

Illinois School Bus Driver

**Training
Curriculum**

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INTRODUCTION

The curriculum was revised by a Transportation Project Team subcommittee made up of school bus driver instructors and state agency personnel. The curriculum has been approved by the Illinois Secretary of State to be used as the training tool for new school bus drivers and reapplicants. It can be used alone or in conjunction with a new Compact Disc Interactive (CDI) program which will be developed to accompany this document. The intent of the curriculum is to provide a consistency of training to be used by regional offices of education in coordinating school bus driver training throughout Illinois.

ACKNOWLEDGMENT

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SECTION I

**THE DRIVER
DRIVER CONDUCT**

THE DRIVER

Occupational Role

The school bus driver has a very important position. Learning to drive a vehicle the size of a school bus is a difficult task in itself. When you sit behind the wheel of a school bus, you become aware of the many differences in handling a larger vehicle. These differences are magnified from the time you first put the transmission in gear to the time you apply the brakes at the end of any given day. Positioning a school bus vehicle in relationship to another object can give you a whole new perspective on your ability to judge distance in any direction. A seemingly simple maneuver such as turning a corner in traffic can be an experience you won't soon forget. If mastering these tasks were all there was to being a school bus driver, it would be impressive enough, but another determinant must concern all school bus drivers, including those drivers whose occupational permit is limited to the operation of smaller vehicles. That determinant is passengers.

It is evident that you, the school bus driver, are an essential part of the educational community. The school bus is an extension of the classroom. In many instances, you will be the first representative of your employer and the school to meet the students who ride your bus in the morning. You will probably be the last school representative to see the students at night. As such, your conduct must be professional at all times, serving as a role model of correct behavior.

While the students are on your bus, their safety is in your hands. Perhaps in no other area of education does any one person accept more responsibility for the safety and well-being of students than the school bus driver. You are now part of a very important and exceptional population--some of the most important people in your community. You are vital to your school system and students' access to school.

The school bus driver is often perceived as serving multi-roles including guardian, teacher, friend, and sometimes disciplinarian to the students riding a school bus. The driver must also focus on one primary objective of the bus driver's role--to provide *safe* transportation for students. This responsibility requires that you devote full attention to the driving task, with the safety and welfare of your passengers foremost in your priorities. Therefore, as a member of this dedicated population, you must always take those steps necessary to assure that your equipment is in the best possible working condition. Also, you must constantly strive to improve the safety and efficiency of all the activities related to operating your school bus or any other legally acceptable vehicle used to transport students.

The material covered in this manual is designed to assist in preparing you for the school bus driver's role. It also forms the basis for the initial classroom training that you are required to successfully complete and will serve as an excellent resource which you may wish to consult periodically in the performance of your duties.

Requirements of Applicants for a School Bus Driver Permit

In order for the Secretary of State to issue a school bus driver permit, all applicants must:

- A. Be 21 years of age or older;
- B. Possess a valid and properly classified driver's license issued by the Secretary of State or a valid and properly classified license issued to them in their home state;
- C. Possess a valid driver's license, for three years immediately prior to the date of application, which has not been revoked, suspended, canceled, or disqualified as defined in 625 ILCS 5/6-500, during this period for any action except those defined as miscellaneous suspensions by rule. A lapse in the renewal of the driver's license of 30 days or less shall not render the applicant ineligible. The Secretary of State may, at his or her discretion, grant a waiver for a lapse in the renewal of the driver's license in excess of 30 days;
- D. Pass a written test on school bus operation, school bus safety, and special traffic laws relating to school buses and submit to a review of the applicant's driving habits by the Secretary of State at the time the written test is given;
- E. Demonstrate the ability to exercise reasonable care in the operation of a school bus in accordance with the requirements of 92 Ill. Adm. Code, 1030.85;
- F. Be physically able to safely operate a school bus. An applicant for a school bus driver permit must demonstrate physical fitness to operate a school bus by undergoing a medical examination in accordance with the provisions of 92 Ill. Adm. Code, 1035.20;
- G. Affirm under penalty of perjury that he/she has not made a false statement or knowingly concealed a material fact in any application for a permit;
- H. Complete an initial classroom course, including a segment on first aid procedures and school bus driver safety, in a program approved by the Secretary of State. After satisfactory completion of the initial course, an annual refresher course is required. These courses and the agency or organization conducting such courses shall be approved by the Secretary of State. Failure to complete the annual refresher course shall result in the cancellation of the permit until such course is completed, in accordance with provisions of 92 Ill. Adm. Code, Section 1035.30 of this Part;
- I. At the time of application, not have been convicted of two (2) or more serious traffic offenses within the previous twelve (12) month period, nor be convicted of two (2) or more serious traffic offenses during any twelve (12) month period while holding a school bus driver permit that may endanger the life and safety of any of the driver's passengers;
- J. Not have been convicted of reckless driving (625 ILCS 5/11-503), driving under the influence of alcohol and/or other drugs (625 ILCS 5/11-501) or reckless homicide (720 ILCS 5/9-3) resulting from the operation of a motor vehicle within 3 years of the date of application;

- K. Not have been convicted of committing or attempting to commit any one or more of the offenses listed in 625 ILCS 5/6-106.1(a)11;
- L. Not have been repeatedly involved as a driver in motor vehicle collisions or been repeatedly convicted of offenses against laws and ordinances regulating the movement of traffic, to a degree which indicates lack of ability to exercise ordinary and reasonable care in the safe operation of a motor vehicle or disrespect for the traffic laws and the safety of other persons upon the highway in accordance with 92 Ill. Adm. Code 1040.40;
- M. Not have, through the unlawful operation of a motor vehicle, caused an accident resulting in the death of any person; and
- N. Not have within the last five years been adjudged to be afflicted with or suffering from any mental disability or disease.

Employment Conditions

After the pre-employment interview, a new applicant must (1) complete the application for a school bus driver permit; (2) pass a physical examination including tuberculosis and chemical testings for drugs; (3) be fingerprinted, as prescribed by the Secretary of State, and clear an Illinois specific background check with prints forwarded to the FBI for a national background check; and (4) complete the initial classroom course conducted by the Regional Office of Education; and (5) pass all written and performance exams necessary for the proper classification of the driver's license and the issuance of the school bus driver permit as prescribed by the Secretary of State.

Provisional Status: A driver will be issued a provisional status school bus driver permit after clearing the Illinois specific criminal background check and completing all other pre-employment conditions. This permit will remain in provisional status pending the completion of the FBI national background check.

Annual Medical Examination

Prior to the issuance of the first permit, and annually thereafter, each school bus driver must meet the physical requirements as defined in 92 Ill. Adm. Code, Section 1035.20.

- A. All applicants for a school bus driver permit must demonstrate physical fitness to operate school buses by undergoing a medical examination, including tests for drugs and alcohol use, conducted by a licensed medical examiner within ninety (90) days prior to the date of application for such permit.
- B. All applicants who have undergone a federal Department of Transportation medical examination and/or drug tests within 90 days prior to the date of application shall be exempt from the corresponding requirements of the Illinois Secretary of State medical form, provided that the applicants submit to the examining medical examiner a copy of the federal "medical examiner's certificate" and/or a copy of the "drug-testing custody and control form" signed by the responsible medical examiner. A Secretary of State medical form must be completed reflecting all the medical requirements and appropriate test results listed in this Section.

- C. Except as provided in subsection B of this Section, the medical examination for all applicants shall be performed in accordance with the provisions of 92 Ill. Adm. Code, 1030.20 and 49 CFR 391.43(f). A form conforming to these requirements, as well as the medical examiner's certificate, can be obtained from the Secretary of State for the use of the examining medical examiner.
- D. Applicants shall consent in writing to provide a urine sample to be tested for drugs and shall authorize the release of the results of the tests to the examining medical examiner. The specimen shall be tested for marijuana, cocaine, opiates, amphetamines, phencyclidine, and any/all drugs required by statute.
- E. Applicants must have a negative reading/test result on a tuberculosis test or have a positive result on a tuberculosis skin test and either
 - (1) be undergoing prophylactic treatment, or
 - (2) have inactive tuberculosis as diagnosed by X-ray.
- F. Applicants may also undergo additional testing to determine whether they have a current clinical diagnosis of alcoholism. Applicants with a current clinical diagnosis of alcoholism shall be ineligible for a school bus driver permit.

Sanctions

Cancellation: Cancellation of a school bus permit - the annulment or termination by formal action of the Secretary of State of a person's school bus driver permit because of some error or defect in the permit or because the permit holder is no longer entitled to such permit, in accordance with Sections 1-110, 6-106.1, 6-106.1a, 6-106.1b and 6-207 of the Illinois Vehicle Code [625 ILCS 5/1-110, 5/6-106.1, 5/6-106.1a, 5/6-106.1b and 5/6-207].

Denial: To prohibit or disallow the privilege to obtain a school bus driver permit and/or the privilege to operate a school bus in accordance with Section 6-106.1 of the Illinois Vehicle Code [625 ILCS 5/6-106.1].

Miscellaneous Suspension: A safety and financial responsibility, unsatisfied judgment, auto emissions, penalty for parking violations, failure to appear, and all suspensions which are rescinded and are no longer in effect.

Rescind Order: A removal by formal action of an order canceling, suspending, or denying issuance of a school bus permit to a person.

A Serious Traffic Violation: Notwithstanding convictions, which in and of themselves result in the immediate suspension or revocation of a driver's license and privilege, the following offenses or a similar violation of a law or local ordinance of any state relating to motor vehicle traffic control shall be considered a serious traffic violation: a violation relating to excessive speeding involving a single speeding charge of 15 miles per hour or more above the legal speed limit; or a violation of any state law or local ordinance relating to motor vehicle traffic control (other than parking violations) arising in connection with a fatal traffic accident; or a violation of Section 6-104(d) of the Illinois Vehicle Code (625 ILCS 5/6-104(d)) relating to the possession of a valid school bus driver permit; or a violation of the speed limit in school zone as

defined in Section 11-605 of the Illinois Vehicle Code (625 ILCS 5/11-605; or a violation of passing a stopped school bus as defined in Section 11-1414 of the Illinois Vehicle Code (625 ILCS 5/11-1414); or failure to stop at a railroad crossing as defined in Section 11-1202 of the Illinois Vehicle Code (625 ILCS 5/11-1202); or a violation relating to improper or erratic lane changes; or a violation relating to following another vehicle too closely; or any other similar violation of a law or local ordinance of any state relating to motor vehicle traffic control, other than a parking violation, which the Secretary of State determines pursuant to 92 Ill. Adm. Code 1040.20.

Suspension of A Driver's License: The temporary withdrawal by formal action of the Secretary of a person's license or privilege to operate a motor vehicle on the public highways for a period specifically designated by the Secretary as defined in Section 1-204 of the Illinois Vehicle Code (625 ILCS 5/1-204).

Suspension of School Bus Driver's Permit: The temporary withdrawal by formal action by the Secretary of a person's permit which grants and specifies limited privileges to operate a school bus on the public highways for a period specifically designated by the Secretary.

Drug and Alcohol Testing for School Bus Drivers

On February 15, 1994, the federal government amended the Omnibus Transportation Act of 1991 to include any school bus drivers who possess CDL licenses for the purpose of driving school buses. Districts or companies with 50 or more employees requiring a CDL license were required to implement a drug and alcohol testing policy by January 1, 1995. Districts or companies with 49 or fewer employees requiring a CDL license were required to implement a drug and alcohol testing policy by January 1, 1996.

Zero Tolerance

Public Act 90-107 became effective January 1, 1998. This Act creates a new Section 6-106.1(a) of the Illinois Vehicle Code and authorizes law enforcement officers to issue a Sworn Report to any school bus driver who drives a school bus, or any other vehicle owned or operated by or for a public, private or religious school over a regularly scheduled route or in connection with any school activity, if the school bus driver's Blood Alcohol Concentration (BAC) indicates any trace of alcohol or if the school bus driver refuses testing, after the driver's lawful arrest for any traffic violation.

This Act also creates Section 6-106.1(b) of the Illinois Vehicle Code and authorizes the Secretary of State to cancel the school bus driver's permit to drive a school bus for a period of 3 years from the 46th day after the Sworn Report was issued.

NOTE: There are many different methods used in establishing a policy on drug and alcohol testing. As a new driver, it is your responsibility to check with your employer to determine what the drug and alcohol testing policies are for your company or school district. Employers are required by federal law to do testing as indicated in the following:

1. **Pre-employment Testing:** All applicants, at the time of application, must submit to drug testing as a part of the pre-employment process. Alcohol testing is to be determined at the time of the medical exam if symptoms noted by the medical examiner indicate an alcohol abuse problem. The medical examiner will then, at his or her discretion, determine what tests are necessary to be conducted.
2. **Random Testing:** This testing is a lottery-style selection process. Once a selection is made, the names are returned to the lottery and are eligible to be selected at any time during employment.
3. **Post-Accident Testing:** This testing is required for any accident involving
 - a fatality; or
 - bodily injury requiring immediate medical treatment away from the scene AND the employee/driver has been issued a citation; or
 - vehicle damage sufficient to require any of the involved vehicles to be towed AND the employee/driver has been issued a citation.
4. **Reasonable Suspicion:** Testing is done when two supervisory staff feel there is a reason to believe someone is under the influence of drugs or alcohol. All supervisory personnel must go through training to learn the signs of drug or alcohol abuse.
5. **Return to Duty:** Testing is required any time a driver returns to work after having shown a .02 -.039 positive for alcohol or after going through a drug rehabilitation program. This is a minimum requirement. Your individual company policy may differ.

Types of Testing

Alcohol testing is accomplished by breath analysis or by tests administered by the examining medical examiner at the annual (or initial) physical to determine or clarify symptoms of alcoholism.

Drug testing is accomplished by a split urine sample method of testing. The specimen is tested for marijuana, cocaine, opiates, amphetamines, and phencyclidine using the same type of test as the annual physical.

DRIVER CONDUCT

You, as a school bus driver, have more contact with the public than any other representative of your school system. Your dress, behavior, and professionalism directly reflect on the school district/company. You must dress neatly and conservatively. Your clothes should neither carry messages for liquor or tobacco, nor inappropriate language. Hair should be clean, well groomed, and away from the eyes. Your language must always be appropriate. Hold yourself to the highest standards.

A driver's behavior will set the tone for conduct on the bus. You must be in control. Apply all rules equally and never lose your temper. Students should never be labeled, told to shut up, or be treated differently due to individual characteristics. Should a student become disruptive, defuse the situation, if possible, but never argue. Repeat directions calmly and clearly. If you become angry, remove yourself from the situation and call for assistance immediately. NEVER TOUCH A STUDENT without knowing the employee policies and consequences! Younger students may seek comfort from you, but touching should be limited with these students also. Consoling on your part is subject to misinterpretation by a third party.

You are placed in a position of great responsibility. Other people are trusting you with their children. Decisions you make in your personal life with medication or social drinking can create problems with your driving abilities. Remember, your mistake can greatly affect a child's life.

Cultural Diversity

Because of the cultural diversity of students being transported, school bus drivers must realize that students' language, slang expressions or body language are not necessarily personal attacks on drivers or other students. A driver need not have a comprehensive knowledge of all cultural dialects and mannerisms, but drivers must respect the differences without creating a hostile or confrontational situation when dealing with students. The driver should react or discipline based on the students' actions rather than the ethnicity of the individual.

The School Bus Is an Extension of the Classroom

Take time to think about your bus as a classroom and what you are teaching your passengers. Are you courteous by using please and thank you? Are you concerned about the well-being and safety of your passengers by enforcing the student bus-riding rules in a positive manner? Do you obey the speed limit and all other traffic signs? Do you yield the right of way and are you considerate of other drivers? Do you get to your bus on time in the morning so that you are not rushed from the start? Do you keep the bus clean and in good condition?

The school bus is the perfect environment for teaching real-life situations. Take this opportunity to make it enriching.

SECTION II
LIABILITY AND THE DRIVER

LIABILITY AND THE SCHOOL BUS DRIVER

Drivers often ask, “If I have an accident in a school bus, am I liable for the cost of the accident?” State and federal laws mandate that a school district, contractor, or owning entity carry basic amounts of insurance to protect their employees. These entities will generally carry more insurance than what is mandated under an additional policy called an “umbrella” policy. Both of these policies should be sufficient coverage. Should a lawsuit occur as a result of an accident or incident involving a school bus, the driver as an employee along with the owning entity, whether it be a school district or contractor, would likely be named in the lawsuit.

The Four Factors That Create Liability in a Lawsuit

1. **Duty** - Your duty not to injure others is defined by:
 - a. The written rules, laws, and school board policies and
 - b. The unwritten standard of conduct that a reasonable person would observe under the circumstances to prevent foreseeable harm to others.
2. **Breach of Duty:** Failure to perform your duty as defined above.
 - a. Failure to perform either the written rules or the unwritten rules.
 - b. Foreseeability is described as the ability of a person to predict or foresee what the end results could be by taking or not taking a certain action.
3. **Causes:** The failure to do your duty must be the probable reason injury or damage resulted.
4. **Damage or Injury:** There must be evidence of damage or injury to persons or property.
 - a. Visible injury to either property or people is the easiest to identify.
 - b. Invisible or delayed injury is hard to determine and prove. Physical or emotional damages could result later after the incident is over.

In order for a lawsuit to be successful, all of the above must be determined in each incident.

In the following example, determine whether all four reasons are present to create liability:

1. Duty
2. Breach of Duty
3. Cause
4. Damage or Injury

Example: A student passenger riding on the school bus was moving from seat to seat and walking in the aisle. The student had been previously written up for this action. A car pulled in front of the moving bus from a side street, causing the driver to apply the brakes quickly to avoid an accident. The student who was not in his seat at the time fell and hit his head and mouth on the floor knocking out a tooth. Who's liable?

Punitive Damages: Punitive damages, which are awarded to punish the wrongdoer and not to compensate the victim, may be sought for acts that have been done intentionally or unintentionally.

Injuries, whether visible or invisible, may result in an award of punitive damages. The injuries could be the result of mental duress stemming from the accident or incident. Punitive damages can result from willful or wanton (i.e., reckless) acts of omission or acts that would be expected to be done by an employee and are done recklessly. A district or company may deny responsibility for punitive damages when defending a lawsuit, and the punitive damages could be the responsibility of the driver or his/her own private insurance.

Example: A driver, trying to have a good time with his student passengers, took a dare from the students and proceeded to swerve first from the right curb then to the left curb, hitting each curb slightly as he proceeded down a small residential street. The students, at the time, did not complain about injuries but later at their homes complained of injuries to their parents. The district covered the liability, but the driver was sued for punitive damages.

SECTION III

**PRETRIPPING YOUR BUS
VEHICLE DESIGN AND CONSTRUCTION**

PRETRIPPING YOUR BUS

You rely on individuals with extensive training and/or a proven background in vehicle repair and maintenance to provide the expertise and labor necessary to keep your school bus safe and dependable. However, route driving is hard on any vehicle; therefore, the vehicle must be monitored closely.

A pretrip inspection is required by law each day a school bus is in service. You don't have to be a qualified mechanic to point out some of the basic problems that may exist. The Illinois Department of Transportation rules require the following actions related to pretrip inspections:

1. Each day that a school bus is operated the driver shall conduct a pretrip inspection of the mechanical and safety equipment on the bus. A person other than the driver may perform portions of the pretrip inspection as prescribed by administrative rule. (Section 13-115 of the Illinois Vehicle Inspection Law, as amended by Public Act 89-658)
2. The pretrip inspection shall consist of inspecting mechanical and safety equipment on the school bus.
3. The pretrip inspection shall be performed each day a school bus is operated. If the same driver operates the same bus more than once a day, a new inspection is not required for each subsequent trip.
4. If a bus is operated by a different driver for any subsequent trips during the day, an additional pretrip inspection is required. If a driver is required to complete his/her route in a bus different than the one he/she started the route in, a complete pretrip inspection must be performed on the replacement bus.

If a mechanic has performed the under-the-hood portion of the pretrip inspection on the replacement vehicle, that portion of the pretrip does not have to be repeated as long as the mechanic who performed the under-the-hood portion of the pretrip earlier in the day signs the pretrip inspection report prepared by the driver performing the pretrip inspection on the replacement bus.

If a school bus mechanically fails during a route and another bus is delivered as a replacement, the driver taking control of the replacement bus is responsible for performing a pretrip inspection.

5. The driver is required to complete a School Bus Driver's Pretrip Inspection Form each time an inspection is performed. Any defects found on the bus must be recorded on the Form.

Forms must not be filled out in advance and each individual component must be checked or marked while the Form is being completed. If a component listed in Section 458, was not present on the bus at the time of manufacture (e.g., clutch), the item must be marked out and "Not Applicable" or "N/A" must be written beside the component.

6. The following items can be inspected during the pretrip by someone other than the driver (e.g., school bus mechanic). The driver is responsible for verifying these items are inspected as required. Verification is provided by the driver's signature on the Form.
 - 1) Oil,
 - 2) Coolant,
 - 3) Battery,
 - 4) Transmission Fluid,
 - 5) Master Cylinder Brake Fluid,
 - 6) Power Steering Fluid,
 - 7) Washer Fluid,
 - 8) All belts (e.g., fan, alternator, power steering), and
 - 9) Wiring.
- 7) If any person other than the driver inspects any item listed in number 6, that person must provide his or her signature on the Form. Items listed in number 6 may be inspected the evening prior to the day the bus will be used for a trip. The Form must indicate the date the components listed in number 6 are inspected. If the items listed are inspected on the previous day, the bus cannot be driven between the time the components listed are inspected and the first trip of the next day.
- 8) If defects are discovered, the driver must notify the school bus owner/operator so the defects can be corrected.
- 9) The Department recommends that all defects be corrected before any bus is used to transport children. Each school district or contractor must establish policies to govern procedures which are to be followed when any component is found to be unsatisfactory.
- 10) Each day before a school bus is operated, the driver must examine the previous Form to verify all defects have been corrected. If all defects have not been corrected, the driver must immediately notify the school bus owner/operator or his or her designee.
- 11) The Form shall be completed in duplicate.
- 12) The original Form shall be presented to the school bus owner/operator, or his or her designee, each day an inspection is completed. The owner/operator, or his or her designee, shall be responsible for insuring the repairs/adjustments are made as soon as practicable.
- 13) After any repairs are made, the school bus mechanic performing the repairs/adjustments must sign and date the Form.
- 14) The original copy shall be maintained by the owner/operator for 180 days from the date of inspection.
- 15) The duplicate copy shall remain in the bus for 30 days from the date of inspection.

The owner/operator is responsible for providing Forms to the drivers.

Each school bus must be equipped with an adequate supply of Forms.

Forms are typically organized in a booklet format. Each booklet contains a number of Forms. Each bus shall have one booklet assigned to it. The booklet must stay on the bus until each duplicate copy has remained on the bus for at least 30 days.

- 16) The original Forms shall be organized in an orderly fashion and made available for inspection at any time by officers of the Department as authorized in 92 Ill. Adm. Code 456.60 (IL).

Remember, the driver taking possession of a school bus is statutorily responsible for pretripping that bus. The driver must verify that the under-the-hood inspection is performed daily. A mechanic's signature on the pretrip inspection reports verifies for the driver that the under-the-hood inspections were performed that day.

Start your Pretrip

Start your pretrip as you approach the bus by looking at the general condition of the bus. Look underneath the bus for leaks and loose or hanging debris (use a flashlight when it is dark). Don't start the bus if you see oil or radiator fluid on the ground.

There are different methods that can be used for pretripping a bus. Use the method that works for you, as long as you check all the required items. The following is an example of one such method:

Interior of the Bus

1. Upon entering, you will take three steps into the interior of the bus. These three steps will remind you that there are three emergency devices to check:
 - a) Fire extinguisher,
 - b) Emergency reflectors,
 - c) First aid kit with contents complete and properly secured (bodily fluid kit, if equipped, sealed and secured), and
 - d) Electric fuses.
2. Check the condition of the steps. This area is your welcome mat to the public and must be kept clear of dirt, paper, snow and ice. The handrail must be tight and secure.
3. Check for the bus registration and insurance card. Illinois law requires these cards to be in the bus and available for display upon demand by a police officer or employee of the Secretary of State.
4. Check the garbage box located at the top of the steps. At no time should the box be more than half-full. The container shall be securely fastened to prevent it or the contents from becoming dislodged and causing injury to passengers.
5. If the driver is responsible for pretripping under the hood refer to page 14, #6.

6. Close the door as you sit in the driver's seat. Check for smooth and easy operation of the door. Check the driver's seat belt.
7. Check your overhead mirror, sun visor, and exterior mirrors for their condition and that they are properly adjusted.
8. Check the accelerator pedal for damage and give the pedal one quick hard pump to check that the pedal returns and that the linkage and cable are not bound on anything.
9. If the bus is equipped with hydraulic brakes, check the brake motor by pressing on the brake pedal until you hear the motor noise. This is done with the key and engine off.
10. Check the neutral safety switch by placing the gearshift lever in any gear other than neutral and try to start the bus (make sure the parking brake is engaged). The bus must **ONLY** start in neutral.
11. Start the bus, checking all instruments and gauges located on the dash, taking care that all of the operational gauges are in the normal range (oil, battery, temperature, fuel, ammeter, vacuum or air pressure gauge, and odometer). Listen for any unusual noises.
12. Check the hydraulic brakes for damage and leaks by pumping the pedal three times and applying firm pressure to the pedal for five seconds. Air brakes are addressed later in this section.
13. Check the parking brake by placing the transmission in drive (with the parking brake engaged) then slightly press on the accelerator pedal. The bus should not move forward. You can also check the parking brake by allowing the bus to move forward slowly then applying the parking brake. **DO NOT USE** this method on buses equipped with air brakes. Make sure the brake warning buzzer or light is operational.
14. Check the steering wheel for any damage or cracks. The steering wheel should turn freely without excessive play (no more than 10 degrees or 2 inches in a 20" wheel). Tap the horn.
15. Check all of the interior lights, defroster fans, heater motors, windshield wipers and windshield fluid.
16. Check that the 2-way radio is on.
17. Check the light switches.
 - a) Turn on the amber lamps of the 8-way system, looking in the crossover mirrors to see if they are working. If you cannot see the amber lights in your crossover mirrors, you can ask another person outside to check them for you. Sometimes the lights can be seen if you place your head next to the inside of the windshield.
 - b) Leave the amber lamps of the 8-way system, the interior lights, and exit lights on.

