

## PURPOSE

The Georgia Department of Education Pupil Transportation Division has sought to further pupil transportation safety through school bus driver education programs throughout Georgia.

The selection of suitable employees must be followed by instruction and training to ensure the employees will satisfactorily perform their duties in the manner expected. The Georgia Department of Education's driver training manual was developed to provide a comprehensive course consistent with the goals of pupil transportation management to provide a safe, efficient and dependable service. This curriculum handbook also seeks to promote uniformity of instruction and the learning experience.

While allowing for flexibility for all school systems, you should completely familiarize yourself with the course content so that you can customize the materials to satisfy local needs. Every effort has been made to present a comprehensive coverage in this manual.

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The trainee shall be proficient in all skill areas which are evaluated

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The trainee shall be satisfactory in all categories to be passed as a school bus driver.

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## REQUIREMENTS FOR PROGRAM

The initial training program for school bus drivers shall consist of a minimum of twelve (12) hours of classroom, six (6) hours of driving time without students, and six (6) hours of driving time with students. This program is designed to provide minimum basic training for a person with driving experience. One must keep in mind that a person with little driving experience may very well require a longer training program.

Due to the length of this program, items such as interview, pay schedule, local system bookkeeping, and CDL preparation cannot be considered as part of the twelve-hour classroom phase. Such items and information are necessary for the local system and the prospective driver; however, little is gained which would pertain to the safe driving of a school bus.

### PHASE I -- CLASSROOM

The thirty-one content units in this manual must be covered in Phase I. A summary of these topics are as follows:

- Introduction and Orientation
- Georgia Laws for School Bus Operation
- Traffic Control Devices Unit
- Driving the Bus – Handling Characteristics
- Behind the Wheel Training Unit
- Driver Discourtesies, Errors and Violations
- Loading and Unloading Unit
- Pre-Trip Inspection
- Post-Trip Inspection
- Railroad Grade Crossing Unit
- Accident Procedures Unit
- Emergency Evacuation
- Mechanical Failure Procedures
- Disabled Vehicle Warning Devices
- Fire Extinguisher Procedures
- Extracurricular Trips Unit
- First Aid Unit
- Student Management Unit
- Driver Skills Evaluations
- Final School Bus Driver Road Test
- Recognizing Student Disabilities
- Communicating with Students with Disabilities
- First Aid Unit
- Medical Conditions and Serious Medical Emergencies
- Confidentiality of Information and Records
- Bus Driver Responsibilities
- Bus Monitor Responsibilities
- Load and Unloading Non-Ambulatory Wheelchair Passengers
- Emergency Evacuation Procedures for Special Need Students
- Student Behavior Management
- Transporting Pre-School Students

Special Characteristics of School Bus (These characteristics should be stressed again in Phase II and Phase III.)

- Wheelbase
- Turns
- Stopping Ability

- Visibility; Proper Mirror Adjustment
- Basic Maneuvers

- Passing and Being Passed
- Freeway Driving
- Lane Changing and Driving in Lanes
- Backing

Defensive Driving

Driving in Adverse Weather (This topic should also be stressed in Phase II and Phase III.)

- Fog
- Rain
- Snow and Ice
- Dirt and Gravel Roads
- Severe Weather (Local Policy)

## **PHASE II -- DRIVING**

The six hours in this phase is conducted without students on the bus. This phase should begin with an evaluation of the driver's ability to drive the vehicle. Two (2) of the six (6) hours may be observation and demonstration; however, four (4) hours must be either on the road or range driving, under the supervision of a Department of Education certified bus driver trainer. The driver must successfully complete this phase prior to entering driving in Phase III. Trainers should document the progress of a trainee by using an evaluation instrument.

## **PHASE III -- DRIVING**

The six (6) hours in this phase is conducted with students on the bus. This phase, if successfully completed, should culminate with a successful evaluation and a recommendation from the driver trainer. Two (2) of the six (6) hours may be observation and demonstration; however, four (4) hours must be on-the-road driving, under the supervision of a Department of Education certified school bus driver trainer. Trainers should document the progress of a trainee by using an evaluation instrument.

## SCHOOL SYSTEM'S RESPONSIBILITY

Local school systems that operate school buses have an option as to whether school bus driver training programs will be conducted totally or partially within the school system.

The local school superintendent is responsible for making appropriate recommendations to the local board of education concerning training for school bus drivers.

The responsibility for the direct training of school bus drivers may be assigned to a director, teacher, shop foreman, mechanic, or a school bus driver who has been certified by the Department of Education. The job of trainer needs to be separated from any other assignment, with adequate time allotted for the task. The most desirable person for the job is one whose sole responsibility is the training of drivers and working generally with drivers in driving-related activities. The trainee must be totally committed to the program and have the characteristics and qualities to be a successful trainer. Georgia Code Section 20-2-1125 provides that the State Board of Education shall establish the content and length of initial driver training and shall determine the qualifications of and certify the instructor who conducts such training.

School systems that operate school bus fleets should have a system for recruiting, screening, and training school bus drivers. It is essential that desirable school bus driver candidates be recruited as an initial step. It is incumbent upon the school system to ensure that prospective bus drivers are properly trained and maintain high levels of performance as long as they continue to transport students.

When a person comes to a school system seeking employment, that person shall complete an application providing background information. In addition, the applicant may be required to complete a short questionnaire, which will serve to indicate to some degree the amount of training the person may need to become a school bus driver. If there are no job openings or the system is not actively recruiting at the time, the applicant should be so advised. The applicant should also be advised that the application would be placed in an active file, along with other candidates' applications to be retained for a specific length of time.

The applicants should be informed that they are required to provide the school system with written authorization to obtain an abstract of their driving record, criminal background check and prior drug and alcohol test records. The applicants should be assured that these records will be kept confidential to be used solely for the purpose of evaluation as a prospective driver and will be released only to the applicant.

A structured system will assure that all screening, instruction, training, testing, and evaluation will be done in a uniform manner. This will also establish a complete record file on the employee, which should be maintained as long as the person is employed by the school system.

After the applicant has completed the written application, the next step would be the personal interview. For the purpose of the interview, a uniform process should be adopted. It should be carried out in a private, informal atmosphere, which puts the applicant at ease. Questions should be structured so that the applicant does the talking and the interviewer does the listening.

A structured interview will ensure that all areas are covered in a systematic manner. A comprehensive standardized form should be of assistance to the interviewer to enable him to progress in an orderly fashion. The applicant should be rated after the interview. During the interview process the applicant should be advised of the CDL process.

Local school systems must keep a record containing the dates and hours of training given to each driver; such a record will be used to document compliance with Georgia Board of Education Rules. After a person has completed the training requirements, evaluation should continue during the time the applicant is driving as a substitute. There should also be a probationary period to ensure that the employee can and will perform the duties satisfactorily.

A licensed Doctor of Medicine must give every regular driver of a school bus a Pre-Employment and Annual Physical Examination. Emphasis is placed on having a specified doctor or doctors to ensure consistency in the examinations and to make sure that all physicals are valid (DE Form 0514). Pre-Employment drug test must be given to all school bus drivers.

At least an annual performance evaluation of all employees who transport students should be conducted to provide assurance that desired skill and professional conduct levels are maintained. Any employee who fails to maintain the desired levels can be provided additional training and be reevaluated at more frequent intervals when appropriate.

## DRIVER SELECTION

### I. Review of Applications

- A. Educational Background
- B. Previous Employment Record for the Last 10 Years (Transportation or Personnel Department should contact previous employer(s). Get the following information.
  - 1. Reason for leaving
  - 2. Previous pay scale
  - 3. Would you re-hire this employee
- C. Age (Minimum Age 18 Years)
- D. Number of Years of Area Residency
- E. Physical Characteristics (only those that would hinder job performance)
  - 1. Height
  - 2. Weight
  - 3. Observable Physical Defects
- F. Operator's License
  - 1. State Where License is Held
  - 2. Date of Expiration

### Interview of Applicant (Select appropriate questions.)

- A. Contact Applicant for Interview (30 minute minimum)
- B. Questions to Be Completed During Interview
  - 1. Why do you wish to be a school bus driver?
  - 2. How is your driving record for the last seven (7) years? (Inform applicant this will be thoroughly checked.) Be sure the applicant has signed a waiver form to be sent to the Department of Motor Vehicle Safety.
  - 3. Are you willing to go through a training program?
  - 4. Have you ever worked with children?
  - 5. Can you drive a manual shift vehicle? (if applicable)
  - 6. Have you ever driven a large vehicle on a regular basis?
  - 7. Do you have another job that you will also be working before or after the bus route?
  - 8. Do you live in this county or school district?
  - 9. Are you willing to work at any time during the day or on short notice?
  - 10. Do you have relatives working for or on the board of education?
  - 11. Are you willing to work as a substitute driver until a full-time position becomes available?
  - 12. Have you ever been convicted of an alcohol/drug related offense?
  - 13. Have you ever been convicted of an act of moral turpitude?

14. Do you have a case pending in criminal court?
15. What was your reason for leaving your last job?

C. Items for Discussion

1. Pay Schedule
2. Working Hours
3. Responsibility of a School Bus Driver
4. Responsibilities of the Board of Education and the School System
5. CDL Requirements
6. Pre-employment drug testing

III. Final Selection

A. Check Accident and Arrest Record of Prospective Driver.

1. State and Federal records check
2. Motor Vehicle Records (MVR)
3. Prior drug and alcohol records if applicable

B. Ask for Reference Letters From Previous Employers.

1. Review and File All Returned Letters

C. Assist Driver to Make Application for CDL

D. Send Prospective Driver for Physical

1. Approval/Disapproval to be Reviewed and Filed

E. Contact Applicant

1. Inform Applicant of Approval/Rejection
2. Inform Applicant of Training Dates and Schedules

NOTE: Substitute drivers should be subjected to the same criteria as regular bus drivers.

## JOB DESCRIPTION

**POSITION:** SCHOOL BUS DRIVER

**GENERAL DUTIES:**

Operate school buses under all types of weather conditions including, but not limited to sun, fog, rain, sleet, hail, snow, and ice. Transport students and other authorized persons on "to and from" school routes in regular, special education, vocational, or extracurricular trips as authorized by the local school system.

**SPECIFIC DUTIES:**

Successfully complete school bus driver training program and courses as prescribed by the state and local boards of education.

Operate the school bus in a safe and efficient manner.

Conduct thorough pre-trip and post-trip inspection of the school bus and its special equipment.

Maintain orderly conduct of student passengers. Report unsafe acts or conditions.

Operate the school bus in accordance with the laws of the State of Georgia and the policies of the state and local boards of education.

Conduct emergency evacuation drills as required by the local school system.

Communicate effectively and professionally with school staff and public.

Complete legible, accurate and required reports in the prescribed manner and on a timely basis.

Provide maximum safety for passengers while on the bus and during loading and unloading.

Clean and service the school bus which includes sweeping, washing, fueling, checking oil and coolant levels, etc., to the extent prescribed by the local school system. Report needed repairs.

Perform other duties as directed by the local school system.

Maintain routes and schedules as planned by the local school system personnel.

Report any hazards along the existing route to the appropriate school official.

**QUALIFICATIONS:**

The minimum age to qualify as a school bus driver is eighteen (18) years of age.

Possess or be able to obtain a valid Commercial Driver's License in either Class A, B, or C depending on the type vehicle to be driven with the proper P and S endorsement, or a valid Class P (Instructional) license. The Class P necessitates that a driver licensed for that type vehicle accompany the person with the instructional permit.

Must pass a physical examination by a licensed Doctor of Medicine or Doctor of Osteopathy within 60 days prior to the date of employment in accordance with the approved examination (DE Form 0514) prescribed by the State Board of Education.

Good moral character.

Minimum of two years driving experience. (does not have to be a school bus)

No addiction to the use of intoxicating liquor or narcotic drugs. Successfully complete a pre-employment drug test.

Mental and emotional stability, which ensures the normal driving competency and efficiency.

Appearance and personality.

## Organizing the Learning Environment

### Overview

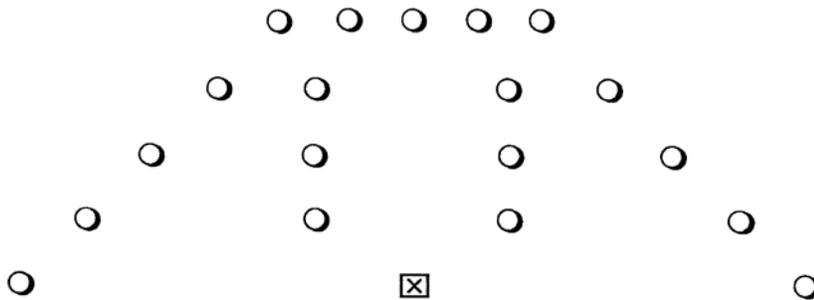
Room arrangement can dramatically affect participants' attitudes toward learning. Participants need an environment that is well organized, motivating, inviting, and comfortable in order to learn effectively. Creating such an environment involves arranging the physical space, materials, and equipment.

### Organizing the Physical Space

The size and shape of the room influences the delivery of the lesson. The flexibility to accommodate both large group and small group activities and to adjust the room to meet the needs of the particular activity is ideal when selecting the physical space.

## THE "U"

*Good for 15 to 20 people*

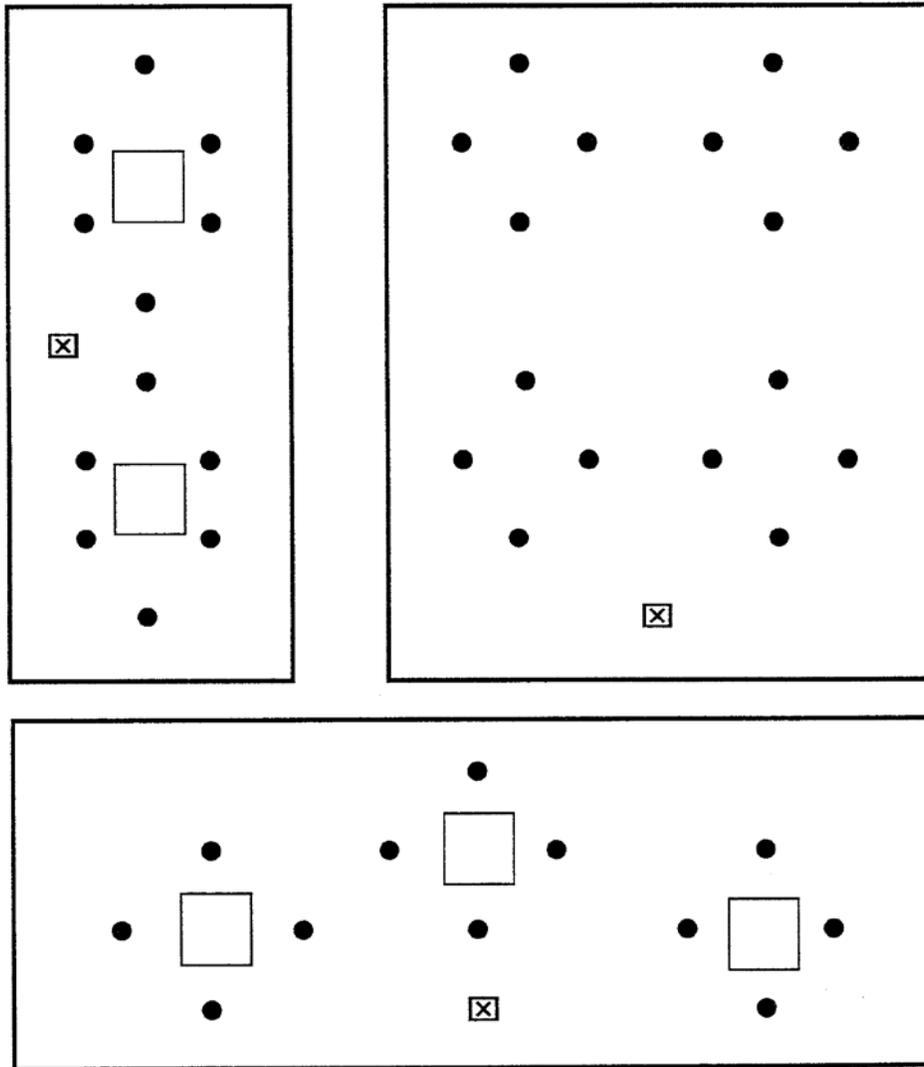


A room with tables arranged in a *U-Shape* and chairs for 20 students is an ideal format for small group lectures. It allows the instructor to interact extensively with participants and use a variety of small group methods. Tables should be large enough for participants to work comfortably. Tables should be arranged so that participants' attention is directed toward the instructor and so that the instructor can move easily among them.

The *U-Shape* arrangement facilitates the use of media. Participants should be able to clearly see whiteboards, screens, presentations and displays. If visuals are used which require a dark room (projection systems or videos), use a room with two settings on the light so that a dim setting can be used during the presentation to allow note taking.

Adapted from: *High-Performance School Teams Leadership Institute Instructor Notebook*.  
Fanning Leadership Center, The University of Georgia, 1997.

# SMALL GROUPS

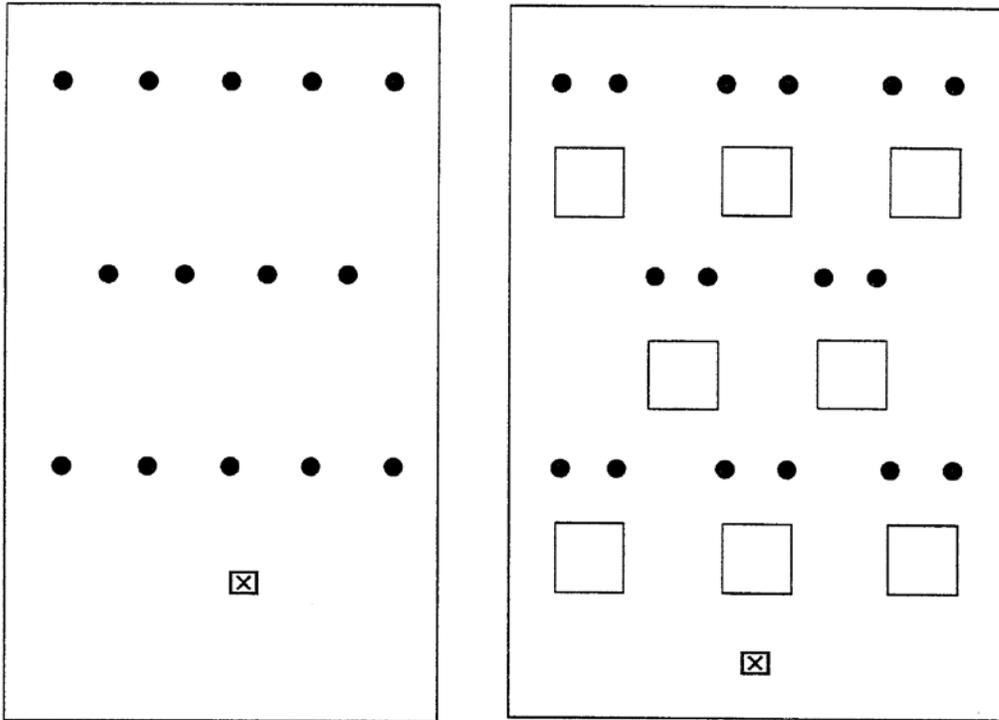


A *Small Group* arrangement is ideal when the lesson calls for discussions about particular topics. It is also ideal for small-group lectures as it allows the instructor to interact extensively with participants and use a variety of small group methods media. For discussions that require the group to monitor its progress, the instructor can assign members roles such as: facilitator, recorder, time keeper. Tables should be large enough so that participants can work comfortably.

The *Small Group* arrangement facilitates the use of media. Participants should be able to clearly see whiteboards, screens, presentations and displays. If visuals are used which require a dark room (projection systems or videos), use a room with two settings on the light so that a dim setting can be used during the presentation to allow note taking.

Adapted from: *High-Performance School Teams Leadership Institute Instructor Notebook*.  
Fanning Leadership Center, The University of Georgia, 1997.

# THE ROW

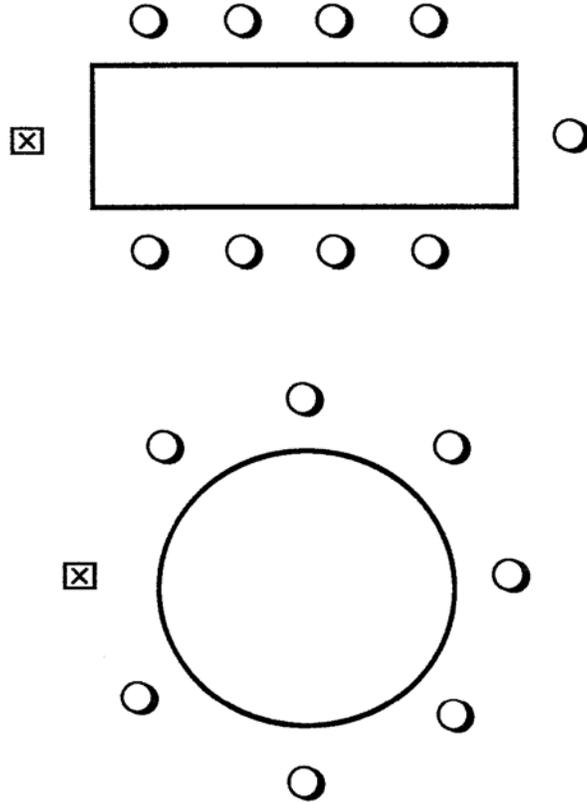


The *Row* is best used when training large numbers of participants. A large room with 100 chairs arranged theater-style with an aisle down the middle makes it possible for the instructor to move up and down the aisle to interact with students. Care must be taken to ensure that participants seated in the back or sides of the room can hear the instructor and that multiple media presentations are large enough to be viewed. Limited interaction among participants is facilitated through use of this arrangement; participants can turn their chairs around to form small groups for discussion.

Adapted from: *High-Performance School Teams Leadership Institute Instructor Notebook*.  
Fanning Leadership Center, The University of Georgia, 1997.

# THE ROUND TABLE

## *Good for 8 to 10 people*



The *Round Table* arrangement is best used when there are 8 – 10 participants in the training. The arrangement facilitates instructor-participant interaction with the instructor becoming part of the group. Those seated next to the instructor often interact less, so the instructor will need to ensure those participants are brought into discussions. If rectangular tables are used, the instructor will need to ensure that participants seated at the corners are not excluded from the discussion and that those seated at the ends do not dominate the discussion.

Participants will need to adjust the location of their chairs to clearly see whiteboards, screens, presentations and displays. If visuals are used which require a dark room (projection systems or videos), use a room with two settings on the light so that a dim setting can be used during the presentation to allow note taking.

Adapted from: *High-Performance School Teams Leadership Institute Instructor Notebook*.  
Fanning Leadership Center, The University of Georgia, 1997.

Regardless of room arrangement, the instructor will want to ensure participant comfort by minimizing noise distractions, maintaining a comfortable temperature, and keeping high traffic areas free of congestion.

## **Organizing Materials**

Appropriate organization of instructional materials greatly enhances the flow of training. Instructor materials should be maintained on a work table located near the instructor at the front of the room.

Participant materials should be located separately from instructor materials.

The instructor should arrange a place near the front of the room so that learning materials can be organized and easily accessible to participants. Having the appropriate quantity of materials is critical. It can be very distracting for participants if there are not enough handouts for everyone. Therefore, have extra copies of handouts available.

Having quality materials is also important. When using PowerPoint presentations, overheads, or flipcharts, make sure that the writing is large enough for the people in the back of the room to see clearly. Many participants prefer to have copies of PowerPoint presentations or overhead transparencies in front of them during the presentation to ease the intensity of note taking.

## **Organizing Equipment**

Having the proper equipment ready to use increases the effective use of instructional time. It can be frustrating for both the instructor and participants if time is wasted trying to find a backup piece of equipment because the one in the room does not work. Check to be sure that all equipment functions properly before beginning the lesson. It is recommended that instructors take some time to practice using the equipment before it is needed and before the participants arrive. Be sure that outlets and extension cords are available as needed. Make sure you have backup light bulbs, markers, flipcharts, and any other supplies that could be consumed during the lesson.

# Planning Checklist

**Class:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Location:** \_\_\_\_\_ **Number of Participants:** \_\_\_\_\_

## Registration

- Table 4x6
- Participant Name Badges
- Participant Attendance Roster
- Pens
- Other

## Room Arrangement

- U Shape
- Small Groups
- Rows
- Rounds
- Extra Chairs
- Lighting
- Temperature
- Noise Level
- Electrical Outlets
- Glasses of Water / Per Participant
- Other

## Instructor Materials

- Table 4x6 and 2x4
- Handouts
- Lesson Plans
- Session Evaluations
- Other

## Participant Materials

- Table 4x6
- Books
- Manuals
- Handouts
- Pads of Paper
- Pencils
- Pens
- Other

## Equipment

- Laptop and computer projection system
- VHS and Monitor
- Microphone
- Podium
- Overhead Projector
- Extra Bulbs
- Slide Projector
- Projection Screen
- Flip Chart Stand
- Easel
- Extension Cords
- Whiteboard
- Other

## Supplies

- Paper for Flip Charts
- Markers for Flip Charts
- Pens for Overhead Projector
- Blank Transparencies
- Extra Pads of Paper
- Extra Pencils
- Extra Pens
- Clear Tape
- Masking Tape
- Paper Clips
- Stapler
- Staples
- Scissors
- Other

## Food

- Breakfast
- Morning Break
- Lunch
- Afternoon Break
- Dinner
- Other

## Lesson Plan Preparation

### Overview

A lesson plan is an outline of important points of a lesson arranged in the order in which they are to be presented. The lesson plan should be detailed enough so that instructors with similar backgrounds can conduct the same course with a minimum of preparation.

The following lesson plan guide is based on the work of Madeline Hunter and includes elements such as **objectives, anticipatory set, teaching, guided practice, closure, and independent practice**. The lesson plan framework is flexible with it being unnecessary to include each element in every lesson plan. A lesson plan template is provided in Appendix A.

### Objectives

Learning objectives are brief, clear, specific statements of what learners will be able to perform at the conclusion of instructional activities. Effective learning objectives highlight expected participant behavior as well as the specific conditions and standards of performance. Following are guidelines for writing learning objectives:

*Behavior* - Write learning objectives in terms of an observable, behavioral outcome; essentially, learning objectives should provide a description of what the student will be able to do. When writing the objective in performance terminology, the selection of an effective action verb is of utmost importance. The use of a clear, targeted verb provides directions about the expectations of student performance at the completion of instructional activities. Because the verb provides the desired direction of emphasis, it is important to choose a verb that is focused and targets a level of performance appropriate for the course. A list of verbs is provided in Appendix B.

*Student-Centered* - All learning objectives should focus on the student. An effective learning objective will explain expectations for student behavior, performance, or understanding. To ensure that learning objectives are student-centered, a good objective should appropriately complete the statement "The student will..."

*Conditions* - Learning objectives should be specific and target one expectation or aspect of understanding and highlight the conditions under which the student is expected to perform the task. The conditions of the objective should communicate the situation, tools, references, or aids that will be provided for the student.

*Standards* - Each learning objective should be measurable and include the criteria for evaluating student performance. Generally, standards provide information to clarify to what extent a student must perform to be judged adequate; thus effective learning objectives indicate a degree of accuracy, a quantity of correct responses or some other type of measurable information. Standards serve the dual purpose of informing students of performance expectations and providing insight as to how achievement of these expectations will be measured. Since students will utilize the standards to guide their performance, be sure to use specific terminology that has limited interpretations and ensure that all students understand the same interpretation.

## Tips for Improving Learning Objectives

- Learning objectives have two parts: an action verb and a content area. Utilize the action verb to specify the desired student performance followed by a specific description of the course-specific content target.
- Keep statements short and focused on a single outcome. This allows instructors to determine whether or not an objective has been met without having to distinguish between partial completion or success.
- To ensure that learning objectives are effective and measurable, avoid using verbs that are vague or cannot be objectively assessed. Use active verbs that describe what a student will be able to do once learning has occurred.
- Learning objectives should be student-focused and target the expected student outcome. To assist in maintaining a student-centered emphasis, start learning objectives with the phrase "The learner/student will be able to. . ."
- Learning objectives should be SMART (specific, measurable, acceptable to the instructor, realistic to achieve, and time-bound with a deadline).
- Include complex or higher-order learning objectives when they are appropriate. Most instructors expect students to go beyond memorization of facts and terminology; learning objectives should reflect instructors' expectations for student performance.
- Utilize learning objectives as a basis for course preparation. Learning objectives should match instructional strategies and assessment requirements.

Source: Park University Faculty Development Website.

[http://captain.park.edu/facultydevelopment/writing\\_learning\\_objectives.htm](http://captain.park.edu/facultydevelopment/writing_learning_objectives.htm)

## Anticipatory Set

One way to engage participants in learning objectives is through the use of anticipatory sets. These are activities or events conducted at the beginning of a lesson that are designed to gain participants' attention. Because they set the stage for learning, anticipatory sets should relate directly to the lesson objective. Anticipatory sets can include stories, questions, demonstrations, visuals, role playing and the like. Warm ups and energizers can also be used to set the stage for learning. Clark (2000) provides a variety of icebreakers, warm-ups, review, and motivator activities that can be modified to serve as learning hooks. Examples can be found in Appendix C or online at <http://www.nwlink.com/~donclark/leader/icebreak.html>

## **Teaching**

Comprised of three phases, this section of the plan focuses on teaching and the types of strategies that will be used for instruction. The **input** phase deals with the content that participants need to have in order to increase their knowledge and skills. The instructor can use a variety of instructional strategies to introduce content including lecture, print media, and nonprint media. Once material has been presented, the instructor moves to the **modeling** phase in which students are shown examples of how to apply new content and skills. Once the material has been presented and the instructor has demonstrated the application of new knowledge and skills, the **checking for understanding** phase begins. The instructor uses questioning techniques to determine whether or not participants understand new concepts and skills before they are allowed to practice the material just covered. Sometimes it is necessary for the instructor to re-teach concepts. When using questioning techniques, the instructor will ask questions that reflect the levels of Bloom's Taxonomy. Clark (2000) provides a variety of activities that can be modified and used to check for understanding. These are provided in Appendix C and online at <http://www.nwlink.com/~donclark/leader/icebreak.html>. To facilitate instructor planning, the following resources are found in Appendix D: Bloom's Taxonomy; Gardner's Theory of Multiple Intelligence; Instructional Strategies Selection Chart, Vella's 12 Principles for Effective Adult Learning, and a variety of graphic organizers. Appendix E contains effective questioning techniques.

## **Guided Practice**

During the guided practice portion of the lesson, participants are provided activities allowing them to practice new knowledge and skills under direct supervision of the instructor. The instructor circulates through the room to observe participants and to determine the level to which participants have mastered the required knowledge and skills. Activities used for guided practice should provide insight into each participant's level of understanding. While group activities are often used, it is important that each member of the group be individually accountable for expectations for learning.

## **Closure**

During closure, the instructor designs activities to ensure that objectives have been met and that participants can effectively internalize, retain, and apply new knowledge and skills.

## **Independent Practice**

The independent practice portion of the lesson provides participants an opportunity to practice new knowledge and skills after they have mastered lesson content. Strategies that can be used for independent practice include individual homework assignments or project-based learning group assignments that reinforce new learning.

Appendix A – Lesson Plan Template

<b>Lesson Plan</b>	
<b>Objectives:</b>	
<b>Standards:</b>	
<b>Anticipatory Set:</b>	
<b>Teaching: Input/Modeling/Checking for Understanding:</b>	
<b>Guided Practice :</b>	
<b>Closure:</b>	
<b>Independent Practice:</b>	
<b>Materials:</b>	
<b>Duration:</b>	

## Appendix B - Behavioral Verbs

A behavioral verb is a word that denotes an observable action, or the creation of an observable product. Verbs such as identify, name, and describe are behavioral because you can observe the act or product of identifying, naming, or describing.

**APPLY A RULE:** To state a rule as it applies to a situation, object or event that is being analyzed. The statement must convey analysis of a problem situation and/or its solution, together with the name or statement of the rule that was applied.

**ASSESS:** To stipulate the conditions by which the behavior specified in an objective may be ascertained. Such stipulations are usually in the form of written descriptions. For obvious reasons, assess is rarely used as a verb in behavioral objectives at the elementary school level.

**CLASSIFY:** To place objects, words, or situations into categories according to defined criteria for each category. The criteria must be made known to the student.

**COMPOSE:** To formulate a composition in written, spoken, musical or artistic form.

**CONSTRUCT:** To make a drawing, structure, or model that identifies a designated object or set of conditions.

**DEFINE:** To stipulate the requirements for inclusion of an object, word, or situation in a category or class. Elements of one or both of the following must be included: (1) The characteristics of the words, objects, or situations that are included in the class or category. (2) The characteristics of the words, objects, or situations that are excluded in the class or category. To define is to set up criteria for classification.

**DEMONSTRATE:** The student performs the operations necessary for the application of an instrument, model, device, or implement. **NOTE:** There is a temptation to use demonstrate in objectives such as, "the student will demonstrate his knowledge of vowel sounds." As the verb is defined, this is improper use of it.

**DESCRIBE:** To name all of the necessary categories of objects, object properties, or event properties that are relevant to the description of a designated situation. The objective is of the form, "The student will describe this order, object, or event," and does not limit the categories that may be used in mentioning them. Specific or categorical limitations, if any, are to be given in the performance standards of each objective. When using this verb in an objective, it is helpful to include a statement to the effect of what the description, as a minimum, must reference.

**DIAGRAM:** To construct a drawing with labels and with a specified organization or structure to demonstrate knowledge of that organization or structure. Graphic charting and mapping are types of diagramming, and these terms may be used where more exact communication of the structure of the situation and response is desired.

**DISTINGUISH:** To identify under conditions when only two contrasting identifications are involved for each response.

**ESTIMATE:** To assess the dimension of an object, series of objects, event or condition without applying a standard scale or measuring device. Logical techniques of estimation, such as are involved in mathematical interpolation, may be used. See MEASURE.

**EVALUATE:** To classify objects, situations, people, conditions, etc., according to defined criteria of quality. Indication of quality must be given in the defined criteria of each class category. Evaluation differs from general classification only in this respect.

**IDENTIFY:** To indicate the selection of an object of a class in response to its class name, by pointing, picking up, underlining, marking, or other responses.

**INTERPRET:** To translate information from observation, charts, tables, graphs, and written material in a verifiable manner.

**LABEL:** To stipulate a verbal (oral or written) response to a given object, drawing, or composition that contains information relative to the known, but unspecified structure of these objects, drawings, or compositions. Labeling is a complex behavior that contains elements of naming and identifying.

**LOCATE:** To stipulate the position of an object, place, or event in relation to other specified objects, places, or events. Ideational guides to location such as grids, order arrangements and time may be used to describe location. Note: Locate is not to be confused with IDENTIFY.

**MEASURE:** To apply a standard scale or measuring device to an object, series of objects, events, or conditions, according to practices accepted by those who are skilled in the use of the device or scale.

**NAME:** To supply the correct name, in oral or written form for an object, class of objects, persons, places, conditions, or events which are pointed out or described.

**ORDER:** To arrange two or more objects or events in accordance with stated criteria.

**PREDICT:** To use a rule or principle to predict an outcome or to infer some consequence. It is not necessary that the rule or principle be stated.

**REPRODUCE:** To imitate or copy an action, construction, or object that is presented.

**SOLVE:** To affect a solution to a given problem, in writing or orally. The problem solution must contain all the elements required for the requested solution, and may contain extraneous elements that are not required for solution. The problem must be posed in such a way that the student that the student is able to determine the type of response that is acceptable.

**STATE A RULE:** To make a statement that conveys the meaning of the rule, theory or principle.

**TRANSLATE:** To transcribe one symbolic form to another of the same or similar meaning.

Source: <http://www.adprima.com/examples.htm>

## Appendix C

### Icebreakers

The Magic Wand: You have just found a magic wand that allows you to change three work related activities. You can change anything you want. How would you change yourself, your job, your boss, coworkers, an important project, etc.? Have them discuss why it is important to make the change. Another variation is to have them discuss what they would change if they become the boss for a month. This activity helps them to learn about others' desires and frustrations.

