Louisiana School Bus Driver Instructor Training Manual

Revised September 2011

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FOREWORD

The *Louisiana School Bus Driver Instructor Manual*, revised August 2011, has been designed to provide a standard curriculum for school bus driver trainers employed or contracted by local school districts or by private contractors for teaching the initial certification course entitled *The Louisiana School Bus Driver* (often referred to as "LSBD"). This curriculum, in and of itself, is not the complete classroom regimen that is described in Unit 1 of the *Manual*; rather, it is the initial course to be completed during classroom training activities for pre-service (e.g., "pre-certification") training. Units of this curriculum may also be taught as "refresher" topics for veteran school bus drivers.

The *Manual* Includes clarification of the application of federal and state laws and regulations, Louisiana State Board of Elementary and Secondary Education policies and Louisiana Department of Education directives and procedures, along with industry "best practices" for situations for which no law, regulation, policy or directive exists. From school bus inspections and safe driving techniques to passenger management, emergency procedures and drug and alcohol awareness training, this training curriculum provides school bus trainers with essential topics for new trainees, as well as topics for establishing a solid foundation for continued improvement in the overall student transportation program through training and the development of school district or corporate policies and procedures.

The original edition of the *Louisiana School Bus Driver Instructor Manual* was published in August 2001. Essential edits to the original version and changes in federal and state laws, along with the adoption by the Louisiana Board of Elementary and Secondary Education (BESE) of Bulletin 119: *Louisiana School Transportation Specifications and Procedures*, has necessitated revisions that have been incorporated in this edition of the *Manual*.

The Louisiana Department of Education initially called upon its designated *Master Instructors* to begin the process of revising the curriculum. The Department of Education was represented by Shirley Williams, Education Program Consultant, who coordinated meetings with writing and editing committees and kept the process on schedule.

ACKNOWLEDGEMENTS

The Louisiana Department of Education gratefully acknowledges the contributions of numerous transportation supervisors and school bus driver instructors during the process of evaluating the previous pre-service training curriculum and the later development of the revised curriculum. They have devoted untold numbers of hours of their time to this project in an effort to make pre-service training more thorough for trainees and more easily delivered by trainers.

The persons listed below were primary contributors to the draft document as writers or as critics who reviewed the draft after it was completed. Ultimately, their service to the Louisiana Department of Education during the preparation and review of this document will be realized as service to the children who ride school buses to and from school and school activities—the children whom our school bus drivers call their "most precious cargo."

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CONTENTS

TIPS FOR LOUISIANA SCHOOL BUS DRIVER TRAINING INSTRUCTORS

Becoming an Effective School Bus Driver Trainer

Before undertaking the very first training class, Louisiana DOE-certified school bus driver training instructors are urged to "experience" an entire presentation by a veteran certified trainer or to participate in a team-teaching approach with a certified trainer. These activities will help build confidence and allow the first-time trainer to evaluate the effectiveness of various teaching techniques from the standpoint of the trainee, to note questions that are asked and to be prepared to have answers for those questions if they are asked in subsequent training sessions.

Additional Suggestions

1. Become familiar with persons and agencies that can provide answers and resources to you. (See resource list, pages viii-ix, this Manual.)
2. Use competent additional available resources (e.g., nurses, physical and occupational therapists, mechanics, other certified instructors, school district's drug/alcohol testing agent, law enforcement agencies) for team teaching.
3. Supplement the Louisiana Department of Education materials with relevant resources:
    a. Louisiana Operation Lifesaver;
    b. Local or state Office of Homeland Security;
    c. Videos/DVDs (see resource list, this section), but beware of incorrect information contained in the presentation (e.g., driver riding lift with wheel chair-bound student).
4. Don't pretend to "know everything," but find the answer to questions and share the information with trainees.
5. Study, using the resources provided during instructor training classes and additional resources you may find as a result of your own research.
6. Supplement the materials provided in the Instructor Manual and the CD with relevant or illustrative materials, such as photos, clip art, etc.
7. Wear comfortable footwear!
8. Remember that classes do not have to be conducted on successive days. (Sometimes, schedules of trainees do not permit them to attend four or five straight days. Furthermore, such a schedule is very taxing on the instructor!)
9. Always allow ample time for questions and discussion.
10. Review this entire section for additional tips.

Basic Principles of Adult Education

Because the classes are comprised of adults, school bus driver pre-service training should incorporate the following basic principles of adult education:

1. **Active participation increases learning.** The greater the level of active participation, the more likely it is that adult learners will retain important information. Participatory training formats (e.g., question/answer, discussion, group activities) are often more effective than lecture, although some lecture formats are required.

   Encouraging active participation is especially important for adults who have not been in a formal classroom setting for a long time or who have no prior knowledge of the subject matter to be presented. Involving trainees in class discussions and group activities helps them to overcome their shyness and to stay focused on the topics.

2. **Repetition increases learning.** Adults often are preoccupied with other things when they attend class. The first time a topic is presented, it may not quite register, but asking questions and

periodically reviewing points of emphasis can be an important aid. ("Coaching the School Bus Driver" is an effective review for most of the topics covered in the LSBD course.)

3. **Trainer professionalism makes a difference.** Time is a precious commodity to most adults, and they want their time to be utilized as efficiently as possible. Failure on the part of the trainer to plan training exercises, to be familiar with the topics to be discussed, to anticipate questions and to be familiar with available resources where answers to trainees' questions can be found and to have the facility and equipment ready to start on time is not appreciated by trainees.

4. **Specific learning goals improve the effectiveness of training.** Trainers must know what they are aiming for in each training unit. Focusing on specific goals helps trainers to stay on track.

5. **Monitoring learners during the training session is very important.** Effective trainers are not satisfied merely to present material to trainees; rather, they want to know if the material was actually understood. Effective training programs include some method of evaluating how well the trainees are grasping the important content being covered.

   Observing body language of trainees can provide immediate feedback to trainers. Calling trainees by name and asking questions and opinions is another way to evaluate the effectiveness of the training. Other forms of evaluating training effectiveness are oral and written examinations and a formal written evaluation form completed by each trainee at the end of a course or the end of the pre-service training classes. (See the sample evaluation form on page xiii.)

Training Facility

A comfortable learning environment is important for effective adult education. Characteristics of a good learning environment include the following items:

- **Classroom location.** If trainees are drawn from multiple areas of the school district or from multiple school districts, centrally located classrooms should be selected, when available.

- **Adequate space.** A minimum of 25 square feet per trainee is recommended.

- **Tables or desks.** Because trainees use handouts and take notes throughout the class, a suitable writing surface is required.

- **Comfortable seating.** Bare metal chairs and/or child-size chairs can be so uncomfortable for adults that learning does not take place.

- **Heating, cooling, ventilation.** Maintaining fresh air and a comfortable temperature helps trainees to concentrate on learning.

- **Lighting.** Because the course involves reading and note-taking, good lighting is a necessity. Curtains, blinds, light switches or other means of regulating the amount of light during showings of video tapes or DVDs must be available. Trainers must become familiar with the operation of the lighting controls before class begins.

- **Visibility.** All trainees must have a good view of the instructor and the instruction activities, including audiovisual aids and demonstrations. Arranging tables in an open "U" configuration maximizes visibility and encourages trainee participation during class. Staggered rows provide another helpful configuration for larger numbers of participants.

- **Insulation from distractions.** It is difficult for trainees to maintain concentration when distractions are present (e.g., staff walking through the classroom, background noise of machinery

or telephones, children playing, public address announcements, etc.). Trainers and trainees should switch cell phones to *vibrate* or turn them off entirely. Texting by trainees during classes should be prohibited.

Audiovisual Equipment

Equipment should be set up, tested and focused before classes begin. Classrooms should be equipped with the following audio-visual aids:

- **Extension cord(s) with multiple outlets.**
- **Overhead projector or LCD projector.** A spare bulb or a spare projector should be available. Because not all projectors are alike, the instructor should become familiar with the operation of the projector before class begins.
- **Laptop or desktop computer.** A computer with adequate ports is essential if an LCD projector is used. The instructor should be familiar with the operation of the computer before class begins.
- **Video tape or DVD player and monitor.** If tapes or DVDs are used to supplement the instructional slides, a monitor will be necessary, unless the tape or DVD player is attached to the computer and projected with the LCD projector. (If the computer is used for video/audio presentations, ensure that speaker volume is adequate for the classroom environment.)
- **Large projection screen.** The screen should be adequate for the size of the room and the number of participants.
- **Flip chart with paper and markers and/or white board with markers and eraser.** Various colors of markers are recommended.

Materials and Supplies

- **Name tags or name tents.** The instructor and trainees are encouraged to practice learning the names of participants, just as bus drivers are encouraged to learn the names of their students.
- **Pencils, pens and highlighters.**
- **Handouts.** Copies of appropriate PowerPoint slides (printed in black and white, three slides per page, with lines for note-taking recommended), along with supplemental documents (e.g., copies of statutes, CDL physical exam form, employment application documents, school bus inspection checklist, etc.) should be provided during class. These may be distributed separately or bound into one document.

Documenting Training Sessions

All school bus drivers—full-time drivers, substitute drivers, activity bus drivers, bus drivers employed by private contractors—must complete the Louisiana School Bus Driver Course, the defensive driving course entitled "Coaching the School Bus Driver" and local rules and regulations instruction (including the drug and alcohol testing policy and procedures) before they can be certified to drive a school bus in Louisiana. **(This includes drivers who previously were employed to drive school buses in other states.)** Documenting training is an essential part of the training process.

- **Sign-in/sign-out sheets.** Trainees should be required to sign in before each session begins and sign out after each session is concluded. Trainees are expected to arrive on time and to remain until dismissed by the instructor. **Failure by a trainee to be present for the entire class shall be grounds for disallowing certification for the trainee.** (Make-up classes can be arranged by the instructor for any trainee who misses units of instruction.)

- **Louisiana Department of Education-Certified Instructor and Curriculum Documentation.** The instructor must be certified by the Louisiana Department of Education and must possess a numbered Louisiana School Bus Driver Instructor Certificate before conducting training classes. The instructor shall sign a document that indicates the instructor's name, certificate number and courses taught, and the school district or employer shall maintain a file of the training agenda, handouts and appropriate related documents. (Documentation forms are available at the Louisiana Department of Education.)

- **Certificates of participation (optional).** Certificates may be issued to trainees upon their completion of the LSBD course, the defensive driving course and local rules and regulations instruction (including the local drug and alcohol testing policy and procedures), or one certificate may be issued at the conclusion of the entire training regimen.

- **Sample Training Documentation Form.** A sample Louisiana School Bus Driver Pre-service Training/Documentation Form is provided on page xii. This form may be reproduced by the school district or the contractor.

Miscellaneous

- **Refreshments.** Beverages and snacks are always welcomed by attendees. Water is a necessity; coffee and other beverages are optional, but recommended. Remember that not everyone drinks coffee and that some persons are on restricted diets. You may wish to invite trainees to bring their own refreshments, if the school district does not provide them.

- **Breaks.** A fifteen-minute break should be permitted for every three-hour training block. Remind trainees of any prohibitions regarding the use of tobacco products inside and outside the facility area.

- **Policing the classroom.** Remind trainees to pick up and dispose of empty cups and bottles and other trash before leaving the classroom.

