ACKNOWLEDGEMENT

The Kentucky Department of Education recognizes the need to have a uniform driver training program.

The Division of Pupil Transportation, with the assistance of the National Highway Traffic Safety Administration and other national and state agencies, developed a standardized and comprehensive school bus driver training instructor manual to continue coordinated efforts to ensure the safety of school children statewide.

The purpose of the instructional program is to provide school bus driver training instructors, across the state of Kentucky, with a standardized and comprehensive curriculum to train and qualify new and previously employed school bus drivers.

The Kentucky Department of Education wishes to acknowledge the assistance of the following named individuals who participated in the writing, editing, coordination and typing of this driver training manual.

Helen Baker	Jim Covany	J.T. Coomer
Elbert Wayne Couch	George Dundon	Tim Deaton
Chris Duncan	Jim Lueken	Gerald Fulk
Darrell Sea	Bob Ouimette	Ron Majors
Carolyn Thomas	Bobby Sheroan	Roy Prince
Mike Brumley	Byron Watkins	John Wilhoit

FOREWORD

This "School Bus Drivers Curriculum Instructor's Manual," was adopted by the Kentucky State Board for Elementary and Secondary Education at their regular meeting on May 7, 1985, and became effective on that same date. The first revision of this manual was completed in April, 1992, by the Training and Safety Branch within the Division of Pupil Transportation. The latest revision was completed in May, 1995.

This manual was developed by the staff of the Division of Pupil Transportation, within the Kentucky Department of Education, and a selected writing committee consisting of representatives from Kentucky school districts.

This curriculum becomes the official curriculum for the Kentucky Department of Education, Division of Pupil Transportation, to utilize when training local school district school bus driver instructors and the official curriculum for local school district driver training instructors to utilize when training local district school bus drivers.

All curriculum changes shall be made by the Division of Pupil Transportation, within the Kentucky Department of Education, when changes are necessary to bring curriculum into compliance with Kentucky Revised Statutes, Kentucky Administrative Regulations and departmental policies.

Curriculum revisions shall be made when changes in transportation philosophy and experience indicate revision is needed, at which time the "School Bus Drivers Curriculum Instructor's Manual" shall be revised by the Kentucky Department of Education, Division of Pupil Transportation, Training and Safety Branch.

TRAINING CONCEPT

The purpose of this school bus training manual is to:

A. Train and qualify Kentucky school bus driver training instructors, utilizing the approved curriculum contained in this "School Bus Drivers Curriculum Instructor's Manual."

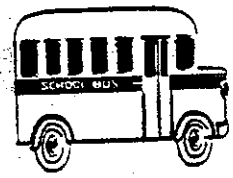
1. Satisfactory completion of a minimum of twenty-five (25) hours of classroom and driving instruction is mandatory for initial instructor certification.

2. Instructor certification renewal requires an annual completion of six (6) hours update training.

NOTE: **A Certificate of Completion/Renewal will be issued by the Kentucky Department of Education, Division of Pupil Transportation, upon satisfactory completion of the minimum twenty-five (25) hours of classroom and driving instruction, and after each annually scheduled six (6) hours mandatory update training.**

B. Qualified school bus driver training instructors shall:

1. Train and qualify new Kentucky school bus drivers utilizing the approved curriculum provided in the "School Bus Drivers Curriculum Instructor's Manual." This curriculum is provided in the laws and regulations section of the "School Bus Driver's Curriculum Instructors Manual" (702 KAR 5:080).



2. The Department of Education, Division of Pupil Transportation, grants certification of all driver training instructors. This certification may be revoked by the Division, at any time, at their discretion.

3. School Bus Driver Certification renewal requires an annual completion of eight (8) hours mandatory update training.

CURRICULUM OBJECTIVES

Train and qualify school bus driver training instructors.

Certify and prepare instructors to train and qualify school bus drivers.

Re-train and update experienced school bus drivers.

Certify and renew all school bus drivers meeting the qualifications required by the Kentucky Department of Education, Division of Pupil Transportation.

TRAINING REQUIREMENTS

Driver training instructors shall satisfactorily complete curriculum requirements and evaluation through a training workshop, provided by the Division of Pupil Transportation, prior to the awarding of an instructor certificate.

School bus drivers are to be trained using the "School Bus Drivers Curriculum," and shall satisfactorily complete training requirements and evaluation by the training instructor prior to the awarding of a driver certificate from the Division.

SCHOOL ENROLLMENT

The Kentucky School Bus Driver Instructor Course was developed for the state certification of currently certified Kentucky public school bus drivers. The main focus of this program is the overall enhancement of school bus safety in Kentucky. The Division of Pupil Transportation does not wish to cause undue hardship to any independent contractor or private school personnel. With this in mind, the order of enrollment in the state instructor program shall be as follows: Kentucky public school bus drivers that are nominated by their local districts and accepted by the Division of Pupil Transportation shall be enrolled first.

CHAPTER 1

METHOD OF INSTRUCTION

(MOI)

PRINCIPLES OF INSTRUCTION

A. The Instructional Situation

1. Objective of scope (what and why).

2. Level of student (who).

3. Facilities (where).

4. Instructional aids (how).

5. Time (when).

6. Method (how).

7. Evaluation.

B. Organization of Materials

1. Teaching unit.

2. Dry run.

THE INSTRUCTOR

A. Characteristics of a good instructor.

1. Knowledge of the subject.

2. Leadership ability.

3. Positive personality.

4. Knowledge of teaching techniques.

5. Professional attitude.

B. Instructor Improvement

1. Know what makes a good instructor.

2. Seek help of associates.

3. Concentrate on specific elements.

4. Observe other instructors.

5. Analyze your own characteristics.

6. Make constant effort to improve.

C. Understand Students

1. Learn background.

2. Student characteristics.

D. Pitfalls to Avoid

1. Do not bluff.

2. Do not use profanity or obscenity.

3. Do not use sarcasm or ridicule.

4. Do not talk down to class.

5. Do not lose patience.

SPEECH TECHNIQUES

A. Traits of a Good Speaker

1. Commit yourself.

2. Analyze audience.

3. Organize thoughts.

4. Think sight and sound.

5. Practice.

6. Relax.

7. Enjoy.

B. Avoid Nervousness

1. Be prepared.

2. Have a good attitude.

3. Know opening remarks.

4. Review previous instruction.

5. Tell a story.

6. Slow down.

C. Characteristics of a Speaker

DESIRABLE	UNDESIRABLE
humorous	monotone
dynamic	hmm-well ah-ya know
confident	no eye contact
enthusiastic	rambling
organized/to the point	no continuity

QUESTIONING TECHNIQUES

A. Purpose of Questions

1. Improves student interest.
2. Stimulates thinking.
3. Adjusts instruction to class level.
4. Reveals student attitude.
5. Permits student contribution.
6. Provides emphasis and reinforcement of main points.
7. Checks effectiveness of instruction.

B. Characteristics of a Good Question

1. Have a specific purpose.
2. Emphasize one point.
3. Understood by all.
4. Discourage guessing.
5. Thought-provoking.

C. Questioning Strategies

1. Build-up.
2. Asking the question.
   a. Ask.
   b. Pause.
   c. Call.

3. Follow-up.

a. Guide the subject in depth.

b. Develop the subject in depth.

c. Develop total student participation.

INSTRUCTIONAL AIDS

A. Advantages of Learning Aids (Include Definition of Learning Aids)

1. Takes pressure off.

2. Saves time.

3. Produces better learning.

B. Proper Steps in Using Learning Aids

1. Determine lesson objectives.

2. Select appropriate aid.

3. Prepare for use of aid.

4. Keep aid covered or off.

5. Explain to class.

6. Be sure all can see and hear.

7. Use pointer to direct attention.

8. Use assistant, if appropriate.

C. Use of Specific Aids

1. Chalkboard:

a. Neat, simple, legible.

b. Quick.

c. Prepare: chalk, pencil, overhead.

d. Cover newsprint.

2. Overhead Projector:

a. Prepare: check bulb, focus, adaptor, extension cord, lines of vision, functional pens, on and off switch

b. Techniques:

- o Use actual object.
- o Use commercially prepared overlays, if possible.
- o Use teacher-prepared materials.

3. Filmstrips, Films, Tapes (Audio and Video)

a. Discuss advantages (technical, professional quality).

b. Discuss disadvantages (may not be right for your situation).

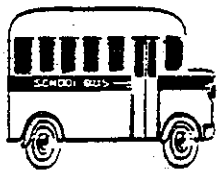
c. Others - list bulletin board models, simulators, handouts, television and print materials.

CAUTIONS:

- o **DON'T OVERUSE - "A FEW TRANSPARENCIES GO A LONG WAY."**
- o **USE TITLES ON ALL CHARTS, ETC.**
- o **PRACTICE WITH IT BEFORE USING IT IN CLASS.**

DEMONSTRATION METHODS

A. EXPLANATION



1. Convey to students the precise actions they are to perform.
2. Describe desired end results of efforts.
3. Encourage questions during demonstration, if needed, to clarify understanding.
4. Use training aids, if helpful, in explanation.
5. Motivate.

B. DEMONSTRATION

Instructor shows students the actions necessary in performing skills - can be concurrent with explanation.

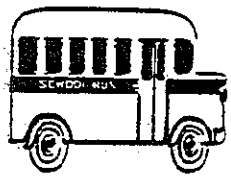
1. Informal Demonstration - on job training - (i.e., a foreman stops by where employee is working).

a. Advantages

- easier - less planning
- good for individual coaching or to cover points that students have not learned well.

b. Disadvantages

- time consuming
- permits waste of materials and man hours



2. Formal Demonstration - requires more planning, but results in better prepared trainees. Makes best use of available time for training.

A good demonstration...

a. follows logical sequence, with distinct breaks between steps;

b. is seen and understood - (student placement);

c. has frequent check on student understanding (asks specific questions and encourages questions); and

d. visual aids are used when appropriate.

C. STUDENT PERFORMANCE - AND

D. INSTRUCTOR SUPERVISION

Discussed together because they are performed concurrently.

1. INSTRUCTOR

Must allow enough time for student learning.

2. STUDENT

a. Must practice (needs instructor supervision on occasion)

b. Follow correct procedures

c. Meet a reasonable time schedule.

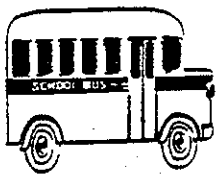
E. **EVALUATION**

1. Judge student performance.
2. Keep student interest high.
3. Instructor measures quality of his/her instruction.

REMEMBER!

NOBODY CARES HOW MUCH YOU KNOW....

UNTIL HE OR SHE KNOWS HOW MUCH YOU CARE!



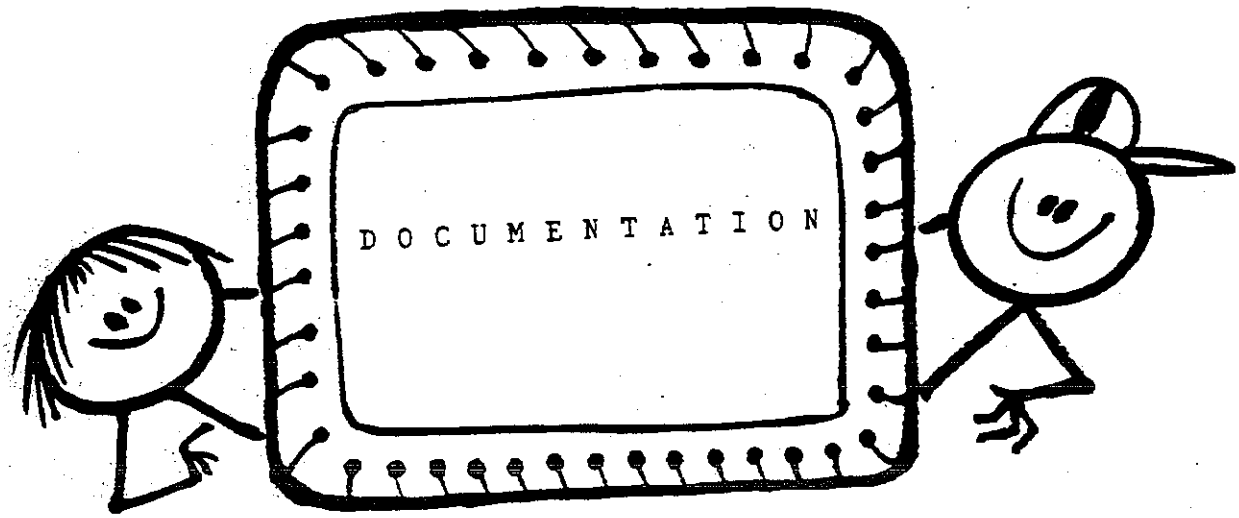
CHAPTER 2

TRAINING, CERTIFYING AND PROPERLY SCORING SCHOOL BUS DRIVERS

INTRODUCTION

This chapter deals with the sequence of events that should occur when training a school bus driver. All school districts have their own training calendar. Many are time-efficient, while others are somewhat wasteful. This chapter gives a recommended step-by-step procedure for training school bus drivers. The Division of Pupil Transportation recommends the sequential training events outlined in this chapter. Documentation must be present in the driver's file that represents each of the thirty-one (31) training requirements or steps.

To further aid you, the Driver Training Instructor, in the training and scoring of perspective driver applicants, this chapter also fully explains the proper scoring of all driver candidates.

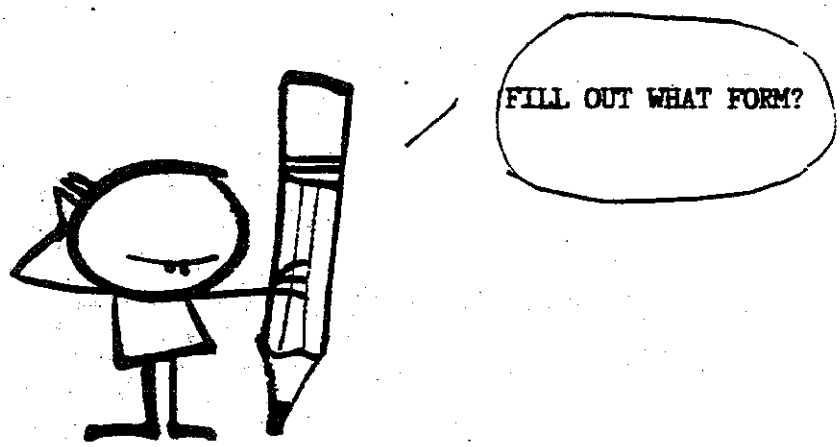


STEP 1

APPLICATION

Have the applicant complete an application.

(See the sample application.)



(STEP 1 - APPLICATION)

SCHOOL BUS DRIVER APPLICATION
(Example of a form that may be used)

NAME _____ AGE _____ SEX _____

CURRENT ADDRESS _____

HOW LONG HAVE YOU LIVED AT CURRENT ADDRESS? _____

PREVIOUS ADDRESS _____

HOW LONG DID YOU LIVE THERE? _____

SSN _____ DATE OF BIRTH _____ PLACE _____

YEARS OF FORMAL EDUCATION COMPLETED:

GRADE SCHOOL _____ HIGH SCHOOL _____ COLLEGE _____

CURRENT DRIVER'S LICENSE: OPERATOR'S _____ CDL _____

OTHER _____ NUMBER _____ STATE _____

HAVE YOU HAD ANY TYPE OF VEHICLE ACCIDENT IN THE LAST THREE YEARS?

YES _____ NO _____ IF YES, GIVE APPROXIMATE DATES _____

HAVE YOU BEEN ARRESTED FOR A MOVING TRAFFIC VIOLATION IN LAST THREE YEARS?

YES _____ NO _____ IF YES, GIVE APPROXIMATE DATES _____

HAS YOUR DRIVER'S LICENSE EVER BEEN SUSPENDED OR REVOKED? YES _____ NO _____

TO THE BEST OF MY KNOWLEDGE, THE ANSWERS TO THE ABOVE QUESTIONS ARE COMPLETE AND CORRECT.

DATE _____ SIGNATURE _____

REFERENCES

(DO NOT USE RELATIVES. INCLUDE AT LEAST TWO PROFESSIONALS.)

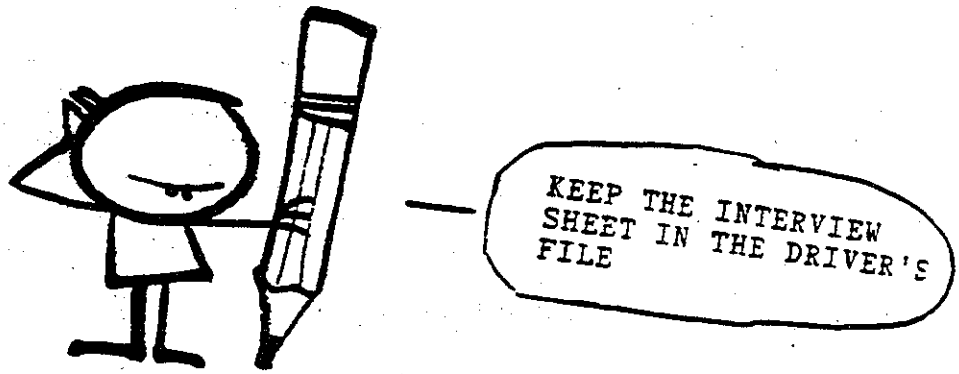
NAME	ADDRESS	PHONE	OCCUPATION

STEP 2

INTERVIEW

You, the Driver Training Instructor, must interview the driver applicant and score their answers. This is part of the FIXED 610 point total.

(See the interview sheet.)



(STEP 2 - INTERVIEW)

INTERVIEW SHEET

DRIVER: _____ SUPERVISOR: _____

DATE: _____ TRAINER: _____

TEST AND INTERVIEW IN-SERVICE:

EVENT	SCORING	MAX SCORE	SCORE EARNED
WRITTEN EXAMINATION	100 QUESTIONS	100	

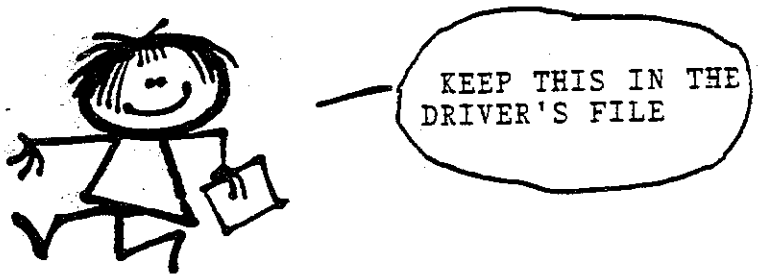
PERSONAL APPEARANCE AND INTERVIEW EXAMINATION:

TOPIC		MAX SCORE	SCORE EARNED
A.	PERSONAL CLEANLINESS AND WEARING APPAREL	10	
B.	PERSONALITY	10	
C.	GENERAL ATTITUDE	15	
D.	JOB INTERVIEW:		
	1. WHY DO YOU WANT TO BE A SCHOOL BUS DRIVER?	3	
	2. WHAT QUALIFICATIONS DO YOU HAVE?	3	
	3. DO YOU HAVE A PLAN FOR PUPIL MANAGEMENT? (EXPLAIN)	3	
	4. DO YOU HAVE PREVIOUS OVER-THE-ROAD DRIVING EXPERIENCE IN A BUS, TRUCK OR EXTENDED AUTO TRAVEL?	3	
	5. WHY SHOULD WE CONSIDER YOU FOR THIS JOB?	3	
	TOTAL POSSIBLE:	50	
	TOTAL SCORE:		

STEP 3

EDUCATION VERIFICATION

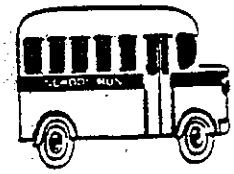
The driver applicant must have a least a high school diploma, GED or currently show progress toward obtaining his/her degree in an accredited program. This started on July 13, 1990. Have the applicant bring verification to the interview.



LEGAL OPINION

KRS 161.011 mandates that any person initially hired to hold a position of a classified employee after July 13, 1990 (which would include bus drivers) must hold at least a high school diploma or GED certificate or show progress toward obtaining a GED.

To show progress toward obtaining a GED, a person shall be enrolled in a GED program and be progressing satisfactorily through the program. For those classified employees (bus drivers) who were initially hired before July 13, 1990, local school districts shall encourage such employees who do not have a high school diploma or GED certificate to enroll in a program to obtain a high school diploma.



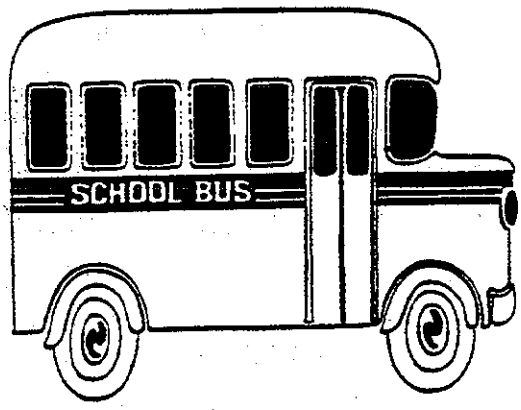
STEP 4

PRE-EMPLOYMENT ROAD TEST

You, the Driver Training Instructor, must administer the pre-employment road test. It only takes five minutes. You decide, "Can I train this applicant?" Not, "Can he/she already drive?"

This needs to be done on school property, if possible, and not on a school bus. The question of insurance coverage must be addressed before putting anyone in a vehicle.

(See the score sheet.)



(STEP 4 - PRE-EMPLOYMENT ROAD TEST)

SCORE SHEET

DRIVER NAME: _____ DATE: _____

INSTRUCTOR NAME: _____ DATE: _____

BOARD OF EDUCATION: _____

A. VEHICLE KNOWLEDGE ACCEPTABLE _____ UNACCEPTABLE _____

B. DRIVER ABILITY TO PERFORM STEERING, SHIFTING, MANEUVERING, BRAKING, USE OF MIRRORS, AND NEGOTIATING EACH OF THE FOLLOWING:

	ACCEPTABLE	UNACCEPTABLE
1. NINETY (90) DEGREE LEFT HAND TURNS	_____	_____
2. NINETY (90) DEGREE RIGHT HAND TURNS	_____	_____
3. IRREGULAR SURFACE MANEUVERABILITY AT SPEEDS UNDER 5 MPH	_____	_____
4. BACKING ABILITY USING MIRRORS ONLY	_____	_____
5. DEMONSTRATION OF SPATIAL AWARENESS	_____	_____

DOES THE DRIVER QUALIFY TO ENROLL IN THE DRIVER TRAINING PROGRAM?

YES _____ NO _____

ADDITIONAL RECOMMENDATIONS, IF NOT QUALIFIED, ARE:

1. ADDITIONAL SKILL DEVELOPMENT REQUIRED. YES _____ NO _____
2. ADDITIONAL VEHICLE KNOWLEDGE REQUIRED. YES _____ NO _____
3. RECOMMEND FOR RETESTING. YES _____ NO _____

COMMENTS:

_____

_____

_____

SIGNATURE: _____ DATE: _____

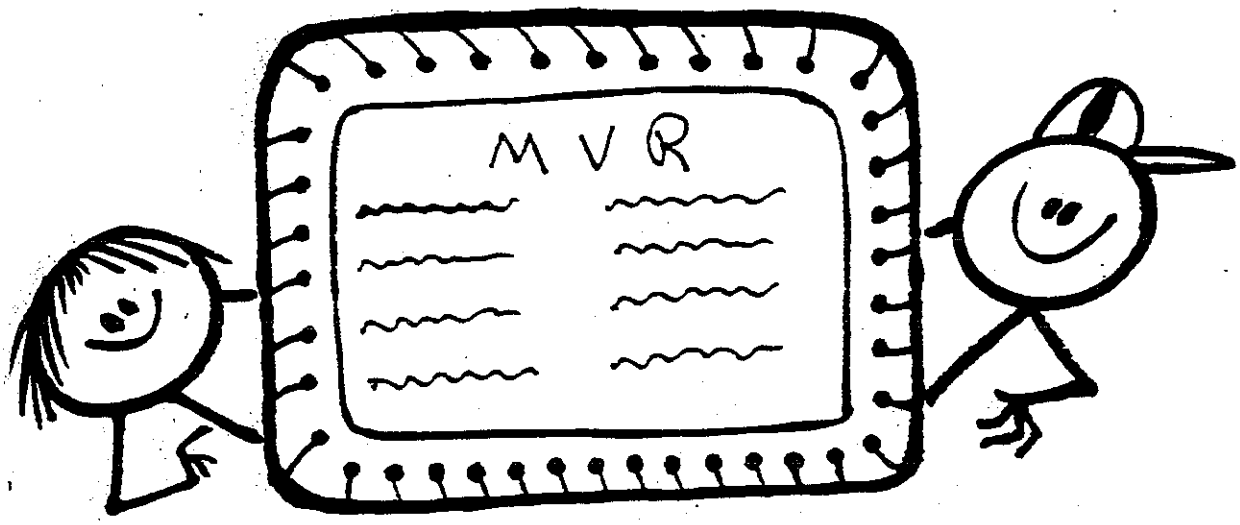
STEP 5

MOTOR VEHICLE RECORD (MVR) CHECK

Have the applicant complete a request for a motor vehicle record check. You should decide whether the applicant qualifies to drive a bus for your school district.

KEEP THIS IN THE

DRIVER'S FILE



(STEP 5 - MVR CHECK)

MVR RELEASE AUTHORIZATION

TRANSPORTATION DEPARTMENT

I, _____, DO HEREBY AUTHORIZE THE DIVISION OF DRIVER LICENSING TO RELEASE A FIVE (5) YEAR COPY OF MY DRIVING RECORD TO THE _____.

SOCIAL SECURITY NUMBER: _____

DATE OF BIRTH: _____

_____ _____

SIGNATURE DATE

SUBSCRIBED IN MY PRESENCE AND SWORN UNTO ME THIS _____ DAY OF _____, 19____.

_____

NOTARY PUBLIC

MY COMMISSION EXPIRES: _____

REQUEST FOR CONVICTION RECORDS/BOARDS OF EDUCATION

Pursuant to KRS 156.483, a request is made for any record of conviction of a crime by the person identified herein. This information shall be released to:

_____

Agency Name and Address

ACKNOWLEDGMENT BY APPLICANT

I have applied foremployment or as a volunteer in a position involving supervisory or disciplinary power over a minor. I know that the Kentucky State Police (KSP) will provide the employer with *any record I may have for conviction of a crime.* I know that I have the right to inspect my criminal history record and to request correction of any inaccurate information. If I do not exercise that right, I agree to hold harmless the KSP and any KSP employee from any claim for damages arising from the dissemination of inaccurate information.

APPLICANT INFORMATION (PLEASE PRINT)

NAME _____
last first middle maiden

ADDRESS _____
street city state zip

SEX _____ RACE _____ DATE OF BIRTH _____ SOC SEC NO _____

_____ _____
signature date

_____
witness date

thumb print

Instructions:

Employing agencies should ensure that all application information is completed.

Employing agencies should ensure that a legible inked impression of the right thumb of the subject is placed in the box marked "thumb print".

employing agencies should forward a check or money order made payable to the Kentucky State Treasurer in the amount of $4.00 for each submitted form.

Requests should be accompanied by two, stamped envelopes - one bearing the name and address of the requesting school and the other bearing the name and address of the applicant.

RETURN THIS FORM TO:

Kentucky State Police
Records Section
1250 Louisville Road
Frankfort, KY 40601

all copy data

SUPPLEMENT TO TC 94-35

School bus drivers must be tested for Tuberculosis upon initial employment.

Tuberculin Test required: Yes ___ No ___

ame _____ **Birthdate** _____
(Last) (First) (Middle)

Address _____
(Street) (City) (State) (Zip)

Date Given _____

Type of Test _____

Millimeters of Induration _____

Date Read _____ **By Whom** _____
OR

Date X-Ray Taken _____

☐ **No further follow-up necessary unless sign/symptoms of tuberculosis develop.**
If test is positive, further folow-up with mantoux is recommended by the Cabinet for Human Resources.

The above named patient has received a tuberculin skin test, a chest x-ray, or other follow-up in accordance with current regulations.

_____ _____
(Date Issued) (Private Physician/Health Department)

Dep't Of Transportation
Physical Qualifications & Examination of Drivers

A person is physically qualified to drive a motor vehicle if that person

(1) Has no loss of a foot, a leg, a hand or an arm, or has been granted a waiver pursuant to §391.49;

(2) Has no impairment of the use of a foot, a leg, a hand, fingers, or an arm, and no other structural defect or limitation, which is likely to interfere with his ability to control and safely drive a motor vehicle, or has been granted a waiver pursuant to §391.49 upon a determination that the impairment will not interfere with his ability to control and safely derive a motor vehicle;

(3) Has no established medical history or clinical diagnosis of diabetes mellitus currently requiring insulin for control;

(4) Has no current clinical diagnosis of myocardial infarction, angina pectoris, coronary insufficiency, thrombosis, or any other cardiovascular disease of a variety known to be accompanied by syncope, dyspnea, collapse, or congestive cardiac failure;

(5) Has no established medical history or clinical diagnosis of a respiratory dysfunction likely to interfere with his ability to operate a motor vehicle safely;

(6) Has no current clinical diagnosis of high blood pressure likely to interfere with his ability to operate a motor vehicle safely;

(7) Has no established medical history or clinical diagnosis of rheumatic, arthritic, orthopedic, muscular, neuromuscular, or vascular disease which interferes with his ability to control and operate a motor vehicle safely;

(8) Has no established medical history or clinical diagnosis of epilepsy or any other condition which is likely to cause a loss of consciousness or any loss of ability to control a motor vehicle;

(9) Has no mental, nervous, organic or functional disease or psychiatric disorder likely to interfere with his ability to drive a motor vehicle safely;

(10) Has distant visual acuity of at least 20/40 (Snellen) in each eye without corrective lenses or visual acuity separately corrected to 20/40 (Snellen) in both eyes with or without corrective lenses, distant binocular acuity of at least 20/40 (Snellen) in both eyes with or without corrective lenses, field of vision of at least 70° in the horizontal meridian in each eye, and the ability to recognize the colors of traffic signals and devices showing standard red, green, and amber;

(11) First perceives a forced whispered voice in the better ear at not less than 5 feet with or without the use of a hearing aid or, if tested by use of an audiometric device, does not have an average hearing loss in the better ear greater than 40 decibels at 500 Hz, 1,000 Hz, and 2,000 Hz with or without a hearing aid when the audiometric device is calibrated to American National Standard (formerly ASA Standard) Z24.5 – 1951.

(12) Does not use a Schedule 1 drug or other substance identified in Appendix D of this subchapter, an amphetamine, a narcotic, or any other habit-forming drug, except that a driver may use such a substance or drug if the substance or drug is prescribed by a licensed medical practitioner who is familiar with the driver's medical history and assigned duties and who has advised the driver that the prescribed substance or drug will not adversely affect the driver's ability to safely operate a motor vehicle; and

(13) Has no current clinical diagnosis of alcoholism.

Instructions for Performing and Recording Physical Examinations

The examining physician should review these instructions before performing the physical examination. Answer each question Yes or No where appropriate.

The examining physician should be aware of the rigorous physical demands and mental and emotional responsibilities placed on the driver of a commercial motor vehicle. In the interest of public safety the examining physician is required to certify that the driver does not have any physical, mental, or organic defect of such nature as to affect the driver's ability to operate safely a commercial motor vehicle.

GENERAL INFORMATION. The purpose of this history and physical examination is to detect the presence of physical, mental or organic defects of such a character and extent as to affect the applicant's ability to operate a motor vehicle safely. The examination should be made carefully and at least as complete as indicated by the attached form. History of certain defects may be cause for rejection or indicate the need for making certain laboratory tests of a further, and more stringent examination. Defects may be recorded which do not, because of their character or degree, indicate that certification of physical fitness should be denied. However, these defects should be discussed with the applicant and he should be advised to take the necessary steps to ensure correction, particularly of those which, if neglected, might lead to a condition likely to affect his ability to drive safely.

GENERAL APPEARANCE AND DEVELOPMENT. Note marked overweight. Note any posture defect, perceptible limp, tremor, or other defects that might be caused by alcoholism, thyroid intoxication, or other illness. The Federal Motor Carrier Safety Regulations provide that no driver shall use a narcotic or other habit-forming drug.

HEAD-EYES. When other than the Snellen chart is used, the results of such test must be expressed in values comparable to the standard Snellen test. If the applicant wears corrective lenses, these should be worn while applicant's visual acuity is being tested. If appropriate, indicate on the Medical Examiner's Certificate by checking the box, "Qualified only when wearing corrective lenses." In recording distance vision use 20 feet as normal. Report all vision as a fraction with 20 as numerator and the smallest type read at 20 feet as denominator. Note ptosis, discharge, visual fields, ocular muscle imbalance, color blindness, corneal scar, exophthalmos, or strabimus, uncorrected by corrective lenses. Monocular drivers are not qualified to drive commercial motor vehicles under existing Federal Motor Carrier Safety Regulations.

If the driver habitually wears contact lenses, or intends to do so while driving, there should be sufficient evidence to indicate that he has good tolerance and is well adapted to their use. The use of contact lenses should be noted on the record.

EARS. Note evidence of mastoid or middle ear disease, discharge, symptoms of aura vertigo, or Meniere's Syndrome. When recording hearing, record distance from patient at which a forced whispered voice can first be heard. If audiometer is used to test hearing, record decibel loss at 500 Hz, 1,000 Hz, and 2,000 Hz.

THROAT. Note evidence of disease, irremediable deformities of the throat likely to interfere with eating or breathing, or any laryngeal condition which could interfere with the safe operation of a motor vehicle.

THORAX-HEART. Stethoscopic examination is required. Note murmurs and arrhythmias, and any past or present history of cardio-vascular disease, of a variety known to be accompanied by syncope, dyspnea, collapse, enlarged heart, or congestive heart failures. Electrocardiogram is required when findings so indicate.

BLOOD PRESSURE. Record with either spring or mercury column type of sphygmomanometer. If the blood pressure is consistently above 160/90 mm.Hg., further tests may be necessary to determine whether the driver is qualified to operate a motor vehicle.

LUNGS. If any lung disease is detected, state whether active or arrested. If arrested, your opinion as to how long it has been quiescent.

GASTROINTESTINAL SYSTEM. Note any diseases of the gastrointestinal system.

ABDOMEN. Note wounds, injuries, scars, or weakness of muscles of abdominal walls sufficient to interfere with normal function. Any hernia should be noted if present. State how long and if adequately contained by truss.

ABORNMAL MASSES. If present, note location, if tender, and whether or not applicant knows how long they have been present. If the diagnosis suggests the condition might interfere with the control and safe operation of a motor vehicle, more stringent tests must be made before the applicant can be certified.

TENDERNESS. When noted, state where most pronounced, and suspected cause. If the diagnosis suggests that the condition might interfere with the control and safe operation of a motor vehicle, more stringent tests must be made before the applicant can be certified.

GENITO-URINARY. Urinalysis is required. Acute infections of the genito-urinary tract, as defined by local and state public health laws, indications from urinalysis of uncontrolled diabetes, symptomatic albuminuria in the urine, or other findings indicative of health conditions likely to interfere with the control and safe operation of a motor vehicle, will disqualify an applicant from operating a motor vehicle.

NEUROLOGICAL. If positive Rhomberg is reported, indicate degrees of impairment. Pupillary reflexes should be reported for both light and accommodation. Knee jerks are to be reported absent only when not obtainable upon reinforcement and as increased when foot is actually lifted from the floor following a light blow on the patella; sensory vibratory and positional abnormalities should be noted.

EXTREMITIES. Carefully examine upper and lower extremities. Record the loss or impairment of a leg, foot, toe, arm, hand, or fingers. Note any and all deformities, the presence of atrophy, semiparalysis or paralysis, or varicose veins. If a hand or finger deformity exists, determine whether sufficient grasp is present to enable the driver to secure and maintain a grip on the steering wheel. If a leg deformity exists, determine whether sufficient mobility and strength exist to enable the driver to operate pedals properly. Particular attention should be given to and a record made of, any impairment or structural defect which may interfere with the driver's ability to operate a motor vehicle safely.

SPINE. Note deformities, limitation of motion, or any history of pain, injuries, or disease, past or presently experienced in the cervical or lumbar spine region. If findings so indicate, radiologic and other examinations should be used to diagnose congenital or acquired defects; or spondylolisthesis and scoliosis.

RECTO-GENITAL STUDIES. Diseases or conditions causing discomfort should be evaluated carefully to determine the extent to which the condition might be handicapping while lifting, pulling, or during periods of prolonged driving that might be necessary as part of the driver's duties.

LABORATORY & OTHER SPECIAL FINDINGS. Urinalysis is required, as well as such other tests as the medical history or findings upon physical examination may indicate are necessary. A serological test is required if the applicant has a history of luetic infection or present findings indicate the possibility of latent syphilis. Other studies deemed advisable may be ordered by the examining physician.

DIABETES. If insulin is necessary to control a diabetic condition, the driver is not qualified to operate a motor vehicle. If mild diabetes is noted at time of examination, and it is stabilized by the use of a hypoglycemic drug and a diet that can be obtained while the driver is on duty, the driver must remain under adequate medical supervision.

CONTROLLED SUBSTANCES TESTING. If a test for controlled substances is performed as part of the medical examination, the medical examiner is to check the box next to the statement, "Controlled substance test performed" on the medical examination form. If a test for controlled substances is NOT performed, the medical examiner is to check the box next to the statement "Controlled substance test not performed." If a controlled substance test is performed under the requirements of Subpart H of this part, then the medical examiner must also check the box next to the statement, "In accordance with Subpart H," and must obtain information that the results of such test were negative prior to certifying that the driver is otherwise medically qualified. If a controlled substance test is performed but not in accordance with Subpart H, the medical examiner must also check the box next to the statement, "not in accordance with Subpart H," and ensure that the results of the test were negative prior to certifying that the driver is otherwise medically qualified.

The physician must date and sign his findings upon completion of the examination.

The medical examination shall be performed by a licensed doctor of medicine or osteopathy. A licensed opthalmologist or optometrist may perform examinations pertaining to visual acuity, field of vision, and ability to recognize colors.

If the medical examiner finds that the person he examined is physically qualified to drive a motor vehicle, he shall complete the Medical Examiner's Certificate and furnish one copy to the person examined and one copy to the motor carrier employer.

KENTUCKY TRANSPORTATION CABINET
Division of Driver Licensing

TC 94-35
Rev. 6/96

PHYSICAL EXAMINATION FORM
(As required by 49 C.F.R. 391.41)

☐ New Certification
☐ Recertification
☐ Not Qualified

To Be Filled In By Medical Examiner *(Please Print)* Date of Examination _____

Driver's Name _____

Address _____

Soc. Sec. No. _____ Date of Birth _____ Age _____

Health History:

Yes	No		Yes	No		Yes	No	
☐	☐	Asthma	☐	☐	Nervous Stomach	☐	☐	Head or spinal injuries
☐	☐	Kidney disease	☐	☐	Rheumatic fever	☐	☐	Seizures, fits, convulsions, or fainting
☐	☐	Tuberculosis	☐	☐	Muscular disease	☐	☐	Extensive confinement by illness or injury
☐	☐	Syphilis	☐	☐	Psychiatric disorder	☐	☐	Any other nervous disorder
☐	☐	Gonorrhea	☐	☐	Cardiovascular disease	☐	☐	Suffering from any other disease
☐	☐	Diabetes	☐	☐	Gastrointestinal ulcer	☐	☐	Permanent defect from illness, disease of injury

If answer to any of the above is "YES," explain: _____

General appearance and development: ☐ Good ☐ Fair ☐ Poor

Vision: For Distance: Right 20/ _____ Left 20/ _____ Both 20/ _____ ☐ Without corrective lenses ☐ With corrective lenses, if worn
Evidence of disease or injury: Right _____ Left _____
Color Test _____ Horizontal field of vision: Right _____ Left _____

Hearing: Right ear _____ Left ear _____
Disease or injury _____

Audiometric test: *(If audiometer is used to test hearing)* Hearing loss at 500 Hz ____ 1,000 Hz ____ 2,000 Hz ____ 4,000 Hz ____ 6,000 Hz ____

Throat: _____

Thorax: Heart _____
If organic disease is present, is it fully compensated? _____
Blood Pressure: Systolic _____ Diastolic _____
Pulse: Before exercise _____ Immediately after exercise _____
Lungs _____

Abdomen: Scars _____ Abnormal masses _____ Tenderness _____
Hernia: ☐ Yes ☐ No If "YES," where? _____ Is truss worn? _____

Gatrointestinal: Ulceration or other diseases? Yes _____ No _____

Genito-Urinary: Scars _____ Urethral discharge _____

Reflexes: Rhomberg _____
Pupillary _____ Light: R _____ L _____
Accommodation: Right _____ Left _____
Knee jerks: Right: Normal _____ Increased _____ Absent _____
Left: Normal _____ Increased _____ Absent _____
Remarks: _____

Extremities: Upper _____ Lower _____ Spine _____

Laboratory and Urine: Spec. Gr. _____ Alb. _____ Sugar _____

Other Special Other Laboratory Data (Serology, etc.) _____

Findings: Radiological Data _____ Electrocardiograph _____

Controlled Substances Testing: ☐ Controlled substances test performed: ☐ In accordance with Subpart H ☐ Not in accordance with Subpart H
☐ Controlled substances test NOT performed

General Comments: _____

Name of Medical Examiner (Print) _____ Signature _____

Address of Medical Examiner _____

MEDICAL EXAMINER'S CERTIFICATE TO BE COMPLETED ONLY IF DRIVER IS FOUND QUALIFIED

MEDICAL EXAMINER'S CERTIFICATE
I certify that I have examined:

_____
Driver's Name (Print)

in accordance with the Motor Carrier Safety Regulations (49 CFR 391.41) through 391.49) and with the knowledge of his/her duties. I find him/her qualified under the regulations.

☐ Qualified only wearing corrective lenses ☐ Qualified only wearing hearing aid
☐ Qualified by operation of 49 CFR 391.64
☐ Medically unqualified unless accompanied by a waiver
☐ Medically unqualified unless driving within an exempt intracity zone

A completed examination form for this person is on file in my office at:

_____
(Area Code & Phone No. of Medical Examiner) *(License/certificate No.)* *(State)*

_____
(Expiration Date of Certificate) *(Print Name of Medical Examiner)*

_____
(Signature of Medical Examiner) *(Signature of Driver)*

The following will be completed only when the visual test is conducted by a licensed opthalmologist or optometrist.

_____
(Date of Examination)

_____
(Name of Opthalmologist or Optometrist (print))

_____
(Address of Opthalmologist or Optometrist)

_____
(Signature of Opthalmologist or Optometrist)

INSTRUCTIONS ON REVERSE SIDE

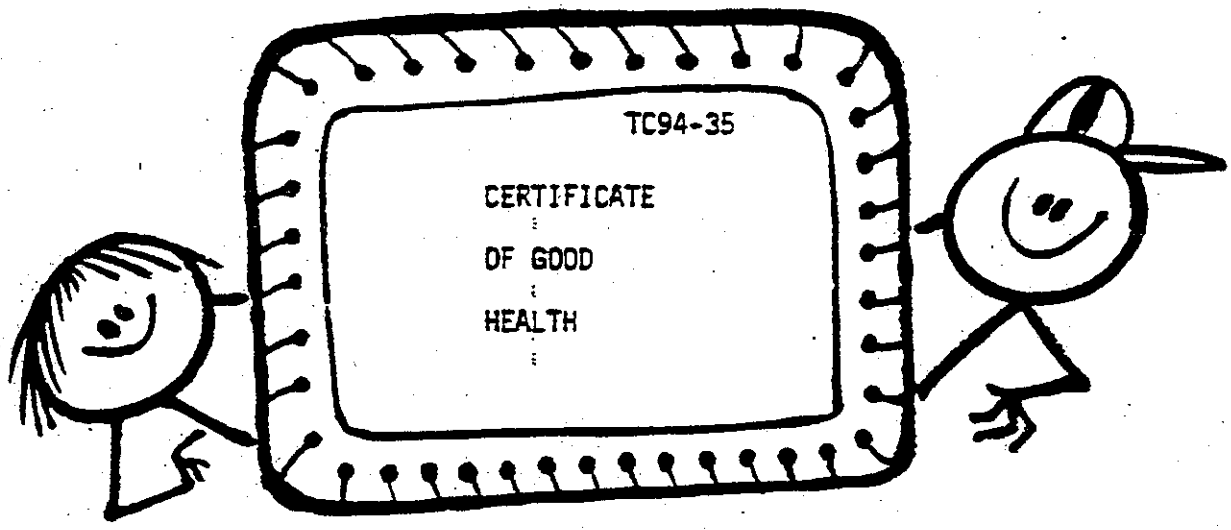
STEP 7

PHYSICAL

Send the applicant to get his/her physical.

Give the applicant all three (3) pages of the physical form. Once you get the physical forms back - go over them. Did the applicant pass? Are the eyes O.K.? Is the hearing O.K.? Does everything look O.K.? Did he/she pass their drug test?

KEEP THIS IN
THE DRIVER'S
FILE



PHYSICIAN'S CERTIFICATE

I hereby certify that _____ has been examined by me in accordance with the Kentucky Administrative Regulations concerning the physical fitness requirements for school bus drivers and in accordance with the particular items shown on Form TC94-35 MEDICAL EXAMINATION REPORT FOR SCHOOL BUS DRIVERS AND SUBSTITUTE SCHOOL BUS DRIVERS, which is on file in my office.

In my opinion, the above named person is physically and emotionally

QUALIFIED_____ DISQUALIFIED_____

to perform the duties of a school bus driver.

Qualified only while wearing glasses: Yes_____ No_____

Other qualification restrictions:_____

_____

_____

_____, M.D.
Physician's Signature

_____
Date

_____
Physician's Address

EXAMINING PHYSICIAN: Send this green sheet to the Board of Education. This sheet will serve as the official record of your examination of the above named person.

KDE/DCC APPROVED
2300-080

KENTUCKY DEPARTMENT OF EDUCATION

STEP 8

ALL CLEAR

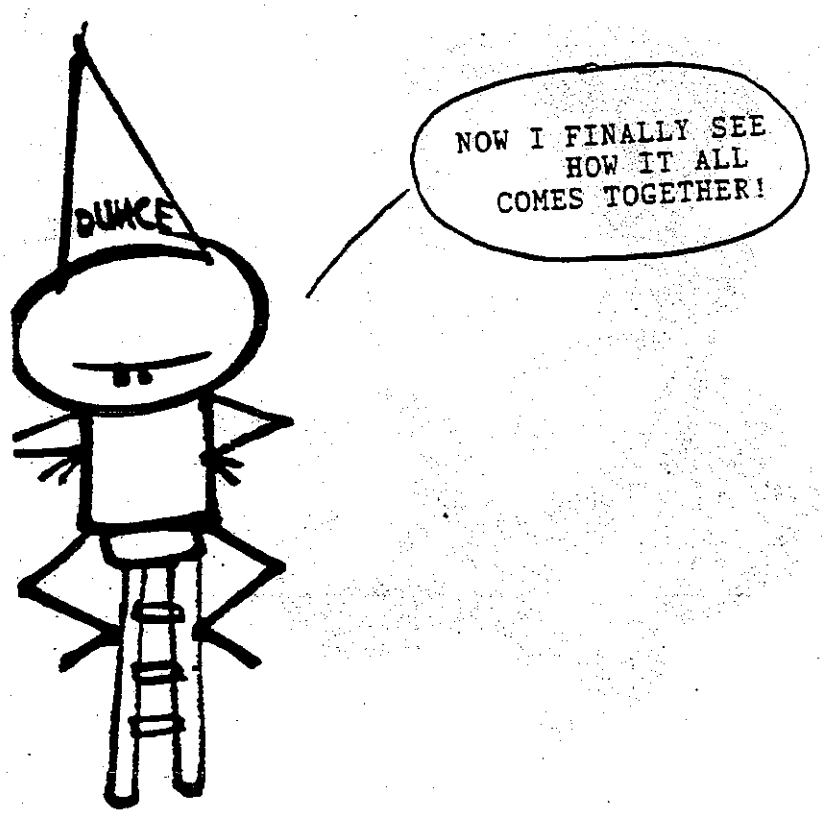
If everything is acceptable at this point, the applicant can "now" be enrolled in the Driver Training Program.

STEP 9

CDL STUDY PERIOD

At this point, you, the Driver Training Instructor, should teach your applicant all information about the CDL written test. This class should be held the day before the student takes the three (3) CDL written tests.

After passing the tests, the student will obtain their CDL permit. From this day, the student must wait ten (10) calendar days before taking the skills test. This is the perfect time to train the applicant.



STEP 10

CDL WRITTEN TESTS

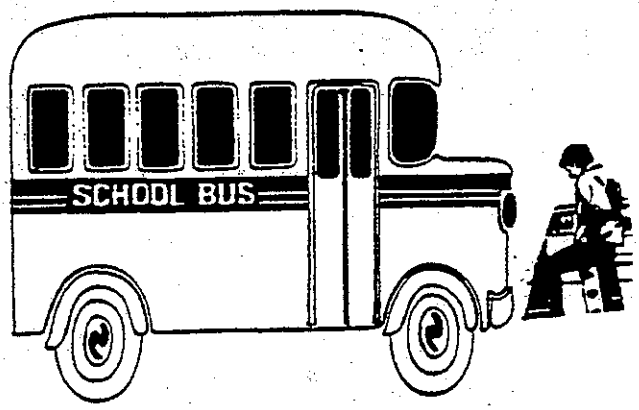
Ms. Grundy says:

STEP 11

CARE AND MAINTENANCE

Before you start this section, REMEMBER: YOU MUST TEACH THE CHAPTERS REQUIRED IN THIS MANUAL TO FULFILL THE STATE REGULATIONS (702 KAR 5:080, SECTION 8).

"Care and Maintenance" training is a one-hour minimum requirement. The student should score at least 80% on their "Care and Maintenance" written test. If the student scores below 80%, he/she needs some remedial work and retesting. The student applicant should also be able to perform a legal and recognized pre-trip inspection to the satisfaction of you, the Driver Training Instructor.



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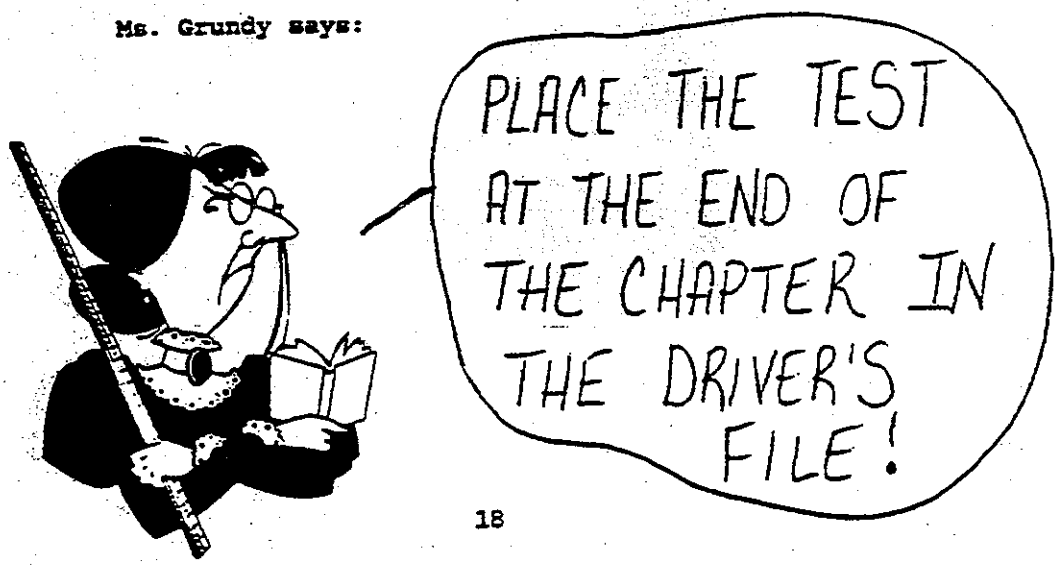
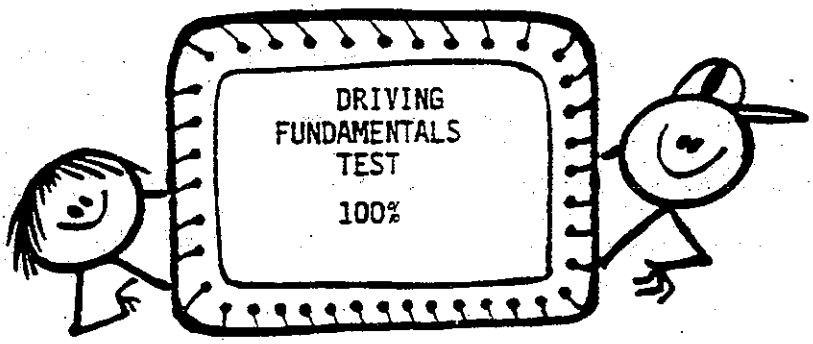


STEP 12

DRIVING FUNDAMENTALS

"Driving Fundamentals" training is a one-hour minimum requirement. The student should score at least 80% on their "Driving Fundamentals" written test. If the student scores below 80%, he/she needs some remedial work and retesting.



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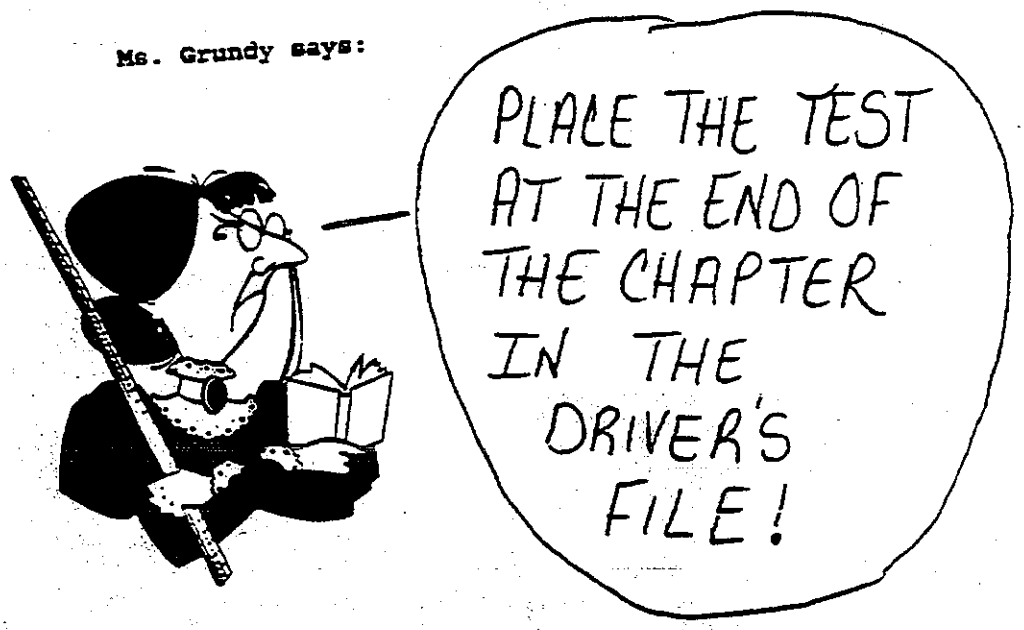
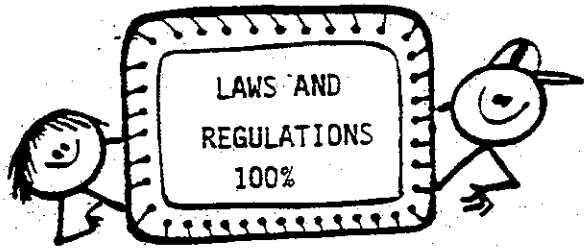


STEP 13

LAWS AND REGULATIONS

"Laws and Regulations" training is a one-hour minimum requirement. The student should score at least 80% on their "Laws and Regulations" test. If the student scores below 80%, he/she needs some remedial work and retesting.



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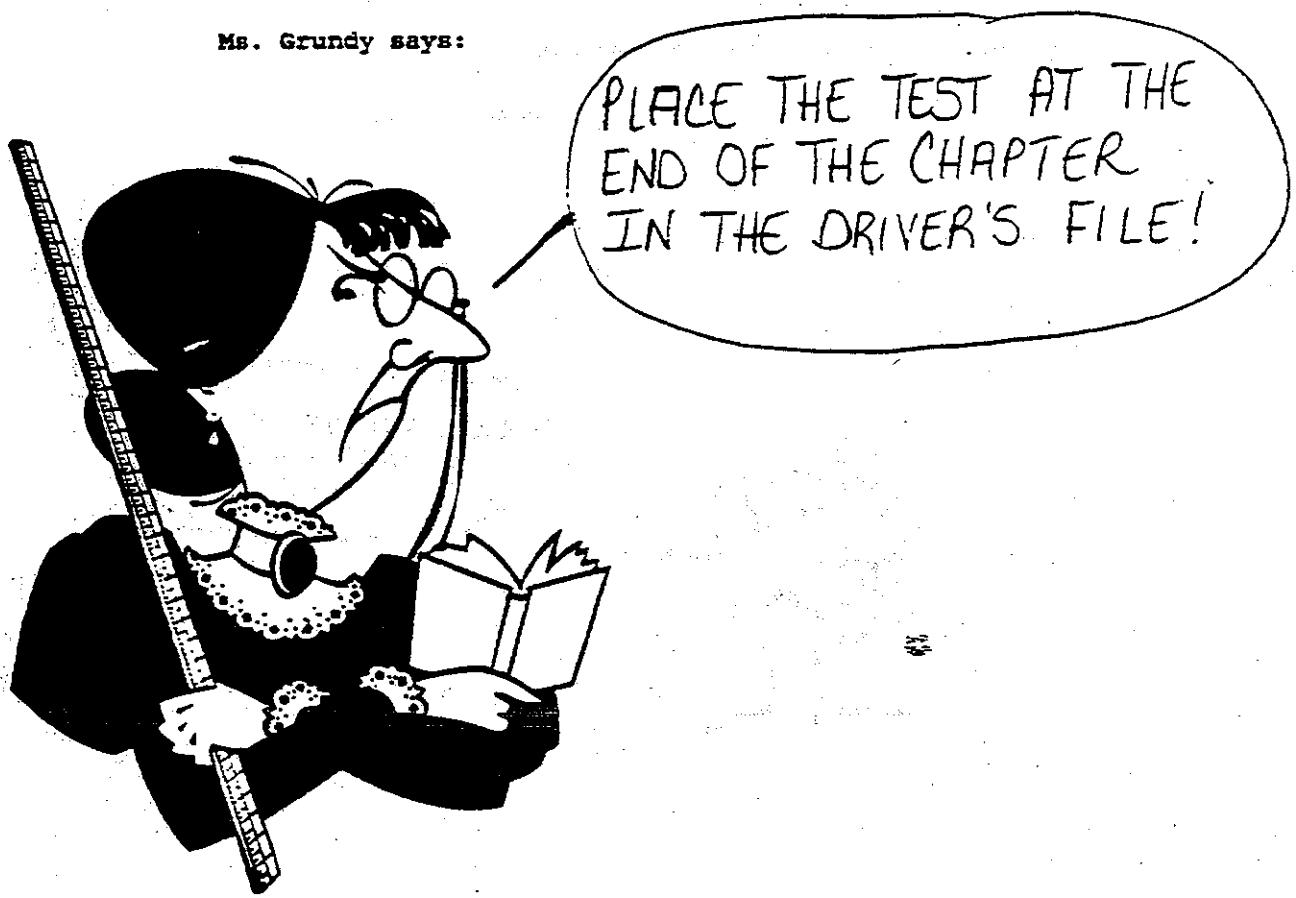


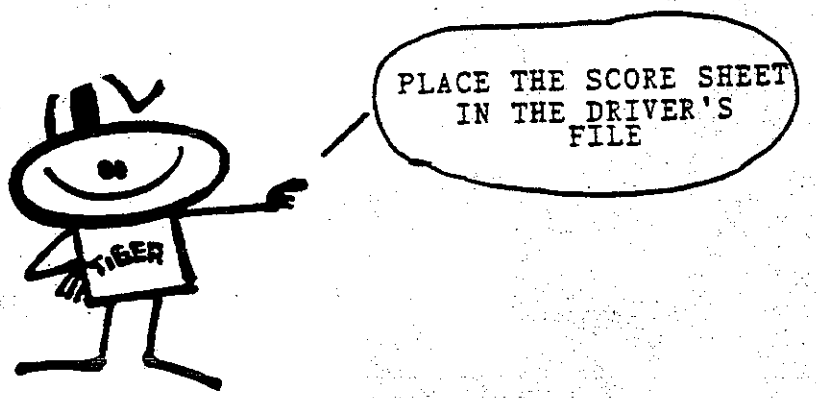
STEP 14

VEHICLE OPERATION - PART 1 (ONE HOUR)

You, the Driver Training Instructor, should take the student applicant out at this point in their training and permit them to drive in an area that is not very congested. This is the time when the instructor and the student gets to know each other's expectations and abilities. As the instructor, you should have a designed route, but don't hesitate to deviate from this route if it appears to be causing problems for the student.

Look for driving mechanics as opposed to how well the student made a right or left turn. Watch for proper steering techniques, visual search, following distance, spatial awareness, braking and general driving techniques. A score sheet should be used for documentation of this first, one-third segment of the "Vehicle Operation" part of the course.

(See scoring sheet.)



(STEPS 14, 16 AND 19 IN "TRAINING PROCEDURES")

THREE HOURS REQUIRED

BEHIND THE WHEEL IN "VEHICLE OPERATION"

DRIVING EXERCISE GRADING REPORT - PART I

CANDIDATE: _____ DATE: _____

LOCATION: _____ SCORE: _____

DRIVERS ARE TO FOLLOW THE LAW AND GOOD DRIVING PROCEDURES AT ALL TIMES.

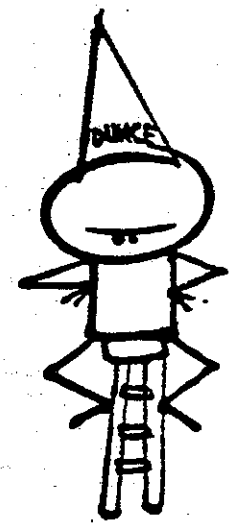
		PASS	NEEDS IMPROVEMENT	FAIL
A.	BASIC DRIVING SKILLS			
1.	SEAT BELT MUST BE FASTENED.	___	___	___
2.	ACTIVATE TURN SIGNALS WELL IN ADVANCE.	___	___	___
3.	ACCELERATE SMOOTHLY INTO TRAFFIC.	___	___	___
4.	FOLLOW POSTED TRAFFIC SIGNS AND SIGNALS.	___	___	___
5.	SCANNING TECHNIQUES (SPEED, ROAD, MIRRORS, TRAFFIC)	___	___	___
6.	MAINTAIN APPROXIMATELY FOUR SECONDS FOLLOWING DISTANCE.	___	___	___
7.	USE OF MANUAL - AUTOMATIC TRANSMISSION.	___	___	___
8.	YIELD RIGHT-OF-WAY (5)	___	___	___
9.	(10-2) (9-3) HOLD OF STEERING WHEEL.	___	___	___
10.	TURN-AROUND	___	___	___

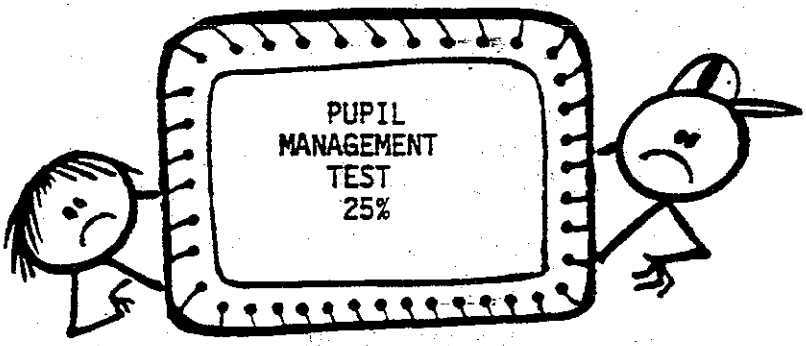
STEP 15

PUPIL MANAGEMENT

"Pupil Management" training is a one-hour minimum requirement. The student should score at least 80% on their "Pupil Management" test. If the student scores below 80%, he/she needs some remedial work and retesting.

During "Pupil Management," the instructor is urged to role play, use videos and give the student a concrete approach to discipline. Tell the student applicants what is expected and practice the techniques and responses with them.





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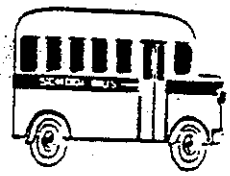
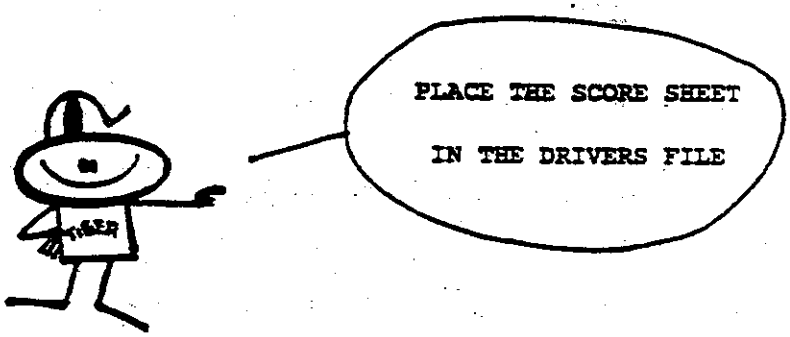


STEP 16

VEHICLE OPERATION - PART II

You, the Driver Training Instructor, should have a good idea by now of the student's abilities. During this one-hour drive, more difficult maneuvers should be practiced. A "behind-the-wheel" score sheet should be used. This score sheet tells you exactly where the student's capabilities and deficiencies are. The score sheet should declare exactly what is being graded. Share the results with the student applicants.

There is a good argument for putting three or four students on a bus and letting them each drive for fifteen (15) to twenty (20) minutes and then switch around. By using the rotation method of instruction, each driver gets to see the other drivers operate the bus and can learn by observation. A word of warning - it is recommended that no more than four (4) students be on a bus at a time for any training activity. The intent of the training is circumvented when more than four (4) are on the bus. This also lessens the hands-on opportunity for each student.



(STEPS 14, 16 AND 19 IN "TRAINING PROCEDURES")

THREE HOURS REQUIRED

BEHIND-THE-WHEEL IN VEHICLE OPERATION

DRIVING EXERCISE GRADING REPORT - PART II

CANDIDATE: _____ DATE: _____

LOCATION: _____ SCORE: _____

DRIVERS ARE TO FOLLOW THE LAW AND GOOD DRIVING PROCEDURES AT ALL TIMES.

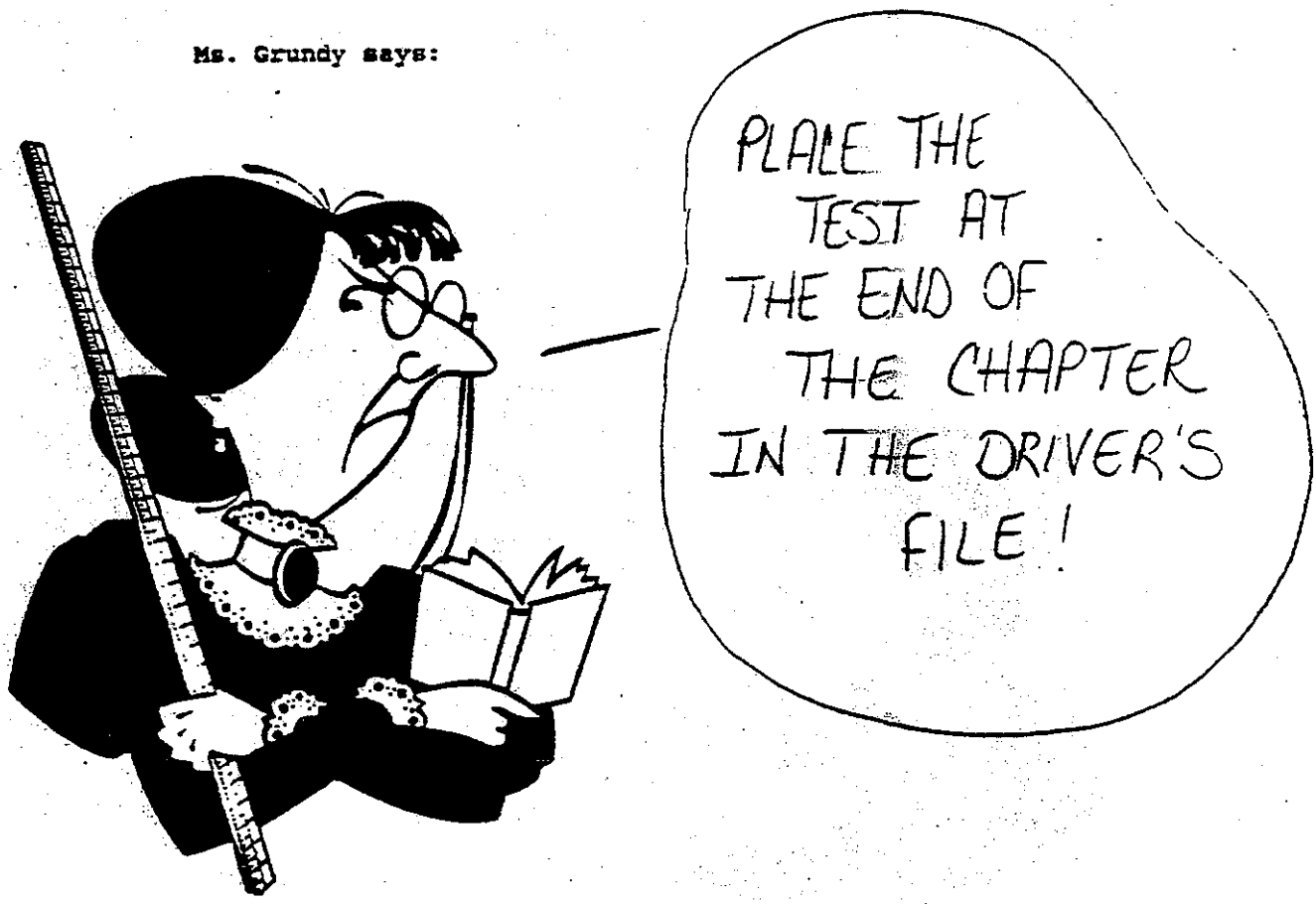
		PASS	NEEDS IMPROVEMENT	FAIL
A.	BASIC DRIVING SKILLS			
1.	SEAT BELT MUST BE FASTENED.	___	___	___
2.	ACTIVATE TURN SIGNALS WELL IN ADVANCE.	___	___	___
3.	ACCELERATE SMOOTHLY INTO TRAFFIC.	___	___	___
4.	FOLLOW POSTED TRAFFIC SIGNS AND SIGNALS.	___	___	___
5.	SCANNING TECHNIQUES (SPEED, ROAD, MIRRORS, TRAFFIC)	___	___	___
6.	MAINTAIN APPROXIMATELY FOUR SECONDS FOLLOWING DISTANCE.	___	___	___
7.	USE OF MANUAL - AUTOMATIC TRANSMISSION.	___	___	___
8.	YIELD RIGHT-OF-WAY (5)	___	___	___
9.	(10-2) (9-3) HOLD OF STEERING WHEEL.	___	___	___
10.	TURN-AROUND	___	___	___

STEP 17

CRITICAL SITUATIONS

"Critical Situations" training is a one-hour minimum requirement. The student should score at least 80% on their "Critical Situations" test. If the student scores below 80%, he/she needs some remedial work and retesting.

Ms. Grundy says:

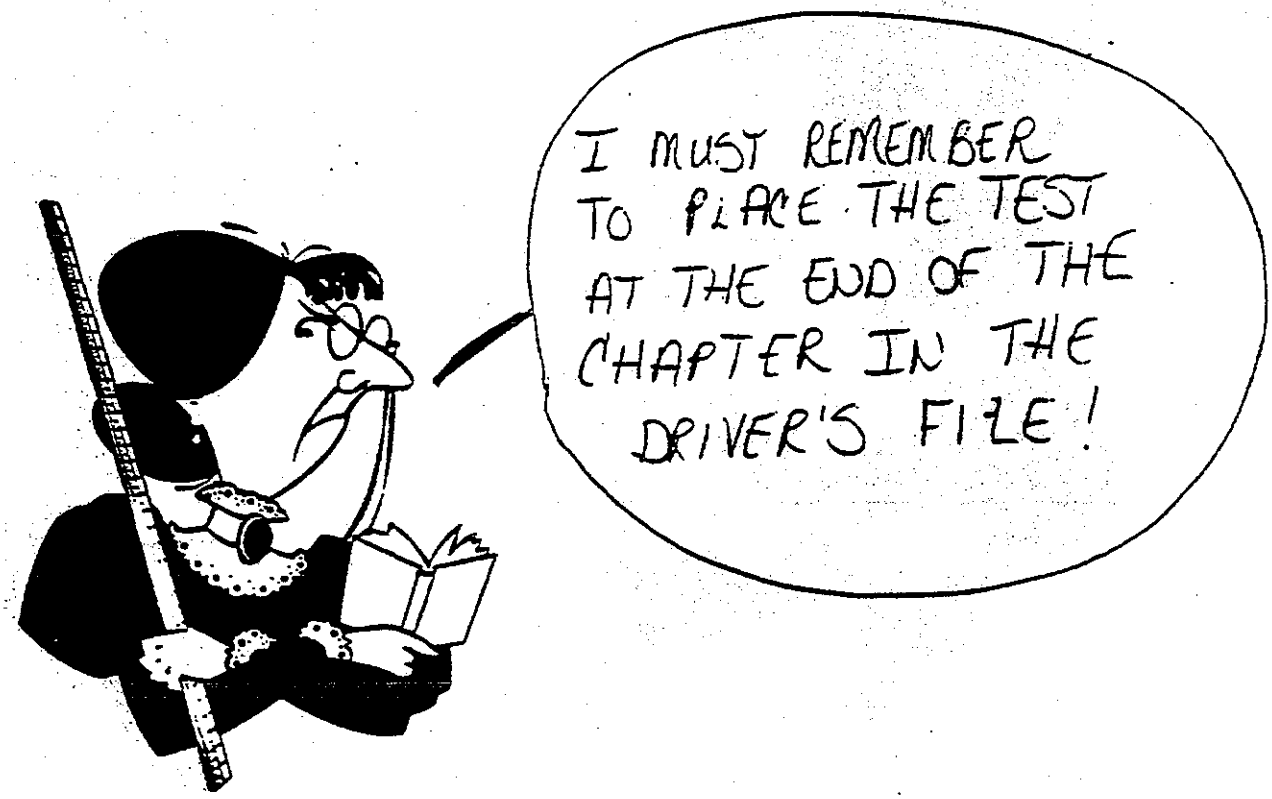


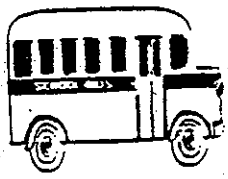
STEP 18

FIRST AID

"First Aid" is a one-hour minimum requirement. The student should score at least 80% on their "First Aid" test. If the student scores below 80%, he/she needs some remedial work and retesting.

The area of "First Aid" lends itself to using outside professionals as guest speakers. It is acceptable to use outside professional sources as references, speakers, etc., in any classroom topic. You, the Driver Training Instructor, must assure that the pertinent information in this manual is covered. "You" must sign off that the proper training has taken place - not the "guest speaker."



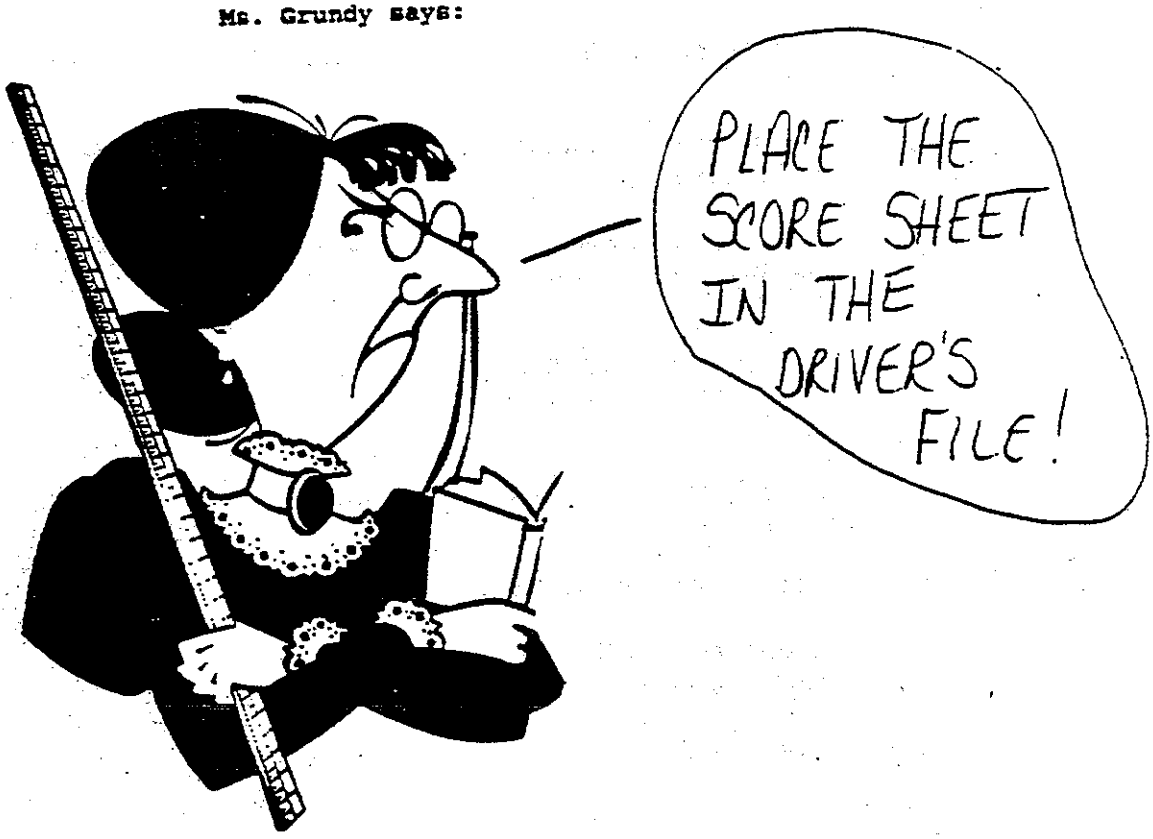


STEP 19

VEHICLE OPERATION - PART III

This is the third and final segment of "Vehicle Operation." If the student applicant is unsatisfactory in any area, you have the authority to spend more time on the student's weakness(es). As difficult as it is to recruit drivers, we need to give them every chance to develop into safe drivers. This does not mean that any Driver Training Instructor should ever certify any student applicant that doesn't meet the qualifications. The scoring of drivers will be covered in a later section of this chapter.

