

**Illinois Professional First Division School
Bus Permit Holder**

**Training
Curriculum**



TABLE OF CONTENTS

	Page
INTRODUCTION	1
ACKNOWLEDGEMENTS	4
SECTION I	5
THE PROFESSIONAL DRIVER	6
Occupational Role	6
Requirements of Applicants	7
Employment Conditions	8
Annual Medical Examination	9
Sanctions	10
Drug and Alcohol Testing	11
PROFESSIONAL DRIVER CONDUCT	12
Cultural Diversity	12
Your Vehicle as an Extension of the Classroom	12
SECTION II	14
LIABILITY AND THE FIRST DIVISION SCHOOL BUS PERMIT HOLDER	15
Four Factors That Create Liability	15
Punitive Damages	15
SECTION III	17
PRE-TRIPPING YOUR VEHICLE	18
Interior of the Vehicle	20
Exterior of the Vehicle	22
POST-TRIPPING YOUR VEHICLE	26
What Mechanics Want You to Know	27
FIRST OBSERVER	27
BUSING OF THE LOOKOUT	31
SECTION IV	33
VEHICLE OPERATIONS	34
Prepare to Take a Position of Control	34
Reference-Point Driving	35
Start the Engine	36
Make Sure You Are Seen	36
Steering	36
Turning	37
Backing Up the Vehicle and Backing to Turn Around	38
Speed Limit	39
Changing Lanes	39
Entering and Exiting a Roadway	40
Radio or Cell Phone Usage	40
Loading Safely	41

Loading Passengers	42
Unloading Passengers	43
Loading and Unloading Students with Special Needs	44
Loading and Unloading Infants/Toddlers/Preschoolers	46
Trains Always Have the Right of Way	46
Defensive Driving	49
SECTION V	53
STUDENT MANAGEMENT	54
Be Prepared	54
Behavior in the Vehicle	54
25 Ways to Maintain Student Discipline	57
Instructions to Riders	59
Positive/ Student Behavior/Discipline Guidelines	60
Gang Awareness	61
Gangs Defined	61
Gang Signs	63
Things You Never Say or Do in Front of a Gang Member	64
SECTION VI	65
CRASHES	66
Emergency Equipment	66
What to Do Immediately after a Crash	68
How to Ensure Student Safety	68
Post-Crash Procedures	68
Crash Reporting	69
EMERGENCIES	70
Where Are My Tools?	70
It Won't Work	71
NATURAL DISASTERS	73
General Points	73
Responsibility	74
Earthquakes	74
Severe Thunderstorms or Tornadoes	76
Driving Under Adverse Weather and Weather Conditions	77
Conditions of Street and Highways	77
Adjusting Your Driving to Poor Road Conditions	77
Railroad Crossing – Extra Caution	78
MAN-MADE DISASTERS	79
SECTION VII	80
VEHICLE EVACUATION	81
Pre-Emergency Planning	81
Evacuation Drills	82
Driver Responsibility	83
Front-Door Evacuation Drill	85
Rear-Door Evacuation Drill	86
Front- and Rear Door Evacuation Drill	86

SECTION VIII	91
UNIVERSAL PRECAUTIONS FOR PREVENTION OF THE SPREAD OF INFECTIOUS DISEASES BY BODY FLUIDS	92
Definitions	92
Blood Borne Pathogens	93
Basic Body Fluid Clean-up Procedures	94
General Housekeeping Rules	95
FIRST AID	97
Contents of the First Aid Kit	97
SECTION IX	114
SPECIAL EDUCATION AND THE PROFESSIONAL DRIVER	115
Legal Background	115
Rehabilitation Act	115
Individuals with Disabilities Act	115
Americans with Disabilities Act	116
1999 National Highway Traffic Safety Administration	116
2000 Head Start	116
WC-19 Regulations	116
Child Passenger Protection Act	116
Individualized Education Program	116
Driver/Attendant Responsibilities	117
Driver/Attendant Teamwork	118
Pre-emergency Plan	120
Evacuation Plan	120
Lifting Guidelines	121
DNR Orders	122
Special Equipment and Assistive Devices	123
Wheelchairs	123
Wheelchair Securement	124
Mandated Reporting	125
SECTION X	126
APPENDICES	127
Review the Rules	127
Definitions	129
School Bus and Pupil transportation References	130
Websites for School Transportation	132

INTRODUCTION

The curriculum was revised by a transportation team subcommittee consisting 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 first division school bus drivers and re-applicants. The intent of this curriculum is to provide a consistency of training to be used by Regional Offices of Education in coordinating first division school bus driver training throughout Illinois.

ACKNOWLEDGMENT

The Illinois State Board of Education would like to extend its appreciation to the following committee members whose expertise and dedication to school bus and student safety contributed to the development of this first division school bus driver curriculum.

CURRICULUM DEVELOPMENT COMMITTEE

John Benish Jr., Chief Operating Officer, Cook-Illinois Corp.

Fred Butler, Driver Development and Safety, Hillsboro CUSD 3; Certified Illinois School Bus Driver Instructor

Diana Mikelski, Director of Transportation, Township High School District 211, Certified Illinois School Bus Driver Instructor; Illinois Pupil Transportation Advisory Committee (IPTAC) Member

Barry Poole, Driver Development and Safety, Sunrise Transportation LLC; Certified Illinois School Bus Driver Instructor

Michael Slife, Executive Director of Transportation, Rockford Public Schools 205; Board of Directors of Illinois Association for Pupil Transportation; IPTAC Member

Mike Stier, Principal Consultant, Pupil Transportation, Illinois State Board of Education, National Association of State Directors of Pupil Transportation Services

Tony Young, Administrator, Driver Analysis Division, Illinois Secretary of State

Staff from:

- Illinois Department of Transportation
- Illinois Secretary of State
- Illinois State Board of Education
- Maywood Police Department
- Busing on the Lookout
- Operation LifeSaver
- Transportation Security Administration

SECTION I
THE PROFESSIONAL DRIVER
PROFESSIONAL DRIVER CONDUCT

For purposes of this curriculum, “school bus” means a first division vehicle owned or operated by or for a public or private school (or a school operated by a religious institution) over a regularly scheduled route for the transportation of persons enrolled as a student in Grade 12 or below. This curriculum applies only to persons who hold a first division school bus permit and not to persons who hold a commercial driver’s license.

THE PROFESSIONAL DRIVER

Occupational Role

You are held to a higher standard than other professional drivers.

Professionalism

Drivers and attendants must maintain a high level of professionalism, which includes, but is not limited to:

- Be courteous with children, parents, teachers, co-workers, and the public.
- Be sensitive to the needs of all children.
- Demonstrate a willingness to relate to people from all backgrounds.
- Maintain self-control when confronted with difficult individuals; strive to defuse volatile situations.

Confidentiality

Drivers and attendants must be able to maintain a high level of confidentiality. At no time should you share information about a student with anyone other than the people on that child’s transportation team

As a first division school bus permit holder, you 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 and parents of students you transport in the morning. You will probably be the last school representative to see the students at the end of the school day. As such, your conduct must be professional at all times, serving as a role model of correct and considerate behavior.

The safety of students is your responsibility when they are in your vehicle. 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 permit holder. You are now part of a very important and exceptional group — an essential part of your community. You are vital to your school system and students’

access to school.

The school bus permit holder is often perceived as serving in multiple roles, including guardian, teacher, friend, and sometimes disciplinarian, for the students being transported. The driver must also focus on one primary objective of the school bus permit holder'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 group, you must always take 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 first division vehicle as you transport students.

The material covered in this manual is designed to assist in preparing you for the role of a transporting students in a first division vehicle. It also forms the basis for the initial classroom training that you are required to successfully complete and will serve as an excellent resource that you may wish to consult periodically in the performance of your duties.

Requirements of Applicants for a First Division School Bus Driver Permit (625 ILCS 5/6-106.1)

In order for the secretary of state to issue a first division school bus driver permit, all applicants must:

1. Be 21 years of age or older;
2. Possess a valid and properly classified driver's license issued by the secretary of state or a valid and properly classified license issued by your state of residence;
3. Possess a valid driver's license that has not been revoked, suspended, canceled, or disqualified as defined in 625 ILCS 5/6-500 for any action except those defined as miscellaneous suspensions by rule during the three years immediately prior to the date of application. 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;
4. Pass a first division 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;
5. Demonstrate the ability to exercise reasonable care in the operation of a first division vehicle in accordance with the requirements of 92 Ill. Adm. Code, 1030.85;
6. 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;
7. 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;

8. 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;
9. At the time of application, not have been convicted of or received court supervision for two or more serious traffic offenses within the previous 12-month period, nor be convicted of or received court supervision for two or more serious traffic offenses during any 12-month period while holding a school bus driver permit that may endanger the life and safety of any of the driver's passengers;
10. Not have been convicted of or received court supervision for 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 three years of the date of application;
11. 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;
12. 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 that 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;
13. Not have, through the unlawful operation of a motor vehicle, caused an accident resulting in the death of any person;
14. Not have within the last five years been adjudged to be afflicted with or suffering from any mental disability or disease;
15. Consent in writing to the release of reasonable suspicion drug and alcohol testing under Section 6-106.1c of the Illinois Vehicle Code (IVC) by the employer of the applicant to the secretary of state; and
16. Not have been convicted of committing or attempting to commit within the last 20 years: (i) an offense defined in subsection (c) of Section 4, subsection (b) of Section 5, and subsection (a) of Section 8 of the Cannabis Control Act; or (ii) any offenses in any other state or against the laws of the United States that, if committed or attempted in this state, would be punishable as one or more of the foregoing offenses.

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 a tuberculosis test and drug testing;
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;
4. Complete the initial classroom course conducted by a 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.

1. 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 90 days prior to the date of application for such permit.
2. 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, 1035.20 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.
3. 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 medical examiner. The specimen shall be tested for marijuana, cocaine, opiates, amphetamines, phencyclidine, and any/all drugs required by statute.
4. Re-applicants will not be retested for tuberculosis as part of the annual medical examination unless, in the judgment of the examining physician, the test should be performed in order to determine if the applicant is physically qualified to operate a school bus. Any applicant who allows his/her school bus permit to expire for more than 30 days is, pursuant to Section 1030.25(j) of this part, considered a new applicant and, as such, shall be required to be retested for tuberculosis.
5. 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.

An annual refresher course must be completed within 364 days of the last annual refresher course attended. If an individual completes subsequent refresher training between the actual refresher date and 60 days prior to that refresher date, the next annual refresher date will not change. If refresher training is completed more than 60 days prior to the refresher date, the date the driver completes the refresher training will become the new annual refresher date. Even if your date does not change, you need to take your next class within 364 days of your last class or you cannot drive. If you go beyond that date, you have a 30-day grace period in which you can take the refresher class. After the 30 days, you will need to take the eight-hour class again.

Sanctions

Cancellation: 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, because the permit holder is no longer entitled to the permit, refusal or neglect of the person to submit to an alcohol and drug evaluation or submit to or fail to successfully complete the examination, in accordance with IVC Sections 1-110, 6-106.1, and 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 IVC [625 ILCS 5/6-106.1].

Miscellaneous Suspension: A safety and family financial responsibility suspension, unsatisfied judgment suspension, , failure to appear suspension, , nighttime driving restriction suspension, and all suspensions that 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, other than a parking violation, shall be considered a serious traffic violation:

A conviction, when operating a motor vehicle, for a violation of or relating to: Illinois Vehicle Code Sections 11-402(a), 11-403, 11-502(a),6-101, 11-403, 11-503, 11-707(d), 11-1414, 11-1402(b), 11-707(b), 11-1002(e), 11-1008, 11-1201, 11-1202, 6-501, 6-507(a), 6-104(d), and 11-605. For a complete list of serious traffic violations, see 92 Illinois Administrative Code 1035.10.

Suspension of a Driver's License: The temporary withdrawal by formal action of the secretary of state 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 state of a person's permit that grants and specifies limited privileges to operate a school bus on the public highways for a period specifically designated by the secretary.

Please be aware that certain conduct unrelated to driving a bus, including non-moving violations such as lack of insurance and delinquent child support, could have an adverse effect on a professional driver's school bus permit.

Zero Tolerance

A school bus driver permit holder may not drive or be in actual physical control of a school bus with any amount of alcohol in their system. Pursuant to 625 ILCS 5/6-106.1a, if a police officer issues the driver a ticket for any traffic violation and has probable cause to believe a school bus driver has consumed any amount of alcohol and is driving or in actual physical control of a school bus may request the driver to submit to chemical testing of the driver's blood, breath, other bodily substance, or urine. If any trace of alcohol is found or if the driver refuses the school bus driver's permit will be canceled and the driver will be ineligible to obtain a school bus permit for a period of three years.

Reasonable Suspicion Drug and Alcohol Testing

Employers who have a reasonable suspicion that the driver has violated alcohol concentration or controlled substance prohibitions based on specific, contemporaneous observations of the appearance, behavior, speech, or body odors of the driver are required to ask the driver to submit to chemical testing. If the chemical testing discloses the presence of alcohol or controlled substances or if the driver refuses chemical testing, the employer must report the driver to the secretary of state and the school bus permit will be suspended for a period of three years.

Pre-Employment Testing

All applicants must submit to drug testing at the time of application as a part of the pre-employment process. Results of the drug test must be known prior to an applicant driving a first division vehicle requiring a school bus permit.

Physical Examination

All applicants for a first division vehicle school bus permit must complete a physical examination, which includes tuberculosis and drug testing. The examination may not be completed more than 90 days prior to application. Thereafter, a physical examination is required each time the school bus permit is renewed.

PROFESSIONAL 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. Open-toe or open-back shoes are **NOT** recommended. Your clothes should not carry messages for liquor or tobacco or display 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. You are an extension of the education system and must remain professional at all times.

Tobacco use is prohibited by law on any school property that is being used for school purposes and this includes school buses (105 ILCS 5/10-20.5b). If you have tobacco products on your person, they should be stored in a location that cannot be seen by your passengers. Drivers shall not use any tobacco, including any vaping product, in the vehicle while students are present in the vehicle and one hour prior to any student entering the vehicle.

A driver's behavior will set the tone for conduct by the students in the vehicle. 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. Know your district and/or company policies and consequences concerning touching a student. Younger students may seek comfort from you, but you also should limit touching with these students. Consoling on your part is subject to misinterpretation by a third party.

You are placed in a position of great responsibility and trust. Decisions you make in your personal life with medication, social drinking, or drugs can create problems with your driving abilities. Remember, your mistake can greatly affect a student's life. **NEVER** drive under the influence of drugs or alcohol.

Cultural Diversity

School bus drivers must realize that the cultural diversity of students being transported means that their 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 they must respect the differences without creating a hostile or confrontational situation when dealing with students. The driver should react or discipline a student based on the student's actions rather than the ethnicity of the individual.

Your Vehicle Is an Extension of the Classroom

Take time to think about your vehicle as a classroom and what you are teaching your passengers. Are you courteous? Do you say "please" and "thank you"? Are you concerned about the well-being and safety of your passengers by enforcing the student 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 job on time in the morning so that you are not rushed from the start? Do you keep the vehicle clean and in good condition? A first division school bus is the perfect environment for teaching real-life situations. Take this opportunity to make it enriching.

SECTION II
LIABILITY AND THE FIRST DIVISION SCHOOL BUS
PERMIT HOLDER

LIABILITY AND THE 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 is 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.
 - 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 under the age of 16 unbuckles his seat belt regularly because he doesn't like to wear it and has been written up for this action. The student unbuckled his seat belt, which was noticed by the driver. A car pulled out quickly in front of the vehicle, causing the driver to apply the brakes quickly to avoid an accident. The student lurched forward from his seat, striking the headrest in front of him, 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 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
PRE-TRIPPING YOUR Vehicle
POST-TRIPPING YOUR
Vehicle
FIRST OBSERVER
BUSING ON THE LOOKOUT

PRE-TRIPPING YOUR VEHICLE

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 vehicle safe and dependable. However, route driving is hard on any vehicle; therefore, the vehicle must be monitored closely.

Even though you are operating a first division vehicle and not a traditional school bus, a pre-trip inspection should be conducted each day the vehicle is used to transport students. You don't have to be a qualified mechanic to point out some of the basic problems that may exist.:

1. A driver should conduct a pre-trip inspection of the mechanical and safety equipment on a first division vehicle each day that it is operated to transport school students.
2. The pre-trip inspection shall be performed each day a vehicle is operated. If the same driver operates the same vehicle more than once a day, a new inspection is not needed for each subsequent trip. If another driver drives your vehicle in between your routes, you will need to perform another pre-trip inspection. A security sweep of the vehicle is recommended before starting a new shift.
3. If a vehicle is operated by a different driver for any subsequent trips during the day, an additional pre-trip inspection should be completed. If a driver is required to complete his/her route in a vehicle different than the one he/she started the route in, a complete pre-trip inspection should be performed on the replacement bus.

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

If a vehicle fails during a route and another vehicle is delivered as a replacement, the driver taking control of the replacement bus is responsible for the mechanical condition of that bus and should determine if a recent pre-trip inspection was performed on the vehicle.

4. The driver should complete a First Division Driver's Pre-trip Inspection Form each time an inspection is performed. Any defects found on the vehicle should be recorded on the First Division Driver's Pre-trip Inspection Form.

First Division Driver's Pre-trip Inspection Forms must not be filled out in advance, and each individual component must be checked or marked while the First Division Driver's Pre-trip Inspection Form is being completed. If a component listed is not present on the vehicle 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.

5. The following items should be inspected at least once every 24 hours when the vehicle is being operated to transport students. The driver is responsible for verifying that these items and all other equipment listed on the form have been inspected. The driver's signature on the form verifies that these items have been inspected.
 - 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)
 - 9) Wiring
6. The items listed above may be inspected by someone other than the driver (e.g., school bus mechanic or bus attendant). If any person other than the driver does the inspection, that person is held responsible and must provide his or her signature on the form, along with the date and time the equipment was inspected. (Writing "Shop" on the signature line is not acceptable.) That person's signature is valid for a 24-hour period (i.e., the corresponding line may be blank on the next day's form).
7. If defects are discovered, the driver must notify the school district /contractor and/or the owner/operator so the defects can be corrected.
8. It is recommended that all defects be corrected before any vehicle is used to transport students. Each school district or contractor must establish policies to govern procedures that are to be followed when any component is found to be unsatisfactory.
9. Each day before a first division vehicle is operated to transport students, the driver should examine the previous First Division Driver's Pre-trip Inspection Form to verify all defects have been corrected. If all defects have not been corrected, the driver must immediately notify the school district /contractor and/or the owner/operator or his or her designee.
10. The First Division Driver's Pre-trip Inspection Form should be completed in duplicate.
11. The original First Division Driver's Pre-trip Inspection 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 ensuring the repairs/adjustments are made as soon as possible.
12. After any repairs are made, the mechanic performing the repairs/adjustments must sign and date the First Division Driver's Pre-trip Inspection Form.