ROSTER/DOCUMENTATION FORM

Sign-in: ___ Sign-out: ___ Page ____ of _____

Date: _____ Location: _____

Name of Trainer: _____ Certificate No.:_____

Signature of Trainer: _____

Name of Course: ___ LSBD ___ DDC ___ Rules & Regs/Drug & Alcohol Policy and Procedures

___ Other (Name of Course: _____)

NAME OF TRAINEE (PRINT)	SIGNATURE OF TRAINEE

(Note: The school district or employer should maintain a file of the agenda, handouts and related documents, along with sign-in and sign-out sheets for future reference.)

PRE-SERVICE TRAINING EVALUATION

NAME OF COURSE: ____ LSBD ____ DDC ____ Rules/Regs ____ Other: _____

DATE(S) OF COURSE: _____ LOCATION: _____

NAME OF PRESENTER(S): _____

Please evaluate the training you have just completed. Your evaluation will be of help in developing future presentations.

A. FACILITIES

1. Were the facilities suitable for the training presentation? ____ yes ____ no
2. Were the lighting and the sound quality adequate? ____ yes ____ no
3. Was the temperature appropriate? ____ yes ____ no

COMMENTS:

_____

_____

B. MATERIALS

1. Were visual aids effective for the presentation? ____ yes ____ no
2. Were handout materials useful during the training? ____ yes ____ no

COMMENTS:

_____

_____

C. INSTRUCTOR:

1. Did the instructor demonstrate adequate knowledge of the topic(s) presented? ____ yes ____ no
2. Did the instructor appear to be well prepared? ____ yes ____ no
3. Did the instructor use the handout materials effectively? ____ yes ____ no

COMMENTS:

_____

_____

D. USEFULNESS

1. What was the <u>most useful information</u> you received during this training program?

   _____

   _____

2. What was the <u>least useful information</u> you received during this training program?

   _____

   _____

3. Would you recommend this training program to other school bus drivers? ___ yes ___no

E. ADDITIONAL COMMENTS:

_____

_____

Signature (if desired): _____

THANK YOU!

RESOURCES

Mandatory Audio/Video Resource for Louisiana School Bus Driver Pre-service Training

National Safety Council (NSC) Defensive Driving Course: ***Coaching the School Bus Driver***

Source: Coaching Systems, LLC
P.O. Box 2233
Princeton, NJ 08543-2233
Phone: 609-466-9000
Fax: 609-466-2333
www.fliilearning.com

Sample Supplemental Audio/Video Resources for Louisiana School Bus Driver Pre-service Training

The following video aids have been recommended by certified instructors as supplements to pre-service training. Other topics may be available from these or other vendors.

Source: The Training Network (www.TrainingNetwork.com or 800-397-5215)
"Drug and Alcohol Awareness for School Bus Drivers"
"First Aid Training for School Bus Drivers"
"How to Control Bullying on a School Bus"
"How to Control Extreme Behavior on the School Bus"
"How to Safely Evacuate a School Bus"
"Introduction to Special Education Bus Driving"
"Violence Prevention on the School Bus"

Source: Education Compliance Group (www.educationcompliancegroup.com)
"Confidential Records Training for Bus Drivers" (ECG)

Source: DuPont Sustainable Solutions
Coastal Training Technologies Corp. (www.coastalschools.com or 888-201-7298)
"School Bus Drivers: Positively in Control"
"Defensive Driving for School Bus Drivers"
"School Bus Drivers: Dealing with Behavior"
"Breaking Up Fights on the Bus"
"Defensible Use of Force on the Bus"
"Evacuating the School Bus"
"School Bus Held Hostage"
"Handling Parent Contact"
School Bus Brake Systems Series:
- "Air Brakes"
- "Braking Techniques"
- "Intermittent Pressure"
- "Steady Pressure"

"Safe School Bus Crossing Procedures"
"Matter of Survival"
"School Bus Mirror Systems"
"Transporting Pre-Schoolers: Get a Head Start on Safety"
Dealing with Young Riders Series (Behavior Management):
- "Rules, Rapport & Reason"
- "Communication"
- "Giving Directives"
- "Stopping Disruptive Behavior"

"Dealing with Groups"
"Introduction to Special Ed Bus Driving Safety"
"Advanced Techniques for Special Ed Bus Driving Safety"
"Safety Techniques for Tying Down Wheelchairs"
"Intervention Strategies for Special Ed Bus Drivers"
"Bus Evacuation for Special Education Bus Drivers"
"Child Safety Restraint Systems"
Transporting Students with Special Needs Series:
"Commitment & Care"
"Kids Are People Too"
"Don't Lose Your Touch"
"Planning for Disaster: Hurricanes"
"Planning for Disaster: Tornadoes"

Source: The Pupil Transportation Safety Institute (PTSI) www.ptsi.org
(various media at online catalog)

Governmental Agencies, Professional Associations and Organizations

Louisiana Department of Education
www.louisianaschools.net

LA DOE Bulletin 119
www.louisianaschools.net/division/sls/school_bus.html

Louisiana CDL Help Desk
225-925-4195

LA CDL Manual
http://dpsweb.dps.louisiana.gov/DPSForms.nsf/

Louisiana Operation Lifesaver
LAOL@DOTD.LA.GOV
(225) 242-4587 (office) 225-921-8381 (cell: Patricia Williams)

U.S. Department of Transportation
www.dot.gov

National Highway Traffic Administration (NHTSA)
www.nhtsa.dot.gov
(including free downloads for student training materials)

Federal Motor Carrier Safety Administration
www.fmcsa.dot.gov

National Association of State Directors of Pupil Transportation (NASDPTS)
www.nasdpts.org

National Association for Pupil Transportation (NAPT)
www.napt.org

National Head Start Association
www.nhsa.org

American School Bus Council
www.lovethebus.com
(including free downloads for student training materials)

National Congress on School Transportation (NCST)
www.ncstonline.org

Publications

School Bus Fleet
www.schoolbusfleet.com

School Transportation News
www.stnonline.com

Unit 1: Overview, Regulatory Sources and General Requirements

Louisiana School Bus Driver Instructor Class Participants

General Information to the Instructor for Unit 1

Unit Rationale	**Unit 1** provides a general introduction to the Louisiana School Bus Driver Course and specifically to the position of the *school bus driver* in the educational environment: the importance of the school bus driver, the school bus driver's mission, and various regulatory authorities that provide governance and direction to school buses and school bus drivers throughout the United States and particularly in Louisiana school district transportation operations. Student transportation is a vast industry in the United States and must be supported by myriad manufacturers, support staff and other resources. Consider the following annual statistics regarding public school student transportation on school buses, for example: • 450,000 public school buses • 24 million students transported (about 55% of the K-12 student population) • 4 billion miles traveled • 10 billion student trips • 20 billion times students get on or off the bus (Source: National Association of State Directors of Pupil Transportation) **Despite the number of passenger miles driven by school buses each year, the school bus maintains its reputation as the safest means of ground transportation in the United States.** Commercial motor vehicle (CMV) drivers are held to a higher standard of conduct than is the average vehicle driver; therefore, **laws governing CMV drivers are more stringent than are laws governing other vehicle drivers.** Because school bus drivers transport the country's "most precious cargo" and for the mutual protection of school bus drivers and the students whom they transport, school bus drivers must be familiar with, and must obey, the laws and regulations that apply to their vehicles, to themselves and to the students who ride their buses daily. Thus, the importance of both classroom and behind-the-wheel training to familiarize school bus drivers with regulatory authorities and the regulations they impose upon student transportation operations cannot be over-emphasized.
Unit Objectives	At the end of Unit 1, the trainee will be able to… ✓ Describe the mission of the Louisiana school bus driver; ✓ Understand how to accomplish the mission; ✓ Identify the safest mode of ground transportation in the United States; ✓ Recognize major authorities—federal, state and local—that regulate student transportation services; ✓ Be familiar with initial school bus driver certification requirements; ✓ Know and understand commercial driver's license requirements and procedures; ✓ Be able to locate Louisiana Statutes and Louisiana Department of Education Bulletin 119; and ✓ Understand the concept *Best Practices* as it applies to student transportation.
Aids and Materials	In addition to the equipment and materials described under the heading *Tips for Louisiana School Bus Driver Training*, you should open the PowerPoint presentation (or have transparencies ready) for Unit 1. Additional materials should include copies of the following documents: • Employment application packets; • Louisiana Department of Education Bulletin 119, available at the LA DOE website: www.louisianaschools.net/division/sls/school_bus.html; • The Louisiana CDL Study Manual and the CDL Physical Examination Form

	(both available at http://dpsweb.dpslouisiana.gov/DPSForms.nsf/).
Main Sections	1. Overview of the *Louisiana School Bus Driver* Course 2. Importance of School Bus Drivers and Their Mission 3. You Need to Know That... 4. Initial School Bus Driver Certification Requirements 5. Maintaining School Bus Driver Certification 6. Student Transportation Regulatory Authorities 7. The Concept of *Best Practices*

Specific Information and Tips for the Instructor for Unit 1

Welcome and Announce-ments	"Good morning (good evening), and welcome to the Louisiana School Bus Driver Certification Program. Undoubtedly, you have been provided with some basic information regarding the requirements to become a Louisiana school bus operator; however, I (or _____) will describe the process in detail during this unit of the Louisiana School Bus Driver Course. "Before we begin the classroom training, I have a few announcements. 1. I am _____ (name), _____ (position) with _____ (name of school district or company). 2. I (or name person or persons) will be your instructor for the Louisiana School Bus Driver Certification classroom instruction. You may reach me at _____ (telephone number/e-mail address) in the event you need to contact me. (Give a brief description of your background and experience in student transportation or the background and experience of the instructor.) 3. If you have not already done so, we will take a moment for you to sign in on the sign-in sheet. 4. Each day (or evening) when you arrive, be sure to sign in; and as you prepare to leave, be sure to sign out. Failure to be properly recorded can result in your not receiving credit for a course or a portion of a course. 5. Do not sign in or sign out for another trainee! 6. At this time, if you have not already done so, turn off you cell phones or switch them to the "vibrate" mode. Use of cellular devices to converse or to text during them lasses is prohibited, except for emergency situations. 7. The daily schedule is _____ to _____. You must be on time and present for the entire time in order to receive credit for each course. (Describe the make-up process, if make-ups are allowed.) 8. Restroom facilities are located _____. If you must use the restroom before we take a break, please exit the classroom quietly and return as soon as possible. 9. (If refreshments are provided, or if trainees are permitted to bring their own refreshments, announce at this time.) 10. Please remember that the use of tobacco in any form in the classroom and on the campus is prohibited, except in areas designated for this purpose. 11. At the end of each class, please police the areas where you sit and dispose of waste in the receptacles provided for this purpose. 12. The materials you are provided as handouts are yours to keep. You should find a safe place (e.g., file folder, file cabinet, file box, etc.) to keep handouts where you can find them for future reference. 13. We have provided name tents (or name tags) for each of you. Please place the tents on the table (or desk, or wear name tags each day) so that we can see your name and get to know one another.