Marooned: You are marooned on an island. What five (you can use a different number, such as seven, depending upon the size of each team) items would you have brought with you if you knew there was a chance that you might be stranded. Note that they are only allowed five items per team, not per person. You can have them write their items on a flip chart and discuss and defend their choices with the whole group. This activity helps them to learn about other's values and problem solving styles and promotes teamwork.

The ADDIE Game (Analysis, Design, Development, Implement, Evaluate): Make up a reasonable problem scenario for your organization where people need to get introduced, e.g. *"The manufacturing department is bringing in 20 temporaries to help with the peak season. They want us to build a short activity that will allow the permanent employees to meet and introduce themselves to the temporaries."* Break the group into small teams. Have them to discuss and create a solution:

1. Analyze the problem - Is it a training problem? If they decide that it is not a training problem, then remind them that most problems can be solved by following an ADDIE type approach. Perform a short task analysis - How do people get to know each other?
2. Design the activity - Develop objectives, sequence.
3. Develop the activity - Outline how they will perform the activity and try it.

This activity allows them to learn about each other's problem solving styles and instructional development methods. It also introduces the members to each other. This method can also be used to introduce the ADDIE method to new trainers. Time - about 60 minutes.

### Reviews

Frame Game: Give each learner four blank cards and instruct them to fill in four different responses on the subject: "What were main topics or learning points of the material we just covered?" Give them about five minutes to complete the exercise, then collect the cards, shuffle them, and randomly deal three cards to each learner. (Note: If desired, the trainer can make up four cards of her own, but they should be philosophically unacceptable with the principles presented.) Ask everyone to read the cards they just

received, and then to arrange them in order of personal preference. Place the extra cards on the table and allow them to replace the cards in their hand that they do not like. Next, ask them to exchange cards with each other. They must exchange at least one card. After about three minutes, form them into teams and ask each team to select the three cards they like the best. Give them time to choose, then have them create a graphic poster to reflect the final three cards. Select or vote on best poster that best represents the topic. Note: Based on a game framework by Thiagi

Rearrange the Classroom (Change): Prior to class, set the desks up in the old "traditional" classroom row style. Except, that you should set your stage (podium, flip chart, etc.) in the back of the class. Start your presentation (you will be behind them, facing their backs). Explain to them that this is how a lot of change is implemented in organizations. The leaders get behind their employees and attempt to "push" them into change. And the attempt to change is about as successful as trying to conduct a class this way. Also, point out that this is how a lot of traditional organizations are set up, in nice even rows (departments), where it is hard to communicate and learn from each other. But, real teams develop when we break out of our boxes and design organizations that have cross functional teams working with each other. Ask them to rearrange the room so that real learning, communication, and teamwork can take place. Depending upon your learners, you might have to give them a few pointers to get started, but then get out of the way. During the next break or after lunch, have them rearrange the room again, using some of the techniques that they learned. This can be repeated several more times, depending upon the length of the presentation. But, each time they change the setting, it needs to reinforce something that they previously learned.

Toy Story: Using Legos, Tinker Toys, clay, log cabins, etc., have each person or small group build a model of the main concept that they have just been presented. After a given time period, have each person or team present their model to the group. They should describe how their model relates to their work or the subject being taught. Encourage creativity!

### **Warm Up / Wake Up**

Ball Toss: This is a semi-review and wake-up exercise when covering material that requires heavy concentration. Have everyone stand up and form a resemblance of a circle. It does not have to be perfect, but they should all be facing in, looking at each other. Toss a nerf ball or bean bag to a person and have tell what they thought was the most important learning concept was. They then toss the ball to someone and that person explains what they thought was the most important concept. Continue the exercise until everyone has caught the ball at least once and explained an important concept of the material just covered.

Process Ball: This is similar to the above exercise, but each person tells one step of a process or concept when the ball is tossed to them. The instructor or learner, in turn, writes it on a chalkboard or flip chart. For example, after covering "Maslow's Hierarchy

of Needs," you would start the ball toss by having everyone give one step in the pyramid of needs, e.g. Safety, Physiological, Esteem, etc.

## **Motivators**

Positive Reinforcement Cards: Whenever a learner arrives to class on time from breaks, lunch, etc. give them one playing card. You can also hand out cards to people who volunteer for activities, are helpful, answers a difficult question, etc. At the end of the day, play one hand of poker. Give a small prize to the best hand (you can also pick the top two or three hands if you want to give away more prizes). Note that the more cards a person has, the better the chance of winning.

Calm Down!” Sometimes the problem is not warming up, but the need to calm or "come down" to reality after some intensive material is presented. Also, to get the full benefit of new material, some "introspective time" is needed. Have the learners lay their heads on their desks or get in a comfortable position. Then, have them reflect on what they have just learned. After about five minutes, say a key word or short phrase and have them reflect on it for a couple of minutes. Repeat one or two more times then gather the group into a circle and have them share what they believe is the most important points of the concept and how they can best use it at their place of work. Note: This may seem like slack time to many, but reflection is one of the most powerful learning techniques available! Use it!

## Appendix D - Bloom's Taxonomy

The work of Benjamin Bloom found that learning falls within three domains including cognitive (knowledge), affective (attitude), and psychomotor (skills). Each of the three domains is divided from the simplest to most complex. The goal of instruction is for participants to leave training with new knowledge, attitudes, and skills. The taxonomy will be beneficial in planning instructional strategies for lessons. The following charts were developed by Clark and can be obtained online at <http://www.nwlink.com/~donclark/hrd/bloom.html>

**Cognitive (Knowledge):** The cognitive domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories, which are listed in order below, starting from the simplest behavior to the most complex. The categories can be thought of as degrees of difficulties. That is, the first one must be mastered before the next one can take place.

Knowledge: Recall of data.	Examples: Recite a policy. Quote prices from memory to a customer. Knows the safety rules.  Key Words: defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.
Comprehension: Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.	Examples: Rewrites the principles of test writing. Explain in one's own words the steps for performing a complex task. Translates an equation into a computer spreadsheet.  Key words: comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.
Application: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the workplace.	Examples: Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test.  Key Words: applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.
Analysis: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.	Examples: Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training.  Keywords: analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.
Synthesis: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.	Examples: Write a company operations or process manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem. Revises and process to improve the outcome.  Keywords: categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.

Evaluation: Make judgments about the value of ideas or materials.

Examples: Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget.

Keywords: appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports.

Affective (Attitude): This domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. The five major categories listed in order are:

<p>Receiving phenomena: Awareness, willingness to hear, selected attention.</p>	<p>Examples: Listen to others with respect. Listen for and remember the name of newly introduced people.</p> <p>Keywords: asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses.</p>
<p>Responding to phenomena: Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).</p>	<p>Examples: Participates in class discussions. Gives a presentation. Questions new ideals, concepts, models, etc. in order to fully understand them. Know the safety rules and practices them.</p> <p>Keywords: answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.</p>
<p>Valuing: The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.</p>	<p>Examples: Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences (value diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment. Informs management on matters that one feels strongly about.</p> <p>Keywords: completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.</p>
<p>Organization: Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating a unique value system. The emphasis is on comparing, relating, and synthesizing values.</p>	<p>Examples: Recognizes the need for balance between freedom and responsible behavior. Accepts responsibility for one's behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self.</p> <p>Keywords: adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.</p>
<p>Internalizing values (characterization): Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).</p>	<p>Examples: Shows self-reliance when working independently. Cooperates in group activities (displays teamwork). Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a daily basis. Revises judgments and changes behavior in light of new evidence. Values people for what they are, not how they look.</p> <p>Keywords: acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.</p>

**Psychomotor (Skills):** The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques. The seven major categories listed in order are:

<p>Perception: The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.</p>	<p>Examples: Detects non-verbal communication cues. Estimate where a ball will land after it is thrown and then moving to the correct location to catch the ball. Adjusts heat of stove to correct temperature by smell and taste of food. Adjusts the height of the forks on a forklift by comparing where the forks are in relation to the pallet.</p> <p>Keywords: chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects.</p>
<p>Set: Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).</p>	<p>Examples: Knows and acts upon a sequence of steps in a manufacturing process. Recognize one's abilities and limitations. Shows desire to learn a new process (motivation). NOTE: This subdivision of Psychomotor is closely related with the "Responding to phenomena" subdivision of the Affective domain.</p> <p>Keywords: begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers.</p>
<p>Guided response: The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.</p>	<p>Examples: Performs a mathematical equation as demonstrated. Follows instructions to build a model. Responds hand-signals of instructor while learning to operate a forklift.</p> <p>Keywords: copies, traces, follows, react, reproduce, responds</p>
<p>Mechanism: This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.</p>	<p>Examples: Use a personal computer. Repair a leaking faucet. Drive a car.</p> <p>Keywords: assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.</p>
<p>Complex Overt Response: The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance. For example, players are often utter sounds of satisfaction or expletives as soon as they hit a tennis ball or throw a football, because they can tell by the feel of the act what the result will produce.</p>	<p>Examples: Maneuvers a car into a tight parallel parking spot. Operates a computer quickly and accurately. Displays competence while playing the piano.</p> <p>Keywords: assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches. NOTE: The key words are the same as Mechanism, but will have adverbs or adjectives that indicate that the performance is quicker, better, more accurate, etc.</p>
<p>Adaptation: Skills are well developed and the individual can modify movement patterns to fit special requirements.</p>	<p>Examples: Responds effectively to unexpected experiences. Modifies instruction to meet the needs of the learners. Perform a task with a machine that it was not originally intended to do (machine is not damaged and there is no danger in performing the new task).</p> <p>Keywords: adapts, alters, changes, rearranges, reorganizes, revises, varies.</p>
<p>Origination: Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.</p>	<p>Examples: Constructs a new theory. Develops a new and comprehensive training programming. Creates a new gymnastic routine.</p> <p>Keywords: arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates.</p>

## Appendix D - Instructional Strategy Selection Chart

<b>Instructional Strategy</b>	<b>Cognitive</b>	<b>Affective</b>	<b>Psychomotor</b>
<b>Lecture, reading, audio/visual, demonstration, or guided observations, question and answer period</b>	1. Knowledge	1. Receiving phenomena	1. Perception 2. Set
<b>Discussions, multimedia CBT, Socratic didactic method, reflection.</b>  <b>Activities such as surveys, role playing, case studies, fishbowls, etc.</b>	2. Comprehension 3. Application	2. Responding to phenomena	3. Guided response 4. Mechanism
<b>On-the-Job-Training (OJT), practice by doing (some direction or coaching is required), simulated job settings (to include CBT simulations)</b>	4. Analysis	3. Valuing	5. Complex response
<b>Use in real situations. Also may be trained by using several high level activities coupled with OJT.</b>	5. Synthesis	4. Organize values into priorities	6. Adaptation
<b>High interest (hard to train to these levels because they take more time than normal classroom periods allow).</b>  <b>Normally developed on own through self-study or learning through mistakes, but mentoring and coaching can speed the process.</b>	6. Evaluation	5. Internalizing values	7. Origination

Source: Don Clark. <http://www.nwlink.com/~donclark/hrd/bloom.html>

## **Appendix D - Gardner's Theory of Multiple Intelligences**

The work of Howard Gardner suggests that intelligence is multifaceted and that all individual learners possess each of the following intelligences in varying amounts. By addressing the multiple intelligences of participants through the use of diverse teaching methods, the instructor can more effectively communicate the information being taught.

**Verbal-Linguistic Intelligence** – well developed verbal skills and sensitivity to the sounds, meanings, and rhythms of words

**Mathematical-Logical Intelligence** – ability to think conceptually and abstractly, and capacity to discern logical or numerical patterns

**Musical Intelligence** – ability to produce and appreciate rhythm, pitch, and timbre

**Visual-Spatial Intelligence** – capacity to think in images and pictures, to visualize accurately and abstractly

**Bodily-Kinesthetic Intelligence** – ability to control one's body movements and to handle objects skillfully

**Interpersonal Intelligence** – capacity to detect and respond appropriately to the moods, motivations, and desires of others

**Intrapersonal Intelligence** – capacity to be self-aware and in tune with inner feelings, values, beliefs, and thinking processes

**Naturalist Intelligence** – ability to recognize and categorize plants, animals, and other objects in nature

Source: [http://www.education-world.com/a\\_curr/curr054.shtml](http://www.education-world.com/a_curr/curr054.shtml)

## Appendix D – Vella’s 12 Principles for Effective Adult Learning

**Needs Assessment:** Participation of the learner in naming what is to be learned  
**Safety** in the environment between teacher and learner for learning and development  
**A sound relationship** between teacher and learner for learning and development  
Careful attention to **sequence** of content and **reinforcement**  
**Praxis:** Action with reflection learning by doing  
**Respect for learners** as subjects of their own learning  
Cognitive, affective, and psychomotor aspects: **ideas, feelings, actions**  
**Immediacy** of the learning  
**Clear roles** and role development  
**Teamwork:** Using small groups  
**Engagement** of the learners in what they are learning  
**Accountability:** How do they know they know

Source: Vella, J. (1994). *Learning to listen, learning to teach*. San Francisco: Jossey-Bass, 3-22.



Name: \_\_\_\_\_

Subject: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

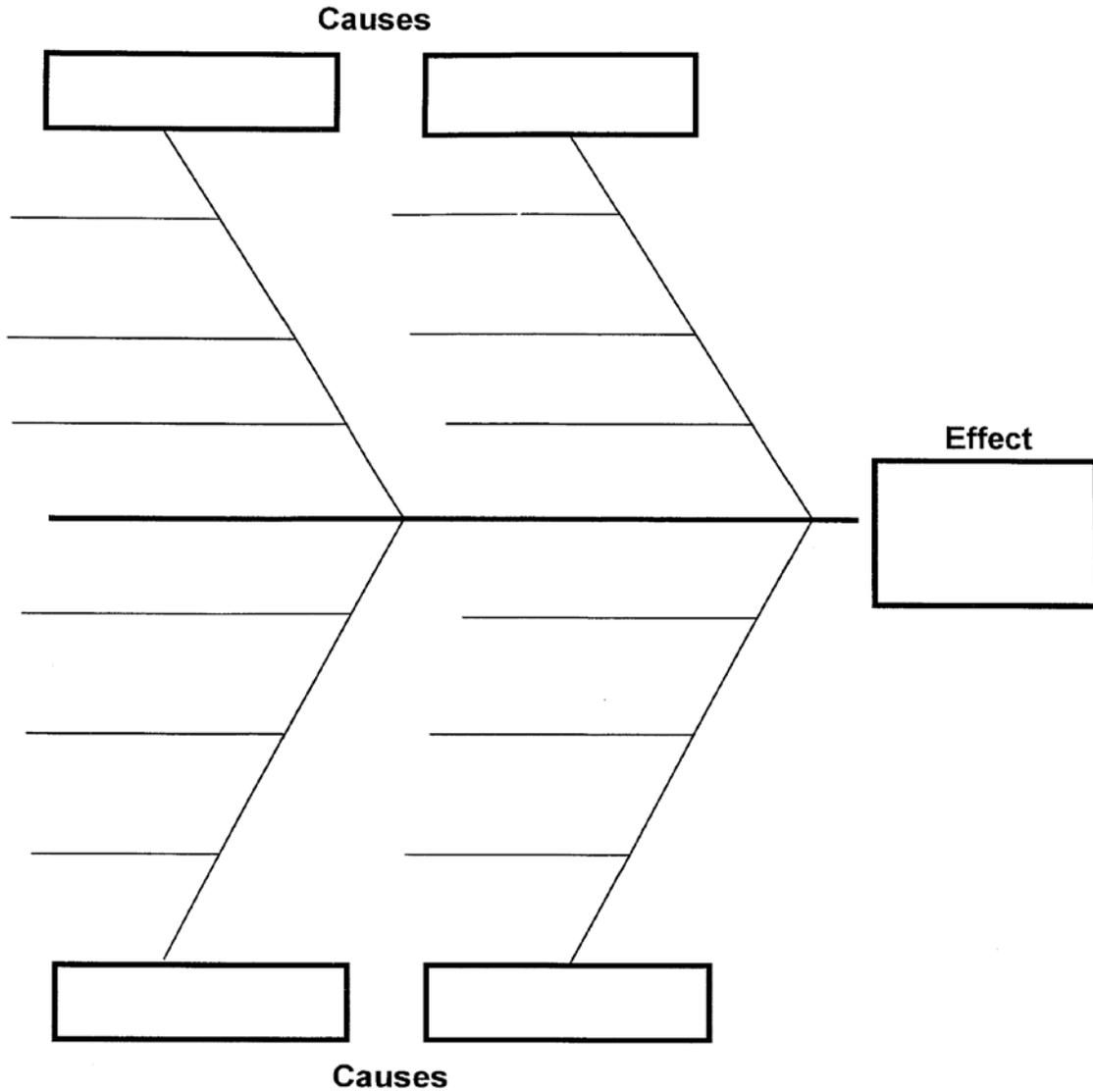
Date: \_\_\_\_\_

<b>K</b> <i>What I Know</i>	<b>W</b> <i>What I Want To Learn</i>	<b>L</b> <i>What I Have Learned</i>

Powered by TeAch-nology.com- The Web Portal For Educators! ([www.teach-nology.com](http://www.teach-nology.com))

**Fish Bone (Cause / Effect)**

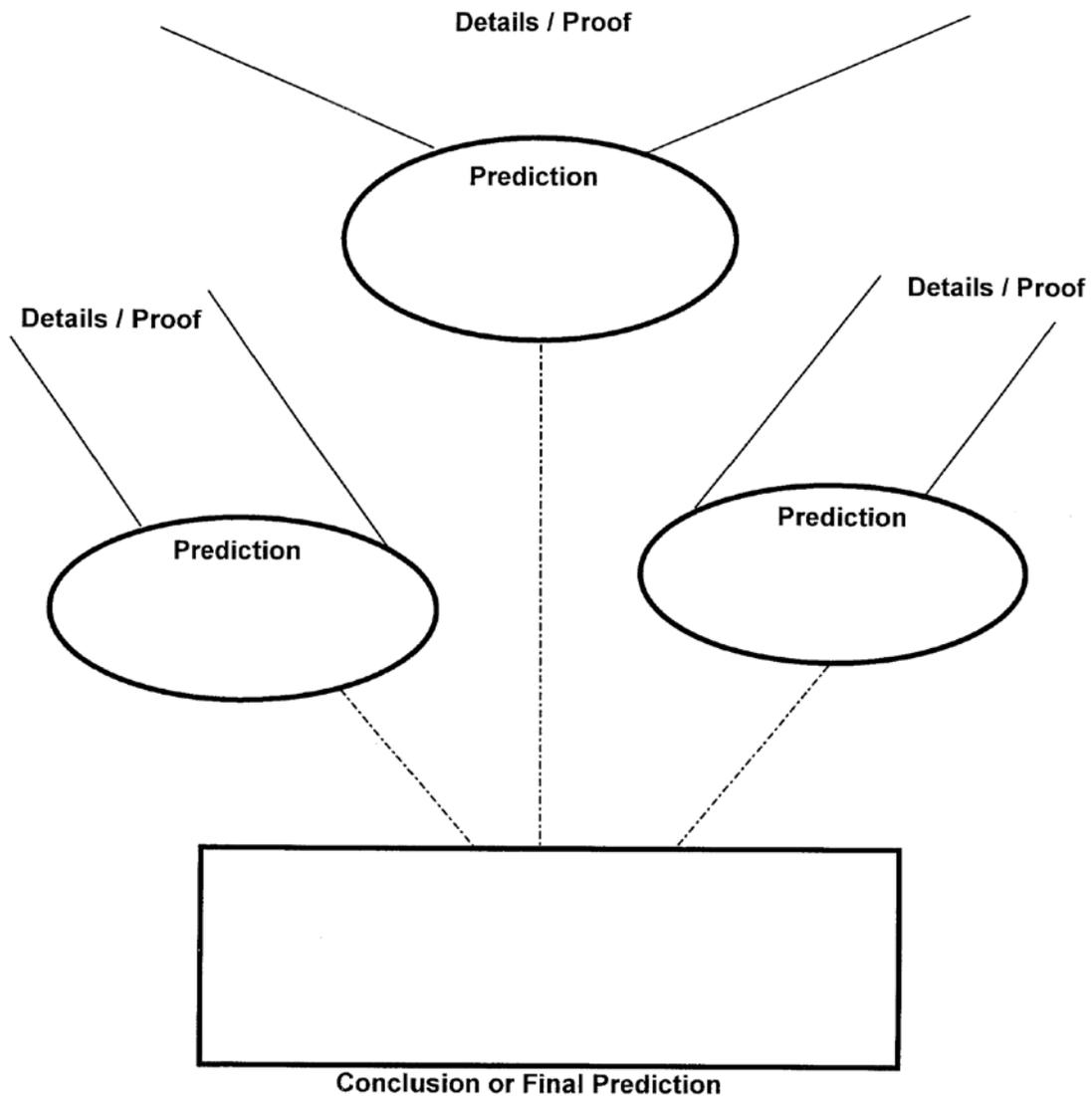
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## Prediction Tree Model (Deduction)

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1. Solid Lines Are Details / Proof      2. Ovals Are Predictions      3. Box is Conclusion
- Directions: 1. Students Read and Note Details, Facts, Proof .  
2. Read, Gather Details, Facts, Proof and Make Predictions  
3. Make Conclusion or Final Prediction

## References for Graphic Organizers

<http://www.venndiagram.com/toptenvenn.html>  
<http://www.venndiagram.com/vennworksheet.gif>  
<http://www.teach-nology.com/cgi-bin/venn.cgi>  
[http://www.teach-nology.com/web\\_tools/graphic\\_org/kwl/](http://www.teach-nology.com/web_tools/graphic_org/kwl/)  
<http://www.teach-nology.com/cgi-bin/kwl.cgi>  
<http://www.teach-nology.com/cgi-bin/concept.cgi>  
Learning Concepts Inc. [www.learningconcepts.org](http://www.learningconcepts.org)

## Appendix E

Learning is an active process which usually involves student participation so that the instructor can obtain feedback. Using questioning has the following advantages:

- Participant interest is increased
- Participant thinking is stimulated
- The instructor obtains feedback and can adjust instruction
- Participants often indicate their attitude
- Participants make contributions to the instruction
- Questioning provides emphasis and reinforces main points
- Questioning checks the effectiveness of the instruction

Instructors should remember that a good question has a specific purpose. Many questions may be started with who, what, where, when, why, or how requiring a definite answer and emphasizing one point at a time. In asking questions, the instructor should address the questions to the entire class before designating a participant to answer. To stimulate thinking, the instructor should pause briefly between asking the questions and calling on a participant. Questions should be distributed equitably among class members for better participation.

Content of questions should adhere to the following guidelines:

- Have a specific purpose
- Be clear and concise
- Emphasize one point only
- Require a definite answer
- Relate to the how and why
- Stress vital points

Remember a proven method of questioning is to:

- Ask the question
- Pause briefly
- Call on participants
- Recognize participant response

## Effective Delivery of the Lesson

### Overview

Effective delivery techniques are critical to the success of an oral presentation. The most common method of classroom training is the traditional lecture method, whereby the trainer talks and the participants listen. Lecturing can be effective when concepts need to be conveyed. However, exclusive use or over-use of lecturing can be boring and ineffective. Lecturing should be used in conjunction with other techniques which allow the learner to participate more actively in the learning.

Lecture is appropriate when:

- Disseminating information quickly to a large audience
- Presenting new information before using other media or activities (e.g., a brief lecture before playing a videotape)
- Providing an overview of a topic
- Arousing interest in a topic

Lecture is not appropriate when:

- Presenting complex, detailed or abstract information
- Dealing with information concerning feelings and attitudes
- Training in psychomotor (hands-on) skills
- Teaching high-level cognitive skills (e.g., synthesis and evaluation)

### Lecture Components

The key to an effective lecture is breaking it into parts and using a variety of approaches within each component. The three main parts of a lecture are the **introduction, body and summary**.

The purpose of the **introduction** is to capture the interest and attention of the students. It can also serve to make participants aware of the instructor's expectations and encourage a positive learning climate. A good introduction is critical to the success of a lecture. Tips for creating an effective introduction follow:

- Review lecture objective(s)
- Ask a rhetorical question
- Ask for a show of hands in response to a general question
- Ask a series of questions related to the lecture topic
- Use an interesting or famous quotation
- Relate the topic to previously covered content
- Use a case study or problem-solving activity
- Use a videotape or other media

- Show an appropriate cartoon with the overhead
- Make a provocative statement to encourage discussion
- Give a demonstration
- Use a game or role play
- Relate the topic to future work experiences
- Share a personal experience
- Relate the topic to a real-life experience

The instructor can then make a smooth transition into the body of the lecture once the attention of the participants has been captured with an interesting introduction. The **body** of the lecture contains the core of the information to be transferred to the participants. The use of strategies such as brainstorming, discussions, problem-solving activities, case studies and games make the lecture more interactive.

The purpose of the lecture **summary** is to draw together the critical information presented and ensure that participants leave the lesson with a clear understanding of this information. The summary should be brief and address only main points. There are several techniques which can be used to summarize a lecture:

- Ask the participants for questions. This gives them an opportunity to clarify their understanding of the content.
- Ask questions of the participants. Several questions which focus on the main points of the content may be used to summarize the content of the lecture.
- Use a PowerPoint slide or flipchart to review the summary points.

### **The Use of Discussion**

Discussion promotes more active involvement of the participants. Discussion is used in an informal setting where all participants can apply their prior experience and knowledge to the topic at hand. It is important for the instructor to keep discussions focused and to involve all participants. Discussions are least effective when they are dominated by one or two people in the group. When using this method, the instructor should summarize the group's conclusions in writing on a flipchart or whiteboard.

### **The Use of Demonstration**

If instruction focuses on a process or a technique, it is often more effective to show participants how to do it rather than trying to explain it. When at all possible, it is also good to let the participants practice doing it themselves, so that when they return to their jobs, they already have some experience with it. When using demonstration, it is advisable to provide handout materials detailing the process so that participants have something to reference if they need a refresher when they are back on the job.

### **Case Studies, Dramatization, and Role Playing**

Case studies can be used alone and simply discussed, or they can be used in conjunction with role playing or dramatization. Case studies must, however, be realistic. Dramatization is often used to demonstrate job techniques whereas role playing often focuses on feelings as motivators, and is commonly used in solving personnel or human relation issues. An instructor who uses these techniques should have a high level of interpersonal skills, respect from the participants, and experience in dealing with groups so as to keep control of the situation.

## **Presentation Techniques**

The skilled instructor uses a variety of approaches to involve participants, maintain interest and avoid a repetitive lecturing style. A number of techniques can be used to make a lesson more interactive and effective:

- Use the lecture notes prepared during the planning stage. The notes include reminders and key points in the lecture introduction, body and summary.
- Open the lecture with a good introduction designed to capture the interest and attention of the participants.
- Communicate on a personal level. The instructor should attempt to relate to the participants during the lecture.
- Maintain eye contact with the participants. Eye contact gives the instructor feedback on how well participants understand the content and helps to communicate a caring attitude on the part of the instructor.
- Exhibit enthusiasm about the topic. Smiling, moving around the room and gesturing with hands and arms project a feeling of energy and excitement.
- Project the voice so that those in the back of the room can hear clearly. For large lecture halls, use a microphone if necessary, with a long cord that will permit movement around the room.
- Avoid the use of slang or repetitive words, phrases or gestures that may become distracting with extended use. Avoid the use of fillers (e.g., “um,” “er,” “you know”).
- Use a variety of multiple media.
- Ask a number of questions and encourage participants to ask questions.
- Provide positive feedback when participants ask questions, answer questions or make comments. Use participants’ names as often as possible.
- Display a positive use of humor.
- Make smooth transitions between parts of the lecture. These transitions should be highlighted in the lecture notes and might include:
  - A brief overview of the next topic
  - A review of the agenda between topics
  - A change of media
  - An interim summary before a new topic
  - An activity (case study or problem-solving activity)
  - Close the lecture with a brief but powerful summary

## **Tips to Reduce Presentation Anxiety**

- Avoid eating a big meal before the lecture. Not only will a full stomach make you drowsy, but it makes it more difficult to move around the room with energy.
- Arrive early to make sure that everything is ready before the first participant arrives.
- Make sure all of the media equipment is working.
- Locate and check the lighting and temperature controls.
- Decide where the lecture notes will be placed (e.g., on a lectern, desk, table) when they are not being held.
- Have a glass of water available during the lecture.
- Go for a short walk just before the lecture.
- Look over your lecture notes one last time.
- Greet participants as they enter the room. Shake their hands, welcome them to the lecture and talk to as many of them as possible.
- Take a few deep breaths to relax before beginning the lecture.

## Using Multiple Media

### Why Use Multiple Media

Lesson content is greatly enhanced when multiple media are used to support instruction. Research indicates that visual aids increase the persuasiveness of the instructor and increase participant retention of information by about 10%. Further, participants comprehend 87% of the information when multiple media is used as opposed to about 7% when presented only in an oral format. Multiple media is best used to:

1. Reinforce a point
2. Show what something looks like
3. Illustrate relationships
4. Show information patterns
5. Present figures or graphs
6. Summarize key points

### Tips for Developing Effective Multiple Media

1. Try to limit visuals to about 40 words and use large, bold letters that can easily be seen from the back of the room. Sans serif fonts such as Ariel and Comic Sans MS are more readable than serif faces such as Times New Roman. Feel free to use italics, boldfaces and colors to embellish points. Make sure that format is consistent.
2. Language should be punchy and concise with "you" appeal. Condense paragraphs into sentences, sentences into phrases and phrases into key words. Use bullets to highlight key ideas. Avoid using full stops at the end of your bullets except at the end of quoted statements.
3. Use pictures or designs to quickly and colorfully convey an idea. The advent of clip art has made conceptual visuals commonplace but do not use clip art just to have clip art.
4. Charts and graphs are useful to show relationships among variables at a glance. Whether you use a line, bar, pie, organizational, flow or table chart, remember to focus on the message, not the numbers.
5. Once you have compiled your presentation, check it and double check it. Little undermines your credibility faster than typos, misspellings and factual errors.
6. When your presentation is finished, it is time to start practicing. Pace yourself. The average time a slide should be on screen is 40 to 90 seconds. Keep in mind, the average attention time span of an audience can be as low as 8 minutes.
7. And one final way to ensure your messages leave the meeting room - have hard copies of your presentation available as handouts.

### PowerPoint Presentation Tips and Techniques

#### Maintain good eye contact

Scan the audience and establish constant eye contact. Only talk when you're looking at someone; work the whole room; a good rule of thumb is no more than two seconds on each member of the audience. And remember, never talk to the screen and turn your back on the audience.

**Take a stand**

If the setup allows, stand on the left side of the room, or the left side from the audience's point of view, at a 45-degree angle to the room. This establishes a non-threatening stance and opens your body to the screen when you need to gesture or move.

**Vary your speaking volume**

When you practice in an empty room, adjust your voice level accordingly for a full room. Deliver the presentation just slightly above the conversational mode, louder than you think you should. As you increase volume, you automatically increase inflection.

**Use pauses**

Say a phrase and pause, then say a phrase and pause. Each pause gives you a chance to make eye contact, to breathe, or to take a moment to think. When you slow down, you gain control.

**Don't read your presentation**

When you write your presentation, make sure it's written for the ear - with shorter sentences, action verbs and simple grammar. Get comfortable with your material so you aren't dependent on notes or reading a script. If you use notes, keep them short, highlight points you want to make, and use them as memory joggers, not script.

**Connect with your audience**

Successful presenters enjoy their topic and share their enjoyment with the audience. Establish a personal connection with your audience. Be enthusiastic about your subject; you won't get enthusiasm from people unless you *give* enthusiasm to them.

**Designing PowerPoint Presentations**

On the following pages is a Microsoft PowerPoint tutorial.

## Georgia Laws for School Bus Operation

### Objectives

The school bus driver should be able to:

1. Have an understanding of the laws that govern the operation of a school bus in Georgia.
2. Understand the importance of the laws as they apply to the safe operation of a school bus.
3. Have an understanding of the Georgia Board of Education Rules.

### ***Performance Standard:***

***The trainee shall be able to correctly respond to each law that governs the operation of a school bus in Georgia.***

### Topics

1. Introduction
2. Review the relevant laws in the Georgia 20 Code Section.
3. Review the relevant laws in the Georgia 40 Code Section
4. Review the Georgia Board of Education Rules concerning student transportation.

## GEORGIA EDUCATION LAWS

### **20-2-188. Student Transportation**

(a) The amount of funds needed by a local unit of administration to pay expenses of student transportation shall be calculated by the State Board of Education in accordance with a schedule of standard transportation costs to be incurred by local units of administration in the operation of economical and efficient student transportation programs and a schedule of variable transportation costs or variable cost factors dependent upon prevailing circumstances which affect, in varying ways, the cost of student transportation authorized by this Code section; provided, however, that the amount of funds to be actually distributed to any local unit of administration under this Code section during any school year shall not exceed the actual costs incurred by the local unit in transporting students to and from public schools, including costs for transportation for disabled or limited-English-proficient students who must travel across local school system lines or away from the school to which they would normally be assigned if they did not have such special needs. It is further provided that the costs of the regular student transportation program receive full funding before funds are provided for transportation of students to and from places for the purpose of work experiences, training in instructional laboratories outside the assigned schools, and in other such field trips required of or integral to the various instructional components of the educational program. In establishing the schedule of standards and variable student transportation costs or cost factors, the state board is, without limiting the generality of the foregoing, authorized to consider factors and circumstances such as the number and density of students transported in the local unit of administration and the areas therein served by school buses; the suitability of school bus routes in the local unit; the suitability of the type and number of buses used by the local unit; the number of miles traveled by school buses in the local unit; minimum bus loads; transportation surveys, cost of transportation equipment, and depreciation schedules; the schedule of minimum salaries for school bus drivers established in accordance with subsection (b) of this Code section; the number of school bus drivers allotted to the local unit; maintenance, repair, and operating costs of transportation equipment; climate and terrain; condition of roads used for the purpose of transporting students in the local unit; cost of liability insurance; cost of safety instruction and training for both bus drivers and students; and such other factors and circumstances as the state board may find relevant for the purpose of establishing such schedules and cost factors. The state board shall have authority to establish minimum requirements and standards respecting use of funds allotted under this Code section.

(b) The State Board of Education shall establish a schedule of uniform minimum salaries that shall be paid by local units of administration to drivers of school buses, regardless of type of ownership, which shall be not less than the amount appropriated by the General Assembly each year but not less than \$500.00 per month for 12 months. The minimum salary schedule shall not apply to drivers of cars and other vehicles not designated as school buses. Local units of administration shall not pay to any bus driver in their employment salaries less than those prescribed by the uniform minimum salary schedule but shall have the authority to supplement such salaries. The expense of purchasing, maintaining, and operating such buses, regardless of type of ownership, shall not be considered in establishing the schedule of uniform minimum salaries for school bus drivers. The schedule of uniform minimum salaries shall be used as a

standard cost item for the purpose of calculating the expense of student transportation under subsection (a) of this Code section. This subsection shall not apply to student or teacher drivers.

(c) To the extent that the State Board of Education obtains a state-bid price under subsection (b) of Code Section 20-2-168 on any standard item of equipment, supply, or service used or obtained by local units of administration in connection with or as a result of providing transportation services to students attending the public schools of such local units or on any other standard expense incurred by local units, the standard transportation cost or allowance to be attributed to such item or expense under subsection (a) of this Code section shall be based upon an amount not in excess of the state-bid price on such item or expense.

(d) Students who live beyond one and one-half miles from the school to which they are assigned, according to the nearest practical route by school bus, shall be eligible to be counted as transported students for the purpose of calculating that portion of the expense of student transportation associated with transporting students from home to school and from school to home as authorized under subsection (a) of this Code section, provided such students are actually transported to such school by school bus or other vehicle made available for this purpose by the local unit of administration. Any student who resides within such mileage limitation shall not be eligible to be counted for school transportation state-aid purposes, with the exception of disabled students being transported.

