDENT BEHAVIOR MANAGEMENT**

A. Students want and deserve:

1. Consistent boundaries and rules
2. To be treated with respect
3. To be recognized for their good behavior
4. To not be embarrassed in front of their peers
5. To be liked by others
6. To be treated as an individual.
7. Honesty

B. Techniques

1. Communicate effectively:
 - a. Make eye contact
 - b. Keep voice calm and steady
 - c. Keep instructions simple
 - d. Use neutral body language; do not provoke
2. Know the statutory regulations about student behavior on the bus
3. Explain the rules to the students at the beginning of the school year and again throughout the year
4. Do not threaten a student. Never give a consequence you cannot enforce
5. Keep instructions positive
6. Stop the bus in a safe location if the student behavior is too distracting
7. The bus driver may never kick a student off the bus. Follow school district procedures for suspension of bus riding privileges

2.5 INTERPERSONAL SKILLS

- A. School personnel and management:
 - 1. Respect other people's positions and responsibilities
 - 2. Be supportive – avoid criticizing other school staff to students, parents and the public
 - 3. Complete all required reports promptly, including:
 - a. Discipline reports
 - b. Hazardous conditions
 - c. Collisions
 - d. Stop arm violations
- B. Parents:
 - 1. Parents have a right to expect a safe and harassment/bullying free trip to and from school for their child.
 - 2. The driver must create a feeling of security in the mind of the parent by establishing and maintaining safe driving procedures and effective student management.
 - 3. Parents expect the bus to run on time.
 - 4. Guideline for conversations with parents:
 - a. Never argue with a parent.
 - b. Stay calm. Do not lose your temper.
 - c. Ask the parent to contact the school to discuss ongoing issues.
 - d. If a driver has a good rapport with parents he/she will have better cooperation with enforcing the bus rules.
- C. Community:
 - 1. The school bus driver is the “face” of the school district and/or their company to the general public.
 - 2. The bus driver can create a favorable image of the school district and/or their company by being safe and courteous.

2.6 BULLYING AND HARASSMENT

School bus drivers must provide an environment free from violence, bullying, and racial, religious, or sexual harassment. Religious, racial, and sexual harassment defined:

- A. Religious harassment consists of physical or verbal conduct which is related to an individual's religion when the conduct:
 - 1. has the purpose or effect of creating an intimidating, hostile, or offensive environment;
 - 2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; and/or
 - 3. otherwise adversely affects an individual's employment or academic opportunities.
- B. Racial harassment consists of physical or verbal conduct which is related to a person's race when the conduct:
 - 1. has the purpose or effect of creating an intimidating, hostile, or offensive environment;
 - 2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; and/or
 - 3. otherwise adversely affects an individual's employment or academic opportunities.

- C. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated conduct, or other verbal or physical conduct or communication of a sexual nature when:
 1. submission to that conduct or communication is made a long-term condition, either explicitly or implicitly, of obtaining or retaining employment or of obtaining education; or
 2. submission to, or rejection of, that conduct or communication is used as a factor in decisions affecting the individuals employment or education; or
 3. that conduct or communication has the effect of substantially or unreasonably interfering with an individual's employment or education, or creating and intimidating, hostile, or offensive environment.

- D. Sexual harassment may include, but is not limited to:
 1. unwelcome verbal harassment or abuse;
 2. unwelcome pressure for sexual activity;
 3. unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of pupil(s) by teachers or other school personnel to avoid physical harm to persons or property;
 4. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's status;
 5. unwelcome sexual behavior or words, including demands for sexual favors accompanied by implied or overt promises of preferential treatment;
 6. unwelcome behavior or words directed at an individual because of gender; and
 7. inappropriate jokes of a sexual nature.

- E. Any written or verbal expression, physical act or gesture, or pattern thereof, by a student that is intended to cause, or is perceived as causing, distress to one or more students and which substantially interferes with another student's or students' educational benefits, opportunities, or performance. Bullying includes, but is not limited to, conduct by a student against another student that a reasonable person under the circumstances knows, or should know, has the effect of:
 1. harming a student;
 2. damaging a student's property;
 3. placing a student in unreasonable fear to his or her person or property; or
 4. creating a hostile or intimidating educational environment for a student.

2.7 STUDENT BEHAVIOR MANAGEMENT POLICIES

- A. The school bus driver is responsible for the safety and supervision of students on the bus.
- B. Rules must be enforced according to School District policies.
- C. The rules should be posted in the bus and the driver must explain the rules to the students.
- D. The school bus driver must clearly state what safe riding behavior is and describe consequences for unsafe riding behavior.

2.8 INCIDENTS OF MISCONDUCT

Incidents of serious misconduct must be documented and reported to the proper authorities (MN Stat. 169.4582).

SAMPLE SCHOOL BUS DISCIPLINE POLICY
Behavior Guidelines and Consequences

Class 1 Offenses

1. Spitting
2. Excessive noise
3. Horseplay
4. Eating and drinking on bus
5. Standing
6. Profanity, verbal abuse
7. Prohibited objects
8. Other offenses

Class 2 Offenses

1. Hanging out the windows
2. Throwing of any object
3. Physical aggression
4. Use of tobacco or controlled substance
5. Vandalism to bus
6. Holding onto or touching exterior of bus
7. Lighting of matches or incendiary device
8. Tampering with or using emergency exits unless in an emergency or drill
9. Other serious offenses

SAMPLE CONSEQUENCES

	1st Offense	2nd Offense	3rd Offense	4th Offense
<u>Class 1</u>	Warning or 1-5 day suspension	Warning or 1-5 day suspension	5-10 day suspension	10 day minimum suspension; possible loss of all bus privileges
<u>Class 2</u>	5 day suspension	5-10 day suspension	10 day minimum suspension; possible loss of all bus privileges	Loss of bus privileges

2.9 HOW WELL DO YOU RELATE TO OTHERS?

- A. Do I provide a secure environment for all students by discouraging verbal and physical harassment?
- B. Am I a team player?
- C. Do I attend and participate in meetings?
- D. Do I seek to improve my skill in driving and managing students?
- E. Do I know the school officials in my district?
- F. Do I know the key personnel to contact when needed?
- G. Am I proud of my record as a school bus driver?
- H. Am I courteous and professional towards my fellow drivers?
- I. Am I familiar with student discipline policies and do I report students for unsafe riding behavior?
- J. Am I sensitive to students with special needs and disabilities?
- K. Am I dressed professionally?
- L. Do I enjoy my job?
- M. Reward good behavior

UNIT II

Human Relation Survey

Name: _____

Date: _____

Circle the correct answer:

1. T or F Communications between the school bus driver and the students can provide a positive influence in helping shape the character of the student.
2. T or F The bus ride is an extension of the classroom.
3. T or F Most students want consistent boundaries and rules.
4. T or F Some misconduct incidences involving student behavior can be ignored.
5. T or F Discipline is better received if balanced with negative reinforcement.
6. T or F An incident of harassment on the school bus can be dealt with by threats of expulsion or removal from the school bus.
7. T or F A school bus driver that is self-aware of the benefits that positive reinforcement has will be more successful in overall student management.
8. T or F Serious incidents of misconduct, such as weapons violations, fights or threats of violence do not have to be reported.
9. T or F Solving a dispute between students on your school bus could as simple as assigning seats to students involved.
10. T or F A school bus driver must provide a safe and positive environment on the school bus.

UNIT II

Human Relation Survey

(Answer Key)

Note: This survey is a resource for the trainer to monitor how familiar employees are with the information in Unit 1. This **IS NOT** a substitute for the required survey on student conduct and students with special needs.

1. **TRUE** Communications between the school bus driver and the students can provide a positive influence in helping shape the character of the student.
2. **TRUE** The bus ride is an extension of the classroom.
3. **TRUE** Most students want consistent boundaries and rules.
4. **FALSE** Misconduct incidences involving student behavior cannot be ignored.
5. **FALSE** Discipline is better received if balanced with positive reinforcement.
6. **FALSE** Drivers must follow school district policies governing incidents of harassment or bullying.
7. **TRUE** A school bus driver that is self-aware of the benefits that positive reinforcement has will be more successful in overall student management.
8. **FALSE** Serious incidents of misconduct, such as weapons violations, fights or threats of violence must be immediately reported per school district policy.
9. **TRUE** Solving a dispute between students on your school bus could as simple as assigning seats to students involved.
10. **TRUE** A school bus driver must provide a safe and positive environment on the school bus.

UNIT III

CRASH AND EMERGENCY PREPAREDNESS

A thorough knowledge of safety and crash procedures is a requirement of any professional driver. School bus drivers can face many different types of emergencies, most commonly a breakdown or a traffic crash. There are other types of emergencies that the driver must be prepared to handle as well, such as a student injury or illness. Any driver may face an emergency situation at any time. This unit has been developed to prepare drivers to address various emergency situations.

3.1 **EMERGENCY PLAN OF ACTION**

Each district must develop and implement a written policy to include emergency procedures. (Minn. Stat. 123B.91)

There are a few basic things that the driver should keep in mind with any type of emergency:

SAFETY – The driver is responsible for the safety of the passengers on board the bus.

REMAIN CALM – The driver must remain calm under the pressure of an emergency situation to avoid unnecessary panic and confusion.

ASSESS THE SITUATION QUICKLY – The driver must be able to evaluate the situation quickly, and determine what type of assistance is needed.

REQUEST ASSISTANCE – Via two-way radio or telephone.

The following are examples of emergencies that must be planned for in all pupil transportation programs. There must be a written plan that spells out precisely what steps are to be followed in any emergency situation.

The driver must never leave the bus unattended. The first responsibility is to the students. (MN Rule 7470.1000 Subp. 4)

Emergency Action Plans include:

- A. Crash Procedures: – see section 3.2
 - 1. Driver's immediate responsibilities.
 - 2. Reporting guidelines.
 - 3. A procedure for handling situations when the driver is injured and unable to supervise the students.
 - 4. Transferring students to a replacement bus.
 - 5. Use of warning devices.

- B. Vehicle Evacuation: – see section 3.3
 - 1. Reasons for evacuating the bus.
 - 2. Evacuation procedures.
 - 3. Enlisting the help of Student Safety Assistants.
 - 4. Evacuation drills.
 - 5. Evacuation drills for special education students.

- C. Emergency Equipment: (See section 3.4)
 - 1. Required equipment to be carried on board the bus.
 - 2. Proper use of all emergency equipment.
- D. Emergency Medical Care: (See section 3.5)
 - 1. Good Samaritan Law (MN Stat. 604A.01 and 604A.015)

3.2 POST-CRASH PROCEDURES

This section will discuss procedures for dealing with crashes, vehicle breakdowns, fire and the possibility of a driver becoming incapacitated, ill, disabled or the possibility of injured students.

All crashes, regardless of severity, must be reported immediately.

- A. Primary responsibilities of the school bus driver:
 - 1. Safety and care of students.
 - 2. Get assistance.
 - 3. Secure crash scene.
 - 4. Gather information.
- B. Quickly assess your situation before calling your dispatch office:
 - 1. Check for injuries.
 - 2. Determine if evacuation is necessary.
 - 3. Students remain on the bus unless the bus is in a dangerous location, a fire exists, or the bus is too heavily damaged.
 - 4. Evacuate if (see section 3.3 Evacuation Procedures) fuel spilled, bus is overturned, fire danger exists, potential for further hazards exists.
 - 5. If evacuated, consider traffic and hazards when evacuating, move students a minimum of 100 feet from site, keep students together and supervise them.
- C. Immediate first aid for severe or life threatening injuries: (see section 3.5 medical care)
 - 1. Do not move unless necessary for safety.
 - 2. Breathing problems treated first.
 - 3. Stop bleeding next.
 - 4. Treat for shock after that.
- D. Prevent further crash and/or injuries:
 - 1. Delegate an adult(s) or responsible student(s).
 - 2. Supervise until emergency teams arrive.
- E. Get help on the way immediately:
 - 1. Radio or call your dispatch office or;
 - 2. Send for help if no other options are available.
 - 3. Send any responsible adult who stops to assist.
- F. Quickly secure the vehicle in a safe area if possible.
 - 1. Do not move the vehicle after stopping unless:
 - a. Requested to do so by the police
 - b. Vehicle is in an unsafe place

2. Secure vehicle:
 - a. Set emergency brake
 - b. Shut off ignition
 - c. Remove the keys
3. Operation of triangle reflectors – driver must know how to use them.
4. Placement of triangles: (two-way roadway)
 - a. First -10 feet behind rear of bus, facing traffic
 - b. Second - 50 steps behind bus (100 feet)
 - c. Third - 50 steps in front of bus (100 feet)
5. Placement of triangles: (one way roadway)
 - a. First -10 feet behind rear of bus, facing traffic
 - b. Second - 50 steps behind bus (100 feet)
 - c. Third - 100 steps behind bus (200 feet)
6. Placement of triangles: (curve or hill)
 - a. First -10 feet behind rear of bus, facing traffic
 - b. Second -100 feet to 500 feet behind bus
 - c. Third - 50 steps in front of bus (100 feet)
7. Lights:
 - a. Emergency flashers on day or night
 - b. Running and interior lights after dark

G. Secondary care of passengers and /or injured victims:

Possible Student Injuries: **Check your specific school district or company policy.**

Report all crashes immediately to a school official. A school official may be able to squelch some of the rumors that would otherwise go home to parents about even a minor crash. If there is any indication whatsoever that some students, although not outwardly showing it, could be shaken up or injured internally or externally all students should be brought into the school nurse upon arrival at school.

1. Treat students and other victims for injuries as necessary:
 - a. Do not move unless necessary for safety
 - b. Stop bleeding
 - c. Treat for shock
2. Maintain order:
 - a. Students remain seated
 - b. Students hold noise down
 - c. Inform students of situation
 - d. Reassure students that situation is in control
3. If injured are sent to the hospital:
 - a. Record names of students
 - b. Record time
 - c. Record destination hospital
4. Transfer of students:
 - a. If another bus is necessary to transport students, do not release students until all student names, addresses and phone numbers are recorded and the replacement bus has arrived.
 - b. Students must be released by emergency personnel before they can leave the bus.

- c. Safe conditions must exist including the avoidance of crossing of any streets and walking through hazards. Students must walk in a single-file, orderly line to the replacement bus.
 - d. Any transfer of students requires the supervision of an adult.
 - e. Double check to make sure all students have been transferred.
- H. Exchange of information: (have someone supervise students)
- 1. Fill out crash information card.
 - 2. Give name, address and license number to police and other driver.
 - 3. Get other driver/vehicle(s) information: (name, address, phone number and DL number).
 - 4. License plate number(s) of vehicle(s) involved.
 - 5. Insurance information.
 - 6. Name, phone number and address of witnesses.
- I. Other required procedures:
- 1. Discuss crash only with the police, transportation department, school official, company officials.
 - 2. Do not discuss or let passengers discuss crash with unauthorized people such as the media or a passerby.
 - 3. Do not leave crash site until authorized to do so.
 - 4. Do not let anyone on your bus other than emergency personnel, school or company staff.
- J. Crash reporting (MN. Statute 169.09 and MN. Rule 7470.1000 Subp. 4):
- 1. It is recommended that each bus be equipped with a card that lists the following information: type of bus, year, make, color, license number, company name, address, phone number, insurance company name and policy number, space for the driver's name, phone number, driver license number, company or district contact person.
 - 2. A driver must report the crash to law enforcement in the event of a personal injury or death.
 - 3. Drivers of vehicles involved in a crash resulting in bodily injury, death or property damage of \$1,000 dollars or more (total of all vehicles or property involved) must file an accident report to the commissioner of public safety within 10 days.
 - 4. Additional information and filing of a report electronically can be found online at: <http://www.mndriveinfo.org>
- K. Requirements for a post-crash re-inspection of a school bus. MN Statute 169.4511
A school bus must be re-inspected by the state patrol if the crash resulted in:
- 1. a fatality;
 - 2. bodily injury to a person who, as a result of the injury, immediately receives medical treatment away from the scene of the accident; or
 - 3. one or more motor vehicles incurring disabling damage as a result of the accident, requiring a motor vehicle to be transported away from the scene by tow truck or other motor vehicle.
- L. Vehicle Breakdown and Emergency Stops:
- 1. Examples – stalled engines, mechanical, flat tires.

2. Primary responsibilities – student safety, vehicle and getting assistance.
3. Student care:
 - a. Remain on the bus unless bus is in a dangerous location or fire danger exists
 - b. Maintain order – remain seated and hold noise down
 - c. Inform passengers of situation
 - d. Reassure passengers that situation is in control
4. Safety and care of vehicle:
 - a. Pull off road as far as possible/consider conditions of shoulder
 - b. Secure vehicle – set emergency brake, shut off engine and remove keys
 - c. Set out emergency equipment
 - d. Operation of emergency triangles
5. Placement of triangles: (two-way roadway)
 - a. First -10 feet behind rear of bus, facing traffic
 - b. Second - 50 steps behind bus (100 feet)
 - c. Third - 50 steps in front of bus (100 feet)
6. Placement of triangles: (one way roadway)
 - a. First -10 feet behind rear of bus, facing traffic
 - b. Second - 50 steps behind bus (100 feet)
 - c. Third - 100 steps behind bus (200 feet)
7. Placement of triangles: (curve or hill)
 - a. First -10 feet behind rear of bus, facing traffic
 - b. Second -100 feet to 500 feet behind bus
 - c. Third - 50 steps in front of bus (100 feet)
8. Lights – emergency flashers day or night, running and interior lights after dark.
9. Get assistance:
 - a. Do not leave bus if carrying students
 - b. Radio call to dispatch if equipped
 - c. Send for help if no other options are available (send an adult who stops to help)
- * All buses manufactured after January 1, 1995, must have a two-way communication system. Prior to 1995, it is highly recommended that some type communication system be available.

M. Fire. Causes of fires – electrical malfunction, crash, fuel ignition.

1. Primary responsibilities – safety of students, park vehicle properly (follow emergency stop or crash procedures), attempt to extinguish fire and assess fire danger, get assistance.
2. Secure vehicle –
 - a. Stop if moving
 - b. Evacuate students:
 1. Use emergency doors as necessary
 2. Consider traffic
 3. Consider location of fire
 4. Keep students away from fire and smoke
 5. Keep students together a minimum of 100 feet from bus
 6. Supervise after evacuation

3. Use fire extinguisher if possible:
 - a. Do not endanger yourself or others in an attempt to fight fire
 - b. Dry chemical extinguisher only approved - Useful for liquid, electrical and dry combustibles
 - c. Check for operable condition daily
 - d. Use safely – avoid breathing chemical, do not aim at a person
 - e. Proper use – pull pin, hold upright, squeeze handles together to discharge, use back and forth sweeping motion at base of fire
 - f. Get assistance – radio to dispatch to call 911 or call 911 yourself.

3.3 BUS DRIVER WHO BECOMES ILL, DISABLED OR INCAPACITATED:

If the bus driver begins to feel ill or is disabled, the driver should stop the vehicle immediately in a safe location, set the brakes and remove the key from the ignition, and ask students for help, call dispatch office for assistance. Bus assistants should be trained to use the radio, to send for help and to keep order until help arrives.

Student Bus Assistants or Bus Patrols:

Injured driver plan – During the year it is important to instruct reliable students how to use the two way radio if the bus is so equipped, how to set the parking brake and to turn off ignition of bus. If the driver is injured or becomes ill, it is very important that the students have had instruction on how to react and how to keep calm in emergencies. Take time to instruct students during school bus evacuation drills. Students are to stay with the bus until help arrives.

Replacement Bus Drivers:

Replacement bus drivers should make sure that everything is secure and students walk safely to the replacement bus. Remember that you must park the replacement bus in a safe location so students do not have to cross the street and do not have to walk through or past any hazards to get onto the replacement bus.

3.4 VEHICLE EVACUATION

Generally speaking, your students are safer on the school bus than off, given traffic conditions, weather and the difficult task of controlling a large group not confined in a small area. However, there are circumstances when you must evacuate the bus.

A. Reasons for Evacuation:

1. Fire or Danger of Fire – A bus should be stopped and evacuated immediately if the engine or any portion of the bus is on fire. Being near an existing fire and unable to move the bus away or the presence of any combustible material should be considered a fire danger and students should be evacuated. Also, the bus location near a fire spill, or the bus involved in a crash in which a fuel tank has been punctured either on the bus or the vehicle involved in the crash would necessitate evacuation.

2. Unsafe Position – If the bus is stopped in any position that constitutes a hazard, the bus should be evacuated:
 - a. on or very near railroad tracks, whether or not a train is in the immediate area;
 - b. in an intersection;
 - c. where the position of the bus may change, increasing the danger (edge of steep bank, near top of steep grade, etc.);
 - d. where the position of the bus is such that there is danger of a collision (where visibility is not at least 300 feet; such as below crest of hill, near a sharp curve, in dip of roadway, etc.);
 - e. in or near water; threat of drowning; or
 - f. in or near the path of a tornado (you should refer to your local school district policy regarding weather situations).
3. When not to evacuate. Under some circumstances it is not desirable to evacuate the bus:
 - a. the emergency is not of danger to the occupants in the vehicle (overheating the engine, flat tire, etc.); or
 - b. conditions outside present greater hazard than remaining in vehicle (extreme cold, deep snow, lightning, etc.).