18. Get out of the seat and move towards the rear of the bus.
 - a) On your way to the back of the bus pull up on all the seats. Check the seats for any damage and that they are all securely fastened down. Check the aisle floor mats for any damage or rips.
 - b) When you reach the back, open the rear emergency door fully, lean out and check the amber lights of the 8-way system. Check that the door opens and closes freely, no obstructions, and that the warning buzzer works.
 - c) Close and secure the door. (Some buses have lock bolts on the emergency door. If they are not unlatched, the bus will not start.)
 - d) On your return trip to the front of the bus, slap the seat backs, check the windows, and that the roof hatch(es) are secure. Check the emergency doors and windows to make sure that they are not locked, that they open and close freely, that they have no obstructions, and that the warning buzzers work.
 - e) Interior cleanliness is the driver's responsibility.

19. Return to the driver's seat and turn on:
 - a) The clearance lights,
 - b) Strobe light (if equipped),
 - c) Hazard lights (4-way),
 - d) Headlights, and
 - e) Open the door to activate the red lights of the 8-way system.

Exterior of the Bus

1. As you exit the bus, check the right mirror. At the right front wheel and tire, look for the following:
 - a) Tire condition: even wear of tread, no cracks, splits, bulges or cords showing, properly inflated, no recaps;
 - b) Tread depth: at least 4/32" when measured at any major tread groove;
 - c) Rims: no cracks, splits or dents, or welds, no evidence of brake seal leaks;
 - d) Valve stems: no evidence of damage or leaks;
 - e) Lug nuts: tight, no rust or dust present around wheel bolts, axle hub bolts in place and secure, no grease leaking from the hub;
 - f) Brake rotor: secure, not damaged or warped; and
 - g) Brake pads: free of grease and/or fluid, not damaged or excessively worn.

2. Move to the front of the bus, working from the top, horizon the bus down (when using the horizon method (see Definitions), stand about 10 feet back) and check:
 - a) The 2-way radio antenna: not bent or broken;
 - b) Clearance lights: lens covers intact, no damage and working;
 - c) Red flashing lights (8-way), lens covers intact, no damage and working;
 - d) Windshield, wipers and arms: not broken or damaged;
 - e) Safety inspection sticker: current;
 - f) Side mirrors: properly adjusted, no breaks or damage;

- g) Hazard (4-way) lights: no breaks or damage;
 - h) Crossover mirrors: properly adjusted, no breaks or damage;
 - i) Headlights: lens covers intact, no damage, and working;
 - j) License plate: present;
 - k) Overall condition of the bus: no body damage that is detrimental to the operation of the bus; and
 - l) Crossing arm: not loose or hanging, and working properly.
3. Look underneath the bus again (engine running this time) and check:
- a) Brake hoses: secure, not bound on anything, worn, cracked or leaking;
 - b) All leaf springs: in place, not cracked, broken, or shifted;
 - c) U-bolts, spring hangers, and other axle positioning parts: secure, not damaged, cracked, or missing;
 - d) Shock absorbers: secure, not loose, broken, hanging, or leaking fluid;
 - e) Fluids: no anti-freeze, engine oil, or transmission leaking from under the front of the bus.
4. Move to the driver's side of the bus, check the side mirrors and check the left front wheel and tire for:
- a) Tire condition: even wear of tread, no cracks, splits, bulges or cords showing, properly inflated, no recaps;
 - b) Tread depth: at least 4/32" when measured at any major tread groove;
 - c) Rims: no cracks, splits or dents, or welds, no evidence of brake seal leaks;
 - d) Valve stems: no evidence of damage or leaks;
 - e) Lug nuts: tight, no rust or dust present around wheel bolts, axle hub bolts in place and secure, no grease leaking from the hub;
 - f) Brake rotor: secure, not damaged or warped; and
 - g) Brake pads: free of grease and/or fluid, not damaged or excessively worn.
5. If the batteries are not under the hood, check the battery door compartment to make sure that it is securely latched.
6. Move to the middle of the bus and, using the horizon method, check:
- a) Side clearance and marker lights: lens intact, no damage and working;
 - b) Windows: intact, not cracked or broken;
 - c) Stop arm: not damaged or bound on anything, lens intact, no damage and lights operating properly;
 - d) Turn signal: lens intact, no damage and working;
 - e) Side reflectors: no damage, not broken or missing;
 - f) Overall condition of the bus: no body damage detrimental to the operation of the school bus.
 - g) Look under the bus: no exhaust leaks, or hanging debris.
 - h) Side emergency door (if equipped): is not locked, fully opens freely, no obstructions, latches properly, buzzer is working.

7. Move to the rear wheels, and check both tires for:
 - a) Tread depth: at least 2/32" when measured at any major tread groove;
 - b) Tires: need to be the same type and size;
 - c) Recaps: should be secure, no chunks missing;
 - d) For the rest of the wheel inspection, refer to front wheel segment.

8. Go to the rear of the bus and, using the horizon method, check:
 - a) Clearance lights,
 - b) Red flashing (8-way) lights,
 - c) Windows,
 - d) Hazard (4-way) lights,
 - e) Tail lights,
 - f) Reflectors,
 - g) License plate: current sticker and
 - h) General body condition.

9. Look under the bus and scan the suspension and exhaust system. Push the exhaust pipe with your foot for tightness of hangers. The exhaust pipe should not extend more than 1" beyond the body of the bus.
 - a) Check all clamps and hangers: tight and secure, without apparent leaks, not rubbing against anything;
 - b) Check the differential, shocks, and brakes for leaks.

10. At the rear of the bus check that:
 - a) Emergency door: is not locked, fully opens freely, no obstructions, latches properly, and buzzer is working;
 - b) All light lens covers: intact, not damaged;
 - c) All reflectors: in place, not damaged.

11. Proceed to the passenger side of the bus stopping at the rear wheels and tires to check:
 - a) Tread depth: at least 2/32" when measured at any major tread groove;
 - b) Tires: need to be the same type and size;
 - c) Recaps: should be secure, no chunks missing;
 - d) For the rest of the wheel inspection, refer to front wheel segment.

12. Move away from the side of the bus and check the:
 - a) Clearance lights: lens covers intact, not broken or damaged, and working;
 - b) Windows: intact, not cracked or broken;
 - c) Turn signal: lens cover intact, not broken or damaged, and working;
 - d) Reflectors: in place, not cracked or damaged;
 - e) Fuel door and fuel cap: intact, not broken or damaged and secure;
 - f) General overall condition of the bus: no body damage detrimental to the operation of the bus.

13. Move back to the service door and as you reenter the bus check that the stair light is intact, not cracked or damaged and working. Close the door to deactivate the 8-way system, cancel the hazard (4-way) lights and check the:
 - a) Hi-beams,
 - b) Right and left turn signals, front and back,
 - c) Back up lights,
 - d) Brake lights and,
 - e) Emergency door warning buzzer and/or light located next to the driver's seat.

14. Fill out and sign the pretrip form, leaving it in the designated spot. If repairs are needed, follow your district/contractor's policy on repairs and take a replacement bus if necessary. If this bus travels out-of-state, also check the federal Department of Transportation book to make sure the previous driver has not already written the bus up for repair. If it is okay, you must sign the bottom of that sheet.

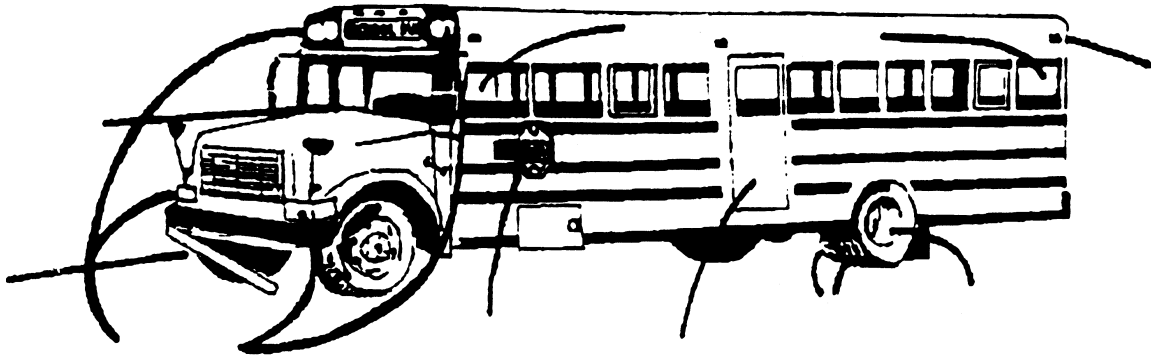
Air Brakes

If your school bus is equipped with air brakes, you will need to perform the following tests.

1. **BUS ON, BRAKE ON** --- Test **GOVERNOR CUT-IN** by pumping the brake until the air pressure drops to around 80 pounds per square inch (psi). This should be beyond the point where the governor will energize and engage. Watch for the needle on the air pressure gauge to start rising.
2. **BUS ON, BRAKE ON** --- The **GOVERNOR CUT-OUT** begins as soon as the needle begins to rise. Watch the needle stop. Your air pressure should be between **120-130 psi**. Listen for the compressor to release air (automatic air dryer).
3. **BUS OFF, BRAKE OFF** --- For **STATIC CHECK**, release the parking brake and turn the bus engine off. Make sure your air pressure does not lose any more than **2 psi**. The air pressure should be stable.
4. **BUS OFF, BRAKE OFF** --- For the **APPLIED PRESSURE TEST**, have your parking brake and the engine off. Apply full pressure to your brake pedal, hold down for about one (1) minute, and watch for the needle to stabilize. You want to make sure you do not lose more than **3 psi** in that minute.
5. **BUS ON OR ON ACCESSORY, BRAKE OFF** --- To test **LOW PRESSURE AIR WARNING SYSTEM**, pump the brake pedal with the engine running. Continue pumping until the brake warning light comes on and you hear the buzzer.
6. **BUS ON OR ON ACCESSORY, BRAKE OFF** --- Continue pumping the brake pedal until the emergency brake valve pops out. This is called the **EMERGENCY SPRING BRAKE POP-OUT VALVE TEST**. The valve should pop out between **7 1/2 and 15 psi**, or according to the manufacturer's specifications.
7. **BUS ON, BRAKE OFF** --- To test the **PARKING BRAKE**, the bus should be on. Put the bus in low gear and take your foot off the brake. Pull the parking brake valve. The bus should stop.

8. **BUS ON, BRAKE OFF** --- To check the **SERVICE BRAKES**, release all brakes, put the transmission in low gear, remove your hands from the wheel, move forward a few feet and apply the brake. The bus should stop in a straight line and not “pull” to the left or right.

Daily Walk Around



RECOMMENDED FORM

**SCHOOL BUS DRIVER'S
PRETRIP INSPECTION FORM**

School District or Contractor's Name _____
 Bus Identification No. _____ Date _____ Time _____

PLEASE CHECK "S" FOR SATISFACTORY OR "U" FOR UNSATISFACTORY. CHECK (✓) EACH COMPONENT CAREFULLY AND INDIVIDUALLY.

Open Hood and Check:

- | | | | |
|---|--|---|---|
| <input type="checkbox"/> S <input type="checkbox"/> U | <input type="checkbox"/> Oil | <input type="checkbox"/> S <input type="checkbox"/> U | <input type="checkbox"/> Power Steering Fluid |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Coolant | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Washer Fluid |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Battery | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> All Belts |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Transmission Fluid | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Wiring |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Master Cylinder Brake Fluid | | |

With Engine Running, Driver Activates All Exterior Lights, Walks Around the Bus and Checks:

- | | |
|---|---|
| <input type="checkbox"/> S <input type="checkbox"/> U | <input type="checkbox"/> Right Front Wheel and Tire |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Right Side Marker and Turn Signal Lights |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Right Side Reflectors |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Right Side Rear View and Safety Mirrors |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Crossing Control Arm (if applicable) |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Headlights (high/low beams) |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Front Turn Signal Lights |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Front Clearance Lights |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Front Identification/Cluster Lights |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Front Eight Light Flashing System |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Front Reflectors |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Windshield |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Underside of Chassis |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Crossover Mirror(s) |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Left Side Rear View and Safety Mirrors |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Left Front Wheel and Tire |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Driver's Side Window |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Stop Arm Panel |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Left Side Marker and Turn Signal Lights |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Left Side Reflectors |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Side Emergency Door (open & close) (if applicable) |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Left Rear Wheel(s) and Tire(s) |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Exhaust System (tail pipe clear?) |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Rear Tail/Brake Lights |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Rear Turn Signal Lights |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Rear Clearance Lights |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Rear Identification/Cluster Lights |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Rear Eight Light Flashing System |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Rear Reflectors |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Rear Emergency Door (open & close) (if applicable) |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Right Rear Wheel(s) and Tire(s) |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Fuel Tank Filler Caps |

Signature of person performing above inspection if not the driver / Date _____

Driver Enters Bus and Checks:

- | | | | |
|---|---|---|--|
| <input type="checkbox"/> S <input type="checkbox"/> U | <input type="checkbox"/> Steps | <input type="checkbox"/> S <input type="checkbox"/> U | <input type="checkbox"/> Warning Devices |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Cleanliness | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Fuses |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Seats | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> First Aid Kit |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Seat Belts (if applicable) | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Fire Extinguisher |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Windows | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Lettering |

Record odometer reading and confirm that the reading is not greater than the miles recorded on the back of the Certificate of Safety. (If odometer reading is greater, the Certificate of Safety has expired.)

Driver Starts Engine, Activates All Interior Lights and Checks:

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> S <input type="checkbox"/> U | <input type="checkbox"/> Steering Wheel | <input type="checkbox"/> S <input type="checkbox"/> U | <input type="checkbox"/> Controls and Indicators |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Windshield Wipers and Washers | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Ammeter (voltmeter) |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Heater and Defroster | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Gear Shift Lever |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> All Interior Lights | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Neutral Safety Switch |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Horn | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Water Temperature Gauge |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Service Door (open & close) | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Fuel Gauge |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> All Mirrors (adjustments) | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Vacuum or Air Pressure Gauge |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Sun Visor | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Odometer |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Emergency Exits (windows & doors) and Alarms | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Switches |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Clutch (if applicable) | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Driver's Seat Belt |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Braking Warning Alarm | | |

Drive Bus Forward and Apply Brakes.

- | | |
|---|--|
| <input type="checkbox"/> S <input type="checkbox"/> U | <input type="checkbox"/> Service and Emergency Brake Operation |
|---|--|

REMARKS _____

Signature of Driver _____

Signature of Mechanic Making Repairs/Adjustments _____

Date Repairs/Adjustments Completed _____

One of the elements of the bus driver's responsibility comes when the route or trip is completed and the driver has returned to the school and begins to "shut down" the bus.

CHECK THE BUS AT SHUT DOWN!

Procedures for shutting down your bus at the end of the route or trip are simple. The few steps you need to take are vital to you, the driver, and to the students you are responsible for and who have been placed in your charge. The steps are as follows:

1. SECURE THE BUS – Place the transmission in neutral and set the parking brake.
2. DIESELS – Let diesels cool down five minutes before shutting the bus off.
3. WALK THE BUS – Walk to the back of the bus to check for sleeping children **by looking on and under all seats**. Leaving a child on the bus at the end of your route or trip is inexcusable. It is **YOUR RESPONSIBILITY** to see that no child is left on the bus. Failure to thoroughly check the bus can result in the termination of your employment. It is also a **Class 4 felony** if you are convicted of leaving a child on a school bus. Also check for items that have been left, trash on the floor (sweep the bus if needed), and any damage to the seats.
4. RECORD ANY PROBLEMS – Record any mechanical or functional trouble and/or damage to the bus that may have occurred since the initial daily report. If immediate attention is needed, make sure the proper person is notified.

Optional things to be done if they are your responsibility:

- a. Check the transmission fluid while the engine is hot and running (this is normally done after the morning route).
- b. Fill up the fuel tank if it reads half a tankful or less.

WHAT MECHANICS WANT YOU TO KNOW

1. Understand and learn to read your gauges. Knowing your voltage meter, oil pressure, and water temperature readings could save your engine.
2. When you first notice any type of repair that needs to be done, write it up immediately. This could prevent a major repair later and be less costly to fix.
3. If you drive a diesel bus, remember to let your bus idle for at least five minutes in the lot before you turn it off. This will cool down the turbo engine and extend engine life.
4. If you have a flat tire in a rear wheel, do not drive on it. A minor cost can turn into an expensive replacement.
5. If your hand throttle or choke is pulled out, remember to push it back in before driving.
6. Make sure the engine-kill switch is pushed in on a diesel bus.
7. The glow plug (if equipped with one) on the dash on a diesel bus will go out when the bus is ready to start.

VEHICLE DESIGN AND CONSTRUCTION

School buses are the safest means of ground transportation in the United States of America. Riders are many times safer in school buses than they are in their family automobile. This outstanding record of safety is due, in part, to the excellent qualified, committed, and well-trained professionals who daily operate school buses in all types of weather and conditions. Other factors include the body design and construction standards school buses are built under and must adhere to. School buses are built so that they sit above the crash line, are compartmentalized with 28" high seat backs with padding to absorb full body impact, and have emergency exits to provide added safety.

As a school bus driver, you do not need to become an expert on the construction of the vehicle you drive. A general working knowledge of how your bus is built and the standards it must meet will give you a greater understanding and assist you in answering questions from the general public concerning "how safe" your precious passengers really are.

Portions of the Federal Motor Vehicle Safety Standards (FMVSS) have been developed to require minimum safety standards for the construction of school buses. There are three series of FMVSS rules:

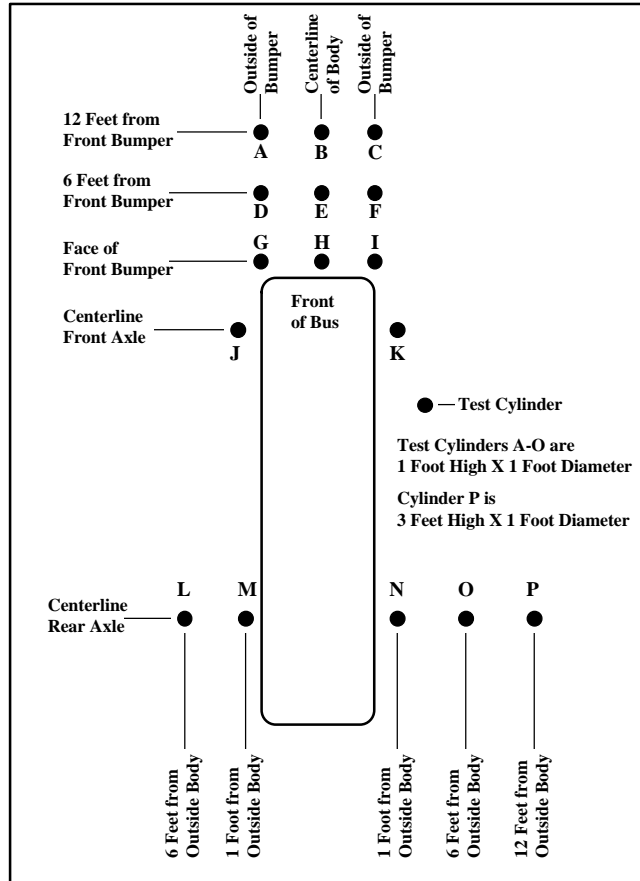
- 100 series pertains to accident prevention,
- 200 series pertains to injury protection, and
- 300 series pertains to post-accident protection.

We will take a look at a few of the standards and how they apply to you, the school bus driver.

FMVSS-111 - Rearview Mirrors

Purpose: To reduce the number of deaths and injuries that occur when the driver of a motor vehicle does not have a clear and reasonably unobstructed view to the rear.

Requirements: As of December 2, 1993, two mirror systems are required on school buses to provide a seated driver a view of specific areas along both sides and in front of the bus as illustrated in the following diagram.



FMVSS-131 - School Bus Pedestrian Safety Devices (Stop Arms)

Purpose: To reduce deaths and injuries by minimizing the likelihood of vehicles passing a stopped school bus and striking pedestrians in the vicinity of the bus.

Requirements: Each school bus must be equipped with a stop arm.

FMVSS-217 - Bus Emergency Exits and Window Retention and Release

Purpose: To minimize the likelihood of occupants being thrown from the bus and to provide a means of readily accessible emergency egress (Exit).

Requirements: Based upon size/capacity of bus, establishes type, size, operation, and location of Emergency exits (i.e., side and rear doors, side push-out windows, and roof exits [hatches]).

FMVSS-220 - School Bus Rollover Protection

Purpose: To reduce the number of deaths and the severity of injuries that result from failure of the school bus body structure to withstand forces encountered in rollover crashes.

Requirements: Establishes a rollover test load and the maximum allowable roof deflection at this load. Provides that the emergency exits perform satisfactorily during full application and after release of the test load.

FMVSS-221 - School Bus Body Joint Strength (Buses over 10,000 lbs GVWR)

Purpose: To reduce deaths and injuries resulting from the structural collapse of school bus bodies during crashes.

Requirements: Each body panel joint must be capable of holding the body panel to the member to which it is joined when subjected to a force of sixty percent (60%) of the strength of the weakest joining member.

FMVSS-222 - School Bus Passenger Seating and Crash Protection

Purpose: To reduce the number of deaths and the severity of injuries that result from the impact of school bus occupants against structures within the vehicle during crashes and sudden driving maneuvers.

Requirements: There are two areas of requirements providing the "passive" system of "compartmentalization crash protection."

FMVSS-301 - Fuel System Integrity

Purpose: To reduce deaths and injuries occurring from fires that result from fuel spillage during and after motor vehicle crashes.

Requirements: Establishes maximum fuel leakage rates allowed after a crash test.

SECTION IV

School Bus Operations

SCHOOL BUS OPERATIONS

As a school bus driver, you need to have a clear understanding of the procedures and responsibilities involved in the safe operation of your school bus. You need to perform certain duties daily before you can operate the vehicle safely. You should be aware of the various federal, state, and local laws that regulate the operation of a school bus.

The primary responsibility of any school bus driver is to provide safe transportation for students. In no other area of education does any one person accept more responsibility for the safety and well being of students than does the school bus driver. One of the major considerations in teaching school bus safety is the safe operation and maintenance of the school bus. As a driver, you continuously apply the knowledge of safe operations in your daily routine to safely operate a school bus.

Prepare to Take a Position of Control

To be sure that you can drive the school bus safely, you must be able to easily reach and operate the controls.

1. Always adjust the drivers seat before operating the vehicle. Be sure you can operate the floor controls easily and, at the same time, have good visibility in all directions both inside and outside the vehicle. Position the seat a manageable distance from the steering wheel.
2. Check and adjust all mirrors for maximum visibility before operating the vehicle. Your mirror system will provide an excellent source of protection for passengers in the bus, pedestrians, and other motorists, when you can adequately view traffic and pedestrian movement and monitor blind spots.
3. A reference point is some fixed object or point on your bus that when lined up with points outside the bus will give you consistent reference to judge when to turn, move, stop, line up your bus or judge the amount of space available around your bus.
4. Noise levels on the school bus must be controlled. Be sure you are able to hear, as well as see, potential problems. Also, Illinois law prohibits the driver of ANY vehicle from wearing any headset receiver. Control the sound from any radio to a reasonable level.
5. The driver of a school bus must be in control of the vehicle at all times. One way to maintain control is to make sure that you fasten your seatbelt before moving the vehicle. Remember, it is the law in Illinois.
6. Since the parking brake is set to keep the vehicle from moving whenever you are stopped for a prolonged period of time and/or whenever you leave it, remember to remove the parking brake before you move the vehicle.

REFERENCE-POINT DRIVING

Again, a reference point is some fixed object or point on your bus that when lined up with points outside the bus will give you consistent reference to judge when to turn, move, stop, line up your bus or judge the amount of space available around your bus.

Any point on the bus such as the door, outside mirrors, windshield center post, bus hood front and rear bumpers, etc. can be used as a reference point. These points are easily detectable and readily seen by the driver. The distance or guidelines outside the bus are then predetermined by direct measurement or observation before the driver uses his bus for the first time. Once these points are determined and the driver is comfortable with the understanding of what each reference point is telling him or her, these points should remain constant.

Here are a few simple steps for determining reference points on your bus (get some help at first, if possible):

1. Position yourself comfortably in your driver's seat.
2. Pick an easily observable point on the hood or windshield of your bus.
3. With the help of someone outside your bus (if possible), on a conventional style bus, find the point on the ground where the edge of the hood lines up with the point on the ground directly in front of it. For a transit style bus, use some point on the windshield to mark your point on the ground in front of the bus.
4. Once you determine this point, note it in your mind and remember it for future reference.
5. Remember to do this in your own bus, since the point of reference may change from bus to bus depending on the height of the driver's seat and the model of the bus.

For example, if the distance from your reference point to your front bumper measure 18 feet, you will know that whenever you are sitting in the driver's seat, the point on the ground that you see directly in front of the hood of your bus is 18 feet from the front bumper. This will be helpful for determining the proper distance to stop at railroad grade crossings.

For determining reference points to the side or rear of your bus, make sure you are seated comfortably in your seat with seat belt attached. Then, mark points on the various outside rear view mirrors on either side of your bus.

To determine the point directly below your rear bumper, use a point in your left (or right) rear view mirror that lines up directly over the bottom of your left rear wheel well and your rear bumper. Now measure the distance from this point on the ground to the edge of your rear bumper. Remember this distance. You should use reference points on both left and right rear mirrors.

This rear reference point can be helpful when estimating the distance from your rear bumper to some point on the ground and can be especially helpful at a railroad grade crossing when determining the distance of your rear bumper from the track. **REMEMBER TO ALLOW EXTRA DISTANCE AT ANY RAILROAD GRADE CROSSING SINCE TRAINS OVERLAP THE TRACK BY ABOUT 3 FEET.**

Finally, remember that these measurements should be made and will only be applicable on level ground. Adjust your front and rear measurements when your bus is stopped on a sloped surface.