(e) The State Board of Education shall establish and require adherence to minimum specifications for vehicles used or contracted to be used by local units of administration for transporting students, taking into account the factors and circumstances set forth in subsection (a) of this Code section, and shall establish and require adherence to minimum standards and requirements respecting maintenance, repair, inspection, and use of such vehicles and minimum qualifications for the drivers of such vehicles. The state board shall require, monitor, and fund a program of safety instruction in the practices of safe riding and emergency bus evacuation drills for both school bus drivers and students riding school buses.

(f) The State Board of Education shall have the authority to allot funds for the transportation of all public school students residing on Sapelo Island to the mainland of the state for the purpose of attending school on the mainland.

(g) The State Board of Education shall adopt policies, procedures, regulations, and other such requirements for transportation and for payment of all transportation costs pursuant to subsections (a) through (e) of this Code section for all students with special needs identified by the various local units of administration. Further, the state board shall allot funds to local units of administration for transportation costs for those students authorized by such local units of administration to attend schools and programs of other local units.

(h) The State Board of Education shall adopt policies and regulations relative to vehicles used for the transportation of students with special needs.

(i) Notwithstanding the provisions of subsections (a) through (h) of this Code section, funds to pay the expenses of student transportation shall be paid to an independent school system only when requested by the board of education of such independent school system. Any funds for

student transportation costs shall be specified by the board of education of the independent school system in its budget prepared pursuant to subsection (c) of Code Section 20-2-167 and, if not budgeted therein, no expenses for student transportation shall be payable to the independent school system for the fiscal year covered by such budget. No provision of this article shall be construed to require the board of education of any independent school system to furnish student transportation services within such school system.

(j) The amount of funds needed by a local unit of administration during a fiscal year for sick and personal leave expenses of school bus drivers shall be determined by multiplying the number of school buses allotted to a local unit of administration pursuant to this Code section by a sum of money not less than \$75.00. The State Board of Education shall have the authority to prescribe minimum requirements and standards for the distribution, use, and expenditure of funds allotted under this subsection.

### **20-2-210. Annual performance evaluation**

(a) All personnel employed by local units of administration, including school superintendents, shall have their performance evaluated annually by appropriately trained evaluators. All such performance evaluation records shall be part of the personnel evaluation file and shall be confidential. In the case of local school superintendents, such evaluations shall be performed by the local board of education. Certificated professional personnel who have deficiencies and other needs shall have professional development plans designed to mitigate such deficiencies and other needs as may have been identified during the evaluation process. Progress relative to completing the annual professional development plan shall be assessed during the annual evaluation process. The state board shall develop a model annual evaluation instrument for each classification of professional personnel certificated by the Professional Standards Commission. The local units of administration are authorized to use the models developed by the State Board of Education.

(b) Annual teacher evaluations shall at a minimum take into consideration the following:

(1) The role of the teacher in meeting the school's student achievement goals, including the academic gains of students assigned to the teacher;

(2) Observations of the teacher by the principal and assistant principals during the delivery of instruction and at other times as appropriate;

(3) Participation in professional development opportunities and the application of concepts learned to classroom and school activities;

(4) Communication and interpersonal skills as they relate to interaction with students, parents, other teachers, administrators, and other school personnel;

(5) Timeliness and attendance for assigned responsibilities;

(6) Adherence to school and local school system procedures and rules; and

(7) Personal conduct while in performance of school duties.

(8) In making a determination of the academic gains of the students assigned to a teacher, evaluators should make every effort to have available and to utilize the results of a wide range of student achievement assessments, including those utilized by the teacher, set by the local board of education, or required under this article. It is recognized that in some instances a

determination of the academic gains of the students assigned to a teacher is dependent upon student assessments which have not yet been administered at the time of the annual evaluation or, if they have been administered, the results are not yet available at the time of the annual evaluation. In such instances, the annual teacher evaluation shall be performed on the basis of information available at the time and shall be considered as the annual evaluation for the purposes of this article. As results of student assessments subsequently become available, an addendum to the annual evaluation shall be completed and become part of the teacher's cumulative evaluative record which may be used in a teacher's subsequent annual evaluations.

(d) The superintendent of each local school system shall identify an appropriately trained evaluator for each person employed by the local unit of administration for the purposes of completing an annual evaluation as required in subsections (a) and (b) of this Code section. The evaluator shall be required to complete such annual evaluation for each certificated person prior to April 1 of each year. The superintendent of each local school system shall be responsible for ensuring compliance with this Code section.

(e) In addition to the evaluation by a trained evaluator provided for in subsection (a) of this Code section, the local school system may require each principal and assistant principal of a school to have his or her performance evaluated annually by the teachers in the school. Such evaluations by teachers shall be confidential, solicited and recorded on an anonymous basis, and made available only to the local school superintendent and the local board of education. Such evaluations shall not be subject to Article 4 of Chapter 18 of Title 50.

(f) Any teacher who removes more than two students from his or her total class enrollment in any school year under subsection (b) of Code Section 20-2-738 who are subsequently returned to the class by a placement review committee because such class is the best available alternative may be required to complete professional development to improve classroom management skills, other skills on the identification and remediation of academic and behavioral student needs, or other instructional skills as identified in a plan derived by the principal of the school in consultation with the teacher.

#### **20-2-211. Annual contract; disqualifying acts; job descriptions; fingerprinting and criminal record checks.**

(a) All teachers, principals, other certificated professional personnel, and other personnel of a local unit of administration shall be employed and assigned by its governing board on the recommendation of its executive officer. Minimum qualifications for employment of all personnel may be prescribed by the State Board of Education unless otherwise provided by law. Employment contracts of teachers, principals, and other certificated professional personnel shall be in writing, and such contracts shall be signed in duplicate by such personnel on their own behalf and by the executive officer of the local unit of administration on behalf of its governing board.

(b) Any other provisions of this article or any other laws to the contrary notwithstanding, each local governing board shall, by not later than April 15 of the current school year, tender a new contract for the ensuing school year to each teacher and other professional employee certificated

by the Professional Standards Commission on the payroll of the local unit of administration at the beginning of the current school year, except those who have resigned or who have been terminated as provided in Part 7 of Article 17 of this chapter, or shall notify in writing each such teacher or other certificated professional employee of the intention of not renewing his or her contract for the ensuing school year. Upon request, a written explanation for failure to renew such contract shall be made available to such certificated personnel by the executive officer. When such notice of intended termination has not been given by April 15, the employment of such teacher or other certificated professional employee shall be continued for the ensuing school year unless the teacher or certificated professional employee elects not to accept such employment by notifying the local governing board or executive officer in writing not later than May 1.

(c) Any other provisions of this article or any other laws to the contrary notwithstanding, no local governing board shall employ any person as a teacher who has been discharged from the armed forces of the United States with a dishonorable discharge as a result of desertion or any person who has fled or removed himself from the United States for the purpose of avoiding or evading military service in the armed forces of the United States, excluding those who have been fully pardoned.

(d) Each local school system shall have a job description for each certificated professional personnel classification, shall have policies and procedures relative to the recruitment and selection of such personnel, and shall adhere to such recruitment and selection policies and procedures. Such policies and procedures shall assure nondiscrimination on the basis of sex, race, religion, or national origin. Such policies and procedures shall also include the announcement in writing of the availability of all certificated positions to the appropriate colleges and universities in the state and to the Department of Education and within the local school system. A local board of education may also announce such positions to colleges and universities in other states.

(e)(1) All personnel employed by a local unit of administration after July 1, 2000, whether or not such personnel hold certificates from the Professional Standards Commission, shall be fingerprinted and have a criminal record check made as required by this subsection. The local unit of administration shall have the authority to employ a person holding such a certificate under a provisional or temporary contract for a maximum of 200 days and to employ a person who does not hold such a certificate for a maximum of 200 days, in order to allow for the receipt of the results of the criminal record check. Teachers, principals, and other certificated personnel whose employment in a local unit of administration is renewed pursuant to this subpart after July 1, 2000, shall have a criminal record check made as required by this subsection upon any certificate renewal application to the Professional Standards Commission. The local unit of administration shall adopt policies to provide for the subsequent criminal record checks of noncertificated personnel continued in employment in the local unit of administration.

(2) Fingerprints shall be in such form and of such quality as shall be acceptable for submission to the National Crime Information Center under standards adopted by the Federal Bureau of Investigation or the United States Department of Justice. It shall be the duty of each law

enforcement agency in this state to fingerprint those persons required to be fingerprinted by this subsection.

(3) At the discretion of local units of administration, fees required for a criminal record check by the Georgia Crime Information Center, the National Crime Information Center, the Federal Bureau of Investigation, or the United States Department of Justice shall be paid by the local unit of administration or by the individual seeking employment or making application to the Professional Standards Commission.

(4) It shall be the duty of the State Board of Education to submit this subsection to the Georgia Bureau of Investigation for submission to the Federal Bureau of Investigation and the United States Department of Justice for their consent to conduct criminal record checks through the National Crime Information Center as required by federal law, rules, or regulations. No criminal record checks through the National Crime Information Center shall be required by this subsection unless and until such consent is given.

(5) Information provided by the Georgia Crime Information Center or the National Crime Information Center shall be used only for the purposes allowed by Code Section 35-3-35 or by applicable federal laws, rules, or regulations.

(6) The State Board of Education is authorized to adopt rules and regulations necessary to carry out the provisions of this subsection.

#### **20-2-220. Limitations upon decreases in local salary supplements for school bus drivers and food service managers or employees.**

In any fiscal year in which school bus drivers or full-term school food service managers or food service employees receive any increase in state funds in their salaries, a local unit of administration shall not decrease any local salary supplement for such personnel below the local supplement amount received in the immediately preceding fiscal year by those personnel of that local unit of administration unless such local unit of administration has conducted at least one public hearing regarding such decrease, notice of which hearing the local unit shall cause to be published in the legal organ of the county which is the legal situs of such local unit one time at least seven days prior to the date such hearing is to be held.

#### **20-2-411. School funds kept separate; use of funds; separation of school taxes; investments.**

When the public school fund shall be received and receipted for, it shall be the duty of the officers authorized by law to receive such fund and keep it separate and distinct from other funds. The school funds shall be used for educational purposes and may be used to pay the salaries of personnel and to pay for the utilization of school facilities, including school buses, for extracurricular and interscholastic activities, including literary events, music and athletic programs within individual schools and between schools in the same or in different school systems when such activities are sponsored by local boards of education as an integral part of the total school program, and for no other purpose. When taxes are paid into the state treasury, the Comptroller General shall in no case receipt a tax collector for them until that part of the tax so

paid in which was raised for school purposes is separated in amount from the gross amount paid in. It shall be lawful to invest school funds in securities of the states, United States, or municipalities of this state or in certificates of deposit.

**20-2-504. Authority to contract for pupil transportation.**

County, independent, and area school systems shall have authority to contract for the transportation of pupils in accordance with the provisions of Code Section 20-2-506.

**20-2-506. Definitions; authority to enter into multiyear lease, purchase, or lease purchase contracts.**

(a) As used in this Code section, the term:

(1) "Energy cost savings measure" means a facility alteration designed to reduce energy consumption or operating costs and may include one or more of the following:

(A) Insulating the building structure or structures within the building, including caulking or weather-stripping;

(B) Installing storm windows or doors, multiglazed windows or doors, heat absorbing or heat reflective glazed and coated window or door systems, or other window or door systems designed to reduce energy consumption;

(C) Installing automated or computerized energy control systems;

(D) Modifying or replacing heating, ventilating, or air-conditioning systems;

(E) Replacing or modifying lighting fixtures to increase the energy efficiency of the lighting system;

(F) Improving indoor air quality to conform to the applicable state or local building code requirements;

(G) Installing energy recovery systems;

(H) Installing cogeneration systems that produce steam or forms of energy such as heat and electricity for use primarily within a building or complex of buildings; and

(I) Life safety measures that provide long-term operating cost reductions and are in compliance with state and local codes, and building operation programs that reduce operating costs.

(2) "Guaranteed energy saving contract" means a contract for the implementation of one or more energy cost savings measures providing that all payments except obligations on termination

of the contract before its expiration are to be made over time and the energy cost savings are guaranteed to the extent necessary to make payments for the contract.

(b) Except as otherwise provided in this Code section, each county, independent, or area school system in this state shall be authorized to enter into multiyear lease, purchase, or lease purchase contracts of all kinds for the acquisition of goods, materials, real and personal property, services, and supplies, provided that any such contract shall contain provisions for the following:

(1) The contract shall terminate absolutely and without further obligation on the part of the school system at the close of the calendar year in which it was executed and at the close of each succeeding calendar year for which it may be renewed as provided in this Code section;

(2) The contract may provide for automatic renewal unless positive action is taken by the school system to terminate such contract, and the nature of such action shall be determined by the school system and specified in the contract;

(3) The contract shall state the total obligation of the school system for the calendar year of execution and shall further state the total obligation which will be incurred in each calendar year renewal term, if renewed;

(4) The total combined annual payments for contracts under this Code section and contracts of such school system under Article IX, Section III, Paragraph I of the Constitution in any calendar year, excluding guaranteed energy savings contracts, shall not exceed an amount equal to 7.5 percent of the total local revenue collected for maintenance and operation of the school system in the most recently completed fiscal year; provided, however, that the foregoing limitation shall not apply to contracts with other public educational entities, including school systems in this state, for the education of students; and

(5) For each guaranteed energy savings contract, a school system shall document the historical energy cost of each structure affected for a period of at least one year prior to the date of the contract and shall document the monthly energy cost and monthly energy savings of each affected structure for the life of the contract.

(c) In addition to the provisions enumerated in subsection (b) of this Code section, any contract authorized by this Code section may include:

(1) A provision which requires that the contract will terminate immediately and absolutely at such time as appropriated and otherwise unobligated funds are no longer available to satisfy the obligations of the school system under the contract; or

(2) Any other provision reasonably necessary to protect the interests of the school system.

(d) Any contract developed under this Code section containing the provisions enumerated in subsection (b) of this Code section shall be deemed to obligate the school system only for those sums payable during the calendar year of execution or, in the event of a renewal by the school system, for those sums payable in the individual calendar year renewal term.

(e) No contract developed and executed pursuant to this Code section shall be deemed to create a debt of the school system for the payment of any sum beyond the calendar year of execution or, in the event of a renewal, beyond the calendar year of such renewal.

(f) Any such contract may provide for the payment by the school system of interest or the allocation of a portion of the contract payment to interest, provided that the contract is in compliance with this Code section.

(g) When any local board of education on or after July 1, 1990, submits to the electors of its local school district the proposed issuance of any bonded debt and such proposal is defeated by the electors, that school system shall be prohibited for a period of four calendar years immediately following such election from entering into any multiyear contract for the lease, purchase, or lease purchase of any goods, materials, real or personal property, services, or supplies which are the same as or substantially similar to items which were proposed to be funded through such proposed issuance of bonded debt.

(h) Nothing in this Code section shall restrict school systems from executing reasonable contracts arising out of their proprietary functions.

(i) Each school system in this state is authorized to accept the title to property subject to a contract for lease purchase or installment purchase and is authorized to transfer title back to the vendor in the name of the school district in the event that the contract is not fully consummated.

(j) Any contract developed under this Code section shall comply with the applicable provisions of the Official Code of Georgia Annotated, and regulations thereunder, relating to state allocated capital outlay funds and entitlements.

#### **20-2-751.4. Policies prohibiting bullying; assignment to alternative school; notice.**

(a) As used in this Code section, the term "bullying" means:

(1) Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so; or

(2) Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm.

(b) Each local board of education shall adopt policies, applicable to students in grades six through 12, that prohibit bullying of a student by another student and shall require such prohibition to be included in the student code of conduct for middle and high schools in that school system. Local board policies shall require that, upon a finding that a student has committed the offense of bullying for the third time in a school year, such student shall be assigned to an alternative school. Each local board of education shall ensure that students and parents of students are notified of the prohibition against bullying, and the penalties for violating the prohibition, by posting such information at each middle and high school and by including such information in student and parent handbooks.

(c) Any school system which is not in compliance with the requirements of this Code section shall be ineligible to receive state funding pursuant to Code Sections 20-2-161 and 20-2-260.

**20-2-751.5. Student codes of conduct; safety rules on school buses; distribution.**

Statute text

(a) Each student code of conduct shall contain provisions that address the following conduct of students during school hours and at school related functions, in a manner that is appropriate to the age of the student:

- (1) Verbal assault of teachers, administrators, and other school personnel;
- (2) Physical assault or battery of teachers, administrators, and other school personnel;
- (3) Disrespectful conduct toward teachers, administrators, and other school personnel;
- (4) Verbal assault of other students;
- (5) Physical assault or battery of other students;
- (6) Disrespectful conduct toward other students; and
- (7) Verbal assault of, physical assault or battery of, and disrespectful conduct toward persons attending school related functions.

(b)(1) Each student code of conduct shall include comprehensive and specific provisions prescribing and governing student conduct and safety rules on all public school buses. The specific provisions shall include but not be limited to:

(A) Students shall be prohibited from acts of physical violence as defined by Code Section 20-3-751.6, bullying as defined by subsection (a) of Code Section 20-3-751.4, physical assault or battery of other persons on the school bus, verbal assault of other persons on the school bus, disrespectful conduct toward the school bus driver or other persons on the school bus, and other unruly behavior;

(B) Students shall be prohibited from using any electronic devices during the operation of a school bus, including but not limited to cell phones; pagers; audible radios, tape or compact disc players without headphones; or any other electronic device in a manner that might interfere with the school bus communications equipment or the school bus driver's operation of the school bus; and

(C) Students shall be prohibited from using mirrors, lasers, flash cameras, or any other lights or reflective devices in a manner that might interfere with the school bus driver's operation of the school bus.

(2) If a student is found to have engaged in physical acts of violence as defined by Code Section 20-3-751.6, the student shall be subject to the penalties set forth in such Code section. If a student is found to have engaged in bullying as defined by subsection (a) of Code Section 20-3-751.4 or in physical assault or battery of another person on the school bus, the local school board policy shall require a meeting of the parent or guardian of the student and appropriate school district officials to form a school bus behavior contract for the student. Such contract shall provide for progressive age-appropriate discipline, penalties, and restrictions for student misconduct on the bus. Contract provisions may include but shall not be not limited to assigned seating, ongoing parental involvement, and suspension from riding the bus. This subsection is not to be construed to limit the instances when a school code of conduct or local board of education may require use of a student bus behavior contract.

(3) No later than August 15, 2002, each local board of education shall send to the State Board of Education a copy of the provisions of its student code of conduct that address the items identified

in paragraphs (1) and (2) of this subsection. The state board shall review such provisions to ensure that each of the items identified in paragraphs (1) and (2) of this subsection is addressed and shall notify a local board of education, no later than October 15, 2002, of any items which are not addressed in its submission to the state board. Nothing in this subsection shall be construed as authorizing or requiring the state board to review or approve the substance of the student code of conduct.

(c) Any student handbook which is prepared by a local board or school shall include a copy or summary of the student code of conduct for that school or be accompanied by a copy of the student code of conduct for that school. If a student handbook contains a summary of the student code of conduct, then a full copy of the student code of conduct shall be made available for review at the school. When distributing a student code of conduct, a local school shall include a form on which the student's parent or guardian may acknowledge his or her receipt of the code, and the local school shall request that the form be signed and returned to the school.

#### History

(Code 1981, § 20-2-751.5, enacted by Ga. L. 1999, p. 370, § 1; Ga. L. 2000, p. 136, § 20; Ga. L. 2002, p. 1421, § 1.)

#### **20-2-751.6. Disciplinary policy for students committing acts of physical violence against teacher, school bus driver, or other school official or employee.**

(a) As used in this Code section, the term 'physical violence' means:

(1) Intentionally making physical contact of an insulting or provoking nature with the person of another; or

(2) Intentionally making physical contact which causes physical harm to another unless such physical contacts or physical harms were in defense of himself or herself, as provided in Code Section 16-3-21.

(b) Local board of education policies and student codes of conduct shall provide for the penalties to be assessed against a student found by a disciplinary hearing officer, panel, or tribunal pursuant to Code Section 20-2-752 to have committed any act of physical violence against a teacher, school bus driver, or other school official or employee. Such disciplinary hearing officer, panel, or tribunal shall hold any disciplinary hearing in accordance with the provisions of Code Section 20-2-754. Any student alleged to have committed an act of physical violence shall be suspended pending the hearing by the disciplinary hearing officer, panel, or tribunal. The decision of the disciplinary hearing officer, panel, or tribunal may be appealed to the local school board pursuant to Code Section 20-2-754. If appropriate under paragraph (1) of subsection (c) of this Code section, the decision of the disciplinary hearing officer, panel, or tribunal shall include a recommendation as to whether a student may return to public school and, if return is recommended, a recommended time for the student's return to public school. The local school board may impose penalties not recommended by the disciplinary hearing officer, panel, or tribunal.

(c)(1) A student found by a disciplinary hearing officer, panel, or tribunal to have committed an act of physical violence as defined in paragraph (2) of subsection (a) of this Code section against a teacher, school bus driver, school official, or school employee shall be expelled from the public school system. The expulsion shall be for the remainder of the student's eligibility to attend public school pursuant to Code Section 20-2-150. The local school board at its discretion may

permit the student to attend an alternative education program for the period of the student's expulsion. If the student who commits an act of physical violence is in kindergarten through grade eight, then the local school board at its discretion and on the recommendation of the disciplinary hearing officer, panel, or tribunal may permit such a student to reenroll in the regular public school program for grades nine through 12. If the local school board does not operate an alternative education program for students in kindergarten through grade six, the local school board at its discretion may permit a student in kindergarten through grade six who has committed an act of physical violence as defined in paragraph (2) of subsection (a) of this Code section to reenroll in the public school system;

(2) Any student who is found by a disciplinary hearing officer, panel, or tribunal to have committed an act of physical violence against a teacher, school bus driver, school official, or school employee as defined in paragraph (2) of subsection (a) of this Code section shall be referred to juvenile court with a request for a petition alleging delinquent behavior; and

(3) Any student who is found by a disciplinary hearing officer, panel, or tribunal to have committed an act of physical violence as defined in paragraph (1) of subsection (a) of this Code section against a teacher, school bus driver, school official, or school employee may be disciplined by expulsion, long-term suspension, or short-term suspension.

(d) The provisions of this Code section shall apply with respect to any local school system which receives state funding pursuant to Code Sections 20-2-161 and 20-2-260.

(e) Nothing in this Code section shall be construed to infringe on any right provided to students with Individualized Education Programs pursuant to the federal Individuals with Disabilities Education Act, Section 504 of the federal Rehabilitation Act of 1973, or the federal Americans with Disabilities Act of 1990.

### **20-2-852. Maternity leave.**

A leave of absence for maternity reasons shall be granted to a female employed by a public school system in a capacity specified by subsection (a) of Code Section 20-2-850 as follows:

(1) Any such employee who is pregnant shall be entitled to a leave of absence to begin at a time to be determined by the employee, the physician, and the local school superintendent between the commencement of pregnancy and the anticipated date of delivery. The employee shall notify the superintendent in writing of her desire to take such leave and, except in case of emergency, shall give such notice at least 60 calendar days prior to the date on which her leave is to begin. This notice shall include a doctor's statement of anticipated date of physical disability. The employee may continue in active employment as late into her pregnancy as she desires provided she is able to perform properly the required functions of her job. Final determination of ability to perform properly the required job functions shall be made by the local board of education. An employee wishing to work to the date of physical disability shall be entitled to the use of all accumulated sick leave credited to her, not to exceed the doctor's estimated length of physical disability. An employee wishing to discontinue work prior to the date of physical disability shall be governed by the same sick leave provisions as apply to employees on leave for other reasons;

(2) An employee who has been granted leave for the period of physical disability only shall be entitled to return to active employment upon presentation of a doctor's statement of physical

ability to perform the required functions of the job and shall be assigned to a substantially equivalent position to be approved by the superintendent. An employee who has been granted leave for a period longer than the period of physical disability, but not to exceed one full school year, shall be entitled to return to active employment upon written request for reassignment and contingent on a vacancy for which the employee is qualified. Such employee shall be given preference equal to any other applicant returning from a period of physical disability for a vacancy for which she is qualified. In any instance, the employee's return to active employment may be delayed until the beginning of a quarter, or semester, in order to maintain continuity of classroom instruction; and

(3) If the local school board disagrees with any doctor's statement of disability or ability, it may appoint a physician of the same medical specialty as the employee's physician for the purpose of receiving independent medical judgment.

#### **20-2-1071. Transportation contracts.**

Whenever the county board of education deems it for the best interest of the schools of the county, it shall also have the right and power to contract with individuals or corporations for the transportation of pupils and school employees to and from school.

#### **20-2-1072. Financial interest in transportation facilities or sale of school buses, school bus equipment, or school bus supplies of state and local school authorities prohibited.**

No member of the Department of Education or county school superintendent or member of the county board of education shall be financially interested in procuring and operating means or facilities for school bus transportation or in selling school buses, school bus equipment, or school bus supplies to county boards of education.

#### **20-2-1073. Transportation forbidden if certified detrimental to student's health; penalty.**

It shall be unlawful to transport any student to or from any public school in this state if a physician, licensed to practice medicine in this state, shall have certified to the superintendent of the county or independent school system, in writing, that the transportation of such student would be detrimental to the health of the student. It shall be unlawful to expend or use public funds for the transportation of students for whom a certificate has been filed by a physician. Any person, school superintendent, or member of a county or independent board of education violating this Code section shall be guilty of a misdemeanor.

#### **20-2-1074. Transportation for elderly, persons with disabilities, and 4-H activities.**

Notwithstanding any other provisions of law to the contrary, including Code Section 20-2-411, county and independent school systems may use school buses to provide transportation for the elderly, persons with disabilities, and 4-H activities if the cost of such transportation is reimbursed in full from federal, state, local, or funds other than school funds.

**20-2-1075. Use of county and independent school buses for students participating in recreational or educational activities.**

Notwithstanding any other provisions of law to the contrary, including Code Sections 20-2-188 and 20-2-411, county and independent school systems may use school buses to provide transportation to students and others to attend summer camps or to participate in other recreational or educational activities if the cost of such transportation and of any additional insurance costs deemed reasonably necessary by the school system are reimbursed in full from public or private funds other than public school funds.

**20-2-1090. Accident insurance for children on school buses.**

The various school boards of the counties, cities, and independent school systems employing school buses are authorized and required to cause policies of insurance to be issued insuring the school children riding therein to and from school against bodily injury or death at any time resulting from an accident or collision in which such buses are involved. The amount of such insurance shall be within the discretion of the respective boards.

**20-2-1091. Payment of insurance premiums by school board or other bus owner.**

Where a bus is owned by the school board, the board shall pay the premium for insurance issued under Code Section 20-2-1090. Where the bus is not owned by the board, the premium shall be paid by the owner.

**20-2-1092. Insurance coverage for general public; waiver of school board's immunity.**

The various school boards are authorized to cause a provision to be inserted in policies issued under Code Section 20-2-1090 insuring the members of the general public against personal injury or death or damage to property resulting from the negligent operation of the school buses. Nothing, however, in this part shall be construed as imposing legal liability upon such boards on account of such accidents. Wherever an insurance company issues a policy containing such a provision, the company shall be estopped to deny its liability thereunder on account of the nonliability of the school board.

**20-2-1093. Mutual insurance policies to be nonassessable.**

Any policy authorized by this part, when issued by a mutual insurance company, shall be nonassessable as to further premiums, and the policy shall so state.

**20-2-1094. School boards to keep insurance policies.**

Policies issued under Code Section 20-2-1090 shall be filed with and retained by the respective school boards for the benefit of the school children patronizing the school buses and for the benefit of the general public.

**20-2-1110. Right of school bus driver to sick leave with pay; accumulation of unused sick leave.**

(a) Each person employed as a school bus driver in any public school of this state shall be entitled to sick leave with full pay computed on the basis of one and one-fourth working days for each completed school month of service, such leave to be cumulative over each school year; and all unused sick leave shall be accumulated from one school year to the next up to the maximum of 45 days. A school bus driver may utilize sick leave, upon the approval of the school superintendent of the county in which such school bus driver is employed, for absence due to illness or injury or necessitated by exposure to contagious disease in which the health of others would be endangered by his attendance on duty or due to illness or death in the school bus driver's immediate family. School bus drivers shall be charged with sick leave for absence only on days upon which they would otherwise work, and no charge against sick leave shall be made for absence on Sundays, holidays, or other nonworkdays.

(b) Any unused sick leave accumulated by a school bus driver pursuant to the provisions of subsection (a) of this Code section shall be credited to such driver and shall be transferred when there is a change in the employment of the school bus driver from one local board of education to another, but no local board of education shall be required to transfer funds to another, nor shall the State Board of Education provide funds to a local unit of administration beyond those authorized by subsection (j) of Code Section 20-2-188 to finance the potential or actual cost incurred by a local unit of administration through the employment of school bus drivers transferring accumulated unused sick leave. Any unused sick leave credited to a school bus driver shall be forfeited if the driver withdraws from service for more than 24 consecutive months.

**20-2-1111. Use of accumulated sick leave for personal reasons.**

During any school year, a school bus driver may utilize up to a maximum of three days of any accumulated sick leave for the purpose of absenting himself from his duties for any personal reason if prior approval of his absence is given by the local school superintendent or his authorized representative.

**20-2-1112. Driver on sick leave need not pay for substitute.**

No school bus driver utilizing sick leave under this part shall be required to pay the cost of employing a substitute school bus driver to serve in his absence on such sick leave.

**20-2-1113. Fixing pay for substitute drivers.**

The scale of pay for substitute drivers shall be determined by the board of education of each system in which a school bus driver utilizing sick leave under this part is employed.

**20-2-1122. Penalties for violation or refusal to submit to test.**

(a) A school bus driver found to have used an illegal drug shall be terminated from his or her employment.

(b) A school bus driver found to have any measurable alcohol in his or her system during the school day shall be subject to disciplinary action at the discretion of the local board of education.

(c) A school bus driver who refuses to provide body fluid, when requested to do so in accordance with drug testing or random alcohol testing conducted pursuant to this part and rules and regulations promulgated under this part, shall be terminated from employment.

**20-2-1125. Annual mandatory training of school bus drivers; initial certification of drivers.**

All persons employed as school bus drivers by any public school system in this state shall receive annual mandatory training on traffic laws pertaining to the operation of school buses and on school bus operations and safety. The State Board of Education shall establish the content and length of initial driver training and shall determine the qualifications of and certify the instructors who conduct such training. No person employed as a school bus driver by any public school system in this state shall operate a school bus unless such person has completed such training within the preceding 12 month period.

**20-2-1126 Written policies and procedures for operation of school buses; receipt of code of conduct by students; acknowledgement by parent or guardian.**

(a) Each public school system in this state shall promulgate policies and procedures for the operation of school buses and the conduct and safety of those students who ride such buses. Such policies and procedures shall be in writing and available for public inspection. Each person employed as a school bus driver shall acknowledge in writing that he or she has received a copy of and has read and understands such policies and procedures. In the event that such policies and procedures are amended during the school year, such amended policies and procedures shall be provided to all persons employed by the school system as school bus drivers and, each such person shall acknowledge in writing that he or she has received a copy of and has read and understands such amended policies and procedures.

(b) At the beginning of each school year, each public school system in this state shall provide each of its students with a copy of the school system's code of conduct as required by Code Section 20-2-736. In the event such code of conduct is amended during the school year, the school system shall provide copies of such amendments to the students. The receipt of such student code of conduct shall be acknowledged in writing by a parent or guardian of each student.

**20-2-1127. Schedule of school bus routes.**

Each public school system in this state shall make accessible a schedule of school bus routes that indicate the morning pickup route beginning time and the afternoon school bell time as well as the total number of stops on each school bus route. The time for the bus arrival at each stop will be commensurate with the route beginning time and prescribed stop sequence, except in

unforeseen circumstances. This provision shall not apply to portal-to-portal special needs student transportation or special alternative instructional transportation programs.

**20-2-1130. Duties of law enforcement and school officials as to traffic safety around schools.**

The local law enforcement agency charged with the responsibility for law enforcement within the school district attendance area and the board of education of each county and independent school system of this state shall study and evaluate the traffic safety requirements of the school system and the various individual schools therein. The responsible law enforcement agency shall take appropriate action to identify school safety crossings and motor vehicle traffic patterns on and around school grounds. The traffic safety officer of the local law enforcement agency shall advise the school board and the school superintendent relative to compliance by the school system with state laws and policies and regulations of the state agencies requiring safety standards and practices.

**20-2-1131. Direction of traffic by school-crossing guards.**

Any person who is a school-crossing guard designated by a local law enforcement agency shall be authorized to direct and regulate the flow of traffic at school crossings or within a reduced speed school zone during the time when such school-crossing guard is on duty.

**20-2-1181. Disrupting public school; penalty.**

It shall be unlawful for any person to disrupt or interfere with the operation of any public school, public school bus, or public school bus stop as designated by local school boards of education. Any person violating this Code section shall be guilty of a misdemeanor of a high and aggravated nature.

**20-2-1182. Persons other than students who insult or abuse school teachers in the presence of pupils may be ordered to leave school premises.**

Any parent, guardian, or person other than a student at the public school in question who has been advised that minor children are present and who continues to upbraid, insult, or abuse any public school teacher, public school administrator, or public school bus driver in the presence and hearing of a pupil while on the premises of any public school or public school bus may be ordered by any of the above-designated school personnel to leave the school premises or school bus, and upon failure to do so such person shall be guilty of a misdemeanor and, upon conviction thereof, shall be punished by a fine not to exceed \$500.00.

**20-2-1183. Possession of electronic communication devices in school.**

The possession of an electronic communication device by a student in school shall be permitted or prohibited as specifically prescribed by rule or policy set by the local board of education. If prohibited, the local board of education may provide for exceptions to such prohibition and for disciplinary actions for possession in violation of the prohibition. If possession of an electronic communication device by a student in school is permitted, the local board policy shall not permit

the use by a student of any personal electronic communication device during classroom instructional time.

## Georgia Traffic Laws

### **40-1-1. Definitions.**

As used in this title, the term:

(55) "School bus" means:

(A) A motor vehicle operated for the transportation of school children to and from school or school activities or for the transportation of children to and from church or church activities. Such term shall not include a motor vehicle with a capacity of 15 persons or less operated for the transportation of school children to and from school activities or for the transportation of children to and from church or church activities if such motor vehicle is not being used for the transportation of school children to and from school; or

(B) A motor vehicle operated by a local transit system which meets the equipment and identification requirements of Code Section 40-8-115; provided, however, that such vehicle shall be a school bus only while transporting school children and no other passengers to or from school.

### **40-2-37. Registration and licensing of vehicles of state and political subdivisions.**

(a) All vehicles of the type required to be registered by Code Section 40-2-20 owned by the State of Georgia or any municipality or other political subdivision of this state and used exclusively for governmental functions, except those employed in secret investigatory police functions to which regular Georgia license plates are issued, shall be registered with the commissioner by the fiscal officers or other proper officials of the respective departments and agencies of the state, municipality, or political subdivision to which such vehicles belong prior to operation and use thereof. Such registration shall be made upon forms prescribed and prepared by the commissioner for such purpose and shall contain a brief description of the vehicle to be registered; its name and model; the name of the manufacturer; the manufacturer's vehicle identification number; the department, agency, political subdivision, or branch thereof to which such vehicle is to be registered; and such other information as to use and identity as the commissioner may require. Upon the filing with the Department of Revenue of the properly executed application for registration, the commissioner, upon being satisfied that such vehicle is bona fide owned by the state or a municipality or political subdivision thereof and is to be used exclusively for governmental functions, shall issue, upon payment by such applicant of a license fee of \$1.00, a license plate which shall be displayed upon such vehicle in the same manner as provided for private vehicles. Such license plates shall be replaced at such time as other license plates issued for private vehicles are required to be replaced.

(b) For all vehicles owned by the State of Georgia or any municipality or other political subdivision of this state, except those vehicles employed in covert or secret investigatory police functions to which regular Georgia license plates are issued and those vehicles owned by the Department of Public Safety, the Department of Revenue shall provide for five-year registration and issuance of regular license plates for such vehicles. The five-year license plates issued

pursuant to this subsection shall be identical in appearance to regular license plates issued for private vehicles, except that such five-year license plates shall not display any year of registration or registration expiration. Such license plates may be transferred as provided for in subsection (d) of this Code section. Such five-year license plates shall be issued at the beginning of a five-year license period as for private vehicles or shall be issued at the time the vehicle is purchased by the state, and all such license plates shall expire at the same time as regular license plates.