B. Evacuation Procedures:

There are three basic types of evacuation:

1. Everyone exits through the front entrance door.
2. Everyone exits through the rear emergency door.
3. Front half exits through front door and rear half exits through the rear door.
4. Newer buses have roof exit hatches or side window exits. Be familiar with this equipment.
5. Under certain circumstances, one or both doors may be blocked and unusable. Emergency planning should take this into consideration. Drivers and students must know the location and function of emergency exits.

C. Recommended Procedures:

1. Stop and secure the vehicle well away from traffic and apparent hazards.
2. Notify emergency agencies: (police, fire, ambulance, etc.)
3. Gather emergency equipment (ie: first aid kit, fire extinguisher, hang microphone out driver's window).
4. Driver should stay on bus and supervise evacuation.
5. Designate an assembly area for students at least 100 feet from the bus.
6. Use both exits, if necessary, to reduce evacuation time.
7. Direct and supervise student safety assistant in assisting pupil evacuation.
8. Set out reflectors and remove the first aid kit and fire extinguisher from the bus.
9. Notify immediate supervisor as soon as possible. Supervisor will notify school personnel.
10. Strongly recommend teachers participate and supervise all evacuation drills.

Cautions:

1. The welfare of the students is the driver's primary concern.
2. There is a possible danger when a child jumps from the rear emergency door exit. Through proper instruction and practice this danger can be minimized.
3. In an emergency, it is possible for students to "jam" the exits by all trying to get out at the same time. The driver should remain calm and make every effort to instill confidence in their students.

D. Student Safety Assistant.

1. A well-organized school bus safety assistant can be a big help in emergency situations.

Role: The purpose of the school bus safety assistant is to assist the driver in ensuring the safety of students. If the driver is not able to perform the required duties, the assistant should be able to take over and protect the students.

Qualifications:

- Maturity
- Good citizenship
- Live near the end of the route, if possible
- Written consent of parents and/or authorized by school

Specific Responsibilities:

Assist the driver in an emergency by:

1. Keeping other students calm in case of emergency
2. Aid in keeping students together in the evacuation process
3. If driver is incapacitated, know how to turn off bus, set the brake and call for help
4. Follow the recommended bus evacuation procedures

E. Evacuation Drills:

State statute requires students be trained annually (K through 10th) in school bus evacuations and other emergency procedures. (See MN. Statute 123B.90 for requirements)

These drills need to be carefully planned and supervised to provide meaningful experiences for emergency situations.

Some points for consideration are:

1. Emergency drills for school buses should be organized in a manner similar to fire drills held regularly in schools.
2. Drills should be held on school property or other safe location.
3. All drills should be under the direction or supervision of the administrative office, and help must be solicited from building staff.
4. All students must be given an opportunity to participate, including those children who only ride a bus on a special trip.
5. Each student must be instructed in the proper safety precautions while riding the bus and during drills. (All students must be trained regardless if they ever ride a bus or not).
6. Drivers must supervise the drill. Drivers must be sure that the brake is set, ignition is off and transmission is in neutral or park.
7. The major objective of a school bus evacuation drill is to get the children off safely in the shortest possible time and in an orderly fashion. Students should not be permitted to take lunch boxes, books, etc. with them as they evacuate the bus. Instruct them to leave those items on the bus and return through service door to retrieve them after the drill.
8. The students should move a distance of at least 100 feet from the bus and assemble there in a group. Instruct students on how and where to get help. Instructions and telephone numbers should be posted or otherwise carried in the school bus.

9. Document the day of drill and have bus contractor or school administrator sign statement that the drill took place.
10. Special education students, including students in wheelchairs, and preschool students, must be included in evacuation drills (see unit 6 for more information).

F. Tornadoes:

1. Encounter Procedures – Bus Drivers:

- a. Upon first sighting a tornado funnel, determine which direction it is traveling, and whether it will hit you. If time allows, notify dispatch of location and situation.
- b. If there is likelihood that the tornado will come near your vehicle, travel at right angles away from the tornado.
- c. If there is likelihood that the tornado will hit your vehicle, and there is no escape route available, follow the procedures below:

EVACUATE THE BUS, TAKE THE STUDENTS TO THE NEAREST DEPRESSION OR DITCH UPWIND OF THE BUS FAR AWAY FROM THE BUS SO THAT THE BUS WILL NOT ROLL OVER ON THEM AND INSTRUCT THEM TO COVER THEIR HEADS WITH THEIR ARMS.

DO NOT ALLOW STUDENTS TO TAKE PERSONAL POSSESSIONS. IF THE STUDENTS ARE WEARING COATS OR JACKETS, THESE CAN BE USED TO PROVIDE ADDITIONAL PROTECTION FOR THEIR HEADS AND BODIES. TAKE ONLY THE FIRST AID KIT FROM THE BUS.

- d. If you are driving when you hear a tornado warning or spot a funnel, and there is no time to move the children when you stop the bus, have the children assume the protective position, remaining in their seats, with their heads below window level. Shut off vehicle, except for lights, and get under the dash away from the door.
- e. If there is a house or building nearby which offers shelter, and there is time enough to reach it, move to the basement of the building, and crouch against the wall nearest the approaching storm. If there is not a basement in the building, crouch against a central wall not exposed to windows facing the approaching storm.
- f. Do not:
 1. Attempt to escape a tornado by outrunning it when in a residential area
 2. Drive at unsafe speeds to escape a tornado
 3. Take on students if a tornado is nearby, or likely.
- g. What To Do After The Tornado Has Struck:
 1. Remain calm and try to keep the children calm.
 2. Apply first aid as necessary.
 3. Call for help if needed.
 4. Transport children to school or to alternate locations if appropriate.
 5. Continue to listen to your radio for weather bulletins and other emergency information.

3.5 **EMERGENCY EQUIPMENT** - MN. Statute 169.4501

A. Certain items of emergency equipment are required by Minnesota Statute. They are:

1. Fire extinguisher – at least 2 ½ pound capacity (or equivalent) and with UL rating of at least 10 BC.

Location – The fire extinguisher must be mounted in manufacturer's bracket and located in driver's compartment in full view of or marked and readily accessible to the driver and students.

2. First aid kit – a removable, moisture proof and dust-proof container. Kits must be mounted in full view and marked to indicate their location and identity in the driver's compartment.
3. Body fluid cleanup kit - a removable, moisture and dust-proof container. Kits must be mounted in full view and marked to indicate their location and identity in the driver's compartment.
4. Emergency reflectors – each school bus must carry at least three reflectorized triangle road- warning devices, each of which must be capable of being seen and distinguished at a distance of 500 feet under normal atmospheric conditions. (MS 169.454)

B. Use of Emergency Equipment:

1. Fire extinguishers – how to use:

Remove extinguisher from mounting bracket. Hold in vertical position. Release safety device. Squeeze the handle to discharge. Direct the discharge hose at the base of the fire in a sweeping motion, keeping in mind the direction of the wind.

A fire extinguisher has approximately 10 – 12 seconds of continuous discharge. Once used, it may be ineffective to use again. Report any usage of extinguisher to immediate supervisor for replacement.

2. Placement of warning devices:
 - a. Two-way traffic – one device is placed at the traffic side of the bus and 10 feet from the bus in the direction of greatest hazard. Second device is placed approximately 100 feet from the bus and in the center of the lane occupied by the bus. Third device is placed approximately 100 feet in front of the bus and in center of lane occupied by bus.
 - b. One-way traffic – one device is placed on traffic side of vehicle and 10 feet from vehicle in direction of greatest hazard. Second device is placed 100 feet from vehicle, in center of lane occupied by vehicle. Third device is placed in center of lane occupied by vehicle and 200 feet from vehicle in direction of greatest hazard.
 - c. If the bus is on hill or curve, placement distance can be greater but should not exceed 500 feet.
3. It is recommended on Special Education and Wheelchair buses to have blankets, to be used to cover students and an approved cutting device (REQUIRED) for cutting seatbelts, tie downs, etc. in emergencies.

3.6 **EMERGENCY MEDICAL CARE**

The first objective of emergency medical care is to save a life. Many persons are hesitant or reluctant to provide emergency medical care because they are afraid they may be held liable for their actions. The laws of Minnesota protect people who render emergency care.

A. GOOD SAMARITAN LAW: (MN. Stat. 604A.01 and 604A.015)

“No person who in good faith and in the exercise of reasonable care renders emergency care at the scene of an emergency is liable for any civil damages as a result of acts or omissions by such person in rendering the emergency care. For the purposes of this section, the scene of an emergency shall be those areas not within the confines of a hospital or other institution which has hospital facilities, or an office of a person licensed to practice one of more of the healing arts. . .”

B. FIRST AID:

First aid is the immediate and temporary care given to the victim of a crash or sudden illnesses until the services of a professional can be obtained. A person who is familiar with first aid procedures will be more likely to respond to emergencies in a confident and competent manner. A victim recognizes that a competent person is administering the treatment. Common sense and a few simple rules are the keys to effective first aid.

THE MOST SERIOUS EMERGENCIES ARE CONDITIONS THAT AFFECT A PERSONS AIRWAY: BREATHING AND CIRCULATION (ABC's). EXAMPLES:

AIRWAY –Choking, allergic reactions that cause swelling which constricts the airway, asthma, trauma.

BREATHING – Conditions that affect breathing or lead to respiratory arrest: cardiac arrest, head trauma, drowning, drug overdose, SIDS.

CIRCULATION - Cardiac arrest, uncontrolled profuse bleeding, shock.

ANY CONDITION THAT AFFECTS THE A,B,C's IS CONSIDERED A SERIOUS EMERGENCY

CALL 911

Bus drivers should immediately call 911 whenever they feel a student is experiencing a medical emergency, whether or not the student admits to his or her condition. The students may not recognize the seriousness of their condition.

The bus driver must determine the safety of the scene in which the emergency is taking place before providing first aid. Determine if there are any hazards on the scene that may cause injury/illness. If the scene is unsafe, the driver should not enter to provide first aid.

THE ABOVE PRECAUTIONS MUST BE TAKEN BEFORE PROVIDING ANY EMERGENCY MEDICAL CARE.

C. STOPPAGE OF BREATHING:

Review of the American Heart Association CPR guidelines.

D. BLEEDING:

1. Use appropriate Personal Protective Equipment such as gloves.
2. Bleeding or hemorrhage can be caused not only by severing a blood vessel, but also by a blood vessel that ruptures (aneurysm).

3. The time it takes a person to bleed out varies depending on the age, size and current health of the victim as well as the type of bleeding occurring: arterial bleed, venous or capillary bleed. Death from profuse, uncontrolled external or internal bleeding can occur rapidly.
4. The following methods only cover external, not internal, bleeding:
 - a. Direct Pressure – **Never use your bare hand. use a gloved hand.** Place a pad over the wound and press firmly with one or both hands. Direct pressure can be applied by your gloved hand, by a dressing and your hand, or by a pressure dressing.
 - b. If dressing becomes blood stained DO NOT remove, just add additional layers of dressing and continue to apply pressure until you stop the bleeding.
 - c. Elevation – elevation is used in conjunction with direct pressure, not after bleeding has stopped. A bleeding extremity should be elevated so that the wound is above the level of the heart. Gravity helps to reduce blood pressure, thus bleeding is slowed. However, this method should not be used if there are possible fractures or dislocations to the extremity, objects impaled in the extremity, or possible spinal injury.
 - d. Pressure Points - A pressure point is a place where a large blood vessel passes over an underlying bone. Severe bleeding may be controlled by using the fingers or heel of the hand to press the blood vessel against the underlying bone. There are eight commonly used pressure points. (Pulse sites are common pressure points.) Pressure applied at any of these points will slow bleeding beyond that point. Pressure should not be applied any longer than necessary to stop the bleeding. (Even though there are 8 commonly used pressure points used in pre-hospital care, there are actually more than 8).

E. SHOCK:

Shock, as classically defined, is a condition that occurs when tissue perfusion with oxygen becomes inadequate. The cells of the body are starving of oxygen. This condition, if it persists, will cause damage to organs and death.

There are many different types and causes of shock. Any condition that interferes with the body's ability to transport oxygen to the cells of the body produces the syndrome called SHOCK. Some conditions that cause SHOCK are severe bleeding, severe dehydration or loss of body fluid, heart attack, stroke, spinal or head injury, severe allergic reactions, sepsis (a toxic condition resulting from the spread of bacteria or their products from a focus of infection), salt balance and acid– base balance changes. Psychogenic (emotional) shock is a nervous system reaction brought about by fear or emotional upset. This type of shock is temporary and self-correcting (sometimes within minutes) and is not life threatening.

A state of shock may be recognized by some of the following symptoms:

1. Cold and sweaty skin
2. Pale face
3. Nausea or vomiting
4. Shallow breathing

5. Altered level of consciousness (confusion, restlessness, combativeness, unresponsiveness, faintness)
6. Rapid and shallow breathing
7. Rapid pulse
8. Victim will complain of feeling thirsty
9. Victim will complain of feeling weak and/or dizzy
10. Victim may complain of feeling cold
11. Victim may have a feeling of impending doom

A life may be saved by prevention of shock:

After correcting the cause of shock from bleeding, cardiac arrest, respiratory arrest, etc. the following procedures should be followed:

1. Monitor victim's airway and breathing. If the victim vomits, turn victim on their side and clear out airway of objects that are visible.
2. Place victim's body in a horizontal or slightly head-down position by elevating the legs slightly, about 12 inches. **DO NOT MOVE OR ELEVATE VICTIM'S LEGS IF YOU SUSPECT A SPINAL INJURY.**
3. **IF A SPINAL INJURY IS SUSPECTED LEAVE THE VICTIM IN THE POSITION YOU FOUND THEM IN FOUND. ONLY MOVE THE VICTIM TO MAINTAIN THEIR AIRWAY OR IF THEY ARE IN IMMINENT DANGER.**
4. Keep victim warm, but do not overheat.
5. Reassure the victim and keep them as calm and still as possible.
6. Do not give victim anything to eat or drink, even if they complain of thirst.
7. Continue to monitor the victim's airway and breathing.

F. SEIZURES:

1. 911 should always be called when a victim has a seizure or convulsions regardless of how long it lasts. When the electrical activity of the brain becomes irregular, seizures can occur. A seizure is not a disease in itself, but rather a sign of an underlying defect, injury, or disease.
2. Never restrain a victim having a seizure. **This action will make the victim's condition worse.**
3. Be prepared to begin rescue breathing. Victims having a seizure may stop breathing.
4. Medical personnel should evaluate victims of a seizure. Let dispatch know you have this situation so they can inform the school and/or parents.
5. Be sure to keep a victim of a seizure from hurting themselves on sharp objects or seats. If they vomit during or after the seizure roll them onto their side.
6. Never put your hands or fingers in or near the mouth of a person having a seizure.

G. CHOKING: (Heimlich maneuver)

For a victim who is conscious and choking follow these steps:

1. Determine if the person is choking – ASK them.
2. 911 should always be called.
3. When asking a person if they are choking, you should also ask if they can speak.
If you just ask if they are choking, most people will just shake their head yes or no. You must ask if they can speak to see if they are truly choking. If they can speak (even barely), breath or cough forcefully, they are not completely obstructed.
4. Encourage them to cough. You will not need to perform the Heimlich Maneuver if the victim has only a partially blocked airway.
5. Never hit a choking person on their back in an attempt to pop out the object. This could cause the object to lodge deeper.
6. Position yourself behind the victim.
7. Place thumb side of fist against the middle of their abdomen, just above their navel.
8. Grasp your fist with your hand.
9. Give quick upward thrusts.
10. REPEAT until the object comes out or person becomes unconscious.

If the victim becomes unconscious be prepared to do CPR if you are trained to do so. Even though CPR is not required by statute, it is important to know.

H. COMMON INJURIES OR ILLNESSES THE DRIVER MAY ENCOUNTER:

In case of involvement in a serious crash, the first concern of the person administering first aid is to save lives. After this phase is past, it then becomes necessary to attend to other injuries of persons involved. These injuries may be of a serious nature, but not likely to cause immediate death. It is therefore necessary to be able to recognize and administer first aid to the following:

1. Spinal injuries. In case of injury or suspected injury to the spine or neck:
 - a. 911 should always be called.
 - b. DO NOT move the victim unless victim is in imminent danger the victim should not be moved.
 - c. Keep the victim warm and quiet.
 - d. Watch breathing and be prepared to start rescue breathing. Do not move the head unless to open the airway while providing rescue breaths. Try to keep head movement to a minimum. Using the jaw thrust maneuver will open the airway and keep head movement to a minimum. You must open the airway if the victim is not breathing. Use current American Heart Association's guidelines for providing rescue breathing.
2. Fractures. First aid to broken bones should do no more than prevent further injury. There are two types of fractures:
 - a. Simple (or closed) – The bone is broken but the skin has not been punctured.
 - b. Compound (or open) – The skin is broken as well as the bone.

3. Do not move an injured person until the suspected fracture site has been splinted, unless the victim is in imminent danger. Place the limb in as natural a position as possible without causing discomfort to the victim.
4. Open wounds should be covered with sterile dressing, if possible, before apply a splint. Ideally, splints should be applied by medical personnel. A simple form of stabilization called manual stabilization can be used until professional help arrives. Manual stabilization is when you take your gloved hands and support the fracture site, preventing any movement and providing support to the injured limb. The goal is to prevent bone ends from moving and damaging surrounding tissue.
5. Broken bones in the hand or foot can be held steady with a pillow or blanket bound around it.
6. Head injuries. Consider anyone found unconscious to have a possible head injury, and take the following precautions:
 - a. Call for trained emergency medical personnel immediately. Keep the victim(s) lying down. Do not move unless absolutely necessary, unless victim is in imminent danger or movement is needed to provide rescue breathing or CPR.)
 - b. Keep victim warm, if weather is cold or damp.
 - c. Control bleeding from a head wound by applying a pressure dressing. Wound should be treated as described in previous bleeding section, as well as using the same precautionary measures. Caution should be used in regard to using pressure over a possible skull fracture.
 - d. Unconsciousness due to a head injury should be considered when the events leading to unconsciousness are not witnessed. Monitor the victim's airway. Rescue breathing may be necessary.

REMINDER: Check around the victim's neck, wrist, wallet or purse for a medical alert identification tag or card that might help explain the victim's present condition.

7. Common injuries or illnesses that the school bus driver might encounter:
 - a. Eye injuries – any eye injury is serious and the bus driver should never attempt to treat an injury of this nature. In case of eye injury, the eye should be covered with a sterile gauze pad and attended to by a doctor or nurse as quickly as possible. (If feasible, cover both eyes to prevent excessive eye movement).
 - b. Vomiting – vomiting is very seldom preventable, but some relief could be given both before and after vomiting by exposing the person to fresh air. Every bus is required to have a body fluid cleanup kit.
 - c. Nosebleed – Have the victim sit down and lean forward or lie down with their head and shoulders raised. Then pinch the soft part of the nose firmly for approximately 10 minutes. Do not have them put their head back.
 - d. Bee sting – bee stings can be serious if an adult or student is allergic to them. First aid for a bee sting can be as simple as an ice pack and as complicated as a 911 emergency call for an allergic reaction. Allergic reactions can be much the same as shock symptoms, and usually have some swelling and can result in trouble breathing.

SUMMARY:

The school bus driver must be ready to react in a confident, decisive manner if and when any emergency situation arises. Familiarity with correct crash reporting procedures, vehicle evacuation techniques, use of emergency equipment kept on board and basic emergency medical techniques are a must for all school bus drivers.

UNIT III

Crash and Emergency Preparedness Survey

Name: _____

Date: _____

School bus drivers are entrusted with the lives and safety of students.

Circle the correct answer:

1. T or F If you have been involved in a minor traffic crash, the first thing you should do is to set up emergency triangles around the crash site.
2. T or F If you have a fire on your bus, evacuate the bus first then attempt to put out fire.
3. T or F You can leave the crash scene as soon as your supervisor arrives at the crash.
4. T or F In the event of an evacuation, the minimum distance students must be kept from the bus is 100 feet.
5. T or F It is necessary to get a complete list of all students on your bus.
6. T or F Police may ask you for a pre-trip inspection report completed for the day.
7. T or F You must notify dispatch of your involvement in all crashes you are involved in regardless of how minor you think it is.
8. T or F In the event of an emergency, turn on as many lights as you can - interior lights, strobe lights if so equipped, and 4-way hazards.
9. T or F If you are at fault in the crash, you should admit fault to the other driver or drivers involved in the crash.
10. T or F You should discuss the crash with other people at the scene.
11. T or F When involved in a crash, you must obtain the other driver's information.
12. T or F You should treat students on your bus for any injuries as necessary.
13. T or F In case of a crash all students should stay on the bus.

14. T or F The state authorities will hold your bus for investigation only if property damage exceeds \$1000.00.
15. T or F In the event of a tornado you should try to outrun it.
16. T or F The most important thing for the driver to do after a crash is to remain calm.

UNIT III

Crash and Emergency Preparedness Survey (Answer Key)

This survey is a resource for the trainer to monitor how familiar employees are with the information in Unit 3. This **IS NOT** a substitute for the required survey on student conduct and students with special needs.