13. The original copy shall be maintained by the owner/operator for 180 days from the date of inspection.

14. The duplicate copy shall remain in the bus for 30 days from the date of inspection.

The owner/operator is responsible for providing First Division Driver's Pre-trip Inspection Forms to the drivers.

Each first division vehicle should be equipped with an adequate supply of First Division Driver's Pre-trip Inspection Forms.

First Division Driver's Pre-trip Inspection Forms are typically organized in a booklet format. Each booklet contains a number of the forms. The booklet must stay on the bus until each duplicate copy has remained on the bus for at least 30 days.

15. The original First Division Driver's Pre-trip Inspection Forms shall be organized in an orderly fashion and made available for inspection at any time.

Remember, the driver taking possession of a first division vehicle to transport students is responsible for ensuring the vehicle is safe for the students. The driver should verify that the under-the-hood inspection is performed daily. A mechanic's signature on the pre-trip inspection reports verifies for the driver that the under-the-hood inspections were performed that day.

Start Your Pre-trip

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

There are different methods that can be used for pre-tripping the vehicle. Use the method that works for you, as long as you check all the items. The following is an example of one such method.

Interior of the vehicle

1. Upon entering, carefully inspect the following equipment:
 - a. Fire extinguisher
 - b. Emergency reflectors
 - c. First-aid kit with contents complete, and properly secured (bodily fluid kit, if equipped, sealed and secured)
 - d. Two spare electric fuses, if so equipped
2. Check the condition of the entry way(s). 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, if applicable.

3. Check for the vehicle registration and insurance card. Illinois law requires these cards to be in the vehicle and available for display upon demand by a police officer or employee of the secretary of state.
4. Check the garbage container. At no time should the container 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. At no time may a garbage container block an entrance or exit.
5. If the driver is responsible for pre-tripping under the hood, refer to No. 5 under the pre-trip your vehicle section.
6. Close the door as you sit in the driver's seat. Check for smooth and easy operation of the doors. Check the driver's seat belt to be sure it is operating properly. Please check safety sticker to be mileage and date compliant. (The odometer must not exceed the mileage indicated on the safety sticker.) Check that the car seats are compliant (if equipped).
7. Check all your mirrors, 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. The vehicle must **ONLY** start in park. Try to start the bus in Drive or Reverse.
10. Start the vehicle, 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, gauges, and odometer). Listen for any unusual noises.
11. Check the hydraulic brakes for damage and leaks by pumping the pedal three times and applying firm pressure to the pedal for five seconds.
12. Check the parking/emergency brake by placing the transmission in Drive (with the parking/emergency brake engaged), then slightly press on the accelerator pedal. The vehicle should not move forward.
13. Check the steering wheel for any damage or cracks. The steering wheel should turn freely without excessive play (no more than two inches). Tap the horn.
14. Check the interior lights, defroster fans, heater motors, windshield wipers, and windshield fluid.
15. Check that the two-way radio or cell phone device is on and is in proper working order.
16. Check the light switches.
17. Get out of the seat and move toward the rear of the vehicle.

- a. Check the seats for any damage and that they are all securely fastened down. Check the floor for any damage or rips.
 - b. Close and secure the doors/windows.
 - c. Check the windows to make sure that they cannot be locked (if equipped), that they open and close freely, and that they have no obstructions,
 - d. Interior cleanliness is the **driver's responsibility**.
18. Return to the driver's seat and turn on:
- a. The clearance lights if equipped
 - b. Hazard (four-way) lights
 - c. Headlights

Exterior of the Vehicle

1. As you exit the vehicle, check all the mirrors. 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;
 - b. Tread depth: At least 4/32 of an inch when measured at any major tread groove;
 - c. Rims: No cracks, splits, dents, or welds, and 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; and
 - f. Brakes: Visually inspect for leaks or other damage.

2. Move to the front of the vehicle, working from the top down. Using the horizon method, stand about 10 feet back and check:
 - a. The two-way radio antenna: Not bent or broken;
 - b. Clearance lights (if equipped): Lens covers intact, no damage and working;
 - c. Windshield, wipers, and arms: Not broken or damaged;
 - d. Safety inspection sticker: Current;
 - e. Side mirrors: Properly adjusted, no breaks or damage;
 - f. Hazard (four-way) lights: No breaks or damage;
 - g. Headlights: Lens covers intact, no damage and working;
 - h. License plate: Present; and
 - i. Overall condition of the vehicle: No body damage that is detrimental to the safe operation of the bus, to include excessive rust.

3. Look underneath the vehicle 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. Shock absorbers: Secure, not loose, broken, hanging, or leaking fluid; and
 - d. Fluids: No anti-freeze, engine oil, or transmission fluid leaking from under the front of the vehicle.

4. Move to the driver's side of the vehicle, 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;
 - b. Tread depth: At least 4/32 of an inch when measured at any major tread groove;
 - c. Rims: No cracks, splits, dents, or welds, and 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; and
 - f. Brakes: Visually inspect for leaks or other damage.

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 vehicle. Using the horizon method, check:
 - a. Side clearance and marker lights (if equipped): Lens intact, no damage and working;
 - b. Windows: Intact, not cracked or broken;
 - c. Turn signal: Lens intact, no damage and working;
 - d. Side reflectors: No damage, not broken or missing;
 - e. Overall condition of the vehicle: No body damage detrimental to the operation of the vehicle; and
 - f. All doors: Fully open freely, no obstructions, latch properly.

7. Move to the rear wheels and check both tires for:
 - a. Tread depth: At least 4/32 of an inch when measured at any major tread groove;
 - b. Tires: Need to be the same type and size;
 - c. Should be secure, no chunks missing; and
 - d. For the rest of the wheel inspection, refer to front wheel segment on the previous page.

8. Go to the rear of the vehicle. Using the horizon method, check:
 - a. Clearance lights (if equipped)
 - b. Windows
 - c. Hazard (four-way) lights
 - d. Tail lights
 - e. Reflectors
 - f. Current license plate sticker
 - g. General body condition

9. Look under the vehicle and scan the suspension and exhaust system. Push the exhaust/tailpipe with your foot to check tightness of hangers. Never grab exhaust/tailpipe with hand as pipe could be very hot. The pipe should not extend more than 1 inch beyond the body of the bus. Also check:

- a. All clamps and hangers: Should be tight and secure, without apparent leaks, and not rubbing against anything;
 - b. Differential, shocks, and brakes for leaks; And
 - c. No hanging debris.
10. At the rear of the vehicle, check:
 - a. All doors: Not locked, fully open freely, no obstructions, latch properly, and buzzer is working;
 - b. All light lens covers: Intact, not damaged; and
 - c. All reflectors: In place, not damaged.
11. Proceed to the passenger side of the vehicle, stopping at the rear wheels and tires, to check:
 - a. Tread depth: At least 4/32 of an inch when measured at any major tread groove;
 - b. Tires: Need to be the same type and size;
 - c. Should be secure, no chunks missing; and
 - d. For the rest of the wheel inspection, refer to front wheel segment on the previous pages.
12. Move away from the side of the vehicle and check:
 - a. Clearance lights, if equipped: Lens covers intact, not broken or damaged and working;
 - b. Windows: Intact, not cracked or broken;
 - c. Turn signals: Lens covers 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; and
 - f. General overall condition of the vehicle: No body damage detrimental to the operation of the vehicle.
13. Move back to the entry door and as you re-enter the vehicle check that all the interior lights are intact, not cracked or damaged and working. Close the door, cancel the hazard (four-way) lights, and check the lights:
 - a. High and low beams
 - b. Right and left turn signals, front and back
 - c. Backup lights
 - d. Brake lights
14. If the bus is equipped with a lift, check:
 - a. Operation of the special service door
 - b. Operation of the lift
15. Fill out and sign the pre-trip form, leaving it in the designated spot. If repairs are needed, follow your district/contractor's policy on repairs and take a replacement vehicle, if necessary.

Remember to check all special equipment even if you are not scheduled to use it. For example, if the vehicle you will be using has a wheelchair lift, you must check the lift even if you know you do not have a student needing a wheelchair on the assignment you are about to complete. You could be called at any time to pick up a student in a wheelchair if dispatch knows you are equipped to do so.

The First Division Driver’s Pre-trip Inspection Form may be used for pre-trip inspections.

SAMPLE FORM

**First Division Vehicle Transporting Students
DAILY PRE-TRIP & POST-TRIP INSPECTION REPORT**

District / Company _____ Date _____ Start Time _____
 Vehicle Number _____ Starting Mileage _____ Ending Mileage _____
 Driver Name _____

**** Return this completed form along with the vehicle & keys to the bus garage immediately following your trip. ****

→INSTRUCTIONS←

1. Check oil, water, belts, hoses, battery and transmission, steering and washer fluids prior to starting the vehicle.
2. Start up the engine and allow it to warm-up while checking the area referenced below.
3. In the columns provided below, enter the appropriate inspection codes for each inspected item:
(S) SATISFACTORY (U) UNSATISFACTORY (D) DEFECTIVE
4. If (U) or (D) is entered for any item, please explain in the comment section below. (Use the back if necessary.)
Notify the mechanic prior to departure.
5. **IF THERE IS ANY SIGN OF TROUBLE (before, During or After the Trip) - NOTIFY THE TRANSPORTATION DEPARTMENT IMMEDIATELY!**

S, U, or D		S, U, or D		S, U, or D	
	OPEN HOOD AND CHECK		FRONT & REAR		Approved Restraints / Car Seats (if equipped)
	Leaks		Windows / Glass		Horn
	Engine Compartment		Turn Signals		Gas Gauge
	Wires		Windshield		Oil Pressure
	Hoses		Tail Pipe & Muffler		Water Temperature
	Belts		Headlights (High & Low)		Voltmeter
	Water / Coolant		Stop & Taillights		AC / Heater / Defrost
	Oil		Doors		Parking/Emergency & Service Brake Test
	Transmission Fluid		Body		Speedometer
	Steering Fluid		2-way Radio / Authorized		Doors
	Washer Fluid		Wiper Blades		Wheelchair Lift / Securement (if equipped)
	RIGHT / LEFT SIDE		INTERIOR		
	Rear View Mirror		Cleanliness		<u>POST TRIP</u>
	Wheels		Fire Extinguisher		CLEANLINESS/TRASH Emptied/Swept/Nothing Left Behind, etc.
	Tires		Triangle Reflectors		FUEL TANK TOPPED OFF- After Trip
	Windows / Glass		First Aid Kit		Walk Around Checking for Any Damages
	Battery		Seat Frames / Cushions		RECORD MILEAGE!!
	Fuel Cap		Seat Belts		TURN IN THIS REPORT!! – Thank you

INSPECTION COMMENTS

DRIVER'S SIGNATURE _____ End Time _____

Damages incurred during your trip are the responsibility of the driver, your group and/or organization.
 Report any pre-existing damages prior to departure.

(sample)

POST-TRIPPING YOUR VEHICLE

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 vehicle.

Procedures at the end of the route or trip are simple. The few steps you need to take are vital to you and to the students you are responsible for. The steps are as follows:

1. Secure the vehicle – Place the transmission in Park and set the parking/emergency brake.
2. Walk the vehicle – Walk to the back of the vehicle to check for sleeping students **by looking on and under all seats**. Leaving a student on the bus at the end of your route or trip is inexcusable. It is **YOUR RESPONSIBILITY** to see that no student is left on the bus. Failure to thoroughly check the vehicle can result in the termination of your employment.
3. Also check for items that have been left, trash on the floor (sweep the vehicle, if needed), and any damage to the seats.
4. Record any problems – Record any mechanical or functional trouble and/or damage to the vehicle 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:

Check the transmission fluid while the engine is hot and running. (This is normally done after the morning route.)

Fill up the fuel tank if it reads half a tank full or less. Never fill fuel tank with passengers on board.

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 and your trip.
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 have a flat tire, do not drive on it; only drive on it if no other option exists. A minor cost can turn into an expensive replacement. Contact your dispatcher or administrator for guidance.
4. Communicate with your mechanic. Use your pre-trip book as one of many ways you can communicate with a mechanic.

FIRST OBSERVER

This information provided by the Transportation Security Administration (TSA).

What makes you a First Observer? Drivers transporting students over a regular route are the eyes and ears of the community. They are familiar with their route, students, cars, and people in the area.

Definition of "terrorism":

"The threat or use of force or violence to coerce a government or civilian population or social objectives."

Types of terrorism:

- Hijacking
- Bombing
- Diplomatic kidnapping
- Assassination

Why would a terrorist target a vehicle transporting students?

- Easy access, relatively unguarded.
- Large number of potential victims. Schools are virtually everywhere.
- Relatively easy to make a getaway.
- Pull at the heartstrings of America.

A terrorist's success hinges on these six stages:

- Targeting
- Support
- Observations
- Casing
- Rehearsal
- Attack

The public can disrupt a terrorist's plan if one of these factors is foiled.

The chain can be broken, and an attack foiled by **observing/assessing/reporting any one of these stages.**

Where to start observing:

Pre-tripping your vehicle could be the most important step. Your job is not only making sure the vehicle is technically sound but that no one has put any threat material on the vehicle that could harm the students.

- Look for signs of unauthorized entry.
- Check for abandoned items, unusual packages, or objects.
- Look in battery box.
- Look under the hood.
- Look at the fuel cap.
- Look under the seats.
- Look under driver's seat.
- Look under the vehicle.
- Look for anything that seems out of place.

If you leave your vehicle unattended for any amount of time, you need to do another security sweep prior to passengers entering your vehicle. Parked vehicles are especially vulnerable on activity or sports trips. It is safest to keep your vehicle within view at all times at the destination.

Observing along your route:

- Stay on approved route or make sure dispatch knows if you must reroute for any reason.
- Do not be on autopilot.
- Notice your surroundings.
- Identify risks.
- Limit risks.
- Protect the children.
- Do not open the door; force people to talk to you through the driver's window.
- Look for vehicles whose drivers might be rehearsing or studying your route.
- Report strange detours.
- If in doubt, call dispatch.

What makes someone suspicious?

- Asking questions about school dismissal times or stops. Inappropriate questions are a big red flag that somebody could be up to something they should not be doing.
- Repeatedly sighted within the school environment.
- Taking videos or photos at stops or school loading zones.
- Looking lost or wandering around school areas when they are unauthorized to do so.
- Openly possessing a weapon.
- Trust your gut.

Remember that a potential hijacker could be anyone of any age, race, ethnicity, or background. This is why it is so important to follow policies of not allowing anyone in the vehicle unless they are

authorized. This must include both adults and children.

Assessing suspicious activity could include:

- People you have never seen near the stop
- Disabled vehicles
- A situation where your vehicle might get blocked in

Children are vulnerable:

- Encourage students to tell you about anything or anyone that makes them feel uncomfortable.
- Notify your supervisor or school official immediately if a student reports the presence of strangers, gang activity, bullying, or harassment.
- Don't release students if something seems out of the norm. Radio dispatcher for instructions and reassure students.

Reporting suspicious activity:

Know your local reporting policy. Report to supervisor or dispatcher or call **First Observer call center directly at 844-TSA-FRST (844-872-3778)**.

First Observer does NOT replace 911.

The call center forwards the information to a TSA analyst, who evaluates its immediate and long-range value. The information is shared with other state/local/federal agencies, as appropriate.

If you see something suspicious:

- Stay calm.
- Safety first. Driving the children safely is the priority.
- There could be more than one accomplice in the area.
- Move to a safe place to make your report.
- Be aware of what got your attention.
- Record key details.
- "Zoom out" to see the whole situation.
- Strive for accuracy on what you are reporting.

If you see what you believe to be "rehearsing," do not try to be a hero.

Get your vehicle and students out of danger and then report your situation. Report emergencies to 911 first.

If you suspect a vehicle is following you, what should you do?

It could be innocent; however, you should not take the chance.

- Report to dispatch.
- Give them your location.
- Make/model of car.
- License plate.
- Description of driver or passengers.
- Once you are safe, report information to the First Observer call center.

What if my uniform or school ID is missing?

Could this be a threat?

Yes, a terrorist could have stolen it in an attempt to blend in.

You should:

- Report this to your school or company.
- Report this to the First Observer call center.

What if you are hijacked?

- Stay calm and try to keep everyone else calm.
- Do not challenge the hijackers physically or verbally. Comply with their instructions.
- Do not struggle or try to escape unless you are absolutely certain of success.
- If your district has a code word to use on the radio, use it if you think you can do so without endangering the students.
- Do not pick up any more students.
- Mentally prepare yourself for possibly being physically and mentally abused until the ordeal is over.
- Try to remember things about the hijacker in case they escape.
- If shooting occurs, keep your head down or drop to the floor.
- Remember: When the police do arrive, they may not know if you are a hijacker or the driver. It will be noisy, chaotic, and dangerous, but try to stay calm and cooperate.

When you are a First Observer, you will make a difference. You will help protect our fellow citizens. Half of “public safety” is the “public”.



BUSING ON THE LOOKOUT (BOTL)

School Transportation

The Problem:

Human trafficking — or modern-day slavery — is the exploitation of human beings through force, fraud, or coercion for the purposes of commercial sex or forced labor. There are an estimated 50 million victims of human trafficking globally, including thousands of school-age children in the United States and Canada. While all children are vulnerable to the manipulative and forceful methods pimps/traffickers use, children in foster care, the homeless, LGBTQ, or those who come from abusive homes are particularly susceptible. Pimps/traffickers recruit out of schools, online, and in shopping malls, as well as the streets and other locations, including bus stops and terminals. Half of American and Canadian school children ride the bus daily, so some victims will continue attending school during the day — and riding the school bus — even while they are being trafficked or groomed at night.

The Response:

Busing on the Lookout (BOTL) recognizes that members of the bus industry — commercial and school — are uniquely positioned to provide an extra set of eyes and ears for law enforcement in recovering victims and arresting traffickers.

- School bus drivers see students almost every day as they transport them between home and school. They are often keenly aware of changes in students' behavior, moods, physical appearance, and attendance. School bus drivers are uniquely positioned to see if new or different people are waiting to pick up a student at the bus stop or at school and may even observe signs of controlling or manipulative behavior.
- School bus drivers should pay attention to red flags, such as students who have begun to accumulate frequent absences or who have started demonstrating symptoms of irritability or panic that weren't there before. Drivers may observe physical signs, such as inappropriate dress for the weather or school, bruising or physical trauma, and markings or tattoos that could be a pimp's branding. During the grooming process, students may show up with the latest gadgets, designer clothes, or other material items they didn't have previously. Drivers could also overhear comments about having a pimp, sugar daddy, needing to make a quota, having an older boyfriend, or meeting someone online.