(c) All license plates issued to government vehicles pursuant to this Code section shall be marked in such a manner as to indicate the specific type of governmental unit operating the vehicle. These markings shall be prominently displayed and shall consist of one of the following appropriate legends: "STATE," "CITY," "COUNTY," "AUTHORITY," or "BOARD." In addition, each such license plate shall bear a county identification strip indicating the county in which the vehicle is based except that vehicles owned by the state shall not be required to bear such county identification strip.

(d) Any such license plates shall remain displayed and affixed upon such vehicle so long as such vehicle continues to be owned by the state or such municipality or political subdivision and used exclusively for governmental functions. Upon cessation of either such ownership or use, the license plate shall be removed from such vehicle and either destroyed by such agency or returned to the commissioner for destruction. If a license plate has been destroyed by the agency, certification of such destruction shall be provided by the agency to the commissioner upon a form prepared and furnished for such purpose by the commissioner. In the event of a transfer of a vehicle to a department or agency, or branch thereof, other than the specific one to which such vehicle is registered, the commissioner shall be notified in writing by the department or agency from which the same is being transferred upon a form prepared and furnished for such purpose by the commissioner. Such transfer shall be recorded on the registration lists maintained by the Department of Revenue. On due proof of loss of any such license plate, or of mutilation due to accidental or natural causes, another license plate may be issued upon application of the fiscal officer or other proper official of the department, agency, or political subdivision to which any such lost plate is registered.

(e) No person, firm, or corporation owning or operating any such vehicle shall display upon the motor vehicle any license plate provided for in this Code section unless at the time of such ownership or operation such vehicle is properly registered under this Code section and is owned by the state or a municipality or political subdivision of this state and is being used exclusively for governmental purposes. Any person who violates this subsection shall be guilty of a misdemeanor.

(f) This Code section shall apply to all vehicle license plates issued for governmental vehicles on and after January 1, 1996.

#### **40-5-147. Requirements for issuance of license or instructional permit.**

(a)(1) Except as provided in Code Section 40-5-148, no person may be issued a commercial driver's license unless that person is a resident of this state, is at least 18 years of age, has passed

a knowledge and skills test for driving a commercial motor vehicle which complies with minimum federal standards established by federal regulations enumerated in 49 C.F.R. Part 383, subparts G and H, and has satisfied all other requirements of the Commercial Motor Vehicle Safety Act of 1986, Title XII of Public Law 99-570, in addition to any other requirements imposed by state law or federal regulation. The tests shall be prescribed and conducted by the department in English only.

(2) The department may authorize a person, including an agency of this or another state, an employer, a private driver training facility, or other private institution or a department, agency, or instrumentality of a local government, to administer the skills test specified by this Code section, provided that:

(A) The test is the same which would otherwise be administered by the state;

(B) The third party has entered into an agreement with the state which complies with the requirements set forth in 49 C.F.R. Part 383.75; and

(C) The third party complies with all other requirements set by the Department of Motor Vehicle Safety by regulations.

(b) The Department of Motor Vehicle Safety may waive the skills test specified in this Code section for a commercial driver's license applicant who meets the requirements of 49 C.F.R. Part 383.77.

(c)(1) A commercial driver's instruction permit may be issued to any individual who holds a valid noncommercial Class C license or has passed all required tests for the operation of a noncommercial Class C vehicle and is 18 years of age.

(2) An applicant for the commercial driver's instruction permit must pass the vision test and all knowledge tests for the type of vehicle he intends to operate along with any knowledge test required for any desired endorsements.

(3) The commercial driver's instruction permit may not be issued for a period to exceed one year. The holder of a commercial driver's instruction permit may drive a commercial motor vehicle on a highway only when accompanied by the holder of a commercial driver's license valid for the type of vehicle driven who occupies a seat beside the individual for the purpose of giving instruction in driving the commercial motor vehicle.

(d) A commercial driver's license or commercial driver's instruction permit may not be issued to a person while the person is subject to a disqualification from driving a commercial motor vehicle or while the person's driver's license or driving privilege is suspended, revoked, or canceled in this or any other licensing jurisdiction; nor may a driver's license be issued to a person who has a commercial driver's license issued by any other state unless the person first surrenders all driver's licenses issued by any other state, which license or licenses shall be returned to the issuing state or states for cancellation.

**40-5-150. Contents of license; classifications; endorsements and restrictions; information to be obtained before issuance; notice of issuance; expiration of license; renewal.**

(a) The commercial driver's license shall be marked 'Commercial Driver's License' or 'CDL' and shall be, to the maximum extent practicable, tamperproof, and shall include, but not be limited to, the following information:

- (1) The name and residential address of the person;
- (2) The person's color photograph;
- (3) A physical description of the person, including sex, height, weight, and eye color;
- (4) Full date of birth;
- (5) The person's social security number if such person has requested the use of such social security number on such license or another number or identifier deemed appropriate by the department;
- (6) The person's signature;
- (7) The class or type of commercial motor vehicle or vehicles which the person is authorized to drive, together with any endorsements or restrictions;
- (8) The name of this state;
- (9) The dates between which the license is valid; and
- (10) The license fee and fees for any endorsements.

(b) Commercial driver's licenses may be issued with the following classifications:

- (1) Class A — Any combination of vehicles with a gross vehicle weight rating of 26,001 pounds or more, provided the gross vehicle weight rating of the vehicle or vehicles being towed is in excess of 10,000 pounds;
- (2) Class B — Any single vehicle with a gross vehicle weight rating of 26,001 pounds or more, or any such vehicle towing a vehicle not in excess of 10,000 pounds gross vehicle weight rating;
- (3) Class C — Any single vehicle with a gross vehicle weight rating of less than 26,001 pounds or any such vehicle towing a vehicle with a gross vehicle weight rating not in excess of 10,000 pounds. This classification shall apply to vehicles designed to transport 16 or more passengers, including the driver, and vehicles used in the transportation of hazardous materials which require the vehicles to be placarded under 49 C.F.R. Part 172, subpart F;
- (4) Class M — A motorcycle as defined in Code Section 40-1-1; and
- (5) Class P — A commercial driver's instruction permit used in conjunction with the commercial driver's instruction permit vehicle classification.

(c) Commercial driver's licenses may be issued with the following endorsements and restrictions:

- (1) 'H' — Authorizes the driver to drive a vehicle transporting hazardous materials;
- (2) 'L' — Restricts the driver to vehicles not equipped with air brakes;
- (3) 'T' — Authorizes driving double and triple trailers;
- (4) 'P' — Authorizes driving vehicles carrying 16 or more passengers, including the driver, but does not authorize the driver to drive a school bus;
- (5) 'N' — Authorizes driving tank vehicles;
- (5.1) 'S' — Authorizes the driver to drive a school bus; and
- (6) 'X' — Represents a combination of hazardous materials and tank vehicle endorsements.

The fee for Classes A, B, C, M, and P licenses and for the endorsements and restrictions shall be as provided in Code Section 40-5-25.

(d) The holder of a valid commercial driver's license may drive all vehicles in the class for

which that license is issued and all lesser classes of vehicles except motorcycles. No person shall drive a vehicle which requires an endorsement unless the proper endorsement appears on the driver's license.

(e) Before issuing a commercial driver's license, the department shall obtain driving record information through the Commercial Driver License Information System, through the National Driver Register (NDR), and from each state in which the applicant has been licensed.

(f) Within ten days after issuing a commercial driver's license, the department shall notify the Commercial Driver License Information System of that fact and provide all information required to ensure identification of the licensee.

(g) The commercial driver's license shall expire on the licensee's birthdate in the fourth year following the issuance of such license.

(h) When applying for renewal of a commercial driver's license, the applicant shall complete the application form required by subsection (a) of Code Section 40-5-149, providing updated information and required medical certifications. If the applicant wishes to retain a hazardous materials endorsement, the written test for a hazardous materials endorsement must be taken and passed.

#### **40-6-142. Certain vehicles to stop at all railroad crossings.**

(a) Except as provided in subsection (b) of this Code section, the driver of any motor vehicle carrying passengers for hire, any bus, whether or not operated for hire, or of any school bus, whether carrying any school children or empty, or of any vehicle carrying any hazardous material listed in Section 392.10 of Title 49 of the Code of Federal Regulations as those regulations currently exist or as they may in the future be amended or in regulations adopted by the commissioner of motor vehicle safety, before crossing at grade any track or tracks of a railroad, shall stop such vehicle within 50 feet but not less than 15 feet from the nearest rail of such railroad and while so stopped shall listen and look in both directions along such track for any approaching train and for signals indicating the approach of a train and shall not proceed until he can do so safely. After stopping as required in this Code section and upon proceeding when it is safe to do so, the driver of any such vehicle shall cross only in such gear of the vehicle that there will be no necessity for changing gears while traversing such crossing, and the driver shall not shift gears while crossing the track or tracks.

(b) No stop need be made at any such crossing where:

(1) Traffic is directed to proceed by a police officer, a firefighter, or a railroad flagman;

(2) A traffic-control signal directs traffic to proceed;

(3) The highway crosses an abandoned railroad track which is marked with a sign indicating its abandoned status, where such signs are erected by or under the direction of the local or state authority having jurisdiction over the highway; or

(4) The highway crosses an industrial siding or spur track marked 'exempt,' where such signs are erected by or under the direction of the local or state authority having jurisdiction over the highway.

#### **40-6-160. Speed limits.**

(a) Except as otherwise provided in subsection (b) of this Code section, it shall be unlawful to operate:

(1) A school bus transporting school children to and from school or to and from school activities at a speed greater than 40 miles per hour on a public road other than one which is a part of The Dwight D. Eisenhower System of Interstate and Defense Highways; or

(2) A school bus transporting school children to and from school or to and from school activities on a public road which is a part of The Dwight D. Eisenhower System of Interstate and Defense Highways at a speed greater than 55 miles per hour.

(b) When a school bus is transporting school children to or from an event or school activity or an express bus transporting students from one school to another school and is not loading or unloading children during such transportation, the speed limit shall be 55 miles per hour on other public roads as well as on those public roads which are a part of The Dwight D. Eisenhower System of Interstate and Defense Highways.

**40-6-161. Headlights to be lit when transporting children; communication equipment required.**

(a) It shall be unlawful to operate any school bus which is transporting children unless the headlights on such school bus are illuminated.

(b) It shall be unlawful to operate any school bus which is transporting children unless the driver of the bus is equipped with one or more devices to allow live communication between the driver and school officials or public safety officials or both. Such communication may be provided by two-way radio, cellular telephone, or any other device which provides similar communications capability.

**40-6-162. Use of visual signals.**

A school bus driver shall actuate the visual signals required by Code Sections 40-8-111 and 40-8-115 whenever, but only whenever, the school bus is stopped on the highway for the purpose of receiving or discharging school children. A school bus driver shall not actuate the visual signals:

(1) At intersections or other places where traffic is controlled by traffic-control signals or police officers; or

(2) In designated school bus loading areas where the bus is entirely off the roadway.

**40-6-163. Duty of Driver of vehicle meeting or overtaking school bus; reporting of violations.**

(a) Except as provided in subsection (b) of this Code section, the driver of a vehicle meeting or overtaking from either direction any school bus stopped on the highway shall stop before reaching such school bus when there are in operation on the school bus the visual signals as specified in Code Sections 40-8-111 and 40-8-115, and such driver shall not proceed until the school bus resumes motion or the visual signals are no longer actuated.

(b) The driver of a vehicle upon a highway with separate roadways need not stop upon meeting or passing a school bus which is on a different roadway, or upon a controlled-access highway when the school bus is stopped in a loading zone which is a part of or adjacent to such highway and where pedestrians are not permitted to cross the roadway.

(c) Every school bus driver who observes a violation of subsection (a) of this Code section is authorized and directed to record specifically the vehicle description, license number of the offending vehicle, and time and place of occurrence on forms furnished by the Department of Public Safety. Such report shall be submitted within 15 days of the occurrence of the violation to the local law enforcement agency which has law enforcement jurisdiction where the alleged offense occurred.

#### **40-6-164. Duty of school bus driver stopping to allow children to disembark.**

After stopping to allow children to disembark from the bus, it shall be unlawful for the driver of the school bus to proceed until all children who need to cross the roadway have done so safely. Any driver willfully violating this Code section shall be guilty of a misdemeanor.

#### **40-6-165. Operation of school buses.**

(a) Prior to moving a school bus from a stop at which passengers have been loaded or unloaded, the driver of the bus shall check all mirrors to ensure that it is safe to place the bus in motion.

(b) Prior to loading or unloading passengers from a school bus, the driver shall engage the parking brakes of the bus and shall not release such brakes until each passenger boarding the bus is on board and until each passenger disembarking from the bus is off the roadway and safely on the pedestrian areas of the roadway.

(c) Prior to loading or unloading passengers from a school bus, the driver shall display the stop arm on the bus and shall not retract the stop arm until each passenger boarding the bus is on board and until each passenger disembarking from the bus is off the roadway and safely on the pedestrian areas of the roadway.

(d) The driver of a school bus shall not use or operate a cellular telephone or two-way radio while loading or unloading passengers.

(e) The driver of a school bus shall not use or operate a cellular telephone while the bus is in motion.

(f) The driver of a school bus shall instruct all passengers exiting the bus of the proper procedures of crossing the roadway in front of the bus only.

(g) The driver of a school bus shall ensure that the red flasher lights on the bus remain illuminated and flashing until all passengers have boarded or have exited the bus and have safely crossed the roadway and are safely on the pedestrian areas of the roadway.

(h) The driver of a school bus shall extend the extension arm or gate on the front of the bus until all passengers have boarded or have exited the bus and have safely crossed the roadway and are safely on the pedestrian areas of the roadway.

#### **40-8-110. Identification and color.**

(a) Every bus used for the transportation of school children shall bear upon the front and rear thereof a plainly visible sign containing the words "SCHOOL BUS" in letters not less than eight inches in height.

(b) On and after January 1, 1971, every new school bus purchased for the transportation of school children shall be painted National School Bus Chrome Yellow.

**40-8-111. Equipment generally.**

(a) Each school bus used for the transportation of school children in the State of Georgia shall be in compliance with the State Board of Education bus specifications for the model year of such school bus.

(b) Each public school system shall be required to maintain each of its school buses in good working condition, including all safety equipment required in accordance with the specifications established pursuant to subsection (a) of this Code section.

(c) Nothing in subsection (a) of this Code section shall apply to motor vehicles operated by a local transit system which transport school children to and from school on regular or scheduled routes of a transit vehicle with regular fare-paying passengers.

**40-8-112. Compliance with state board bus specifications.**

Every school bus used to transport children to and from school shall comply with the State Board Bus Specifications prescribed by the State Board of Education.

**40-8-113. Standards Applicable regardless of size or capacity.**

The identification and equipment standards provided in this part shall apply to all school buses as defined in paragraph (55) of Code Section 40-1-1 regardless of size or capacity.

**40-8-114. Operation of school buses by churches, private schools, and local transit systems; transportation of schoolchildren on buses owned or operated by public transit systems.**

(a) Notwithstanding any other provision of this title to the contrary, churches, private schools, or local transit systems may operate school buses meeting the equipment, color, and marking requirements of Code Sections 40-8-110 through 40-8-112 and 40-8-115 and drivers of such vehicles shall be required to stop as set forth in Code Section 40-6-163. For purposes of this subsection, only churches and private schools are authorized to comply with Code Sections 40-8-110 through 40-8-112, and only local transit systems are authorized to comply with Code Section 40-8-115.

(b) Notwithstanding any other provision of this title to the contrary, the requirements relating to buses used for the transportation of school children, which requirements are contained in the following Code sections:

- (1) Code Section 40-6-160, relating to speed limits;

- (2) Code Section 40-6-161, relating to headlamps;
- (3) Code Section 40-6-162, relating to use of visual signals;
- (4) Code Section 40-6-163, relating to meeting or passing school buses;
- (5) Code Section 40-8-110, relating to identification and color;
- (6) Code Section 40-8-111, relating to equipment generally;
- (7) Code Section 40-8-112, relating to compliance with certain State Board of Education specifications;
- (8) Code Section 40-8-115, relating to identification and equipment of certain school buses;  
and
- (9) Code Section 40-8-220, relating to inspection of school buses,

shall not apply to any bus which is owned or operated by a publicly owned and operated transit system and which either transports school children to and from school on regular or scheduled routes with regular fare-paying passengers or which engages in tripper service.

**40-8-115. Identification and equipment of school buses for special school route service.**

This part shall not prohibit the use of a school bus as defined in paragraph (55) of Code Section 40-1-1 for special school route service, provided it shall meet the following identification and equipment requirements:

- (1) The bus need not be painted yellow or black;
- (2) The bus shall be equipped with four hooded or recessed red flasher lights, or four red flasher lights and four amber flasher lights mounted on the same horizontal centerline as the red lights and nearer the centerline. Such amber lights shall be at least two and one-half times brighter than the red lights. The system shall be wired so that the amber signal lights are activated only by manual or foot operation and if activated are automatically deactivated and the red signal lights activated when the bus entrance door is opened; and
- (3) While transporting children to or from school, the bus shall be equipped with the following temporary signs, located conspicuously on the front and back of such vehicle:
  - (A) The sign on the front shall have the words "SCHOOL BUS" printed in black letters not less than six inches high, on a background of National School Bus Glossy Yellow; and
  - (B) The sign on the rear shall be at least ten square feet in size and shall be painted National School Bus Glossy Yellow and have the words "SCHOOL BUS" printed in black letters not less than eight inches high.

#### **40-8-116. Unlawful acts.**

It shall be unlawful to operate:

(1) Any vehicle displaying the words "SCHOOL BUS" unless it meets the color, identification, and equipment requirements set forth in Code Section 40-8-113 or 40-8-115;

(2) A vehicle without the words "SCHOOL BUS" but which is of a color and exhibits some equipment or identification which reasonably could cause a motorist to confuse it with a properly colored, identified, and equipped school bus;

(3) Any school bus for any purpose other than the transportation of school children to or from school or school activities without concealing or covering all markings thereon indicating "SCHOOL BUS"; or

(4) A vehicle which has been permanently converted from the purpose of transporting students to or from school or school activities without first having painted such vehicle some color other than the yellow required in subsection (b) of Code Section 40-8-110 and without having removed the stop arms, if any, and any other equipment required by Code Section 40-8-111.

#### **40-8-220. Inspection of public school buses.**

(a) Every school bus which is defined by paragraph (55) of Code Section 40-1-1 which is owned or operated by a state, county, or municipal government or under contract by any independent school system shall be inspected annually, or more frequently at the discretion of the commissioner of public safety, under the supervision of an employee of the Department of Public Safety.

(b) The employee of the department shall supervise the inspection of such vehicle to determine if such vehicle possesses in safe operating condition the equipment which is applicable to school buses required by Parts 1 through 4 of Article 1 of this chapter and the equipment required by Part 6 of Article 1 of this chapter.

(c) If such vehicle is found to meet the equipment and safety requirements specified in subsection (b) of this Code section, then the employee of the department making the inspection shall issue a school bus certificate of safety inspection to the vehicle.

(d) If such vehicle does not meet the equipment and safety requirements specified in subsection (b) of this Code section, then that vehicle shall not be operated on the streets and highways of this state, and no school bus certificate of safety inspection shall be issued to such vehicle.

(e) All public school buses shall be made available for the inspection required under this Code section, and no person shall conceal any bus required to be inspected under this Code section.

(f) The commissioner of department of public safety is authorized to implement any and all provisions of this Code section by the promulgation of necessary rules and regulations. When duly promulgated and adopted, all rules and regulations issued pursuant to this Code section shall have the force of law.

**40-8-221. Penalty.**

Any person who violates any provision of this article shall be guilty of a misdemeanor.

# **Georgia Board of Education Rules and Policies**

## **CHAPTER 160-5-3 RULES OF STUDENT TRANSPORTATION MANAGEMENT**

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**Code: EDAA**

**160-5-3-.01 PURCHASE OF SCHOOL BUSES.**

**(1) REQUIREMENTS.**

(a) Local school systems shall ensure that any school bus body and chassis purchased and/or used for the purpose of transporting public school students of Georgia to and from school conforms to the current Georgia School Bus Specifications, available from the department.

(b) In the purchase of school bus bodies and chassis Local School Systems shall:

1. Invite at least three bus chassis vendors who represent at least two manufacturers to bid on bus chassis.
2. Invite at least three bus body vendors to bid on bus body.
3. Open all submitted bids in public. These bids shall be treated as public records, preserved for at least six years and shall be available to the public for inspection. The results of the bid shall be filed with the Georgia Department of Education on forms provided by the department.
4. Accept the low bid unless the local board of education determines that the lowest bid should be rejected and another bid accepted based on past experience with the bidding vendors concerning delivery, maintenance and/or cost of delivery.
  - (i) The minutes of the local board meeting at which a bid other than the lowest bid is accepted shall reflect, in detail, the reason(s) for not accepting the lowest bid.

(c) Waivers.

1. When there is only one vendor for a product to be purchased under these rules, the purchase may be negotiated and no bid need be solicited. In the event only one vendor and one manufacturer are available or in the event fewer vendors are available than required by these regulations, the minutes of the meeting at which the local board approves the purchase shall reflect this.

**Authority** O.C.G.A. § 20-2-188; 40-8-112; 40-8-113.

**Adopted: May 9, 1996**

**Effective: June 5, 1996**

**Code: EDAC**

**160-5-3-.02 CONTRACTED TRANSPORTATION SERVICES.**

**(1) REQUIREMENTS.**

(a) Local boards of education shall ensure that the drivers of all school buses contracted for the purpose of transporting school students meet the same requirements as drivers of public school buses.

Authority O.C.G.A. § 20-2-188; 20-2-1071; 40-8-112; 40-8-113.

**Adopted: May 9, 1996**

**Effective: June 5, 1996**

**Code: EDCA**

**160-5-3-.03 SCHOOL BUS INSPECTIONS.**

**(1) REQUIREMENTS.**

(a) Local units of administration shall ensure that all school buses are inspected annually by the Department of Motor Vehicle Safety.

(b) Local units of administration maintenance or service personnel shall inspect all school buses monthly and record the results on forms provided by the Department of Education. A local form may be used in lieu of the department's form upon approval from the department.

(c) The local system superintendent shall notify the Department of Education in writing of any material or construction defect found in new school buses.

Authority O.C.G.A. § 20-2-188; 40-8-220.

**Adopted: June 13, 2002**

**Effective: July 3, 2002**

**160-5-3-.04 SCHOOL BUS INSURANCE.**

**(1) REQUIREMENT.**

(a) The local board of education shall maintain the following minimum liability insurance coverage: \$100,000 per person; \$300,000 each accident; \$50,000 property damage; and \$5,000 medical and death payment.

**Authority** O.C.G.A. § 20-2-188; 20-2-1090; 20-2-1091; 20-2-1092; 20-2-1093;  
20-2-10-4.

**Adopted: March 12, 1992**

**Effective: April 8, 1992**

**160-5-3-.05 RESERVED.**

**160-5-3-.06 RESERVED.**

**160-5-3-.07 RESERVED.**

**160-5-3-.08 SCHOOL BUS DRIVERS.**

**(1) DEFINITIONS.**

- (a) **Non-resident** - a person who has his or her place of residence in a state other than Georgia.
- (b) **Regular school bus driver (operator)** - a person who is a regularly employed driver (operator) and who is not on the substitute list.
- (c) **Resident** - a person who has his or her place of residence in the state of Georgia.
- (d) **School bus driver (operator)** - a person, appropriately licensed, who controls the operation of a school bus.
- (e) **Substitute school bus driver (operator)** - a person who is not a regularly employed driver (operator).
- (f) **School bus driver trainer** – a person who is responsible for the required initial training of school bus drivers.

**(2) REQUIREMENTS.**

- (a) The local board of education shall employ both regular and substitute drivers of school buses upon the recommendation of the system superintendent of schools.
- (b) Local school systems shall select school bus drivers using the following minimum criteria:
  - 1. The minimum age to qualify as a bus driver is 18 years.
  - 2. Evidence of a physical examination by a licensed doctor of medicine or doctor of osteopathy within 60 days prior to the date of employment.
- (c) To be considered for reemployment for any ensuing school year, the driver shall pass the annual medical examination prescribed by the Department, not more than 60 days before the beginning of the school year and as often thereafter as the local system's board of education deems necessary.
- (d) Licensing.
  - 1. Local school systems shall ensure that resident school bus drivers have a Georgia Commercial Driver's License (CDL) Class A, B or C.

2. School bus drivers shall obtain a CDL Class A, B or C license with a "S" endorsement, which authorizes the driver to drive a school bus. (The driver of an air-brake-equipped bus shall not have an "L" restriction which restricts him or her to vehicles not equipped with air brakes.)

3. Local school systems shall ensure that non-resident school bus drivers have an appropriate license, issued by their home state, to operate a school bus.

(e) Salary.

1. School systems shall not pay to any regular driver in their employment, regardless of the type of ownership, a salary less than that prescribed by the state uniform minimum salary schedule. The driver shall receive the state minimum monthly salary for 12 months provided the driver works the entire 180-day school year. The 180 days include the authorized sick and personal leave.

2. Substitute drivers shall be paid by the local board of education and not by the regular school bus driver. The pay scale for substitute school bus drivers shall be determined by the local board of education.

(f) School Bus Driver Education.

1. Local school systems shall ensure that every new school bus driver satisfactorily completes a training program approved by the Department prior to driving a school bus used to transport students. The initial training program for school bus drivers shall consist of at least 24 hours of training. A description of the required training program is found in the *Georgia School Bus Driver Training Manual*, available from the Department.

2. Local school systems shall require all school bus driver trainers be trained and certified through a training program offered by the Department.

3. Local school systems shall require all school bus drivers to attend the annual in-service training and safety programs provided by the Department.

4. Local school systems shall report all accidents in which school buses are involved to the Department on forms provided by the Department.

Authority O.C.G.A. § 20-2-188; 20-2-1110; 20-2-1111; 20-2-1112; 20-2-1113; 20-2-1125; 40-5-23; 40-5-140; 40-5-150.

**Adopted: October 14, 2004**

**Effective: November 3, 2004**

**160-5-3-.09 RESERVED.**

**Code: EDD**

**160-5-3-.10 STUDENT TRANSPORTATION SURVEYS.**

(1) **PURPOSE.** The purpose of the student transportation survey is to determine bus needs for allotment purposes, ascertain standard costs for allotment purposes, enhance safety, improve services to pupils and make recommendations to local school systems regarding efficient operation of school transportation service.

(2) **REQUIREMENTS.**

(a) Local boards of education shall participate in the student transportation survey process and state funds for student transportation shall be based on the following criteria.

1. Regular transportation.

(i) Routing shall be as uniform as practical. Routing shall be planned and operated with minimum bus mileage. Unnecessary travel by empty buses, excessive bus stops and excess spur routes off the trunk lines shall be eliminated. Every effort shall be made to avoid routing buses across railroads and expressways, unless the crossings are protected by proper traffic signals.

(ii) Bus routes shall, to the extent possible, be arranged so as to use all required buses for a minimum of one and one-half hours each morning.

(iii) The standard walking distance to trunk bus routes shall not be more than one-half mile. In addition to the standard walking distance, road conditions and satisfactory turnaround places shall be considered in planning spur routes.

(iv) School bus stops shall not be closer than one-tenth mile.

(v) Students living within one and one-half miles of school shall not be included in the survey for state allotment purposes.

(vi) The first morning trip of a bus shall begin where the first student is picked up and end at the school to which the students are delivered. The second trip shall begin at the school where the first load was delivered and end at the school where the second load is delivered. Additional trips shall be measured in like manner.

(vii) Bus routes shall end in the morning at the school where the last load is delivered.

160-5-3-.10 (Continued)

2. Special Education, State School and Transportation for Physically Disabled Students.

(i) Routing arrangements shall be as uniform and as practical. Routing shall be planned and operated with minimum bus mileage. A minimum of five students shall be transported to earn transportation funds for special education unless a lesser number is approved by the department.

(ii) The first morning trip of a bus shall begin where the first student is picked up and end at the school where the students are delivered. The second trip shall begin at the school where the first load was delivered and end at the school where the second load is delivered. Additional trips shall be measured in like manner.

(iii) Bus routes shall end in the morning at the school where the last load is delivered.

(iv) School systems shall ensure that student transportation to and from state-operated schools is provided. School systems are responsible for transporting students at the beginning and end of the school term and for school holidays, including Thanksgiving, Christmas and spring break.

3. Vocational Education Transportation.

(i) Routing for vocational education shall be school-to-school on the safest and most direct route. A minimum of 10 high school students shall be transported to a vocational program to earn transportation funds.

(ii) Local school systems shall annually provide to the department the information necessary to determine vocational funds.

Authority O.C.G.A. § 20-2-188.

Adopted: August 14, 2003

Effective: September 8, 2003

## **160-5-3-.11 STANDARD COST DEVELOPMENT.**

### **(1) REQUIREMENT.**

(a) Local boards of education shall receive and use allotments for student transportation for the following student transportation cost.

#### 1. Driver Benefits.

- (i) Salary.
- (ii) Social Security (Employer).
- (iii) Sick Leave.
- (iv) Required Medical Exam.

#### 2. School Bus Insurance.

(i) Local school systems shall provide the insurance information on cost and coverage as needed on forms provided by the department.

#### 3. Bus Replacement Funds.

(i) Average low bids shall determine the replacement allowance per year over a period of eight years for gasoline-powered or 10 years for diesel-powered 35-72 passenger buses, and 12 years for gasoline-powered or 14 years for diesel-powered 78-90 passenger buses. Both gasoline- and diesel-powered Type A and Type B buses earn a replacement allowance per year over a period of eight years.

(ii) Any excess paid over and above the low bid price or any payment for optional equipment over and above the minimum standards approved by the state board of education shall not be considered in calculating the replacement funds. The replacement allowance shall be used only for the purpose of purchasing replacement buses, school bus shop construction or school bus shop equipment.

#### 4. Operating Funds.

(i) The actual expenditures and total annual route/mileage reported by local school systems shall be used to determine the costs per mile. The cost of fuel, oil, tires, batteries, parts and shop, clerical, and supervisory salaries is used in the calculation. The actual expenditures and total annual route mileage shall be reported on forms provided by

160-5-3-.11 (Continued)

the department.

(ii) All school bus routes shall be measured at least once per school year by the local system superintendent or designee.

(iii) Local school systems shall be ranked according to utilization per regular bus (unit). Utilization per bus is the number of unduplicated students transported per bus as assigned by the most recent survey. The systems shall be divided into four categories of equal size. Categories will be evaluated at least every three years.

#### 5. Extended Mileage.

(i) Special education extended mileage shall be paid when the school bus is used beyond the time and mileage requirements in the regular or special education program. Extended mileage shall also be paid when the school bus is used for transporting residential students to and from state operated schools.

(ii) Vocational extended mileage shall be paid for school to school transportation when the bus is used beyond the time and mileage requirements in the regular or special education program.

Authority O.C.G.A. § 20-2-188.

**Adopted: August 14, 2003**

**Effective: September 8, 2003**

**Code: DFB**

**160-5-3-.12 RESERVED.**

**Code: EDCB/JCDAD**

**160-5-3-.13 STUDENT SAFETY.**

**(1) REQUIREMENTS.**

(a) Local units of administration shall ensure that students receive instruction annually in safe riding practices and emergency evacuation.

(b) The loading limit for any school bus shall not exceed 120 percent of the manufacturer's rated seating capacity of the bus.

(c) Local units of administration shall ensure that audio speakers used for music or entertainment are not located in the driver's compartment of the school bus. All above-mentioned speakers on existing buses shall be disconnected or removed.

Authority O.C.G.A. § 20-2-188.

**Adopted: May 9, 2002**

**Effective: May 29, 2002**

**Code: EDC(3)**

**160-5-3-.14 FUELS AND EXPLOSIVES.**

**(1) REQUIREMENTS.**

(a) School systems shall ensure that no explosive or combustible materials are transported on a public school bus at any time. This includes gasoline, diesel fuel, gasohol, dynamite caps, bullets, gun powder or any material of this nature.

(b) Only law enforcement or school officials authorized by law may have weapons on a public school bus.

(c) Local school systems shall ensure that no student is on a school bus when it is being fueled.

**Authority** O.C.G.A. § 20-2-188.

**Adopted: March 14, 1996**

**Effective: April 14, 1996**

**Code: GAM/GCRA**

**160-5-3-.15 ALCOHOL AND CONTROLLED SUBSTANCES TESTING.**

**(1) Definition.**

(a) Employee engaged in safety-sensitive function--an employee of a local school system who holds a Commercial Driver's License (CDL) and who also operates or has reason to move a school bus or other commercial vehicle. Employees engaged in safety-sensitive functions include, but are not limited to, mechanics, school bus drivers, substitute school bus drivers, maintenance workers, coaches, teachers and administrators.

**(2) Requirement.**

(a) Local boards of education shall adopt a policy concerning the testing for alcohol and controlled substance abuse by employees who are engaged in safety-sensitive functions as mandated by federal law. Local boards shall also communicate to employees the dangers of alcohol and controlled substance use and the requirements specified in federal law and regulations.

(b) This rule shall become effective January 1, 1995, for local school systems with 50 or more licensed drivers holding Commercial Driver's Licenses on March 17, 1994. This rule shall become effective January 1, 1996, for systems with fewer than 50 licensed drivers holding Commercial Driver's Licenses on March 17, 1994.

**Authority** O.C.G.A. § 20-2-188; 20-2-1120; 20-2-1121.

**Adopted: September 8, 1994**

**Effective: October 9, 1994**

## TRAFFIC CONTROL DEVICES UNIT

### OBJECTIVES

1. Understand the meanings of the standard colors, shapes, symbols and messages used on traffic signs.
2. Be able to identify the meaning of the standard traffic signals.
3. Identify the meaning of the standard roadway markings.
4. Understand the meaning of the colors used in road delineators.

### **PERFORMANCE STANDARD:**

*The trainee shall be able to identify the meaning of the standard colors, shapes, symbols and messages used on traffic signs; identify the meaning of standard traffic signals and roadway markings; and know the meaning of the colors used in road delineators.*

### TOPICS

1. Introduction
2. Traffic Signs
3. Traffic Signals
4. Roadway Markings

## INTRODUCTION

Traffic signs can convey many different kinds of messages to the driver. They can inform of laws, warn of hazards ahead, or provide information or guidance to the driver.

As one travels down the roadway, the shape of the sign or the color of the sign can be recognized long before the pictorial can be recognized or the message read. For this reason, traffic signs have been standardized by shape and color. Each shape and each color has a specific meaning.

### 1. TRAFFIC SIGNS

#### *SUGGESTIONS*

##### A. Standard Colors

- Red – stop or prohibited
- Green – indicates movements permitted, direction guidance
- Blue – motorist service guidance
- Yellow – general warning
- Black – regulation
- White – regulation
- Orange – construction and maintenance warning
- Brown – public recreation and scenic guidance

##### B. Standard Shapes

- Octagon – stop
- Horizontal Rectangle – guidance information
- Diamond – general warning
- Pentagon – school warning
- Pennant – warning of no-passing zone
- Vertical Rectangle – regulatory, except for stop and yield
- Equilateral Triangle – yield
- Round – advance warning of a railroad crossing

### C. Classification of Road Signs

- Regulatory Signs – inform highway users of traffic laws or regulations
- Warning Signs – inform the driver of situations ahead which may require extra care. These signs are yellow with black lettering.
- Guide Signs – guide the driver along the road and inform them of intersecting routes, or direct them to their destination.

## 2. TRAFFIC SIGNALS

- a. Traffic signals are devices used to control traffic and assign right-of-way. The message in traffic signals is relayed primarily through the use of colors; therefore, the meaning of the colors has been standardized.
- b. A steady circular green signal permits traffic to proceed if it is safe to do so.
- c. A steady circular yellow signal always follows a circular green signal or green arrow and warns that the red signal is about to come on. Drivers must stop if it is possible and safe to do so.
- d. A steady circular red signal means stop and remain stopped until a green signal is shown and it is safe to proceed.
- e. A steady green arrow may be used instead of a steady circular green signal. The driver is permitted to proceed in the direction of the arrow if it is safe to do so.
- f. A flashing circular red signal means stop and remain stopped until it is safe to proceed. Flashing red signals are used at particularly dangerous locations.
- g. A flashing circular yellow signal is a warning of a particular hazardous location. Drivers may proceed through, but should use extreme caution.