Start the Engine

Before attempting to start the engine, make sure the transmission is in the “neutral” position and the parking brake is set. Automatic transmissions will start only when the transmission is in “neutral.” Some small buses will have a “P.”

1. Use the accelerator pedal sparingly. Pumping the pedal could cause the carburetor to flood.
2. Don't race the motor to warm up the vehicle. This will only put unnecessary wear on vital engine parts and shorten the life of the engine.
3. Check the instrument panel to see that everything is normal and that the gauges are registering properly.

Make Sure You Are Seen

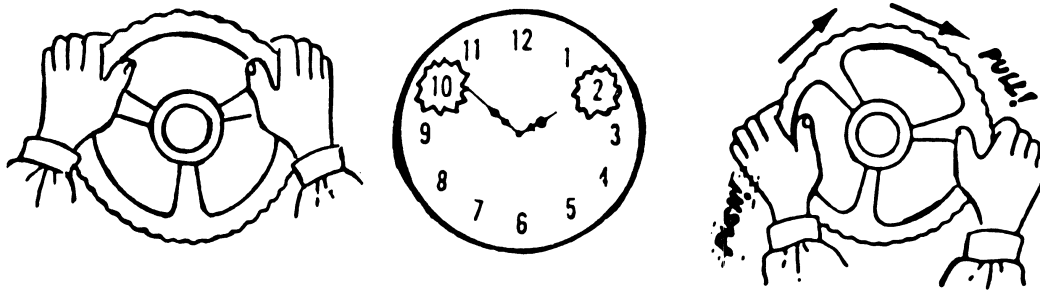
Illinois law requires that you activate the stop-signal arm and the eight-lamp flashing signal system whenever you stop to pick up or discharge students. The law prohibits the use of these systems at any other time. Regardless of the vehicle size and color, you should legally use every device available to assure that other motorists, and even pedestrians, are aware of your presence.

1. An excellent safety practice is to turn on the headlights whenever the vehicle is in operation.
2. If the bus is equipped with a *strobe light*, the strobe light may be lighted only to alert motorists to the presence of a school bus. No strobe lamp may be lighted unless the school bus is actually being used as a school bus and 1) is stopping or stopped for loading or discharging pupils on a highway outside an urban area or 2) is bearing one or more pupils and is either stopped or, in the interest of safety, is moving very slowly at a speed (i) less than the posted minimum speed limit, or (ii) less than 30 miles per hour on a highway outside an urban area.
3. Use the *hazard lights* when stopping at railroad crossings, when indicating the presence of a road hazard, or when backing up the bus.
4. When approaching a stop, touch the brake pedal lightly before actually making the stop.
5. Check the operation of your clearance lights; make sure that each is working properly and can be seen by everyone.

Steering

Position your hands on the steering wheel for maximum control of your vehicle at all times.

1. Grip the steering wheel with both hands. Many experts say the best positions are at 10 o'clock and 2 o'clock on the wheel.



2. Both hands should remain on the steering wheel while the bus is moving, except when shifting gears or turning switches.
3. Be especially careful during inclement weather. Learn defensive driving techniques that will prevent skids under various weather conditions.

Shifting Gears

Before shifting gears, remember to completely release the parking brake. Also, you may occasionally be expected to use a transmission that is unfamiliar to you. Make sure you can operate a vehicle with either a manual transmission or an automatic transmission.

1. Driving a school bus with automatic transmission is much like driving an automobile with automatic transmission.
 - a. Once you place the gear shift in “drive” and depress the accelerator, the gears will progress to the highest (or cruising) gear automatically.
 - b. To gain additional power for a short duration, depress the accelerator pedal to the floor firmly. This will cause the transmission to shift to the next lower gear if the bus isn’t traveling too fast. However, when you let up on the accelerator, the transmission will again progress through its sequence to the highest gear.
 - c. Especially when traveling through steep or hilly areas, manually select alternate lower gear settings for prolonged power or braking. Take a practical, defensive approach.
 - d. ALWAYS ACTIVATE THE PARKING BRAKE WHEN THE VEHICLE IS NOT IN USE. In an automatic transmission, the gears alone will not keep the vehicle from moving.
2. Driving a school bus with manual transmission is different than driving most automobiles.
 - a. When driving a vehicle with a manual transmission, you should know the gear positions and be mindful that “lower gears” are *always used for power or prolonged braking, while higher gears are used for cruising*. Always use the proper gear for the vehicle load and terrain.

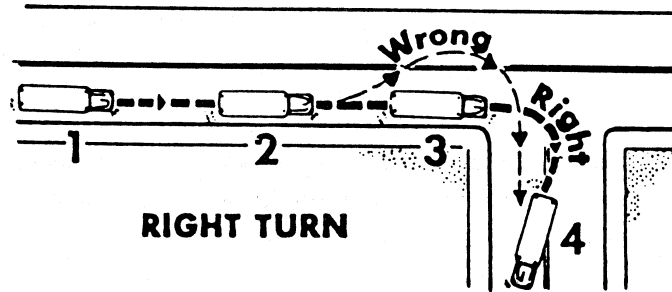
- b. While the load and terrain may in certain situations indicate the need to start out in first gear, the generally applied starting gear is second. To avoid placing undue load or wear on the engine and clutch, you should never start out in a gear higher than second.
- c. To prevent loss of speed and to avoid racing the engine and/or slipping the clutch, always release the clutch smoothly, but more quickly in gears other than the starting gear.
- d. When practical, don't skip a gear whenever you shift. This practice causes unnecessary engine and clutch wear.
- e. Most school buses with manual transmissions are synchromesh. However, "double clutching" may be necessary in some older models without synchromesh transmissions. Check with your supervisor or mechanic for the proper way to "double clutch."
- f. **REMEMBER:** Always activate the parking brake when your vehicle is not in use.

Turning

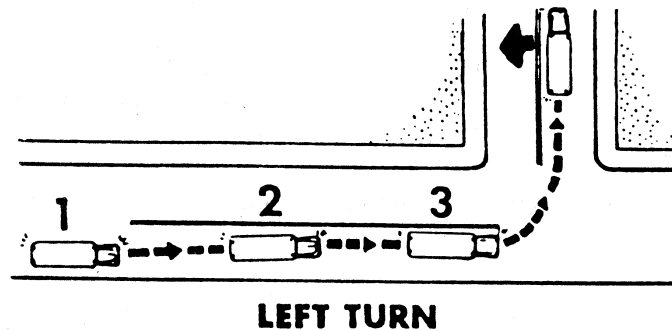
Always keep in mind the size of your vehicle. Your vehicle is much higher than any automobile and also weighs much more. A school bus generally is twice as long and much wider than any full-sized automobile. Allow for the oversize and limited maneuverability of your bus when turning.

1. When making any turn, check traffic to the front, rear, and sides.
2. Check all mirrors, especially on the side next to the lane you are moving into. **TURN YOUR HEAD TO CHECK ANY BLIND SPOTS FOR VEHICLES AND/OR PEDESTRIANS.**
3. Activate the proper turn signal at least 100 feet before the turn in an urban area and 200 feet before the turn in all other areas.
4. Reduce your speed and downshift before you begin your turn, and never shift gears while making a turn.
5. Always yield the right of way to pedestrians and other vehicles.
6. When children are in the area, always use extreme caution.
7. Right turns are more difficult because of the length of the bus.
 - a. Keep an eye on the right mirror while turning. Be mindful of any pedestrians that may be standing at or near the curb. Also, watch out for parked cars.
 - b. Enter the right-most lane available, but leave enough room to make your turn. If your bus must cross into another lane in order to make the turn, make the lane crossover in the road that you are entering.

- c. Check to be sure that the turn signal is canceled.
- d. Steer the vehicle back into position, and regain the proper speed for traffic and road conditions.



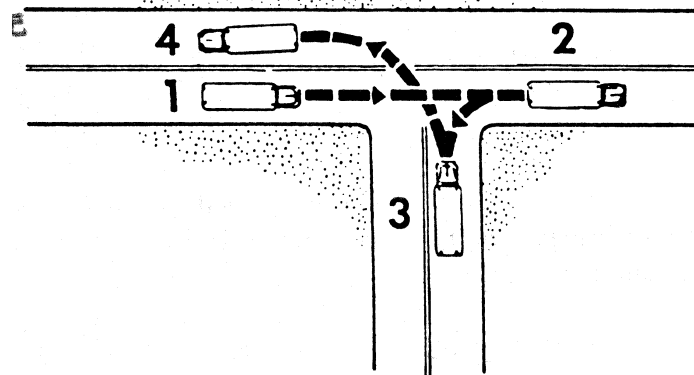
- 8. Left turns are usually not as difficult as right turns but are more dangerous.
 - a. Follow the same safety precautions as above. Keep wheels straight ahead while waiting to make the turn. If they are turned in anticipation of the turn and the bus is hit from behind, the bus will be pushed into oncoming traffic.
 - b. Refer to your left mirror while turning.
 - c. Enter the left-most lane available. However, if multiple left-turn lanes exist, be mindful of proper lane usage, and stay in your lane as you make the turn. Once you complete the turn, make sure the turn signal is canceled.



- 9. Whether making a right or left turn, be aware that in many situations part of the REAR of your bus may project outward as you are making the turn. Be careful when making a left or right turn when you are next to another vehicle or object.
- 10. While Illinois law allows cars and buses to make "right turn on red," unless otherwise designated, "right turn on red" in any situation is not recommended due to the size of any school bus.

Backing Up the Bus and Backing to Turn Around

All backing of any school bus/vehicle is strongly discouraged. If a mishap occurs while you are backing your vehicle, you are at fault. It is difficult to outline an acceptable method to execute a safe back-up on any roadway. You are afforded no protection when in the process of backing any vehicle, and the size (you should know the length of the bus you are driving) and limited visibility of a school bus makes backing even more dangerous. Illinois law simply states that you may back up a vehicle (except on the shoulder or roadway of a controlled access highway) only if you can do so without interfering with other traffic.



TURN AROUND

1. *Activate your hazard lights whenever you must back up your vehicle.*
2. When circumstances leave you absolutely no alternative and you have checked to make sure that conditions are as safe as possible, back into a road, other than a main road or a wide drive or lane, and initiate a safe left-turn maneuver.
 - a. Pick an area where you have clear visibility for at least 500 feet in each direction.
 - b. Stop at least one bus length ahead of the road you will back into.
 - c. Check traffic movement to the front, rear, and sides, and check for pedestrians.
 - d. Backup carefully, using the outside mirrors. Properly adjusted outside mirrors are extremely important to safe backing maneuvers.
 - e. When you have backed up as far as necessary, turn off the hazard lights.
 - f. Activate the proper turn signal.
 - g. Check traffic on both sides of your vehicle and re-enter the desired traffic lane.

3. Whenever it's necessary to back up to turn around on a route where students are being picked up or discharged, do so with the children on the bus and seated.
 - a. If you are picking up students at a bus stop location, allow the students to board the bus before backing to turn around.
 - b. When you discharge students at a bus stop location and must back up to turn around, make your backing maneuver before you allow the students off the bus.

Speed Limits

The legal speed limit for a school bus is the same as that for an automobile. However, because of the size and weight of any school bus, it requires a greater distance for stopping than a regular passenger vehicle.

1. Adjust your speed for the time of day, vehicle size and passenger load, and proximity to children. Remember braking distance is affected by the size of your vehicle and load, and children are often unpredictable.
2. Reduce your speed to compensate for weather and/or road conditions.

Changing Lanes

Be careful to stay in one lane of traffic and not to straddle lane markings. Always drive in the lane of traffic that gives you the best maneuverability for your route (especially when making turns) and allows you the best defensive position for weather, traffic, and road conditions. Whenever possible, drive in the furthest right lane of traffic. If a lane change is necessary, always use extreme care.

1. When planning a lane change, check traffic, especially in the lane you are moving into.
2. Always signal your intentions with your turn signal.
3. Continually check your mirrors. If it helps, turn your head to view any possible blind spots at your side and rear.

Entering and Exiting a Roadway

Entering any roadway can be a potentially hazardous situation. Keep in mind that the vehicle you are driving, while affording maximum protection for the occupants with its size and weight, is also very slow to respond to changes in acceleration.

1. When entering a normal roadway from either a parked position or another roadway,
 - a. Always yield the right of way to passing vehicles.
 - b. Activate the proper turn signal to indicate your intention to enter the roadway.
 - c. Check traffic in the roadway you are entering before moving your vehicle.

- d. Check your mirrors for vehicles behind you. If necessary, turn your head to check blind spots.
 - e. Enter the roadway only when it is safe to do so and accelerate to the flow of traffic as safely and as quickly as possible.
 - f. Deactivate turn signals.
2. When entering or exiting an expressway, do so as quickly and as safely as possible, keeping in mind the following:
- a. Activate the proper turn signal to indicate your intentions to enter or exit the roadway.
 - b. Check traffic in front and on the sides of your vehicle. Turn your head to check blind spots if necessary.
 - c. Check your mirrors for traffic behind and at your rear.
 - d. Enter or exit the expressway as safely and quickly as possible while accelerating or decelerating to the flow of traffic as needed. Use any entrance/exit ramp to help accelerate/decelerate your vehicle. However, ramp speeds are not always safe for all vehicles and weather conditions.
 - e. Unless absolutely necessary, never bring your vehicle to a complete stop immediately before entering any high-speed expressway. Enter and merge as safely as possible with the flow of traffic.

Radio or Cell Phone Usage:

The radio is used to communicate between school, school transportation or contractor personnel/dispatchers and drivers. The driver has the radio as a working tool. The two-way **radio is not for personal use.**

10 CODE = FOR PARTS OF STATE OF ILLINOIS

| | |
|-------|----------------------|
| 10-1 | Unable to Copy |
| 10-4 | OK |
| 10-5 | Relay |
| 10-7 | Out of Services |
| 10-8 | In Service |
| 10-9 | Repeat |
| 10-10 | Fight |
| 10-13 | Route Completed |
| 10-19 | Return |
| 10-20 | Location |
| 10-23 | Arrive |
| 10-30 | Ready for Assignment |
| 10-33 | Emergency |
| 10-36 | Time Check |
| 10-41 | Radio Check |
| 10-47 | Brake Problem |
| 10-50 | Accident |

- 10-51 Need Wrecker
- 10-52 Need Ambulance
- 10-T Tornado Watch (Never Say Tornado)

NOTE: Each district needs to have a special code for a hostage and/or weapon situation suitable for use on either a two-way radio or cell phone. Some school buses are equipped with cell phones instead of two-way radios. These phones should also be treated as a working tool and not used to conduct personal business.

Get Them There Safely

Students, as well as the school bus driver, must clearly understand that boarding and exiting the school bus are potentially the most perilous procedures related to the ride on a school bus. Account for student position even when it isn't necessary for a student to cross the roadway. Whenever it does become necessary for a student to cross a roadway, don't rely on other motorists to always act appropriately. You must be constantly on the alert for potential dangers and use your judgment about what other drivers might do. Students, regardless of age and/or grade level, must stay in a safe position until you are comfortable with the level of safety at the location and clearly indicate permission to move.

It is important for the students and the driver to know that, when students move out of the driver's sight, they are more likely to be seriously injured or killed by falling beneath the school bus wheels. *DON'T ALLOW REPETITION TO CREATE A FALSE SENSE OF SECURITY.* The consequences can be deadly.

1. Illinois law requires other motorists to stop whenever the stop-signal arm on a school bus is extended and the eight-lamp flashing signal system is in operation, with the red signal lamps flashing.
 - a. When a highway has at least four lanes of traffic and at least two of those lanes are traveling in a direction opposite from your bus, only motorists traveling in the same direction as the school bus must stop.
 - b. On two-lane roadways, traffic traveling in both directions must stop.
 - c. On one-way roadways, regardless of the number of lanes, all traffic must stop.
2. Proper use of safety devices on the school bus will help you control traffic when stopped to load and unload students.
 - a. Activate the right turn signal only to indicate a lane change.
 - b. The amber lamps of the eight-lamp flashing signal system must be activated when approaching a stop at least:
 - (1) 100 feet within an urban area and
 - (2) 200 feet outside an urban area.
 - c. The school bus must be brought to a complete stop with the right wheels parallel to the curb and within 12 inches of the right curb, if one exists, or as close as possible to the right edge of a right-hand shoulder whenever a curb doesn't exist.

- (1) No child can be required to cross any highway with four or more lanes of traffic where at least one or more lanes travel in the opposite direction. The school bus stop must be situated so that the student's residence and/or the student's school (attendance center) is on the right side of the highway.
- (2) The driver must keep all persons at or near a bus stop in sight and account for their whereabouts in relationship to the bus, the roadway, and other motorists.

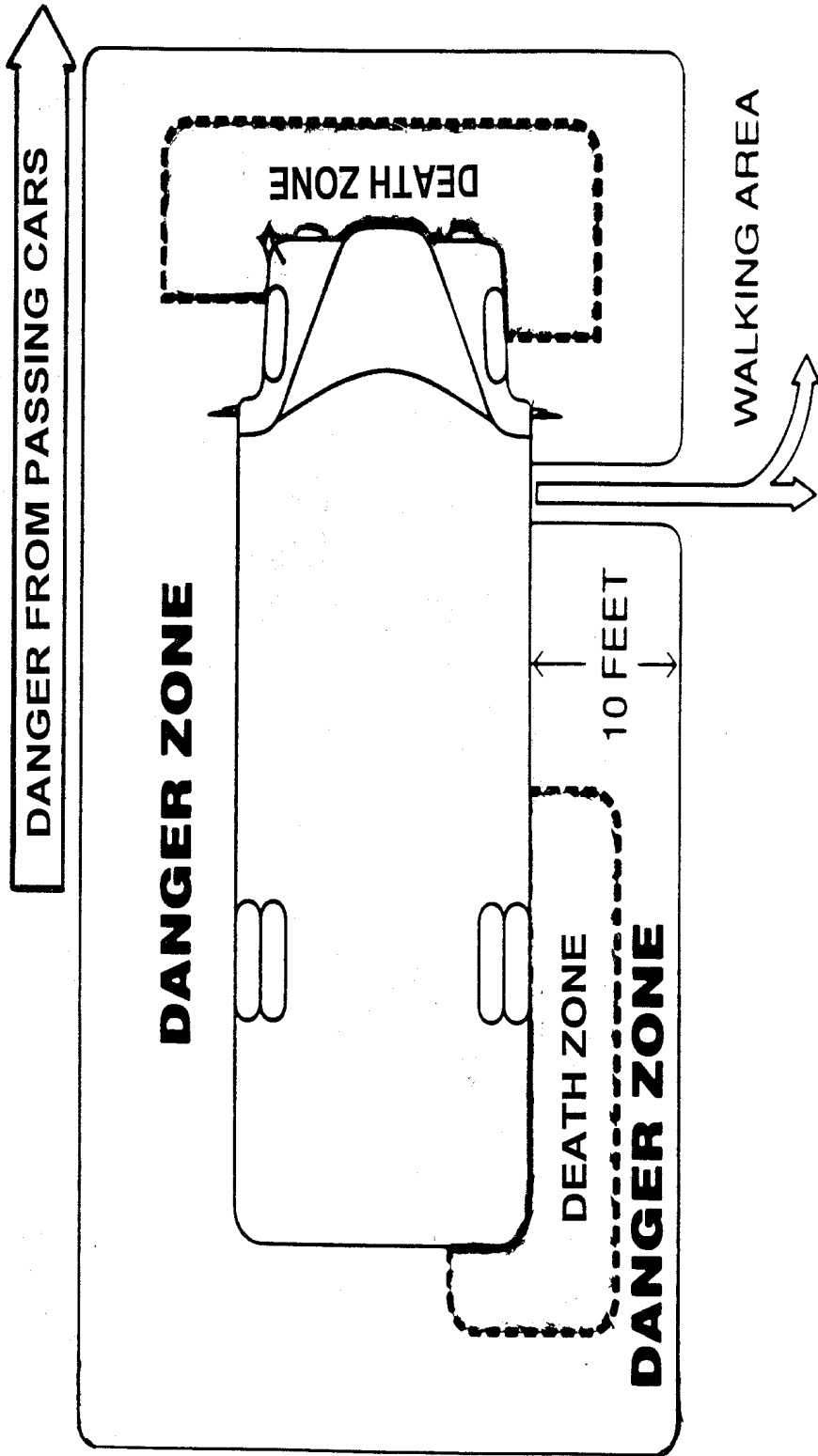
The red signal lamps must be flashing and the stop-signal arm and crossing arm extended each time the bus is completely stopped for the purpose of loading and/or unloading students. The use of these devices is prohibited at any other time. (See Review the Rules)

Loading Passengers

When preparing to pick up the students on your route, pay particular attention to them and other highway users. You should seldom be late and never be early on your route. When you are on time at a given stop and the student is not in sight, don't wait--take a good look around to make sure the student is not approaching the stop. If no one is in sight, proceed on your route and report the student's absence to your supervisor or a person in authority at the school as soon as possible or proceed as local policy dictates.

1. Activate the amber lamps of the eight-lamp flashing signal system as prescribed by law.
2. Check the position of all students and other children in the area traffic.
3. Activate your right-turn signal only to indicate a lane change and check your mirrors to assure yourself that traffic is clear and it is safe to stop.
4. Approach waiting students with extreme care. Constantly check your mirrors.
 - a. Stop your bus parallel to and within 12 inches of the curb, if one exists, or parallel to the edge of the roadway. Students need to be at least five feet back from the curb or edge of the roadway and at least five feet in front of the bus.
 - b. Come to a complete stop, keep the brake pedal depressed, put the transmission in the "neutral" position, and set the park brake.
 - c. Instruct the students not to move toward the bus until you have brought the bus to a complete stop and have opened the service door.

5. Do not allow students to cross a two-lane roadway until you are confident that all traffic is stopped.
 - a. You should be aware that other motorists may not stop. Tap the horn if you feel it is necessary.
 - b. Check vehicles behind the first vehicle stopped, and look for any hint of unexpected action or movement toward your stopped school bus.
 - c. Direct waiting students to carefully cross the roadway some 10 feet in front of the school bus. Students should walk, not run, to the bus.
 - d. **Be sure that your directions are clear** and that you don't confuse the students or the motorists. While looking at the students, extend your arm and make a stop sign with your hand. Point at the students and direct them across the road with a slow-sweeping motion of your arm across the windshield.
 - e. Students should never move until you give a clear signal to do so safely, and they should always check the traffic lanes for themselves as they cross the roadway. Should you recognize a dangerous situation and want the students to stop, blast your horn.
 - f. Take a mental inventory of the students as they leave to cross the roadway, and count them again as they board the school bus.
 - g. Students are to use the handrail when boarding. They are to go directly to their seats and be seated before the bus moves. Once seated, students should never change seats or move around in the bus while it is moving.
 - h. Close the service door to deactivate the stop signal system as soon as possible after students are seated properly and the aisle is clear. It should not be necessary for motorists to wait unnecessarily for an excessive amount of time.
 - i. Check all mirrors. Pay particular attention to areas close to the bus to be assured that all students and other pedestrians are out of the "danger zones" around the bus.
 - j. **All students must be properly seated** and not obstructing your view before you can safely move your bus.
 - k. When you feel it is safe to move your bus, activate the left-turn signal if you are changing lanes, check traffic, and carefully move into the traffic lane.
 - l. **Never exceed the legal passenger capacity of the vehicle.** If a situation arises on the route to school, immediately advise your supervisor of the need for assistance and/or an additional bus. You may be directed to inform waiting students to return home to wait for alternative transportation.



- m. Having students load from the front to the back could help reduce accident and injury risks. In adverse conditions, this practice allows the driver to have more control of the bus with less chance of skidding with more weight over the front axle. Another advantage would be if the bus was struck from behind, student injuries could be minimized.

Unloading Passengers

This procedure is particularly critical. You may find the students on your bus more difficult to manage on the trip home. Because of this, you will have to pay particular attention to the area around the bus from curb to curb and from at least 10 feet in front of the school bus to a point several feet behind the bus. The school bus itself always sits like an island at the edge of this area, which is so notorious for potential injury to student passengers that it is often referred to as "The Death Zone."

1. Activate the amber lamps of the eight-lamp flashing signal system as prescribed by law.
2. Activate right-turn signals only to indicate a lane change and check mirrors to determine the position of other motorists.
3. Come to a complete stop before you crack the service door enough to activate your stop arm and flashing red signal lamps. Never open the service door fully to allow students off the bus until you are certain that motorists from all directions have stopped. *Check your right rear view mirrors, also, to make sure no vehicle is attempting to pass your stopped school bus on the right side.*
 - a. Remember your bus is a "stop sign on wheels." Give other motorists ample time to react to the stop arm and flashing red signal lamps before you open the service door fully.
 - b. Have students remain on the bus until you have determined that traffic has stopped in all directions.
4. Count students as they leave your bus.
 - a. When it is necessary for a student to cross the roadway, direct the student to a point at the edge of the roadway and at least 10 feet in front of the bus. This will give the student a clear view of the roadway being crossed, as well as give motorists an opportunity to see the student in the roadway if the motorist fails to stop for your school bus.
 - b. Check traffic again, and when you are sure the situation is secure, allow the students to cross the roadway. Instruct the students to constantly check for themselves as they carefully cross the roadway.
 - c. Be careful not to confuse students or other motorists with exaggerated body or hand movements. Make certain students have your attention and fully understand your signals.
5. Once students are safely across the roadway and at least 5 feet beyond the curb or edge of the roadway, check mirrors to assure yourself that no child is in the immediate area of the school bus.