	14. You are expected to listen and pay attention to presentations and discussions, you are expected to ask questions if you need additional information, and you are expected to take notes. 15. Now, before we begin Unit 1 of the Louisiana School Bus Driver Course, does anyone have a question?"
Introduction to the Louisiana School Bus Driver Course	"The Louisiana School Bus Driver (LSBD) Course is one component of the Louisiana School Bus Driver Certification Curriculum designed for the Louisiana Department of Education by a panel of student transportation experts who volunteered their time and talents so that we can have a standardized instructional program for Louisiana school bus drivers. The LSBD Course consists of nine (9) units, each of which focuses on specific topics with which you must become familiar in order to fulfill your responsibilities as a school bus driver. I will review the entire training regimen with you shortly. "Some of you may be hearing repetitions of information you have heard before—especially if you already hold a commercial driver's license. Some of you will be hearing information—lots of information—for the first time. By the end of the day (or evening), your head may be swimming with what you have heard discussed; but in time, every bit of information will become clear to you, even if that time is not until you actually are transporting children on a school bus. So take a deep breath, relax and ask questions when you need further explanation. We certainly do not want anyone to leave class with unanswered questions. If I (we) do not know the answer, every effort will be made to get the information before you complete your training."
Begin Unit 1 Slides	
SLIDE NO.	**COMMENTS**
2	These are the units that constitute the Louisiana School Bus Driver Course, which, as previously stated, is one of the instructional components of the Louisiana School Bus Driver Certification Program. Additional requirements will be described shortly.
3	• Who among you rode a school bus to school when you were students? • Did you ever ride a school bus to an athletic event, a concert, play or parade or to some other school-related activity? • Did you ever wonder whether or not your school bus and/or your school bus driver was safe? • Each school year, millions of parents turn their children over to school bus drivers, silently praying that the children return home safely at the end of the day. • School bus drivers are not always recognized for their important role in the education system, yet theirs is an awesome responsibility. • Without school buses, many children cannot get to and from school and related activities; without children, there is no need for teachers and administrators—there would be no schools. • And school bus drivers can and do make a difference in the lives of children.
4	• Note that the first of three criteria is *safety*. Nothing else is as important. • Being on time is important, but not important enough to compromise safety. • Bus drivers can turn children on or turn them off by the way they interact with the passengers. We will discuss this aspect of your job in more detail in Unit 5.
5	• Accomplishing the mission may be likened to following these seven commandments of school bus drivers. • This is not rocket science!
6-8	• These slides are self-explanatory. (If asked why school buses are not required to be outfitted with seat belts, reply something like this: "That's a great question, and one that many parents ask. We will discuss that in more detail during Unit 5, as we describe 'compartmentalized seating' as a passive restraint system.")

	• Instructors may visit the website of *School Transportation News* and follow this procedure for additional background information regarding seat belts on school buses:
	  ○ Enter www.stnonline.com;
	  ○ Click on the link "Resources" (near the top of the page);
	  ○ Click on "Seat Belts" (near the top of the page); and
	  ○ Select the topic from the list near the top right-hand side of the page and click on the link you wish to read. (All topics should be relevant.)
	• Additional information can be found on seat belt-related topics at the *School Bus Fleet* website: www.schoolbusfleet.com.
	• Slide 7 should prompt a reminder that as safe as school buses are, tragedies do occur.

9	• Emphasize that the LSBD Course is not the only part of the classroom instructional program. • Additional requirements are described in the slides that follow.
10-12	• Refer to the *Louisiana CDL Manual* (and to trainees' copies, if they have been distributed); however, this is not the time to delve into the contents of the *Manual*. • Ask for a show of hands of trainees who already possess a CDL and who have the "P" and the "S" endorsements. • Continue by asking how difficult they thought the written CDL exams and the Skills Test were. (This might help allay fears of trainees who are just learning that they have to pass examinations.) • Refer to the CDL Physical Examination Form, and describe the school district's (or company's) procedure for selecting a doctor to administer the examination, costs, and other relevant information. • Be sure to explain whether or not the school district (or employer) requires that the air brakes restriction be removed (requiring the air brakes written test and the air brakes-equipped vehicle for the skills test). • You may wish to refer to specific sections of the CDL Study Manual as you explain the "CDL Process." • Driving records are provided by the Louisiana Office of Motor Vehicles to local school districts. In accordance with R.S. 17:491.1, school bus driver applicants' driving records for the immediate past five-year period must be examined and deemed *acceptable*. • In accordance with R.S. 17:15, school bus driver applicants' criminal history must be checked (initiated by fingerprinting procedures). [Conviction of crimes listed in R.S. 15:587.1(C) may disqualify applicants.]
13-14	• Describe when each course will be offered. • Describe make-up procedures for trainees who have schedule conflicts. (This may include attending classes in other school districts.) • Be specific as you relate requirements specific to the respective school district or other employer. You may delete from the slide any items that are never required in the school district or by the employing company.
15-16	• Remind trainees that once certified as Louisiana school bus drivers, their training and accountability is not concluded. • Continuing education is important to acquire knowledge of changes in school buses and in laws, policies and procedures. (Remind trainees that student transportation is the most regulated facet of public education.) • The local school district (or employer) may exceed the minimal requirements established by the Louisiana Department of Education, but may NOT provide less continuing education than the state minimums.
17	• Note that federal law and regulations always supersede state and local laws,

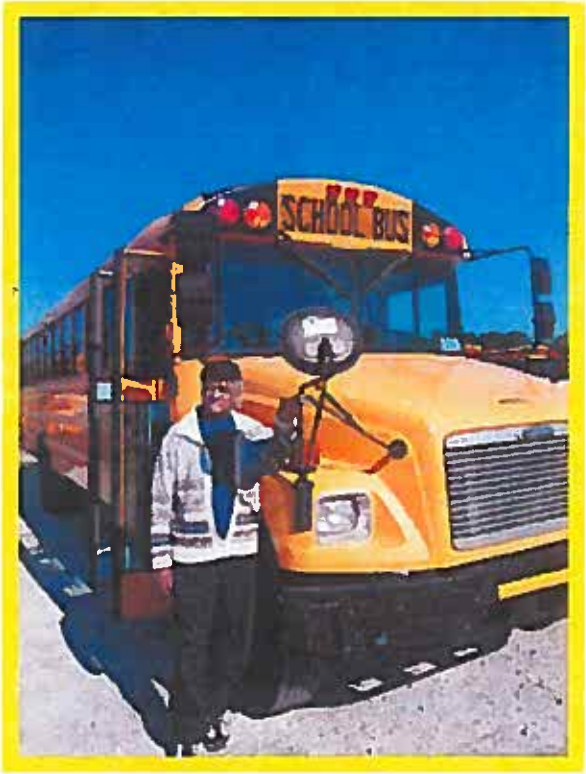
	ordinances and policies. • *Best Practices*, described in Slide No. 28, comes into play when there is no law or other regulation for a specific situation.
18-19	• School buses must be designed and constructed to meet specific performance standards (called *Federal Motor Vehicle Safety Standards* or FMVSSs) that are mandated by the federal government through the National Highway Traffic Safety Administration of the U.S. Department of Transportation. • School bus manufacturers must certify that all school buses are manufactured in compliance with applicable FMVSSs, and repairs must be made so as not to "de-certify" school buses.
20-21	• The Federal Motor Carrier Safety Administration (FMCSA) of the U.S. Department of Transportation and the Administration of Children and Families (ACF) of the U.S. Department of Health and Human Services are responsible for additional aspects of transportation regulations. • The FMCSA is responsible for assuring that employers of all states comply with the Commercial Drivers' Drug and Alcohol Testing Program. • The ACF is responsible for disseminating federal regulations that pertain to Head Start. 45 Code of Federal Regulations (CFR) 1310 dictates specific Head Start student transportation requirements.
22-25	• Many laws pertaining to education, students, school buses and school bus drivers have been enacted by the Louisiana Legislature over a long period of time. You will hear about many of these statutes throughout your training. • Title 32 and Title 17 contain most of the laws for traffic and education, but occasionally, a specific applicable statute can be found in another title. • Locating a specific law is not difficult if you have access to the internet. You can access a law by electronically visiting the Louisiana Legislature's web site at http://www.legis.stat.la.us/ or simply by searching *Louisiana Legislature*. • When you have reached the web site, click on Louisiana Laws and follow the instructions described in Slide No. 23 and Slide No. 24.
26	• Each of you has received a copy of the Louisiana Department of Education Bulletin 119: *Louisiana School Transportation Specifications and Procedures*. • You should keep Bulletin 119 handy for future reference because it describes many of the requirements for school buses and school bus drivers in Louisiana. • In the event you lose your copy of Bulletin 119, you can download and print another copy from the Department of Education web site.
27	• Beyond federal and state laws and procedures, we must be familiar with applicable parish and city ordinances (e.g., where buses can be parked, speed limits on parish or city roadways, etc.) and with school board policies and procedures, some of which will be described during the Rules and Regulations Course.
28	• When a law, a policy or a written procedure does not apply to a specific situation, what governs proper action usually comes under the heading *Best Practices*. • Best practices is another reason we seek consistency in our training classes, because we want you to hear from your classmates and veteran bus drivers when they describe what they have done or what they would do in specific situations. • During the defensive driving course, *Coaching the School Bus Driver*, you will have opportunities to apply some of the principles of *best practices* in group activities.
29	• Ask whether or not trainees have questions that have not been answered. • Questions that deal with topics that will be covered in other units later in the course should be noted, but they will not entertained at this time. Ask the questioner to jot down the question and ask it again when the topic is being

	discussed.

REVIEW QUESTIONS: UNIT 1

Question 1:	What is the most important factor in the mission of school bus drivers?
Answer 1:	Safety
Question 2:	What is the safest mode of ground transportation in the U.S.?
Answer 2:	School bus
Question 3:	What CDL endorsements are required for Louisiana School Bus Drivers?
Answer 3:	"P" (passenger) and "S" (school bus) **(Note: air brakes is not required for all school bus drivers, and air brakes is a *restriction*, not an *endorsement*.)**
Question 4: (true/false)	Federal Motor Vehicle Safety Standards guarantee the safety of school buses.
Answer 4:	False. The school bus must be properly maintained and must be safely operated, but there is no *guarantee* for safety.
Question 5: (true/false)	*Best Practices* is a term that usually refers to industry standards and relates to situations that are not covered by a specific law, rule or regulation.
Answer 5:	True.