## 4. ROADWAY MARKINGS

### CONTENT

- A. White lines delineate separation of traffic flows in the same direction.
- B. Yellow lines delineate separation of traffic flows in the opposite direction.
- C. Broken lines are permissive in nature. When traffic permits, broken lines may be crossed.
- D. Solid lines are restrictive in nature. Generally, they are not to be crossed.
- E. Double solid lines indicate maximum restriction. They are not to be crossed.
- F. Solid white lines are used to mark the edge of the pavement.
- G. White arrows are used to show direction of travel for a given lane.

## **DRIVING THE BUS – HANDLING CHARACTERISTICS**

### OBJECTIVES

- Identify the effects of velocity, centrifugal force, and inertia on the control of the bus.
- Understand the effects of friction and gravity on stopping the school bus.
- Understand the stopping characteristics of a school bus and the effects of speed and weight.
- Understand basic handling characteristics of a school bus.
- Understand how to properly adjust and use the mirrors on the bus.

### ***PERFORMANCE STANDARD:***

***The trainee shall be taught and the trainer should improve and evaluate the trainee's vehicle handling skills.***

### TOPICS

1. Velocity, Centrifugal Force, Inertia, and the School Bus
2. Effects of Friction and Gravity on Stopping a School Bus
3. Braking Distances
4. Basic Handling Characteristics of a School Bus
5. Mirror Adjustments
6. Visual-Perceptual Skills

## A. FOLLOWING DISTANCE AND NATURAL LAWS

### 1. VELOCITY, CENTRIFUGAL FORCE, INERTIA, AND THE SCHOOL BUS

#### a. Velocity

- Speed of vehicle
- All moving objects have kinetic energy (energy in motion), and the object will continue to move until the energy is used up or converted. Most times it is converted to friction and heat by applying brakes.
- The amount of kinetic energy depends on the velocity or speed of the vehicle.
- Kinetic energy does not develop in direct proportion to speed. When you double your speed, the kinetic energy is multiplied by four (4) times.  
*Example:* At 20 m.p.h. you can stop the vehicle in 60 feet, but at 40 m.p.h. it will take 240 feet to stop.
- This is the law you can control.

#### b. Centrifugal Force

This force tends to keep an object in motion moving in a straight line. In driving a motor vehicle, this force is encountered when going around curves – when curves go left, your body sways to the right.

Centrifugal force is important because it tends to overcome both friction and gravity, so speed is the controlling factor. This is another law you can control.

#### c. Inertia

- The property of matter to remain motionless or moving in a straight line unless acted upon by an outside force.
- Friction (through the brakes and/or tires) is one way to control inertia.
- Striking another object will stop inertia.

To have these laws work with you and not against you, it is very important to slow to your slowest speed **before** turning. Braking during a turn is bad because:

1. The grip of the bus tires must deliver cornering traction and adding braking forces to this can exceed available traction.
2. Braking while turning destabilizes suspension causing the tall bus to tilt toward the outside of the turn.

## INSTRUCTION SUGGESTIONS

Emphasize that these natural forces are always affecting a school bus that is in motion; increased speed accentuates the forces.

## **2. EFFECTS OF FRICTION AND GRAVITY ON STOPPING A SCHOOL BUS**

### **a. Friction**

- Friction is defined as resistance to relative motion between two bodies in contact.
- To the engine, drive train, and other closely mated moving parts, friction is an enemy. Friction is an ally when it comes to starting and stopping a school bus.
- Approximately 40 square inches per tire is all that lies between you and the road, so good brakes and tires are essential to stopping a school bus.
- Road surface is another consideration in friction. Hard surface roads offer more friction than dirt and gravel, dry better than wet, and a wet surface is better than snow and ice.

### **b. Gravity**

- Gravity is defined as the force that tends to pull an object toward the center of the earth.
- Gravity is most apparent when going up or down a hill. When going uphill, gravity has a retarding effect, and power must overcome this force. When going downhill, friction creates an accelerating effect, and brakes or some form of retardation must be applied to keep the school bus under control. The right way to go down long grades is to use a low gear and go slow enough that a fairly light, steady use of the brakes will keep you from speeding up.

## **INSTRUCTION SUGGESTIONS**

Emphasize to drivers the hazards of wet roads and the role it has played in accidents in your system.

## **3. BRAKING DISTANCES**

Braking is defined as an artificial force applied to stop movement. This is one element of control that requires two frictional applications; friction between the tires and road, and friction between the brake shoe or pad and brake drum or disc.

In this process, friction creates heat in both tires and brakes. When smoke boils around skidding tires, this is heat. The further a tire skids, more heat is dissipated, and there will be less stopping power.

Perception and reaction distance for stopping is proportional to the speed of the school bus. Reaction time averages three-fourths of a second.

Braking distance is disproportional to the increase in speed. When speed is doubled, braking distance increases four times.

Hard, late braking is dangerous and should be avoided. The following are some reasons why:

1. The driver manages traction poorly and risks skidding,
2. Danger of student injury inside the bus, and
3. Danger of vehicle from behind skidding into the bus. Space cushion in front of the bus reduces the need for hard braking.

### **INSTRUCTION SUGGESTIONS**

Explain to the students the four-second and ten-second rule of defensive driving. Tie this to the chart on stopping distance.

### **B. MIRROR ADJUSTMENT**

1. The reason drivers give most often to accident investigators is “I didn’t see it”. The driver of a school bus involved in an accident is usually being truthful when he/she gives that statement as an explanation.
2. Sometimes drivers do not see their entire surroundings because driving has become routine. The driver who falls into that trap will develop “lazy eyes”. You will not see the danger if you do not consciously scan for the areas of risk.
3. The most valid reason for “not seeing” is that the mirrors are not adjusted properly. The improper adjustment of mirrors occurs for at least two primary reasons:
  - a. Each manufacturer of school buses uses a different design for mounting mirrors. Modifications must be made to some of them to make them adequate to ensure maximum use.
  - b. Drivers should be aware of what they are supposed to see in their mirrors. Mirror adjustment must be a part of the training program.

### **MIRROR ADJUSTMENT GUIDELINES**

#### **THE INSIDE FLAT MIRROR**

The inside flat mirror should be adjusted so that the driver can view the top of the rear window in the top of the mirror.

- You will be able to see all the students, including the top of the students right behind you.
- You will be able to see somewhat outside the passenger-side windows, but you will not be able to see below window level.

#### **CROSSVIEW MIRRORS (On Front Fender)**

The crossview mirrors should be adjusted so that you can see the entire area in front of the vehicle, as well as the front bumper.

### **OUTSIDE UPPER LEFT AND RIGHT FLAT MIRRORS**

The outside flat mirrors should be adjusted so that you can see:

- 200 feet or 4 bus lengths behind the bus
- The side of the bus
- The rear tires touching the ground. NOTE: On older buses, it may be impossible to see the tire touching the ground but you should see the rubber skirting around the wheel well.

### **OUTSIDE LOWER SPOT OR CONVEX MIRRORS**

- The convex mirrors are located below the outside flat mirrors.
- The convex mirrors should be adjusted so that you can see the entire area to the rear of the mirror along the side of the bus.
- You should be able to see at least one traffic lane on either side of the bus.

## **SEAT ADJUSTMENT**

While it may not automatically occur to you, proper seat adjustment goes hand-in-hand with adjusting your mirrors. A properly adjusted seat will let you get the maximum visibility from your mirrors and out of your windshield.

Before moving your mirrors, first make sure your seat is in a comfortable position where you can operate the foot controls and reach the steering wheel easily. Seat height is important too: to prevent cutting off the circulation in your legs, adjust the seat so there is no pressure against the bottom of your thighs when you operate the accelerator. When your seat is adjusted properly, you can move your mirrors to get the best view around your bus.

## **MIRROR USAGE**

### **POINTS TO STRESS:**

The key to using your mirrors is to check them quickly and consistently and to understand what you see. You should:

- Check your mirrors every five to eight seconds and before you change lanes or your position in traffic.
- Look back and forth between your mirrors and the road in front of you. If you focus on your mirrors too long, you'll miss out on the action ahead.
- Be aware that the view in your mirrors may be different from the actual situation. Convex mirrors, for instance, make objects appear smaller and farther away.

- Know that with all mirrors, blind spots are still inevitable unless you move around in the drivers seat. (This is rocking and rolling.)

## **DRIVING THE SCHOOL BUS – BASIC SKILLS**

### **C. TRACKING**

- Tracking is defined as the position of the rear tires in relation to the front tires when turning.
- The longer the wheelbase, the greater danger of the rear tires over tracking. The rear wheels will not follow in the same tracks as the front wheels when a vehicle turns. A sharper turn and a longer wheelbase will have a large effect on the amount of over-tracking.
- Be aware of the tail swing or kick out when making a turn, also be alert to front swing when backing.

### **POINTS TO STRESS:**

Emphasize that each bus has a turning point. There is a point on the bus that when the point is even with the corner, a turn can be made safely with the rear wheels not crossing the curb. The turning point will vary from bus to bus. However, it is usually at the center point where the rear tires touch the ground.

### **D. STEERING**

- Firmly grip the steering wheel with both hands. The left hand should be at approximately 10 o'clock; the right hand should be at approximately 2 o'clock.
- To steer the bus, the driver should use the push-pull method. One hand pushes, and the other pulls.

### **POINTS TO STRESS:**

Steer wheels back into position. Do not let the steering wheel spin wheels back into position.

## **E. MAKING TURNS**

### **Making Turns**

- Check traffic to front, sides, and rear of the bus.
- Give proper signals to move the school bus into the proper lane for turning.
- Give the proper turn signal.
- Reduce speed.
- Make the turn smoothly without strain on the engine.
- Check mirrors while and before executing a turn.
- Enter proper lane and check turn signal for cancellation.
- Steer wheels back into position. Do not let steering wheel spin wheels back into position.

### **POINTS OF STRESS:**

Emphasize keeping front wheels straight and brake depressed while waiting to make a turn to prevent a rear-end collision from pushing the bus into on-coming traffic.

## **F. MAKING A TURNAROUND**

- Be sure all students are loaded before turnaround.
- Give brake signal well in advance of the turnaround.
- Bus should be one bus length ahead of the road to be backed into.
- Check traffic both front and rear. Use the discipline mirror to view traffic through the lower window in the emergency door. If necessary, signal all traffic around.
- Back into roadway or driveway using outside mirrors.
- Check traffic and re-enter roadway with caution.
- Back slowly.

## **G. BACKING THE BUS**

### **POINTS TO STRESS:**

**Back your bus ONLY when you have NO other safe way  
To move the vehicle. Backing is dangerous  
And increases your risk of a collision.**

### **1. IF YOU HAVE NO CHOICE AND YOU MUST BACK YOUR BUS, FOLLOW THESE PROCEDURES:**

- Post a lookout.

The purpose of the lookout is to warn you about obstacles, approaching persons, and other vehicles. **The lookout should not give directions on how to back the bus.**

Choose the lookout carefully. You want a mature and reliable person who can be heard clearly.

- Signal for quiet on the bus so you can hear the lookout.
- As you back, constantly check all mirrors and rear windows.
- Back **slowly** and smoothly.
- If no lookout is available:
  - a. set the parking brake.
  - b. Turn off the motor and take the keys with you.
  - c. Walk to the rear of the bus to determine whether the way is clear.

## **2. IF YOU MUST BACK AT A STUDENT PICK-UP POINT:**

- Pick up students **BEFORE** backing
- Watch for latecomers at all times

## **IF YOU MUST BACK AT A STUDENT DROP-OFF POINT:**

- Unload students **AFTER** backing

### **POINTS TO STRESS:**

**LOAD BEFORE BACKING**  
**BACK BEFORE UNLOADING**

## **H. VISUAL – PERCEPTUAL SKILLS**

**OBJECTIVE:** To train drivers in the visual-perceptual skills needed for successful operation of school buses.

Training in visual-perceptual skills relies heavily on two techniques, (1) the SIPDE process, and (2) commentary driving.

### SIPDE Process

- Aggressively search the traffic pattern environment for potential and real hazards;
- Identify critical objects or conditions in the traffic environment;
- Predict how these objects or conditions might produce conflict;
- Decide a course of action that minimizes the risk of collision; and
- Execute the action decided upon in time to be effective.

### Commentary Driving

This technique should be utilized in order to train bus drivers to verbalize the driving significance of critical objects or objects as they come in view.

Model for Perceptive Driving:

Sight	Search	<u>Searching Procedures</u> <i>Content:</i> <ul style="list-style-type: none"><li>▪ Road ahead</li><li>▪ Signs, signals, markings</li><li>▪ Other road users</li></ul>
Mind	Identify Predict Decide	<u>Hazard Detection</u> <u>Purpose:</u> To train students in the process of detecting hazards that will affect their driving behavior. <i>Content:</i> <ul style="list-style-type: none"><li>▪ <u>Real hazards</u> – object or condition in or near the planned path of travel which requires a change of speed and/or driving.</li><li>▪ <u>Potential hazard</u> – objects or conditions that exhibit the potential to become a real hazard.</li></ul>
Physical	Execute	<u>Defensive Strategies</u> <i>Purpose:</i> To train students in defensive strategies that will assist them in minimizing risks and avoid collisions. <i>Content:</i> <ul style="list-style-type: none"><li>▪ <u>Separate</u> – changing vehicle speed in order to avoid dealing with two or more real hazards at the same time. Allow hazards to separate.</li><li>▪ <u>Compromise</u> – assessing multiple hazards and choosing a path of travel and speed that will provide the least damaging risk.</li><li>▪ <u>Isolate</u> – maintaining an adequate space cushion on all sides.</li><li>▪ <u>Stabilize</u> – choose and maintain a constant lane position and speed.</li></ul>
Communication	Sound Horn Blink or Turn on Lights Position of Your Vehicle	

## BEHIND THE WHEEL TRAINING UNIT

### OBJECTIVE:

To teach, improve, and evaluate driver's vehicle handling skills.

Behind the wheel training should be an integral part of any school system's school bus training program. This can be accomplished in two areas: 1) off-street and 2) on-street.

### ***PERFORMANCE STANDARD:***

***The trainee shall be taught and the trainer should improve and evaluate the trainee's vehicle handling skills.***

### **EXERCISES FOR BEHIND THE WHEEL TRAINING**

#### **A. Basic Skills**

##### *Tracking – Right and Left Turns*

- Where are rear wheels in relation to front wheels in turn. Stop in middle of turn, have trainee check wheel locations. Determine if bus tracks on inside, middle, or outside rear wheel.
- Right and left turns should be practiced.
- Refer to Appendix for specifics on left and right turns.

##### *Positioning*

- The vehicle should be positioned in least hazardous position.
- Turn into the nearest lane from nearest lane. Example: right lane to right lane; left lane to left lane.
- Right hand lane for expressway driving.
- Use signal before brake is applied.

##### *Lane Change*

- Don't change lanes in curve or intersection.
- Do not slow down or change speed.
- Check traffic.
- Give signal.
- Check blind spot (**most important**). This should be a head check.
- Move over.

##### *Intersection*

- You only have right of way when traffic is stopped or clear.
- 6-8-9 second rules.
- Approach with foot ready to brake.
- If indicated, come to complete stop.
- Yield to pedestrians.
- Yield to other traffic, if in question.

- Turn from nearest lane to nearest lane.

## **B. Intermediate Skills**

### *Backing (Straight Line with Turn-Around)*

Initial positioning of bus when backing is important.

Use mirrors right, center, and left.

If you can't see cones in left or right mirrors you are too close.

Determine apex of turn so rear wheels can be used to pivot at this point.

Back only when necessary; never into major roadway.

If trainee backs fast, they are not using all mirrors.

### *Entering/Exiting Expressway*

- Exiting without deceleration lane – check traffic.
- Signal intention – tap brakes/turn signals.
- Adjust speed before turning to ramp.
- Further speed adjustment on ramp.

### *Entering Without Acceleration Lane*

- Watch for posted speed limit on ramp.
- Check traffic and signal ahead on expressway.
- Accelerate to a slow, safe speed on ramp.
- If no vehicles are approaching, enter expressway and accelerate to normal speed.
- If there are vehicles approaching, find space and merge into traffic when safe.
- Use signal.

### *Exiting with a Deceleration Lane*

- Position vehicle in proper lane.
- Signal.
- Check traffic.
- Enter deceleration lane.
- Slow to exit speed on the exit ramp.

### *Entering with an Acceleration Lane*

- Signal.
- Check traffic and gauge speed.
- While in acceleration lane, adjust speed to merge.
- Check blind spot.
- Enter nearest lane after passing solid pavement line, if safe.
- Adjust speed to flow of traffic.

### *Passing*

- Never pass another school bus.

- Only when absolutely necessary, pass another vehicle on two lane roadway.
- Signal.
- Check blind spot.
- Accelerate – move over.
- Refer to lane change procedures.

### C. Advanced Skills

#### *Serpentine*

- Start straight with cones.
- Don't slow down at end.
- Use hand over hand steering.
- This is an all steering exercise; **no braking**.

#### *Emergency/Off-Set Lane Change*

- This is set-up at end of serpentine, if possible.
- No braking.

#### *Right/Left Evasive Drill*

- Begin approach at 20 m.p.h. – then increase.
- This is a braking and steering exercise.
- Brake should be applied slightly after first turn.
- Don't brake inside turn.
- Do not anticipate trainer's command – right, left, or center.

#### *Backing – Right and Left Turns*

- Initial positioning is important.
- Use mirrors – right, center, and left.
- If cones disappear, bus is too close.
- Keep rear wheel close to left if turning left; vice versa for right turn.
- Use apex of turn for back wheels to pivot.

#### *Controlled Braking (Straight Line)*

- 30 – 35 m.p.h.
- Don't skid.
- Apply brake sharply; release and reapply feathering.
- Throw students as little as possible.
- Stop as near the end of lane as possible.
- Make smooth stop.

#### *Wheel Drop-Off Road Emergency Recovery*

- Center edge of road under vehicle.
- Use 3-9 grip on wheel.
- Steer ¼ to ½ turn to re-enter.
- Don't oversteer.
- Don't scrub tires along edge of road.

## D. Turns

### *Preparing for Turns*

- Check traffic to the front and rear of the bus.
- Give proper signal to move vehicle into proper lane.

### *Making Right Turn*

- Give proper right hand turn signal.
- Reduce speed.
- Position bus in center of the lane.
- Check for clear right of way.
  - Traffic signals, signs, pedestrians, or vehicles.
  - Use both outside mirrors.
- Execute the turn.
  - Make turn smoothly without strain on the engine.
- Check right mirror while executing turn.
- Enter the **right-most lane** available and check turn signal for cancellation.
- Steer wheels back into position – do not let steering wheel spin wheels back into position.

### *Making Left Turn*

- Give proper left hand turn signal.
- Reduce speed.
- Position bus to the left edge of the lane.
- Check for clear right of way.
  - Traffic signals, signs, pedestrians, or vehicles.
  - Use both outside mirrors.
  - If necessary to stop, **keep wheels straight** and brake pedal depressed.
    - Prevents drifting and activates stop lights.
    - Prevents being shoved into line of approaching traffic if struck from the rear.
- Execute the turn.
  - Drive into the intersection, make turn smoothly, and without strain on the engine.
  - Check left mirror while executing turn.
  - Enter the highway in the **left-most lane** available and check turn signal for cancellation.
- After completing the left turn upon multiple lane highways, pick up speed, activate right turn signal and move into right hand lane as soon as possible.

## 1. DRIVER DISCOURTESIES, ERRORS, AND VIOLATIONS

### ***PERFORMANCE STANDARD:***

***The trainee is to be made aware of discourtesies, errors and violations that tear down a fleet's public image.***

Discourtesies that drivers commit that tear down a fleet's good public image:

### **Errors in Speed Control**

- Exceeding the speed limit and passing motorists who are abiding by the law.
- Speeding through towns, restricted speed zones and residential areas.
- Driving unnecessarily slow and backing up traffic.

### **Errors in Following**

- Following passenger cars too closely.
- Tailgating another bus or truck.
- Following too closely at night without dimming lights.

### **Errors in Passing**

- Passing when unnecessary.
- Cutting in too sharply after passing.

### **Errors in Lane Use**

- Crowding center line.
- Taking up two lanes.
- Drifting across lane dividers.
- Weaving from one lane to another.
- Use of wrong lane for speed or proper traffic flow.

### **Errors that Obstruct Traffic**

- Blocking crosswalk.
- Double parking.
- Not providing opportunity for traffic build-up to pass.

### **Errors in Noise and Consideration**

- Excessive engine noise.
- Unnecessary use of horn.
- Racing engine to hurry pedestrians across intersection.
- Splashing pedestrians in wet weather.

## 2. RECOGNIZING DRIVING ERRORS

To help a supervisor recognize driving errors that lead to accidents before they happen, this appendix lists them under twelve categories:

### **Before Start Up**

- Failure to properly evaluate personal, mental and physical condition.
- Failure to signal when pulling away from curb.
- Failure to wait for break in traffic before moving.

### **Speed Control**

- Too fast for volume of traffic.
- Too fast for condition of road surface.
- Too fast for visibility conditions (due to weather or road).
- Too fast for light conditions (dust/darkness).
- Too fast for neighborhood or roadside environment.
- Too fast for street/highway layout and traffic signals.
- Too slow for speed of traffic stream.

### **Improper Lane Usage**

- Failure to select proper lane.
- Failure to drive in center of lane.
- Abrupt lane change.
- Failure to signal intent to change lanes.
- Weaving in and out of traffic lanes.

### **Passing Errors**

- Misjudging speed and nearness of oncoming vehicles.
- Failure to check side and rear before pulling out to pass.
- Overtaking and passing too slowly.
- Cutting in too quickly after passing.
- Failure to signal intention of passing to driver being passed.
- Unnecessary passing.
- Racing other vehicle trying to pass you.
- Passing in, or too close, an intersection.

### **Turning Errors**

- Turning from wrong lane.
- Failure to let oncoming traffic clear before turning left.
- Failure to block area to right of vehicle on right turns.
- Over-running curb on right turns.
- Abrupt turn on slippery road surface leading to skid.
- Failure to signal intention to turn.

### **Stopping Errors**

- Failure to make smooth, gradual stop.
- Failure to signal stop.
- Failure to stop in time.
- Abrupt braking on slippery road surface, leading to skid.

**This appendix lists the most frequent driving errors that are also traffic violations:**

**Running Errors**

- Speed in excess of legal limit.
- Speed too fast for conditions.
- Speed too slow for conditions.
- Following too closely.

**Passing Errors**

- Passing at illegal place.
- Passing at unsafe place.
- Unnecessary passing.
- Exceeding legal speed to pass.

**Intersection Violations**

- Failure to yield right-of-way.
- Running red light.
- Coasting through stop sign.
- Failure to reduce speed for intersection.
- Failure to yield to oncoming traffic when making left turn.
- Failure to yield right-of-way to pedestrian.

**Improper Lane Usage**

- Failure to select proper lane.
- Turning from wrong lane.
- Sudden change of lane.
- Failure to signal lane change.

**Parking and Stopping Errors**

- Illegal stopping on street or roadway.
- Obstructing traffic.
- Double parking.
- Failure to secure parked vehicle.

## LOADING AND UNLOADING UNIT

### OBJECTIVES

The school bus driver should be able to:

1. Explain the requirements and recommendations on bus stop locations.
2. Demonstrate the proper and improper use of the eight-light system.
3. Know how to correctly load and unload passengers on highways and streets.
4. Know how to correctly load and unload students on school campuses.
5. Know how to load and unload students at a turnaround stop.
6. Recognize unsafe stops.

### ***PERFORMANCE STANDARD***

***The trainee shall be able to articulate the proper procedures to follow when loading and unloading passengers.***

### TOPICS

Introduction

Requirements for Stop Locations

Proper Use of the Eight-Light System

Loading Students on Highways, Streets, School Grounds, and Turnaround Stops

## 1. INTRODUCTION

Passenger loading and unloading are the most dangerous maneuvers you have to make as a school bus driver. The National Safety Council estimates that 80-85 percent of all accidents in the field of pupil transportation occur at the time students are being loaded and unloaded. In recent years, sixty percent (60%) of the pupils fatally injured in the loading and unloading zones were killed by their own bus. This statistic shows the need for school bus drivers and students to be trained on the proper procedures for loading and unloading. Recent national and Georgia statistics show that close attention must be given by local systems and school bus drivers to the safety of school bus stop locations, as well as loading and unloading procedures. The fatalities and injuries caused by the bus and other vehicles are all too numerous.

### INSTRUCTION SUGGESTIONS

Include state statistics on injuries and deaths.

**POINTS TO STRESS:** Most bus-related deaths and injuries occur at the bus stops.

## 2. REQUIREMENTS FOR STOP LOCATIONS

- A. It is recommended that a school bus stop not be established unless a stopped school bus can be seen for at least 300 feet by vehicles approaching or overtaking the school bus. Extra attention should be given to relocating stops near hills and curves.
- B. The roadside at the point of a school bus stop must have sufficient room so that the students have room to wait safely off the roadway.
- C. A bus stop should not be located within an intersection or within 30 feet of any flashing beacon, stop sign, or traffic control signal.
- D. Stops should not be located so as to force students to cross multi-lanes of traffic (more than two lanes).
- E. It is recommended that stops be located no closer together than one-tenth of a mile.

### INSTRUCTION SUGGESTIONS

Tell drivers that they should report unsafe stops to their supervisor and offer suggestions to help correct the situation. Illustrate and describe unsafe stops. Instruct them on route change procedures. Stress that a car's vantage point is lower than that of a bus.

### **3. PROPER USE OF THE EIGHT-LIGHT SYSTEM**

#### **A. Loading**

1. When approaching a designated stop, start slowing down in preparation for the stop.
2. Apply brakes hard enough to light up the brake lights so that the vehicles following will have an indication you are about to stop.
3. Activate the amber warning lights approximately 200 feet from the stop.
4. Check all mirrors for traffic.
5. Approach students with extreme care giving due consideration to the surface of the roadway.
6. If possible, do not pull up any closer than three (3) feet from waiting students.
7. Stop the bus smoothly.
8. Place the transmission in neutral and apply the parking brake. This process is critical with students that cross in front of the bus and with large numbers of students.
9. Only after you have come to a complete stop, open your service door. Opening the service door will deactivate the amber flashing light and activate the red flashing lights, stop arm, and crossing gate.
10. All students at a designated stop should be on the bus before canceling the stop arm, flashing red lights, or crossing gate.
11. After all students have boarded the bus, you should close the door which will deactivate all safety devices. School buses should not be in motion with the service door open. Check your mirrors for traffic, release parking brake, engage transmission and proceed when it is clear to do so. If possible, allow students time to be seated before proceeding.

#### **B. Unloading**

1. When approaching the designated stop, start slowing down in preparation for the stop.
2. Apply brakes hard enough to light up the brake lights so that vehicles following will have an indication you are about to stop.
3. Activate the amber warning lights approximately 200 feet before the stop.
4. Check all mirrors for traffic.
5. Stop the bus smoothly.
6. Place transmission in neutral and apply parking brake.
7. Only after you have come to a complete stop, open your service door. Opening the service door will deactivate the amber warning lights and activate the red flashing lights, stop arm and crossing gate.

8. Students should not be allowed off the bus until all traffic has stopped. Teach the students that your signal for danger after they are off the bus is blowing the horn.
9. Flashing red lights, stop arm, and crossing gate must remain activated until all students who have to cross the road have crossed and reached a safe place.
10. Check all mirrors for traffic and students.
11. Close your door, which will deactivate all safety devices, and proceed when it is safe.

### **C. When Not To Use The Eight-Light System**

1. They are not to be used on school property or while loading and unloading off the roadway.
2. They are not to be used in driveways.
3. They are not to be used while backing.
4. They are not to be used while making turns or turnarounds.
5. They are not to be used while stopping at railroad crossings.
6. They are not to be used for fog or inclement weather when not loading or unloading students.
7. They are not to be used to assist another bus driver who is loading or unloading passengers.
8. They are not to be used to assist another bus driver to enter traffic.

In summary, the only time a driver should use the eight-light system is to pick up or discharge students on the bus route.

## **INSTRUCTION SUGGESTIONS**

The drivers should understand that the motoring public should not be confused by buses using the eight-light system incorrectly.

Stress to the driver that it is imperative that he or she be able to account for every student who got off the bus before proceeding to the next stop. Stress that drivers train students to cross road in a straight line, 10 feet in front of the bus.

### **4. LOADING AND UNLOADING STUDENTS ON HIGHWAYS, STREETS, SCHOOL GROUNDS, AND TURNAROUND STOPS**

Any vehicle that is stopped on the highway presents a hazard. A bus load of students, the students waiting at the stop, and other traffic on the road are all exposed to increased risk during this time.

These are safe techniques in making stops that protect all involved. These techniques should be practiced in the same order every day, over and over, until they become habit.

A. Loading passengers on the street: (After engaging the amber lights)

1. Do not pull up any closer than three (3) feet from waiting students.
2. Shift your bus to neutral and apply parking brake.
3. Open service door to cancel amber lights and activate the red flashing lights, stop arm, and crossing gate.
4. The open door should be the signal for students to load (students who must cross the road may require an additional signal).
5. Load students in an orderly manner. Be sure all students have boarded, check mirrors.
6. Loading in an orderly manner means that drivers should have their passengers:
  - \* Arrive on time;
  - \* Wait in “single file” or in an orderly group;
  - \* Do not approach bus until the bus is stopped;
  - \* Use hand rails when entering bus; and move directly to their seats.
7. Close door, which will deactivate the stop arm, flashing red lights, and crossing gate.

B. Unloading the passengers on the street:

1. Follow loading procedure for bringing bus to a safe stop.
2. Check mirrors to make sure traffic has stopped before opening door.
3. Passengers are to remain seated until door is opened.
4. Count passengers as they leave and count them again as they move away from the bus, especially those who must cross the road or street.
5. Passengers crossing the street, upon being discharged from the bus, shall cross approximately 10 feet in front of the stopped bus. Go in a straight line. Students should be instructed NEVER to cross behind the bus.
6. Check right side mirrors for students who do not cross the street.
7. Students should be instructed to move well away from the side of the bus after leaving. One method commonly used is to be 10 feet away from the bus.
8. The students should not get mail from a roadside mailbox until after the bus leaves.
9. Those students that cross the street should wait for a signal from the bus driver. They should also stop at the traffic side of the bus and look left, right, and left again for themselves.
10. Students should walk straight across the street. They should not return if any item is dropped.

## INSTRUCTION SUGGESTIONS

Point out to the drivers that this is the time when most injuries and fatalities occur. Stress appropriate signal.

### C. Unloading passengers on school campuses:

1. Approach the unloading area carefully.
2. Every effort should be made to route buses in a counterclockwise direction at the unloading point. This should be done because the exit door will be on the right next to the school, and the students will not have to cross a traffic zone or between vehicles.
3. Set brakes and shift to neutral.
4. Open door and instruct the students to use the handrail.
5. Wait until the bus in front of you leaves, then you may leave.

### D. Loading passengers on school campuses:

1. When possible, the bus should be located at the loading area before school is dismissed. If students are at the loading area before the bus arrives, caution must be used. Approach the loading area at 2 to 3 mph.
2. Park in designated loading area.
3. Set brake and shift to neutral.
4. Turn off the ignition switch and remove the key if leaving the bus.
5. The driver should remain on the bus or at the entrance of the bus to supervise the loading process.
6. Instruct the students to use the handrail and to be seated immediately after boarding the bus.
7. Assume your driving position, check mirrors, and prepare to leave.
8. Make final check for stragglers before starting.
9. Backing on school grounds should be discouraged. If backing is necessary, have an administrator, teacher or another school bus driver assist you.
10. Stop before entering the roadway from the school campus and check traffic.

### E. Loading and unloading students at a turnaround stop:

Placing stops at a turnaround is not recommended. However, drivers may have some of these stops assigned on their routes.

1. Students should be loaded before backing. It is important to load students before backing because the driver's vision to the rear of the bus may be restricted, and it is possible that a student could be hit or run over.
2. After loading students, the driver should execute a backing maneuver in a cul-de-sac, driveway, or street. If the turnaround is not in a cul-de-sac, then the driver should use a driveway or intersecting street. Backing is recommended so the driver does not have to

back out into traffic. The driver or local school system should get permission to use a private driveway.

3. When unloading students, the driver should execute the turnaround maneuver before letting any student off the bus.

### **INSTRUCTION SUGGESTIONS**

Stress to the drivers that they should instruct their passengers to be at the bus stop at least five minutes before the bus is scheduled for arrival. Also, stress to the drivers that this requires them to keep a regular schedule. They should never run early. Tell students what signal they will use to signify it is safe to cross the road.

### **INSTRUCTION SUGGESTIONS**

# PRE-TRIP INSPECTION

## 1. INTRODUCTION

A pre-trip inspection of the school bus should be conducted each day by the bus driver before the AM and PM routes, or at anytime the bus goes out of service (example: at a ball game). Besides decreasing maintenance costs, the few minutes invested by the driver may pay rich dividends in the saving of lives, property, and down time. A vehicle inspection is one of the things that if done properly can reduce the potential for breakdowns. The driver is attempting to prevent a breakdown by maintaining the vehicle in its best condition. The driver is not expected to be a mechanic, but by using a prepared checklist of items, the driver can determine the vehicle's readiness for use.

The driver is responsible for whatever happens out on the route; so they should take pride in all their actions that will help reduce or eliminate the risk they take in the performance of their jobs. The driver should be assured that the vehicle is free from physical or mechanical conditions that present clear and apparent danger to the well being of the passengers. Performing a good pre-trip inspection is part of being a professional driver.

OBJECTIVES: To learn how to detect symptoms of possible trouble.

***PERFORMANCE STANDARD:***

*The trainee will be able to detect symptoms of mechanical problems by performing a systematic inspection.*

## 2. GENERAL INSPECTION OF BUS APPEARANCE

- a. Approach the vehicle and check for any fluid leaks on the ground under the bus. These leaks may have come from the engine, transmission, fuel tank, or differential.
- b. Check for possible vandalism, that could be evidenced by color-defaced, debris on the ground, flat tires, or open doors or hoods.

## INSTRUCTION SUGGESTIONS

The following sections list all items that should be checked by the driver while doing a pre-trip inspection. Stress to the drivers that they should follow the set pattern that their school system has instituted. Each system should have a set pattern or procedure that their drivers use to maintain consistency.

## 3. UNDER-THE-HOOD INSPECTION

- a. Check for excessive oil or grease deposits.
- b. Check fluid levels: engine oil, power steering, power brakes, automatic transmission, engine coolant, and windshield washer solvent.
- c. Check belts: belts that service the fan, power steering unit, power brake unit, and compressor or vacuum pump. The belts should be checked by twisting, turning, and looking for cracks or fraying. The driver should check for looseness of belts. There should be no more than  $\frac{3}{4}$  inch play in the belts.
- d. Check wiring harness: check places where wiring insulation may be rubbing through because of engine vibration.
- e. Check all hoses: check by twisting, turning, pinching, squeezing, feeling, and looking. Check for contact with other parts, chipping and cracking. Radiator, heater, and compressor/vacuum pump hoses should be checked.

### INSTRUCTION SUGGESTIONS

You may want to have one of your mechanics on hand to answer questions. The mechanic can add hints on how to spot problems early.