1. **FALSE** If you have been involved in a minor traffic crash, the first thing you should do is to check for injuries.
2. **TRUE** If you have a fire on your bus, evacuate the bus first then attempt to put out fire.
3. **FALSE** You can leave the crash scene after the crash is investigated and you are released by law enforcement.
4. **TRUE** In the event of an evacuation, the minimum distance students must be kept from the bus is 100 feet.
5. **TRUE** It is necessary to get a complete list of all students on your bus.
6. **TRUE** Police may ask you for a pre-trip inspection report completed for the day.
7. **TRUE** You must notify dispatch of your involvement in all crashes you are involved in regardless of how minor you think it is.
8. **TRUE** In the event of an emergency, turn on as many lights as you can - interior lights, strobe lights if so equipped, and 4-way hazards.
9. **FALSE** If you are at fault in the crash, you should not admit fault to the other driver or drivers involved in the crash. You should only discuss the crash with law enforcement, your supervisor, or the school district.
10. **FALSE** You should not discuss the crash with other people at the scene.
11. **TRUE** When involved in a crash, you must obtain the other driver's information.
12. **TRUE** You should treat students on your bus for any injuries as necessary.
13. **TRUE** In case of a crash all students should stay on the bus.
14. **FALSE** The school bus may be held if the post-crash inspection requirements are met. (MS 169.4511)

15. **FALSE** In the event of a tornado you should try to outrun it.
16. **TRUE** The most important thing for the driver to do after a crash is to remain calm.

UNIT IV

VEHICLE CARE, INSPECTION AND USE

A signed daily pre-trip inspection must be completed by the driver or designee prior to the school bus being operated. Each school bus driver must properly pre-trip and inspect the school bus to ensure it is in safe operating condition. A proper pre-trip inspection will ensure the safety of both the students and you the driver.

4.1 **MAINTENANCE and INSPECTION**

The driver is the person responsible for safe operation of the school bus. When something is wrong with the school bus the driver must report it – even if the driver does not know what is causing the problem. The maintenance department is responsible for diagnosis and correction of the problem. ALL drivers must have in their possession a signed pre-trip inspection report indicating the school bus is in safe operating conditions. All persons involved in the pre-trip inspection **MUST** sign the report. A thorough daily school bus inspection must be performed by the driver or designee. It shall consist of three distinct parts:

- a. a pre-trip inspection before the vehicle is driven;
- b. an operational inspection while the bus is being driven; and
- c. a post-trip inspection at the end of the route

4.2 **PRE-TRIP INSPECTION PROCEDURE (MN. Rule 7470.1300)**

NOTE: There are numerous teaching methods and ways to perform a proper pre-trip inspection. The information listed below is one example of the components of a pre-trip inspection. Further information is available by contacting:

- MAPT - www.mnapt.org/
- MSBOA - www.msboa.com/

A. Pre-trip Inspection:

1. While walking to your school bus, begin your visual inspection of the bus.
2. Interior inspection.
3. Under the hood.
4. Exterior inspection.

B. Interior Equipment Inspection:

1. Emergency equipment must be easily accessible and held securely in place.
2. Check the contents of the first aid kit and body fluid clean up kits.
3. Check the fire extinguisher to ensure it is fully charged.
4. Check for emergency warning triangles.
5. Check the driver's seat belt.
6. Check operation and adjustment of the driver seat.
7. Check operation of the horn.

8. Check the windshield wipers and washers.
9. Check the interior cleanliness of the windshield.
10. Check the condition and operation of the wiper blades.
11. Check the wiper motor and linkage operation.
12. Check the operating condition and visibility of all gauges. Note that attention should be given to these gauges for their proper function at all times when the engine is in operation.
13. Buses manufactured after January 1, 1995, must have the following items in addition to the above listed items:
 - a. An approved seat belt cutter if seat belts are present
 - b. 2-way radio communication or alternative.
14. Buses manufactured after January 1, 2008, must have an approved seat belt cutter.

C. Under the hood:

1. Open the hood and make sure that safety latch and hinge are in holding position.
2. Check oil level.
3. Verify the level of the antifreeze.
4. Check the power steering pump to see that it is securely mounted, the belt tension is good and the hoses are in good condition.
5. Check the power steering system to see that it is securely mounted and free of oil leaks.
6. Check the pitman arm to see that it is securely mounted.
7. Check the drag link to see that it is securely mounted.
8. Check the shock absorber to see that it is securely mounted and free of oil leaks.
9. Check the tie rod and tie rod ends for looseness.
10. Check the belt(s) for proper tension, cracks and frayed edge.
11. Look for any loose wires.
12. Check all hoses for leaks and bulges.
13. Check the underside of the bus for fluid leaks.
14. Close the hood and latch.

D. Tires and Wheels:

1. Check the tires for inflation and general condition.
2. Lug nuts must be checked for tightness. Rust trail(s) around the edge of the bolt or nut is a good indicator of a loose lug nut.
3. Check tire tread depth (4/32 front; 2/32 rear).

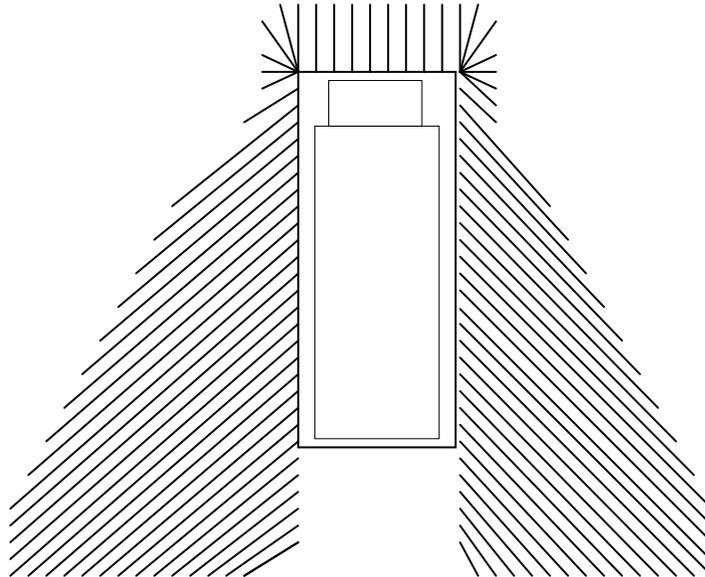
E. Emergency Exits:

1. Check the opening and closing of all emergency exits and doors.
2. Ensure the emergency buzzers are operating correctly.
3. Check for the proper seal on the emergency exit openings including the entrance door.

F. Mirrors:

1. Good visibility should always be maintained by keeping windows clean.
2. Check for cleanliness, cracks, flaking and securement.
3. Adjust mirrors according to the diagram below.

Critical area of vision for school bus



G. Windows:

1. Check for cleanliness.
2. Check for chips and cracks.
3. Check for operability.
4. Check for moisture (fogging) of the thermal pane.

H. View Underside of Bus:

1. Check for oil or grease leaks.
2. Check springs and hangers. There MUST be no cracked or broken leaves.
3. Check exhaust pipe and hangers.
4. Check shock absorbers for secure mounting and the absence of oil leaks.
5. Check that u-bolts are secure.
6. View condition of the frame.

I. Body:

1. Check for general conditions of the body, noting any damage.
2. Verify that all school bus markings are legible.
3. Check for protruding or sharp edges on the body, both of which pose a threat to entering / exiting students and pedestrians

J. Brakes:

1. Hydraulic brakes:

- a. The electrical brake motor must be heard with the brake applied and the key off.
- b. If the brake motor is not heard, do not operate the vehicle until the brake system is serviced.

2. Air brakes:

- a. Turn the ignition key to the on position
- b. Depress service brake
- c. Release the parking brake
- d. Check one-minute air loss with the service brake applied
 - i. Monitor for air loss
 - ii. Listen for air leaks
 - iii. No more than 3 psi air loss during the one minute checks.
- e. Pump the service brake until low-pressure warning signal comes on / or around 60 psi
- f. Continue to pump the brake until the emergency brake system comes on at 20 – 40 psi
- g. Start the engine and attempt to pull forward
- h. Place transmission in neutral
- i. Allow the air pressure to build up to fully charge the system
- j. Release parking brake
- k. Attempt to pull forward and stop the vehicle with the service brake
- l. Reapply parking brake

K. Bus Cleanliness:

1. Keep the step well free of ice and debris.
2. The bus must be swept daily and empty trash can.
3. All windows and mirrors should be kept clean. Remember, clean windows mean clear visibility.
4. The exterior should be kept clean.
5. Ensure your brake lights, turn signals, 8-way lamp system, and headlamps are clean and visible.
6. Check the condition of the seats and floors.

4.3 **POST-TRIP INSPECTION**

ALWAYS CHECK BUS FOR STUDENTS LEFT ON BUS!

During the post-trip Inspection the following items must be inspected. For further details, refer to section 4.2, "Pre-trip Inspection."

- A. Ensure no students are left on the bus by a thorough walk through.
- B. Follow your school district / company policies
- C. Check for personal items left on bus and vandalism.
- D. Close all windows and roof hatches.

- E. Fuel bus as required.
- F. Report any defects.
- G. Visual check of outside for any obvious problems.

4.4 SUMMARY:

Conducting a proper pre-trip/post-trip will ensure the bus is in safe operating condition and a student is never left behind.

UNIT IV

VEHICLE MAINTENANCE SURVEY

Name: _____

Date: _____

Circle the correct answer:

1. T or F Each day before it is put into operation, the law requires that each school bus must be pre-trip inspected to ensure the safety of both the pupils and the driver.
2. T or F The mechanic is the person responsible for safe operation of the school bus under all operating conditions.
3. T or F Drivers must carry the completed copy of a pre-trip inspection form indicating that the vehicle they are driving is free from defects that would interfere with the safe operation of their school bus.
4. T or F From the outside of the bus, check the operating condition of dash-mounted turn-signal indicators, high-beam indicator, eight-light indicator, instrument panel light, and step well light.
5. T or F Most fan belts will operate efficiently if not more than one-half inch give is maintained.
6. T or F Rust dust around the edge of the bolt or nut is a good indicator of a loose lug nut.
7. T or F Mirrors must not be loose and they should be checked daily for cleanliness, cracks, breaks or flaking.
8. T or F After allowing the air pressure to build up fully to charge the air brake system, one brake application should cause no more than 10-psi air drop. An excess of 10 psi indicates that brake adjustment is necessary.
9. T or F Dirty windows and mirrors will not compromise the safe operation of a school bus.
10. T or F Always release the parking brake before starting the vehicle.

Circle all the letters that apply for each of these multiple-choice questions.

11. In air brake systems, the emergency brake will be applied if there is:
- a. Inability to build air pressure.
 - b. Complete air pressure loss.
 - c. No air pressure loss.
 - d. An air pressure loss to 80#psi.
 - e. a. & b.
12. Report any unusual transmission noises or shifting difficulty to the:
- a. School Engineer.
 - b. State Inspector.
 - c. Bus Maintenance Supervisor.
13. Which unusual or substandard steering condition should be reported in writing:
- a. The power steering is quiet; during steering wheel movement from left turn stop to right turn stop.
 - b. The bus steers easily and it goes precisely where you steer it.
 - c. There appears to be too much play or jerking in the steering system.
 - d. The steering is steady in turns and when going over bumps.
14. Engine life will be extended when the driver:
- a. Remains alert to any unusual engine noises.
 - b. Never races a cold engine.
 - c. Increases speed slowly so that all parts may be properly lubricated.
 - d. Starts the engine and drives right away, in cold weather so oil pump can't cavitate (starved for oil).
 - e. a b & c
15. The most accurate way to check brake system air pressure is to:
- a. Check the brake light indicator.
 - b. Check the vacuum gauge periodically.
 - c. Use the tire pressure gauge.
 - d. None of the above.
16. The school bus driver who makes a thorough Pre-Trip, Operating and Post-Trip Inspection of his or her bus will be able to:
- a. Spot trouble.
 - b. Recognize defects before damage occurs.
 - c. Properly document any items needing repair.
 - d. All of the above.

17. Listening for trouble could include:

- a. Hard or wandering steering.
- b. Odor of hot electrical wires.
- c. Continuous or intermittent squeal.
- d. Loud exhaust noise.
- e. c & d.

18. Looking for trouble should include:

- a. Sudden drop in oil pressure.
- b. Smoke coming from under the dash or hood.
- c. Odor of burning rags.
- d. Excessive vibration (engine, steering wheel, and/or drive line).
- e. a. & b.

19. Smelling trouble would include:

- a. Odor of brake lining.
- b. Odor of hot electrical wires.
- c. Light knock when the engine is running at idle speed.
- d. a. & b.

UNIT IV

VEHICLE MAINTENANCE SURVEY

(Answer Key)

Note: This survey is a resource for the trainer to monitor how familiar employees are with the information in Unit IV. This **IS NOT** a substitute for the required survey on student conduct and students with special needs.

1. **TRUE** Each day before it is put into operation, the law requires that each school bus must be pre-trip inspected to ensure the safety of both the pupils and the driver.
2. **FALSE** The driver is the person responsible for safe operation of the school bus under all operating conditions.
3. **TRUE** Drivers must carry the completed copy of a pre-trip inspection form indicating that the vehicle they are driving is free from defects that would interfere with the safe operation of their school bus.
4. **FALSE** From the inside of the bus, check the operating condition of dash-mounted turn-signal indicators, high-beam indicator, eight-light indicator, instrument panel light, and step well light.
5. **TRUE** Most fan belts will operate efficiently if not more than one-half inch give is maintained.
6. **TRUE** Rust dust around the edge of the bolt or nut is a good indicator of a loose lug nut.
7. **TRUE** Mirrors must not be loose and they should be checked daily for cleanliness, cracks, breaks, or flaking.
8. **TRUE** After allowing the air pressure to build up fully to charge the air brake system, one brake application should cause no more than 10-psi air drop. An excess of 10-psi indicates that brake adjustment is necessary.
9. **FALSE** Dirty windows and mirrors will compromise the safe operation of a school bus.
10. **FALSE** Never release the parking brake before starting the vehicle.
11. In air brake systems, the emergency brake will be applied if there is:

- a. Inability to build air pressure.
- b. Complete air pressure loss.
- c. No air pressure loss.
- d. An air pressure loss to 80#psi.
- e. a. and b.

(Correct answer: e)

12. Report any unusual transmission noises or shifting difficulty to the:

- a. School Engineer.
- b. The State Inspector.
- c. The Bus Maintenance Supervisor.

(Correct answer: c)

13. Which unusual or substandard steering condition should be reported in writing:

- a. The power steering is quiet during steering wheel movement from left turn stop to right turn stop.
- b. The bus steers easily and it goes precisely where you steer it.
- c. There appears to be too much play or jerking in the steering system.
- d. The steering is steady in turns and when going over bumps.

(Correct answer: c)

14. Engine life will be extended when the driver:

- a. Remains alert to any unusual engine noises.
- b. Never races a cold engine.
- c. Increases speed slowly so that all parts may be properly lubricated.
- d. Starts the engine and drives right away, in cold weather so oil pump can't cavitate (starved for oil).
- e. a, b, and c

(Correct answer: e)

15. The most accurate way to check brake system air pressure is to:

- a. Check the brake light indicator.
- b. Check the vacuum gauge periodically.
- c. Use the tire pressure gauge.
- d. None of the above.

(Correct answer: d)

16. The school bus driver who makes a thorough pre-trip, operating and post-trip inspection of his or her bus will be able to:

- a. Spot trouble.
- b. Recognize defects before damage occurs.
- c. Properly document any items needing repair.
- d. All of the above.

(Correct answer: d)

17. Listening for trouble could include:

- a. Hard or wandering steering.
- b. Odor of hot electrical wires.
- c. Continuous or intermittent squeal.
- d. Loud exhaust noise.
- e. c & d.

(Correct answer: e)

18. Looking for trouble should include:

- a. Sudden drop in oil pressure.
- b. Smoke coming from under the dash or hood.
- c. Odor of burning rags.
- d. Excessive vibration (engine, steering wheel, and/or drive line).
- e. a. & b.

(Correct answer: e)

19. Smelling trouble would include:

- a. Odor of brake lining.
- b. Odor of hot electrical wires.
- c. Light knock when the engine is running at idle speed.
- d. a. & b.

(Correct answer: d)

UNIT V

LAWS, REGULATIONS and RECOMMENDATIONS

5.1 DEFINITION OF A SCHOOL BUS (MN. Stat. 169.011 Subd. 71)

"School bus" means a motor vehicle used to transport pupils to or from a school defined in section 120A.22, or to or from school-related activities, by the school or a school district, or by someone under an agreement with the school or a school district. A school bus does not include a motor vehicle transporting children to or from school for which parents or guardians receive direct compensation from a school district, a motor coach operating under charter carrier authority, a transit bus providing services as defined in section 174.22, subdivision 7, a multifunction school activity bus as defined by federal motor vehicle safety standards, or a vehicle otherwise qualifying as a Type III vehicle under paragraph (5), when the vehicle is properly registered and insured and being driven by an employee or agent of a school district for nonscheduled transportation. A school bus may be Type A, Type B, Type C, Type D, or Type III as follows:

5.2 TYPES OF SCHOOL BUSES (MN. Stat. 169.011 Subd. 71)

Definitions of School Buses:

	<p>TYPE A: A Type "A" school bus is a van conversion or bus constructed utilizing a cutaway front section vehicle with a left-side driver's door. This definition includes two classifications: Type A-I, with a Gross Vehicle Weight Rating (GVWR) less than or equal to 14,500 pounds; and Type A II, with a GVWR greater than 14,500 pounds and less that or equal to 21,500 pounds.</p>
	<p>TYPE B: A Type "B" school bus is constructed utilizing a stripped chassis. The entrance door is behind the front wheels. This definition includes two classifications: Type B-I, with a GVWR less than or equal to 10,000 pounds, and Type B-II, with a GVWR greater than 10,000 pounds.</p>
	<p>TYPE C: A Type "C" is a body installed upon a flat back cowl chassis with a gross vehicle weight rating of more than 21,500 pounds, designated for carrying more than ten persons. All of the engine is in front of the windshield and the entrance door is behind the front wheels. A Type C school bus has a maximum length of 45 feet.</p>
	<p>TYPE D: A Type "D" school bus is constructed utilizing a stripped chassis. The entrance door is ahead of the front wheels.</p>

	<p>TYPE III: Type III school buses and Type III Head Start buses are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer's rated seating capacity of ten or fewer people, including the driver, and a gross vehicle weight rating of 10,000 pounds or less. A "Type III school bus" and "Type III Head Start bus" must not be outwardly equipped and identified as a Type A, B, C, or D school bus or Type A, B, C, or D Head Start bus. A van or bus converted to a seating capacity of ten or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.</p>
	<p>Multifunction School Activity Bus: A multifunction school activity bus is a school bus that meets the definition of a definition of a multifunction school activity in Code of Federal Regulations, title 49, section 571.3. A vehicle that meets the definition of a Type III vehicle is not a multifunction school activity bus.</p>

In order to become a driver of a Type A, B, C or D school bus, an individual must take both written and driving tests, have a background check, drug testing, and submit to a physical every two years or as directed by your health care provider. There are different classes of licenses for these individuals. The classes of licenses, found in Minnesota Statute §171.02 are:

Vehicle Description	License Class	Additional Endorsements
Single unit vehicles with a gross vehicle weight rating of 26,000 pounds or less and designed to carry less than 15 passengers including the driver.	Class D	No Endorsement
All vehicles that an individual with a Class D license can drive and school buses with a gross vehicle weight rating of 26,000 pounds or less and designed to carry 15 or more passengers including the driver.	Class C	Passenger Endorsement School Bus Endorsement
All vehicles that an individual with a Class D or Class C license can drive and school buses with a gross vehicle weight rating of 26,000 pounds or more and designed to carry more than 15 passengers.	Class B	Passenger Endorsement School Bus Endorsement
All vehicles	Class A	Passenger Endorsement School Bus Endorsement

For example, an individual with a Class A license, with proper endorsements, can drive Types A, B, C and D school buses. An individual with a Class C license would only be able to drive Type A.

5.3 **DRIVER'S LICENSE REQUIREMENTS** (MN. Stat. 171.321, 171.3215, & MN. Rule 7414)

A. Endorsement Requirements:

No person shall drive a school bus when transporting school children to or from school or upon a school-related trip or activity without having a valid class A, class B, or class C driver's license with a school bus endorsement except that a person possessing a valid driver's license but not a school bus endorsement may drive a vehicle with a seating capacity of ten or less persons used as a school bus but not outwardly equipped or identified as a school bus. Anyone who wishes to start operating a school bus must obtain a class A, B, or C Commercial Driver's License and obtain a school bus endorsement.

B. Rules:

1. The commissioner of public safety shall adopt rules prescribing a training program for Head Start bus drivers. The program must provide for initial classroom and behind-the-wheel training, and annual in-service training. The program must provide training in defensive driving, human relations, emergency and crash procedures, vehicle maintenance, traffic laws, and use of safety equipment. The program must provide that the training will be conducted by the contract operator for a Head Start agency, the Head Start grantee, a licensed driver training school, or by another person or entity approved by both commissioners.