- a. Determine where all students have moved once they leave your bus.
 - b. Make sure that no student has moved back in front, or to the side, of your school bus once they have crossed the roadway. **MAKE SURE no student's backpack, drawstring, loose clothing, etc. has become hooked on the handrail or in the door.**
 - c. If a student has not moved to a safe distance from the area around the bus, direct the student to do so before moving the vehicle. **DO NOT MOVE THE BUS UNTIL ALL STUDENTS ARE SAFE.** **"COUNT 'EM OFF, COUNT 'EM SAFE."**
6. Cancel the eight-lamp flashing signal system by closing the service door. When this is completed, activate the left-turn signal, only when changing lanes, check your mirrors for traffic and pedestrians, and when it is safe to do so, move back into the traffic lane.

Report any student who fails to act properly during the loading and unloading procedures. What may seem like a harmless, minor infraction at the time has the potential to become "a matter of life or death."

Loading and Unloading Students with Special Needs

Transporting students with special needs to and from school safely each day is often a team effort. The team is made up of the school bus driver, school bus aide if provided, and staff at the school responsible for student transportation.

Loading and unloading the school bus is usually taken for granted, but these operations can present a great many problems if not done properly. Listed below are several considerations that each driver should be aware of to insure the safe loading and unloading of the students with special needs. Since these students often have varying levels of ability, special care and consideration should be given to their loading and unloading.

1. Always use the stop arm and flashers when loading and unloading passengers.
2. Often students with special needs require more time to get from their home to the bus. For this reason, when loading students with special needs, activate the stop arm only when the student is in sight or being loaded onto the school bus.
3. Remind all passengers that even though the stop arm and flashers may be activated, drivers of other vehicles don't always stop. Students who ride the school bus should always be watching for traffic when approaching and leaving the school bus.
4. Except in an emergency, never leave a child alone on the bus. Also, no bus team member should ever leave a student with special needs outside the bus unattended. Students should remain either in the school or on the school bus until it is their time to be moved safely to or from the bus.
5. When loading or unloading a student with a physical disability, especially one in a wheelchair or other mobile seating device, the driver should always try to park the bus on level ground. Set the parking brake and apply wheel chocks if required. This is necessary as the bus must be running to activate the hydraulic lift.

6. Load all students, ambulatory and nonambulatory, on the curb side of the street. Never allow any passenger to step out of the bus into a lane of traffic. If the loading and/or unloading process requires a student to cross a roadway, the driver should direct the student from the bus when it is safe to cross. The driver should never stop the bus in the middle of the roadway to pick up or discharge a passenger. If another bus team member is present on the bus, he/she should personally walk this student across the street to a safe location, generally to a responsible adult.
7. When loading a student with a physical disability in a wheelchair, the driver should
 - a. always back the chair onto the lift,
 - b. always set the chair brakes before lifting it onto or off a bus,
 - c. KEEP ONE HAND ON THE CHAIR AT ALL TIMES,
 - d. ALWAYS FACE THE STUDENT BEING LOADED,
 - e. be sure the safety barrier at the front of the lift is activated when the lift is in an “up” position.
8. Whenever possible, use a four-point tie-down system to secure a wheelchair and its passenger. The tie-down system should include lap belt, shoulder strap(s), and/or special wheel tie downs as appropriate. Also, set the chair braces. Whenever there is doubt, consult the student’s physical or occupational therapist or special education specialist.
9. When loading passengers who ride in wheelchairs, load only one at a time so no one is ever left unattended.
10. As appropriate, and as the law provides, insist that each student on the bus wear a seat belt or safety vest when the bus is in motion.
11. In many situations, the driver’s responsibility is the operation of the bus and any lift apparatus. If another bus team member is present, this person is usually responsible for all of the students on the bus. However, the driver is still responsible for the safety of everyone on the bus; therefore, the driver should make a final check of all wheelchair belts and straps before leaving a student’s pick-up location. Remember, whenever there is an accident, the driver of the school bus is always responsible.
12. Messages from parents or guardians to the school must always be in writing; never leave anything to memory.
13. Make sure any medication you are asked to deliver gets into the hands of an adult. Never carry medication to school for a student unless a note goes with it. The note should contain the name of the school, teacher, parent, and bus number.
14. Never make changes in seating (car seats, special restraints, etc.) without communication with school staff or parents.
15. Unless a school or district has a different policy, leave special education students only with an adult at the end of the school day.

16. The driver should communicate with his/her supervisor as soon as possible if a student cannot be safely delivered home at the end of the school day. Document these types of delays or undeliverable situations, and inform the school administrator as soon as possible (no later than the next day) in any case of an undeliverable student.
17. ACCOUNT FOR EACH STUDENT ON YOUR ROUTE EACH DAY.

Loading and Unloading Infants/Toddlers/Preschoolers

Children age five and under are daily passengers on many school vehicles. These children depend on transportation personnel to provide a safe ride to and from programs. Transportation should be established as the mutual responsibility of parents, transportation personnel, and service providers. Regular and substitute drivers must be knowledgeable about their responsibility for each child age five and under in the legal school vehicle.

Due to the age and varying levels of ability, consideration should be given to loading and unloading infants, toddlers, and preschoolers. **Drivers should follow district policies regarding parents/guardians bringing the child to the bus, who secures the child restraint to the vehicle seat, and who secures the child in the child restraint.** Districts will be furnished a transportation resource document designed specifically to assist with decision-making for transporting infants, toddlers, and preschoolers. The resource material provided in this document comes from the 1995 National Standards for Pupil Transportation. There are, at present, no federal standards for infant/toddler/preschool transportation. When one becomes available, this section will be replaced.

REMEMBER, IT IS THE DRIVER'S RESPONSIBILITY TO ENSURE THAT ALL PASSENGERS ARE PROPERLY SEATED AND SECURED WHILE RIDING THE LEGAL SCHOOL VEHICLE!

Trains Always Have the Right of Way

A school bus is one of the safest vehicles on our highways. Every school bus vehicle in Illinois must meet very extensive design standards and must maintain inspection requirements set by the Illinois Department of Transportation. Passengers in a school bus generally ride above the crash line, and the interior structure is intended to compensate for most crashes. However, there is at least one circumstance when a school bus does not have the slightest edge--**a collision with a train. FIRST AND FOREMOST, KNOW THE HEIGHT, LENGTH, WIDTH AND OVERALL SIZE OF YOUR BUS IN RELATION TO ANY RAILROAD CROSSING YOU ENCOUNTER. (Refer back to Reference-Point Driving in this Section.)**

1. A train cannot stop quickly. Its response is limited by its size, weight and the engineer's view down the track. A train cannot swerve to avoid a school bus. Illinois law regarding required stops at highway/rail grade crossings is explicit. A school bus must stop at **ALL** highway/rail grade crossings--whether carrying passengers or not. The drivers shall stop within 50 feet but not less than 15 feet from the nearest rail of the railroad and shall not proceed until he/she can do so safely. The foregoing requirements shall apply in the following situations:
 - a. A clearly visible electric or mechanical signal device gives warning of the immediate approach of a railroad train.

- b. A crossing gate is lowered or a human flagman gives or continues to give a signal of the approach or passage of a railroad train;
 - c. A railroad train approaching a highway crossing emits a warning signal and such railroad train, by reason of its speed or nearness to such crossing, is an immediate hazard;
 - d. An approaching railroad train is plainly visible and is in hazardous proximity to such crossing.
 - e. A railroad train is approaching so closely that an immediate hazard is created.
 - f. No person shall drive any vehicle through, around or under any crossing gate or barrier at a railroad crossing while such gate or barrier is closed or is being opened or closed.
2. A train/vehicle collision could be avoided by following a few easy but extremely important procedures when approaching a highway/rail grade crossing.
- a. Require silence when approaching a highway/rail grade crossing.
 - (1) Students must understand that total silence is necessary and no movement will be tolerated.
 - (2) All radios, tape players, etc. must be turned off.
 - (3) Turn off heaters and fans to hear adequately.
 - b. Activate your hazard lights prior to the tracks (100 feet in an urban area and 200 feet in a rural area). This will alert other drivers the bus is about to stop.
 - c. Scan the surroundings for information that may indicate danger:
 - (1) The visibility of the crossing, tracks, terrain, and roadways on either side of the tracks;
 - (2) The volume, type, and position of traffic that is present;
 - (3) The distance that can be seen clearly in either direction down the tracks;
 - (4) The type of warning devices in use at the crossing; and
 - (5) The amount of space on the other side of the track should you have to stop your vehicle shortly after crossing the track.
 - d. Stop the school bus within 50 feet, but not closer than 15 feet from the nearest rail, in a position that gives you the best view of the tracks in both directions but

not fouling the crossing gate at a crossing so equipped. Drivers need to know that some stop lines are too close and must adjust their stop before the crossing gate.

- e. Look and listen for any indication of an approaching train.
 - (1) Open the driver's window and the service door.
 - (2) **NEVER** allow a student to leave the bus to check the tracks.
 - (3) The school bus driver shall **NEVER** leave the bus to check for a train.

- f. If there is any indication of an approaching train:
 - (1) Hold the bus a safe distance from the tracks until the train passes;
 - (2) Place the transmission in the "neutral" position and set the parking brake; and
 - (3) **DO NOT** creep toward the tracks, but maintain a safe distance from the tracks. **DO NOT** foul the crossing gate where one is equipped. **DO NOT** stop less than 15 feet from the nearest rail.

- g. Extra attention is needed for multiple tracks you must cross.
 - (1) Take a mental inventory of the number of tracks you must cross. Check below the cross buck for a sign indicating the number of tracks at the crossing if there is more than one.
 - (2) At a multiple-track crossing, only one stop should be made at the track closest to the school bus when the bus is first stopped as prescribed by law, but not fouling the crossing gate at crossings so equipped.
 - (3) Once the train passes the crossing, always wait until the tracks become completely clear and visible in both directions before proceeding. In some situations, a second train could be approaching from the opposite direction or on a different set of tracks.

- h. There are various types of highway/rail grade crossing warning devices. Not only are you risking arrest if you fail to respond properly to these devices, you are risking your life and the lives of your passengers.
 - (1) The "cross buck" is a passive or "non-active" sign that identifies a rail crossing. Always use extreme caution when passing over a crossing. You may proceed across a railroad highway/rail grade crossing only after a train has passed and/or you determine that no train is approaching.
 - (a) At multiple-track crossings, the number of sets of tracks governed by that crossing device is indicated by a number under the cross buck sign. If there are multiple tracks, there will be a number to indicate how many sets of tracks will be crossed.

- (2) **REMEMBER**, no person shall drive any vehicle through, around or under any crossing gate or barrier at a railroad crossing while such gate or barrier is closed or is being opened or closed.

If you encounter a situation where an automatic flashing light signal with gate is operating and no train has arrived after an extended period of time, report the lowered gate immediately, check for an alternate route or wait for assistance. **No student can exit the bus to lift the gate.**

- (3) Always follow directions of a police officer or flag person directing traffic at any highway/rail grade crossing.
- (4) Cross the tracks only after the train has cleared a position to cancel any warning devices activated, or at crossings with no automatic warning devices, as indicated in h.1.
- (5) The drivers of manual transmission buses should place the gear in low starting gear. The driver should close the service door, look again in both directions, check for flashing signal lights, and then proceed across the tracks without stopping or changing gears.
- (6) The drivers of automatic transmission buses should proceed over the tracks using the normal driving gear following steps in item #5 above.
- (7) Never drive onto a railroad track until you are certain there is adequate room ahead for your ENTIRE vehicle to clear the tracks completely. **Know the length of your bus.** It can be life threatening to begin to cross a set of tracks only to find that you must stop your vehicle for traffic before you have completely cleared the tracks. It is against the law in Illinois to stop on a highway/rail grade crossing. **Never stop and back the bus while crossing the tracks.** Refer back to reference point driving.
- (8) Cancel your hazard lights when you have completely cleared the tracks and your vehicle has traveled 200 feet from the tracks in a rural area (100 feet in urban). Hazard lights need to be activated approximately 200 feet before and after stopping at the highway/rail grade crossing in a rural area (100 urban).
- i. If for any reason your bus should become stalled on the tracks and a train is approaching, **IMMEDIATELY EVACUATE** your bus. The quickest method of evacuation would be the front- and rear-door method. The driver should assign a responsible student in each group to keep the children together. The driver must be able to see both groups of children. Students should be instructed to move away from the bus in a direction toward the train, but at a right angle to the train. (This is important, since upon impact, the bus and debris will be pushed down the track.) If the bus is stalled on the tracks and no train is in sight, the driver should evacuate the children from the front or back of the bus. The children should move to a safe place at least 200 feet away from the bus. **They must not cross the tracks.** All evacuation procedures need to be cleared by the district personnel.

Fuel Efficiency

The conservation of fuel is an essential part of your job. The size and weight of a school bus and the frequency of stops and starts associated with daily routes are definite obstacles to fuel savings. However, the manner in which you handle a well-maintained school bus will make a difference. Your dedication as a driver to the consistent application of a few simple procedures will definitely affect the level of fuel efficiency achieved more than any other factor.

1. Pretrip

Give particular attention to the daily walk-around inspection.

- a. Not only does this check give the driver an opportunity to identify important safety concerns, but a thorough inspection will help to prescribe preventative maintenance needs.
- b. A well-tuned and well-maintained engine and properly inflated tires will support your fuel conservation efforts.

2. Start Your Engine

The steps you take in starting the engine can be important for the wear and life of the engine.

- a. Don't pump the accelerator pedal more than once or twice if you have a carbureted fuel delivery system.
- b. Don't crank the starter more than 15 seconds at any one time. These habits not only waste fuel, but can damage the vehicle. If the engine doesn't start after a total of 30 seconds, wait for a minute or so before trying again.
- c. Racing the engine and/or allowing the engine to idle for an extended period of time in an attempt to warm the engine in any weather serves no useful purpose. This simply wastes fuel.

It may be necessary to allow a diesel engine to warm up longer than a gasoline engine, but you should always guard against excessive idling.

- d. Begin your route shortly after you start your engine. Diesels need to be raced to kick the alternator in or it will burn up on the alternator. (BUT ONLY for a short time.)

3. Beginning Your Route

You will save fuel by the way you shift gears.

- a. To move your vehicle, rest your foot on the accelerator pedal and press slightly. Do not push the pedal to the floor. If your vehicle is equipped with an automatic transmission, accelerate easily to the slowest speed at which the transmission first shifts to the next higher gear smoothly. Accelerate to let the next smooth upshift occur as you move along.

- b. When using a manual transmission, start in low gear and accelerate to a speed where an upshift can be easily executed without lugging. Increase the speed of the vehicle slowly each time you shift to the next higher and more fuel-efficient gear.
- c. You should become familiar with the feel of the vehicle and the sound of the engine. Eventually you will know when a change in gear should occur.

4. Highway Driving

Because of its size, a school bus sits above the normal flow of traffic. This is a definite advantage you should use, along with your mirror system, to position your vehicle in the flow of traffic for maximum fuel efficiency and minimum use of the brakes.

- a. Practicing the four-second following maneuver will reduce braking (see Page 54). Constant braking and speeding up is a waste of fuel. Once you reach a speed that feels most comfortable in relationship to traffic movement maintain a steady speed. The legal speed limit for a school bus is the same as that for an automobile. Traveling somewhere between 40 and 50 miles per hour is the safest and most fuel-efficient highway speed, however;
- b. When approaching a curve or any situation that requires a substantial speed reduction or stop, lift your foot from the accelerator early enough to reduce your vehicle speed in a smooth and easy manner.

5. Route Driving

Keep your stops to a minimum.

- a. You are required to let students off the school bus only at their assigned stops. While this practice is designed to provide the highest level of protection possible for you and your passengers, restricting additional stops will also save fuel. **DO NOT** change routes or pickups without authorization from the proper school official.
- b. Stay alert on your route. If you are required to idle for an excessive period of time, shut off the engine until you are ready to move again.

Defensive Driving

Your attitude and dedication to organization and consistency can result in safety and efficiency. SIPDE (Search, Identify, Predict, Decide, Execute) is a proven, organized decision-making system that will enhance your ability to properly respond to traffic conditions and road hazards. The SIPDE system requires you to consider and process information you have accumulated before you commit yourself.

1. SEARCH for Potential Road Hazards

The driver must be aware of the height, length, weight, and width of a school bus and the system of mirrors both in front of and on the side of the school bus as these present both advantages and disadvantages in searching for clues to possible road hazards. To

identify a potential problem, you must be able to clearly view the area surrounding your bus.

- a. Before you move your bus, adjust your seat and mirrors to ensure maximum visibility in all directions.
 - (1) You must be able to see what is next to the bus on all sides, as well as what is a block or more way.
 - (2) Each time you move your bus, check your mirrors to see that traffic is clear and that all students and other pedestrians are a safe distance away from the bus before you move it.
- b. While driving, aim high and continuously search the roadway ahead of the bus as well as areas off the roadway on either side of the bus for potential hazards.
 - (1) When driving in city traffic, occasionally view the roadway ahead at least one full block.
 - (2) In rural areas, focus at farther distances of one-half to one mile or more.
 - (3) Avoid fixing your eyes on the road surface immediately in front of the bus hood.
 - (4) Keep your eyes moving, check your mirrors, every three (3) to five (5) seconds. (If you need to turn your head, your outside mirrors are not adjusted properly!) However, head/shoulder checks may still be necessary to check around blind spots.

2. IDENTIFY Potential Hazards

- a. Pay particular attention to clues such as inanimate objects or obstructions (buildings, hills, curves, and vegetation).
- b. Hazards may often be identified by clues which are presented to the driver before the real hazard is actually visible. Examples of this might be traffic control signals, exhaust or lights from a parked car, the presence of children in a school zone or near a playground, storm clouds, and the unique features of the surrounding landscape.
- c. Look for mobile clues such as other vehicles, cycles, pedestrians, or animals.
- d. Be particularly alert to traffic conflict points such as
 - (1) roadway construction and maintenance,
 - (2) “on” and “off” ramps to highways and decreasing or increasing traffic lanes which can often cause confusion among some motorists,
 - (3) blind curves and intersections, and
 - (4) decelerating vehicles caused by unfamiliar conditions including the ones outlined above.

- e. Look for signs of drivers who are not in total control due to drowsiness, illness, or distractions such as talking on cellular telephones or attending to their personal grooming.

3. PREDICT How the Situation Will Affect You

Attempting to predict the actions or reactions of other motorists is a unique problem in itself. While your task includes judging the influence of various clues, you are still dealing with the uncertain. You should always be alert for an unexpected but potential problem. For instance, you certainly can't predict that all vehicles are going to stop when you have properly activated the eight-lamp flashing signal system and the stop-signal arm. The uncertainty of this happening is in itself a hazard.

- a. Always draw on past experiences.
- b. Test your ability to predict even when you are a passenger.
- c. Discuss various traffic situations with other drivers.
- d. Work at developing a prediction skill and frame of reference that will assist you to arrive at safe driving decisions. The more observant you are of the habits of other motorists, the better you will become at predicting potential hazards.

4. DECIDE What Steps You Must Take

- a. Give yourself as much time as possible to make critical decisions about necessary adjustments you will need to make to avoid potential traffic hazards.
- b. To make the best possible decision, try to consider all the alternatives you have identified before you make your final decision. The time you have to make the best decision in a given situation will vary from situation to situation.
- c. Remember that in most situations you will be required to adjust your speed and direction of travel as soon as you identify a potential hazard. You should cover the brake at the first sign of potential danger.
- d. The decision you make will affect your passengers and other motorists, as well as yourself. Once you have made a decision, use the necessary means available to you to communicate your intended actions to other motorists. You may wish to use the following:
 - (1) voice,
 - (2) hand and/or body movements,
 - (3) eye contact,
 - (4) horn,
 - (5) turn signals and/or brake lights, and/or
 - (6) hazard lights.

5. EXECUTE the Action Decided Upon

Changing your speed and your path of travel will be most critical to ensure the adjustment to which you are committed. Both will be easier if you are practicing the *"four second following distance."*

- a. The *“four second following distance”* is that part of the intended path of travel which extends for a distance of four seconds in front of your school bus. It is that distance or space interval you should follow behind a motorist moving in front of your bus.
- b. Since a motorist moving in front of your school bus is moving at about the same speed as you are, this distance provides you with adequate space for stopping should the motorists in front of you suddenly stop.
- c. The *“four-second following distance”* also provides you with good visibility of upcoming traffic and road conditions.
- d. The actual distance will vary with speed, and when road surface traction is reduced, the time should be increased accordingly.
 - (1) Choose a reference point ahead of the vehicle that the bus is following.
 - (2) When the vehicle you are following passes the chosen reference point, begin to count -- “one thousand and one, one thousand and two, etc. . . up to four seconds.
 - (3) You are following too close to the vehicle in front of you if you reach the reference point before you counted a full four seconds.
- e. There will be situations, such as bumper-to-bumper rush-hour traffic, when this following distance is not practical. However, a minimum of four seconds is a goal you should always strive to maintain.

SECTION V

STUDENT MANAGEMENT

STUDENT MANAGEMENT

Be Prepared

Assuming a full-time defensive approach to your driving task will provide a definite sense of confidence in your ability to do your job well. Remember your primary responsibility as a school bus driver is to transport a group of individuals from one place to another safely. Your level of success depends predominately on three influences: the student's behavior, your professionalism in student interactions, and your use of defensive driving techniques.

Behavior on the Bus

Passenger support in maintaining a climate on the bus that allows you to focus on the driving task is crucial. The students riding your bus must understand from the outset that you cannot allow anyone's actions to keep you from providing for the safety of your passengers and yourself. You will transport students and they are seldom as predictable as cargo or any inanimate object. The relationships you will experience daily are with individuals whose behavior ranges somewhere between that of an infant and a young adult. Without a clear understanding of who is in charge, the conditions could become unmanageable and potentially dangerous for everyone. The climate that exists on the school bus is up to you. Appropriate behavior of the bus driver is essential. The bus driver must conduct herself/himself with professional demeanor. There are some basic steps you can take that will allow you to function safely while maintaining control.

1. Safety is a shared responsibility. For it to work, the support system must include the parents and the employer, as well as the students and the bus driver.
 - a. School administration must establish a clear and supportive policy regarding student transportation and discipline on the school bus.
 - (1) The responsibility of teachers, coaches, and other chaperones riding your school bus must be clearly identified.
 - (2) Report any action that impairs your ability to insure the safe operation of your school bus.
 - b. Parents should exhibit support for procedures designed to assure the safety and well-being of bus-riding students.
 - c. The school district is responsible for providing instruction to students in safe riding practices at least twice during each school year. Part of this instruction is to include two emergency evacuation drills.
2. The direct action that a school bus driver may take is limited. The school bus is an integral part of the school system. However, by the nature of its function, the school bus is usually some distance from recognized authority.

- a. The School Code identifies only the district superintendent, the principal, the assistant principal, and the dean of students as disciplinarians. Only these individuals have authority to suspend students from the school bus for up to ten days. After a due process hearing, a student may be suspended in excess of ten school days for gross disobedience on the bus.
 - b. The school bus driver must address gross disobedience on the school bus by referral and/or by seat assignments.
 - c. If certain behaviors which jeopardize safety occur frequently, they should be addressed in writing and submitted to the attention of the school district through the proper school officials for disciplinary action.
3. Students can be very innovative about the ways in which they seek to establish limits and controls from adults. It is, therefore, imperative that you share your behavior expectations with the students riding your bus.
- a. You must first acquire a working knowledge of the school policies regarding discipline and due process.
 - b. Ask questions of administration and become comfortable with your understanding of policy and support systems in your school district, including the procedures used to refer infractions.
4. Provide each student on your bus with a complete, printed list (approved by your supervisor) of behavior you expect on your bus, including consequences for failure to comply.
- a. You may want to spend a few minutes early in the school year to formally review this list with the students on the bus and to direct each student to share the material with parents and/or guardians.
 - b. Once you have formally set the limits that conform to related school policy, you must always conform to such policy consistently (without exception). This will not only assist you in managing the desired climate on the bus, it may well protect and assist you if individual due process is ever necessary.
5. There are steps you can take to assist in maintaining a support system on the school bus.
- a. Your name, for instance, is one of your most important possessions. The same is true for the students riding your bus. Learn each rider's name, if possible, and always greet your riders by name.
 - b. Think of ways to invite every student to be a member of the "team" and instill a sense of group possession for riding the school bus in a way that will insure everyone's comfort and safety.
 - c. Periodically, reward (even if it's just a positive passing comment) individual actions that contribute to acceptable behavior, no matter how insignificant such action may seem.

6. If you are faced with a discipline problem, take a deep breath and hold it for about 5 seconds. Use this time to think about what you are going to say and do next. How you handle behavioral situations, both appropriately and inappropriately, will be watched closely by the students for consistency, fairness and understanding. This is called modeling on your part: "Act and you shall receive."
 - a. If you yell, expect yelling back, if not at you, then at someone else.
 - b. If you praise, expect it to be picked up by others.
 - c. Expect and encourage discussion and openness with students and you will get it. Keep discussions short and simple.
 - d. Never use profane or obscene language or raise your voice above a level necessary to be heard.

7. A word of warning directed to the offender may be enough for a minor infraction. Avoid getting into lengthy discussions while the bus is moving. For problems of a more serious nature, use the following procedure:
 - a. Drive out of traffic, stop, and secure the bus. The fact that you have taken this action makes the students realize that the situation is one that is out of the ordinary.
 - b. After stopping the engine and removing the ignition key, get out of your seat and face the students. Address the offenders in a courteous manner, but in a firm voice. Don't show anger, but all students must realize you expect an immediate, positive response.
 - c. Address the student(s) involved by name and state specifically what behavior you will not allow. Maintain control of yourself and avoid projecting hostility. Don't humiliate the child involved; relate your comments to a specific unacceptable behavior you want changed.
 - (1) This may require repeating the action you expect (using the same words) several times.
 - (2) Limit this communication to what is not acceptable and what must occur to remedy the situation.

8. Before you specify related consequences, BE SURE THAT THEY ARE WITHIN YOUR POWER TO INITIATE, that they are supported by existing policy, and that you are willing to follow through. Once you are sure that you are on firm and acceptable ground and you have committed yourself, you can't afford to make false threats. You must take the action you have indicated.

9. Never manhandle a student. In fact, be extremely careful about physically touching a child. If a change in seating is needed, do not direct the student to sit directly behind you, but where you can more closely observe the behavior.