Ms. Grundy says:



(STEPS 14, 16 AND 19 IN "TRAINING PROCEDURES")

THREE HOURS REQUIRED

BEHIND THE WHEEL IN VEHICLE OPERATION

DRIVING EXERCISE GRADING REPORT - PART III

CANDIDATE: _____ DATE: _____

LOCATION: _____ SCORE: _____

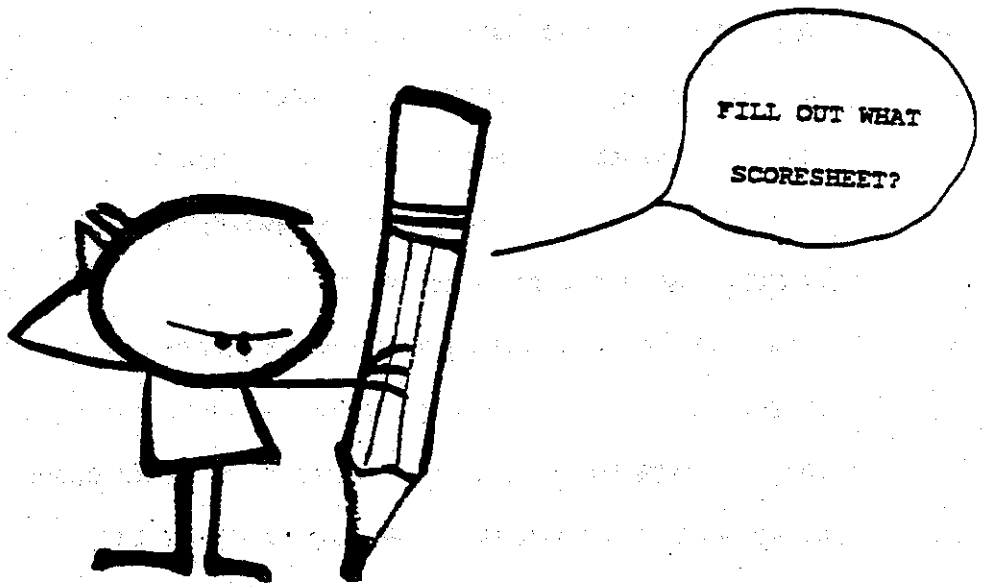
DRIVERS ARE TO FOLLOW THE LAW AND GOOD DRIVING PROCEDURES AT ALL TIMES.

		PASS	NEEDS IMPROVEMENT	FAIL
A.	BASIC DRIVING SKILLS			
1.	SEAT BELT MUST BE FASTENED.	____	____	____
2.	ACTIVATE TURN SIGNALS WELL IN ADVANCE.	____	____	____
3.	ACCELERATE SMOOTHLY INTO TRAFFIC.	____	____	____
4.	FOLLOW POSTED TRAFFIC SIGNS AND SIGNALS.	____	____	____
5.	SCANNING TECHNIQUES (SPEED, ROAD, MIRRORS, TRAFFIC)	____	____	____
6.	MAINTAIN APPROXIMATELY FOUR SECONDS FOLLOWING DISTANCE.	____	____	____
7.	USE OF MANUAL - AUTOMATIC TRANSMISSION.	____	____	____
8.	YIELD RIGHT-OF-WAY (5)	____	____	____
9.	(10-2) (9-3) HOLD OF STEERING WHEEL.	____	____	____
10.	TURN-AROUND	____	____	____

STEP 20

VEHICLE CONTROL AT SPEED

"Vehicle Control at Speed" training is a one-hour minimum requirement. Most Driver Training Instructors refer to this training segment as the "ROAD-E-O" - although very similar, it is not. This is the unit where most of the 610 points are originated. All Driver Training Instructors were trained, in their initial training, on how to set up each activity. Remember, you, the Driver Training Instructor, have the authority to say whether a student applicant has mastered a part of the "Behind-the-Wheel" training sufficiently.



VEHICLE OPERATION AT SPEED

PART 1

LOCAL SCHOOL DISTRICT TRANSPORTATION DEPARTMENTS SHOULD HAVE SOME FORM OF VERIFICATION THAT "VEHICLE AT SPEED" WAS PERFORMED FOR ONE HOUR. THE FOLLOWING ITEMS MUST BE COVERED DURING THE "VEHICLE AT SPEED" STAGE.

A. VEHICLE OPERATION AT SPEED - ONE (1) HOUR

		PASS	FAIL
1.	90 DEGREE LEFT HAND TURN (RANGE COURSE TO INCLUDE 10 MPH (50' OUTSIDE RADIUS AND 36' INSIDE RADIUS)	____	____
2.	90 DEGREE RIGHT HAND TURN (SAME RADIUS)	____	____
3.	IRREGULAR SURFACE - DRIVING RIGHT WHEELS OFF AN IRREGULAR SURFACE 3" CURB OR ROAD AT 15 MPH IN AN 11' LAND. MANEUVER SHALL BE PERFORMED AT 75' DISTANCE DIMENSION, SAFE RECOVERY.	____	____
4.	STRAIGHT AHEAD PANIC BRAKE AT 20 MPH ON COMMAND. STOP THE BUS 30' FROM DESIGNATED STOPPING POINT AND PRIOR TO REACHING A MARKING CONE 40' FROM FIRST CONE.	____	____
5.	EVASIVE MANEUVER THROUGH AN OPENING, DRIVING THE SERPENTINE RIGHT OR FROM LEFT ON TESTER COMMAND AT 15 MPH HITTING NO CONES. (80' FROM OPENING TO FIRST CONE, OTHER CONES 60' APART) MAKE 180 DEGREE TURN AND SERPENTINE OPPOSITE DIRECTION.	____	____

LOCAL DISTRICTS MAY USE THE DIPLOMA TO VERIFY "VEHICLE AT SPEED," HOWEVER, IT IS RECOMMENDED THAT YOU DEVELOP A FORM THAT WILL SUIT YOUR NEEDS AND CHECK TH AFOREMENTIONED ITEMS.

VEHICLE OPERA... T SPEED

PART 2

LICANTS NAME _____ LOCATION _____

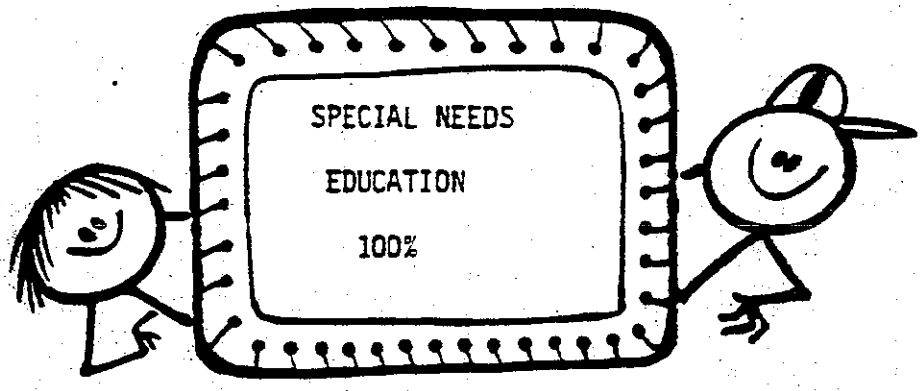
DATE _____

		TEST INTERVIEW		FIXED SCORING (POSSIBLE POINTS) VEHICLE AT SPEED										
		100	50	75	50	50	35	50	50	50	50	25	25	610
licant nber	Applicant Name	Written Exam	Personal App. Intv. Exam	Faculty Bus	Back Up	Dim. Clear	Right Turn	Straight Line	Serpen-tine	Offset Alley	Rail-road	Stop Line	Student Pick-up	TOTAL SCORE
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17														

STEP 21

SPECIAL NEEDS TRANSPORTATION

"Special Needs Transportation" is a thirty minute minimum requirement. The student should score at least 80% on their "Special Education Transportation" test. If the student scores below 80%, he/she needs some remedial work and retesting.



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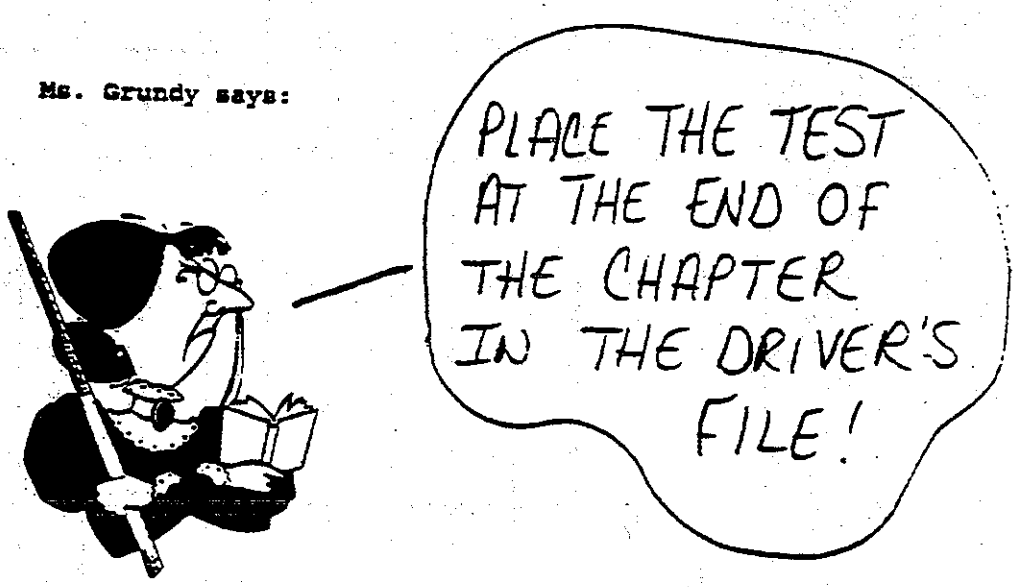
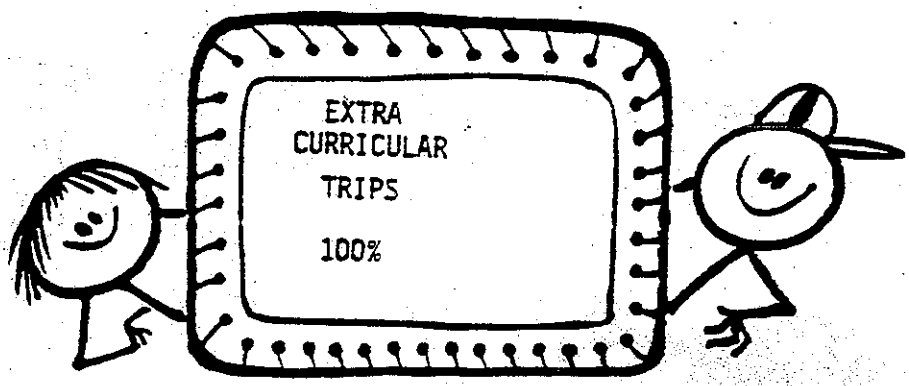


STEP 22

EXTRA-CURRICULAR TRIPS

"Extra-Curricular Trips" training is a thirty minute minimum requirement. The students should score at least 80% on their "Extra-Curricular Trips" test. If the student scores below 80%, he/she needs some remedial work and retesting.



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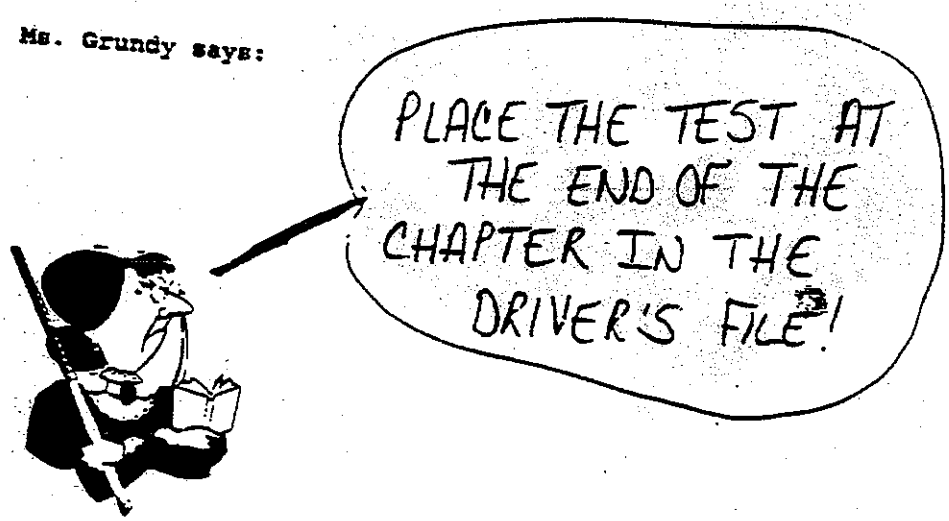

STEP 23

ACCIDENTS AND EMERGENCY PROCEDURES

"Accidents and Emergency Procedures" has a one-hour minimum requirement. The student should score at least 80% on their "Accidents and Emergency Procedures" test. If the student scores below 80%, he/she needs some remedial work and retesting.

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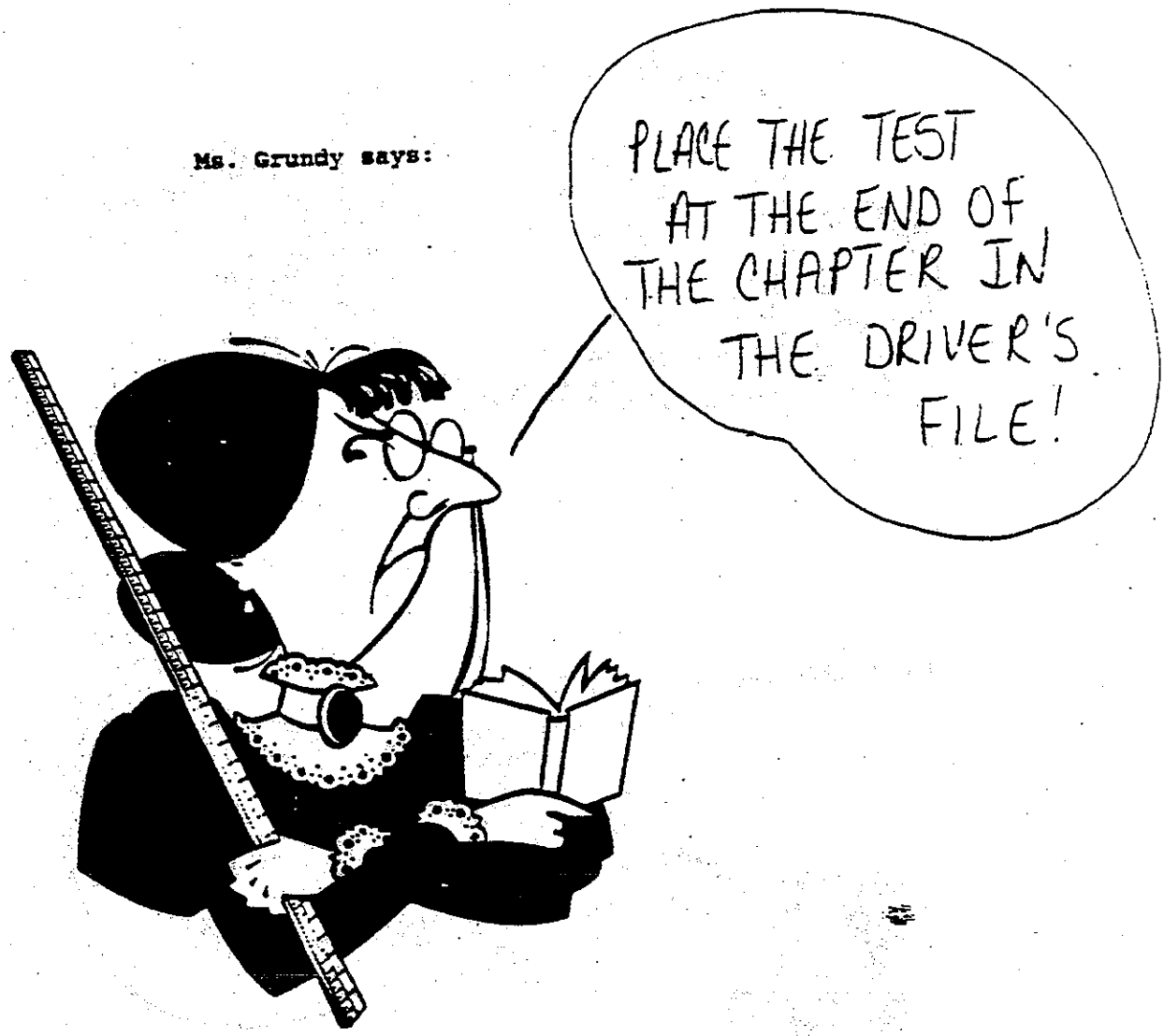
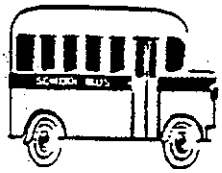




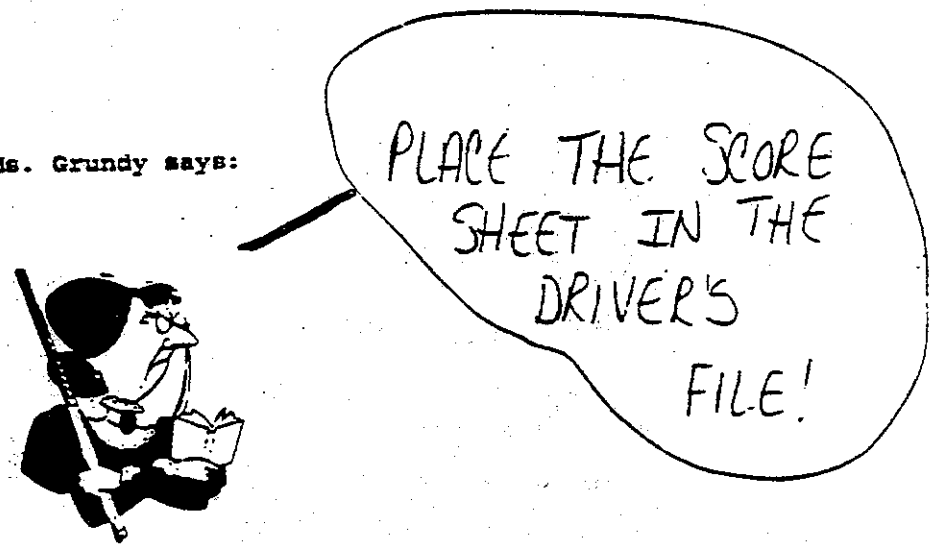
STEP 24

BUS ROUTE IDENTIFICATION

"Bus Route Identification" has a two-hour minimum requirement. This is a vital part of "Behind-the-Wheel" training. The majority of student injuries and deaths occur while loading or unloading. This block of instruction is not part of the 610 points, however, a student applicant can be failed or sent back for remedial training in certain areas if you, the Driver Training Instructor, deem that their ability is not adequate in one or more of the areas. Always remember, the requirement listed on the score sheet is a minimum.

(See the score sheet.)

Ms. Grundy says:



BUS ROUTE IDENTIFICATION, DRIVER REVIEW AND INSTRUCTION

LOCAL SCHOOL DISTRICT TRANSPORTATION DEPARTMENTS SHOULD HAVE SOME FORM OF VERIFICATION THAT "BUS ROUTE IDENTIFICATION," "DRIVER REVIEW" AND "INSTRUCTION" WAS PERFORMED FOR TWO HOURS. THE FOLLOWING ITEMS MUST BE COVERED DURING THE BUS IDENTIFICATION STAGE.

B. BUS ROUTE IDENTIFICATION, DRIVER REVIEW AND INSTRUCTION - TWO (2) HOURS

BEGINNING QUALIFYING DRIVER MUST DRIVE A SCHOOL BUS ROUTE UNDER THE SUPERVISION OF THE DRIVER TRAINING INSTRUCTOR WITH SCHOOL BUS EMPTY. INSTRUCTIONAL INFORMATION SHALL BE PROVIDED AS FOLLOWS:

		PASS	FAIL
1.	LOCATION OF SCHOOLS AND TRAFFIC PATTERNS:		
	a. INGRESS & EGRESS	____	____
	b. LOADING ZONE/AREAS	____	____
	c. SUPERVISION/MONITORING	____	____
2.	SCHOOL BUS ROUTE DRIVING WITH THE FOLLOWING AREAS IDENTIFIED:		
	a. HAZARDOUS AREAS		
	o BLIND CURVES	____	____
	o HILL TOP	____	____
	o FOG AREAS	____	____
	o HIGH DENSITY TRAFFIC	____	____
	o OTHER DRIVING HAZARDS	____	____
	b. PUPIL LOADING/UNLOADING STOPS		
	o ALL PUPIL STOPS MUST BE DESIGNED AND IDENTIFIED TO DRIVER.	____	____
	o DRIVER DEMONSTRATES KNOWLEDGE OF ALL SIGNALS AND STUDENT CONTROL.	____	____
	o BUS ROUTE IDENTIFICATION FOR SUBSTITUTE DRIVER. BECAUSE A SUBSTITUTE DRIVER CANNOT DRIVE ALL ROUTES, ONE PHOTO-TYPE ROUTE WILL BE ESTABLISHED. ROUTE MAPS SHOWING THE ABOVE WILL BE GIVEN TO THE SUBSTITUTE.	____	____

STEP 25

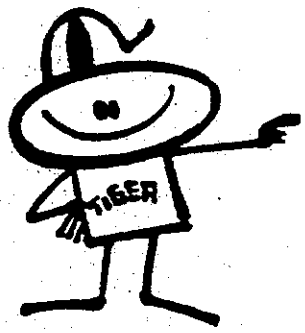
DRIVER REVIEW I

"Driver Review I" has a two-hour minimum requirement. This review is a total overview of everything that has been covered. The "Basic Driving Skills" on the Review Score Sheet must be covered, however, you will - no doubt - have many other areas that you will want to review. This is not a teaching time as such, but a review of everything covered. That is not to say that the transfer of knowledge can and shouldn't take place. In many cases, this is the last time that the Driver Training Instructor has to observe the student before he/she drives with children. DO NOT RELEASE THE STUDENT APPLICANT UNLESS YOU KNOW THAT THEY ARE SAFE.

SAMMY

SAFE

DRIVER



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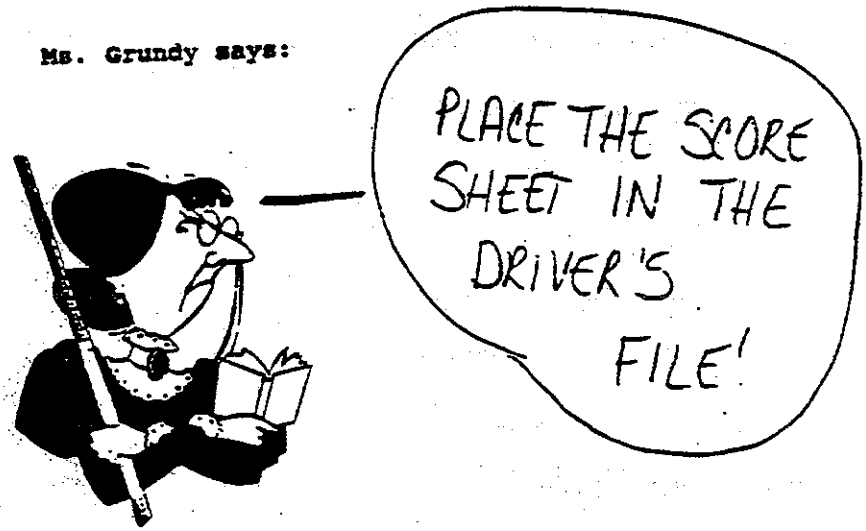


VEHICLE OPERATION

DRIVING EXERCISE GRADING REPORT

NAME: _____ DATE: _____ BUS#: _____

REVIEW I

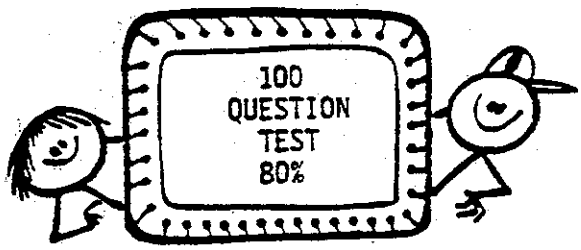
DRIVERS ARE TO FOLLOW THE LAW AND GOOD DRIVING PROCEDURES AT ALL TIMES.

	PASS	NEEDS IMPROVEMENT	FAIL
BASIC DRIVING SKILLS			
1. SEAT BELT MUST BE FASTENED.	____	____	____
2. ACTIVATE TURN SIGNALS WELL IN ADVANCE.	____	____	____
3. ACCELERATE SMOOTHLY INTO TRAFFIC.	____	____	____
4. FOLLOW POSTED TRAFFIC AND SIGNALS.	____	____	____
5. SCANNING TECHNIQUES (SPEED, ROAD, MIRRORS, TRAFFIC)	____	____	____
6. MAINTAIN APPROXIMATELY FOUR SECONDS FOLLOWING DISTANCE.	____	____	____
7. USE OF MANUAL - AUTOMATIC TRANSMISSION.	____	____	____
8. YIELD RIGHT-OF-WAY (5)	____	____	____
9. (10-2) (9-3) HOLD OF STEERING WHEEL.	____	____	____
10. TURN-AROUND	____	____	____

STEP 26

100 QUESTION TEST

All students must take the "100 Question" test. A score of 80% should be attained on this test. If a student scores less than 80%, too great of a weakness is indicated and the student needs some remedial work. No test may take the place of the "100 Question" test. You may want to give your student applicants a test that is directed toward your school district's policies, however, you must administer the "100 Question" test.



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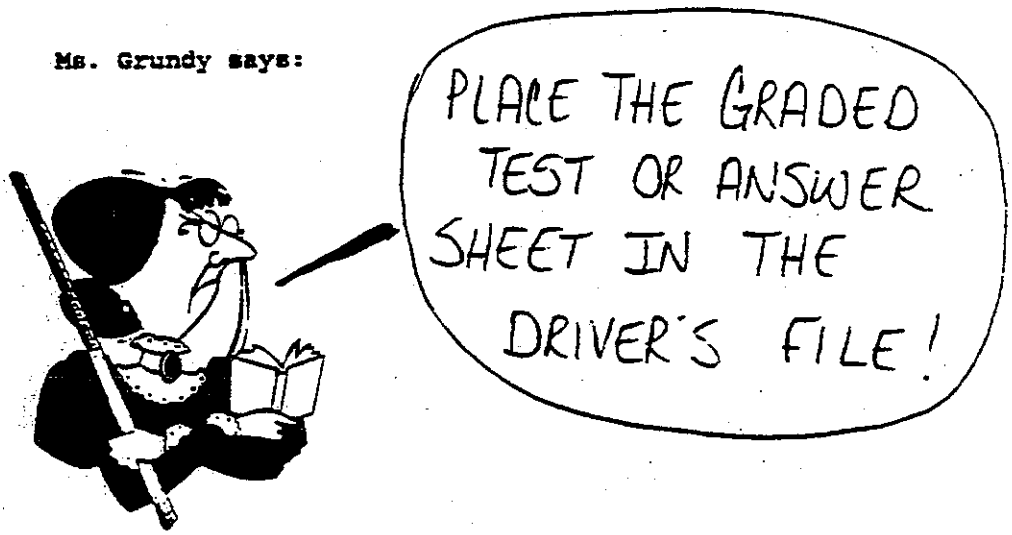


100 QUESTION TEST

(EACH QUESTION IS WORTH ONE (1) POINT IN ITS TOTALITY)

ANSWER EACH QUESTION TRUE OR FALSE

____ 1. A school bus driver can serve as his/her own chaperon on an extra-curricular trip if he/she is a member of the school faculty or administrative staff and his/her load is of reasonable age.

____ 2. When exiting a highway, a driver should know the exit number, watch for signs, signal to move into the correct lane and reduce speed just before entering the deceleration lane.

____ 3. The normal absolute speed limit for a highway construction area is 45 MPH, unless otherwise posted.

____ 4. It is legal to split the lanes when making a right turn from a four (4) lane street.

____ 5. Legally speaking, it is never permissible to pass another vehicle on the right.

____ 6. White lines separate traffic moving in opposite directions.

____ 7. The color white on a traffic sign indicates regulation.

____ 8. When stopping at railroad tracks, the stop shall be made not less than 15' or more than 50' from the nearest track.

____ 9. A solid yellow line is used to mark the edge of the roadway on the driver's right.

____ 10. Sustained periods of high speed driving tend to dull a person's judgement of speed.

____ 11. If you are being tailgated, you should increase your following distance.

____ 12. The Heimlich maneuver is used when a victim has an obstructed airway.

____ 13. The recommended initial technique to be used to control bleeding is the use of pressure points.

____ 14. The primary objective of first aid is to save lives.

(TRUE OR FALSE)

_____ 15. Shock is defined as a depressed state of many vital bodily functions.

_____ 16. A multi-lane highway is defined as a highway with four (4) or more lanes.

_____ 17. There is no law that requires a turn signal to be used when lane changing.

_____ 18. When turning in a motor vehicle equipped with signal lamps or mechanical signal devices, hand signals are not allowed.

_____ 19. A school bus driver encounters more drunken drivers during daylights hours than after dark.

_____ 20. Pupils who must cross the roadway to enter the bus or when leaving the bus shall wait until signalled to do so by the bus driver.

_____ 21. A person shall not be employed as a Kentucky school bus driver if convicted or driving a motor vehicle under the influence of alcohol or any illegal drug within the last five (5) years.

_____ 22. A criminal records (thumbprint) and motor vehicle records (MVR) check shall be performed by a local district on new bus drivers prior to initial employment or after a break in service, excluding summers

_____ 23. Certified Kentucky school bus drivers shall complete annually an eight (8) hour in-service update, relevant to the core curriculum, prior to the beginning of the school year.

_____ 24. All Kentucky public school buses transporting three (3) and four (4) year old children shall be staffed with a minimum of one (1) driver assistant.

_____ 25. The superintendent shall require that a safety inspection be made on each school bus owned and operated by the board or contracted to the board, at least once each month.

_____ 26. All persons who operate a Kentucky school bus must have a written contract each school year in which the terms of employment are clearly defined.

_____ 27. A law that has been enacted by a legislative body is called a statute, thus the Kentucky Administrative Regulations.

(TRUE OR FALSE)

_____ 28. Pupils shall remain seated until the bus has come to a complete stop before leaving their seats.

_____ 29. When loading students, the driver shall bring the bus to a complete stop approximately ten (10) feet from the nearest students.

_____ 30. A state certified school bus driver must have an annual physical exam each school year.

_____ 31. The maximum speed for a Kentucky school bus is 55 MPH. This applies only to operation within the state boundaries.

_____ 32. At 45 MPH, a four (4) second following distance should be maintained.

_____ 33. An oil pressure gauge indicates how much oil you have in the bus.

_____ 34. The front brake slack adjusters can be checked for play even with the spring brakes on.

_____ 35. Failure to perform a pre-trip inspection on every bus you drive each and every day is a violation of state and Federal law.

_____ 36. The use of service brakes on a long and/or steep downgrade is only a supplement to the braking effect of the engine.

_____ 37. If a front hub oil seal is leaking, it can increase the stopping distance of your vehicle.

_____ 38. When braking a bus with ABS type brakes, you pump the brakes to stop.

_____ 39. The loading steps to be performed by a driver is broken down into four (4) categories: 1) approach; 2) stop; 3) loading and 4) door.

_____ 40. There are instances when a school bus stop should be made in an intersection.

_____ 41. When turning a forward control bus, a driver should turn earlier than when turning a conventional style bus.

_____ 42. The best and most efficient steering technique is controlled slipping.

_____ 43. A concave mirror has the mirror center higher than its sides.

(TRUE OR FALSE)

_____ 44. Egress means "to enter."

_____ 45. The expert driver adjusts his/her speed to specific road and traffic conditions.

_____ 46. The school bus eight (8) light system may be used in an emergency as well as when students are loading or unloading the bus.

_____ 47. Non-skid or snow tires prevent skidding on slippery pavement.

_____ 48. When evacuating a school bus, the students should move to a minimum distance of 100 feet from the bus.

_____ 49. The stop arm shall be used at all times when loading or unloading students, this includes while on school property.

_____ 50. A driver should always set the parking brake when loading or unloading students to avoid driver error that may allow the bus to move.

FILL IN THE BLANKS WITH THE APPROPRIATE ANSWER(S)

51. Between _____ and _____ feet from the loading zone, the driver shall activate the big yellow loading lights.

52. When a vehicle _____, the tires lose contact with the road and ride on a thin film of water.

53. If your bus begins to skid, immediately turn the wheel in the _____ (same/opposite) direction as the skid.

54. Each student who rides a school bus must receive _____ emergency evacuation drills per year.

55. There are a total of eight (8) emergency evacuation options, but only _____ should be practiced.

56. A school bus driver will make close to _____ major decisions every mile.

57. There are _____ different classifications of fires.

58. All Kentucky school buses are equipped with (how many) _____ reflective triangles?

(FILL IN THE BLANKS)

59. The number of driver assistants required on a school bus transporting three and four year old children shall be recommended to the superintendent by the _____ _____ _____.

60. The width of a Kentucky school bus, excluding mirrors, is _____ (state feet or inches).

CIRCLE THE BEST ANSWER

61. The person(s) designated by the Board of Education who is responsible for the discipline of pupils who ride school buses is the:

    a. school bus driver
    b. transportation director
    c. principal

62. School bus drivers shall be provided with a list of students who ride their bus by:

    a. the principal
    b. the superintendent
    c. the transportation director

63. A school bus driver should look ahead when driving, a minimum of:

    a. 4-5 seconds
    b. 1/2 of a mile
    c. 12-15 seconds

64. If you are driving a Kentucky school bus, you should have a minimum of _____ seconds following distance when traveling over 40 MPH.

    a. 4
    b. 5
    c. 12

65. The proper method to negotiate a curve is to brake:

    a. when coming out of the curve
    b. in the middle of the curve
    c. before entering the curve

(MULTIPLE CHOICE)

66. In heavy traffic, it is best to:

a. drive at the speed of other traffic; provided the traffic is moving below the posted speed limit
b. drive slowly on the extreme right
c. pass cars until you find an open space ahead

67. Should a car side-swipe you and then speed ahead, it is best to:

a. try to catch up with the driver, pass him and make him stop his car
b. obtain his license plate number and report the case to the police
c. report the incident to your insurance representative

68. Skids are generally caused by:

a. driving too fast for the road conditions
b. too much air in the tires
c. poorly adjusted brakes

69. Most traffic accidents are the result of:

a. mechanical defects of the bus
b. bad weather conditions
c. errors in the driver's judgement

70. A bus driver who cuts the corner too closely when making a right turn, causing his wheels to go over the curb is probably:

a. a poor judge of distance in other situations also
b. deliberately trying to save time
c. a safe driver in other ways

71. When parallel parking on the right edge of the roadway, with a curb and on an upgrade, it is best to:

a. turn the front wheels turned toward the edge of the road
b. turn the front wheels turned toward the center of the road
c. keep the front wheels pointed straight ahead

(MULTIPLE CHOICE)

72. When approaching a traffic signal showing a flashing red light, you should

a. continue at a reasonable speed provided no cars are approaching on the side streets
b. stop and remain stopped until a green light appears
c. come to a full stop and proceed with caution when clear

73. Which of the these turning movements is involved in the most serious types of accidents?

a. right turns
b. left turns
c. turns into private driveways

74. When approaching oncoming vehicles at night, you should

a. use lower headlight beams
b. use upper headlight beams
c. use parking lights

75. When meeting a car with glaring headlights, you should

a. watch the right side of the road
b. turn on your own bright lights
c. watch the center line of the road

76. The most common driver violations that result in an accident is

a. speeding
b. failure to yield right of way
c. failure to use proper turn indicators

77. Children of what ages are generally considered capable of recognizing traffic danger?

a. 5 to 6 years of age
b. 7 to 8 years of age
c. 10 to 12 years of age

(MULTIPLE CHOICE)

78. Normal following distances should be _____ on highways because traffic in front of you is traveling at a higher rate of speed.

a. reduced
b. increased
c. about the same

79. Defective exhaust systems can contribute to

a. carbon monoxide poisoning
b. carbon dioxide poisoning
c. hydroplaning

80. A Kentucky school bus driver must wear his/her seat belt when operating a school bus

a. only when transporting children
b. always
c. never

81. The reason you never shift gears while crossing railroad tracks is because of

a. the time it takes to shift the gears
b. your attention is diverted from the outside of the bus
c. the fact that a vehicle is most likely to stall when shifting gears

82. The driver shall not transport adult employees of the board or any person not employed by the board unless he receives written permission from the

a. superintendent
b. school board
c. principal

83. A Kentucky school bus driver must have a minimum of _____ vision in each eye, with or without corrective lenses.

a. 20/80
b. 20/30
c. 20/40

(MULTIPLE CHOICE)

84. Basic transportation of non-handicapped students is

a. required by law
b. not required by law
c. proportionate to the enrollment scale of the district

85. ABS stands for

a. airbags, brakes, steering
b. airway, breaks, shock
c. anti-lock braking system

86. Each Kentucky school bus must receive a safety inspection

a. every 14 days
b. monthly
c. every 3 months

87. Kentucky school bus drivers must have a physical every

a. year
b. two years
c. four years

88. A Kentucky school bus driver must be tested for tuberculosis

a. each year
b. never
c. at initial employment only

89. A LAB test performed during a pre-trip inspection stands for

a. leaks, alarms, button
b. leaks, air supply, brakes
c. looseness, air, bulges

90. Yielding the right of way means

a. slow down and proceed when light is green
b. allow the other person to go first
c. stop, look in all directions, go when clear

(MULTIPLE CHOICE)

91. When approaching cyclists, give a short beep on horn at least how many feet prior to passing to warn them that you are near?

a. 50
b. 100
c. 200

92. A school bus driver should periodically check the speedometer (gauges). This should occur about every _____ seconds.

a. 5
b. 12
c. 20

FILL IN THE BLANKS WITH THE CORRECT ANSWER(S)

93. The loading of students is broken down into four (4) categories. These are:

_____
_____
_____
_____

94. Students who must cross the roadway should cross _____ to _____ feet in front of the bus.

95. The safest and best steering technique for school bus drivers to use is called _____ _____ _____.

96. Parking is prohibited within _____ feet of a fire hydrant.

97. In Kentucky, all school bus drivers should adhere to the motto "SAFETY _____, _____ SECOND."

98. A pentagon (five-sided) shaped sign tells you there is a _____ _____ ahead.

99. A diesel engine should run at least _____ minutes before it is stopped.

100. The _____ mirrors show the front of the bus.

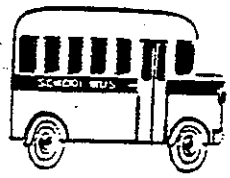
100 QUESTION TEST

(EACH QUESTION IS WORTH ONE (1) POINT IN ITS TOTALITY)

ANSWER KEY

1.	TRUE	26.	TRUE
2.	FALSE	27.	FALSE
3.	TRUE	28.	TRUE
4.	FALSE	29.	TRUE
5.	FALSE	30.	TRUE
6.	FALSE	31.	FALSE
7.	TRUE	32.	FALSE
8.	TRUE	33.	FALSE
9.	FALSE	34.	TRUE
10.	TRUE	35.	TRUE
11.	TRUE	36.	TRUE
12.	TRUE	37.	TRUE
13.	FALSE	38.	FALSE
14.	TRUE	39.	TRUE
15.	TRUE	40.	FALSE
16.	TRUE	41.	FALSE
17.	FALSE	42.	FALSE
18.	TRUE	43.	FALSE
19.	FALSE	44.	FALSE
20.	TRUE	45.	TRUE
21.	TRUE	46.	FALSE
22.	TRUE	47.	FALSE
23.	TRUE	48.	TRUE
24.	TRUE	49.	TRUE
25.	TRUE	50.	TRUE

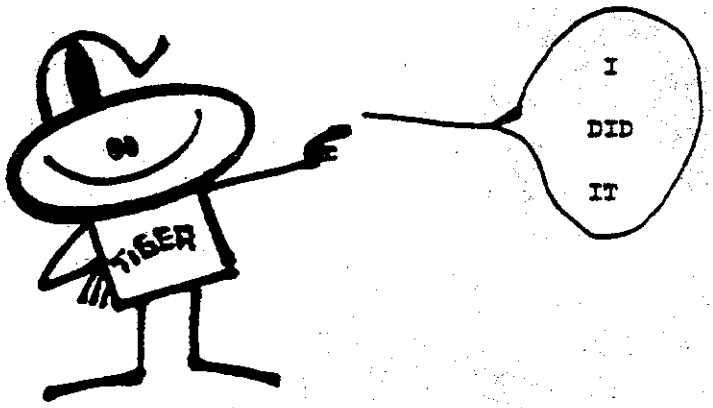
51.	150'-200'	78.	C
52.	HYDROPLANES	79.	A
53.	SAME	80.	B
54.	FOUR	81.	C
55.	SEVEN	82.	A
56.	TWENTY	83.	C
57.	THREE	84.	B
58.	THREE	85.	C
59.	DRIVER TRAINING INSTRUCTOR	86.	B
60.	8' OR 96"	87.	A
61.	C	88.	C
62.	A	89.	A
63.	C	90.	B
64.	B	91.	C
65.	C	92.	A
66.	A	93.	APPROACH, STOP, LOADING, DOOR
67.	B	94.	10'-15'
68.	A	95.	HAND OVER HAND
69.	C	96.	15'
70.	A	97.	FIRST, SCHEDULE
71.	B	98.	SCHOOL ZONE
72.	C	99.	THREE
73.	B	100.	CROSSOVER
74.	A		
75.	A		
76.	B		
77.	C		



STEP 27

CDL SKILLS TEST

At this point, the student applicant should have made an appointment to take the "CDL Skills" test. The applicant should be able to obtain their CDL on the day of testing or no later than the next working day. A copy of the student applicant's CDL shall be placed in the driver's file.



STEP 28

CONTRACT

By regulation (702 KAR 5:040, Section 2), each driver shall be provided with a written contract each school year. This is not only regular route drivers but all certified drivers.

Provide all student applicants with a written contract before they transport any children.

Ms. Grundy says:

DRIVER'S CONTRACT
(BOARD-OWNED VEHICLES)

STATE OF KENTUCKY)
COUNTY OF_____) ss

This contract entered into this the _____day of _____, 19_____,
by and between the _____School District
whose address is _____, Kentucky, Zip Code_____,
hereinafter known as the District and_____
whose address is_____, Kentucky, Zip Code_____,
hereinafter known as the Driver.

WITNESSETH:

The District hereby employs the Driver to drive one of the school buses or special type vehicles owned by the District for that part of the 19___-19___ school year during which the District's public schools remain in regular session following the signing of this contract subject to the conditions set forth in the subsequent provisions of this contract, to wit:

The duties to be performed are to commence on the first day required by the school calendar adopted or amended by the District and approved by the State Department of Education for the school year, for the number of days required by such calendar, to end no later than June 30, of the school year.

THE DISTRICT AGREES:

1. To pay the Driver for his or her regular day-to-day services rendered at the rate of_____
_____
_____

2. To pay the Driver for a maximum of ____"Driver Training Days" during this school year. The exact number of "Driver Training Days" for which the Driver will be paid shall be determined by the District based upon that portion of this school year during which the Driver is employed. The District shall determine the number of "Driver Training Days" during which the Driver shall be engaged in training and preparation prior to driving the bus or special type vehicle in transporting pupils to and from school and the number of days to be spent in additional training during this school year. Any payment to the Driver for these days is contingent upon the Driver being present and taking part in the training activities. Payment for days shall be at the rate of
_____
_____

3. To pay the Driver for his or her services at the pay period time shown in this item and for the period of time covered by each pay period as shown in this item: _____

4. To maintain the school bus or special type vehicle to which the Driver is assigned in a safe mechanical condition at all times.

5. To provide the Driver with a copy of the State laws, Kentucky Administrative Regulations, and the District's regulations or policies that pertain to the Driver's responsibilities in driving a school bus or special type vehicle.

6. To provide the Driver with training required for State certification and any other training the District deems necessary for the Driver to carry out his or her duties as a school bus driver or special type vehicle driver.

7. To direct the principals of the schools, the teachers, and other school personnel assigned responsibilities for pupil transportation to provide their reasonable assistance to the Driver in maintaining order and discipline on and about the school bus or special type vehicle.

8. To provide bodily injury, property damage, medical payments, and uninsured motorists insurance coverage on the school bus or special type vehicle to which the Driver is assigned up to at least the minimum amounts recommended by the Division of Pupil Transportation.

9. _____

10. _____

THE DRIVER AGREES:

1. To abide by the State laws, Kentucky Administrative Regulations, and the District's regulations or policies that pertain to his or her responsibilities as a school bus driver or special type vehicle driver.

2. To follow the instructions given to him or her by the proper school system authorities to the best of his or her ability.

3. To procure at his or her own expense the necessary Kentucky license or licenses required for a Kentucky school bus driver and to keep the license or licenses in force at all times.

4. To provide the District with a certificate from a physician designated by the District attesting to his or her physical fitness to drive a school bus or special type vehicle. This certificate to be provided prior to driving the school bus or special type vehicle in transporting pupils to and from school and at least annually thereafter.

5. To report for work at the times specified by the District and to run the bus route assigned to him or her and to maintain the time schedule for the route consistent with safety, road, and weather conditions.

6. To drive the school bus or special type vehicle to which he or she is assigned in a safe manner at all times and in a manner that will minimize mechanical wear on the parts of the school bus or special type vehicle, and to report mechanical difficulties promptly to the person designated to receive such reports.

7. To sweep or otherwise clean the inside of the school bus or special type vehicle daily and to keep all lights and safety signals clean at all times.

8. To wear clean clothes and to present a clean personal appearance when driving the school bus. The District, at its discretion, may require a certain type of dress or uniform for the Bus Driver.

9. To complete the training required for State certification and any other training required by the District before transporting pupils to and from school or school related events. The Driver may be required by the District to pass an examination based upon the instructional units set forth in the required training course to substantiate the qualifications of the Driver to carry out his or her duties.

10. To attend a reasonable number of school bus driver training meetings during the school year and to participate in the training required for certification renewal.

11. To not report for work when his or her physical condition is such that it would impair the ability of the Driver to carry out his or her duties.

12. To notify the person or persons designated by the District as far in advance as possible when the Driver is unable to report for work and to give a reasonable explanation for not reporting for work.

13. To not make any alterations, modifications, or add any equipment to the bus or remove any equipment from the bus without authorization from the board.

14. _____
_____
_____

MUTUAL AGREEMENTS:

1. It is mutually agreed by and between the District and the Driver that the District will release the Driver from this contract upon the presentation of a written request to the District at least _____ prior to the release date requested except in an emergency.

2. It is mutually agreed by and between the District and the Driver that the Driver will release the District from this contract, if for reasons of economy or efficiency the District determines that it is no longer necessary to operate the school bus or special type vehicle to which the Driver is assigned, provided that the District presents to the Driver a written notice of the District's intent to discontinue the operation of the school bus or special type vehicle at least, _____ in advance, and the Driver is given an appropriate opportunity to respond to such.

3. It is mutually agreed by and between the District and the Driver that the failure of either party to carry out their respective obligations in good faith as set forth in this contract shall cause this contract to become cancellable for cause.

4. It is mutually agreed by and between the District and the Driver that either party may terminate this contract by giving the other party at least _____ _____ written notice when the provisions of this contract have been violated by the other party, provided that party is given an appropriate opportunity to respond to the proposed termination.

5. _____
_____
_____
_____
_____

WITNESSETH THESE SIGNATURES:

_____ School District

_____, Superintendent

_____, Driver

SCHOOL BUS DRI\ . DATA SHEET

DELETE
1, 2, 3, 4, 5 & 8

ADD
1, 2, 3, 4, 5, 6 & 9
(and submit a current copy of the driver's license with this form)

CHANGE/UPDATE
1, 2, 3, 4, 5, 7 & 9

DISTRICT NAME: _____ DRIVER INSTRUCTOR SIGNATURE: _____

1	2	3	4	5	6	7	8	9
LAST NAME	FIRST NAME	MI	SSN	BIRTHDATE MM-DD-YY	CERT DATE MM-DD-YY	ANNUAL UPDATE MM-DD-YY	TERM DATE MM-DD-YY	CDL EXP DATE MM-YY

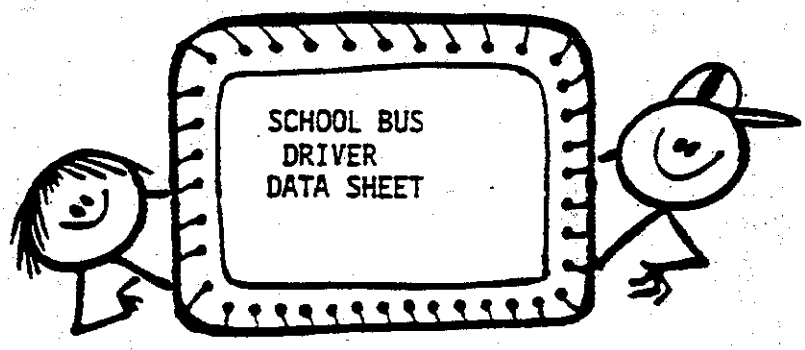
FAX TO (502) 564-7574 OR MAIL TO PUPIL TRANSPORTATION, 15TH FLOOR-CPT, 500 MERO STREET, FRANKFORT

NOTE: LICENSE COPIES WILL NOT FAX, IF FAXING THIS SHEET INDICATE ON THIS FORM THAT LICENSE COPY WILL BE COMING BY MAIL

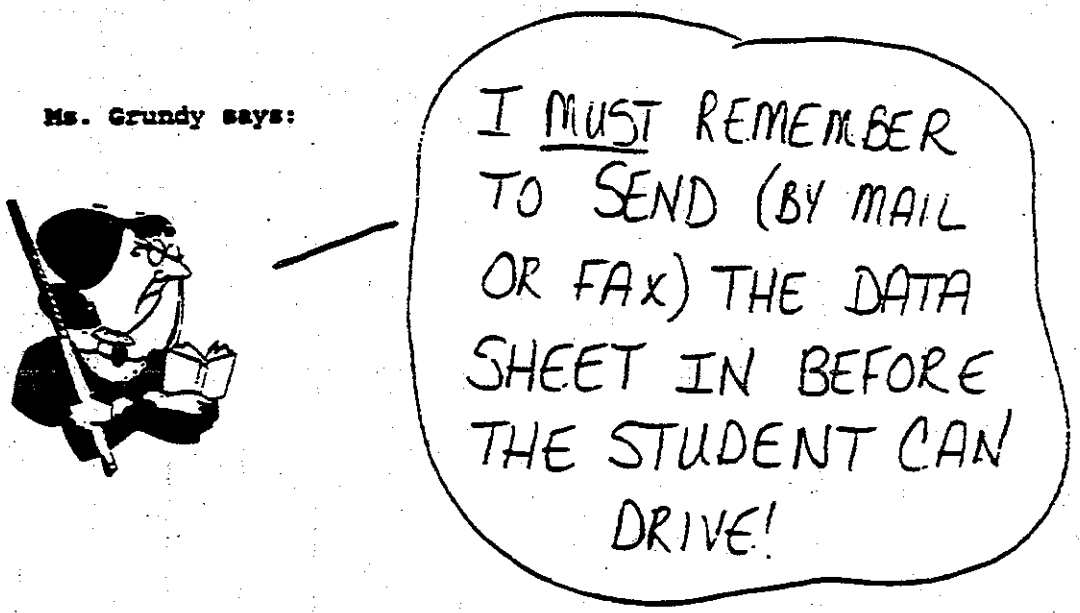
STEP 29

SCHOOL BUS DRIVER DATA SHEET

At this point in the training course, a "School Bus Driver Data Sheet" should be submitted. No one should be allowed to drive Kentucky school children until the Division of Pupil Transportation has received the driver's name and pertinent information. The certification comes from the State Department of Education. Therefore, if you permit someone to drive before submitting a "School Bus Driver Data Sheet," you are permitting an uncertified person to drive our children.



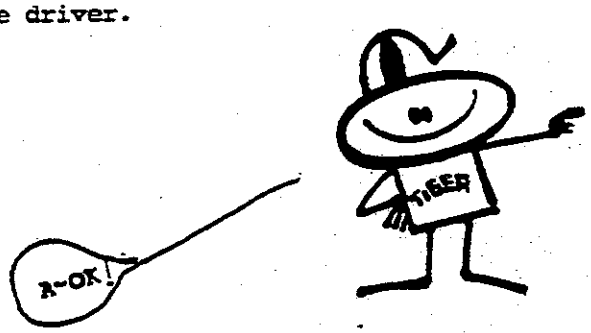
Ms. Grundy says:



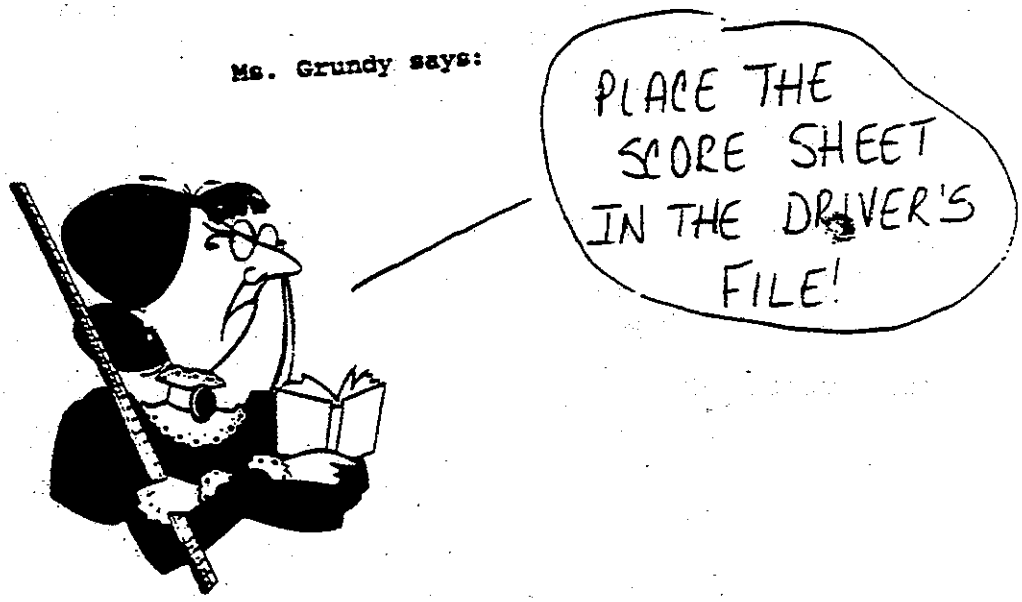
STEP 30

DRIVER REVIEW II

"Driver Review II" has a two-hour minimum requirement. After 20 days of completing Step 25, "Driver Review I," and within 30 days, "Driver Review II" must be completed. This should be conducted with students on the bus, if at all possible. Check all required areas on the Review Score Sheet plus any other requirements that you might have. If your student checks out O.K., you need not submit any documentation to the Division. If your student is unacceptable, you must at this point make a decision in regard to your course of action. Retraining or Termination. If you decide upon termination, another "School Bus Driver Data Sheet" must be submitted to the Division of Pupil Transportation deleting the driver.



Ms. Grundy says:



VEHICLE OPERATION

DRIVING EXERCISE GRADING REPORT

NAME: _____ DATE: _____ BUS#: _____

REVIEW II

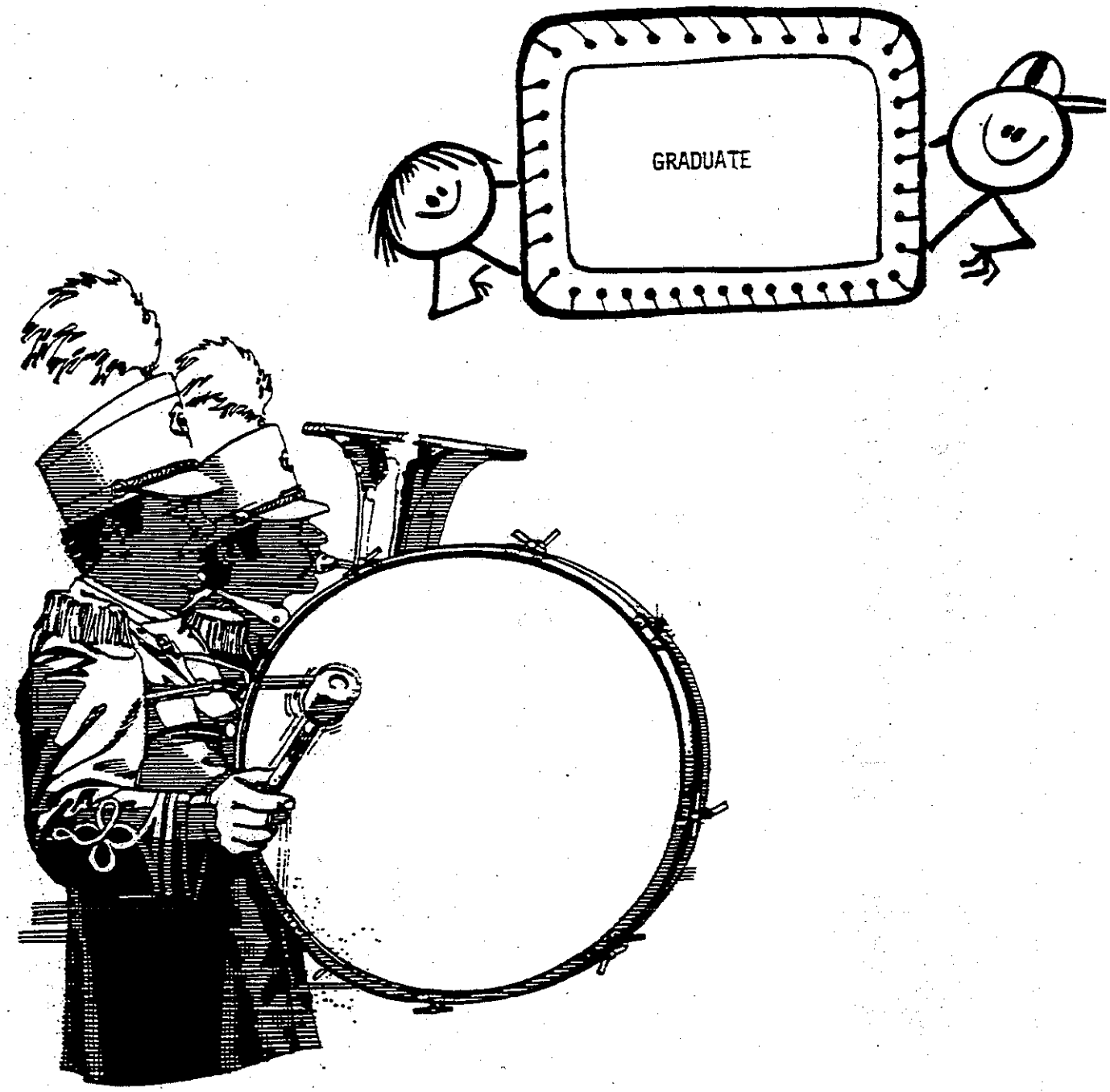
DRIVERS ARE TO FOLLOW THE LAW AND GOOD DRIVING PROCEDURES AT ALL TIMES.

	PASS	NEEDS IMPROVEMENT	FAIL
BASIC DRIVING SKILLS			
1. SEAT BELT MUST BE FASTENED.	____	____	____
2. ACTIVATE TURN SIGNALS WELL IN ADVANCE.	____	____	____
3. ACCELERATE SMOOTHLY INTO TRAFFIC.	____	____	____
4. FOLLOW POSTED TRAFFIC SIGNS AND SIGNALS.	____	____	____
5. SCANNING TECHNIQUES (SPEED, ROAD, MIRRORS, TRAFFIC)	____	____	____
6. MAINTAIN APPROXIMATELY FOUR SECONDS FOLLOWING DISTANCE.	____	____	____
7. USE OF MANUAL - AUTOMATIC TRANSMISSION.	____	____	____
8. YIELD RIGHT-OF-WAY (5)	____	____	____
9. (10-2) (9-3) HOLD OF STEERING WHEEL.	____	____	____
10. TURN-AROUND	____	____	____

STEP 31

DIPLOMA

Present the driver with a "Diploma," stating all scores and responsible signatures. A copy of this "Diploma" should be kept in the driver's file to substantiate that all training has taken place.



COMMONWEALTH OF KENTUCKY

DEPARTMENT OF EDUCATION

_____ County Public Schools

This is to certify that

_____

has demonstrated his/her ability to apply all the knowledge and skills gained in the Kentucky School Bus Driver Training Program with the following proficiency ratings:

CURRICULUM AREA	PROFICIENCY RATING	TRAINING HOURS
Law & Regulations		
Driving Fundamentals		
Care & Maintenance		
Critical Situations		
Accident & Emergency Procedures		
Pupil Management		
First Aid		
Special Education Transportation		
Extra Curricular Transportation		
Vehicle Operation		
Vehicle Control at Speed		
Bus Route Identification		
Driver Review I		
Driver Review II		

_____
Classroom Instructor

_____
Over-the-Road Instructor

_____
School Superintendent

_____
Transportation Director

Ms. Grundy says:

SUMMARY

STEPS TO FOLLOW WHEN TRAINING A SCHOOL BUS DRIVER

STEP 1	APPLICATION - (ADMINISTRATIVE)
STEP 2	INTERVIEW - (ADMINISTRATIVE)
STEP 3	EDUCATION VERIFICATION - (ADMINISTRATIVE)
STEP 4	PRE-EMPLOYMENT ROAD TEST - (ADMINISTRATIVE)
STEP 5	MVR - (ADMINISTRATIVE)
STEP 6	CRIMINAL RECORD CHECK - (ADMINISTRATIVE)
STEP 7	PHYSICAL - (ADMINISTRATIVE)
STEP 8	ALL CLEAR
STEP 9	CDL STUDY PERIOD - (CLASSROOM)
STEP 10	CDL WRITTEN TESTS - (ADMINISTRATIVE)
STEP 11	CARE AND MAINTENANCE - (CLASSROOM)
STEP 12	DRIVING FUNDAMENTALS - (CLASSROOM)
STEP 13	LAWS AND REGULATIONS - (CLASSROOM)
STEP 14	VEHICLE OPERATION - PART I - (BEHIND-THE-WHEEL)
STEP 15	PUPIL MANAGEMENT - (CLASSROOM)
STEP 16	VEHICLE OPERATION - PART II - (BEHIND-THE-WHEEL)
STEP 17	CRITICAL SITUATIONS - (CLASSROOM)
STEP 18	FIRST AID - (CLASSROOM)
STEP 19	VEHICLE OPERATION - PART III - (BEHIND-THE-WHEEL)
STEP 20	VEHICLE CONTROL AT SPEED - (BEHIND-THE-WHEEL)
STEP 21	SPECIAL NEEDS TRANSPORTATION - (CLASSROOM)
STEP 22	EXTRA-CURRICULAR TRIPS - (CLASSROOM)
STEP 23	ACCIDENT AND EMERGENCY PROCEDURES - (CLASSROOM)
STEP 24	BUS ROUTE ID - (BEHIND-THE-WHEEL)
STEP 25	DRIVER REVIEW I - (BEHIND-THE-WHEEL)
STEP 26	100 QUESTION TEST - (CLASSROOM)

STEP 27	CDL SKILLS TEST - (BEHIND-THE-WHEEL)
STEP 28	CONTRACT - (ADMINISTRATIVE)
STEP 29	DATA SHEET SUBMISSION - (ADMINISTRATIVE)
STEP 30	DRIVER REVIEW II - (BEHIND-THE-WHEEL)
STEP 31	DIPLOMA - (ADMINISTRATIVE)

PROPER SCORING

OF ALL

SCHOOL BUS DRIVER

APPLICANTS

The scoring of a Kentucky school bus driver applicant is a multifaceted endeavor. While each Driver Training Instructor has the 610 point guidelines to go by, the Division of Pupil Transportation desires to leave the Driver Training Instructor the flexibility to use their own judgement when scoring driver applicants. With this in mind, an instructor must understand all areas of grading. This section is divided into two basic grading modes. One is strictly fixed or objective while the other is more flexible or subjective. Your goal as a Driver Training Instructor is to be as fixed or objective as possible. When operating on this premise, personal opinion or favoritism is removed.

PART I OF THE GRADING IS AS FOLLOWS:

FIXED ——— 80% OVERALL SCORE NEEDED TO PASS ——— PLUS 80% ON EACH SECTION

		POINTS POSSIBLE	PASSING SCORE
A.	WRITTEN EXAM (STEP 26)	100	80
B.	INTERVIEW (STEP 2)	50	40
THE FOLLOWING IS USUALLY PERFORMED DURING VEHICLE-AT-SPEED			
C.	DEFUNCT/FAULTY BUS	75	60
D.	BACK UP	50	40
E.	DIMINISHING CLEARANCE	50	40
F.	RIGHT TURN	35	28
G.	STRAIGHT LINE	50	40
H.	SERPENTINE	50	40
I.	OFFSET ALLEY	50	40
J.	RAILROAD	50	40
K.	STOP LINE	25	20
L.	STUDENT PICK-UP	25	20
	TOTAL	610	488

A student must score at least 80% in order to have a passing score in th "Fixed" grading mode. This is a minimum of 488 points out of the 610 points possible.

FLEXIBLE

The Driver Training Instructor has the responsibility to also grade the applicant in the "flexible" mode. This method of grading is not as definitive as the fixed mode, but just as important. The following is an outline of grading to be used by the Driver Training Instructor throughout the course when using "flexible" grading.

STEP 1	APPLICATION
FLEXIBLE	GO OVER THE APPLICATION AND LOOK FOR ANY PROBLEM AREAS.
STEP 2	INTERVIEW
FIXED OR FLEXIBLE	WHAT DID YOU THINK OF THE APPLICANT? WAS HE/SHE ENTHUSIASTIC? CERTAINLY THIS IS NO REASON TO EXCLUDE AN APPLICANT, HOWEVER, IT IS WISE TO MAKE MENTAL NOTES DURING THIS PROCESS ALONG WITH THE "FIXED" SCORING OF 50 POSSIBLE POINTS.
STEP 3	EDUCATION VERIFICATION
FLEXIBLE	VERIFY PROPER EDUCATION AND PLACE VERIFICATION IN THE DRIVER'S FILE.
STEP 4	PRE-EMPLOYMENT ROAD TEST
FLEXIBLE	THIS SEGMENT SEEMS TO BE MISUNDERSTOOD. AS A DRIVER TRAINING INSTRUCTOR, YOU ARE SIMPLY DECIDING, "CAN I TRAIN THIS DRIVER?" BE CAREFUL BEFORE YOU TAKE THE APPLICANTS OUT ON A BUS, THEY MAY NOT BE COVERED BY INSURANCE. WHY NOT USE A CAR OR SCHOOL VAN. BE SAF STAY ON SCHOOL PROPERTY.

STEP 5 MOTOR VEHICLE RECORD CHECK

FLEXIBLE YOU MUST LOOK OVER THIS DOCUMENT AND DETERMINE WHETHER HE/SHE IS A GOOD CANDIDATE. THE DIVISION OF PUPIL TRANSPORTATION DOES NOT FEEL THAT IT WOULD BE PROPER FOR ANYONE TO MAKE THE DECISION TO PLACE AN APPLICANT IN A TRAINING CLASS OTHER THAN A LOCAL SCHOOL DISTRICT. THE SUBJECTIVITY OF THIS DECISION SHOULD BE REMOVED AS MUCH AS POSSIBLE. TRY TO HAVE WRITTEN PARAMETERS GOVERNING ENROLLMENT IN A CLASS.

STEP 6 CRIMINAL RECORD CHECK (THUMBPRINT)

FLEXIBLE THIS IS SIMILAR TO THE MOTOR VEHICLE RECORD CHECK IN THAT IT SHOULD BE GONE OVER AND WRITTEN PARAMETERS SHOULD BE DEVELOPED. THIS REMOVES ANY ALLEGATIONS OF FAVORITISM OR DISCRIMINATION.

STEP 7 PHYSICAL

FLEXIBLE THIS DOCUMENT SHOULD NOT BE RECEIVED AND JUST FILED AWAY. IT NEEDS TO BE LOOKED AT AND AN APPLICANT'S PHYSICAL QUALITIES NEED TO BE CHECKED TO MAKE SURE THAT HE/SHE MEETS THE MINIMUM QUALIFICATION IN OUR REGULATIONS.

STEP 8 ALL CLEAR

ENROLLMENT

STEP 9 CDL STUDY PERIOD

STEP 10 CDL WRITTEN TESTS

STEP 11 CARE AND MAINTENANCE

FLEXIBLE NOT A SCORED CLASS IN THE "FIXED" SCORING METHOD, HOWEVER, YOU, THE DRIVER TRAINING INSTRUCTOR, HAVE THE RIGHT TO ENSURE THAT THE STUDENT CAN PERFORM A PRE-TRIP INSPECTION TO YOUR SATISFACTION. THE STUDENT SHOULD SCORE AT LEAST 80% ON THE POST-CHAPTER WRITTEN TEST.

STEP 12 DRIVING FUNDAMENTALS

FLEXIBLE NOT A SCORED CLASS IN THE "FIXED" SCORING METHOD, HOWEVER, YOU, THE DRIVER TRAINING INSTRUCTOR, HAVE THE AUTHORITY TO ENSURE THAT THE STUDENT HAS GRASPED THE BASIC KNOWLEDGE NEEDED. THE STUDENT SHOULD SCORE AT LEAST 80% ON THE POST-CHAPTER WRITTEN TEST.

STEP 13 LAWS AND REGULATIONS

FLEXIBLE NOT A SCORED CLASS IN THE FIXED SCORING METHOD, HOWEVER, YOU, TH DRIVER TRAINING INSTRUCTOR HAVE THE RIGHT TO ENSURE THAT THE STUDENT HAS GRASPED THE BASIC KNOWLEDGE NEEDED. THE STUDENT SHOULD SCORE AT LEAST 80% ON THE POST-CHAPTER WRITTEN TEST.

STEP 14 VEHICLE OPERATION (PART I)

FLEXIBLE THIS IS THE FIRST "BEHIND-THE-WHEEL" ACTIVITY AFTER THE STUDENT APPLICANT HAS BEEN ACCEPTED INTO THE TRAINING CLASS. THE INSTRUCTOR SHOULD BE CAREFUL NOT TO GRADE THE STUDENT TOO DIFFICULTLY THIS FIRST TRIP OUT. THE STUDENT WILL BE NERVOUS AND WILL NOT FULLY UNDERSTAND WHAT IS EXPECTED. THE SCORING IN THIS SECTION IS FLEXIBLE. IT IS NOT PART OF THE 610 POINTS IN THE "FIXED" SCORING MODE. KEEP A SCORE SHEET ON THE DRIVER AND GO OVER IT AFTER THE DRIVE. REMEMBER, NEVER ARGUE WITH A STUDENT IF THEY SAY THAT THEY DID NOT DO THIS OR THAT WHEN REVIEWING THEIR PERFORMANCE. STA YOUR OBSERVATIONS, RESTATE YOUR EXPECTATIONS AND PROCEED ONWARD.

STEP 15 PUPIL MANAGEMENT

FLEXIBLE THIS SECTION IS NOT PART OF THE "FIXED" 610 POINTS. THIS SECTION NEEDS TO BE VERY CONCRETE IN AS FAR AS WHAT IS EXPECTED FROM THE DRIVER. GIVE THE DRIVER DEFINITE DIRECTION. EACH SCHOOL DISTRICT SHOULD HAVE THEIR PUPIL MANAGEMENT POLICY DEVELOPED TO THE POINT WHERE BOTH DRIVER AND STUDENT FULLY UNDERSTAND WHAT IS EXPECTED OF THEM. THE STUDENT SHOULD SCORE AT LEAST 80% ON THE POST-CHAPTER WRITTEN TEST.

STEP 16 VEHICLE OPERATION (PART II)

FLEXIBLE THIS IS THE SECOND TIME THAT YOU WILL HAVE THE STUDENT APPLICANT BEHIND THE WHEEL. THIS SEGMENT IS NOT PART OF THE 610 POINTS, HOWEVER, YOU SHOULD START TO EXPECT MORE FROM YOUR STUDENTS AT THIS POINT IN THEIR TRAINING. KEEP A SCORE SHEET AND BE SURE THAT ALL BASICS ARE ACCEPTABLE. YOU CAN USE THE SCORE SHEET SUPPLIED IN THE FRONT OF THIS CHAPTER OR YOU MAY DEVELOP YOUR OWN, MAKING CERTAIN THAT ALL AREAS ON THE SUPPLIED FORM ARE ON YOUR FORM.

STEP 17 CRITICAL SITUATIONS

FLEXIBLE THIS SECTION IS NOT SCORED AS PART OF THE 610 POINTS, HOWEVER, YOU HAVE THE AUTHORITY AND THE RESPONSIBILITY TO ENSURE THAT THE STUDENT HAS GRASPED THE BASIC KNOWLEDGE NEEDED. THE STUDENT SHOULD SCORE AT LEAST 80% ON THE POST-CHAPTER WRITTEN TEST.

STEP 18 FIRST AID

FLEXIBLE THIS SECTION IS NOT SCORED AS PART OF THE 610 POINTS "FIXED" SCORING SYSTEM, HOWEVER, YOU SHOULD HAVE THE STUDENT TAKE THE POST-CHAPTER TEST AND HE/SHE SHOULD SCORE AT LEAST 80%. THIS CHAPTER AFFORDS A

PERFECT OPPORTUNITY FOR GUEST SPEAKERS. WHENEVER USING GUES SPEAKERS, BE SURE THAT ALL MATERIALS ARE COVERED. THE STUDENT SHOULD SCORE AT LEAST 80% ON THE POST-CHAPTER WRITTEN TEST.

STEP 19 VEHICLE OPERATION (PART III)

FLEXIBLE THIS IS THE THIRD AND FINAL PART OF THE "VEHICLE OPERATION." ONCE AGAIN, IT IS NOT PART OF THE 610 POINT "FIXED" SCORING PROCESS, HOWEVER, A SCORE SHEET SHOULD BE USED AND ALL PERTINENT INFORMATION SHOULD BE GRADED. THIS SCORE SHEET SHOULD BECOME PART OF THE DRIVER TRAINING FILE. YOU SHOULD SEE VAST IMPROVEMENT IN THE STUDENT APPLICANT'S ABILITY LEVEL.

STEP 20 VEHICLE CONTROL AT SPEED

FIXED THIS SECTION IS WHAT HAS EVOLVED TO BE REFERRED TO AS THE "ROAD-E O." IT IS NOT. THERE IS NO "ROAD-E-O" IN THE INITIAL TRAINING OF KENTUCKY SCHOOL BUS DRIVERS. ALTHOUGH SIMILAR TO THE ROAD-E-O, THERE ARE DIFFERENCES WITHIN THE VEHICLE CONTROL AT SPEED SEGMENT AND THE ROAD-E-O.

THIS SEGMENT IS THE ORIGIN OF 460 OF THE 610 POINTS IN THE "FIXED" SCORING. ADD THE 100 POINTS FROM THE "100 QUESTION" TEST AND 50 POINTS FROM THE INTERVIEW AND YOU GET THE FOLLOWING:

460 - VEHICLE CONTROL AT SPEED (SEE SCORE SHEET)

100 - 100 QUESTION TEST

50 - PERSONAL APPEARANCE AND INTERVIEW

610 = TOTAL

A SCORE SHEET SHOULD BE KEPT ON EACH DRIVER, SHOWING THE "FIXE SCORE OF EACH APPLICANT.

STEP 21 SPECIAL NEEDS TRANSPORTATION

FLEXIBLE THIS SECTION IS NOT A SCORED CLASS IN THE "FIXED" SCORING METHOD, HOWEVER, YOU HAVE THE RIGHT AND RESPONSIBILITY TO ENSURE THAT THE STUDENT HAS GRASPED THE BASIC KNOWLEDGE NEEDED. THE STUDENT SHOULD SCORE AT LEAST 80% ON THE POST-CHAPTER WRITTEN TEST.

STEP 22 EXTRA-CURRICULAR TRIPS

FLEXIBLE THIS SECTION IS NOT A SCORED CLASS IN THE "FIXED" SCORING METHOD, HOWEVER, YOU HAVE THE RIGHT AND RESPONSIBILITY TO ENSURE THAT THE STUDENT HAS GRASPED THE BASIC KNOWLEDGE NEEDED. THE STUDENT SHOULD SCORE AT LEAST 80% ON THE POST-CHAPTER WRITTEN TEST.

STEP 23 ACCIDENTS AND EMERGENCY PROCEDURES

FLEXIBLE THIS SECTION IS NOT A SCORED CLASS IN THE "FIXED" SCORING METHOD, HOWEVER, YOU HAVE THE RIGHT AND RESPONSIBILITY TO ENSURE THAT THE STUDENT HAS GRASPED THE BASIC KNOWLEDGE NEEDED. THE STUDENT SHOULD SCORE AT LEAST 80% ON THE POST-CHAPTER WRITTEN TEST.