- a. The written test shall be based on the provisions in the school bus driver handbook, and on laws, rules and regulations relating to school bus operation prescribed by the State Department of Public Safety and general knowledge of the operation of school buses, including knowledge of the equipment, devices and laws peculiar to school buses.
- b. The road test shall be given in a school bus. The driver will be restricted to the size of the vehicle the test is given in. A test taken in a smaller vehicle will cause the applicant to be restricted to that size. A test taken in a larger vehicle will be unrestricted except for an air brake restriction on those buses without air brakes.

At the beginning of the road test, you will be required to perform a driver pre-trip inspection. This will include all lights and warning systems including stop arm, mirrors and their correct adjustment, and the presence of all emergency equipment.

Exception: When operating a vehicle with a seating capacity of nine or fewer passengers (Type III) which is being used as a school bus, but is not outwardly equipped or identified as such, it is not required to have a school bus endorsement, but the driver must possess a valid driver's license.

2. The commissioner of public safety shall prescribe rules governing the physical qualifications of school bus drivers and tests required to obtain a school bus endorsement. The rules must provide that an applicant for a school bus endorsement or renewal is exempt from the physical qualifications and medical examination required to operate a school bus upon providing evidence of being medically examined and certified within the preceding 24 months as physically qualified to operate a commercial motor vehicle, pursuant to Code of Federal Regulations, title 49, part 391, subpart E, or rules of the commissioner of transportation incorporating those federal regulations. The commissioner shall

accept physical examinations for school bus drivers conducted by medical examiners authorized as provided by Code of Federal Regulations, title 49, chapter 3, part 391, subpart E.

- C. The applicant for a school bus driver's endorsement shall be in good physical and mental health, able-bodied, and free from communicable disease. As evidence of physical fitness and mental alertness, the applicant shall submit to a physical examination by a reputable physician designated by the local school authorities; and the physician's certificate of physical fitness and mental alertness shall accompany the application for school bus driver's endorsement when presented to the Department of Public Safety.

Each driver with a school bus endorsement shall submit to a physical examination as required to retain the school bus endorsement. The examination period starts from the examination date of the most recent physical examination certificate submitted by a driver with a school bus endorsement.

If driver fails to pass the physical examination, or return the physical examination certificate, the commissioner of public safety shall cancel the school bus endorsement from the Minnesota driver's license.

Additional exams: The commissioner may require additional medical examination of an applicant for a school bus endorsement or licensed driver with a school bus endorsement to determine competency.

The examination form used by the physician to record the physical condition of the applicant must comply with the form prescribed in Code of Federal Regulations, title 49, section 391.43, paragraph (f). The certificate of the examining physician must be in accordance with the certificate in Code of Federal Regulations, title 49, section 391.43, paragraph (g).

- D. Age:
The driver shall be at least 18 years of age and have a qualifying driving record. (MN. Stat. 171.322)

- E. Driver Background Check:

Before issuing or renewing a driver's license with a school bus driver's endorsement, the commissioner shall conduct an investigation to determine if the applicant has been convicted of committing a disqualifying offense, four moving violations in the previous three years, a violation of section 169A.20 or a similar statute or ordinance from another state, a gross misdemeanor, or if the applicant's driver's license has been revoked under section 169A.52. The commissioner shall not issue a new bus driver's endorsement and shall not renew an existing bus driver's endorsement if the applicant has been convicted of committing a disqualifying offense.

The commissioner shall not issue a new bus driver's endorsement and shall not renew an existing bus driver's endorsement if, within the previous five years, the applicant has been convicted of committing a violation of section 169A.20, or a similar statute or ordinance from another state, a gross misdemeanor, or if the applicant's driver's license has been revoked under section 169A.52, or if, within the previous three years, the applicant has been convicted of four moving violations. An applicant who has been convicted of violating section 169A.20 or a similar statute or ordinance from another state, or who has had a license revocation under section 169A.52 within the previous ten years must show proof of successful completion of an alcohol or controlled substance treatment program in order to receive a school bus driver's endorsement.

For the first offense, proof of completion is required only if treatment was ordered as part of a chemical use assessment. A school district or contractor that employs a nonresident school bus driver must conduct a background check of the employee's driving record and criminal history in both Minnesota and the driver's state of residence.

Convictions for disqualifying offenses, gross misdemeanors, a fourth moving violation within the previous three years, or violations of section 169A.20, or a similar statute or ordinance in another state, must be reported to the department of public safety. Other disqualifying offense includes any felony offense, any misdemeanor, gross misdemeanor, or felony violation of chapter 152, or any violation under section 609.3451, 609.746, subdivision 1, or 617.23, or while driving, operating, or being in physical control of a school bus or Head Start bus, in violation of section 169A.20, or a similar statute or ordinance from another state, or a fourth moving violation in the previous three years.

F. Temporary School Bus Endorsement:

An applicant for a school bus endorsement who has not resided in Minnesota for 5 consecutive years may be eligible for a temporary endorsement pending the FBI background check. (MN. Stat.171.321 Subd. 3 (b))

G. Renewal Requirements:

To keep endorsement valid, a current physical examination report must be submitted. School bus drivers will be re-tested for current knowledge every four years on driver's license renewal. A physical and health form will be mailed to your last known address, 60 days before renewal date. If you have not received this form prior to your renewal date, contact the Driver and Vehicle Services section of the Department of Public Safety at once. Give your first, middle, and last name and date of birth and a form will be sent to you.

H. Training and Competencies:

No person shall drive a Type A, B, C, or D school bus when transporting school children to or from school or upon a school-related trip or activity without having demonstrated sufficient skills and knowledge to transport students in a safe and legal manner. A bus driver must have training or experience that allows the driver to meet at least the following competencies:

1. safely operate the type of school bus the driver will be driving;
2. understand student behavior, including issues relating to students with disabilities;
3. encourage orderly conduct of students on the bus and handle incidents of misconduct appropriately;
4. know and understand relevant laws, rules of the road, and local school bus safety policies;
5. handle emergency situations; and
6. safely load and unload students.

The commissioner of public safety shall develop a comprehensive model school bus driver training program and model assessments for school bus driver training competencies, which are not subject to chapter 14. A school district may use alternative assessments for bus driver training competencies with the approval of the commissioner of public safety. The employer shall keep the assessment for the current period available for inspection by representatives of the commissioner. NOTE: Annually means within the previous 380 days per Minnesota Statute 171.321 subd. 5.

I. Annual Evaluation:

A school district, nonpublic school or private contractor also shall provide in-service training annually (annually means 380 calendar days) to each school bus driver. A school district, nonpublic school, or private contractor shall verify annually the validity of the driver's license of each person who transports students for the district in a Type A school bus, a Type B school bus, a Type C school bus, or Type D school bus or regulatory transports students for the district in a Type III vehicle with the National Drivers Register or with the Department of Public Safety.

J. Driver Disclosure of Moving Violation Convictions to Employer: (Minnesota Statute 171.168)

Subd. 1. Department notice. Each person who operates a commercial motor vehicle, who has a commercial driver's license issued by this state, and who is convicted of a criminal offense; of a serious traffic violation, as defined in Code of Federal Regulations, title 49, section 383.5; or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in another state or jurisdiction, shall notify the department's Division of Driver and Vehicle Services of the conviction. The person shall notify the division within 30 days after the date that the person was convicted.

Subd. 2. Employer notice. Each person who operates a commercial motor vehicle, who has a commercial driver's license issued by this state, and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction. The person shall notify the person's employer within 30 days after the date that the person was convicted. If the person is not currently employed, the person shall notify the division according to subdivision 1.

Subd. 3. Department notice information. Notification to the division must be made in writing and contain the following information:

1. the driver's full name;
2. the driver's license number;
3. the date of conviction;
4. the specific criminal or other offense; serious traffic violation, as defined in Code of Federal Regulations, title 49, section 383.5; and any other violation of state or local law relating to motor vehicle traffic control, for which the person was convicted and any suspension, revocation, or cancellation of certain driving privileges that resulted from the conviction;
5. an indication whether the violation was in a commercial motor vehicle;
6. the location of the offense; and
7. the driver's signature.

REMINDER: The Minnesota State Patrol conducts random driver license record checks and verifications of school bus drivers on an annual basis. Failure to disclose a moving violation conviction to your employer will result in a citation being issued to you the driver.

K. Driver Disclosure of Suspension, Revocation, Disqualification and Cancellation of License to Employer: (Minnesota Statute 171.169)

Each employee, as defined in Code of Federal Regulations, title 49, section 383.5, who has a Minnesota-issued driver's license suspended, revoked, or canceled by this state or another state or jurisdiction, who loses the right to operate a

commercial motor vehicle in this state or another state or jurisdiction for any period, or who is disqualified from operating a commercial motor vehicle for any period, shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. The employee shall notify the employer before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification.

REMINDER: The Minnesota State Patrol conducts random driver license record checks and verifications of school bus drivers on an annual basis. Failure to disclose ANY driver license status change as noted above to your employer will result in a citation being issued to you the driver.

L. Alcohol – Related School Bus or Head Start Bus Driving

1. Subd. 1. Crime described. It is a crime for any person to drive, operate, or be in physical control of any class of school bus or Head Start bus within this state when there is physical evidence present in the person's body of the consumption of any alcohol.

Subd. 2. Gross misdemeanor alcohol-related school bus or Head Start bus driving. A person who violates subdivision 1 is guilty of gross misdemeanor alcohol-related school bus or Head Start bus driving if:

- a. the violation occurs while a child under the age of 16 is in the vehicle, if the child is more than 36 months younger than the violator; or
- b. the violation occurs within ten years of a qualified prior impaired driving incident.

Subd. 3. Misdemeanor alcohol-related school bus or Head Start bus driving. Except as provided in subdivision 2, a person who violates subdivision 1 is guilty of misdemeanor alcohol-related school bus or Head Start bus driving.

5.4 REGULATIONS - CONTRACT PROVISIONS: (MN. Stat. 169.449)

The Commissioner of Public Safety has the authority to adopt and enforce regulations to govern the operation of school district or privately owned buses operated under contract, and bus operation is subject to these regulations. These regulations shall be made a part of any such contract by reference as required by law.

5.5 GENERAL OPERATING RULES: (MN. Stat. 169.447, 169.443, 123B.91, 123B.86 & MN. Rule 7470)

When transportation is provided, the scheduling of routes manner and method of transportation, control and discipline of school children and any other matter relating thereto shall be within the sole discretion, control and management of the board. (MN. Stat. 123B.86 & 123B.88)

- A. The school board of the district may adopt such operating rules as deemed necessary to meet local conditions and needs, providing they do not conflict with state laws and rules.

- B. Only pupils assigned to the school bus by the school board or designated administrative officer of the school district shall be transported at district expense.
- C. The authorized person shall see that no materials, including guns, loaded or unloaded; gasoline cans, empty or full; animals, except service dogs accompanying persons with disabilities, or any other object of dangerous or objectionable nature are transported in the school bus when pupils are being transported.
- D. No pupils may be in the bus while the fuel tank is being filled. On leaving the vehicle when pupils are in the bus, the driver shall stop the motor, remove the ignition key, set the brake and otherwise render the bus immobile.
- E. The driver of a school bus shall keep the aisle and emergency exit of a school bus or Head Start bus. Unobstructed at all times when children are being transported.
- F. School buses may pull a trailer, as defined by 169.447 subd. 5, only when traveling to or from co-curricular or extracurricular trips, but not when transporting children to and from school.
- G. Pupils are not to be evicted from the bus along the route for a breach of discipline. All breaches of discipline must be reported by the bus driver to the authorized person.
- H. The entrance door must be closed at all times when transporting pupils and the bus is in motion.
- I. Never permit pupils to get up from their seats or get on or off the bus while it is in motion.
- J. Bring the bus to full stop and disengage gears by shifting into neutral or park before LOADING or UNLOADING pupils.
- K. When children are getting off a school bus or Head Start bus, the driver shall visually determine that they are a safe distance from the bus before moving the bus.
- L. All buses must load and unload in the right lane of the roadway, at pupil stops on bus routes approved by the authorized person. Loading or unloading in a designated turn lane or in a lane immediately adjacent to a turn lane is prohibited unless the turn lane is a designated school bus stop at which pupils are not required to cross the road. Under these circumstances, the bus must stop at the extreme right-hand side of the turn lane and the eight-light and stop arm should not be used. Loading and unloading within an intersection is prohibited.
- M. Passenger seating: The number of pupils or other authorized passengers transported in a school bus or Head Start bus must not be more than the number of pupils or passengers that can be fully seated. Seating capacity must be adjusted according to each passenger's individual physical size, but not more than the manufacturers' rated seating capacity. No person shall stand in the school bus or Head Start bus when the bus is in motion.

5.6 SPEED LIMITS: (MN. Stat. 169.14 (all drivers, including school bus))

- A. The driver of a school bus shall never drive at a speed that is faster than reasonable under existing conditions. (Drivers should never operate any school bus improperly equipped or in an unsafe condition.)
- B. The driver of a school bus shall not exceed the posted speed limits at any time.

5.7 SEAT BELTS: (MN. Stat. 169.447)

All school bus drivers must PROPERLY wear their seat belt whenever the bus is in motion.

5.8 LIGHTED HEADLIGHTS: (MN. Stat. 169.48)

The driver shall display lighted headlamps (low beam) during daylight hours when transporting children.

5.9 RAILROAD CROSSINGS: (MN. Stat. 169.28, 169.443 & MN. Rules 7470.1100, .1200, .1500)

School buses are required to stop at all railroad crossings unless an "Exempt" sign is posted. The stop is required whether or not there are students aboard the bus. The eight-light system shall NOT be used. Make sure the Master Switch is off. There are two ways that a school bus driver can warn traffic behind when preparing to stop for a railroad crossing: the school bus driver should use both the four-way hazard lights and brake lights. This procedure is required with or without passengers.

State law requires that school buses stop not less than 15 feet no more than 50 feet from the nearest rail. Required procedures for checking and crossing rail road tracks include:

- A. Be sure master switch is off.
- B. Make sure passengers are quiet, use noise suppression switch if equipped.
- C. FULLY open the service door and driver's window.
- D. Listen and look in both directions.
- E. Check in both directions again.

Before crossing the tracks, the driver must close the service door. It is recommended policy that a driver should completely cross the tracks without shifting gears. After the crossing is completed, the driver will have to turn off the four-way hazard lights. The driver must ensure there is ample room, minimum of 10 feet, on the other side of the tracks for the rear end of the bus to clear the tracks before proceeding across.

5.10 PASSENGER CAPACITY: (MN. Stat. 169.447)

The number of pupils or other authorized passengers transported in a school bus or Head Start bus must not be more than the number of pupils or passengers that can be fully seated. Seating capacity must be adjusted according to each passenger's individual physical size, but not more than the manufacturer's rated capacity. No person shall stand when the school bus or Head Start is in motion.

5.11 INSPECTION: (MN. Stat. 169.451 & MN. Rule 7470)

- A. No school bus shall be registered for the first time in this state unless it has been inspected and certified that it conforms to all minimum standards and laws for buses.
- B. Every school bus shall be inspected annually by the Minnesota State Patrol.
- C. No school bus shall be driven without displaying a current valid inspection certificate. (See Appendix Section 4 for sample display of certificates.)
- D. Other inspections: In addition to the annual inspections and re-inspections scheduled for the purpose of verifying that deficiencies have been corrected, a trooper or CVI may

conduct an unannounced inspection of any school bus and driver. This subpart shall not be construed to limit the right or duty of any law enforcement officer to inspect any vehicle upon reasonable cause.

See also: Minnesota school bus equipment standards in sections 169.4501 to 169.4504.

5.12 SCHOOL BUS CRASH - INSPECTION: (MN. Stat. 169.4511)

Subdivision 1. Post-crash inspection.

- A. A peace officer responding to an accident involving a school bus or Head Start bus must immediately notify the State Patrol if the accident results in:
 - 1. a fatality;
 - 2. bodily injury to a person who, as a result of the injury, immediately receives medical treatment away from the scene of the accident; or
 - 3. one or more motor vehicles incurring disabling damage as a result of the accident, requiring a motor vehicle to be transported away from the scene by tow truck or other motor vehicle.
- B. No person shall drive or knowingly permit or cause to be driven, for the purpose of transporting students, any school bus or Head Start bus after such an accident unless:
 - 1. the vehicle has been inspected by the Minnesota State Patrol and the State Patrol has determined that the vehicle may safely be operated; or
 - 2. a waiver has been granted under subdivision 2.
- C. A violation of this section is a misdemeanor.

Subd. 2. Waiver.

A state trooper or designee of the Minnesota State Patrol called to the scene of an accident by a responding peace officer under subdivision 1 may waive the inspection requirement of subdivision 1 if the trooper or State Patrol designee determines that a post crash inspection is not needed or cannot be accomplished without unreasonable delay. The trooper or State Patrol designee granting a waiver must provide to the driver of the school bus for which the waiver is granted a written statement that the inspection has been waived. The written statement must include the incident report number assigned to the accident by the State Patrol.

5.13 USE OF EIGHT-LIGHT WARNING SYSTEM/LOADING UNLOADING/STROBE LIGHTS: (MN. Stat. 169.443)

Use of the Eight-Light Warning System: School buses are equipped with a system of alternating flashing amber and red lights called an eight-light system. The purpose of the alternating flashing amber lights is to warn other driver's of a potentially hazardous situation (the school bus is preparing to stop to load or unload students).

The alternating flashing red lights indicate to other drivers that the school bus is stopped and in the process of loading or unloading students.

Drivers of other vehicles may legally pass a school bus displaying alternating flashing amber lights on the left side; although it is not recommended that they do so. When the

alternating flashing red lights are displayed, along with the stop arm, other drivers are legally required to stop and remain stopped until the lights are extinguished and the stop arm retracted.

The eight-light system is used only for loading or unloading student passengers. The eight-light system is controlled through a series of switches located in a control box or in the steering wheel or on the left side of the driver. Each bus is manufactured differently, know your school bus.

The driver shall not use the School Bus pre-amber warning or red signals in the following: (MN. Stat. 169.443 Subd. 3)

- A. In special school bus loading areas where the bus is entirely off the traveled portion of the roadway and where no other motor vehicle is moving or is likely to be moving within 20 feet of the bus.
- B. When directed not to do so, in writing, by the local school board.
- C. When a school bus is being used on a street or highway for purposes other than the actual transportation of school children to or from school or a school-approved activity, except as provided in subdivision 8.
- D. At railroad grade crossings.
- E. When loading and unloading people at designated school bus stops where people are not required to cross the street or highway, while the bus is completely off the traveled portion of a roadway that has adequate shoulders. The driver shall drive the bus completely off the traveled portion of this roadway before loading or unloading people. A school bus stop is designated under this clause if the transportation director of the school district in which the bus stop is located, in consultation with the road authority, certifies the integrity of the shoulder and the safety of the location for loading and unloading people. Each designated school bus stop must be documented and approved by the school board.

5.14 LOADING AND UNLOADING - TYPE A, B, C, AND D BUSES (MN. Stat.169.443 & MN. Rule 7470.1100)

Greater than 35 MPH speed zone: The driver shall activate and continuously operate the amber signals at least 300 feet before the stop, 100 feet before stopping in a speed zone of 35 MPH or less. Some drivers prefer to use a time interval of 8-10 seconds before the stop. The bus should be stopped in the middle of the right hand lane. As the bus nears the stop area, the driver should count the students. It is good a practice to stop 10 feet before reaching the waiting students. This provides a good safety margin.

Activate the alternating flashing red lights and stop arm only after coming to a complete stop. Before moving on, recount the students, check side and cross-over mirrors, and make sure passengers are seated. Close the service door before pulling away from the stop.

The driver shall not retract the stop signal arm nor extinguish the flashing red signals until loading or unloading is completed, students are seated, and children who must cross the roadway are safely across.

Loading and unloading stops are established by the school board. They SHALL NOT be changed at the driver's discretion. Only school officials can authorize changes in student stops. The only exception to this policy would be cases in which the immediate safety of the students is threatened.

When loading and unloading, the eight-light warning system shall be used unless local policy prohibits its use. The driver should be thoroughly familiar with local policies regarding loading and unloading procedures.

A. The following procedure is recommended when the eight-light system is not used:

1. Check traffic in both directions.
2. Activate right turn signal at least 100 feet (or 8-10 seconds) before the stop. (Some local policies call for the use of the hazard warning lights. Be familiar with the procedures used in your school district).
3. Touch brake pedal to activate brake lights.
4. Make sure master switch is off.
5. Move to the right next to curb. Stop 10 feet before reaching students. Indicate to passengers when it is safe to board the bus.

B. After students are on board and seated:

1. Turn off hazard warning lights if used.
2. Turn on the left turn signal.
3. Check left mirror.
4. Pull away from curb.

C. Student Loading – 8 Light Warning System

To load in areas where the 8-light warning system will be used, follow these steps:

1. Check traffic in all directions
2. Activate alternately flashing amber lights:
 - a. 300 feet before stopping in a speed zone of more than 35 mph.
 - b. 100 feet before stopping in a speed zone of 35 mph or less.
3. As the bus nears the stop, count the students. It is a safe practice to plan to stop 6-8 feet before reaching the waiting students. Roll slowly forward until in proper position. The bus should be stopped in the middle of the right lane.
4. After stopping and putting the transmission in neutral, check traffic to make sure it is able to stop.
5. Open the service door just a crack to activate the alternately flashing red lights and activate the stop signal arm.
6. Make sure that all traffic is stopped before opening the door fully.
7. Students who must cross the road should cross at least ten feet in front of the bus, after being signaled by the driver that it is safe to do so.
8. A long, steady blast of the horn can be used as a warning to students that it is NOT safe to cross.