10. You have no legal right to put the student off the bus, except at the student's regular bus stop or at school.
 - a. You cannot deny the student a seat on the bus the next morning.
 - b. Check with your supervisor or principal regarding the proper procedure to follow.
11. Inform your supervisor as soon as possible after any confrontation.
 - a. There are behavioral approaches that can help you with student management. However, it is most important to consistently follow established policy.
 - b. Keep all channels of communication open to resolution.

25 Ways to Maintain Student Discipline

1. Never give an order you do not mean to enforce.
2. The response of the child is an action. Give your command to stimulate action, not to check it. Say "Do this," rather than "Don't do that." Suggest an action which can be successfully obeyed.
3. Give a child time for reacting.
4. Have a reason for what you ask a child to do and when possible, take time to give the reason so he/she can see the point.
5. Be honest in what you say and do. A child's faith in you is a great help.
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 the children are doing.
8. Commend good qualities and actions.
9. Try to be constructive, 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 easiest 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 nag, 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. Keep in mind that misbehavior is seldom willful. There is usually a cause. It may be your tone or demeanor or some other influence in the child's home or life which is influencing the behavior.
19. Listen for suggestions and complaints from the children.
20. Follow up all cases which have been disciplined. Be certain that you still have the respect and confidence of the child.
21. Be sincere in your work.
22. Set a good example yourself.
23. Intelligence in handling youth consists of thinking faster than they do. If they can outthink you, you are not using your maturity and the advantage of your larger education. You should see possibilities before they become results. This is the secret of leadership.
24. Defiance of established procedures comes from failure of some adult's to keep the situation in hand. If there is a danger of a direct break, the child should not be forced. An adult's will should never be pitted against that of a child. It is far wiser to give some simple directions that will be mechanically obeyed and pick up the reins of control in a quiet way.
25. Never hold a child up to public ridicule. It is the surest way to create a discipline problem.

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Instructions to School Bus Riders

School bus riders, while in transit, are under the jurisdiction of the school bus driver unless the local board of education designates some adult to supervise the riders.

It is recommended that all riders, parents of riders, and teachers become thoroughly familiar with the following regulations governing school bus riders. This may be accomplished by giving each student a mimeographed copy of "Instructions to School Bus Riders."

Administrators and parent-teacher organizations may wish to hold school bus transportation meetings throughout the school year. The Illinois State Board of Education will be glad to assist in meetings of this type whenever possible.

1. Be on time at the designated school bus stop; help keep the bus on schedule.
2. Stay off the road at all times while waiting for the bus.
3. Be careful in approaching the place where the bus stops. Do not move toward the bus until the bus has been brought to a complete stop.

4. Do not leave your seat while the bus is in motion.
5. Be alert to a danger signal from the driver.
6. Remain in the bus in the event of a road emergency until instructions are given by the driver.
7. Keep hands and head inside the bus at all times after entering and until leaving the bus. Do not throw anything out the bus windows.
8. Remember that loud talking and laughing or unnecessary confusion divert the driver's attention and could result in a serious accident.
9. Be absolutely quiet when approaching a railroad crossing stop.
10. Treat bus equipment as you would valuable furniture in your own home. Never tamper with the bus or any of its equipment.
11. Assist in keeping the bus safe and sanitary at all times. No eating is allowed on the bus.
12. Carry no animals on the bus.
13. Keep books, packages, coats, and all other objects out of the aisles.
14. Leave no books, lunches, or other articles on the bus.
15. Be courteous to fellow pupils and the bus driver.
16. Help look after the safety and comfort of smaller children.
17. Do not ask the driver to stop at places other than the regular bus stop; he/she is not permitted to do this except by proper authorization from a school official.
18. Observe safety precautions at discharge points. Where it is necessary to cross the highway, proceed to a point at least 10 feet in front of the bus on the right shoulder of the highway where traffic may be observed in both directions. Then wait for a signal from the bus driver permitting you to cross.
19. Observe the same rules and regulations on other trips under school sponsorship as you observe between home and school. Respect the wishes of the chaperone appointed by the school.

Positive Student Behavior/Discipline Guidelines: Tips and Techniques for Bus Drivers

“The secret of education lies in respecting the student.” -- Ralph Waldo Emerson

1. Smile as students enter and exit the bus each day (i.e., “Good morning!” “Have a great day!” “Make a great day!”).
2. Greet the students by their names.
3. Make the bus rules and behavior expectations clear the first day and week. Do this in a positive manner. Your voice tone and body language are very important. Mention that your first concern is their safety.
4. Your bus rules should be few and specific (i.e., remain seated, keep your hands and feet to yourself, quiet at the railroads).
5. Expect respect and responsible behavior and cooperation (you must explain what these words mean). Set a good example.
6. Avoid yelling, screaming or making threats.
7. If middle school and high school students are in a fight situation, use verbal intervention rather than physical intervention (follow the procedures of your district).
8. Avoid embarrassing students or “backing them into a corner” in front of their peers.
9. If a student is being disruptive or violating bus rules, use the student’s name, inform them of the rules that they are violating and explain the possible consequences. (Depending upon the situation, give no more than one warning.)
10. Look for the good qualities in the children. Avoid being critical of a behavior that is bothering you but is not violating any rules and isn’t causing an unsafe bus.

Gang Awareness and the School Bus Driver

Many references in the following section are not limited to the Chicago area. Do not be misled by assuming that all gang activity is strictly Chicago related.

All school bus drivers must be aware that gang activities exist in our society. Recruitment starts as early as third grade. While the school bus driver cannot control who is or is not recruited, you can report unusual or inappropriate behavior to your supervisor. **Under no circumstances are you, the bus driver, to confront gang leaders or potential gang members.** Explain to your bus riding students the rules of the bus (what is and is not acceptable behavior). If they misbehave, follow district policy.

Gang activity is extremely serious and sometimes deadly. **Never interfere.** Should you see gang signs or symbols on the outside or inside of the bus, report it and then remove it. If you or students on the bus are approached by gang members, avoid a confrontation, leave the area as quickly and as safely as possible then report the incident to your dispatcher.

This overview will provide you with a basic understanding of the dynamics of street gangs and provide insight to the tactical measures used by the law enforcement to impact gang crime.

GANGS DEFINED

The gangs themselves are a product of the community from which they are derived. They are members of the same community they intimidate. Today gangs exist in virtually every community. A gang could have as little as ten or as many as one thousand members ranging in age from 8 on up to a few as old as 55. Predominantly male, female gangs are virtually nonexistent. Rather than seeking socially acceptable means of achieving influence, gangs use violence, harassment, intimidation, extortion and fear to control a neighborhood.

A street gang is an association of individuals who exhibit the following characteristics in varying degrees:

- * a gang name and recognizable symbols,
- * a geographic territory,
- * a regular meeting pattern, and/or
- * an organized, continuous course of criminality.

There are several elements that each gang shares in order to survive. Traits such as unity, identity, loyalty and reward are important to their group. Unity and identification are reinforced by the wearing of earrings and specific color schemes in clothing as an outward display. These individuals remain together in times of peace and conflict. Loyalty is reward recognition and acceptance as a gang member. The type of person attracted to a gang lacks the recognition one would usually get from family, school, athletics or employment. We don't normally find athletes, students or working youths trying to become successful in life joining a gang. Just as each gang wears signs of identifiable clothing they mark their "turf" by graffiti displays on any open space. This graffiti is vigorously protected from defacement by rival gangs. Graffiti painted on buildings is a good indication of gang activity in an area. Once the community allows graffiti to remain, it is seen as giving in to the gangs. Graffiti is not a youthful prank. It puts forth a strong message from the gang that they control the area, much like a wild animal marking his boundaries. Your fence, garage door or building then becomes theirs. Graffiti can be used to support or "put-down" a gang. Graffiti must be removed immediately for a community to get the upper hand on gangs.

CAUSES OF YOUTH INVOLVEMENT IN GANGS

People join gangs to fill a real or perceived void in their lives. They find in gangs what they may not find in home, school, or the community at large. Their strongest incentive comes from belonging. This is often referred to as the "herd instinct." All human beings appear to have this instinct.

Other causes listed in the 1988 publication by the National School Safety Center, "Gangs in Schools," are the following:

1. Protection or security from "bullies" and "gang violence" which occurs in schools and neighborhoods where they live.
2. Identity and status to achieve acceptance and build self image among peers. Gangs are ego supporting systems; they are viewed by our youth as launching pads to become big shots.

3. Activity and excitement. The need to find relief from boredom; gangs supply action, things to do.
4. Companionship. The need for closeness and a sense of belonging, to have approval and recognition; gangs provide a sense of family, companionship, love and respect not found at home or elsewhere.
5. Economics. The opportunity to earn income in areas where jobs are scarce or low-paying. Gangs make money through illegal activities such as thefts, robberies, drugs, etc.

Those who have trouble getting along in school or with parents and who find difficulty in conforming to societal norms tend to join gangs. Certain socioeconomic conditions create a large group living in areas marked by a high incidence of crime, unemployment, poverty, congested living, hopelessness, broken homes, loose family ties and boredom. These youths are at high risk of becoming involved with gangs.

INTERACTING WITH GANG MEMBERS

1. Be decisive, firm and fair. Lenient treatment of gang members is viewed as a weakness and they will take advantage of your "weakness."
2. Intimidation of gang members usually escalates into a confrontation and seldom creates respect. Remember, lectures to scare "gangsters straight" DO NOT WORK!
3. Giving public or media attention to a gang or its members escalates gang activity.
4. When gang graffiti is found, report it and remove it as soon as possible. It will attract rival gangs and/or invite more "writing on the wall."
5. View each suspected gang member as an individual, they may be a poser or "wannabe." Your actions could push them to full gang involvement.
6. Prevent conflict whenever possible. Experience has proven that an incident, no matter how minor today, can cause 1 to 10 more gang-related or motivated acts of vengeance or reprisals as much as two or more years later.

Profile of a Gang Member

- Usually male.
- School dropout or truant; poor student that does not like school and who does not adapt well at school.
- In trouble with the police.
- Does not receive adequate family attention. The gang provides identity and status and, in return, the member develops a fierce loyalty to the gang/nation. He becomes incapable of breaking away. A break may result in death. In some cases a single parent or family member may approve or condone participation. Especially if the gang member helps support the family through narcotic sales.

- Victim of abuse/neglect and/or parental brutality.
- Economically and/or socially deprived backgrounds.
- Lower economic background; found largely in black and Hispanic population where concentrated; white population proportionately lower as they tend to join different types such as skinheads, bikers and satanic groups.
- Negative role models.
- Hispanics/machoism v. Blacks/money.
- Very street-wise.
- Activities confined to close proximity to his residence or gang's turf.
- Antisocial, aggressive and hostile.
- Gang members commit crimes against people who are unable to defend themselves. They often work where they have the advantage:
 - * In the darkness,
 - * From speeding cars,
 - * by five or six sneaking up on one, and
 - * by shooting out of gangways or from roofs.

“PEOPLE” AND “THE FOLKS” GANG ALLIANCES

Gangs in Chicago traditionally belong to one of two alliances, “People” or “Folks.” Both alliances were established in the 1980s in the penitentiary system by incarcerated gang members seeking protection by forming coalitions. The alliances are not aligned along traditional racial boundaries and both contain black, white and Hispanic street gangs. Both alliances are alive and well on Chicago’s streets and statewide and in most cases are bitter rivals.

The "People " gangs all wear their identifiers to the left side. An earring in the left ear, a left pant leg rolled up, the strap of a pair of overalls dangling to the left side, a cap tilted to the left; all may indicate gang affiliation to this alliance. The gang hand sign is thrown toward the left shoulder. Their gang members fold their arms in a manner that will point to their left side.

The "Folks" gangs, on the other hand, all wear or indicate their identifiers to the right side.

Since gang identifiers are forbidden in the penal system, incarcerated gang members when asked to represent, will simply say "Folks" or "People." This method of identification has moved to the streets of Chicago and elsewhere. A gang member when told to represent, will replace “I’m People” or “I’m Folks” rather than attempt to identify his particular gang.

The “People” alliance, in most instances, utilize the five-pointed star in their gang graffiti. The five-pointed star has its origin with the Black Stone Rangers/Black P Stone Nation, one of the larger black street gangs. The alliance’s term “high five, six must die” is in reference to their five-pointed star versus the six-pointed star of the "Folks" alliance. Commonly used by the

"People" alliance are drawings of pitchforks pointing down which shows disrespect to the rival "Folks" alliance.

The six-pointed Star of David, a Jewish religious symbol in honor of King David of Solomon, is used by the "Folks" alliance in its graffiti. When the leader and founder of the Black Gangster Disciple Nation, David Barksdale, was slain, the gang adopted the symbol in his honor. The many gangs who aligned with this gang, under the "Folks" alliance, adopted this symbol for their graffiti and hand signs. Variations of the symbol with and without pitchforks running through it in an upward fashion represents the "Folks" alliance.

IDENTIFIERS - THINGS TO REMEMBER

The following is a list of items to assist you in the recognition or identification of gang members you may come across during your time on the school bus.

PLEASE REMEMBER...If a person has one of these items, it doesn't always mean that he/she is a gang member. The best and safest thing to do is to look for more signs like tattoos, jewelry, etc.

- 1) EARRINGS - Right Ear: Disciples, Simon City Royals, and gangs affiliated with the Disciples.
Left Ear: Vice Lords, Latin Kings, El Rukns, and gangs that are affiliated with these gangs.
- 2) HATS (GENERALLY) - Tilted to the Right: Disciples, Simon City Royals, etc.
Tilted to the Left: Vice Lords, Latin Kings, etc.
- 3) HATS (CIVIL WAR TYPE) - Blue: Disciples, Simon City Royals, etc.
Gray: Vice Lords, etc. (NOTE: Vice Lords have been known to cut off the bottom parts of the crossed rifles, making a V out of the top parts.)
- 4) GLOVE (ONE) - Right Hand: Disciples, Simon City Royals, etc.
Left Hand: Vice Lords, Latin Kings, etc.
- 5) THE SAME "RIGHT" AND "LEFT" RULE APPLIES TO OTHER THINGS LIKE BELT BUCKLES, BANDANAS HANGING FROM A POCKET OR TIED TO A LEG, ETC.
- 6) STARS - Six-Pointed: Disciples and affiliates
Five-Pointed: Vice Lords and El Rukns
- 7) CROWNS - Pointed Tips: Latin Kings
Rounded Tips: Imperial Gangsters

- 8) RABBIT HEADS - Straight Ears: Vice Lords and Latin Kings
Bent Ear(s): Simon City Royals
- 9) GYM SHOES - The color of the shoe vs. the color of the laces or two (2) sets of laces to represent the gang colors. Laces are tied up the sides and also the conventional way.
- 10) GRAFFITI - If any graffiti is written upside-down, it shows a disrespect to that gang and is written by an opposing gang.
- 11) HAIRCUTS - Some Vice Lords shave the left side of their head into the shape of an arrow.
- 12) FRIENDSHIP BEADS - Gangs have "taken over" this fad by having their gang's colors represented by beads. These are worn on clothing, shoes, hair, even as an earring.
- 13) POCKETS - The inside of the pocket has been colored the colors of the gang.
- 14) CLADDAGH RING - An Irish ring which means love, loyalty and friendship. The Latin Kings have started wearing these rings because it has a crown in it.
- 15) ROLLER SKATE LACES - Tied up and down on the right side: Disciples
Tied up and down on the left side: Vice Lords
Tied up halfway on the opposite side denotes put down to rivals.
- 16) PANT LEG CUFFS - Rolled up on the right side: Disciples
Rolled up on the left side: Vice Lords

IDENTIFIERS

Gang members use graffiti, hand signs, tattoos and colors to signify their membership in a gang and to communicate their gang affiliation to others. Each street gang has its own unique signal, sign, colors, jewelry, and dress. These serve not only to identify gang members, but also to promote group solidarity.

It is a paramount importance to the gang that its symbols be protected from rivals. There is no greater humiliation for a street gang than to have one of its symbols degraded by opponents. It should be pointed out that if you see an emblem written in graffiti upside down, it is a degradation to that gang and was probably written by a rival gang member. Such degradation has been the genesis of numerous gang wars and gang related murders.

GRAFFITI

One of the first indications that gangs are being formed within a jurisdiction is the appearance of graffiti (the marking of names or symbols).

Many members of the public think graffiti represents thoughtless vandalism or childish pranks. To the gang member, however, graffiti is a clear marking of territorial boundaries and serves as a warning and challenge to rival gangs. Gangs place graffiti on any available space. Most often it is observed on garages, school buildings and local business walls.

Hispanic gangs will use graffiti to eulogize their slain gang members. Also, the nicknames of gang members will appear in the form of gang graffiti and can be used as a source of information.

Black gangs will usually represent their graffiti in the form of stars, pitchforks and crescent moons. Their nicknames will also be visible in their graffiti.

White gangs will use graffiti to identify with black and Hispanic gangs, e.g., the Gaylords will identify with pitchforks pointed down showing the affiliation with the Vice Lords and Latin Kings.

HAND SIGNS

Hand signals are used by gangs as a means of communicating gang affiliation and/or to challenge rival gangs.

Gang members employ several means of non-verbal communication to acknowledge their gang or to challenge rival gangs, including hand signals or "throwing signs."

These signals or signs are made by forming letters or numbers with the hands and fingers to depict the gang symbol or initials. By using these signals, the gang member can show which gang he belongs to and issue challenges to other gangs in the vicinity.

Most common use of hand signs by gang members is the "throwing down" of a rival gang's sign. Example: a Vice Lord will take the gang sign of a pitchfork and place it in a downward fashion to show disrespect to the Disciples who follow the pitchfork in an upward fashion as one of their logos. This "throwing down" of a rival gang sign is a common motive for today's drive-by shooting.

TATTOOS

Tattoos may be viewed as an extension of gang graffiti used to identify the wearer as a member of a particular gang. As in the case of graffiti, the tattoo will usually include the name, initials, or symbols of the gang, and in some instances could include the faction or area to which the gang member belongs.

There is no rule for determining the number, size or degree of ornateness of the gang member's tattoos. While some appear professionally drawn, many are homemade. Tattoos are not confined to any particular part of the body and may be found on the arms, hands, chest, back, neck, or even legs.

There is a new trend in tattooing whereby the gang member will tattoo a tear drop on his cheek for a fallen gang member. If that particular gang faction represents to the left, then the tear will be on the left cheek and the same applies to the right side. Fallen gang leaders have sometimes been eulogized by subordinate gang members by having the gang leader's nickname tattooed on their bodies with the initials RIP (Rest in Peace) by the name.

COLORS

All gangs use colors to represent themselves. At gang funerals, the gang colors will be represented by various floral arrangements. The gang colors can also be represented in the gang sweater.

A new trend by gang members is to disguise their gang colors by wearing various sports wear that represents their appropriate gang colors. As a result of this, many people have been mistaken for a gang member due to an article of clothing being worn and have been innocently victimized.

THE USE OF THE REGISTERED TRADEMARK AS A GANG IDENTIFIER OR
"THE STARTER JACKET SYNDROME"

The new trend in sportswear by today's youth is the wearing of starter jackets, sports caps and trendy expensive gym shoes. Street gang members have also adopted this new style of dress. Gang colors are now being worn in the form of sportswear with the colors of the sports team representing the gang's similar colors. Many youths wear these jackets to be fashionable to support a particular sports team; however, in several cases, they are worn to represent their street gang affiliation. As a result, many teenagers have been misidentified by rival street gang members and have been victimized because of the jackets they wear. In some cases manufacturers of these jackets have altered the colors of the sports team, resulting in the jacket matching a particular gang's colors, thus making the product more attractive to the gang member.

JACKETS

BULLS JACKET The Chicago Bulls jacket is one of the best-selling jackets in the Chicagoland area. The color combination of red and black represents such street gangs as the Latin Counts, the Black P Stone Nation and the Cobrastones.

RAIDERS JACKET This jacket is particularly trendy on the west coast and is worn by many Los Angeles rap groups. Because of this popularity many of our local youths wear this jacket. The color combination of black and gray represents a small group of Chicago street gangs. Investigations have revealed that the Black Gangster Disciples and the Maniac Latin Disciples have adopted this team jacket as a logo for their respective gang faction.

L.A. KINGS This jacket, in black and silver, represents the Los Angeles Kings hockey team. Many Latino gang members affiliated with the Latin Kings wear this jacket primarily to display the logo, "Kings." In this case, the colors of the jacket are not as important as the logo itself.

"MAGIC" JACKET The Orlando Magic is an expansion NBA basketball team from Orlando, Florida. This jacket is produced in basic black with the logo "MAGIC" in blue. This color combination, blue and black, is representative of many of the "Folks" street gangs. Although it would be reasonable to conclude that while not every Chicagoan wearing this jacket is a sports fan of the basketball team, they may not necessarily be gang members. Many youths, unaware of the street gang implication, wear this jacket because it is fashionable.

SPORTS CAPS

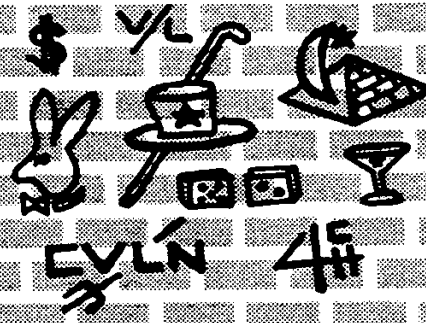
- BULLS CAP** This cap is not only a very popular sports cap in Chicago but throughout the country. The color combination, black and red, represents the Latin Counts, Cobrastones and the Black P Stone Nation. The color of the cap is not as important as to how it is worn. When worn to the left it represents "People" street gang alliance; when worn to the right it represents "Folks" alliance.
- L.A. KINGS CAP** This cap is worn almost exclusively by the Latin Kings. The logo says "KINGS" and the color combination of gold and black are the gang's colors.
- OAKLAND A'S CAP** The Ambrose street gang has adopted this cap as one of its identifiers. The colors of the cap, green and yellow, are not the colors of the Ambrose street gang; however, the "A's" logo is indicative of the way the Ambrose write their name in their graffiti.
- LOUIS VUITTON CAP** Louis Vuitton is a designer specializing in women's purses and luggage. The Louis Vuitton cap that is sold locally is a replica of his line. The brown cap with the black letters L/V has been adopted by the Vice Lords. The "L" in the label is transposed over the "V" forming the initials L/V or V/L.

GYM SHOES

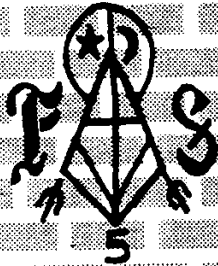
- THE AIR JORDAN GYM SHOE** This shoe is the most popular and expensive shoe sold in the Chicagoland area. Many gangs have adopted this footwear as part of their uniform. Rival street gangs look at this shoe as a trophy to be taken from the wearer at his expense. Today's teenager looks at this as a fashion statement, not realizing the potential for being victimized. Here the various colors of the shoe can give an indication as to the gang affiliation.
- THE CONVERSE ALL STAR SHOE** This shoe has a red five-pointed star in the logo of the label. A red slash mark on the left side of this star is also present. The Black P Stones and the Cobrastones look at this label as a configuration of their crescent moon and five-pointed star. Members of Mexican street gangs associated with the "Folks" alliance wear Converse All Stars with the high top flap folded down showing disrespect to the five-pointed star and the "People" alliance.
- BRITISH KNIGHTS GYM SHOE** The British Knights or BK gym shoe is popular with Latino street gangs who oppose the Bishops street gang. The logo B/K is said to stand for Bishop Killers.

PLEASE NOTE: THE AFOREMENTIONED SPORTS APPAREL IS ONLY A POSSIBLE INDICATION OF GANG AFFILIATION. THE GANG INVESTIGATOR SHOULD LOOK FOR OTHER QUALIFIERS BEFORE MAKING A STATEMENT REGARDING GANG AFFILIATION.