Unit 2: You and Your School Bus



General Information to the Instructor for Unit 2

Unit Rationale	**Unit 2** emphasizes the importance of the school bus driver and the school bus itself, working in harmony to offer the safest ride for "our most precious cargo." Because school buses are different, the driver must recognize the differences and must be prepared to drive any number of buses at different times, especially when he/she is initially employed as a substitute school bus driver.
Unit Objectives	At the end of Unit 2, the trainee will be able to… ✓ Recognize the four major types of schools buses; ✓ Describe various ways in which school buses differ; ✓ Describe types of school bus inspections and when inspections occur; ✓ Acknowledge the importance of being personally prepared to drive the school bus before each trip; and ✓ Be familiar with pre-trip, en-route and post-trip inspection techniques and procedures.
Aids and Materials	In addition to the equipment and materials described under the heading *Tips for Louisiana School Bus Driver Training*, you should open the PowerPoint presentation (or have transparencies ready) for Unit 2. Additional materials should include copies of the following documents: • Copy of Moving Violations Conviction Notification Form; • Pre-trip inspection procedures; • Copy of official school district's or employer's pre-trip inspection checklist; • Copy of official post-trip inspection checklist (if required by the district or employer); • Copy of official work order or other document used by drivers to report defects or problems to shop technicians. Optional items: • A school bus or a video to demonstrate pre-trip inspection procedures. • Other materials prepared by the Trainer to demonstrate specific items in Unit 2.
Main Sections	1. You… (some "musts" for school bus drivers) 2. Types of School Buses 3. Buses Differ 4. School Bus Inspections

Specific Information and Tips for the Instructor for Unit 2

Sample Comments	"We have covered many topics regarding the various authorities that regulate the design of school buses and the training, certification and daily duties of school bus drivers. Unit 2 is designed to introduce you to "the school bus" and how school buses differ in appearance, as well as how they handle, how they are controlled by the driver and how they respond during various maneuvers. "If you have not obtained your CDL already, you are reminded that you will be required to identify various devices on school buses and how to check them for safety during a pre-trip inspection. You will need to practice all three phases of the Skills Test, especially if you have never driven a bus or other large vehicle. "Unit 2 helps to lay the foundation for your understanding of future training units; therefore, you should not hesitate to ask questions at any time if you need clarification on any topic."

Begin Unit 2 Slides

SLIDE NO.	COMMENTS
2	• Repeat that school bus drivers are held to higher standards than other drivers because they are *professional* drivers and because they transport America's "most precious cargo." • Refer trainees to their respective copy of the Moving Violations Conviction Notification form, as you describe the importance of compliance with the requirement of all CMV drivers to report convictions of moving violations, no matter what kind of vehicle they were driving at the time of the violation. (Refer to the Louisiana CDL Study Manual, Section 1.3.) • Trainees should become familiar with Section 1: Introduction of the *Louisiana Commercial Driver's License Manual*, because that section describes test requirements, serious offenses and other important basic information.

3	• Repeat the meaning of *FMVSSs* and specific examples that apply to school buses:
	  o Stop arm and alternately flashing bus stop lamps;
	  o Reinforced structural members to protect passengers in case of a rollover;
	  o Specialized seating requirements;
	  o "Caged" or otherwise protected fuel tanks;
	  o Etc.
	• Inform trainees that each vehicle with a seating capacity of eleven or more (including the driver) that is used to transport children to and from school (including Head Start) or related activities must…
	  o Comply with all applicable school bus FMVSSs;
	  o Must be certified as a *school* bus; and
	  o Must be maintained so as not to de-certify the vehicle as a school bus.

4	• Type A school buses often are called "mini" school buses; • Type C school buses often are called "conventional" school buses; • Type D school buses often are called "transit" school buses and may have the engine located in the front or in the rear of the bus (called "pushers"). The front wheels of the Type D school bus are actually behind the bus driver.

5	• In addition to variances in the ignition system, some buses are equipped with "kill switches" or other devices that will not allow them to be started until certain other systems are properly engaged or disengaged.
	• Before a bus equipped with air brakes can be moved, the air pressure must build to a level adequate to release the parking brake.
	• Stopping differences include not only the type of brake system (e.g., hydraulic, booster-assisted, air, etc.), but the effect of weight, suspension and other factors.
	• Modern school buses are equipped with more mirrors than are installed on personal passenger vehicles and even most large trucks.
	• These mirrors are installed on school buses:
	  o One flat and one convex mirror on the left and the right side of the school bus;
	  o Cross-view (or crossing) mirrors mounted on each side at the front of the school bus for observing children or objects directly in front of the bus and in the driver's blind spot; and
	  o A wide (15"-18") interior rear-view mirror.
	• Older buses may have fewer mirrors.
	• Proper mirror adjustment is an essential part of the pre-trip inspection procedure.

5-6	• "Tail swing" refers to vehicle body movement as the vehicle executes turns. The front of the vehicle turns one way, and the rear of the vehicle swings out in the

	opposite direction. • On school buses, tail swing is determined by the amount of the school bus body that is located to the rear of the rear axle. The greater the distance, the wider the tail swing. • Drivers must be conscious of the amount of swing in the tail of the bus, especially in subdivisions where parked automobiles and other vehicles make turning the school bus a challenging maneuver.

7	• School buses must be inspected by authorized inspectors during the months of December, January or February and again during the months of June, July or August. These inspections should be taken seriously because of the importance of safety, avoiding breakdowns and reducing wear and tear on very expensive school buses.
	• School bus drivers must inspect their respective school buses every day that they drive the buses.
	• Three types of daily vehicle inspections are the following:
	  o Pre-trip inspections—before each trip; not just once a day
	  o En-route inspections—during each trip; and
	  o Post-trip inspections—after each trip. (After every individual run, always check for a child left on the bus!)
	  (Note: This slide provides the answer to one of the CDL General Knowledge Test questions.)

8	• School bus drivers must rise early enough to complete their personal preparations and to have enough time to conduct a pre-trip inspection of the bus. • Remind trainees that pre-trip inspections are a "must," and that it is never too hot or too cold, too dry or too wet, too dark or too bright to conduct the inspections. (In other words, there are no acceptable excuses!)
9	• Emphasize the importance of drivers being ready physically, mentally and emotionally for the daily task. • School bus drivers should dress themselves appropriately for students (e.g., neat, modest attire) and for safety (e.g., no open-toe footwear).
10-17	• If you have a tape or a DVD that includes a demonstration of a pre-trip inspection, play it now. • Using the school district's or the employer's pre-trip inspection checklist or the sample pre-trip inspection checklist displayed on slide no. 14, describe the school district's procedure for filling out the checklist, and remind drivers to keep the checklist on the school bus until time to turn it in to the Transportation Office. (This is a legal requirement.) • Tire tread depth gauges are not very expensive, but a penny can reveal whether or not the tires comply with minimum tread depth requirements: 4/32" on front tires; 2/32" on rear tires—for every tread section. • Uneven tire wear illustrations demonstrate failure of corrective action before faulty tires take a commercial vehicle "out of service."
18	• The driver's seat should be adjusted during the pre-trip inspection. • Driver's seat adjustment is very important for safe driving maneuvers and for proper control of the school bus. • Describe each bullet in the slide.
19	• The use of the school bus driver's senses to detect unusual or potentially hazardous or destructive situations requires the driver to be focused on driving during each trip. • When momentarily distracted, the school bus driver should return his attention to driving conditions and to the sights, the sounds, the feel and the smell of the school bus.
20	• For school bus drivers, the most important daily inspection is the post-trip

	inspection, because too often children remain on board school buses. They may have fallen asleep, or they are hiding on the bus because they just don't want to go to school. Regardless of the reason, the school bus driver must check the bus after every trip. • Refer to the school district's or the employer's post-trip inspection checklist, if available. • Criminal charges have been filed against bus drivers who did not inspect their school buses when children were found to have been left unattended on school buses. • Besides checking for children, the bus driver should check for personal items left on board and should remove all trash and discard it in a trash receptacle. • Anything that the bus driver thought might be abnormal during the trip should be checked by the driver during the post-trip inspection.
21	• Describe proper follow-up procedures when bus drivers detect anything on the bus that may need the attention of a shop technician. • If spare buses are available for use when route buses are deemed unsafe for the daily route, describe the procedure that substitute and full-time drivers are required to follow when a spare bus is needed. • If owner/operators (often called "contract drivers") are employed in the school district, describe procedures for substitute drivers to follow when substitutes detect an "out-of-service" defect.
22	• Allow ample time for questions and further discussion, as may be required.

REVIEW QUESTIONS: UNIT 2

Question 1:	What are the two most important ingredients for a safe school bus ride for students?
Answer 1:	The driver and the school bus
Question 2:	What are some ways in which school buses differ?
Answer 2:	Size and capacities, how they start and stop, how they turn and back up, mirror placement and blind spots, switches, mirrors, transmissions, brake systems, tail swing, how they handle empty versus full
Question 3:	What are three types of daily school bus inspections?
Answer 3:	Pre-trip, en-route and post-trip
Question 4:	What is the most important thing a school bus driver should look for during a post-trip bus inspection?
Answer 4:	A child or children left on board
Question 5:	Name the required documents that must be carried by the driver or maintained in the school bus.
Answer 5:	Current CDL with proper endorsements, physical examination document, proof of vehicle ownership, proof of vehicle insurance, pre-trip inspection report

COMMERCIAL MOTOR VEHICLE SAFETY ACT OF 1986

EMPLOYER NOTIFICATION FORM

The commercial Motor Vehicle Safety Act of 1986 requires drivers of commercial motor vehicles to possess only one driver's license and to be disqualified when operating a commercial motor vehicle in an unsafe manner. The undersigned employee acknowledges that he/she understands the requirements of Part 383 of the Federal Motor Carrier Safety Regulations and attests that the information contained on this form is correct to the best of his/her ability and knowledge.

Subpart B- License Requirements:
An employee operating a commercial motor vehicle can have only one valid driver's license issued by his/her state or jurisdiction of domicile.

Subpart C- Notification Requirements:
An employee convicted of violating a state or local law relating to motor vehicle traffic control (other than parking violations), in ANY type of motor vehicle, must notify his/her employer(s) within 30 DAYS OF CONVICTION.

An employee must notify the respective motor vehicle licensing agency within 30 days if convicted in any other jurisdiction of any traffic violation (except parking). This is true no matter what type of vehicle the employee was driving.

When an employee receives notice of suspension, revocation, cancellation, loss of privilege, disqualification, and/or right to operate a commercial motor vehicle by any state or jurisdiction, the employee must notify his/her employer before the end of the business day following the day the employee received the notice.

Any employee violating Subpart B, License Requirements, and/or Subpart C, Notification Requirements, may be subject to fines not exceeding $2,500 and/or criminal penalties up to $5,000 including jail time.

Subpart D- Driver Disqualifications and Penalties:
An employee convicted of driving while under the influence, leaving the scene of an accident or commission of a felony while operating a commercial motor vehicle, may be disqualified for a period of time for a second serious offense.

Name: _____ Bus Number: _____

CDL Number: _____ CDL Class/Type: _____

Describe the violation(s) for which you were convicted and the penalty that was imposed—be specific (e.g., speeding, failure to yield, disregard of traffic control signal; fine, suspension, revocation, etc.); include date of occurrence.

_____

_____

_____

_____

_____

SCHOOL BUS INSPECTION PROCEDURES FOR SCHOOL BUS DRIVERS

PRE-TRIP AND POST-TRIP

(Source: George F. Horne, Horne Enterprises)

Everyone who drives a school bus is required by federal and state laws to inspect the bus before every trip. This requirement applies to full-time and substitute bus drivers and to activity bus drivers who may only occasionally drive a bus. Failure of the bus driver to perform mandatory pre-trip inspection procedures places the driver, the bus owner, bus passengers and other motorists in a higher category of risk for personal injury, property damage or for inconvenience, trip delays or more costly repairs. **The bus driver who fails to perform the required pre-trip inspection has no defense!**

Pre-trip inspections should be performed systematically. School bus drivers should follow the same basic procedures during every inspection, in order to reduce the possibility of overlooking an important item on or in the bus. Having someone to assist the driver with pre-trip inspections shortens the time required and makes the inspection easier; however, **lack of a helper does not exempt the driver from inspecting the entire school bus**.