All school personnel should be trained on how to detect signs of human trafficking – not only school bus drivers; however, the driver is in places where the principal, teachers, and counselors are not.

The Method:

Train all school bus drivers with BOTL materials by showing them the 22-minute BOTL school transportation training video and obtaining a BOTL wallet card for every driver. These materials describe the crime of human trafficking, outline a series of red flags and tips of what to look for, and explain how to effectively report the situation. For more information see <https://truckersagainsttrafficking.org/bus-training/> or contact Lexi Higgins, program director for Busing on the Lookout, at lhiggins@truckersagainsttrafficking.org.

Video Link: <https://truckersagainsttrafficking.org/school-transportation/>

SECTION IV
VEHICLE OPERATIONS

VEHICLE OPERATIONS

As a first division vehicle school bus permit holder, you need to have a clear understanding of the procedures and responsibilities involved in the safe operation of your vehicle. 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 first division vehicle under conditions that require a school bus permit.

The primary responsibility of any first division school bus permit holder 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 a first division school bus permit holder. One of the major considerations in teaching safety is the safe operation and maintenance of the vehicle. As a driver, you continuously apply the knowledge of safe operations in your daily routine to safely operate the vehicle.

Prepare to Take a Position of Control

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

1. Always adjust the driver's 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 vehicle, 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 vehicle that, when lined up with points outside the vehicle, will give you consistent reference to judge when to turn, back up, move, stop, line up your vehicle, or judge the amount of space available around your vehicle.
4. Noise levels in the vehicle 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. Bluetooth devices may not be worn. Phones may not be used as timepieces or as GPS devices. Phones should be stored in a safe place while driving.
6. You must be in control of the vehicle at all times. One way to maintain control is to make sure that you fasten your seat belt before moving the vehicle. Remember, it is the law in Illinois (625 ILCS 5/12-603.1).

7. 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 release the parking brake before you move the vehicle.

Reference-Point Driving

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

Any point on the vehicle, such as a door, outside mirrors, windshield center post, hood, 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 vehicle are then predetermined by direct measurement or observation before the driver uses the vehicle for the first time. These points should remain constant once they have been determined and the driver is comfortable with the understanding of what each reference point is telling him or her.

Here are a few simple steps for determining reference points on your vehicle. (Have someone help you the first time, if possible.)

1. Position yourself comfortably in your driver's seat.
2. Pick an easily observable point on the hood or windshield of your vehicle.
3. Once you determine this point, remember it for future reference.
4. Remember to do this in your own vehicle, since the point of reference may change from vehicle to vehicle depending on the height of the driver's seat and the model of the vehicle.

To determine reference points to the side or rear of your vehicle, make sure you are seated comfortably in your seat with seat belt attached. Then mark points on the various outside rearview mirrors on either side of your vehicle.

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 vehicle is stopped on a sloped surface.

Start the Engine

Before attempting to start the engine, make sure the transmission is in the “parked” position and the parking brake is set.

1. 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.
2. Check the instrument panel to see that everything is normal and that the gauges are registering properly.

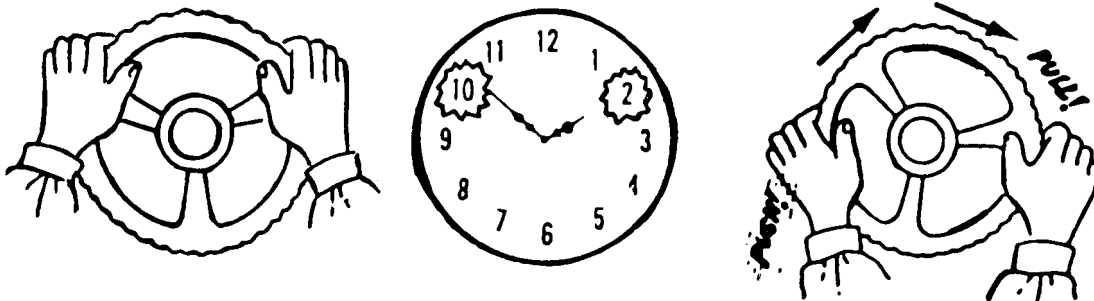
Make Sure You Are Seen

1. An excellent safety practice is to turn on the headlights whenever the vehicle is in operation. Do not rely on automatic headlights as they do not turn on tail or clearance lights.
2. Use the hazard lights when picking up or dropping off students, or when indicating the presence of a road hazard
3. When approaching a stop, touch the brake pedal lightly before actually making the stop.
4. Check the operation of your clearance lights; make sure that each is working properly and can be seen by everyone.
5. Be aware that when using your hazard lights, you may be telling another motorist to go around you. Be prepared for others' actions.

Steering

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

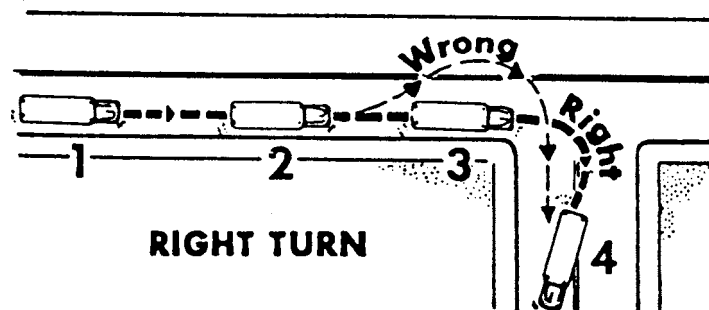
1. Grip the steering wheel with both hands. Many experts say the best positions are at 10 o'clock and 2 o'clock on the wheel.



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

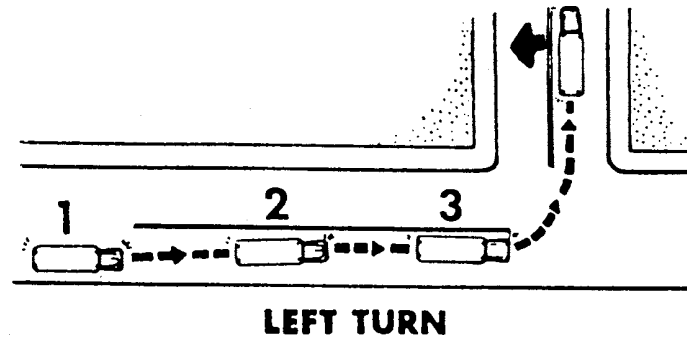
Turning

1. Check traffic to the front, rear, and sides when making any turn.
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 before you begin your turn.
5. Always yield the right of way to pedestrians and other vehicles.
6. Always use extreme caution when students are in the area.
7. Right turns:
 - a. Keep an eye on the right mirror while turning. Be mindful of any pedestrians who 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.
 - c. Check to be sure that the turn signal is canceled.
 - d. Regain the proper speed for traffic and road conditions.



8. Left turns:
 - 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 vehicle is hit from behind, the bus will be pushed into oncoming traffic.

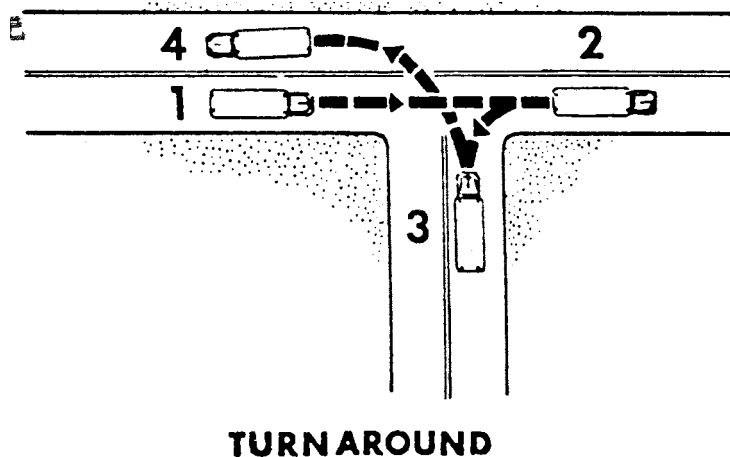
- b. Refer to your left mirror while turning.
- c. Enter the left-most lane available. However, if multiple left-turn lanes exist, be mindful of proper lane usage and stay in your lane as you make the turn. Once you complete the turn, make sure the turn signal is canceled.



9. Illinois law does allow cars and buses to make “right turn on red.” However, unless otherwise designated, “right turn on red” in any situation is not recommended due to the size of any school bus. Check with your school district and/or your company policy.

Backing Up the Vehicle and Backing to Turn Around

All backing of any vehicle transporting students is strongly discouraged. 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.



1. *Activate your hazard lights whenever you must back up your vehicle.*
2. When circumstances leave you absolutely no alternative after checking to make sure that conditions are as safe as possible, back into a road (other than a main road) or a wide

driveway 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 vehicle length ahead of the road you will back into.
 - c. Check traffic movement to the front, rear, and sides, and check for pedestrians.
 - d. Back up carefully, using the outside mirrors. Properly adjusted outside mirrors are extremely important to safe backing maneuvers.
 - e. Turn off the hazard lights when you have backed up as far as necessary.
 - 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 students in the vehicle before picking up or discharging.
- 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 must back up to turn around in order to discharge students at a bus stop location, make your backup maneuver before you allow the students off the bus.

Speed Limits

The legal speed limit for a first division school bus is the same as an automobile (625 ILCS 5/11-601 (f) (1)).

1. Adjust your speed for the time of day, vehicle size, passenger load, and proximity to students. Remember braking distance is affected by the size of your vehicle and load, and students are often unpredictable.
2. Reduce your speed to compensate for weather and/or road conditions.
3. The posted speed limit is the maximum you can drive your vehicle. This includes the school zone when arriving and departing from a school attendance area at the beginning and ending of your routes.

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.

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:

A school vehicle transporting students must contain either an operating cellular radio telecommunication device or two-way radio while the school bus driver is in possession of a school bus. The cellular radio telecommunication device or two-way radio in this subsection must be turned on and adjusted in a manner that would alert the school bus driver of an incoming communication request.

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.**

A school bus permit holder/driver may not operate a vehicle transporting students while using a cellular radio telecommunication device except for an emergency situation as defined in [625 ILCS 5/12-813.1](#).

- To "operate" means to have the vehicle in motion while it contains one or more passengers.
- "Using a cellular radio telecommunication device" means talking or listening to or dialing a cellular radio telecommunication device.
- In **no case** may a cellular radio telecommunication device be used for anything not provided for in this statute, including, but not limited to, personal use.

Loading Safely

Students, as well as the driver, must clearly understand that entering and exiting the school bus are potentially the most dangerous procedures related to the ride on a school bus. 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.

It is recommended that a student should never cross the roadway at a pickup/dropoff location. If a student is required to cross the roadway to board the vehicle, they should cross at the crosswalk.

1. Hazard lights on the vehicle should be utilized to warn traffic when you are stopped to load and unload students.
 - a. Activate the hazard lights when approaching a stop at least:
 - (1) 100feet within an urban area
 - (2) 200 feet outside an urban area
 - b. No students should be loaded or unloaded on the roadway. If this is not possible (i.e., no driveway), the vehicle 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. No student should be required to load or unload on the driver's side of the vehicle.
 - (1) No student can be required to cross traffic in any 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 roadway.

- (2) The driver must keep all persons at or near a bus stop in sight and account for their whereabouts in relationship to the vehicle, the roadway and other motorists.

Loading Passengers

Pay particular attention to students on your route and other highway users as you prepare to pick up the students. 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, stop and 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. Check the position of all students and other children in the traffic area.
2. Activate your hazard lights and check your mirrors to assure yourself that traffic is clear and it is safe to stop.
3. Approach waiting students with extreme care. Constantly check your mirrors.
 - a. Students need to be at least 10 feet back from the curb or edge of the roadway and at least 10 feet in front of the vehicle
 - b. Come to a complete stop.
 - (1) If a manual transmission: Keep the brake pedal depressed, put the transmission in the "neutral" position, and set the parking brake.
 - (2) If an automatic transmission: Keep the brake pedal depressed, put the transmission in Park, and set the parking brake.
 - c. Instruct the students not to move toward the vehicle until you have brought the vehicle to a complete stop.
4. Do not allow students to cross a roadway.
 - a. Students should never be allowed to ride in the front seat for any reason.
 - b. Take a mental inventory of the students and count them again as they board the vehicle.
 - c. Students are to go directly to their seats and be seated before the vehicle moves. **All students must be properly seated** and not obstructing your view before you can safely move your vehicle. Once seated, students should never change seats or move around in the vehicle while it is moving.
 - d. It should not be necessary for motorists to wait unnecessarily for an excessive amount of time.
 - e. Check all mirrors. Pay particular attention to areas close to the vehicle to be assured that all students and other pedestrians are out of the "danger/death zones" around the vehicle. (See "Unloading Passengers" section on the next page.)
 - f. 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.

- g. **Never exceed the legal passenger capacity of the vehicle.** The number of passengers in your vehicle cannot exceed the manufacturer's rated capacity and the number of seat belts. No students may be seated in the front passenger seat of the vehicle. As a first division vehicle is one designed to carry not more than 10 persons, including the driver, the maximum number of students is eight. Seating needs to be adjusted according to the passengers' actual physical size. School transportation providers generally determine the number of persons that they can safely fit in the vehicle.

Unloading Passengers

This procedure is particularly critical. You may find the students in your vehicle more difficult to manage on the trip home. Because of this, you will have to pay particular attention to the area around the vehicle from curb to curb and from at least 10 feet in front of the vehicle to a point several feet behind the vehicle. The vehicle 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 hazard lights and check mirrors to determine the position of other motorists.
2. **Check your right rearview mirrors to make sure no vehicle is attempting to pass your stopped vehicle on the right side.**
 - a. No students should be unloaded on the roadway. If this is not possible (i.e., no driveway), the vehicle 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. No student should be required to load or unload on the driver's side of the vehicle.

Come to a complete stop.

 - i. If a manual transmission: Keep the brake pedal depressed, put the transmission in the "neutral" position, and set the parking brake.
 - ii. If an automatic transmission: Keep the brake pedal depressed, put the transmission in Park, and set the parking brake.
 - b. Have students remain in the bus until you have determined that traffic has stopped in all directions.
3. Count students as they leave your vehicle.
 - a. No student should not be allowed to cross a roadway.
4. Once students are at least 10 feet beyond the curb, edge of the roadway, or vehicle, check mirrors to assure that no student is in the immediate area of the vehicle.
 - a. Determine the location of all students once they leave your vehicle.
 - b. Make sure that no student has moved back in front, or to the side, of your vehicle once they have exited. **MAKE SURE no student's backpack, drawstring, loose clothing, etc. has become hooked on the door.**

- c. If a student has not moved to a safe distance from the area around the vehicle, direct the student to do so before moving the vehicle. **DO NOT MOVE THE vehicle UNTIL ALL STUDENTS ARE SAFE. "COUNT 'EM OFF, COUNT 'EM SAFE."**
5. Follow the school district or school bus contracting company's policy for younger students who are to be dropped off and left with a designated person and what to do with the student when the designated person is not present once you arrive at the school bus stop.

Note: 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 vehicle 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 ensure the safe loading and unloading of the students with special needs. These students often have varying levels of ability, so special care and consideration should be given to their loading and unloading.

1. Always use the hazard lights when loading and unloading passengers.
2. Students with special needs often require more time to get from their home to the vehicle. Never leave a student alone on the bus except in an emergency. 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.
3. 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. This is necessary as the vehicle must be running to activate the hydraulic lift.
4. Load all students, ambulatory and non-ambulatory, on the passenger **door** side of the street. Never allow any passenger to step out of the vehicle into a lane of traffic. The driver should never stop the vehicle in the middle of the roadway to pick up or discharge a passenger. **If another team member is present on the vehicle, he/she should personally walk this student to a safe location, generally to a responsible adult.**
5. 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. Turn off the wheelchair, if electric.
- d. **KEEP ONE HAND ON THE CHAIR AT ALL TIMES.**
- e. **ALWAYS FACE THE STUDENT BEING LOADED.**
- f. Be sure the safety barrier at the front of the lift is activated when the lift is in an “up” position.

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.

6. Load only one passenger who rides in a wheelchair at a time, so no one is ever left unattended.
7. Insist that each student on the vehicle wear a seat belt when in the vehicle. (It is the law.)
8. The driver is responsible for the operation of any lift apparatus. If another team member is present, this person is usually responsible for all of the students on the vehicle. However, the driver is still responsible for the safety of **everyone** on the vehicle; therefore, the driver should make a final check of all wheelchair belts and straps before leaving a student’s pickup location. Remember, **the driver of the vehicle** is always responsible whenever there is an accident.
9. Messages from parents or guardians to the school must always be in writing; never leave anything to memory.
10. 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. (Follow district/company policies.)
11. Never make changes in seating (car seats, special restraints, etc.) without communication with school staff or parents.
12. Leave special education students only with an adult at the end of the school day unless a school or district has a different policy.
13. 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.
14. **ACCOUNT FOR EACH STUDENT ON YOUR ROUTE EACH DAY.**

Loading and Unloading Infants/Toddlers/Preschoolers

Students aged 5 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 student aged 5 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. **IT IS THE DRIVER'S RESPONSIBILITY TO ENSURE THAT ALL PASSENGERS ARE PROPERLY SEATED AND SECURED WHEN REQUIRED.** Drivers should follow district policies regarding parents/guardians bringing the student to the bus, who secures the student restraint to the vehicle seat, and who secures the student 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 National Standards for Pupil Transportation (<https://nasdpts24.wildapricot.org/NCST-NSTSP>).

Trains Always Have the Right of Way

FIRST AND FOREMOST, KNOW THE HEIGHT, LENGTH, WIDTH, AND OVERALL SIZE OF YOUR VEHICLE IN RELATION TO ANY RAILROAD CROSSING YOU ENCOUNTER

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 vehicle. Illinois law regarding required stops at highway/rail grade crossings is explicit. If warning devices are activated, the driver 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 flagman gives or continues to give a signal of the approach or passage of a railroad train.
 - c. A train approaching a highway crossing emits a warning signal and such train, by reason of its speed or nearness to such crossing, is an immediate hazard.
 - d. An approaching train is plainly visible and is in hazardous proximity to such crossing.
 - e. A 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. Added caution is needed: 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. 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, if you should have to stop your vehicle shortly after crossing the track.
- c. If warning devices are activated, stop the vehicle 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 obstructing 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.
- d. If there is any indication of an approaching train:
- (1) Hold the vehicle a safe distance from the tracks until the train passes.
 - (2) **DO NOT** creep toward the tracks but maintain a safe distance from the tracks. **DO NOT** go around the crossing gate (if there is one). **DO NOT** stop less than 15 feet from the nearest rail.
- e. 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) Once the train passes the crossing, always wait until the tracks become completely clear and visible in both directions before proceeding. Do not proceed until the gate, if equipped, returns to the upright position and the lights have turned off. In some situations, a second train could be approaching from the opposite direction or on a different set of tracks.
- f. 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, but you are also 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 crossing only after a train has passed, and you have determined that no second train is approaching, and bells and lights have turned off (when applicable).