STEP 24 BUS ROUTE IDENTIFICATION

FLEXIBLE THE SCORING FOR THIS PART OF THE TRAINING, ALTHOUGH NOT "FIXED," MUST BE DOCUMENTED AND, AS ALL OTHER SEGMENTS, SHOULD BE PLACED IN THE DRIVER'S FILE. YOU MUST GRADE THE STUDENT APPLICANT ON THE TOPICS COVERED ON THE SCORE SHEET IN THIS CHAPTER. YOU MAY DESIRE TO CHECK THE STUDENT APPLICANT IN OTHER AREAS THAT ARE PERTINENT TO YOUR SCHOOL DISTRICT.

STEP 25 DRIVER REVIEW I

FLEXIBLE THE SCORING FOR THIS SEGMENT IS STRICTLY FLEXIBLE. YOU SHOULD SCORE THE DRIVER APPLICANT ON THE AREAS THAT ARE ON THE SCORE SHEET CONTAINED IN THIS CHAPTER. THE SCORE SHEET SHOULD BECOME PART OF THE DRIVER'S FILE.

STEP 26 100 QUESTION TEST

FIXED EACH QUESTION HAS THE VALUE OF ONE POINT. THIS SECTION IS WORTH 100 OF THE 610 POINTS AND A COPY OF THE ANSWER SHEET SHOULD BECOME A PART OF THE DRIVER'S FILE. EACH DRIVER APPLICANT SHOULD SCORE A MINIMUM OF 80% ON THIS TEST.

STEP 27 CDL SKILLS TEST

STEP 28 CONTRACT

STEP 29 SCHOOL BUS DRIVER DATA SHEET

STEP 30 DRIVER REVIEW II

FLEXIBLE THIS IS THE FINAL TRAINING SEGMENT IN A DRIVER APPLICANT'S INITIAL TRAINING. A COPY OF THE SCORE SHEET SHOULD BECOME PART OF THE DRIVER'S FILE. BE SURE THE YOU, THE DRIVER TRAINING INSTRUCTOR, ARE SATISFIED THAT THE APPLICANT IS SAFE WITH OUR CHILDREN.

STEP 31 DIPLOMA

PLICANTS NAME _____ LOCATION _____

DATE _____

		TEST INTERVIEW		FIXED SCORING (POSSIBLE POINTS) VEHICLE AT SPEED										
		100	50	75	50	50	35	50	50	50	50	25	25	610
pplicant Number	Applicant Name	Written Exam	Personal App. Intv. Exam	Faculty Bus	Back Up	Dim. Clear	Right Turn	Straight Line	Serpen-tine	Offset Alley	Rail-road	Stop Line	Student Pick-up	TOTAL SCORE
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17														

LESSON TOPIC:

KENTUCKY LAWS AND REGULATIONS GOVERNING SCHOOL BUS DRIVERS

OBJECTIVES:

- The current certified bus drivers and new driver applicants will have an understanding of state laws and regulations to legally operate a school bus.
- The applicant will gain knowledge and understanding of the daily demands and responsibilities required of a school bus driver.
- The applicant will be alerted of his/her responsibilities involving local transportation policies and regulations.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	It is not the purpose of this unit to cover al. Kentucky laws, motor vehicle laws or administrative regulations. Time would not allow such an undertaking. Although all the laws contained in these publications are important, we will only discuss those that most directly pertain to you as a school bus driver. Before we begin our discussion of specific laws and regulations, let's take a few minutes and talk about the difference between a law and a regulation. A law is a rule of conduct that has been enacted in this case, by our State Legislature. A law that has been enacted by a legislative body is called a statute; thus, the KENTUCKY REVISED STATUTES (KRS). Once a law is passed, a government agency is given the responsibility of administering or enforcing the law and, if necessary, to aid in carrying out the intent of the law. In many cases, the law itself will direct an agency to write regulations governing specific areas of responsibility. Before any state regulation becomes effective, it must be approved by the Legislative Research Commission (LRC) and the Legislative Oversight Review Committee (LORC). The LRC makes certain that the regulation is not in conflict with any law, and the LRC, consisting of legislators, makes sure the regulation carries out the intent of the law they enacted. The LORC meeting i-

INSTRUCTOR GUIDELINES/NOTES	CONTENT

open to the public and individuals or organizations are given the opportunity to express their views about any regulation being reviewed. Once approved, the regulation becomes a part of the Kentucky Administrative Regulations (KAR's) and has the effect of law unless it is in conflict with another law.

Let's discuss some of the laws and regulations that are most important to you as a school bus driver. We will begin with the laws or statutes.

KRS 156.160 - PROMULGATION OF ADMINISTRATIVE REGULATIONS BY THE KENTUCKY BOARD OF EDUCATION

"The Kentucky Board of Education shall promulgate administrative regulations establishing standards which school districts shall meet in: . . . .(g) The transportation of children to and from school."

This is an example of a law directing a state agency to adopt regulations relating to specific matters.

KRS 157.370 - ALLOTMENT OF TRANSPORTATION UNITS

This law outlines the method by which state funds are allotted by way of an approved calculation formula, to each school district for transportation program costs.

702 KAR 5:020 - PROGRAM COST CALCULATIONS

This regulation implements and interprets, where necessary, those statutory provisions, in order to set out the method and steps for completion of the

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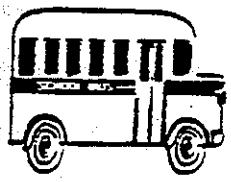


calculation of the district's pupil transportatio program costs.

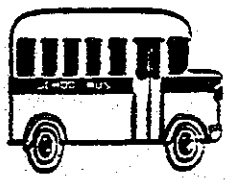
KRS 158.110 - TRANSPORTATION OF PUPILS

"(1) Boards of education may provide transportation from their general funds, or otherwise, for any pupil of any grade to the nearest school to said pupil's residence within the district if the pupil does not live within a reasonable walking distance to such nearest school of appropriate grade level."

Section 2 of this law states that if space is not available at the nearest school, the board may provide transportation from their general funds to the nearest school where space is available.

Section 3 states that schools shall not chang their present grade level structure without permissio from the Kentucky Board of Education.

"(4) The boards of education shall adopt such rules and regulations as will insure the comfort, health and safety of the children who are transported, consistent with the rules and regulations of the Kentucky Board of Education, dealing with the transportation of pupils.



The word "may" of Section (1) means that it is permissive legislation and, in effect, a board is not required to provide transportation for pupils of any grade level. However, since money is appropriated for transportation, the courts have, and probably woul

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rule that it is mandatory for boards to provide transportation for pupils who do not live within a reasonable walking distance of the school attended.

KRS 160.310 - BOARD TO PROVIDE INSURANCE FOR SCHOOL BUSES

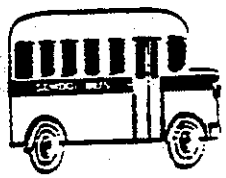
"Each board of education may set aside funds to provide for liability and indemnity insurance against the negligence of the drivers or operators of school buses,....."

This law goes on to state that contractors must carry indemnity or liability insurance in such amount as the board designates. Also, the policy must be issued by a company authorized to transact business in the state.

702 KAR 5:070 - LIABILITY INSURANCE FOR BUSES

This regulation establishes guidelines and requirements relating to the district's responsibility for school bus liability insurance.

KRS 161.185 - TEACHER OR STAFF MEMBER TO ACCOMPANY STUDENTS ON SCHOOL-ENDORSED TRIPS



"Boards of education shall require a member of the school faculty or a member of the administrative staff to accompany students on all school-sponsored or school-endorsed trips."

KRS 178.290 - CONSTRUCTION OF SIDEWALKS ALONG PUBLIC ROADS; SCHOOL BUS TURN-AROUND AREAS

"...(2) The fiscal court may, where needed, build

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and maintain suitable areas for the safe turning around of school buses."

This law gives the fiscal court permission to spend money for this purpose.

KRS 189.370 - PASSING STOPPED SCHOOL OR CHURCH BUS PROHIBITED; APPLICATION TO PROPERLY MARKED VEHICLES; REBUTTABLE PRESUMPTION AS TO IDENTITY OF VIOLATOR

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

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

(3) If any vehicle is witnessed to be in violation of Subsection (1) of this section and the identity of the operator is not otherwise apparent, it shall be a rebuttable presumption that the person in whose name the vehicle is registered or leased was th

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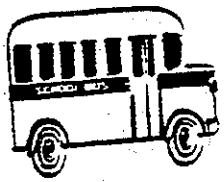
operator of the vehicle at the time of the alleged violation and is subject to the penalties as provided for in KRS 189.990(5)."

KRS 189.375 - SCHOOL BUS STOP SIGNALLING DEVICE; USE; STOPPING REGULATION

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



KRS 189.540 - REGULATIONS FOR SCHOOL BUSES; OPERATOR REQUIRED TO HAVE COMMERCIAL DRIVER'S LICENSE

"(1) The Kentucky Board of Education shall adopt administrative regulations to govern the design and

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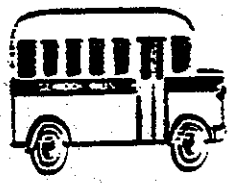
operation of all Kentucky school buses. The Boar shall, with the advice and aid of the Kentucky Sta Police and the Transportation Cabinet, enforce the administrative regulations governing the operation of all school buses whether owned by a school district or privately contracted. The regulations covering the operation shall by reference be made a part of any contract with a school district. Every school district and private contractor referred to under this subsection shall be subject to those regulations.



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

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

<u>702 KAR 5:060 - BUSES, SPECIFICATIONS AND PURCHASES</u>

The purpose of this regulation is to set forth methods and procedures for cooperative, centralized purchasing of school buses by local boards of educatir

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	through contracts established through the Department of Education and the Finance Cabinet. KRS 189.550 - VEHICLES USED FOR TRANSPORTING CHILDREN TO STOP AT RAILROAD CROSSINGS "Operators of all buses and motor vehicles used for transporting children shall stop their vehicles before crossing any railroad when tracks are at the same level of the roadway. The stop shall be made at not less than fifteen feet (15') nor more than fifty feet (50') from the nearest track over which the highway crosses, except where the crossing is protected by gates or a flagman employed by the railroad. After making the stop, the operator shall open the service door and carefully look in each direction and listen for approaching trains or maintenance vehicles before proceeding." Now let's discuss the administrative regulations governing a school bus driver or transportation personnel job. We will mention all of the regulations (KAR's), but we will only discuss those that most directly pertain to school bus drivers. 702 KAR 5:010 - RESPONSIBILITIES OF DIVISION This regulation establishes guidelines and procedures whereby the Department of Education, through its Division of Pupil Transportation, answerable to the chief state school officer, may offer direct assistance

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	to the school districts in these areas: service to th pupils, school bus safety and economy of operation. "Section 2. The Division of Pupil Transportation shall be responsible for the development of a standardized school bus driver training curriculum, meeting the standards of 702 KAR 5:080, Sections 8 and 9, and shall keep the curriculum up-to-date by revision when experience indicates updating is necessary. The Division shall be responsible for training and certifying instructors in the training curriculum. Section 3. No person shall be certified to teach the school bus driver training curriculum until he or she has satisfactorily completed a minimum of twenty-five (25) hours classroom and driving instruction conducted by the Division of Pupil Transportation, and relevant to the approved driver training curriculum, and has been issued an Instructor's Certificate by the Chief State School Officer. Instructors shall be required to renew their certificates annually by completing six (6) appropriate hours of update training conducted by the Division. Section 8. The Division of Pupil Transportation shall be responsible for the training and approval of state school bus inspectors." <u>702 KAR 5:020 - PROGRAM COST CALCULATION</u> <u>702 KAR 5:030 - SUPERINTENDENTS' RESPONSIBILITIES</u> "Section 1. Each school district superintender

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	shall be responsible for the general supervision of the district's pupil transportation program. The superintendent may designate another employee or other employees of the board to assist in carrying out this responsibility. Section 2. The superintendent shall require that a safety inspection be made on each school bus owned and operated by the board or contracted to the board at least once each month that the district's schools are in session. This inspection shall be made by a state-approved inspector. If, upon inspection, a school bus is found to be in unsafe operating condition, the superintendent shall withhold the bus from operation until the required repairs are made. The superintendent shall be responsible for keeping the records of the bus safety inspections on file, and shall be responsible for certifying to the Division of Pupil Transportation at least once each month that each school bus used during that month has received the proper safety inspection. Section 3. The superintendent shall be responsible for preparing the school bus route maps, school bus inventories and other reports required by the Division of Pupil Transportation for the purpose of making the pupil transportation cost calculation for the fund to "Support Education Excellence in Kentucky" (SEEK). Section 4. The superintendent shall be

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	responsible for making reports on a monthly basis to the Division of Pupil Transportation on all school bus accidents that happened to the district's buses during the month. Section 5. The superintendent shall be responsible for providing the necessary and required school bus driver training before a school bus driver shall enter into the duties of transporting pupils to and from school or events related to such schools. This training shall at least include the school bus driver course prescribed by the Kentucky Board of Education, in accordance with 702 KAR 5:080, Sections 8 and 9 and shall be conducted by a state-approved instructor. Evidence that the driver has received this training shall be submitted to the Division of Pupil Transportation and a copy shall be kept on file in the office of the superintendent. Section 6. The superintendent shall be responsible for providing the required in-service school bus driver training which each school bus driver shall complete annually for approval renewal, in accordance with 702 KAR 5:080, Section 9. The in-service training shall include at least eight (8) hours of required instruction conducted by an approved instructor. Evidence that each driver has received this training shall be submitted to the Division of Pupil Transportation and a copy shall be kept on file in t

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office of the superintendent.

Section 7. District school bus inspectors shall complete an annual four (4) hour update conducted by a state approved school bus inspector and instructor.

Section 8. The training required to be designated as a state-approved inspector is provided in the "Pupil Transportation Management Manual," as revised January, 1992, which is incorporated by reference and which is available Monday through Friday, 8 a.m. to 4:30 p.m., from the Division of Pupil Transportation, Department of Education, 15th Floor, Capital Plaza Tower, Frankfort, Kentucky, 40601.

Section 9. (1) Effective January 1, 1995, each superintendent shall implement a controlled substance and alcohol use and testing program in accordance with KDE - 1530, September, 1994, which is adopted and incorporated by reference. This document may be obtained from the Division of Pupil Transportation, Department of Education, 15th Floor, Capital Plaza Tower, 500 Mero Street, Frankfort, Kentucky, 40601, Monday through Friday, 8:00 a.m. to 4:30 p.m."

<u>702 KAR 5:040 - DISTRICT BOARD'S RESPONSIBILITIES</u>

"Section 1. The district board shall be responsible for the safe operation of the district's pupil transportation system.

Section 2. The board shall provide the driver of each board-owned school bus and special type vehicle

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	with a written contract each school year in which the terms of employment are clearly defined. Section 3. The board shall provide the owner of any school bus or special type vehicle that is contracted to the board for the transportation of the district's pupils to and from school with a written contract each school year in which the responsibilities of the contractor are clearly defined. Section 4. The board shall require the owner of any school bus or special type vehicle contracted to the board to provide a performance bond each school year in the amount that the board deems necessary. Section 5. The board shall make provision for the mechanical maintenance of the district's school buses and shall maintain these buses in safe operating condition. Section 6. In route planning and purchasing or contracting for school buses, the board shall work toward providing the pupil transportation vehicles necessary to keep the number of pupils required to be transported by any one (1) vehicle at one (1) time within reasonable proximity of the seating capability of the vehicle, and within the limits established by Sections 13 through 16 of 702 KAR 5:080. Section 7. The board shall be responsible for the removal of all the district identification from all places where it appears on a board-owned school b

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	before title to the school bus is transferred to another party. All contracts issued by the board to a school bus contractor shall contain a clause requiring the school bus contractor to remove all district identification lettering from the school bus when it is no longer under contract to the board. Section 8. Before the board transfers title to a school bus to another party other than a Kentucky school district, the board shall be responsible for making the stop signal arm and the red flashing warning lights inoperable by disconnection or removal. Section 9. The board shall be responsible for the development of a plan whereby all pupils that ride the school buses shall receive instruction in school bus pupil safety each school year. The board shall provide for all students at least four (4) emergency evacuation drills on a school bus each year. Two (2) evacuations shall be conducted each semester with the first evacuation each semester being conducted within the first week following the beginning of the semester. All evacuations shall be conducted with guidelines approved by the Kentucky Department of Education, Division of Pupil Transportation. Documentation of emergency evacuation performance shall be kept on file in the local superintendent's office. Emergency evacuation drills shall be supplemented by educational films, safety demonstrations or related information as

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developed by the Kentucky Department of Education.

Section 10. Any radio, tape, or communicati system that the board shall permit to be installed on the school bus shall be under the control of the bus driver. The board shall not permit a radio, tape, or communication system to be operated on the school bus that is not under the direct control of the bus driver.

Section 11. The board shall designate the physician or physicians that shall perform the physical examination required for all school bus drivers. The board shall keep a current physical examination record or physical fitness certificate on file in the board secretary's office for each school bus driver.

Section 12. (1) Effective January 1, 1995, ea district board shall implement a controlled substanc and alcohol use and testing program in accordance with KDE - 1530, September, 1994, which is adopted and incorporated by reference. This document may be obtained from the Division of Pupil Transportation, Department of Education, 15th Floor, Capital Plaza Tower, 500 Mero Street, Frankfort, Kentucky, 40601, Monday through Friday, 8:00 a.m. to 4:30 p.m."

<u>702 KAR 5:050 - SUPERVISION AND DISCIPLINE OF PUPILS</u>

"Section 1. The principal or the person or persons designated by the board of education shall be responsible for the organization and operation of a system of adequate supervision of the pupils as th

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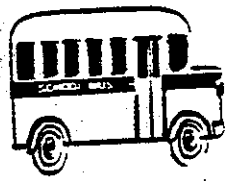

unload from the school buses and load onto the school buses at the school.

Section 2. The principal or the person or persons designated by the board of education shall be responsible for the discipline of pupils who ride school buses. The principal shall assist the school bus driver with discipline problems which arise on the bus when the school bus driver shall have made the proper report on the discipline problem either in person or in writing."

NOTE: We encourage bus drivers to make their discipline reports in writing on a form designed for that specific purpose. This is especially important for persistent problems and where documentation might be needed to suspend a pupil from riding the bus.

"Section 3. A pupil who creates a serious safety or discipline problem or persists in creating discipline problems on the school bus shall be reported to the principal or person designated by the board to handle bus discipline problems. The principal or person designated by the board shall have the authority to forbid the pupil bus riding privileges until the problem is resolved. A student whose bus riding privileges have been suspended shall not be allowed on the bus again until the driver receives written permission by the principal or his designee.

Section 4. School bus drivers shall be provided

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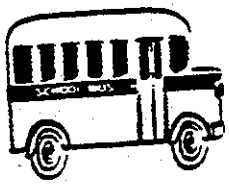
with a list prepared by the principal or his or her designee of the names and addresses of the students who are assigned to ride on their buses each trip. A system of updating the list shall be developed to keep it current. A list of the students assigned to ride a bus on an extracurricular trip shall be provided for the school bus driver."



702 KAR 5:060 - BUSES; SPECIFICATIONS AND PURCHASES

702 KAR 5:070 - LIABILITY INSURANCE FOR BUSES

702 KAR 5:080 - BUS DRIVERS' QUALIFICATIONS; RESPONSIBILITIES

"Section 1. (1) A local board of education shall require an annual medical examination of each school bus driver and drivers of special vehicles used to transport school children to and from school and events related to the schools.

(2) The medical examination shall include tests for:

(a) hearing and vision disorders;

(b) emotional instability; and

(c) serious medical conditions including:

1. diabetes;

2. epilepsy;

3. heart disease; and

4. other chronic or communicable diseases if indicated in the opinion of the examining physician.

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	(3) The examination shall include tests for tuberculosis upon initial employment and positive reactors shall be required to have further evaluations. (4) A medical examination of a school bus driver shall be reported on a form prescribed by the State Department of Education and submitted to the local superintendent. (5) The forms required by subsection (4) of this section, TC 94-35, July 1990, and Supplement to TC 94-35, are incorporated by reference and may be obtained from the Division of Pupil Transportation, Department of Education, 15th Floor, Capital Plaza Tower, 500 Mero Street, Frankfort, Kentucky, 40601, Monday through Friday, 8 a.m. to 4:30 p.m. Section 2. (1)(a) A criminal records and driving history check shall be performed by a local district on new school bus drivers both: 1. prior to initial employment; or 2. after a break in service (excluding summers). (b) Employment shall be contingent upon the requirements of paragraph (a) of this subsection. (c) A school bus driver shall immediately report to the local superintendent or his designee a: 1. revocation of his driver's license; 2. conviction for DUI; or 3. conviction for reckless driving.

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	(2)(a) Controlled substance and alcohol use and testing in accordance with KDE - 1530, September, 1994, shall be a condition of employment for: (1) school bus drivers; (2) substitute drivers, coaches, teachers, and volunteers who drive school buses; (3) school bus mechanics; and (4) other safety-sensitive jobs requiring a CDL license. (b) The controlled substance and alcohol use and testing program shall include the following tests: (1) pre-employment testing; (2) post-accident testing; (3) random testing; and (4) reasonable suspicion testing. (c) Prospective employees who test positive for controlled substance, or register 0.02 or above, on the evidential breath test (EBT), shall not be considered for employment to drive a school bus or the performance of safety-sensitive services related to pupil transportation. (d) A school bus driver, substitute driver, school bus mechanic or anyone performing safety-sensitive pupil transportation duties having a confirmed positive test for controlled substances shall be relieved of those duties immediately.

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	(e) A school bus driver, substitute driver, school bus mechanic or anyone performing safety-sensitive pupil transportation duties who tests above 0.02 percent on the confirmation alcohol test immediately before, during, or immediately following the performance of these duties shall be relieved of these duties immediately. (f) The drug testing procedures found in KDE - 1530, September, 1994, are incorporated herein by reference, a copy of which may be inspected, copied or obtained from the Division of Pupil Transportation, Department of Education, 15th Floor, Capital Plaza Tower, 500 Mero Street, Frankfort, Kentucky, 40601, Monday through Friday, from 8 a.m. to 4:30 p.m. (g) A person shall not be employed as a school bus driver if convicted of driving a motor vehicle under the influence of alcohol or any illegal drug within the last five (5) years. A person shall not drive a school bus unless he or she is physically or mentally able to operate a school bus safely and satisfactorily. If there is limitation of motion in joints, neck, back, arms, legs, or other bodily parts, due to injury or disease and that would limit the driver's ability to safely perform the task of safely driving a school bus, the driver shall be rejected. A driver taking medication, either by prescription or without prescription, shall not be permitted to drive if that

medication would affect, in any way, the driver's ability to safely drive a school bus.

Section 3. (1) A person shall not drive a school bus unless he or she has:

(a) visual acuity of at least 20/40 (Snellen) in each eye, either without glasses or by correction with glasses;

(b) form field vision of not less than a total of 140 degrees; and

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

(2) Drivers requiring correction by glasses shall wear properly prescribed glasses at all times while driving.

Section 4. A person shall not drive a school bus whose hearing is less than 7/15 in the better ear, or hearing loss is greater than forty (40) decibels if audiogram is used, for conversational tones, with or without a hearing aid. Drivers requiring a hearing aid shall wear properly operating aids at all times while driving.

Section 5. The board, at its discretion, may require a school bus driver to pass a routine physical examination or a special type physical examination more often than annually. The school bus driver shall have a current physical fitness certificate on file in the

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	district superintendent's office. Section 6. Effective April 1, 1992, school bus drivers shall be twenty-one (21) years of age or older. Section 7. (1) The school bus driver shall have a current driver's license that is valid in Kentucky. Beginning April 1, 1992, Kentucky school bus drivers shall possess a Commercial Driver's License, with the passenger endorsement, which is valid in Kentucky. (2)(a) Prior to acceptance into the driver training program, a driver applicant shall be required to demonstrate driving skills judged by a certified driver training instructor to meet acceptable performance standards as outlined in the Division of Pupil Transportation curriculum. (b) The driver applicant's score sheet shall become a part of the driver's record. (c) A driver shall demonstrate the following skill levels: 1. vehicle knowledge; 2. driver ability to perform steering, shifting, maneuvering, braking, use of mirrors, and negotiate each of the following: a. ninety (90) degree left hand turns; b. ninety (90) degree right hand turns;

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	c. straight ahead; d. irregular surface maneuverability at speeds; e. backing ability using mirrors only; and f. demonstration of spatial awareness. Section 8. (1) Minimum training requirements to become a Kentucky school bus driver shall consist of the training course developed by the Kentucky Department of Education. The training course shall consist of the following instructional units and minimum instructional times: (a) Laws and Regulations - one (1) hour; (b) Driving Fundamentals - one (1) hour; (c) Care and Maintenance - one (1) hour; (d) Critical Situations - one (1) hour; (e) Accidents and Emergency Procedures - one (1) hour; (f) Pupil Management - one (1) hour; (g) First Aid - one (1) hour; (h) Special Education Transportation - five-tenths (.5) hour; (i) Extracurricular Trips - five-tenths (.5) hour; (j) Vehicle Operations - three (3) hours;

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	(k) Vehicle Control at Speed - one (1) hour; and (l) Bus Route Identification, Driver Review and Instruction - two (2) hours. (2) Upon successful completion of the core curriculum, the school bus driver applicant shall complete within thirty (30) days the following: (a) Driver Review I, Evaluation and Instruction - two (2) hours within the first five (5) days of driving; and (b) Driver Review II, Evaluation and Instruction - two (2) hours not less than twenty (20) days nor more than thirty (30) days of driving. Section 9. (1) Certified drivers shall complete annually an eight (8) hour in-service update relevant to the curriculum prior to the beginning of the school year. (2) Discontinuance of driver employment and subsequent reemployment shall require drivers to become requalified by a training update within a twelve (12) month period following his or her certification termination date. (3) A driver who does not complete the training update and recertification as required by Subsection (2) of this section shall be required to complete the beginning training program.

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	Section 10. Substitute school bus drivers shall meet the same requirements as regular school bus drivers. Section 11. In case of an emergency that would make it necessary for the driver to leave the bus while pupils are on board, the driver shall stop the motor, shift the bus to low gear, set the parking brake, remove the ignition key, and place one (1) of the older responsible pupils in charge during the driver's absence. Section 12. The driver shall operate the school bus at all times in a manner that provides the maximum amount of safety and comfort for the pupils under the circumstances. Section 13. The driver shall supervise the seating of the pupils on the bus. The driver shall make certain that the seating capability of the bus has been fully utilized before any pupil is permitted to stand in the bus aisle. Section 14. The driver shall not, at any time, permit pupils to stand in the stepwell or landing area or where the pupil would likely fall out of the bus if the rear emergency door was opened, or where the driver's view directly in front of the bus or to either side of the front of the bus would be obscured. Section 15. The driver shall report to the superintendent any overcrowded conditions on the bus.

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	Section 16. The driver shall transport only those pupils officially assigned to a particular bus trip unless an unassigned pupil presents the driver with a written permit to ride on the bus trip that has been signed by the school principal or his designate. The driver shall not permit an assigned pupil to leave the bus at a stop other than where the pupil regularly leaves the bus unless presented with written permission signed by the principal or his designate. Section 17. The driver shall not transport adult employees of the board or any person not employed by the board unless he receives written permission from the district superintendent. Section 18. The driver shall not knowingly permit any firearms or weapons, either operative or ceremonial, to be transported on the bus. The driver shall not knowingly permit any fireworks or any other explosive materials of any type to be transported. Section 19. The driver shall not permit any live animals, fowls, or reptiles to be transported on the bus. The driver shall not permit any preserved specimen to be transported that would likely frighten any pupil or cause a commotion on the bus. Section 20. The driver shall not permit the transportation of any object that would likely block the bus aisles or exits in case of a collision. Section 21. The driver shall not permit a pupil

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	to operate the entrance door handle or any other bus control except in case of an emergency. Section 22. The driver shall activate the flashing amber signal lights a sufficient distance from a bus stop to warn motorists of the intended stop. Once the bus comes to a complete stop, the driver shall activate the stop arm and red flashing signal lights. Section 23. For safety reasons, the driver shall not permit fueling of the bus while pupils are on board the bus. Section 24. (1) If a pupil's conduct on the bus makes it unsafe for the bus to continue on its route, it shall be the duty of the driver to: (a) make a determination as to the potential danger to other students on the bus; and (b) take action against the student either by: 1. requesting that the student stop engaging in the prohibited conduct; 2. ordering the student to leave the bus; 3. ejecting the pupil from the bus; or 4. sending for assistance if the student fails to comply with the driver's order or request. (2) Ejecting a pupil from the bus shall be done only in the most extreme circumstances. (3) If a student has been ejected from a bus

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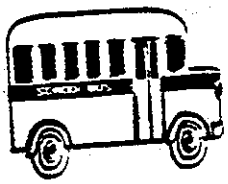
	the result of conduct specified in Subsection (1) of this section, the driver shall notify the following parties of the action taken as soon as possible: (a) the principal of the school where the pupil attends or the district superintendent; and (b) the student's parent or legal guardian. Section 25. (1) The school bus driver shall stop the bus at all places where the roadway crosses a railroad track or tracks at the grade level. (a) The stop shall be made not less than fifteen (15) feet nor more than fifty (50) feet from the nearest track. (b) After making the stop, the driver shall open the service door and driver side window and carefully look in each direction and listen for approaching trains before proceeding. (c) When the driver has ascertained that it is safe for the bus to cross the railroad tracks, he shall close the bus entrance door, shift the bus gears into the range that will provide adequate power and proceed immediately to cross the railroad tracks. (2)(a) In cases of severe weather or restricted visibility, the driver shall request assistance from the oldest pupils on the bus in determining whether or not it is safe for the bus to cross the railroad tracks. (b) Under these cirumstances, the stop signal arm and flashing warning lights shall be used only if

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	these pupils get off the bus before it is driven across the tracks and board the bus after it has crossed the tracks. Section 26. The driver shall have the authority to assign a pupil to a specific seat on the school bus. Section 27. The driver shall make a pretrip inspection of the bus safety and operating equipment each time that the bus is taken out for the transportation of pupils. Section 28. The school bus driver shall not operate a school bus at a speed in excess of the posted speed limit on any section of highways over which the bus travels. The bus shall not be operated upon any highway at speeds in excess of fifty-five (55) miles per hour. The driver shall not drive the school bus on any roadway at any time at a speed where the conditions of the roadway, weather conditions, or other extenuating circumstances would likely make it unsafe. Section 29. The driver shall wear the driver's seat belt at all times that the bus is operated. Section 30. The stop signal arm and flashing warning lights shall be used only at stops were pupils are boarding or leaving the bus. Section 31. The driver shall not use tobacco products while operating a school bus, nor permit pupils to use tobacco products when on the school bus. Section 32. The driver shall signal pupils w'

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	spoons, pinpoint pupils, cold moist skin **DANGERS:** addiction, lethargy, weight loss, contamination from unsterile needles (hepatitis, AIDS), accidental overdose STIMULANTS (SPEED, UPPERS, CRANK, BAM, BLACK BEAUTIES CRYSTAL, DEXIES, CAFFEINE, NICOTINE, COCAINE, AMPHETAMINES) **PHYSICAL SYMPTOMS:** alertness, talkativeness, wakefulness, increased blood pressure, loss of appetite, mood elevation **LOOK FOR:** pills and capsules, loss of sleep and appetite, irritability or anxiety, weight loss, hyperactivity **DANGERS:** fatigue leading to exhaustion, addiction, paranoia, depression, confusion, possible hallucinations DEPRESSANTS - BARBITURATES, SEDATIVES, TRANQUILIZERS, (DOWNERS, TRANKS, LUDES, REDS, VALIUM, YELLOW JACKETS, ALCOHOL **PHYSICAL SYMPTOMS:** depressed breathing and heartbeat, intoxication, drowsiness, uncoordinated movements **LOOK FOR:** capsules and pills, confused behavior, longer periods of sleep, slurred speech **DANGERS:** possible overdose, especially in combination with drugs; muscle rigidity; addiction, withdrawal and overdose require medical treatment 702 KAR 5:090 - PUPILS' RESPONSIBILITIES "Section 1. Pupils shall wait at their assigned

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	bus stop off the traveled roadway and shall remain there until the driver has stopped the bus, opened the entrance door, and signaled pupils to enter. Section 2. Pupils who must cross the roadway to enter the bus or when leaving the bus shall wait until signaled to do so by the bus driver. Section 3. For safety reasons, pupils who are required to cross the roadway when entering or leaving the school bus, shall cross in front of the bus. Pupils shall cross the roadway a distance of approximately ten feet (10') in front of the bus so they may be seen by the bus driver. Section 4. When pupils enter the bus, they shall proceed promptly to their assigned seats. Section 5. Pupils shall remain seated until the bus has come to a complete stop before leaving their seats. Section 6. For safety reasons, pupils shall not extend their arms, legs, or heads out the bus windows while the bus is in motion. Section 7. Pupils shall not change from one seat to another while the bus is in motion unless given permission by the bus driver. Section 8. Pupils shall not create noise on the bus to the extent that it might interfere with the driver's ability to hear the signals of emergency vehicles or an approaching train."

INSTRUCTOR GUIDELINES/NOTES	CONTENT



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

Section 33. The driver of a school bus shall be on the bus at all times students are loading or unloading."

EMPLOYEE DRUG AND ALCOHOL AWARENESS TRAINING SESSIONS

OUTLINE FOR INSTRUCTORS

EACH BOARD EMPLOYEE WHO POSSESSES A COMMERCIAL DRIVER'S LICENSE MUST RECEIVE A MINIMUM OF ONE (1) HOUR OF TRAINING IN DRUG AND ALCOHOL AWARENESS. FOLLOWING IS THE OUTLINE FOR THIS TRAINING, ALONG WITH A DRUG HANDOUT.

EMPLOYEE ORIENTATION

The purpose of employee training is to provide your employees with the skills and knowledge to accomplish the following objectives:

1. Understand your transit policy for a drug-free workplace and how it applies to them, including:
   - (a) understanding the performance impacts of drug and alcohol abuse;
   - (b) understanding expected standards of employee conduct and the penalties for violation of the policy; and

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	(c) knowing what Employee Assistance Program (EAP) services are available.
	2. Appreciate how substance abuse can affect the workplace in terms of economic loss, vehicle safety and accidents, workplace attitudes and morale, productivity, and equipment reliability.
	3. Understand the general procedures for specimen collection for drug testing.
	4. Know that impaired job performance may lead to a request for a urine specimen for reasonable cause testing.
	5. Know where to go for assessment and referral for drug or alcohol abuse for themselves, co-workers, or family members.
	6. Understand how the physiological and psychological effects of drugs endanger health and the work environment, with particular emphasis on alcohol, marijuana, and cocaine.
	7. Understand the principle of confidentiality and how it applies to the drug and alcohol policy.
	8. Have an appreciation of their role in creating a workforce value system which actively supports the concept of a drug-free workplace.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

SAMPLE OUTLINE FOR EMPLOYEE AWARENESS TRAINING SESSIONS

A. IMPACT OF DRUG ABUSE ON SOCIETY AND INDUSTRY

1. National and regional statistics on drug and alcohol abuse
2. Signs and symptoms of drug and alcohol abuse

B. SCHOOL DISTRICT'S ANTI-DRUG POLICY

1. Purpose and scope
2. Opportunities for help (employee assistance)
3. Prohibited substance
4. Prohibited behaviors/standards of conduct
5. Consequences of policy violation
6. Circumstances requiring drug testing (pre-employment, reasonable cause, etc.)
7. Overview of the specimen collection process
8. Overview of laboratory testing techniques and validity

C. THE DRUGS OF ABUSE (BRIEF OVERVIEW OF SIGNS AND SYMPTOMS OF USE AND EFFECTS ON THE INDIVIDUAL AND THE WORKPLACE)

1. Depressants (alcohol, barbiturates, sedatives, tranquilizers, antihistamines)
2. Stimulants (cocaine, amphetamines, and pseudoamphetamines)
3. Narcotics (heroin, codeine, morphine, Demerol, Percodan, Dilaudid)
4. Hallucinogens (LSD, mescaline)

INSTRUCTOR GUIDELINES/NOTES	CONTENT

5. PCP (phencyclidine, angel dust)

6. Marijuana

D. RETURN TO DUTY AND RE-ENTRY CONTRACTS

1. After voluntary admission of use

2. After a positive drug test result

3. After a performance-based intervention

E. SOURCES AND RESOURCES FOR HELP (EAP, ASSESSMENT, REFERRAL, TREATMENT, FOLLOW-UP)

DRUG DETECTION PERIODS

APPROXIMATE GUIDELINES

Amphetamines	2-4 days
Barbiturates	3 days-Phenobarbital-2 weeks or longer
Benzodiazepines	Up to 2 weeks
Cannabinoids	Infrequent user: up to 10 days
	Chronic user: 30 days or longer
Cocaine Metabolite	2-3 days
Methaqualone	Up to 14 days
Opiates	2-3 days
Phencyclidine	3-8 days
Alcohol	Several hours

PLEASE NOTE: GUIDELINES SHOULD NOT BE APPLIED TO ANY INDIVIDUAL.

DRUG EDUCATION GUIDE

Seven (7) possible symptoms of drug involvement:

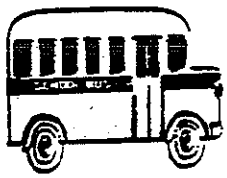
1. change in school or work attendance of performance;

2. alteration of personal appearance;

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	3. mood swings or attitude changes; 4. withdrawal from responsibilities/family contacts; 5. association with drug-using peers; 6. unusual patterns of behavior; and/or 7. defensive attitude concerning drugs. ALCOHOL (BEER, WINE, LIQUOR) **PHYSICAL SYMPTOMS:** intoxication, slurred speech, unsteady walk, relaxation, relaxed inhibitions, impaired coordination, slowed reflexes **LOOK FOR:** smell of alcohol on clothes or breath, intoxicated behavior, hangover, glazed eyes **DANGERS:** addiction, accidents as result of impaired ability and judgement, overdose when mixed with other depressants, heart and liver damage COCAINE (COKE, ROCK, CRACK, BASE) **PHYSICAL SYMPTOMS:** brief intense euphoria, elevated blood pressure and heart rate, restlessness, excitement feeling of well-being followed by depression **LOOK FOR:** glass vials, glass pipe, white crystalline powder, razor blades, syringes, needle marks **DANGERS:** addiction, heart attack, seizures, lung damage, severe depression, paranoia (see stimulants) MARIJUANA (POT, DOPE, GRASS, WEED, HERB, HASH, JOINT) **PHYSICAL SYMPTOMS:** altered perceptions, red eyes, dry mouth, reduced concentration and coordination, euphoria, laughing, hunger

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	LOOK FOR: rolling papers, pipes, dried plant material, odor of burnt hemp rope, roach clips **DANGERS:** panic reaction, impaired short term memory, addiction <u>HALLUCINOGENS (ACID, LSD, PCP, MDMA, ECSTASY</u> PSILOCYBIN MUSHROOMS, PEYOTE) **PHYSICAL SYMPTOMS:** altered mood and perceptions, focus on detail, anxiety, panic, nausea, synaesthesia (ex: smell colors, see sounds) **LOOK FOR:** capsules, tablets, "microdots", blotter squares **DANGERS:** unpredictable behavior, emotional instability, violent behavior (with PCP) <u>INHALANTS-GAS, AEROSOLS, GLUE, NITRITES, RUSH, WHITE-OU</u> **PHYSICAL SYMPTOMS:** nausea, dizziness, headaches, lack of coordination and control **LOOK FOR:** odor of substance on clothing and breath, intoxication, drowsiness, poor muscular control **DANGERS:** unconsciousness, suffocation, nausea and vomiting, damage to brain and central nervous system, sudden death <u>NARCOTICS-HEROIN (JUNK, DOPE, BLACK TAR, CHINA WHITE) -</u> <u>DEMEROL, DILAUDID (D'S), MORPHINE, CODEINE</u> **PHYSICAL SYMPTOMS:** euphoria, drowsiness, insensitivity to pain, nausea, vomiting, watery eyes, runny nose (see depressants) **LOOK FOR:** needle marks on arms, needles, syringe

INSTRUCTOR GUIDELINES/NOTES	CONTENT



702 KAR 5:100 - HANDICAPPED, REIMBURSEMENT FOR

This regulation establishes the terms under which school districts will receive a weighted amount in their state allotment to help defray the added cost of providing special transportation for special needs students.

702 KAR 5:110 - VOCATIONAL PUPILS, REIMBURSEMENT FOR

This regulation outlines the terms under which the state reimburses the local districts for the transportation of vocational students.

702 KAR 5:120 - BLIND AND DEAF PUPILS, REIMBURSEMENT FOR

The purpose of this regulation is to provide for the administration of a grant program for the purpose of providing home-to-school transportation for pupils enrolled at the Kentucky School for the Blind in Louisville and the Kentucky School for the Deaf in Danville.

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

702 KAR 5:130 - VEHICLES DESIGNED TO CARRY FEWER THAN TEN (10) PASSENGERS, STANDARDS FOR

"Section 1. For the purpose of this regulation,

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	the word "vehicle" shall mean any vehicle owned by a school district board or contracted to the board which is significantly used to transport pupils to and from school and which is designed by the manufacturer to carry fewer than ten (10) passengers. Section 2. Before any vehicle owned by a school district board or contracted to the board is used to transport pupils, the superintendent of a local school district shall request permission from the Division of Pupil Transportation for authorization to use such vehicle; and when the vehicle has been approved, it shall be entered on the district's school bus inventory. Section 3. Any vehicle owned by a school district board or contracted to the board shall be restricted to the transportation of pupils from areas not accessible to a regular school bus to the nearest road available for safe transfer of pupils to a regular school bus or vice versa; provided, that this requirement shall not apply to transportation of qualifying handicapped pupils or emergency transportation of pupils. Section 4. No vehicle owned by a school district board or contracted to the board shall be used to carry more pupils than the manufacturer's designed passenger capacity for that particular vehicle. Section 5. Each vehicle owned by a school district board or contracted to the board shall have seat belts equal in number to the manufacturer'

INSTRUCTOR GUIDELINES/NOTES	CONTENT

designed passenger capacity and installed in accordance with the original equipment manufacturer's specifications.

Section 6. Liability or indemnity insurance shall be purchased for each vehicle owned by the school district board or contracted to the board. The coverage limits should be at least these minimum amounts (reference 702 KAR 5:070, Section 2):

PROPERTY DAMAGE EACH ACCIDENT	$ 100,000
BODILY INJURY LIABILITY PER PERSON	$ 250,000
BODILY INJURY LIABILITY PER ACCIDENT	$1,000,000
UNINSURED MOTORIST COVERAGE ALLOWABLE LIMIT PER PERSON - PER ACCIDENT	
"NO-FAULT" COVERAGE PER PERSON	$ 10,000

Section 7. Before any vehicle owned by the school district board or contracted to the board is initially used to transport pupils, a safety inspection shall be made on a vehicle by a competent person to certify that the vehicle is in safe operating condition. If the vehicle is found to be in unsafe operating condition, it shall not be used to transport pupils until necessary repairs are made (reference 702 KAR 5:030, Section 2).

Section 8. Each vehicle owned by the school district board or contracted to the board shall be inspected at least once each month that the vehicle is used to transport pupils, utilizing the same criteria for inspection as for standard school buses.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	Section 9. Each vehicle owned by the schoc district board or contracted to the board when bein used to transport pupils shall display a sign in clear view in the rear of the vehicle stating: "THIS VEHICLE IS BEING USED TO TRANSPORT SCHOOL CHILDREN." Section 10. The school district board shall, each school year, provide the owner of any vehicle that is contracted to the board with a written contract in which the responsibilities of the contractor are clearly defined. A copy of the contract and the method of determining the contract award shall be kept on file in the superintendent's office." 702 KAR 5:150 - TRANSPORTATION OF PRESCHOOL CHILDREN "Section 1. Kentucky school districts ma transport three (3) and four (4) year old children These children shall be transported on post federal standard (1978 through present) school buses. Local boards of education shall develop and incorporate within existing board of education transportation policy guidelines consistent with the child's mental and physical characteristics. Section 2. Local boards of education shall require each school bus transporting three (3) and four (4) year old children to be staffed with a minimum of one (1) driver assistant, minimum sirteen (16) years of age, qualified, and trained to assist in the transportation of three(3) and four (4) year o

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	children by a certified local board of education school bus driver training instructor. The driver training instructor shall qualify the driver assistants with training in student entrance of bus, student egress from bus, safety rules of transportation, first aid as it pertains to emergency and immediate care, emergency evacuation and student management as it relates to seated positions and seat occupancy. The Division of Pupil Transportation of the Department of Education shall provide the curriculum for driver assistant training. The number of assistants required for any one (1) school bus shall be recommended to the superintendent by the driver training instructor. Liability insurance shall be provided for the driver assistant as a named insured. The driver assistant shall be selected who has personal attributes and indicators which show the individual's ability to handle preschool-aged children. Section 3. Local boards of education shall develop a policy requiring all three (3) and four (4) year old children to be transported on school bus seats located approximately midship of school bus. Loading shall begin in the middle of the bus and continue toward the front and rear. These children shall not occupy a front or rear row seat. Section 4. It shall be the responsibility of the parent, guardian, or person authorized by the parent of

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	a preschool child to provide safe supervision to and from the bus stop and delivery to and receipt from the driver assistant. Section 5. The driver assistant shall be responsible to deliver and receive the child safely to and from the parent, guardian or person authorized by the parent. Three (3) and four (4) year old children who must cross a roadway shall be escorted by the driver assistant. (1) No three (3) or four (4) year old child shall be left unattended at the time of delivery. (2) If the parent, guardian or a person authorized by the parent to accept the child is not present upon delivery, the child shall be taken to a prearranged location. (3) If anyone other than the authorized person is to receive the child, such arrangements shall be made by the parent or guardian by prior written permission.

TEST

KENTUCKY LAWS AND REGULATIONS GOVERNING SCHOOL BUS DRIVERS

TRUE OR FALSE

KEY			
(T)	1.	School bus drivers must obey all Kentucky Laws.	_____
(T)	2.	A law is a rule of conduct that has been enacted by the legislature.	_____
(T)	3.	A regulation is to aid in carrying out the law.	_____
(T)	4.	The Kentucky Board of Education adopts rules and regulations governing pupil transportation.	_____
(F)	5.	Local school districts do not receive money for pupil transportation from the state, it is all district-supported.	_____
(F)	6.	All local boards of education in Kentucky are required to provide pupil transportation.	_____
(T)	7.	Local boards of education are required to provide liability and indemnity insurance for school buses.	_____
(T)	8.	School sponsored trips must be chaperoned by a school faculty or staff member.	_____
(T)	9.	All school buses must have stop signals.	_____
(T)	10.	Cars must stop for school buses loading and unloading students on a two-lane road.	_____
(T)	11.	The Kentucky Board of Education governs the design and and operation of school buses.	_____
(T)	12.	The Kentucky Board of Education establishes guidelines and procedures for school bus specifications and purchasing.	_____
(F)	13.	School buses are not required to stop at railroad crossings.	_____
(T)	14.	The Division of Pupil Transportation helps local districts provide economy in operation.	_____
(T)	15.	Each local superintendent is responsible for school bus inspections and reporting monthly to the State.	_____
(T)	16.	Local superintendents are required to provide training for bus drivers.	_____

(T) 17. All bus drivers are required to have on-the-road training. _____

(T) 18. Local boards of education are not required to provide written contracts for bus drivers. _____

(T) 19. Local boards of education are required to make provisions for mechanical maintenance for school buses. _____

(F) 20. Local boards are not <u>required</u> to provide safety instruction for pupils riding buses. _____

(T) 21. All bus drivers are required to pass an annual physical examination. _____

(T) 22. Each school principal is required to provide supervision and discipline of pupils riding buses. _____

(T) 23. Bus drivers must report discipline problems to the principal. _____

(F) 24. Students may carry firearms on a school bus. _____

(T) 25. Principals are required to provide bus drivers with student rider names and addresses. _____

(F) 26. A school bus driver must be eighteen (18) years old. _____

(T) 27. A school bus driver must have the ability to recognize colors of traffic signals. _____

(F) 28. The school bus driver must have a current Kentucky driver license. _____

(F) 29. Substitute bus drivers are not required to meet the same standards as regular drivers. _____

(T) 30. A school bus driver can supervise the seating of students on the bus. _____

(T) 31. Students riding a bus cannot stand in the stepwell or landing area of the bus. _____

(F) 32. A school bus driver can transport any adult or student he/she wants. _____

(F) 33. A student may bring a dog to school on the bus. _____

(F) 34. Pupils may help the driver operate the entrance door handle on the bus. _____

(T) 35. The driver is required to signal pupils that must cross the roadway to board a bus. _____

(T) 36. The bus warning light must be activated before the bus stops. _____

(F) 37. A school bus may be filled with gasoline while students are on the bus on extracurricular trips. _____

(T) 38. A bus driver may order a pupil off the bus. _____

(F) 39. A school bus stop signal may be used at times other than when pupils get on and off the bus. _____

(T) 40. Each school bus driver is required to make a pre-trip inspection of his/her bus. _____

(F) 41. All school bus drivers may drive over 55 miles per hour. _____

(T) 42. A school bus driver must wear his/her seat belt at all times. _____

(T) 43. Pupils must wait for a school bus at an assigned area. _____

(T) 44. Pupils are required to cross the road in front of the bus. _____

(T) 45. Pupils should remain seated while the bus is in motion. _____

(F) 46. Pupils may extend their arms out the bus windows. _____

(T) 47. Handicapped students may ride regular school buses. _____

(F) 48. Pupils that attend vocational schools may not ride local district school buses. _____

(T) 49. Pupils that are blind and deaf can ride a school bus in Kentucky. _____

(F) 50. A bus driver does not have to follow the local board adopted policies on transportation. _____

CHAPTER 4

CARE AND MAINTENANCE

CARE AND MAINTENANCE

LESSON TOPIC:

CARE AND MAINTENANCE

OBJECTIVES:

- The bus driver will be able to describe basic bus components.
- The bus driver will be able to detect symptoms of possible trouble.
- The bus driver will be able to identify driving actions which prevent undue wear on the bus.
- The bus driver will be able to identify interior and exterior maintenance tasks.
- The bus driver will be able to perform a pre-trip inspection of a bus.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

OVERVIEW - SECTION I

Preventative maintenance is the care of a vehicle to ensure dependability and maximum life of the various parts. It involves organized inspections at regular mileage or time intervals and immediate attention to all reported defects. These inspections involve checking, cleaning, tightening, lubricating and adjusting parts and units. Inspections are the simplest and most economical means of protecting the bus fleet and are the key to a good preventative maintenance program.

A trained mechanic will carry out the inspection program, but you - as the school bus driver - are in a position to observe a bus's performance under all conditions. Learn to recognize defects and immediatel report symptoms to the maintenance department. Don't attempt to diagnose the trouble, but report anything unusual that you hear, see, smell and/or feel.

Brief explanations of the following basic bus components will be provided:

1. braking system
2. engine
3. transmission and driveshaft
4. clutch
5. steering
6. electrical system
7. suspension
8. tires

INSTRUCTOR GUIDELINES/NOTES	CONTENT
DISCUSS EACH COMPONENT BRIEFLY. AVOID LONG, TECHNICAL EXPLANATIONS. COMPLETE COMPREHENSION OF MECHANICAL OPERATION IS NOT THE PURPOSE HERE. PROVIDE LINE DRAWINGS OF EACH PART AND SHOW THE FLOW OF THE PROCESS FROM IGNITION TO BUS MOTION.	Your instructor will discuss how each bus component works.

SCHOOL BUS COMPONENTS

You should have a basic knowledge of school bus components to understand their affect on the operation of the school bus. There will be times when this knowledge will be useful in adjusting your driving performance and in detecting trouble while on the route. Proper driving habits will increase bus efficiency and economy of operation as well as prolong the life of the bus.

COMPONENT	HOW IT WORKS
BRAKING SYSTEM	
o Hydraulic o Vacuum-Hydraulic o Air	Pressing on brake pedal forces fluid or air into the brake cylinder or air chamber, the s-cam OR the cylinder moves the brake shoes outward against the brake drum (inner surface of metal wheel). This creates friction causing wheel to slow and stop.
ENGINE	
o Fuel injector or Carburetor	Takes fuel in fuel tank, mixes it with air in the injectors or the

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	o Combustion Chambers o Pistons o Crankshaft carburetor and feeds it into combustion chamber where it is ignited by spark plugs. The exploding mixture causes pistons to move, which turns the crankshaft. The rotating crankshaft connects the final power from the engine to the transmission, carrying the power to the driveshaft, the differential, the res axles and the rear wheels.
	o Diesel engine An internal combustion engine in which air is compressed to a temperature sufficiently high to ignite fuel injected into cylinder where the combustion activates a piston.

TRANSMISSION AND DRIVESHAFT

Gears allow you to change the ratio of number of engine revolutions to number of wheel revolutions. Fc example, in low gear, the engine might turn 100 times

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	for one wheel turn. In a higher gear, the engine might turn 10 times for one wheel turn. The driveshaft connects the transmission to the rear wheels, making them turn.
	CLUTCH
	When depressed, disconnects engine from transmission, allowing changing of transmission gears.
	STEERING
	Steering wheel and column connect to gears and linkage mechanism which change direction of front wheels.
	ELECTRICAL SYSTEM
	Supplies power for primary engine functions and auxilary functions.
	o Primary Engine Function — Power generation and storage (battery, generator / alternator and voltage regulator). power distributions (engine wiring).
	o Gasoline Engine Only — Timing (distributor). Spark generation (spark plugs and coil).

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	° Auxiliary Functions — Inside/outside lighting (headlights, amber/red flashing warning lights, turn signals, instrument panel lights, etc.). Air/heat circulation (heater, defroster, blowers). Horn.

SUSPENSION

Leaf springs and mounted shock absorbers which enable the driver to handle the bus properly on rough terrair and sharp curves, etc.

TIRE CONSERVATION AND SAFETY

Check tires for cuts, bruises, uneven wear and air pressure. The following will improve tire economy and vehicle safety:

1. Reduce mileage. Use the bus only on scheduled trips and avoid unnecessary driving.
2. Drive at low speeds.
   a. Tires will go twice as far at 30 mph as at 50 mph.
   b. High speed harms tires more in hot weather than in cold. Tires wear 3 times faster at 100 degrees than 40.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	c. Drive slowly, especially on roads with sharp, projecting stones.
	d. Drive slowly on curves and turn slowly. Speeding around curves multiplies tire wear.
	3. Maintain tire pressure at the level recommended by the tire manufacturer.
	a. Slight under-inflation increases tire wear. Six pounds under inflation for a tire which should carry 30 pounds of pressure will cut the life of the tire at least 20 percent.
	b. Learn what the pressure should be and check all tires, including spare, once a week. Keep valve cap screwed on tightly.
	4. Avoid rocks, holes, curbs, glass and other objects.
	a. Anything which produces a sudden sharp bend in the casing is likely to break cords within the tire; other cords break around the weak spot and the tire will fail.
	b. Cuts or bruises in the side wall will shorten tire life.
	5. Make a DAILY inspection.
	a. Inspect tires daily for cuts, snags, bruises, nails, glass and gravel.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	b. Water and grit get in at flaws ar destroy interior cord structure.
	6. Avoid jumping starts and screeching stops. They scuff off tire tread. One ten-footed skid takes many miles off tire life.
	7. Keep brakes adjusted so no tire does most of the braking by itself.
	8. Keep oil and grease off of the tires since they cause rubber to deteriorate.
HAVE TRAINEES VOLUNTEER ANSWERS. PROVIDE FEEDBACK.	Answer these questions:
1. TRANSMISSION	1. Which bus component is made up of a system of gears?
2. SUSPENSION	2. Which component is responsible for the way the bus handles and rides on rough terrai and sharp curves?
3. BRAKES	3. Which bus component works on fluid or air pressure?
4. CLUTCH	4. Which component disconnects the engine from the transmission so you can change gears?
ANSWER ANY QUESTIONS THE TRAINEES ASK. LEAD DISCUSSION.	Your instructor will answer any questions you might have on how the bus works.
EMPHASIZE:	DETECTING SYMPTOMS OF POSSIBLE TROUBLE
LISTENING FEELING LOOKING SMELLING	Be alert for symptoms of problems. Use your senses to detect signs of possible trouble.
	LISTENING FOR TROUBLE
	a. Sharp knock when picking up speed or light knock when engine is idling.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	b. Dull regular knock, clicking or tapping noises.
	c. Continuous or intermittent squeal or squeak.
	d. Loud exhaust noise.
	e. Engine backfiring, missing, popping, spitting or overheating.
	f. Steaming or hissing.
	FEELING FOR TROUBLE
	a. Excessive vibration in:
	o engine compartment,
	o steering wheel, and/or
	o drive line.
	b. Low speed or high speed shimmy.
	c. Hard steering and/or steering wander.
	LOOKING FOR TROUBLE
	a. Sudden drop in oil pressure.
	b. Low oil pressure.
	c. No oil pressure.
	NOTE: IF ANY OF THE ABOVE EXIST, THE VEHICLE SHALL NOT BE DRIVEN UNTIL THE PROBLEM IS CORRECTED.
	d. Excessive oil consumption.
	e. Smoke coming from under the dash.
	f. Smoke coming from under the hood.
	g. Scuffed tires or spotty wear.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

OPTION:

YOU MAY WANT TO HAVE ONE OF YOUR BUS MECHANICS ON HAND TO ANSWER QUESTIONS. THE INTENT HERE IS A BASIC KNOWLEDGE OF THE OPERATIONS SO TRAINEES CAN SPOT TROUBLE EARLY. DO NOT LEAD THEM TO BELIEVE THEY ARE BEING TRAINED TO BE MECHANICS.

DESCRIBE IN DETAIL YOUR LOCAL PROCEDURE FOR REPORTING ANY OF THESE SYMPTOMS. PROVIDE YOUR OWN FORMS THAT DRIVERS ARE TO USE. EXPLAIN HOW TO FILL THEM OUT.

STRESS THAT ANYTHING THEY NOTICE THAT IS OUT OF THE ORDINARY SHOULD BE REPORTED. THERE IS DANGER IN THINKING THAT AN UNUSUAL NOISE, ETC., IS NOTHING TO WORRY ABOUT, ESPECIALLY IF A DRIVER HAS MECHANICAL EXPERIENCE. STRESS THAT THEY DON'T NEED TO KNOW WHAT IS WRONG BEFORE THEY REPORT SOMETHING "SUSPICIOUS." IT IS BETTER TO REPORT ANY UNUSUAL CONDITION, EVEN IF IT TURNS OUT TO BE MINOR, THAN TO NOT REPORT SOMETHING THAT COULD BE DANGEROUS AND/OR COSTLY.

SMELLING FOR TROUBLE

a. Odor of gasoline/diesel fuel.

b. Odor of burning rubber.

c. Odor of burning oil.

d. Odor of burning rags.

e. Hot/burning electrical smell.

f. Exhaust fumes.

NOTE: ANY OTHER UNUSUAL CONDITIONS SHOULD BE REPORTED IMMEDIATELY TO THE PROPER AUTHORITY.

Now that you are familiar with the basic components of a school bus and we have discussed being alert for signs of possible problems, let's look at each component and discuss specific signs of trouble.

PREVENTING PROBLEMS BY DETECTING TROUBLE EARLY

1. **BRAKING SYSTEM — EARLY SIGNS OF TROUBLE**

   a. Drop in air pressure (air brakes only).

   b. More than one inch play in slack adjusters.

   c. Low brake pedal (hydraulic or vacuum-hydraulic brakes).

   d. Spongy or soft brake fluid (hydraulic or vacuum-hydraulic brakes).

   e. Smell or see brake fluid (hydraulic or vacuum-hydraulic brakes).

   f. Brake drum very hot (all types).

2. **ENGINE - EARLY SIGNS OF TROUBLE**

   a. Engine miss at low speed.

   b. Engine miss at high speed.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	c. Ping when accelerated.
	d. Dull "clunk" at idle.
	e. Sharp, loud knocking; SHUT OFF ENGINE IMMEDIATELY.
	f. Heat gauge indicates temperature rising higher than normal.
	g. Oil pressure dropping below normal; SHUT OFF ENGINE IMMEDIATELY.
	h. Engine stalls or runs sluggish on cold, damp morning.
	3. **TRANSMISSION AND DRIVESHAFT — EARLY SIGNS OF TROUBLE**
	a. Hard shifting.
	b. Slipping out of gear.
	c. Clunk or jerk when power is applied or released.
	d. Unusual sounds when power is applied.
	4. **CLUTCH — EARLY SIGNS OF TROUBLE**
	a. Motor revving with clutch engaged and vehicle in gear and moving.
	b. Odor of burning clutch lining.
	c. Gear clash.
	d. Squealing sound when clutch pedal depressed, with engine running.
	e. Clutch "chattering."

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	5. **AUTOMATIC TRANSMISSION AND DRIVESHAFT — EARL SIGNS OF TROUBLE** a. Leaks. b. Slipping or loss of power. c. Jerk or clunk when shifting up or down. d. Fails to shift.
	6. **STEERING — EARLY SIGNS OF TROUBLE** a. Steering very difficult. b. Wheels shimmy. c. Bus veers one way or the other. d. Bus wanders on roadway. e. More than 2" free play in steering wheel with engine running.
	7. **ELECTRICAL SYSTEM — EARLY SIGNS OF TROUBLE** a. Voltmeter indicates an under or over charge; <u>WATCH OUT FOR FIRE</u>. b. Smoke appearing around wires, switches, etc. c. Voltmeter indicates heavy charging. d. Lights dim.
EXPLAIN THE REASON FOR GOOD DRIVING HABITS. AVOID LONG, TECHNICAL EXPLANATIONS. FOR EXAMPLE, YOU MIGHT DESCRIBE THE WEARING ACTION ON THE DISC WHEN A DRIVER "SLIPS THE CLUTCH." OPTION: IF YOU HAVE ACCESS TO ACTUAL WORN BRAKE SHOES, CLUTCH PLATES, ETC., PASS THEM AROUND FOR EXAMINATION BY THE CLASS.	8. **SUSPENSION — EARLY SIGNS OF TROUBLE** a. Bus bounces or rolls from side to side easily. b. Bus out of alignment. c. Bus "bottoms" on bumps. <u>DRIVING ACTION PREVENTING WEAR ON THE BUS</u> You can develop good driving habits that wi avoid undue wear on each specific bus component.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

BRAKES

- Do not jam brakes on hard. Apply them smoothly and steadily.
- Do not depress clutch until engine stall speed is reached so engine can assist in stopping the bus.
- Do not drive with your foot resting on the brake pedal.
- On buses equipped with air brakes, drain water out of air reservoir (if board policy permits).
- Pump the brakes (once or twice) on long hard stops. Before starting down hill, shift to lower gear to aid heat dissipation and reduce brake fade. If air brake equipped, check gauges; should be capped off at 120-125 PSI. Before starting downhill, place bus in proper low gear. If low air pressure alarm comes on, pull over to side of road, secure vehicle and do not move until air pressure is up to safe level.

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

1. Apply the brakes just hard enough to feel a definite slowdown.
2. When your speed has been reduced to approximately five (5) mph below your "safe" speed, release the brakes. This

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	brake application should last for abo three (3) seconds. 3. When your speed has increased to your "safe" speed, repeat steps 1 and 2. **FOR EXAMPLE:** If your "safe" speed is 40 mph, you would not apply the brakes until your speed reaches 40 mph. You now apply the brakes hard enough to gradually reduce your speed to 35 mph and then release the brakes. Repeat this as often as necessary until you have reached the end of the downgrade. Escape ramps have been built on many steep mountain downgrades. Escape ramps are made to stop runaway vehicles safely without injuring drivers and passengers. Escape ramps use a long bed of loose soft material to slow a runaway vehicle, sometimes in combination with an upgrade. Know escape ramp locations your route. Signs show drivers

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	where ramps are located. Escape ramps save lives, equipment and cargo. Use them if you lose your brakes.
	ENGINE
	o Do not race engine during warm-up.
	o Do not speed at any time.
EXPLAIN WHAT IS MEANT BY "LUGGING" - FOR EXAMPLE, TRYING TO GO UP A HILL IN TOO HIGH A GEAR WHICH CAUSES A STRAIN ON THE ENGINE.	o Do not lug engine; this causes engine and driveline damage.
	o Do not allow engine to operate beyond established oil change and maintenance intervals.
	o Do not accelerate too quickly; this causes extreme stress during periods when oil pressure is low and results in excessive wear.
	o Do not attempt to operate engine when oil pressure is low, temperature is high, or voltmeter indicates a continuous discharge.
	o Do not add water to overheated engine.
	o Never remove a radiator cap on a hot engine.
	o Allow diesel engine to idle according to manufacturer's recommendations before shutting off engine.
	TRANSMISSION AND DRIVESHAFT
	o Avoid fast acceleration on rough surfaces.
	o Do not release the clutch quickly.
	o Transmit power and shift smoothly (coordination).
	o Avoid jerky movements of any kind.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
EXPLAIN WHAT "RIDING THE CLUTCH" MEANS, FOR EXAMPLE, KEEPING FOOT ON CLUTCH PEDAL AND LEAVING PEDAL PART WAY DEPRESSED WHEN NOT SHIFTING GEARS. EXPLAIN WHAT IS MEANT BY "SLIPPING THE CLUTCH," FOR EXAMPLE, KEEPING THE CLUTCH PARTIALLY ENGAGED WITH THE ACCELERATOR ALSO PARTIALLY DEPRESSED TO THE POINT WHERE THE BUS CAN HOLD ON THE HILL WITHOUT THE USE OF THE BRAKE PEDAL.	**CLUTCH** o Don't "ride" the clutch. It partially disengages the clutch causing excess heat or wear. o Don't upshift at low engine speed. o Permit engine to speed up enough in one gear so that when the shift is made to the next gear, the engine won't lug. o Do not skip gears when upshifting or downshifting. This causes undue engine lugging and shock-loading of clutch and driveline. o Do not skip gears when downshifting. This causes the clutch components to turn at very high speeds. o Do not coast with the clutch disengaged. The clutch disc will spin at a very high speed and may disintegrate. o Do not hold the bus on a hill by slipping the clutch. This wears out a clutch. Use the park brake to hold the bus on a hill. Adjust shifting speeds to accomodate load and terrain. **STEERING** o Avoid potholes; drive around if possible. Slow down if you must drive through. o Have mechanic inspect steering if you hit a bad bump or pothole. **ELECTRICAL SYSTEM** o Do not drive when voltmeter indicates discharge o Do not start engine with lights or heaters on.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

- Check belt tension and battery water level.
- Do not operate heaters and lights for an extended period when bus or engine is stopped.
- Do not run lights and/or heaters for a prolonged period of time with engine at idle.
- Use correct polarity when using jumper cables (positive to positive and negative to negative).

SUSPENSION

- Do not travel fast on rough roads.
- Do not cross rough areas at high speed.
- Check wheel alignment if the bus is on a rough road frequently.

Bus cleanliness is part of proper maintenance. A clean bus will:

1. safeguard student health;
2. prevent accidents caused by students falling, tripping or slipping on the floor;
3. serve as a role model for students (enlist student cooperation in keeping the bus neat and clean; do not allow eating on the bus);
4. give the public a favorable impression; and
5. help prolong the life of the bus.

Regardless of the engineering involved, a school bus cannot continue to deliver maximum safety, economy and dependability unless it is properly maintained. Although skilled mechanics repair the school buses, you can do much to aid the mechanic and prolong the life of the vehicle by following the guidelines in this manual.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
ANSWER ANY QUESTIONS TRAINEES MAY HAVE ABOUT MAINTENANCE TASKS. DEMONSTRATE ANY OF THE UNFAMILIAR MAINTENANCE TASKS.	OVERVIEW - SECTION II Daily and weekly inspections will help you identify problems for repair and maintain a clean and safe bus. Regular inspections will hep decrease maintenance costs. Make the pre-trip inspection part of your daily routine. The few minutes invested in the pre-trip inspection could result in the saving of lives or avoid an on-the-road breakdown. **DAILY GENERAL INSPECTION** 1. Check the bus for forgotten books or clothing. Return items to owners on the next trip or turn them into the office. 2. Sweep the floor and, in the winter, sweep water out of the bus to prevent freezing. Sweep step of bus, also. 3. Check bus seats for pencil/pen marks or other damage. 4. Check adjustment of mirrors, driver's seat and vents. 5. Check fuel tank gauge. 6. Follow procedure for frequency of filling fuel tank. 7. Clean the windshield and side windows. 8. Wash exterior of bus at regular intervals. Keep all exterior lights, mirrors and the license plate clean. 9. Check outside of the bus for dents and scratche

INSTRUCTOR GUIDELINES/NOTES	CONTENT

DAILY PRE-TRIP AND WALK AROUND INSPECTION

All bus drivers are to perform a complete pre-trip inspection that meets federal and state regulations before the first trip on each and every bus they drive that day. After the initial pre-trip inspection, all subsequent bus runs that day (on the same bus) are to be preceded by a walk-around inspection that will consist of checking:

1.	steering	5.	mirrors
2.	tires	6.	service brake
3.	console	7.	park brake
4.	dash panel	8.	emergency equipment

The driver is to review the previous vehicle inspection report before the first trip of the day and fill out an inspection report after the last trip of the day.

SECTION 1

1. As you approach the vehicle, check the posture of the bus. Make sure it is not leaning to either side and there are no obstacles, such as wires or tree limbs in the path of the bus. Look under the front of the bus to check for oil, transmission fluid, water and/or anti-freeze leaks.

2. Check front lights, lens covers, and reflectors. Make sure they are mounted and secure. Check west coast, fender and crossover mirrors.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	3. Check the windshield for anything that ma obstruct your view. Check wipers to make sure the rubber is mounted and secure. Check spring tension on wipers.
	4. Open hood latches; each latch must be mounted and secure. Visually inspect the hood for damage.
	5. Check engine oil, automatic transmission fluid, if so equipped, and windshied washer fluid.
	6. Inspect the engine, one side at a time. Check power steering fluid, hoses and belts. Make sure everything is mounted and secure, no leaks and no more than 3/4" play in the belts. Check steering shaft, steering box and steering linkage for securement.
	7. Check radiator reservoir for leaks and sufficient fluid level. Check radiator and heater hoses. Check water pump (which is located on the front of the engine, behind the fan) for leaks. Check that belts have no more than 3/4" of play.
	8. Check air compressor for leaks and securement. Check belts to compressor for frays or cracks and that there is no more than 3/4" play.
	9. Check alternator and wires. Make sure it is securely mounted with no more than 3/4" play in belts.
	SECTION 2
	10. Check leaf springs for broken or missing part: Check hanger, brackets and mounts for securement.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	Check shocks for leaks.
	SECTION 3
	11. Check front air line and front air chambers for damage, leaks and securement. Pull on the slack adjuster; no more than 1" play. Check that cotter pin is mounted and secure. Check front drums for leaks, cracks, welds, or rust. You may not be able to check brake linings if drums have dust covers.
	SECTION 4
	12. Inspect back of front tires for cuts and bruises. Make sure tread depth in major grooves is at least 4/32". Check for mismatched, recapped or regrooved tires on front. Come down front of tire, checking for cuts or bruises. Check rims for cracks, rust or welds. Check air pressure. Make sure lug nuts are tight and there is no heavy rust, missing lug nuts or leaks in hub oil seals. Check air valves and stems for leaks.
	SECTION 5
	13. Move to the front door. As you enter the bus,open and close the door. Check the glass and rubber seal on the door. Check for broken steps or torn coverings. Make sure hand rails are securely mounted.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	SECTION 6
	14. Check fire extinguisher. Make sure it is charged. Check the first-aid kit. Check for fuses. Check for three (3) reflective triangles and clean-up kit.
	SECTION 7
	15. Make sure parking brake is on and gear shift is in neutral.. Start engine.. Allow air pressure to build to 120 PSI. Check all gauges; oil pressure, air, voltage, water temperature, fuel gauge. Test window washer and wipers (high and low). Check mirrors for proper adjustment. Test all heaters (high and low), defrosters and fans. Check dome lights, stop arm, and override switch Check front big yellow lights and amber indicator light, headlights, flashing red stop lights and red indicator light, stop arm, turn signals and four-way hazards. Check no more than 2" play in 20" steering wheel. Check park brake. With park brake on, place vehicle in low gear. Raise engine RPM to 1500 (air brake equipped automatic transmission only). If vehicle moves, brakes are out of adjustment. Check service brake for air usage per application. On a straight shift air brake equipped, place in low gear, depress clutch, lightly accelerate with park brake applied. If bus moves, brakes are out adjustment. Hydraulic brake equipped park brake

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	vehilce to slowly roll forward, apply park brake, vehicle should stop. Check horn, driver seat and seat belt.
	SECTION 8
	16. Chock rear wheels. Turn OFF engine. Turn key on. Push in parking brake. Start your brake LAB check.
	LEAKS - No brakes applied, should not leak more than 2 PSI per minute. Press on brake pedal for one minute. It should not leak more than 3 PSI.
	ALARM - Pump brakes. Alarm should come on at 65 to 60 PSI.
	BUTTON- Continue pumping brake. Button should pop out between 40 and 10 PSI.
	SECTION 9
	17. Start engine and build air to 120 PSI; shut engine off but leave key on. Walk through bus checking floors and seat backs. Open and check ALL alarms on emergency windows, roof hatches, left side emergency door if equipped, and rear door. Big yellow lights should be checked from the back door. Go outside and check all of your lights. Turn signals, hazards, head lights, parking lights, clearance lights, brake lights, marker lights, warning lights and big reds should all be tested. You cannot check back-up lights

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	because gear needs to be in reverse and t engine on.
	SECTION 10
	18. Start checking down right side. No leaks in fuel lines or tank. Check fuel cap and fuel tank and cage for securement. Visually inspect exhaust system, drive shaft and shaft guards, frame, slack adjusters, air chambers, air lines, drums, shocks, leaf springs, mounts and air ride, if equipped. Check windows, reflectors, clearance lights. Visually check rims for cracks, rust or welds; axle seals, inside and outside and spacers. Inspect lug nuts and valve stems. You may not be able to check the drums or brak linings because of dust cover. Visually look for leaks, metal shavings or damage. Check rear shocks and air ride, if equipped. Check rear tires (tread depth in rear 2/32") and check tires for proper inflation.
	SECTION 11
	19. Go to rear of bus. Check lights, reflectors and rear glass. Open and check rubber seal around door. Check that license plate is securely mounted. Check all lens covers. Make sure everything is mounted and secure.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	SECTION 12
	20. On lift bus, check wheelchair lift, door, tie downs and floor tracks. Check for "Knife for Life" and fire blanket.
	SECTION 13
	21. Check service brakes.

DAILY PRE-TRIP INSPECTION AND FOLLOW-UP WALK AROUNG INSPECTION

FOR USE AS A SEQUENTIAL GUIDE WHEN TEACHING NEW DRIVERS

All bus drivers shall perform a complete pre-trip inspection that meets Federal and state regulations before the first trip on each day and every bus they drive that day. After the initial pre-trip inspection, all subsequent bus runs on that day shall be preceeded by a walk-around inspection that will consist of: (1) tires; (2) brakes; (3) console panel; (4) dashboard gauges and controls. Driver shall review last vehicle inspection report before first trip of day and fill out inspections report after last trip of day.

1. As you approach the vehicle, check the posture of the bus. It is not leaning to either side and there are no wires or tree limbs in the path of the bus. Look under the front of the bus; checking for oil, transmission fluid, water and/or anti-freeze leaks.

   Check front lights, lens covers and reflectors. Make sure they are mounted and secure. Check west coast (Double Nickel), fender and crossover mirrors.

   Check the windshield for anything that may obstruct your view. Check wipers and make sure the rubber is mounted and secure. Also check spring tension on wipers.

   Open hood latch; each latch must be mounted and secure. Visually inspec the hood for damage.

   Check engine oil, (auto) transmission fluid (if so equipped) and windshield washer fluid.

   Inspect the engine one side at a time. Check power steering fluid, hoses and belts. Make sure everything is mounted and secure. No leaks. No more than 3/4" play in the belts. Check steering shaft, steering box and steering linkage for securement.

   Check radiator reservoir for leaks and sufficient fluid level. Also check radiator and heater hoses. Check water pump which is located on the front of the engine behind the fan for leaks. Belts have no more than 3/4" of play.

   Check air compressor for leaks and securement. Check belts to compressor for frays or cracks and that there is no more than 3/4" play.

   Check alternator and wires. Make sure it is mounted and secure and no more than 3/4" play in belts.

2. Check leaf springs for broken or missing parts. Check hanger, brackets and mounts for securement. Check shocks for oil leaks and that they are fully extended.

3. Check front brake air hoses and front brake air chambers for damage, leak and securement. Pull on slack adjuster; no more than 1" play. Check

cotter pin is mounted and secure. Check front brake drums for leaks, cracks, welds or rust. You may not be able to check brake linings if brake drums have dust covers.

4. Inspect back of front tire for cuts and bruises. Make sure tread depth in major grooves is at least 4/32". Also check for mismatched, recapped or regrooved tires on front. Come down front of tire checking for cuts or bruises. Check rims for cracks, rust or welds. Check air pressure. Make sure lug nuts are tight and there is no heavy rust, missing lug nuts or leaks in hub oil seals. Check air valves and stems for leaks.

5. Move to the front door. As you enter the bus, open and close the door. Check the glass and rubber seal on the door. Check for broken steps or torn covering. Make sure hand rails are mounted and secure.

6. Check the fire extinguisher. Make sure it is charged. Check the first-aid kit. Also check for fuses. Check for three reflective triangles. Check for clean-up kit.