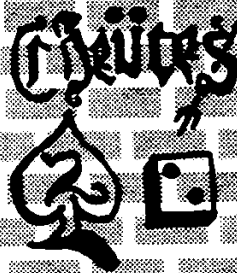
GANG SYMBOLS PEOPLE



**VICE LORDS
V.L. FACTIONS**



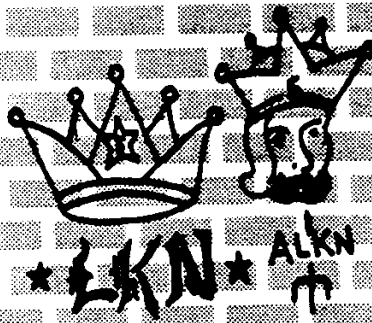
**FUTURE
STONES**



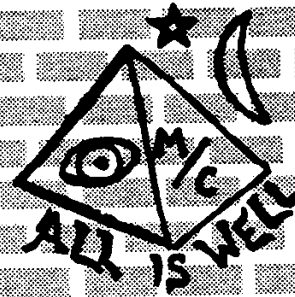
**GULLERTON
DEUCES**



**PUERTO
RICAN
STONES**



LATIN KINGS



MICKEY COBRAS

GANG HAND SIGNS

(THROWING GANG SIGNS)



LATIN COUNTS



DEUCES



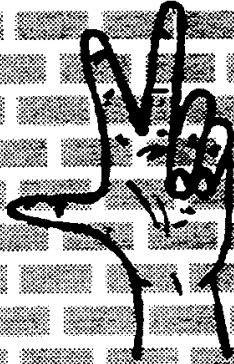
LATIN KINGS



FUTURE STONES

GANG HAND SIGNS

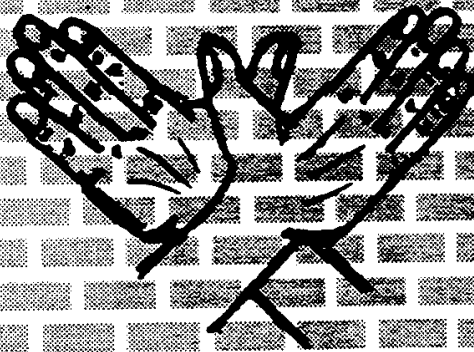
(THROWING GANG SIGNS)



VICE LORDS



INSANE UNKNOWNS



LATIN EAGLES

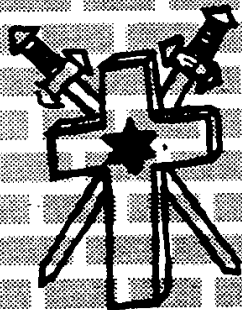


DISCIPLES

GANG SYMBOLS FOLKS

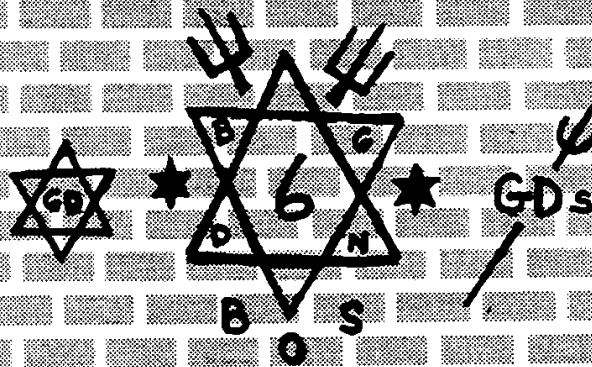


TWO-TWO BOYS



SCR

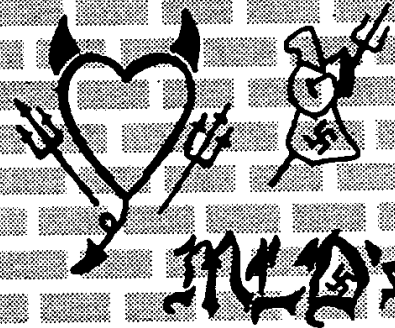
**SIMON CITY
ROYALS**



**BLACK GANGSTER DISCIPLES/
GANGSTER DISCIPLES**



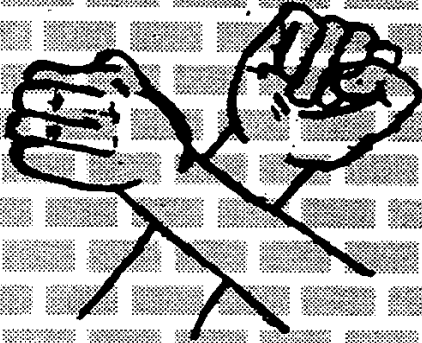
TWO SIXERS



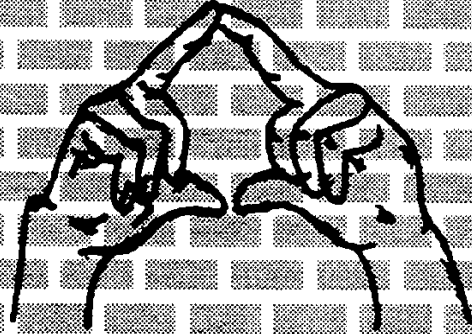
**MANIAC LATIN
DISCIPLES**

GANG HAND SIGNS

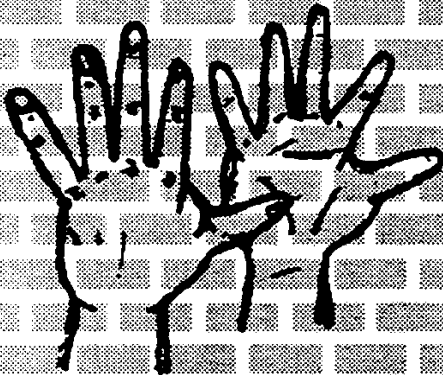
(THROWING GANG SIGNS)



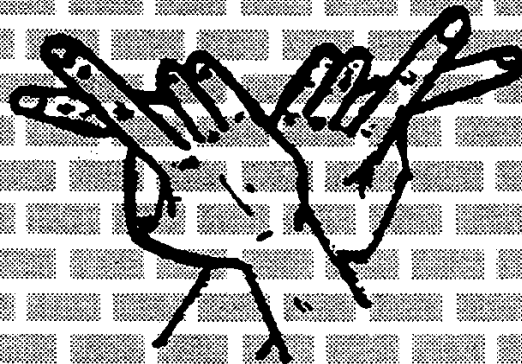
**BLACK GANGSTER
DISCIPLES**



IMPERIAL GANGSTERS



VICE LORDS



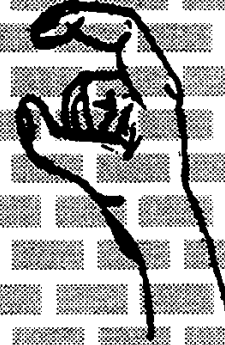
SIMON CITY ROYALS

GANG HAND SIGNS

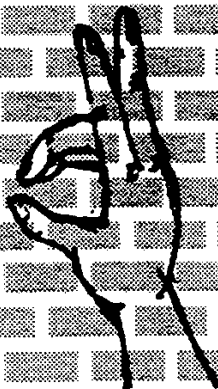
(THROWING GANG SIGNS)



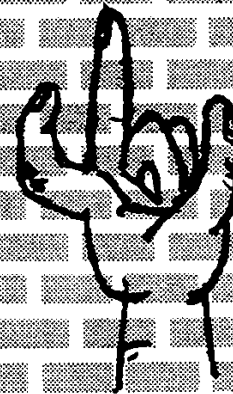
**MANIAC LATIN
DISCIPLES**



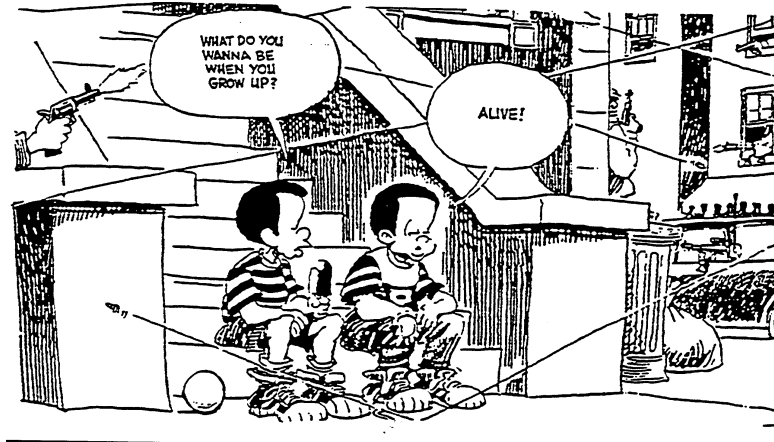
SPANISH COBRAS



TWO-SIX BOYS



**DISCIPLES &
FOLKS**



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THINGS YOU NEVER SAY OR DO IN FRONT OF A GANG MEMBER

1. **Never insult or show disrespect for a gang member, particularly in front of his or her peers.** In the gang subculture, no insult goes unchallenged.
2. **Never be critical of gang clothing, slang, tattoos, jewelry, hand signs, rap music, graffiti or other indicia of the gang subculture.** This would be an obvious form of disrespect.
3. **Never confront gang status, only behavior.**
4. **Never confront a gang member in the company of their gang peers.** This invites resistance in normal society, let alone in the gang subculture.
5. **Never mimic gang activity by effecting a gang stance or throwing a gang hand sign.**
6. **Never call a gang member a "wannabe."** This is openly disrespectful and may induce the individual to prove that you have underestimated them.
7. **Never place rival gang members together.**
8. **Never assume you are safe just because you are encountering a gang member in school, a mall, a church, or in custody.**
9. **Never physically confront a gang member.**
10. **Never underestimate the threat from a young or small gang member.**
11. **Never assume anything.**

SECTION VI

Accidents, Emergencies, Man-Made Disasters

ACCIDENTS

General conclusions, based on statistics, indicate that at least half of all school bus accidents are preventable. A large number of accidents are due to faulty judgment of distance. Some accidents involve backing the bus. Most accidents involve the collision between a school bus and another vehicle or a stationary object.

With the exercise of good judgment, awareness, caution and observation, most accidents could be prevented. Acquisition of knowledge and the exercise of good defensive driving practices can reduce or eliminate many accidents. Knowing where and what to do will help you.

If you have an accident, use common sense and follow procedures. You should know in advance what procedures you are to follow, and you should review these procedures periodically. Remember not every situation will require actions on your part. It is critical that you know the procedures so that you can adapt and adjust to the situation, implementing the procedures which fit the situation. No two situations are the same.

Your first and foremost responsibility is to your passengers. It is critical and essential that you remain calm. Your actions will influence your passenger's actions. Always report any accident to the district or dispatcher before moving a vehicle.

When an accident occurs, it is too late to learn what to do and where the emergency equipment is located. Know where it is and check it as you use the bus each day, making sure it is complete, in place, and functioning.

Emergency Equipment

Know where the following are located and how and when to use them.

- A. First aid kit
 - 1. Know what it contains.
 - 2. Maintain it so that it is always complete.
 - 3. Include rubber or plastic gloves in good condition at all times.
 - a. Use for clearing blood.
 - b. Use when cleaning up vomit.
- B. Fire extinguisher - dry chemical
 - 1. Check it daily.
 - 2. Know how to operate it.
- C. Emergency warning devices containing bi-directional red reflectors. Know where and how to place them.
- D. Information packet containing the following information on a card for use in emergency:
 - 1. Bus license number, make and model;
 - 2. Insurance carrier;
 - 3. Name and number of the school district or company and phone number;

4. Phone numbers of
 - a. City police,
 - b. County police, and
 - c. State police;
5. Bus driver name and number;
6. Location on a 3 x 5 card (if accident or breakdown);
7. List of student passengers by name, address, age, phone number, and any indication of medical conditions or allergic reactions.
 - a. The student list and information should be revised and updated as student passengers change. A master list should be maintained in the central office. Use the student passenger list in listing injuries in the event of an accident.

E. The above information should be available in some form so passing motorist(s) can take it to notify authorities.

NOTE: As required by Illinois State Board of Education Administrative Rule, first division vehicles (those vehicles designed to carry 10 or less persons) must undergo a safety inspection at an Illinois Department of Transportation Official Testing Station twice a year and proof of adequate insurance coverage must be provided to the district. It is recommended that first division vehicles be equipped with the items listed in A, B, and C above.

What to Do Immediately after an Accident

If the bus is involved in an accident, you, as the driver, should

- A. Turn off the ignition and remove the key,
- B. Place the transmission in neutral and set the parking brake,
- C. Activate the hazard lights,
- D. Leave the bus in place unless authorities tell you to move it, and
- E. Locate and place the warning devices.

How to Ensure Student Safety

Determine whether the situation is safe for the students to remain on the bus or if they should be evacuated.

- A. Check for injuries, using the passenger list to indicate injuries.
- B. Check for conditions that could cause fires:
 1. Ruptured fuel tank, leaking or broken fuel lines; and/or
 2. Hot tires, etc. Do not touch a suspected hot tire. Place your hand "near" it to see if heat is radiated off of it.
- C. **Don't leave students unattended and/or unsupervised.** However, if you must leave the students to attend to the vehicle or warning devices, leave some students in charge.

Post-Accident Procedures

Protect student passengers from injuries and the bus from further damage.

- A. Protect the accident scene.
- B. Notify the appropriate law enforcement agency(ies).
- C. Cooperate with law enforcement by providing concise and clear answers and details.
- D. Give your name, address, driver's license and bus driver permit numbers.
- E. Be ready to exchange necessary information with other drivers.
- F. Contact the school district/company office and provide the following information:
 - 1. **Who,**
 - 2. **What,**
 - 3. **When,**
 - 4. **Where (location),**
 - 5. **Why and needs.**
- G. Do not discuss details of the accident with media.
- H. Get names, addresses, telephone numbers, and license numbers of any witnesses if possible. (You must get a list of students' names, addresses, dates of birth, phone numbers, and seating positions for police.)
- I. Do not release any students to anyone unless told to do so by
 - 1. School district administration or
 - 2. Police.
- J. If you are authorized by law enforcement to remove student passengers from the scene, be sure that you follow law enforcement directions and/or school district/company policies and procedures for removal and transport.
- K. If there are no injuries, following school district/company policies and instructions on moving, returning or delivering students.

Accident Reporting

Your responsibilities for reporting the accident include completing the following forms:

- A. The required school district accident report and

B. The Illinois Motorist's Report of Motor Accident Form (SR-1)

Submit completed forms to

1. Illinois Department of Transportation,
2. Regional Superintendent of Schools, and
3. School district or employer.

Summary

- A. *The Health and Safety of your passengers is your first responsibility.* Know what procedures must be taken to assure this responsibility is met.
- B. Be prepared for an accident, but practice good defensive driving habits and use common sense and awareness to avoid them.
- C. Exercise good judgment each day you drive; concentrate on your driving. You have been given the responsibility to provide for the safety of each student.

EMERGENCIES

You can help reduce the potential for emergencies by making sure that you are ready to drive, the vehicle is ready to respond, and you are confident of your ability to operate the school bus safely. Emergencies are generally related, at least in part, to the unexpected. Your immediate positive response to an emergency, as well as the control you exhibit, will reduce any confusion, anxiety, and stress for your students. Therefore, develop a general plan to cover school bus emergencies.

Where Are My Tools?

When an emergency happens, it is too late to learn about your emergency equipment. Review your emergency equipment and procedures to be prepared.

1. Your communication device is the most valuable piece of emergency equipment that you have. It can be used in every type of emergency.
2. The parking brake should be used whenever you stop, emergency or not.
3. Locate the switch for the hazard lights and know where it is on each bus that you drive.
4. Know where the emergency warning device, containing three bi-directional red reflectors, is located in each bus that you drive. It could be in front or in back of the bus.
5. The first aid kit must be in the driver's area.
 - a. The kit must be dust-proof and clearly labeled.
 - b. Become familiar with the contents and replace any item used.
 - c. Add extra rubber gloves to use when cleaning up body fluids.
6. Each school bus is equipped with a dry-chemical fire extinguisher, ABC classification. Fire is of special concern because a school bus, once ignited, will burn very fast. The first priority is to contact your designated emergency contact to get help on the way. It is better to have too much help than none or not enough.
 - a. The fire extinguisher is secured in the driver's area.
 - b. Ask your supervisor for hands-on training with a fire extinguisher.
 1. Hold the extinguisher in a vertical position.
 2. Remove the safety lock pin.

P - Point
A - Aim
S - Squeeze
S - Sweep

3. Activate the trigger lever or button and aim at the base of the fire. Use a sweeping motion to put the fire out. Always start at a point closest to you and use a sweeping motion and then back away from the fire. NEVER TURN YOUR BACK ON A FIRE.
- c. Make sure the students are a safe distance from the danger. BUSES CAN BE REPLACED, STUDENTS CAN'T.
7. A 3 x 5 index card can be a very important tool, especially if you do not have a communication device in your bus. A pre-printed index card should have the following information on it:
 - a. Name of school district and company with the phone numbers;
 - b. The emergency phone number for that area, 911 or whatever is used;
 - c. Your name and bus number;
 - d. Space to put your location;
8. Distinguish between breakdown or accident and what is needed.
9. Ask more than one passing motorist to help call.

It Won't Work

In spite of regular preventative maintenance practices, breakdowns do occur. Generally, you will have an indication of a problem developing: a miss, vibration, or a strange noise. You know your bus best. When something out of the ordinary is going on, contact your main station or emergency contact to see whether you should pull over and wait for another bus or continue on your route. This could prevent you from being stranded in a dangerous spot.

1. If a sudden breakdown occurs, get the bus out of traffic, if possible, and in the safest possible position. Use your radio or cellular phone to call for assistance.
2. Turn off the ignition and take the key out.
3. Place the transmission in neutral and set the parking brake.
4. Activate the hazard lights to warn other motorists.
5. Decide if it is safer to keep students on the bus or evacuate. If possible danger exist, it may be more important and safer to get the students off the bus. When conditions allow, it may be wise to keep the students on the bus because you will have better control over them.
 - a. Consider the position of the bus and the possibility of a collision.
 - b. Determine if the problem could become a safety hazard.
6. Never leave the bus with students on board, except under extreme circumstances.

- a. If you must leave the bus, always take the keys with you.
 - b. Leave someone in charge.
7. Place the emergency bi-directional reflectors as prescribed by law.

NATURAL DISASTER PROCEDURES

This section is designed to teach the school bus driver techniques for driving in adverse weather conditions such as thunderstorms, earthquakes, tornadoes, flash floods, etc.

General Points

1. If the nature of the disaster is weather related and will prohibit the continuation of the route or special assignment trip, radio stations will broadcast emergency disaster information. Make a note of your local AM and FM stations that broadcast emergency disaster information.
2. Prepare yourself before a disaster occurs! Instruct students to move to one location. This will help prevent confusion. You will be better able to aid the students for whom you are responsible if you have discussed a plan to implement in time of a natural disaster.
3. Panic, if uncontrolled, is contagious!

THIS INFORMATION IS NOT MEANT TO BE ALL-INCLUSIVE. APPLY YOUR KNOWLEDGE AND COMMON SENSE TO DEAL WITH THE SITUATION AT HAND. BE FAMILIAR WITH YOUR DISTRICT/COMPANY EMERGENCY PROCEDURES FOR ADVERSE WEATHER CONDITIONS.

1. If the bus is already on the road, the driver should continue to his/her original destination if possible or report to the closest (district) school or emergency station such as police or fire department.
2. If the bus is in the process of picking up a load of students, the driver should continue loading and proceed to his/her original destination or report to the closest (district) school or emergency station such as police or fire department.
3. If the bus is on the road delivering students to their homes, the driver should continue to the regular bus stop. If the driver is in doubt as to the extent of the conditions, he/she should not release the students from the bus. The driver should monitor the two-way radio for specific instruction. If the two-way radio is down, the driver should report back to the (district) school or closest emergency station such as police or fire department.
4. If the bus is in the process of a special assignment (trip), the driver should proceed to the destination prescribed. If the driver is in doubt to the extent of the conditions, he/she should not release the students from the bus. The driver should monitor the two-way radio for specific instructions. If the two-way radio is down, the driver should report back to the (district) school or closest emergency station such as police or fire department.
5. If in doubt as to the extent of damage, the two-way radio is inoperative, or the route to a regular (district) school is not feasible, proceed to the nearest school or emergency station such as police or fire department. Be prepared to remain stationary if all else is impossible.

Responsibility

1. Be prepared to follow the instructions of a principal or dispatcher, or emergency personnel, or use your best judgment. The responsibility and safety of students will depend on your ability to remain calm and follow procedures.
2. Be prepared to perform minor first aid procedures to the best of your ability.

No person who in good faith, and not for compensation, renders emergency assistance shall be liable for any civil damage resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered. (Government Code 1799.102 Emergency Care at Scene of Emergency)

Earthquakes

While earthquakes are not a concern for this region of the country as a rule, the possibility that one could strike does exist.

Minor Earthquakes

In minor earthquakes, stop and/or “take cover” procedures should be followed, and vehicles should be driven to a safe point and halted. If there is no reported damage to roads and structures, normal operations should resume if electrical service is operable and there are no fires, gas leaks, or visible, serious damage to buildings.

Major Earthquakes

This plan is intended for implementation only in case of a major earthquake (usually 5.0 or above on the Richter scale) and/or where there is obvious damage to roads and structures.

The basic emergency plan assumes that damage will be widespread, roads will be difficult or impossible to use, and buses will be rerouted to those schools which are still operating. In local emergencies such as chemical spills, follow the instructions from your district/company.

If a major earthquake occurs during non-school hours, employees should wait for instructions before coming to work. The instructions may be given by telephone contacts, radio over the Emergency Broadcast System, or broadcast on local TV stations.

Instructions for Drivers during an Earthquake

1. If traveling, pull to the side of the road away from tall buildings, trees, tall signs, street lights and power lines, if possible.
2. Do not stop on or below freeway overpasses or bridges.

3. Monitor radio for instructions.
4. Keep students on the bus because they are safer there.
5. Students should be told to take cover by putting their heads down between their knees and remaining in their seats until an “all clear” is given.
6. When shaking stops, avoid areas of downed trees, buildings or power lines and park the vehicle safely.
7. Leave the door closed and go through the bus to check for student injuries.
8. Calm the students and render first aid if necessary.
9. Drive the students to the nearest school.
10. If your vehicle is inoperable or the streets are damaged, keep your door closed and wait for assistance.

Drivers are to await further instructions from their district/company. Even though students may be badly frightened, they must not be allowed to leave without adequate adult supervision. The driver should carry the bus roster (if available) personally to keep track of students and report injuries during the emergency and to report the name and identification of any parent, certified employee, or police official relieving him/her of the responsibility for bus passengers.

Student Transportation Plans

Midday Emergencies Drivers who are on a midday trip or who are not at a school site for another reason are to bring their buses to the nearest school and wait for further instructions.

Late PM Emergencies: If the earthquake occurs during the time students are on buses returning home, drivers are to bring their buses to the nearest school and wait for further information and instructions.

Out-of-Area Trips: Drivers of buses on special trips outside the district should attempt to make radio contact with their dispatcher and to return to the nearest district school and shelter students there until they can be returned safely to their sending school/homes. If returning to the district and finding an open school is not possible, drivers should ask for local law enforcement assistance to house and feed the students until they can return. Drivers and adult escorts are to remain with the students until they are able to return.

If students, due to any condition, cannot be delivered to appointed stops, and the bus driver is directed to deliver students to an alternate location, the names of the students to be dropped at the alternate location should be left at the original stop with an official so parents will know where to find their children.

Severe Thunderstorms or Tornadoes

Procedure Prior to Emergency

If severe weather disturbances are threatening near school dismissal time, consideration might be given, in cooperation with school administrators, to retaining students in safe areas at school or other nearby buildings until the threat has diminished. School bus drivers should be regularly drilled in tornado procedures.

The National Weather Service will issue a Tornado Watch when the possibility of a tornado exists and a Tornado Warning when a tornado has been spotted or indicated on radar. Remember also, there may not be time for a tornado warning before a twister strikes. Tornadoes form suddenly.

TORNADO WATCH means that the conditions are right for a tornado.

TORNADO WARNING means that a tornado has been spotted or indicated on radar.

Investigate and become thoroughly familiar with all roads adjoining regular routes in the event that they would be needed to seek shelter.

Determine any buildings, homes with basements, ditches, hills, culverts, or other places along routes where children might be evacuated and provided safety.

Discuss the procedures you expect students to follow under tornado emergencies. These procedures should be developed in cooperation with school officials, realizing that the ultimate decision will, by necessity, be based on the driver's sound judgment.

Procedures during Emergency - School Bus Driver's Judgment

1. Never try to outrun a tornado. No one can predict the path of a tornado. Tornadoes can skip from one area to another.
2. If a school bus is caught in the open when a tornado is approaching, the students should be evacuated from the bus and escorted to a nearby ditch, ravine, building, home basement, or place which might provide more protection than the bus. If they go to a ditch or ravine, they should be made to lie face down with hands over their heads. They should be far enough away from the bus so the bus cannot topple on them.
3. Remember tornadoes are only one of a thunderstorm's killer elements. Lightning is a major killer, heavy rains cause flash floods, very strong winds can cause major damage, and large hail can be dangerous.

Procedures after Emergency

1. Listen to a radio for the "all clear" signal before leaving a shelter. There may be several tornadoes in your area.
2. Check for injuries and seek medical aid if necessary.

3. After the emergency, be extremely cautious and alert for weakened structures, trees, power lines, and other storm damage which may impede travel or constitute a hazard for students.

Driving under Adverse Weather Conditions

During the course of a school year, you will face a variety of hazardous conditions that will demand alert and skillful action. Conditions you will face are ice, snow, mud, and fog. A basic rule to follow is always to shift to a lower gear when it is apparent that you will encounter any of these conditions.

A vehicle cannot be operated safely and efficiently at a high rate of speed when any of the above conditions prevail. To avoid getting stuck or spinning the wheels, try to keep the bus moving slowly and steadily forward in gear. If the wheels start to spin, let up slightly on the gas to allow the wheels to take hold. If the bus stops, do not continue to spin the wheels in hope of pulling out. In mud and soft road shoulders, this will only serve to dig the wheels deeper. If the bus becomes stuck, first try to get it out by pointing the front wheels straight ahead, then try “rocking” the bus by alternately putting it into reverse and into low. This can be done in a manner that the wheels do not spin, and in many cases, it will pull the bus out of a tough spot. If this fails, some material to provide friction such as crushed rock, tree branches, pieces of timber, or burlap should be pushed down around the rear wheels to allow the bus to again get in motion.

Conditions of Streets and Highways

You will be driving over the same route twice a day all during the school year. You will become thoroughly acquainted with the route and after a short time, may begin to take the road for granted, but conditions change rapidly. Potholes develop overnight, the grade washes away, shoulders become soft, railroad crossing approaches change during the night or day, loose gravel appears, and slick spots develop through accumulations of snow and ice or oil deposits. Each day, conditions are different and you must be on the alert to detect these changes before it is too late. It is no use to say that an intersection accident happened because the road was slick. Such accidents usually happen because the driver fails to adjust his/her driving to the road conditions.

Adjusting Your Driving to Poor Road Conditions

Rain, snow, sleet, fog, or icy pavement have never caused an accident. These conditions merely add more hazards to driving and make the normal hazards worse. Accidents are caused by drivers who do not adjust their driving to meet these conditions. Accidents blamed on skidding or bad weather conditions are classed as preventable. Expert drivers can drive safely on extremely slippery surfaces by

1. Reducing the speed of bus;
2. Driving well to the right-hand edge of the road;
3. Watching side roads closely for entering traffic;
4. Being aware of patches of wet leaves and smooth blacktop surfaces;

5. Never looking directly at lights of oncoming vehicles;
6. Using windshield wipers and defrosters continuously in fog. (Illinois law requires the use of headlights on all vehicles whenever the weather conditions require the use of windshield wipers); and
7. Avoiding sudden stops. (Signal stops by tapping the brake pedal to make the brake lights blink.)