(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. **Never allow a student to exit the vehicle 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.

(5) The drivers of manual transmission vehicles should place the gear in low starting gear. The driver should 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 vehicles should proceed over the tracks using the normal driving gear following steps in item No. 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 vehicle.** 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 vehicle while crossing the tracks.**

g. If for any reason your vehicle should become stalled on the tracks and a train is approaching, **IMMEDIATELY EVACUATE** your vehicle. The driver should assign a responsible student in each group to keep the students together. The driver must be able to see both groups of students. Students should be instructed to move away from the vehicle in a direction toward the train, but at a 45-degree angle to the train. (This is important, since upon impact, the vehicle and debris will be pushed down the track.) If the vehicle is stalled on the tracks and no train is in sight, the driver should evacuate the students from vehicle. The students 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.

Defensive Driving

Your attitude and dedication to organization and consistency can result in safety and efficiency. Search, identify, predict, decide, execute (SIPDE) 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 their vehicle 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 vehicle.

- a. Before you move your vehicle, adjust your seat and mirrors to ensure maximum visibility in all directions.
- b.
 - (1) You must be able to see what is next to the vehicle on all sides, as well as what is a block or more away.
 - (2) Each time you move your vehicle, check your mirrors to see that traffic is clear and that all students and other pedestrians are a safe distance away from the vehicle before you move it.
- c. Continuously search the roadway ahead of the vehicle while driving as well as areas off the roadway on either side of the vehicle for potential hazards.
 - (1) When driving in city traffic, occasionally view the roadway ahead at least one full block.
 - (2) In rural areas, focus on farther distances of one-half to one mile or more.
 - (3) Avoid fixing your eyes on the road surface immediately in front of the vehicle's hood.
 - (4) Keep your eyes moving; check your mirrors every three to five 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 that 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 students 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 that 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 cell phones 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. Your task includes judging the influence of various clues, but you are still dealing with the uncertain. You should always be alert for an unexpected but potential problem.

- 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 help you 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) Turn signals and/or brake lights
- (2) Hazard lights
- (3) Eye contact
- (4) Horn
- (5) Hand and/or body movement
- (6) Voice

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 rule.”*

- a. The *“four-second following distance rule”* is that part of the intended path of travel that extends for a distance of four seconds in front of your vehicle. It is that distance or space interval you should follow behind a motorist moving in front of your vehicle.
- b. Since a motorist moving in front of your vehicle 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 rule”* also provides you with good visibility of upcoming traffic and road conditions.
- d. The actual distance will vary with speed; when road surface traction is reduced, the time should be increased accordingly.
 - (1) Choose a reference point ahead of the vehicle that the vehicle 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 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 students from one place to another safely. Your level of success depends predominately on three influences: the students' behavior, your professionalism in student interactions, and your use of defensive driving techniques.

It is recommended that neither the driver and nor passengers eat or drink in the vehicle for health and safety reasons.

Discourage use of the following items, which have potential for disturbing the orderly environment of the vehicle: radios of any kind, electronic games, cell/mobile phones, remote control watches, laser lights, headphones/earbuds or any other object unrelated to the purpose of the operation of the vehicle and inappropriate in a school environment.

Behavior in the Vehicle

Passenger support in maintaining an environment in the vehicle, which allows you to focus on the driving task, is crucial. The students riding your vehicle 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 -- 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 environment that exists in the vehicle is up to you. Appropriate behavior of the driver is essential. The 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 driver.
 - a. School administration must establish a clear and supportive policy regarding student transportation and discipline in the vehicle.
 - (1) The responsibility of teachers, coaches, and other chaperones riding in your vehicle must be clearly identified.
 - (2) Report any action that impairs your ability to ensure the safe operation of your vehicle.
 - b. Parents should exhibit support for procedures designed to assure the safety and well-being of students.

- c. The school district is responsible for providing instruction to students in safe riding practices at least once during each school year (105 ILCS 128/20 3 (b)).
 - d. Part of this instruction is to include one emergency evacuation drill; however, it is recommended to provide instruction twice a year (in the fall and spring).
2. The direct action that a driver may take is limited. The student is an integral part of the school system. However, by the nature of its function, the vehicle is usually some distance from recognized authority.
- a. The Illinois 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 10 days. After a due process hearing, a student may be suspended in excess of 10 school days for gross disobedience on the bus (105 ILCS 5/10-22.6).
 - b. The driver must address gross disobedience in the vehicle by referral and/or by seat assignments.
 - c. Certain behaviors that jeopardize safety occur frequently 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 in your vehicle.
- 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 in your vehicle with a complete, printed list (approved by your supervisor) of behavior you expect in your vehicle, 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 you will be transporting 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 atmosphere in the vehicle, but it may also 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 in the vehicle.

- a. Your name, for instance, is one of your most important possessions. The same is true for the students riding in your vehicle. 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 in the vehicle in a way that will ensure 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 five 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 vehicle is moving. For problems of a more serious nature, use the following procedure:
- a. Drive out of traffic, stop, and secure the vehicle. 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, turn 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 student 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 student. 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 have the student exit the vehicle, except at the student's regular stop or at school.
 - a. You cannot deny the student a seat in your vehicle the next morning.
 - b. Check with your supervisor or principal regarding the proper procedure to follow.
 - c. Drivers are prohibited from deviating from the scheduled route without written approval from the school district. (e.g., stopping for fast food, dropping students off at a job, etc.)
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 student 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 that can be successfully obeyed.
3. Give a student time for reacting.
4. Have a reason for what you ask a student 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 student's faith in you is a great help.
6. Be fair; it isn't punishment, but injustice that makes a student rebel against you.

7. Be friendly. Always show an interest in what the students are doing.
8. Commend good qualities and actions.
9. Try to be constructive and positive in all dealings with students.
10. Remember that a sense of humor is extremely valuable.
11. Never strike or touch a student.
12. Do not judge misconduct on how it annoys you.
13. Do not take your personal feelings and prejudices out on the students.
14. Maintain poise at all times. Do not lose your temper.
15. Remember, "The tongue is the only tool that gets sharper with use." Do not nag, bluff, harass, or be offensive to your passengers.
16. Look for good qualities. All children have them.
17. Do not "pick" on every little thing a student 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 student's home or life that is influencing the behavior.
19. Listen for suggestions and complaints from the students.
20. Follow up all cases that have been disciplined. Be certain that you still have the respect and confidence of the student.
21. Be sincere in your work and actions.
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 adults to keep the situation in hand. If there is a danger of a direct break, the student should not be forced. An adult's will should never be pitted against that of a student. It is far wiser to give some simple and consistent direction that will be automatically obeyed and gain control in a quiet way.
25. Never hold a student up to public ridicule. It is the surest way to create a discipline problem.

26. Report bullying to the appropriate administrator (105 ILCS 5/27-23.7).
27. You are a mandated reporter who is required to immediately report suspected child abuse or neglect to the Illinois Department of Children and Family Services (DCFS). You could be the only person in contact with the student who notices there is a problem that needs attention.

Instructions to Riders in First Division Vehicles

Riders in first division vehicles while in transit are under the jurisdiction of the driver unless the local Board of Education designates another adult to supervise the riders.

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

Administrators and parent-teacher organizations may wish to hold school transportation meetings throughout the school year.

1. Students should follow directions of the driver the first time they are given.
2. Students should not be allowed to eat or drink while riding in the vehicle for safety reasons.
3. Students should be discouraged from using cell phones and electronic devices while riding in the vehicle without prior authorization.
4. Be on time at the designated stop; help keep the vehicle on schedule.
5. Stay off the road at all times while waiting for the vehicle.
6. Be careful in approaching the place where the vehicle stops. Do not move toward the vehicle until it has been brought to a complete stop.
7. Do not remove your seat belt while the vehicle is in motion.
8. Be alert to a danger signal from the driver.
9. Remain in the vehicle in the event of a road emergency until instructions are given by the driver.
10. Keep hands and head inside the vehicle at all times after entering and until exiting the vehicle. Do not throw anything out of the windows.
11. Remember that loud talking and laughing or unnecessary confusion divert the driver's attention and could result in a serious accident.

12. Be absolutely quiet when approaching a railroad crossing.
13. Treat equipment in the vehicle as you would anything of value. Never tamper with the vehicle or any of its equipment.
14. Assist in keeping the vehicle safe and sanitary at all times.
15. Take no animals on the vehicle, unless the animal is a service animal and preapproved by the school district.
16. Leave no books, lunches, or other articles the vehicle unless instructed to do so.
17. Be courteous to fellow students and the driver.
18. Help look after the safety and comfort of smaller students.
19. Do not ask the driver to stop at places other than the regular stop. The driver is not permitted to do this except by proper authorization from a school official.
20. Observe safety precautions at discharge points. Students should not be required to cross the roadway. Every effort should be given to unload students in the driveway and not the roadway.
21. 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 Drivers

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

1. Smile as students enter and exit the vehicle each day. (For example, say “Good morning!” “Have a great day!” “Make this a great day!”)
2. Greet the students by their names.
3. Make the rules and behavior expectations clear the first day and week. Do this in a positive manner. Your tone of voice and body language are very important. Mention that your first concern is their safety.
4. Your rules should be few, specific, and consistent with the school district transportation policies.
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 students are in a fight situation, contact dispatch immediately and follow the school district's policies.
8. Avoid embarrassing students in front of their peers or "backing them into a corner."
9. Follow school district policies when addressing a student who is being disruptive or violating rules.
10. Look for the good qualities in the students. Avoid being critical of a behavior that is bothering you but is not violating any rules and isn't causing an unsafe situation.

Gang Awareness and the Driver

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

All drivers must be aware that gang activities exist in our society. Recruitment starts as early as third grade. The driver cannot control who is or is not recruited, but you can report unusual or inappropriate behavior to your supervisor. **Under no circumstances are you, the driver, to confront gang leaders or potential gang members.** Explain to your passengers the rules of the vehicle. (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 vehicle, report them and then remove them. Avoid a confrontation if you or students in the vehicle are approached by gang members, leave the area as quickly and as safely as possible, and 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 in which the members live . They live in the same community they intimidate. Gangs exist today in virtually every community. A gang is a group of two or more subjects, identified by specific monikers, names, and/or manner of dress, that exist for the purpose of criminal activity. A gang could have as few as five or as many as a thousand members ranging in age from 8 on up to a few as old as 55. 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:

1. A gang name and recognizable symbols;
2. A geographic territory;

3. A regular meeting pattern; and/or
4. An organized, continuous course of criminality.

It should be noted that not all modern street gangs display all of these criteria

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. Although athletes are thought to shy away from gangs, today's athletes are sometimes found to be involved in gang-like behavior. The typical athletes, students, or working youths are trying to become successful in life by joining a gang. Just as members of each gang wear 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 it controls the area, much like a wild animal marking its 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.

What does a modern gang member look like? A modern gang member can have women and girls as members. Modern gang members may not wear gang colors to identify themselves or may wear something subtle like a certain baseball cap or brand of athletic wear. It is not uncommon for rival gang members to be seen together for the purpose of criminal activity, such as collaboration in robberies, theft of vehicles, and sales of narcotics. Many hybrid gangs exist breaking down previously defined gang rivalry and territory. This makes it much harder for law enforcement to target specific gangs.

Modern gangs utilize social media to spread their gang activity. Whereas graffiti was (and still is) a great indicator of gang activity, much of this gang activity is online via social media apps like Facebook and Instagram. Videos disrespecting rival gangs are uploaded to taunt each other. Gang members will video themselves in rival gang territory to disrespect a rival gang member, without leaving any physical evidence such as graffiti for law enforcement to track.



Gangster Disciples (GD)



New Breed Black Gangsters
LLL - Love, Life, Loyalty
III - Third Disciple Nation



Gangster Disciples (GD) with
(BOS) for Brothers of the Struggle,
incarcerated Gangster Disciples



Orchestra Albany



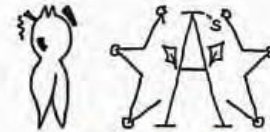
Latin Kings use 3 or 5
pointed crowns



Latin Disciples



Cobra Stones
putting down
Gangster Disciples



Ambrose putting down
people and party people



Latin Souls
putting down
Latin Kings,
and Vice Lords



Vice Lords



Maniac Latin Disciples
(MLD)



Ambrose



P R Stones



La Raza
putting down
Latin Kings



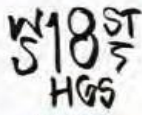
Vice Lord Factions Putting
Down Gangster Disciples



Latin Saints



Mara Salvatrucka or MS 13



18th Street



Sureños or Sur 13

Printed with permission by Robert Tornabene, GATE America Inc.
"Opening the gate to America's youth!"

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 indicators 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 imitating a gang stance or throwing a gang hand sign.**
6. **Never call a gang member a “wannabe.”** This is openly disrespectful and may provoke 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.**
12. **Be wary of gang members who have cell phones out and recording; this is a good indicator that some sort of criminal activity is about to commence (e.g., a fight, assault, or anything else).**

SECTION VI
CRASHES
EMERGENCIES
NATURAL DISASTERS
MAN-MADE DISASTERS

CRASHES

Every driver of a vehicle involved in a motor vehicle crash that results in personal injury or death of any person or that results in property damage to an attended vehicle must immediately stop their vehicle at the scene of the crash and remain at the scene until the driver has complied with the duty to give information and render aid. The driver must provide their name, address, vehicle license plate number, owner of the vehicle, and -- upon request -- their driver's license. The driver shall render reasonable assistance to any person injured in the crash, including calling for an ambulance. Check with your employer to determine the specific steps the employer requires regarding a crash.

The exercise of good judgment, awareness, caution, and observation would prevent most crashes from ever occurring. Acquisition of knowledge and the exercise of good defensive driving practices can reduce or eliminate many crashes.

If you have a crash, use common sense and follow school district or company policies and procedures. You should know in advance what procedures you are to follow, and you should review these procedures periodically. It is critical that you know the procedures so that you can adapt and adjust to the situation, implementing the procedures that 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 crash to the district or dispatcher before moving a vehicle.

When a crash 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. If you open a package in the first-aid kit, replace what was used with an unopened package

1. First-aid kit
 - a. Know what it contains. (Minimum required packages)
 - i. 4-inch bandage compress – two packages
 - ii. 2-inch bandage compress – two packages
 - iii. 1-inch bandage or adhesive compress – one package
 - iv. 40-inch triangle bandage with two safety pins – one
 - v. Wire or wood splint – one
 - vi. Rubber gloves are optional but recommended for use when cleaning any bodily fluids.

2. The above minimum number of sealed packages must always be present. A tourniquet or any type of ointment, antiseptic, or other medicine shall not be included.
 - a. Maintain the first-aid kit so that it is always available.

3. ABC dry chemical fire extinguisher
 - a. Check it daily.
 - b. Know how to operate it.

4. Emergency warning devices
 - a. There should be bidirectional red reflectors.
 - b. Know where and how to place them.

5. The following information should be listed on a 3- x 5-inch index card for use in an emergency.
 - a. License plate number, and make and model of the vehicle;
 - b. Insurance carrier;
 - c. Name and number of the school district or company and phone number;
 - d. Phone numbers of:
 - i. City police,
 - ii. County police, and
 - iii. Illinois State Police;
 - e. Driver name and number;
 - f. Location on a 3- x 5-inch index card (if accident or breakdown).

6. List of student passengers
 - a. Student passengers should be listed by name and a seating chart, if applicable.
 - b. The student passenger list and information should be revised and updated as student passenger information changes. A master list should be maintained in the central office. Use the student passenger list for recording injuries in the event of a crash.
 - c. Emergency personnel will ask the district or contractor for name, address, birth date, phone number and where they were seated in the vehicle.

7. Safety is a shared responsibility
 - a. The support system to guarantee safety must include the parents and the employer, as well as the students and the driver.
 - b. School administration must establish a clear and supportive policy regarding student transportation and discipline when in the vehicle.
 - i. The responsibility of teachers, coaches, and other chaperones in your vehicle must be clearly identified.
 - ii. Report any action that impairs your ability to ensure the safe operation of your school vehicle.

- c. Parents should exhibit support for procedures designed to assure the safety and well-being of students.
- d. The school district is responsible for providing instruction to students in safe riding practices once during each school year. Part of this instruction is to include one emergency evacuation drill

What to Do Immediately after a Crash

If your vehicle is involved in a crash, the driver, should:

1. Leave the vehicle in place unless authorities tell you to move it.
2. Activate the hazard lights.
3. Place the transmission in Park and set the parking brake.
4. Turn off the ignition and remove the key.
5. Locate and place the warning devices.

How to Ensure Student Safety

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

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

Post- Crash Procedures

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

1. Contact the school district/company office and provide the following information:
 - a. Who
 - b. What
 - c. When
 - d. Where (location)
 - e. Why and needs
2. Protect the crash scene.

3. Notify the appropriate law enforcement agency.
4. Cooperate with law enforcement by providing concise and clear answers and details.
5. Give your name, address, and driver's license and bus driver permit numbers.
6. Be ready to exchange necessary information with other drivers.
7. Do not discuss details of the accident with media.
8. Get names, addresses, telephone numbers, and license numbers of any witnesses, if possible. (You must get a list of each student's name, address, date of birth, phone number, and seating position for police.)
9. Do not release any students to anyone unless told to do so by:
 - a. School district administration
 - b. Police/emergency personnel
10. Parents/guardians are not allowed in the vehicle.
11. 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.
12. If there are no injuries, follow school district/company policies and instructions on moving, returning, or delivering students.

Reporting a Crash

You must complete the crash report form required by your school district. Check with your district to determine what specific form must be completed, and when and to whom it must be submitted. A school district accident report must be made. (ISBE provides an example of a uniform accident report. https://www.isbe.net/Documents/50-26_school_bus_accident.pdf)

The Illinois Traffic Crash Report (SR 1050) must be completed by law enforcement (625 ILCS 5/11-407). Submit completed forms to:

- a. Regional superintendent of schools
- b. School district or employer

Summary

1. *The Health and Safety of your passengers is your first responsibility.* Know what procedures must be taken to ensure your responsibility is met.