9. Count all students as they enter the bus.
10. The driver must not retract the stop signal arm nor turn off the flashing red signals until the loading is completed and the students are safely seated.
11. Always recheck side and crossover mirrors and close the service door before moving the bus.

C. Unloading Procedure:

Follow these steps:

1. Check traffic in both directions.
2. Activate the pre-amber warning lights. (100 feet under 35 mph and 300 feet over 35 mph).
3. Slow gradually and stop in the roadway.
4. Check traffic from all directions to make sure it is able to stop.
5. Open the service door just a crack to turn on the alternately flashing red lights and activate stop arm.
6. Make sure that all oncoming traffic has stopped before opening the door fully.
7. Count the students as they leave the bus.
8. Students should walk away from the bus and not go toward the rear of the bus.
9. Students who must cross the road should move out at least 10 feet in front of the bus, outside of the danger zone, and wait for the driver to signal that it is safe to cross. Check traffic carefully before giving the signal to cross.
10. A long steady blast of the horn can be used as a warning to students that it is NOT safe to cross.
11. Always check your mirrors and recount your students before moving the bus.
12. Never load or unload pupils where the view is obstructed to other motorists for 500 feet in either direction.
13. Buses shall load and unload in the right lane of the roadway and only at pupil stops designated by the School Board on approved bus routes.
14. Loading or unloading in a designated turn lane or in a lane immediately adjacent to a designated right turn lane is prohibited unless the turn lane is a designated school bus stop at which pupils are not required to cross the road. Under these circumstances, the bus must stop at the extreme right-hand side of the turn lane and the eight-light system and stop arm should not be used. Loading and unloading pupils within an intersection is prohibited.
15. The driver shall be responsible for safely delivering the pupils, who must cross the street or highway, to the left side of the road by one of the following methods:
 - a. The pupil shall pass around in front of the vehicle and cross the road only upon receiving word from the driver.
 - b. The pupil shall pass around in front of the bus and be conducted across the road by the school bus patrol or the bus monitor; or the driver shall personally conduct the pupils across the road.

If the driver escorts the pupil, the motor must be stopped, ignition key removed, brakes set and vehicle otherwise rendered immobile.

D. For Type III Buses: (MN. Rule 7470.1500)

The driver of a Type III school bus shall not:

1. operate the vehicle as a Type A, B, C, or D school bus;
2. stop traffic;
3. load or unload in a vehicular traffic lane or on the shoulder, but is restricted to curb, non-traffic side (normal parking lane), off-street loading areas, driveways, yard service and other areas to avoid hazardous conditions;
4. load or unload in the right-hand lane of the roadway, designated turn lane, or lane immediately adjacent to a designated turn lane;
5. load or unload so that a pupil has to cross the road, except where not possible or impractical, then the driver or aide shall personally escort the pupil across the road;
6. escort a pupil across the road under item 5 unless the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile;
- or
7. load or unload before making a complete stop and disengaging gears by shifting into neutral or park.

E. Use of Strobe Lights - MN. Stat.169.442 Subd. 5

The strobe lamp may be lighted only when atmospheric conditions or terrain restrict the visibility of school bus lamps and signals. This will alert motorists to the presence of the school bus. A strobe lamp may not be lighted unless the school bus is actually being used as a school bus (on a school bus route).

F. Stop Arm Violations - MN. Stat. 169.444

Minnesota state law requires all motorists to stop for flashing red lights and extended stop arm on school buses. The prescribed penalties for violating this law are quite severe. Therefore, it is very important that the school bus driver use the eight-light system when required to do so and ascertain that the system is activated in accordance with the law. This assures that the motorists view consistent, uniform use of the system and can therefore respond and comply without guessing as to what is going to happen, and allows prosecution of violations because the requirements of the law are met.

The school bus driver must remember that the safety of the student is first. Gathering information for prosecution is secondary. The driver must ascertain that all traffic that may pose a hazard is stopped before opening the door or crossing the students. During the crossing/loading/unloading procedure, the driver must be alert for the motorist that fails to observe the stopped bus in order to alert the students. Then, if time permits, observe the basic vehicle, color and license number. This much will allow prosecution of the owner. Further information as to the driver's sex, age, color, clothing will assist in prosecution of the actual driver.

A full report on each observed incident should be prepared and forwarded for prosecution according to the company or district policy. There is a presumption by law that the system was working properly if there is testimony that the system was inspected within the past 12 hours prior to the infraction. A pre-trip inspection sheet may be offered for evidence.

5.15 REPORTS (MN. Stat. 169.09)

- A. All crashes involving personal injury or death must be reported to the police.
- B. All crashes involving personal injury or death, and/or property damage of \$1000 or more must be reported within 10 days to the Commissioner of Public Safety under 169.09 Subd. 7.
- C. Drivers shall make reports as required by state law and district policies.

5.16 SCHOOL BUS CRASHES (MN. Rules 7470.1000)

In case of a crash or breakdown of the bus, the driver shall not leave the bus. The driver should use required communications systems in the school bus to make notification.

Immediate reports of all crashes, however slight, involving the school bus must be made by the driver to the authorized person and to any other authorities as required by law, rule, or regulation. The driver shall prepare and keep all record and reports required by the authorized person.

5.17 BACKING PROCEDURES (MN. Rule 7470.1000)

Buses must not be run backwards on the school grounds or at any other point if it can be avoided. If necessary to run a bus backwards, the driver should have adequate visibility to determine if any moving vehicles are within 500 feet in either direction, when on roadways. When there is a pupil pick-up or unloading at a backing point, the driver shall always load before backing and unload after backing. No pupils may be outside the bus when it is backing.

5.18 FOLLOWING DISTANCE (MN. Rule 7470.1100)

School buses shall maintain at least a 50-foot interval when following another bus entering or leaving the school ground, and at least 500 feet when traveling on the highway, in accordance with Minnesota Statute, section 169.18, Subd. 8, paragraph (b).

5.19 DAILY PRE-TRIP SAFETY INSPECTION (MN. Rule 7470.1300)

No school bus shall be driven unless the driver or other designated person has inspected the vehicle to ensure that, at a minimum, the following parts and accessories are in good working order: service brakes, including trailer brake connections; parking (hand) brakes; steering mechanism; lighting devices and reflectors; tires; fluid levels; horn; windshield wiper or wipers; rear-vision and crossover mirrors, including their proper adjustment; eight-light system; and stop arm.

A copy of the current daily pre-trip inspection report must be carried in the bus. Local pre-trip inspection policies may vary widely. Every driver should be familiar with the policy of their employer. See Appendix B

5.20 MINIMUM STANDARDS FOR MINNESOTA SCHOOL BUSES

Standards pertinent to Minnesota are above and beyond the National Minimums and are found in MN. Stats. 169.4501, 169.4502, 169.4503, 169.4504, 169.454.

The construction, design, equipment, and color of Types A, B, C, and D school buses used for the transportation of school children shall meet the requirements of the "bus chassis standards" and "bus body standards" in the current revised edition of the "National School

Transportation Specifications and Procedures " adopted by the National Conference on School Transportation and published by the National Safety Council. The construction, design, and equipment of Types A, B, C, and D school buses used for the transportation of students with disabilities also shall meet the requirements of the "specially equipped school bus standards" in the "National School Transportation Specifications and Procedure." The "bus chassis standards," "bus body standards," and "specially equipped school bus standards" sections of the "National School Transportation Specifications and Procedures" are incorporated by reference in this chapter.

5.21 CELL PHONE USAGE (MN Statute 169.443 Sub 9)

A school bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether handheld or hands free, when the vehicle is in motion.

5.22 TEXTING (MN Statute 169.475)

A school bus driver may not operate a school bus while using a wireless communications device to compose, read, or send an electronic message, when the vehicle is in motion or a part of traffic.

Standards for School Buses are available to each school district. Information can be obtained from:

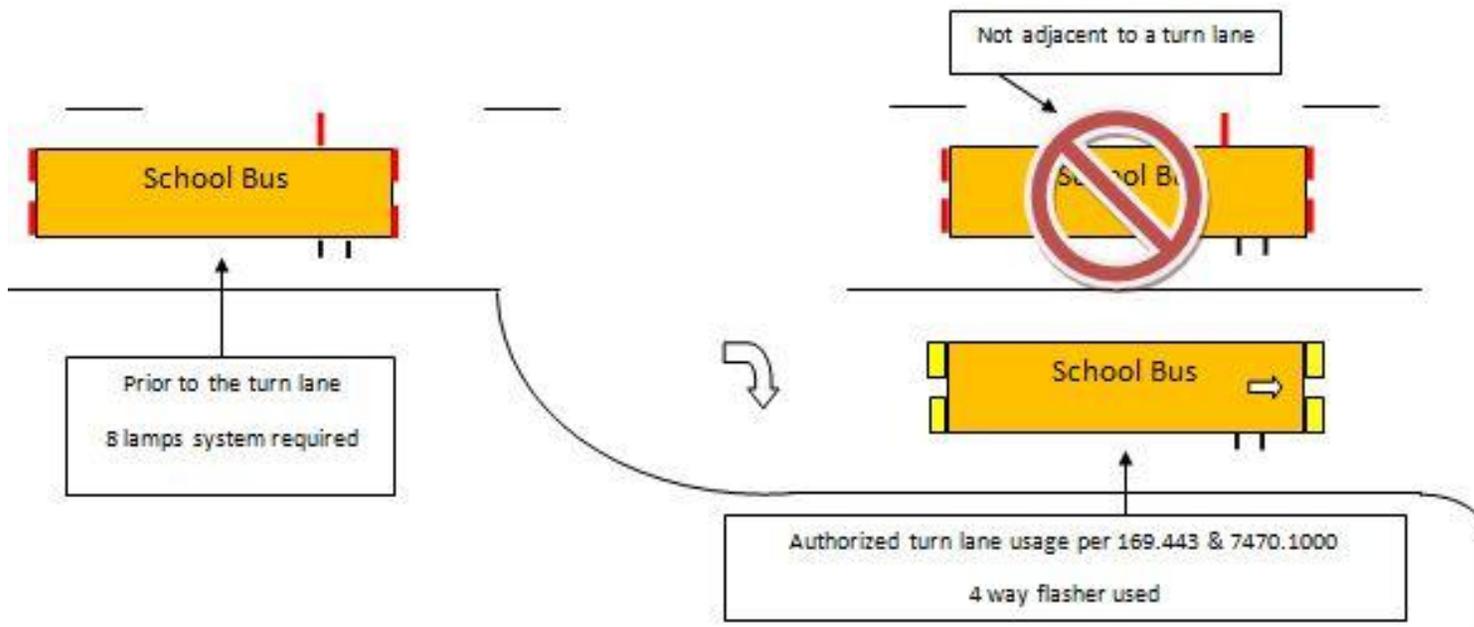
Minnesota State Patrol
Office of Pupil Transportation Safety
1110 Centre Pointe Curve, Suite 410
Mendota Heights, MN. 55120
(651) 405-6047
Website: <https://dps.mn.gov/divisions/msp/commercial-vehicles/Pages/school-bus-safety.aspx>

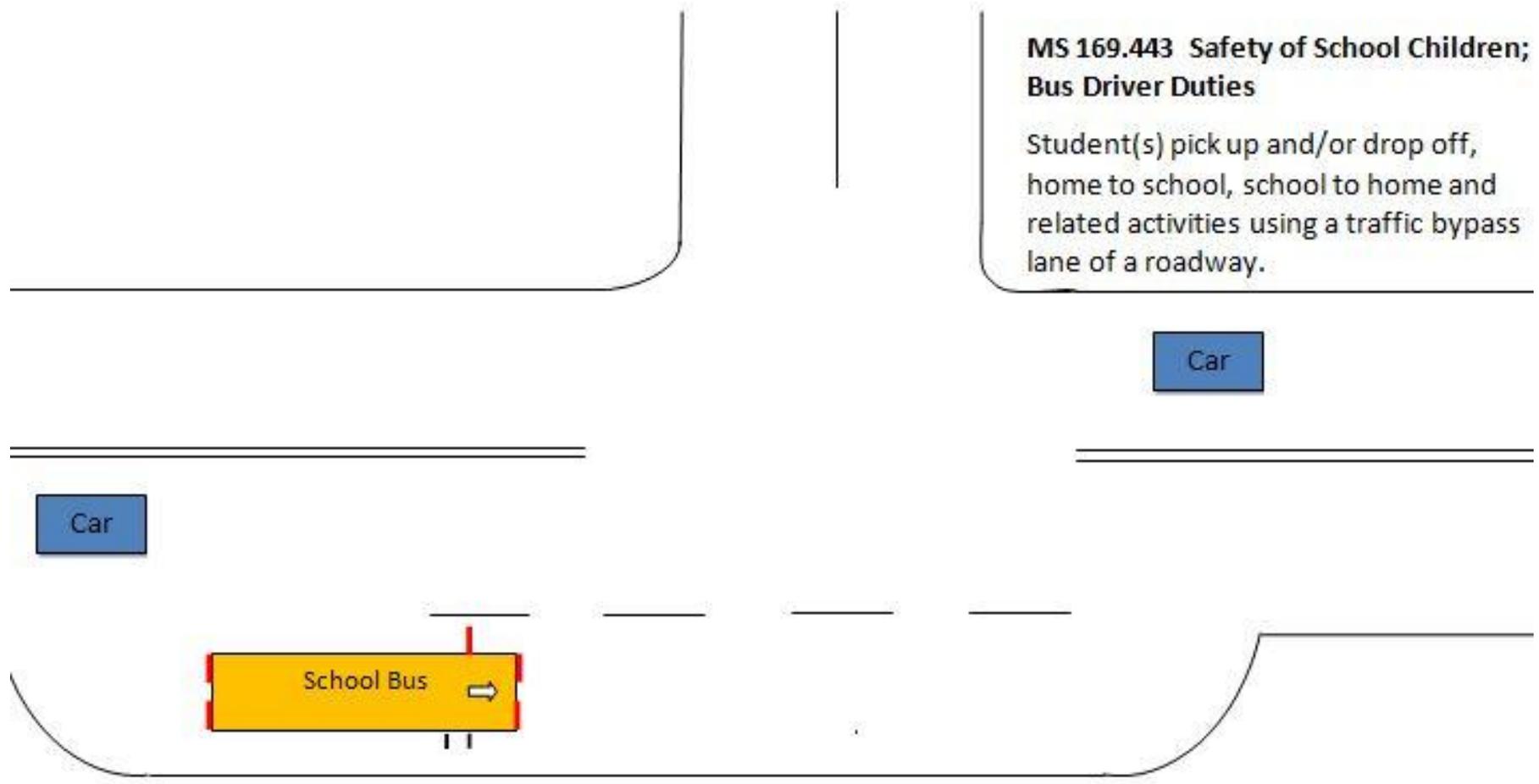
SUMMARY

The above material includes State of Minnesota rules, regulations and recommendations that will assist the driver in providing safe and efficient transportation of our students. This does not imply that all regulations are included. Local policy and regulations are also an important part of the driver instruction and should be incorporated into this training.

MN Rule 7470.1000 OPERATIONS OF TYPE A, B, C, D, AND MULTIFUNCTIONAL SCHOOL ACTIVITY BUSES.

All buses must load and unload in the right lane of the roadway, at pupil stops on bus routes approved by the authorized person. Loading or unloading in a designated turn lane or in a lane immediately adjacent to a designated right-hand turn lane is prohibited unless the turn lane is a designated school bus stop at which pupils are not required to cross the road. Under these circumstances, the bus must stop at the extreme right-hand side of the turn lane and the eight-light system and stop arm should not be used. Loading and unloading pupils within an intersection is prohibited.





**MS 169.443 Safety of School Children;
Bus Driver Duties**

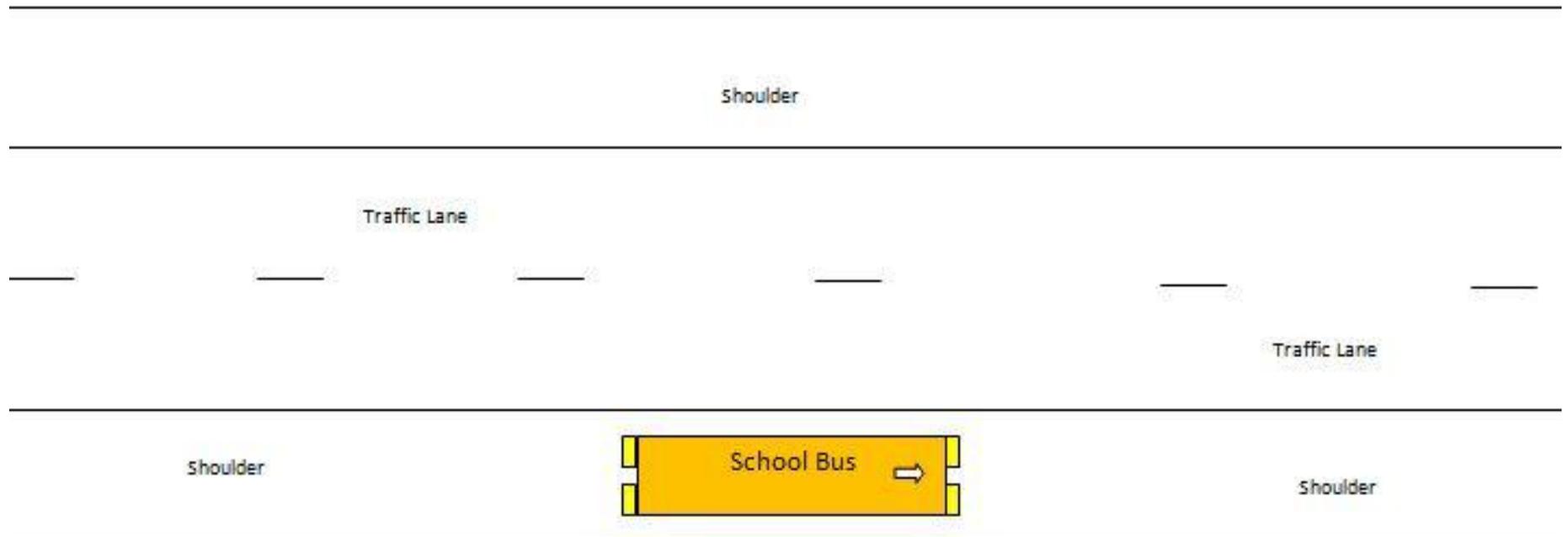
Student(s) pick up and/or drop off,
home to school, school to home and
related activities using a traffic bypass
lane of a roadway.

Because the school bus is in a
traffic lane the 8 way lamp
systems must be used.

Authorized Shoulder Use

MS 169.443 subd. 3

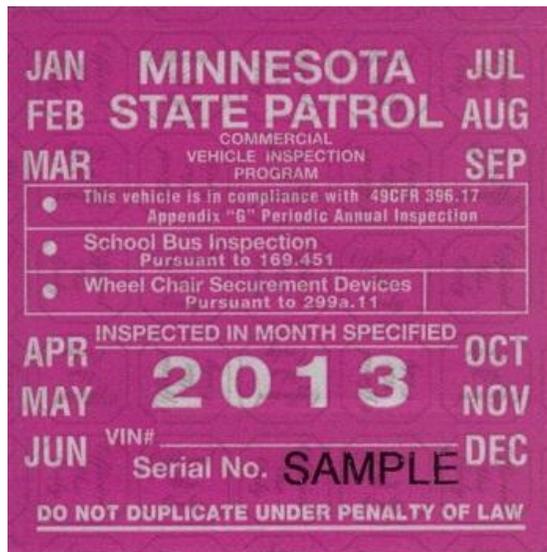
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All of the requirements must be met for the school bus to use the shoulder for the purposes of designating the location a 4-way lamp stop.

SCHOOL BUS AND WHEELCHAIR SECUREMENT DEVICE DECAL

The inspection decal is placed on the lower left front corner of the windshield. The decal is punched in the month the bus was inspected and expires 12 months from the month and year it was placed on the windshield.



EXAMPLE:



OUTSIDE VIEW



INSIDE VIEW

INTERIM STICKER

The interim sticker is issued to school bus dealers for placement on new school buses into Minnesota.

The dealer must certify to the State of Minnesota by means of a pre-registration certificate, completed before plates are issued, that the bus meets Minnesota Minimum School Bus Standards.

The sticker is valid until the next annual inspection by the State for the owner of the bus. The issue date on the back or inside of the sticker should never be more than 13 months old.



OUTSIDE VIEW



INSIDE VIEW

TEMPORARY DECAL

The temporary sticker is placed on the windshield by an inspector when a bus fails to pass the inspection but is not rejected. The sticker is valid for 14 days. If the State fails to re-inspect the bus within 14 days, the owner or his designee may certify repairs have been made by signing a copy of the School Bus Inspection Deficiency Report (PS 18073) and placing it in the first aid kit.