**OBJECTIVES:** To identify interior and exterior maintenance tasks.

#### 4. OUTSIDE-THE-BUS INSPECTION

- A. *Tires* – Should be checked to see if they are under-inflated, flat, worn excessively, or damaged (minimum 4/32 tire tread depth on front and 2/32 on back).
- B. *Wheels* – Should be checked for loose or missing nuts, excessive corrosion, cracks, or other damage and check lock ring.
- C. *Fluid Leaks* – Look carefully at the inner wheels and tires for evidence of wetness and check outside center hub.
- D. *Warning Systems and Lights* – Check running lights, back-up lights, all signs and signals, reflectors, turn signals, stop lights, flashers, and crossing gate. Be sure all signs, lights, and reflectors are clean so they will give maximum protection.
- E. *Glass* – Check all bus windows for cracks and be sure they are clean. It is essential that the driver's vision is not impaired by dirt or film. Check for broken or cracked lens.
- F. *Mirrors* – Should be checked to be sure they give the view required for safety. They must be clean, properly aimed, and tightly adjusted.
- G. *Exhaust System* – Should be checked for sagging exhaust pipes, tailpipes, and mufflers. The driver should look for visible exhaust and listen for excessive exhaust noise, vibration, and rattles.
- H. *Emergency Door and Exits* – Should be checked to see that they operate properly and can be securely closed and sealed. The emergency door should be checked from both the inside and outside. Check warning buzzer for proper operation.
- I. *Suspension System* – Check all shock absorbers, spring leaves, mounts, and hangers.
- J. *Fuel Tanks* – Properly secured with no leaks.

- K. *Air Brakes* – Check hoses for leaks, air chambers, and slack adjusters; brake rod should not move more than approximately one inch.

OBJECTIVES: To learn how to perform a systematic pre-trip inspection of a school bus.

## 5. INTERIOR INSPECTION

- A. *Vacuum or Air Pressure Gauge* – These should indicate adequate capacity to operate your brakes. Do not operate the bus until the reserve vacuum or air pressure reaches manufacturer’s recommendations. Cut-out compressor between 100-125 psi. With engine off, depress brake repeatedly for low pressure. Check emergency brake light, buzzer or pop-out valve control should activate before air pressure drops below 40-50 psi.
- B. *Service Brake Warning Light* – In a vehicle equipped with a dual brake system, if this light comes on during a hard brake application, it could indicate that at least one of the brake systems is not operating properly.
- C. *Oil Pressure Warning Light* – This light may go on as the bus is being started, but should go off after the engine starts. If it does not, the engine should be turned off and reported immediately.
- D. *Oil Pressure Gauge* – Should indicate adequate pressure. If not, the engine should be turned off. Report immediately and do not drive the bus.
- E. *Alternator Warning Light* – If this light remains on after the engine is running, it indicates a malfunction in the charging system. Report the condition at once.
- F. *Ammeter* – Should not continue to show a discharge after the engine is running. If it continues to show discharge, report at once.
- G. *Water Temperature Gauge or Warning Light* – These instruments indicate the temperature of the coolant in the engine. If your bus has a gauge, the indicator should read cool or warm. If it indicates hot, the engine should be stopped immediately and the problem reported. The same action should be taken if the temperature warning light comes on.
- H. *Monitor for Lights* – This instrument, which is mounted on the front upper inner panel above the driver or in front dash instrument panel. The monitor gives positive indication of individual lamp operation.
- I. *Fuel Gauge* – Should indicate a safe margin of fuel for the day’s operation. Every effort should be made not to let the gauge read less than ¼ of a tank of fuel.
- J. The following should be checked for proper operation, adjustment, or condition:
- Directional Signals
  - Stop Lights and Signals
  - Special Warning Lights
  - Emergency Flashers
  - Running Lights
  - Headlights

- Interior Lights
- Stop Arm Control, Crossing Gate Control
- Windshield Fan and Defroster
- Heater
- Horn
- Service Door and Control
- Rear View – Side Mirrors
- Cross-over Mirrors
- Disabled Vehicle Warning Devices
- Driver’s Seat
- Driver’s Seat Belt
- Fire Extinguisher (fire suppression system if applicable)
- First-Aid Kit and Body Fluid Clean-up Kit
- Windshield Wipers
- Passenger Seat (backs and bench seats)

K. Steering Play—Should be checked and not have more than a 5-10 degree free play (approximately two inches at the rim of a 20” steering wheel).

### INSTRUCTION SUGGESTIONS

Describe in detail your local procedures for reporting forms and telephone numbers the drivers need.

Instructor should stress listening, smelling, as well as, looking. Emphasize that anything they notice that is out of the ordinary should be reported. It is better to report any unusual condition and have it be checked than not to report it and it be a very costly and even dangerous defect.

## 6. ROAD CHECK

- A. *Test the Parking Brake* – Make sure the parking brake is holding, but always release it before starting out.
- B. *Check Transmission Operation* – With the transmission engaged, the bus should start out smoothly in response to depressing the accelerator. The transmission should not produce any unusual metallic noises, nor should it skip.
- C. *Check the Brakes* – Do not wait until you are out on the highway to check the brakes. Test them at a low speed, bringing the bus to a complete stop. Your bus should stop in a straight line without skidding, swerving, or pulling to one side. The brakes should not grab or lock or make excessive noise. Report any excessive pedal pressure or abnormal or unusual braking behavior. If the condition prevents safe braking, do not operate the bus until the condition has been repaired. Check the air pressure or vacuum gauge periodically to be sure that adequate pressure is maintained. If vehicle is equipped with hydraulic disc brakes, depress brake pedal with the engine off, listen to ensure the proper operation of the electrical back-up system.

- D. *Check the Engine* – Be alert to unusual noises, vibrations, or lack of normal response. Be sure to report any unusual engine behavior. Never race a cold engine.
- E. *Check the Steering* – Is it responsive? Does there appear to be too much play or jerking in the steering system? Is the power steering quiet? Report any unusual or substandard steering conditions.
- F. *Check the Suspension* – Does one end of the bus sag? Is there excessive bounce or does the bus bottom-out when going over bumps or chuckholes? Does it weave or sway excessively when turning or cornering? If so, it could be due to faulty shock absorbers or broken springs. Report any unusual ride or handling characteristics.

## POST TRIP INSPECTION

### **PERFORMANCE STANDARD:**

*The trainee shall insure no passenger is left on the bus while giving the vehicle a post-trip inspection.*

### **A. SECURING YOUR BUS AFTER THE ROUTE/TRIP**

AT THE COMPLETION OF A ROUTE OR TRIP, ALWAYS DO THE FOLLOWING:

1. Use the air brake valve to bleed the air brakes until the spring brake is activated.
2. Turn the front wheels away from the curb when parking on level ground or upgrade; turn the front wheels toward the curb when parking on downgrade.
3. Set your parking brake.
4. Let the engine idle cool down. This is very important for diesel engines.
5. Check your gauges.
6. Leave the tank at least one-half full of fuel.
7. Turn off all fans, radios, cameras, and other equipment.
8. Turn off ignition and remove the keys.

### **B. POST-TRIP INSPECTION**

1. **WALK THE BUS**—Walk to the back of the bus to check for sleeping children. Check carefully under and on all seats. There is **NO** excuse for leaving children on a bus. It is **YOUR** responsibility to see that no child is left behind. Failing to check your bus can result in your termination. It is a Class 4 felony if you are convicted of leaving a child on a school bus.
2. Check for damage inside the bus.
3. Check the inside of the bus for left articles and store them until they can be returned.
4. Sweep the floor and steps of the bus.
5. Check the seats, windows, and interior walls for damage and report and clean as necessary.
6. Secure the emergency door and windows.
7. Walk around the exterior of the bus noting any changes in the bus or at the parking location.
8. Check for any leaks.

**REPORT ANY MECHANICAL PROBLEMS IMMEDIATELY.**

### **C. POST RUN SEGMENT CHECK**

Drivers are responsible to a conduct walk-thru inspection of the school bus following drop-offs at each school and after the last delivery on each run segment. Prior to

departing the bus for any length of time, a walk-thru inspection must be conducted. The purpose of the walk-thru inspection is to check on and under the seats for sleeping or hiding students and to identify any items which may have been dropped or left aboard the bus. The use of warning flag systems and/or electronic means should be used to accomplish life-saving inspection requirements.

## RAILROAD GRADE CROSSING UNIT

### **OBJECTIVES**

1. To teach the bus drivers the dangers of railroad grade crossings.
2. To teach the bus drivers proper procedures at railroad grade crossings.

### ***PERFORMANCE STANDARD:***

***The trainee shall be able to articulate the various procedures for safely making a railroad grade crossing.***

### **TOPICS**

1. Introduction
2. Procedures at Railroad Grade Crossings
3. Solving Railroad Grade Crossing Problems

## 1. INTRODUCTION

Crossing railroad tracks represents one of the greatest school bus hazards insofar as casualties and fatalities are concerned. Stop, Look, and Listen. All public school buses loaded or empty must stop for railroad grade crossings. There should be no school bus accidents at railroad grade crossing if all procedures are followed.

Failure to follow the proper procedures for crossing railroad tracks could mean no second chance!

## 2. PROCEDURES FOR CROSSING AT GRADE

### CONTENT

#### A. General Procedures

- \* When the railroad pre-warning sign appears, slow down, shift to a lower gear, and test the brakes.
- \* Activate the four-way yellow hazard flasher lights approximately 200 feet before the ...
- \* Tap brake to illuminate the brake lights.
- \* Choose an escape route in the event of brake failure.
- \* Stop smoothly at a distance of at least 15 feet, but not more than 50 feet from the nearest rail.
- \* Place transmission in neutral and hold the service brake.
- \* Absolute silence must be maintained.
- \* Open the service door.
- \* Open the driver's window.
- \* Turn off all noisy equipment.
- \* Look and listen for an approaching train.
- \* If a clear view cannot be obtained, pull up nearer to the tracks and repeat the procedure.

#### **If you have determined that the tracks are clear:**

- \* Close the service door.

- \* Place the transmission in such a gear selection that will permit you to cross the tracks without shifting gears or stalling.
- \* School buses should not be in motion with the service door open.

**B. Cross the tracks. (Do not shift gears while crossing).**

Deactivate the four-way yellow hazard flasher lights.

Continue on the route.

If tracks are not clear:

- \* Set the parking brake.
- \* Close the service door.
- \* Shut off the engine (if you suspect a very long wait).
- \* Once the train has cleared the crossing, start the bus, open the service door, look and listen.
- \* Follow the procedures that were previously outlined for a clear track.

**C. Crossing a multi-track railroad crossing**

- \* Determine if you must stop for the second set of tracks. A driver must stop if there is room for a bus plus 15 feet in front and behind the bus to the nearest track.
- \* Make sure no train is approaching on any of the tracks.
- \* If a train is approaching, wait until clear to cross.
- \* After train passes, wait until other tracks become fully visible.
- \* Perform the same procedures as outlined for single-track crossing.

**D. Crossing with crossing gates**

No person shall drive any vehicle through, around, or under any crossing gate or barrier at a railroad crossing while the gate or barrier is closed or is being opened or closed (except when a uniformed officer or railroad representative signals you to cross). Drivers should take the time to report problems at railroad crossings that cause hazardous situations.

**3. PROBLEMS AT RAILROAD GRADE CROSSINGS**

Examples of the problems are:

- \* Visual obstructions such as weeds, brush, or trees.
- \* Signal malfunctions or when signals are not working at all.

- \* Condition of roadway at the crossing.
- \* Condition of the tracks at the crossing.
- \* When crossings are blocked by trains for long periods of time.
- \* Box car(s) parked on spur track near crossing limiting visibility.
- \* Failure of train to give warning with whistle/horn.
- \* Traffic lights or stop signs immediately after the grade crossing.

## ACCIDENT PROCEDURES UNIT

### **OBJECTIVE**

1. To teach the driver the procedures that should be taken in case of an accident.

### ***PERFORMANCE STANDARD:***

*The trainee shall be aware of the procedures that are to be taken in case of an accident.*

### **TOPICS**

1. Introduction
2. Accident Procedures

## ACCIDENT PROCEDURES

### **1. INTRODUCTION**

Regardless of how minor or how serious an accident may be, the driver should be familiar with the proper accident procedure. The driver must keep calm, evaluate the situation, and decide what is to be done first. The primary responsibility is the safety and security of his or her passengers. In the event of an accident, the driver should know how to carry out his or her duties. If the driver is unable physically to carry out the duties, then the driver should maintain control and direct others to take appropriate action. Should this be the case, ask the most responsible and capable student.

### **2. ACCIDENT PROCEDURES**

- A. Stop immediately.
- B. Activate four-way flashers.
- C. Set the parking brake.
- D. Turn off the ignition switch (and the manual shut-down) and remove the key.
- E. Remain calm; reassure the students and check for injuries.
- F. Call for assistance.
- G. Protect the scene by placing the emergency reflectors in front of and behind the bus at proper distances.
- H. Protect the scene from traffic and people so that evidence is not destroyed.
- I. Under normal circumstances, the vehicle involved should not be moved until directed by law enforcement personnel.
- J. Be alert to a fire or the possibility of a fire. Check for smoke, ruptured fuel tank, leaking fuel lines, electrical fire.
- K. Check for injured students. If there are injuries, give attention first to the most seriously injured. Do not move injured persons unless absolutely necessary.
- L. Keep students on the bus unless there is a possibility of fire, another collision, or danger of drowning. (Refer to Evacuation Section.)
- M. Account for all students. Have roster available.
- N. Check for injuries in the other vehicle(s). OCGA 40-6-271(3)

- O. Notify the appropriate persons and agencies. The nature of the accident and/or local policy might determine the priority.
- Law enforcement agency
  - Medical emergency
  - School administration
- P. Do not discuss the facts of the accident with the general public.
- Q. Give the other motorist(s) the information required in OCGA 40-6-271 which states:
- “The driver of any vehicle involved in an accident shall give their name, address, and registration number of the vehicle and exhibit his/her operator’s license to the person struck or the driver or occupant of, or person attending any vehicle collided with.”
- R. Do not place blame for the accident or make an admission of liability.
- S. Provide information on the accident only to the investigating officers and school officials. This information should include: a list of all students’ names, ages, and addresses, if available, information about the school bus, such as insurance, make, model number, and owner.
- T. If witnesses are present other than your students, get names, addresses, and license numbers.
- U. Continue the transportation of students when authorized to do so. They should be transported by the present bus, if released, or by another bus.
- V. Drivers are required to report all accidents to their supervisor who will contact the proper authorities.

**IMPORTANT:**

- \* The driver shall report each accident to the local school system on the form prescribed by the local policy. Local systems should report all accidents to Department of Education DE Form 37.
- \* If the accident results in the injury, fatality or damage to property of any one person of \$250 or more, Form SR-13 (DPS-190) must be filed within ten (10) days with the appropriate law enforcement agency.

**INSTRUCTION SUGGESTIONS**

If the system has a specific form to be used, that form should be shared and discussed.

Choose three “case histories” of local accidents involving school buses. Present facts, description, and diagram for each accident on a separate handout. Distribute handouts and discuss each accident with class. Identify the cause of each accident and the frequency with which each occurs.

System should distribute telephone numbers to drivers. Drivers should be given forms to collect information from the witnesses.

## **EMERGENCY EVACUATION**

### **OBJECTIVE**

1. To teach the driver the procedures that should be followed in evacuating a bus in case of an emergency.

### *PERFORMANCE STANDARD:*

*The trainee shall know the reasons to evacuate and the procedures for the three types of emergency evacuation drills.*

### **TOPIC**

- A. Evacuation Procedures

## **EMERGENCY EVACUATION**

Due to the increased number of students being transported and the increase in extracurricular trips, there is greater likelihood of an accident or mechanical breakdown. While an accident or mechanical breakdown in and of itself does not require that the bus be evacuated, other collateral factors could require an emergency exit.

There exists a need to instruct students on how to properly vacate a school bus in case of an emergency. Without proper instructions and drills, it is possible for students to panic and jam emergency exits by trying to exit at the same time. In order to avoid such a situation, the local school system should organize and conduct emergency evacuation drills for all students.

### **Reasons for Actual Emergency Evacuations**

- A. *Fire or danger of fire* – The bus should be stopped and evacuated immediately if the engine or any portion of the bus is on fire. Students should move to a safe place at least 100 feet or more from the bus. Being near an existing fire and unable to move away or being near the presence of gasoline or other combustible material should be considered as “danger of fire,” and students should be evacuated.
- B. *Unsafe position* – In the event that a school bus is stopped due to an accident, mechanical failure, road conditions, or human failure, the driver must determine immediately whether it is safer for students to remain in the bus or to evacuate.
- C. *Railroad* – If the final stopping point is in the path of any train or adjacent to any railroad tracks, the driver must evacuate.
- D. *Danger of collision* – If the position of the stopped bus is such that there is danger of collision, the driver must evacuate. In normal conditions, the school bus should be visible for a distance of 500 feet or more.
- E. *Danger of conditions changing* – The stopped position of the school bus may change and increase the danger. If, for example, a bus should come to rest near a body of water or precipice where it could still move and go into the water or over a cliff, it should be evacuated.

### **Important Factors Pertaining to School Bus Evacuation Drills**

- A. Safety of students is of the utmost importance and must be considered first.
- B. Emergency evacuation drills should be supervised by the principal or by persons assigned to act in a supervisory capacity.
- C. The bus driver is responsible for the safety of the students; however, in an emergency, the driver might be incapacitated and may not be able to direct the evacuation. For that reason, helpers should direct the emergency evacuation drills.

### Helper Qualifications

1. Maturity
2. Good Citizen
3. Live near the end of the route

### Helpers should know how to:

1. Turn off ignition switch.
  2. Set emergency brake.
  3. Use the radio to summon help.
  4. Kick out certain windows.
  5. Set disabled vehicle warning devices.
  6. Open and close doors.
  7. Help students off bus.
  8. Operate emergency exits (door/window/roof vents).
  9. Remove emergency equipment.
- D. Written consent from the parents or guardian should be obtained before assigning a student as a helper.
- E. School bus evacuation drills should be organized in a manner similar to fire drills. Drills should be held at least once in the fall and once in the spring.
- F. Evacuation drills should be held on school property and not on the bus route.
- G. Each of the three basic types of emergency evacuation drills should be conducted.
- H. Do not permit students to take lunch boxes, books, etc., with them when they leave the bus – getting the students off safely in the shortest time possible and in an orderly fashion is the objective.
- I. Students should go to a distance at least 100 feet from the bus in the safest direction during an “emergency drill” and remain there as a group until given further directions by the helpers.
- J. All students should be instructed in the proper safety precautions while riding the bus and in emergency evacuation drill procedures.
- K. Instruct helpers in how and where to get help. Instructions and telephone numbers should be posted or carried in the school bus.

### **Three Basic of Emergency Evacuation Drills**

- A. Everyone exits through the entrance door.
- B. Everyone exits through the rear emergency door.
- C. Front half exits through entrance door and the rest through the rear emergency door.

## MECHANICAL FAILURE PROCEDURES

### OBJECTIVE

1. To teach the driver the procedures that should be taken in case of a mechanical failure or breakdown.

### ***PERFORMANCE STANDARD:***

***The trainee shall be versed in the procedures to follow in case of a mechanical failure or breakdown.***

### TOPIC

1. Mechanical Failure Procedure

## MECHANICAL FAILURE PROCEDURES

- A. Stop the school bus as far to the right as possible.
- B. Activate the four-way flashers (hazard lights).
- C. Turn off the ignition switch (and the manual shut-down) and take the key.
- D. Set the parking brake.
- E. Keep the students on the bus unless there is a danger of fire, stalled on railroad, or drowning. (See Emergency Evacuation Unit if necessary.)
- F. Evacuate the bus if it is unsafe.
- G. Place disabled vehicle warning devices to protect the students and the bus.
- H. Contact the proper school authorities and give them:
  - \* The location of the bus
  - \* The direction of travel
  - \* The number of the bus
  - \* A description of the problem or injuries
  - \* Whether a spare is needed
  - \* The amount of route remaining and the number of students on the bus.

## INSTRUCTION SUGGESTIONS

Have reflectors on hand to demonstrate how to set up. Use visuals to illustrate how to place them on the roadway. Drivers should know procedures for reporting an accident over the two-way radio system.

## DISABLED VEHICLE WARNING DEVICES

### OBJECTIVE

1. To teach the driver how to use disabled vehicle warning devices (triangles).

### ***PERFORMANCE STANDARD:***

***The trainee shall be able to articulate the proper procedures for placing vehicle warning devices.***

### TOPIC

1. Disabled Vehicle Warning Devices

## **DISABLED VEHICLE WARNING DEVICES**

Each school bus is equipped with disabled vehicle warning devices or in the case of older equipment with reflectors. In either event, the devices are in sets of three (3), fitted in a case and mounted in the driver's compartment.

The disabled vehicle warning devices, which meet FMVSS 125 are triangular in shape. The older reflectors are composed of two (2) circular reflectors per unit, one mounted above the other in a bracket. The placement of warning devices will be the same regardless of which type the bus is equipped.

### **Placement of Warning Devices**

#### **Two-Lane Highway**

- A. Be sure to place warning devices between you and on-coming traffic.
- B. Place one warning device ten (10) feet from the left rear corner of the school bus.
- C. Place a second warning device approximately 100 feet to the rear of the bus.
  - 1. Placement distance should be greater if the bus is on a hill or curve.
  - 2. Not to exceed 300 feet.
- D. Place the third warning device 100 feet in front of the bus; again, use greater distance if conditions warrant.

#### **DIVIDED HIGHWAY**

On a divided highway, use the three (3) warning devices to the rear of the school bus. The first and second warning devices are to be placed at the same distances as on a two-lane highway. The third warning device should be placed 200 feet to the rear of the bus. Road conditions could require the distance to increase.

## FIRE EXTINGUISHER PROCEDURES UNIT

### OBJECTIVE

1. To teach the driver the types of fire extinguishers and how to properly use them.

### ***PERFORMANCE PROCEDURE:***

***The trainee shall be able to locate and operate a fire extinguisher and be familiar with the different types.***

### TOPIC

1. Fire Extinguishers

## FIRE EXTINGUISHERS

School buses in Georgia are equipped with a fire extinguisher which has a minimum rating of 10-B:C or 2-A: 10-B:C, depending on year model of the bus. The fire extinguisher is a rechargeable, dry chemical type, equipped with a gauge and mounted in the driver's compartment.

This type of fire extinguisher has a range of eight to twelve feet. Best results are obtained when the discharge is directed at the base of the flame using a side-to-side motion.

### CLASSES OF FIRES

#### *CLASS A*

Fires of ordinary combustible material where the "quenching" effect of water is of first importance.

**Examples:** Fires in wood, textiles, rubbish, etc.

#### *CLASS B*

Fires in flammable liquids, where the "smothering" effect is of first importance.

**Examples:** Fires in gasoline, diesel, oils, etc.

#### *CLASS C*

Fires involving electrical equipment where the use of a "non-conductor" extinguisher agent is of first importance.

**Examples:** Fires involving electrical switchboards, motors, or wiring.

The fire extinguisher is filled with a dry-powered chemical. The gauge, mounted at the top of the cylinder, indicates the pressure inside. Gauges are usually divided into areas of green and red. If the needle is in the green area, the fire extinguisher is properly charged. The red area indicates that the pressure is low or high; in either case, the fire extinguisher must be serviced.

Dry chemical extinguishers are effective on small fires of Class B, on electrical fires of Class C, and if rated 2-A effective on small surface fires of Class A. It is best to be upwind whenever possible so as to get greater coverage and protection for the operator.

### **TO OPERATE:**

- \* Remove from bracket.
- \* Approach fire upwind.

- \* Hold in upright position. Due to the construction of the cylinder, the extinguisher should not be laid on its side to operate.
- \* Pull the safety pin by breaking the protective seal.
- \* Stand eight to twelve feet upwind from the burning material, if at all possible, to protect yourself from smoke and heat.
- \* Squeeze handle to discharge the chemical.
- \* Direct discharge at the base of the flame with side-to-side motion. (Direct nozzle if so equipped.)
- \* Do not open hood in case of engine fire.
- \* Do not walk into unburned material that could catch fire in a back-flash and cause injury to you.
- \* Turn on and off as desired to control the fire.
- \* Replace the safety pin.
- \* Recharge or replace immediately after use.

The dry chemical fire extinguisher must be serviced after any use no matter how limited. The dry powered chemical will cause the O-ring to lose its seal allowing the pressure to be released from the cylinder.

Once the fire has been extinguished, the proper school official must be notified and the proper reports completed.

#### INSTRUCTION SUGGESTIONS

Have a fire extinguisher on hand to show the students. Explain how to use. You might want to take the class outside and demonstrate how to use the extinguisher.

## EXTRACURRICULAR TRIPS UNIT

### OBJECTIVES

1. To teach the drivers what information is needed in planning the field trip route.
2. To teach the driver how to identify the necessary preparations for handling emergencies while on a field trip.
3. To teach the driver his or her responsibilities as well as those of the group leader, chaperon, and transportation supervisor.

### ***PERFORMANCE STANDARD:***

***The trainee shall be able to outline their responsibilities, emergency preparations, route to travel, and the responsibilities of the chaperon.***

### TOPICS

1. Introduction
2. Planning the Route
3. Emergency Preparations
4. Responsibilities

## 1. INTRODUCTION

Numerous problems can arise when driving on field trips – problems such as selecting the wrong route, getting lost, running out of fuel, arriving late or not at all, or becoming ill.

Student problems can also arise because of no food or rest stops.

The field trip or activity trip can be a special and exciting time for all concerned. It should also be a safe time. The best way to ensure a safe and happy field trip is through pre-planning.

Most field trips take drivers out of their districts. If problems arise, the driver will probably have a more difficult time getting assistance. Without planning, minor problems can become major ones.

## 2. PLANNING THE ROUTE

- A. *Departure times and locations* – Drivers have to know the exact time they are to arrive at the school, the exact location for the student pickup, and the exact time of departure for the event.
- B. *Arrival time* – Drivers must know the time that the group should arrive at the event. The exact arrival time and location must be known.
- C. *Return trip* – Drivers must know when they are to arrive at the student pickup spot, the exact location and when to depart. It is important that drivers know their exact arrival time and location back at the school so parents know when and where to pick up children.
- D. Since departure and arrival are important, it is necessary for the driver to plan routes in sufficient detail that travel time can be reasonably estimated. The planned route should include both a primary route and a secondary route should there be a traffic tie-up or detour on the primary route.
- E. Special stops along the way should be planned in advance. These include stops for food, fuel, and comfort. Ideally they should be accomplished in one stop rather than separate stops for each. These stops should be included in the estimated time.
- F. The driver will need to know if there is a special parking area for buses, and if so, where it is located, who is paying for parking.

## INSTRUCTION SUGGESTIONS

Transportation departments should adopt a form to be used to request transportation for extracurricular trips. This information could be listed on this form.

### **3. EMERGENCY PREPARATIONS**

- A. Drivers should have several phone numbers if they need to get in touch with key supervisory people. Suggested numbers are school offices and the transportation supervisor. The driver should have the business number, as well as any number where individuals can be reached in the evening.
- B. Drivers should have available the name, address, and phone number of the insurance carrier should an accident occur.
- C. A radio or cell phone should be carried so the driver has a means to contact the school or emergency agencies to request assistance.
- D. The driver should be informed before the trip of any students with special medical problems. This will allow the driver to plan in advance.
- E. Note that a listing of all transportation officials is included in this section.
- F. Driver should have a copy of the Georgia Association for Pupil Transportation “Partners in Transportation”.

#### **INSTRUCTION SUGGESTIONS**

A card similar to the one used in an accident should be available for field trips. Systems should have a card with this information on each vehicle.

### **4. RESPONSIBILITIES**

- A. Responsibilities on a field trip are shared between the driver, group leader or chaperons, and the transportation supervisor or director.
- B. Responsibilities of the driver include:
  - Pre-trip inspection is required.
  - Obeying all safety regulations
  - Maintaining passenger control
  - Control of emergency situations
  - Maintaining safe vehicle conditions
  - Making sure rest stops, food stops, and fuel stops have been indicated on trip itinerary.
  - Go over emergency evacuation procedures with the group before departing for the trip.

C. Responsibilities of the group leaders or chaperons:

- Relaying trip plans and safety precautions
- Providing passenger information
- Maintaining passenger control
- Supervision at food stop
- Field trip activity
- Head counts and have a roster
- Passenger instructions
- Assembly of students

D. Responsibilities of the Supervisor/Director – Vehicle and driver availability

- Providing necessary time for planning
- Knowing where to communicate with driver

■

## FIRST AID UNIT

### OBJECTIVES

1. Bus drivers will be acquainted with the basic principles of first aid.
2. Bus drivers will become familiar with steps to follow in clearing the airway of victims.
3. Bus drivers will be given steps to follow in administering mouth-to-mouth resuscitation.
4. Bus drivers will be acquainted with the methods to control bleeding.
5. Bus drivers will become familiar with the contents of a first aid kit.
6. Bus drivers will be provided information concerning the symptoms of and treatment for shock.
7. Bus drivers will be taught how to administer first aid for a nose-bleed.
8. Bus drivers will be provided information regarding administering first aid to a victim having an epileptic seizure.
9. Bus drivers will be given information concerning the proper way to dispose of body fluids and matter.

### ***PERFORMANCE STANDARD:***

***The trainee should be able to describe the basic principles of first aid; bleeding, breathing and shock.***

### TOPICS

1. Introduction
2. Basic Principles of First Aid
3. Mouth-to-Mouth Resuscitation
4. Clearing Airways
5. Controlling Bleeding
6. Treatment for Shock
7. First Aid for a Nose Bleed
8. First Aid for an Epileptic Seizure
9. Location and Contents of the First Aid Kit
10. Location, Clean-up and Handling of Body Fluids and Matter

## **1. INTRODUCTION**

First aid is the immediate and temporary care given to the victim of an accident or sudden illness until medical help can be obtained. All drivers, on occasion, will have to administer first aid. It is as important for them to know what not to do as it is to know what to do in an emergency situation. Drivers should be made aware of any child on their route that has a specific medical need in order that they may be familiar with the treatment necessary for any aid that could be required.

During this unit, the bus driver will be taught the fundamentals of first aid.

### **INSTRUCTION SUGGESTIONS**

Examples such as epileptic seizures and bee stings.

## **2. BASIC PRINCIPLES OF FIRST AID**

### **CONTENT**

- A. Effective first aid requires that a person remain calm in an emergency situation.
- B. Injuries to victims vary in seriousness. The person administering first aid must be able to determine which person is to be attended to first.
- C. The primary first aid procedures are to restore breathing, control bleeding, and prevent shock in that order.
- D. Remember that first aid is only a temporary step and medical help should follow.

### **INSTRUCTION SUGGESTIONS**

Discuss with the students how to determine who should be given attention first. To do this, the instructor should elaborate on item “C” of this page.

## **3. MOUTH-TO-MOUTH RESUSCITATION**

### **CONTENT**

- A. Determine consciousness by tapping the victim on the shoulder and asking loudly, “Are you okay?” A person who is conscious will respond and will not have stopped breathing.

- B. If the victim is unconscious, position them on their back. Roll the victim as a unit without twisting any body part.
- C. Tip head and quickly check for breathing. Check for obstructions in the mouth.
- D. If the victim is not breathing, keep the head tilted, pinch the nostrils together, and blow into the mouth.
- E. When blowing into the victim's mouth, cover the victim's mouth with your mouth. Be sure you have made a good seal.
- F. Give two (2) big breaths. Use barrier provided in the First Aid kit.
- G. Check the pulse and breathing after this initial step.
- H. If the person is not breathing, but does have a pulse, continue mouth-to-mouth breathing. If the person does not have a pulse and is not breathing, cardiopulmonary resuscitation is needed. If you are not trained in CPR, give mouth-to-mouth resuscitation.

### **INSTRUCTION SUGGESTIONS**

Local systems will want to work with the local E.M.T. units to have a staff member help with this phase of instruction. If the local E.M.T. unit cannot help, the instructor should be trained and certified in first aid.

#### **4. CLEARING THE AIRWAYS**

On occasion someone gets something lodged in their throat. If the object completely stops the breathing process, the person only has four (4) minutes before brain damage will be suffered due to the lack of oxygen. A person whose airway is completely blocked cannot cough, speak, or breathe. The following steps should be taken:

- A. Stand behind the victim.
- B. Thumb side of the fist should be against the abdomen.
- C. Fist should be between the navel and the rib cage.
- D. Grasp fist with other hand.
- E. Give four quick upward thrusts.
- F. Repeat until effective.

NOTE: When giving abdominal thrusts to an unconscious victim, the victim should be lying on his/her back with the head lying sideways.

### **INSTRUCTION SUGGESTIONS**

After discussing this procedure, students should practice this procedure on a "dummy" (preferred) or on one another.

## 5. CONTROLLING BLEEDING

A person can bleed to death in less than a minute; therefore, it is imperative that action be taken immediately. The loss of a pint of blood by a child and a quart by an adult may have disastrous results. Even loss of a small amount of blood produces weakness and possibly shock. Become familiar with the contents of the First Aid kit so you will know the types of bandages available.

There are two methods to use to control bleeding:

- A. *Direct Pressure* – Place a gauze pad, clean handkerchief, clean cloth, etc., directly on the wound and press firmly with the gloved hand. If no materials are available, apply pressure with your hand or finger. Raise the injured part higher than the heart except where there is a broken bone. Maintain pressure until bleeding subsides.
- B. *Pressure Point* - Severe bleeding may be partially controlled by using the fingers or hand to press the supplying blood vessels against the underlying body. Points for pressure are underneath the upper arm and in the groin area near the pelvis on each side of the body. Pressure at these points will slow bleeding.

### INSTRUCTION SUGGESTIONS

Procedures “A” and “B” should be demonstrated and practiced by the students.

## 6. TREATMENT FOR SHOCK

Shock is a condition resulting from a depressed state of many vital body functions. Shock may cause death. Shock can be made worse by extreme pain and/or fright.

A. The three most common causes of severe shock are:

1. Inadequate breathing
2. Excessive bleeding
3. Un-splinted fractures

**Treating these problems lessens the shock.**

B. Symptoms of Shock

1. Skin is pale, cold, and clammy, with small drops of sweat, particularly around the lips and forehead.
2. Nausea and dizziness
3. Pulse may be fast and weak, or absent.
4. Breathing is shallow and irregular.
5. Eyes may be dull with enlarged or dilated pupils.
6. Victim may be unaware of the seriousness of the injury, and then suddenly collapse.
7. Denial that anything is wrong.

C. Treatment Objectives

1. To improve circulation of blood
2. To ensure an adequate supply of oxygen
3. To maintain normal body temperature

**D. Body Position**

1. Standard position – lying on back, with feet elevated 8 to 12 inches.
2. If the victim has a head wound or is having trouble breathing, elevate the head and shoulders. Be careful of possible neck injuries.
3. A victim who is bleeding from the mouth or vomiting should lie on one side so fluid will drain from the mouth.

**E. Regulating Body Temperature** – Keep the victim warm enough to avoid or overcome chilling by using blankets or additional clothing. No attempt should be made to add extra heat because raising the body temperature is harmful.

**7. FIRST AID FOR NOSE BLEEDS**

- A. Place the victim in a sitting position.
- B. Loosen the collar or anything tight around the neck.
- C. Apply compress (cold, if available) over the nose.
- D. Apply pressure to the bleeding nostril by pinching the nostrils together until the bleeding stops.
- E. Do not allow the victim to blow his/her nose.

**INSTRUCTION SUGGESTIONS**

If it is a common occurrence for a child on your bus, they probably know what to do. The driver should talk with the child about how to help.

**8. FIRST AID FOR AN EPILEPTIC SEIZURE**

- A. Push away nearby objects or pad non-movable objects like bus seat legs.
- B. Do not force a blunt object between the victim's teeth.
- C. Help the victim lay down.
- D. When jerking is over, loosen the clothing around the neck.
- E. Keep the victim lying down, with head turned to side if possible.
- F. Keep the victim's airway open.
- G. Do not try to restrain the victim. Jerking motions and foaming at the mouth usually occur.
- H. If breathing stops, give artificial respiration.

- I. Allow the victim to sleep or rest following the seizure. Do not question, disturb, or embarrass the victim.

### **INSTRUCTION SUGGESTIONS**

Drivers should be told to secure the bus and offer necessary assistance to the child having a seizure. The driver might consider taking the child straight to school or home when safe to begin operation of the bus again. The driver should notify the proper authority of the incident as soon as possible.