Written documentation of the pre-trip inspection must be maintained on the respective vehicle during operation. At an accident scene or otherwise, if a law enforcement officer requests the pre-trip inspection report, the driver must oblige with the request or possibly face penalties.

The following listing is intended to assist drivers with pre-trip inspections. Because not all school buses are alike, special situations require specific optional or additional inspection procedures. Air brakes, lifts and wheel chair securement devices, occupant restraint devices (e.g., seat belts, safety vests, car seats, etc.) and alternative fuels (e.g., liquefied petroleum gas, natural gas, combinations, etc.) are examples of items that require the bus driver's special attention during pre-trip inspections.

I. VEHICLE OVERVIEW

A. Indications of possible vandalism
   1. Graffiti
   2. Cracked or broken windows/windshields
   3. Open doors or hood
   4. Broken reflectors, lights or mirrors

B. Flat or underinflated tires

C. Debris or other obstructions under or around the bus

D. Fluid on ground under the engine compartment, fuel tank, differential or near wheels

E. Wheel chocks to secure vehicle

II. ENGINE COMPARTMENT

A. Fluid levels
   1. Coolant
   2. Oil
   3. Windshield washer
   4. Battery (if not maintenance-free)
   5. Transmission (may require engine to be running)
   6. Brake (if not equipped with air brakes)

B. Belts and hoses

C. Loose or missing parts

D. Fuel or other fluid leaks

E. Condition of wiring insulation, detached wiring and wiring hazards

F. Excessive oil or grease on the engine or its parts

III. DRIVER'S COMPARTMENT

A. Required documents
1. Vehicle registration (if required)
2. Proof of insurance coverage
3. Previous repair orders (if applicable)
4. Current pre-trip inspection checklist/report
5. Route description/student roster/seating chart/emergency telephone numbers

B. Emergency equipment
1. Three (3) reflective triangles
2. Spare electrical fuses (if required)
3. First aid kit properly stocked and secured
4. Body fluid cleanup kit stocked and secured (if required)
5. Type ABC fire extinguisher (min. 5 lb.) properly charged and secured
6. Seat belt cutter (if applicable)
7. Fire blanket (if applicable)

C. Operation of service (entrance) door

D. Driver's seat and seat belt properly adjusted

E. Interior and exterior mirrors properly adjusted

F. Parking brake

G. **Set parking brake**, start engine and check gauges and controls
1. Ammeter (voltmeter)
2. Oil pressure gauge
3. Temperature gauge
4. Fuel gauge
5. Vacuum/air gauges and warning devices (if applicable)
6. Horn
7. Fans/heater
8. Ceiling and step well lights
9. All light switches and signal controls
10. Stop arm controls
11. Clutch (if applicable) and brake pedal pads and travel
12. Steering wheel "play"
13. Windshield wipers and washer

H. Depress and wedge brake pedal, shift transmission into reverse, turn on alternating flashing lights, high beam headlights, side marker ("clearance") lights and left turn indicator and leave on for outside walk-around inspection.

IV. OUTSIDE WALK-AROUND

A. RIGHT FRONT
   1. Wheel
      a. Tire inflation (hit with pipe, tire iron, etc.)
      b. Tire tread depth
      c. Cuts or damage to tire
      d. Valve cap
      e. Grease streak on hub
      f. Lug bolts (shiny or rusty around bolts)
      g. Lug nuts (none missing)
      h. Cracks or breaks in rim
      i. Brake hoses, brake drum
   2. Flat and convex mirrors (secure and clean)
   3. Springs and suspension system

B. FRONT
   1. Alternating flashing lights
   2. Lettering
   3. Left turn indicator
   4. High beam and low beam headlights
   5. Windshield
   6. Wiper blade (soft and flexible)
   7. Vehicle inspection sticker (current)
   8. Crossing control arm (if applicable)
   9. Crossover mirrors
   10. Top clearance lights

C. LEFT SIDE
   1. Flat and convex mirrors (secure and clean)
   2. Left front wheel (see *right front wheel*, above)
   3. Left front springs and suspension system
   4. Reflectors
   5. Clearance lights
   6. Battery door (if equipped)
   7. Access panel door (if equipped)
   8. Lettering
   9. Top strobe light (if applicable)
   10. Left rear wheels
      a. Check for bricks, rocks or other material between dual wheels
      b. Check items listed for front wheels
   11. Rear springs and suspension system
   12. Front and rear stop arms and lights
   13. Side emergency exit door (if applicable) and buzzer

D. REAR
   1. Left turn indicator
   2. Alternating flashing lights
   3. Clearance lights
   4. Brake lights
   5. Back-up light and backing alarm (**must be Louisiana-compliant**)
   6. License plate and light
   7. Unauthorized bumper stickers, lettering or decals
   8. Lettering
   9. Rear emergency exit door (if applicable), buzzer and door seal ("gasket")
   10. Exhaust pipe and length it extends past rear bumper (not more than 2")
   11. Rear windows

E. RIGHT SIDE
   1. Same items as applicable that were checked on left side
   2. Fuel tank filler cap and compartment door
   3. Condition of step well

V. INSIDE FINAL CHECK

A. Return transmission to neutral position and remove wedge from brake pedal.
B. Turn off alternating flashing lights, stop arms, and other signals and lights not needed for driving.
C. Leave headlights on and switch to low beams.
D. Turn on right turn indicator.
E. Walk back and forth along the aisle to check cleanliness of the bus, items left on the bus and the following additional items:
   1. Fronts, backs and bottoms of seats for damage and needed repairs and secure attachment;
   2. Car seats, safety vests, seat belts or other assistive devices (if applicable);
   3. Operation of wheelchair lift (if applicable);
   4. Operation of side windows;
   5. Rear windows;
   6. Operation of emergency windows, door(s) and buzzer(s); and
   7. Post-trip check alarm, if equipped.
F. While rear emergency door is open, check operation of right turn indicator.
G. Remove any objects placed in the aisle and blocking the emergency exit.
H. Turn off right turn indicator and activate the hazard lights.

VI. OUTSIDE FINAL CHECK

A. Check low beam headlights.
B. Check hazard lights (front and rear).
C. Remove wheel chocks (if used).

VII. DEPARTURE

A. Fasten seat belt.
B. Turn off hazard lights.
C. Turn on all lights required for the time of day and weather conditions.
D. Recheck all gauges.
E. Test parking brake.
F. Test service brake.

Upon completion of the pre-trip inspection, the driver should start the trip only if the school bus meets safe operational requirements. If defects are discovered during the inspection, they should be noted and corrective action taken. The driver is reminded that, regardless of vehicle ownership, **when he or she takes the school bus on the road, the driver has, to the extent possible through visible and operational inspections, certified that the bus is safe.** If the bus is not safe, an appropriate alternate plan (use of spare bus, buddy system, etc.) must be implemented to protect the welfare of the driver and the school bus passengers.

EN-ROUTE INSPECTION

During each trip, the school bus driver must use his/her senses to monitor the condition of the school bus and the cargo it carries in order to detect problems or potential problems that may arise. The sense of **sight** (e.g., checking controls and gauges, watching the exterior environment of the bus, monitoring the behavior of passengers, etc.), the sense of **hearing** (e.g., listening for unusual sounds from the engine compartment, monitoring passenger comments, listening for sounds external to the school bus, etc.), the sense of **touch** (e.g., feeling vibrations or shimmying through the steering column and steering wheel, feeling wheels wandering, checking sponginess of brakes, etc.) and the sense of smell (e.g., oil or other fluids, burning rubber, unusual odors inside the bus, etc.) all can help the driver to maintain the highest level of safety during each trip.

Upon conclusion of each trip, during post-trip inspections, the school bus driver should check anything that he/she suspected was a problem or potential problem and that might need to be reported to school bus technicians for further analysis or for other appropriate action.

POST-TRIP INSPECTION

After each trip, **bus drivers are responsible for conducting post-trip inspections**. The most important focus of these inspections is to **look for any passenger who may have remained on board**, either intentionally or because the passenger was sleeping. Articles of clothing, books and other school materials, eyeglasses or other medical appliances, medications, various personal belongings—even weapons or other inappropriate materials—may be found during the post-trip inspection.

This inspection also is an opportunity for the driver to check the interior of the bus for damage to seats or other parts of the bus. Cut or torn seats, graffiti, etc. may be detected by a quick walk-through inspection.

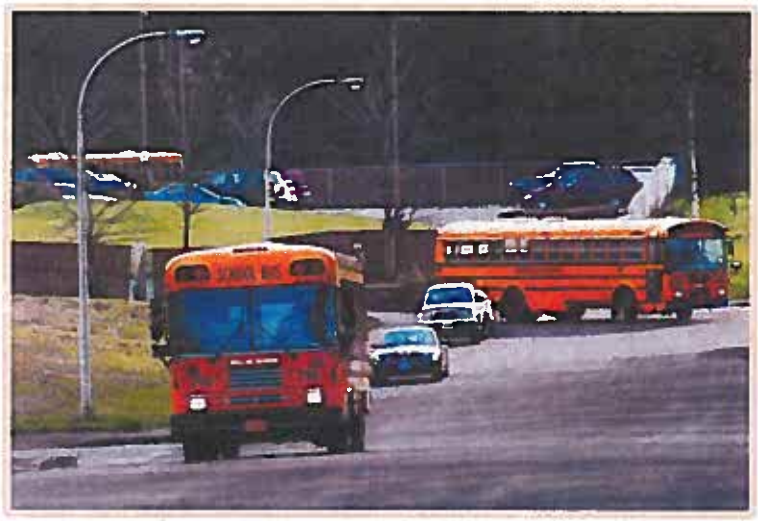
Procedures for reporting inspection findings are determined by each local school district.

THERE IS NO EXCUSE

for

A PASSENGER TO BE LEFT ONBOARD A SCHOOL BUS!

Unit 3: Responsible School Bus Driving



General Information to the Instructor for Unit 3

Unit Rationale	**Unit 3** describes factors that contribute to collisions, and it acquaints trainees with offensive and defensive driving techniques to help make them "responsible drivers." Due to the nature of their cargo, school bus drivers must be competent, safe drivers. What sets school bus drivers and other professional drivers apart from their non-professional counterparts is the degree to which professionals understand and practice principles of **responsible driving**. *Responsible drivers* reach their destinations safely, in spite of weather conditions, road conditions or bad driving habits of other motorists. Knowing and practicing good offensive driving habits and identifying collision-producing situations in time to take reasonable action to prevent a collision (i.e., "defensive driving") is the basis for responsible driving.
Unit Objectives	At the end of Unit 3, the trainee will be able to… ✓ Recognize some basic "dos" and "don'ts" for school bus drivers; ✓ Identify factors that contribute to vehicle collisions; ✓ Understand the definition of the term *preventable accident*; ✓ Recognize offensive driving techniques to help prevent collisions; ✓ Know how to deal with visual obstructions; and ✓ Understand the meaning of *defensive driving* and be familiar with defensive driving techniques.
Aids and Materials	In addition to the equipment and materials described under the heading Tips for Louisiana School Bus Driver Training, you should open the PowerPoint presentation (or have transparencies ready) for Unit 3. Additional materials may include the following items: • Louisiana Department of Education Bulletin 119; • *Louisiana Commercial Driver's License Manual*; • A "reference point" driving video, if available; • Operation Lifesaver or other source video on proper railroad crossing techniques; • Excerpts from the "2009 Louisiana Traffic Records Data Report," presented at the end of Unit 3.
Main Sections	1. General Reminders 2. Factors Involved in School Bus Collisions 3. Definition of *Preventable Accident* 4. Know Your Bus 5. How to Prevent Collisions 6. Defensive Driving 7. Railroad Crossings 8. Backing the School Bus 9. Drive Conservatively

Specific Information and Tips for the Instructor for Unit 3

Sample Comments	"Responsible driving is about minimizing the odds for an accident happening. Techniques, like checking tire pressure or consulting a map in advance, can be taught and reproduced easily in no time. On the other hand, anticipating other drivers' moves depends heavily on experience, a skill that one can acquire. It just takes time and dedication. When most basic and advanced school bus operating techniques become second nature, then the school bus driver becomes a safer, responsible driver. "The major ingredient in responsible driving is **anticipating other drivers' moves**. A school bus driver constantly assesses what is happening on the road, observes how situations are unfolding and acts to avoid the danger before it becomes evident to other drivers or it results in a collision or other driving emergency.