2. Be prepared for a crash, but practice good defensive driving habits and use common sense and awareness to avoid them.
3. 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 vehicle 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 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. Come to a complete stop.
 - a. If a manual transmission: Keep the brake pedal depressed, put the transmission in the "neutral" position, and set the parking brake.
 - b. If an automatic transmission: Keep the brake pedal depressed, put the transmission in the Park, and set the parking brake.
3. Locate the switch for the hazard lights and know where it is on each vehicle that you drive.
4. Know where the emergency warning device, containing three bidirectional red reflectors, is located in each vehicle that you drive. It should be in the driver's area of the vehicle within reach of the driver.
5. The first-aid kit must be in the within the reach of the driver.
 - a. The kit must be dustproof and clearly labeled.
 - b. Become familiar with the contents and replace any item that is used.
 - c. Add extra rubber/protective gloves to use when cleaning up body fluids.
6. Each vehicle is equipped with an ABC dry chemical fire extinguisher. Fire is of special concern

because a vehicle, once ignited, will burn very fast. The first priority once all passengers are safe is to contact your designated emergency contact for assistance. It is better to have too much help than none or not enough.

- a. The fire extinguisher is secured in within reach of the driver.
 - b. Ask your supervisor for hands-on training with a fire extinguisher.
 - i. Hold the extinguisher in a vertical position.
 - ii. Remove the safety lock pin.
 - P - Point A - Aim
 - S - Squeeze
 - S - Sweep
 - iii. 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. VEHICLES CAN BE REPLACED, STUDENTS CAN'T.
7. It is very important to have a 3- x 5-inch index card in your vehicle. A preprinted 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 license plate number;
 - d. Space to put your location.
8. Distinguish between breakdown or crash and what is needed.
9. Ask more than one passing motorist to help call for emergency assistance.

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 vehicle best. When something out of the ordinary is going on, call your main station or emergency contact to see whether you should pull over and wait for another vehicle or continue on your route. This could prevent you from being stranded in a dangerous spot.

1. If a sudden breakdown occurs, get the vehicle out of traffic (if possible) and into the safest possible position. Use your cell phone to call for assistance.
2. Turn off the ignition and take the key out.
3. Place the transmission in Park and set the parking brake.
4. Activate the hazard lights to warn other motorists.

5. Decide if it is safer to keep students in the bus or evacuate. If a possible danger exists, it may be more important and safer to get the students out of the bus. When conditions allow, it may be wise to keep the students in the vehicle because you will have better control over them.
 - a. Consider the position of the vehicle and the possibility of a collision.
 - b. Determine if the problem could become a safety hazard.
6. Never leave the vehicle with students on board, except under extreme circumstances.
 - a. If you must leave the vehicle, always take the keys with you.
 - b. Leave a responsible student in charge.
7. Place the emergency bidirectional reflectors in appropriate positions.

Emergencies can come in many forms

The unexpected is not always in the form of a crash or malfunction of the vehicle. You must know your school district or company's policies and procedures and be prepared for any emergency that might occur, such as:

- Strikes or other job action by school staff
- Hijacking
- Weapons on board or at the stop
- Unauthorized entry into the vehicle
- Student health emergency
- Student fight
- Suspected explosives on board
- Pedophile/sex offender in the area

NATURAL DISASTERS

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

General Points

1. Radio stations will broadcast emergency disaster information if the nature of a disaster is weather related and will prohibit the continuation of the route or special assignment trip. 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. Know alternative routes in case the regular route becomes impassable. Always notify dispatcher of changed route.
4. 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 a hand. Be familiar with your district/company emergency procedures for adverse weather conditions.

1. If the vehicle is already on the road, the driver should continue to the original destination if possible or report to the closest school or emergency station, such as police or fire department.
2. If the vehicle is in the process of picking up students, the driver should continue loading and proceed to the original destination or report to the closest school or emergency station.
3. If the vehicle is on the road delivering students to their homes, the driver should continue to the next regular stop. If the driver is in doubt as to the extent of the conditions, he/she should not release the students from the vehicle. The driver should monitor the dispatch for specific instruction, and the driver should report back to the school or closest emergency station.
4. If the vehicle 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 vehicle. The driver should monitor the dispatch for specific instruction, and the driver should report back to the school or closest emergency station.
5. If in doubt as to the extent of damage, the communication device is inoperative, or the route to a regular 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, 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. Persons following instructions from a 911 operator; persons performing CPR (who have successfully completed training in accordance with standards of the American Red Cross or the American Heart Association); and persons who are certified in first aid by the American Red Cross, the American Heart Association, or the National Safety Council, who in good faith provide emergency assistance without fee shall not, as a result of their acts or omissions, be liable for civil damages, except for willful and wanton misconduct. (Follow the Good Samaritan Act.)

Earthquakes

Earthquakes are not a concern for this region of the country as a rule, but there is a possibility that one could occur.

Minor Earthquakes

In minor earthquakes, stop and/or “take cover” procedures should be followed, and vehicles should be driven to a safe point and stopped. 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 that 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 reporting 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, streetlights, and power lines, if possible.
2. Do not stop on or below freeway overpasses or bridges.

3. Monitor radio for instructions.
4. Keep students in the vehicle 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. Park the vehicle safely.
7. 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 doors 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 roster, if available, personally to keep track of students and report injuries during the emergency. Space should be provided 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 follow their directions from their employers.

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

Out-of-Area Trips: Drivers of vehicles on special trips outside the district should attempt to make contact with their dispatcher and to return to the nearest district school and shelter students there until they can be returned safely to their school of origin/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 chaperones 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 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.

Find out your district policies on all after-hours or out-of-town emergencies prior to the trip.

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. 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 students 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 -- 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 vehicle is caught in the open when a tornado is approaching, the students should be evacuated from the vehicle and escorted to a nearby ditch, ravine, building, home basement, or place that might provide more protection than the vehicle. 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 over 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 that may impede travel or constitute a hazard for students.

Driving under Adverse Weather Conditions

You will face a variety of hazardous conditions during the course of a school year that will demand alert and skillful action. Among conditions you will face are ice, snow, mud and fog.

A vehicle cannot be operated safely and efficiently at a high rate of speed when any of the previously mentioned conditions prevail. To avoid getting stuck or spinning the wheels, try to keep the vehicle 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 vehicle 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 vehicle becomes stuck, first try to get it out by pointing the front wheels straight ahead, and then try “rocking” the vehicle 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 allow the vehicle to get 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 get traction.

Conditions of Streets and Highways

You will become thoroughly acquainted with your route and, after a short time, may begin to take the road for granted. 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. Conditions can be different each day, and you must be on the alert to detect these changes before it is too late. Crashes sometimes 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 pavements have never caused a crash. These conditions merely add more hazards to driving and make the normal hazards worse. Crashes are caused by drivers who do not adjust their driving to meet these conditions. Crashes 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 the vehicle;
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

You must take all extra precautions during wet, stormy, or foggy weather to know conclusively that a railroad crossing can be completed safely before placing part of the vehicle on the 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. Pre-trip 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 vehicle. 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. While Driving on the Road
 - a. When pulling out into the roadway, allow for greater stopping time and maintain greater distance from other vehicles.
 - b. Drive slower than the posted speed limit when the pavement is wet, especially on bridges and in tunnels.
 - c. Make turns smoothly and avoid application of the brakes.
 - d. If a buildup of snow or ice occurs on front or rear window, stop the vehicle in a safe place and clear the windows.
 - e. Don't oversteer. A sudden turn of the steering wheel can lead to the loss of control of

the vehicle.

- f. Brake sooner and gradually, using light pressure on the pedal.
 - g. Don't overpower. Sudden acceleration may cause skidding.
3. Post-trip Tasks
- a. Clear excess snow and/or ice from the wipers and windows.
 - b. Clear snow and Ice from fenders and mud flaps

MAN-MADE DISASTERS

If the nature of the disaster is man-made such as roadblocks, downed power lines, vehicle collision, meth labs, pipeline leaks/explosions, chemical spills, kidnapping, hostage situation, act of terrorism, etc., be sure your district has a policy/procedure manual and follow the emergency guidelines. 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
VEHICLE EVACUATION

VEHICLE EVACUATION

Pre-emergency Evacuation Plan

The most important part of evacuation is developing and following a plan. Having a pre-emergency plan for each vehicle and its route that includes all populations of students transported will save precious time. In many emergencies, only two to five minutes are 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 vehicle. Vehicle evacuations must be practiced with the students. Emergency response personnel must also be familiar with these policies, procedures, and techniques.

Your vehicle will 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 that 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 assistants from the student population to assist if an evacuation is necessary (and during evacuation drills).
4. Teach the students how set the emergency brake.

When to Evacuate

Evacuation is a very difficult situation. **The driver must consider the fact that the safest place for the students may be in the vehicle.** In an actual emergency, the decision to evacuate the vehicle 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.

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

vehicle or close enough to cause concern.

2. Evacuate the vehicle if it cannot be moved to a safe position and it is in:
 - a. The path of other motor vehicles;
 - b. The path of a train or adjacent to any railroad tracks;
 - c. A position of inadequate visibility and in danger of being hit. For example, in normal traffic conditions, the vehicle 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;
 - d. A dangerous position related to water or a sudden, extreme drop;
 - e. 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. The driver should pick a physical landmark for the students to go to; or
 - f. Any position that you feel puts the students in danger because of their presence in the vehicle.

3. Natural emergencies may require evacuation.
 - a. Try to pull the vehicle off the roadway away from large trees, electrical lines, telephone and utility poles, and buildings.
 - b. Should evacuation be necessary, move at least 100 feet away from the side of the vehicle, but do not cross the roadway unless absolutely necessary. The driver should pick a physical landmark for the students to go to.
 - c. Determine the safest position for shelter from the emergency situation.
 - (1) Remain in the vehicle during a blizzard, if conditions allow.
 - (2) Find a lower area in the ground (e.g., a ditch) or an embankment away from the vehicle during a tornado.
 - (3) 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 crashes on the highways, there is an urgent need to instruct students on how to properly evacuate a vehicle in an emergency.

Illinois law (105 ILCS 128/20) requires that all students must experience an evacuation drill at least once each year.

1. 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 an emergency.
 - a. Never attempt to schedule or conduct a drill on your own.
 - b. Types of drills should be varied.

2. All drills are to be conducted on school property.
3. All students, including those transported on extracurricular trips, must participate.
4. 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 vehicle.
 - a. Proper school officials may determine that some alternative preparations will be adequate.
 - b. You may want to check with your supervisor if you have questions about moving any students.
5. Make sure someone has obtained parental/guardian consent before any student is assigned to assist with the evacuation.
6. 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)/cell phone, 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 3- x 5-inch cards with the following information:
 - a. License plate number;
 - b. Telephone number for transportation office;
 - c. Telephone number for fire, police, ambulance; and
 - d. Driver's name.
7. Students should be instructed with demonstrations of the following:
 - a. Location, operation, and how to remove the fire extinguisher;
 - b. Location of the first-aid kit;
 - c. Location and operation of the warning reflectors;
 - d. How to shut off the engine and set the parking brake; and
8. Always use extreme care during an evacuation drill. **Never** force a student to jump from the vehicle; instead, teach them how to sit and slide or scoot out of the vehicle. Help them down out of the vehicle and teach them that this action may be necessary to keep them safe.
9. Never allow students to engage in play activity during a drill. If they won't take the situation seriously, refer them to the proper authority for disciplinary action.

Driver Responsibility

Primarily, the 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. Make sure the fire extinguisher is properly charged and sealed and the first-aid kit has the proper contents.

With proper training, all passengers will know how to evacuate and how to assist during an evacuation.

As a driver, you lead by being calm, positive, and sure of yourself.

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 passengers. The following rules for safe riding and general behavior for passengers apply also to emergency evacuation and must be thoroughly explained to every student:

1. Remain seated and quiet until the vehicle is completely stopped. Do not change seats unless instructed to do so by the driver, an attendant/monitor, or a teacher.
2. Always face forward in the seat.
3. Keep hands, feet, and head inside the vehicle at all times. (Windows are allowed only halfway open; this will help discourage the problem.)
4. Be courteous to others and pay attention to the driver, teacher, an attendant/monitor, and evacuation helpers.
5. Do not push or shove when exiting the vehicle.
6. Be alert for traffic and/or pedestrians when leaving the vehicle.
7. Move to a safe place away from the vehicle and remain there with any other passengers. Re- grouping should be approximately 100 feet (40 or 50 paces) from the vehicle.
8. Be aware of the “danger zones” -- the areas around the vehicle 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.

Elementary grade levels should be instructed during assemblies about the most thorough manner concerning safe-riding practices. These students will be riding to school for many years and all aspects of the subject must be stressed.

Stress the responsibilities of upper grade level riders with regard to student behavior. The objective is student cooperation. This cooperation will alleviate distractions and subsequently reduce the

number of crashes.

The “danger zones” are the areas to the front, sides, and rear of the vehicle that are not in direct eye contact of the driver.

Students who come into these danger areas place themselves in jeopardy of serious injury or death. It is essential that the four “danger zones,” -- front, both sides, and rear -- be fully explained.

If necessary, demonstrate by having one of the students go outside to the front of the vehicle. 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 in front of the rear tires

See to it that all of the students, teachers, and attendants/bus monitors are completely familiar with the “danger zones” before continuing.

Note: First Division Multi-Purpose Vehicles (MPV) – Evacuation Drills with Floor Plans Similar to a School Bus, the Drills are Similar to a School Bus- Front Door, Rear Door (if equipped), Front and Rear Door Evacuation Drills.

Front-Door Evacuation Drill

1. Stop the vehicle and shut off the engine in a preselected location on the school grounds.
2. Make sure the vehicle is secured. Remove the key from the ignition. 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 -- not 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 students in seats on either side alternately until the bus is empty.
7. As students leave the bus, they should proceed in an orderly pattern behind the line leader 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 until you are able to give them further directions.

Rear-Door Evacuation Drill/Sit and Slide Method

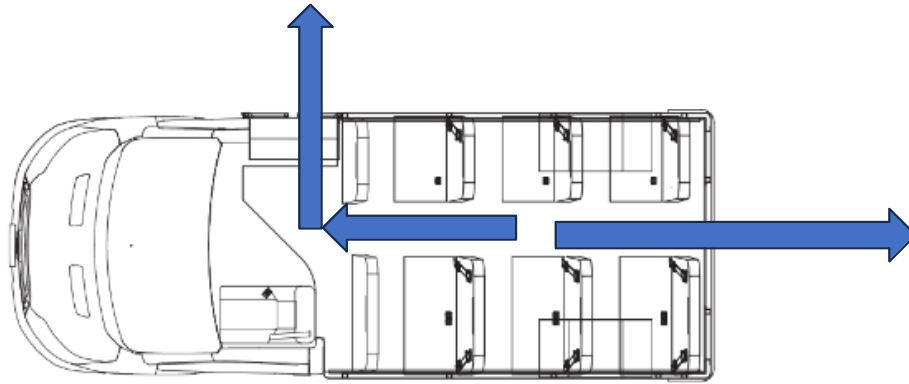
1. Stop the vehicle and shut off the engine in a preselected location on the school grounds.
2. Secure the vehicle. Then open the service entrance.
 - a. Train the students to carefully and properly open the rear emergency exit.
 - b. The student must understand not to open the door until you give the command.
3. Dismiss students starting with the right-hand rear seat. Tap the shoulder of the student nearest the aisle. Direct the students to walk, not run.
4. Explain and demonstrate the methods to be used for exiting the vehicle.
 - a. Explain to students how they should sit and slide or scoot out of vehicle;
 - b. Exit from the rear door or side exit;
 - c. Two students outside facing the rear of the vehicle can assist those exiting the vehicle by each placing one of their hands under the elbow of person exiting (cupping it). The other hand cups the wrist of the person exiting. (Do not grab.) As the person begins to slide or scoot out of the vehicle, the students who are assisting help them out of the exit. If the exiting person begins to fall, the students assisting can tighten their cupping hands to a grip to prevent the person from falling.



Front- and Rear-Door Evacuation Drill

1. Stop the vehicle and shut off the engine in a preselected location on the school grounds.
2. Make sure the vehicle is secured 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 vehicle between the students (to a point where there are an equal number of seats in front and back of your position) and face the rear of the vehicle.
5. All students to the front and those to your left will leave by the front service entrance upon command.

6. All students to the rear and those 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 those students will have to move out by themselves upon command.



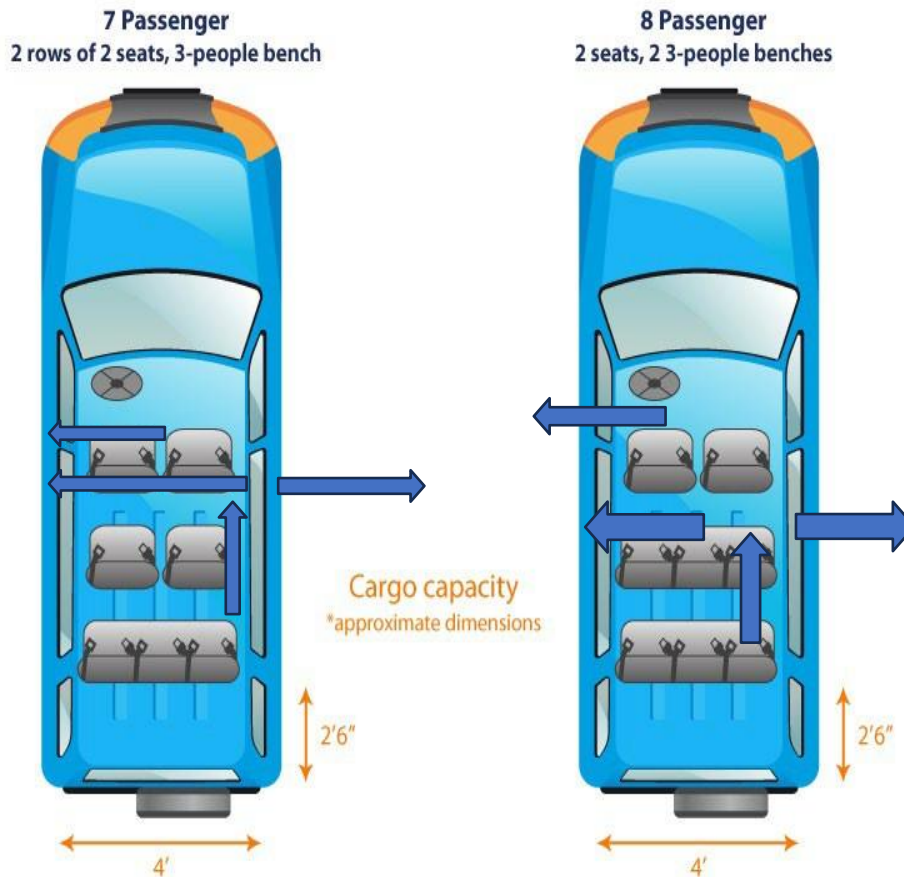
First Division Vehicles (non-bus style floor plan) Evacuation Drills

1. Would utilize all exits (passenger side doors, driver side doors)
2. Secure the vehicle in a preselected location on school grounds.
3. Turn in the driver seat, facing the passengers.
4. Give the command: "Remain seated. This in an emergency drill. We are going to utilize (select side of vehicle to use as evacuation)."
 - a. Side of vehicle used would take into consideration:
 - i. Ease of access.
 - ii. Location of threat or potential of further harm.
 - iii. Location of vehicle on roadway – ideally would evacuate curb side at all times.
5. Assist students with removal of any child safety restraint systems, including:
 - a. Child safety restraint system options that are tethered (safety vest).
 - b. Car seats.
 - c. Lap/shoulder belts.
 - d. If available, driver should have a belt cutter or it should be in a location that is easily accessible.
6. After determining which side of vehicle is being used for evacuation:
 - a. Evacuate center seats first.
 - b. Using same door, evacuate rear seats.
7. Some vehicles have a small aisle at second row for ease of access to back. If possible, utilize this side of the vehicle for evacuation (usually passenger side).
8. Some vehicles have a split bench seat that folds up either one or two positions. Again, utilize the side of the vehicle that has the single bench seat.