### **9. LOCATION AND CONTENTS OF THE FIRST AID KIT**

- a. Each school bus is to be equipped with a Grade A metal first aid kit, mounted in an accessible place in the driver's compartment in full view.
- b. The 2001 specifications require that the number of units and contents shall be as designated:

- 4-inch bandage compress (2 packages)
- 2-inch bandage compress (1 package)
- 1-inch adhesive compress (2 packages)
- 40-inch triangular bandage (2 packages)
  - with two (2) safety pins
- Eye dressing packet (1 package)
- 24 x 72 inch gauze compress (1 package)
- 1-pair latex gloves (1 package)
- 1 mouth-to-mouth airway (1 package)

### **INSTRUCTION SUGGESTIONS**

Drivers should be instructed on how to obtain additional supplies for the first aid kit.

## **10. LOCATION, CLEANUP AND HANDLING OF BODY FLUIDS OR MATTER**

Whenever it is necessary to clean up or handle any blood, body fluids, vomit, fecal matter, and/or urine, the following practices should be observed:

- a. Disposable gloves should be worn during the cleanup process.
- b. Surfaces soiled with the above substances should be promptly disinfected using a bleach solution (1 part bleach to 10 parts water).
- c. Whenever possible, disposable towels, tissues, or other materials should be used in the cleanup process. These disposable materials should then be placed in a plastic bag and discarded.
- d. Non-disposable cleaning equipment and materials, such as towels and mops, should also be disinfected with the bleach solution.
- e. Those who are cleaning should avoid exposure of open skin lesions or mucous membranes to the blood or body fluids.
- f. Persons involved in the cleanup should thoroughly wash their hands afterwards, even when wearing gloves.

These measures should be adopted as standard procedure for each and every spill of body fluids or matter. Similar practices have been adopted by health agencies because of the potential for transmission of communicable diseases. Adoption of these guidelines will make the school bus a safer environment for students and staff.

### **INSTRUCTION SUGGESTIONS**

The driver should be made aware of local policy for this subject.

## Student Management Unit

### OBJECTIVES

The school bus driver should be able to:

1. Have an understanding of the importance of good student management.
2. Understand the basic principles of adolescent psychology.
3. Have a sympathetic understanding of students' problems.
4. Have knowledge of procedures and techniques of student management.

### ***PERFORMANCE STANDARD:***

***The trainee should understand the need for good student management including principles of adolescent psychology, student problems, and knowledge of procedures and techniques of student discipline.***

### TOPICS

1. Introduction
2. Characteristics of Young People
3. Roadblocks to Effective Communication
4. Tips on Maintaining Discipline
5. DOs and DON'Ts of Discipline
6. Passenger Management Team
7. General Rules and Regulations for Student Management

**POINTS TO STRESS:** Understanding the importance of good student management.

## **1. INTRODUCTION**

### **CONTENT**

Student management is one of the greatest problems confronting school bus drivers today. Having a bus load of unruly students probably causes drivers more grief than any other situation they encounter. The relationship that the driver establishes with students has a direct relationship on how well behaved the students will be. Many times the so-called problem bus route is really a problem driver. Understanding a few basic principles of psychology will enable a driver to avoid trouble before it begins.

During this unit we are going to be concerned with passenger management. Knowing how to manage or get along with passengers will, to a large degree, be determined by how well drivers understand students. Too frequently the driver expects students to be mature with adult attitudes.

## **2. CHARACTERISTICS OF YOUNG PEOPLE**

### **CONTENT**

In having a sympathetic understanding of students' problems, moods, and individual differences, drivers should remember:

- A. The average student wants to be older than he is and is seeking independence. Socially, they are in the process of developing adult socialization skills. At times young people can be painfully truthful.
- B. The average student likes to be treated as an equal by an adult.
- C. Students are impulsive. They react more frequently without thinking.
- D. Most students want adults to recognize their good traits and/or abilities.
- E. Students are physical. They are physically active and have to move. They show feelings through physical communication; touching, hitting, or holding.
- F. Sarcastic humor or subtle put-downs may not be understood by students; but they can and will intuitively understand them as put-downs and act on them.

Drivers should strive to build morale and cooperation of the students on the bus. This can be accomplished by being friendly, courteous, and helpful. In the course of time, the student morale will be a great source of help in controlling students who are the worst offenders. In some instances students discover that improper conduct is not acceptable to the group, and offenders will hesitate to do things, which cause them to lose face with their peers.

### **INSTRUCTION SUGGESTIONS**

Make sure that the drivers understand that there is no one technique that will work on all students because each student is different.

The driver should understand that different age groups must be handled differently.

**POINTS TO STRESS:** Have a sympathetic understanding of students' problems.

### **3. ROADBLOCKS TO EFFECTIVE COMMUNICATIONS**

#### **CONTENT**

When drivers confront students, they give off verbal and non-verbal messages in the way they communicate. What is said and how it was said are both interpreted by the students. Many times, how it was said or the hidden meanings are much more important than the actual words themselves.

There are three basic types of messages everyone has used from time to time that can be negative roadblocks to effectively communicating with students.

- A. Solution Messages -- Solution messages order people. They tell people what to do. The hidden message actually tells students, "you are too dumb to figure it out yourself."
- B. Put-down Messages -- People can be put-down or belittled in a number of ways. Criticizing, blaming, or name-calling are obvious ways. Less obvious is to compliment, reassure, or agree with somebody in a very negative or sarcastic way. Also through questioning, probing, analyzing, and diagnosing in a negative or disregarding manner one can create blocks in communication with students. The hidden message in the put-down is that "there is something wrong with you; you cause me a problem."
- C. Indirect Messages -- Ignoring someone or kidding them or being sarcastic with them are indirect messages. The hidden message is "if I confront you directly, you may not like me."

## **INSTRUCTION SUGGESTIONS**

Stress to the drivers that how you handle a student and his or her problem can have a positive or negative influence on the rest of the students. Care should be taken not to restrict new drivers' ability to communicate.

**POINTS TO STRESS:** Knowledge of procedures and techniques of student management.

### **4. TIPS ON MAINTAINING DISCIPLINE**

#### **CONTENT**

Drivers can exhibit many behaviors to their passengers that will have either a positive or negative effect on their passengers' behavior. Drivers should strive to exhibit those behaviors which will help develop positive behaviors in their passengers. Drivers should be able to display good driving skills.

#### **TIPS ON MAINTAINING DISCIPLINE**

- A. Never give an order you do not mean to enforce.
- B. Drivers should demonstrate they are in control and are confident in their role as a bus driver. Students are more likely to have confidence if their driver has confidence.
- C. Have a reason for what you ask a student to do, and, if appropriate, take time to give the reason. The students can see the point if you do. There are those times when a reason should not be given.
- D. Be honest in what you say and do. Remember, a student's faith in you is a great help.
- E. Be fair; it is not punishment but injustice that makes a student rebel against you.
- F. Be friendly. Show an interest in what they are doing.
- G. Commend good qualities and action.
- H. Strive to be constructive, not repressive.
- I. Remember that a sense of humor is extremely valuable.
- J. Do not judge misconduct on how it annoys you.
- K. Never take your personal feelings or prejudices out on students.
- L. Maintain poise at all times. Never lose your temper.
- M. Look for good qualities – all have them.

- N. Sometimes it is wiser to overlook some things. Learn to pick your battles.
- O. Listen for suggestions and complaints from the students. You might learn a great deal about yourself.
- P. Never hold a student up to public ridicule.
- Q. Try to always smile and be friendly. No one likes a grump. There is nothing like a smile and a friendly “hello”.
- R. Try to present students with an option. You have to display authority, but do not be a dictator.
- S. Be sure your students know the boundaries of acceptable and unacceptable behavior.
- T. Make every effort to learn your passengers’ names as soon as possible. Learning their names shows an immediate interest in them.
- U. Keep a driver attitude – not a peer attitude.

## **INSTRUCTION SUGGESTIONS**

Teach the driver the NICE technique.

1. Name – Introduce yourself and learn their names.
2. Interest – Take interest in them as individuals.
3. Consistency – Apply punishment and rules the same way every day to all passengers.
4. Effort – Make an effort to take pride in personal appearance, punctuality, attention to duties, adherence to regulations; be friendly and cheerful.

Stress to the driver that discipline should be consistent; what is not allowed today should not be allowed tomorrow. Make every effort to treat each student the same. Do not put yourself in a situation where you can be accused of playing favorites. Place emphasis on different traits and behaviors.

### **5. DO(s) and DON’T(s) of DISCIPLINE**

#### **CONTENT**

##### **A. DO(s) for Discipline**

1. Always be courteous to your students.
2. Always control your temper.
3. Act the part of a person in a responsible position, conscious of your important job.
4. Do everything possible to inform students that they themselves have important responsibilities in assuring group safety.
5. Maintain close contact with principals and parents. Secure their cooperation.
6. Spot the few troublemakers and ask the principal what methods to employ if you are uncertain.

7. Seat any troublemakers near you, within your vision.
8. Be firm, but fair and consistent, in handling discipline problems.

## B. DON'T(s) for Discipline

1. Don't try to be "best buddies" with students.
2. Don't be too lenient. Be fair.
3. Don't make "wise cracks."
4. Don't threaten.
5. Don't shout.
6. Don't argue.
7. Don't use physical force; observe the policy of "hands off."
8. Don't create issues that have to be settled later.
9. Don't discipline students while the bus is in motion.
10. Don't assume everything is alright.
11. Don't make general statements to the entire bus load of students when restoring order.
12. Don't question publicly the decisions of the school board; however, feel free to make suggestions for improvement to the proper authority.

## 6. PASSENGER MANAGEMENT TEAM

The driver of necessity is the person primarily responsible for student management; however he/she is a member of a management team. Other members of the transportation team have equally important responsibilities in assisting and supporting the driver. Let's look at the total team.

- A. Driver – The driver has the immediate responsibility because the students are under the direct supervision of the driver while being transported.
- B. Transportation Supervisor – The transportation supervisor's responsibility is to provide helpful support and guidance to the driver in handling student management problems.
- C. School Administrator – The school administrator's responsibility is to follow through and take appropriate action on disciplinary problems reported by drivers. Administrative support in this regard is very important.
- D. Teachers – A student's teacher can play an important role by assisting the driver in better understanding the causes of problems a student might be having. This understanding will help determine an appropriate solution to the problem.
- E. Parents – Parents are legally responsible for the behavior of their children. Any behavior problem must ultimately be solved through parent cooperation and assistance. The parent working with the school administrator must assure the responsible behavior of their children.
- F. Students – The student's responsibility is to follow the rules and regulations set forth by the state and local school system. Assisting the driver through proper behavior will help assure a safe and efficient bus trip.

Even though there will be some problems which even the best school bus drivers cannot handle alone, most behavior problems should be handled by drivers. The driver who turns every student behavior problem over to their supervisor will not be able to satisfactorily deal with student problems when the authority figure is not present.

## **7. GENERAL RULES AND REGULATIONS FOR STUDENT MANAGEMENT**

### **CONTENT**

The drafting of rules and regulations governing student conduct on school buses is the responsibility of the local board of education. While it is not the purpose of this section to establish rules and regulations, there are general considerations that must be met in order to ensure safe transportation for students.

The school bus driver must become familiar with local rules and regulations and instruct the students on the rules and regulations. The following are some general rules and regulations of conduct for safe school bus transportation.

- A. Students must enter and leave the bus at school loading zones and bus stops in an orderly fashion and in accordance with loading and unloading instructions.
- B. Students must remain quiet enough not to distract the driver.
- C. Students must remain seated while the bus is in motion. Standees must remain in place while the bus is in motion.
- D. Students must not throw objects.
- E. Students must not extend arms, head, or other parts of the body out the windows.
- F. Students must not destroy property.
- G. Students must remain absolutely quiet at railroad grade crossings.
- H. Students must not eat or drink on the bus for their safety and the safety of other students.
- I. Students must occupy the seat to which they are assigned.
- J. Students must not use or possess tobacco, alcohol, drugs, or weapons.
- K. Students must not use obscene language or gestures.

### **INSTRUCTION SUGGESTIONS**

The driver's approach in handling the development of the rules is the key to the success in discipline. Tell the drivers to explain each rule and the reasons behind the rules.

When deciding on procedures to enforce rules that are established, the procedures should be designed to be progressively severe. The rules for the first or second offense during the day might call for warnings. A second or third offense might mean changing the disruptive child's seat for the remainder of the day. A third or fourth disruption might mean changing the child's seat and asking the child to remain on the bus after arrival at school for a conference. You are in effect, with the conference, putting the child on notice that continued misbehavior will result in some type of punishment.

Communications with parents concerning a problem with a student should be established early. This eliminates situations where parents might say, "Why was I not told about my child's behavior sooner?" When parents are informed, they are less likely to be hostile and defensive if a conference becomes necessary.

The progressive steps in discipline may have to be altered if the severity of the offense warrants immediate attention.

Group behavior problems may have to be handled differently than individual problems. Disruptive behavior from a group of pupils is normally much more hazardous than an individual behavior problem. Needless to say, when a group ignores your request for order and the disturbance is distracting or hazardous, it is best to pull off the road at a safe place, stop the bus, and talk to the disruptive pupils.

The instructor could use role-play to have drivers demonstrate how they would handle different situations. As a follow-up, have other drivers critique and add input.

In another role-play, have a student arrive five minutes late to class without the knowledge of the class. When the student comes in, verbally take the student apart. Take a survey of the class on how this attack made them feel.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## DRIVER SKILL EVALUATION

**Performance Standard:**

*The trainee shall be proficient in all skill areas which are evaluated; satisfactory in all categories to be passed as a school bus driver.*

### LOADING STUDENTS

<b>Acceptable</b>	<b>Needs Improvement</b>	<b>Unacceptable</b>	Other Comments:
			When approaching the designated stop, starts slowing in preparation for the stop.
			Applies brake lights to warn motorists as necessary.
			Activates the amber warning lights at a sufficient distance to warn other motorists of impending stop.
			Checks all mirrors.
			Stops the bus smoothly and in the proper lane and in the proper position for boarding students.
			Places the transmission in neutral and applies parking brake.
			Opens the service door activating the red flashing lights, stop arm and crossing gate at the proper time.
			Counts and recounts students before putting bus in motion.
			Makes sure students are following all safety rules.
			Checks traffic and checks for late arriving students before closing service door.
			Starts smoothly and continues on the route.

**\*Rules for Students to Follow:**

1. Waits in safe place for bus to arrive.
2. Waits for school bus door to open before moving.
3. Students who must cross road should use extreme caution.
4. Waits until bus driver indicates it is safe to cross.
5. Walks to near edge of road...stops...look left, right and left again before walking.
6. Continues to look as they walk.
7. Walks at least 10 feet from front of bus.
8. Students should walk...not run...use hand rails and walk directly to their seats.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## DRIVER SKILL EVALUATION

### UNLOADING STUDENTS

<b>Acceptable</b>	<b>Needs Improvement</b>	<b>Unacceptable</b>	Other Comments:
			When approaching the designated stop, starts slowing in preparation for the stop.
			Applies brake lights to warn motorists as necessary.
			Activates the amber warning lights at a sufficient distance to warn other motorists of impending stop.
			Checks all mirrors.
			Stops the bus smoothly and in the proper lane and in the proper position for students to disembark.
			Places the transmission in neutral and applies parking brake.
			Opens the service door activating the red flashing lights, stop arm and crossing gate at the proper time.
			Counts and recounts students before putting bus in motion.
			Makes sure students are following all safety rules.
			Makes sure students have reached a safe place before proceeding.
			Checks traffic and checks for returning students before closing service door.
			Starts smoothly and continues on the route.

**\*Rules for Students to Follow:**

1. Students should remain in seats until the bus comes to a complete stop.
2. Students walk immediately away from bus.
3. Extreme care must be taken if necessary to cross roadway.
4. Walk at least 10 feet in front of bus (where they can see the bus driver).
5. Wait until driver gives permission to cross.
6. Walk to near center of the road.
7. Stop and look left...right...and left again before continuing.
8. Walk straight across road, continuing to look as they walk.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## DRIVER SKILL EVALUATION

DRIVER TRAINER:

S = Satisfactory

N = Needs Improvement

Observing		Uses inside and outside mirrors appropriately.
		Checks blind spot when appropriate.
		Checks left and right at intersections, railroad crossings, etc.
		Observes roadway surfaces by adjusting driving accordingly.

Communicating		Uses turn signal and hand signals when appropriate.
		Signals in advance as appropriate.
		Uses signals for slowing when appropriate.
		Uses headlights when appropriate.
		Uses horn when appropriate.

Adjusting Speed		Adjusts according to driving conditions.
		Adjusts when crossing and turning at intersection.
		Adjusts when passing.
		Adjusts at railroad crossings, bridges, etc.
		Adjusts according to roadway surface and configuration.
		Adjusts when following another vehicle.

Positioning		Correct lane usage before, during and after making a turn.
		Stays out of other vehicle's blind spot.
		Maintains good following distance.
		Yields space to others when appropriate.
		Lane change positioning appropriate.
		Separates and compromises risks where appropriate

Judging Time, Space and Distance		Adequate for turning.
		Adequate for crossing intersection.
		Adequate for lane change.
		Adequate for passing.
		Adequate for following.
		Adjusts when overtaking another vehicle.
		Adjusts when stopping in complex situations.

Other		Obeys all traffic signs and signals.
		Obeys all roadway markings.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## DRIVER SKILL EVALUATION EXPRESSWAY DRIVING

DRIVER TRAINER:

S = Satisfactory

N = Needs Improvement

Enter Expressway		Uses turn signal.
		Adjusts speed on entrance ramp (if applicable).
		Selects appropriate gap in traffic.
		Checks traffic condition and blind spot.
		Merges smoothly into traffic flow.
Moving with Traffic		Adjusts speed appropriately for traffic flow (within speed limit).
		Drives in appropriate lane.
		Isolates and stabilizes vehicle appropriately.
Lane Change		Does so as needed.
		Signals and checks blind spot appropriately.
		Adjusts speed appropriately.
		Movement of vehicle is smooth.
Exit Expressway		Moves into appropriate lane in advance of exit.
		Signals in advance of exit as appropriate.
		Adjusts speed on ramp/expressway as needed (warns traffic as needed).
		Adjusts speed for stop/yield at end of ramp.
Other		Obeys all traffic signs and signals.
		Obeys all roadway markings.
Passing		Does so as needed.
		Signals and checks blind spot appropriately.
		Adjusts speed appropriately.
		Signals, checks blind spot and returns to lane when safe.
		Movement of vehicle is smooth.

Additional Comments:

## FINAL SCHOOL BUS DRIVER ROAD TEST

GENERAL PERFORMANCE		S	U
A.	Railroad Crossing		
	Hazard lights		
	Door Open/Window Open		
	Fan Off/Radio Off		
	Stopping 15 to 50 feet		
	Check for train.		
	Closes door before crossing track.		
B.	Lane Changes – Right and Left		
	Check Mirrors		
	Blind Spot		
	Turn Signal		
	Smooth Transition		
C.	Traffic Signs, Signals, Officers		
	Stop Signs		
	Yield Signs		
	Traffic Lights		
D.	Speed		
	Expressway Speed		
	Road Speed		
	Residential Speed		
E.	Observation of Conditions		
	Use of Mirrors		
	L – R – L Turns Head		
	Looks for clues about movement of other vehicles and persons well ahead.		
F.	Turns		
	Left Turns		
	Right Turns		
G.	Stopping		
	Signal approaching curb at school.		
	Stops in correct lane for loading, unloading and railroad procedure.		

H.	Position on Roadway		
	Maintains Proper Following Distance		
	Stays in Middle of Lane		
	Drives in Proper Lane		
	Correct lane usage before, during and after a turn.		
	Maintains good following distance.		
	Changes lanes properly.		
I.	Observing		
	Uses inside and outside mirrors properly.		
	Checks blind spots.		
	Checks left and right at intersection, RR crossings, etc.		
J.	Communicating		
	Uses turn signals properly.		
	Signals well in advance.		
	Uses all signals properly.		
K.	Adjusting Speed		
	Adjusts according to driving conditions.		
	Adjusts when crossing and turning at intersections.		
	Adjusts according to roadway surface and configuration.		
	Adjusts when following another vehicle.		
L.	Judging Time, Space, and Distance		
	Adequate for turning.		
	Adequate for crossing intersection.		
	Adequate for lane change.		
	Adequate for passing.		
	Adequate for following.		
	Adequate when stopping.		
M.	Loading and Unloading		
	Proper use of eight-way flasher warning system.		
	Counts and recounts students as they enter or exit.		
	Applies parking brake.		
	Puts gear shift in neutral.		
	Rocks and rolls for correct mirror usage.		
	Signals students to cross in front of the bus.		
	Does not move the bus until all students are safe.		
N.	Attitude – Relaxed, Confident, Follows Directions		

O.	Attention		
	Is not distracted from driving.		

This is to certify that \_\_\_\_\_ was given a driving test in a \_\_\_\_\_ capacity school bus on \_\_\_\_\_ and I find the following:

1. Driver can handle a \_\_\_\_\_ capacity school bus in an efficient manner.
2. Driver needs more practice in driving a \_\_\_\_\_ capacity school bus.
3. In my opinion this person cannot handle a \_\_\_\_\_ capacity school bus.

\_\_\_\_\_  
Signature

## **SE1: RECOGNIZING STUDENT DISABILITIES**

### OBJECTIVES

1. To make drivers aware of the terminology used by educators on the student IEP to identify various disabilities.
2. To recognize the characteristics of those disabilities.
3. To be able to respond appropriately in providing safe transportation for students with disabilities.

### ***PERFORMANCE STANDARDS:***

***The trainee shall be able to identify various disabilities.***

### TOPICS

1. Introduction
2. Disability Descriptors
3. Disability Characteristics

## 1. INTRODUCTION

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

## 2. DISABILITY TERMINOLOGY AND CHARACTERISTICS

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

1. Repetitive movements (rocking, hand flapping)
2. Echolalia (repeating what they hear)
3. Unusual responses to sensory stimulation (can't handle noise, someone sitting too close, etc.)
4. Resistance to change (any change in routine – a sub driver, different seat, etc.)

Keeping to a consistent routine as much as possible is a key to successfully transporting these children. Recognizing each child's unique characteristics and needs will help the driver in preventing upsets and disruptions. A visual schedule can help keep the student reassured and calm; a behavior management plan may be a part of the IEP.

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

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

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

EMOTIONAL AND BEHAVIORAL DISORDER (EBD) Students in this category have one or more of the following emotionally based characteristics to the degree that their educational performance is affected enough that they need special education services.

1. Inability to build or maintain satisfactory relationships with teachers or other students.
2. An inability to learn which is not due to intellectual, sensory or other health factors.
3. Consistent inappropriate behavior or feelings under normal conditions.
4. Serious depression or unhappiness.
5. Tendency to develop physical symptoms, pains, or unreasonable fears associated with personal or school problems.

These students often display behaviors inappropriate to their environment and may have poor impulse control. Behaviors may range from disruptive and attention getting to very withdrawn. These students often have problems working in groups and poor conflict resolution skills. Calmness and consistency on the part of the bus driver are essential to success in transporting EBD students. Learning to recognize things that trigger behavior and working with school staff to develop a behavior intervention plan (BIP) can be very helpful.

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

1. Mild (MID) – These students generally have difficulty with academic content but can usually acquire basic reading and math skills. They may be immature and unable to apply information learned in one setting to another. They may have difficulty articulating needs and wants, and a change of routine can be difficult for them.
2. Moderate (MOID) – These students have a learning level  $\frac{1}{3}$  to  $\frac{1}{2}$  their chronological age. They may have delayed motor skills, poor retention skills, and immature social skills. They often experience delays in processing language. They require consistency and structure. Frequent repetition of directions/ instruction is helpful, and patience is essential in creating a safe and enjoyable ride for these students.
3. Severe and Profound (SID/PID) – These students frequently have co-existing disabilities (vision, hearing and seizures). They have very limited communication skills and may need help in self-care, i.e., toileting, dressing, eating. They may need assistance in boarding and physical disembarking the bus and frequent monitoring during the ride. Many have disabilities that cause them to be non-ambulatory.

4. Orthopedic Impairment (OI) refers to students whose severe orthopedic impairments have an effect on their educational progress to the degree that special education is required. Impairment may include congenital conditions; deformity or absence of limbs, diseases such as polio, cerebral palsy and amputations. These students may use wheelchairs or other assistive equipment and may need a lift bus. Their physical disability does not indicate an intellectual impairment, and many of these students are served primarily in the regular classroom. However, the nature of their disability may require significant transportation adaptations, which should be addressed in the IEP meeting. It is important for drivers to receive information and training necessary to ensure the safe transportation of these students and their equipment.
5. Other Health Impairment (OHI) means having limited strength, vitality, or alertness to the degree that it adversely affects the student's educational performance. This impairment may be the result of chronic health problems such as asthma, diabetes, epilepsy, a heart condition, etc. It may also be due to a heightened alertness to environmental stimuli that results in limited alertness in the educational setting, often seen in students with attention deficit disorder or attention deficient hyperactivity disorder.

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

6. Significant Developmental Delays (Ages three through five) (SDD) is a term which refers to young students who have delayed development in intellectual, communication, adaptive behavior, social, emotional, or motor skills to the extent that, if they are not provided with early intervention, their educational performance might be adversely affected. These students can be served in a variety of programs. When they ride the school bus they will need help with following directions and getting on and off the bus. Each student should be transported in a Child Safety Restraint System (car seat or safety vest) appropriate for his/her size, weight, and physical condition.
7. Specific Learning Disability (SLD) is a term used to describe a disorder in one or more of the basic processes involved in understanding and using spoken or written language. It may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. It does not refer to students with a general intellectual disability. Students in this category have average or above average intelligence, but have a serious academic deficiency not consistent with their measured ability. Some common characteristics may include difficulty with retrieval and transfer of information, letter reversals and transposals, difficulty knowing left from right, distractibility, and poor self-esteem.

8. Speech-Language Impairment (SI) refers to a difference in communication skills so significant that it is apparent, disrupts communication, or affects emotional social or intellectual growth. The impairment may be in the ability to articulate speech sounds, to comprehend and/or uses language, it may include an interruption in the flow of speech or voice impairment. Students with speech/language impairments may have difficulty communicating with the driver or with other students.
9. Traumatic Brain Injury (TBI) refers to an injury to the brain after birth caused by an external, physical force, which results in a disability that adversely affects the student's educational performance. A student with this type of injury may require special seating, a protective helmet, or other special adaptations. A behavior management plan may also be in place.
10. Visual Impairment (VI) A student with visual impairment is one whose vision interferes with functioning in a regular school program. This term includes students who are functionally blind, legally blind, or partially sighted. Most students in this category have normal intelligence and learn well when appropriate techniques, materials, and equipment are used. These students may need guidance to get on or off the bus; they function better in a setting with assigned seats. Letting them know verbally when changes are going to occur is helpful. Practicing and emergency evacuation plan with visually impaired students is essential.

## **SE2: COMMUNICATING WITH STUDENTS WITH DISABILITIES**

### OBJECTIVES

1. To acquaint bus drivers and bus monitors with general tips of communicating with students with disabilities.
2. To acquaint bus drivers and bus monitors with specific tips for communicating with students with various disabilities.

### ***PERFORMANCE STANDARD:***

***The trainee shall be aware of different methods of communicating with students with disabilities.***

### TOPICS:

1. General Tips for Communications
2. Communication with Students with Hearing Impairments
3. Communication with Students with Visual Impairments
4. Communication with Students with Intellectual Disabilities
5. Communication with Students with Orthopedic Impairments
6. Communication with Students with Behavioral Disorders
7. Communication with Students with Speech/Language Impairments

## **SE2: COMMUNICATING WITH STUDENTS WITH DISABILITIES**

### **GENERAL TIPS FOR BUS DRIVERS AND BUS MONITORS**

- A. Be patient. Do not raise your voice. Speak slowly, firmly and clearly.
- B. Do not show anger or impatience.
- C. Use simple vocabulary. Keep rules and limits at a minimum.
- D. Observe closely.
- E. Demonstrate with your hands what you want the student to do.
- F. Have a written emergency evacuation plan; go over it orally with your students; practice it twice a year only on school grounds.

### **SPECIFIC TIPS FOR BUS MANAGERS AND ASSISTANTS**

#### **Students with Hearing Impairments:**

- Face the student when you speak
- Write simple notes
- Point or demonstrate
- Basic sign language is helpful

#### **Students with Visual Impairments:**

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

#### **Students with Intellectual Disabilities:**

- Use simple vocabulary
- Give short, clear directions
- Demonstrate what needs to be done

#### **Students with Orthopedic Impairments:**

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

#### **Students with Behavioral Disorders:**

- Check and work closely with teacher on behavior management plan
- Selective seating may be required

#### **Students with Speech/Language Impairments;**

- Listen carefully
- Ask the student to write you a note
- Use gestures
- Use simple vocabulary
- Find out if the student uses technology for assistance

▪

**SE3: FIRST AID UNIT**

OBJECTIVES

1. To provide for a best practice in administering first aid on the bus
2. To teach drivers first aid procedures

***PERFORMANCE STANDARD:***

***The trainee shall be aware of proper basic first aid procedures and the details of handling a person having a seizure.***

TOPICS

1. Introduction
2. Purpose
3. First Aid Procedures

## **1. INTRODUCTION**

First aid is the immediate care given until medical help can arrive. Drivers need to be aware of any passenger on his/her bus who has a condition, which may require emergency help so that they may react accordingly. It is essential that the person in charge, i.e., the bus driver remain calm so that an assessment of who needs the most immediate care can be made. First aid procedures include restoring breathing, controlling bleeding, and preventing shock (in that order).

As a bus driver involved in the transportation of special needs children it is necessary for you to be familiar with the proper techniques of administering first aid. If you fail to respond correctly in emergency situations it may result in loss of life.

## **2. FIRST AID PROCEDURES**

### **A. Mouth-to-Mouth Resuscitation (If CPR is not known):**

Determine consciousness by tapping on the shoulder and asking, "Are you okay?" If the person responds then they are conscious and breathing. If the person is unconscious the following procedure should be followed:

1. Roll them on their back in one motion, not twisting one part of the body or the other.
2. Tip the head backward slightly and check for breathing.
3. If the victim is not breathing, keep the head tilted, pinch nostrils together, and breathe into the mouth, use a mouth protector if available.
4. When blowing into the victim's mouth, cover with your mouth. Be sure to get a good seal.
5. Administer two slow breaths to victim. Be sure the victim's chest rises each time a breath is given.
6. Check the pulse and breathing.
7. If the person has a pulse and is still not breathing, continue mouth-to-mouth breathing at a rate of one breath every five seconds (12 breaths per minute). If the person has no pulse and is not breathing CPR is needed. If you are not trained in CPR continue giving mouth-to-mouth resuscitation.

## B. Clearing the Airways

Foreign bodies may partially block the airway but still allow good air movement. In such cases choking victims remain conscious, they can cough forcefully, and usually can speak. They require no immediate actions from you. If the victim is unable to speak or cough, the following procedure should be followed:

1. Stand behind the victim and make a fist with one hand;
2. Thumb side of the fist should be against the person's abdomen;
3. Fist should be between navel and rib cage;
4. Grasp fist with the other hand;
5. Give four quick upward thrusts;
6. Repeat until effective.

NOTE: If the victim is unconscious, they should be lying on their back with their head sideways. Straddle the victim and follow the above procedure.

## C. Controlling Bleeding:

Controlling bleeding requires immediate action. A person can bleed to death in less than one minute. Loss of blood (even a small amount) can produce shock. Methods to control bleeding.

1. *Direct Pressure* – Place a pad, clean handkerchief, cloth, etc. directly on the wound firmly with the hand. If no pad or cloth is available, use universal precautions with latex gloves to apply pressure directly. Raise the injured part higher than the heart except where there is a broken bone.
2. *Pressure Point* – Bleeding may be slowed by applying pressure to slow blood supply by using the fingers or hand against the body. Pressure points are under the upper arm and in the groin area near the pelvis on either side of the body.
3. *First Aid for Nose Bleeds:*
  - a. Place the victim in a sitting position;
  - b. Loosen the collar or anything tight around the neck;
  - c. Apply compress (cold is better) directly over the nose. Use universal precautions when exposed to body fluids.
  - d. Apply pressure to the bleeding nostril by pressing in toward the midline.
  - e. Make sure the victim does not blow their nose.

D. Treatment for Shock:

1. Shock can be brought about as a result of excessive bleeding, inadequate breathing, or un-splinted fractures. Shock can cause death and can be worsened by extreme pain or fright. Symptoms of shock include:
  - a. Cold, clammy, or pale skin. Sweat appears around forehead or lips;
  - b. Nausea and dizziness;
  - c. Pulse can be irregular, fast, or slow, or absent;
  - d. Shallow and irregular breathing;
  - e. Eyes are dull, pupils enlarged, or dilated.
2. Often the shock victim is unaware of his condition and collapses. In assisting a shock victim your goals are:
  - a. To improve circulation
  - b. To ensure an adequate supply of blood
  - c. To maintain a normal body temperature

E. Body Position for a Shock Victim:

- a. Standard position – lying on back with feet elevated 8 to 12 inches;
- b. If the victim has a head wound or is having trouble breathing, elevate the head and shoulders;
- c. A person who is vomiting or bleeding at/from the mouth should lie on one side so fluid will drain.

F. Regulating Body Temperature of A Shock Victim:

- a. Cover the victim with a blanket or additional clothing. You want to prevent chilling, but not to raise body temperature, as this could be harmful.

G. First Aid for Epileptic Seizures:

1. Help the victim lie down with head to the side.
2. Clear away nearby objects.
3. Do not force anything between the victim's teeth.
4. Loosen clothing around the neck when the jerking ceases.
5. Keep the victim's airway open.
6. Do not try to restrain the victim. You will see jerking motions and possibly foaming at the mouth.

7. If breathing stops, give artificial respiration.
8. Allow the victim to rest or sleep following the seizure. Sometimes clothing will be soiled. Do not question, disturb, or embarrass the victim.

## **SE4: INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

### OBJECTIVES

1. To provide the necessary information to the school bus driver and bus monitor needed to comply with Federal law mandates related to the transportation of special needs students.
2. Acquaint the school bus driver and bus monitor with the Individuals with Disabilities Education Act (IDEA).
3. Acquaint the school bus driver and bus monitor with Section 504 and its federal mandates.

### ***PERFORMANCE STANDARD:***

***The trainee shall be able to describe what an IEP is and the basics of IDEA.***

### TOPICS

1. Individuals with Disabilities Education Act
2. Provisions of Section 504
3. Free Appropriate Public Education

## 1. INTRODUCTION

Beginning in 1973 with the mandate of the Federal Rehabilitation Act (also known as 504), laws were enacted prohibiting discrimination against individuals with handicaps. This series of codes has evolved into many legal mandates directly affecting public schools, including school bus transportation. In 1990, the Individuals with Disabilities Education Act (EHA) was renamed the Education of the Handicapped Act (IDEA). References to “handicapped” children were changed to “children with disabilities.” These laws established far-reaching implication for educators and for transportation systems. The IDEA is a federal statute governing public education of children with disabilities. School districts became responsible for providing Free Appropriate Public Education (FAPE) to these students. FAPE is specific in listing mandated services that include: special education services (to include transportation) free of charge. Also mandated is an Individualized Education Program (IEP) to be designed for each child receiving special services (to include transportation if necessary for the child to access education).

Transportation is defined to include:

1. Travel to and from school
2. Travel in and around school buildings
3. Specialized equipment (lifts, ramps, adapted buses) for a child with disabilities.

## THE IEP PROGRAM

- A. Section 504 of the federal mandate states that no otherwise qualified handicapped individual in the United States...shall, solely by reason of his/her 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. (Can require transportation for temporary conditions.) Ex.: broken leg, severe asthma (medical assessment).
- B. The IDEA broadly requires that all children identified as disabled be provided a free appropriate public education consisting of special education and any necessary related services. Ex: (Transportation) in the least restrictive environment pursuant to an Individualized Education Program (IEP). It has been recognized that early intervention enhances the development of handicapped children. Definitions of Disabilities include:
- Autism... Deaf-Blindness... Deafness
  - Hearing Impairment... Mental Impairment... Multiple Impairment... Orthopedic Impairment... Physical and Health Impairment... Behavior Disorder/Emotional Disorder
  - Specific Learning Disability... Speech and/or Language Impairment... Traumatic Brain Injury... Visual Impairment
  - Attention Deficit Disorder... Attention Hyperactivity Disorder

The federal code requires that the IEP be in a written document identifying the specially designed instruction program and related services (including transportation) to meet the unique needs of the child with disabilities. There are many people involved in writing the IEP. They may include but are not limited to: an Administrator or Program Specialist of Special Education, a Special Education Teacher, a General Education Teacher, a Representative of the Transportation Department, the student's parent, and other professionals as required. Some considerations to look at in writing the IEP are:

1. Age of student. (Encompasses all children from birth through 22 years of age)
2. What is the student's disability?
3. What are some behavior characteristics?
4. Should the bus driver take extra precaution i.e. communicable diseases?
5. Is a bus monitor needed?
6. Does student need medical nursing team?
7. Does student need medication? (Students not allowed to transport, must be given to the bus driver by the parent and transferred by the bus driver to the teacher or health technician – this policy may vary from system to system.)
8. Is there need of canine (dog) companion? (Only animal allowed on a school bus.)