	"An experienced school bus driver is almost never forced to apply the brakes in an emergency. A slight touch of a brake pedal or the accelerator takes the bus driver out of a dangerous situation well before it develops. For the novice, almost any braking is emergency braking. "Another important part of responsible driving is clearly communicating your existence and intentions to other drivers. If your existence or your action takes surrounding drivers by surprise, your odds of getting into an accident are extremely high. "*Courtesy* goes a long way in reducing the level of anxiety around you, thus reducing the odds of an accident. Discourtesy toward other drivers can increase tension. Other drivers become irritated, and irritation leads to impaired judgment, thereby increasing the odds of an accident. "A school bus driver who has mastered real world responsible driving does not depend on other drivers for his and his passengers' safety. He actively manages what is happening on the road, increasing safety for everyone many times over."
Begin Unit 3 Slides	
SLIDE NO.	**COMMENTS**
2	• These reminders, while self-explanatory, are very important to remember. The school bus driver is a role model; passengers observe drivers' behaviors and, in many cases, emulate the behaviors. • As a school bus driver, ensuring the safety and well-being of the children placed in your care is paramount. • Just as the bus driver is prohibited from using tobacco products on the school bus, so are bus passengers. (Unit 5 includes procedures for dealing with passengers who misbehave on the school bus.) • Anything can happen if passengers are left on the bus unsupervised; therefore, the school bus driver should always remain with passengers, unless faced with an emergency situation. (Unit 7 describes procedures school bus drivers must follow during various types of emergencies.) • In Unit 2, the importance of, and the procedures for, school bus drivers to check themselves and their buses was described. Never overlook these important pre-trip activities. • Checking the condition of the driver's restraint belt(s) is an essential part of the pre-trip inspection; *using the driver's restraint devices is required by law.* • A common sight along school bus routes during warm weather is a school bus rolling along with the entrance door open. While such action may increase the flow of air into the bus, it is not safe. Students have been known to jump or fall from a moving school bus when the door was left open. Always put *safety* above *comfort*.
3	• School bus drivers should have a basic knowledge of their school bus and the components of the bus in order to understand how the components affect the safe operation of the school bus. There will be times when this knowledge will be useful in adjusting driving performance and in detecting trouble while on the routes. Proper driving habits will increase bus efficiency and economy of operation, as well as prolong the life of the bus. • School bus *capacity* is rated in more than one way: manufacturer's **design capacity** (usually at three passengers per seat) and **actual seating capacity** (how many passengers can sit fully upon the seat without body parts hanging over the edge of seats into the aisle). For example, a 65-passenger bus may be able to transport 65 small passengers, but only 43 larger passengers (at two per seat).

	(See the NASDPTS position paper on seating at the end of Unit 5.) • Emergency exit locations are not standard on school buses. The driver must learn where emergency doors, emergency windows and escape hatches (if installed) are located, and the driver must be familiar with their operation. • In Unit 2, inspection of emergency equipment was discussed. Fire extinguishers, first aid kits, reflective triangles and body fluid cleanup kits (if equipped) may be located in different places on different buses. The driver must be familiar with their locations. • "Pivot points" are not standard. The driver must learn where the pivot point (or point of articulation) is for each bus he/she drives to avoid too wide tail swing or to avoid rolling over curbing when making turns. Longer wheel bases (the distance from front to rear axle) affects the pivot point and the distance required to make safe turns. • Brake systems vary on school buses. The school district (or the transportation company) may use buses with either hydraulic brakes or air brakes. Each brake type reacts differently and requires different stopping distances when activated. Pre-trip inspection procedures are different for the two brake types, also. School bus drivers must learn different inspection and operational techniques for each type of brake system. (Learn more about the two systems by studying the *Louisiana Commercial Driver's License Manual.*) • Fuel types for Louisiana school buses are diesel, gasoline, propane or a combination of two fuels. (Eventually, compressed natural gas may fuel school bus engines in Louisiana.) You <u>must</u> use only the fuel(s) recommended for the bus you drive!
4	• Why do you think that most school bus collisions occur when conditions are essentially "ideal"? • When conditions are ideal, drivers tend to "let down their guard," and conversation, radio broadcasts or other distractions may take their attention off their driving focus.
5	• More vehicles on the road, more "senior" drivers due to extended lifespans, more electronic devices—these are examples of the ever-increasing conditions that vehicle drivers face daily. • Driver distraction (e.g., taking one's eyes off the road, taking one's hands off the steering wheel, or taking one's mind off the driving task) is the leading cause of collisions, and the driver's use of electronic devices is one of the leading causes of driver distraction. • L.R.S. 32:289 prohibits "cellular radio telecommunication device use" by any person while driving a school bus, except for communication during emergency situations. (Calls to and from school administrators, the 911 operator, hospitals, doctors' offices, first responders, law enforcement agencies during emergencies are approved in the statute.) • Another major cause of driver distraction on school buses is passenger behavior. Unit 5 of this course addresses issues related to passenger behavior and passenger management. • Stress may be caused by situations in the bus driver's personal life, by passenger behavior or other job-related situations, by lack of rest and sleep, by driving conditions, etc. School bus drivers must acknowledge when they are "too stressed" to safely operate the school bus and should refrain from doing so. • *Impaired drivers* are a major cause of highway fatalities. L.R.S. 17:191.2 specifically imposes limits on driving privileges for school bus drivers who test positive for alcohol and dangerous controlled substances. This topic is covered in more detail in Unit 9. • Avoiding or managing unsafe conditions is described later in this unit and in

	subsequent units of the LSBD Course and in *Coaching the School Bus Driver*.
6	• Note that the definition of a preventable accident does not use the word *possible*. *Reasonableness* is determined by what other trained professionals, in accordance with laws, policies, procedures and best practices, would do under similar circumstances.
7	• Describe the various signaling devices on school buses (e.g., horn, turn signal lamps, hazard lamps, crossing lamps and stop signals, backing lamp and audible alarm, brake lamps, flashing head lamps). • Misuse of the signaling devices can result in confusion for other motorists and for pedestrians. Know when to use the proper signaling devices and use them appropriately.
8	• Responsible drivers leave room for error. Experienced, safe school bus drivers maintain a cushion of safety on all four sides of the bus to allow the driver to react to changes on or near the roadway. If ample room for error cannot be maintained for any reason, the driver lowers the speed until safe distances are achieved, creating a safe following distance behind vehicles in front of the school bus. • While the "four-second-following-distance rule" applies to the school bus in ideal conditions when the bus is traveling at a speeds below 40 miles per hour, other conditions—weather, amount of daylight, roadway conditions, traffic, speeds above 40 miles per hour, for example—require a greater following distance.
9-10	• All vehicles have blind spots, caused by parts of the vehicle, passengers or areas beyond the view line of mirrors. • During pre-trip inspections, mirror cleanliness, proper adjustment and obstructions to vision are important checks. Take remedial action, if required. • Proper mirror adjustment, moving in the driver's seat, opening the entrance door at intersections and increasing or reducing speed are techniques that help to compensate for blind spots.
11	• Driving defensively requires focus on driving tasks. • The interior rearview mirror can become dangerous equipment if the school bus driver is distracted by focusing on the behavior of passengers, instead of focusing on the danger zones around the school bus.
12	• Scan ahead 12 to 15 seconds to detect potential hazards: One to two blocks in city traffic; ¼ mile or more at highway speeds. • "Cover the brake" means that the driver removes his/her foot from the accelerator and holds the foot over the brake pedal without depressing the pedal. This technique reduces stopping distance by immediately reducing speed and eliminating the amount of time required to begin braking, when necessary. • Over-braking can cause skids; delayed braking can cause collisions. The *Louisiana Commercial Driver's License Manual* describes braking techniques. • Perception=time required for the driver to recognize a potential hazard; • Reaction=time required to remove foot from accelerator and depress brake pedal; • Brake lag (air brakes)=time required for air to leave the air tank and travel to brake cylinders; • Braking=distance required to bring the vehicle to a complete stop after the brake pedal is depressed. (This distance is affected by road conditions, brake system conditions, vehicle weight, etc.) • These three (four, if air brake-equipped) factors constitute the total stopping distance of the vehicle.
13-14	• Avoid small objects by slowing, staying in your lane and straddling the object, provided there is ample clearance beneath the school bus. • Do not swerve to avoid a small animal in the roadway, because swerving can

	cause skidding or loss of control of the school bus. • To avoid large objects, slow down and steer to the right. If you have to leave the roadway, check to ensure that it is safe before reentering the roadway. • If the large object is an oncoming driver who has drifted into your lane of traffic, steer to the right of the other vehicle. (When the driver realizes that he is in your lane, his natural response will be to swerve back into his own lane.)
15	• Skidding is the result of traction loss—when the vehicle's tires lose their rolling grip on the road surface. • Traction is greatest when the vehicle is accelerating under normal conditions. • Skidding results in partial or total loss of vehicle control.
16	• During turns, always look for pedestrians, check mirrors and signal your turn not less than 100 feet before the turn. • Make the turn slowly, so that you are accelerating and not braking. • As you exit the turn, straighten the pathway of the bus with the hand-over-hand method, instead of allowing the steering wheel to slide through your hands. • Cancel the turn signal and resume appropriate speed after completing the turn. • When turning left from a single lane into multiple lanes, turn into the left lane and move to the right lane when safe to do so. • If multiple lanes permit left turns, keep the school bus in the outside lane to allow you to see turning traffic in your left side-view mirror. • To avoid being pushed into on-coming traffic in the event of a rear-end collision, keep the front wheels turned straight while waiting to make left turns. • For right turns, stay in your lane as you begin the turn to prevent traffic from moving into the lane on your right side. • If multiple lanes permit right turns, keep the bus in the inside lane to allow yourself to see turning traffic in your left side-view mirror. • While not illegal in Louisiana, making right turns on red is dangerous. The turning radius and the amount of acceleration required are much different on school buses, compared to automobiles. • <u>Your school district or other employer may direct you to refrain from turning right on red under any circumstances. You must obey, if so directed</u>. • Before turning right on red, always come to a complete stop, check your mirrors and look for pedestrians and other vehicles. Be sure that you can safely turn within your own lane of traffic and that you can safely accelerate to avoid collisions with other vehicles.
17-18	• Railroad crossings are second only to loading and unloading passengers in the degree of potential danger to passengers. • School buses must stop and follow proper procedures before, during and after crossing railroad tracks, <u>whether or not passengers are on board</u>. • Louisiana is second only to Texas in the number of railroad grade crossings. Many of the crossings are marked only with crossbuck signage, and not with lights and crossing gates. • If a signal is malfunctioning or if your view is obstructed by brush, tall grass, buildings, etc., look for the crossing number on the crossing signal, record the crossing number and the toll-free telephone number; then, when you park the bus, report the information to the Transportation Office or call the toll-free number and report the situation, as you may be directed by your employer. • The procedures described in slide number 18 must be followed at all railroad crossings. • <u>Do not use overhead crossing flashing lamps</u> at railroad crossings; instead, activate the hazard warning lamps. • <u>Never cross tracks when signals are activated, except when signaled to cross by a law enforcement officer or an official of the railroad</u>.