SUV Configurations

This SUV can seat 7 or 8 people, depending on the second row seating configuration

Chevrolet Suburban



Suggested Evacuation of Special Needs Students

Transportation staff should have an emergency evacuation plan that considers the individual capabilities and needs of each student, the type of behavior that 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 that 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. Students who may make a decision to run away once they have been evacuated should be evacuated last.
6. Know 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.
7. If a downed power line is touching the vehicle, the student cannot touch both the vehicle and ground at the same time. You will instruct them to jump or hop from the vehicle to avoid shock.

<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 to help other students 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	1. Non-ambulatory (confined to some seating device). May crawl or need to be carried to exit.	1. May have extreme communication and mobility problem.
Other Health Impairment and Behavior/Emotional Disorder and Speech Impairment	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.	1. Difficult to communicate with students. 2. Students have mobility to walk off bus.
Specific Learning Disability	1. Have student evacuate by walking to nearest exit assisted by helper. 2. Speak slowly, clearly, and use simple sentences.	1. May not understand instructions in emergency situations.
Visual Impairment	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.	1. Can communicate. 2. Has mobility.

Please Remember

Crashes 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 the proper procedure for leaving a vehicle in an emergency is extremely important.

SECTION VIII
UNIVERSAL PRECAUTIONS FOR PREVENTION
OF THE SPREAD OF INFECTIOUS DISEASES BY
BODY FLUIDS
FIRST AID

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

Definitions

Blood: Human blood, human blood components, and products made from human blood.

Bloodborne pathogens: Pathogenic microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

Contaminated: The presence or the reasonably anticipated presence of blood or other potentially infectious materials on an item or surface.

Exposure incident: A specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious materials that results from the performance of an employee's duties.

Handwashing facilities: Facilities that provide an adequate supply of running potable water, soap, and single-use towels or air-drying machines.

HBV: Hepatitis B virus.

HIV: Human immunodeficiency virus.

Occupational exposure: Reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials that may result from the performance of an employee's duties.

Other potentially infectious materials:

- Semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid, peritoneal fluid, amniotic fluid, saliva in dental procedures, body fluid that is visibly contaminated with blood, and all body fluids in situations where it is difficult or impossible to differentiate between body fluids.

Universal Precautions: An approach to infection control. All human blood and certain human body fluids are treated as if known to be infectious for HIV, HBV, and other bloodborne pathogens, according to the concept of Universal Precautions.

Exposure control: Each transportation company shall maintain an exposure control procedures/plan.

1910.1030(c): [https://www.osha.gov/laws-regs/interlinking/standards/1910.1030\(c\)](https://www.osha.gov/laws-regs/interlinking/standards/1910.1030(c))

1910.1030(c)(1): [https://www.osha.gov/laws-regs/interlinking/standards/1910.1030\(c\)\(1\)](https://www.osha.gov/laws-regs/interlinking/standards/1910.1030(c)(1))

The Occupational Safety and Health Administration: <https://www.osha.gov/laws-regs/regulations/standardnumber/1910/1910.1030> is the source for the preceding material.

The Bloodborne Pathogen Standard

As sure as the sun comes up every day, students 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.

Rule of thumb: If it is wet and not yours, do not touch it.

The Bloodborne Pathogen Standard: <https://www.cdc.gov/niosh/learning/safetyculturehc/module-5/5.html>:

- Requires employers of workers who may be exposed to blood or other potentially infectious materials, such as certain tissues and body fluids, to provide safeguards to protect workers against health hazards related to bloodborne pathogens. Provisions include exposure control plans, engineering and work practice controls, hepatitis B vaccination, hazard communication and training, and recordkeeping.
- Applies to all workers with occupational exposure to blood or other potentially infectious materials such as saliva, blood, urine, and other body fluids in situations where it is difficult or impossible to differentiate between body fluids (e.g., synovial, pericardial, urine, feces).
- Requires the use of Universal Precautions, an approach to infection control in which workers treat all human blood and certain human body fluids as if they are known to be infectious, to protect against pathogens.

Bloodborne Pathogens

Bloodborne pathogens are infectious microorganisms in human blood that can cause disease in humans. These pathogens include, but are not limited to, hepatitis B, hepatitis C, and human immunodeficiency virus. Needlesticks and other sharps-related injuries may expose workers to bloodborne pathogens. The most common way for bloodborne pathogens to spread at work is through open wounds, making proper bandaging a very important part of both driver and student safety. See OSHA: Bloodborne Pathogens. <https://www.osha.gov/bloodborne-pathogens>

Universal Precautions

The Universal Precautions concept was introduced by the Centers for Disease Control and Prevention (CDC) in the 1980s as an approach to infection control to protect workers from HIV, HBV, and other bloodborne pathogens in human blood and certain other body fluids, regardless of a patient's infection status. Universal Precautions is an approach to infection control in which all human blood and certain human body fluids are treated as if they are known to be infectious. If you're not sure what kind of body fluid you are dealing with, presume it is blood or other potentially infectious material.

Basic Body Fluid Cleanup Procedures

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, vomit) should be used at all times regardless of the infectious disease status of personnel or students.

1. 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.
2. Clean and disinfect all hard, soiled, washable surfaces immediately. Remove soil before applying disinfectant.
 - a. Small Spills
 - i. 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.
 - b. Large Spills
 - i. 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.
3. 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. (Follow district or company policies.)
4. The driver should wash his/her hands with soap and running warm water.

Post-Exposure Evaluation and Follow-Up

Whenever a staff member has contact with blood or other potentially infectious material, they shall immediately contact their supervisor and follow their district or transportation company procedures.

General Housekeeping 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 or 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.

You should 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.

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

How to Remove Gloves

To protect yourself, use the following steps to take off gloves



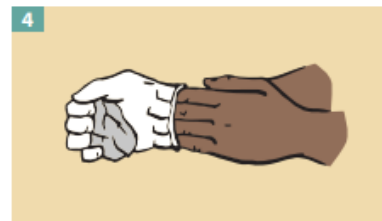
1 Grasp the outside of one glove at the wrist. Do not touch your bare skin.



2 Peel the glove away from your body, pulling it inside out.



3 Hold the glove you just removed in your gloved hand.



4 Peel off the second glove by putting your fingers inside the glove at the top of your wrist.



5 Turn the second glove inside out while pulling it away from your body, leaving the first glove inside the second.



6 Dispose of the gloves safely. Do not reuse the gloves.



7 Clean your hands immediately after removing gloves.

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 in your vehicle. 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. If you are unsure on what to do, do not hesitate to call 911 and dispatch. They are there for you to use.

Additional Preparation

We are fortunate in our society 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 physical -- as well as the emotional -- 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 Emergency Medical Services and Highway Safety EMT B Training Program

Always call 911 and communicate with your employer/dispatch to keep leaders informed when you are dealing with life-threatening injuries or illness.

Contents of First-Aid Kit (Minimum)

A first-aid kit shall be readily identifiable, removable, mounted, and in a readily accessible place in driver's compartment -- either in full view or in specified secured compartment. If not carried in compartment, the case shall be dustproof and substantially constructed of durable material. The contents shall include, but not limited to, the following:

- 4-inch bandage compress – two packages
- 2-inch bandage compress – two packages
- 1-inch bandage or adhesive compress – one package
- 40-inch triangle bandage with two safety pins – one
- Wire or wood splint – one
- Rubber gloves are optional but recommended for use when cleaning any bodily fluids.

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

Basic First Aid

- 1) Applies only to immediate temporary need.,
- 2) You are not expected to be a medical doctor and minimal first aid should be administered.
- 3) Follow only school district-approved first-aid procedures and your training.
- 4) Remain calm!

Asthma

Asthma is a condition that can be triggered by allergies (dust, pollen, food, or environmental) and causes edema in the lungs and increase of mucous secretion. Other causes include illnesses from viruses or bacteria, cold, or hot extremes of weather.

Students with a diagnosis of asthma may have an Asthma Action Plan on file with the school's health office.

Symptoms:

1. Rapid/sudden onset.
2. Breathing is difficult, with frequent coughing and wheezing.
3. High-pitched whistling, wheezes heard by holding ear close to patient's mouth or with stethoscope on chest.
4. Student may report heart is beating fast; if heartbeat is over 150 suggests severe asthma or excess medication.
5. No fever in typical cases.
6. Symptoms may be initiated or made worse by exercise.

Treatment:

1. Follow student's Asthma Action Plan, if you have received a copy.
2. Student to use inhaler as prescribed if there is one at school or if the student has one with them on the bus.
3. If there is no relief from the inhaler, call parents immediately and contact your district or company's dispatch.
4. Have child rest and breathe in through nose and out through mouth in sitting position.
5. If child's parents cannot be reached, call 911 for an ambulance. (Follow your district or company policies.)

Asthma Action Plan Name: _____ Date: ____/____/____

Doctor's Name: _____ Main Emergency Contact: _____
 Doctor's Phone Number: _____ Backup Emergency Contact: _____

Green Zone: No coughing, wheezing, chest tightness, or shortness of breath.
 Can do usual activities.

Doing Well

Every day: Take these medicines, even if you're not having any symptoms.
 Avoid triggers that you know make your asthma worse.

Medicine	How much to take	When to take

Before you exercise: Take []2 or []4 Puffs of _____ 5 minutes before you start, as needed.

Yellow Zone: One or more of these symptoms: coughing, wheezing, chest tightness, breathing trouble, waking up at night due to asthma.
 Or, if you can only do some, but not all, usual activities.

Some Symptoms

Keep taking your Green Zone medicine and avoiding triggers as usual **AND** take this medicine:

Medicine	How much to take and how often	OR	
(Quick-relief)	_____ Puffs Can repeat every ____ minutes, Up to ____ times		[] Nebulizer: Use it once

If you return to the Green Zone after 1 hour, keep monitoring to be sure you stay in the Green Zone.

If you do **not** return to the Green Zone after 1 hour take this medicine:

Medicine	How much to take and how often	OR	
(Quick-relief)	_____ Puffs		[] Nebulizer: Use it once
AND: (Oral Steroid)	Take _____ mg each day for ____ (3 to 10) days		

Call your doctor (or have someone call) just before you take the oral steroid OR _____ minutes/hours after taking the oral steroid, based on the instructions your doctor gave when the medicine was prescribed.

Asthma Action Plan Name: _____ Date: ____/____/____

Doctor's Name: _____ Main Emergency Contact: _____
 Doctor's Phone Number: _____ Backup Emergency Contact: _____

Red Zone: EMERGENCY! Very short of breath, or quick-relief medicines have not helped, or symptoms are the same or worse after 24 hours in the Yellow Zone.
 Or, if you cannot do any of your usual activities.

Severe Symptoms
Emergency

Take this medicine	How much to take	OR	
(Quick-relief)	_____ Puffs Can repeat every ____ minutes, up to ____ times		[] Nebulizer: Can repeat every ____ minutes, up to ____ times
(Oral steroid)	Take _____ mg.		

After you take your medicine, call your doctor right away!
 If you're still in the Red Zone after 15 minutes and have not reached your doctor, go to the hospital or call 911!

If you have these **DANGER SIGNS:** trouble walking or talking due to shortness of breath or your lips or fingernails are blue, pale, or gray, take _____ puffs of your quick-relief medicine and **GO** to the hospital or call 911 **NOW!**

These **DANGER SIGNS** mean you need help right away. Don't wait to hear back from your doctor.
GO to the hospital or call 911 NOW!

If you use a peak flow meter you can use these scores to determine your current zone:

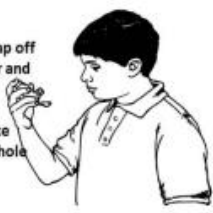







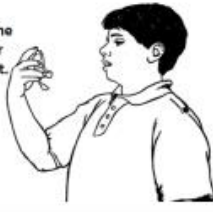

Your best score	Your green zone	Your yellow zone	Your red zone
_____	_____ or higher (80% of best score)	_____ to _____ (50 to 80% of best score)	_____ or lower (50% of best score)

The student may report based on the colors of a stoplight and may say "I am in a green zone" or "I am in a yellow zone." If the child is feeling very poorly, they may speak one word at a time, be pale, and extremely short of breath -- this is an **URGENT** situation, and the child should be considered to be in the red zone.


The below diagram and information from the CDC demonstrate how **the student** would use their own inhaler.

Know How to Use Your Asthma Inhaler

Using a metered dose inhaler (inhaler in mouth)

<p>1</p> <p>Take the cap off the inhaler and make sure the mouthpiece and spray hole are clean.</p> 	<p>6</p> <p>Put the inhaler in your mouth, above your tongue, and between your teeth. Seal your lips around the inhaler.</p> 
<p>2</p> <p>Shake the inhaler 10-15 times.</p> 	<p>7</p> <p>Begin to breathe in slowly. Press down on the inhaler one time and keep breathing in.</p> 
<p>3</p> <p>Without the inhaler, take a breath and ...</p> 	<p>8</p> <p>Hold your breath for 5-10 seconds.</p> 
<p>4</p> <p>... breathe out all the way.</p> 	<p>9</p> <p>Open your mouth...</p> 
<p>5</p> <p>Hold the inhaler upright.</p> 	<p>10</p> <p>... and breathe out slowly.</p> 

National Center for Environmental Health
Division of Environmental Hazards and Health Effects



Self-Administration Technique for the Metered-Dose Inhaler:

1. Assemble the device, remove the cap, and shake the inhaler thoroughly.
2. The student should breathe out fully and slowly until the end of a quiet breath.
3. Student to hold the inhaler in upright inverted position (that is, nozzle end down).
4. The student is to place the mouthpiece between their lips.
5. The student activates the inhaler at the start of a slow and deep inspiration while the student's head is upright.
6. Then the student is to hold their breath for 10 seconds or, if less, as long as possible.
7. Then the student exhales slowly.
8. Wait between doses (interval depends on the drug being administered).

Back and Neck Injury

A student may report an injury to their back or neck.

Symptoms:

1. Pain made worse by pressure or movement.
2. Pain may radiate into the arm or leg.
3. Nerve involvement: There is weakness, tingling, numbness, or inability to move arm or leg.

Treatment:

1. Do not move, bend, or rotate the neck of student.
2. Assess student's own ability by asking them to move extremities slowly, and only a small amount.
3. If sensation is intact, pain is minimal to absent, and student can move all extremities normally, allow them to slowly sit up and then walk.
4. If pain, sensory impairment, or weakness persists, have student remain lying down, call 911 for an emergency ambulance, and call parents for additional evaluation (follow your district or company policies).
5. If all neurological signs are normal (patient is alert, knows their name, where they are, and reports no numbness or tingling) and patient can move all extremities freely, ice or a cold pack may be applied to relieve pain.

Bites

Animal Bites

Injuries produced by animal bites may cause punctures, lacerations, or even avulsions (tearing away of a structure or part). Not only is care needed for open wounds, but also consideration must be given to the danger of infection, especially rabies.

1. A bite to the face or neck is an emergency in many cases.
2. If the skin is broken, wash the wound several times with soap and water.
3. Rinse thoroughly with clear running water.
4. Apply a clean dressing.
5. Notify your district or transportation company and follow company or district policies.
6. Notify the parents and encourage them to find date of most recent tetanus injection.
7. Someone should notify a local law enforcement agency. Note identifying marks and description of the animal and direction in which it moved when leaving the area, if possible.
8. Encourage parents to contact the child's health care provider. (Follow your district or company policies.)

Human Bites

1. Cleanse wound thoroughly with soap and water.
2. Apply a sterile dressing.
3. Call parent and ask about most recent tetanus shot. (Follow your district or company policies.)
4. Refer to the physician.

Bleeding

Minor Injury – Bleeding

1. First aid:
 - a. Direct pressure on wound itself, ask the student to hold pressure if they are able.
 1. Use the cleanest cloth available.
 2. Apply pressure for quick action; use any type of barrier if no cloth is not available.

- b. Elevate the body part if it is an extremity.
 - c. Shock and loss of consciousness in a person may occur from the rapid loss of as little as a quart of blood; call 911 for an ambulance and call parents(follow your district or company polies).
 - d. Do not remove the dressing you have applied.
 - e. Do not attempt to cleanse wound.
2. Treat shock.
 3. Immobilize the area until help arrives.
 4. Elevate affected limb, if possible.

Major Bleeding - Shock

Cause:

Pain, severe injury, bleeding, or emotional shock.

Signs and Symptoms:

Weakness, nausea and vomiting, restlessness, anxiety, severe thirst.

1. The skin is pale and cold to the touch. Color of the nail beds and mucous membranes on the inside of the mouth or under the eyelids can be checked.
2. Skin may be moist and clammy.
3. The person is weak.

Treatment:

1. Keep the person lying down. Elevate the legs if no head or chest injury noted.
2. Maintain an open airway and give artificial respiration, if indicated.
3. Cover with a blanket or coat to prevent loss of body heat.
4. Do not overheat.
5. Do not give fluids by mouth.