7. Make sure parking brake is on and gear shift is in neutral. Start engine. Allow air pressure to build to 120 PSI. Check all gauges; oil pressure, air, voltage, water temperature, fuel gauge. Test window washer and wipers (high and low). Check mirrors for proper adjustment. Test all heaters (high and low), defrosters and fans. Check indicator lights, dash lights. Check dome lights, stop arm and override switch. Check park brake; park brake on - place vehicle in low gear. Raise engine RPM to 1500 (on automatic transmission only). Straight-shift transmission with air brakes, with park brake on - start engine, place bus in first gear, depress clutch, lightly accelerate. If bus moves, brakes are out of adjustment. Hydraulic brakes - start engine, release park brake, let bus roll forward about three (3) MPH, apply park brake - bus should stop. If the vehicle moves, brakes are out of adjustment. Check no more than 2" play in 20" steering wheel. Check horn. Check seat for securement and seat belt for operational condition.

8. Chock rear wheels. Turn off engine. Turn key on. Push in parking brake. Start your LAB check.

   LEAKS - NO BRAKES APPLIED SHOULD NOT LEAK MORE THAN 2 PSI PER MINUTE. PRESS ON BRAKE PEDAL FOR ONE MINUTE. IT SHOULD NOT LEAK MORE THAN 3 PSI.

   ALARM - PUMP BRAKES. ALARM SHOULD COME ON AT 65 TO 60 PSI.

   BUTTON - CONTINUE PUMPING BRAKE. BUTTON SHOULD POP OUT BETWEEN 40 AND 10 PSI.

9. Start engine and build air to 120 PSI; shut engine off but leave key on. Walk through bus, checking floors and seat backs. Open and check ALL alarms on emergency windows, roof hatches, left side emergency door (if equipped). Check big yellows as you check emergency rear door. Go outside and check all of your lights. Turn signals, markers, hazards, headlights, parking lights, clearance lights, brake lights and big reds should all be tested. You cannot check back-up lights because gear needs to be in reverse and the engine on. Have someone check back-up lights for

you as you must be in the driver's seat for this test. Look for ar damage to the bus.

10. Start check down right side. No leaks in fuel lines or tank. Check fuel cap and fuel tank and cage for securement. Visually inspect the exhaust system, drive (shaft guards), rear brake slack adjusters, brake air chambers, brake air hoses, shocks, leaf springs and mounts. Check windows, reflectors and clearance lights. Visually check rims for cracks, rust or welds. Axle seals inside and outside, also spacers. Lug nuts, valve stems should be inspected. You may not be able to check the drums or brake linings because of dust cover. Visually look for leaks, metal shaving or damage. Visually check that frame is not bent, cracked or welded. Check rear shocks and air ride, if equipped. Hands-on, check rear tires (tread depth in rear 2/32") and check tires for proper inflation, mismatched and damage.

11. Go around to rear. Check lights, reflectors and rear glass. Open rear emergency door. Check rubber seal around door. Check to make sure you have a license play. Check all lens covers. Make sure everything is mounted and secure.

12. Check left side the same as the right. Also check the left emergency door, stop arm and battery box.

13. Check service brakes. Move bus slowly forward. Apply brakes. Check for proper brake operation.

BEFORE PERFORMING PRE-TRIP INSPECTIO **CHOCK WHEELS & SET PARKING BRAKE**

TURN IN DAILY IF DEFICIENCY IS NOTED, WEEKLY IF NO DEFICIENCIES ARE FOUND

DRIVER'S SIGNATURE

			Bus Safe to Drive Today?	
Sun	Date	Miles	Yes No	
M	Date	Miles	Yes No	AM
T	Date	Miles	Yes No	
W	Date	Miles	Yes No	Midday
Th	Date	Miles	Yes No	PM
F	Date	Miles	Yes No	
Sat	Date	Miles	Yes No	Others

	Su	M	T	W	Th	F	Sa
AM							
Midday							
PM							
Others							

County _____ Location _____ Bus # _____

Mechanic Signature _____ Date _____

Su	M	T	W	Th	F	Sa

Check Here for NO Deficiencies ☐

CHECK ONLY IF DEFICIENT

COLUMN 1

ENGINE COMPARTMENT (1)

- ☐ Leaks Under Bus
- ☐ Front Lights, Lenses, Mirrors
- ☐ Windshield Condition
- ☐ Washer Fluid & Wiper Condition
- ☐ Hood Latch or Hold Downs
- ☐ Oil Level
- ☐ Transmission Fluid
- ☐ Power Steering Fluid
- ☐ Belts, Hoses, Wiring
- ☐ Steering Box & Linkage
- ☐ Radiator Reservoir
- ☐ Water Pump
- ☐ Air Compressor
- ☐ Alternator
- ☐ Battery & Hold-Downs

FRONT SUSPENSION (2)

- ☐ Leaf Springs
- ☐ Spring Mounts
- ☐ Shocks

FRONT BRAKES (3)

- ☐ Brake Hoses
- ☐ Brake Chambers
- ☐ Slack Adjusters
- ☐ Drums

FRONT WHEELS (4)

- ☐ Tires
- ☐ Rims
- ☐ Lug Nuts, Drum Bolts
- ☐ Hub Oil Seals

CHECK ONLY IF DEFICIENT

COLUMN 2

PASSENGER ENTRY (5)

- ☐ Service Door & Handrails
- ☐ Steps ☐ Step Light

EMERGENCY EQUIPMENT (6)

- ☐ Fire Extinguisher
- ☐ First Aid Kit
- ☐ Spare Fuses
- ☐ Reflective Triangles (3)
- ☐ Clean-Up Kit

START ENGINE (7)

- ☐ Gear Shift & Clutch
- ☐ Oil Pressure
- ☐ Air Gauges
- ☐ Voltage & Amps
- ☐ Coolant Temperature
- ☐ Fuel Gauge
- ☐ Washers & Wipers
- ☐ Mirrors
- ☐ Heater Blowers
- ☐ Defrosters & Defroster Fans
- ☐ Dash Lights, Light Indicators
- ☐ Dome Lights & Rear View Mirror
- ☐ Big Red Lights & Stop-Arm (Override)
- ☐ Big Yellow Loading Lights (Front)
- ☐ Head Lights - Hi/Low Beam
- ☐ Clearance Lights
- ☐ Big Red Lights & Stop-Arm
- ☐ Turn Signals (Front)
- ☐ 4-Way Hazard Lights (Front)
- ☐ Steering Play (Max. 2" on 20" Wheel)
- ☐ Driver's Seat & Seat Belt
- ☐ Park Brake
- ☐ Horn
- ☐ Service Brake, Air Use Per Application
- ☐ Hydraulic Service Brakes (If Applicable)

CHECK ONLY IF DEFICIENT

COLUMN 3

AIR BRAKE TEST (8)

(Chock Wheels, Engine Off, Key On, Button In)

- ☐ Leaks (Max. 2 P.S.I. Per Minute, No Brake Applied)
- ☐ Leaks (Max. 3 P.S.I. Per Minute, With Service Brake Applied)
- ☐ Alarm Activates (Approx. 60 P.S.I.)
- ☐ Button (Self Activates 40-10 P.S.I.)

PASSENGER COMPARTMENT (9)

INTERIOR

- ☐ Seats & Bus Floor Damage
- ☐ Emergency Windows
- ☐ Roof Hatches
- ☐ Emergency Doors
- ☐ Big Yellow Loading Lights (Rear)

EXTERIOR

Left Side

- ☐ Stop Arm
- ☐ Battery Box (Don't Open)
- ☐ Windows
- ☐ Clearance Lights
- ☐ Running Lights
- ☐ Reflectors
- ☐ Left Mirrors
- ☐ Damage

Right Side

- ☐ Windows
- ☐ Clearance Lights
- ☐ Running Lights
- ☐ Reflectors
- ☐ Right Mirrors
- ☐ Damage

FUEL AREA (10)

- ☐ Fuel Tank — Secure Leaks, Cap, Cage

(VISUAL) UNDER VEHICLE

- ☐ Drive Shaft & Guards
- ☐ Exhaust System
- ☐ Frame

(VISUAL) REAR BRAKES

- ☐ Brake Hoses
- ☐ Brake Chambers
- ☐ Slack Adjusters
- ☐ Drums

CHECK ONLY IF DEFICIENT

COLUMN 4

REAR SUSPENSION (VISUAL) (10 (cont.))

- ☐ Leaf Springs
- ☐ Spring Mounts
- ☐ Torsion Shocks
- ☐ Air Ride (If Equipped)

REAR WHEELS

- ☐ Tires
- ☐ Rims
- ☐ Lug Nuts, Drum Bolts
- ☐ Axle Seals — Inside & Outside
- ☐ Spacers

REAR OF BUS (11)

- ☐ Emergency Door — Outside Seals
- ☐ Clearance Lights
- ☐ 4-Way Hazard Lights
- ☐ Big Red Lights
- ☐ Brake Lights
- ☐ Turn Signals
- ☐ Reflectors
- ☐ License Plate & Lights

SPECIAL EQUIPMENT (12)

- ☐ Wheel Chair Lift & Door
- ☐ Wheel Chair Tie-Downs
- ☐ Wheel Chair Floor Tracks
- ☐ Knife for Life
- ☐ Fire Blanket

OTHER (13)

- ☐ Check Service Brake

WALK-AROUND INSPECTION

- ☐ Steering
- ☐ Tires
- ☐ Console
- ☐ Dash Panel
- ☐ Mirrors
- ☐ Service Brake
- ☐ Park Brake
- ☐ Emergency Equip.

(Dated Above)

	Su	M	T	W	Th	F	Sa
AM							
Midday							
PM							
Others							

Notes/Comments _____

A pre-trip inspection of a forward control bus should be performed in the same manner as above. However, the driver should be advised that many components have to be inspected visually since it is impossible to manually check various engine parts.

WHITE - MAINTENANCE COPY YELLOW - DRIVER COPY PINK - TRANSPORTATION COPY

TEST

CHAPTER 4

CARE AND MAINTENANCE

PLEASE ANSWER EACH QUESTION AS TRUE (T) OR FALSE (F)

KEY			
F	_____	1.	Preventative maintenance is the care of a vehicle to ensure dependability and minimum life of the various parts.
F	_____	2.	The s-cam is part of the steering system.
T	_____	3.	When depressed, the clutch disconnects the engine from the transmission.
F	_____	4.	High speed harms tires more in cold weather than in hot.
T	_____	5.	The voltmeter indicates an under or over-charge; this meter is part of the electrical system.
F	_____	6.	It is acceptable to "slip the clutch" only on a hill.
F	_____	7.	Poor bus posture could indicate a problem with the braking system.
F	_____	8.	All front tires require a minimum of two thirds of an inch (2/3") of tread in all major grooves.
T	_____	9.	Four (4) emergency items to check on a Kentucky school bus are 1) fire extinguisher, 2) first-aid kit, 3) reflective triangles and 4) a clean-up kit.
T	_____	10.	The alternator belt should have no more than three quarters of an inch (3/4") play.

CHAPTER 5

PUPIL BEHAVIOR MANAGEMENT

PUPIL BEHAVIOR MANAGEMENT

LESSON TOPIC:

PUPIL BEHAVIOR MANAGEMENT

OBJECTIVES:

The driver will be able to:

- establish a personable and acceptable student-driver relationship;
- establish and maintain a safe atmosphere on a school bus;
- provide leadership through driver performance;
- successfully apply behavior control techniques; and
- analyze proper procedures and methods for dealing with individual and group behavior problems.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

INTRODUCTION

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

Behavior problems on school buses vary from district to district and bus to bus. Some districts have very few behavior problems and others have notorious behavior problems. Rules concerning behavior are essential on routes with severe discipline problems and necessary on other routes when preventative measur are not well received.

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

How do you, as a driver, go about developing this kind of atmosphere?

DEVELOPING RULES

Input from you and the pupils should be the rule instead of the exception. This policy is suggested because people tend to obey and respect rules which they have helped to form.

A good starting point for development of the rules might be the Kentucky Administrative Regulations,

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	(Chapter 5, Pupil Transportation, 702 KAR 5:050, 5:080 and 5:090). 1. Drivers shall not allow pupils to enter or leave the bus while it is in motion. 2. Drivers are held responsible for reasonable behavior of pupils in transit. 3. Drivers shall not allow pupils to thrust their heads or arms out of open windows. 4. The driver of a school bus, when discharging pupils who must cross the highway, shall instruct such pupils to cross the highway at a distance of ten to fifteen feet (10-15') in front of the bus so as to have eye contact with the driver until crossing the road is complete. The driver shall also keep the school bus halted with red signal lights flashing until such pupils have reached the opposite side of the highway. 5. Fuel tanks shall not be filled while pupils are on the bus. It is very important that the driver is knowledgable about the history and origin of state laws and local safety policies. This should be discussed during the "rules meeting" with the passengers. Let the passengers participate in developing the rules. Many of their recommendations will be similar to those of the drivers. When they suggest a rule that is close to a state or local safety guideline, let them know that they have come up with a very important rule. At some point,

INSTRUCTOR GUIDELINES/NOTES	CONTENT

when you feel your passengers have exhausted the reserve of suggested rules, provide them with the remaining state regulations and district safety rules as your contribution to safety.

After you have finalized the riding rules for your school bus, you should introduce district procedures for handling behavior problems and send them to the parents of your pupils. They will be as effective as you are consistent. You must set the tone of your relationship with your pupil passengers, you must also maintain the tone. This is not an easy task.

Your attitude about this responsibility will determine how successful you are at this daily task. Some of the things you can do to establish and maintai the tone are:

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

REMEMBERING NAMES

If you expect your name to be pronounced correctly and used politely, then you must first learn and use your passengers' names properly. Introduce yourself to your passengers and develop a system for remembering each student's name. Learn their names quickly, show a interest in them. This is one of the best ways to break

INSTRUCTOR GUIDELINES/NOTES	CONTENT

down the barriers that may exist between you and your passengers.

GREETINGS

How you receive your passengers every morning will often be a factor in determining the degree of cooperation you will receive from your passengers.

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

These examples also reflect your concern for your passengers' health and safety.

VOICE TONE

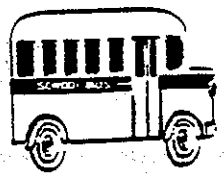
The tone of your voice and what you say is very important. Think back to your primary and secondary school years.

Avoid a threatening, angry tone, but let your pupils know that you are concerned by changing from your usual conversation style to an appropriate, serious tone.

POSITIVE REINFORCEMENT

As a bus driver, you can avoid causing a separation between you and your passengers if you request certain behavior from them in a positive manner. You should also promote positive reinforcers.

A positive reinforcer is a reward that follows a behavior and increases the possibility of that behavior occurring again.



INSTRUCTOR GUIDELINES/NOTES	CONTENT

Examples of some positive reinforcers are:

1. verbal approval;
2. praise;
3. smiles; and
4. attention.

We all like attention. Children are known to need and demand attention. Sometimes they don't get as much as they need. If you, as a bus driver, can give them some attention, you can provide a positive model for social change.

NEGATIVE REINFORCEMENT

Pupils who cannot get positive attention may misbehave for the reward of negative attention from their peers and from adults.

As a bus driver, you must control your temper and not put the disruptive individual in a position where he/she must back down in front of the group or win their respect by "mouthing off."

LEADERSHIP

By example:

1. ACTIONS - good leaders should not ask other people to do anything they would not do themselves.
   a. Adhere to rules.
   b. Be punctual.
   c. Be courteous.
2. APPEARANCE - good personal hygiene and prop dress shows that you respect yourself and the

INSTRUCTOR GUIDELINES/NOTES	CONTENT

position you hold. School bus drivers who are well groomed and dressed provide good personal appearance examples for their passengers.

EVALUATING THE SITUATION

Is the problem ourselves? When you are in a good mood, you may be able to overlook minor infractions.

Certain personal circumstances can have an effect on how you, as a school bus driver, handle behavior problems on your bus.

Try to honestly access your mood and how your mood will be reflected in your attitude toward your passengers.

DEALING WITH PASSENGERS AND THEIR PROBLEMS

IS IT THE ACTION?

As a school bus driver, you must make sure that it is your passengers' actions which you are dealing with instead of their actions as an opportunity to vent your own frustrations. Personal frustrations should not be taken out on your passengers.

IS IT THE PERSON?

Children will risk punishment if there is an occasional chance of getting away with something.

In dealing with passengers that should respect you as a bus driver - being fair, firm and consistent is very important. Fairness and consistency will promote respect and cooperation, and to be a safe bus driver you have to have these.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

Inconsistent enforcement of your rules will encourage your passengers to challenge you as the driver.

Always use good judgement in dealing with behavior problems.

Confidential information: Generally speaking, confidential information is personal and most often pertains to your passengers' home situations.

Knowing the extent of some of these problems should motivate you as a driver to try harder to develop good relationships with your problem students.

CONTROL TECHNIQUES

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

The bus driver should be able to:

1. establish a personable and acceptable student-driver relationship;
2. establish and maintain a safe atmosphere on a school bus;
3. provide leadership through driver performance;
4. successfully apply behavior control techniques; and
5. analyze proper procedures and methods for dealing with individual and group behavior problems.

INDIVIDUAL BEHAVIOR PROBLEM

The first or second offense might be a warning. The third or fourth offense may mean changing seats or asking the child to stay on the bus after arrival.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	Individual distruptive behavior on a school bus can be handled much better when the parents are informed about the behavior before it becomes necessary to ask the child to come in with his/her parents for a conference. **GROUP BEHAVIOR PROBLEM** Disruptive behavior from a group is normally much more hazardous than an individual behavior problem. When a group ignores your request for order and the disturbance is distracting or hazardous, it is best to pull off the road, stop the bus and talk to the disruptive passengers. **STUDENT CONFERENCE** Sometimes, behavior problems on a school bus reach a point where it is necessary to have a conference with a student and his/her parent(s). The primary objective of the conference is to involve the parent(s) in the specifics of the child's disruptive behavior, petition support from the parent(s) and inform the parent(s) about the critical behavior actions the district will have to take if the disruptive behavior continues. During the conference, the parent(s) should be presented with all the facts about the child's behavior. The conference should be conducted by an administrative official of the school district. Both the student and his/her parent(s) should understand the critical nature of the conference. Suspension of riding privileges is normally the next step after a conference,

INSTRUCTOR GUIDELINES/NOTES	CONTENT

although a positive parent and student attitude mir merit giving the student another chance in some situations. The length of the first suspension is usually about one (1) to five (5) days. When a student is suspended, his/her parents are responsible for getting him/her to and from school for the duration of the suspension.

NOTE: REMEMBER, IT IS VITAL THAT EACH DRIVER BE FAIR, FIRM AND CONSISTENT IN ALL DEALINGS WITH THE PUPILS WHO RIDE THEIR BUS. BY FOLLOWING THIS CONCEPT, YOU WILL BECOME THE DEDICATED PROFESSIONAL BUS DRIVER WITH THE ADMIRATION AND RESPECT OF HIS/HER PASSENGERS.

STEP-BY-STEP APPROACH

A critical aspect of pupil transportation is pupil management. Most school bus drivers have no difficulty driving the school bus. Their downfall comes when they have to deal with the students that ride their bus. Every board of education, superintendent and local pupil transportation director must ensure that a viable and effective program of pupil management is in place to assist the school bus driver with the task of safely transporting pupils to and from school and on school-related trips.

A good program of pupil management involves the following:

1. Local Boards of Education
2. Local School Superintendents

INSTRUCTOR GUIDELINES/NOTES	CONTENT

3. Local Transportation Directors

4. Principals

5. Teachers

6. School Bus Drivers

7. Students

8. Parents

Each of these groups has a vital role in developing and keeping a viable and effective program of pupil management in their school system.

LOCAL TRANSPORTATION DIRECTOR'S ROLE

The local transportation director has a pivotal role in the development and implementation of the pupil management program. He/she must be the catalyst to ensure that a well-designed and functioning program of pupil management is in place.

Utilizing the resources available, the local transportation director must analyze the situation that exists and involve all the groups in determining the components of the pupil management program. Each group has a role to play in any effective pupil management program. The local transportation director must determine the roles of each group and then ensure that each group understands their role and takes the necessary actions to effectively implement it.

LOCAL BOARD OF EDUCATION'S ROLE

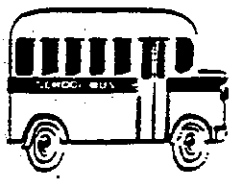
The role of the local board of education is a very important one. The board is charged with the responsibility for the welfare of all students. The

INSTRUCTOR GUIDELINES/NOTES	CONTENT

policies that the board adopts have effect of law and are the basis upon which the pupil management program will rest. The board is not required to provide transportation to and from school. The Kentucky Revised Statute that covers pupil transportation gives the board permission to operate a pupil transportation program. IT DOES NOT REQUIRE THE BOARD TO PROVIDE TRANSPORTATION SERVICE EXCEPT FOR SPECIAL NEEDS STUDENTS, IEP, ETC. Therefore, the keystone of the pupil management program is "IT IS A PRIVELEGE TO RIDE THE SCHOOL BUS - NOT A RIGHT." Once the expected standards of conduct for pupils have been developes it is the board's responsibility to adopt them as policy. These policies and rules must be an integral part of the required Student Code of Conduct that each board must adopt. The board also plays a role in training school bus drivers by insisting that all drivers receive training in managing the pupil who ride their bus. The board should treat misconduct on the bus the same as in the classroom.

LOCAL SUPERINTENDENT'S ROLE

The role of the local superintendent is critical to implementing a viable pupil management program. The superintendent must support the program by providing the needed funds for a well-trained driver on each of the school system's school buses. The superintendent must make it clear to all concerned that each person in the school system is to support the school bus driver and



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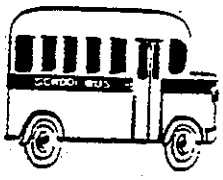
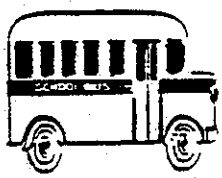




the pupil management program. Budgets developed by the superintendent must provide the resources needed to implement the pupil management program. At a minimum, funds to conduct driver in-service training and pupil ridership training programs must be included in the annual budget. In addition, the superintendent must ensure that all principals and teachers understand their role in the pupil management program and that they fully support the program by seeing that all the provisions of the pupil management program are effectively enforced.

PRINCIPAL'S ROLE

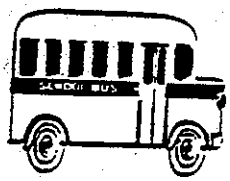
The role of the principal is also a vital key to any pupil management program. The principal is the one who must ensure that the consequences listed in the pupil management program are carried out. The principal must ensure that the children at their school fully understand their responsibilities when riding a school bus as well as the actions that will result in losing their privelege of riding the school bus. The principal must support the school bus drivers just like he/she would support the teachers in his/her school.

TEACHER'S ROLE

The role the teacher plays will have an impact upon the effectiveness of the pupil management program. The teacher is responsible for providing the required instruction in the proper way to ride a school bus. A full explanation of the rules, regulations and requirements must be taught to the pupils by the

INSTRUCTOR GUIDELINES/NOTES	CONTENT

teacher. This instructional aspect of the pup management program is critical to ensuring that each pupil fully understands what is expected each time they ride a school bus. It is also vital that each pupil understands the consequences if they fail to abide by the rules and regulations.



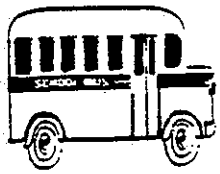
SCHOOL BUS DRIVER'S ROLE

The role of the school bus driver is the most pivotal within any pupil management program. The school bus driver has the responsibility for ensuring that the program is effective. The school bus driver must be aware of all facets of the pupil management program and operate within the framework of the program in a FAIR, FIRM AND CONSISTENT MANNER. The school bus driver mu work with the pupils on their bus to ensure that the pupils fully understand what is acceptable conduct on the bus and what is not acceptable. The school bus driver must establish ground rules for their bus. These ground rules must be within the framework of the pupil management program. School bus drivers must develop skills necessary to deal with all situations and children that ride their school bus. An understanding of how children act at various ages is critical when dealing with children.

STUDENT'S ROLE

The role of the student is another critical role.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

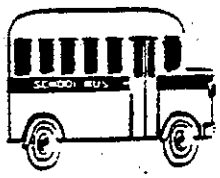


How the students act will dictate the effectiveness of the pupil management program. Students must have a clear understaing of the expected conduct while on the school bus. Compliance with all the rules and regulations is a must if the student is to properly fulfill their role in the pupil management program.

PARENT'S ROLE

The role of the parent is vital. The parent must know what is expected from their child in order to continue the privilege of riding the school bus. The parent must ensure that their child understands and abides by all the rules. The parent must support the bus driver in seeing that their child abides by the rules. By supporting the total pupil management program, the parent can ensure that their child retains the privilege of riding the school bus.

PUTTING THE PROGRAM IN PLACE



The steps that the local transportation director must take to put a pupil management program in place are:

1. Make a thorough analysis of the current effort in pupil management.
2. Identify and retain the good aspects of the current program and build on them.
3. Develop written policies for the board to adopt.
4. Develop training programs for drivers with emphasis on pupil management skills.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

5. Develop a system of informing parents of t requirements for riding a school bus.

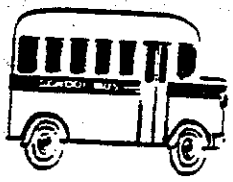
6. Develop procedures for orienting all principals, teachers and school bus drivers on their specific responsibilities and duties as outlined in the pupil management program.

7. Members of the committee should add any additional steps that they feel should be included.

REGULATIONS FOR PUPILS RIDING SCHOOL BUSES (EXAMPLE)

School bus transportation is authorized only for pupils regularly enrolled in a public school in kindergarten through grade twelve.

The transportation department provides you wi' the best equipment and drivers and with the safest program possible. The following regulations are furnished for your information and compliance. We ask your cooperation. Following are standard rules for passengers to follow.

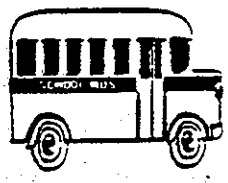


AT BUS STOPS

1. Be on time. The bus cannot wait beyond its regular schedule for those who are tardy. Be at the bus stop five (5) minutes before your bus is scheduled to arrive.

2. Always cross in front of the bus at a safe distance (minimum 10-15 feet) in order to be seen by the bus driver. Cross only on the driver signal.

INSTRUCTOR GUIDELINES/NOTES	CONTENT



3. Do not run toward or run across the street in front of a school bus while it is in motion.

4. Never stand in the road while waiting for the bus. Wait in an orderly line off the highway or street. Wait until the bus stops and then walk to the door and board the bus in an orderly manner. DO NOT PUSH AND SHOVE.

5. Pupils shall board the bus and immediately take a seat without disturbing other passengers. Do not exchange seats unless given permission by the driver.

6. Pupils shall not try to get on or off the bus or move about within the bus while it is in motion.

7. Pupils shall not wear clothing or back packs with long strings that could become entangled in the bus handrail.

8. Avoid making excessive noise.

9. Remember that fighting at bus stops and on the way to and from school bus stops is subject to disciplinary action (to be reported to the school principal).

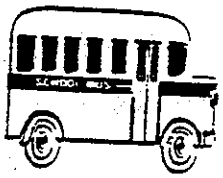
RIDING THE BUS

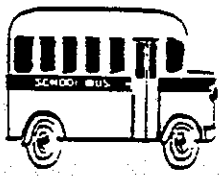
1. The driver is in charge of the bus and passengers. Follow directions the first time they are given.

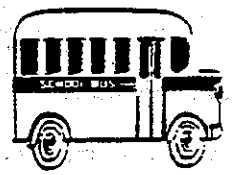
2. Pupils shall ride their assigned bus and no other bus.

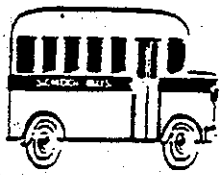
INSTRUCTOR GUIDELINES/NOTES	CONTENT
	3. No persons other than those assigned to the b shall be allowed to ride a school bus. 4. Report promptly to the driver any damage done to the bus. Persons causing damage can be expected to defray the full cost of repairs before riding privileges are restored. 5. Pupils shall not engage in any activity which might divert the driver's attention away from driving the bus and cause an accident, such as: a. improper behavior (including insolence, disobediance, vulgarity, foul language, fighting, pushing, shoving and similar offensive acts); b. smoking on the bus; c. eating or drinking on the bus; d. possessing guns, knives or other sharp objects; e. bringing animals on the bus (either live or preserved specimens); f. throwing articles or objects in or from the bus; g. tampering with mechanical equipment, accessories or controls of the bus; h. placing musical instruments or other articles on the bus or at the door by the driver; i. obstructing the aisle in any manner;

INSTRUCTOR GUIDELINES/NOTES	CONTENT









j. occupying more space in a seat than required (all items students bring on a bus must be held by the student and will not be placed on seats or in aisle);

k. tracking mud or dirt onto the bus;

l. littering the bus; or

m. opening or closing windows without the driver's permission.

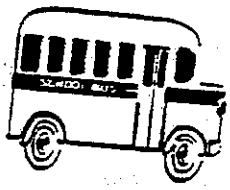
6. Violations of the rules and regulations for riding a school bus shall result in the following actions:

a. First offense - bus driver will have a talk with the pupil.

b. Second offense - bus driver will move pupil to a front seat for two (2) weeks and written notification will be sent to principal and parent/guardian. Pupil will not be allowed back on the bus until notification form is returned to the driver.

c. Third offense - a misconduct report will be filed with the principal of the school where the pupil attends. Pupil will not be allowed back on the bus until parent has signed and pupil returns a copy of the report to the driver.

d. Fourth offense - a second misconduct report is filed and the principal suspends bus

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	riding privileges for a minimum of five (days. e. Fifth offense - a third misconduct report is filed and the princiapl suspends bus riding privileges for the remainder of the school year. 7. Some offenses are of such a serious nature that they can be deemed to warrant suspension of bus riding privileges without following the procedures outlined above. Included in these offenses are: a. disruptive behavior; b. use of tobacco in any form; c. use or possession of alcohol, drugs narcotics; d. failure to remain in seat when bus in on route; e. use of profane, abusive or excessively loud language; f. littering or throwing objects (no food, candy or beverages allowed on bus); g. vandalism (as a minimum, may be made to pay for damages before privileges are restored); h. violation of any school or bus rule while waiting at any school to board the bus; i. failure to follow the proper procedure : crossing the road;

INSTRUCTOR GUIDELINES/NOTES	CONTENT

j. using, operating or tampering with the operation or controls of the school bus;

k. failure to properly identify yourself the first time you are asked by the driver or any school authority;

l. failure to ride only the assigned bus;

m. failure to comply with the authority of the bus driver on the regulations for pupils riding the school bus;

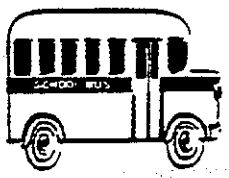
n. fighting or scuffling; and/or

o. bringing guns or knives on the bus.

ON THE TRIP HOME

1. Passengers are permitted to leave the bus only at the regular, designated stop. Any change must be made with the parent's request in writing and approved by the signature of the school principal.

2. If a pupil lives on the opposite side of a road from the bus stop, the pupil should go to the front of the bus and wait until the bus driver gives the signal to cross the road. NEVER cross the road in the rear of a stopped school bus.

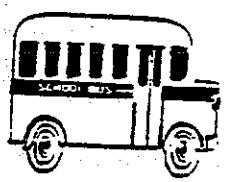


PARENT/GUARDIAN RESPONSIBILITIES

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

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	Parents/Guardians should:
	1. report any misconduct on school buses to the principal;
	2. report all traffic hazards and the bus numbers of all buses observed being operated carelessly to the transportation director;
	3. encourage students to observe all safety and conduct regulations established for the safe and efficient operation of the school buses;
	4. help observe extreme caution when approaching bus stops, moving buses or stopped buses;
	5. help supervise large numbers of children at bus stops; and
	6. see that their children are at the stops five minutes before the bus is scheduled to arrive.
	WAYS TO MAINTAIN STUDENT DISCIPLINE FOR DRIVERS
	1. Never give an order you do not intend to enforce.
	2. The response of the child is in action. Give your command to stimulate action, not to check it. Say, "DO THIS" rathar than "DON'T DO THAT." Suggest an action which can be successfully obeyed.
	3. Give a child time for reaction.
	4. Have a reason for what you ask a child to do, and when possible, take time to give the reason so that he/she can see the point.
	5. Be honest in what you say and do. A chil faith in you is a great help.

INSTRUCTOR GUIDELINES/NOTES	CONTENT



6. Be fair - it isn't punishment, but injustice that makes a child rebel against you.
7. Be friendly. Always show an interest in what they are doing.
8. Commend good qualities and action.
9. Try to be consecutive, not repressive, in all dealings with children.
10. Remember that a sense of humor is extremely valuable.
11. Never strike a child. It may seem to be the easist way, but it only aggravates the problem.
12. Do not judge misconduct on how it annoys you.
13. Do not take your personal feelings and prejudices out on the children.
14. Maintain poise at all times. Do not lose your temper.
15. Remember - "The tongue is the only keen-edged tool which grows sharper with constant use." Do not nage, bluff or be officious.
16. Look for good qualities - all children have them.
17. Do not "pick" on every little thing a child does. Sometimes it is wiser to overlook some things.
18. Bear in mind that misbehavior is seldom willful. There is usually a cause and it may be yourself or some other influence outside the child.
19. Listen for suggestions and complaints from the children.
20. Follow-up all cases which have been disciplined.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

Be certain that you still have the respect a confidence of the child.

21. Be sincere in your work.

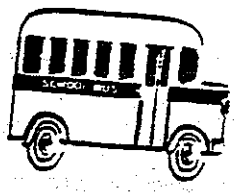
22. Intelligence in handling youth consists of thinking faster than they do. If they can out-think you, you are not using your maturity and the advantage of your larger education. You should see the possibilities before they become results. This is the secret of leadership.

23. Never hold a student up to public ridicule. It is the surest way of creating a discipline problem.

SUMMARY

Pupil management involves the combined effort four (4) distinct groups of individuals. An effective program must have the support of 1) school districts, 2) school bus drivers, 3) pupils and 4) parents/guardians. Each school district should institute a comprehensive responsibility for the pupil's safety and well being, as well as WHILE protecting the interests of all others involved in the program.

SCHOOL DISTRICT RESPONSIBILITIES



1. Establish the policies and procedures by which the program functions.

2. Establish pupil regulations governing t behavior and safety of pupils while on the bus and at the bus stop.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

3. Institute and administer an instructional program that teaches pupils proper conduct and safety procedures.

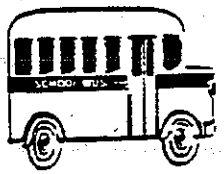
4. Conduct a training program for school bus drivers to ensure that all policies, procedures and regulations and why they must be enforced are understood.

5. Ensure that parents/guardians receive written copies of the bus rules and regulations. Clearly establish their roles and obligations with respect to pupil promptness, attitude and behavior.

6. Initiate procedures to ensure open lines of communication and cooperation between school administrators, bus company officials, state agencies and bus drivers.

7. Provide training in pupil management skills that extends beyond the scope of enforcing rules and regulations.

8. ENSURE THAT ADMINISTRATORS PROVIDE BACK-UP FOR DISCIPLINE AND STAND BEHIND DRIVERS' REASONABLE ENFORCEMENT ACTIONS.

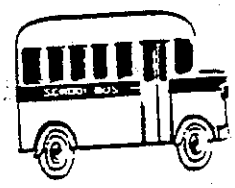


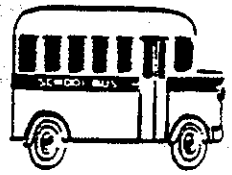
DRIVER RESPONSIBILITIES

Drivers shall:

1. be familiar AND ABIDE BY all rules, policies and procedures affecting pupil transportation;

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	2. establish rapport with each build' administrator and work to ensure proper conduct and communications; 3. establish rapport with pupils; 4. instruct pupils in proper behavior, general procedures and EVACUATION DRILLs; 5. maintain order as a safety practice and stress the following points and procedures; a. minimize interior noise b. control passenger movement c. require an orderly entrance and exit d. eliminate movement or potential movement of objects e. require silence at railroad crossings f. prohibit transportation of unauthorized materials 6. handle minor infractions through seat assignments or discussions with pupil passengers; 7. follow school district policy pertaining to misconduct and submit written reports on the appropriate forms to administrators or other persons designated to deal with discipline problems in instances of serious or recurring misconduct; 8. be aware that they represent the school system and the bus company, if applicable, and should present a positive image in dress, language manner while on duty; and

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	9. be familiar with the assigned routes and designated school bus stops. **PUPIL RESPONSIBILITIES** Proper pupil behavior is important. The distraction of the driver can contribute to accidents. Pupils and parents/guardians should be made aware of, and abide by, reasonable regulations to enhance safety. The consequences of unacceptable behavior should be clearly understood. The following procedures will protect the pupil's rights and maintain order on the bus. Pupils must: 1. be aware that they are responsible for their action and behavior; 2. know what the rules and procedures are and abide by them; 3. display proper respect for the rights and comforts of others; 4. realize that school bus transportation can be denied if they do not conduct themselves properly; 5. be aware that any driver distraction is potentially hazardous to their safety; and 6. not wear clothing or back packs with long hanging drawstrings or straps that can get caught in the handrail of the bus.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	**PARENT/GUARDIAN RESPONSIBILITIES** 1. Become familiar with the district rules and policies, regulations and principles of school bus safety. 2. Assist children in understanding the safety rules and encourage them to abide by them. 3. Recognize responsibiliies for the actions of their children. 4. Support safe riding practices and reasonable discipline efforts. 5. Teach children the procedures for safely crossing the highway before boarding and after leaving the bus. 6. Support procedures for emergency evacuation ar procedures in an emergency as set up in the school district. 7. Support respect for rights and privileges of others. 8. Communicate safety concerns to school administrators. 9. Support all efforts to improve school bus safety. 10. Parents/guardians should not allow students to wear clothing or back packs with long hanging drawstrings or straps on them to avoid the hazard of them getting caught on the handrails of the bus.

SCORING THE EXAM

OVERALL SCORING

Applicant must answer 48 of the 60 questions correctly in a combination of all 3 tests in order to score 80% on this chapter. You, the Driver Training Instructor, should be concerned with the overall chapter score. The chapter is broken down into three sections to simply aid you in locating the student weakness if he/she doesn't score 80%.

SECTION I - SCORING

17 answers possible. Applicant must answer 13 questions correctly.

SECTION II - SCORING

23 answers possible. Applicant must answer 19 questions correctly.

SECTION III - SCORING

20 answers possible. Applicant must answer 16 questions correctly.

FORM 4 -CLASSROOM

NAME: _____ DATE: _____

PUPIL BEHAVIOR MANAGEMENT (TEST)

SECTION 1 - MATCHING

Listed are a number of grade level characteristics. You are to make an "E" in the blank if the characteristic pertains to elementary children and "S" if it pertains to children in the secondary grades.

KEY

S	1.	_____	Boy-girl relationships may cause problems
E	2.	_____	Be willing to cooperate in group projects
E	3.	_____	Be talkative (loud)
S	4.	_____	Concerned with their dignity
E	5.	_____	Be sensitive to adult criticism
S	6.	_____	Resent authority
S	7.	_____	Try to rattle the driver
S	8.	_____	Organize in groups
E	9.	_____	Be insensitive to the feelings of others
S	10.	_____	More prone to vandalism
E	11.	_____	Be active physically
S	12.	_____	Erratic behavior
S	13.	_____	Gossipy, repeat things to their parents
E.	14.	_____	Are harder to handle in the afternoon than in the morning
S	15.	_____	Girls are more mature than boys
S	16.	_____	Girls are more influenced by boys
E	17.	_____	Forget easily

SECTION 2 - TRUE OR FALSE

Mark each statement with a "T" if the statement is TRUE or an "F" if the statement is FALSE.

KEY			
T	1.	_____	Two-way communication between the driver and student is essential.
F	2.	_____	Behavior problems are the same in every district.
F	3.	_____	It is not important to remember the names of the students who ride your bus.
F	4.	_____	A pleasant greeting each morning only serves to wake up your passengers so they can cause problems.
T	5.	_____	Prevention of behavior problems is the most important lesson a driver can learn.
F	6.	_____	Drivers are not responsible for pupil conduct that takes place prior to the bus arriving at the bus stop.
T	7.	_____	The tone of voice is important when dealing with the children who ride your bus.
T	8.	_____	Children like and demand attention.
F	9.	_____	Children like positive attention but not negative attention.
F	10.	_____	A good bus driver should not have a general knowledge of their passengers.
T	11.	_____	Each child is an individual and therefore different.
F	12.	_____	Being different earns a child special privileges.
T	13.	_____	Riding the bus is a privilege, not a right.
T	14.	_____	Deal with pupils fairly when they get out of line.
F	15.	_____	Playing favorites with the problem child will make the driver's job easier.
T	16.	_____	Treat all offenders fairly, impartially and in the same manner that you treat all such offenders.
T	17.	_____	All eyes are on the bus driver while they are driving the bus.
F	18.	_____	When a pupil is guilty of breaking a rule, it is best to bawl him/her out in front of the pupils on the bus so that all pupils learn that you will not put up with breaking the rules.

F 19. _____ Young people welcome an appearance of real or imagined "favoritism" toward a student on the bus.

F 20. _____ Exchanging "wise cracks" and gossip with the pupils is an excellent way to keep down trouble.

T 21. _____ Most behavior problems should be handled by drivers.

T 22. _____ Control procedures should be designed to be progressively severe.

T 23. _____ When dealing with a group's disruptive behavior, it is very important that the driver control their own actions.

SECTION 3 - IDENTIFY ACTS THAT HELP WITH DISCIPLINE PROBLEMS

In this section, you are to mark those acts that aid in solving discipline problems and do not mark those acts that do not aid in solving discipline problems.

Circle the number of those acts that aid in solving discipline problems. Leave the number of those acts that do not aid in solving discipline problems uncircled.

1. Be one of the "guys" with the students.
2. Control your temper.
3. Maintain close contact with principals and secure their cooperation.
4. Hold grudges.
5. Be firm but kind.
6. Always control your temper.
7. Assume that everything is all right.
8. Do not put a student off the bus for misconduct.
9. Inform pupils that they have important responsibilities in assuring group safety.
10. Be very lenient at first.
11. Shout.
12. Argue.

13. Threaten.

14. Observe a policy of "hands off".

15. Seat trouble makers near you, on a front seat.

16. Be courteous to children.

17. Act the part of a person in a responsible position who is conscious of the important job that they hold.

18. Do not try to handle serious discipline problems while the bus is in motion.

19. Do not bring up problems that have to be addressed later.

20. Allow the students to bring radios on the bus as a reward for good behavior.

SECTION 3 - KEY

Following are the numbers that should be circled.

2	14
3	15
5	16
6	17
9	18

CHAPTER 6

VEHICLE OPERATION

VEHICLE OPERATION

LESSON TOPIC:

VEHICLE OPERATION

OBJECTIVES:

To enable the driver to:

- enter the traffic stream without interfering with other vehicles;
- select the appropriate lane for driving;
- adjust to existing traffic conditions, traffic flow and legal speed limits;
- maintain an adequate separation between his/her school bus and the vehicle ahead;
- negotiate curves safely and comfortably;
- negotiate hills safely and effectively;
- leave a line of traffic with minimal interference to vehicles behind and to the side;
- accommodate a passing vehicle by adjusting speed and/or position as necessary for the other vehicles to complete the pass;
- maintain an adequate separation between his/her school bus and the vehicle behind;
- put a school bus in motion on either an upgrade or downgrade from a standing position;
- identify various signs, signals and pavement markings, and to comprehend their meaning;
- drive safely by parked vehicles;
- adjust course as necessary when meeting oncoming vehicles on a two-lane roadway;
- make correct decisions when encountering yielding (right-of-way) situations;
- respond with safe and cautious actions when encountering pedestrians, cyclists and animals;
- approach intersections and to react appropriately to other traffic and traffic controls;
- proceed through intersections and react to changing traffic conditions;
- approach and enter off-street areas in a safe and efficient manner;
- safely make right turns at intersections;
- safely make left turns at intersections;
- enter, drive through or cross and leave a tunnel or bridge safely and expeditiously;

- safely enter a main roadway from an entrance ramp;
- merge with traffic on another roadway;
- safely exit a main roadway or an exit ramp;
- negotiate traffic circles safely;
- change lanes safely and without obstructing the flow of traffic;
- make sound passing decisions and to complete passes safely without interference to other vehicles;
- handle the school bus during practice driving; and
- evaluate the knowledge gained by the driver as a result of the completion of the instructional phase of driving fundamentals.

INTRODUCTION TO THE INSTRUCTOR

RURAL DRIVING SKILLS

This is the first on-street driving lesson for the student, covering specific rural situations as well as concepts from the previous lessons.

REVIEW: pre-trip inspections, visual checks, backing and shifting.

RESIDENTIAL DRIVING SKILLS

This lesson involves the operation of the school bus on streets with limited space, increased vehicular and pedestrian traffic and frequent conflicts.

REVIEW: following distance, lateral clearances, turns and entering traffic flow.

USE THE SAFE METHOD: Avoid traffic congestions when possible.

URBAN DRIVING SKILLS

The final lesson in the on-street driving sequence acquaints the students with concepts and situations unique to urban areas. Topics covered include: Increased Interaction, Distractions, Space Restrictions and Driving Strategies.

REVIEW: interaction, intersections, scanning

All school districts have received the "Vehicle-at-Speed" and Performance Skills test materials. This is where most of the 610 points originate (see Chapter 2). Remember, a driver should score a minimum of 80% on each maneuver. If he/she fails to score at least 80% on any activity, you - the Driver Training Instructor - should work with the student to enhance his/her skills until they are capable of passing or you decide that they are not a viable applicant.

You may contact the Training and Safety Branch of the Division of Pupil Transportation to receive a copy of the course layout for the Performance Skills or "Vehicle-at-Speed" tests.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	RURAL DRIVING SKILLS
	STUDENT INTRODUCTION
	The first actual on-street driving is in a rural area and the emphasis is placed upon interacting with other vehicles. In addition to know how to operate and maneuver the bus, you - as a bus driver - will be expected to demonstrate and explain the "thinking processes" that are involved in rural driving.
THE DRIVER WILL LIST, IN CORRECT SEQUENCE, THE STEPS FOR ENTERING TRAFFIC FROM A STOPPED OR PARKED POSITION.	MERGING STEPS: 1. Observe traffic to front and rear. 2. Look for gap in rear approaching traffic. 3. Yield the right-of-way to all vehicles and pedestrians. 4. Actuate turn signal. 5. Accelerate smoothly into gap in traffic lane. 6. Straighten steering wheel. 7. Check to see that directional signal has been cancelled. 8. Accelerate quickly to speed of traffic.
THE DRIVER SHOULD BE ABLE TO STATE THE REGULATIONS REGARDING APPROPRIATE LANE USAGE.	REGULATIONS: 1. Drive on right lane of roadway except: a. when overtaking and passing another vehicle moving in the same direction; or b. when right lane of roadway is closed to traffic due to construction or repair. c. Follow posted traffic signs for appropriate lane usage.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	d. Drive in any lane of a roadway having three or more lanes in one direction. However, school buses should travel in the right lane whenever feasible.
THE DRIVER WILL STATE THE REGULATIONS REGARDING SPEED.	2. Basic speed law:
	a. The driver should drive at a careful and prudent speed that takes into account all driving conditions. Drive at no greater speed than will permit stopping within the assured clear distance ahead.
	b. Absolute speed laws: (fixed)
	o 55 MPH - maximum for school buses
	o 45 MPH - minimum on freeways
	o 45 MPH - highway construction, road work or surveying
	o 25 MPH - business, residential and park areas, unless posted otherwise
	o 25 MPH - school zones
THE DRIVER WILL STATE THOSE TECHNIQUES WHICH WILL ENABLE HIM/HER TO ADJUST SPEED TO EXISTING CONDITIONS.	c. Techniques:
	o Periodically observe speedometer to check speed (no more than every ten seconds).
	o Adjust speed to that of the other traffic by accelerating, decelerating, braking and/or downshifting.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
THE DRIVER WILL EXPLAIN THE RULES WHICH WILL HELP IN DETERMINING AN ADEQUATE FOLLOWING DISTANCE.	d. Rules: o Under ideal conditions, maintain at least a four-second following distance for a Kentucky school bus. o Look ahead twelve to fifteen seconds. By scanning the road that far ahead, trouble can be seen well in advance and can often be avoided.
THE DRIVER WILL IDENTIFY CIRCUMSTANCES WHICH CALL FOR GREATER FOLLOWING DISTANCE.	e. Definite times to adjust following distance: o when increasing speed, o when driving on wet or icy roads, o when driving at night or during weather conditions that adversel affect the driver's ability to see the roadway and traffic conditions ahead, o when fatigued, o when following emergency vehicles, o when following dual-wheeled vehicles, which may cause damage to the bus by the thrust of debris thrown from between the wheels, and/or o when following two-wheeled vehicles that can stop within shorter distances.
	If at least four seconds have passed before t front of the bus has reached the same object that the

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	vehicle in front of you just passed, a proper following distance is being maintained. The distance between your bus and the vehicle in front of you is called the space gap.
THE DRIVER WILL DESCRIBE THOSE TECHNIQUES WHICH WILL ENABLE HIM/HER TO SAFELY NEGOTIATE CURVES.	<u>CURVES:</u> 1. Approach curves at speeds that will enable the curve to be negotiated safely. 2. Observe roadway ahead for signs indicating maximum safe entering speed. 3. Reduce speed, if necessary, to attain posted limit. <u>WHEN ENTERING AND DRIVING THROUGH A CURVE:</u> 1. Look well ahead to anticipate need for steering conditions. 2. Maintain a position within lane (not change or "cut across" lanes). 3. Maintain speed throughout curve by keeping slight pressure on accelerator. Don't increase speed in a curve. 4. Reduce speed by releasing accelerator and applying the brakes lightly. 5. Always brake before a curve: o whenever initial speed proves too great for rate of curvature, or o whenever visibility is restricted by darkness, fog, vegetation or other obstructions.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	WHEN LEAVING A CURVE: 1. Resume original or other safe speeds. o One may accelerate coming out of a curve. This is called "blowing out" of a curve. However, this should be done on a conservative basis. Just gradually accelerate out of the curve.
THE DRIVER WILL IDENTIFY THOSE TECHNIQUES WHICH WILL ENABLE HIM/HER TO SAFELY NEGOTIATE UPGRADES.	PROCEDURES: UPHILL 1. Select the far right lane or auxiliary climbing lane, if available. 2. Maintain constant speed on upgrades by: o applying accelerator pressure, and o shifting to lower gear. 3. When approaching crest on a narrow roadway, keep far to the right. o Slow down slightly when approaching crest to compensate for limited sight distance for an anticipated increase in speed upon reaching crest.
THE DRIVER WILL IDENTIFY THOSE TECHNIQUES WHICH WILL ENABLE HIM/HER TO SAFELY NEGOTIATE DOWNGRADES.	DOWNHILL 1. Look for signs indicating length and/or gradient of downgrade. 2. Shift into lower gear before beginning a long and/or steep downgrade. 3. Maintain constant speed on downgrades by reducing accelerator pressure.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	4. Apply brakes partially throughout descent if necessary. 5. When approaching bottom of downgrade, resume normal driving speed.
THE DRIVER WILL LIST, IN CORRECT SEQUENCE, THE STEPS FOR LEAVING A LINE OF TRAFFIC.	<u>EXITING TRAFFIC:</u> 1. Scan roadside for suitable place to stop. 2. Observe shoulder for obstructions (trees, poles, sign posts). 3. Look for spot with no obstructions where vehicle can be seen by traffic. 4. Check mirrors. 5. Signal intention to leave traffic stream. 6. Reduce speed. 7. Guide school bus gradually off the roadway. 8. Try not to make quick, abrupt movements. 9. Brake gently to a complete stop, if called for.
THE DRIVER WILL EXPLAIN THE PRECEDURE TO ENABLE OTHER VEHICLES TO PASS SAFELY.	<u>BEING PASSED</u> 1. Maintain position in center of lane, or move slightly to right, if possible. 2. Maintain or reduce speed - do not accelerate. 3. Watch for signals that the passing vehicle plans to cut back in front of the bus. 4. Driver looks back over shoulder. 5. Turn signal flashing. 6. Front wheels begin to angle back to right. 7. Prepare to slow down to provide larger space for passing vehicle to re-enter lane or to obtain

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	additional following distance if vehicle cuts i after passing.
THE DRIVER WILL IDENTIFY THOSE TECHNIQUES WHICH WILL HELP HIM/HER MAINTAIN AN ADEQUATE SEPARATION WITH THE VEHICLE BEHIND.	<u>BEING FOLLOWED:</u> 1. Signal intended maneuvers. 2. Check mirrors frequently. 3. Watch for indications that following vehicles intend to pass. 4. Observe roadway ahead to anticipate the need to stop. 5. Use the minimum four-second following distance method for Kentucky school buses.
THE DRIVER WILL LIST, IN CORRECT SEQUENCE, THE STEPS FOR PUTTING A SCHOOL BUS IN MOTION ON AN UPGRADE.	<u>STARTING ON AN UPGRADE:</u> A. Manual Shift: 1. Press brake. 2. Set parking brake. 3. Press clutch. 4. Place gearshift lever in first gear for four speed transmission or second gear for five speed. 5. Release brake. 6. Press accelerator. 7. Release clutch to friction point, simultaneously releasing parking brake so that bus does not roll backward. 8. Release clutch completely and press accelerator until bus gains adequate speed to shift into next higher gear.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	B. Automatic Shift 1. Press brake. 2. Set parking brake. 3. Place gearshift lever in drive (or low if on a steep upgrade). 4. Gradually press accelerator. 5. Release emergency brake.
THE DRIVER WILL LIST, IN CORRECT SEQUENCE, THE STEPS FOR PUTTING A SCHOOL BUS IN MOTION ON A DOWNGRADE.	<u>STARTING ON A DOWNGRADE:</u> A. Manual Shift 1. Press brake. 2. Set parking brake. 3. Press clutch. 4. Place gearshift lever in first gear for four-speed transmission or second gear for five-speed. 5. Release parking brake. 6. Gradually release brake. 7. Release clutch to friction point. 8. Accelerate if necessary and gradually release clutch all the way. B. Automatic Shifts on Downgrade 1. Press brake. 2. Place gearshift lever in drive (or low if on a steep downgrade). 3. Release brake and accelerate if necessary.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

RESIDENTIAL DRIVING SKILLS

STUDENT INTRODUCTION

This lesson is devoted to the skills necessary to drive in a residential area. You should encounter problems with space, vehicle and pedestrian traffic, visual obstructions and traffic conflicts.

THE DRIVER WILL DESCRIBE THE MEANING AND PROPER DRIVER REACTION TO THE VARIOUS SHAPES AND COLORS OF TRAFFIC SIGNS.

SIGNS/SHAPES:

A. OCTAGON - STOP

1. Come to a complete stop.
2. Yield right-of-way to pedestrians.
3. Stop behind marked or unmarked crosswalk or stop line. Without stop line or crosswalk, stop at the point nearest the intersecting roadway where the driver has a vi approaching traffic on the intersection roadway.

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

B. INVERTED TRIANGLE - YIELD.

1. Slow down and be ready to stop if needed. Give the right-of-way to traffic and pedestrians.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	C. CROSSBUCK - RAILROAD 1. In Kentucky, all school bus drivers must stop at all railroad crossings (15 to 50 feet). D. RECTANGLE - REGULATORY 1. Inform drivers about traffic laws and regulations and also serve as directional guides. E. ROUND - RAILROAD - Warns of a railroad crossing 1. Slow down and be prepared to stop. Kentucky school buses must stop. F. PENNANT - NO PASSING - Usually found on left side of road G. PENTAGON - School 1. Slow down and watch for children. H. TRIANGLE - SLOW MOVING VEHICLE - Vehicle carrying this sign cannot travel faster than 25 MPH I. SHIELDS - GUIDE - Identifies highway by number and symbol as part of national, state or local system. <u>COLORS:</u> A. RED - Stop, yield or a prohibition B. YELLOW - Warning C. ORANGE - Construction and maintenance warning D. GREEN - Indicates movements permitted and direction guidance E. WHITE - Regulation F. BLACK - Regulation

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	G. BLUE - Motorist services guidance
	H. BROWN - Public recreation and scenic guidance
THE DRIVER WILL DESCRIBE THE MEANING AND PROPER DRIVER REACTION TO THE VARIOUS TRAFFIC CONTROL SIGNALS.	<u>TRAFFIC CONTROL SIGNALS:</u>
	A. TRAFFIC LIGHTS
	1. RED - Stop at stop line or behind crosswalk.
	2. YELLOW - Warning. Light is about to change from green to red. Do not enter intersection.
	3. GREEN - Go, but first check to see that intersection is clear. Yield to vehicles and pedestrians in intersection.
	B. ARROW
	1. STEADY GREEN - Turn in the direction shown by arrow. Yield to pedestrians and othr traffic in intersection.
	C. FLASHING SIGNALS
	1. RED - Come to full stop. Proceed when road is clear.
	2. YELLOW - caution. Slow down, look carefully and proceed with caution.
	D. LANE SIGNALS
	1. GREEN - A steady green arrow pointed downward indicates drivers are permitted to drive in that lane.
	2. YELLOW - A steady yellow "X" indicates that drivers should clear that lane as signal is preparing to change to red.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	3. RED - A steady red "X" indicates that drivers should not drive in that lane.
THE DRIVER WILL DESCRIBE THE MEANING AND PROPER DRIVER REACTION TO THE VARIOUS PAVEMENT MARKINGS.	E. PAVEMENT MARKINGS
	1. YELLOW LINES - Separate traffic lanes moving in opposite directions.
	2. BROKEN YELLOW LINES - Indicate that passing is permitted when line is on your side of the road.
	3. SOLID YELLOW LINES - Indicate that passing is prohibited if the line is on your side of the road.
	4. DOUBLE SOLID YELLOW LINES - Indicate that passing is prohibited in either direction on two-lane roads. Double solid yellow lines also indicate the center of the road on roads of four or more lanes.
	5. CENTER LANE, LEFT TURN ONLY - (marked on both sides by solid yellow and broken yellow lines). Use only when turning left. Do not use for passing.
	6. BROKEN WHITE LINES - Separate traffic lanes moving in the same direction.
	7. SOLID WHITE LINES - Used to channel traffic and prevent lane changes near intersections.
	8. CROSSWALK LINES - Indicate where pedestrians are to cross. Do not block crosswalks. Yield to pedestrians.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	9. STOP LINES - Indicate where a vehicle must stop at intersections.
	SYMBOLS:
	1. WHITE ARROWS - Lanes marked with white arrows indicate the direction in which the driver must proceed.
THE DRIVER WILL LIST THE GREATEST HAZARDS IN PASSING PARKED VEHICLES.	HAZARDS
	A. Spaces between parked vehicles through which pedestrians and animals may dart into street.
	B. Parked vehicle may suddenly move into path of bus.
	C. Occupants of parked vehicles who may suddenly open doors.
THE DRIVER WILL LIST CUES WHICH CAN INDICATE THAT A PREVIOUSLY PARKED VEHICLE IS ABOUT TO ENTER THE DRIVING LANE.	CUES
	A. Exhaust fumes coming from vehicle.
	B. Back up lights on.
	C. Brake lights on.
	D. Front wheels turned toward traffic lane.
	E. Driver looking back over shoulder.
	F. Turn signal flashing.
	G. Any movement.
THE DRIVER WILL IDENTIFY THOSE TECHNIQUES WHICH WILL ENABLE HIM/HER TO PASS PARKED VEHICLES SAFELY.	TECHNIQUES
	A. Maintain reasonable speed.
THE DRIVER WILL IDENTIFY THOSE TECHNIQUES WHICH WILL ENABLE HIM/HER TO SAFELY MEET ON-COMING VEHICLES ON TWO-LANE ROADWAYS.	B. Maintain lane position, leaving reasonable clearance between bus and parked vehicles.
	C. Be ready to stop.
	D. Change lanes if necessary.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	ONCOMING TRAFFIC
	A. Maintain position to right of center line.
	B. Observe roadway for slow moving or stopped vehicles or obstructions which might force oncoming vehicles across the center line.
	C. Take in the whole picture.
THE DRIVER WILL EXPLAIN THE CORRECT DRIVER ACTION WHEN ENCOUNTERING YIELDING SITUATIONS.	D. Be prepared to stop.
	E. Look for a place to steer to the right.
	YIELDING
	A. Yield to any vehicle that is already in the intersection.
	B. When reaching an intersection at the same time as another vehicle, yield to the vehicle on the right.
	C. When approaching a yield sign, slow down to a reasonable speed and yield the right-of-way to any vehicle in the intersection and to approaching traffic.
	D. When merging at a stop intersection, stop and yield the right-of-way to any vehicle in intersection and to approaching traffic.
	E. When merging onto a main highway, with or without signs, yield to any vehicle close enough to be an immediate danger.
	F. When making a left turn, yield right-of-way to oncoming traffic.
	G. Stop and then yield the right-of-way.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	H. When entering a highway from an alley, privat road or driveway. I. When turning on a red light. EMERGENCY VEHICLES Yield to emergency vehicles that are sounding a siren and flashing warning lights by turning as far as possible to the right and stopping. Generally, a driver should never turn left. PEDESTRIANS YIELD RIGHT-OF-WAY TO PEDESTRIANS A. AT STOP SIGNS - After coming to a complete stop, give the right-of-way to pedestrians crossing the street. B. AT TRAFFIC SIGNALS - After a light turns greer yield to pedestrians still crossing the street. Also, yield to pedestrians walking with a green light or a "walk" signal. C. AT STEADY GREEN ARROW - Yield to conflicting cars and pedestrians. D. AT CROSSWALKS - When pedestrians are crossing the street at crosswalks, slow down or stop before reaching the crosswalk. E. WHEN TURNING - Yield to pedestrians when turning at intersections or when entering alley or driveway. F. WHEN ENTERING A STREET - Yield to pedestrians in your path when driving onto street or highwa from driveway or alley.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
THE DRIVER WILL STATE THE REGULATIONS REGARDING YIELDING TO PEDESTRIANS.	G. YIELD at all times when collisions with pedestrians are possible. H. WHEN MEETING BLIND PERSONS - Bring vehicle to a complete stop at least fifteen feet from blind pedestrian that is crossing in front of you. I. YIELD TO FUNERAL PROCESSIONS. J. YIELD when directed to do so by a police officer. REGULATIONS YIELD RIGHT-OF-WAY TO PEDESTRIANS: A. at stop signs; B. at traffic signals; C. at crosswalks; D. when turning; E. when entering a street from a driveway or alley; and/or F. when meeting blind pedestrians.
THE DRIVER WILL DESCRIBE THOSE TECHNIQUES WHICH WILL ENABLE HIM/HER TO INTERACT SAFELY WITH CYCLISTS.	TECHNIQUES A. LEAVE PLENTY OF ROOM FOR CYCLISTS 1. When approaching cyclists, give short beep on horn at least 200 feet or five bus lengths prior to passing to warn them that you are near. 2. Watch for cyclists at night, as they may not have proper lighting. 3. Provide at least twelve feet side clearance when passing.
THE DRIVER WILL IDENITFY THOSE TECHNIQUES WHICH WILL ENABLE HIM/HER TO DEAL SAFELY WITH ANIMALS.	

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	B. WATCH FOR ANIMALS ON OR ALONG ROADWAY 1. Slow down when entering animal crossing zones or when noting animals on or along roadway. 2. If an animal enters a roadway, prepare to stop or maneuver if traffic permits. 3. Hit the animal if stopping or maneuvering would jeopardize your own safety or that of passengers, other motorists or pedestrians. This is a last desperate option.
THE DRIVER WILL DESCRIBE IN THE CORRECT SEQUENCE, THE PROCEDURE WHICH WILL ENABLE HIM/HER TO SAFELY APPROACH INTERSECTIONS.	<u>INTERSECTIONS</u> PROCEDURE APPROACH When approaching an intersection: A. slow down in sufficient time to avoid stopping i intersection or on crosswalk; and B. observe signs providing lane information and enter the correct lane as early as possible, but no later than 100 feet before reaching intersection. When intending to turn: A. enter far right lane for a right turn or far left authorized lane for a left turn, unless otherwide directed; B. check mirrors; and C. signal intention to turn as soon as possible without causing confusion, but no later than 100 feet before reaching intersection.
THE DRIVER WILL DESCRIBE THE REGULATIONS THAT WILL ENABLE HIM/HER TO SAFELY OBSERVE AND FOLLOW TRAFFIC CONTROLS AT INTERSECTIONS.	

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	If unable to enter correct lane for a turn: A. proceed to the next intersection. REGULATIONS A. If an officer and the control devices are in conflict, follow officer's directions. B. Prepare to stop if the light is red, flashing red or yellow. C. Proceed with caution although ready to stop if light is flashing yellow. D. Slow down and prepare to stop if traffic light is changing from green to yellow. E. Proceed through intersection when light changes from green to yellow, if stopping would cause conflict with following vehicles. However, your bus should clear the intersection before the light turns red. If in doubt, do not proceed. F. Slow down in preparation for stopping at an intersection controlled by a stop sign. G. Slow down sufficiently to stop, if necessary, at an intersection controlled by a yield sign and proceed cautiously only when intersection is clear.
THE DRIVER WILL IDENTIFY THOSE SAFETY PRECAUTIONS WHICH WILL ENABLE HIM/HER TO PROPERLY OBSERVE AND REACT TO OTHER TRAFFIC WHEN APPROACHING INTERSECTIONS.	PRECAUTIONS A. Observe oncoming traffic for an indication of a left turn and prepare to stop quickly if oncoming vehicle suddenly makes a left turn.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	B. Reduce speed to enable left-turning vehicle intersection to complete turn, and be ready to stop if the vehicle does not complete the turn.
	C. Observe path ahead of a left or right turning vehicle to anticipate a forced stop by turning vehicle.
	D. Slow down or stop to permit a vehicle approaching from right to clear intersection if vehicle is close and rapidly approaching intersection.
THE DRIVER WILL DESCRIBE THE PROCEDURE FOR PROCEEDING THROUGH INTERSECTIONS.	E. Observe path of vehicle approaching from right to anticipate vehicle entering intersection.
	F. When vehicle approaches from left and the bus is on a major road, observe other vehicles for an indication of slowing down and prepare to stop the vehicle does not yield right-of-way.
	<u>PROCEEDING THROUGH INTERSECTIONS</u>
	PROCEDURE
	A. Be ready to stop.
	B. Observe path of traffic ahead to anticipate any stops and prepare to stop should the lead vehicle stop suddenly.
	C. Stop if oncoming traffic suddenly makes left turn across path of bus.
	D. Observe traffic from left. If a vehicle signals for a right turn, do not pull out until the vehicle begins to turn.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	E. Observe traffic from right before entering an intersection and enter it only when safe passage is assured.
THE DRIVER WILL DESCRIBE THE PROPER RESPONSES TO VARIOUS TRAFFIC CONTROL DEVICES USED AT INTERSECTIONS.	F. Slow down and proceed cautiously if pedestrians are near the corner, yielding right-of-way or stopping if pedestrian enters street.
	G. Observe oncoming traffic preparing to turn left and prepare to stop should a left turn be initiated.
	RESPONSE
	A. When light changes from red to yellow, do not anticipate green light by moving on yellow light. Wait until light has changed to green before starting.
	B. Enter intersection, after checking for cross traffic, if light is green or flashing yellow.
	C. Come to a complete stop before proceeding through intersection if there is a flashing red light.
	D. If green arrow governs the lane, proceed only in direction indicated by arrow.
THE DRIVER WILL LIST, IN THE CORRECT SEQUENCE, THE STEPS FOR APPROACHING AND ENTERING AN ENTRANCE TO AN OFF-STREET AREA ON THE LEFT.	E. When intersection is controlled by a stop sign, come to a complete stop, proceeding only when it will not interfer with cross traffic.
	F. When encountering a "yield" sign, proceed only when it will not interfere with cross traffic.
	<u>OFF-STREET AREA ON LEFT</u>
	PROCEDURE - APPROACH
	A. Check mirrors for traffic flow.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	B. Signal for left turn.
	C. Position bus in lane just to right of center line or in left turn only lane.
	D. Keep your wheels straight ahead.
	E. Yield to oncoming traffic.
	F. Watch for other traffic entering or exiting off-street areas.
	G. Check mirrors for rear traffic and passing vehicles.
	H. Check right mirrors to ensure that pivot point of bus will clear object on right.
	PROCEDURE - TURN
THE DRIVER WILL LIST, IN CORRECT SEQUENCE, THE STEPS FOR APPROACHING AND ENTERING AN ENTRANCE TO AN OFF-STREET AREA ON THE RIGHT.	A. Complete turn.
	B. Maintain safe entrance speed when turning ir off-street area entrance.
	C. Stop only after bus is completely through entrance way and well off main roadway.
	<u>OFF-STREET AREA ON RIGHT</u>
	PROCEDURE - APPROACH
	A. Check mirrors for traffic flow.
	B. Signal for right turn.
	C. If intending to turn into off-street area, immediately beyond an intersection, activate turn signal when halfway through intersection so that vehicles do not interpret signal as an indication to turn at intersection. Signal for the benefit of other drivers. You know where you are goir They do not.

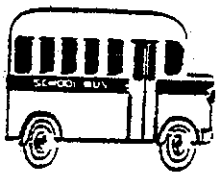
INSTRUCTOR GUIDELINES/NOTES	CONTENT
	D. Position vehicle in appropriate lane.
	E. Look for signs or entryway marking indicating direction of travel.
	F. Adjust position of bus to provide proper clearance for entering off-street area.
	G. Check right mirror for passing vehicles and obstructions.
	H. Check left mirrors to ensure that pivot point of bus will clear object on left.
	PROCEDURE - TURN
THE DRIVER WILL DESCRIBE, IN CORRECT SEQUENCE, THE PROCEDURE FOR MAKING A RIGHT TURN AT AN INTERSECTION.	A. Complete turn.
	B. Maintain safe entrance speed when turning into off-street area entrance.
	C. Stop only after bus is completely through entrance way and well off main roadway.
	INTERSECTION - RIGHT TURN
	PROCEDURE - APPROACH
	A. Check mirrors.
	B. Signal intention to turn well in advance of turn.
	C. Both the approach for a right turn and the right turn shall be made as close as practical to the left edge of the right turn lane.
	D. Observe traffic controls before attempting to make right turn.
	E. Check cross traffic on your bus' left and if there is a line of traffic, wait for a gap of sufficient size before proceeding.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	F. Check cross traffic to right to make sure vehicles are blocking passage in intended lane. G. Check right mirror. PROCEDURE - TURN A. Try tob enter travel lane nearest curb, turning sharply enough, avoiding blocking the left lane. B. When making turn, use the hand-over-hand technique and turn the steering wheel all the way to the right, if needed. C. Avoid shifting gears or using hands for any other activities other than steering while turning. D. Check mirrors for clearance of right rear duals as you turn. E. Check mirrors on left to ascertain that piv point is clear. F. Accelerate slightly out of turn. G. Steering recovery should be done using hand-over-hand technique. H. After turn has been completed, check to see that directional signal has been cancelled. I. Adjust vehicle speed to conditions. REGULATIONS - RIGHT TURNS
THE DRIVER WILL STATE THE REGULATIONS REGARDING RIGHT TURNS.	Both the approach for a right turn and a right turn itself shall be made as close as practical to the right curb or edge of roadway. (For school buses, this is the far left side of the right turn lane - watch pivot point).

INSTRUCTOR GUIDELINES/NOTES	CONTENT

Vehicular traffic facing a steady red signal, after stopping before entering the crosswalk or stop line, may make a right turn from a one-way or two-way street into a two-way street or into a one-way street carrying traffic in direction of the right turn. The vehicular traffic shall yield right-of-way to pedestrians lawfully within an adjacent crosswalk and to other traffic lawfully using intersection.

A right turn on red in a school bus is probably not a wise move because of the time element. It is felt that the benefits of such a turn are far outweighed by the additional chances that a driver must take. As a result, a right turn on red is not recommended on a Kentucky school bus.



THE DRIVER WILL DESCRIBE , IN CORRECT SEQUENCE, THE PROCEDURE FOR MAKING A LEFT TURN AT AN INTERSECTION.

INTERSECTIONS - LEFT TURN

PROCEDURE - APPROACH

A. Observe traffic controls before making turn.

B. Check mirrors.

C. Signal intention to turn well in advance of intersection.

D. Reduce speed of bus.

E. Check cross traffic and wait until there is a sufficient gap in traffic from left and right before proceeding to turn.

F. Observe traffic and pedestrians for clear way to make turn.

G. Yield to oncoming traffic.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	H. Check right mirrors to ascertain that pivot poir is clear.
	PROCEDURE - TURN
	A. When making a turn, use hand-over-hand technique and turn the steering wheel all the way to the left, if needed.
	B. Avoid shifting gears or using hands for any activities other than steering while making the turn.
	C. Steering recovery should be done using hand-over-hand technique.
	D. Enter lane to right of center line.
	E. When turning onto a one-way street, turn into left lane unless otherwise marked.
	F. Check to be sure that directional signal has been cancelled after completing the turn.
	G. Adjust wheel speed to conditions.
THE DRIVER WILL STATE THE REGULATIONS REGARDING LEFT TURNS.	REGULATIONS - LEFT TURN
	A. To make a left turn, move into lane next to the center line or into "left-turn only" lane. On one-way street, enter the left (curb) lane.
	B. When turning into one-way street or highway, drive into lane to right of center line. When turning into one-way street, turn into left lane.
	C. Vehicular traffic facing steady red signal, after stopping before entering crosswalk or stop line, may legally make a left turn from a one-way on a one-way road carrying traffic in the direction

INSTRUCTOR GUIDELINES/NOTES	CONTENT

of the left turn unless prohibited by sign, signal, marking, light or other traffic control device. This is not recommended for a Kentucky school bus. Vehicular traffic shall yield the right-of-way to pedestrians lawfully within adjacent crosswalk and to other traffic lawfully using intersection.

URBAN (CITY) DRIVING SKILLS

STUDENT INTRODUCTION

Urban traffic demands a high level of concentration on the part of the bus driver, due to the high number of events occurring in the driving environment. You can expect more traffic conflicts, pedestrian and cycle interaction, and complex maneuvers, than in any other area.

THE DRIVER WILL IDENTIFY THOSE TECHNIQUES WHICH WILL ENABLE HIM/HER TO APPROACH A TUNNEL OR BRIDGE SAFELY.

TUNNEL OR BRIDGE

PROCEDURES - APPROACH

A. Slow down for better control.

B. Remain to the right to provide clearance with traffic in adjacent lane.

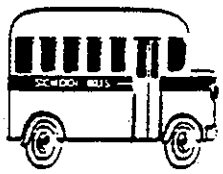
C. Look for signs regarding:

- lane availability and usage;
- clearance;
- load limit;
- speed limit and passing restrictions; and/or
- use of lights in a tunnel.