	• When crossing multiple tracks, always look for a second train at the crossing. • In the event the school bus stalls when crossing railroad tracks, follow procedures described in Unit 7. • Additional information is available from Louisiana Operation Lifesaver. (See Resources, page ix.)
19	• Failure to stop at railroad crossings results in fatal consequences. • Always expect a train. Cross cautiously. • Remember: a tie at the bus stop goes to the train!
20	• Loading and unloading procedures, railroad crossing procedures and backing procedures are the three most dangerous maneuvers you will face as school bus drivers. • Backing should be avoided, except when no safer alternative is available. • On school campuses, backing is particularly dangerous because of the movement of large numbers of pedestrians, bicyclists, automobiles and other school buses. • If backing is required, use a spotter whenever someone is available to assist, and remember to prearrange signals, the most important of which is *stop*. • If no spotter is available, get out of the bus and check the area for low-hanging wires, stationary objects or other hazards before backing the school bus. • Use hazard lamps and the horn as signals during backing maneuvers. (The backing lamps and audible alarm should activate automatically as you begin backing.) • When picking up passengers, the school bus driver must get them into the bus and into their seats before backing; if unloading passengers, back the bus before passengers move from their seats and disembark. • If you spot a potential hazard on school grounds or at home bus stops and you think a safer procedure is available, always contact the Transportation Department to discuss the issue and seek a safer alternative.
21	• School bus costs, maintenance costs and fuel costs continue to rise at alarming rates, but funding for student transportation remains constant or even decreases from year to year. Conservative driving can help reduce transportation costs so that a larger proportion of the education dollar reaches student education directly. • During each trip, using your senses of smell, touch and hearing, notice any irregularities in the operation of the bus and report them to the maintenance staff. • Take the bus to the shop, as directed for preventive maintenance, or if you are an owner/operator, perform preventive maintenance and repairs before the problem grows larger. • Conserve fuel by smoothly and slowly accelerating and by slowing down before reaching a bus stop and having to apply the brakes. • Reduce idling at schools or during warm-ups. Modern engines do not require extended warm-up times. Not only will you reduce fuel consumption, but also you will reduce the amount of pollutants entering the atmosphere. • Regularly check tire pressure. Underinflated tires increase fuel consumption significantly. • Remember this: you are a tax-payer, and, therefore, you are paying for the purchase and the operation of the school bus, whether or not you personally own the school bus. Drive the bus accordingly!
22	• Solicit questions and allow ample time for answering questions.

REVIEW QUESTIONS: UNIT 3

Question 1:	If the school bus driver must leave the bus in an emergency, list three primary steps the driver should take before leaving the bus.
Answer 1:	1. Turn off the ignition. 2. Set the parking brake. 3. Remove the ignition key.
Question 2: (true/false)	Most school bus collisions occur during adverse conditions, such as rain or fog.
Answer 2:	False. Most school bus collisions occur when conditions are almost ideal.
Question 3: (true/false)	All school buses have identical emergency exits.
Answer 3:	False. School bus drivers must become familiar with emergency exits on every bus he/she drives.
Question 4:	What is the "safe" following distance for a school bus under ideal conditions when the bus is traveling at speeds below 40 miles per hour?
Answer 4:	Four seconds
Question 5: (true/false)	"Defensive driving" means preventing crashes in spite of the actions of other motorists or challenging environmental conditions.
Answer 5:	True
Question 6:	What causes vehicles to skid?
Answer 6:	Speeding, over-braking, over-steering, over-accelerating
Question 7: (true/false)	School buses must stop at railroad crossings only when passengers are on board.
Answer 7:	False. They must stop at railroad crossings whether or not passengers are on board.
Question 8:	At railroad crossings, the school bus must stop between ____' and ____' from the nearest rail.
Answer 8:	15' and 50'
Question 9: (true/false)	School buses must never be backed.
Answer 9:	False. School buses should be backed only when there is no safer alternative to backing.
Question 10:	If the bus must be backed at a bus stop, where should the children be during the backing maneuver?
Answer 10:	On the bus. In the morning, children are picked before the bus is backed; in the afternoon, the bus is backed before children are dropped off.

2009 Louisiana Traffic Records Data Report

Prepared by the Highway Safety Research Group
(http://lhsc.lsu.edu/reports/specializedreports)

There are three main factors contributing to automobile accidents: the driver, the vehicle and the roadway/environment. The most severe Louisiana traffic crashes are caused by speeding, driving after drinking and not using occupant protection devices (e.g., seatbelts, car seats).

The 2009 Louisiana Traffic Records Data Report provides the following information:

- 729 fatal crashes (decreased by 11.1% from 2008)
- 824 persons killed (decreased by 9.9% from 2008)
- 45,335 injury traffic crashes (decreased by 2.5% from 2008)
- 73,856 injuries in traffic crashes (decreased by 2.7% from 2008)
- 109,793 property-damage-only crashes (decreased by 0.8% from 2008)

Of the 824 fatalities:

- 109 were killed as pedestrians (decreased by 0.9% from 2008).
- 556 were killed as drivers of vehicles (decreased by 6.6% from 2008).
- 104 were killed on motorcycles (increased by 28.4% from 2008).
- 12 were killed on bicycles (increased by 20% from 2008).
- Louisiana's 2009 mileage fatality rate was 1.84 per 100 million miles traveled (decreased by 9.75% from 2008).
- Louisiana's 2009 fatality rate was 19.19 per 100,000 population (decreased by 9.95% from 2008).
- Louisiana's 2009 fatality rate was 28.81 per 100,000 licensed drivers.

MOTORCYCLES

- Motorcycle fatalities increased by 28.4% from 2008 to 2009.
- Motorcycle injuries decreased by 7.7% from 2008 to 2009.
- There were 4.7 deaths of motorcycle drivers per 100 motorcycles in crashes for 2009, as compared to 3.4 in 2008.
- Helmet use in motorcycle crashes was 89% in 2009.

INTERSTATES

- Interstate fatal crashes increased by 2% from 2008 to 2009.
- Interstates accounted for 15% of the fatal crashes and 16% of the fatalities in 2009.
- Fatal crashes on elevated interstates decreased by 25% from 2008 to 2009.
- Injury crashes on elevated interstates decreased by 3% from 2008 to 2009.

ALCOHOL

- In 2009, 402 (49%) of traffic fatalities were estimated to be alcohol-related.
- It is estimated that 9.1% of the 45,335 injury crashes involved alcohol.
- Of the 109,793 property-damage-only crashes, an estimated 4.3% involved alcohol.

OCCUPANT PROTECTION

- 63% of drivers killed were not wearing a safety belt.
- 73% of passengers ages 5 and older who were killed were not wearing a safety belt.
- 30% of children ages 4 and younger who were killed were not properly seated in a child seat.
- 89% helmet usage was associated with all 2,166 motorcycle crashes (fatal, injury, and PDO [property damage only] crashes).

PEDESTRIANS

- Pedestrians accounted for 13.2% of all traffic fatalities, which increased by 1.2 percentage points from 2008.

Unit 4: Loading and Unloading Passengers

General Information to the Instructor for Unit 4

Unit Rationale	**Unit 4** provides instruction for the safe pick-up and delivery of students on the school bus, which, arguably, are the most dangerous operations in which school bus drivers are involved on a daily basis. The greatest number of student-related fatalities occurs during loading and unloading activities. Younger students present the greatest danger, because they are inexperienced, naive, impulsive, and more difficult to see. School bus drivers, parents and students each have a responsibility in school bus safety. Students should be taught school bus safety, along with proper procedures for loading and unloading at the bus stop, whether at the home stop or at school. School bus drivers are responsible for understanding and implementing information contained in the *Louisiana CDL Manual*, in State Department of Education Transportation Bulletin 119 and in local district regulations.
Unit Objectives	At the end of Unit 4, the trainee will be able to… ✓ Explain why loading and unloading students is the most dangerous activity during the daily school bus trip; ✓ Describe the "Danger Zones" around a school bus; ✓ Explain the "Five-Point Mirror Check;" ✓ Explain the responsibilities of the school bus driver, school administrators, teachers, parents and students for school bus safety; ✓ Demonstrate the approach, stop, and loading procedures for pick-up of students; ✓ Demonstrate the approach, stop, and unloading procedures for drop-off of students; ✓ Demonstrate school campus loading and unloading procedures; ✓ Explain the traffic stopping law; ✓ Understand the use of school bus stop and crossing safety equipment; and ✓ Identify safe school bus stop locations.
Aids and Materials	In addition to the equipment and materials described under the heading Tips for Louisiana School Bus Driver Training, you should open the PowerPoint presentation (or have transparencies ready) for Unit 4. Additional materials may include the following items: • Local policies and procedures regarding school bus routes, loading/unloading procedures, etc. • *Louisiana CDL Study Manual* (pages 10-3 to 10-5); • Available DVD or video tape on school bus loading and unloading; • Available DVD or video tape on danger zones; • Copy of L.R.S. 32:80, which appears at the end of Unit 4; • Copy of the National Safety Council's "General Loading and Unloading Best Practices" (2009), which appears at the end of Unit 4.
Main Sections	1. Danger Zones 2. Traffic Safety Facts 3. Five-Point Mirror Check 4. School Bus Drivers' Responsibilities 5. Parents' Responsibilities 6. Students' Responsibilities 7. Crossing the Roadway 8. Potential Dangers at Bus Stops 9. Loading and Unloading Procedures 10. The Traffic Stopping Law

Specific Information and Tips for the Instructor for Unit 4

Sample	"Many children have been seriously injured or killed while crossing roadways to board or after leaving school buses or while waiting at the bus stop. In fact, more fatalities occur