- a. Guide Dogs – for the visually impaired
  - b. Service Dogs – for students with physical disabilities
  - c. Signal Dogs – for the hearing impaired
9. Other considerations for transportation which must be written in IEP.
- a. Curb to Curb: This is to describe how close you can get to student's home.
  - b. Travel Time: This will depend on the student's disability.

### **INSTRUCTION SUGGESTIONS**

It should be stressed that students must receive a full day of instruction. The student's school day must not be shortened.

## **SE5: MEDICAL CONDITIONS AND SERIOUS MEDICAL EMERGENCIES**

### **1. INTRODUCTION**

We are fortunate to have many children that would not have been with us twenty years ago. Some continue to live in a medically fragile condition and require special services and attention. School bus drivers and attendants must be made aware of the unique characteristics and the needs of each student.

Specialized equipment is often needed. School bus drivers and attendants need to be trained in the use of ALL equipment. All transportation staff needs sensitivity training to deal with the unique physical, as well as the emotional and psychological needs of students with disabilities. This should be part of every school bus driver's and attendant's training. Special emphasis should be given to this when the bus team is asked to transport students with special needs.

#### ***PERFORMANCE STANDARD:***

***The trainee shall be able to, and understand the necessity for following medical instructions for the passenger.***

### **2. MEDICAL CONDITIONS THAT REQUIRE IMMEDIATE MEDICAL ATTENTION**

- *Anaphylactic Shock* – A major medical emergency. Extreme allergic reaction to bee stings, medicine, etc. The smooth muscles in the respiratory system close off so the victim is not able to get air in and out of the lungs.
- *Asthma* – Can be a serious medical emergency. An asthma attack can sometimes be brought on by excitement or perfume. Passenger needs good ventilation while in transit.
- *Cystic Fibrosis* – May have breathing and heart problems. If they sweat a lot, they will suffer serious salt depletion that can be a medical emergency.

**REMEMBER:** All medicine and/or food, etc., will only be given if instructed to do so by a parent or school administrator.

- *Diabetes* – An insulin reaction is a serious medical emergency. Symptoms are anxiety, headache, blurred vision, hunger, abdominal pain, profuse perspiration, tremulousness, disorientation, slurred speech, and seizures. If the person appears to be going into insulin shock, some form of easily digestible sugar should be given, for example: sugar, orange juice, soda pop or candy.

- *Heart/Congenital Malformation* – Plan for emergency transit or assistance if heart fails. Impaired walls or valves of heart cause malfunction and progressive damage.
- *Hemophilia* – Disease of the blood where it fails to clot and excessive bleeding occurs. When a head or neck injury is sustained, this becomes a top medical priority. Passenger may stop breathing or rapidly sustain brain damage.
- *Juvenile Arthritis* – Will not have good protective reflexes when they fall. Slower blood clotting time as well as possible heart failure.
- *Kidney and Urinary Tract Disease* – If the passenger is on dialysis, they should not be given any fluids – they may be on a special diet. Be aware of shunt drainage tubes that may not be exposed.
- *Leukemia* – May have a tendency to vomit while on chemotherapy. Tend to be anemic and bleed easily. Bones may be more fragile.
- *Osteogenesis-Imperfecta* – Brittle-bone disease. Bones can break from just being touched too hard. Use extreme caution whenever handling.
- *Shunt* – Tube in the head, neck or other part of the body, which drains excess fluid. Serious medical problems may arise if shunt is bumped or pressure applied to the area.
- *Tracheotomy* – If the tube becomes plugged, person will not be able to breathe. Try to get them to cough up. If possible, keep student away from area where there is likely to be a lot of dust or debris in the air. If artificial respiration is required, breathe into the tracheal tube and close mouth and nose.

**\*\*\*Due to confidentiality requirements,  
transportation staff may never be aware of some conditions such as:  
HIV/AIDS. Therefore, the staff should always practice universal precautions.\*\*\***

## **SE6: CONFIDENTIALITY OF INFORMATION AND RECORDS**

1. The privacy of school records of students with disabilities is protected by IDEA, Federal Education Rights, Privacy Act, and regulations listed under them.
2. 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. **This information is strictly confidential.**
3. School staff and the school bus team must ensure that the privacy rights of students with disabilities are protected. At **NO TIME** (except in the case of an emergency or “need to know”) may a school official or school bus team member identify or provide information about a student to any individual other than the parent or legal guardian.
4. Information may be released to the appropriate persons without parental consent in an emergency. This may be done if the knowledge of such information is necessary to protect the health and safety of the student or other persons. Parents must be notified as soon as possible of the information released and the purpose for its release.
5. It is necessary to be extremely careful should the opportunity arise, professionally or socially, to use a student’s name in casual conversation. Even mentioning a child’s name when questioned or speaking about a service population can identify them as “special needs” students. **THIS IS A BREACH OF CONFIDENTIALITY.**

### **PERFORMANCE STANDARD**

The trainee shall understand the necessity for confidentiality of information and records of students with disabilities and the penalty for not complying.

### **MEDICAL INFORMATION CARDS**

Each bus driver who transports special needs students must keep in a binder a medical information card on each of the students he/she transports. This information is part of the confidential records and is an essential tool needed by the bus manager and assistant to safely transport these students. The information on the medical information card should be updated regularly as needed, and kept in an easily accessible location on the bus. In the event of a real emergency, the folder needs to be taken by the bus manager or assistant when evacuating the bus. When communicating by radio or cell phone, the rights of the students regarding confidential information must be maintained.

#### **Medical Information Cards Need to Contain:**

- Photograph of the student
- Name of the student
- Home phone and emergency phone numbers
- Disability
- Emergency healthcare information

- Medications student uses
- Name of the student's doctor
- Telephone number of the doctor
- Special information/instructions about the student

Two copies of each student's medical information card are needed: One for the bus driver and the other for the transportation supervisor.

## **SE7: Bus Driver Responsibilities**

The bus driver's communication with parents, students, transportation administrators, and school support personnel are a must. Informed bus drivers and assistants who care and are concerned for the safety of their students will ensure a calm and safe atmosphere.

### ***PERFORMANCE STANDARD:***

***The trainee shall be able to articulate the basics of driver responsibilities.***

Bus Drivers shall:

1. Develop a professional link between the transportation department, parents, students and school staff.
2. Set up route and maintain your schedule.
3. Create a seating chart.
4. Know your students, set up their medical folders.  
Special instructions and training on the medically fragile students, along with emergency information will be included in the medical folders.
5. Know your safety equipment and how to use and care for it.
6. Inform parents of your bus number, bus schedule, bus rules and emergency procedures.
7. Inform parents of your name, home telephone numbers and the telephone of the transportation department.
8. All bus drivers are expected to follow all policies and procedures, and laws of those who drive non-disabled students.
9. Provide specific route instructions with all turns, drop off points, and instructions for pickup and drop off for each child. A copy of these instructions will be kept on the bus and in the transportation office.
10. The bus driver shall keep a daily log of riders.
11. No special education student will cross the road for bus pickup. All students will be picked up on the door side of the student's home.
12. No time changes whether morning or afternoon will be made to the route without prior approval from the transportation department. This policy may vary from system to system.
13. All medication, which needs to be transported to school, should be in a sealed container clearly labeled and handled only by the bus driver or bus monitor. No medication will be administered on the bus.
14. When a student is transported in a wheelchair, prior arrangements will be made with the bus driver, the transportation staff, and parent of the child to assess the

- needs of the student before it is transported. The bus driver will make sure the bus is appropriately equipped.
15. If a child becomes ill on the bus, the school is to be notified immediately.
  16. If the parent is not at home, NEVER leave a child home alone without written permission from the parent. Notify the transportation office that you will continue on your route and return the child after the route. If the second return fails, then bring the child to the transportation department so that arrangements can be made to get the child home. However, you must document any information regarding this situation. This procedure may vary from system to system.
  17. The bus driver will be trained in the use of the lift and tie down systems for those students in wheel chairs and mobility devices. When the bus driver or bus assistant loads a student, the other should always double check all straps, belts, harnesses and wheelchair tie-downs.
  18. Maintain an emergency evacuation plan as trained, and be prepared to evacuate the bus in the event of an emergency.
  19. The bus driver shall keep a current list of emergency facilities within their route for on-board emergencies. These facilities are fire department, police department, ambulance or hospital facilities.
  20. Maintain student discipline on the bus to ensure student safety, refer students who violate the safety rules to the proper school administrator.
  21. The bus driver will attend all mandated training sessions and keep required certifications current.
  22. The bus driver will be required to hold a current Commercial Driver's License (CDL), be subject to Random Drug and Alcohol Testing and a yearly physical.
  23. The bus driver is responsible for fueling and having required maintenance service completed.
  24. The school bus driver must remember that students have to receive a full day of school. The driver should not expect to leave the school with the student(s) early.

## **SE8: BUS MONITOR RESPONSIBILITIES**

One of the most important skills of the bus monitor is communication. His/her skills should include verbal expression as well as other forms of communications, such as written word, gesture, body language, or facial expressions to the students, bus drivers, parents, and school or transportation staff.

### ***PERFORMANCE STANDARD:***

***The trainee shall be able to articulate the basics of monitor responsibilities.***

Bus monitor shall:

1. Have punctual attendance. The driver cannot wait for the monitor on the school bus.
2. The bus monitor shall be on the bus from the time the first student is picked up in the morning and in the afternoon until the last student is dropped off.
3. There shall be a designated location on the school bus, preferably in the back, for the monitor to sit so all children can be monitored and given maximum supervision.
4. The monitor shall be alert at all times to the needs of the students and to interact when necessary.
5. The bus monitor will be trained in the use of the lift and tie down systems for students in wheelchairs and mobility devices. When the bus driver and bus monitor loads a student the other should always double-check all straps, belts, harnesses, and wheelchair tie downs.
6. Become familiar with the emergency evacuation plan and be prepared to evacuate the bus in the event of an emergency.
7. If the bus driver and bus monitor are transporting the medically fragile student, each should be trained either by a physician of the student or the local system nurse.
8. The monitor should be knowledgeable of the route. It is suggested that monitors obtain a copy of the route information and phone numbers of the parents from the driver.
9. The bus monitor must respect the confidentiality of students. Any information that is acquired in the course of job responsibilities related to the children or to an incident on the bus should be kept confidential; it should not be discussed with co-workers who do not have a need to know.
10. While the driver is responsible for fueling and ensuring the bus is in for service and maintaining all the mechanics of the bus, the bus monitor is responsible for maintaining the cleanliness of the inside of the school bus.
11. The monitor is responsible for insuring all equipment that is not being used is placed in a proper storage area.

12. A good working relationship between driver and monitor is based on respect for each other and for the students.

## **SE9: LOADING AND UNLOADING NON-AMBULATORY WHEELCHAIR PASSENGERS**

### OBJECTIVES

1. To provide instruction to each school bus driver trainee as to the best recommended practices for loading and unloading non-ambulatory wheelchair passengers.
2. To provide training and instruction as to the best recommended practices for working alone or with assistance from a bus aide when loading or unloading non-ambulatory wheelchair passengers.

### ***PERFORMANCE STANDARD:***

***The trainee shall be able to use the best recommended practices for loading and unloading non-ambulatory wheelchair passengers.***

### TOPICS

1. Introduction
2. Proper securement of vehicle while loading or unloading wheelchair passengers.
3. Proper operation of lift.
4. Proper placement and positioning of three-point lap/shoulder restraint system.
5. Proper training for all other equipment used on bus.

## 1. INTRODUCTION

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

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

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

Several things need to happen before you actually begin your curbside pick up of any non-ambulatory wheelchair students. Best recommended practices suggest the following:

1. To make a home visit to determine the size of the wheelchair
2. To also determine the proper securement points, if unable to determine, contact your supervisor and/or Safety & Training staff immediately for assistance

3. At all times to have a copy of directions for both AM & PM routes – commonly referred to as a set of “Rights and Lefts” – each AM & PM route directions should indicate complete directions from the bus parking location to the first stop and each subsequent stop thereafter to include the directions to the school(s). Also, the time and location of each stop to be made; the name of the student; the school student attends; and any other pertinent information a sub-driver should know about each student (update as necessary).
4. At all times to have a copy of each student’s information sheet and medical card on bus (update as necessary)
5. At all times have a current copy of the “Medical Alert Color Chart” placed in full view on the bulkhead of the bus

At all times to have emergency drop off information for each student indicating the name and phone number of the responsible party; and the address of the emergency drop off location (update as necessary)

Best recommended practices suggest the following criteria to be used when determining the proper securement points on wheelchair:

1. The strongest part of any wheelchair is the mainframe. This the L-shaped portion of the wheelchair.
2. The seat portion of the wheelchair supports the total body weight of the student. This base is usually the strongest part of the wheelchair.
3. Therefore, the bars located directly under the seat should be used (in most cases) as the points of securement.

Electric wheelchairs will sometimes vary. There may be heavy formed plastic covers that do not allow the normal access to the desired points of securement. If you cannot determine the proper points of securement, please be certain to check with your supervisor and/or Safety and Training to determine the proper points of securement before you attempt to transport a student in an electric wheelchair.

## **2. POSITIONING AND SECURING BUS FOR LOADING WHEELCHAIR PASSENGER**

- a. Stop bus at curbside at end of driveway with lift door opening at the center of driveway.
- b. Put bus gear in neutral.
- c. Set parking brake.
- d. If you have a bus monitor, driver remains inside bus at the lift platform area waiting to receive student from lift platform.

## **3. PREPARING LIFT FOR LOADING WHEELCHAIR PASSENGER**

- a. Bus aide to exit bus and open and secure your lift door(s) to exterior wall of bus.
- b. Before operating the lift, make certain the lift area is clear underneath (feet, children, pets, your feet, etc.)

- c. Make sure seat belt on lift platform is fastened.
- d. Press “up” on control box to raise lift to full upright position.
- e. Press “unfold” on control box to open platform.
- f. Unfold platform until you hear a “**Bur-r-r-r**” sound, or clicking sound. This sound indicates that the “unfold” cycle is complete. Newer model lifts make little or no noise.
- g. Press “down” to lower the lift platform to floor level of the bus. Older model lifts require that you release “down button” to stop the platform. Newer model lifts automatically stop at the floor level when the unfold cycle is complete.
- h. Press “down” until platform reaches ground level. Older lift models have manually operated wheel guards; newer models will open automatically.
- i. If you have a bus monitor, they will greet student and parent/guardian and place student on lift with his/her body facing outward away from the side of bus.
- j. Check to make certain student’s lap belt is properly secured.
- k. Apply hand brakes (USE GOOD BODY MECHANICS).
- l. Inform student you are ready to go “up”.
- m. Place one hand on armrest of wheelchair and press “up” until platform reaches floor level. Older lift models must be stopped manually; newer lift models will stop automatically.
- n. If you have a bus monitor, driver meets students at lift platform opening and will pull wheelchair into bus and place into position to begin the four-point securement process.
- o. Bus monitor will raise, fold and secure lift platform.
- p. Bus monitor will close and secure lift door.

Bus monitor will re-enter bus through main entry door, close entry door and assist with four-point securement process. This deactivates the 8-way warning system but leaves the 4-way hazards flashing indicating “caution”. Students are safe inside the bus while the four-point securement process is being completed.

**4. IF NO BUS MONITOR WHEN LOADING WHEELCHAIR PASSENGER:**

- a. Stop bus at curbside at end of driveway with lift door opening at the center of driveway.
- b. Put bus gear in neutral.
- c. Set parking brake: Driver to exit bus and open and secure your lift door(s) to exterior wall of bus.
- d. Before operating the lift, make certain the lift area is clear underneath (feet, children, pets, your feet, etc.)

- e. If applicable, make sure seat belt on lift platform is fastened.
- f. Press “up” on control box to raise lift to full upright position.
- g. Press “unfold” on control box to open platform. Unfold platform until you hear a “**Bur-r-r-r**” sound, or clicking sound. This sound indicates that the “unfold” cycle is complete. Newer model lifts make little or no noise.
- h. Press “down” to lower the lift platform to floor level of the bus. Older model lifts require that you release “down button” to stop the platform. Newer model lifts automatically stop at floor level when the unfold cycle is complete. Press “down” until platform reaches ground level. Older lift models have manually operated wheel guards; newer models will open automatically.
- i. Greet student and parent/guardian and place student on lift with his/her body facing outward away from side of bus.
- j. Check to make certain student’s lap belt is properly secured.
- k. Apply hand brakes (USE GOOD BODY MECHANICS).
- l. Inform student you are ready to go “up”. Stand behind wheelchair and press “up” until platform reaches floor level. Older lift models must be stopped manually; newer lift models will stop automatically.
- m. Using good body mechanics, unlock wheelchair hand brakes.
- n. Pull wheelchair into bus and place in position to begin four-point securement system.
- o. Lock wheelchair handbrakes.
- p. Apply one rear securement strap.
- q. Exit bus.
- r. Raise lift platform, fold and secure.

Close lift door and re-enter bus through main entry door. This deactivates the 8-way warning system but leaves the 4-way hazards flashing indicating “caution”. Student is safe inside the bus while the four-point securement process is being completed.

## **5. POSITIONING OF WHEELCHAIR ON SCHOOL BUS**

- a. Place wheelchair in Forward Facing (unless otherwise noted in the student’s Individual Education Program (IEP))
- b. Center wheelchair between parallel floor-tracking system. (Leave 1 to 2 inches between curve of rear wheel and rear securement buckle when in locked position. This allows room to operate the securement buckle freely).
- c. Lock the hand brakes using good body mechanics.
- d. Remove lap tray and properly secure.

- e. Properly secure any other type of equipment that is to be transported in accordance with the student's Individual Education Program (IEP)
- f. Leave enough room between wheelchairs for you to maneuver (space may be limited due to number of wheelchairs assigned to your bus).
- g. Place students name above their designated wheelchair position. Place students in seating order so as to accommodate an emergency evacuation situation should the need arise.

## **6. ATTACHING THE TWO REAR SECUREMENT STRAPS**

- a. Position both rear securement strap fittings into the floor tracking 3 to 8 inches from the rear tires of the wheelchair.
- b. Loop hook end of each securement strap around mainframe of the wheelchair – Corner of Buttocks.
- c. Clip hook into “O” ring of each securement strap.
- d. With buckle open, pull each loose strap (tail-end) snug, keeping loose end of strap within the buckle guide.
- e. Left and right straps should be hooked at same position on each side of the wheelchair at a minimum of 45 to maximum 90 degree angle with no twist in the belts and evenly distributed pressure.

**Caution: Over-tightening may cause damage to wheelchairs. Also too much tension may cause the handle to snap forward. Hold buckle firmly and carefully rotate up to release tension. Re-lock buckle.**

## **7. ATTACHING THE TWO FRONT SECUREMENT STRAPS**

- a. Position both front securement strap fittings in the floor tracking 3 to 8 inches from the front tires on the wheelchair.
- b. Loop hook end of each securement strap around mainframe of the wheelchair— Bend or Fold of Knee.
- c. Clip hook into “O” ring of each securement strap.
- d. With buckle open, pull each loose strap (tail end) snug, keeping loose end of strap within the buckle guide.
- e. Left and right straps should be hooked at the same position one each side of the wheelchair at a minimum of 45 to 90 maximum degree angle with no twist in the belts and evenly distributed pressure.

**Caution: Over-tightening may cause damage to wheelchairs. Also too much tension may cause the handle to snap forward. Hold buckle firmly and carefully rotate up to release tension. Re-lock buckle.**

## **8. ATTACHING THE LAP BELT**

- a. Lap belt track fitting should be secured to the floor track fitting at the rear of the wheelchair.
- b. Female receiver should be placed to the inside aisle of the bus.
- c. Male connector should be placed to the wall-side of the bus.
- d. Advise student that you are bringing lap belt through armrest across student's bony pelvic area.
- e. Fasten and pull strap to take up the slack. Do not over tighten lap belt.

**NOTE: If not possible to actually bring lap belt across student's bony pelvic area, bring lap belt across top of armrest and fasten.**

## **9. ATTACHING SHOULDER BELT**

- a. Shoulder belt track fitting should be placed in the appropriate level on wall mounted tracking with the release button facing the front of the bus. This keeps Velcro away from student's body.
- b. Advise student you are bringing shoulder belt over the shoulder and all the way across the chest of the student.
- c. Make certain the shoulder belt fastener is in the correct position (Smooth "L"). Attach fastener to the lap belt button and adjust for tightness.
- d. To check for proper tightness of shoulder belt, three fingers placed together at an angle should fit between the shoulder belt and the student's body.
- e. Shoulder belt position should not interfere with any medical equipment on student. Use shirt or jacket collar to aid in more comfortable use of shoulder belt.

## **SE10: EMERGENCY EVACUATION PROCEDURES FOR SPECIAL NEEDS STUDENTS**

### **1. INTRODUCTION**

The bus driver and bus monitor will need to develop a written plan for emergency evacuation of the special needs bus. As is the case with all students, actual drills will need to be conducted. These drills, at least one per year, are always to be conducted on school property, and with school administrators, teachers and/or other specialists present to assist with the drill. Students who do not regularly ride the bus but do participate in extra-curricular field trips will also need to participate in the emergency evacuation drills.

#### ***PERFORMANCE STANDARD:***

***The trainee shall be able to design and carry out a detailed plan of how to evacuate the special needs student from a school bus.***

### **2. REASONS FOR EVACUATION**

- a. The bus is on fire or near fire.
- b. Position of the bus-near water, close proximity to or on a railroad track, near steep cliff, danger of being hit by another vehicle.
- c. Natural emergency, which requires evacuation.

**\* The bus driver must make the ultimate decision if it is safer to be inside or outside of the bus. In the event of downed power lines, tornadoes, or expressway traffic it may prove to be safer inside the bus.**

### **3. ISSUES TO BE CONSIDERED**

- a. Which students are able to help, and to what extent.
- b. Which students have special needs-seizures, etc., and how to deal with these needs.
- c. Whether students can be evacuated in wheelchairs, or removed from their chairs.
- d. How to disconnect or cut wheelchair securement and occupant protection equipment, and other support equipment (air tubes, feeding tubes, etc.). Knowing how long the student can survive with interrupted support equipment.
- e. Identifying which students might panic and run so they can be paired with another student or evacuated last.

#### **4. IMPORTANT POINTS**

- a. Schedule the drills through the transportation office first.
- b. Always inform other school administrators, specialists, etc.
- c. Always perform the drills on school property.
- d. Plan on which students are to participate (including non-riders).
- e. School staff should determine which students are too medically fragile to participate, and a written plan be included for those students.
- f. Have the written plan ready and make sure that all adults on the bus know what to do ahead of time.
- g. Keep directions clear and simple using a calm voice. The drill should be a learning experience, not one where injuries occur. Do not allow students to push, shove, or jump.

#### **5. METHODS OF EVACUATION**

Each bus driver and bus monitor should be able to verbally articulate the emergency evacuation plan without hesitation. In most instances, you will have only about three minutes to evacuate a bus before serious injuries will occur.

There are at least three methods of evacuating a school bus in an emergency situation. These include:

1. Front Door (service door)
2. Rear Door (emergency door)
3. Front and rear door simultaneously

#### **6. FRONT DOOR EVACUATION DRILL**

- a. Turn off the bus, set the parking brake, remove the key from the ignition.
- b. Bus driver should open the front service door, stand, face the students and give the command, "Remain seated. This is an emergency front door evacuation drill."
- c. The driver will explain the alternating seat method of evacuation beginning at the front right seat, tapping the shoulder of the student sitting nearest the aisle, directing the students to walk carefully off the bus, using the handrail. The driver

will then tap the shoulder of the student on the front left seat, and move down the aisle alternately tapping the shoulder of the students.

- d. As students leave the bus in an orderly fashion, walk the students behind a designated line leader to an area at least 100 feet away from the bus, staying on the same roadway side as the bus. Unless absolutely necessary, students are not to cross the roadway.
- e. Students should be quiet and in a group, never “playing around” or disorderly. This exercise should be taken seriously.

## **7. EVACUATING NON-AMBULATORY STUDENTS**

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

- *Lift Assisted* – If the lift on the bus is operational, the driver should lower it about halfway. This will allow for a two-step descent with each wheelchair.
- *Non-lift Assisted* – In an emergency, if the lift is not operational, the bus manager and assistant must remove the non-ambulatory students from their chairs as quickly and safely as possible. It is good to know ahead of time the method of lifting (under knees, under arms) and what equipment issues there may be.

All students should be removed from the bus by the most convenient and safe exit. A blanket specially designed for this purpose will need to be on each special needs bus which transports non-ambulatory students along with belt cutters to cut strapping and harnesses. Students who are non-ambulatory should be placed on this blanket, pulled down the aisle to the nearest exit, and safely removed from the bus. This type of procedure can cause potential harm to very medically fragile students. It should be used only when there are not other alternatives to evacuating the bus.

**REMEMBER: THERE IS ONLY ABOUT A THREE MINUTE WINDOW FOR  
EVACUATIONS BEFORE SERIOUS INJURIES OCCUR.**

## **SE11: STUDENT BEHAVIOR MANAGEMENT**

### **1. INTRODUCTION**

The school bus is an extension of the classroom. What is expected of the student inside the school building is also expected on the school bus. All students are expected to follow bus safety rules so that everyone will have a safe ride. Students with special needs thrive on routine and knowing what to expect each day.

The bus driver must have complete control of the bus to ensure the safety of everyone.

The driver will assign seats and use behavior modification plans. Specific tips can be useful with managing students' behavior. It is important to understand the student's Individualized Education Program (IEP) specifically outlining student's behavior, which may also be a part of the student's disability.

The principal decides what disciplinary action will be taken to enforce safe behavior. Consequences may include reassignment of bus seating, loss of privileges at school, in-school suspension, suspension from the school bus, bus behavior check sheets, or other consequences.

Certain adaptations to facilitate transportation services may be required in dealing with students' behavior management. Drivers should learn and practice giving "positive directions" and keep the lines of communication open between the transportation staff, the students and parents, and the school staff.

#### ***PERFORMANCE STANDARD:***

***The trainee should be able to use "positive directions" in dealing with the behavior of special needs students.***

### **2. HELPFUL HINTS IN BEHAVIOR MANAGEMENT:**

- Have only a few simple rules.
- Maintain eye contact with the students.
- Be consistent.
- Be firm and fair. Smile often.
- Don't let anger show.
- Change student seating if needed.
- Try assigning a student responsibility.

- Try using reward (non-edible only).
- Know if a student's behavior problems are disability-related.
- Work closely with the teacher on a behavior management plan.

The bus driver or bus monitor must intervene when necessary. Listed below is information that will help maintain order and discipline on the school bus.

- The behavior is ignored but not the individual.
- The individual is physically redirected to an activity (brief physical prompt).
- The individual is provided with verbal feedback (e.g. you are talking too loudly).
- A brief physical prompt is provided to interrupt or prevent aggression, self-abuse or property destruction.
- Use non-verbal communication to prevent target behavior (use of posture, gesture, position, voice, etc.).
- The use of non-isolated time out/time.

### **3. INTERVENTIONS PROHIBITED BY LAW**

- Any intervention that is designed to, or likely to, cause pain.
- Release of noxious, toxic or otherwise unpleasant sprays, mists, or substances near student's face.
- Denial of adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities.
- Subject the individual to verbal abuse, ridicule or humiliation, or cause emotional trauma.
- Restrictive interventions, which use a device or material or objects that simultaneously immobilize all four extremities, including the prone containment procedure (except when in an emergency situation by trained personnel) as a limited emergency.
- Denial of adequate supervision of individuals.
- Depriving individuals of one or more of his/her senses.

### **4. DISCIPLINARY AND SUSPENSION PROCEDURES**

- By law, an individual student's IEP staffing must be conducted when a student first enters the district, and annually thereafter, IEP staffing can be conducted more often, as necessary. When there is a transportation concern, a transportation department representative and/or the student's driver may be invited to participate in the IEP staffing.

- The procedures for suspension from the school bus are governed by the requirements of the Education Code Section 48900.
- Inappropriate behavior on the bus must be documented every time. After each offense, documentation should be given to the head of transportation. The head of transportation should then give a copy of the written behavior to the special education director, special education teacher for that student, and to the school principal. Local procedures may vary.
- If an incident occurs and does not pertain to the student's disability, this student can be suspended. The procedure is the same as a regular bus rider, for example: a staffing for impaired student fighting. Always check with the transportation director before assessing penalties for misbehavior.
- It is VERY important that you are familiar with the students that you transport.
- It should be noted that most states and the courts will not allow a student with a disability to be suspended for more than 10 consecutive, or 10 total school days throughout the entire school year. Check with your state agency regarding specific procedures.
- Every District has its own policies and regulations governing suspensions; you will need to check with your district for a copy. State regulations are the same for all districts.
- Some special needs students require special behavior plans (strategies) known as BIP's that carry over to the bus. Teamwork and good communication between driver and teacher is essential to the success of these positive behavior plans. Make it a point to spend time with teachers as often as possible so that you are always working together for the benefit of the student.

## **SE12: TRANSPORTING PRE-SCHOOL STUDENTS**

### **1. INTRODUCTION**

School age children transported in school buses are safer than children transported in motor vehicles of any other type. Large school buses provide protection because of their size and weight. Further, they must meet minimum Federal Motor Vehicle Safety Standards (FMVSS) mandating compartmentalized seating, improved emergency exits, stronger roof structures and fuel systems, and better bus body joint strength.

As more pre-school age children are transported to school programs, often in school buses, the public is increasingly asking the National Highway Safety Administration (NHTSA) about how to safely transport them. To help answer these questions, NHTSA conducted crash testing of pre-school age size dummies in school bus seats. The test results showed that pre-school age children in school buses are safest when transported in child safety restraint systems (CSRSS) that meet FMVSS213, Child Restraint Systems, and are correctly attached to the seats.

Based on its research, NHTSA recommends pre-school age children transported in school buses always be transported in properly secured CSRSS. In partial response to questions from school (and child care) transportation offices, this guideline seeks to assist school and other transportation managers in developing and implementing policies and procedures for the transportation of pre-school age children in school buses.

**NOTE:** The proper installation of CSRSs necessitates that a school bus seat have safety belts or other means of securing the CSRS to the seat. NHTSA recommends that lap belts or anchorages designed to meet FMVSS 225, Tether Anchorages and Child Restraint Anchorage Systems, be voluntarily installed to secure CSRSs in large school buses.

#### ***PERFORMANCE STANDARD:***

***The trainee should be able to articulate the “best practices” for transporting pre-school students.***

### **2. RECOMMENDATIONS FOR THE TRANSPORTATION OF PRE-SCHOOL AGE CHILDREN IN SCHOOL BUSES**

When pre-school age children are transported in a school bus, NHTSA recommends these guidelines be followed:

- a. Each child should be transported in a Child Safety Restraint System (suitable for the child's weight and age) that meets applicable Federal Motor Vehicle Safety Standards (FMVSSs).
- b. Each child should be properly secured in the Child Safety Restraint System.
- c. The Child Safety Restraint System should be properly secured to the school bus seat, using anchorages that meet FMVSSs.

### **3. CHILD SAFETY RESTRAINT SYSTEM DEFINED**

A child Safety Restraint System is any device (except a passenger system lap seat belt or lap/shoulder seat belt), designed for use in a motor vehicle to restrain, seat, or position a child who weighs less than 50 pounds.

#### Child Safety Restraint Systems Guideline

##### **a. Child Safety Restraint Systems Specifications**

The provider of the CSRS should ensure:

- Each pre-school age child to be transported has a CSRS appropriate to child's weight, height, and age.
- Each CSRS meets all applicable FMVSSs (look for the manufacturer's certification on the label attached to the system).
- Each CSRS has been registered with the CSRS's manufacturer to – facilitate any recalls the manufacturer might conduct.
- If the CSRS is the subject of a recall, any necessary repairs or modifications have been made to the manufacturer's specifications.
- Each CSRS is maintained as recommended by its manufacturer, including disposal of any CSRS that has been involved in a crash.

##### **b. Proper Securement**

The transportation provider should ensure:

- The CSRS is used and secured correctly in the school bus.
- Each child is secured in CSRSs according to manufacturer's instructions.
- All CSRS attachment hardware and anchorage systems meet FMVSS 210,
- Seat Belt Assembly Anchorages or FMVSS 225, Tether Anchorages and Child Restraint Anchorage Systems.
- School bus seats designated for CSRSs meet FMVSS 225, or include lap belts that meet FMVSS 209, Seat Belt Assemblies, and anchors that meet FMVSS 210 designed to secure adult passengers or CSRS).

Personnel responsible for securing CSRSs onto school bus seats and children into CSRSs are properly trained and all personnel involved with CSRSs are provided up-to-date information and training.

When transported in the school bus, pre-school age children are supervised according to their developmental and functioning level.

### **c. School Bus Seats Designated for Child Safety Restraint Systems**

The transportation provider should ensure:

- School-bus seats designated for CSRSs are located starting at the front of the vehicle to provide drivers with quick access to and a clear view of the CSRS occupants.
- CSRS anchorages on school bus seats should meet applicable FMVSS.
- When ordering new school buses, the maximum spacing specified under FMVSS No. 222, School Bus Passenger Seating and Crash Protection, (within 24 inches from the seating reference point) is recommended for seats designated for CSRSs to provide adequate space for the CSRS.
- The combined width of CSRS and/or other passengers on a single seat does not exceed the width of the seat.
- If other students share seats with the CSRS, the CSRSs are placed in window seating position.

### **d. Retrofitting School Buses**

The transportation provider should ensure:

- Existing school bus seats should only be retrofitted with lap belts or child restraint anchorages as instructed by the school bus manufacturer.
- When a school bus is retrofitted with a seat to allow for proper securement of a CSRS, instructions obtained from the school bus or seat manufacturer on how to install the seat and restraint systems should be followed.
- When a school bus is retrofitted, the bus owner should ensure that seat spacing is sufficient for the CSRS to be used.

### **e. Evacuation**

The transportation provider should ensure:

- The establishment of a written plan on evacuating pre-school age children and other passengers in CSRSs in the event of an emergency. This written plan should be provided to drivers, monitors, and emergency response personnel. The plan should

explicitly state how children (both in and out of the CSRS) should be evacuated from the school bus.

- Evacuation drills are practiced on a scheduled basis, at least as often as that required for the school system's school-aged children.
- All personnel involved in transporting children are trained in evacuation and emergency procedures, including those in the written school bus evacuation plan.
- All school buses carrying children in CSRSs carry safety belt cutters that are accessible only to the driver and any monitors.
- Local emergency response teams are provided copies of the written school bus evacuation plan, including evacuation of pre-school age children. Emergency response personnel should be invited to participate in evacuation drills.

**f. Other Recommendations**

- The school transportation provider should establish a policy on whether they or the child's guardian must supply a CSRS to be used on a school bus.
- School bus purchases should be based on the needs of a projected student population, taking into consideration projected ages, sizes, and other characteristics of the students, including any special needs, and whether preschool age children or medically fragile students will be transported.
- Specified procedures should be established for loading and unloading children in CSRSs.
- Procedures should be established for the periodic maintenance, cleaning, and inspection for damage of CSRSs.
- Procedures should be established to train personnel involved in direct service delivery of infants, toddlers, and pre-school children on the physical day-to-day handling of these young children and means to handle potential exposure to contagious and communicable diseases.
- When school bus procedures are established, it should be noted that some children in CSRSs might have special needs, including medical fragility that must be addressed on a child-by-child basis.