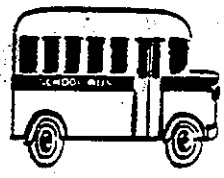
PROCEDURES - TRAVEL THROUGH OR ACROSS

A. Observe other traffic and lane side structures.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
THE DRIVER WILL STATE THOSE TECHNIQUES WHICH WILL ENABLE HIM/HER TO DRIVE THROUGH A TUNNEL OR ACROSS A BRIDGE SAFELY.	B. Remove sunglasses in tunnel, if worn. C. Adjust speed to grade changes and observe speedometer frequently. D. Stop only if traffic flow required or if emergency exists. E. Turn lights on in tunnel, if necessary.
	PROCEDURES - EXITING TUNNEL OR BRIDGE
THE DRIVER WILL STATE THOSE TECHNIQUES WHICH WILL ENABLE HIM/HER TO LEAVE A TUNNEL OR BRIDGE SAFELY.	A. Observe posted signs regarding exit information and speed limit. B. Turn off lights upon leaving tunnel during daylight hours. C. Watch for wind bursts when exiting the tunnel.
	<u>MERGING</u>
	PROCEDURE - APPROACH
THE DRIVER WILL DESCRIBE , IN CORRECT SEQUENCE, THE PROCEDURE FOR ENTERING A MAIN ROADWAY FROM AN ENTRANCE RAMP.	A. When approaching an entrance ramp, observe information signs indicating correct lane or ramp usage, speed limits and warnings. B. When entering an entrance ramp, check for: o an acceleration lane at the end of the entrance ramp; o exit ramp which shares portion of entrance ramp; o observe entrance ramp/main roadway configuration to aid in judging merging distance and pattern; o check mirrors carefully;

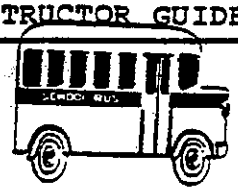
INSTRUCTOR GUIDELINES/NOTES	CONTENT
	o glance back briefly and quickly over left shoulder to check location and speed of traffic on main roadway, and if possible, glance back briefly and quickly over right shoulder if entering roadway from the left; o check location and speed of lead vehicles on entrance ramp acceleration lane; o make initial speed adjustment based on entrance ramp/roadway configuration and traffic conditions; and o prepare to enter the acceleration lane.
THE DRIVER WILL LIST, IN CORRECT SEQUENCE, THE STEPS FOR MERGING.	PROCEDURE - ENTRANCE A. Check mirrors. B. Signal intention to merge. C. Glance back to check for gap in merging lane. D. Adjust speed as necessary to merge safely. E. Try to maintain same speed as the traffic with which you are merging. F. Recheck traffic in merging lane with mirrors and head check. G. Merge with traffic. H. Adjust speed to traffic.
THE DRIVER WILL LIST, IN CORRECT SEQUENCE, THE STEPS FOR EXITING A MAIN ROADWAY ON AN EXIT RAMP.	ROADWAY EXITING PROCEDURE - APPROACH A. Look for correct exit. B. Check mirrors. C. Move into proper lane. D. Watch for deceleration lane.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	E. Check mirror.
	F. Signal intention to turn.
	PROCEDURE - EXIT
	A. Reduce speed on deceleration lane, not before, if possible to do so.
	B. Watch for exit ramp speed limit sign.
	C. When deceleration lane is part of acceleration lane, watch for entering vehicles.
	D. Observe speed limit signs.
	E. Drive in center of appropriate lane and stay clear of barriers.
	F. Watch for other vehicles changing lanes.
	G. Observe signs on cross roadways, giving information on alternate destinations.
	H. Check speed.
	I. When nearing end of exit ramp, slow down and prepare to stop. Watch for traffic that may be stopped or waiting in line at the end of ramp.
THE DRIVER WILL DESCRIBE THOSE TECHNIQUES WHICH WILL ENABLE HIM/HER TO SAFELY NEGOITATE TRAFFIC CIRCLES.	TRAFFIC CIRCLES
	TECHNIQUES - NEGOTIATION
	A. Enter traffic circle in counter-clockwise direction, if appropriate.
	B. Yield to vehicles already in a circle.
	C. Remain in outer lane at a consistent speed.
	D. Maintain a slow speed.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
THE DRIVER WILL LIST, IN CORRECT SEQUENCE, THE STEPS FOR CHANGING LANES.	**LANE CHANGING** PROCEDURE - PREPARATION A. Check mirrors to see if other vehicles are about to enter your new lane. B. Check for vehicles in blind spots with convex (fender) mirrors. C. Signal intention to change lanes. D. Head check for blind spots. E. Just before changing lanes, accelerate to new lane traffic speed, if there is sufficient space ahead to do so.
ONE OF THE MOST DIFFICULT MANEUVERS. 	PROCEDURE - ACTUAL CHANGE A. Turn steering wheel sufficiently to slowly enter new lane. B. Position bus in center of new lane.
THE DRIVER WILL STATE THE REGULATIONS REGARDING LANE CHANGING.	C. Check to see that directional signal is cancelled. D. Check mirror upon completion. E. Adjust speed to that of traffic in new lane. REGULATIONS REGARDING LANE CHANGES The driver of any vehicle upon a highway, before stopping or turning from a direct line shall signal intended movement.
THE DRIVER WILL IDENTIFY CONDITIONS WHICH MIGHT WARRANT A LANE CHANGE.	Do not change lanes when prohibited by regulatory signs, or when solid yellow line is on your side of highway markings.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
THE DRIVER WILL IDENTIFY CONDITIONS WHICH MIGHT WARRANT A LANE CHANGE.	SOME CONDITIONS DETERMINING LANE CHANGES A. When a lane is blocked by another vehicle. B. Accident. C. Detour. D. Road construction. E. Slow moving vehicle. F. Cyclists and pedestrians. G. Road defects. H. Debris in lane. Lane changing is one of the most dangerous and difficult maneuvers that a driver can make.
THE DRIVER WILL LIST, IN CORRECT SEQUENCE, THE STEPS FOR SAFELY PASSING ANOTHER VEHICLE.	PASSING PROCEDURE - PREPARATION Using rear-view mirrors, check to be sure that traffi following a bus is clear for passing. On a two-lane road, check for oncoming traffic and traffic signals. Bus drivers should have a minimum of fifteen seconds visual lead time to activate turn signals well in advance of passing. PROCEDURE- ACTUAL PASS A. Move into passing lane, increasing the speed of the bus to make passing smooth and safe. B. Check for clearance and signal before returning to original lane. PROCEDURE - RETURN TO ORIGINAL LANE A. Move into original lane. B. Cancel turn signal. C. Check mirrors upon completion.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
THE DRIVER WILL STATE THE SITUATIONS WHEN PASSING ON THE LEFT IS PROHIBITED.	D. Resume safe and authorized speed. TIMES WHEN PASSING ON LEFT IS PERMITTED A. When overtaking other traffic moving in same direction where passing is allowed and safe. B. When right half of road is blocked. Yield to oncoming traffic. C. When using a street with two or more lanes for one-way traffic, and when there is slower traffic in right lane.
THE DRIVER WILL STATE THE SITUATIONS WHEN PASSING ON THE RIGHT IS PERMITTED.	TIMES WHEN PASSING ON LEFT IS PROHIBITED A. When approaching crest of a hill on a two-way roadway or a curve in highway where the driver's view is obstructed. B. When view is obstructed upon approaching within 100 feet of any bridge, viaduct or tunnel.
THE DRIVER WILL STATE THE SITUATION WHEN PASSING ON THE RIGHT IS PROHIBITED. NOTE: A BRIEF DISCUSSION OF EACH TASK AND EXERCISE SHALL BE GIVEN TO THE CLASS.	C. When there is oncoming traffic close enough to be a danger. D. When there is a solid line in your lane. E. When there is a no passing sign. TIMES WHEN PASSING ON RIGHT IS PERMITTED A. When vehicle being overtaken is making a left turn if you do not leave the roadway. B. When two or more lanes of traffic are moving in the same direction. PASSING ON RIGHT PROHIBITED A. When passing movement causes vehicle to drive off of pavement or main traveled portion of the roadway.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	B. You should not leave the existing roadway to pas- on the right.
IN CONDUCTING THE IN-BUS MANEUVERS AND ROAD WORK EVALUATION, THE EVALUATOR SHOULD RIDE IN THE RIGHT FRONT SEAT IN ORDER TO HAVE A GOOD VIEW OF DRIVER ACTIONS. MATERIALS NEEDED ARE A CLIPBOARD, PEN AND THE EVALUATION CHECKLIST. NO OTHER INDIVIDUALS EXCEPT DRIVER AND EVALUATOR SHOULD BE ON THE BUS DURING THE DRIVER REVIEW I AND II PHASE OF BEHIND THE WHEEL TRAINING.	In setting up the in-bus driving, extreme care should be given to selecting the various roads which will be traveled and the places along the route where the evalution will be made. The driver training instructor must be fully aware of the various events which will take place along the route so that an accurate evaluation of driver performance can be made. Drivers being evaluated should at all times follow the law and good driving procedures. The evaluator must give instructions to the driver in sufficient time for the driver to lawfully execute the commands and compl- with instructions.
IN SETTING UP THE IN-BUS MANEUVERS AND ROADWORK, THE FOLLOWING MUST BE CONSIDERED AND INCLUDED: 1. COURSE LENGTH SHOULD BE 20-25 MILES OR LONGER. 2. DRIVE COURSE SEVERAL TIMES TO GET AN IDEA OF THE TRAFFIC CONDITIONS WHICH WILL EXIST AT THE TIME THE TEST WILL BE GIVEN.	The "Behind-the-Wheel" (BTW) driving is composed of: 1. Vehicle Operation (minimum 3 hour) 2. Vehicle-at-Speed (minimum 1 hour) 3. Bus Route Identification, Route Review and Instruction (minimum 2 hour) 4. Driver Review I (minimum 2 hour) 5. Driver Review II (minimum 2 hour) NOTE: SEE CHAPTER 2 FOR FURTHER EXPLANATION.

TEST

CHAPTER 6
VEHICLE OPERATIONS

PLEASE ANSWER EACH QUESTION TRUE (T) OR FALSE (F)

KEY

F _____ 1. In rural driving, there is usually more dense traffic than in urban driving.

F _____ 2. Maximum speed limit for Kentucky school buses is 50 MPH.

F _____ 3. A school bus driver should periodically check the speedometer no more than every twelve (12) seconds.

F _____ 4. Fatigue is not a determining factor in increasing your following distance.

F _____ 5. "Blowing out of a curve" is another way of saying "maintaining a space cushion."

F _____ 6. The Kentucky school bus driver should never make more than one (1) stop at an intersection as it could confuse other drivers.

F _____ 7. The color orange on a highway sign indicates regulation.

F _____ 8. A flashing yellow light means come to a complete stop then continue on with caution.

F _____ 9. Yellow lines separate traffic going in the same direction.

F _____ 10. White lines separate traffic moving in opposite directions.

CHAPTER 7

LOADING AND UNLOADING

LOADING AND UNLOADING

LESSON TOPIC:

LOADING AND UNLOADING

OBJECTIVE:

The driver will be able to:

- explain the proper behavior for students while waiting for the school bus; and
- perform in a fashion that necessary and safe actions for loading/unloading passengers are met.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

INTRODUCTION

Each year, several fatalities occur at, or near, school bus stops across the country. In a recent school year, thirty (30) such fatalities occured in the following order:

1. six (6) along the side of the bus;
2. fourteen (14) in front of the bus; and
3. ten (10) in the back of the bus.

The tragic loss of life in a loading or unloading accident receives less media attention than an accident that takes many lives at one time. However, it is just as painful to family and friends.

The sequence described in this chapter for loading and unloading students should be used by all Kentuck State Certified Driver Training Instructors when training drivers in order to keep consistency throughout the state.

The transported student is in the greatest danger while waiting, boarding and exiting a school bus. The driver of the school bus must follow proper procedures in order to give the most reasonable and safe protection to those school students for which he/she is responsible.

In this unit, we will be dealing with student behavior at school bus stops and proper loading and unloading procedures in various situations.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

LOADING PROCEDURE

The following step-by-step sequence should be used when loading students:

LOADING

APPROACH

STEP 1. Visual Scan

STEP 2. Tap Brakes

STEP 3. Visual Scan

STEP 4. Warning Lights

STOP

STEP 5. Park Brake

STEP 6. Gear (PLACE IN NEUTRAL)

STEP 7. Visual Scan

STEP 8. Stop Arm and Red Lights

LOADING

STEP 9. Visual Scan

STEP 10. Open Service Door

STEP 11. Handrail

STEP 12. Count

STEP 13. Seating

DOOR

STEP 14. Visual Scan

STEP 15. Service Door

STEP 16. Gear

STEP 17. Park Brake

STEP 18. Visual Scan

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	APPROACH
	VISUAL SCAN - STEP 1
	Perform a visual scan - look for pedestrians and vehicular traffic - as you reduce your speed. Check mirrors.
	SERVICE BRAKE - STEP 2
	Lightly apply service brake in order to activate the brake lights to warn motorists of your intention to stop.
	VISUAL SCAN - STEP 3
	Perform a visual scan - looking for pedestrians or vehicular traffic that may converge on the loading area. Check mirrors.
	WARNING LIGHTS - STEP 4
	Activate the warning lights one hundred and fifty to two hundred feet (150' - 200'), which is four to six bus lengths, from the loading area. Check the yellow indicator light to ensure warning lights are operating.
	STOP
	PARK BRAKE - STEP 5
	Bring the bus to a complete stop ten feet (10') from the nearest student. Set the park brake.
	GEAR - STEP 6
	Place gear selector in park or neutral.
	VISUAL SCAN - STEP 7
	Perform a visual scan for pedestrians and vehicular traffic. Check mirrors.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
REVIEW KRS 189.375. (SCHOOL BUS STOP SIGNALLING DEVICE; USE; STOPPING REGULATED). USE OVERHEAD.	**STOP ARM AND RED STOP LIGHTS - STEP 8** When safe to do so, activate the red stop lights and open out the stoparm. Check the red indicator light to ensure the red stop lights are operating. Visually check to see that the stop arm has opened out. **LOADING** **VISUAL SCAN - STEP 9** Perform a visual scan to ensure all vehicular traffic has stopped. Check mirrors. **OPEN SERVICE DOOR - STEP 10** Students shall board the bus in an orderly manner. Students who must cross the road must wait until the bus arrives at the stop and driver signals the student(s) to cross, crossing ten to fifteen (10' - 15') feet in front of the bus. **HANDRAIL - STEP 11** Students shall use the handrail as they board the bus. **COUNT STUDENTS - STEP 12** The bus driver shall count the number of students as they board the bus. **SEATING - STEP 13** Students shall go directly to their seats after boarding the bus.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

DOOR

VISUAL SCAN - STEP 14

The driver shall perform a visual scan to ensure that all students have boarded the bus - checking the danger zone around the bus for pedestrian and vehicular traffic. Check mirrors.

SERVICE DOOR - STEP 15

After the driver ascertains that it is safe to do so, he/she may close the service door.

GEAR - STEP 16

The driver shall then place the gear selector in proper gear.

PARK BRAKE - STEP 17

With his/her foot on the service brake, the driver ma' release the park brake.

VISUAL SCAN - STEP 18

The driver shall perform another visual scan of pedestrian and vehicular traffic. Check mirrors. When safe to do so, proceed.

UNLOADING

The following sequence shall be used when unloading students:

APPROACH

STEP 1. VISUAL SCAN

STEP 2. TAP BRAKES

STEP 3. VISUAL SCAN

STEP 4. WARNING LIGHTS

INSTRUCTOR GUIDELINES/NOTES	CONTENT

STOP

STEP 5. PARK BRAKE

STEP 6. GEAR

STEP 7. VISUAL SCAN

STEP 8. STOP ARM AND RED LIGHTS

EXIT

STEP 9. VISUAL SCAN

STEP 10. OPEN DOOR

STEP 11. COUNT

STEP 12. HANDRAIL

STEP 13. ALL CLEAR

DOOR

STEP 14. CLOSE DOOR

STEP 15. VISUAL SCAN

STEP 16. GEAR

STEP 17. PARK BRAKE

STEP 18. VISUAL SCAN

APPROACH - EXPLANATIONS

VISUAL SCAN - STEP 1

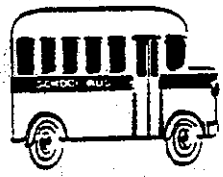
Perform a visual scan - look for pedestrian and vehicular traffic - reducing speed. Check mirrors.

TAP SERVICE BRAKE - STEP 2

Lightly apply the service brake in order to activate the brake lights to warn overtaking motorists of your intention to stop.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	VISUAL SCAN - STEP 3 Perform a visual scan for pedestrian or vehicular traffic that may converge into the unloading area. Check mirrors. **WARNING LIGHTS - STEP 4** Activate the warning lights one hundred and fifty to two hundred feet (150' - 200') from the unloading area. Check yellow/amber indicator light to ensure that the warning lights are operating. **STOP - EXPLANATIONS** **PARK BRAKE - STEP 5** Bring bus to complete stop - set park brake. **GEAR - STEP 6** Place the gear selector in park or neutral. **VISUAL SCAN - STEP 7** Perform a visual scan of pedestrian and vehicular traffic. Check mirrors. **STOP ARM AND RED STOP LIGHTS - STEP 8** When safe to do so, activate the red stop lights and open out the stoparm. Check to make sure the red indicator light is on and make sure the stoparm has opened out. **EXIT - EXPLANATIONS** **VISUAL SCAN - STEP 9** Perform a visual scan, making sure that all traffic has come to a complete stop. Check mirrors.

INSTRUCTOR GUIDELINES/NOTES	CONTENT



OPEN SERVICE DOOR - STEP 10

When safe to do so, open the service door all the way.

COUNT - STEP 11

Count the students as they egress from the bus. If the student must cross the road, he/she must wait until the driver signals him/her to cross, crossing ten to fifteen feet (10 - 15') in front of the bus.

HANDRAIL - STEP 12

Students shall use the handrail as they exit the bus. The driver shall be sure that no student has snagged any object or piece of clothing in the handrail.

ALL CLEAR - STEP 13

The driver shall ascertain by count and visual scan of the danger zone around the bus that all students have safely cleared the roadway.

DOOR - EXPLANATIONS

CLOSE DOOR - STEP 14

When safe to do so, the driver will close the service door.

VISUAL SCAN - STEP 15

The driver shall perform a visual scan of pedestrian and vehicular traffic. Check mirrors.

GEAR - STEP 16

When safe to do so, the driver will place the gear selector in the proper gear position.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

PARK BRAKE - STEP 17

With foot on service brake, the driver will now release the park brake.

VISUAL SCAN - STEP 18

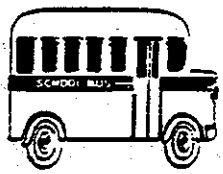
Driver shall perform a visual scan of traffic and check mirrors. When safe to do, proceed with route.

LOADING

Following is the summarization of the step-by-step procedures. Loading students at the bus stop should be done in the following manner:

1. Slow down well in advance of the designated stop. Tap the service brake to activate the brake lights to alert overtaking motorists of your intention to stop.
2. Activate the yellow/amber warning lights at least one hundred fifty to two hundred feet (150' - 200') from the loading zone. Check the yellow/amber indicator light to ensure that the lights are functioning properly.
3. When the bus has completely stopped, set the park brake, place the transmission selector in park or neutral, and activate the stop arm and red flashing stop lights. The driver shall check the red indicator light to ensure the red stop lights are operating and the stop arm has opened ou

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	NOTE: THE STOP ARM SHALL BE USED AT ALL TIMES WHEN LOADING OR UNLOADING STUDENTS. THIS INCLUDES WHILE ON SCHOOL PROPERTY!
	4. Stop back from loading zone, ten feet (10'), and have the students walk to the bus.
	5. A bus driver should not stop a school bus within an intersection or within thirty feet (30') of any flashing beacon, stop sign or traffic control signal located at the side of a roadway.
	6. Make sure all traffic has stopped before loading. You should continue to be aware of the traffic environment while loading the students.
	7. Students who live on the opposite side of the roadway from the bus stop are not to cross the roadway until the bus arrives on the scene, stops traffic with lights and the stop arm and the driver signals to cross. At a distance of ten to fifteen feet (10' - 15') in front of the bus, the driver and students shall have eye contact until the road crossing is complete.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	8. When loading students, place the transmission in park or neutral and set the parking brake.
	9. When buses are being loaded or unloaded, the driver shall be in the driver's seat.
	10. While a school bus is parked to load or unload students, another school bus should not pass. School bus drivers should set the example for all other drivers. This includes when the bus is on school grounds.
	11. Students should enter the bus in an orderly manner. They should use the handrail when loading. Do not allow students to push or shove or carry unauthorized objects aboard **NOTE: BEWARE OF CLOTHING AND/OR ACCESSORIES THAT MAY GET CAUGHT IN THE HANDRAIL AREA PRIOR TO PROCEEDING.**
	12. Make sure students are properly seated, then close the door, cancelling the stop arm and lights. With foot on service brake, perform a visual scan of traffic and of the danger zone around the bus. Place the bus in proper gear and, when safe to do so, release the park brake and proceed. **NOTE: STUDENTS ARE TO REMAIN SEATED AT ALL TIMES.**

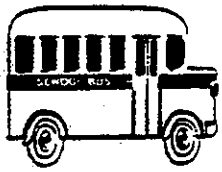
INSTRUCTOR GUIDELINES/NOTES	CONTENT
	UNLOADING
	1. Reduce speed well in advance of the designated stop. Tap the service brake to activate brake lights, alerting overtaking motorists of your intention to stop. Perform a visual scan of pedestrian and vehicular traffic.
	2. Activate the warning lights at least one hundred fifty to two hundred feet (150' - 200'), which is four to six bus lengths, from the unloading zone. Check the indicator light to ensure the warning lights are operating.
	3. When the bus has completely stopped, the driver shall set the park brake; place the transmission in park or neutral; perform a visual scan of traffic; and, when safe to do so, activate the stop arm and red flashing stop lights. The driver shall check the red indicator light to ensure that the red stop lights are functioning and also visually check that the stop arm has opened out.
	NOTE: THE STOPARM SHALL BE USED AT ALL TIMES WHEN LOADING OR UNLOADING STUDENTS. THIS INCLUDES WHILE ON SCHOOL PROPERTY.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	4. Students should remain seated until the bus comes to a complete stop. You should not stop a bus within an intersection or within thirty feet (30') of any flashing beacon, stop sign or traffic control signal located at the side of a roadway.
	5. The driver shall perform a visual traffic scan and, when safe to do so, open the service door.
	6. The driver shall not permit the student(s) to egress from the bus until the traffic has come to a complete stop to the best of the driver's knowledge. The driver should then continue to be aware of the traffic environment while unloading the students.
	7. Students should exit the bus in an orderly manner. They should use the handrail when unloading. Do not allow the student to push or shove. Check the stepwell and service area outside the bus to ensure that no student is caught by the handrail or in the service door area by clothing, backpack strings or straps, etc.
	8. When buses are being loaded or unloaded, the driver shall be in the driver's seat.
	9. While a school bus is parked to load or unload students, other school buses shou

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	not pass. School bus drivers should set the example for all other drivers. This includes during the time the bus is parked on school grounds.
	10. Do not permit the pupils to get off any place except their regular stop unless they have written permission, authorized with the signature of the school administrator and proper date and time.
	11. Count students as they leave the bus and visually check again before you pull away. Check all mirrors to see if students have cleared the roadway and that the danger zone area around the bus is free of pedestrians. You must be sure you are free to leave the bus stop without endangering the students.
	12. Students who live on the opposite side of the roadway shall wait for the driver to signal when it is safe to cross the roadway. The student(s) shall cross ten to fifteen feet (10' - 15') in front of the bus, in order to have eye contact with the driver until the roadway crossing is complete.
	13. Every effort is made to eliminate students crossing any multi-lane roadways. However,

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	KRS 189.375 states in part, "....No drive shall stop a school bus or church bus and allow it to remain standing for the purpose of discharging passengers to the opposite side of the road on a highway of four (4) or more lanes, provided that this provision does not prohibit the discharging of passengers at a marked pedestrian crossing.
	<u>BUS STOP BEHAVIOR</u>
	Most fatalities occur outside of the school bus. Darkness in the early morning and active youngsters waiting for the school bus combine to make this time of day especially dangerous. It is a school bus driver's duty, at the earliest possible opportunity in th beginning of the school year, to instruct his/her students on how and where to wait for a school bus. A student waiting for the school bus should:
	1. Arrive five minutes before time his/her bus is to arrive. The bus driver cannot wait.
	2. Wait well away from the street or road.
	3. Wait on the side of the street on which the student(s) lives. The student(s) should not cross the street until the bus comes to a complete stop, traffic in both directions is controlled and the driver signals the student(s) to cross. The student(s) shall cross in front of the bus at a distance

INSTRUCTOR GUIDELINES/NOTES	CONTENT



REVIEW KRS 189.370 (PASSING STOPPED SCHOOL OR CHURCH BUS PROHIBITED,). REVIEW EXCEPTIONS. USE OVERHEAD.

REVIEW 702 KAR 5:080. USE OVERHEAD.

approximately ten to fifteen feet (10' - 15') in order for the driver to see him/her and maintain eye contact until the road crossing is complete.

4. Respect the property of others; avoid walking on the grass, throwing trash down, picking flowers, damaging shrubs, etc.

5. Keep belongings out of the roadway.

NOTE: IF A STUDENT SHOULD DROP AN OBJECT IN THE ROADWAY, HE/SHE SHOULD NEVER STOP AND PICK IT UP UNTIL THE DRIVER IS MADE AWARE AND GIVES PERMISSION.

6. Avoid loud behavior. Proper behavior is expected at all times.

7. Line up in a single line, well away from the street (at least two big steps from the curb) when the bus is sighted.

8. Approach the bus after it stops and board in an orderly manner using the handrail.

9. Go immediately to his/her seat and sit down facing forward. The bus driver cannot start the bus until everyone is seated.

The bus driver has the responsibility of controlling traffic while loading and unloading the students on his/her bus. He/she has to minimize the risks involved with their loading. To do this, he/she must correctly follow the afore mentioned guidelines.

CHAPTER VII

LOADING AND UNLOADING TEST

PLEASE ANSWER EACH QUESTION TRUE (T) OR FALSE (F)

KEY

(T) _____ 1. Consistency is of primary importance when teaching loading and unloading procedures.

(F) _____ 2. The transported student is in the greatest danger while riding on the school bus.

(F) _____ 3. The parking brake need not be set when loading or unloading since the service brake is being used.

(T) _____ 4. The big yellows (warning lights) should be activated one hundred and fifty to two hundred feet (150'-200') from the loading area.

(F) _____ 5. When loading, all students should line up, two abreast, in a straight line.

(F) _____ 6. Since the service brake is used when unloading sutdents, the gear selector should not be moved.

(F) _____ 7. Stop arms need not be used on school grounds.

(T) _____ 8. Students who must cross the roadway should cross ten to fifteen feet (10'-15') in front of the bus.

(F) _____ 9. Students should arrive at the bus stop at least ten (10) minutes before the bus is to arrive.

(T) _____ 10. If a student should drop an object in the roadway, he/she should never stop and pick it up until the driver is made aware and gives permission.

CHAPTER 8

DRIVING FUNDAMENTALS

DRIVING FUNDAMENTALS

LESSON TOPIC:

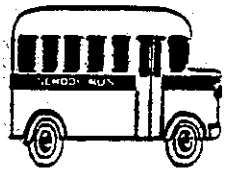
DRIVING FUNDAMENTALS

OBJECTIVES:

- To give bus driver candidates an overview of their responsibilities while driving a school bus.
- To give drivers the correct procedures for safely and efficiently driving a school bus.
- To evaluate the drivers' ability to handle a school bus.
- To evaluate the drivers' knowledge of school bus operations.
- To give drivers the needed practice to enable them to operate a school bus safely and efficiently in accordance with applicable laws and regulations.

PERFORMANCE STANDARDS:

Drivers will demonstrate their ability to apply all the knowledge and skills gained during the instructional phase of this unit by successfully completing the over-the-road test with a minimum proficiency of 80% and scoring 80% or more on the written exam.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
INTRODUCE THE UNIT AND GIVE OVERVIEW BEFORE BEGINNING THE INSTRUCTIONAL PORTION OF THE UNIT.	INTRODUCTION In the past, accidents involving school buses were caused by the school bus driver in about 50% of the cases. Proper driving fundamentals were not followed in many of these accidents. School bus drivers have been entrusted with a most precious cargo - our children. A great responsibility is assumed by an individual who becomes a school bus driver. The purpose of this unit is to give you - the school bus driver - the knowledge and skills necessary for you to safely transport our precious cargo. You will learn the correct and proper procedures for all facets of school bus driving. You will practice the basic driving skills until you become proficient in each skill. You will be evaluated not only by a written test, but by a performance test as well. These tests are designed to ensure that you possess and can correctly apply all these skills and procedures necessary for safe and efficient school bus operation. Through practice, each procedure will become habit and will improve your performance as a school bus driver.
	This unit will cover: 1. getting ready to drive; 2. characteristics of a school bus; 3. starting the engine; 4. use of transmissions; 5. steering and turning the bus; 6. stopping, starting the bus;
SHOW SLIDE PRESENTATION. PREPARE SLIDES, LISTING ITEMS #1-#13 AND BRIEFLY DISCUSS EACH ITEM.	

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	7. parking the bus; 8. use of mirrors; 9. danger zones/trainable of invisibility; 10. backing the bus; 11. crossing railroads; 12. maneuvering the bus; and a. enter flow of traffic b. adjusting speed of bus c. lane use and position of roadway d. being overtaken and passed e. overtaking and passing f. following a bus 13. speed and traffic laws. a. crossing an intersection b. turning on red c. traffic control and signs
	<u>GETTING READY TO DRIVE</u> The first objective we will discuss is getting ready to drive. There are several tasks which a driver must complete in order to get ready to drive a school bus. To many of you, these might seem very simple and should not be given any attention. After all, doesn't everybody know how to start a motor vehicle?
EMPHASIZE ATTENTION TO DETAIL. NEGLECT OF LITTLE THINGS CAUSES BIGGER PROBLEMS.	We will discuss all the little things which must be considered in order to properly drive a school bus. If you take care of the little things, the big things will take care of themselves.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	Before you are ready to drive a school bus, yo must see that the following tasks have been accomplished: 1. A good bus driver positions himself in control. The driver must be in a position to be able to reach and operate the controls in comfort and see all the way around the bus. 2. The seat must be adjusted so that the driver's feet can operate the brake pedal, clutch, accelerator and light dimmer switch easily. 3. All mirrors must be adjusted for optimum rear vision of traffic behind the bus, t(both sides and across the front of the bus. 4. Driver must fasten and adjust seat belt. 5. If bus is unfamiliar, go through shift pattern with clutch depressed, especially if the bus has a manual transmission.
FOR #4, EXPLAIN THAT SEAT IS A PEDESTAL-TYPE SEAT AND THAT THE DRIVER CAN BE KNOCKED OR THROWN OUT OF THIS SEAT VERY EASILY. DRIVER OUT OF SEAT - BUS OUT OF CONTROL. FOR #5, ALSO MENTION AUTOMATIC SHIFTING. POINT OUT THE GENERAL SIMILARITIES BETWEEN DRIVING A CAR AND A SCHOOL BUS. PROVIDE OR ASK FOR SPECIFIC EXAMPLES FROM CLASS. CONFIRM OR CORRECT THE EXAMPLES. ALSO POINT OUT DIFFERENCES BETWEEN DRIVING A CAR AND A SCHOOL BUS. PROVIDE, AS WELL AS ASK FOR, EXAMPLES.	When driving a school bus, you will be handling a vehicle that is much larger than the vehicle many of you are accustomed to driving. What are some of the similarities between a car and a school bus? (ANSWER: MUST OBEY RULES OF ROAD, HAS SAME MECHANICAL PARTS - MOTOR, BRAKES, ETC.) What are some of the differences between a car and a school bus? (ANSWER: WIDER TURNING RADIUS, GREATER STOPPI(DISTANCE, HANDLING IS CHANGED BY SIZE AND WEIGHT, ETC.)

INSTRUCTOR GUIDELINES/NOTES	CONTENT
SHOW SLIDE WITH #1-#7 ON IT. EMPHASIZE THAT 35-PASSENGER BUSES ARE SUBJECT TO BEING TOP HEAVY, ESPECIALLY WHEN DRIVING AT SPEEDS ABOVE 45 MPH.	The major differences between a car and a school bus are: 1. A bus is longer and heavier. 2. A bus is higher and wider, requiring more clearance than that for a car. 3. A bus has slower acceleration. 4. A bus has a longer stopping distance. 5. Buses take more room to turn (wider turning radius). 6. Bus drivers must rely more on mirrors for adequate rear, side and, in some instances, front views. 7. Buses have a pivot point when turning which causes the rear of the bus to swing wide out of its lane into the next lane.
EMPHASIZE THAT OTHERS SEEING YOU BETTER MAKES IT MOST IMPORTANT THAT, AS A SCHOOL BUS DRIVER, YOU OPERATE YOUR BUS IN A VERY PROPER AND SAFE MANNER.	There are some advantages associated with driving an oversized vehicle such as a school bus. The height gives a better view of traffic ahead and a better chance to avoid accidents. Other drivers can see you better and the height offers protection in case of an accident. The disadvantages are that the vehicle is more susceptible to tipping and has a greater chance of hitting an overhead obstruction. We can compensate for that additional height by being alert, adjusting speed, changing lane position and using added caution. We must watch for traffic condition changes twelve (12) to fifteen (15) seconds ahead of time.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
EMPHASIZE THE NEED TO KNOW THE CHARACTERISTICS OF EACH BUS.	The weight of a full-sized, empty bus is approximately 12,000 pounds and weighs about 20,000 pounds when loaded with sixty-four (64) passengers. This weight has an effect on our ability to stop and we should be careful to avoid panic stops. To avoid panic stops, we must plan ahead, slow down sooner and drive defensively. The width of a bus is 96" - two (2) feet wider than a standard car and occupying 1/3 more lane space than a standard-sized vehicle. To compensate for added width, we must plan ahead and adjust speed accordingly. We must be fully aware of all the characteristics of each bus we drive because, even though all buses are similar, they have individual characteristics for which we must compensate. Our prime responsibility is to deliver our precious cargo safely to their destinations. Knowing how the bus handles and knowing its characteristics will enable us to accomplish this task. <u>CONTROLS OF THE SCHOOL BUS</u>
EMPHASIZE THE NEED FOR BEING THOROUGHLY FAMILIAR WITH EACH CONTROL, GAUGE AND SWITCH TO INCLUDE WHAT IT DOES AND HOW TO DETERMINE IF SWITCH, GAUGE OR CONTROL IS FUNCTIONING PROPERLY.	From the driver's seat, you will be able to see and monitor various aspects of the school bus operation. The controls which must be monitored and understood for the safe, efficient and economical operation are located in the driver's area of the school bus. It is very important that the driver fully understands the function of each of the controls and how to read each of them. Located on the instrument panel in front of the driver, are lights and gauges that indicate the status

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	of various vehicle functions. To the driver's left are switches which control the lights and fans. The service door control is located to the right (on most buses), as well as the parking brake and transmission shift levers. This arrangement is pretty much standard for all school buses currently used in Kentucky.
POINT OUT EACH ITEM AND ITS GENERAL LOCATION.	We are now going to discuss each of these controls and determine how each one functions to give us the basic engine status. We will also interpret the readings of the lights and gauges. Kentucky school buses will have, as a minimum, these instruments in the chassis instrument panel: 1. speedometer, showing miles per hour; 2. odometer, showing accrued miles; 3. volt meter; 4. oil pressure gauges; 5. water temperature gauges; 6. fuel gauge; 7. upper beam headlamp indicator; 8. turn signal indicator lights; 9. air gauge; 10. FMVSS 105 indicator lights; and 11. the red light, indicating low air pressure or loss of hydraulic brake booster power. Drivers must be aware of the following indicators and what each reading means:

INSTRUCTOR GUIDELINES/NOTES	CONTENT
EMPHASIZE THAT OIL PRESSURE GAUGE DOES NOT INDICATE THE AMOUNT OF OIL NEEDED FOR PROPER ENGINE OPERATION. PRESENT SLIDE SHOWING OIL PRESSURE GAUGE WITH PROPER AND IMPROPER READINGS. EMPHASIZE THAT RUNNING ENGINE HOT WILL CAUSE SEVERE DAMAGE AND TO NEVER POUR COLD WATER INTO A HOT ENGINE. PRESENT SLIDE SHOWING WATER TEMPERATURE GAUGE WITH PROPER AND IMPROPER READINGS. PRESENT SLIDE SHOWING VOLT METER WITH PROPER AND IMPROPER READINGS. PRESENT SLIDE SHOWING AIR PRESSURE GAUGE WITH PROPER AND IMPROPER READINGS. EMPHASIZE IF INSTRUMENTS ARE NOT REGISTERING WITHIN AN ACCEPTED RANGE OR CANNOT BE BROUGHT INTO AN ACCEPTABLE RANGE, DON'T DRIVE. CONTACT THE MECHANIC AT THE BUS GARAGE.	**OIL PRESSURE LIGHT OR GAUGE** The oil pressure light/gauge indicates if there is sufficient pressure to circulate oil in the engine. If there is insufficient pressure, the warning light will flash red. Gauge will register low pounds per square inch oil pressure position. **TEMPERATURE LIGHT OR GAUGE** The temperature light/gauge indicates proper temperature of water circulating in engine. Water is too hot if the red indicator light is showing or the gauge registers 220 or above. **VOLT METER (ALTERNATOR LIGHT)** The volt meter (alternator light) indicates if there is sufficient energy to start the engine and run th. electrical system. If energy is not sufficient, the red alternator light will show or the gauge will register on discharge side with less than 12 volts. Power brake support is sufficient if the vacuum gauge is at 12-20" mercury, air pressure gauge is at 60-120 and buzzer is not sounding (for all brakes). Fuel gauge must show adequate supply of fuel to complete trip. <u>STARTING A SCHOOL BUS ENGINE</u> It is necessary to properly start a school bus engine in order to safely operate the bus. Starting the engine must become a matter of routine, incorporating principles of safety and preventative practices.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	The following is the correct sequence for starting a school bus engine:
	1. Set the parking brake to keep the bus from moving.
	2. Review gauges before starting.
	3. For straight shift buses, depress the clutch pedal to disengage the engine from the transmission. Shift the gear lever into the neutral position. For automatic shifts, the gear lever must also be in neutral.
EMPHASIZE THAT IF AUTOMATIC SHIFT STARTS IN ANY POSITION EXCEPT NEUTRAL, THEN YOU HAVE A MAJOR PROBLEM.	4. Turn on the ignition key to complete electric circuits and engage the starter switch.
	a. Use the hand choke, if necessary and available. Be carful when using the choke, as overchoking will cause the carburetor to flood.
	b. Use foot accelerator sparingly, since over-pumping will cause the carburetor to flood on a gasoline-powered bus.
EMPHASIZE NEED TO BE SURE THAT CHOKE IS FULLY SEATED AFTER ENGINE IS STARTED, SINCE DRIVING WITH THE CHOKE OUT WASTES FUEL. ALSO EMPHASIZE THAT RACING A COLD ENGINE WILL DAMAGE THE ENGINE.	5. Warm up the engine at fast idle. DO NOT RACE THE ENGINE.
	6. Check instruments to see that they are registering properly.
	a. Volt meter shows 12 volts plus.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

b. Oil pressure gauge registers at th middle of the gauge.

c. Temperature gauge is at the midpoint.

d. Fuel gauge registers full, or enough to complete the run.

e. Vacuum gauge shows 12-10" mercury and the buzzer is not sounding.

On some occasions, especially during cold weather, the engine might be difficult to start and the air pressure will not build as a result of ice in the air lines. Drivers can correct these problems by taking appropriate actions.

In order to start the engine in cold weather, the driver should:

1. Depress the accelerator to the floor.
2. With the accelerator depressed to the floor, pull out the choke as far as possible, if applicable.
3. Turn on the ignition and attempt to start the engine.
4. While the choke is out and starter is turning, release the accelerator completely and rapidly pump the accelerator three (3) to four (4) times.
5. If the engine fails to start, wait one (1) minute and repeat steps 1, 2, 3 and 4.
6. If engine still does not start, check see if the engine is flooded. If so, push

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	choke completely inward and depress the accelerator to the floor. Hold the accelerator to the floor and turn on the ignition. Attempt to start.
EMPHASIZE THAT NO BUS WITH AUTOMATIC TRANSMISSION WILL START IF TRANSMISSION IS NOT IN NEUTRAL.	The bus should start if the above procedures are followed and all systems are functioning. In the event your bus does not start, you are to call the bus garage, but only after you ensure that the above procedures were attempted with the transmission in neutral.
	In order to build air pressure in cold weather, the driver should:
EMPHASIZE THAT THIS WILL TAKE SOME TIME (15-20 MINUTES) AND IS EXACTLY WHAT THE BUS GARAGE MECHANIC WOULD DO.	1. Release the parking brake. 2. Start the engine. 3. Run the engine at fast idle with the transmission in neutral. 4. Depress the brake pedal and hold it. 5. When pressure reaches 120, you are to pump the brake several times. 6. Let the pressure build up again without the brake pedal being depressed. 7. If the air pressure does not come up to its required level, repeat process.
	To start a diesel engine: 1. Put keys in ignition. 2. Depress accelerator 1/2 way down to the floor for three (3) to five (5) seconds. 3. Release the accelerator. 4. Turn the key to start the engine.

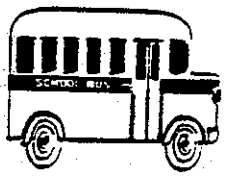
INSTRUCTOR GUIDELINES/NOTES	CONTENT
	5. If the engine does not start, repeat the process two (2) more times.
	6. If after the third try the engine does not start, the driver is to wait two (2) to three (3) minutes and attempt to start again.
	7. If engine still fails to start, then call the bus garage.
	To shut down a diesel engine:
	1. Bring the bus to a full stop.
	2. Place the transmission in neutral.
	3. Set the parking brake.
	4. Allow the engine to idle for at least three (3) minutes, by the clock.
	5. After three (3) minutes have passed, the driver is to pull the engine stop handle.
	6. When the engine stops running, the engine stop handle is to be pushed in and fully seated.
	7. Remove the key from the ignition.
	<u>GEAR SHIFTING</u>
EMPHASIZE NEED TO SHIFT GEARS WITHOUT TAKING EYES OFF ROAD.	Gear shifting requires skill and practice. The driver must learn the range of speed in changing gears upward or downward, then shift without losing view of the road. School buses are equipped with a four or five speed transmission or an automatic transmission. The Synchro-Mesh transmissions have alleviated most of the gear clashing and have made shifting easier for drivers.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
EMPHASIZE NEED FOR BEING VERY FAMILIAR WITH THE SHIFT POSITION.	1. It is vital that the driver knows the gear positions. a. Check the chart on the lever knob or on the dash. b. Ask your instructor. 2. Depress the clutch. 3. Shift gear lever into starting gear. a. For average terrain and load, this should be second gear. b. Load and terrain may dictate the use of the first gear. c. Never start out in a gear higher than second as this places an undue load and wear on the clutch and engine. 4. Depress the foot brake. 5. Release the parking brake lever. If ratchet type, pull brake lever slightly back to release pressure. 6. Release the clutch gradually to the friction point and hold. At this point you will have the clutch just at the point of friction and the foot brake on and ready to release. Release the foot brake. 7. Depress the accelerator. Hold the point of clutch friction and slightly depress the accelerator to increase the power to prevent stalling.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
EMPHASIZE NEED FOR SMOOTH AND CORRECT SHIFTING OF GEARS SINCE IMPROPER SHIFTING WILL CAUSE WEAR AND TEAR ON CLUTCH AND ENGINE. THIS IS ALSO VERY COSTLY TO THE SCHOOL SYSTEMS. IF A DRIVER HAS TO HAVE SEVERAL CLUTCHES REPLACED, THAT DRIVER MAY BE CONSIDERED TOO COSTLY FOR THE DISTRICT AND BE TERMINATED.	8. Release the clutch. a. Slowly and gradually release the clutch to the remainder of pedal travel and at the same time slowly and gradually increase the accelerator. b. Remove your foot from the clutch pedal immediately and place it flat on the floor. c. Pick up engine speed before shifting to the next higher gear. 9. Shift to the next higher gear. a. Depress the clutch pedal and release the accelerator. b. Shift to the next higher gear. c. Release the clutch smoothly, but more quickly than in starting gear, and depress the acclerator smoothly and quickly. To prevent loss of vehicle speed, do not race the engine and slip the clutch. d. Remove your foot from the clutch pedal. e. Proceed in this gear until proper vehicle speed is reached before shifting to the next gear. 10. Repeat step 9 until the bus is in cruisi: gear.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
EMPHASIZE THAT WHEN MAKING STOPS TO LOAD/UNLOAD, IT IS NOT NECESSARY TO REACH TOP SPEED BETWEEN EACH STOP AND GO THROUGH ALL THE GEARS. THIS IS ESPECIALLY TRUE IN SUBDIVISIONS WHERE STOPS ARE CLOSE TOGETHER. SHOW SLIDE AND DISCUSS IN DETAIL.	11. Except for during an emergency, do not skip a gear in up-shifting or down-shifting as this causes undue engine and clutch wear. 12. Shift up or down as necessary to prevent engine lugging or excessive engine rpm. You should approximate miles per hour to be needed before upshifting or downshifting. MPH may vary slightly, depending upon make of engine, transmission, gear ratio and terrain. **UPSHIFTING (ESTIMATES)** FROM 1 TO 2 GEAR - 1-4 MPH 2 TO 3 GEAR - 5-12 MPH 3 TO 4 GEAR - 12-20 MPH 4 TO 5 GEAR - 25-30 MPH **DOWNSHIFTING (ESTIMATES)** FROM 5 TO 4 GEAR - 30-35 MPH 4 TO 3 GEAR - 25-30 MPH 3 TO 2 GEAR - 5-10 MPH 2 TO 1 GEAR - STOP **DOUBLE CLUTCHING** The shifting of gears on nonsynchromesh transmissions is done smoother and faster by double clutching. Double clutching is often recommended for synchromesh transmissions. Since it aligns the gears for easy shifting, the gears should never be forced by improper timing of the shifting process. Reclutching and speeding up the engine will, in most cases, prevent excessive clashing. The driver should never allow the

INSTRUCTOR GUIDELINES/NOTES	CONTENT
REMIND DRIVERS THAT THEY WILL PRACTICE DOUBLE CLUTCHING WHEN THEY BEGIN TRAINING ON THE SCHOOL BUS IF YOUR DISTRICT HAS ANY MANUAL TRANSMISSION SCHOOL BUSES.	engine to pull heavily on an upgrade, turn, curve o overrace on a downgrade.



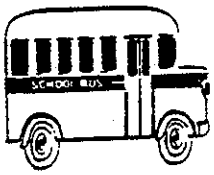
To double clutch and upshift, the driver should:

1. Depress the clutch pedal and release the accelerator.
2. Shift the gear lever to the neutral position.
3. Release the clutch pedal momentarily to engage clutch.
4. Depress the clutch pedal and shift to the next higher gear.
5. Release the clutch and accelerate the engine at the same time.

To double clutch and down shift, the drive should:

1. Depress the clutch pedal and release the accelerator.
2. Shift the gear lever to the neutral position.
3. Release the clutch pedal momentarily to engage the clutch and accelerate the engine to more than the original speed.
4. Depress the clutch and skip to the next lower gear.
5. Release the clutch pedal gradually and accelerate the engine to match the speed of vehicle.

INSTRUCTOR GUIDELINES/NOTES	CONTENT



Some buses are equipped with automatic transmissions and the driver should know how to operate a bus with an automatic transmission. The proper methods to use in operating a bus with an automatic transmission are:

1. Depress the foot brake and move the selector lever into the forward or drive position.
2. Release the parking brake, release the foot brake and depress the accelerator. As the speed of the bus increases, the transmission will automatically shift to the next higher gear, until reaching the cruising gear.
3. Downshift for additional power by depressing the accelerator toward the floor firmly. You can downshift manually by moving the selector lever to the next lower position.

STEERING

To be classified as an expert driver, the school bus driver must be able to assume the correct steering position and make all turning maneuvers correctly and smoothly. It is vital that each school bus driver learn and execute the correct procedures necessary to prepare for making and executing turns. When an unusual turn or turnaround is required, the driver should use extreme caution. Added skills and judgement in making turns

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	properly and safely are required as a result of the traffic conditions in which the school bus travels each day. In steering the school bus, it is very important for the driver to use both hands. The correct steering position is: 1. Grip the steering wheel with both hands. 2. Hold your left hand at approximately the 9 or 10 o'clock position. 3. Your right hand should be at approximately the 2 or 3 o'clock position. 4. Each hand should be located directly across from each other. Hence, 9 and 3 o'clock or 10 and 2 o'clock. 5. Your hands should be on the outside of the steering wheel and your thumbs on top or outside of the wheel. **VISUAL SCAN** The eyes should be focused on the road ahead as well as all around the bus. The correct way to accomplish this is to: 1. Keep your eyes constantly on the move to obtain the "big picture." 2. Look straight ahead. Use the left side, right side and rear view mirrors. To steer the bus, the driver should use the hand-over-hand method on a regular tilted steering wheel. C a lap wheel (steering wheel that sits almost flat on the

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	driver's lap), the driver will probably have to use the push-pull method of steering. These are the only two acceptable techniques to be used for turning.
	TURNING
	There are some general procedures for turning the school bus which all drivers must know and utilize.
	In preparing for turns, the driver must:
	1. Check traffic at the front, sides and rear of the bus.
	2. Give proper signals to move the school bus into the proper lane for turning.
SIGNAL ONLY FOR ACTION THAT YOU, AS A BUS DRIVER, WOULD TAKE.	When making turns, the driver must:
	1. Give the proper turn signal.
	2. Reduce the speed, and before turning, downshift to the proper gear needed to properly execute the turn.
	3. Check for a clear right-of-way to ensure that traffic signals give the right-of-way to you, watch for pedestrians, traffic control signs and other vehicles. Use all outside mirrors to check around the bus.
	To properly execute the turn, the driver must:
	1. Make the turn smoothly without a strain on the engine.
	2. Never shift gears during a turn.
	3. Check mirrors before and while executing a turn.

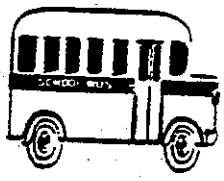
INSTRUCTOR GUIDELINES/NOTES	CONTENT

EMPHASIZE THAT THE DRIVER MUST HAVE COMPLETE CONTROL OF THE VEHICLE. WHEN YOU LET THE WHEEL SPIN IN YOUR HAND (CONTROLLED SLIPPING), IT MAY OR MAY NOT RETURN TO THE STRAIGHT AHEAD POSITION AT THE CORRECT TIME.

4. Enter the proper lane and check the tur signals for cancellation.

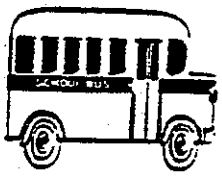
5. Steer the wheels back into position by using the hand-over-hand recovery technique whenever possible or the push-pull technique in the case of a lap wheel.

When turning right, school buses must have curb clearance for the rear wheels. Two (2) procedures may be used in executing right turns. Regardless of the method used, the school bus driver must remember that the responsibility for making a safe turn rests with the bus driver.



EMPHASIZE THAT EACH BUS HAS A TURNING POINT. THIS 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.

One alternative is to approach the corner in the right lane, about four feet (4') from the curb. The bu should be close enough to the curb to keep a car from passing on the right. As soon as the front wheels pass the corner, turn wide to the right, swinging over the center of the side street if necessary, in order for the right rear wheels to clear the curb. (It is not recommended to cross the side street center lane marking.)



SHOW SLIDE, DISCUSSING THE PROPER PROCEDURES FOR MAKING A RIGHT TURN, A LEFT TURN AND TURNAROUNDS.

The other alternative to be used, when the street onto which the turn is to be made is narrow, may require the same approach as above, but then, steer left far enough to place the right rear wheel in position to miss the curb, but not far enough away to invite passing on the right.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

WHILE DISPLAYING SLIDES AND DISCUSSING PROPER PROCEDURES, CONTINUALLY REFER TO AND EMPHASIZE THE POINTS COVERED IN PREPARING, MAKING AND EXECUTING A TURN.

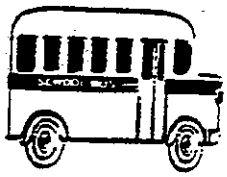
MAKING A RIGHT TURN

1. Give the proper right hand turn signal.
2. Reduce speed and, before turning, downshift to the proper gear needed to execute the turn.
3. Position the bus to the right side of the lane.
4. Check for a clear right-of-way.
   a. Check traffic signals, signs, pedestrians and/or other vehicles.
   b. Use both outside mirrors.
5. Executing the turn.
   a. Make the turn smoothly without any strain on the engine.
   b. Never shift gears during a turn.
   c. Check the right and left mirrors while executing the turn. This will enable you to check your pivot point while turning.
   d. Enter the most available right lane and check turn signal for cancellation.
   e. Steer the wheels back into position by using the hand-over-hand recovery technique, unless the bus is equipped with a non-tilt lap wheel.

MAKING A LEFT TURN

1. Give the proper left hand turn signal.

INSTRUCTOR GUIDELINES/NOTES	CONTENT



2. Reduce speed and downshift, if needed.

3. Position the bus to the left edge of the lane.

4. Check for a clear right-of-way.

   a. Check traffic signals, pedestrians or other vehicles.

   b. Use both outside mirrors.

   c. If required to stop, keep front wheels straight and brake pedal depressed. This will prevent drifting and activate the stop lights and also prevents being shoved into the line of approaching traffic if you were to be struck in the rear.

5. Execute the turn.

   a. Drive into the intersection and make the turn smoothly, without strain on the engine.

   b. Check the left and right mirrors while executing the turn.

   c. Never shift gears in a turn.

   d. Enter the roadway in the most available left lane and check the turn signal for cancellation.

6. After completing a left turn upon a multiple-lane highway/street, pick up speed, activate right turn signal and mov into the right lane as soon as possible.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	MAKING A TURNAROUND - TWO POINT TURNAROUND 1. Give a brake signal well in advance of turnaround. 2. Stop the bus in the proper position on the roadway - one (1) bus length ahead of road to be backed into. a. Check traffic - front and rear. b. Visibility shall be excellent in all directions. c. Have traffic move around the bus, if possible. d. Back into the roadway or driveway, using outside mirrors. e. Check traffic and re-enter the roadway with caution.
SHOW SLIDE AND DISCUSS THE SELECTION OF LANES WHEN TURNING FROM VARIOUS TYPES OF ROADS.	**LANE SELECTION IN TURNING** Turning left from: 1. Two-way roadway onto a two-way road with two (2), four (4) or six (6) lanes. 2. Two-way roadway onto a one-way road. 3. One way onto a two-way road. 4. One way onto another one-way road. 5. Two-way onto a three lane two-way road. 6. Three lane, two-way onto a two-lane two-way. Turning right from: 1. Any type of roadway onto any type of roadway.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

STOPPING THE SCHOOL BUS

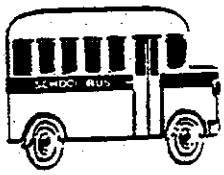
A professional school bus driver will always stop the school bus in a smooth and safe manner. The driver must have the bus under control at all times and know that the distance required to make a smooth, safe stop increases as the speed and weight of the bus increases.

The normal reaction time for most drivers is 3/4 of a second. This might not seem like very much time, but even in 3/4 of a second, the bus can cover a considerable distance depending upon the speed of the bus.

EMPHASIZE THAT THE BUS STILL MOVES FORWARD DURING THE REACTION TIME IN DIRECT RELATION TO THE SPEED OF THE BUS. IT IS 3/4 OF A SECOND BEFORE ANY SLOWING ACTION BEGINS.

How far does your bus travel in the 3/4 of a second that it takes you to remove your foot from the accelerator and apply the brake?

This interesting bit of traffic arithmetic can be used to determine how far you would travel in 3/4 of a second.



Take the first digit of your speedometer reading and add it to your total speed. This will give your reaction distance in feet.

EXAMPLE: 36 mph + 3 = 39 feet in 3/4 second

45 mph + 4 = 49 feet in 3/4 second

Now that our driver has the brakes on, the bus will still travel quite a distance before it can be brought to a stop. This is called "braking distance."

What determines braking distance?

GET RANDOM REMARKS FROM STUDENTS ON:

1) SPEED
2) CONDITION OF BRAKES
3) CONDITION OF TIRES
4) TYPE OF ROAD SURFACE
5) LOAD ON VEHICLE, AND
6) WHETHER UPHILL OR DOWNHILL

Braking distance varies with speed. It increas at a geometric rate as speed increases.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
SHOW SLIDE AND DISCUSS INFORMATION ON SLIDE.	To stop a bus, the driver must allow for reaction time and braking distance. You can allow for this by maintaining a "space cushion" between you and the vehicle ahead. To determine the safe following distance, the driver must allow one (1) second of following distance for each ten feet (10') of vehicle length up to forty (40) mph. The driver should add one (1) second if traveling over forty (40) miles per hour. In Kentucky, all bus drivers should assume that their vehicle is at least forty feet (40') long, hence, no Kentucky school bus driver should ever be closer than four (4) seconds. To apply the four (4) second rule, a driver picks a point ahead (for example: overhead bridge, post, sign, etc.). As the vehicle passes the selected point, start counting "one thousand and one, one thousand and two, etc." If you don't complete "one thousand and four" by the time the front of the bus passes the selected point, you are following too close. Always operate your bus within posted speed limits and with consideration for road and weather conditions. Be sure to drive at a speed that will permit stopping within the clear distance ahead. Correct stopping procedures keep down wear and tear on the brake system as well as maintenance costs. To stop correctly, a school bus driver must follow these procedures:

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	1. Stopping in cruising gear. a. Release the accelerator and depress the brake pedal. b. When proper mph is obtained for any gear, downshift to the next lower gear. This will reduce heat buildup and brake wear. 2. Stopping when in a low gear or 10 mph or less. a. Depress the clutch pedal and release the accelerator. b. Apply brakes gradually by increasing the pressure. c. Reduce brake pressure slightly bu' not completely just before coming to a stop to prevent jerking. d. Shift gear lever into the neutral position. e. Release the clutch and remove your foot from the pedal, if manual transmission. There will be occasions when it will become necessary for the driver to stop the bus on a hill or incline. When this happens, it becomes necessary for the driver to engage the clutch and smoothly put the bus in motion without rolling back into vehicles behind the bus or damaging the clutch or transmission. There a: correct procedures to be used to accomplish this goal.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
EMPHASIZE THE NEED FOR PRACTICE WITH EACH PROCEDURE.	To start on a hill, the driver must do these things in sequence: 1. With your right foot on the brake, allow foot to depress the clutch and transmission and shift into second gear. Release the clutch slowly until the engine begins to labor slightly. 2. Hold the clutch at that point. 3. With your right foot, release the brake pedal and drop your right foot onto the accelerator, applying enough pressure to hold the weight of the bus without drifting backward. 4. Release the clutch smoothly, applying enough pressure to pull the bus smoothly up the hill. There will be times when the bus must stop on a hill. To do this correctly on the upgrade, the driver must: 1. Check for following traffic. 2. Apply the brake lightly for a smooth stop. 3. Depress the clutch with your left foot. Shift into neutral gear. 4. Allow an extra safety margin between the bus and the vehicle ahead. On the downgrade, the driver should follow Step #1 above, downshift to reduce speed as he/she sees the need to stop; follow Step #2 above and tap the brakes twice.
EXPLAIN THE DIFFERENCES FOR BUSES EQUIPPED WITH AUTOMATIC TRANSMISSIONS.	

INSTRUCTOR GUIDELINES/NOTES	CONTENT

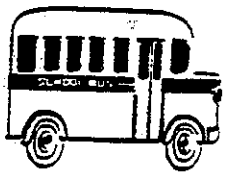
PARKING THE SCHOOL BUS

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

Drivers will be required at one time or another to park the bus in the following ways:

1. at an angle;
2. perpendicular;
3. parallel; and/or
4. on a hill.

EMPHASIZE THAT A HELPER SHOULD ALWAYS BE USED WHEN BACKING.

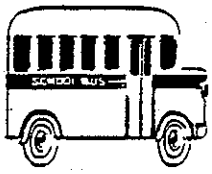


The procedure for angle parking is:

1. When preparing to forward park in a 45 degree angle space, position the bus as far out in the driving lane as is practical.
2. Check the left, then right mirrors.
3. Signal for the right turn.
4. Drive forward past the right edge of the angle space and turn sharply so that the front bumper clears the left edge of the angle space.
5. Move forward slowly, watching the right mirror to see that the bus clears the right edge of the angle space.

EMPHASIZE THAT THIS IS THE LEAST DESIRABLE CHOICE FOR PARKING A BUS. IT WOULD BE BETTER TO PARK ELSEWHERE, IF POSSIBLE, RATHER THAN TO USE ANGLE PARKING.

INSTRUCTOR GUIDELINES/NOTES	CONTENT



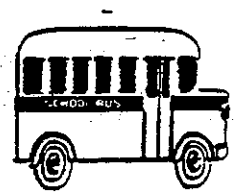
6. Position the bus in the center of the space.

The next procedure is the one which drivers will use most because it is used when parking the bus at most bus garages and compounds. The procedure for **left side perpendicular parking** is to:

1. Drive past the parking stall.
2. Check the left mirror.
3. Shift to reverse.
4. Turn the wheels to the left.
5. Slowly back toward the stall, observing the left mirror - then right mirror for dual wheels positions.
6. Keep the left rear wheel close to the front corner of the stall.
7. Begin to straighten the wheels.
8. Use mirrors to monitor the direction of the bus.

Parallel parking is the next procedure which drivers must be able to perform correctly and legally. When preparing to parallel park:

1. Signal your intentions well ahead of time.
2. Position the bus next to and about three feet (3') from the vehicle parked in front of the space to be occupied.
3. Stop when the rear of the bus is even with the rear of the front vehicle.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	4. Check the left mirror, right mirror and then left mirror again.
	5. Shift into reverse.
	6. Back slowly while turning the steering wheel slowly to the right until the right rear wheel is in line with the rear of the front parked vehicle.
	7. Straighten the steering wheel when the entrance door is in line with the rear of the vehicle parked in the front space.
	8. Back straight in until the front bumper reaches the rear bumper of the front vehicle.
EMPHASIZE AGAIN TO ALWAYS USE A HELPER WHEN BACKING.	9. Continue backing slowly while turning the steering wheel sharply to left when the front of the bus clears the rear of the vehicle.
	10. Check the left mirror to position the bus.
	11. Stop the bus just short of the vehicle parked behind.
	12. Shift into drive or the normal starting gear.
	13. Center the bus in the space no more than one foot (1') from the curb.
	Sometimes drivers will be faced with parking the bus on a hill. It is very important that the wheels be positioned properly when a bus is parked on a hill. The wheels must be positioned as follows:

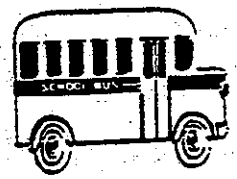
INSTRUCTOR GUIDELINES/NOTES	CONTENT

1. Parked on upgrade with curb, turn the wheels outward until they are resting against the curb.
2. Parked on upgrade without a curb, turn the wheels inward.
3. Parked on downgrade with or without a curb, turn the wheels inward and rest the wheels against the curb when one is present.

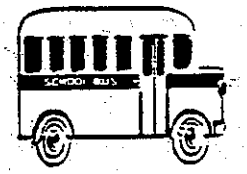
Given the high visibility and the public relations aspects of school bus operators, it is important that the driver set a good example of obeying the law.

PARKING IS PROHIBITED:

- on a sidewalk;
- in front of any driveway, alley, theater, emergency exit, or fire escape;
- within intersections;
- within fifteen feet (15') of fire hydrants;
- on crosswalks;
- within twenty feet (20') of crosswalks, or if none, within fifteen feet (15') of intersection of property lines at intersection of highways;
- within thirty feet (30') upon approach to any flashing beacon, stop sign or traffic control signal located at the side of a highway;
- between safety zones and adjacent curbs or within thirty feet (30') of points on curb immediately opposite ends of the safety zone, unless a different length is indicated by official signs;

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	o within fifty feet (50') of the nearest rail or railroad crossing;
	o within twenty feet (20') of driveway entrance to any fire station and on the side of a street opposite entrance to any fire station within seventy-five feet (75') of said entrance when proper signs are posted;
	o along the side or opposite a street evacuation or obstruction when stopping, standing or parking would obstruct traffic;
EMPHASIZE THAT PARKING IS INAPPROPRIATE ON ANY PUBLIC STREET IN A POSITION WHERE MOTORISTS WOULD BE PRONE TO INTERPRET THE BUS POSITION AS A BUS LOADING LOCATION.	o on highway side of a vehicle stopped or parked at the edge or curb of a street;
	o upon a bridge or other elevated structure upon a highway or within a highway tunnel;
	o at a place where official signs prohibit stopping;
	o within five hundred feet (500') of an accident at which police officers are in attendance when the scene of the accident lies outside of a city or village; and/or
	o more than twelve inches (12') from a curb on the main travelled part of the highway when it is possible to park off the main travelled part of the highway outside of the city.
	When the bus must be moved from the parking space, the following procedures must be used to leave a parallel parking space:

INSTRUCTOR GUIDELINES/NOTES	CONTENT



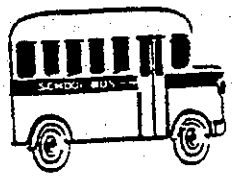
1. Back the bus as far as possible (requires depth perception skills).
2. Check the left mirror.
3. Put into drive or normal starting gear.
4. Turn steering wheel sharply to the left.
5. Check for traffic and signal left.
6. Enter the travel lane when clear.
7. Check mirrors for clearance of the front and right side of the bus.
8. Steer bus into the proper lane position.

For leaving an angular or perpendicular parking space, the procedure is to use either forward or backward motion. Using forward motion, the driver moves the bus forward until the rear of the bus has cleared the other vehicle, using mirrors to check. Using backward motion to leave, the driver backs when traffic permits until the front of the bus clears the obstacles. At no time is it recommended to back a school bus out into traffic flow.

RAILROAD CROSSING PROCEDURES

Safety procedures at all railroad grade crossings dictate that extreme care be exercised by school bus drivers. Crossing railroad tracks represents one of the greatest hazards for school buses. Mass casualties could occur in the event of a train-school bus accident. STOP, LOOK AND LISTEN are the keys. The safe and legal way to cross a railroad track must be automatic. All buses, loaded or empty, MUST STOP and specific

INSTRUCTOR GUIDELINES/NOTES	CONTENT

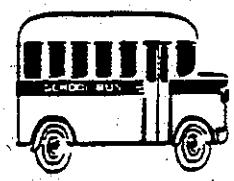


procedures must be followed before crossing any railroad at grade level.

GENERAL INFORMATION

1. The driver of any school bus, whether carrying passengers or not and before crossing a grade level of any track or tracks of a railroad, must bring his/her bus to a full and complete stop within not less than fifteen (15') or more than fifty feet (50') from the rails nearest the front of the bus.
2. When drivers are making stops for railroad crossings, they shall carefully observe traffic and reduce their speed, far enough in advance of the stop, to avoid trapping other motorists in panic stops or rearend collisions with the bus. One way to aid motorists is to lightly tap your brakes as you approach the crossing, four (4) or five (5) times at a minimum. Generally, on multiple lane roadways, no such stop should be made in the center left lane.
3. The driver shall then set the parking brake.
4. No special signs, signals or flashers shall be activated while stopped or stopping for this purpose.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	5. The driver, when stopped fully, will open the service door and driver side window and must, after the stop and while stopped, listen and look in both directions along the track or tracks for approaching engines, trains or cars. Before resumption of motion, the service door is to be closed.
	6. If the view of the track or tracks for a distance of one thousand feet (1000') in either direction is not clear or obstructed in any way, no portion of the bus may be repelled onto the tracks, until, by personal visual inspection, the driver has made certain that no train is approaching. In no instance may a signal indicating safety be considered as conclusive or serve to abrogate this precaution.
	7. Drivers shall, in every instance, cross in such gear that will not necessitate changing gears while traversing such crossing and shall not, under any circumstances, shift gears when the bus is actually crossing tracks or a railroad crossing.
	8. In the event that a train has passed over the crossing, no bus driver shall drive his/her bus onto said track or tracks until

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	such train has sufficiently cleared the crossing so that the driver is certain that no train, hidden by the first train, is approaching on an adjacent track. 9. For improved hearing, the window shall be opened and all noisy equipment (fans, radio, etc.) should be shut off until the bus has cleared the crossing. **AT CROSSINGS CONTROLLED BY SIGNALS ONLY** 1. In addition to the aforementioned safety standards, the driver of a school bus that has stopped at any railroad track or tracks, at which there is (in operation) any flashing red lights and/or bell, shall not proceed across such track or tracks **UNLESS** by authorization from a law enforcement officer or train personnel. This does not relieve the driver of personal responsibility for safe crossing. 2. In the event that switching operations, or stopped trains, delay the use of the crossing unnecessarily for frequent or extended periods of time, complaints should be made through proper channels to railroad management and traffic authorities. **AT CROSSINGS CONTROLLED BY CROSSING GATE OR BARRIER** 1. No bus driver shall drive his bus through around or under any crossing gate or

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	barrier at a railroad crossing while such gate or barrier is closed or being opened or closed.
	2. The bus driver must never accept a lack of movement as indicating that the device is either in or out of order or not properly handled, but must always take a railroad grade crossing as a conclusive warning of danger and must not cross the tracks until he has conclusively ascertained that no train is approaching.
	4. The driver should treat multiple tracks as one (1) track only.
	WEATHER CONDITIONS
	1. During wet, stormy or foggy weather, before placing part of the bus on the tracks, the driver must know conclusively that the crossing can be made in safety. Any use of flares, etc., in addition to warning signals or devices maintained at such railroad crossings, must be taken as an additional warning of danger.
	BEHAVIOR OF PASSENGERS
	1. When stopping for any railroad track at grade, all passengers must be silent until crossing is completed. Such signal for silence shall be given by the driver in a manner deemed suitable and appropriate.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	CROSSING PROCEDURE/SEQUENCE
EMPHASIZE CORRECT PROCEDURE FOR ALL POINTS.	The school bus driver will take the following steps in sequence each time he crosses a railroad track in a school bus:
EMPHASIZE TO KEEP FOOT ON BRAKE PEDAL.	1. Prepare to stop. a. Request silence. b. Turn off heaters, fans, etc. c. Check traffic control devices.
EMPHASIZE NO SHIFTING OF GEARS.	2. Stop the bus. a. Follow legal stopping procedure. b. Tap the brakes at least four (4) or five (5) times when slowing. c. Stop in a position that gives a clear view of the tracks in both directions. The front bumper must be no closer than fifteen feet (15') to the track. d. Set the parking brake. e. Shift into neutral gear (both straight and automatic transmissions).
	3. Look and listen. a. Open the service door and driver's window. b. Look and listen through the open window and door.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	4. If no indication of approaching train: a. shift into starting gear (Gear must be one that will take the bus across the track without hesitation and shifting of gears shall not be permitted while crossing tracks.); b. release the parking brake; c. look and listen a second time; and d. close the door and proceed quickly and smoothly across the track.
	5. If there is an approaching train: a. hold bus position; b. (after train passes) wait fifteen (15) seconds; and c. follow items under Procedure #4.
TREAT AS A SINGLE TRACK CROSSING.	6. Multi-track Crossings a. Treat multiple tracks as one (1) track. b. Make sure no train is approaching on any track. c. After a train passes, wait fifteen (15) seconds and until other tracks become visible before proceeding. A second train may be approaching from the opposite direction. d. Follow items under Procedure #4.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	7. Railroad Traffic Control Devices a. Flasher Lights and Bells o These are warnings of an approaching train. o If a signal is malfunctioning, a vehicle may proceed after the driver ensures a safe crossing can be made. However, this can be a very dangerous situation and is not recommended. Check local policy for this. b. Gates o All traffic must obey these devices. o Vehicles may proceed around the gates only at the direction of a law enforcement officer or an authorized railroad representative. c. Railroad crossing controlled by a flagman o Make a safety stop. o Follow directions of the flagman as to when to cross. o Cross using items in Procedure #4.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

SPEED OF TRAVEL FOR SCHOOL BUSES

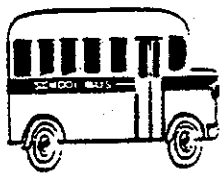
The school bus shall not be operated at a speed in excess of the posted speed on the sections of highway over which the bus travels, nor at any time in excess of fifty-five (55) miles per hour. The driver shall not drive the school bus on any roadway, at any time, at a speed where the conditions of the roadway, weather conditions or other extenuating circumstances would likely make it unsafe for the bus to travel at that speed.

Prevailing environmental conditions will dictate the speed at which a school bus should be operated. The basic rule-of-thumb is to drive at no greater speed than will permit stopping in assured clear distance ahead.

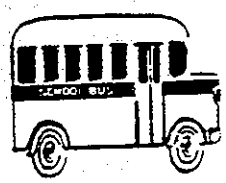
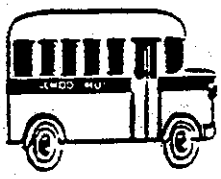
PROPER LANE USAGE

Lane usage and the position of the bus on the road are vital to the safe and efficient completion of each bus run. Safety first. Schedule second is the key.

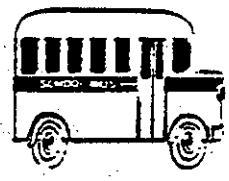
Drivers must stay in one lane for normal driving, not straddling lane marker lines or obstructing more than one lane. Use the parking lane for stopping and parking. Where there is more than one lane for traffic going in one direction, travel in the furthermost right lane (not including parking lane), unless passing or turning left. Drive at a safe distance from other vehicles. Use the four (4) second minimum rule for following vehicles. Remain at least fifty feet (50'-1 1/2 bus lengths) behind a bus leaving school grounds.



INSTRUCTOR GUIDELINES/NOTES	CONTENT
DISCUSS WHEN CHANGING LANES IS NECESSARY. ASK QUESTIONS.	When changing lanes, look for rear approaching traffic in the new lane. Look out the window to check any blind spots. Move your head enough to see around the blind spot by using the mirrors. On multi-lane roads, look for vehicles about to enter the new lane from the adjacent lane. Check fender and west coast mirrors to observe vehicles passing in the new lane, following vehicles closing fast from the rear in the new lane and/or following vehicles about to enter the new lane. Position your bus so that you can safely and smoothly accomplish the required maneuver. **BEING PASSED** When the bus is being overtaken and passed, the driver has a situation which could contribute to a very hazardous situation. The possibility for a potentially dangerous accident exists. The bus driver could be in a head-on collision, side-swiped, or run off the road. Other vehicles can pass you in a number of ways. 1. They can overtake and pass you on a straight road - a normal passing situation. 2. They can pass you as you are pulling out of a parking space. 3. They can attempt to pass you just as you move out to pass another vehicle. 4. They can pass you on the right, which is legal on multi-lane roads or on one w streets if they do not leave the roadway,

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	but you still have the responsibility for preventing an accident (last clear chance law). There are several things you must do to make the act of being overtaken and passed a very safe one. 1. When there is no possible hazard, stay in the right hand lane and maintain speed. 2. Help the other driver pass you. Check for oncoming traffic. Slow down if the passing vehicle will need more room to get back in line in front of you. 3. When another vehicle is also approaching from the opposite direction, creating a hazard for the vehicle trying to pass you, move the bus to the parking lane or leave the roadway if it seems that the passing vehicle cannot complete the pass before the oncoming vehicle reaches you. 4. Before you change lanes, check your west coast and fender mirrors and "glance back" to make sure your blind spots are clear. Use your lane change signal. Move over only when the lane is clear. Proper order is 1) signal; 2) mirrors; and 3) glance. **DO NOT STARE.** 5. Get into the proper lane early when making a turn. When turning right, stay close enough to the right curb to block anyone
	

INSTRUCTOR GUIDELINES/NOTES	CONTENT



from passing on the right. Use your tu signal early.

6. Don't move out of a parking space to check for oncoming traffic. Take a good look before you move. Signal your intention. Wait for a break in traffic and pull out slowly.

7. When on a narrow road and considerable traffic is behind you and a regular stop is not coming up soon, you should pull to the side of the road using your right turn signal and stop. Allow the vehicles to pass. Activate the left turn signal, resume position on road and continue. ! careful in doing this: Remember, safety of the children comes first.

MERGING

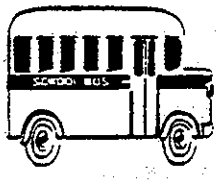
Care must be used when the driver leaves the bus compound and begins on the route. Smooth entry into the flow of traffic is vital to the safe operation of the school bus. Follow these steps to accomplish a smooth entry into the flow of traffic at a stop:

1. Stop at point of entry into the traffic flow.
2. Activate right or left turn signal.
3. Look to determine that there are no pedestrians in the path of the bus.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

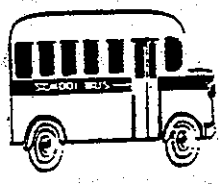
4. Check mirror to determine that all passengers are seated.
5. Look to the right and left to determine whether there are vehicles in motion on the roadway to be entered.
6. Yield right-of-way to vehicles already on the road.
7. Look for a suitable gap in traffic and when safe, accelerate smoothly into the road, utilizing your turn signal to establish lane position.

PASSING



How to pass another vehicle: As a school bus driver, you should not have to pass another vehicle for any reason. On occasion, however, it might become necessary and you should be aware of how to do it correctly, safely and legally. There is nothing wrong with passing for the right reasons, but it isn't likely to save the school bus driver much time.

EMPHASIZE!!!!!!!

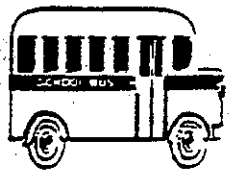


REMEMBER - SAFETY FIRST..SCHEDULES SECOND!

Passing entails risk. The best rule is: "When in doubt, don't."

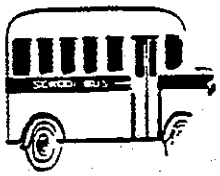
In any passing maneuver, there are thirteen (13) things to do:

1. Decide if the pass is necessary.
2. Make certain that you have maintained a safe following distance.

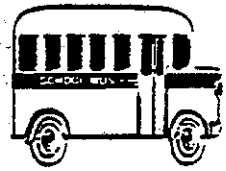
INSTRUCTOR GUIDELINES/NOTES	CONTENT
EMPHASIZE!!!!!!! 	3. Check traffic ahead. If your bus and a oncoming vehicle are both traveling at 55 mph, you are closing the gap between you at the rate of 1.8 miles per minute. Since it takes a minimum of ten (10) seconds to complete a pass, the oncoming vehicle should be at least one-half of a mile away. 4. Signal before you change lanes. 5. Check your mirrors and then all blind spots. Check fender and west coast mirrors. 6. Check traffic behind you before changing lanes. 7. Move into the left lane. 8. Accelerate as you move left. 9. Signal the vehicle you are passing by tapping your horn or flashing your lights. 10. Signal your intention to return to the right lane. 11. Return to the right lane when you can see all of the passed vehicles in your fender and west coast mirrors. 12. Cancel your directional signal. 13. Resume cruising speed as soon as you have completed your passing maneuver.
EMPHASIZE THAT THERE USUALLY IS NO GREAT NEED FOR SCHOOL BUSES TO PASS ANOTHER VEHICLE PROVIDED THE SCHOOL BUS DRIVER IS OPERATING THE BUS PROPERLY.	DO NOT PASS if the vehicle ahead is: 1. signalling or otherwise indicating a turn, 2. changing lanes preparatory to passing;

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	3. weaving of wandering;
	4. decelerating suddenly;
	5. passing children, cyclist(s) or animals; and/or
	6. being passed by another vehicle.
	FOLLOWING DISTANCE/SPACE CUSHION
RE-EMPHASIZE AND DISCUSS THE FOUR SECOND RULE.	To operate a school bus safely and legally in today's traffic requires the school bus driver to be constantly alert. This is especially true when following a school bus or other vehicle. The school bus driver must maintain a safe following distance. Keep a "space cushion" in order to comply with the law and to avoid an accident. There are four (4) simple steps that will help the school bus driver to properly follow another bus or vehicle.
	1. Stay alert. Watch for signs from the driver ahead as to what he intends to do. Is his turn signal on? Are his brake lights lit? Has he been gradually drifting to the right or left as if to prepare to turn?
	2. Stay ahead of the situation. Look beyond the driver ahead to see situations that may force him to act quickly and thereby become a threat to you. Are there vehicles in the roadway or on the shoulder? Are the intersections marked or unmarked? Are cars, pedestrians or livestock present?

INSTRUCTOR GUIDELINES/NOTES	CONTENT



EMPHASIZE!!!!!



THIS IS THE SECRET TO DEFENSIVE DRIVING.

3. Stay back. Use and apply the four (second minimum rule.

4. Start slowing sooner. Slow down and touch your brakes the instant you see a hazard developing that may require you to stop or take evasive action. Failure to do this is known as "delayed braking," a serious flaw in your driving technique. A competent, professional school bus driver will rarely, if ever, have to make a panic stop.