6. Do not leave unattended.
7. Call 911 for ambulance.
8. Notify parents. (Follow your district or company policies.)

Nose Bleeds

1. Keep the person quiet.
2. Have the person sit in a chair, leaning forward slightly.
3. Apply pressure by pressing the bleeding nostril toward the midline of the nose for at least five minutes. May apply covered ice pack/cold pack above the nose or across the bridge of the nose.
4. Instruct person not to blow nose for at least an hour after bleeding has stopped (will dislodge clot).
5. If bleeding does not respond to the above measures and persists 15 minutes or longer, get medical attention and notify the student's parents. (Follow your district or company policies.)

Bone and Joint Injuries

Simple Fractures with No Open Wound

Note: If in doubt whether a bone is fractured, treat it as a fracture.

1. Do not move the person or allow them to move. Keep them lying down.
2. Suspect a fracture if the body part does not have normal appearance or function.
3. Support the affected body part securely in its present position to avoid further injury with pillow, coat, or other soft support. Do not straighten the affected part. If it is a leg or ankle injury, do not allow weight bearing.
4. Apply ice or a cold pack.

Fracture with Open Wound

1. Place a clean dressing over the wound. Control bleeding by direct

pressure, apply ice.

2. Cover the person with a blanket or coat as available and keep them lying down.
3. Call 911 for an ambulance and notify the student's parents. (Follow your district or company policies.)

Sprains, Strains, and Dislocations

Symptoms:

Swelling, tender to touch, pain with motion, deformity, dislocation.

Treatment:

1. Apply a covered ice pack and elevate the injured body part.
2. If severe, treat it as fracture.
3. If a jammed finger is suspected, may tape carefully to adjacent finger. Never pull on the finger.
4. Notify parents. (Follow your district or company policies.)

Choking

Conscious Victim:

1. If the victim can speak or is coughing effectively, do not interfere.
2. If the victim's cough is ineffective and there is increased difficulty breathing, perform the Heimlich maneuver:
 - a. Stand behind the victim with arms around the victim's waist.
 - b. Make a fist with one hand and place the thumb side against the victim's abdomen. Grasp fist with other hand.
 - c. Press into victim's abdomen with quick upward thrusts. Repeat thrusts until either the foreign body is expelled or the victim becomes unconscious.
Note: Use chest thrust instead of abdominal thrusts for infants, the very obese, and pregnant women.

Unconscious Victim:

1. Position victim on back with face up. Check if the victim is breathing.

2. Open the airway and attempt to ventilate.
3. Call 911 for an ambulance. Notify parents(follow your district or company polies).
4. If unable to get breath through, give six to 10 abdominal thrusts.
5. If a foreign object is visible in the mouth, you may attempt to remove it.
6. Reattempt to ventilate.
7. Repeat the sequence until ambulance personnel arrive.

Diabetes

Watch for signs. Diabetes occurs when the amount of sugar in the blood is too low. It is caused by taking too much insulin, failing to eat, heavy exercise, or emotional upset. This type of symptoms may come on quickly and alertness may decline very quickly.











HYPOGLYCEMIA

(Low Blood Glucose)

Causes: Too little food or skip a meal; too much insulin or diabetes pills; more active than usual.

Onset: Often sudden; may pass out if untreated.

SYMPTOMS:

 FAST HEARTBEAT	 SHAKY
 HUNGRY	 ANXIOUS
 DIZZY	 SWEATING
 IRRITABLE	 WEAKNESS OR FATIGUE
 HEADACHE	 BLURRY VISION

WHAT CAN YOU DO?



CHECK your blood glucose, right away. If you can't check, treat anyway.

TREAT by eating 3 to 4 glucose tablets or 3 to 5 hard candies you can chew quickly (such as peppermints), or by drinking 4-ounces of fruit juice, or 1/2 can of regular soda pop.



CHECK your blood glucose again after 15 minutes. If it is still low, treat again. If symptoms don't stop, call your healthcare provider.

Concept developed by Rhoda Rogers, RN, BSN, CDE.

Novo Nordisk® Pharmaceuticals, Inc. grants permission to reproduce this piece for non-profit educational purposes only on condition that the piece is maintained in its original format and that the copyright notice is displayed. Novo Nordisk® Pharmaceuticals, Inc. reserves the right to revoke this permission at any time.

©2003 Novo Nordisk Pharmaceuticals, Inc.

126379

Printed in U.S.A.



Other symptoms not listed in the image above are:

- Acting inappropriately
- Unable to concentrate
- Nervousness
- Confusion
- Poor coordination

HYPERGLYCEMIA

(High Blood Glucose)

Causes: Too much food, too little insulin or diabetes pills, illness, or stress.

Onset: Often starts slowly. May lead to a medical emergency if not treated.

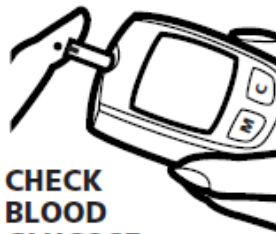


EXTREME THIRST

SYMPTOMS:

<p>NEED TO URINATE OFTEN</p>	<p>DRY SKIN</p>	<p>HUNGRY</p>
<p>BLURRY VISION</p>	<p>DROWSY</p>	<p>SLOW-HEALING WOUNDS</p>

WHAT CAN YOU DO?



CHECK BLOOD GLUCOSE

If your blood glucose levels are higher than your goal for 3 days and you don't know why,

CALL YOUR HEALTHCARE PROVIDER



Concept developed by Rhoda Rogers, RN, BSN, CDE.

Novo Nordisk® Pharmaceuticals, Inc. grants permission to reproduce this piece for non-profit educational purposes only on condition that the piece is maintained in its original format and that the copyright notice is displayed. Novo Nordisk® Pharmaceuticals, Inc. reserves the right to revoke this permission at any time.

©2003 Novo Nordisk Pharmaceuticals, Inc.

126379

Printed In U.S.A.



Other symptoms of high blood sugar not listed in the image above:

- Drowsiness
- Shortness of breath
- Odor to breath (sweet)

This type of reaction can occur over a longer amount of time.

This is a serious situation. Any diabetic having any of the above symptoms needs prompt medical attention.

Epilepsy – Seizures

Definition:

Epilepsy is a name given to the tendency to have recurring seizures. Seizures are temporary states of abnormal brain function. They are characterized by alteration of consciousness, behavior, a body's regulatory function (like heartbeat and blood pressure), and motor activity.

A seizure is a temporary loss or impairment of consciousness. It usually occurs without apparent cause; it is accompanied by muscular movements that may range from body rigidity to light twitching of eyelids to violent shaking of the entire body.

1. When someone has a seizure, never force anything hard between the teeth. It is physically impossible for a person to swallow his or her tongue during a seizure. Attempts to force the mouth open can often cause damage to teeth and gums.
2. Keep calm. Look for medical bracelet or neck chain.
3. Clear the area. Remove sharp, hard, or other hazardous objects. Also remove glasses, loosen tight collars, neckties, or belt, but do not interfere with movement.
4. Turn the person on his/her side. This keeps the airway clear so that breathing is not obstructed.
5. Do not restrain or try to revive. You can't stop a seizure once it has started. Place a pillow or a coat folded flat under the head. Awakening should be voluntary. Don't panic if person seems to stop breathing during the seizure.
6. Allow to rest. Notify parent(follow your district or company polies).
7. You may not have to call a doctor. Call 911 for an ambulance if the seizure lasts longer than 5 minutes or if another seizure begins immediately after the first has ended.

Eye Injuries

Foreign objects are often blown or rubbed into the eyes. Such objects are harmful not only because of the irritating effect, but also because of the danger of scratching the surface or becoming embedded in the eye.

If something has punctured the eyeball and remains in place, stabilize the object and call 911. DO NOT attempt to remove the object.

Symptoms:

Redness of eyes, burning sensation, pain, headache, excessive tearing.

Treatment:

1. Keep students from rubbing the eye.
2. Wash hands thoroughly before examining the victim's eye.
3. If the object is floating on the eyeball or on eyelids, flush gently with warm water or eyewash. If not successful, lift gently with moistened tissue or gauze.
4. If unsuccessful, cover both eyes lightly with gauze and notify parents. (Follow your district or company policies.)

Blow to Eye:

1. If a student is unable to open the affected eye, do not use force to open it.
2. Check for visible lacerations on lids.
3. Check for fluid or appearance of blood within the white part of the eye; situation may be accompanied by drowsiness.
4. Ask about having double vision.
5. Ask the child to move their eye in directions up, down, and to each side.
6. Compare size of pupils.

Treatment:

1. Notify parents(follow your district or company polies).
2. Refer to physician if there is laceration on lid or other visible trauma to lid or eyeball, or if vision is impaired in any way.
3. Patch both eyes with 4- x4-inch gauze pads prior to referral to physician. (This minimizes eye movement.)

Contact Care

If the child has major problems with contacts, notify parents. (Follow your district or company policies.) Do not attempt to remove a contact lens from the eye. Do not attempt to unfold soft lens. (They tear very easily.)

Fainting/Passing Out

Symptoms:

Pale color, moist skin, shallow breathing, weak pulse.

If a person has fainted:

1. Keep the person lying down with lower extremities elevated.
2. Loosen clothing around neck and waist.
3. Keep other individuals away.
4. Keep the person quiet and observe for at least 10 minutes.
5. Have a receptacle or towel available for possible vomiting.
6. Person should respond after a few (2-5) minutes. If not, treat as a medical emergency and call 911 for an ambulance and call parents. (Follow your district or company policies.)

Frostbite

Signs and Symptoms:

1. Skin may be flushed just before frostbite occurs.
2. Then skin becomes glossy white or grayish yellow.
3. Then affected part feels intensely cold and numb.

Treatment:

1. Cover the frozen body part and bring person inside. Warm with blankets, coats, or covers as soon as possible.
2. Give the person a warm drink unless unconscious or vomiting.
3. Contact the child's parents and advise them to contact the child's health care provider. (Follow your district or company policies.)
4. If unable to reach a parent, proceed in the following manner:
 - a. Rewarm the frozen body part quickly by immersing it in warm (not HOT) water. (Test temperature of the water by pouring some of the water over the inner surface of your forearm.)
 - b. If water is not available or practical to use, wrap affected part in a sheet and warm blankets.
 - c. DO NOT rub the affected part. DO NOT apply heat lamps or hot water bottles.
 - d. Severe swelling may develop after thawing. Discontinue warming as soon as affected body part becomes flushed.
 - e. When affected body part is rewarmed, have the person exercise it. If the child's feet are involved, do not allow person to walk after foot (or feet) thaws.

Head Injuries

Note: Always consider the possibility of a concussion when examining a head injury.

Symptoms:

1. Unequal pupils.
2. Any drainage from nose or ears (e.g., blood or serous, yellow drainage).
3. Blurred or double vision.
4. Dizziness.
5. Confusion and/or time loss.
6. Nausea and vomiting.

Treatment:

1. Keep the person quiet, lying flat. Observe for any of the above symptoms, plus breathing difficulty.
2. Apply covered ice pack to injured area, as needed.
Note: Important to remember to always cover ice packs with cloth or paper towel to avoid injury to skin.
3. If after resting 15 to 20 minutes and has no symptoms, student may return to class.
4. Notify parents and send student home. (Follow your district or company policies.) Symptoms may be delayed when there is a head injury.
5. Complete accident reports on all head injuries.

Heat Stroke and Heat Exhaustion

Heat Stroke: May follow excessive exposure to extreme heat (and can be life threatening).

Symptoms:

1. Body temperature high (106 degrees Fahrenheit or higher).
2. Skin is red, and dry. The student is not sweating.
3. Pulse is rapid and strong. May be described as bounding and a visible rise and fall in neck is noticeable.
4. The student may be unconscious.

Treatment:

1. This is an emergency. Call 911 for an ambulance.
2. Notify parents. (Follow your district or company policies.)
3. May place cool towels on person while waiting for ambulance.

Heat Exhaustion

Symptoms:

1. Approximate normal body temperature.
2. Pale, clammy skin.
3. Profuse perspiration.
4. Tiredness, weakness.
5. Headache and cramps.
6. Nausea, or vomiting.
7. Dizziness, individual at risk of fainting.

Treatment:

1. Have the student lie down in cool place.
2. Loosen clothing.
3. Apply cool wet cloths and fan the child or move to an air-conditioned room.
4. Notify parents. (Follow your district or company policies.)

SECTION IX
SPECIAL EDUCATION AND THE
PROFESSIONAL DRIVER

SPECIAL EDUCATION AND THE PROFESSIONAL DRIVER

Legal Background of Special Education Transportation

The laws and regulations regarding the education of children with disabilities fall into these primary categories:

- Constitutional law
- Federal statutes
- Federal regulations
- State laws and regulations

Other legal influences are provided by:

- Legislative intent
- Judicial interpretations

Rehabilitation Act (Section 504) PL 93-112

– “No educational agency or institution (shall have) a policy or practice of permitting the release of education records (or personally identifiable information contained therein other than directory information) ... of students without the written consent of their parents to any individual, agency or organization, other than to the following ... (a) school officials including a person employed by the district as an administrator, supervisor, instructor or **support staff member**; ... (or) a person or company with whom the district has contracted to perform a specific task; or (l) in connection with an emergency, appropriate persons of knowledge of such information is necessary to protect the health or safety of the student or persons. This law is a result of the Family Educational Rights and Privacy Act, which is also know as the Buckley Amendment (20 USC 1232 g b1).

Individuals with Disabilities Education Act of 2004

The Individuals with Disabilities Education Act (IDEA) retained all the major components of previously approved legislation such as free and appropriate public education and least restrictive environment, but clarified the role of transportation as a support service. This legislation established the requirement for travel training. Provisions were put in place for modified behavior control processes, such as Behavioral Intervention Plans, to change/eliminate unacceptable or unsafe behaviors.

IDEA Part B Defines Transportation as:

- Travel to and from school between schools.
- Travel in and around school buildings.
- Specialized equipment (such as special or adapted buses, lifts, and ramps), if required, to provide a special transportation for a student with a disability.

1990 Americans with Disabilities Act

The Americans with Disabilities Act is a comprehensive civil rights law that enforces non-discrimination of persons with disabilities. The legislation provides a higher standard of non-discrimination than Section 504 and applies whether or not the institution is receiving federal funding or not. This national mandate provides clear, strong enforceable guidelines for non-discrimination against persons with disabilities. Its most visible outcomes were curb cuts, automatic doors, accessible restrooms, and elevators to access services located on the second floor of buildings or higher.

1999 National Highway Traffic Safety Administration Preschool Guidelines

These guidelines govern the transportation of infants, toddlers, and preschoolers on school buses. In general, the guidelines provide the what, why, who, when, where, and how regarding child safety restraint systems to be used on a school bus.

2000 Head Start Transportation Regulations 45 CFR 1310

This Head Start transportation legislation establishes the requirement to obtain and maintain transportation equipment and staffing for children with disabilities. This reinforces that the non-disabled and disabled peers must be transported equally.

WC-19 Regulations (2002)

WC-19 is a voluntary regulation that governs wheelchair manufacturing standards. These regulations address issues of wheelchair design and performance related to use as a safety seat in a bus or van. The goal of the regulation is to improve the safety and security of wheelchair-seated occupants during regular transportation. WC-19 wheelchairs, otherwise known as “transit” wheelchairs, are equipped with anchor points for securing the wheelchair to the frame of the bus or van and an attachment point for occupant restraints to protect the safety of the wheelchair occupant. Labeling and documentation are an important part of WC-19 standard.

Child Passenger Protection Act and Seat Belt Usage

The Child Passenger Protection Act (625 ILCS 25) requires that all children under the age of 8 who are transported in a first division vehicle to be secured in a properly adjusted child restraint system. Additionally, 625 ILCS 5/6-603.1 requires all drivers and passengers to wear a properly adjusted seat belt. A driver of a vehicle transporting students under the age of 16 is responsible for ensuring that each student is in a proper child restraint system or is wearing a seat belt.

Individualized Education Program

Special education must be designed to meet each student’s unique educational needs. Those

needs and how they will be addressed are laid out in the student's Individualized Education Program (IEP). One of things that the IEP covers is transportation.

The IEP process has two parts:

The IEP meeting: At this meeting, parents and school personnel jointly make decisions about a student's special education needs.

The IEP itself: The IEP is a written record of the decisions agreed upon at the IEP meeting. The IEP defines the resources and services to be provided to the student, including when and how long they will be provided.

If the IEP team determines that a student needs transportation as a related service and needs care or intervention exceeding that required for a student without a disability or needs adaptive or assistive equipment, transportation staff may be invited to participate in the creation of the student's transportation plan.

Driver/Attendant Responsibilities

The driver should know the characteristics of the disability as well as any equipment the student needs and uses.

- Know about your students and what their needs are.
- Know where to locate important information such as:
 - The IEP
 - Instructions for lift
 - Emergency information, including evacuation plan, special medical information, and any Do Not Resuscitate (DNR) orders
 - Seating chart
 - Emergency equipment (fire extinguishers, first-aid kit)
- Exercise universal precautions. You should have a body fluid cleanup kit and non-latex gloves nearby at all times.

Special Education Driver

The driver is responsible for everything and everyone in the vehicle.

Special education drivers have all of the responsibilities of first division vehicle school bus permit holders. They also are subject to the following provisions:

- Must be able to operate the lift to load and unload special needs passengers.
- Must be physically capable to load and unload passengers.
- Are responsible for the supervision of the attendant assigned to their route.
- Must perform a thorough pre-trip inspection of the vehicle and all equipment. (For example, even if the student who requires the wheelchair lift is not riding that day, you must check the lift in preparation of possibly being asked to pick up a wheelchair student at any time during your route.)
- Must perform a thorough post-trip inspection as required by law.

Special Education Attendant

Attendants are responsible for:

- Assisting driver in loading and unloading passengers.
- Properly securing wheelchairs, safety vests, seat belts, and all other safety restraint systems.
- Passenger management.
- Assisting passengers who become ill on the vehicle.
- Being physically capable to load and unload passengers.
- Knowing how to communicate by two-way radio should the driver not be able to.

Driver/Attendant Teamwork

- Treat each other with respect at all times.
- Disagreements should never be aired in front of the children, parents, or other school staff. If you have a dispute, please solve it privately or with the help of the transportation director.
- Drivers are primarily responsible for the overall safe operation of the vehicle.
- Attendants are primarily responsible for supervising children on the bus as well as loading and unloading.
- Use language such as “our vehicle” or “our kids” **not** “my vehicle” or “my kids.”
- Consistency from both adults is critical for behavior management in the vehicle.

Professionalism

Drivers and attendants must maintain a high level of professionalism, which includes, but is not limited to:

- Be courteous with children, parents, teachers, co-workers, and the public.
- Be sensitive to the needs of all children.
- Demonstrate a willingness to relate to people from all backgrounds.
- Maintain self-control when confronted with difficult individuals; strive to defuse volatile situations.