Railroad Crossings - Extra Caution: Warning Devices Might Be Affected by Weather

During wet, stormy, or foggy weather, you must take all extra precautions to know conclusively that the crossing can be completed safely before placing part of the bus on railroad tracks. Any movement of the warning signal or device maintained at such highway rail grade crossings must be taken as an additional warning of danger. You must not accept a movement as indicating that the device is either in or out of order or not properly handled, but must always take movement as a conclusive warning or danger.

To ensure that all precautions are taken for a safe trip, a driver should follow the steps below:

1. Pretrip Tasks
 - a. Clear lights, mirrors, and front and rear windows of precipitation.
 - b. Check that the door works smoothly.
 - c. Place a container of sand or ice melt in the bus. The container shall be securely fastened to prevent it or its contents from becoming dislodged and causing injury to passengers.
 - d. "Warm up" the vehicle for several minutes.
 - e. Check that heater and window defrosters are working.
 - f. Start trip earlier than usual to compensate for slower driving time.
 - g. Check that the windshield washer fluid tank is full.
2. On the Road
 - a. If ice or a "wet" snow is on the ground, start up the bus in a low gear for better traction.
 - b. When pulling out into the roadway, allow for greater stopping time and maintain greater distance from other vehicles.
 - c. Drive slower than the posted speed limit for dry road conditions, especially on bridges and in tunnels.
 - d. When approaching intersections and stopping, pump the brakes (once or twice) so wheels do not lock on the ice.
 - e. Make turns smoothly and avoid application of the brakes.
 - f. If a buildup of snow or ice occurs on front or rear window, stop the bus in a safe place and clear the windows.
 - g. Don't oversteer. A sudden turn of the steering wheel can lead to the loss of control of the vehicle.

- h. Brake sooner and gradually, using light pressure on the brake.
- i. Don't overpower. Sudden acceleration may cause skidding.

3. Post-trip Tasks

- a. Sweep water, ice, mud, and/or snow out of the bus and off the steps; and
- b. Clear excess snow and/or ice from the windows.

Man-Man Disaster Procedures

If the nature of the disaster is man-made such as road blocks, downed power lines, vehicle collision, chemical spills, kidnapping, hostage situation, etc., be sure your district has a policy/procedure manual and follow the emergency provisions provided. See two-way radio and cell phone usage in Section IV for additional information. Also, review Section V which deals with student management. Whenever possible, work with district and transportation management staff to work on contingency planning for emergency situations that can occur.

SECTION VII

School Bus Evacuation

SCHOOL BUS EVACUATION

Pre-emergency Evacuation Plan

The most important part of evacuation is developing and following a plan. Having a pre-emergency plan for each school bus and its route that includes all populations of students transported will save precious time. In many emergencies only 2 to 5 minutes is available to complete an evacuation before possible serious injury to students might occur. Local policies will determine when and how students are to be evacuated from a bus. School bus evacuations must be practiced with the students. Emergency response personnel must also be familiar with these policies, procedures and techniques.

School buses carry a variety of students varying in size, age and special needs. Make sure everyone is aware.

1. Obtain a copy of a step-by-step procedure which includes alternatives and special needs populations prepared by the proper school authority.
2. Make sure that students have been instructed about what to do and how to proceed.
3. Identify three assistants from the student population to assist if an evacuation is necessary (and during evacuation drills).
4. Contact administration and request parental permission.

When to Evacuate

Evacuation is a very difficult situation. **The driver must consider the fact that the safest place for the students may be on the bus.** In an actual emergency, the decision to evacuate the school bus is the initial step and one of the most important that the driver will have to make. That decision will initiate a chain of events to result in the safest possible situation for the passengers under the existing circumstances. The decision must be made as quickly as possible based on all the facts at hand.

- A. Evacuate if there is any of the following indications that the bus is on fire or in danger of catching fire:
 1. An open flame, smoke, hot tires or any other indication of possible fire on or under the bus;
 2. An object in flames, or in danger of catching fire, that is close enough to an immobile school bus to cause concern; or
 3. A combustible material or fuel susceptible to fire that is leaking from an immobile school bus or close enough to cause concern.

- B. Evacuate the bus if it cannot be moved to a safe position and it is in
1. The path of other motor vehicles;
 2. The path of a train or adjacent to any railroad tracks;
 3. A position of inadequate visibility and in danger of being hit (in normal traffic conditions, the bus should be visible for a distance of 300 feet or more. A position over a hill or around a curve where such visibility does not exist should be considered reason for evacuation);
 4. A dangerous position related to water or a sudden, extreme drop;
 5. The area of a hazardous spill for which there is need to quickly evacuate to an area upwind at least 300 feet from the incident; or
 6. Any position that you feel puts the students in danger because of their presence on the school bus.
- C. Natural emergencies may require evacuation.
1. Try to pull the bus off the roadway away from large trees, electrical lines, telephone and utility poles, and buildings.
 2. Should evacuation be necessary, move at least 100 feet away from the side of the school bus, but do not cross the roadway unless absolutely necessary.
 3. Determine the safest position for shelter from the emergency situation.
 - (a) Remain in the bus during a blizzard if conditions allow.
 - (b) Find a depression in the ground or an embankment away from the bus during a tornado.
 - (c) Locate students on highest ground possible during danger of flooding.

Evacuation Drills

Due to the increased number of students being transported and the ever-increasing number of accidents on the highways, there is an urgent need to instruct students on how to properly vacate a school bus in an emergency. It is possible for students to block the emergency door if they are all trying to get out at the same time. There is also a possibility of danger when students jump from the rear emergency door exit. To avoid these situations, **Illinois law requires that all bus-riding students must experience a practical school bus evacuation drill at least twice each year.**

- A. Such drills are to be scheduled and personally supervised by the proper school official or designated school administrator. Police, rescue and fire personnel should be invited to participate in this training event so as to be prepared for a school bus emergency.

1. Never attempt to schedule or conduct a drill on your own.
 2. The administrator will monitor. You must take charge of procedures and lead the students through the evacuation.
 3. Types of drills should be varied.
- B. All drills are to be conducted on school property.
- C. All bus-riding students including those transported on extracurricular trips must participate.
- D. You may be advised that, due to a student's condition, a student with a disability may not be required to leave or be taken from the bus.
1. Proper school officials may determine that some alternative preparations will be adequate.
 2. You may want to check with your supervisor if you have questions about moving any students.
- E. Make sure someone has obtained parental/guardian consent before any student is assigned to assist with the evacuation.
- F. Students should be instructed in how and where to obtain assistance in emergencies. This may be done by flagging down a passing motorist to call for help, using the two-way radio (if power exists), or sending an authorized student to a nearby house or office to make a call. The key issue is who to call. A possible solution would be for every driver to carry a couple of 3" x 5" cards with the following information:
1. Bus route and bus number;
 2. Telephone number for transportation office;
 3. Telephone number for fire, police, ambulance; and
 4. Bus driver's name.
- G. Students should be instructed with demonstrations of the following:
1. Location and operation of all emergency exits;
 2. Location, operation, and how to remove the fire extinguisher;
 3. Location of the first aid kit;
 4. Location and operation of the warning reflectors;

5. How to shut off the engine and set the parking brake; and
 6. How to open the front door using safety releases on manual, air, or vacuum doors if so equipped.
- H. Always use extreme care during an evacuation drill. Never force a student to jump from the bus. Help them down and teach them that this action may be necessary to keep them safe.
- I. Never allow students to play around during a drill. If they won't take the situation seriously, refer them to the proper authority for disciplinary action.

Driver Responsibility

Primarily, the school bus driver must know the subject and be able to get the message and the commands across to the passengers. This will come with some practice. Each driver should have a chance to conduct a simulated drill. It will be much easier when working with the passengers.

Second, a driver must know the equipment and make sure it is in good working order. For example, don't wait until the passengers are on board to find out the emergency door latch is inoperative. Make sure the fire extinguisher is properly charged and sealed and the first aid kit has the proper units.

All school buses must provide at least two methods or routes of escape. With proper training, each passenger will know each available route of escape and how to operate each emergency exit.

As a driver, be a leader by being positive and sure of yourself. Appoint the ride-evacuation helpers with an eye toward responsibility and good character.

Safe Practices Relating to Evacuation Drills

A program of instruction on safe riding practices for students is necessary because of accidents caused by those students who do not understand their responsibilities as bus passengers. The following rules for safe school bus riding and general behavior for bus passengers apply also to emergency bus evacuation and must be thoroughly explained to every student:

1. Remain seated and quiet until the bus is completely stopped. Do not change seats unless instructed to do so by the bus driver, a paraprofessional or a teacher.
2. Always face forward in the seat.
3. Keep hands, feet and head inside the bus at all times. (If windows are allowed only half-way open, this will help discourage the problem).
4. Be courteous to others and pay attention to the bus driver, teacher, paraprofessional and evacuation helpers.

5. While moving to the appropriate exit, do not push or shove.
6. While leaving the bus, use the handrails or the evacuation helpers' hands. Be alert for traffic and/or pedestrians. Sit and scoot out the back exit.
7. Move to a safe place away from the school bus and remain there with the group. Re-grouping should be approximately 100 feet (40 or 50 paces) from the bus.
8. Be aware of the "danger zones," the areas around the bus that are blind spots to the driver.
9. Observe safety procedures while crossing the street or proceeding to the regrouping area.
10. Do not talk to or accept rides from anyone.

During assemblies, elementary grade levels should be instructed in the most thorough manner concerning safe-riding practices. After all, these children will be riding the school bus for many years, and all aspects of the subject must be stressed.

To the upper grade levels, stress the responsibilities of school bus riders with regard to student behavior. The objective is student cooperation. This cooperation will alleviate distractions and subsequently reduce the number of school bus accidents.

The "Danger Zones" are the areas to the front, sides and rear of the school bus that are not in direct eye contact of the bus driver.

Children who, for whatever reason, come into these danger areas place themselves in jeopardy of serious injury or death. It is essential that the four "Danger Zones," front, sides and rear, be fully explained.

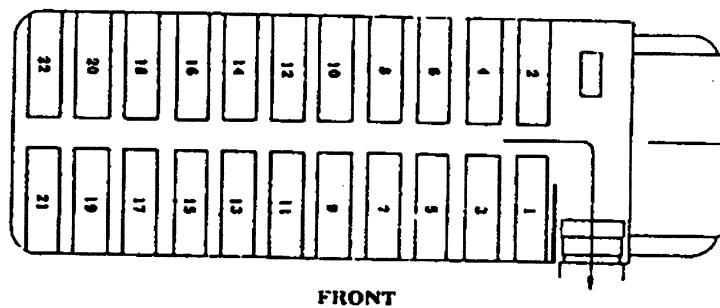
If necessary, demonstrate by having one of the students go outside to the front of the bus. Have the student stoop to pick up a paper or book. Then have him/her stand. The students will get the picture very clearly. This can be demonstrated also by having a student drop a paper out of a side window. The person picking up the paper could very easily be placed in front of the rear duals.

See to it that all of the students, teachers, and paraprofessionals are completely familiar with the "Danger Zones" before continuing.

Front-Door Evacuation Drill

1. Stop the bus and shut off the engine in a preselected location on the school grounds.
2. Make sure the parking brake is set and the key is not in the ignition and then open the service entrance.

3. Stand and face the students. Give the following command: "Remain seated. This is an emergency drill—front-door evacuation."
4. Dismiss students starting with the right-hand front seat, tap the shoulder of the student nearest the aisle. Direct the student to walk, don't run, and use the handrail.
5. Hold up your left hand to restrain seat occupants to the left side until it is their turn.
6. Move down the aisle, dismissing seats of students alternately until the bus is empty.
7. As students leave the bus, they should proceed in an orderly pattern behind the line-leader student assistant to a distance of at least 100 feet (about 50 paces) from the side of the school bus. Designation of a reference point is sometimes helpful.
8. Students should remain quietly in a grouping defined by the line-leader assistant until you are able to give them further directions.

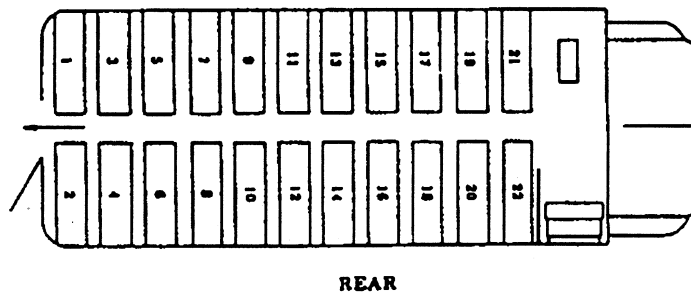


Rear-Door Evacuation Drill

1. Stop the bus and shut off the engine in a preselected location on the school grounds.
2. Make sure the parking brake is set and the key is not in the ignition and then open the service entrance.
3. Stand and face the students. Give the following command: "Remain seated. This is an emergency drill—rear-door evacuation."
 - a. Train a student to carefully and properly open the rear emergency exit.
 - b. The student must understand not to open the door until you give the command.
4. Explain and demonstrate the method to be used for exiting the school bus.
 - a. Shoulder-Guide Method
 - (1) Two student assistants stand outside with their backs to the rear of the bus, one on each side of the door opening.

- (2) Students should sit down and scoot out the rear door while guiding themselves by placing their hands on the shoulders of the student assistants.
 - (3) A third student assistant should be used as a line-leader to move the students quickly away from the bus in an orderly fashion.
- b. Helping-Hand Method (Caution should be used whenever this method is enforced due to the danger of injury involved,)
- (1) Two student assistants stand outside facing the bus, one on each side of the open door.
 - (2) The assistants extend helping hands to guide the students as they exit.
 - (3) Let each student decide how much help he or she wants; avoid grasping a hand or arm.
 - (4) Explain how to exit from the rear door by sitting down and sliding out.

Rear-Door Evacuation

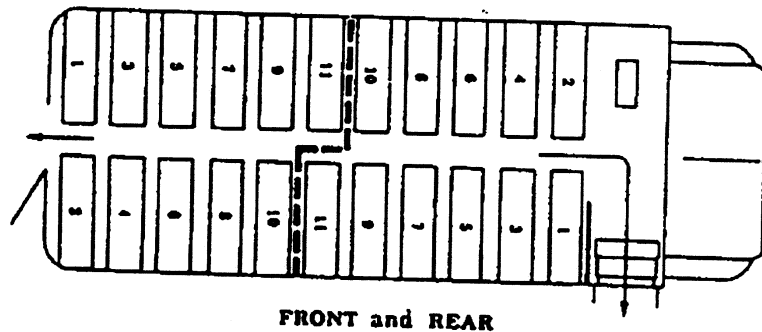


Front- and Rear-Door Evacuation Drill

1. Stop the bus and shut off the engine in a preselected location on the school grounds.
2. Make sure the parking brake is set and the key is not in the ignition and then open the service entrance.
3. Stand and face the students. Give the following command: "Remain seated. This is an emergency drill, front- and rear-door evacuation."
4. Walk to the center of the bus between students sitting in seat row 6 (or to a point where there are an equal number of seats in front and back of your position) and face the rear of the bus.
5. All students to the front and those sitting in row 6 to your left will leave by the front service entrance upon command.

6. All students to the rear and those sitting in row 6 to your right will leave by the rear emergency door upon command.
7. Use the same procedures outlined for front-door evacuation and rear-door evacuation, except that students will have to move out by themselves upon command.

Front and Rear Door Evacuation



Side-Door Evacuation Drill

A side-door evacuation is not recommended because students will be getting out on the traffic side of the bus. However, perform the emergency evacuation drill on school property and explain to the students how the side doors are to be used as emergency exits.

Roof-Hatch Evacuation Drill

Explain to the children that the roof hatches are emergency exits also and not just air vents. Give examples of when the use of roof hatches would be used, i.e., rollover, etc.

Suggested Evacuation of Special Needs Students

Transportation staff should have an emergency evacuation plan which considers the individual capabilities and needs of each student, the type of behavior which might be exhibited during an emergency evacuation, and the type of wheelchair or support equipment being used for students.

Issues to Consider in Establishing an Evacuation Plan

1. Which students could help and to what extent.
2. How to deal with individual emergencies such as seizures during the evacuation process.
3. Whether students should be evacuated in their wheelchairs or removed from their wheelchairs before evacuation. Exercise caution: Some students have catheters or are

tube fed. The hoses or tubes have to be anchored somewhere and are sometimes anchored to the wheelchair. To evacuate them bodily might rip hookups to the student which could cause severe internal problems.

4. How to disconnect or cut wheelchair securement and occupant protection equipment including belts, trays, and other support equipment.
5. Which students might run after evacuation so they can be evacuated last.
6. The length of time a student requiring life-support equipment or medical-care procedures can survive if such service is interrupted or delayed during the evacuation process.

| <u>CATEGORY</u> | <u>EVACUATION PROCEDURE</u> | <u>COMMENTS</u> |
|------------------------|--|--|
| Hearing Impairments | 1. Have student evacuate by walking or crawling to nearest unrestrictive exit. | 1. Mild communication problem; look and speak directly at student. |
| | 2. Have helper assist driver using fire extinguisher, if necessary. | 2. No noted mobility problems. |
| | 3. Have helper control other students at control area. | |
| Deaf/Blind | 1. Get attention by "tapping twice" on shoulder. | 1. Restricted communication problem. |
| | 2. Use finger spelling to indicate evacuation. | 2. No mobility problem. |
| Mental Impairment | 1. Develop routines of word commands for evacuation. | 1. Limited communication problem. |
| | 2. May be a designated helper for blind students. | 2. No noted mobility problem. |
| Mentally Challenged | <ol style="list-style-type: none"> 1. Ambulatory (walk off) 2. With capabilities help other students to evacuate. 3. Have students assist driver by using a fire extinguisher if fire is present. | 1. Assess each individual to determine if they can or cannot help. |

| | | |
|---|---|--|
| Orthopedically Impaired | <ol style="list-style-type: none"> 1. Nonambulatory (confined to some seating device). May crawl or need to be carried to exit. | <ol style="list-style-type: none"> 1. May have extreme communication and mobility problem. |
| Other Health Impairment and Behavior/Emotional Disorder and Speech Impairment | <ol style="list-style-type: none"> 1. Use a firm tone and physically direct student to an emergency exit. 2. Student may have to be guided by another student to control area. | <ol style="list-style-type: none"> 1. Difficult to communicate with students. 2. Students have mobility to walk off bus. |
| Specific Learning Disability | <ol style="list-style-type: none"> 1. Have student evacuate by walking to nearest exit assisted by helper. 2. Speak slowly, clearly and use simple sentences. | <ol style="list-style-type: none"> 1. May not understand instructions in emergency situations. |
| Visual Impairment | <ol style="list-style-type: none"> 1. Can walk off with help of a selected helper. 2. Have student hold hands with another student while evacuating. Use same method in control area. | <ol style="list-style-type: none"> 1. Can communicate. 2. Has mobility |

Summary

Accidents do happen. When they do, it is too late to begin teaching an emergency procedure. The main purpose is the instruction of passengers at all age levels on their responsibility as vehicle passengers. Knowing about all escape routes such as where each is located and how each one works, and the proper procedure for leaving a vehicle in an emergency are extremely important.

SECTION VIII

**UNIVERSAL PRECAUTIONS FOR
PREVENTION OF THE SPREAD OF
INFECTIOUS DISEASES BY BODY FLUIDS
AND FIRST AID**

UNIVERSAL PRECAUTIONS FOR PREVENTION OF THE SPREAD OF INFECTIOUS DISEASES BY BODY FLUIDS

Introduction

As sure as the sun comes up every day, children end up with scraped knees, cuts and bruises. Students of all ages hurt themselves on the playground, in the classroom, and on the playing field. As a professional in our educational system, you need to be aware of the potential danger of bloodborne pathogens.

The Occupational Safety and Health Administration (OSHA) has created a standard that provides you and your school system with a method of working together to substantially reduce the risk of contracting a bloodborne disease on the job. The standard covers anyone who can reasonably anticipate contact with blood or potentially infectious body fluids on the job.

In an educational setting, the school system is required to identify the personnel whose job duties expose them to blood and potentially infectious body fluids. Not every educator is occupationally exposed to bloodborne pathogens while performing his or her job. However, it is important for everyone in an educational setting to understand the dangers of infection and the safe procedures to minimize risk.

Bloodborne Diseases

Unfortunately, students are not immune to bloodborne diseases. You are in as much danger of infection from students you work with as from any other group in society.

Many diseases are carried by blood. The two most common are the hepatitis B virus (HBV) and the human immunodeficiency virus (HIV).

HBV: Hepatitis means “inflammation of the liver.” Hepatitis B virus (HBV) is the major infectious bloodborne hazard you face on the job. If you become infected with HBV,

1. You may suffer from flu-like symptoms that become so severe that you may require hospitalization;
2. You may have no symptoms at all so that you are unaware that you are infected;
3. Your blood, saliva and other body fluids may be infected; and
4. You may spread the virus to sexual partners, family members and even unborn infants.

Many people are unaware that they’ve been infected with HBV. However, HBV may severely damage your liver, leading to cirrhosis and almost certain death.

HBV Vaccination: One of the best ways to protect yourself from hepatitis B infection is to roll up your sleeve for a vaccination. If you are exposed to blood or other infectious materials as part of your job, the school system/company will make the hepatitis B vaccination available at no cost.

Administration of the vaccine should begin within 24 hours of exposure. It will be completed by three injections over a six-month period. Today's vaccines are safe and effective.

HIV: The human immunodeficiency virus attacks the body's immune system, causing the disease known as AIDS. Currently there is no vaccine to prevent infection. A person infected with HIV

1. May carry the virus without developing symptoms for several years;
2. May suffer from flu-like symptoms, fever, diarrhea and fatigue;
3. Will eventually develop AIDS; and
4. May develop AIDS-related illnesses including neurological problems, cancer and other opportunistic infections.

Cleaning Up Body Fluid Spills

HIV is transmitted primarily through sexual contact, but also may be transmitted through contact with blood and some body fluids. HIV is not transmitted by touching or working around people who carry the disease.

The following procedures for cleaning up body fluid spills (blood, feces, urine, semen, vaginal secretions, vomitus) should be used at all times regardless of the infectious disease status of personnel or students.

- A. Wear disposable or utility gloves. When gloves are not available, or unanticipated contact occurs, hands and other affected areas should be washed with soap and running warm water immediately after contact when at all possible. Towelettes with disinfectant can be used until thorough washing is possible.
- B. Clean and disinfect all hard, soiled, washable surfaces immediately. Remove soil before applying disinfectant.
 1. **Small Spills**

Use paper towels or tissues to wipe up soiled areas. After soil is removed, use clean paper towels, soap and water or disinfectant wash to clean the area. Dispose of paper towels in a plastic bag. Disinfect the area.
 2. **Large Spills**

Apply commercial sanitary absorbent agent on soiled area, if provided, while in transit. After soil is absorbed, sweep all material into a plastic bag, taking care not to create any dust emissions. Disinfect area with a cleaning solution.
- C. Remove gloves and place into the plastic bag with the waste and other cleaning materials. Upon returning to the bus garage or bus lot, remove the plastic bag and dispose of it in the manner prescribed by the employer. Also, alert maintenance personnel to thoroughly clean and disinfect the bus.
- D. The driver should wash his/her hands with soap and running warm water.

Playing It Safe

Even when you play it safe, accidents may sometimes happen. If you are exposed, immediately report the incident to your supervisor. If you consent, your employer will provide you with

1. A confidential medical evaluation,
2. Blood tests,
3. Post-exposure preventive treatment if available, and
4. Follow-up counseling.

Before you assume a job with occupational exposure, your school system should provide you with a free training program during working hours and annually thereafter.

Workplace Transmission

As different as the outcomes of bloodborne diseases may be, the way they are transmitted in the workplace is essentially the same. HBV, HIV, and other pathogens may be present in blood and other materials such as

1. Semen and vaginal secretions,
2. Torn or loose skin, and
3. Unfixed tissue or organs.

Bloodborne pathogens can cause infection by entering your body in a variety of ways including

1. Open cuts;
2. Nicks;
3. Skin abrasions;
4. Dermatitis;
5. Acne; and
6. The mucous membranes of your mouth, eyes or nose.

Special-education employees should take extra caution while working with severely disabled children. Some disabled children

1. May be more vulnerable to injury,
2. May have special medical needs, or
3. Are more dependent on adults for personal care.

General Housekeeping Rules

Here are some general rules:

All equipment and environmental working surfaces must be cleaned and decontaminated with an appropriate disinfectant or a 10 percent bleach-to-water solution as soon as possible after contact with blood or other potentially infectious materials.

Never pick up broken glass with bare hands. Always wear gloves, use tongs or a broom and dustpan.

Place contaminated sharp objects and other potentially infectious waste in labeled or color-coded, leak-proof, puncture-resistant containers that are closeable and easily accessible to those who use them. Infectious waste containers should not be allowed to overfill.

Handle contaminated laundry as little as possible and with minimal agitation. Place soiled laundry in labeled or color-coded, leak-proof bags or containers without sorting or rinsing.

Bins, pails, cans and similar receptacles that are reused and have a reasonable likelihood for becoming contaminated with blood or other infectious materials shall be inspected and decontaminated on a regularly scheduled basis.

Glove Removal

Gloves should be removed when they become contaminated or damaged, or immediately after finishing the task. You must follow a safe procedure for glove removal, being careful that no pathogens from the soiled gloves contact your hands.

1. With hands gloved, peel one glove off from top to bottom and hold it in the gloved hand.
2. With the exposed hand, peel the second glove from the inside, tucking the first glove inside the second.
3. Dispose of the entire bundle promptly.
4. Never touch the outside of the glove with bare skin.
5. Wash your hands with soap and running water as soon as you possibly can every time you remove your gloves.

Good Housekeeping

Good housekeeping protects you and the students. It should be everyone's responsibility.

Your facility's Exposure Control Plan will list specific methods and regular schedules for cleaning environmental surfaces possibly contaminated with infectious materials.

Accidental Injury

You can become infected by accidentally injuring yourself with a sharp object that is contaminated. Sharp objects may be

1. Broken glass,
2. Sharp metal,
3. Needles,
4. Knives, and
5. Exposed ends of orthodontic wires.

Indirect Transmission

Bloodborne diseases can also be transmitted indirectly.