The best advice that a driver can adhere is to: **STAY AWAY FROM PEOPLE.** Do not travel next to or close to any other vehicle(s), person(s), or obstacle(s) at any time unless it is absolutely necessary.

INTERSECTIONS/CROSSWALKS

A thorough knowledge of highway signs, signals, markings and legal rights on the road are necessary to be a safe school bus driver.

Without traffic laws, rules and controls, travel by a motor vehicle would be very unsafe and impractical. We have already covered two (2) of the three (3) areas of importance - use of lanes and parking. In this section, we will look at speed, crossing intersections and turning on red.

Any time you come to a place where others may cross or enter your path, you must look to each side to make sure it is safe to proceed. These places inclu intersections, crosswalks, railroad crossings, parking

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	lots, school areas, playgrounds, shopping centers and related areas.
	Crossing intersections is a time for extreme care. Not all drivers obey the traffic control devices. School bus drivers must follow these rules any time they approach an intersection.
	1. Look both ways.
	a. Look to the left first since traffic coming from the left is closer to you.
	b. Look to the right.
	c. Take one more look to the left before you pull out, just in case there is something you did not see the first time.
SHOW FILM "ROOM TO LIVE - SECONDS TO DIE" BY SGT. WARE.	2. Do not rely on traffic signals.
	a. At an intersection, look left and right, even if other traffic has a red light or a stop sign. Someone may disobey either one.
EMPHASIZE THAT, IF VIEW IS OBSTRUCTED AND INTERSECTION CAUSES A CONTINUAL PROBLEM, ASK YOUR BUS TRANSPORTATION SUPERVISOR TO EVALUATE THE SITUATION AND CHANGE YOUR ROUTE TO AVOID THE HAZARD.	3. Make sure you have a good view.
	a. If your view of a cross street is blocked by a building or a row of parked vehicles, edge forward slowly until you can see and stop again.
	b. If traffic in one lane is blocking your view of another lane, wait until it clears. If you try to look by

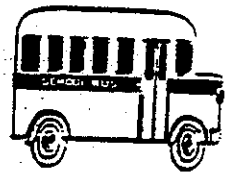
INSTRUCTOR GUIDELINES/NOTES	CONTENT

placing the front of your bus int the other lane, you may get hit.

Crosswalks are special areas set aside for people to cross the street. Usually they are marked with yellow or white lines and have warning signs.

Most crosswalks are located at intersections. Some are located, however, in the middle of the block, especially in cities and towns. While turning a corner, watch for pedestrians who are about to cross the street you are turning onto. Remember, if you have a green light, the pedestrian has a green light also. The law requires drivers to yield to pedestrians in the crosswalk.

Certain rules govern the crossing and entering c intersections. The right-of-way rules contribute to the safe passage of the vehicles through an intersection provided each driver obeys the rules.



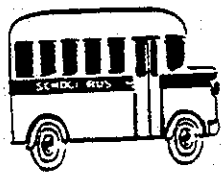
EMPHASIZE THAT A DRIVER CAN BE RIGHT AND STILL BE IN AN ACCIDENT. DON'T BE DEAD RIGHT!!!!!

1. Right-of-way rules for an intersection not controlled by signs or signal devices.
   a. Generally, drivers on single lane or two (2) lane roadways must yield the right-of-way to vehicles on divided roadways or roadways of three (3) or more lanes.
   b. Usually, drivers on unpaved roadways must yield the right-of-way to vehicles on paved roadways.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

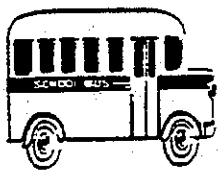
c. Drivers on roadways consisting of the same number of lanes and similar surfacing must yield the right-of-way to vehicles approaching from the right which are close enough to contribute a hazard.

d. Drivers who are required to yield the right-of-way may enter the intersection only if the movement can be made without interference or collision with traffic using the intersection.



2. Right-of-way at an intersection with a stop sign or yield sign.

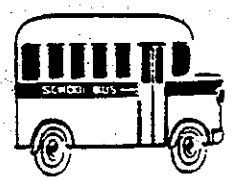
   a. Drivers approaching intersections controlled by stop or yield right-of-way signs must obey such signs and may enter the intersection if the movement can be made without interference or collision with traffic using the intersection.

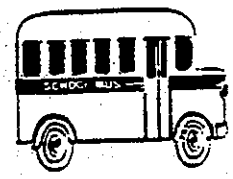


3. Right-of-way at an intersection with a signal light.

   a. When stop and go lights are operating, a driver entering the intersection on a green light has the right-of-way.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
EMPHASIZE THAT SCHOOL BUS DRIVERS SHOULD NEVER TURN ON RED, SINCE THE TIME REQUIRED TO TURN THE BUS COULD CAUSE THE BUS TO BE IN THE INTERSECTION AT THE WRONG TIME.	b. When stop and go lights are operating, a driver approaching the intersection on a red light alone must stop. After waiting until the intersection may be safely entered, a driver may turn right or if the intersecting streets are both one-way, may turn left. (Turns on red lights may be prohibited by traffic signs. A Kentucky school bus has no reason to turn right on red. REMEMBER: SAFETY FIRST..SCHEDULE SECOND!!) The driver may drive only in the direction the arrow points and shall yield the right-of-way to pedestrians lawfully using the crosswalk and to other traffic lawfully using the intersection.
	c. When a flashing red light is operating, a driver approaching the red light must stop before entering the intersection. Procedure and right-of-way after stop are the same as at a stop sign.
EMPHASIZE THE NEED FOR EXTREME CARE WHEN APPROACHING A FLASHING YELLOW LIGHT. SOME PEOPLE ACT AS IF IT WERE A FLASHING RED AND STOP. YOU COULD REAR-END A VEHICLE IF THIS HAPPENS AND YOU ARE NOT PREPARED.	d. A flashing yellow light is a caution signal to warn drivers of a traffic hazard and requires a speed sl enough to avoid a collision.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	4. Right-of-way in entering a roadway. a. A vehicle entering a crossing or roadway from an alley, building, private road or driveway must yield to vehicles on the roadway. b. A vehicle merging from an alley, driveway (including a school driveway), or building in a business or residential area must stop before driving onto the crosswalk or past the sidewalk, and must yield to any pedestrians and to vehicles on the roadway. c. A vehicle entering a roadway or traffic lane from an angle or parallel parked position, or from the roadway shoulder, must yield to all vehicles close enough to contribute an immediate hazard.
	5. Right-of-way on left turns. a. A vehicle turning left at an intersection must yield to those vehicles approaching from the opposite direction that are close enough to contribute to an immediate hazard. b. A vehicle turning left within an intersection or into an alley,

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	private road, or driveway must yield to any vehicle approaching from opposite direction which is within the intersection or close enough to be an immediate hazard. 6. Right-of-way on the approach of an emergency vehicle. a. The approach of an emergency vehicle using a siren and/or red light requires other vehicles to move to the right, clear of any intersections and stop until the emergency vehicle has passed. When conditions make it impossible to move to the right, the vehicle should stop and remain stopped until the emergency vehicle has passed. Under no circumstances should a driver ever pull to the left. Emergency vehicle drivers are taught to pass on the left. <u>TRAFFIC AIDS (LIGHTS, SIGNALS, ETC.)</u> Traffic laws and signals are standard throughout the state, but traffic signs may vary depending upon the local road geography. The United States is moving toward an international style of traffic signs, which emphasizes pictures and symbols rather than written messages.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

Size, shape and color are used in specific ways and each convey a definite message.

SHAPE

An octagon (eight-sided) shape always means stop.

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

A triangle shape means to yield.

A round shape (circle) means railroad crossing.

A pentagon (five-sided) shape tells you there is a school zone or school crossing ahead.

A horizontal (rectangle) shape is a guide sign.

Vertical rectangles are generally used for regulatory signs that tell you the law - what you must do.

COLOR

The color of the sign also has meaning:

RED	Stop, yield, do not enter or wrong way.
YELLOW	General warning of what to expect ahead.
BLUE	Information about motorist services along the road.
GREEN	Guide information such as distance or direction.
WHITE	Regulatory.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

BLACK	One-way traffic and weigh stations.
ORANGE	Warning of construction and maintenance.
BROWN	Public recreation areas and scenic guidance.

TRAFFIC LIGHTS

There are control devices located at intersections. These could be either traffic signals or signs.

First we will discuss traffic signals or lights. The three main colors which guide traffic flow are:

RED	MEANS STOP
GREEN	MEANS GO
YELLOW	MEANS WARNING/CAUTION, POSSIBLE HAZARD AHEAD

RED

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

YELLOW

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

GREEN

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

FLASHING LIGHTS

A flashing yellow light means you must slow down ar watch for others. It is found at intersections,

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	construction areas and on some emergency vehicles such as tow trucks.
	FLASHING RED LIGHTS
	Flashing red lights means that you must come to a complete stop and proceed only when the way is clear.
	TWO FLASHING RED LIGHTS
	Tow flashing red lights mark a railroad crossing.
	LIGHTED ARROWS
	Some intersection traffic lights have lighted arrows in addition to the regular lights to tell you when it is your turn to turn.
	GREEN ARROW
	A green arrow means you may go in the direction of the arrow provided you are in the proper lane.
	FLASHING YELLOW ARROW
	A flashing yellow arrow means you may proceed with caution in the direction of the arrow.
	ARROW POINTED UPWARD OR DOWNWARD
	This means you may go "straight ahead."
	When there is more than one traffic light, obey the one that is over your lane.
SHOW EXAMPLES	<u>TRAFFIC SIGNS AND SIGNALS</u>
	Traffic signals tell you what to do.
	STOP SIGN
	A stop sign is red with white letters and has eight sides. It means you must come to a complete stop in a safe position in regard to traffic, then proceed when the way is clear.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

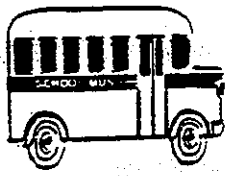
YIELD SIGN

A yield sign is shaped like a triangle and is red and white. It means you should slow down and yield to traffic on the road you are entering or crossing.

RED SLASH INSIDE A CIRCLE

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

At any intersection which has a police officer directing traffic, do what the officer instructs you to do.

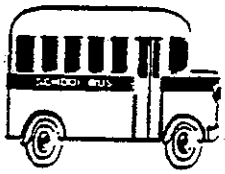


MIRRORS

The school bus is equipped with mirrors to assist the driver in seeing all that goes on around the bus One of the characteristics of school bus construction is that it produces blind spots, triangles of invisibility and danger zones. Many of the serious accidents involving school buses occur in these areas. Mirrors have been added to the school bus to assist the driver in seeing these areas. You cannot safely operate a school bus without using the mirrors properly. The first and foremost action a driver must take in using the mirrors is to ensure that they are properly adjusted so that all areas can be monitored and the mirrors can be readily seen from the driver's seat. Mirrors should be positioned and adjusted so that the driver can monitor all areas without moving the head. Mirro should be monitored by shifting the eyes only. Mirrors

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	must be checked as part of the scanning process that the driver follows in reading the road. A school bus is equipped with the following mirrors: 1. An interior rear view mirror is mounted above the windshield. 2. West coast mirrors are mounted on the left so that the driver has an unobstructed view of it through the driver's window and on the right so that the driver has a good view of the mirror through the right side of the windshield. 3. Each school bus also has four (4) convex mirrors (on older buses) - two (2) mounted on each front fender. Two (2) mirrors are positioned to give the driver a clear view in front of the bus all the way down to ground level - these are called crossover mirrors - and one (1) positioned on each side to give a view down the left and right sides of the bus called fender mirrors.
POINT OUT MIRRORS AND THEIR USE WHEN YOU GIVE DRIVERS AN ORIENTATION ON THE BUS.	**MIRROR ADJUSTMENT** Drivers must be sure to check mirror adjustment as part of the pre-trip inspection (see Chapter IV). No movement of the bus should be made until all mirrors have been checked to ensure that no child or anything else is close to the bus. Mirrors are vital to the safe operation of the school bus. They must be used to

INSTRUCTOR GUIDELINES/NOTES	CONTENT



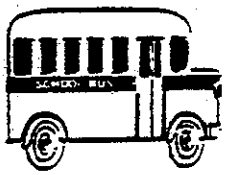
safely turn, back or move the bus in traffic. A schoo bus driver cannot be a good professional school bus driver without using mirrors properly. A school bus driver should constantly be performing a visual scan. He/she should check all mirrors at least every five (5) seconds.

You will have an opportunity to work with adjusting the mirrors later in this course. Use of mirrors is called for throughout this course. BE SURE THAT YOU USE THEM PROPERLY.

DANGER ZONES/DEATH ZONES

DISCUSS DANGER ZONES. BE SURE TO POINT OUT THE MOST DANGEROUS ZONES.

Most injuries that involve school buses occur outside of the school bus. Drivers must exercise extreme care to ensure that they do not injure or kil a child with the school bus. There are very hazardous areas around the bus - areas in which drivers have great difficulty in seeing all that goes on around the bus. These areas are referred to as danger zones or death zones. Drivers must have their mirrors adjusted so that they can see into these areas.

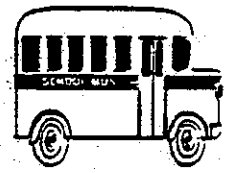


DISCUSS TRIANGLES OF INVISIBILITY. BE SURE TO POINT OUT THE DANGERS.

It is virtually impossible to see small children when they are in these areas or zones. It cannot be emphasized enough that no movement of your bus is to be made until you have checked each zone or area for clearance.

More about this area is covered in the unit on loading and unloading.

INSTRUCTOR GUIDELINES/NOTES	CONTENT



USE OF MIRRORS FOR BACKING

School buses should be backed up only when there is no other alternative. Back only when absolutely necessary because of the dangers involved and never on school grounds. It is better to drive around the block and alter your route to avoid backing the school bus. There will be, however, instances where this is not feasible and school bus drivers must know the proper method to back a school bus. Backing a school bus in a straight line will require extreme caution on the part of the driver.

The driver must learn to back into a given space without scraping or hitting stationary objects. In backing a school bus with a manual transmission, the driver must:

1. Activate the four-way flashers, prior to stopping for backing.
2. Stop bus in correct position to back.
3. Check mirrors.
4. Assure yourself that area is clear.
5. Secure visual assistance if possible.
6. Apply brake.
7. Depress clutch.
8. Shift to reverse.
9. Tap horn lightly.
10. Release brake.
11. Release clutch to friction point.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	12. Gradually accelerate and release the clutc' all of the way.
	13. Steer wheel as necessary.
	14. Use mirrors to monitor direction of bus.
	15. Always try to back straight or to the driver's side as this provides maximum visibility.
	In backing a school bus with an automatic transmission, the driver must:
	1. Activate four-way flashers, prior to stopping or backing.
	2. Stop bus in correct position to back.
	3. Check mirrors.
	4. Assure yourself that area is clear.
	5. Secure visual assistance if possible.
	6. Apply brake.
	7. Shift to reverse.
	8. Tap horn lightly.
	9. Release brake.
	10. Gradually and slowly move.
	11. Steer wheel as necessary.
	12. Use mirrors to monitor the direction of the bus.
EXPLAIN EACH OF THESE TECHNIQUES. ASK DRIVERS TO EXPLAIN.	Several techniques for backing which the driver must use are:
	1. Physically get out and check behind the bus.
	2. Use helper assistance, if possible.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
EXPLAIN EACH OF THESE TECHNIQUES. ASK DRIVERS TO EXPLAIN.	3. For straight backing, hold the steering wheel in 10/2 or 9/3 position. 4. Hand-over-hand steering for either right or left backing. 5. Back slowly. 6. Keep foot completely off of the clutch pedal. 7. Use two (2) west coast mirrors. 8. Use the inside rear view mirror when possible. 9. Use two (2) fender mirrors for obstructions (not distance judgement). 10. Keep eyes moving to all five (5) mirrors. 11. If still unsure while backing, stop and check outside again.

TEST

DRIVING FUNDAMENTALS

ANSWER TRUE OR FALSE

KEY			
T	_____	1.	There are certain tasks that a driver should complete in order to get ready to drive.
F	_____	2.	There are no major differences between a car and a school bus.
T	_____	3.	Vehicles that are higher give a better view of traffic.
T	_____	4.	Understanding the controls of a school bus is very important.
F	_____	5.	An oil pressure gauge indicates how much oil you have in the bus.
T	_____	6.	Warm up an engine at fast idle.
T	_____	7.	A diesel engine should run at least three (3) minutes before it is stopped.
F	_____	8.	Your foot should remain on the clutch at all times when you are driving.
F	_____	9.	The correct steering position is 10 and 3.
T	_____	10.	Always check mirrors when executing a turn.
T	_____	11.	A professional driver will always stop a bus in a smooth and safe manner.
F	_____	12.	The normal reaction time for most drivers is 1/2 second.
T	_____	13.	Parking is prohibited within intersections.
F	_____	14.	The distance a bus must stop at a railroad crossing is within not less than fifteen (15) or more than thirty feet (30').
F	_____	15.	A Kentucky school bus can travel 65 mph on interstate highways only.
T	_____	16.	School bus drivers should never turn right on red.
F	_____	17.	An octagon shape means yield.
T	_____	18.	A red slash inside a circle means that you cannot do something.
F	_____	19.	Mirrors are not that important when driving a bus.
T	_____	20.	Most injuries involving school buses occur outside the school bus.

CHAPTER 9

FORWARD CONTROL BUSES

FORWARD CONTROL BUSES

LESSON TOPIC:

FORWARD CONTROL BUSES

OBJECTIVES:

- To enable the driver to gain knowledge and display the necessary skills to safely and properly operate a forward control bus.
- To ensure safe and efficient transportation of students with this gained knowledge of skills to properly operate a forward control bus.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

INTRODUCTION

Due to the differences in the forward control buses versus the most often driven conventional style buses, this unit will focus on the driver adapting to these differences:

A. Mirrors

B. Turning radius

C. Backing

D. Driver's seat

E. Distance from students

F. Foot position

G. Air operated door

H. Driving fundamentals

I. Stopping distance

VOCABULARY

AIR OPERATED DOOR - (automatic door) operates on air pressure by an electrical switch located on the control panel.

CONTROLLED SLIPPING - steering recovery technique.

CONVENTIONAL (Type C) - engine is in front of the windshield and the entrance door is behind the front wheels.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	CONVEX MIRROR - the center of the mirror is higher than it's sides.
	COUNTERSTEER - to turn the steering wheel back in other direction.
	CROSSOVER MIRROR - mirror that shows the front end of the bus and down to the pavement.
	DOG HOUSE - the inside cover of the engine, located by the driver's seat.
	DOUBLE NICKEL - a mirror that provides a long view along the left and right sides of the vehicle to enable the driver to view the rear tires at ground level; minimum distance of two hundred feet (200') to the rear of the bus and at least twelve feet (12') perpendicular to the side of the bus at the rear tire.
	EGRESS - to exit.
	FORWARD CONTROL (Type D) - a body installed upon a chassis with the engine mounted in front; the engine is behind the windshield and beside the driver's seat; the entrance door is ahead of the front wheels.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	HAND-OVER-HAND - a steering technique where hands cro over one another.
	INGRESS - to enter.
	PIVOT POINT - the rear-end swing from the rear tire of the bus while making turns; rear overhand swings in opposite direction of turn.
	PUSH-PULL - a steering technique where one hand pushes the steering wheel up while the other hand pulls the steering wheel down.
	TRACKING - the path of front tires and separate path rear tires when turning; a visual technique used to teach drivers proper lane positioning.
	WEST COAST - a rear vision outside long mirror that provides view along the left and right side of the vehicle.
	WHEELBASE - the distance from the front tires to the rear tires.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

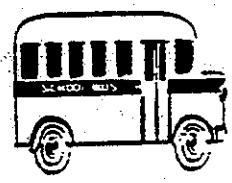
DIFFERENCES OF FORWARD CONTROL VS. CONVENTIONAL BUSES

There are many differences between a forwar control and conventional bus. One of the majo differences is visibility in relation to mirrors, sid windows, windshields and maneuverability. In operatin a forward control vehicle, the driver will notice almos immediately that visibility is greater due to the widt of the windshield.

MIRRORS

There are currently seven (7) mirrors on th forward control bus. Mirrors will be different on th buses, depending upon the year of manufacture. Ther may be a West Coast mirror and two (2) convex mirrors o each side or there may be a set of double nickel mirror with two (2) convex mirrors on each side which coul bring the total of mirrors to nine (9), counting th inside rear view mirror. The double nickel is th newest type of mirror. This is a set of two (2) mirror that provide better visibility. The double nicke replaces the West Coast mirror. The driver of a forwar control bus does not have as clear a view of the window down the left side. The mirrors can be difficult t adjust in order to achieve full view. The driver wil need assistance in the adjustment due to the height c the mirrors.

INSTRUCTOR GUIDELINES/NOTES	CONTENT



TURNING RADIUS

Whenever you drive a forward control bus, be aware that the longer the wheelbase - the wider the turn. The forward control bus has a shorter wheelbase than the conventional bus so turns can be made easier in close areas. The wheelbase and rear wheels must be considered while making turns and while rounding curves. The forward control is generally easier to maneuver in tight places. Making left and right turns can be achieved with less room available, which decreases accident potential.

BACKING

In backing the forward control bus, there is very little difference since both vehicles are straight. Use of t mirrors is a must for backing all buses. All mirrors must be in proper adjustment to meet the needs of the individual driver. Since the turning radius is smaller, care must be taken when backing and turning the wheel. You must remember that you have an overhang in front of the axle and in the rear, so be aware that the right or left corner will strike any object near the bus, if the driver turns the wheel in excess of what is required. The secret to teaching backing is to go slow.

DRIVER'S SEAT

When entering a forward control bus, it is apparent that the driver's seating arrangement is much

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	different than in a conventional bus. The housing for the engine (dog house) is seen as an obstacle. In the older forward control buses, the dog house is not to be climbed upon for any reason. The driver must get into the driver's seat by careful maneuvering. The newer forward control buses have a plate on the dog house that will allow the driver to step on or walk over. **DISTANCE FROM STUDENTS** Upon entering the forward control bus, it's obvious that the driver is in an area all alone. This creates potential problems. Student behavior is more difficult to manage because of this space - the sound of the motor is loud and the driver cannot always hear the students - the students cannot always hear the driver giving instructions. The driver is restricted by space which could cause problems if he/she needs to leave his/her area quickly. The time it would take to actually get to a student takes longer, so the driver has to be alert to potential safety problems. **FOOT POSITION** Older Type D forward control bus driver seats have little or no lateral movement. Forward and reverse movement of the driver's seat is adequate. To obtain the best possible foot position, all drivers should adhere to the following:

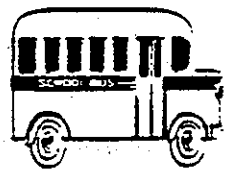
INSTRUCTOR GUIDELINES/NOTES	CONTENT
	1. Adjust the driver's seat to the best possib. body configuration. 2. Adjust the seat so that the right foot can reach the foot pedals for safe operation of the vehicle. 3. When moving the right foot from the accelerator to the brake, lift the right foot completely off the accelerator pedal and place on the brake pedal. Do not mistake the accelerator for the brake pedal. 4. When depressing the brake pedal, it is recommended that only light steady pressure be applied, using the forward portion of the right foot (ball) to apply the brake. **AIR OPERATED DOOR** Forward control buses are equipped with an air operated door, activated by an electrical switch located on the control panel. All air operated doors are not equipped with a delay switch. Even though this door is easier to operate, the driver must constantly be aware of passenger movement to guard against student injury and/or egress. **TURNING** When turning a forward control bus, you should pull further into the intersection before turning. As with any vehicle in turning, you must have your speed

INSTRUCTOR GUIDELINES/NOTES	CONTENT

reduced, be in the proper lane for turning and constantly monitoring the mirrors and traffic environment.

STOPPING DISTANCE

Tests have shown no significant differences in stopping distances comparing a forward control vehicle to a conventional. In a forward control bus, the driver feels the stopping distance is longer due to the increased distance of the driver from the rear of the vehicle. Note that forward control vehicles seem to slide more than the conventional when making a panic stop.



NOTE: THE MAIN CONCERN REGARDING THE DIFFERENCES BETWEEN CONVENTIONAL AND FORWARD CONTROL BUSES IS THE CHANGING BACK AND FORTH OF DRIVING ONE TYPE OF VEHICLE AND THEN THE OTHER TYPE OF VEHICLE. WHEN A DRIVER MAKES SUCH A CHANGE, THEY MUST CONTINUALLY BE AWARE OF THE DIFFERENCES AS THEY ADAPT.

VEHICLE OPERATION
FORWARD CONTROL BUS TRAINING

NAME: _____
DRIVERS LICENSE #: _____
EXPIRATION DATE: _____

Drivers are to follow the law and good driving procedures at all times.

BASIC DRIVING SKILLS:	PASS	NEEDS IMPROVEMENT	FAIL
1. Seat belt fastened	____	____	____
2. Activates turn signals well in advance	____	____	____
3. Accelerates smoothly/brakes smoothly	____	____	____
4. Follows posted traffic signs and signals	____	____	____
5. Uses scanning techniques (mirrors, traffic, speed, road conditions)	____	____	____
6. Maintains four second rule	____	____	____
7. Uses correct procedure for air operated door	____	____	____
8. Yields right-of-way	____	____	____
9. Uses correct steering wheel position (10 and 2 or 9 and 3, push-pull or hand over hand)	____	____	____
10. Performs turn-a-round correctly and/or maneuvers bus properly for back-up	____	____	____
11. Positions bus in center of lane	____	____	____
12. Makes right turns properly	____	____	____
13. Makes left turns properly	____	____	____
14. Performs pre-trip procedure correctly	____	____	____

_____
Driver Trainer Instructor

_____
Date

Dates and Times of Training:

_____ _____
_____ _____
_____ _____

FORWARD CONTROL BUS

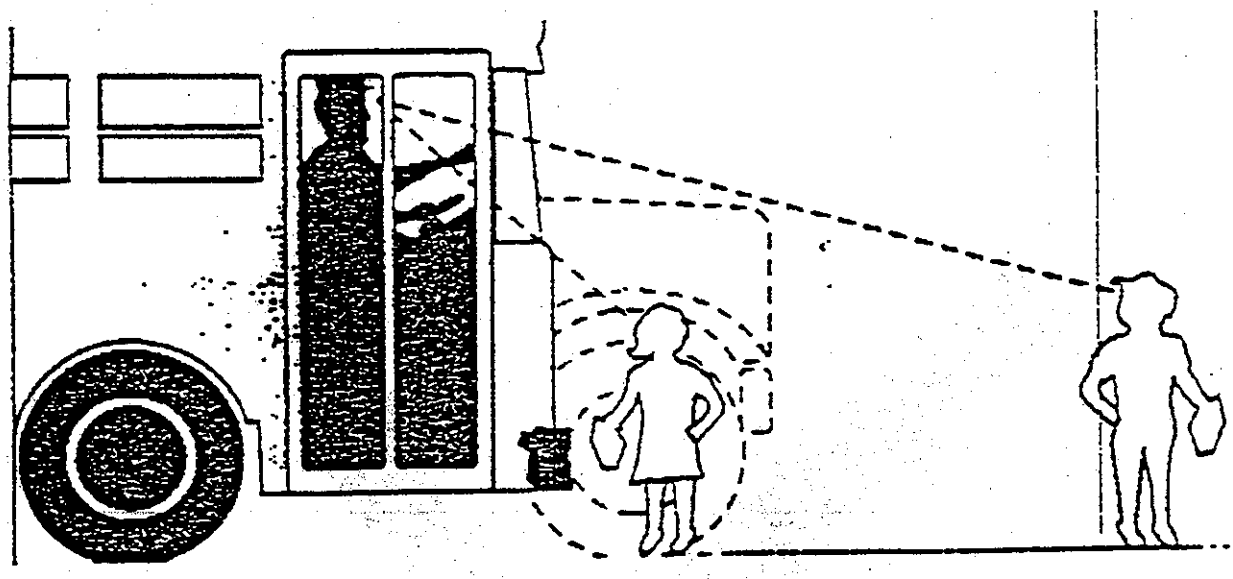
TEST

PLEASE ANSWER TRUE OR FALSE

KEY

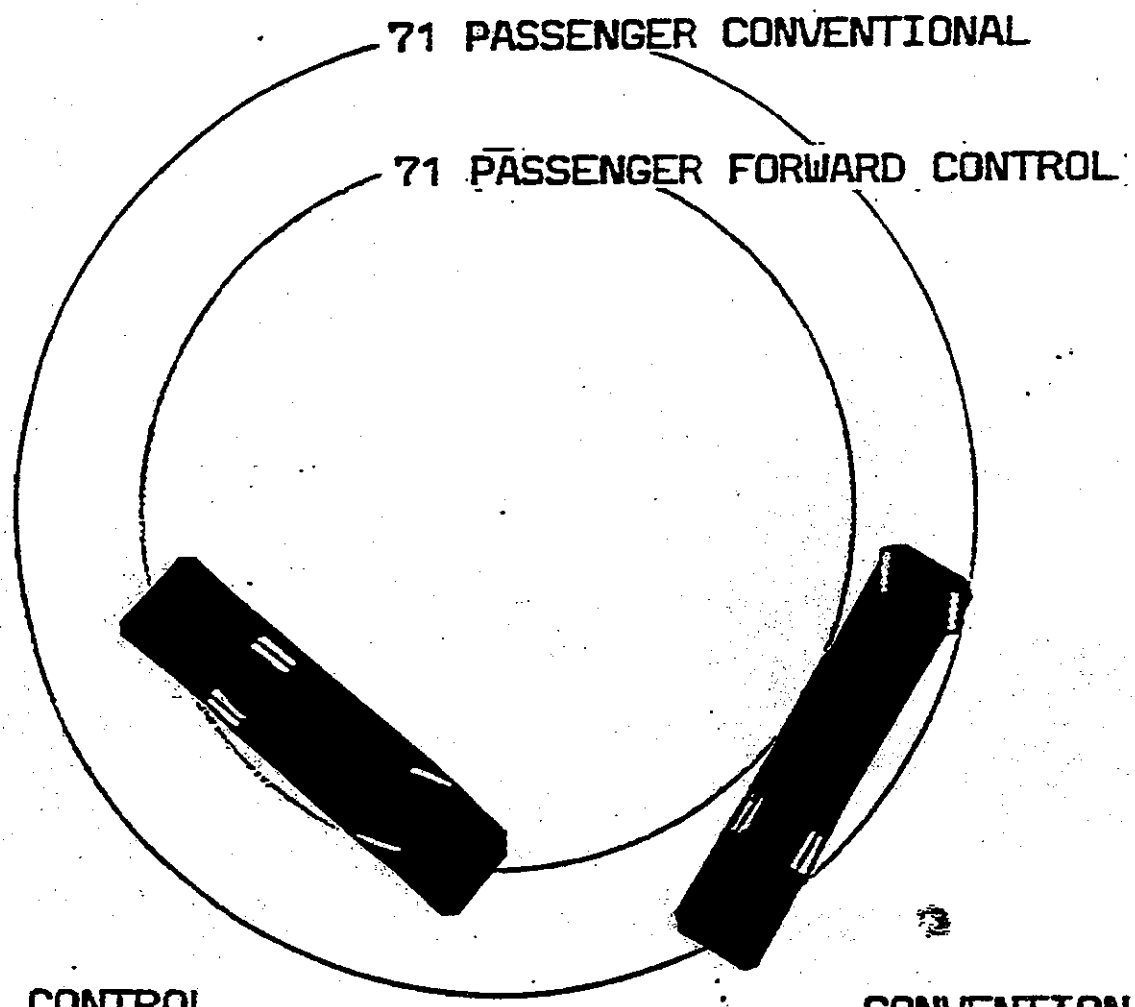
T	_____	1.	The crossover mirror shows the front of the bus.
F	_____	2.	The forward control bus has a longer wheelbase than a conventional bus.
T	_____	3.	The Type D forward control bus seat has little or no lateral movement.
F	_____	4.	The best technique for a non-tilt steering wheel is the push-pull method.
T	_____	5.	Proper lane positioning is necessary before turning at an intersection.
F	_____	6.	Proper hand positioning on the steering wheel is at the clock position of 10 and 3.
F	_____	7.	To countersteer is to turn the steering wheel counter clockwise at all times.
T	_____	8.	A right turn in a forward control bus can be made in less space than a right turn in a conventional bus.
T	_____	9.	When making a left turn, the vehicle is moved part way into the intersection before starting the turn.
F	_____	10.	Stopping distance is doubled when operating a forward control bus.
F	_____	11.	A Type D bus is a conventional bus.
T	_____	12.	The housing for an engine is referred to as a "dog house."
T	_____	13.	Some differences between a forward control and a conventional bus are mirrors, side windows, windshields and maneuverability.
F	_____	14.	Drivers should climb onto the dog house to enter and exit the driver's seat on all forward control buses.
T	_____	15.	Communication between driver and passenger is more difficult to achieve on a forward control bus.

VISIBILITY FROM FORWARD CONTROL



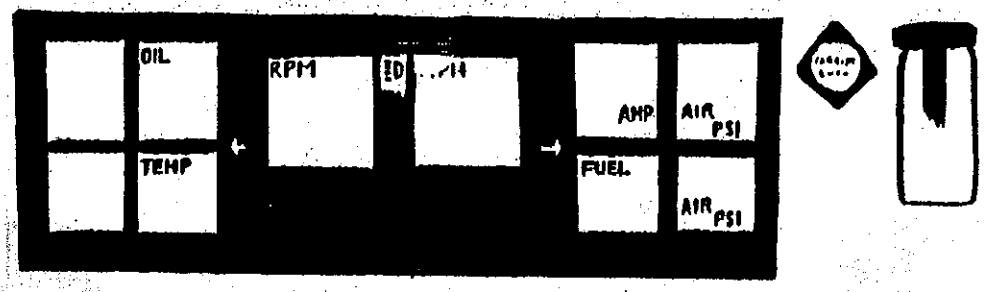
FORWARD CONTROL CONVENTIONAL

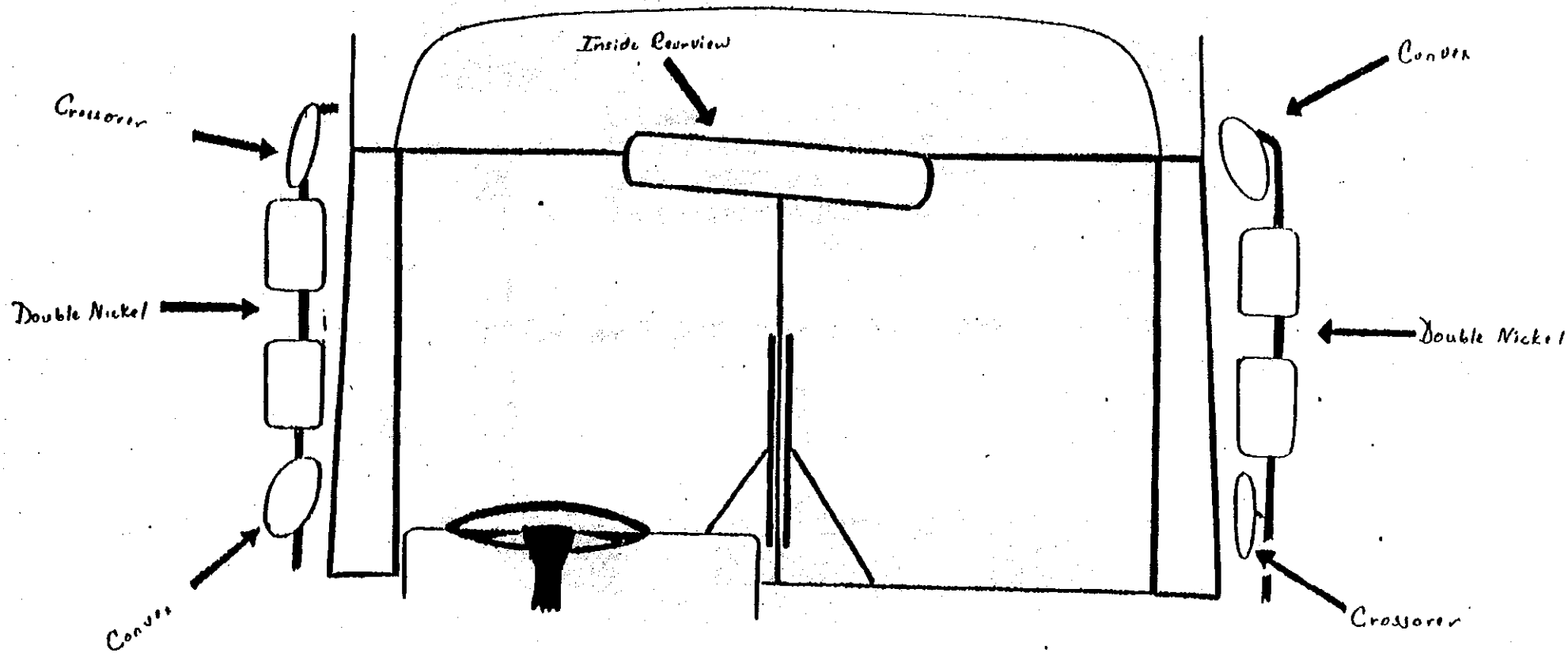
TURNING RADIUS



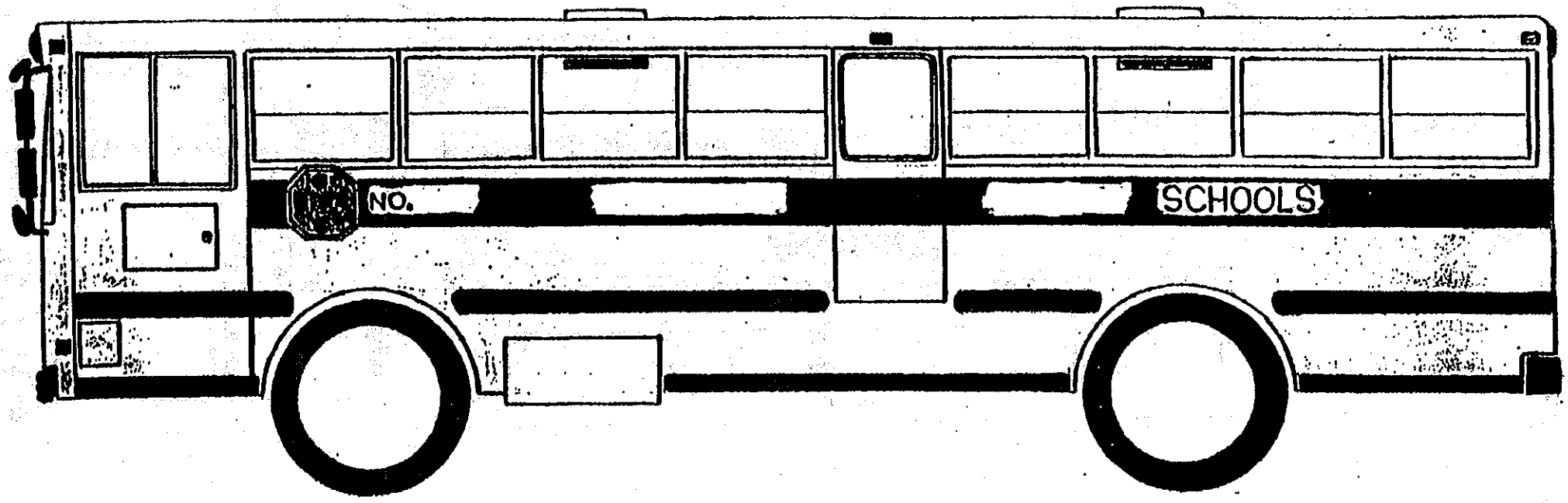
FORWARD CONTROL
28' - 10" RADIUS

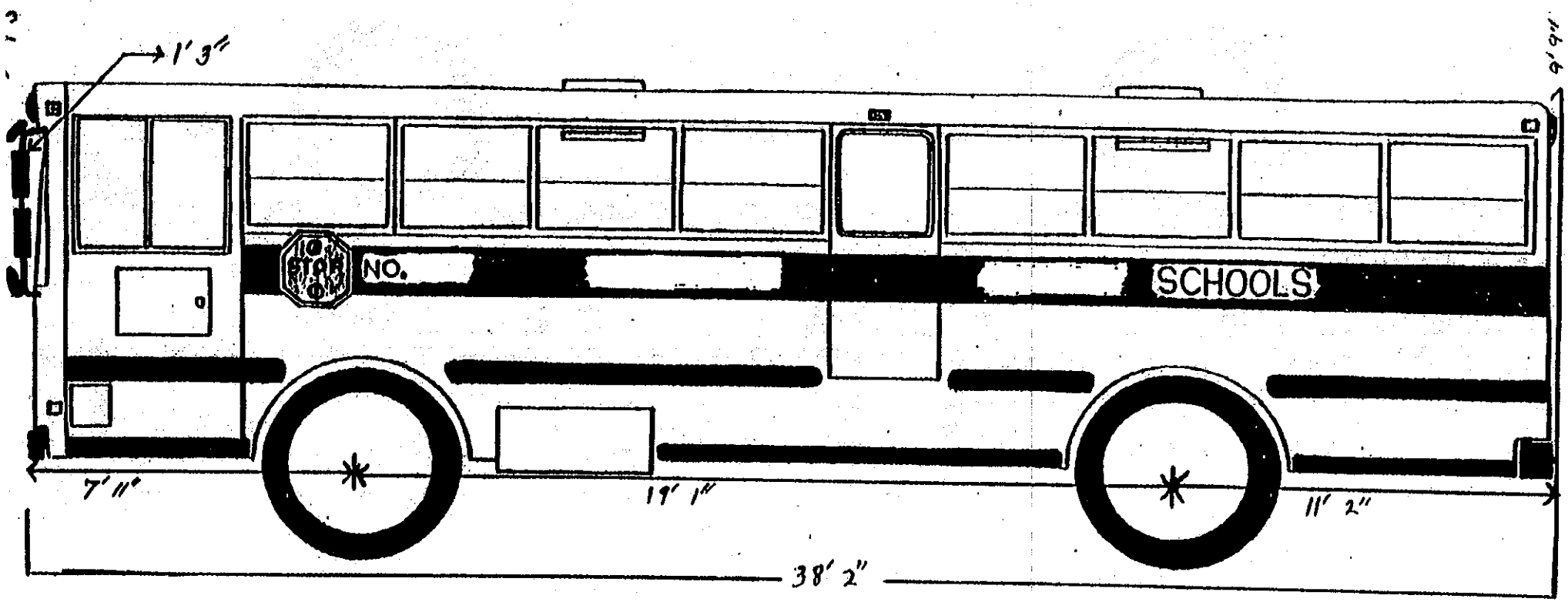
CONVENTIONAL
39' - 4" RADIUS

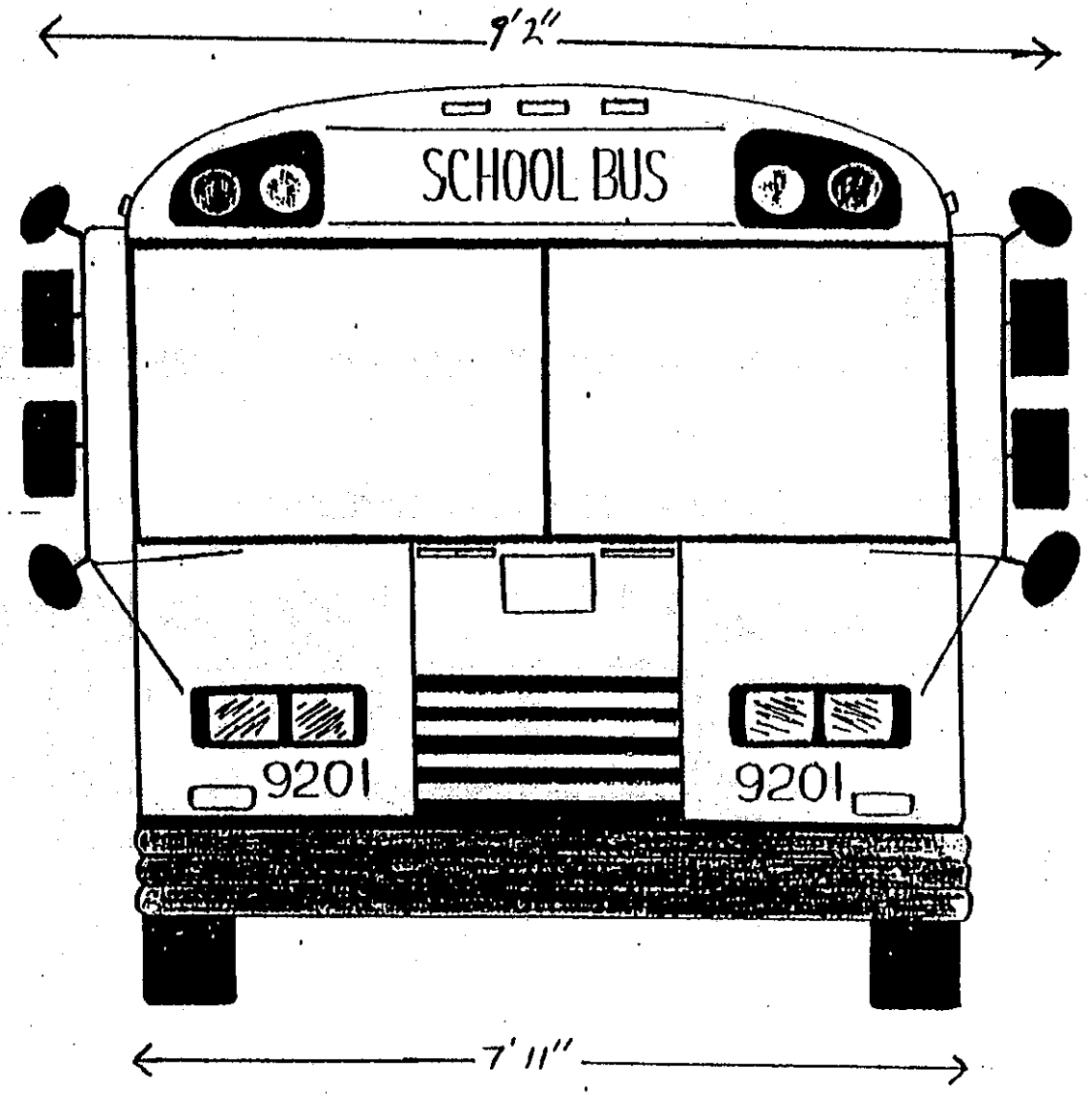

OIL
TEMP
RPM
AMP
AIR PSI
FUEL
AIR PSI

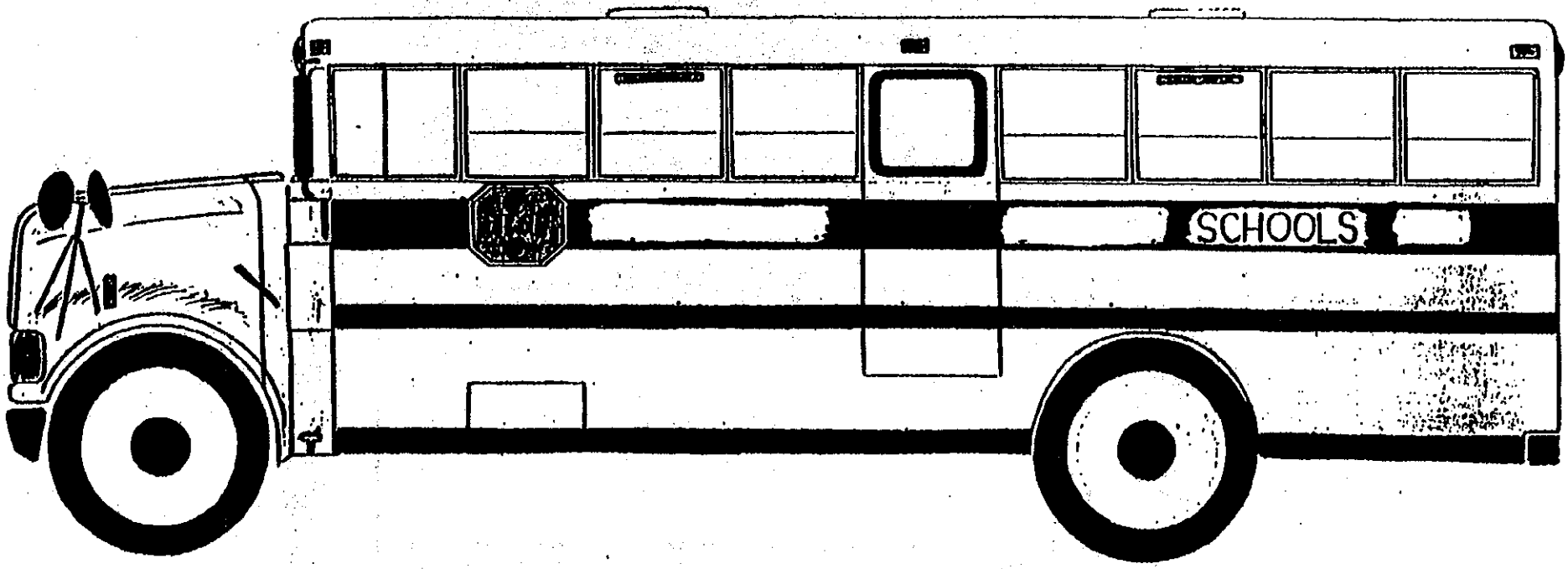

Inside Rearview
Crossover
Double Nickel
Convex
Convex
Double Nickel
Crossover

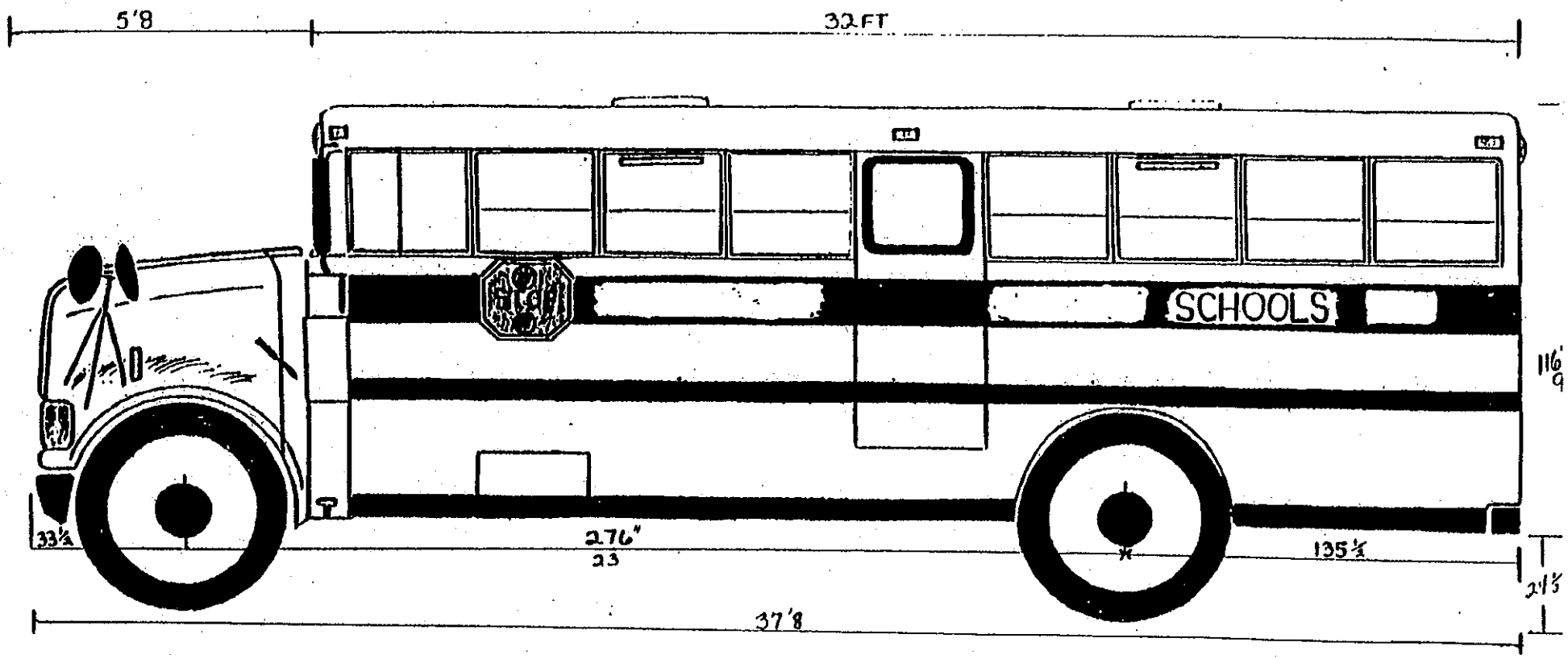
SCHOOL BUS
West Coast
West Coast
Convex Mirror
Crossover Mirror
Crossover


NO.
SCHOOLS


1' 3"
STOP
NO.
SCHOOLS
7' 11"
19' 1"
11' 2"
38' 2"


9'2"
SCHOOL BUS
9201
9201
7'11"


SCHOOLS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CHAPTER 10

DEFENSIVE DRIVING

DEFENSIVE DRIVING

LESSON TOPIC:

DEFENSIVE DRIVING

OBJECTIVES:

- To review procedures and techniques to help avoid placing the driver, vehicle and/or passengers into hazardous situations.

PERFORMANCE STANDARDS:

The driver will:

- understand both the vital importance of constantly evaluating the mechanical limitations of the bus, and their own physical and mental limitations as far as driving is concerned;
- develop the ability to use surveillance techniques to aid in recognizing possible dangers associated with drivers, vehicles and natural and manmade conditions; and
- know what steps to take in anticipation of potentially hazardous situations and how to select driving techniques adapted to the specific circumstances involved.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

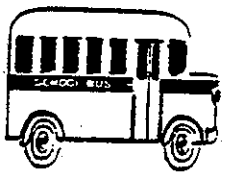
INTRODUCTION

Accident investigators report that between 95 and 99% of all traffic accidents are caused by human failure.

Probably the most significant human failure, as far as the school bus driver is concerned, is his failure to adjust his driving to hazardous conditions that can cause accidents.

Proper adjustment to such conditions is what we mean by defensive driving.

SHOW TRANSPERANCIES AND READ ALOUD TO CLASS.



DEFENSIVE DRIVING

DEFENSIVE DRIVING is defined as a set of procedures and techniques designed to help the driver avoid getting himself, his vehicle and his passengers into hazardous situations; or, staying away from other motorists, obstacles or pedestrians. If you are not close to something, you cannot hit it and it can't hit you.

PRINT FORUMLA IN UPPER FAR LEFT CORNER OF THE BOARD (OUT OF THE WAY, BUT VISIBLE).

Stated as a FORMULA, defensive driving safety means:

RECOGNIZE POTENTIAL HAZARDS	+	DECIDE ON THE DEFENSE AND ACT IN TIME	=	SAFETY

The definition says to avoid hazardous situations and the formula describes how to do it.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	Your success as a defensive driver and a safe school bus operator will depend in part upon your ability to recognize and counteract potentially hazardous situations.
REMOVE TRANSPERANCY.	POTENTIAL HAZARDS
	BUT WHAT IS A POTENTIAL HAZARD AND HOW DO YOU RECOGNIZE IT? Let's look at an example of what we mean. Let's say you are driving your own car and have gone to a party where alcoholic beverages are being served.
	A. The potential hazard is - becoming drunk.
	B. The defenses are - don't drink or don't drive.
	C. The time to act is - before drinking or before driving.
	ALL THE PARTS OF THE FORMULA ARE IMPORTANT
PRINT THESE ON THE BOARD BENEATH THE FORMULA: DRIVER CONDITIONS VEHICLE CONDITIONS NATURAL CONDITIONS MAN-MADE CONDITIONS	You can't act if you have not recognized the potential hazard and all the recognition in the world won't help if you can't understand the necessary defense and act in time.
	This is just one example. In the remainder of this section, we will see HOW THE DEFENSIVE DRIVING FORMULA CAN BE APPLIED to the following types of normal and unusual conditions that the school bus driver must face.
PUT A CHECK BY "DRIVER CONDITIONS" ON THE BOARD.	DRIVER'S CONDITION
	Let's start with you, the driver. When you drive a school bus, you may be a hazard to yourself, the vehicle or your passengers if you lack the necessary

INSTRUCTOR GUIDELINES/NOTES	CONTENT
ASK: "WHAT ARE SOME THINGS A DRIVER MUST KNOW BEFORE HE CAN DRIVE A SCHOOL BUS SAFELY AND EFFICIENTLY?"	knowledge, skills, health and/or attitude to be a saf driver? **DRIVER'S KNOWLEDGE** A driver who does not possess the following knowledge must be considered a hazard: A. state highway laws B. local rules and regulations C. maintenance procedures D. accident and emergency procedures E. defensive driving F. first aid Ignorance is the potential hazard, and recognition is simple: Are you knowledgeable in each of the areas discussed above? Do you know how, what, where, when ar why about each? If not, the time to become knowledgeable is before you drive. **DRIVER'S SKILL** As with knowledge, the driver without the necessary skills is also a hazard when he/she is on the road with a bus load of children. The driver must be able to: A. correctly perform all driving maneuvers, and B. operate all equipment (including emergency equipment). **PRACTICE SHOULD BE PERFORMED IN A BUS WITH NO PASSENGERS.**

INSTRUCTOR GUIDELINES/NOTES	CONTENT
ASK: "WHAT ARE SOME HEALTH FACTORS, THAT COULD CAUSE PROBLEMS AND WHAT SHOULD YOU DO ABOUT THEM?"	**DRIVER'S HEALTH** Another condition that must be checked for potential hazards is the driver's health. The good defensive driver will not drive with any of the following health problems: A. fatigue B. sickness C. defective eyesight D. defective hearing If you must drive with a health problem, take extra precautions in order to compensate for the problem, but be alert to compensating for health problems with prescription or patent medicines. Some effects of the cure may be as bad as the original problem. Check with your doctor about the possible effects of prescriptions and read patent medicine labels carefully. Will they affect your ability to perform? **DRIVER'S ATTITUDE** The last driver condition to check for potential hazards is attitude. Although often overlooked, this area is probably the one that has the greatest influence on a person's driving performance. While not usually difficult to correct, it is probably the most difficult condition to recognize. The defensive driver must constantly check to make sure he/she is: A. alert; B. thinking positively; C. concentrating on the job at hand; and

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	D. in control of his/her temper.
	If you've had an argument BEFORE you start driving, you may not be in control of your temper - or properly in control of the bus.
	DRIVER SUMMARY
	In summary, the first and most often overlooked area of defensive driving is the mental and physical condition of the driver.
ASK: "ARE THERE ANY QUESTIONS ABOUT 'DRIVER CONDITIONS'?"	Check and correct yourself before you drive. A driver on the road without the necessary knowledge or skills, with health problems or with a poor attitude is headed for disaster.
PLACE A CHECK BY "VEHICLE CONDITIONS" ON THE BOARD. POINT TO THE FORMULA.	<u>VEHICLE CONDITIONS</u> It is obvious now that the driver may constitut a hazard. In this section, we'll turn our attention to the vehicle and ask a similar question. Is the mechanical condition of the bus a hazard? How can the defensive driving formula be applied to vehicle conditions? Is the bus in safe operating condition? You'll never know unless you check and even then, recognition of a potential hazard is only half the battle. Defects or potential defects should be repaired or at least watched and compensated for. It should be obvious to you that the recognition of, and defense against, potential vehicle hazards is nothing more than preventative maintenance.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
SHOW TRANSPERANCY. **READ EACH ITEM AND BRIEFLY DISCUSS.**	**SUMMARY** To summarize quickly, plus offer a little review, let's go over the PRE-TRIP INSPECTION items (see Chapter IV). PRE-TRIP INSPECTION ITEMS TIRES & WHEELS BATTERY HEADLIGHTS HEATER TURN SIGNALS WINDOWS BELTS HORN MIRRORS FLASHERS SEATS COOLANT BRAKES WINDSHIELD BRAKE LIGHTS DOORS OIL EMERGENCY EQUIPMENT

CHAPTER 10

DEFENSIVE DRIVING TEST

PLEASE ANSWER EACH QUESTION TRUE (T) OR FALSE (F)

KEY

(T) _____ 1. The number one cause of traffic accidents is human failure.

(F) _____ 2. An example of a vehicle condition that could lead to a hazardous situation is the driver being intoxicated.

(F) _____ 3. Driver attitude has little effect on driving ability.

(F) _____ 4. When learning to drive a school bus, it is best to become knowledgable by driving with children on board.

(T) _____ 5. Preventative maintenance is a vital part of defensive driving.

CHAPTER 11

CRITICAL SITUATIONS

CRITICAL SITUATIONS

LESSON TOPIC:

CRITICAL SITUATIONS

OBJECTIVES:

The driver will be able to:

- explain how he/she can improve his/her ability to correctly respond to critical situations;
- identify and list a set of principles for preventing and correcting any kind of traction loss;
- explain the correct response for dealing with loss of brakes, steering failure, tire blow-out, headlight failure, "stuck" accelerator and overheated engine;
- identify the three classifications of fires and name the number and type of fire extinguisher(s) to be carried on the bus;
- explain and demonstrate the correct procedure for operating a fire extinguisher;
- state the procedures for placing warning devices around the bus; and
- explain, in depth, the seven emergency evacuation procedures and briefly explain the eighth.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	INTRODUCTION Even the most competent bus driver is confronted by critical situations created by various causes; such as hazardous roadway conditions, mechanical malfunctions, unpredictable outside forces or obstacles and driving failures. The professional bus driver is prepared to meet these situations. Listed below are some of the most common critical situations you might experience that we will discuss in this chapter: 1. Responses to critical situations. 2. Traction loss. 3. Vehicle malfunction and failure. One of the concerns of this unit is helping yo properly respond to critical situations. To help you in this regard, we will: 1. define critical situations; 2. identify critical situations; 3. predict how drivers respond; 4. explain why they respond a certain way; and 5. explain how you can improve your responses.
SHOW TRANSPARENCIES	**CAUSES** A critical situation is any situation which may result in a collision. Critical situations may be caused by:

INSTRUCTOR GUIDELINES/NOTES	CONTENT

1. driver action;
2. roadway situation; and/or
3. vehicle malfunction.

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

A driver will make close to twenty (20) major decisions every mile. A major decision is classified as one that could be life threatening.

The element of surprise influences a driver's actions. Lack of knowledge and skill, and lack of practice of that knowledge and skill can also influence whether a driver is surprised.

<u>RESPONSE</u>

Why drivers respond as they do:

SURPRISE CAUSES HASTY ACTIONS

↕

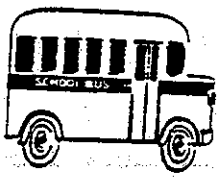
SURPRISE LEADS TO PANIC/FEAR

↕

PANIC CONFUSES SKILLS

↕

CORRECT ACTIONS MUST BE LEARNED IN ADVANCE



Some experience with a critical situation reduces the emotional impact on drivers and increases the chance of making the correct response.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

Drivers can improve their responses:

Thinking reduces panic.
↕
Ability depends upon driver mindset.
↕
Knowledge and practice reduces surprise.
↕
"What if" is good practice.
↕
Repetition reduces surprise.

DRIVER SAFETY FORMULA

SKILL
+ KNOWLEDGE
+ CONDITIONING
+ CONCENTRATION

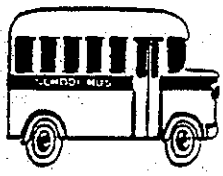
= REDUCTION IN CRITICAL SITUATIONS

The main point of this formula is that the combination of several components leading to a reduction in critical driving situations will be seen throughout the remaining topics in this unit.

A conditioning process and constant concentration will help you prevent critical situations from going beyond the point of no escape.

It is felt that if a driver makes a concerted effort to stay away from other vehicles, obstacles, and pedestrians, he/she will lessen the decisions that he/she will be required to make. Thus, the fewer the decisions, the fewer the opportunities for mistake.

INSTRUCTOR GUIDELINES/NOTES	CONTENT



TRACTION LOSS

Traction is important for starting, stopping and turning any vehicle. Therefore, when traction is reduced or lost completely, you are confronted with a critical situation.

Traction is the friction between the tires and the road surface that prevents the wheels from slipping or skidding.

Traction loss occurs when the tires lose their rolling grip on the road surface, resulting in partial or total loss of vehicle control.

CAUSES OF TRACTION LOSS

1. Tire conditions
2. Hydroplaning
3. Environmental conditions
4. Driving techniques (overaccelerating, overbraking, oversteering)
5. Speed

Skidding can be minimized by:

1. Keeping brakes and tires in good working order.
2. Increasing sight distance and reacting to hazards well in advance.
3. Matching speed to conditions.
4. Avoiding overpowering, overbraking and oversteering.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

5. Periodically checking the "feel" of slippery surface.
6. Staying off the highway when conditions are hazardous.

POTENTIAL VEHICLE MALFUNCTIONS

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

1. Loss of brakes
2. Steering failure
3. Tire blow-out
4. Headlight failure
5. Accelerator sticking
6. Engine overheating

LOSS OF BRAKES

INDICATOR:

Signal from buzzer, air pressure gauges.

CORRECTION:

1. Use the engine as a brake, downshift.
2. Activate modulator brake control.
3. Depress brake pedal more to activate treadle valve emergency brake.
4. Get off road and stop immediately.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
WITH SOME POWER STEERING SYSTEMS, THE POWER STEERING WILL BE LOST - MAKING IT EXTREMELY DIFFICULT TO STEER THE BUS.	**STEERING FAILURE** INDICATOR: Bus does not respond to steering or responds strangely. CORRECTION: 1. Grip wheel firmly - get off road. 2. No wheel response - stop bus quickly and safely. 3. Evacuate passengers. 4. Secure area. **TIRE BLOW-OUT** INDICATOR: Front tire - bus will pull in direction of flat. Back tire - rear of bus will swerve or sway violently. CORRECTION: 1. Grip wheel firmly. 2. Release accelerator. 3. Brake gradually - do not lock wheels. 4. Move off roadway. 5. Secure vehicle. **HEADLIGHT FAILURE** INDICATOR: Roadway darkens. CORRECTION: 1. Slow down. 2. Stay on path. 3. Look for escape. 4. Look for something to assist you. 5. Turn on parking/auxiliary lights.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	6. Turn on emergency flashers, brake lights ar right/left turn signals.
	ACCELERATOR STICKING
	INDICATOR:
	The engine races.
	CORRECTION:
	1. Cut power to wheels.
	2. Shift to neutral.
	3. Depress clutch.
	4. Get off roadway.
	5. Turn off ignition.
	ENGINE OVERHEATS
CHECK WITH SUPERVISOR ON WHETHER YOU SHOULD ATTEMPT TO DO ANYTHING UNDER THE HOOD.	INDICATOR:
	Shown by temperature gauge or warning lights.
	CORRECTION:
	1. Pull off road.
	2. Shift to neutral.
	3. Run engine at fast idle.
	4. Stop engine if it does not cool.
	NOTE: DO NOT TAKE THE CAP OFF THE RADIATOR. BECAUSE OF THE TREMENDOUS PRESSURE THAT HAS BUILT UP IN THE COOLING SYSTEM, THE WATER WILL SHOOT OUT AND YOU COULD BECOME SEVERELY BURNED.
	5. Call for assistance.

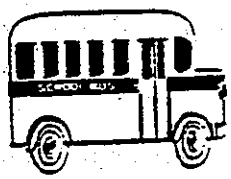
INSTRUCTOR GUIDELINES/NOTES	CONTENT
	EMERGENCY EQUIPMENT At times, when critical situations occur, it is necessary to operate some of the emergency equipment in the bus or to take emergency procedures to protect the passengers and the bus. We will review: 1. operating a fire extinguisher; 2. placing reflective triangles; and 3. evacuating the bus in an emergency. **FIRES/FIRE EXTINGUISHERS** There are different types of fires and they must be fought differently. Furthermore, fire extinguishers are classified by the type(s) of fires they are designed to combat. It is important that you recognize the different types so you can select the appropriate fire extinguisher for the type of fire involved. There are three major classifications of fires: 1. Type A - combustible materials 2. Type B - flammable liquids 3. Type C - electrical A school bus must carry at least one fire extinguisher. The fire extinguisher should be of a 2A-20-BC dry chemical type. If the school bus was manufactured after 1986, the fire exinguisher should be a 3A-40-BC. During any fire, time is of the essence. There is no time to be fumbling around trying to find the fire extinguisher or figuring out how to operate it. It is
ALL KENTUCKY SCHOOL BUSES HAVE A FIRE EXTINGUISHER THAT WILL EXTINGUISH ALL THREE TYPES OF FIRES.	

INSTRUCTOR GUIDELINES/NOTES	CONTENT

important that you know the location of the fi extinguisher, how it operates, and how to fight the fire. This response must be almost automatic.

OPERATING A FIRE EXTINGUISHER

1. Pull pin - use twisting motion.
2. Hold in upright position.
3. Squeeze trigger lever.
4. Direct at base of fire.
5. Use side to side motion.
6. Leave yourself an exit.



All of the aforementioned information is secondary to getting the passengers off the bus - the safety of the students should always come first. A school bus can be replaced - passengers cannot.

NOTE: FOR ADDITIONAL INFORMATION ON FIRE EXTINGUISHERS, SEE CHAPTER 10.

WARNING DEVICES

The Kentucky School Bus Minimum Specifications requires that 3 bidirectional emergency reflective triangles be carried in all school buses and used for warning devices.

If you set out your reflective triangles, you should do so within ten (10) minutes after stopping. Place the triangles in the following locations:

1. on the traffic side of the vehicle, within ten feet (10') of the rear bumper;

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	2. about one hundred feet (100') behind and ahead of the vehicle, on the shoulder or in the lane in which you are stopped; and 3. back beyond any hill, curve or other obstruction that prevents other drivers from seeing the bus within 500 feet (500'). If you must stop on or by a one-way or divided highway, place warning devices ten feet (10'), one-hundred feet (100') and two-hundred feet (200') behind the bus, toward the approaching traffic. When placing your triangles, hold them between yourself and the oncoming traffic.
DEMONSTRATE THE SEVEN EMERGENCY EVACUATION PROCEDURES.	<u>EMERGENCY EVACUATION PROCEDURES</u> There are times when a critical situation occurs of such severity, or poses such a threat to the passengers, that the best thing to do is evacuate the school bus. A bus should always be evacuated when: 1. there is a fire; 2. there is the potential for a fire to occur; or 3. the vehicle is in a dangerous position. **TYPES OF EVACUATION PROCEDURES** 1. Front door evacuation 2. Rear door evacuation 3. Side door evacuation 4. Front and rear door evacuation

INSTRUCTOR GUIDELINES/NOTES	CONTENT

5. Front and side door evacuation
6. Rear and side door evacuation
7. Front, rear and side door evacuation
8. Emergency windows, hatches and windshield evacuation

FRONT DOOR EVACUATION PROCEDURE

1. Command students to evacuate the bus through the front door.
2. Direct helper to take position outside the front door.
3. Stand between the first occupied seats, facing the front.
4. Starting with the right seat, direct leader to lead students one-hundred feel (100') from bus.
5. Direct students in left seat to follow right seat students.
6. Continue procedure for each row alternating from right to left seats until the bus is empty.
7. Walk to the front of the bus, checking each seat to be sure it is empty.
8. Leave the bus and have the helper(s) go with you to join the other students.

REAR DOOR EVACUATION PROCEDURE

1. Command students to evacuate the bus through the rear door.
2. Walk to the rear of the bus and face the rear door.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

3. Have the helper(s) open the door and take position outside the door.
4. Have the leader stand in the doorway to lead students one-hundred feet (100') from the bus.
5. Direct students in the back row on your left to follow the leader.
6. Direct students in back row on your right to follow the other students.
7. Continue procedure for each row - alternating from left to right until the bus is empty.
8. Walk to the front of the bus, checking any remaining rows to be sure they are empty.
9. Leave throught the front door and join students.

SIDE DOOR EVACUATION PROCEDURE

When evacuating from the left side, the first thing a driver must determine is if there is traffic approaching the bus from the rear and if there is room to evacuate without jumping into that traffic. The driver should go to the left side emergency door and open it. He/she should swing out the door and look in both directions for other vehicles approaching the bus and ensure that no child is evacuated into the path of a moving vehicle.

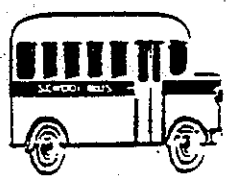
In the event of a frontal collision, after the driver determines the traffic is clear, he/she should begin the evacuation by placing two (2) children on the ground at the left side door to assist those leaving the

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	bus. A helper should be appointed to lead the childrer in a safe direction (to be determined by the driver) at least one-hundred feet (100') away from the bus. The driver should then begin unloading by backing toward the front of the bus while releasing the pupils one (1) seat at a time until those students riding in the front portion of the bus are evacuated. The driver should then proceed to the area at the side door and back toward the rear of the bus and release the pupils one (1) seat at a time until the remainder of the students are evacuated. The driver should then check the bus to determine that everyone is out, then go to the left side door and evacuate to join the students until help arrives. In the event of a collision occurring at the rear of the bus, the rear of the bus should be evacuated first with the driver backing toward the rear from the left side door while releasing students one (1) seat at a time. After the rear portion of the bus is clear, the driver should back toward the front of the bus from the left side door, releasing the students one (1) seat at a time. When the bus is clear of children, the driver should evacuate and join the students until help arrives. **FRONT AND REAR DOOR EVACUATION PROCEDURE**
THE DIVIDING POINT SHOULD BE MADE INSIDE THE BUS.	1. Command students to evacuate the bus through the front and rear doors: the front half of the bı

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	exits the front door and the rear half of the bus exits the rear door. 2. Walk to the rear of the bus and face rear door. 3. Have the helper take position outside of front and rear doors. 4. Have the leaders stand in the doorway to lead students one-hundred feet (100') from the bus. 5. Direct students sitting in front right seat and rear right seat to follow the leaders. 6. Direct students sitting in front left seat and rear left seat to follow the other students. 7. Continue procedure for each row - alternating from right to left until the bus is empty. 8. Walk to the front of the bus, checking all remaining rows to be sure they are empty. 9. Leave through the front door and have the helper(s) go with you to join the other students. **FRONT DOOR-SIDE DOOR EVACUATION PROCEDURE** The driver should give the command "emergency bus evacuation, remain seated, front-side door." The driver should then open the front door and evacuate the front half of the bus with a normal front door evacuation. At the dividing line, the driver should open the left side emergency door and check traffic to determine that there is enough clearance for the passengers to escape. Two helpers should then be placed on the ground and the driver directs the children

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	in the rear half of the bus to exit the side do beginning with the remaining right seat and then the left seat, evacuating alternating seats until the bus is empty. An appointed leader leads the children around the bus, toward the rear, facing traffic, to a designated location where they will join the passengers from the front of the bus. After the bus is empty, the driver will check to determine that everyone is off and then exit from the front door and walk around to ensure there is no one left standing alongside the bus and then join the passengers. **REAR-SIDE DOOR EVACUATION PROCEDURE** After the driver announces a rear-side door evacuation, the driver should proceed to the rear emergency door, open it, place two (2) helpers and a leader on the ground. Directions should be given to the leader to lead the passengers to a location determined by the driver. The passengers should then evacuate beginning with the left rear seat first and alternating left and right seats until the halfway point is reached by the driver who is backing toward the front of the bus. At that point, the driver should open the left side emergency door and check traffic to determine there is no other moving traffic present which would create a danger to exiting passengers. Two (2) more helpers should be appointed to receive passengers as they leave the bus. Another leader is appointed to lead t

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	passengers to the assembly point where the rear half of the passengers are located. The driver then resumes evacuation, releasing the remaining passengers by the left side-right side method until all passengers have exited the bus. The driver should then exit the left side door and ensure that no one remains alongside the bus and then join the children at the assembly point. **FRONT-REAR-SIDE DOOR EVACUATION PROCEDURE** In this type of evacuation, the passengers in the front eight (8) seats exit the front door. The passengers in the next six (6) or seven (7) seats (depending on the year of the bus; 1993 buses have a seat in front of the left side door) exit through the left side emergency door and the rear eight (8) seats exit through the rear emergency door. The driver gives the command "emergency evacuation, remain seated, front, rear and side doors" and opens the front door. The passengers in the front eight (8) seats exit in a manner which is normal for a front door evacuation. The driver then opens the left side emergency door, checks traffic, assigns helpers and a leader, and evacuates the passenger in the seat next to the left side door and then the seat across from the side door. As the driver is backing down the aisle toward the rear of the bus, each seat is evacuated in the left-right alternating method for five (5) more seats. The driver then proceeds to the rear door, opens

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	it, posts helpers and a leader; then evacuates t' remaining passengers in the normal rear door evacuation. After the passengers are clear, the driver turns to the front of the bus ensuring all passengers are off and exits the front door. The driver then walks around to the left side of the bus, facing traffic, to ensure no one remains alongside the bus and then joins the passengers at the designated assembly location. **USING EMERGENCY HATCHES, WINDOWS AND WINDSHIELDS** In the event no door can be used, the emergency hatches, windows and windshield can be used for evacuation but should not be practiced in emergency drills.