REJECTION DECAL (Out of service)

The rejection or out-of-service decal, is placed on the windshield in the vicinity of the annual inspection decal. This indicates the bus failed the inspection and cannot be operated until repaired.

The bus may be operated after repair is certified by the owner or his designee by signing the copy of the School Bus Inspection Deficiency Report (PS 18073) and carrying that report in the first aid kit.

The sticker shall be removed only upon authorization from a CVI II or trooper who has determined that the defects that caused the rejection have been corrected.

UNIT V

LAWS, REGULATIONS & RECOMMENDATIONS SURVEY

Name: _____

Date: _____

Circle the correct answer:

1. T or F Anyone with a Class "C" driver's license with a school bus endorsement can drive any type of school bus.
2. T or F Only students assigned to a school bus by school administration can ride to or from school at district expense.
3. T or F The driver of a car is not required to stop for a school bus displaying the red eight-way lights, with stop arm extended.
4. T or F Your school bus has a carbon dioxide fire extinguisher rated at least 2A10BC.
5. T or F A school bus driver must not have any detectible presence of any alcohol in their system while performing a safety sensitive (physical control of or operating) a school bus.
6. T or F A school bus driver must wear a seatbelt only when students are present on the school bus.
7. T or F The school bus driver should cultivate the eight-light system at least 300 feet before the bus stop in a speed zone of less than 35 mph.
8. T or F The school bus driver should activate the eight-light system at least 300 feet before the bus stop in a speed zone of more than 35 mph.
9. T or F If you drive a school bus in Minnesota, you have automatically given your consent to a test of your blood, breath or urine to determine alcohol concentration.
10. T or F When you approach another school bus, from either direction, and that bus is stopped to load or unload passengers, you should activate the amber portion of your eight-light system and then open the service door slightly to activate the red lights when you stop.

Circle all the letters that apply for each of these multiple-choice questions:

11. When involved in a crash, four things you must do are:
 - a. pull off the road, direct traffic, keep bystanders away and call the police.
 - b. put out the fires, count the students, call the police and check the injured.
 - c. protect the area, notify authorities, care for the injured and collect information on the crash.

12. A yellow circular sign identifies:
 - a. stop
 - b. warning
 - c. railroad crossing ahead
 - d. regulatory

13. Three factors which determine the distance it takes your bus to stop are:
 - a. time of day, ice/snow, and condition of the brakes
 - b. perception distance, reaction distance and braking distance
 - c. speed, vehicle control and steering

14. Rectangular signs mean:
 - a. regulatory guidance
 - b. stop
 - c. construction zone
 - d. railroad crossing directly ahead

15. The open bottle law applies to which of the following:
 - a. commercial trucks
 - b. school busses
 - c. personal vehicles
 - d. all of the above

16. Highway signs that warn of hazards are usually:
 - a. red
 - b. orange
 - c. yellow
 - d. blue

17. You must make an emergency stop on the right side of a level, straight, divided highway. Where should you place the three reflective triangles:
- one within 10 feet of the rear of the bus, one about 100 feet to the rear and one about 100 feet to the front of the bus
 - one within 10 feet of the rear of the bus, one about 100 feet to the rear and one about 200 feet to the rear of the bus
 - one about 50 feet from the rear of the bus, one about 100 feet to the rear and one about 100 feet from the front of the bus
18. Special warning signs that are used for highway construction and maintenance are usually:
- red
 - orange
 - yellow
 - blue
19. On which type(s) of fire can you use the "A B C" fire extinguisher:
- burning cloth
 - burning liquids
 - electrical fires
 - all of the above
20. Diamond shaped signs mean:
- yield
 - school zone
 - warning
 - regulations
21. A school bus driver must report/disclose what information to their employer:
- A conviction of a moving certified to your driving record
 - All parking tickets
 - Driver license status changes (suspension, revocation, cancelation or disqualification)
 - Both A and C

UNIT V

LAWS, REGULATIONS & RECOMMENDATIONS SURVEY (ANSWER KEY)

This survey is a resource for the trainer to monitor how familiar employees are with the information in Unit 5. This IS NOT a substitute for the required survey on Student Conduct and Students with Special Needs.

1. **False** A driver with a Class “C” driver’s license, with a school bus endorsement, can drive a school bus with a gross vehicle weight rating of 26,000 lbs. or less.
2. **True** Only students assigned to a school bus by school administration can ride to or from school at district expense.
3. **False** All drivers are required to stop for a school bus displaying the red eight-way lights, with stop arm extended.
4. **True** Your school bus has a carbon dioxide fire extinguisher rated at least 2A10BC.
5. **True** A school bus driver must not have any detectible presence of any alcohol in their system while performing a safety sensitive (physical control of or operating) a school bus.
6. **False** A school bus driver must properly wear a seatbelt while the school bus is in operation.
7. **False** The school bus driver should activate the eight-light system at least 300 feet before the bus stop in a speed zone of less than 35 mph.
8. **True** The school bus driver should activate the eight-light system at least 300 feet before the bus stop in a speed zone of more than 35 mph.
9. **True** If you drive a school bus in Minnesota, you have automatically given your consent to a test of your blood, breath or urine to determine alcohol concentration.
10. **False** When you approach another school bus from either direction, and that bus is stopped to load or unload passengers, you shall not activate the amber portion of your eight-light system or open the service door slightly to activate the red lights when you stop.

11. When involved in a crash, four things you must do are:
- pull off the road, direct traffic, keep bystanders away and call the police.
 - put out the fires, count the students, call the police and check the injured.
 - protect the area, notify authorities, care for the injured and collect information
- (Correct answer: c)**
12. A yellow circular sign identifies:
- stop
 - warning
 - railroad crossing ahead
 - regulatory
- (Correct answer: c)**
13. Three factors which determine the distance it takes your vehicle to stop are?
- time of day, ice/snow, and condition of the brakes
 - perception distance, reaction distance and braking distance
 - speed, vehicle control and steering
- (Correct answer: b)**
14. Rectangular signs mean:
- regulatory guidance
 - stop
 - construction zone
 - railroad crossing directly ahead
- (Correct answer: a)**
15. The open bottle law applies to which of the following?
- commercial trucks
 - school busses
 - personal vehicles
 - all of the above
- (Correct answer: d)**
16. Highway signs that warn of hazards are usually:
- red
 - orange
 - yellow
 - blue
- (Correct answer: c)**

17. You must make an emergency stop on the right side of a level, straight, divided highway. Where should you place the three reflective triangles?
- one within 10 feet of the rear of the bus, one about 100 feet to the rear and one about 100 feet to the front of the bus
 - one within 10 feet of the rear of the bus, one about 100 feet to the rear and one about 200 feet to the rear of the bus
 - one about 50 feet from the rear of the bus, one about 100 feet to the rear and one about 100 feet from the front of the bus
- (Correct answer: b)**
18. Special warning signs that are used for highway construction and maintenance are usually?
- red
 - orange
 - yellow
 - blue
- (Correct answer: b)**
19. On which type(s) of fire can you use the “A B C” fire extinguisher:
- burning cloth
 - burning liquids
 - electrical fires
 - all of the above
- (Correct answer: d)**
20. Diamond shaped signs mean:
- yield
 - school zone
 - warning
 - regulations
- (Correct answer: c)**
21. A school bus driver must report/disclose what information to their employer?
- A conviction of a moving certified to your driving record
 - All parking tickets
 - Driver license status changes (suspension, revocation, cancelation or disqualification)
 - Both A and C
- (Correct answer: d)**

UNIT VI

SPECIAL NEEDS TRANSPORTATION

State and Federal governments have made a commitment to provide free and appropriate education for all students. For some students meeting this commitment requires special transportation. The following guidelines shall apply when needs of the student could possibly require special attention / transportation.

Special transportation is defined as any service provided for a student on a special education bus or attending a special school or program. In addition to students assigned to specialized bus services there will be students with special needs who are mainstreamed on a regular education bus.

For the purposes of this unit the term “drivers” refers to “drivers of special transportation buses.” For drivers of special education students mainstreamed on a regular bus it is important to understand that there will be a variety of students with differing needs on your bus. All students need to be treated equitably and fairly.

For the purpose of the unit the term “aide” refers to adult assistant that is present on the bus to assist students while on the bus. Aides may also be known as paraprofessionals, bus monitors, and bus assistants.

6.1 SEVEN BASICS FOR SPECIAL NEEDS TRANSPORTATION

- A. The driver needs to know that the route is a special education route – which means that it is different than other school bus routes. All drivers need to be aware that there is the potential for special needs students on any bus.
- B. The driver needs to know that the students on any route may require special handling.
- C. The driver needs specific information about the student’s disabilities.
- D. The driver needs to know that these students may require special equipment and be aware of how to handle and properly secure this equipment on the school bus.
- E. The driver needs to know what constitutes an emergency situation for each student on this route and must be aware of what to do and who to contact in the event of an emergency situation or crash.
- F. The driver also needs a contact person (either within the company or the school district) for questions or problems related to the students assigned to their bus.
- G. The driver should have an understanding and maintain sensitivity to all students and their needs. Remember you are transporting a “student who uses a wheelchair” not a “wheelchair.”

6.2 INDIVIDUAL EDUCATION PROGRAM (I.E.P.) & LEAST RESTRICTIVE ENVIRONMENT (LRE)

The Individual Education Program (I.E.P.) is a written document identifying the specially designed instructional program and related services, including transportation (if it is necessary), to meet the unique needs of the student with disabilities. The I.E.P. governs all of the services that are to be provided for the student in order to receive an appropriate

education. The overriding rule is that the determination of an appropriate education for a specific student must be made on an individual basis.

Another consideration when writing an I.E.P. is the determination of Least Restrictive Environment (LRE) based on the student's abilities. LRE means, to the maximum extent appropriate, that students with disabilities, including students in public or private institutions or other care facilities, are educated with students who are not disabled. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a student is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. This same definition extends to determining the appropriate means of transportation to and from educational programs. The I.E.P. must take into consideration that each student with a disability participates with nondisabled students to the maximum extent appropriate to the needs of that student.

LRE means that when planning for appropriate transportation the I.E.P. team should start with the presumption that a student with a disability will likely ride regular transportation with non-disabled peers if such transportation arrangement can be implemented for that student and is appropriate to meet that student's educational needs. I.E.P. teams should only consider a more restrictive transportation arrangement if regular transportation, with supplemental aids and services, is not appropriate for that particular student. The determination of LRE is made by the I.E.P. team which should include a representative from the transportation department if transportation is identified as a related service.

Types of disabilities:

- a. Autism
- b. Blind-Visually Impaired
- c. Deaf-Blind
- d. Deaf and Hard of Hearing
- e. Developmental Cognitive Disabilities
- f. Developmental Delayed
- g. Emotional or Behavioral Disorders
- h. Other Health Disabilities
- i. Physically Impaired
- j. Specific Learning Disabilities
- k. Speech or Language Impairment
- l. Traumatic Brain Injury

Also, the Rehabilitation Act of 1973 (usually referred to as Section 504) states:

PUBLIC LAW 93-112

Section 504 of Public Law 93-112, passed by Congress as part of the Rehabilitation Act of 1973, states that:

No otherwise qualified individual in the United States...shall solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

According to Section 504 regulations, "free" education means the provision of education and related services without cost to disabled persons or guardians, except where such costs are imposed on all others.

Section 504 protects all students with handicaps, defined as those having any physical or mental impairment that substantially limits one or more major life activities (including learning). Examples of potential 504 handicapping conditions would include:

1. Communicable disease (HIV, Tuberculosis)
2. Medical conditions (asthma, allergies, diabetes, heart disease)
3. Temporary medical conditions due to illness or accident
4. Attention Deficit Disorder (ADD, ADHD)
5. Behavior difficulties
6. Drug/Alcohol addiction

All students who are disabled under the Individuals with Disabilities Education Act (I.D.E.A.) are also considered to have a handicap and therefore are protected, under Section 504. However, not all students who have been determined to have a handicap under Section 504 may be considered to have a disability under I.D.E.A. Most students who have handicapping conditions are served by regular education staff and curriculum.

It is important for the special needs drivers and aides to be familiar with the characteristics of the students transported under their care. Resources for learning more about the students you transport would include the students' parents, the teacher, the school administrators, occupational therapist, physical therapist, district special education department and your transportation director or safety staff.

6.3 RESPONSIBILITIES OF THE SPECIAL NEEDS DRIVER

MN Rule 7470.1600 (Transporting Pupils with Disability)

MN Rule 7470.1700 (Drivers and Aides for Pupils with Disability)

The person who accepts the position as a special needs school bus driver will find this a highly rewarding job. These special needs drivers will need additional training based on the specific needs and disabilities of pupils they transport within one month of the effective date of the assignment. An effective driver is one who encourages acceptable student behavior on the school bus.

The first objective is to assure the highest level of safety, which includes a commitment to operate their assigned motor vehicle and ensure a safe transportation environment. The second objective is to establish a ride to and from school that supports educational goals for all students since this ride is an extension of the student's educational day.

Driver's duties include but are not limited to:

- a. Know each student's name and disability.
- b. Knowledge of the characteristics regarding the student's disability.
- c. Prepare for bus trip before departure.
- d. Maintain an on time schedule.
- e. Safely load and unload students.
- f. Maintain proper interaction with aide.
- g. Proper use of required safety equipment available for all students throughout the ride.
- h. Know the type of securement for special equipment.
- i. Proper use of wheelchair securements (per manufacturer's instructions) including the use of the lap belt and upper torso support system.
- j. Proper seating used for all students.
- k. Competent handling of occupant assistive safety equipment.

- l. Appropriate communications with student, school, parent and dispatcher.
- m. Report any concerns regarding students to the school or teacher or to the transportation personnel depending on your District procedures or policies.
- n. Procedure developed for safe bus evacuation.
- o. Maintain up to date evacuation plan, to be kept on the bus.
- p. Confidentiality issues – what can be discussed with others, securing confidential paperwork, destroying of confidential paperwork. Refer to Family Educational Rights and Privacy Act (FERPA) laws as well as Minnesota data practices act, Minnesota Chapter 13.
- q. Support the district policy in student management.
- r. Ultimately the driver is responsible for ensuring that each student is safely transported.
- s. Driver and aide work as a team on the consistency of bus rules and the discipline process.

6.4 RESPONSIBILITIES OF A BUS AIDE

The person who accepts the position as a special needs school bus aide will perform a variety of tasks to help support the driver in providing safe and proper transportation of all students. Aides' duties include:

- a. Proper use of securements for assistive equipment, car seats, wheelchairs, seatbelts.
- b. Assist the driver in the proper loading and unloading of all students.
- c. Know each student's name and disability.
- d. Knowledge of the characteristics regarding the student's disability.
- e. Proper use of wheelchair securements (per manufacturer's instructions) including the use of the lap belt and upper torso support system.
- f. Maintain proper interaction with the driver.
- g. Supervise and assist students as directed.
- h. Driver and aide work as a team on the consistency of bus rules, and the discipline process.
- i. Confidentiality issues – what can be discussed with others, securing confidential paperwork, destroying of confidential paperwork. Refer to current FERPA laws as well as Minnesota Chapter 13.
- j. Report any concerns regarding students to the driver, school, and teacher or to the transportation personnel depending on your district procedures or policies.
- k. Appropriate communications with student, school, parent and dispatcher.
- l. Work with the driver to develop a safe evacuation plan.
- m. Know the procedures and be physically capable to evacuate students in an emergency situation.
- n. Support the district policy in student management.
- o. Occupy the seat that provides the best opportunity for supervision and student protection.
- p. If an aide is assigned to a specific student the aide will primarily provide direct assistance to that student and provide general assistance to all students.

6.5 SPECIAL TRANSPORTATION EQUIPMENT USE and MANAGEMENT

A. Mobile seating devices and wheelchairs:

Follow the manufacturer's guidelines when available.

STEP 1. The wheelchair brakes have to be set.

STEP 2. Attach the tie-downs to secure the wheelchair to the floor of the school bus at minimum four points.

STEP 3. The tie-downs must be attached to the frame of the wheelchair, not the wheels. Look for a welded joint. If the wheelchair is WC19 certified, secure at the indicated WC19 securement points.

STEP 4. Tighten the tie-down straps to hold the wheelchair in a secure position.

STEP 5. For effective protection, the occupant shall have a secured lap belt and upper torso support system.

Drivers and aides must report non-functioning and inappropriate wheelchairs to the transportation supervisor.

B. Passenger safety devices:

Safety systems are based on the weight, height, age and the needs of the student. They may include seatbelts, car seats, safety vests or integrated bus seats. All equipment shall be installed and used per manufacturer's instructions.

C. Seating:

Seating arrangements should take into consideration the student's needs, behavior, and equipment. Students may benefit from assigned seats, and a seating chart should be maintained with the written bus evacuation plan.

D. Service animal assistance:

No animals are allowed on board except service animals trained to accompany students with special needs.

E. Medical equipment and procedures:

Special needs drivers and aides must be trained to properly secure all medical equipment during transportation. Adaptive equipment may include respirators, oxygen tanks, suctioning equipment, ventilators, talking boards, torso restraints, tray tables, etc.

6.6 BEHAVIOR MODIFICATIONS FOR SPECIAL NEEDS STUDENTS

To ensure a safe transportation environment, only acceptable student behavior should be allowed on the school bus. Coordinated plans for behavior management should include input from school programs, district transportation policy, and consider the student's disability. All sexual harassment behaviors must be dealt with in a prompt and appropriate manner.

Discipline and conduct reports should be available to ensure equitable discipline throughout the entire educational system. Administrative staff should be aware of the rights and responsibilities of all students and be consistent among all schools regarding the discipline plan of action. Special needs drivers and aides should be able to use school staff as a resource to help in problem situations.

6.7 EVACUATION PROCEDURES - INCLUDING EARLY CHILDHOOD

Best practices in student transportation include a plan for the evacuation of students from the school bus in the event of an emergency. A guiding principle in special education transportation is that “no student should be placed on a bus until a plan for evacuation has been prepared for the student.” Students on a special needs bus will have differing abilities and those must be taken into consideration when preparing an evacuation plan.

Before an emergency:

- a. Plan and know the escape routes before the emergency occurs.
- b. Be prepared for all types of emergencies.
- c. Be prepared for the worst possible situation.
- d. Know the abilities of the students who are being transported
- e. Know the equipment - safety vests, child safety seats, booster seats, safety belts, mobility chairs etc.
- f. Know the vehicle you are assigned:
 - a. How to operate the lift without power.
 - b. When to use the ramp or lift to exit the bus.
 - c. Know how to operate all emergency exits.

Plan of action:

1. Each bus run should have a written plan developed by the driver and aide and reviewed by the transportation supervisor. A copy of the plan should be in the dispatch office and in the bus in the event of an emergency.
2. The plan should indicate which student exits first, second, etc.
3. Students who have limited mobility may be able to assist themselves along the aisle to an exit.
4. Safely execute a one or two person lift to move student to safety.
5. Blanket drag used when appropriate.
6. Plan to utilize bystanders to safely and quickly evacuate your bus

6.8 EMERGENCY CARD and CONFIDENTIAL INFORMATION

A significant amount of information is developed and maintained regarding the evaluation, placement, transportation, health needs, and performance of students with disabilities. It is essential that these records be accurate and up to date. As a driver and aide for special needs students you will need to have access to confidential information.

As a school bus driver not specifically assigned to special needs transportation you will only receive emergency card information if the special need or needs of the student would impact the student’s transportation on the school bus. Example: A student on your school bus has a medical plan in place based on the student’s allergic reaction to bee stings. As the school bus driver you should be made aware of the student’s allergy and what the medical plan is if the student receives a bee sting during transportation. If the student would

have additional special needs not impacting general school bus transportation, you the driver, will not receive the student's additional special needs information.

1. It is critical that this information remain strictly confidential. School staff and the school bus team must ensure that the privacy rights of students with disabilities are protected.
2. At NO time may a school official or a school bus team member identify, or provide information about, a student to any individual other than a parent or legal guardian.
3. The only exception would be in an emergency situation when the information is given in a "Need to Know" situation. This may be done if the knowledge of such information is necessary to protect the health and safety of the student or other persons.

According to Minnesota Rules, Chapter 7470.1700 Subp. 2 a driver, and a bus aide if one is assigned, must have access to emergency health care information for the students with disabilities transported on the bus; The health information may be maintained either in a hard copy on the vehicle or immediately accessible through a two-way communications system with the dispatch office.

It is imperative that the transportation department work closely with the special education department and the parents to maintain accurate and timely information.

6.9 ADDITIONAL ISSUES ASSOCIATED WITH SPECIAL NEEDS TRANSPORTATION YOU MAY NEED TO KNOW HOW TO HANDLE. YOUR TRANSPORTATION OFFICE SHOULD HAVE PROCEDURES DEFINED FOR THE FOLLOWING SITUATIONS:

1. A parent or caregiver is not home to receive a student when eye to eye or hand to hand drop off is required.
2. A student is not ready at pickup time from home or school
3. What to do when a student is not ready to ride due to illness, behavior or other unsafe circumstances
4. Bodily fluids and blood borne pathogens
5. There is a weather emergency
6. Road conditions change
7. Know your local district policies and procedures concerning what to do when there is a medical emergency.