This happens when you touch an object or surface contaminated with blood or other infectious materials and transfer the infection to your

1. Mouth,
2. Eyes,
3. Nose, and
4. Open skin.

Contaminated surfaces are a major cause of the spread of hepatitis. HBV can survive on environmental surfaces dried and at room temperatures for at least one week.

Exposure Control Plan for Student Transportation Service

OSHA's Bloodborne Pathogen Standard requires your school system/company to create and make available to every employee an Exposure Control Plan. The ECP will

1. Identify the personnel covered by the standard,
2. Analyze the potential hazards of each job description, and
3. Determine what measure will be taken to reduce the risk of exposure to bloodborne pathogens on the job.

The keys to preventing infection are

1. Understanding the dangers you face and
2. Knowing how to protect yourself.

Universal Precautions

Most approaches to infection control are based on a concept called Universal Precautions. It requires that you consider every person, all blood, and most body fluids to be potential carriers of infectious disease.

Many people who carry infectious disease have no visible symptoms and no knowledge of their condition. HIV and HBV infect people from

1. All age groups,
2. Every socioeconomic class,
3. Every state and territory, and
4. Rural areas and inner cities.

Resuscitation Devices

The mechanical emergency respiratory devices and pocket masks are designed to isolate you from contact with a victim's saliva and body fluids. Avoid using unprotected mouth-to-mouth resuscitation. Students or co-workers may have blood or other infectious materials in their mouth and may expel them during resuscitation.

Gloves

Gloves are the most widely used and basic form of personal protective equipment. You must wear gloves when it is reasonably anticipated that you may have hand contact with

1. Blood,
2. Any potentially infectious materials, and
3. Mucous membranes or non-intact skin.

Gloves may be made of latex or vinyl when used for first-aid procedures. Heavy-duty utility gloves should be used for housekeeping. If you are allergic to latex or vinyl gloves, there are hypo-allergenic gloves, glove liners, powderless gloves, or other alternatives that your school system can make available.

Utility gloves may be decontaminated or reused if they are not cracked, peeling, torn or punctured. They must otherwise offer a barrier of protection. Since gloves can be torn or punctured, cover any hand cuts with bandages before putting on gloves.

Replace disposable single-use gloves as soon as possible if they are

1. Torn,
2. Punctured,
3. Contaminated, and
4. No longer offer effective barrier protection.

Never wash or decontaminate single-use gloves for reuse.

If you are faced with cleaning up blood or body fluids,

1. Wear appropriate personal protective equipment;
2. Use a solution of one part bleach to ten parts water and
3. Disinfect mops and cleaning tools after the job is done.

Your school system/company will issue personal protective equipment or make it readily accessible in your work area. In addition, your school system/company will maintain, replace or dispose of any protective equipment at no cost to you.

General Rules on Personal Protective Equipment

You and your employer must work together to insure that your protective equipment does its job.

1. You must be trained to use the equipment properly.
2. The equipment must be appropriate for the task.
3. The equipment must fit properly, especially gloves.
4. All equipment must be free of physical flaws that could compromise safety.
5. You must use appropriate protective equipment each time you perform a task involving potentially infectious materials.

If, when wearing equipment, it becomes penetrated by blood or other infectious materials, remove it as soon as possible.

Using Universal Precautions resolves this uncertainty by requiring you to treat all human blood and body fluids as if they were known to be infected with HIV, HBV, or other bloodborne pathogens. You can't identify every person who may transmit infection. Yet you can't afford not to take every precaution since it takes just one exposure to become infected.

Reducing Your Risk

Five major tactics reduce your risk of exposure to bloodborne pathogens on the job

1. Engineering controls,
2. Work practice controls,
3. Personal protective equipment,
4. Housekeeping, and
5. Hepatitis B Vaccine.

Alone, none of these approaches is 100 percent effective. They must be used together, like five barriers against infection.

Engineering Controls

Your school system/company will provide physical or mechanical systems that eliminate hazards at their source. Their effectiveness usually depends on you. Make sure you know what engineering controls are available from your employer and use them.

For example, appropriate containers must be used for disposing of regulated waste and towels soaked with blood or body fluids.

Work Practice Controls

Work practices are specific procedures you must follow on the job to reduce your exposure to blood or other potentially infectious materials. The school system/company will identify specific personnel to deal with bloodborne hazards on a regular basis. These employees may include

1. A person trained in bloodborne pathogens safety to administer first aid treatment to students or
2. A custodian or trained person responsible for cleaning up all body fluid spills.

Handwashing

One of the most effective work practice controls is also one of the most basic--wash your hands. If infectious material gets on your hands, the sooner you wash it off, the less chance you have of becoming infected. Handwashing keeps you from transferring contamination from your hands to other areas of your body or other surfaces you may contact later. Every time you remove your gloves, you must wash your hands using a non-abrasive soap and running water as soon as you possibly can. Also, if skin or mucous membranes come in direct contact with blood, wash or flush the area with water as soon as possible. Where handwashing facilities are not available such as a school bus, your employer should provide an antiseptic hand cleanser or antiseptic towelettes as prescribed by OSHA standards. Use these as a temporary measure only. You must still wash your hands with soap and running water as soon as you can.

Personal Hygiene

Here are some controls based on personal hygiene that you must also follow:

1. Minimize splashing, spraying, spattering and generation of droplets when attending to an injured student or co-worker, especially where blood is involved.
2. Do not eat, drink, smoke, apply cosmetics or lip balms or handle contact lenses where there is a reasonable likelihood of occupational exposure.
3. Don't keep food and drink in refrigerators, freezers, shelves, cabinets or on counter tops or bench tops where blood or other potentially infectious materials are present.

Personal Protective Equipment

The type of protective equipment appropriate for your job varies with the task and the degree of exposure you anticipate. Equipment that protects you from contact with blood or other potentially infectious materials may include

1. Gloves,
2. Lab coats,
3. Face shields,
4. Protective eye wear,
5. Masks,
6. Mouthpieces, and
7. Resuscitation bags or other ventilation devices.

FIRST AID

The material in this section is designed to provide awareness about procedures that would help you assist a student who is sick or injured while on your bus. First aid is the immediate but temporary care given until trained emergency personnel arrive. This material is not intended to prepare you for general first aid proficiency. It simply outlines some very basic information about specific but limited circumstances that might exist on or around a school bus.

Additional Preparation

In our society, we are fortunate to have excellent emergency assistance available within minutes of most areas. However, there are occasions where the ability to apply proven first aid procedures could be vital to the life and the emotional as well as the physical condition of someone who is injured and/or afflicted by illness. The first aid references in this study unit will not adequately prepare you to properly administer a full range of first aid procedures. It is strongly suggested that you complete the American Red Cross/American Heart Association Multimedia Course in first aid or Illinois Department of Public Health, Division of EMS and Highway Safety EMT B Training Program.

Emergency situations requiring first aid occur everyday and everywhere. There is no time or place that is safe from injury-causing situations, whether in the school bus or in your own backyard. The content, presentation and participant involvement associated with this course will give you sufficient awareness, understanding and confidence to properly administer first aid procedures for many types of situations.

Contents of First Aid Kit

Items in the First Aid Kit (minimum):

- 1 pkg. of adhesive bandages (16 - 1")
- 2 pkgs. of 4" bandage compresses
- 2 pkgs. of 2" bandage compresses
- 1 pkg. with one 40" triangular bandage with two safety pins
- 1 pkg. with one wire (or wood) splint
- rubber gloves (optional)

A minimum number of sealed packages must always be present. A tourniquet or any type of ointment, antiseptic, or other medicine shall not be included.

Who Cares for Whom

An emergency situation that requires special attention to a few will affect the entire population on the school bus. The student's emotional state and natural apprehension must be addressed, as well as any physical problems. Many students, for instance, relate bleeding to death. Take immediate action to reduce fear and confusion, cover any bleeding wound from the student's vision, and get control of the local emergency situation.

1. Stay calm and self-composed.
2. Exhibit confidence and decisiveness.
3. Use simple language and soft speech when giving directions.
4. Project a caring and reassuring attitude toward all students.
5. Keep your attention on what you are doing so that a distraction does not get in the way of the needed action.

Breathing Problems

No matter what the emergency, there are basic steps to follow. Depending on the degree of severity and the number of students affected, there may be little time to make major decisions. In cases of injury, you must first consider the total situation facing you and set your priorities quickly. The immediate action must be directed to three predominate areas of life-threatening concern. Assuring an uninhibited airway is the most crucial and immediate concern. You usually have only four to six minutes to get air back into a victim's system before irreversible damage occurs.

1. Practice universal precautions.
2. Look for signs of a blocked airway.

Your first decision is to decide whether the victim's airway is completely or partially blocked. Pay particular attention to the signs and symptoms of inadequate airway:

- a. No respiratory movement of chest or abdomen. Watch the chest to see if it rises and falls.
 - b. No air movement can be heard or felt by placing your ear and cheek over the nose and mouth.
 - c. Struggling and/or gasping to breathe, which is an indication of an obstruction in the throat.
 - d. Breathing is very noisy, very slow, and/or squeaky suggesting an obstruction, a problem in the lungs and/or shock.
 - e. Discoloration (grayish-blue) of the skin, especially around the lips and finger nails, indicates lack of oxygen.
3. Limitations on Procedures
 - a. Where back and neck injuries are suspected, do not move the student unless absolutely necessary.
 - b. Determine if the student is conscious before attempting assistance such as resuscitation.

- c. Laymen should learn the very basic steps (only one method) of opening airway.
- d. Take advantage of training that is available from the American Red Cross, American Heart Association, or Illinois Department of Public Health.

4. Unblocking the Airway

The single most important aspect of providing an airway is to insure adequate extension of the neck and head. (Where neck and/or back injury is suspected, lift the chin.)

- a. When a blocked airway is evident, encourage a conscious student to cough forcefully. That should dislodge any obstruction.
- b. If a conscious student's condition changes, and speaking, coughing, and breathing become extremely difficult or impossible, apply six to eight abdominal thrusts as follows:
 - (1) Stand behind the student and wrap your arms around the student's waist.
 - (2) Make a fist with one hand.
 - (3) Place the thumb side of the fist against the student's abdomen in the midline and slightly above the navel).
 - (4) Grasp the fist with the other hand and press the fist into the student's abdomen with a quick upward thrust.
 - (5) Each new abdominal thrust should be a separate and distinct movement.
- c. Repeat thrusts until victim expels any obstruction.

5. Head Tilt/Chin Lift Maneuver

Take immediate steps to provide adequate neck and head extension. The head tilt/chin lift maneuver is simple, safe and easily learned.

- a. Turn the student carefully without twisting the body, neck or head, onto the back.
- b. Place one hand on the student's forehead and apply a firm backward pressure with palm to tilt head back.
- c. Place fingers of the other hand under the bony part of the lower jaw near the chin and lift to bring the chin forward.
- d. Never press deeply into the soft tissue under the chin. This might obstruct the airway.
- e. The thumb should never be used for lifting the chin.

6. Clearing Any Obstructions

Look for obstructions. If foreign matter is visible, remove it with your fingers. The tongue is a common obstruction. Solid material can be extracted with a hooked index finger.

- a. Gently pinch the nose closed with the hand that had been on the victim's forehead and administer two full breaths:
 - (1) Take a deep breath and seal your mouth around the student's mouth.
 - (2) Adequate time is about 1-1/2 seconds per breath.
 - (3) Take a breath after each ventilation.
 - (4) Each ventilation should make the chest rise.
- b. If two breaths fail to work, give the victim six to eight abdominal thrusts:
 - (1) Kneel astride the student's thighs.
 - (2) Place the heel of one hand against the student's abdomen in the midline and just slightly above the navel.
 - (3) Put the other hand directly on top of the first.
 - (4) Press into the abdomen with a quick upward thrust.
- c. Recheck the throat with a finger probe.
- d. Repeat these steps until student recovers.

7. Where a breathing emergency requires mouth-to-mouth resuscitation, do not stop until emergency personnel are present to relieve you.

NOTE: Take advantage of the American Red Cross, American Heart Association or the Illinois Department of Public Health offerings which cover mouth-to-mouth resuscitation and CPR.

Bleeding

Bleeding is the second priority situation. The three basic types of bleeding are general oozing, venous, and arterial.

1. Pressure Procedure

Any bleeding situation is generally handled by elevating the injured limb and applying direct pressure to the wound.

- a. To apply pressure to a wound, cover the area with a sterile gauze.

- b. With your fingers or hand, push down with firm pressure on the side of the wound closest to the heart, or on the actual wound.
 - c. Never remove the initial sterile gauze. This action will disturb blood coagulation.
 - d. Use your bare hand to apply pressure, if necessary.
2. Elevation of an injured limb forces the blood to flow to the heart and keeps the blood from pooling in the lower part of the affected limb. Placing the injured limb on your shoulder while you apply the necessary pressure technique frees both your hands.
3. Nose Bleed
 - a. If the student is lying down, elevate the trunk of the body so that it is higher than the heart.
 - b. If the student is seated or standing, tilt the head forward.
 - c. Compress the bleeding nostril for five to ten minutes.
 - d. If bleeding cannot be controlled, expedite medical attention.

Shock

Shock, the third first aid priority, is a severe body reaction to stress such as bleeding, fractures, and/or burns.

1. Look for symptoms of shock:
 - a. Weak and rapid pulse,
 - b. Cold and clammy skin,
 - c. Profuse sweating,
 - d. Discoloration (blue or paleness) of skin,
 - e. Shallow respiration,
 - f. Dilated pupil of the eye,
 - g. Severe thirst,
 - h. Nausea and vomiting, and/or
 - i. Fainting.
2. Shock is not limited to a physically injured victim. Watch closely for symptoms of shock in all of your passengers.
3. Treat symptoms of shock as early as possible.
 - a. Maintain airway.
 - b. Control bleeding.
 - c. Elevate lower extremities.
 - d. Avoid rough and excessive handling.
 - e. Keep student warm.

- (1) Use jackets, blankets, papers, and material available to maintain normal body temperature.
 - (2) Place material under and over the student. (Where material is scarce, place only under the victim.)
- f. Keep student lying down.
 - g. Give nothing by mouth. Never try to give liquid to a student who is not completely conscious and fully aware.

Fractures and Dislocations

Fractures and dislocations are not only painful, but further injury can be caused by the desire to help.

1. Kinds of fractures
 - a. Simple (or closed) fractures are present where the skin has not been broken.
 - b. Compound (open) fractures are evident because of an open wound at or leading to the fracture. The concern for compound fracture is loss of blood and possibility of infection.
2. Conditions that suggest a fracture or dislocation
 - a. An arm or leg may be in an unnatural position.
 - b. Tenderness is usually sharply localized at the break.
 - c. Swelling will be present to some degree.
 - d. Discoloration occurs around the break.
 - e. The loss of use is prevalent.

3. Treatment

Your primary objective when attending a student with a fracture or dislocation is to prevent further injury, make the student as comfortable as possible, and wait for professional help. To do this:

- a. Prevent movement.
- b. Control bleeding.
- c. Apply a splint if necessary.
 - (1) Try not to move the student in order to put the splint on. Any firm material such as a board, workbook, rolled magazine, or paper can be used as a splint.
 - (2) Tie bandage above and below the break.

- (3) Do not attempt to straighten an arm or leg.
 - (4) Never try to replace bone fragments.
- d. Where there is a wound, do not attempt to wash or probe it in any way.

Poison and Allergic Reactions Including Possible Drug Use

1. Look for the following symptoms:
 - a. Vomiting,
 - b. Diarrhea,
 - c. Convulsion,
 - d. Unconsciousness,
 - e. Slowing or absence of respiration,
 - f. Abdominal pain,
 - g. Drowsiness, and
 - h. Difficulty in speech and/or body movement.
2. The treatment is straightforward.
 - a. Maintain airway.
 - b. Treat for shock.
 - c. Keep student quiet until professional help arrives.

Seizures and Convulsions

For seizures/convulsions the main concern is that injury could occur because of related actions.

1. The school bus driver should be made aware of students who are susceptible.
2. You can protect the student from physical and emotional injury by doing the following:
 - a. Not attracting unnecessary attention to the victim.
 - b. Remaining calm.
 - c. Reassuring the other students that everything will be okay.
 - d. Timing the seizure and noting its characteristics.
 - e. Removing any sharp or hard objects around the student.
 - f. Trying to keep the affected student in a bus seat because:
 - (1) The floor in the aisle is more confined and
 - (2) There are fewer obstacles that could cause injury.
 - g. Loosening any item around the neck.
 - h. Turning the student on his/her side gently.
 - i. Not trying to force anything between the student's teeth.

- j. Not inhibiting the student's movements.
- k. Staying right with the student until you are certain that the seizure has ended.
- l. Reassuring and calming the student.
- m. Notifying your supervisor.

Frostbite

Frostbite can be much more serious than it appears. Treatment should be limited until professional assistance arrives. Always treat injured parts extremely gently to prevent further tissue damage.

1. Summon professional help as soon as possible.
2. Put clothing carefully over the frostbite to prevent further exposure injury.
3. Never rub, chafe or in any way manipulate the injured areas. Frozen cells contain ice crystals which can cut or destroy tissue.
4. Never apply pressure or constriction on an injured area. The tissue should be bandaged lightly to protect it from contamination.
5. Don't apply snow or try to thaw the injured part in cold water. This is no more sensible than treating a burn with fire.

SECTION IX
APPENDICES

Appendices

REVIEW THE RULES

1. School buses must be operated in accordance with all state statutes and rules of the Illinois Department of Transportation, Secretary of State, and Illinois State Board of Education.
2. Each driver shall conform with the Illinois Department of Transportation's pretrip inspection requirements.
3. The service door shall be closed at all times when the bus is in motion.
4. Windows shall not be lowered below the stop line painted on the body pillar.
5. The emergency door shall be unlocked (if lock equipped) but securely latched when the school bus is in operation.
6. The driver shall not leave the bus while the motor is running.
7. The gasoline tank shall not be filled while there are any persons on the bus or while the motor is running.
8. The school bus signs shall be displayed only when the bus is being used for official school transportation.
9. The required alternately flashing warning lights and stop arm shall be used only when stopping the bus to receive or discharge students.
10. The manufacturer's capacity for a bus shall not be exceeded.
11. All passengers shall be seated when the bus is in motion.
12. Students shall not be asked to leave the bus along the route for breach of discipline, nor shall they be asked to sit anywhere other than a seat for breach of discipline.
13. Gross disobedience or misconduct on the part of a student shall be reported to the proper school authority for appropriate disciplinary action.
14. The driver shall not back a bus at the school while students are in the vicinity unless a responsible person is present to guide the bus driver.
15. Loading: When children to be picked up must cross a roadway, the driver shall beckon them to cross the road when it is safe to do so. Students shall be instructed to wait for the proper signal to cross the roadway when traffic conditions are such that they may go safely ahead of the bus.

16. The driver on a regular route shall not be expected to wait for a tardy student but may proceed on a timely route if the student is not in sight. The driver should be seldom late and never early.
17. Unloading: At school, the bus shall be driven onto the school grounds to discharge pupils, or they should be discharged so they will not have to cross a street. At all discharge points where it is necessary for pupils to cross a roadway, the driver shall direct students to walk to a distance at least ten feet in front of the bus on the shoulder of the highway and to remain there until a signal is given by the bus driver for the student to cross.
18. The driver shall not allow a student to get off the bus at any place other than the student's designated discharge point unless written permission is granted by the proper school official.
19. Except with the permission of school authorities, the driver shall transport no school children with animals. Whenever an animal must be transported, the animal must be properly confined at all times on the school bus.
20. The driver shall not permit a weapon or explosive of any kind on the bus.
21. In case of an accident or breakdown while the bus is transporting students, the first consideration shall be whether it is safer to evacuate or to leave the students on the bus.
22. All accidents shall be reported immediately to the appropriate school officials.
23. A completed copy of the Illinois Department of Transportation's "Motorist Report for Motor Vehicle Accident Form" (SR-1) shall be forwarded immediately to the regional superintendent in case of an accident.
24. When stalled on the highway or shoulder of the highway, the driver shall place appropriate signals as outlined in Ill. Rev. Stat. 1981, ch. 95 1/2, par. 12-702.
25. The driver shall not smoke nor be under the influence of intoxicating beverages or drugs when operating a school bus.
- 26.1 The driver shall stop between 15 and 50 feet of the first rail of a railroad crossing. While stopped, the driver shall open the service door, listen and look in both directions for any approaching train. When the driver determines that no train is approaching, the driver shall close the door and then proceed completely across the grade crossing in low gear.
- 26.2 The driver shall not change gears while crossing the tracks.
- 26.3 The driver shall not use the alternately flashing warning signals or stop arm at railroad grade crossings.
27. The driver's seat belt shall always be properly fastened before putting the bus in motion.

RULES FOR USING THE SCHOOL BUS CROSSING ARM

Districts

1. School bus routes are to be arranged so that school buses will not have to back up and so that crossing arms will not infringe on pedestrian crosswalks or cross streets.
2. School districts shall include instruction on the proper procedures for walking around school bus crossing arms. Students shall be instructed not to step over or under a crossing arm or swing on it. District policy should include disciplinary procedures for failing to comply with school bus safety rules.
3. Districts shall conduct such investigations as may be needed to determine whether a bus stop should be relocated due to an obstruction or other situation which causes the crossing arm not to be used.
4. Districts shall retain reports of instances when the school bus driver elects not to use the crossing arm in a manner with their retention policies applicable to other records.
5. Districts may establish policies requiring more stringent recordkeeping or other procedures when the crossing arm malfunctions while the school bus is carrying students.

School Bus Driver

1. A school bus driver shall use the school bus crossing arm whenever the school bus stops to allow students to enter or leave the bus.
2. The driver shall allow sufficient space for the full extension of the crossing arm.
3. The crossing arm shall not infringe on the pedestrian crosswalk, on other vehicles or obstacles, or a cross street.
4. A school bus driver may omit using the crossing arm at school loading zones where school buses are parked bumper to bumper.
5. A school bus driver may omit using the crossing arm when it would impede pedestrian crossing, extend into the adjacent cross street, or collide with another object or vehicle.
6. Each school bus driver shall keep a log of instances when he or she elects not to activate the crossing arm when its use is required.
7. The log shall include the time, location, and the reason for the decision not to activate.
8. Reports shall be filed with the school district.

9. A school bus shall not be used if the crossing arm is found to be inoperable during the pretrip inspection or if the crossing arm has malfunctioned and has not yet been repaired. Follow Illinois Department of Transportation rules for crossing arm requirements.
10. If the crossing arm malfunctions while the school bus is carrying students, the driver shall note the stop where the malfunction first occurs, continue on the route, and document all stops where the crossing arm fails to operate. Drivers must follow school district policies which exceed this rule.

DEFINITIONS

School Bus: “School bus” means every motor vehicle owned or operated by or for any of the following entities for the transportation of persons regularly enrolled in grade 12 or below in connection with any activity of such entity:

any public or private primary or secondary school;
any primary or secondary school operated by a religious institution; or
any public, private or religious nursery school.

Professional School Bus Driver: Characterized by or conforming to the technical or ethical standards of a profession. Following a line of conduct as though it were a profession.

School Bus Pretrip Inspection: The inspection performed by a school bus driver on his/her school bus prior to the bus being operated each day. Some components may be inspected by persons other than the driver. The inspection consists of checking mechanical and safety items on the bus.

School Bus Pretrip Inspection Form: The form prescribed by the Department of Transportation to be used by school bus drivers to perform the required pretrip inspection. The form contains all of the vehicle’s components which must be inspected by the driver.

School Bus Driver Mechanic: Any person authorized by the school bus owner/operator to make necessary repairs and adjustments on a school bus. May also be responsible for inspecting mechanical components during pretrip inspection.

Curriculum: A course provided by the Illinois State Board of Education in order to educate and instruct school bus drivers throughout the state in compliance with Section 6.106.1 of the Illinois Vehicle Code (625 ILCS 5/6-106.1)

Chunk: A short thick piece: A large noteworthy quantity.

When “chunk” is used when referring to tires:

A tire would be considered unsafe any time a cut, crack or other damage exposes a cord. When this condition exists in the sidewall of a tire, the tire could blow out. A cut, crack or other damage in the tread area of a worn tire also could lead to a blowout. A small cut, crack or otherwise damaged area on a newer tire with less tread wear probably would not make a tire unsafe.

When applied to pretrip school bus inspections, it is recommended that the bus driver be trained to get the opinion of a mechanic or tire dealer when a condition is found on a tire which could make it unsafe.

School districts or contractors that do not employ a mechanic can have the driver take the school bus to the nearest tire dealer for inspection of the questioned tire. If any doubt exists as to the safety of a tire, it is recommended that the bus not be driven.

Neutral Safety Switch: A switch most commonly found on buses equipped with automatic transmissions which will not allow the bus to start in gear.

This means that on Type I school buses equipped with automatic transmissions, the bus will only start in neutral. On Type II school buses, the bus will only start in park or neutral. School buses and heavy trucks will start without depressing the clutch. A neutral switch only applies to automatic transmissions.

To test a neutral switch on a school bus, the driver would simply depress the brake, engage the emergency brake, put the bus in drive and attempt to start the bus. If the bus lurches forward, the neutral switch is not working. Care should be taken when doing this because if the brakes are not engaged the bus might start and proceed forward out of control.

School Bus Crossing Arm: A device mounted on the front bumper of a school bus that when activated extends outward 8 to 10 feet in front of the bus to require students to walk at least 10 feet in front of the bus to cross the roadway at the direction of the school bus driver.

First-Division Vehicle: A vehicle designed by the manufacturer to transport 10 or less persons including the driver.

Legal School Vehicle: School bus or first division vehicle.

Horizon Method: The horizon method is visual checking of the bus from a distance. The driver scans the bus by moving the eyes from left to right in increments from top to bottom until all the pretrip items have been checked. The method is repeated at the front, sides and rear of the bus during the daily walk-around.