TEST

CHAPTER 11
CRITICAL SITUATIONS

PLEASE ANSWER TRUE OR FALSE

KEY			
T	_____	1.	The driver can improve his/her ability to correctly respond to a critical situation.
T	_____	2.	A critical situation is any situation which may result in a collision.
T	_____	3.	Critical situations may be caused by driver action, roadway situations and/or vehicle malfunctions.
F	_____	4.	Critical situations allow adequate time for decision making and usually produce correct responses.
T	_____	5.	A critical situation may occur when tires lose their grip on the road surface, resulting in partial or total loss of vehicle control.
T	_____	6.	There are several ways to minimize skidding but the best way is by matching speed to road and vehicle conditions.
F	_____	7.	When a critical situation is caused by loss of brakes, the best response is to put the transmission in neutral.
T	_____	8.	A school bus must carry as least one (1) fire extinguisher.
F	_____	9.	The fire extinguisher to be carried on a post 1986 Kentucky school bus is rated as a 3A-40-DC type.
T	_____	10.	When using a fire extinguisher, it should be held in an upright position, directed at the base of the fire and rotated with a side to side motion.
T	_____	11.	There are three (3) portable reflectors required on a Kentucky school bus.
F	_____	12.	Each reflector should be placed fifty feet (50') apart in staking out a school bus.
T	_____	13.	There are times when a critical situation occurs of such severity, or poses such a threat to the passengers, that the best thing to do is evacuate the school bus.
T	_____	14.	When a school bus is in a dangerous position, it should be evacuated.

CHAPTER 12

ACCIDENT AND EMERGENCY PROCEDURES

ACCIDENT AND EMERGENCY PROCEDURES

LESSON TOPIC:

ACCIDENT AND EMERGENCY PROCEDURES

OBJECTIVE:

GIVEN PROPER INSTRUCTION, THE SCHOOL BUS DRIVER WILL BE ABLE TO DEAL WITH ACCIDENTS, MECHANICAL FAILURES/BREAKDOWNS AND EMERGENCY EVACUATIONS.

PERFORMANCE STANDARDS:

THE DRIVER WILL KNOW:

- THE MAJOR CAUSES OF ACCIDENTS WITH SCHOOL BUSES;
- THE LEGAL RESPONSIBILITIES AND REQUIRED ACTION IN CASE OF AN ACCIDENT;
- WHAT PROCEDURES SHOULD BE TAKEN IN CASE OF AN ACCIDENT;
- WHAT PROCEDURES SHOULD BE TAKEN IN CASE OF MECHANICAL FAILURES/BREAKDOWNS; AND
- WHAT PROCEDURES SHOULD BE FOLLOWED IN EVACUATING A BUS IN CASE OF EMERGENCY.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

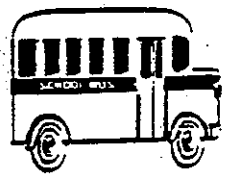
DISCUSS POSSIBLE REASONS FOR ACCIDENTS: YOUNG DRIVERS MAY BE LESS MATURE EMOTIONALLY AND LESS EXPERIENCED IN VARIOUS DRIVING SITUATIONS; ELDERLY DRIVERS TEND TO HAVE LONGER REACTION TIME, POORER VISION AND HEARING.

EMPHASIZE THAT STANDARD OF CONDUCT INVOLVES "DUE CARE" OF VARYING DUTY. SCHOOL BUS DRIVERS ARE USUALLY ASSUMED TO HAVE A LEGAL DUTY TO ACT WITH A HIGHER DEGREE OF CARE THAN THE ORDINARY DRIVER BECAUSE THEY ARE TRANSPORTING PUPILS.

EXPLAIN STATEMENT #2: "FAILURE TO CONFORM TO A STANDARD OF CONDUCT" IS USUALLY DETERMINED BY WHETHER THE DRIVER COULD FORESEE HARM FROM HIS ACTION OR INACTION. THE QUESTION BECOMES: "WAS THE ACCIDENT FORESEEABLE - AND THUS, PREVENTABLE - BY THE DRIVER?" IF SO, HE/SHE PROBABLY FAILED TO MEET THE STANDARD OF CONDUCT.

DISCUSS THE EIGHT CONSIDERATIONS LISTED.

CAUTION: "NORMALLY ACCEPTED PROCEDURES" MAY NOT INCLUDE CORPORAL PUNISHMENT,



INTRODUCTION

On a national and state level, statistics show that school bus drivers are at fault about half of the time; failure to yield the right of way being the most common driver violation.

Young and elderly drivers have a higher accident rate than the intermediate age group.

Defective brakes are the most common mechanical factor, however, mechanical failures cause very few accidents.

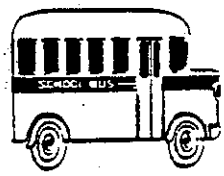
DRIVER LIABILITY FOR PUPIL INJURIES

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

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

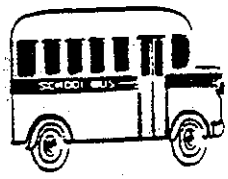
The considerations that most courts use in determining driver negligence are:

1. The degree of care a driver must use ranges from "ordinary" and "reasonable" to

INSTRUCTOR GUIDELINES/NOTES	CONTENT
UNREASONABLE THREATS, ETC. GIVE EXAMPLES OF WHAT YOUR DISTRICT CONSIDERS "NORMALLY ACCEPTABLE."	"extraordinary" and "highest degree," and depends on their type of duty. Courts tend to require more care when younger children are involved.
	2. Children, ages ten (10) or eleven (11), are generally considered capable of recognizing traffic dangers.
	3. Both you and your district are accountable for maintaining a safe vehicle.
	4. In accidents occurring while boarding and leaving a bus, factors of "reasonable care" and "safe places" determine negligence.
	5. You are expected to keep order on a bus and may use any of the normal accepted procedures.
	6. You are not automatically guilty of negligence if injury occurs. You can refute charges with proof that proper care was used.
	7. You may be held liable for "your" actions separate from the district's liability.
	8. NEGLIGENCE IS DETERMINED BY A JURY.
	<u>ACCIDENT PROCEDURES</u>
	If you are involved in an accident, there are prescribed procedures to follow that will meet the requirements of the state law.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

OPTION: SHOW VIDEO FILM, "EMERGENCY PROCEDURES."



Always remember that no two (2) accidents are exactly the same. The sequence of things in the suggested procedure may not be practical in every case. Good common sense should always be the rule.

Remember, your primary responsibility is to your passengers. Therefore, you must remain calm. If you are physically unable to perform your duties, direct others to do them for you. Should this be the case, ask your oldest and most responsible pupil to help.

The following procedures are recommended, should you be involved in an accident or an emergency situation:

1. Set the parking brake.
2. Turn off the ignition and remove the keys.
3. Remain calm and reassure the pupils.
4. Use the emergency reflectors to "protect the scene." To protect the pupils and the bus from further accidents and injuries, place the emergency reflectors in the following manner:

NOTE: WHEN PLACING EMERGENCY REFLECTORS, CARRY THE OPEN REFLECTOR IN FRONT OF YOU BETWEEN YOUR BODY AND ONCOMING TRAFFIC SO THAT YOU WILL BE MORE VISIBLE TO OTHER DRIVERS.

HAVE REFLECTORS ON HAND TO DEMONSTRATE HOW TO SET UP. USE OVERHEAD TRANSPARENCIES TO ILLUSTRATE HOW TO PLACE ON ROADWAYS.

TRANSPARENCIES

A. <u>ON A TWO-LANE HIGHWAY</u>

(1) Place the first reflector one hundred feet (100'), or forty (40) paces, to

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	the rear of the bus so that it can be seen but not run over. (2) Place the second reflector ten feet (10') from left rear corner of bus. (3) Place the third reflector one hundred feet (100'), or forty (40) paces, to the front of the bus. B. <u>ON A CURVE OR HILL:</u> (1) Place the second and third reflectors as stated in Section A. (2) Place the first reflector one to five hundred feet (100-500'), or forty to two hundred (40-200) paces, to the rear of the bus where it will give ample warning to motorists. C. <u>ON A DIVIDED HIGHWAY:</u> (1) Place the first and second reflectors as stated in Section A. (2) Place the third reflector two hundred feet (200'), or eighty (80) paces, to the rear of the bus. D. If the bus is blocking a traffic lane, all reflectors should be placed in that lane. E. If the bus is on the shoulder of the roadway, the reflectors should be placed on the edge of the roadway.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	5. Protect the scene from traffic and people so tha evidence is not destroyed.
	6. Under normal circumstances, the vehicles involved should not be moved until law officers advise you to do so, unless the bus is on a railroad track or in danger of another collision.
	7. Check for injury to pupils. If pupils are injured, follow first aid procedures (first aid will be covered in another unit).
	8. Keep all pupils on the bus except in the following cases:
EMPHASIZE THAT A BUS CAN BE A POTENTIAL FURNACE.	A. A fire or the possibility of a fire. The following are some causes of fires:
	(1) Ruptured fuel tank and fuel lines.
	(2) Electrical fires.
	(3) Hot tires, which may catch fire caused by metal rubbing against tires.
	Extinguish fire if any, however, never endanger yourself or your passengers to extinguish a fire.
	B. Danger of Further Collision.
	In normal traffic conditions, the bus should be visible for a distance of three hundred feet (300') or more.
DISCUSS C.	C. Whenever passengers are endangered.
	9. Account for all pupils.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	10. Notify school administrators and appropriate law enforcement agencies of the location and nature of the bus accident.
PASS OUT EMERGENCY TELEPHONE NUMBER CARDS.	a. You should carry a list of emergency telephone numbers on the bus.
ALWAYS SEND MORE THAN ONE PUPIL. THERE IS GREATER SAFETY IN NUMBERS.	b. Send for help - if a motorist is available, have him report the accident - if not, have two (2) of the older, more responsible pupils go to the nearest telephone and report the accident. Make sure they know where to go, what to do and what to say before you permit them to leave.
	11. Do not discuss the facts of the accident with anyone except the investigating officer and school officials.
	a. Make a list of all pupils' names, ages, and addresses (each district should develop a card for this information).
TRANSPARENCIES	b. Information should be given to the investigating officer concerning the school bus such as insurance, make, model number, owner, bus number, driver's name, address, driver's license number, and bus serial number, along with the names of children, their ages and seating arrangements. This information should be carried on the bus.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	c. While being investigated: (1) Be patient. (2) Evaluate questions. (3) Give clear, concise answers. d. A driver involved in an accident is required to give his name, address, driver's license number and vehicle registration number. Be ready to give this information to the other driver and also write down the same information regarding him/her. e. If witnesses are present, other than your pupils, get their names, addresses and license numbers. f. The driver should never admit fault or try to assign blame. Generally, the less said the better. 12. Cooperate with school officials: a. During the investigation of the accident or during a breakdown, do not release any of your pupils to anyone unless told to do so by school administrators. b. If pupils are injured, send someone to call for aid, such as hospital, ambulance or fire department, wherever help can be summoned quickly. The injured should be

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	transported by proper and acceptable means to a hospital for care.
	c. When authorized to do so, continue the transportation of the pupils by:
	(1) the present bus, if safe and operable; or
	(2) a substitute bus.
BRIEFLY DISCUSS ACCIDENT REPORT FORMS REQUIRED BY THE STATE. THIS IS A GREAT OPPORTUNITY TO WORK ON DRIVER TRAINING.	d. Report the facts of the accident to the school official in charge of pupil transportation and assist in completing the necessary accident report forms.
	e. The driver might be required to submit a alcohol and/or controlled substances screening in accordance with state and federal laws.
	<u>MECHANICAL FAILURE/BREAKDOWN PROCEDURES</u>
QUOTE LOCAL PROCEDURES FOR THIS.	Despite preventative maintenance, buses will have mechanical failures. Know what to do and when to do it if a breakdown occurs on the road.
	Let's begin by studying legal requirements as far as equipment is concerned.
	1. Stop the bus as far to the right as possible (on the shoulder, if available).
	2. Secure the bus and activate the 4-way hazard lights.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
DRIVER SHOULD HAVE A THOROUGH KNOWLEDGE OF THE ROUTE, BEST PULL-OFF POSITIONS, LOCATION OF PUBLIC TELEPHONES, WHOM TO CALL, ETC. EXPLAIN YOUR SCHOOL POLICY ON SENDING STUDENTS FOR HELP, FLAGGING DOWN PASSING MOTORISTS.	3. Keep the passengers on the bus. If the location of the bus is unsafe, evacuate the passengers to a safer location. 4. Place reflectors in accordance with state and federal laws. 5. Telephone, radio or contact the proper school authorities, giving the bus location and description of breakdown. 6. See that all pupils are delivered to their destination. Remember, the driver is responsible for the safety of all his/her students. 7. Complete maintenance repair reports.
PROVIDE LOCAL POLICY AND PROCEDURE EXCEPTIONS.	<u>LOCAL EXCEPTIONS</u>

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	EVACUATING THE BUS Usually, pupils remain on the bus during an emergency. There are situations where the bus should be evacuated. Two examples of such times are: 1. **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. Pupils should move to a safe place (one hundred feet {100'} or more from the bus) and remain until the driver of the bus has determined that no danger exists. Being near an existing fire and unable to move the bus away or near the presence of gasoline or other combustible materials should be considered as "danger of fire" and pupils should be evacuated. Also, if smoke is present, the bus should be evacuated. 2. **UNSAFE POSITION** In the event that a bus is stopped due to an accident, mechanical failure, road conditions, or human failure, the driver must determine immediately whether it is safe for pupils to remain in the bus or to evacuate. You must evacuate if: a. The final stopping point is in the path of a train or adjacent to any railroad tracks.
EMPHASIZE: THE SAFETY OF THE PASSENGERS ALWAYS COMES FIRST. A BUS CAN BE REPLACED - PEOPLE CANNOT.	

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	b. The stopping position of the 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. You should see that the evacuation is carried out in a manner which affords maximum safety for the passengers. c. The stopped position of the bus is such that there is danger of collision. In normal traffic conditions, the bus should be visible for a distance of three hundred feet (300'), or more. A position over a hill or around a curve where such visibility does not exist should be considered reason for evacuation. In any school bus emergency situation, the driver must use his/her own judgement when deciding the best action to take under the circumstances. If an evacuation is necessary, the type of evacuation will depend on the particular situation. Make sure the pupils get off of the bus safely and ensure they are safe after they egress from the bus by having them assemble at least one hundred feet (100') from the bus and traffic. This is a good time to take roll.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
ILLUSTRATE THESE EVACUATION PROCEDURES WITH OVERHEAD TRANSPARENCIES. SHOW EACH TRANSPARENCY.	There are eight (8) emergency evacuation plans or procedures: **FRONT DOOR** Everyone exits through the front entrance. **REAR DOOR** Everyone exits through the rear emergency door. **FRONT AND REAR DOORS** Front half exits through the front door and the rear half exits through the rear emergency door. **LEFT SIDE DOOR** Everyone exits through the left side door. **FRONT AND LEFT SIDE DOORS** Half of the passengers exit through the front door and half exit through the left side door. **REAR AND LEFT SIDE DOORS** Half of the passengers exit through the rear and half exit through the left side door. **FRONT, REAR AND LEFT SIDE DOORS** Passengers exit through the front, rear and left side doors. **NOTE: IF NO DOOR CAN BE USED, EVERYONE EXITS THROUGH THE SIDE WINDOWS, WINDSHIELD OR ROOF HATCHES.** Only the evacuation procedures listed above, excluding the NOTE:, should be practiced by the local school districts during the four (4) annual evacuation drills.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	In a real emergency, a driver may need help. He/she may become incapacitated and not be able to assist in the evacuation. At the beginning of each school year, you should choose two (2) or three (3) dependable pupils for helpers (these are not pupil monitors). The helpers should be instructed in how to: 1. Take control and stop the bus if something happens to you. 2. Turn off the ignition switch and set the parking brake. 3. Open the service and emergency doors. 4. Assist the other passengers in exiting the bus. One helper should stay inside the bus to keep everyone calm and direct them to the exit the should use. Another helper should be outside the bus to assist exiting passengers and direct them to a safe assembly area. 5. Operate the fire extinguisher. 6. Use the emergency warning devices. 7. Give basic first aid. 8. Summon help. Written consent from the parent should be obtained before assigning a pupil as a helper. <u>EMERGENCY EVACUATION DRILLS</u> In an emergency, it is possible for children to jam the emergency door by all trying to get out of the

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	door as the same time. To help avoid this situation, you and the school administration should organize and conduct emergency evacuation drills for all pupils who ride the school buses. These drills should be conducted at least four (4) times during each school year. The required time to conduct these drills are: the first week of school; the first week of the second semester; and the other two (2) drills within the school year, preferably one in the late fall and one in the early spring. In the interest of safety, all drills should be planned in advance with the school administration. The age levels of the pupils should be considered in the planning. 1. All drills should be supervised by the principal, or by persons assigned by the principal, to act in a supervisory capacity. The driver is the person who should administer the drill(s). 2. You should have a briefing session with your helpers before the drill. Go over the drill procedures with them and make sure they understand what to do. 3. All pupils should be carefully informed about the drill. They should know what to do during the drill or in a real emergency. Never have surprise school bus evacuation drills.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	4. Drills should be held on school property and not on bus routes.
	5. You should stay on the bus during the drill and follow these steps:
	a. Stop the bus, set parking brake, turn off engine and remove the key.
	b. Stand and open the door, face the passengers and get their attention.
	c. Give the command for the evacuation: "Emergency drill, remain seated", then give one of the following:
	"front evacuation"
	"rear evacuation"
	"front-rear evacuation"
	"side evacuation"
	"front-side evacuation"
	"rear-side evacuation"
	"front-rear-side evacuation"
	d. Refer to Chapter X, "Critical Situations" for the proper procedure of the seven (7) emergency evacuations.
	(1) Pupils should be shown how the emergency door operates and they should be told not to open the door until you have given the command to do so.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	(2) A lot of care should be given to small children while exiting the emergency door. They can lower themselves to a sitting position with feet outside the door, then drop to the ground.
	(3) A gym mat should be placed beneath the door during the drill and a helper should assist the pupils as they exit.
	e. Types of bus drills should be varied.
	f. Do not permit children to take lunch boxes, books, etc., with them when they leave the bus - getting the pupil off safely in the shortest time possible and in an orderly fashion is the objective of a school bus evacuation.
	g. The pupils should go to a distance of at least one hundred feet (100') from the bus away from traffic in an evacuation drill and remain there in a group until given further directions by the driver or assigned pupil.
	h. All pupils who ride the bus, at any time, should participate - including those children who ride a bus on special trips.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	i. Each pupil should be instructed in the proper safety precautions while riding the bus and in evacuation drill procedures. j. Instruct pupils how and where to get help. Instructions and telephone numbers should be posted or otherwise carried on the bus. k. Every step on an evacuation should be carried out, including placing the reflectors at the proper distance from the bus. l. Since you are an active participant in the drill, the principal or some other school official should observe the drill. After the drill, you and the observer can advise the pupils of improvements to be made or tell them of the job well done. EMERGENCY EQUIPMENT When an emergency or accident happens, it is too late to learn how and when to use the emergency equipment. You should know the exact location and operation of the: o reflectors; o hazard flasher; o first-aid kit; o fire extinguisher; and o body fluids clean-up kit.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

REFLECTORS

1. There is a case of three (3) red reflectors located on your bus. These can be used at night or in the daytime. Find the location of these and make sure they are on the bus. Check them daily.
2. Follow the directions for their placement that were described in Chapter X, "Critical Situations."

HAZARD FLASHERS

1. The switch to activate the hazard flashers is located on the steering column or turn signal arm.
2. Good judgement should be used when turning on the hazard flashers. They should only be used to warn traffic of a dangerous situation.

FIRST-AID KIT

1. The first-aid kit is a 24-unit kit located in the driver's compartment. The first-aid kit should contain the following items:

1" adhesive bandage	2 units
2" compress	2 units
3" compress	2 units
4" compress	2 units
2" x 6 YD gauze bandage	2 units
Triangular bandage	4 units

INSTRUCTOR GUIDELINES/NOTES	CONTENT

3 x 3 gauze pads	1 unit
18" x 36" gauze compress	3 units
24" x 72" gauze compress	3 units
1/2"x2 1/2 YD adhesive tape	1 unit
Eye pads w/tape	1 unit
Microshield w/gloves	1 unit

2. Most of the items in the first-aid kit are used to control bleeding.

3. Three (3) primary first-aid procedures are:

   a. to restore breathing;

   b. stop bleeding; and/or

   c. prevent shock.

   NOTE: FIRST-AID PROCEDURES ARE DISCUSSED IN CHAPTER 13.

4. All items used from the first-aid kit should be replaced immediately.

FIRE EXTINGUISHER

1. All buses manufactured on or before 1980 were required to be equipped with a dry-chemical fire extinguisher with a 20 BC rating. A 20 BC rating means it is large enough to extinguish a Class B or C fire covering twenty (20) square feet of surface. All buses manufactured after 1980 are required to be equipped with a dry-chemical fire extinguisher with a 2A-20-BC rating. 2A-20-BC means that it will also extinguish a Class A fire

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	covering two (2) square feet. A 3A-40-BC fire extinguisher is required on all Kentucky school buses manufactured after 1986.
	2. Class A fires are of ordinary combustible material such as wood, paper, textile fabrics, rubbish, etc. A Class B fire is a chemical fire which would include flammable liquids such as gasoline, oil, paints, grease, etc. A Class C fire is an electrical equipment fire where the use of a "non-conductor" extinguishing agent is of first importance.
	3. The fire extinguisher gauge should be checked daily to see that it has adequate pressure. If the indicator needle is in the red area, the extinguisher should be replaced with one that is properly charged.
DEMONSTRATE THE USE OF THE FIRE EXTINGUISHER. REMIND DRIVERS THAT THE FIRST THING TO DO IN CASE OF FIRE IS TO TURN OFF THE IGNITION AND QUICKLY EVACUATE THE BUS.	4. To operate the fire extinguisher: a. Remove the fire extinguisher from the bracket. b. Hold the extinguisher in an upright position so that all the powder in the extinguisher will be available for use. c. Pull the safety pin by breaking the seal. d. If possible, stand upwind from the burning material to prevent standing in smoke and heat.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

e. Squeeze the handle to discharge the powder. Turn on and off to control the fire.

f. With nozzle in hand, aim powder at base of fire. The idea is to smother the fire and allow no oxygen to reach the flame. On oil or gasoline fires, it is better to use a sweeping motion with the extinguisher.

5. Do not walk into unburned material that could catch fire in a backflash and cause injury to you.

6. The fire extinguisher, regardless of the extent of use, should be recharged or replaced with a substitute immediately after use.

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

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

   b. electrical fire under the dash or in the console; or

   c. a fuel fire in the area of the fuel tank.

HAZARDOUS BODY FLUIDS CLEAN-UP KIT

You are in full charge of the bus at all times. Knowing proper emergency procedures, emergency evacuation procedures, and accident scene procedures is a must. These areas of responsibility deal directly

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	with the safety and care of your passengers in the event of an accident, as well as other emergency situations which may arise. As the school bus driver, you must know: 1. what to do; 2. how to do it; and 3. when to do it. Check your school district's policies concerning accidents, emergency procedures or breakdowns.
ALLOW OPPORTUNITY FOR QUESTIONS. OPTION: LOCAL POLICIES CONCERNING ACCIDENT AND EMERGENCY PROCEDURES SHOULD BE DISCUSSED AT THIS POINT.	

INSTRUCTIONS FOR USING THE SCHOOL BUS ACCIDENT REPORT FORM

PURPOSE

To compile accurate, uniform and reliable information about the school bus accidents so that problems and trends can be identified and needed safety programs can be developed.

Information you provide in this Uniform School Bus Accident Report Form will be required to complete the National Safety Council's ANNUAL SUMMARY OF SCHOOL BUS ACCIDENTS. Please answer every question and promptly file this report with the proper state authorities.

WHO SHOULD COMPLETE THIS FORM?

The person designated by state or local jurisdiction.

This form should be completed whether pupils are present or not if the accident you are reporting involves any amount of property damage OR personal injury OR fatality to:

a. occupants in the bus (pupils, drivers or other persons);
b. occupants in any other vehicle(s) involved in the accident; or
c. non-occupants of the school bus or other vehicle (e.g., students in the loading or unloading zone, pedestrian bystanders, etc.).

DEFINITIONS

ACCIDENT

That occurrence in a sequence of events which usually produces unintended injury, death or property damage.

BUS

A motor vehicle with motive power, except a trailer, designed for carrying more than ten (10) persons (Code of Federal Regulations, Title 49, Transportation).

DRIVER

The person driving the school bus and/or other vehicle.

INTERSECTION

An area which (1) contains a crossing or connection of two or more roadways not classified as driveway access; and (2) is embraced within the prolongation of the lateral curb lines or, if none, the lateral boundary lines of the roadways. Where the distance along a roadway between two (2) areas meeting these criteria is less than ten meters (33 feet), the two areas and the roadway connecting them are considered to be parts of a single intersection (Classification of Motor Vehicle Traffic Accidents, ANSI DIG.1, American National Standards Institute).

LOADING AND UNLOADING ZONE

Any place the school bus stops to load or unload passengers.

PUPIL

A person who attends an educational institution.

SCHOOL BUS

A bus that is sold, or introduced in interstate commerce, for purposes that include carrying students to and from school or related events, but does not include a bus designated and sold for operation as a common carrier in urban transportation (Code of Federal Regulations, Title 49, Transportation).

There are four (4) types of school buses:

TYPE A — A conversion or body constructed and installed upon a van-type compact truck or front-section vehicle, with a gross vehicle weight rating of 10,000 pounds or less, designed for carrying more than ten (10) persons.

TYPE B — A conversion or body constructed and installed upon a van or front-section chassis, or stripped chassis, with a gross vehicle weight rating of more than 10,000 pounds, designed for carrying more than ten (10) persons. Part of the engine is beneath and/or behind the windshield and beside the driver's seat. The entrance door is behind the front wheels.

TYPE C — A body installed upon a flat back cowl chassis with a gross vehicle weight rating of more than 10,000 pounds, designed for carrying more than ten (10) persons. All of the engine is in front of the windshield and the entrance door is behind the front wheels.

TYPE D — A body installed upon a chassis, with the engine mounted in the front, midship or rear, with a gross vehicle weight rating of more than 10,000 pounds, designed for carrying more than ten (10) persons. The engine may be behind the windshield and beside the driver's seat, at the rear of the bus, behind the rear wheels, or midship between the front and rear axles. The entrance door is ahead of the front wheels.

OTHER

Any other person.

TEST

ACCIDENTS AND EMERGENCY PROCEDURES
CHAPTER 12

****PLEASE ANSWER TRUE OR FALSE TO EACH QUESTION****

KEY

T	_____	1.	Failure to yield the right of way is the most common driver violation that causes accidents with buses.
T	_____	2.	Defective brakes is the most common mechanical failure on a school bus.
F	_____	3.	Young drivers have a lower accident rate than older drivers.
T	_____	4.	Negligence on the part of a bus driver may result in the driver being liable for pupil injuries.
F	_____	5.	Only the school district is accountable for maintaining a safe vehicle.
T	_____	6.	State law requires that certain procedures be followed at the time of an accident.
T	_____	7.	A school bus driver's first responsibility is to the passengers when an accident happens.
T	_____	8.	Emergency reflectors are required equipment on all Kentucky school buses.
F	_____	9.	A school bus should never be moved before the police officer arrives at the scene of an accident.
T	_____	10.	A school bus driver should check for the possibility of injuries after all accidents.
T	_____	11.	A driver involved in an accident is required to give his/her name and address to the investigating officer.
T	_____	12.	The local school district should have emergency information to give all drivers.
F	_____	13.	During the investigation of an accident, pupils should be released to an adult at the scene.
F	_____	14.	If a breakdown occurs while the bus is on the road, pupils should be kept on the bus.
T	_____	15.	The danger of fire and unsafe conditions, during a school bus emergency, requires passenger evacuation.

T _____ 16. State laws require pupil evacuation drills.

F _____ 17. There are four (4) emergency evacuation plans or procedures that should be followed.

F _____ 18. All school buses are equipped with a pick-head ax.

F _____ 19. The bus driver should not help with the emergency evacuation drill.

T _____ 20. Each Kentucky school bus is required to have a fire extinguisher as part of its equipment.

T _____ 21. The hazard flashers on a school bus should only be used to warn other motorists of a dangerous situation.

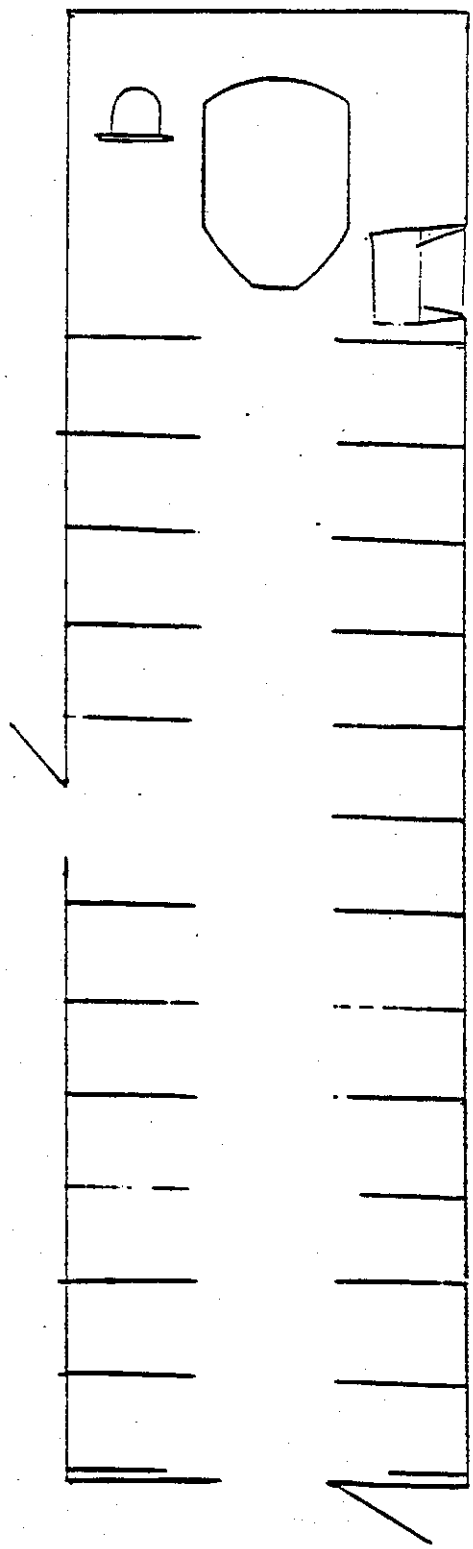
T _____ 22. All Kentucky school buses are required to have first-aid kits.

T _____ 23. The first three (3) first-aid procedures are (1) stop bleeding; (2) restore breathing and (3) prevent shock.

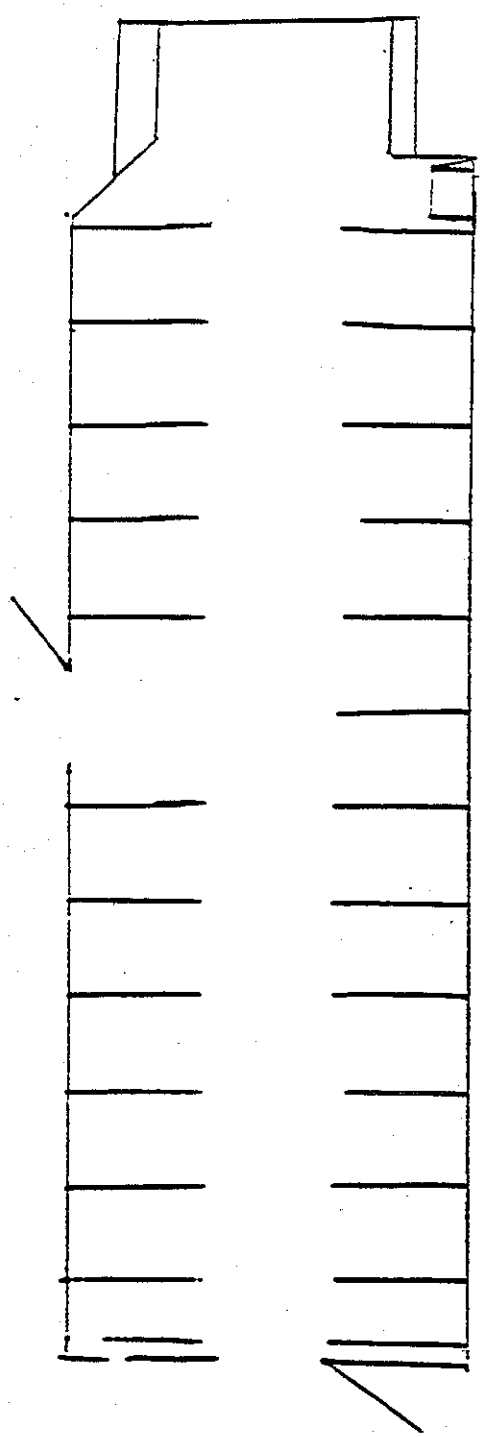
T _____ 24. There are three classes of fires that may occur on a bus: A, B and C.

T _____ 25. A school bus driver must know how, when, and what to do if an emergency arises on the bus.

FORWARD CONTROL SCHOOL BUS



TYPE C CONVENTIONAL SCHOOL BUS



KENTUCKY SCHOOL BUS ACCIDENT REPORT

For Division of Pupil Transportation Use Only
Add _____
Change _____
Delete _____

School District No. _____ School District Name _____

Bus Owner _____ Bus Body Make _____

Bus Chassis Make _____ Model Year _____

Bus Driver Name _____ Driver License # _____ Citation Issued ☐ Yes ☐ No

Bus Serial No. _____ Bus Side No. _____

Date of Accident _____ Day of Accident _____

Time of Accident _____ A.M. P.M. (circle) Urban ☐ Rural ☐

PART I — SCHOOL BUS PHYSICALLY INVOLVED

1. Type of Accident (see def.) (enter only one response):
   - 1 ☐ Between motor vehicles
   - 2 ☐ Noncollision
   - 3 ☐ Pedestrian
   - 4 ☐ Fixed Object (complete Question 2)
   - 5 ☐ Pedalcycle
   - 6 ☐ Railroad train
   - 7 ☐ Other collision (animal, animal-drawn vehicle, streetcar)

2. Complete if Fixed Object Accident (enter only one response, that which caused most damage):
   - 01 ☐ Embankment
   - 02 ☐ Sign
   - 03 ☐ Fence
   - 04 ☐ Curb or wall
   - 05 ☐ Utility pole
   - 06 ☐ Guardrail
   - 07 ☐ Median barrier
   - 08 ☐ Culvert or headwall
   - 09 ☐ Tree
   - 10 ☐ Bridgerail
   - 11 ☐ Fire hydrant
   - 12 ☐ Other (specify) _____

3. Did accident result in? (enter only one response)
   - 1 ☐ Fatality
   - 2 ☐ Incapacitation injury (serious)
   - 3 ☐ Nonincapacitating injury (moderate)
   - 4 ☐ Possible injury (minor)

   Property damage only. If property damage occurred, was it?: 5 ☐ More than $500.00 6 ☐ Less than $500.00

4. Number injured: (see PART III)

5. Manner of Collision Between Vehicles or Objects:
   1 ☐ Angle 2 ☐ Head-on 3 ☐ Rear-end 4 ☐ Other

6. Bus Direction Analysis (enter only one response for 01 thru 28):

Collision with Pedestrian

Intersection (see def.)	Nonintersection
01 ☐ Bus going straight	06 ☐ Bus going straight
02 ☐ Bus turning right	07 ☐ Bus turning right
03 ☐ Bus turning left	08 ☐ Bus turning left
04 ☐ Bus backing	09 ☐ Bus backing
05 ☐ Other action (specify) _____	10 ☐ Other action (specify) _____

Collision with Other Vehicle

Intersection	Nonintersection
11 ☐ Entering at angle, both moving	15 ☐ Same direction, both moving
12 ☐ Entering same direction, both moving	16 ☐ Opposite direction, both moving
13 ☐ Entering opposite direction, both moving	17 ☐ One vehicle stopped
14 ☐ Other action (specify) _____	18 ☐ Other action (specify) _____

All Other Collisions

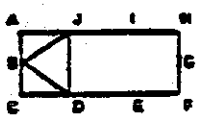
Intersection	Nonintersection
19 ☐ Fixed object	22 ☐ Fixed object
20 ☐ Other road vehicle, train, pedalcycle	23 ☐ Other road vehicle, train, pedalcycle
21 ☐ Other object, animal	24 ☐ Other object, animal

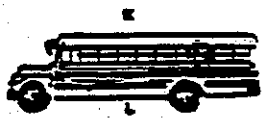
Noncollision

Intersection	Nonintersection
25 ☐ Overturn	27 ☐ Overturn
26 ☐ Other noncollision	28 ☐ Other noncollision

7. First Point of Impact (enter only one response in box)

Enter Letter ☐





8. Total Number of Lanes on Roadway ..... ☐

9. Posted Speed Limit ..... ☐

10. Approximate Speed of the Bus ..... ☐

11. Age of the School Bus Driver ..... ☐

12. Driver Sex 1 ☐ Male 2 ☐ Female

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13. [illegible] Driving School Bus:

1 ☐ Less than 6 months
2 ☐ 1 year or less
3 ☐ 1-2 years
4 ☐ 2-5 years
5 ☐ 5-10 years
6 ☐ Over 10 years

14. In the last three years, how many school bus accidents has the driver had? ..... ☐

15. Did the driver receive a pre-service school bus driver training course? 1 ☐ Yes 2 ☐ No

16. Did the driver receive in-service training course in the last 12 months? 1 ☐ Yes 2 ☐ No

17. Was bus driver's lap belt in use when the accident occurred? 1 ☐ Yes 2 ☐ No

18. Type of School Bus: (see definitions)

1 ☐ Type A
2 ☐ Type B
3 ☐ Type C
4 ☐ Type D
5 ☐ Other

19. Total Number of Passengers on Bus (excluding driver) ..... ☐

20. Bus Rated Seating Capacity ..... ☐

21. School Bus Use at Time of Accident:

1 ☐ Regular Route
2 ☐ Field/Activity Trip (School related use)
3 ☐ Special Education Use
4 ☐ Other Use

22. Condition of Road at Time of Accident (enter only one response):

1 ☐ Dry
2 ☐ Icy
3 ☐ Under Repair
4 ☐ Snow packed
5 ☐ Holes or ruts
6 ☐ Muddy
7 ☐ Wet
8 ☐ Other (Specify) _____

23. Light Condition (enter only one response):

1 ☐ Dawn
2 ☐ Daylight
3 ☐ Dusk
4 ☐ Dark, artificially illuminated
5 ☐ Dark, not artificially illuminated

24. Weather Condition (enter only one response):

1 ☐ Clear
2 ☐ Sleeting
3 ☐ Raining
4 ☐ Fog
5 ☐ Snowing
6 ☐ Dust
7 ☐ Smog/smoke
8 ☐ Other (Specify) _____

PART II — LOADING/UNLOADING ZONE ACCIDENTS (see definitions)

1. At the time of the accident, where was the bus? (enter only one response)

1 ☐ Approaching the zone
2 ☐ Stopped in the zone
3 ☐ Leaving the zone
4 ☐ Not in sight

2. Was the pupil(s)? 1 ☐ Hit by bus 2 ☐ Hit by other vehicle

3. Number injured (see PART III)

4. Location of injured pupil(s):

1 ☐ On side of road
2 ☐ On sidewalk
3 ☐ In roadway
4 ☐ Other (Specify) _____

Description of Accident _____

PART III — INJURY TALLY SHEET FOR STUDENTS AND SCHOOL PERSONNEL

Age	On Board Bus						Off Bus Loading/Unloading Zone					
	Killed		Injured				Killed		Injured			
			Serious	Moderate	Minor				Serious	Moderate	Minor	
	M	F	All	All	All		M	F	All	All	All	
Under 5	91	92	93	94	95		96	97	98	99	10	
5	11	12	13	14	15		16	17	18	19	20	
6	21	22	23	24	25		26	27	28	29	30	
7	31	32	33	34	35		36	37	38	39	40	
8	41	42	43	44	45		46	47	48	49	50	
9	51	52	53	54	55		56	57	58	59	60	
10	61	62	63	64	65		66	67	68	69	70	
11	71	72	73	74	75		76	77	78	79	80	
12	81	82	83	84	85		86	87	88	89	90	
13	91	92	93	94	95		96	97	98	99	100	
14	101	102	103	104	105		106	107	108	109	110	
15	111	112	113	114	115		116	117	118	119	120	
16	121	122	123	124	125		126	127	128	129	130	
17	131	132	133	134	135		136	137	138	139	140	
18	141	142	143	144	145		146	147	148	149	150	
Over 18	151	152	153	154	155		156	157	158	159	160	
Drivers	161	162	163	164	165		166	167	168	169	170	
Others	171	172	173	174	175		176	177	178	179	180	
Totals	181	182	183	184	185		186	187	188	189	190	

REPORT SUBMITTED BY

Signature _____ Name (Print) _____

Title _____ Position _____

CHAPTER 13

FIRST AID

FIRST AID

LESSON TOPIC:

FIRST AID

OBJECTIVES:

School bus drivers will:

- understand the basic principles of first aid and the immediate responsibilites of a school bus driver in case of an accident or sudden illness;
- know the steps to follow in administering mouth-to-mouth breathing;
- know the steps to follow in clearing the airway of a conscious or unconscious person;
- learn ways of controlling bleeding;
- be familiar with contents of a first aid kit;
- realize the seriousness of shock and the proper treatment to administer;
- learn the basic principles in splinting a suspected fracture;
- recognize the signs and symptoms of a victim who has fainted and be able to administer the proper treatment;
- be able to administer the proper first aid to a victim with a nose bleed; and
- be able to administer the proper first aid treatment to a victim having an epileptic seizure.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

INTRODUCTION

First aid is the immediate and temporary care given to a victim of an accident or sudden illness until proper medical services can be obtained. The primary objective of first aid is to save lives. A school bus driver must know how to administer first aid. In an emergency, making an error could have disastrous consequences to the patient. It is as important to know what to do as what not to do. A person will respond more quickly to treatment if he/she recognizes that a competent person is adminstering the first aid.

EVALUATING THE SITUATION AND SETTING PRIORITIES

To effectively deal with emergencies, the situation must be evaluated and priorities set. Thre (3) evaulations which must be made to establish priorities for treatment are:

1. the condition of the scene;
2. the type of injury; and
3. the need for treatment.

The primary first aid procedures are:

1. to restore breathing;
2. to control bleeding; and
3. prevent shock.

The most urgent action followed by any accident is to remove everyone from danger. Several types of situations are of high priority; such as fire, electrocution and drowning. Do not give first aid unti

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	everyone is safe. Do not attempt to make a rescue until you are sure you will not become a victim.
	ALWAYS NOTIFY SCHOOL AUTHORITIES OF ANY ACCIDENT OR INJURY THAT OCCURS WHILE TRANSPORTING STUDENTS.
	EMERGENCY MEDICAL SERVICES (EMS) SYSTEM
	An EMS system is a community-wide, coordinated means of reporting an accident or sudden illness. The EMS system is activated by calling 911, 0 or the local EMS number.
	When you call for help, give the following information:
	1. WHERE THE EMERGENCY IS, WITH CROSS STREETS AND ROADS IF POSSIBLE.
	2. PHONE NUMBER YOU ARE CALLING FROM.
SHOW TRANSPARENCY - FIRST AID TOPICS	3. WHAT HAPPENED - BUS ACCIDENT, FALL, ETC.?
	4. HOW MANY PERSONS NEED HELP?
	5. WHAT IS BEING DONE FOR THE VICTIM?
	MOUTH-TO-MOUTH RESUSCITATION
USE APPROPRIATE FILM ON MOUTH-TO-MOUTH.	CONSCIOUS/UNCONSCIOUS
	1. Determine consciousness by tapping the victim on shoulder and asking loudly, "Are you okay?" A person who is conscious will respond and will not have stopped breathing.
	POSITION
	1. If the victim is unconscious, position the victim on his/her back.
	2. Roll the victim as a unit without twisting any body parts.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	AIRWAY CHECK 1. Tip head and check breathing quickly. a. **HEAD TIP WITH NECK LIFT IF CERTAIN OF NO NECK INJURIES:** o Place one hand on the victim's forehead and apply firm, backward pressure with the palm. o Place the other hand under the neck near the base of the skull - support and lift gently. o Turn your head to the side and listen five (5) seconds for breathing. b. **HEAD TIP WITH CHIN LIFT:** o Place one hand on the victim forehead and apply firm, backward pressure with the palm. o Place your fingertips under the bony part of the jaw near the chin. o Support and lift the jaw with your fingertips, but avoid closing the mouth. o Turn your head to the side and listen five (5) seconds for breathing. **THE QUICK STEP** 1. Keep the head tilted. 2. Pinch the nostrils together.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

3. Cover the victim's mouth with your mouth - make a good seal.

4. Give four (4) big breaths - rapidly.

THE CHECK STEP

1. Check the pulse on the side of the neck near you (Carotid).

2. Keep the head tilted with your hand on the forehead.

3. Place the fingertips of your other hand on the Adam's Apple, then slide your fingers into the groove at the side of the neck.

4. Check the pulse and breathing for at least five (5) seconds.

If the person is not breathing, but does have a pulse, give mouth-to-mouth breathing.

If the person does not have a pulse and is not breathing, cardipulmonary resuscitation is needed. If not trained to give CPR, give mouth-to-mouth resuscitation.

MOUTH-TO-MOUTH BREATHING

1. Be sure the head is still tilted.

2. Pinch the nose shut again.

3. Take a deep breath, open your mouth wide and make a tight seal over the victim's mouth.

   - Blow to fill up the lungs,
   - watch for the chest to rise,
   - listen and feel for air, and
   - watch the chest fall.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	4. Do these steps once every five (5) seconds. : may help to count "one, one-thousand, two, one-thousand, three, one-thousand, four, one-thousand, five, one-thousand, BREATHE".
	MOUTH-TO-NOSE BREATHING
	If you cannot make a good mouth-to-mouth seal, give mouth-to-nose breathing:
	1. Tilt the head using either the neck or chin lift.
	2. Close the mouth.
	3. Push on the chin, not on the throat so that you don't shut the victim's airway.
	4. Blow into the nose.
	5. Open the mouth and listen for air.
	6. Watch the chest fall.
	AIR IN THE STOMACH
	When you are giving mouth-to-mouth breathing, the victim's stomach may fill up with air. Air in the stomach can push against the lungs, making if difficult or impossible to give full breaths. You can expel the air by gently but firmly pushing on the stomach, but this is dangerous to do because the victim may vomit and inhale the vomit into the lungs. When you give breaths, try to blow just hard enough to make the chest rise because you are likely to force air into the stomach if you blow too hard.
	If the stomach is bulging with air and you cannot inflate the lungs, take these steps:
	1. Turn the victim on one side.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	2. Gently push on the stomach with your hand between the ribcage and the waist.
	3. Clean out the mouth if the victim vomits.
	4. Roll the victim on their back and continue mouth-to-mouth breathing.
	NOTE: FOR A CHILD, AGES 1-8, BREATH INTO MOUTH ONCE EVERY FOUR (4) SECONDS.
	CLEARING OBSTRUCTED AIRWAY
	When an object lodges in the throat or airway so that it prevents breathing, the victim has approximately four (4) minutes before brain damage may be suffered from a lack of oxygen. A person who has a completely blocked airway cannot speak or cough.
CONTACT YOUR LOCAL RED CROSS FOR ADDITIONAL INFORMATION AND FREE ASSISTANCE.	CONSCIOUS VICTIM
	Give four abdominal thrusts (Heimlich Maneuver):
	1. Stand behind the victim and place your arms around him/her.
	2. Place the side of your fist against the midline of the abdomen between the rib cage and waist.
	3. Grasp fist with other hand and press victim's abdomen with a quick inward upward thrust.
	4. Repeat four (4) times if required.
	5. Encourage the victim to cough. Do not give up.
	UNCONSCIOUS VICTIM
	If mouth-to-mouth breathing has been attempted and the airway has been found to be blocked, it will be necessary to immediately attempt to clear the airway.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

GIVE ABDOMINAL THRUSTS:

1. It is acceptable to kneel astride the victim's hips or on one (1) thigh, or along the side of the victim.
2. Roll the victim on his/her back.
3. Place the heel of one hand on the victim's abdomen between the rib cage and the waist and place the other hand on top of the first.
4. Point the fingers of the bottom hand toward the head.
5. With the shoulders directly over the victim's abdomen, press inward with four (4) quick thrusts. Do not press to either side because an injury may result.
6. Following abdominal thrusts, use a hooking action and sweep through the mouth and throat.
7. Mouth-to-mouth breathing should again be attempted. If unsuccesful, repeat thrusts.

NOTE: BACK BLOWS ARE NO LONGER RECOMMENDED BY THE AMERICAN RED CROSS FOR ANYONE EXCEPT VERY SMALL INFANTS. CONTACT YOUR REGIONAL RED CROSS FOR CURRENT INFORMATION ON THIS MATTER.

BLEEDING

Bleeding needs immediate attention. If a person is bleeding intensely, he/she can die in less than two (2) minutes. The loss of a pint of blood by a child and a quart by an adult may have disastrous results. Ev the loss of a small amount of blood produces weakness

INSTRUCTOR GUIDELINES/NOTES	CONTENT

and possibly shock. Evaluate the type of bleeding and the blood loss.

EVALUATION OF BLEEDING

CAPILLARY BLEEDING	This comes from injuries to capillaries or small veins. It is indicated by steady oozing of dark-colored blood.
VENOUS BLEEDING	Bleeding from a vein indicated by a flow of dark colored blood at a steady rate.
ARTERIAL BLEEDING	Bleeding from an artery indicated by bright red blood flowing quickly in spurts or jets. Arterial bleeding may be mixed with venous bleeding.
INTERNAL BLEEDING	Internal bleeding often has no outward indication. There is a possibility of internal bleeding when the person collapses and has anxiety, marked paleness of the skin, rapid breathing, rapid and weak pulse, restlessness and thirst. The person could be in shock from internal bleeding.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

CONTROL OF BLEEDING

DIRECT PRESSURE

The primary step to control bleeding is to exert direct pressure over the wound. As a universal precaution, use protective gloves in situations involving blood or body fluids.

1. Place the cleanest material available against the bleeding point and apply firm pressure with the hand until the wound clots and it can be properly dressed. Do not wait if a clean bandage or any material is not available. Apply direct pressure with the bare hand.
2. If a bandage is used and blood soaks through the bandage, do not remove it. Apply additiona. bandages and secure them in place. Be sure the bandage is not too tight.
3. Elevate the wound above the level of the heart, except when there is a broken bone.

ARTERIAL PRESSURE POINTS

If direct pressure on the wound does not control bleeding, direct pressure on an artery pressure point close to the wound is necessary. The artery pressure point must be located between the heart and the wound.

- BRACHIAL located on the inner side of the upper arm approximately three inches (3") below the armpit
- FEMORAL located midway in the groin
- TEMPORAL located in the hollow just in front

INSTRUCTOR GUIDELINES/NOTES	CONTENT

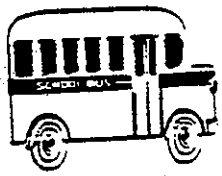
of the ear

- CAROTID — located deep and back of each side of the Adam's Apple
- SUBCLAVIAN — located deep and down in the hollow near the collarbone
- FACIAL — located in the small crevice one inch (1") from the angle of the jaw

When you use a pressure point, keep using direct pressure.

TOURNIQUET

A tourniquet applied to control bleeding is mentioned principly to discourage its use. It is dangerous to apply, dangerous to leave on and dangerous to remove. It will cause tissue injury and stoppage of the entire supply of blood to the part below it. This can cause gangrene and could cause loss of a limb. A tourniquet is rarely required and should be used only for severe, life-threatening hemorrhaging that cannot be controlled with direct or arterial pressure.



LOCALLY - DRIVERS SHOULD BE INSTRUCTED ON OBTAINING ADDITIONAL SUPPLIES FOR THE FIRST AID KIT.

DRESSINGS AND BANDAGES

A dressing, also called a compress, is the immediate protective cover placed over a wound.

A bandage is a strip of woven material used to hold a dressing or compress in place. It may also be used to hold a splint in place.

BUS DRIVER FIRST AID KIT

1. GAUZE COMPRESS

Use as a dressing or padding for a splint.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

2. BANDAGE COMPRESS

Compress and bandage attached.

3. TRIANGULAR BANDAGE

May be used as a sling for fracture or other injury of the arm or hand. May be folded as a cravet and used as a circular, spiral or figure-eight bandage.

4. ADHESIVE BANDAGE

Band-aid

5. GAUZE BANDAGE

To be used around body or limb to hold compress in place.

6. SCISSORS AND FORCEPS

SHOCK

Shock is a condition resulting from a depressed state of many vital body functions. Shock may cause death even though the injury which causes it may not be enough to cause death. Shock can be made worse by extreme pain and fright.

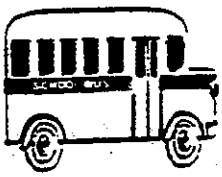
Three (3) very common causes of severe shock are:

1. inadequate breathing;
2. excessive bleeding; and
3. unsplinted fractures.

Treating these problems lessens the shock.

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 may be present.



INSTRUCTOR GUIDELINES/NOTES	CONTENT

3. Pulse may be fast and weak, or absent.
4. Breathing may be shallow and irregular.
5. Eyes may be dull with enlarged or dilated (larger) pupils.
6. Victim may be unaware of the seriousness of the injury, then suddenly collapse.

TREATMENT OBJECTIVES

1. To improve circulation of blood.
2. To ensure an adequate supply of oxygen.
3. To maintain normal body temperature.

BODY POSITION

1. Standard position - lying on back, feet elevated six to twelve inches (6"-12").
2. If the victim has a head wound or is having trouble breathing, elevate the head or shoulders. Do not elevate head and feet at the same time.
3. A victim who is bleeding from the mouth or vomiting should lie on one side so that fluid will drain from the mouth.

REGULATING BODY TEMPERATURE

Keep the victim warm enough to avoid or overcome chilling. If the victim is exposed to cold or dampness, blankets or additional clothing should be placed over and under him/her to prevent chilling. No attempt should be made to add extra heat because raising the body temperature is harmful.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	ADMINISTERING FLUIDS Giving fluids by mouth has value in treatment for shock but should only be given when medical help is not available in a reasonable amount of time. Fluids should not be given when victim is vomiting, having convulsions or is unconscious. Water that is neither hot nor cold (preferably a salt-soda solution containing one level teaspoon of salt and one-half level teaspoon of baking soda to each quart of water) may be given in small quanities. FRACTURES AND SPLINTING A closed fracture is an injury beneath the skin and may be difficult to detect. Do not move or have the victim move any body parts. The signs of a close fracture are pain, swelling, deformity and discoloration. An open fracture is a fracture associated with an open wound. The wound is caused by a broken bone that protrudes through the skin. Open fractures are usually much more serious than closed fractures because of the amount of tissue damage, bleeding and danger of infection. In most cases, the bone slips back inside the skin. Do not try to push a bone end back.
MATERIALS NEEDED - MAGAZINE, GAUZE OR ROLLER BANDAGE.	All fractures or suspected fractures should be splinted. Books, magazines, rolled newspapers, etc., may be used as a splint and tied in place with a gauz bandage or other available material.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

It may be necessary to stop any associated bleeding and treat for shock.

FAINTING

Fainting is a partial or complete loss of consciousness due to a reduced supply of blood to the brain for a short time.

Occasionally, a person collapses suddenly without warning. Recovery of consciousness almost always occurs when the victim falls or is placed in a reclining position.

Signs and symptoms are usually preceeded or accompanied by:

1. extreme paleness;
2. sweating;
3. coldness of the skin;
4. dizziness;
5. numbness and tingling of the hands and feet;
6. nausea; and/or
7. possible disturbance of vision.

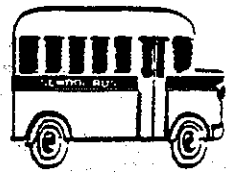
TO WARD OFF A FAINTING SPELL, HAVE PATIENT SIT WITH HEAD BETWEEN THE KNEES.

FIRST AID:

First aid for fainting should include:

1. Leave the victim lying down.
2. Loosen any tight clothing and keep crowds away.
3. If the victim vomits, roll him/her onto

INSTRUCTOR GUIDELINES/NOTES	CONTENT



their side and, if necessary, wipe ou his/her mouth with your fingers, preferably wrapped in cloth.

4. Maintain an open airway.

5. Do not pour water over the victim's face because of the danger of aspiration; instead, bathe the face gently with cool water.

6. Do not give any liquids unless the victim has revived.

7. Examine the victim to determine if he/she has suffered injury from the fall.

NOSE BLEEDING

1. Place the victim in a sitting position.

2. Loosen the collar and anything tight around the neck.

3. Give the victim a compress to hold over their nose. (Driver should use protective gloves to do these procedures.)

4. Apply pressure directly at the site of the bleeding by pressing the bleeding nostril toward the midline.

5. If bleeding continues, the victim should insert a small, clean pad of gauze (not absorbent cotton) into one or both nostrils and apply pressure with thumb and index finger.

6. Do not allow the victim to blow nose.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

EPILEPSY AND OTHER SOURCES OF CONVULSIONS

The two (2) major signs of a serious epileptic attack are convulsions and loss of consciousness. A mild attack may last only a second and may not be noticed by others.

First aid for epilepsy is the same as for other convulsions with primary effort being made to prevent the victim from hurting him/herself.

1. Push away nearby objects.
2. Do not force a blunt object between the victim's teeth.
3. When jerking is over, loosen the clothing around the neck.
4. Keep the victim lying down.
5. Keep his/her airway open.
6. Do not try to restrain the victim. Jerking motions/foaming at the mouth usually occur.
7. If breathing stops, give artificial respiration.
8. Allow the victim to sleep or rest following the seizure. Do not question, disturb or embarrass the victim.
9. Assure all bystanders that the victim will not harm anyone.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
USE ALL ACCEPTABLE REFERENCE MATERIALS PERTAINING TO FIRST AID.	**SUMMARY** There are obviously many other medical problems that may arise on a school bus or at the scene of an emergency. Only a few critical problems have been dealt with in this unit. Drivers should remember that above all, as a first aid worker, to know the limits of their capabilities and make every effort to avoid further injury to the victim in an attempt to provide the best possible emergency care. **BLOODBORNE PATHOGENS** Bloodborne pathogens are micro-organisms in the bloodstream that can cause disease. The two (2) diseases that are of major concern in the wor environment are Hepatitis B and HIV (AIDS). Bloodborne pathogens are found in blood and blood products such as: semen, vaginal secretions, breast milk and other body fluids. In many cases, they are not strong enough to be transmitted. Only blood, semen, vaginal secretions and breast milk have been proven to transmit the HIV virus. HIV is a more lethal virus, yet Hepetitis B is more contagious. HIV and Hepatitis B can only be transmitted if the exposed blood is infectious and that blood is allowed to enter directly into the body. Blood or other infectious material could enter the body through:

INSTRUCTOR GUIDELINES/NOTES	CONTENT

1. unprotected openings in the skin such as cuts, scrapes and dermatitis;
2. unprotected mucus membrane openings such as the eyes, nose and mouth; and/or
3. penetration into the skin by a sharp object such as broken glass, a needle or knife blade.

Drivers should report any exposure to their supervisor.

Drivers should always use the "Body Fluid Clean-Up Kit" when dealing with blood or body fluids such as vomitus. Kits usually include items such as disposable gloves, spatulas, contaminated materials bag and germicidal antiseptic wiping cloths. Employees should consult their school district's "Exposure Control Plan Reference Procedures and Universal Pprecautions" relating to bloodborne pathogens. Each school district is required to provide training for employees with occupational exposure.

Warning labels on a container having the following legend signifies that the contents contain blood or other infectious materials. Labels are fluorescent orange or orange-red. (Red bags or red containers may be substituted for labels, but must show the following symbol.)

FIRST AID

TEST

PLEASE ANSWER TRUE OR FALSE

KEY			
T	_____	1.	First aid is the immediate and temporary care given to a victim of an accident or sudden illness until medical services can be obtained.
T	_____	2.	The three primary first aid procedures are: restore breathing, control bleeding and prevent shock.
F	_____	3.	Tourniquets should be used before trying pressure points.
T	_____	4.	Always contact your supervisor regarding all incidents involving first aid.
F	_____	5.	If an object lodges in a person's throat, give back blows immediately.
T	_____	6.	Protective gloves should be worn when dealing with blood or blood products.
F	_____	7.	If a bandage becomes soaked with blood, remove it and replace with a clean bandage.
T	_____	8.	The three most common causes of shock are inadequate breathing, excessive bleeding and unsplinted fractures.
F	_____	9.	The body temperature of a shock victim usually rises.
F	_____	10.	A closed fracture is associated with a skin penetration.
T	_____	11.	Open fractures are usually more serious than closed because of tissue damage, danger of infection and bleeding.
F	_____	12.	Abdominal thrusts and the Heimlich Maneuver are the only two accepted methods of choking control for all ages.
T	_____	13.	All drivers should know the limitations of their capabilities when giving first aid.
T	_____	14.	Hepatitis B is more contagious than HIV.
T	_____	15.	Drivers should report exposure to blood and blood products to their supervisor.
F	_____	16.	Infected blood does not have to enter the body to constitute an exposure.
F	_____	17.	Drivers should only use the body fluid clean-up kit for severe incidents.

T _____ 18. Drivers should be familiar with the contents of the bus first aid kit.

T _____ 19. The primary objective of first aid is to save lives.

T _____ 20. When giving first aid, the driver should make every effort to avoid further injury to the victim.

CHAPTER 14

TRANSPORTING STUDENTS WITH SPECIAL NEEDS

TRANSPORTING STUDENTS WITH SPECIAL NEEDS

LESSON TOPIC:

TRANSPORTING STUDENTS WITH SPECIAL NEEDS

OBJECTIVE:

The driver will be able to:

- identify some physical characteristics and behavioral tendencies of special needs students;
- describe loading/unloading procedures;
- describe student management techniques; and
- suggest ways to communicate with special needs students.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

INTRODUCTION

You, as a school bus driver, have a unique opportunity to provide a positive influence on the lives of special needs students as they are being transported. Many basic tasks of meeting personal care needs, communicating and socializing with others and physically moving from one (1) location to another are major accomplishments for these students. By providing an atmosphere of friendly assistance and responding to their individual and group needs, you are in a position to become an important link in their efforts to reach their achievement potential.

The success of a program for exceptional children depends upon the people who have daily contact with th children. They should be patient, alert, flexible, resourceful, enthusiastic, emotionally stable, have personal warmth, friendliness, understanding and compassion. As a bus driver, you should be able to develop and maintain rapport with children and be able to exercise mature judgement in relation to both the care of exceptional children and the responsibilities of driving.

A driver should be able to accept this child and his/her problems as he/she would accept any child. These children should be treated as a person would treat their own children with special needs.

The daily bus ride to school can be an importa part of a child's progress toward accomplishment of

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	his/her goals. The child will learn how to leave home to meet the bus. The bus rules should be explained and the child will learn to obey them. The bus ride to and from school can be a pleasant experience which a child anticipates eagerly, or it can become a dreaded experience. The driver should be thoughtful and careful about such routine matters as assigning a seat or seatmate, the presentation and purpose of a seatbelt and student management. The driver of special needs students has many areas that are unique to his/her bus and their students that the regular drivers do not have. Following are some aides that could be helpful to the driver in these special areas. They are given only as suggestions and ideas. REMEMBER: 1. Be firm - but gentle. 2. Be patient - but persistent. 3. Always be consistent and fair. The driver's primary purpose is to take children to and from school safely and dependably. Therefore, while allowances are made for specific problems of these students, a child's social adjustment should be of less importance than getting to school on time and the safety of the bus, driver and other children.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

COMMUNICATIONS

The driver should know something about the needs and abilities of the passengers, and the best way to learn these is through communication with school staff.

PARENT - DRIVER

With the school's permission, drivers and parents should discuss safety rules on the bus, special equipment use, schedules and transporting medication as various needs require various plans.

LIFTING AND/OR CARRYING STUDENTS

There are several safe and effective ways to lift a child. The driver will be able to learn these techniques by conversation and application with school specialists.

The driver should be well-informed on how to operate the lift or special equipment on the bus with ease to ensure the safety of the child as well as the driver. If no special equipment, then the driver should avail him/herself of any information on handling the children under ordinary conditions. How to lift and carry is important and once again, refer to school specialists, teachers and parents.

SPECIAL EQUIPMENT

Following are recommendations for special needs students:

1. Due to varied disabling conditions, all seats have rolled padded tops and sides t help reduce chances of pupil injury on

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	panic stops. Foam seats provide more secure seating. Modesty panels and stanchion posts should be padded. 2. There is not a law regarding seatbelts on school buses, but they are recommended for the safety of all special needs students. **QUALIFICATIONS** Besides operator qualifications regarding age, health, past experience, knowledge of vehicles and maintenance, safe driving practices, etc.; you should be able to operate specially equipped or adapted vehicles. You should become familiar with the use of wheelchairs, braces, crutches, etc. MEDICAL NEEDS **INFORMATION** The driver should be aware of the problems of each of the students who ride the bus. He/she should be familiar with the medical and physical aspects of disabilities of each child. He/she should, through communication with the school personnel and parents, know when a child is on medication and the effects of that medication. This will help him/her to determine when a child is behaving accordingly. The driver has the responsibility of reporting to the school authorities or to parents specific incidents, attitudes, etc., which may be significant in the treatment of the child. He/she should know what special steps to take in case of a traffic accident or breakdown

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	because the comfort and emotional well-being of thes children is the driver's responsibility. He/she may spend much time learning how to care for each child under the many circumstances that might occur while the children are on the bus.
	SEIZURE MANAGEMENT
	TO PREVENT INJURY TO THE CHILD
	1. Observe the progression of symptoms during the seizure. Note the:
	a. first thing the child does in an attack in regard to movements;
	b. types of movements of the part involved (stiffness starts, position of eyeballs and head);
	c. parts involved;
	d. size of the pupils;
	e. incontinence of urine and feces;
	f. duration of each phase of the attack;
	g. unconsciousness, if present, and its duration;
	h. any obvious paralysis or weakness of arms or legs after the attack;
	i. inability to speak after the attack; and
	j. whether or not the child sleeps after the attack.
	2. Support the child during the convulsive seizure.
	a. Ensure the child has adequate airway.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

b. Give the child privacy and protection from curious on-lookers.

c. Protect the head with padding to prevent head injury.

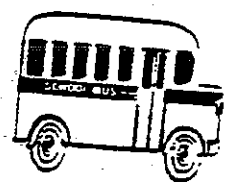
- Towels, blankets, coats, clothes or book bags can be used.
- Loosen constrictive clothing.
- Provide protection with the possibility of suffocation.

d. When jaws are clenched in spasm, DO NOT attempt to pry open to insert a mouth gag.

e. Place child on his/her side during convulsion (if possible) to facilitate drainage of mucus and saliva. Do not attempt to lift child during the seizure; to do so may cause injury. Instead of moving the child during a seizure, remove things that could cause injury.

f. Once convulsive movements have stopped, allow the child to recover naturally. When appropriate (when the child awakens), re-orient the child to his/her environment.

TYPES OF SEIZURES AND THEIR CLINICAL MANIFESTATIONS

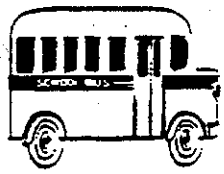


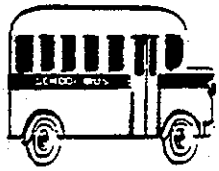
1. AURA

a. Small localized seizures that sometimes precede grand mal seizures and act as a warning.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	b. The child cannot explain them but know they exist. c. May include vague symptoms such as irritability, headache, gastrointestinal disturbances or mental dullness. d. The interval between the aura and grand mal seizure is usually short, but it may be an hour or more than a day. 2. GRAND MAL a. Onset o Onset is abrupt. o May occur at night. o An aura occurs in about one-third of epileptic children prior to a gran mal seizure. b. Tonic Spasm o The child's entire body becomes stiff. o The child usually loses consciousness. o The face may become pale and distorted. o The eyes are frequently fixed in one position. o The back may be arched with the head held backward or to one side. o The arms are usually flexed with th hands clenched.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	○ The child may be incontinent and may bite his/her tongue or cheek. (This occurs because of sudden forceful contraction of jaw and abdominal muscles.) ○ The child is often unable to swallow his/her saliva. ○ Breathing is ineffective and cyanosis (turning blue) results if spasm includes the muscles of respiration. ○ The pulse may become weak and irregular. c. Clonic Phase ○ This phase is characterized by twitching movements that follow the tonic state. ○ Phase usually starts in one place and becomes generalized, including the muscles of the face. d. Duration ○ Length varies. ○ Usually, convulsions cease after a few minutes and consciousness returns. e. Post-Convulsive State of Child ○ The child is usually sleepy or exhausted. ○ May complain of headache.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	o May appear to be in a dazed state. o Often performs relatively automatic tasks without being able to recall the episode. 3. PETIT MAL a. Petit mal onset rarely appears before three (3) years of age. b. Clinical Signs o Loss of contact with the environment for a few brief seconds. May appear to be staring or daydreaming and will suddenly discontinue any activity and resume it when the seizure has ended. o Minor manifestations include rollin of the eyes, nodding of the head and slight quivering of the trunk and limb muscles. c. Duration is usually less than thirty (30) seconds. d. Frequency varies from one to two per month to several hundred each day. e. Post convulsive state of child: o appears normal; and o the child is not aware of having had a convulsion.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	4. FOCAL SEIZURES a. Psychomotor o Clinical Signs - Child undertakes purposeful but inappropriate motor acts. - Child may pick at clothing with hands. - Child may make chewing movements with mouth or perform other complicated actions. - A young child may emit a shrill cry or attempt to run for help. - There is usually a gradual loss of postural tone. - May have pallor around mouth. b. Duration is brief, usually about one (1) minute. c. Post-Convulsive State of Child o Child may be confused after an attack, but has no "memory of what happened."
	5. FOCAL MOTOR (JACKSONIAN SEIZURES) a. Clinical Signs o Sudden jerking movements occur in a particular area of the body such as the face, arms or tongue (less often the leg or foot).

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- Seizure begins in one (1) side of t body and spreads to adjacent areas on the same side in a fixed progression.
- Prognosis: seizures may become more extensive as the child matures, leading to grand mal seizures.

c. Focal Sensory (rare in children)

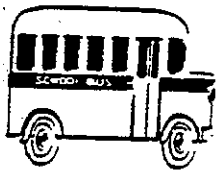
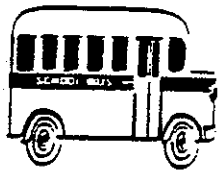
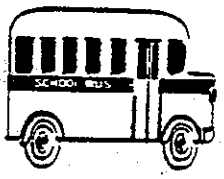
- Sensations may occur, such as numbness, tingling and coldness.

TO OBSERVE THE CHILD FOR RECURRENT SEIZURES:

1. Place the child where he/she can be watched closely.
2. Check child frequently. Watch for and report to school or parent(s)/guardian(s) if you see:
   - behavior changes;
   - irritability;
   - restlessness; and/or
   - listlessness.

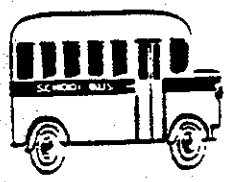
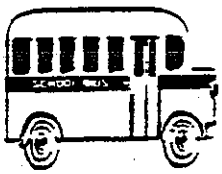
CARE DURING A SEIZURE:

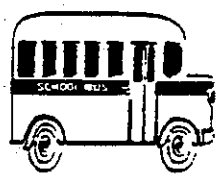
1. Maintain patient airway and adequate ventilation. Loosen tight clothing (belt, collar, etc.); turn child onto side to facilitate drainage, or turn head to the side and point chin downward. This allows saliva and mucus to run out of the mouth and not be aspirated; the tongue will drop forward away from airway. During convulsions, the child is unable to swallow. This increas the possibility of aspiration because vomitus and

INSTRUCTOR GUIDELINES/NOTES	CONTENT
  	increased secretions are frequently present. 2. Do not attempt to forcibly open convulsing child's mouth if the jaws are clenched. 3. Do not attempt to push an airway or tongue blade forcibly between front teeth. To do so may break or loosen teeth or injure lips. 4. Never put your fingers into the child's mouth; the child may accidentally bite you during the seizure. 5. Do not attempt to restrain the child's movements during convulsions. Restraint may increase the movements and their severity and could cause fracture if extreme spasticity is present. Lightly hold the child's hands to prevent him/her from banging them. DEFINITIONS AND DESCRIPTIONS 1. PHYSICALLY DISABLED OR ORTHOPEDICALLY IMPAIRED a. Severe orthapedic impairment which adversely affects educational performance to the extent that specially designed instruction is required for the pupil to benefit from education. b. These students have a range of physical or health problems. Some are able to work full-time in the general (comprehensive) education program and need only special transportation and an architecturally accessible building. They are taught to

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	lead productive, independent lives b learning to compensate for their physical disabilities.
	2. OTHER HEALTH IMPAIRED
	a. Limited strength, vitality or alertness, due to a chronic or acute health problem which adversely affects educational performance to the extent that specially designed instruction is required for the pupil to benefit from education.
	b. These students are medically fragile and/or chronically ill and need the environment of a special classroom. They are taught to compensate for their physical disabilitie to the extent possible in order to lead productive, independent lives.
	3. COMMUNICATION DISORDER - SPEECH/LANGUAGE IMPAIRED
	a. Disorder in language, articulation, voice or fluency, which adversely affects educational performance that specially designed instruction is required for the pupil to benefit from education.
	b. The student may have any or all of the following problems: does not pronounce words clearly, stutters, does not understand what people say to him/her, and/or is unable to put his/her thought into words.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	4. HEARING IMPAIRMENT a. Physiological hearing loss ranging from mild to profound, permanent or fluctuating, and of such a degree that the pupil is impaired in the processing of linguistic information via the auditory channel either with or without amplification, adversely affecting educational performance so that specially designed instruction is required for the pupil to benefit from education. b. These students have a range of hearing loss from mild to profound. All of them are encouraged to communicate through speech that is somewhat difficult to understand. They are also expected to speech read ("read lips") as much as possible so that they will be able to communicate with non-handicapped persons. Some students supplement their speech with various types of manual (hand) signing. It is easier for them to speech read if the person is facing them and speaks at a normal (not slowed) rate. (A mustache/beard sometimes makes speech reading more difficult.) Many hearing impaired students have some speech, but have difficulty discriminating between speech and background noises. Almost all hearing impaired students have hearing aids

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	and should be encouraged to wear/use the at all times.
	5. MENTAL DISABILITY
	a. Deficit or delay in intellectual or adaptive behavior functioning, which adversely affects educational performance so that specially designed instruction is required for the pupil to benefit from education.
	b. Individual intellectual assessment reflects:
	o Educable Mentally Handicapped (EMH, 75-50 IQ). These students are mildly mentally disabled. As adults, man may be successfully employed and live independently. They learn best when provided with very clear, specific directions and much repetition. They tend to follow the leadership of others (adults or fellow students) but have difficulty discriminating whether or not that leadership is appropriate.
	o Trainable Mentally Handicapped (TMH, 50-35 IQ). These students are moderately mentally disabled. As adults, they may be employable an may experience independent living.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	Many TMH students have impaired motor skills and move more slowly and awkwardly than do non-handicapped students. They are generally willing and able to follow directions that are given in simple terms. o Severly/Profoundly Handicapped (SPH, Below 35 IQ). These students are severely mentally disabled and frequently have physical disabilities as well. They will benefit from inclusion in social activities and other learning experiences with non-handicapped persons. A major goal is to teach them to be as independent as possible, using whatever language and motor skills they have in order to care for their own needs and interests with others. As adults, while gainful employment and independent living are possible, self care is anticipated. 6. EMOTIONAL-BEHAVIORAL DISABILITY a. Behavioral excess or deficit which significantly interferes with a pupil's interpersonal relationships or learning process to the extent that it adversely affects educational performance so that

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	specially designed instruction is requir for the pupil to benefit from education. b. The major problems these students have are usually those of controlling their own behavior and interacting appropriately with adults and peers. They may overreact to apparant trivial situations. They may also be defiant of authority - especially in front of their peers. They may "test" an adult to find out if misbehavior will be tolerated. They need to be given - before an incident occurs - very specific directions as to what is expected of them. It is helpful to establish a few rules. " is better to state rules in terms of what they should do (e.g., "Keep your hands inside the bus.") rather than what they should not do (e.g., "Do not put your hands outside the bus.") Do not make idle threats; if consequences have been previously established for a specific misbehavior, they must be capable of being carried out. Some students are on a behavior management program and are rewarded when the bus driver reports to the teacher that their bus behavior has been acceptable.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	7. MULTIPLE DISABILITY a. A combination of two (2) or more disabilities resulting in significant learning, developmental or behavioral and emotional problems, which adversely affect educational performance to the extent that specially designed instruction is required for the pupil to benefit from education. - NOT considered multiple of adverse effect is solely the result of deaf-blindness or the result of speech or language disability and one other disabling condition. b. Students in this category have a combination of two (2) or more handicapping conditions - physical and/or mental. Therefore, the students within this category do not all have similar needs. Their programs are specially designed to match their needs and abilities. 8. SPECIFIC LEARNING DISABILITY a. Disorder in one (1) or more of the psychological processes primarily involved in understanding or using spoken or written language which selectively and significantly interferes with the acquisition, intergration or application of

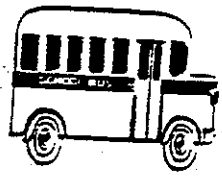
INSTRUCTOR GUIDELINES/NOTES	CONTENT
	listening, speaking, reading, writing reasoning or mathematical abilities. - This disorder is lifelong. Intrinsic to the individual, it adversely affects educational performance to the extent that specially designed instruction is required for the pupil to benefit from education. - This term does not include a learning problem which is a direct result of a hearing impairment; visual, physical, mental or emotional-behavioral disabilities or environmental, cultural or economic differences. b. These students have difficulties in one (1) or more specific areas, such as motor skills or reading, writing, or mathematics. Their problems are mostly academic, but sometimes their frustration with avoidance of academic tasks can result in mild behavior problems. These students tend to learn each thing in isolation, rather than applying their knowledge to many situations, and the students tend to act on impulse without considering the consequences.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	9. VISUALLY DISABLED a. Visual impairment which, even with correction, adversely affects educational performance to the extent that specially designed instruction is required for the pupil to benefit from education. b. Very few of these students are totally blind. Most have some usable vision and can see shapes, shadows and other clues that help them to move through their surroundings. They are taught to use their senses of touch and hearing to provide the additional information they do not receive through their eyes. While some read Braille materials, most can use large print textbooks or other enlarging devices. 10. TRAUMATIC BRAIN INJURY a. Acquired impairment to the neurological system resulting from an injury to the brain which adversely affects educational performance to the extent that specially designed instruction is required for the pupil to benefit from education. - Does not include a brain injury that is congenital or degenerative, or a brain injury induced by birth trauma. b. These students have experienced some injury to the brain and exhibit a wide range of

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	mental and physical abilities. Mos commonly, these students will have shorter attention span, short term memory loss or lack of concentration. Mild behavior problems may result. Due to the nature of the injury, students have individual needs.
	11. AUTISM
	a. Developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age three (3) that adversely affects education performance to the extent that specially designed instruction is required for the pupil to benefit from education. Characteristics include:
	- irregularity and impairment in communication;
	- engagement in repetitive activity and stereotyped movement;
	- resistance to environmental change or change in daily routine; and/or
	- unusual responses to sensory experiences.
	This does not include children with characteristics of an emotional-behavioral disability.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

b. The student displaying "autistic" or "autistic-like" behaviors may have difficulty developing and using verbal or nonverbal communication systems making it difficult to use traditional methods of interaction. The student may engage in repetitive motions or behavioral patterns and perhaps will be sensitive to being touched. In many instances, specific behavior modification techniques are needed to elicit the most correct behavior, making it important for the transportation staff to conference with the student's teacher regarding appropriate interventions.