It is the driver's responsibility to know and understand the district and/or contractor procedures for handling these situations.

RESOURCES:

1. Minnesota Department of Education
<http://education.state.mn.us/mde/index.html>
2. The Minnesota Office of Revisor of Statutes Office
www.revisor.leg.state.mn.us/statutes/
3. Minnesota Department of Public Safety
<https://dps.mn.gov/divisions/msp/commercial-vehicles/Pages/default.aspx>
4. Transporting children with Disabilities 4th Edition by NAPT Foundation
5. Video – “Confidential Records: Training of School Bus Drivers”
Education Compliance Group, Inc. <http://www.educationcompliancegroup.com/>
6. “The Answer Book for Transporting Students with Disabilities” LRP Publications
7. Bus Attendant Training & Resource Manual
 - i. PTSI, 443 S. Warren St., Syracuse, NY 13202 1-800-836-2210
8. National School Transportation Specifications and Procedures May 2010
9. NHTS Child Passenger Safety Restraint System on School Buses
Nhtsa.gov/Driving+Safety/School+Buswww.ses/SCRS/CSRS+on+School+Buses+Training+Videos

Ride Safe

Information to help you travel more safely
in motor vehicles while seated in your wheelchair



www.travelsafer.org

www.rercwts.org

When traveling in a motor vehicle, it is generally safest for wheelchair users to transfer to a vehicle seat and use the vehicle seatbelt system or a child safety seat that complies with federal safety standards. The wheelchair should then be stored and secured in the vehicle.

If transferring is not feasible, it is very important to secure the wheelchair to the vehicle facing forward and to use crash-tested seatbelts for the wheelchair-seated rider.

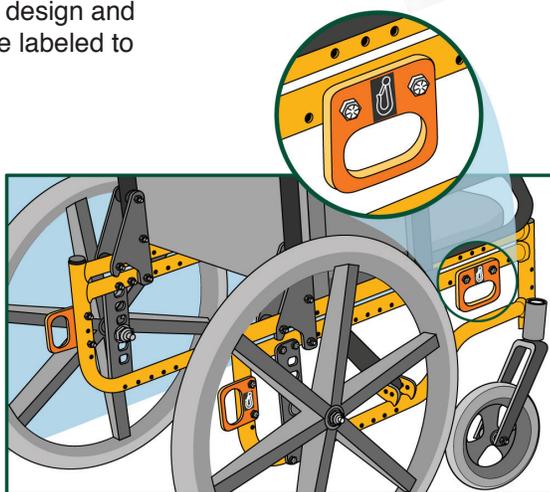
1 START WITH THE RIGHT EQUIPMENT

The Wheelchair

▼ It is best if you have a wheelchair that has been designed and tested for use as a seat in motor vehicles, often referred to as a **WC19 wheelchair or a transit wheelchair**. These wheelchairs comply with ANSI/RESNA WC19, a voluntary standard developed by safety and rehabilitation experts. Wheelchairs that meet the design and performance requirements of this standard will be labeled to show that they comply with WC19.

▼ Most importantly, a WC19 wheelchair has four, crash-tested securement points where tiedown straps and hooks can be easily attached. These points are clearly marked with a hook symbol.

▼ If a WC19 wheelchair is not available, the next best choice is a wheelchair with an accessible metal frame where tiedown straps and hooks can be attached at frame junctions.



The Wheelchair Tiedown and Occupant Restraint System (WTORS)



▼ It is important to use a complete WTORS to secure the wheelchair and provide the wheelchair occupant with a properly designed and tested lap/shoulder belt system.

▼ Always use a WTORS that has been crash tested and labeled as complying with **ANSI/RESNA WC18 or SAE J2249**, a voluntary standard developed by safety and rehabilitation experts. The most common type of wheelchair tiedown uses four straps to secure the wheelchair to the vehicle. Although it requires someone other than the wheelchair rider to secure and release the wheelchair, this tiedown can secure a wide range of WC19 and non-WC19 wheelchairs.

▼ To protect the rider during a crash or sudden braking, and to minimize the likelihood of injury caused by contact with the vehicle, a seatbelt system with both lap and shoulder belts must be used.

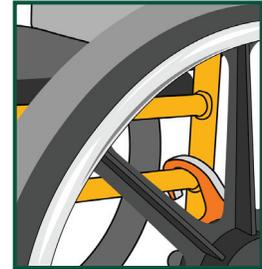
2

SECURE THE WHEELCHAIR

Four-Point Tiedowns

- ▼ Always position the wheelchair and rider facing forward in the vehicle.
- ▼ When securing a WC19 wheelchair, attach the four tiedown straps to the securement points provided on the wheelchair. Tighten the straps to remove all slack.

▼ If you do not have a WC19 wheelchair, it is best to attach the tiedown straps to welded junctions of the wheelchair frame or to other structural areas where the frame is fastened together with hardened steel bolts — indicated by six raised lines or bumps on the bolt head.



▼ **Do not attach tiedowns to adjustable, moving, or removable parts of the wheelchair such as armrests, footrests, and wheels.**



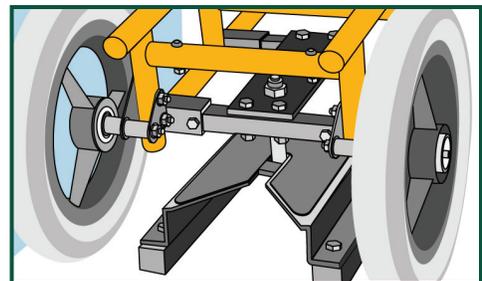
▼ When securing non-WC19 wheelchairs, choose structural securement points as close to the seat surface as possible to provide greater wheelchair stability during travel. It is best if the rear securement points are high enough to result in angles of the rear tiedown straps between 30 and 45 degrees to the horizontal.

▼ If you have a non-WC19 wheelchair with a tilt seat, make sure to attach both the front and rear straps to either the seat frame or to the base frame. Mixing wheelchair securement points between the seat and base can result in the tiedown straps becoming slack if the angle of the seat changes during a crash.

▼ It is best if floor anchor points for rear tiedown straps are located directly behind the rear securement points on the wheelchair. If possible, the front tiedown straps should anchor to the floor at points that are spaced wider than the wheelchair to increase lateral stability during travel.

Other Methods of Wheelchair Securement

▼ In addition to securing wheelchairs using a four-point tiedown, wheelchairs can also be secured using a docking tiedown device. This method is primarily used in private vehicles since it requires the addition of adaptor hardware to the wheelchair frame that will engage with the docking tiedown device in the vehicle. Docking securement devices allow the wheelchair rider to secure and release the wheelchair without assistance.



▼ If you plan to secure your wheelchair with a docking tiedown device, you should check with the WTORS or wheelchair manufacturer to ensure that your wheelchair model has been successfully crash tested with their system.

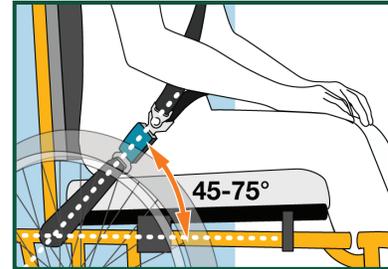
▼ Clamp-type securement devices are not recommended since they do not provide effective wheelchair securement in frontal crash testing.

3

PROTECT THE WHEELCHAIR RIDER

▼ In addition to securing the wheelchair, it is very important to provide effective restraint for the wheelchair user with a crash-tested lap and shoulder belt or with a child restraint harness. Postural support belts attached to the wheelchair are **not** strong enough to withstand crash forces and are usually not positioned correctly to restrain the occupant safely in a crash.

▼ The lap belt should be placed low across the front of the pelvis near the upper thighs, not high over the abdomen. When possible, the lap belt should be angled between 45 and 75 degrees to the horizontal when viewed from the side. Some wheelchair features, like armrests, can interfere with good belt fit. To avoid placing the lap belt over the armrest and to keep the lap belt low on the pelvis, it may be necessary to insert the belt between the armrest and the seatback, or through openings between the backrest and seat.



▼ A diagonal shoulder belt should cross the middle of the shoulder and the center of the chest, and should connect to the lap belt near the hip of the wheelchair rider. The upper shoulder-belt anchor point or D-ring guide should be anchored above and behind the top of the occupant's shoulder, so that the belt is in good contact with the shoulder and chest while traveling.

▼ Newer WC19 wheelchairs offer the option of a crash-tested lap belt that is anchored to the wheelchair frame. If the wheelchair has an onboard crash-tested lapbelt, complete the belt system by attaching the lower end of a shoulder belt to the lap belt. Crash-tested wheelchair-anchored lap belts will be labeled to indicate that they comply with WC19.

Other Important Points

- Read and follow all manufacturers' instructions.
- It is best to ride with the wheelchair backrest positioned at an angle of 30 degrees or less to the vertical. If a greater recline angle is needed, the shoulder belt anchor point should be moved rearward along the vehicle sidewall so the belt maintains contact with the rider's shoulder and chest.
- Maximize the clear space around the rider to reduce the possibility of contact with vehicle components and other passengers in a crash. Cover rigid vehicle components that are close to the rider with dense padding.
- Check wheelchair and WTORS equipment regularly and replace worn components. If involved in a vehicle crash, check with the manufacturer to determine if the equipment needs to be replaced. Keep WTORS anchorage track free of debris.
- If possible, remove hard trays and secure them in the vehicle to reduce the chance of rider injury from contact with the tray. Consider the use of foam trays instead of rigid trays during transit. If it is not possible to remove a hard tray, place dense padding between the rider and the edge of the tray and make sure that the tray is securely attached to the wheelchair so it will not break loose and cause injury to other occupants in a crash.
- A properly positioned headrest may help protect the neck in a rear impact.
- If it is necessary to use a head and neck support during travel, choose a soft, light, neck collar because stiff collars and head straps are more likely to cause neck injury in a crash. The soft collar should not be attached to the seating system.
- Secure medical and other equipment to the wheelchair or vehicle to prevent it from breaking loose and causing injuries in a crash.
- Seating systems can be crash tested to ANSI/RESNA WC20 and then used with a WC19-compliant frame to create a crashworthy wheelchair.

RESOURCES

Organizations

Rehabilitation Engineering Research Center on
Wheelchair Transportation Safety
www.ercwts.org

University of Michigan Transportation Research
Institute
www.umtri.umich.edu

University of Pittsburgh
www.wheelchairnet.org

RESNA Rehabilitation Engineering and Assistive
Technology Society of North America
www.resna.org

Wheelchair and Seating Manufacturers

(Ask for Products that have been Successfully Tested to WC19 and/or WC20)

Bergeron Health Care
www.specialtomato.com; 866-529-8407
Colours N Motion
www.colourswheelchair.com; 800-892-8998

Convoid
www.convoid.com; 888-266-8243

Freedom Designs
www.freedomdesigns.com; 800-331-8551

Gillette Children's Specialty Healthcare
www.gillettechildrens.org; 800-719-4040

Gunnell
www.gunnell-inc.com; 800-551-0055

Hoveround
www.hoveround.com; 800-542-7236

Innovative Products
www.mobility4kids.com; 800-950-5185

Invacare
www.invacare.com; 800-333-6900

Kids Up
www.kidsupco.com; 877-454-3787

Ki Mobility
www.kimobility.com; 800-981-1540

Metalcraft Industries
www.metalcraft-industries.com; 888-399-3232

Motion Concepts
www.motionconcepts.com; 888-433-6818

Mulholland Positioning Systems
www.mulhollandinc.com; 800-543-4769

Otto Bock
www.ottobock.com; 800-328-4058

Performance Health Products
www.v-trak.com; 866-632-1755

Permobil
www.permobil.com; 800-736-0925

Pride Mobility
www.pridemobility.com; 800-800-8586

Product Design Group
www.pdgmobility.com; 888-858-4422

Sammons Preston
www.sammonspreston.com; 800-323-5547

Stealth Products
www.stealthproducts.com; 800-965-9229

Sunrise Medical
www.sunrisemedicalonline.com; 800-333-4000

Tilite
www.tilite.com; 800-545-2266

Varalite
www.varalite.com; 800-827-4548

Wheelchair Tiedown and Occupant Restraint Manufacturers (Ask for Products that Comply with WC18 or SAE J2249)

EZ-Lock
www.ezlock.net; 225-214-4620

New Haven
www.safehaven-usa.com; 800-421-8700

Orthosafe
www.orthosafe.com; 609-587-9444

Q'Straint
www.qstraint.com; 800-987-9987

SureLok
www.sure-lok.com; 866-787-3565



GLOSSARY OF TERMS

Anchor point: The location on a vehicle, wheelchair, or wheelchair tiedown where a belt-restraint or wheelchair-tiedown anchorage is attached.

ANSI/RESNA WC18 (officially SECTION 18 RESNA WC-4:2010): A voluntary standard that specifies design and performance requirements for WTORS. NOTE: ISO 10542 is an international standard that is comparable with WC18 and SAE J2249.

ANSI/RESNA WC19 (officially SECTION 19 RESNA WC-4:2010): A voluntary standard for wheelchairs designed for use as a seat when traveling in a motor vehicle. NOTE: ISO 7176-19 is an international wheelchair standard that is comparable with WC19.

ANSI/RESNA WC20 (officially SECTION 20 RESNA WC-4:2010): A voluntary standard for wheelchair seating systems designed or used as part of a wheelchair when traveling in a motor vehicle. NOTE: ISO 16840-4 is an international wheelchair standard that is comparable with WC20.

SAE Recommended Practice J2249: A Society of Automotive Engineers Recommended Practice that specifies design and performance requirements for WTORS. NOTE: WC18 is an enhanced version of this standard and ISO 10542 is a similar international standard.

Belt: A length of energy-absorbing webbing material used in occupant restraint systems.

Docking tiedown: A method for securing wheelchairs where portions of the wheelchair frame, or add-on components fastened to the wheelchair frame, engage with a securement device anchored to the vehicle.

Four-point strap-type tiedown: A method for securing a wheelchair where four straps are attached to the wheelchair at four separate securement points and attached to the vehicle at four separate anchor points.

Occupant restraint: A system or device designed to restrain a motor vehicle occupant in a crash by keeping the occupant in the vehicle seat and minimizing contact with the vehicle interior, other occupants, or objects outside the vehicle.

Postural support: A padded component and/or belt used to help maintain a person in a desired position during normal wheelchair use. In general postural supports are **not** designed to provide effective occupant restraint in a motor vehicle crash.

Securement points: Specific structural points on the wheelchair base or seat frame that are designed for attachment of wheelchair tiedowns.

Strap: A length of webbing material used in wheelchair tiedown systems.

WC19 wheelchair: A crash-tested wheelchair with four clearly identified securement points that meets the design and performance requirements of ANSI/RESNA WC19 and is sometimes called a transit wheelchair.

WC20 seating system: A crash-tested seating system and its attachment hardware that meets the design and performance requirements of ANSI/RESNA WC20 and is used with a WC19 compliant frame to create a crashworthy wheelchair.

Wheelchair tiedown and occupant-restraint system (WTORS): A complete system for use by wheelchair-seated occupants comprised of a system or device for securing the wheelchair and a belt-type restraint system for limiting occupant movement in a motor vehicle crash.

Rehabilitation Engineering Research Center on Wheelchair Transportation Safety

University of Michigan Health System

University of Michigan Transportation Research Institute

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UNIT VII

TOWING OF TRAILERS

Before you tow a trailer behind your school bus, make sure you're familiar with driving your school bus-trailer combination. A thorough knowledge of how to connect the trailer to the school bus, mirror adjustment, a proper pre-trip inspection, load placement / securement and how to safely operate your school bus trailer combination is essential.

In addition to the information presented in the section, consult with your school district or private contractor to ensure you are following any additional requirements they may have with regards to towing of trailers behind the school bus.

7.1 TRAILER TERMINOLOGY

Towing vehicle – school bus itself

Receiver – trailer hitch mounting point on the school bus

Receiver hitch pin – pin used to secure the ball mount to the receiver

Trailer light electrical receiver – where the trailer electric cord is plugged into

Electric brake controller – the device used to supply power to the trailer brake system during brake application

Ball mount – this is piece mounted into the receiver hitch where the trailer is then connected

Hitch coupler – mounts onto the ball hitch making the trailer connection to the towing vehicle

Locking lever – locking mechanism that secures the hitch coupler to the ball mount

Locking lever securement device – a cotter key or lock use to ensure the locking lever stay closed, securing the trailer to the ball mount

Tongue jack – the device used to raise and lower the hitch coupler onto the ball mount

Safety Chains – used to maintain trailer stability in case of ball mount failure, secures trailer to towing vehicle

Electric pigtail (cord) – the electrical cord used to connect the trailer to the tow vehicle to control lighting and braking system (if applicable)

Emergency breakaway brake cable / chain – engages trailers brakes if the trailer becomes disconnected from the towing vehicle.

7.2 TRAILER CONNECTION TO THE SCHOOL BUS

Precautions must be taken when preparing to attach a trailer to any vehicle, especially a school bus. Ensure the area between the rear of the school bus and the trailer is unobstructed by other equipment, debris or persons. It is recommended the school buses 4-way emergency flashers be activated, sounding of the school bus horn, double check of your mirrors before you begin the backing procedure. When possible a second person is recommended to assist and guide you as prepare to connect to the trailer.

A. INSTALLING THE BALL MOUNT TO THE RECEIVER

1. School bus engine turned off and the parking brake set.
2. Insert ball mount into the receiver hitch on the school bus.
3. Insert receiver hitch pin and secure with cotter key or pin.
4. Give the ball mount a pull to ensure it is securely attached.
5. Check to ensure the trailer hitch ball is secured to the ball mount.
6. Verify the diameter of the hitch ball is correct for the trailer being towed.
 - a. Typical sizes of hitch balls are 1 7/8, 2 and 2 5/16 inches.

B. CONNECTING TRAILER HITCH TO TOWING VEHICLE

1. Secure trailer movement (wheel chocks or other devices).
2. Align the ball mount under the trailer coupler.
3. Ensure the coupler locking mechanism is open (typically the handle is in the upright position or in the case of a screw type coupling the under jaw is fully opened).
4. Either by lifting or using the trailer jack, lower the trailer onto the ball mount.
5. Close the locking lever mechanism.
6. Insert pin or lock into the locking lever mechanism to ensure it remains closed during towing.
7. Ensure the hitch coupler is securely attached to the ball mount by either lifting on the trailer tongue or lifting with the trailer jack. This ensures the trailer coupler is not "high hitched" which occurs when the locking jaw is not engaged / locked onto the ball mount.
8. Attach safety chains – there **MUST** be two chains or cables.
 - a. It is recommended that the safety chains be crossed in an "X" pattern when connecting the chains or cables. This provides a cradle for the trailer tongue should the hitch or coupler fail.
 - b. Safety chains must be attached securely to the towing vehicle.
9. Attached breakaway (emergency) brake cable or chain from the trailer to the towing vehicle, if equipped with a breakaway brake system. **NOTE:** the breakaway brake cable or chain must be securely attached to the receiver hitch or the school bus frame. The breakaway cable or chain **MUST NOT** be attached to the trailer safety chains, the breakaway cable or chain must operator separately of the safety chains.
10. Plug the trailer pigtail into the trailer light electrical receiver.

C. CONDUCTING THE TRAILER PRE-TRIP INSPECTION

NOTE – documentation of the trailer pre-trip inspection must be carried in the bus during operation.

1. Ensure the trailer ball is the correct size for the hitch coupler.
2. Plugin trailer pigtail (cord) - (ensure it is securely connected).
3. Locking lever is closed, secured with either a pin or lock.
4. Safety chains – (hooks, chain / cable worn, securely mounted).
5. Emergency brake cable or chain if so equipped (hooks, cable / chain worn, securely fastened to towing vehicle).
6. Trailer tongue/ coupler – (bolts, welds or cracks).
7. Inspect tongue frame rails for loose bolts, cracks or damage.
8. Trailer or tongue jack raised.
9. Lights (side markers, clearance, turn, tail, brake and ID lights if equipped)
10. Check wheels and rims (tire tread depth, properly inflated, no cuts, bulges in rubber; cracks in rims, axle hub ends, wheel fasteners (lug nuts) tight, none missing).
11. Fenders securely mounted if so equipped.
12. Trailer door(s) latched and secured shut.

D. SERVICE BRAKE CHECK (IF SO EQUIPPED)

Minnesota law MS169.67 requires brakes and breakaway (emergency brakes) on all axles of a trailer with a GVWR over 3,000 pounds.

Each manufacture, whether using an electric or hydraulic brake system, will have specific testing procedures for their model of brake controller. ALWAYS follow the manufactures procedures and recommendations when testing your specific trailer brake system to prevent damage to the braking system

E. EMERGENCY BREAKAWAY BRAKE TESTS (IF SO EQUIPPED)

ALWAYS follow the manufactures recommended procedures if different than the steps outlined below.

1. Electric emergency brakes;
 - a. School bus engine turned off and the parking brake set.
 - b. Disconnect the trailer electrical receiver cord (pull out the pigtail).
 - c. Activate the emergency breakaway brake system by pulling firmly on the brake cable. Caution – this cable may be very difficult to pull out, causing injury to you or damage to the system.
 - d. Return to the driver seat.