Confidentiality

Drivers and attendants must be able to maintain a high level of confidentiality. At no time should you share information about a student with anyone other than the people on that child’s transportation team.

Team Communication

It takes a team of people to best provide proper transportation for students with special needs.

This team can consist of the driver, attendant, teachers, school nurse, IEP team, parent or caregiver, the student, and anyone else who meets the vehicle to assist you with loading and unloading. Communication among the team members is essential.

Here are some examples of things you **should** communicate:

- Medical/emotional concerns
- What kind of day the student has had
- Student's attitude
- Equipment concerns
- Discipline issues

Communicate what you witnessed by saying:

- He appeared sad.
- She was rocking.

Never diagnose. Do not say:

- He's depressed.
- She suffers from_____.

Here are examples of things you should **NOT** communicate:

- Personal opinions
- Care issues (For example, whether student should be taking medication or not, or if student should have been better staying home or not, etc.)
- School/parent issues (The driver is not a go-between.)

Safety and health questions may arise that are outside your level of responsibility. Direct all questions to the transportation director.

Difficult, unusual, and inappropriate requests may be made by a parent or school. If this happens, notify the transportation director.

Be sensitive. Remember that the parents are advocating for their child.

Placement of Students/Seating Chart

Where you seat the students in your vehicle should not be haphazard. You should be thinking about a possible evacuation and consider all other students' needs. You may find that you will have to adjust your seating chart based on student safety.

Things to consider:

- Loading order.
- Medical conditions.
- Who is medically fragile?
- Who is prone to seizures?
- Who is young or in a child safety vest or seat?
- Who has a respiratory condition?

- Who needs extra lower extremity support?
- Which students can evacuate themselves?
- Which students need help?
- Which students could help others?
- Which students are compatible? Which are not?
- Who needs to be monitored either for behavior or medical condition?

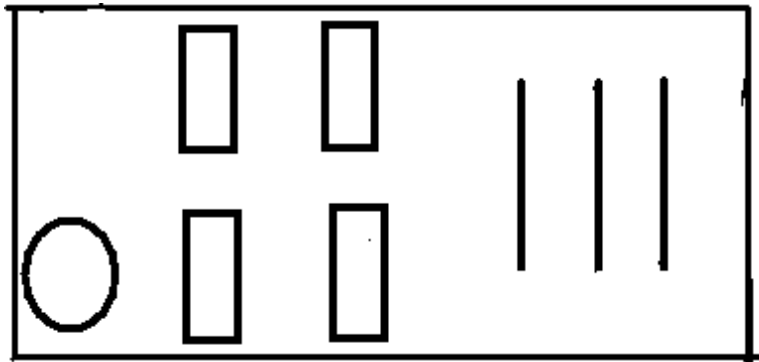
Put your plan in writing to be used for substitute driver if you are using an employer-owned vehicle or attendant and as a reference for emergency purposes.

Pre-Emergency Evacuation Plan:

In many emergencies only two to five minutes are available to complete an evacuation before possible serious injury to students might occur. It is extremely important to have an evacuation plan in place for each route. In your written plan, you should have the following:

- A diagram of the seating pattern that identifies where each student sits.
- Information on how to evacuate each student.
- The location of emergency evacuation equipment and exits.

Example of diagram:



The Evacuation Plan:

Things to consider:

1. What are the student's abilities?
2. Which students can exit the vehicle by themselves?
3. Which students can be removed from the vehicle without their wheelchair (or specialized seat)?
4. Which students should not be removed from their wheelchair or specialized seat?
5. Which students have essential equipment that must also be removed?

6. What equipment do you need for an evacuation? For example, do you need a belt cutter, drag blanket, etc.?
7. What personnel will be available to help you? Which students can help others get out of the vehicle?
8. Where are emergency services (fire stations, hospitals, police) along your route?

General Guidelines for Handling Emergencies:

1. Stay calm.
2. Stop as soon as possible in a safe place.
3. Secure the vehicle.
4. Contact dispatch. Report the emergency and ask for help.
5. If appropriate, use warning devices to alert other motorists you are stopped.
6. If you decide to evacuate, explain what you are doing using simple, concise directions.
7. Use all exits needed. Once students have exited the vehicle, move them to a safe place away from the vehicle.

General Lifting Guidelines:

1. Never lift anyone more than half your weight. Ask for help if you are unsure.
2. Test your lifting ability with a small movement that can be stopped. If a student weighs too much, use another method.
3. Process for lifting a student:
 - Clear path to the exit.
 - Tell the student exactly what you are going to do before you do it.
 - If necessary, cut seat belt and other positioning straps.
 - Stand balanced with your feet shoulder width apart. Face the student. Face in the direction you want to go, if possible.
 - Get a good grip on the student or student's clothing. Use your palms, not just your fingers.
 - Squat down but keep both heels off the floor. Get as close to the student as you can.
 - Lift gradually (without jerking), using your leg, abdominal, and buttock muscles. Keep the student as close to you as possible.
 - Keep your chin tucked in as to keep a relatively straight back and neckline.
 - Lift straight up; avoid twisting at the waistline.
 - Take small steps. Keep the student close to your body.
 - If student has poor muscle control, curl the student as much as possible. Keep the student's arms and legs from flopping and support his/her head and neck.

One-Person Lift:

- Follow general lifting guidelines.
- Pass the student's near arm over your shoulder.
- Place one of your arms behind the student's shoulders, with your hand under the student's other arm.
- Place your other arm under the student's knees.
- Squat down, with feet shoulder width apart.
- Lift the student with the load equally divided between both arms, holding the student close to you.

Two-Person Lift:

- Follow general lifting guidelines.
- Move the student in a wheelchair as close to the exit as possible. Slide the student on a seat next to the aisle.
- The taller person stands behind the student and the other person stands in front of the student and off to the side.
- If the student is in a wheelchair, the person in front should remove the armrests and fold up the footrests.
- The person in back reaches under the student's arms and either grasps right hand to student's right wrist and left hand to student's left wrist or clasps hands across student's chest.
- The person in front lifts the lower extremities under the thighs and hips.
- Squat down and lift together on the count of three.
- Move to the designated area and lower the student on a count of three.

Blanket Drag:

- Follow general lifting guidelines.
- Fold a blanket in half and place it on the floor next to the student.
- Lower the student's legs onto the blanket first, then the head. Place the student with his/her head toward the exit.
- Wrap the blanket around the student to prevent arms and legs from being caught on obstacles.
- Grasp the blanket near the student's head and drag the student to the exit.

Do Not Resuscitate (DNR) Orders:

If a student has a DNR, the driver will be provided with a copy of the order; the DNR order must be on the bus at all times. Should an emergency occur with the student, the driver must immediately call dispatch and paramedics will be called. Upon arrival of the paramedics, the school bus driver will immediately present paramedics with the DNR order.

Special Ed Equipment and Assistive Devices:

Braces, crutches, walkers, canes, etc.: These items must be secured while driving so they do not injure another passenger in the event of a crash. Use a strong bungee cord, seat belts, tie downs, or other suitable device.

Tracheotomy tube: S

Secure student so that there is no interference with operation of the tube.

IV or feeding tube:

- Feeding tube: Secure student so seat belt doesn't interfere with operation.
- IV: Secure so it does not injure another passenger in the event of a crash.

Oxygen equipment/ventilator:

- Oxygen: Fasten with seat belt or other securement device in upright position.
- Ventilator: Secure close to student so it doesn't interfere with operation.
Do not cover cylinder with anything and protect neck and valve area of equipment to prevent release of oxygen.

Car seats/booster seats:

Attach to vehicle seats according to manufacturer's instructions. Do not use restraint devices manufactured strictly for school bus seat use only. Consult with the manufacture of the device prior to its use in a first division vehicle.

Safety vest (harness):

Students requiring a safety vest should be fitted for one, taking into consideration that sizing may change and that it may need to be adjusted for winter coats. Do not use restraint devices manufactured strictly for school bus seat use only. Consult with the manufacture of the device prior to using it in a first division vehicle.

Any type of restraint should be preapproved by IEP team. A driver can never place a student in a restraint without prior approval.

Wheelchairs:**Loading and Unloading with a Wheelchair Lift:**

Consult with the manufacture of a wheelchair lift to learn operating procedures prior to use.
Always tell the student what you are doing before you do it.

1. General guidelines when the student is on the lift platform:

- The student must face away from the vehicle.
- The wheelchair brakes must be locked.
- The roll stops must be in the “up” position.

2. Loading and unloading process:

- Open and secure the lift door.
- Use the hand-held control to activate the unfolding of the platform.
- Lower the platform until it rests entirely on the ground.
- Unfold the outboard roll stop.
- Fasten the wheelchair seat belt around the student.
- Back the student onto the lift; always face the student away from the vehicle.
- Lock the wheelchair brakes.
- Make sure the roll stops are in completely “up” position.
- Turn off the wheelchair power.
- Have the student hold onto the handrails, if able.
- Tell the student to keep arms and legs within the lift area and clear of moving parts.
- Operate the lift controls. Stand next to the platform at front corner. Keep one hand on the wheelchair as it is raised and operate the controls with the other hand.
- When the platform reaches floor level, put down or hang up the controls.
- Release the wheelchair brakes and push the wheelchair into the bus.
- Set the wheelchair brakes.
- Fold the lift into the travel position.
- Position the student according to the IEP. Either transfer student to a regular forward-faced school bus seat or secure wheelchair and the student.

When positioning the student in the vehicle:

- WHEELCHAIR MUST BE FORWARD FACING.

Note: To load and unload a student with a motorized wheelchair:

- The student should not drive onto the lift unless cleared to do so by the entire IEP team.
- Disengage the motor and push the chair onto the platform manually.
- Consult with a parent/caregiver or a therapist about how to secure the chair on the lift.

3. Securing the wheelchair:

First, follow the manufacturer’s guidelines for the particular wheelchair and for your securement system. If you do not have the wheelchair manufacturer’s instructions, secure as follows:

- Center the wheelchair with the anchorages on the floor. Leave room for the rear belt to

- be secured at a 45-degree angle from the floor.
- Set the wheelchair brakes on both sides.
- Turn off the wheelchair power.
- Attach the wheelchair straps to the wheelchair at all four points. Attach the straps along the wall first and then attach the straps along the aisle.
- Attach the straps properly. Do not attach straps to the wheels or on any detachable portion of the chair. Do not let the straps bend around any object; they should have a clear path from the floor to the wheelchair frame.
- Keep the straps away from sharp edges or corners.
- Do not crisscross or twist the straps.
- Make sure that the belts are at a 30-60 degree angle; a 45-degree angle is best.
- Next, make sure wheelchair does not have any movement.
- If you cannot get wheelchair attached properly, you should contact dispatch and not move your vehicle or transport the student.

Wheelchair Securement Checklist

- The wheelchair is forward facing.
- The wheelchair is centered on the anchorage.
- Brakes are set and power is off.
- The wheelchair is anchored at four points using the manufacturer's instructions.
- The straps are attached properly.
- They are at as close to a 45-degree angle as possible.
- They are not attached to the wheels or any detachable portion of the wheelchair.
- They do not bend around any object.
- They are away from sharp edges or corners.
- They do not crisscross.
- They are not twisted.
- There is no forward or reverse movement.
-

Securing the student (lap and shoulder strap)

- Always use a three-point system to secure the student.
- Position the lap belt over the pelvic bones -- not the abdomen -- inside the armrest between the side panels and the cushion.
- Adjust the lap belt so it is snug.
- Position the shoulder belt so it does not cross the student's face or neck. Never position the shoulder belt under the arm where it could cross the rib cage.
- Adjust the shoulder belt to achieve firm, but comfortable tension.
- Never twist the belts.

Mandated Reporting

The Illinois Department of Children and Family Services has designed a manual to help you understand your responsibility to report suspected child abuse and neglect to the DCFS Child Abuse Hotline.

**SECTION X
APPENDICES
REVIEW THE RULES
DEFINITIONS**

REVIEW THE RULES

1. First division vehicles used to transport students must be operated in accordance with all state statutes and rules of the Illinois Department of Transportation, Secretary of State's Office, and Illinois State Board of Education.
2. Each driver shall follow the Illinois Department of Transportation's pre-trip inspection requirements, as applicable to first division vehicles.
3. The driver shall not leave the vehicle while the motor is running.
4. The fuel tank shall not be filled while there are any passengers in the vehicle or while the motor is running.
5. The manufacturer's capacity for the vehicle shall not be exceeded.
6. All passengers shall be seated when the vehicle is in motion.
7. Students shall not be asked to leave the vehicle along the route for breach of discipline, nor shall they be asked to sit anywhere other than a seat for breach of discipline.
8. Gross disobedience or misconduct on the part of a student shall be reported to the proper school authority for appropriate disciplinary action.
9. The driver shall not back a vehicle near the school while students are in the vicinity unless a responsible person is present to guide the driver.
10. Loading: When students must cross a roadway to be picked up, 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 vehicle.
11. 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 seldom be late and never early.
12. 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 10 feet in front of the vehicle on the shoulder of the roadway and to remain there until a signal is given by the driver for the student to cross.
13. The driver shall not allow a student to exit the vehicle at any place other than the student's designated discharge point unless written permission is granted by the proper school official.
14. Except with the permission of school authorities, the driver shall transport no students with

animals. Whenever an animal must be transported, the animal must be properly confined at all times while in the vehicle.

15. The driver shall not permit a weapon or explosive of any kind in the vehicle.
16. In case of a crash or breakdown while the vehicle is transporting students, the first consideration shall be whether it is safer to evacuate or to leave the students in the vehicle.
17. All crashes shall be reported immediately to the appropriate school officials.
18. The driver shall not smoke nor be under the influence of intoxicating beverages or drugs when operating the vehicle with students present.
19. The driver's seat belt shall always be properly fastened before putting the vehicle in motion.

DEFINITIONS

School Bus (625 ILCS 5/1-182): “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 Driver: Characterized by or conforming to the technical or ethical standards of a profession. A driver follows a line of conduct as though it were a profession.

Vehicle Pre-trip Inspection: The inspection should be performed each day by a driver on his/her vehicle prior to the vehicle being operated. Some components may be inspected by persons other than the driver. The inspection consists of checking mechanical and safety items on the vehicle.

Vehicle Pre-trip Inspection Form: The form should be used by the drivers to perform the pre-trip inspection. The form contains the vehicle’s components that should be inspected by the driver

Mechanic: Any person authorized by the vehicle owner to make necessary repairs and adjustments to the vehicle.

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

Chunk: A chunk is a short thick piece or 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 pre-trip 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 that 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 tire in question. If any doubt exists as to the safety of a tire, it is recommended that the bus not be driven.

First Division Vehicle: A vehicle designed by the manufacturer to transport 10 or fewer people, including the driver.

Legal School Vehicle: School bus or first division vehicle.

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

Illinois School Code

School Bus and Pupil Transportation References

105 ILCS

5/3-14.23 School Bus Driver

Permits 5/10-20.5(b) Tobacco

Prohibition

5/10-22.6 Suspension

5/10-20.21 Contracts

5/10-22.6 Gross Disobedience on

School Bus 5/10-23.4 Purchase of School Bus

5/17-8 Transportation Costs Paid from

Transportation Fund 5/29 Transportation

5/29-9 Liability Insurance

45/1-15 Transportation to School of Origin (Education for Homeless

Children Act) 128/20 3(b) Annual School Bus Evacuation

Illinois Vehicle Code

School Bus and Pupil Transportation References

625 ILCS 5/

1-107 Definition of a Bus

1-116 Driver

1-126 Highway

1-136 Laned Roadway

1-138 License to Drive

1-146 Motor Vehicle

1-179 Roadway

1-182 School Bus

1-201 Street

1-217 Vehicle - First/Second Division

3-411 Registration Card to be Signed, Carried, and Exhibited on Demand

3-808 Registration

6-101 Drivers Must Have License to Drive

6-104 (b, d) Must Have Permit to Drive

6-106.1 School Bus Driver Permit

6-106.11	Violations – Penalties
6-304	Permitting Unauthorized Person to Drive
6-500	Uniform Commercial Driver's License Act
11-412	Accident Reports
11-501	DUI
11-501.1	Implied Consent
11-601 (f)	General Speed Restrictions
11-605	School Speed Zone
11-606 (a)	Minimum Speed Regulation
11-804 (d)	Turn Signal Device/Hazard Signal
11-1202	Railroad Grade Crossings
11-1301 (a)	Stopping, Standing or Parking Outside of Business or Residence District
11-1304 (b)	Additional Parking Regulations
11-1402	Limitations on Backing
11-1406	Obstruction of Driver's View
11-1414	Approaching and Overtaking
11-1414.1	School Transportation of Students
12-212 (b)	Special Restrictions on Lamps
12-601	Use of Horn
12-603	Seat Belts/Front Seat
12-603.1	Seat Belt Requirements
12-610	Headset Receivers
13-101	Submission to Safety Test

WEBSITES FOR SCHOOL BUS TRANSPORTATION

Illinois State Board of Education Transportation

<https://www.isbe.net/Pages/Funding-and-Disbursements-Transportation-Programs.aspx>

Illinois State Board of Education www.isbe.net

Joint Committee on Administrative Rules (JCAR)

<http://www.ilga.gov/commission/jcar/admincode/023/023parts.html>

JCAR (School Bus Driver Instructor Rules and Reimbursement Rules)

<http://www.ilga.gov/commission/jcar/admincode/023/02300120sections.html>

Administrative Code <http://www.ilga.gov/commission/jcar/admincode/092/092parts.html>

Illinois School Code

<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1005&ChapAct=105%26nbsp%3BILCS%26nbsp%3B5%2F&ChapterID=17&ChapterName=SCHOOLS&ActName=School+Code%2E>

Illinois Vehicle Code

<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1815&ChapAct=625%26nbsp%3BILCS%26nbsp%3B5%2F&ChapterID=49&ChapterName=VEHICLES&ActName=Illinois+Vehicle+Code%2E>

LINKS TO STATE AND NATIONAL ORGANIZATIONS

Illinois Secretary of State <https://www.ilsos.gov/>

Illinois Department of Transportation <http://www.dot.il.gov/>

National Highway Traffic Safety Administration <http://www.nhtsa.dot.gov/>

National Transportation Safety Board <http://www.nts.gov/>

National Association of State Directors of Pupil Transportation Services
<https://nasdpts24.wildapricot.org/>

National Association for Pupil Transportation <http://www.napt.org/>

Federal Motor Carrier Safety Administration <http://www.fmcsa.dot.gov/>

American School Bus Council <https://schoolbusfacts.com/>

NOTES