BEHAVIOR PATTERNS

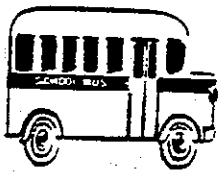
Behavior patterns of each child are individual problems and should be understood. Each driver must treat each child seperately. For example, don't give a general direction to the entire busload of children. You can't assume everyone would understand this direction.

Behavior patterns of these children for any given day or hour of the day can be caused or changed by the actions of many people:

1. you, the school bus driver;
2. parents, or members of the family;
3. teacher or aide; and/or
4. other bus passengers.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	These people affect any child, but they can compound the trouble that a special needs child may already have. The person managing the student can understand what may have caused the problem and be able to correct it. When you correct a child, regardless of the age and size of him/her, take into consideration his/her attention span. With some children, this can be rather short. Be consistent when you correct a child. A student may behave differently from day to day because of medication which he/she may be taking. Many students are extremely hyperactive and use their excessive energy to get attention from you or from someone else. It is difficult to give guidelines for handling all situations. Following are some courses of action that should prove helpful: 1. Work with school specialist by talking over any problems. 2. Work with the teachers. 3. Work with the parents. 4. Work with the child. It can also be of help to move the child to another seat away from a student who may be causing problems.

INSTRUCTOR GUIDELINES/NOTES	CONTENT



EDUCATIONALLY HANDICAPPED CHILDREN

IN TRANSPORT

Maintain a set of clear-cut rules; make a short list of rules concerning behavior while riding the bus and following them to the letter. The child wants to know where he/she stands at all times. Remember, once children begin to misbehave, they may not be able to help themselves - you must help them. Any deviation from these rules will only confuse the child. Be firm, but fair, smile often for this child, but be direct when you address him/her. You could be the key to the pupils' whole day! You are the first school authority to see them in the morning and the last to see them at night. Say "Good morning" and let them know that you are glad to see them and want them to ride on your bus. (This will be difficult at times, but it will pay off in the long run.) If a child is on medication, you must know the effects of the medication and what to do if it should wear off.

You must be resourceful in discipline areas.

LOADING AND UNLOADING

Most transportation systems, when possible, load and unload special education children in front of each child's home due to the fact that the child cannot be left unattended.

These children sometimes need assistance to board the bus. Eye-to-eye contact with some children is a must. Most buses used for this purpose are equipped

INSTRUCTOR GUIDELINES/NOTES	CONTENT

with safety devices (harnesses, etc.) which should) used.

Care is needed at all times to keep these children on the bus when other children are being loaded or unloaded.

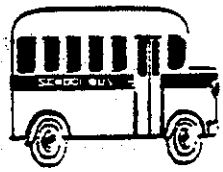
The child who must have special equipment such as a wheelchair, braces, crutches, etc., has problems during the loading and unloading process, and it is your responsibility to learn these problems and know how to correct them.

Remember, care and protection are two things which the parents and children expect from you.

Usually, you will follow the same routine loading and unloading procedures for controlling the bus as yc would when transporting regular passengers.

PROCEDURE FOR OPERATING SOME LIFT EQUIPMENT

1. Bus must be in neutral gear, emergency brake on.
2. Open lift doors and hook latches in outside wall of bus.
3. Remove hand-held controls and push long lever down to unfold platform (platform will be flush with floor of bus).
4. Press "lower platform" button.
5. Lower platform to ground level (make sure hinge releases barrier).
6. Roll wheelchair backwards and lock hand brakes.
7. Place hand on wheelchair to give the student secure feeling.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	8. Press "raise platform" button, making sure barrier locks in place. (Platform will raise to bus floor level.)
	9. Pull wheelchair into bus and secure.
	10. Fold platform back into bus and shut doors. Then follow these steps:
	**IF AN AIDE IS ASSIGNED TO THE BUS**
	1. Be sure each person knows his/her role. In the case of misunderstanding, don't argue. Carry on any discussion out of the student's presence.
	2. Direct the aide to carry or guide the student onto the bus.
	3. When the use of assistive devices are required, check to see that they are securely fastened before putting bus into motion.
	4. When specially equipped buses are used to accomodate wheelchairs, etc., with the use of a ramp or lift, supervise the aide in guiding chair onto bus and securing it in place inside the bus.
	5. When loading or unloading, the driver must be on the bus.
	6. Check to see that the ramp and side door have been securely fastened into a locked position after the student has entered the bus. Start the bus and follow procedure for entering the flow of traffic.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	IF AN AIDE IS NOT USED:
	1. Set the parking brake, secure the bus in "park," turn off the motor and take the key out of the ignition.
	2. Leave the bus and carry or guide the handicapped student onto the bus. (The student should be brought to the bus by a parent or other responsible person.)
	3. Check to see that the ramp and side door have been securely fastened into a locked position after the student has entered the bus. Start the bus and follow proper procedure for entering the flow of traffic.
	UNLOADING ON SCHOOL GROUNDS:
	1. Carry, or guide, each student off the bus into the charge of a teacher or other school attendant.
	2. Check to see that all belongings of each student are taken off the bus.
	UNLOADING THE PASSENGER AT HOME:
	1. Carry, or guide, each student off the bus into the charge of a parent or other responsible person.
	2. Check to see that all belongings of each student are taken off the bus.
	3. Report tactfully to the parent and school official any observation which may b inappropriate, whether medical or behavioral.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

4. If an authorized person is not at home to receive the student, follow local procedures.

DUTIES

ON THE ROAD

1. Assign the bus aide to watch that all passengers remain safely seated. Occasionally a particular student's needs require more than you can provide as one who must be responsible for the safety of all passengers. Do not allow students to continually demand your attention when you are driving.
2. If any student shows symptoms of illnesses that require immediate attention, pull the bus as far off of the road as possible and stop; activate four-way hazards lights.
3. If a radio is available, notify the proper authorities; otherwise, notify the aide or passing motorist to call authorities from a phone both or nearby private home.
4. Watch for unusual behavior that may occur; for example, petit mal or grand mal seizures, erratic behavior or inactivity, etc.
5. If handicap is severe enough to merit some individual attention, an aide should be on the bus, even though other school pupils are present.

GETTING THE FACTS

You must have pertinent information about each of your passengers and be a special observer of behavior on

INSTRUCTOR GUIDELINES/NOTES	CONTENT

your vehicle. You are often the source of information which is vitally important to your supervisor, the student's teacher and parents. Some of your passengers will have medical instructions specifying special care or medication limitations. Secure pertinent information about each student you transport. Make a confidential card file form to be kept on your bus and in your supervisor's office. A 3x5" card is suggested.

PHOTO	NAME: _____
	ADDRESS: _____
	_____
	TELEPHONE #: _____
	EMERGENCY BACK UP #: _____
	BIRTHDATE: _____

PARENTS: _____
MEDICATION: _____
HOSPITAL: _____
DOCTOR: _____
DOCTOR PHONE #: _____
INSURANCE: _____
SPECIAL INSTRUCTIONS: _____
_____
Map where child lives may be put on back.

SUPPLEMENTAL RESOURCES

"The Special Needs Pupil Transportation Series", video, AMS Distributors, Inc., Roswell, GA

"A Video Training Program on School Bus Evacuation", video, Monroe Boces #1, Fairport, NY, 1991.

"Every Student I Have Ever Driven - Evacuating All Students from Your School Bus," manual, Monroe Boces #1, Fairport, NY, 1991.

"School Bus Driver Program: Pupils are Different", film, Aetna Life and Casualty.

"Problems in Transporting the Handicapped", film, Visucom Products, Inc., Redwood City, CA.

TRANSPORTING STUDENTS WITH SPECIAL NEEDS

TEST

PLEASE ANSWER TRUE OR FALSE

KEY

F _____ 1. The driver cannot be expected to accept a special needs child as he/she would any child, since the child has obvious differences.

T _____ 2. The driver of a special needs bus should be fair, firm and consistent when dealing with pupil behavior management.

F _____ 3. There is a law that requires seat belts on special needs buses.

F _____ 4. Two types of seizures are aura and colostic spasms.

F _____ 5. During a tonic spasm seizure, a victim usually remains conscious.

T _____ 6. A petit mal seizure usually lasts less than thirty (30) seconds.

T _____ 7. An EMH student has an IQ in the 75-50 range.

F _____ 8. When dealing with special needs students, it is almost impossible to have a set of clear-cut rules for the entire bus.

F _____ 9. Two things that the parents and children expect from the driver when loading and unloading is care and patience.

T _____ 10. A bus aide and the driver should never argue in front of the children.

CHAPTER 15

COMMERCIAL DRIVER'S LICENSE (CDL)

COMMERCIAL DRIVER'S LICENSE (CDL)

LESSON TOPIC:

COMMERCIAL DRIVER'S LICENSE (CDL)

OBJECTIVES:

- The driver will be knowledgable of the Federally mandated CDL Law.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

CLASS A

Any combination of vehicles with a gross vehicle weight rating of more than 26,000 pounds, provided that the vehicle being towed is a semi-trailer with two (2) or more axles or has a gross vehicle weight rating in excess of 10,000 pounds.

CLASS B

Any single vehicle with a gross vehicle weight rating of more than 26,000 pounds; any such vehicle towing a vehicle that is not in excess of 10,000 pounds; or is a semi-trailer or a trailer with two (2) or more axles.

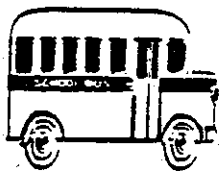
CLASS C

Any single vehicle with a gross vehicle weigh' rating of 26,000 pounds or less or any such vehicle towing a vehicle not in excess of 10,000 pounds that is:

1. designed to transport sixteen (16) or more passengers, including the driver; or
2. used in transportation of hazardous materials requiring the vehicle to be placarded under 49 CFR, Part 172, Sub-Part F.

CLASS D

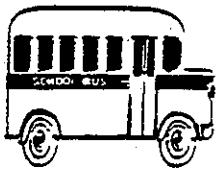
Automobiles, pick-up trucks and all other motor vehicles not specified in Class A, B or C.



WHO MUST HAVE A KENTUCKY COMMERCIAL DRIVER'S LICENSE?

If you live in Kentucky and want to drive commercial motor vehicle on public roads, you must have

INSTRUCTOR GUIDELINES/NOTES	CONTENT



a Kentucky commercial driver's license unless you are expressly exempt.

WHO IS EXEMPT?

1. A non-resident who is at least eighteen (18) years of age and has a valid commercial driver's license from another state. Drivers must be at least twenty-one (21) years of age to drive a school bus in Kentucky.
2. A non-resident who is at least eighteen (18) years of age and has a valid commercial learner's permit from another state and is accompanied by a holder of a valid commercial driver's license. Again, drivers must be at least twenty-one (21) years of age to drive a school bus in Kentucky.
3. Farmers - A bona fide farmer or farm vehicle, otherwise covered by the commercial driver's license requirements, may be exempt from the provisions of this act only if the vehicle used is:
   a. driven by a farmer or farm vehicle driver;
   b. used only to transport either agricultural products, farm machines or farm supplies to or from a farm; or
   c. used within one hundred and fifty (150) miles of the qualifying farm.

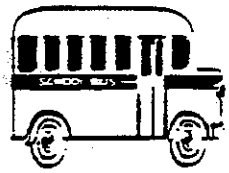
   NOTE: Farmers who wish to be exempt from the commercial driver's license requirements must apply to the

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	Department of Transportation Division of Motor Vehicles, for a certificate of exemption.
	4. Military personnel, including the National Guard and Reserve, will be exempt from the provision of this act only when:
	a. in uniform;
	b. operating equipment owned by the US Department of Defense, except during declared emergencies or disaster situations;
	c. while on duty; or
	d. is in possession of a valid classified military driver's license for the class o' vehicle being driven.
	5. Firefighting and rescue personnel. Operators of vehicles authorized to hold an "Authorized Emergency Vehicle Permit" for use of red signal lights are exempt from the provision of this act only while the "Authorized Emergency Vehicle Permit" is in force. Vehicles in this class would include, but are not limited to, firefighters and rescue equipment:
	a. owned and operated by the state, county and municipal fire departments;
	b. owned and operated by state, county and municipal civil defense organizations and/or

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	c. owned and operated by a manufacturer engaged in a type of business that requires firefighter equipment to protect the safety of its plants and employees. The Commercial Motor Vehicles Safety Act of 1986 exempts vehicles exclusively for personal use (such as recreation vehicles) and rental trucks used only to transport the driver's personal and/or household property. COMMERCIAL DRIVER'S INSTRUCTION PERMIT A commercial driver's instruction permit may be issued to an individual who holds a valid operator's or Class D driver's license who has passed the vision and written tests required for issuance of a commercial driver's license. The commercial driver's instruction permit may be issued for a period not to exceed six (6) months. 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 that type of vehicle who occupies a seat beside the individual for the purpose of giving instruction or testing. A commercial driver's instruction permit may only be issued to an individual who is at least eighteen (18) years of age and has held an operator's license for at least two (2) years.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	The applicant for a commercial driver' instruction permit must also be otherwise qualified to hold a commercial driver's license. APPLICANT RECORD CHECK Before issuing a commercial driver's license, the commissioner must obtain driving record information through the commercial driver's license information systems, the National Driver Register, and each state in which the person has been licensed. NOTIFICATION OF LICENSE ISSUANCE Within ten (10) days after issuing a commercial driver's license, the commissioner shall notify the commercial driver's license information system of the fact, providing all information required to ensu identification of the person. AGE AND FITNESS REQUIREMENTS You must be at least eighteen (18) years of age and have two (2) years of experience as a licensed driver to qualify for a commercial driver's license or a commercial driver's instruction permit. Federal Motor Carrier Rules (49CFR, Part 391.41) require that drivers subject to those rules meet specific physical qualification standards and carry evidence of such qualification in the form of a medical certificate. At the time of application for a Kentucky commercial driver's license, you must certify under oath that you either possess such certificate or are n subject to the FMCSR. Should you later become subject

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	to FMCSR and fail to obtain the proper medical certification, your license may be subject to cancellation. A false statement on your application will also subject your license to cancellation. NEW RESIDENT AND TRANSFER OF CDL After establishing residence in Kentucky, anyone who wishes to drive commercial motor vehicles must apply for a Kentucky commercial driver's license within thirty (30) days. If you have a valid out-of-state commercial driver's license, you must pass the vision test if you desire a Kentucky commercial driver's license. The Kentucky Department of Transportation, Division of Motor Vehicles, will obtain driving record information through the Commercial Driver's License Information System (CDLIS), the National Driver Register (NDR) and each state in which you have been licensed. You will also be required to surrender your out-of-state license before a Kentucky commercial driver's license can be issued. New residents who do not hold a valid commercial driver's license from another state must follow the same procedures as any first-time applicant for a commercial driver's license. RESTRICTED LICENSES The Kentucky Department of Transportation, Division of Motor Vehicles, is authorized to impose license restrictions to assure the safe operation of motor vehicles.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	The Department may issue you a restricted licens or may indicate restrictions on the regular license form. Operating a motor vehicle in violation of the restriction is a serious offense and could result in the suspension or revocation of your driving privilege. EXPIRATION OF LICENSE Commercial driver's licenses expire four (4) years from the date of issuance. A commercial driver's license held by someone in the armed forces which expires while the person is on active duty remains valid for thirty (30) days from the date the person re-establishes residence in Kentucky. Any person applying to renew a commercial driver's license which has been expired for two (2) years or mor must follow the procedures for initial issuance of a commercial driver's license, including testing provisions. LICENSE RENEWAL PROCEDURES When applying for a renewal of a commercial driver's license, the applicant must complete the application form, providing updated information and required certifications. If the applicant wishes to retain a hazardous material endorsement, he/she must take and pass the written test. CHANGE OF NAME OR ADDRESS If you change your name or address, you are required to notify the Kentucky Department Transportation, Division of Motor Vehicles, in writing,

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	with copies of documents making this change legal. An application for a change of name or address must be made to the Department of Transportation on a driver's license application form. Since this change is considered as a duplicate or reissuance license, a monetary fee is required.
	ORGAN DONOR PROGRAM
	If you wish to become an organ donor, include this information on the back of your license.
	COMMERCIAL DRIVERS PROHIBITED FROM OPERATING WITH ANY ALCOHOL IN SYSTEM
	1. Not withstanding any other provision of law, a person with measurable alcohol in his/her system may not drive, operate or be in physical control of a commercial motor vehicle.
	2. A person with measurable alcohol in his/her system who drives, operates or is in physical control of a commercial motor vehicle or refuses to take a preliminary breath test to determine blood alcohol level must be placed out-of-service for twenty-four (24) hours.
	IMPLIED CONSENT AND THE CHEMICAL TEST
	Anyone who acceps the privilege of driving in Kentucky is deemed to have given consent, if arrested, to taking the designated test to determine body alcohol content. If the driver refuses to take the chemical test, his/her privilege of operating a motor vehicle will be suspended for a period of one (1) year to life.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	Many people mistakenly think that the Impli Consent Law means that they will be fined or go to jail if they have alcohol on their breath when they are stopped. On the contrary, since the blood alcohol test provides a medically accepted measure of alcohol concentration, the law protects the driver who has not been drinking. The Implied Consent Law protects the public from intoxicated drivers who refuse to be tested for body alcohol content when arrested. Without this law, some drivers might escape punishment and continue to pose a danger to the public. KNOWLEDGE EXAMINATION All applicants must take the knowledge test, either written or oral, and pass it with at least an 80 score. Beginning with a general knowledge test, all applicants must pass an air brake test or the commercial driver's license will be restricted to vehicles without air brakes. Endorsement tests can be taken at the same time as the general knowledge test or at a later time. SKILLS TEST The Skills Test, if required, will not be given until you have passed all parts of the written examination. Each section of the Skills Test (i.e., Pre-Trip Inspection, Basic Controls and Road Test) must be passed in sequence in order to proceed to the next section. All Skills Tests will be administered by certified third-party examiners.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	WAIVER OF SKILLS TEST Any applicant, if licensed prior to April 1, 1990, may be granted an exemption from performing the required CDL Skills Test if: 1. The applicant can provide proper certification, as may be required, that during the two (2) years immediately preceding application for a CDL he/she: a. has not had more than one (1) valid license except for those states accorded an exemption; b. has not had any license suspension, revokation or cancellation as a result of his/her operation of a motor vehicle; c. has not had any convictions resulting from the operation of any type of motor vehicle for any of the disqualification offenses contained in CFR Section 383.51; or d. has not had any violation of a state or local law relating to motor vehicle traffic control (other than parking violations) arising in connection with any traffic accident nor any record of an accident where he/she was at fault. 2. The applicant can also provide evidence and proper certification, as may be required, of one (1) of the following:

INSTRUCTOR GUIDELINES/NOTES	CONTENT

a. he/she has previously taken and passed Skills Test, given by a state with a classified licensing system, that was behind-the-wheel in a vehicle represented for his/her driver's license classification; or

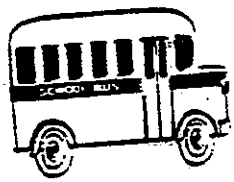
b. he/she consistently operated a vehicle representing the commercial vehicles the applicant expects to operate for at least two (2) years immediately proceeding application for a CDL.

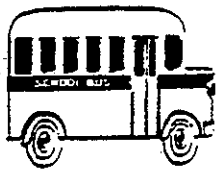
DRIVER RESPONSIBILITIES

The driving privilege carries with it many responsbilities. You, and only you, are responsible fc your actions. There are a number of areas that the license holder must be aware of in order to maintain the privilege of driving in Kentucky.

No person who operates a commercial motor vehicle is allowed to have more than one (1) driver's license at a time.

Any Kentucky licensed commercial motor vehicle driver who receives an out-of-state violation (other than parking violations) must notify the Kentucky Department of Transportation, Division of Motor Vehicles, within thirty (30) days after the date of the violation.



INSTRUCTOR GUIDELINES/NOTES	CONTENT
	**NOTIFICATION OF SUSPENSIONS, REVOCATIONS, CANCELLATIONS AND EXPIRATION** Each driver whose license is suspended, revoked, cancelled or expired by any state, who loses the privilege of driving a commercial motor vehicle in any state for a period or is disqualified from driving a commercial motor vehicle for any period, must notify his/her employer before the end of the business day following the day the driver received notice of that fact. **NOTIFICATION OF PREVIOUS EMPLOYMENT** Anyone who applies to be a commercial motor vehicle driver must provide the employer, at the time of application, with the following information for ten (10) preceding years: 1. a list of names and addresses of previous employers for whom the applicant drove a commercial motor vehicle; 2. the dates of such employment; and 3. the reason for termination. Applicants must certify that all information furnished is true and complete. An employer may require an applicant to provide additional information. **ENDORSEMENTS AND RESTRICTIONS** "H" authorizes the driver to drive a vehicle transporting hazardous materials.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	"I" restricts the driver to intrastate use only. "J" restricts the driver from using Class A or B buses. "K" restricts the driver to vehicles not equipped with air brakes. "L" restricts the driver from using Class A buses. "N" authorizes driving tank vehicles. "P" authorizes driving vehicles carrying passengers. "S" allows the driver to use school buses/mass trans. buses/church buses for non-profit use only. "T" authorizes driving double and triple trailers. "X" represents a combination of hazardous materials and tank vehicle endorsements. <u>DISQUALIFICATION AND CANCELLATION</u> On or after April 1, 1992, a driver will be: 1. Disqualified from driving a commercial motor vehicle for a period of not less than one (1) year if convicted of a first violation of:

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	a. driving a commercial motor vehicle under the influence of alcohol or a controlled substance;
	b. driving a commercial motor vehicle while his/her blood or breath alcohol concentration is 0.04 or more;
	c. refusal to submit to a test to determine his/her alcohol concentration while driving a commercial motor vehicle; and/or
	d. using a commercial motor vehicle in the commission of any felony, as defined in this article.
	2. Disqualified, as an operator of any vehicle, for conviction of any of the following offenses (for a period of not less than three (3) years if the violations occurred while transporting a hazardous material required to be placarded):
	a. manslaughter or negligent homicide resulting from operation of a motor vehicle;
	b. driving while license is suspended or revoked; or
	c. perjury or making a false affidavit or false statement under oath to the Division of Motor Vehicles.
	3. Disqualified for life if convicted of two (2) or more violations of any of the offenses specified in "Subsection A" of this section or any

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	combination of those offenses arising from t (2) or more separate violations.
	BASIC CONTROL OF YOUR VEHICLE
	Safe operation of a commercial vehicle calls for skill in:
	1. ACCELERATING
	a. Partly engage clutch before taking your foot off of the brake.
	b. Use the parking brake to keep from rolling back and release it only when you have enough power to keep you from rolling back.
	c. Speed up smoothly and gradually so the vehicle doesn't jerk and cause mechanical damage.
	2. STEERING
	a. Hold steering wheel firmly with both hands.
	b. Hands should be on opposite sides of the wheel.
	3. BACKING UP SAFELY
	a. Back up slowly.
	b. Use the mirrors.
	c. Correct drift of a bus by turning the top of the steering wheel in the direction that the rear of the bus is drifting.
	d. Pull forward to reposition the vehicle as needed.
	e. Use a helper and hand signals.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

f. Back and turn to the driver's side when possible.

g. Avoid backing, when you can.

SHIFTING GEARS

Correct shifting of gears is necessary for control of your vehicle.

1. Many manual transmissions (stickshifts) for heavy vehicles must be double-clutched.
2. Shift up or down according to engine or road speed (rpm or mph).
3. Downshift before going down a hill.
4. Downshift before entering a curve.

SEEING

Seeing what is around you is important.

1. Look ahead the distance the vehicle would travel in twelve to fifteen (12-15) seconds (at highway speeds that is about 1/4 mile) for:
   a. traffic;
   b. road conditions; and
   c. signs.
2. Look to the sides and rear, using mirrors for:
   a. checking traffic;
   b. checking the vehicles and tires; and/or
   c. lane changes, turns, merges and tight moves.
3. Check mirrors quickly and return attention to road ahead.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	4. Curved mirrors, as well as convex or sp mirrors, make things seem farther away than they are.
	5. There are blind spots that your mirrors cannot show you.
	COMMUNICATING
	Signaling what you will do is very important for safety.
	1. Signal early before you turn or change lanes.
	2. Cancel your signal after the turn or lane change.
	3. Flash the brake lights to warn other drivers that you will need to slow down for a hazard or stop.
	4. Use the four-way emergency flashers when moving slowly or when you are parked, when appropriat.
	5. Don't signal others to pass as it could cause an accident.
	6. Brake early and slow gradually for tight turns.
	In communicating your presence to others:
	1. Don't assume that others can see you.
	2. At night, flash lights to high beam, then back to low beam when you are about to pass a vehicle.
	3. Use low beam headlights so you can be seen easier.
	4. When passing, tap the horn lightly or flash the high beams.
	5. Use the horn only when needed; otherwise, it can startle other drivers.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

6. When parked on the side of the road:

   a. turn on four-way emergency flashers;

   b. place reflective triangles within ten (10) minutes after stopping; and

   c. when putting out the triangles, hold them between yourself and the oncoming traffic for your safety.

NOTE: ON A HILL OR CURVE, THE REAR TRIANGLE SHOULD BE MOVED UP TO FIVE HUNDRED FEET (500') TO PROVIDE ADEQUATE WARNING.

CONTROLLING SPEED (STOPPING)

You may have to change your speed because of traffic, hills, weather conditions and curves.

1. Stopping distance includes:

   a. the distance the vehicle goes from the time your eyes see a problem to the time your brain knows it - **perception distance**;

   b. the distance traveled from the time your brain tells your foot to move from the acclerator until your foot pushes the brake - **reaction distance**; and

   c. the distance it takes to stop once the brakes are applied - **braking distance**.

At 55 mph, it will take about six (6) seconds to stop. Your vehicle will travel about the distance of a football field.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

PERCEPTION DISTANCE

+

REACTION DISTANCE

+

BRAKING DISTANCE

= TOTAL STOPPING DISTANCE

2. If you double your speed, it will take you about four (4) times the distance to stop your vehicle.

3. Brakes on heavy vehicles are made to work better if your vehicle is loaded. Empty trucks require greater stopping distance because an empty vehicle has less traction. This may cause bouncing and wheel lockup. The heavier a vehicl is, the more work the brake must do to stop. This makes the brakes hotter.

4. Match your speed to the road surface:

   a. Slippery roads make the vehicle harder to turn and cause you to take longer to stop. Slow down gradually and allow much more space than is needed for ideal driving conditions.

   b. On wet roads or for double stopping distance. Reduce speed by one third (55 mph to 35 mph).

   c. On packed snow, reduce speed by one-half or more.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

d. On ice, stop driving as soon as you can safely do so.

e. Hyrdoplaning may happen to a vehicle when it travels on wet roads. Tires lose road contact and have little or no traction. Release the accelerator and push in the clutch to slow the vehicle. Hydroplaning is more likely to happen when tire pressure is low and tread is worn.

5. Speed and curves:

a. Adjust speed for curves.

b. Downshift before you enter a curve.

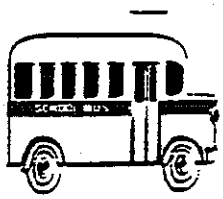
c. Braking in a curve may cause skidding.

d. Vehicles with a high center of gravity can roll over at the speed limit posted for a curve.

6. Be able to stop within the distance you can see ahead.

7. Generally, the safest speed in heavy traffic is the speed of other vehicles.

8. Speed on downgrades - shift to a lower gear before starting down a grade or hill.



NOTE: YOU NEED ONE SECOND FOR EVERY TEN FEET (10') OF VEHICLE LENGTH AT SPEEDS BELOW 40 MPH. AT GREATER SPEEDS, ADD ONE (1) MORE SECOND FOR SAFETY.

1. Space Behind

a. Stay to the right so faster vehicles may pass.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	b. Deal with tailgaters safely by: o avoiding quick lane changes; o increasing your following distance; o not speeding up; and/or o turning on tail lights or tapping brake lights. 2. Space to the Sides a. Stay in the center of the lane. b. Avoid traveling next to other vehicles especially when coming out of tunnels. Strong winds may make it difficult to stay in your lane. 3. Space Overhead - Check to be sure you always have overhead clearance. a. Don't assume that the heights posted are correct. b. If your vehicle tilts and hits objects near the side of the road, drive closer to the center of the road. 4. Space Below **NOTE:** Most drivers forget about the clearance under their vehicles. 5. Space for Turns **NOTE:** Because of wide turning and off-tracking, large vehicles can hit other vehicles or objects during turns.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

a. Right Turns

- Turn slowly to give yourself and others more time to avoid problems.
- Turn wide as you complete the turn.
- Don't turn wide to the left at the beginning of the turn unless necessary.

b. Left Turns

- Reach the center of the intersection before you start the turn.
- Use the right-hand turn lane if there are two (2) turning lanes.

6. Crossing or Entering Traffic

a. Be aware of the size and weight of your bus.

b. You need a larger gap than a car to enter traffic.

c. Allow more room if your bus is heavily loaded.

d. Be sure you can get all the way across before traffic reaches you.

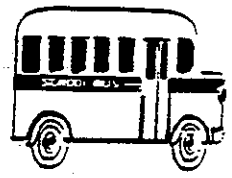
<u>DRIVING AT NIGHT</u>

Driver factors causing problems when driving at night are:

1. Vision - People can't see as sharply at night.
2. Glare - You may be blinded for a short time by bright lights. Don't look directly at bright lights.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	3. Being tired and sleepy.
	ROADWAY FACTORS:
	1. Poor lighting
	2. Drunk drivers
	VEHICLE FACTORS:
	1. Headlights - Low beams let you see two hundred and fifty feet (250') ahead. High beams let you see three hundred and fifty to five hundred feet (350-500').
	2. Dirty or broken vehicle lights.
	3. Dirty windshied and/or mirrors.
	NIGHT DRIVING:
	1. Be rested and alert.
	2. Don't blind others with high beams. Dim you lights when following or approaching another vehicle within five hundred feet (500').
	3. Avoid looking directly at lights of oncoming vehicles.
	4. Use high beams when conditions allow.
	5. Drive slowly enough to be able to stop within the range of your headlights.
	6. Stop driving and rest at the nearest safe place if you get sleepy or tired.
	7. Slow down.
	<u>DRIVING IN WINTER WEATHER</u>
	Winter pre-trip inspections should include:
	1. antifreeze in your vehicle;
	2. windshield wiper fluid in your vehicle;

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	3. defrosters and heaters are working properly;
	4. windshield wipers are working properly;
	5. tire chains;
	6. radiator shutters are working properly; and
	7. that there are no exhaust system leaks which could allow poisonous carbon monoxide to leak into your vehicle.
	DRIVING
	1. Start engine and accelerate slowly to get the feel of the road.
	2. Make turns as gently as possible.
	3. Adjust speed to conditions.
	4. Adjust space to conditions.
	5. Avoid getting brakes wet, use lower gear and increase RPMs.
	6. Gently put on brakes when going through deep water to keep water out.
	7. Maintain light pressure on brakes for a short distance to heat them up in order to dry them out.
	DRIVING IN HOT WEATHER
	During pre-trip inspections:
	1. Inspect tires every two (2) hours or one hundred (100) miles. Tire tread may separate in hot weather.
	2. Check proper oil level and pressure - oil helps keep the engine cool.
	3. Check proper engine coolant level.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	4. Make sure engine coolant has antifreez Antifreeze helps the engine in hot weather as well as cold. Never take off the radiator cap or any part of pressurized system until the engine has completely cooled. 5. Make sure belts are tight to avoid overheating. 6. Make sure coolant hoses are not cracked or dry-rotted. **DRIVING** 1. Watch for bleeding tar on the road. 2. High speeds will increase tire problems and make tires and engine hotter. 3. Never check air pressure in hot tires. If tire is too hot to touch, remain stopped until ti cools. **MOUNTAIN DRIVING** 1. Be in correct gear before going down steep grades. a. Older vehicles - Choose same gear you would use to go up the grade. b. Newer vehicles - Choose a gear lower than you would use to go up the grade. 2. Brake properly. a. Go slow enough down a grade that light use of the brakes will keep your speed from increasing. b. Brakes that get hot may fade.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

c. Use on again-off again braking with a target speed. Refer to the Commercial Driver License Manual (Revised 1994), Chapters 2-39.

3. Know escape ramp locations on the route. Escape ramps are made to safely stop runaway vehicles as well as to avoid damage and prevent injury to drivers, passengers and vehicles.

SEEING HAZARDS

A hazard is any road condition or road user that is a possible danger.

1. Seeing hazards lets you be prepared.
2. Learn to recognize hazards.

Slow down and drive with care if any of the following road hazards are ahead:

1. Work zones - drive slowly and use four-way flashers or brake lights to warn others.
2. Dropoffs - Don't drive too near edge of road.
3. Foreign objects - Try to avoid them without making sudden or unsafe moves.
4. Off/On ramps:
   a. Posted off-ramp speeds may not be safe for larger vehicles or heavily loaded vehicles.
   b. Braking and turning at the same time is dangerous.
   c. Slow down before the curved part of an off-ramp or on-ramp.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	Be aware of many hazards such as:
	1. drivers with blocked vision;
	2. distracted drivers;
	3. talkers;
	4. children;
	5. workers;
	6. disabled vehicles;
	7. accidents;
	8. shoppers;
	9. confused drivers;
	10. slow drivers;
	11. drivers in a hurry;
	12. impaired drivers;
	13. slow vehicles (identified with red triangle wit an orange center); and
	14. if there is movement inside a parked car which could mean someone is about to get out.
	Always have a plan:
	1. Driver body movement may be a clue for a turn or lane change.
	2. Watch for other drivers who can't decide which way to go.
	3. Look for hazards to have time to plan before an emergency.
	4. Be ready to act based on emergency plans.
	<u>EMERGENCIES</u>
	An example of a traffic emergency is when two (2 or more vehicles might crash.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

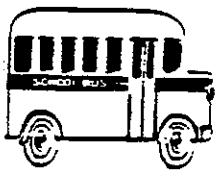
Vehicle emergencies can happen when tires, brakes or vehicle parts fail.

If a driver drifts into your lane, a move to the right is best.

REMEMBER: A VEHICLE MAY BE ABLE TO TURN MORE QUICKLY THAN TO STOP.

Steer to avoid a crash:

1. Stopping is not always the best thing to do.
   a. A quick turn can be made safely if the driver:
      - doesn't apply brakes when turning;
      - avoids braking until the vehicle speed is less than 20 mph; and
      - keeps both hands on steering wheel.
   b. "Counter-steer" (turn wheel back in other direction) once you have passed the danger.
2. Steer to the right if an oncoming car has drifted into your lane. Don't turn any more than necessary to clear what is in your way.
3. Leave the road if necessary.
   a. Brake gently to avoid skidding.
   b. Keep one (1) set of wheels on the pavement, when possible.
   c. Stay on the shoulder if possible.
   d. If the driver must return to the road before stopping:
      - reduce speed or even stop if safe to do so;



INSTRUCTOR GUIDELINES/NOTES	CONTENT

- turn enough to get back on the roa and
- counter-steer immediately when front tires are on the road.

STOPPING QUICKLY AND SAFELY

1. CONTROLLED BRAKING:
   a. Apply brakes as hard as possible without locking the wheels.
   b. If wheels lock, release brakes.
   c. Use brakes again as soon as possible.
2. STAB BRAKING:
   a. Apply brakes all the way.
   b. Release brakes when wheels lock up.
   c. As soon as wheels start rolling agai fully apply brakes.
3. Don't jam on the brakes. If the wheels are skidding, you cannot control the vehicle.
4. Never disable or unhook steering axle brakes.

BRAKE FAILURE

1. Brake failures are caused by:
   a. loss of hydraulic pressure; and/or
   b. brake fade from overheating.
2. When brakes fail:
   a. downshift;
   b. pump the brakes;
   c. use the parking brake;
   d. find an escape route; and
   e. use escape ramp if available.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	TIRE FAILURE
	1. Recognize a tire failure by:
	a. sound;
	b. vibration; and/or
	c. feel.
	2. Hold the steering wheel firmly.
	3. Stay off the brake until the vehicle slows down.
	4. After stopping, check all the tires.
	<u>SKID CONTROL AND RECOVERY</u>
	Five (5) main causes of skids are:
	1. over-braking;
	2. over-steering;
	3. over-accelerating;
	4. driving too fast for road conditions; or
	5. not enough weight on front axle.
	DRIVE WHEEL SKIDS
	1. Drive wheel skids caused by acceleration can be stopped easily by taking your foot off the accelerator.
	2. Drive wheel braking skids can be corrected by:
	a. stopping braking;
	b. turning quickly in the direction of the skid; and/or
	c. counter-steering.
	FRONT-WHEEL SKIDS
	1. Front wheel skids are caused by driving too fast for the conditions.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	2. The front end tends to go in a straight line : matter how much you turn the steering wheel. 3. Slow down as quickly as possible without skidding. ACCIDENT PROCEDURES 1. Protect the area. a. Get the vehicle to the side of the road. b. Park away from the accident if stopping to help. c. Put your flashers on. d. Set out reflective triangles. 2. Notify authorities. a. Use CB emergency channel before leaving the vehicle. b. Protect area, then telephone or send someone for help. 3. Care for the injured. a. If a qualified person is at the accident and helping the injured, stay out of the way unless asked to help. b. Don't move a severly injured person unless the danger of fire or passing traffic makes it necessary. c. Stop bleeding by applying direct pressure to the wound. d. Keep the injured person warm. 4. Collect information on the accident.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

FIRES

Some causes of fires are:

1. spilled fuel after an accident;
2. under-inflated tires or dual tires that touch;
3. electrical system short-circuits;
4. improper fueling, loose connections or driver smoking;
5. flammable cargo, improperly loaded with poor ventilation; or
6. the improper use of flares.

Fire prevention involves:

a. pre-trip inspections (see "Care and Maintenance");

b. inspection of vehicle at stops during the trip;

c. following safety procedures; and

d. monitoring vehicle gauges and mirrors to check cargo and vehicle.

FIREFIGHTING

1. Pull off the road.

   a. For engine fires, turn off the engine as soon as possible. Don't open the hood.

   b. For cargo fires, keep cargo doors shut.

2. Keep the fire from spreading.
3. Use the fire extinguisher.
4. Extinguish the fire.

   a. Don't use water on an electrical or gasoline fire.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	b. Burning tires must be cooled with water. c. Know how the fire extinguisher works. STAY ALERT AND FIT TO DRIVE Stay alert by: 1. getting enough sleep; 2. scheduling trips during hours you are normally awake and can remain alert; 3. not taking medicine that has a label warning against operating vehicles; 4. keeping cool; and/or 5. taking short breaks before you feel drowsy. When sleepy: 1. stop driving; 2. sleep or take a nap; and/or 3. avoid taking drugs to keep you awake. NOTE: ONLY SLEEP CAN OVERCOME BEING TIRED. ALCOHOL AND DRIVING 1. Alcohol in your body is measured by blood alcohol concentration (BAC). 2. The alcohol in drinks affects human performance. a. It first affects a person's good judgement and self-control. b. It then affects muscle control, vision and coordination, which can cause serious driving errors and increase the possibilit of accidents due to:

INSTRUCTOR GUIDELINES/NOTES	CONTENT

- increased reaction time;
- driving too fast or too slow;
- weaving;
- straddling lanes;
- quick, jerky starts;
- not signalling;
- running stop signs and red lights; and/or
- improper passing.

OTHER DRUGS

1. Possession or use of many drugs while on duty is forbidden.
2. Don't take over-the-counter drugs which warn of side affects.
3. Use of drugs can lead to traffic accidents, arrests, fines and/or jail sentences.
4. Possession and use of prescription drugs is permitted if the doctor informs the driver that it will not affect safe driving ability.

NOTE: DON'T DRIVE WHEN ILL.

AIR BRAKE SYSTEMS

An air brake system is made up of three (3) parts:

1. The service brake system applies and releases the brakes when you use the brake pedal when driving.
2. The parking brake system applies and releases the parking brakes when you use the parking brake control.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

3. The emergency brake system uses parts of tl service and parking systems to stop the vehicle if the service brake system fails.

Air brakes use compressed air to make the brakes work.

Air brakes are a safe way of stopping large vehicles if the brakes are well kept and used right.

PARTS OF THE AIR BRAKE SYSTEM

The air compressor pumps air into the air storage tanks. If the compressor has its own oil supply, check the oil level before driving.

The air compressor governor turns the air compressor on and off and controls the air being pumped into the tanks.

The air storage tanks hold compressed air - enough air to let the brakes be used several times even if the air compressor stops working.

AIR TANK DRAINS

1. Compressed air has some water and oil in it.
   a. Water and compressor oil tend to collect in the bottom of the air tank.
   b. Water can freeze in parts of the brake system, making the brakes fail.
2. Drain valves let you drain the unwanted oil and water that collects in the bottom of the tank.
   a. Tanks with manual valves must be drained by hand after each day of driving.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

b. Tanks with automatic valves drain the water and oil by themselves.

ALCOHOL EVAPORATOR (FOUND ON SOME VEHICLES)

1. The alcohol evaporator puts alcohol into the air system.
   a. Alcohol helps keep ice from forming in air brake valves and parts.
   b. Ice can make the brakes stop working.
2. Check the alcohol container every day during cold weather and fill when needed.
3. Drain air tanks daily if tank has a manual valve (see your local district procedure on this).

SAFETY VALVE

The safety valve protects the tank and the rest of the system from too much pressure.

1. The brake pedal controls pressure to the brakes.
2. Pushing the pedal down harder applies more air pressure.

FOUNDATION BRAKES

1. The foundation brakes are the brakes at each wheel.
2. The most common type is an S-cam drum brake.
3. Other types are wedge and disc brakes.

SUPPLY PRESSURE GAUGE

The supply pressure gauge tells how much pressure is in the air tanks. All vehicles have a supply pressure gauge.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

APPLICATION PRESSURE GAUGE

1. The application pressure gauge shows how much air pressure you are applying to the brakes.
2. The need to apply more pressure to hold the same speed when going down steep grades:

   a. means the brakes are fading -
      - slow down and
      - look and listen for air leaks;

   b. can also be caused by
      - brakes that are out of adjustment;
      - air leaks; or
      - mechanical problems.

LOW AIR PRESSURE WARNING SIGNAL

The low air pressure warning signal:

1. is required on vehicles with air brakes;
2. must come on before the air pressure falls below 60 psi;
3. is usually a red light; and
4. means, when it comes on, that you should stop right away and park your vehicle safely.

STOP LIGHT SWITCH

The stop light switch turns on the brake lights when you put on the air brakes to warn drivers behind you.

SPRING BRAKES

Spring brakes:

1. hold emergency and parking brakes on;

INSTRUCTOR GUIDELINES/NOTES	CONTENT

2. are held back by air pressure when driving;
3. put the brakes on with their very powerful springs if the air pressure is removed; and
4. depend, for their braking power, on brakes being in adjustment.

PARKING BRAKE CONTROLS

1. The modulating control valve is used to apply the spring brakes slowly if service brakes fail.
2. Dual parking control valves consist of:
   a. one (1) valve used to put on the spring brakes for parking; and
   b. another valve using pressure from a separate tank to release the spring brakes so you can move the vehicle in an emergency.

INSPECTING AIR BRAKE SYSTEMS

1. Check air compressor drive belt.
2. Check manual slack adjusters on S-cam brakes with the vehicle parked on level ground, wheels chocked (held in place by blocks) and parking brake off.
3. Check brake drums (or discs), linings and hoses.
4. Test low-pressure warning signal.
5. Check that spring brakes come on automatically.
6. Test air leakage rate:
   a. Loss rate should be less than 2 psi in one (1) minute for single vehicles with engine off, brakes released.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

b. Loss rate should be less than 3 psi in or (1) minute for single vehicles with the service brake on.

7. Check air compressor governor cut-in and out pressures.

8. Test parking brake.

9. Test service brakes:

   a. Move the vehicle forward slowly and apply the brakes firmly.

   b. Note any vehicle "pulling" to one side, unusual feel or delayed stopping action.

<u>USING AIR BRAKES</u>

For a normal stop, use brake pedal to control the pressure so the vehicle comes to a smooth, safe stop.

For emergency stops, brake so you can steer safely and the vehicle stays in a straight line.

1. Controlled braking requires you to:

   a. firmly apply brakes;

   b. release brakes if wheels slide; and

   c. reapply brakes.

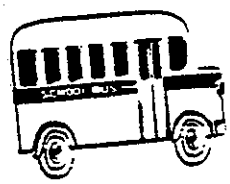
2. Stab braking requires that you:

   a. press the brake pedal as hard as you can;

   b. release the brakes when the wheels lock up; and

   c. put the brakes on again when the wheels start rolling.

INSTRUCTOR GUIDELINES/NOTES	CONTENT



STOPPING DISTANCE FOR VEHICLES WITH AIR BRAKES

1. Air brakes, unlike hydraulic brakes, take time to work after the brake pedal is pushed.
   a. It takes one-half of a second or more for the air to flow through the lines to the brakes.
   b. On dry pavement, the air brake lag distance at 55mph is about thirty-two feet (32').
2. Stopping distance is the total of four factors:

PERCEPTION DISTANCE

+

REACTION DISTANCE

+

EFFECTIVE BRAKING DISTANCE

+

BRAKE LAG DISTANCE

=

STOPPING DISTANCE

BRAKING ON DOWNGRADES

1. When you try to slow down from a high speed often or quickly, the brakes get too hot.
2. Brakes will fade when they get too hot and you will have to push harder to get the same stopping force.
3. Use a low gear. On again-off again technique with a target speed is the approved downhill braking procedure.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

4. Brake system adjustments must be balanced to giv the same braking to each wheel.

PARKING BRAKES

1. Use the parking brakes any time you park the vehicle (or load/unload students).
2. Let hot brakes cool before applying parking brakes (chock wheels).
3. Before using parking brakes in freezing weather, be sure to dry brakes that are wet (drive with brakes lightly applied).
4. Parking brakes must be held by mechanical force.
5. Drain air tanks of water and oil after each working day (see your local district procedure before doing this).

LOADING THE BUS

NOTE: All bus drivers must have a commercial driver's license with a passenger endorsement.

Carry-on baggage may not be placed in doorways or aisles.

Baggage and freight must be secured to:

1. allow the driver to move freely and easily;
2. allow riders to exit by any window or door in an emergency;
3. protect riders from injury if carry-ons shift or fall (all carry-ons must be secured according to Federal recommendations); and
4. avoid damage of freight.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

Buses must never carry:

1. Class A poison, liquid Class B poison, tear gas or irritating material;
2. more than one hundred (100) pounds of solid Class B poisons;
3. labeled radioactive materials in the space occupied by people;
4. more than five hundred (500) pounds total of allowable hazardous materials; or
5. more than one hundred (100) pounds of any one (1) class.

Buses may carry:

a. small arms ammunition labeled ORM-D; or

b. emergency hospital supplies and/or drugs.

Do not let riders carry on hazards like wet cell batteries or gasoline.

NOTE: ACCORDING TO FEDERAL REGULATIONS, KENTUCKY SCHOOL BUSES SHALL NOT CARRY THE AFOREMENTIONED ITEMS.

RIDERS

Riders:

1. may not stand forward of the rear of the driver's seat; and
2. must remain behind the standee line.

There should be no standees on a Kentucky school bus.

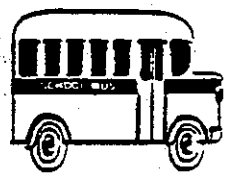
INSTRUCTOR GUIDELINES/NOTES	CONTENT

Remind riders to take carry-ons with them if th are getting off the bus.

ON THE ROAD

Supervise passengers:

1. While driving, scan the inside of the bus as well as the road ahead.
2. Remind riders about rules, if needed.
3. Follow LEA rules for handling drunk or rude drivers.
4. Remind riders to watch their step when leaving the bus.
5. Never drive with an open emergency exit door or window.



SPEED MANAGEMENT AND BRAKING

1. Whenever you double your speed, it takes approximately four (4) times as much stopping distance.
2. Slow down before curves. Although the posted speed is safe for cars, it may be too high for buses.
3. Stop fifty feet (50') before a drawbridge that does not have a signal light or traffic attendant.
4. Adjust your speed by slowing down when going from high beams to low beams.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

5. Slow down and look:

   a. at street car crossings;

   b. at railroad tracks used only for industrial switching;

   c. where a policemen or flagman is directing traffic; and

   d. at crossings marked "exempt crossings."

FOLLOWING DISTANCE

1. Use one (1) second for every ten feet (10') of vehicle length up to 40 mph.
2. Add one (1) second over 40 mph.
3. When driving on a slippery road, allow much more space for following distance.

Other measures to prevent having an accident are:

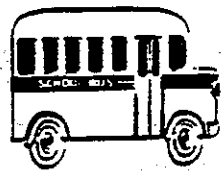
1. Use caution at intersections.
2. Know the space your bus needs to merge with traffic:

   a. Never assume other drivers will brake to give you room.

   b. Avoid traveling next to other vehicles.

   c. Lane changes - you need to check your mirrors to make sure no one is alongside you or about to pass you. Check for mirrors:

      - before you start to change lanes;
      - after you have signaled your intentions;



INSTRUCTOR GUIDELINES/NOTES	CONTENT

- immediately after starting th change; and
- after the change is completed.

3. Be cautious at railroad crossings.
   a. Stop between fifteen and fifty feet (15-50')of railroad crossings.
   b. Listen and look both ways for trains.
   c. If one train has passed, look both ways again to make sure another train isn't coming.
   d. Never change gears while crossing rail road tracks.
4. See ahead.
   a. All drivers look ahead, but many driver don't look far enough.
   b. Recognize hazards such as an ice cream truck, blind intersections or a driver signalling a turn.

AFTER-TRIP INSPECTION

1. Inspect your bus after every shift.
2. Report any damage or mechanical problems.

PROHIBITED PRACTICES

1. Don't do anything that distracts you from driving.
2. Don't tow or push a bus with riders on it unless getting passengers off would be dangerous.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	3. Don't refuel a bus in a closed building when riders are on board. (Try not to refuel anywhere with riders on board.) 4. Don't use brake door interlocks when safety requires use of a parking brake.

COMMERCIAL DRIVERS LICENSE (CDL)

TEST

**PLEASE ANSWER TRUE OR FALSE

KEY			
F	_____	1.	An "L" restriction on your license means you can drive on interstate highways only.
T	_____	2.	You should look ahead of your bus 12-15 seconds.
T	_____	3.	One use of your mirrors is to check the condition of your tires.
T	_____	4.	Stopping distance includes: perception distance, reaction distance and braking distance.
F	_____	5.	Wet roads will triple your stopping distance.
T	_____	6.	You should slow down before entering a curve, then speed up as you exit the curve.
F	_____	7.	High beam headlights allow you to see 500-750 feet in front of you.
F	_____	8.	In hot weather, you should check your tires every 3 hours or 150 miles.
T	_____	9.	You should use light steady pressure on the brakes as you go down a large steep downhill grade.
T	_____	10.	A hazard is any road condition or road user that is a possible danger.
F	_____	11.	Stab braking is pumping the brakes as fast as you can.
T	_____	12.	Most accidents are caused by driving too fast for road conditions.
F	_____	13.	You must have your parking brake off to properly check your slack adjuster.
F	_____	14.	Front tires may be recapped.
F	_____	15.	The driver's seat belt must be worn when transporting students only.

CHAPTER 16

EXTRA-CURRICULAR TRIPS

EXTRA-CURRICULAR TRIPS

LESSON TOPIC:

EXTRA-CURRICULAR TRIPS

OBJECTIVES:

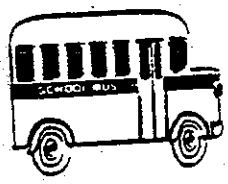
- To enable the drivers to identify the necessary information needed in planning a field trip, handling emergencies while on field trips, types of field trips, leaders and responsibilities of each and to identify behavioral problems and solutions.
- The driver will accurately and carefully plan for and conduct a safe, efficient and trouble-free trip.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
INTRODUCE UNIT.	<u>INTRODUCTION</u> Numerous problems can arise when driving on field trips - problems such as selecting the wrong route, running out of fuel, arriving late or not at all. Student problems can also arise because of no food or rest stops. These can also cause the driver to have an unhappy or unsafe trip. The field trip or activity trip is a special and exciting time for all concerned. It should also be a safe time. The best way to ensure a safe and happy trip is through pre-planning.
REVIEW IMPORTANCE OF MAJOR TOPICS TO BE DISCUSSED.	Following are items to be discussed in thi chapter: 1. Times 2. Route Planning 3. Emergency Preparations 4. Responsibilities 5. Problem Causing Situations
INTRODUCE TOPIC	<u>TIMES</u> Many field trips take drivers out of their district. If problems arise, the driver will probably have a more difficult time in getting assistance. Problems, therefore, take on a more critical nature. Without planning, minor problems can become major ones. Have the students arrive at the designated meeti location thirty (30) minutes prior to departure for

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	information concerning the field trip, practicing emergency evacuations, explaining planned stops, expected behavior, etc. Departure times and locations are important. 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. The same is true for arriving at the event. The exact arrival time and location must be known. For the return trip, drivers must know when they are to arrive at the student pickup spot, the exact location and when to depart. It is also important that drivers know their expected arrival time and location back at the school so that parents know when and where to pick up their children.
EMPHASIZE THAT THE DRIVER CONTACTS THE TRIP SPONSOR, GATHERS PERTINENT INFORMATION AND DETERMINES THE EXIT TIME.	<u>ROUTE PLANNING</u> Since departure and arrival times are important, it is necessary for the driver to plan routes in sufficient detail that travel times 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. Special stops along the way should also be planned in advance. These would include stops for food, fuel and comfort (refer to 702 KAR 5:080, Section 23, "Fueling the Bus"). It is best if they can all be accomplished in one stop rather than separate for each.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	When estimating travel time, time estimates fo these stops will have to be included. A driver should know any special situations along the way. Bridges and tunnels would be good examples. The question the driver might ask is: "Is there anything along the way that I cannot get over, under or through?" Tolls are another consideration. Does the route cross any toll bridge or use a toll road? If it does, the driver will need sufficient money to pay these tolls. Frequently, at special events, there is a special parking area for buses. The driver needs to know if there is such a special area and where it is located. A final consideration is any special instructions. Is there anything else you need to know for a safe and happy trip? Drivers should check with the transportation supervisor for these trips of special conditions or situations.
INTRODUCE TOPIC.	<u>EMERGENCY PREPARATIONS</u> Many things can go wrong while on any trip. These mishaps can range from very minor events to major catastrophes. On a field trip, a mishap of any degree of seriousness is always more difficult to handle because drivers typically are not as familiar with the area as they are with their own route, and they are further from getting assistance.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
REVIEW PREPARATION FOR EMERGENCIES. ILLUSTRATE WITH ACTUAL SITUATIONS WHENEVER POSSIBLE.	Drivers should have on hand several phone numbers should they need to get in touch with key supervisory personnel. This would include the school office and transportation supervisor. Phone numbers of where these individuals can be reached in the evening, as well as their normal office phone number should be obtained. The driver should have available the name, address and phone number of the insurance carrier should an accident occur. A two-way radio under emergency conditions is almost a necessity. If at all possible, a radio should be carried so the driver has a means to contact the school or emergency agencies to request assistance. Some of the students may have a special medical problem. These students and their medical problem(s) should be known before the trip begins. Only in this way can any medical problem be planned for in advance. Because of the excitement of the trip, and its length, it is possible that a student might become ill. Drivers need to know how to handle common illnesses and plan for them in advance.
INTRODUCE TOPIC.	<u>RESPONSIBILITIES</u> A number of different types of groups participate in field or activity trips. Each group may have one (1) or more different types of group leaders. Typical groups and group leaders would include: 1. team/coach; 2. class/teacher; or

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	3. group/chaperone.
	On field and activity trips, responsibilities are shared between the driver and the group leader and/or chaperone. The transportation supervisor also has certain responsibilities to determine whether road conditions are such that it would be safe or practical to travel.
REVIEW RESPONSIBILITIES OF DRIVER.	**RESPONSIBILITIES OF THE DRIVER**
	1. To obey all safety regulations.
	2. To review with the students the emergency evacuation before the beginning of the trip.
	3. To maintain passenger control.
	4. To control emergency situations.
	5. To maintain safe vehicle condition.
	6. To select rest, food and fuel stops.
	RESPONSIBILITIES OF GROUP LEADERS AND/OR CHAPERONES
	KRS 161.185 - BOARDS OF EDUCATION SHALL REQUIRE A MEMBER OF THE SCHOOL FACULTY OR A MEMBER OF THE ADMINISTRATIVE STAFF TO ACCOMPANY STUDENTS ON ALL SCHOOL-SPONSORED OR SCHOOL-ENDORSED TRIPS.
	1. To relay trip plans and safety precautions.
	2. To provide passenger information.
	3. To maintain passenger control.
	4. To provide supervision at stops.
	5. Field trip activity.
	6. Head counts.
	7. To provide passenger instructions.
	8. To properly group students together.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	RESPONSIBILITIES OF DIRECTOR/SUPERVISOR
REVIEW RESPONSIBILITIES OF TRANSPORTATION DIRECTOR/SUPERVISOR.	1. Vehicle and driver ability. 2. To provide necessary time for planning. 3. To know where to communicate with driver in emergencies. 4. To return special care students.
INTRODUCE TOPIC.	PROBLEM CAUSING SITUATIONS Problems may arise while on a field or activity trip because of the nature and length of the trip. Unless plans are made and precautions taken, passenger behavior problems may arise which could get out of control.
ASK "WHAT MIGHT CAUSE A BEHAVIOR PROBLEM ON A FIELD OR ACTIVITY TRIP AND HOW MIGHT THIS BE AVOIDED OR DEALT WITH?"	The following conditions should be identified: 1. Fatigue - the driver should plan to have sufficient rest and comfort stops to avoid problems arising from this condition. There should be no more than ninety (90) minutes between stops. Driver fatigue should also be considered (refer to FMVSS 395.3 for the definition of "On Duty Time"). Remember: FEDERAL Safety Regulations supersede all others.
HAVE INDIVIDUAL CLASS MEMBERS IDENTIFY ONE CONDITION AND EXPLAIN HOW TO AVOID OR DEAL WITH IT.	2. Excitability - drivers should recognize that this will occur because of the nature of the trip. An opportunity should be provided for students to vent some of this excitement before an effort is made to restrain them. The group leader or chaperone should handle problems arising from this situation.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	3. Depression - driver should recognize that thi condition could occur and call it to the attention of the group leader or chaperone. The group leader or chaperone should be alerted and deal with this condition on a one-to-one basis with the student(s).
REVIEW POINTS AS THE DRIVERS IDENTIFY THEM.	4. Discomfort - the driver should be alerted for conditions which could lead to student discomfort. The temperature of the bus should be closely monitored and sufficient fresh air should be provided.
	5. Lack of understanding guidelines - driver should discuss with the group leader or the chaperone the guidelines that are to be followed during th field trip. The group leader or chaperone should discuss these with the students before the trip begins.
	<u>SUMMARY</u>
	During this unit, we have examined a number of topics which are necessary to consider when planning and conducting any field trip.
	Specifically, we reviewed:
SUMMERIZE UNIT.	1. Times
	2. Route Planning
	3. Responsibilities
	4. Problem-Causing Situations
	If adequate attention is paid to planning the tr and precautions are taken to avoid problem producing

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	situations, the field trip should be a pleasant experience for all concerned. However, without it, things can easily get out of hand. Be prepared and enjoy a pleasant trip.

EXTRA-CURRICULAR TRIPS POINTS TO REMEMBER

1. Departure Times
2. Arrival Time (To and From)
3. Planned Route
4. Secondary Route
5. Special Stops
6. Special Situations
7. Tolls
8. Parking
9. Special Instructions
10. Evacuation Procedures
11. Phone Numbers
12. Insurance Carrier Name, Address and Phone
13. Radio
14. Special Medical Problems
15. Driver Responsibilities
16. Speed Limits
17. The Use of Cargo Boxes, When Possible
18. Securing Luggage
19. Prohibited Use of Towing Trailers

SAMPLE

FIELD TRIP PROPOSAL

_____ SCHOOL DISTRICT

THE FOLLOWING INFORMATION MUST BE PROVIDED IN ORDER FOR THIS PROPOSAL TO BE CONSIDERED

SCHOOL _____

TEACHER _____

GRADE(S)/CLASS(ES) _____

DESTINATION _____

DATE _____

EDUCATIONAL EMPHASIS/OBJECTIVES: _____

_____

_____

_____

PLEASE READ THE FOLLOWING BOARD POLICY AND OBTAIN ALL APPROPRIATE SIGNATURES

CLASS FIELD TRIPS	Requests for school-sponsored field trips shall be submitted to the Principal, who shall approve and forward the request to the Director of Transportation and the Superintendent for final approval. The Board shall approve all field trips for the school year at its November meeting.
EXCEPTIONS	Teachers who plan field trips prior to, or after, the November approval date shall forward those requests through the proper channels for approval at least two (2) weeks prior to the event. The Board shall be routinely informed of these trips that were not approved at the November meeting.
OUT-OF-STATE/OVERNIGHT	The board shall approve all out-of-state and overnight trips.
DRIVERS	All vehicles shall be driven by an adult duly qualified and licensed to operate the vehicle. Drivers of school buse shall comply with the responsibilities as required in 702 K 5:080 and all other regulations.

SUPERVISION	A member of the faculty or administrative staff shall accompany students on all school-sponsored trips.
INSURANCE	Only board-insured vehicles or appropriately certified common carriers shall be used for transporting students.
PRIOR APPROVAL FOR	Any school-related trip not falling within the guidelines aforementioned shall require prior board approval. Use of certified common carrier service shall be authorized by the board on a case-by-case basis and the reasons to justify such use shall be cited in the board minutes.
PARENT APPROVAL	Parents are to be informed of the nature of the trip, the approximate departure and return times, means of transportation and any other relevant information. Parents must give written approval for students to participate in school-sponsored trips.

PRINCIPAL'S SIGNATURE OF APPROVAL

SUPERINTENDENT/SUPERVISOR APPROVAL

DATE BOARD INFORMED/APPROVED

SAMPLE FORM

NAME OF DRIVER _____ BUS #_____

DATE OF TRIP _____

SCHOOL _____ DEPARTMENT _____

DESTINATION _____ DEPARTURE TIME _____

APPROXIMATE ARRIVAL TIME _____ AND RETURN _____

ROUTE _____

SPECIAL STOPS (RESTROOM AND FOOD) _____

_____

_____

TOLLS AND PARKING EXPENSE _____

PERMISSION SLIPS CHECKED? _____

DRIVER SIGNATURE _____

GROUP LEADER SIGNATURE _____

TRANSPORTATION DIRECTOR SIGNATURE _____

EXTRA-CURRICULAR TRIPS

TEST

*PLEASE ANSWER TRUE OR FALSE**

KEY

F _____ 1. The best way to ensure a safe and happy trip is through post-planning.

F _____ 2. Generally, departure times and locations are unimportant.

F _____ 3. It is not necessary for the driver to have the name, address and phone number of the insurance carrier on a special trip.

T _____ 4. On an overnight trip, it is an excellent idea for the driver(s) to have a room of their own.

T _____ 5. On out-of-district trips, there should be no more than two-thirds of bus capacity on any one bus.

T _____ 6. Usually, the driver plans the special trips route.

F _____ 7. It is not necessary for the driver to have a list of the students on the bus since the school district has one.

F _____ 8. The maximum speed limit on an extra-curricular trip in a Kentucky school bus is forty-five mph.

F _____ 9. Only on extra-curricular trips can a Kentucky school bus tow a trailer behind the bus.

F _____ 10. An extra-curricular trip is the only time that a Kentucky school bus can be fueled while passengers are on board.

CHAPTER 17

TRAFFIC CONTROL DEVICES, SIGNS AND MARKINGS

TRAFFIC CONTROL DEVICES, SIGNS AND MARKINGS

LESSON TOPIC:

TRAFFIC CONTROL DEVICES, SIGNS AND MARKINGS

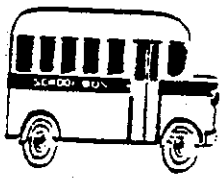
OBJECTIVES:

To enable the driver to:

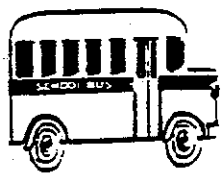
- identify the meaning of the standard colors, shapes, symbols and messages used on traffic signs;
- identify the meaning of the standard roadway markings; and
- explain the meaning of the colors used in road delineators.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
INTRODUCE UNIT.	INTRODUCTION Standardized traffic control devices are used to control and guide driver behavior. Most bus drivers will be familiar with most of the devices because they have been driving private automobiles for several years. However, many drivers do not know the meanings of some of the older traffic control devices. Also, many new signs have been introduced which are not yet that familiar to the average motorist.
REVIEW IMPORTANCE OF MAJOR TOPICS TO BE DISCUSSED.	This chapter will review all types of traffic control devices, highlighting some of the less understood and newer devices. Following are topics to be discussed in thi chapter: 1. Traffic Signs 2. Traffic Signals 3. Roadway Markings
INTRODUCE TOPIC.	TRAFFIC SIGNS 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 or color of the sign can be recognized long before the pictorial can be recognized or the message read. For this reason, traffic signs are standardized by shape a color. Each shape and color have a specific meaning.

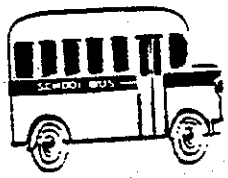
INSTRUCTOR GUIDELINES/NOTES	CONTENT
	Standard colors and their meanings are:
ASK "WHAT DO THESE STANDARD COLORS MEAN?"	1. RED - stop or movement prohibited.
	2. GREEN - indicates movements permitted, direction guidance.
	3. BLUE - motorist service guidance.
	4. YELLOW - general warning.
	5. BLACK - regulation.
	6. WHITE - regulation.
	7. ORANGE - construction and maintenance warning.
	8. BROWN - public recreation and scenic guidance.
	Standard shapes and their meanings are:
	1. OCTAGON - stop.
	2. HORIZONTAL RECTANGLE - guidance information.
ASK "WHAT DO THESE STANDARD SHAPES MEAN?"	3. DIAMOND - general warning.
	4. PENTAGON - school warning.
	5. PENNANT - warning of no passing zone.
	6. VERTICAL RECTANGLE - regulatory except for stop and yield.
	7. EQUILATERAL TRIANGLE - yield.
	8. ROUND - advance warning of a railroad crossing.
	9. CROSSBUCK - railroad crossing.
	The U.S. is moving toward an international type system of traffic signs which emphasize pictures and symbols rather than written messages. Symbolic signs are not entirely new as some have been used in this country for many years. They provide almost instant communication with the driver since they can be understood at a glance without having to be read.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	Some of the present word signs will remain in use. There are signs which have proven effective in the past and which contain easily understood messages. Using the standard colors and shapes, there are three (3) classifications of traffic signs. **REGULATORY SIGNS** Regulatory signs inform highway users of traffic laws or regulations. Regulatory signs are generally rectanglular with the longer dimension vertical with a black legend on a white background. Other colors and shapes are also used. Two (2) of the most common regulatory signs are used to indicate right-of-way. These are the stop and yield signs. Regulatory signs are used to control speeds such as maximum, night or minimum speeds. Regulatory signs do exactly what they say- they regulate what a driver can do. They are also used to control turning movements. These are shown two (2) ways; by the older message signs or the newer symbolic signs with the red circle and red slash mark which means no or do not. For example: "Do Not Turn Right" or "No U Turn." They also control turning movements by showing direction of travel in a particular lane. Both lanes can turn left but only the right can go ahead - th familiar center lane is for left turns only.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	Regulatory signs are used to control alignment such as "Pass with Care" or "Do Not Pass." Alignment is also controlled by indicating keep right or keep left. Regulatory signs indicate exclusion such as "Do Not Enter" or "Wrong Way," or by prohibiting certain types of vehicles such as "No Trucks, No Bicycles" or "Motor Vehicles Only." Some regulatory signs indicate one-way movement. Certain regulatory signs control parking. When parking is prohibited, the parking signs have red lettering, such as "No Parking Any Time;" "No Stopping, Standing or Parking;" or "No Parking, Bus Stop." When parking is permitted, but restricted as to time or manner, the lettering is green; such as "One-hour Parking" or "Parallel Parking Only." Regulatory signs can be used to supplement information given by traffic signals, such as "Stop Here on Red," "No Turn on Red," or "Crosswalk." Finally, regulatory signs are used for a variety of other controls; such as to provide axle weight limits, or indicate railroad crossings, or when the road is closed to through traffic. **WARNING SIGNS** The second major classification of traffic signs is "warning signs." Warning signs inform the driver of situations ahead which may require extra care. These



INSTRUCTOR GUIDELINES/NOTES	CONTENT
	signs are yellow with black lettering and generally ar diamond-shaped. Other shapes are used for very specific purposes. Warning signs are used to show changes in horizontal alignment; such as turns, curves and winding roads. Various typs of intersections ahead are indicated symbolically. These signs indicate a cross road, a "T", and a "Y" intersection. Advance warning of traffic control devices is provided. Sometimes, a written message is used; such as "Stop Ahead." On others, the sign uses the picture of the device ahead, such as a yield sign or a traffic signal. Warning signs are used to show converging traffic lanes; such as the symbolic merge sign; or the message or symbolic sign for showing that the right lane ends. They are used to indicate narrow roadways such as "Road Narrows" or "One-Lane Bridge." Changes in highway design are also shown on warning signs. For instance, "Divided Highway Ahead," "Divided Highway Ends," or "Two-Way Traffic." Grades and advance warning of railroad crossings are indicated on warning signs. Roadway surface conditions such as "Bump," "Soft Shoulder," and "Slippery When Wet" are also indicated.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	Various kinds of entrances and crossings are shown on warning signs. For instance, "Truck Entrance," "Deer Crossing" or "Bicycle Crossing." Warning signs are used to indicate advisory speeds such as exit and ramp speeds. A special type of warning sign is the pennant-shaped "No Passing Zone" sign. When used, they are on the left side of the road and are used in conjunction with the regulatory "Do Not Pass" sign. Finally, school signs are special kinds of warning signs, utilizing the pentagon shape. These indicate "School Area" and "School Crossing." **GUIDE SIGNS** "Guide signs" are the third major classification of traffic signs. Guide signs guide drivers along streets and highways, inform them of interesting routes or direct them to their destination being at a city, river, park or similar type. Guide signs are generally rectangular in shape and have a white message on a green background. On conventional roads and streets, black messages on white backgrounds are frequently used as an alternative. Also, different colors and shapes are used for special purposes.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	One (1) type of special guide sign is the route marker. Each highway system has its own distinctive route marker. These illustrate those used on or in conjunction with the interstate system. These are used for US routes, state routes, county roads and roads in national parks and forests. Guide signs are used to indicate junctions of highways, the cardinal direction of a highway, alternate route to a particular numbered highway when a numbered route ends and temporary routes. A variety of advance route turn arrows and directional arrows are common guide signs. Two (2) of the most typical guide signs are the familiar destination of mileage signs. On some of the interchanges, symbolic destination signs such as these illustrations are used. A special type of guide sign is used for recreation areas. These signs have a white message on a brown background. Another special guide sign is the service sign. These are white messages on a blue background and illustrate the location of a phone and hospital and that there are no barriers to the handicapped. Other service signs show gas, food, lodging or camping either through symbolic or message signs. Mileposts are another form of guide signs.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	Mileage always runs from south to north or west to east and begins at the state line or at a junction where the route begins. Guide signs are used to show the locations of airports, bus stations and train stations. Finally, special panels reading "Exit Only" advise drivers of an imminent lane end situation. These signs use the warning sign combination of black letters on a yellow background. Highway construction and maintenance signs fall into the same three (3) major classifications as other signs; namely regulatory, warning and guide signs. Regulatory signs used in construction and maintenance zones use the normal standard colors, shapes and messages. Warning and guide signs also use the standardized shapes and messages but are distinctive in that black letters are used on an orange background. Typical construction and maintenance warning signs warn of construction or a detour ahead. They can warn of road work, shoulder work or a survey crew ahead. Typical construction and maintenance guide signs provide information on the length of a construction or maintenance zone or the direction of a detour.
INTRODUCE TOPIC.	<u>TRAFFIC SIGNALS</u> Traffic signals are valuable devices to control traffic and assign right-of-way. The message in traffic signals is relayed through the use of colors, therefore, the meaning of the colors have been standardized.

INSTRUCTOR GUIDELINES/NOTES	CONTENT

1. STEADY CIRCULAR GREEN SIGNAL - permits traffic t proceed if it is safe to do so.
2. STEADY CIRCULAR YELLOW SIGNAL - always follows a circular green signal or green arrow and warns that the red signal is about to come on. Driver must stop if it is possible and safe to do so.
3. STEADY CIRCULAR RED SIGNAL - means stop and remain stopped until a green signal is shown and it is safe to proceed.
4. STEADY GREEN ARROW - may be used instead of a steady circular green signal. The driver is permitted to proceed in the direction(s) of the arrow(s) if it is safe to do so.
5. FLASHING CIRCULAR RED SIGNAL - means stop an remain stopped until it is safe to proceed. Flashing red signals are used at particularly dangerous locations.
6. FLASHING CIRCULAR YELLOW SIGNAL - is a warning of a particular hazardous location. Drivers may proceed but use extreme caution.

ROADWAY MARKINGS

Like traffic signs and signals, roadway markings have a definite purpose and convey a special meaning. In some cases, they supplement the regulations and warnings conveyed on traffic signs and signals. In other instances, they are used alone as there is no other way to effectively communicate this informatior Roadway markings are standardized in color and type.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	1. WHITE LINES - deliniate separation of traffic flow in the same direction.
	2. YELLOW LINES - delineate separation of traffic flow in the opposite direction.
	3. BROKEN LINES - are permissive in nature. When traffic permits, broken lines may be crossed.
	4. SOLID LINES - are restrictive in nature. Generally, they are not to be crossed.
	5 DOUBLE SOLID LINES - indicate maximum restriction. They are not to be crossed.
	6. BROKEN WHITE LINES - separate traffic lanes moving in the same direction when a roadway has more than one (1) lane moving in the same direction. Drivers are to drive between and straddle the lines. When traffic permits, broken white lines may be crossed to change lanes.
	7. SOLID WHITE LINES - are used to mark the edges of the pavement. Pavement edge lines should not be crossed at moderate to high speeds. They may be crossed, however, at slow speeds when it is necessary to pull off onto the shoulder. When solid white lines separate traffic moving in the same direction, do not cross to change lanes.
	8. BROKEN YELLOW LINES - separate traffic moving in the opposite direction. When the broken yellow lines is on the driver's side of the road, it may be crossed if oncoming traffic permits.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	9. SOLID YELLOW LINES - also separate traffic movin in the opposite direction. When the solid yellow line is on the driver's side of the road, it must not be crossed. One of the newer uses of the solid and broken yellow line used together is to delineate a left turn lane. The left turn lane is marked on both sides by both solid and broken yellow lines. Drivers wishing to turn left must turn from this lane. 10. DOUBLE SOLID LINES - are used to indicate that traffic from both directions is prohibited from crossing. 11. WHITE ARROWS - are used to show direction of travel for a given lane. Pavement markings are sometimes used to delineate pedestrian crosswalks. These are marked by solid white lines. When lines are used, they run all the way across the pavement. If a stop is required, drivers must stop before crossing the pedestrian crosswalk. Pavement markings are also sometimes used to delineate where a driver is to stop. These stop lines are wide solid white lines painted across a traffic lane. If used in conjunction with a painted pedestrian crosswalk, the stop line will come before the crosswalk, if a stop is required. Delineators are special kinds of guide markings to aid drivers at night. These little reflective device are sometimes used on long continuous stretches of

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	highway or on short sections where there is a change in the curvature of the road. Delineators are intended to help guide motorists as to the horizontal and vertical alignment of the highway. Delineator colors conform to the edge line colors painted on the highway. Three (3) colors are used: 1. WHITE - may be placed on the side of the roadway. 2. YELLOW - may be placed on the left side of the roadway. 3. RED - placed backwards on a ramp or roadway so it would be viewed by motorists traveling in the wrong direction on that ramp or roadway. SUMMARY During this chapter, traffic control devices regulation, warning and guiding traffic signs were reviewed. Specifically, we reviewed: 1. Traffic Signs 2. Traffic Signals 3. Roadway Markings Traffic control devices are used to assist motorists in performing their driving tasks. Drivers should pay particular attention to all signs, signals and markings and adjust their driving behavior accordingly. This results in a safe, more effective flow of traffic.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
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