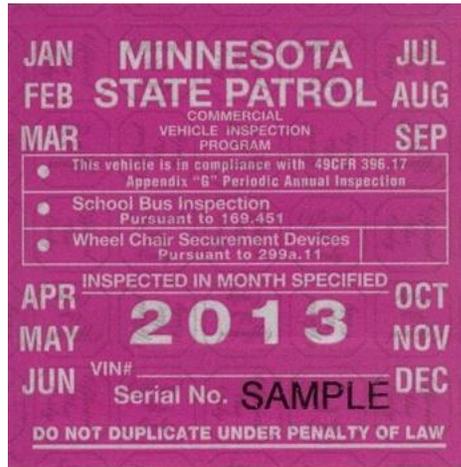
- e. Start the bus.
- f. Check mirrors before moving the bus to ensure it is safe to move forward.
- g. Release the school buses parking brake.
- h. Engage transmission.
- i. Pull forward slowly.
 - i. You are checking for brake resistance from the trailer.
 - ii. You can also check the mirrors to see if the trailer tires are turning or moving. NOTE: the school bus will travel a few feet prior to the trailer brakes activate.
- j. Upon completion of the test, disengage transmission, set parking brake, turn off engine.
- k. Reconnect the breakaway brake cable end into the switch box
- l. Reconnect trailer electrical connector (pigtail).

2. HYDRAULIC BREAKAWAY BRAKE TESTS (IF SO EQUIPPED)

- a. School bus engine turned off and the parking brake set.
- b. Activate the emergency breakaway brake system by pulling firmly on the brake cable or chain. Caution – the lever attached to the cable or chain may be very difficult to pull, causing injury to you or damage to the system.
- c. Return to the driver seat.
- d. Start the bus.
- e. Check mirrors before moving the bus.
- f. Release the school buses parking brake.
- g. Engage transmission.
- h. Pull forward slowly;
 - i. You are checking for brake resistance from the trailer.
 - ii. You can also check the mirrors to see if the trailer tires are turning or moving. NOTE: the school bus will travel a few feet prior to the trailer brakes activate.
- i. Upon completion of the test, disengage transmission, set parking brake, turn off engine.
- j. Push the breakaway brake level back into position to release the brakes.

7.3 MINNESOTA ANNUAL INSPECTION REQUIREMENTS FOR TRAILERS

Effective January 1, 2012, trailers towed behind a school bus in intrastate operations, solely within Minnesota, with a gross vehicle combination weight greater than 26,000 pounds (GVWCR) must display a current Minnesota annual inspection decal.



This annual inspection is not performed by the Minnesota State Patrol.

Trailers towed across state lines, interstate operations, with a gross vehicle combination weight greater than 10,000 pounds (GVWCR) must display a current Minnesota annual inspection decal.

7.4 REGISTRATION OF TRAILER

All Minnesota based trailers must display current registration. For trailers with a gross rate weight rating of 3,000 pounds or less, a permanent Minnesota registration decal may be purchased and displayed on the trailer tongue. Trailers over 3,000 pounds GVWR must display Minnesota registration (license plate).

7.5 ADDITIONAL REQUIREMENTS

Per Minnesota statute 169.447, subdivision 5; A school bus may pull a trailer, as defined by section 169.011, subdivision 86, only when traveling to or from cocurricular or extracurricular activities, as defined in section 123B.49.

Per Minnesota statute 169.4502, subdivision 8; trailer hitches installed on school buses is permitted; the hitch MUST not extend beyond the rear bumper of the school bus. NOTE: the ball mount hitch MUST be removed when not actively towing a trailer.

7.6 TRAILER LOADING AND SECUREMENT OF CONTENTS

It is suggested by most trailer manufactures that the load carried inside the trailer be distributed with a 60 / 40 percentage. Simply put, sixty percent of the weight carried within the trailer should be loaded in front of or over the trailer axle or axles with the remaining forty percent carried behind the axle or axles. This weight split provides downward pressure on the trailer coupler to help prevent the trailer disconnecting from the bus.

The items hauled within the trailer must be secured from movement during transportation. In many cases the items hauled in a trailer behind a school bus will not have a lot of weight but will be more of a bulk type item which will not drastically affect the stability of the trailer. However, these items should be evenly distributed inside the trailer to maintain stability during transportation. Larger or heavier items must be secured to prevent movement within the trailer during transportation. The securement devices used to secure the items within the trailer must be sufficient to securely hold the item or items in place.

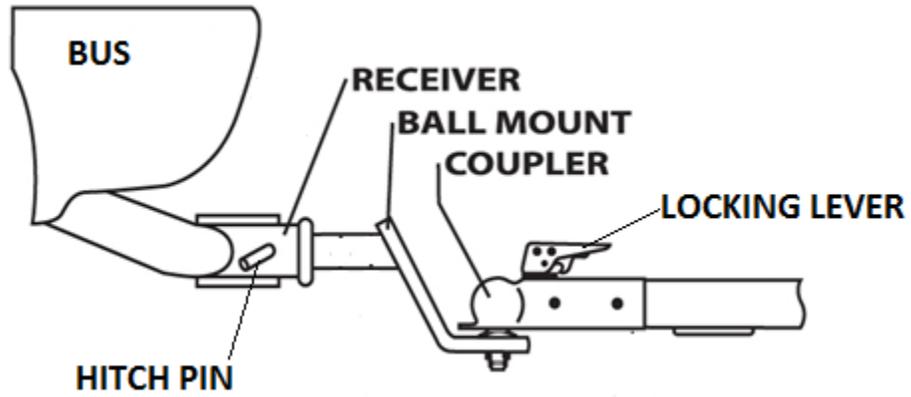
7.7 TRAILER DRIVING TECHNIQUES

It is recommended you review the information in Unit 1 of this manual prior to towing a trailer.

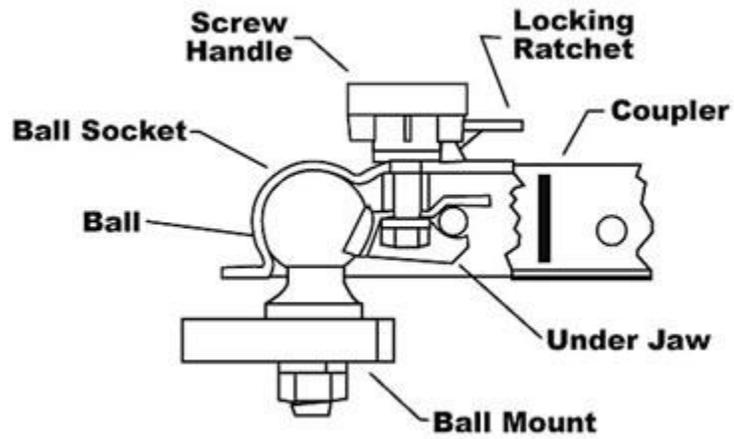
Towing of a trailer behind any vehicle presents a challenge to the driver no matter what it is towed with however, towing a trailer behind a school bus presents unique challenges specific to school buses. First and foremost is the school bus with a trailer now becomes a combination vehicle and must be driven as such. Consideration must be given to vehicle stability, increased stopping distances, sight line concerns, vehicle length and tail swing.

Vehicle stability will be affected based on the added length and weight of the combination. Weather conditions such as wind, rain, snow and ice will also play a factor in how you operate the combination. As a driver you must be prepared for these ever changing conditions and make the necessary adjustments in your driving operation to compensate for these conditions.

LATCH HITCH CONFIGURATION



SCREW LATCH CONFIGURATION



Appendix Documents

- Appendix A: School Bus Driver Evaluation
- Appendix B: School Bus Pre-Trip Inspection
- Appendix C: Brake Test Procedures
- Appendix D: Evaluator Certification
- Appendix D1: Evaluator Certification (8 hour training option – Non Type III School Bus)

SURVEY REQUIREMENTS

All school bus drivers must comply with Minnesota statute 171.321 sub. 4 “Training” to ensure the driver demonstrates sufficient skills and knowledge to transport students safely.

Additionally, all school bus drivers must complete one of three “Student Conduct or Students with Special Needs” surveys annually. The surveys (survey 1, survey 2, survey 3) may be given in any order. The school district, non public school or private contractor must ensure the complete cycle of all three surveys is performed over the course of the three year cycle.

A school district, nonpublic school, or private contractor may use alternative assessments for bus driver training competencies with the approval of the commissioner of public safety. A driver may receive at least eight (8) hours of school bus in-service training any year, as an alternative to being assessed for bus driver competencies.

The employer shall keep the assessment or a record of the in-service training for the current period available for inspection by representatives of the commissioner.

School Bus Driver Evaluation

District / Carrier: _____

Evaluator: _____



Driver: _____

Date: _____

Defensive Driving	Evaluated
Accelerates smoothly	
See hazards early 15 sec.	
Following distance 6 sec.	
Check mirrors every 5-8 sec.	
Move eyes every 2 sec.	
Space cushion	
Car length at stops	
Eye contact	
Brakes early and smoothly	
Pedestrian awareness	
Communicates intentions	
Tire to ground contact	
Parked vehicles	
Packs / clusters	
Pacing lights	

Merging / Lane Changing	Evaluated
Signals intent	
Checks mirrors	
Gradual Merge / Change	
Speed of approach vehicles	
Stays in acceleration lane	
Correct merge speed	

Right Turns	Evaluated
Signals in advance	
Properly checks mirrors	
Positions vehicle in correct lane	
Uses reference points	
Checks tail swing	
Complete turn in lane	
Yields appropriately to traffic	
Uses Push / Pull steering	

Left Turns	Evaluated
Signals in advance	
Properly checks mirrors	
Positions vehicle in correct lane	
Uses reference points	
Checks tail swing	
Complete turn in lane	
Yields appropriately to traffic	
Uses Push / Pull Steering	

Backing	Evaluated
Mirror use	
Uses 4 way flashers	
Opens window	
Straight line backing	
Parallel parking	
Utilizes assistance when needed	

Intersections	Evaluated
Fresh / Stale green light	
Covers brakes	
Scans before entry	
Checks mirrors / braking	
Left / Right / Left scan	
Delayed acceleration	
Yields right of way	
Does not change lanes	

Railroad Crossing (Actual or Simulated)	Evaluated
Uses 4-way flashers	
Master switch on/off	
Silences vehicle (fans, etc.)	
Quiets passengers	
Stops between 15-50 feet	
Opens window/door	
Looks / listens	
Identifies rear bumper clearance	
Closes door before proceeding	

Parking (uphill / downhill)	Evaluated
Within curb line	
Wheels turned correct direction	
Parking brake set	
Identifies tail swing when leaving	

Bridge / Underpass	Evaluated
Knows weight restriction (if appl.)	
Knows bus height clearance	

Loading / Unloading	Evaluated
Mirror usage on approach	
Turn signal use	
Yellows on / Distance	
Distance from students	
Not in the intersection	
Brake / Neutral / Open Door	
Verbal / Physical signal to cross	
Student mgmt—Load/Unload	
Students seated before moving	
Counts the kids away	
Mirror scans	
Proceeds with caution	
Warns students of hazards	
Explains loading / unloading	
Points out hazards	
Student mgmt on route	
Car seat usage procedures	
Evacuation procedures	

Special Needs	Evaluated
Lift usage	
Secures / stows equip.	
Secures passengers	
Identifies equipment	

Vehicle type: A B C D
Brake type: Air Hydraulic
Vehicle number:

Note to the evaluator: The driver being evaluated **MUST** successfully complete the task(s) being evaluated. If the driver is unable to successfully complete the task(s), you **MUST** take immediate corrective action with the driver to ensure the task(s) is performed correctly.





SCHOOL BUS PRE-TRIP INSPECTION

District / Carrier _____ Date _____

Evaluator _____

Driver _____

	CHECKED YES NO		CHECKED YES NO		
ENGINE COMPARTMENT: Oil level <input type="checkbox"/> YES <input type="checkbox"/> NO Auto transmission fluid level <input type="checkbox"/> YES <input type="checkbox"/> NO Alternator <input type="checkbox"/> YES <input type="checkbox"/> NO Belts and hoses <input type="checkbox"/> YES <input type="checkbox"/> NO Coolant level <input type="checkbox"/> YES <input type="checkbox"/> NO Water pump <input type="checkbox"/> YES <input type="checkbox"/> NO Air compressor (air brakes) <input type="checkbox"/> YES <input type="checkbox"/> NO Master cylinder (hydraulic) <input type="checkbox"/> YES <input type="checkbox"/> NO Check for leaks <input type="checkbox"/> YES <input type="checkbox"/> NO Steering gear box & hoses <input type="checkbox"/> YES <input type="checkbox"/> NO Steering linkage (Left/Right) <input type="checkbox"/> YES <input type="checkbox"/> NO Power steering fluid <input type="checkbox"/> YES <input type="checkbox"/> NO			AIR BRAKE SYSTEM: Air leak check (1 minute test) <input type="checkbox"/> YES <input type="checkbox"/> NO Low air warning (buzzer/ light) <input type="checkbox"/> YES <input type="checkbox"/> NO Emergency brake system engaged <input type="checkbox"/> YES <input type="checkbox"/> NO Parking brake <input type="checkbox"/> YES <input type="checkbox"/> NO Service brake <input type="checkbox"/> YES <input type="checkbox"/> NO		
EXTERNAL INSPECTION: Lights (signals, stop, headlights, clearance, ID lamps, side markers, license plate lamp, back up lights) <input type="checkbox"/> YES <input type="checkbox"/> NO 8 Way lamp system <input type="checkbox"/> YES <input type="checkbox"/> NO Entrance door and mirrors <input type="checkbox"/> YES <input type="checkbox"/> NO Windshield(s) <input type="checkbox"/> YES <input type="checkbox"/> NO Window glass <input type="checkbox"/> YES <input type="checkbox"/> NO Reflectors <input type="checkbox"/> YES <input type="checkbox"/> NO Fuel tank and cap <input type="checkbox"/> YES <input type="checkbox"/> NO Wheel (lugs, rims, spacers, tires) <input type="checkbox"/> YES <input type="checkbox"/> NO Wheel flaps (if equipped) <input type="checkbox"/> YES <input type="checkbox"/> NO Springs, shock absorbers <input type="checkbox"/> YES <input type="checkbox"/> NO Spring mounts (including u-bolts, front & rear axles) <input type="checkbox"/> YES <input type="checkbox"/> NO Hub oil seals (front & rear) <input type="checkbox"/> YES <input type="checkbox"/> NO Brakes (drums, rotators, linings) <input type="checkbox"/> YES <input type="checkbox"/> NO Brakes (Hydraulic) <input type="checkbox"/> YES <input type="checkbox"/> NO Service, parking, electric assist <input type="checkbox"/> YES <input type="checkbox"/> NO Brake (Air) <input type="checkbox"/> YES <input type="checkbox"/> NO slack adjusters, chambers, hoses, parking <input type="checkbox"/> YES <input type="checkbox"/> NO Drive shaft <input type="checkbox"/> YES <input type="checkbox"/> NO Frame <input type="checkbox"/> YES <input type="checkbox"/> NO			INTERNAL INSPECTION: <u>*Engine running, parking brake applied*</u> Oil pressure builds <input type="checkbox"/> YES <input type="checkbox"/> NO Ammeter/voltmeter <input type="checkbox"/> YES <input type="checkbox"/> NO Fuses / breakers / <input type="checkbox"/> YES <input type="checkbox"/> NO Lighting indicators (turn signal, 4 way flashers, headlamp, brake lamp, park brake lamp, 8 way lamp system check) <input type="checkbox"/> YES <input type="checkbox"/> NO Fuel gauge functional <input type="checkbox"/> YES <input type="checkbox"/> NO Driver seatbelt <input type="checkbox"/> YES <input type="checkbox"/> NO Horn <input type="checkbox"/> YES <input type="checkbox"/> NO Heater/defroster <input type="checkbox"/> YES <input type="checkbox"/> NO Mirrors properly adjusted <input type="checkbox"/> YES <input type="checkbox"/> NO Windshield wipers / washers <input type="checkbox"/> YES <input type="checkbox"/> NO Safety/emergency equipment <input type="checkbox"/> YES <input type="checkbox"/> NO fire extinguisher <input type="checkbox"/> YES <input type="checkbox"/> NO reflective triangles <input type="checkbox"/> YES <input type="checkbox"/> NO first aid, body fluids cleanup kits <input type="checkbox"/> YES <input type="checkbox"/> NO seat belt cutter - if applicable <input type="checkbox"/> YES <input type="checkbox"/> NO Seats <input type="checkbox"/> YES <input type="checkbox"/> NO		
			EMERGENCY EXITS: door(s) / latch(s) <input type="checkbox"/> YES <input type="checkbox"/> NO windows (operational / buzzer) <input type="checkbox"/> YES <input type="checkbox"/> NO roof hatches (operational / buzzer) <input type="checkbox"/> YES <input type="checkbox"/> NO		
			WHEELCHAIR Anchor points, belts, straps, lift inspection, interlock safety system functional <input type="checkbox"/> YES <input type="checkbox"/> NO		

Comments / Additional or remedial training performed:



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BRAKE TEST PROCEDURES

AIR OPERATED BRAKES

This system is operated by air from a compressor off the engine. Normal air pressure is between 80 and 120 psi. When the system falls below approximately 60 psi, the brakes are automatically locked by springs and the bus becomes immobile.

TEST 1: Parking brake test. Start the bus and let the air pressure build to at least 90 psi. Step on the brake pedal and put the bus into gear. Slowly take your foot off the brake and gently press the accelerator. The bus should not move.

TEST 2: Applied pressure test. (With parking brake released.) Turn the bus off. Step on the brake and hold the pedal down for one minute. There should be no more than 3 psi of air loss. Listen for any possible leaks.

TEST 3: Service brake warning system test. Turn the key to the on position without starting the bus. Pump the brakes until the pressure falls to 60 psi. At this point, the warning light and buzzer should come on.

TEST 4: Emergency brake test. Push in the yellow brake knob. Pump the brakes down until the knob pops out. This should happen at or before 35 psi. Gently press the accelerator, the bus should not move.

When operating an air brake bus, periodically monitor the air-pressure gauge. If there is a problem with any of the tests, **DO NOT** use the bus and contact dispatch.

HYDRAULIC BRAKES

This system is all hydraulic. The primary system is a hydraulic pump, which is powered by a belt off the engine. If the engine is not running, there is an electric pump for back up. Both systems must be checked during your pre-trip.

STEP 1: Before starting the engine, depress the brake pedal fully. The brake boost light should come on and the pedal should stiffen about halfway down. You should hear the electric motor kick in with a low pitch whine.

STEP 2: With your foot over the brake pedal, turn the key to the on position. The brake boost light and parking brake light should come on.

STEP 3: Start the bus. The brake boost light should go off. The parking brake light should remain on until the parking brake is released.

IMPORTANT NOTE: If the brake boost light stays on when the bus is running, turn the bus off and restart it. If the light stays on, the system has failed. **DO NOT** use the bus. If the parking brake light comes on intermittently, or stays on with the brake released all the way, there is an imbalance in the system. **DO NOT** use the bus and contact dispatch.



EVALUATOR CERTIFICATION

(The driver listed below has met the experience and training competencies listed in MS 171.321 Sub. 4 and Sub. 5.)

District / Carrier _____

Evaluator _____

Driver _____ **Date** _____

Met requirements:

Behind the Wheel Evaluation (Appendix A) Date _____

Pre-Trip Evaluation (Appendix B) Date _____

Yes No

- (1) Safely operate the type of school bus the driver will be driving;
- (2) Understand student behavior, including issues relating to students with disabilities;
- (3) Encourage orderly conduct of students on the bus and handle incidents of misconduct appropriately;
- (4) Know and understand relevant laws, rules of the road, and local school bus safety policies;
- (5) Handle emergency operations;
- (6) Safely load and unload students.

SCHOOL BUS DRIVER STUDENT MANAGEMENT CHECKLIST

Yes No

- Checked files for indications of any student management problems.
- Checked route discipline file for indications of any problems.
- Checked observation file–Are there observations that indicate a student management problem?
- Is there proper documentation in place for any incidents listed in discipline file?
- School staff contacted? (Any issues?)
- Do the students follow the driver’s direction?
- Is the driver able to handle student management situations?
- Does the driver know the proper steps to follow to deal with student discipline problems?
- Does the driver follow those steps?

COMMENTS FROM RIDE-ALONG OBSERVATION: (include student management issues or concerns)

Appendix D

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**EVALUATOR CERTIFICATION
(8 HOUR TRAINING OPTION – NON TYPE III SCHOOL BUS)**

The driver listed below has met the training competencies listed in MS 171.321 sub. 4 and sub. 5; by receiving 8 hours of in service training for the current evaluation period of _____.
Insert year(s)

District / Carrier _____

Trainer / Evaluator _____

Driver _____

Date _____

(1) Safely operate the type of school bus the driver will be driving;

Date _____

(2) Understand student behavior, including issues relating to students with disabilities;

Date _____

(3) Encourage orderly conduct of students on the bus and handle incidents of misconduct appropriately;

Date _____

(4) Know and understand relevant laws, rules of the road, and local school bus safety policies;

Date _____

(5) Handle emergency operations;

Date _____

(6) Safely load and unload students.

Date _____

Appendix D1