Comments	at loading zones than occur when children are on board school buses. School bus drivers must be particularly vigilant during loading and unloading procedures, especially when passengers are very young. "You must learn the operational procedures related to approaching the bus stop, loading and unloading passengers and leaving the bus stop. Failure for you to follow proper procedures can result in passenger injury and in litigation that may cost you your job and monetary damages. "These procedures will be repeated in the defensive driving course, "Coaching the School Bus Driver"; but due to the serious nature of this topic, you must pay particular attention to the instruction presented in Unit 4."
Begin Unit 4 Slides	
SLIDE NO.	**COMMENTS**
2	• Knowing that children are vulnerable—age and levels of maturity being important factors—parents, school bus drivers and school staff share in the responsibility for instructing children in school bus stop and loading/unloading safety and for supervising children at home bus stops and at school loading and unloading areas. • The younger the child, the more important instruction and supervision can be.
3	• Trainees should be made aware that the CDL examinations include questions regarding identification of danger zones around the school bus. • Danger zones include areas that sometimes are in blind spots—that is, these are areas that may be out of the school bus driver's line of vision (e.g., behind the bus, close to the side of the bus, near the front bumper of the bus, etc.). • Point out each danger zone on Slide No. 3. • Movement of the school bus may cause injury or death to anyone who is standing in a danger zone. • School bus drivers must emphasize to children the importance of avoiding blind spots, and school bus drivers must constantly monitor children as they approach and leave the school bus to ensure that children avoid the blind spots.
4	• In Unit 1, you learned of the outstanding safety record of school buses in America. As safe as school bus transportation is, passenger and pedestrian injuries do occur on and around school buses or when children are waiting for buses to arrive at the bus stop. • Unfortunately, in some instances the school bus is the vehicle that injures or kills pedestrians. • The school bus driver must remain focused on the exterior of the bus as the bus approaches and leaves each bus stop and during loading and unloading activities.
5	• The graph in Slide No. 5 illustrates that, with the exception of one age group, pedestrian fatalities occurred more often than occupant fatalities between 2000 and 2009. • The graph also illustrates that the younger the pedestrian, the more fatalities occurred. Does that fact send a clear message to us? ("Yes") What is that message? ("The added importance of training, supervision and vigilance for younger children")
6	• An analysis of the chart on Slide No. 6 reflects these important facts: 1. In every category, fatalities most often occurred during times when children are going to (A.M.) or returning from (P.M.) school. That can be attributed to the fact that more vehicles and more pedestrians are "on the move" at those times.

	2. Fatalities among occupants of transportation vehicles, pedestrians and pedalcyclists occurred more frequently during afternoon hours. 3. What are reasons you can attribute to more P.M. fatalities? ("Drivers, pedestrians and cyclists hurrying to get home; people are getting tired; people are focused on what they plan to do later in the day, etc.") • While this slide does not indicate weather or roadway conditions, fatalities occur more often when weather conditions are favorable and roadway conditions are good—a fact that may be attributable to drivers and pedestrians "letting down their guards" and driving, walking or riding less defensively than when conditions are less than favorable.
7	• This statistic reiterates the fact that younger children are more vulnerable than older children and, therefore, that parents, drivers and school staff must take extra precautions to protect the lives of younger children. • What are some "extra precautions" that can be taken? (More parental supervision at bus stops; assigning older children to assist younger children during loading and unloading activities; more frequent classroom and on-bus instruction for younger children, etc.)
8	• Mirror configuration is not identical on all school buses; however, modern school buses all have interior and exterior mirrors designed for different purposes. • During pre-trip inspections, mirrors must be checked for proper adjustment for the person who will be driving the bus. Some exterior mirror adjustments may be mechanical (often requiring a wrench); others may be electrical (such as on many automobiles). • The "Five Point Mirror Check" is designed to maximize student safety in the danger zones during loading and unloading activities. • Describe the use of each type of mirror mounted inside and outside the school bus during the Five Point Mirror Check.
9	• Review each step listed on the slide. • Describe local procedures for reporting unsafe conditions in loading/unloading zones. • Review the highlighted portions of L.R.S. 32:80. (The entire statute is quoted at the end of Unit 4, and it can be reproduced and distributed to trainees.) • Explain that the range of 100' to 500' is intended to take into account weather conditions, the amount of daylight, roadway conditions (e.g., hills, curves, road surface conditions, etc.), speed limits, frequency of bus stops and other factors that may affect perception distances and stopping distances for other motorists.
10-15	• It is important that the school bus driver not be distracted when approaching or leaving bus stops or during loading and unloading activities because of the possibility of children being injured or killed, as indicated in previous sections of this unit. • Trainees should be reminded of the bus driver's responsibility to instruct passengers regarding proper behavior at bus stops, roadway crossing procedures and loading and unloading procedures, including students' responsibilities listed in Slides Nos. 11-14. You may use as a handout "General Loading and Unloading Best Practices," prepared by the National Safety Council (April 2009) and listed at the end of Unit 4. • When discussing Slide No. 12, review local policy regarding missed bus stops (e.g., parent must transport child to school, parent takes child to next bus stop, etc.).
16	• Describe trip sheets, passenger rosters, route maps/route descriptions or other documents available to local school bus drivers and substitute drivers. • Trip sheets, stop locations or other documents should provide essential information regarding the number of passengers to be picked up or dropped off at

	each school bus stop on the route. • Explain what substitute drivers are supposed to do if they cannot find the above documents on the bus when they are called to substitute.
17	• Stopping the bus in the middle of an intersection is not an uncommon practice. One frequently sees this being done. While school bus drivers may think it is a safe practice because they may be able to stop traffic in all directions, the middle of an intersection is a very dangerous place for children to board or disembark from buses. • If necessary, the bus stop should be moved away from the intersection.
18-20	• Cover these steps completely and methodically. • Emphasize the importance of setting the parking brake to prevent unintended forward motion of the bus due to rear-end collisions or the school bus driver's foot slipping from the brake pedal. • Emphasize the dangers of loading/unloading on campus: pedestrians, faculty and student motorists, cyclists, sometimes lack of student supervision, school buses entering and leaving the campus, for example.
21--25	• If you have distributed copies of L.R.S. 32:80, you may refer to it as you describe the contents of Slides Nos. 21-25. • Explain how violators are reported in your school district or your transportation company.
26	• As usual, ask trainees if they have questions. Be sure to clarify any unresolved issues.

REVIEW QUESTIONS: UNIT 4

Question 1:	What is meant by the term *Danger Zones* with respect to school buses?
Answer 1:	Danger Zones are the areas around the bus that may be outside the line of vision of the school bus driver and, therefore, can place a pedestrian who is standing in a danger zone in harm's way.
Question 2:	Which age group of pedestrians is must vulnerable to traffic-related fatalities?
Answer 2:	Young children, usually younger than seven years of age.
Question 3: (true/false)	The Five Point Mirror Check refers to checking the inside rearview mirror for five seconds to see if passengers are misbehaving.
Answer 3:	False. The Five Point Mirror Check refers to using inside and outside mirrors to check traffic conditions, passenger movement inside the bus and pedestrian locations outside the bus.
Question 4:	Students should wait for the school bus driver to signal them to cross before crossing roadways at bus stops.
Answer 4: (true/false)	True. The driver is in a better position to see the students and to determine when it is safe for them to cross.
Question 5: (true/false)	School bus drivers are responsible for teaching school bus safety to students.
Answer 5:	True.
Question 6: (true/false)	School buses should stop in intersections for passenger loading and unloading in order to stop traffic in all directions.
Answer 6:	False. Stopping within intersections for loading and unloading is very dangerous and should not be permitted.
Question 7:	At what point before bus stops should alternately flashing amber lamps be activated?
Answer 7:	Maximum: 500 feet; minimum: 100 feet
Question 8: (true/false)	Red alternately flashing lamps should be activated only after the school bus stops to pick up and drop off passengers.
Answer 8:	True. The school bus should never be in motion when the red lamps are flashing and the stop arms are extended.

L.R.S. 32:80

§80. Overtaking and passing school buses

A.(1) The driver of a vehicle upon a highway meeting or overtaking from any direction any school bus that has stopped for the purpose of receiving or discharging any school children shall stop the vehicle not less than thirty feet from the school bus before reaching such school bus when there are in operation on said school bus visual signals as required by R.S. 32:318, and said driver shall not proceed until such bus resumes motion or the visual signals are no longer activated.

(2) The driver of any school bus is authorized to notify the appropriate law enforcement authority of any violation of this Subsection within twenty-four hours of the violation. This notification shall be in writing on a form provided to the bus driver by the school board, shall be signed by the school bus driver, under penalty of criminal prosecution, in the presence of two witnesses, and it shall include the license plate number and color of the vehicle. The notice may be sent to the appropriate law enforcement agency by mail, fax, or electronically. If mailed, the notice shall be deemed timely if postmarked the day after the violation.

(3) The appropriate authority may issue a citation to the owner or, in the case of a leased vehicle, the lessee of the vehicle involved, on the basis of this information. The owner or lessee shall not be cited if the vehicle is stolen, or if another driver is cited for the violation.

(4) Any person convicted of violating this Subsection shall be fined not less than one hundred dollars nor more than five hundred dollars or imprisoned for not more than six months, or both, in accordance with the provisions of R.S. 32:398.2, and shall have his driver's license suspended in accordance with the provisions of R.S. 32:414(A)(2).

B.(1) Every school bus used for the transportation of school children shall bear upon the front and rear thereof the words "SCHOOL BUS" in black letters not less than eight inches in height placed as high as possible without impairment of visibility, and no other lettering shall be visible from the front or rear except the words "emergency exit" shall be painted in black letters at least two inches in height and approximately located near such exit.

(2)(a) In addition, every school bus shall be equipped with visual signs and signals as required in R.S. 32:318. Such signs and signals shall be activated by the driver of said school bus under and only under one of the following conditions:

(i) Such vehicle is stopped or is about to stop on the roadway for the purpose of receiving or discharging school children.

(ii) Though not receiving or discharging school children, the bus is stopped or is about to stop because it meets or is following another bus that has such signs and signals activated.

(b) The driver of any school bus equipped only with signal lamps as provided in R.S. 32:318(B)(1) shall activate such lamps at least one hundred feet, but not more than five hundred feet, before every stop for which activation is required and upon stopping shall exhibit the semaphore sign or signs provided for in R.S. 32:318(B)(2) and upon resuming motion shall deactivate both the lamps and the semaphore sign or signs. The driver of any school bus equipped with signal lamps as provided in R.S. 32:318(B)(4) shall activate the yellow (amber) lights at least one hundred feet, but not more than five hundred feet, before every stop for which activation is required, shall deactivate these lamps upon stopping, shall exhibit the red flashing lamps and semaphore sign or signs while stopped, and upon resuming motion shall deactivate both the lamps and the semaphore sign or signs.

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

D. When, if, and on the date that the Department of Transportation and Development develops, adopts, and promulgates guidelines to establish school bus loading zones pursuant to Senate Concurrent Resolution No. 9 of the 1983 Regular Session of the Louisiana Legislature, the requirements of Subsection A of this Section regarding a vehicle stopping on a highway when meeting or overtaking a school bus and regarding the driver of a school bus activating the visual signs and signals shall be effective when a school bus stops on the shoulder of a highway for the purpose of receiving or discharging any school children as provided in the guidelines.

Acts 1962, No. 310, §1. Amended by Acts 1974, No. 342, §1; Acts 1976, No. 383, §1; Acts 1977, No. 262, §1, eff. July 7, 1977; Acts 1982, No. 140, §1; Acts 1983, No. 503, §1; Acts 1983, No. 568, §1, eff. May 1, 1984; Acts 1984, No. 626, §1; Acts 1986, No. 393, §1; Acts 1986, No. 720, §1; Acts 1986, No. 125, §1; Acts 1987, No. 709, §1; Acts 2004, No. 208, §1; Acts 2007, No. 60, §1.

GENERAL LOADING AND UNLOADING BEST PRACTICES

(Source: The National Safety Council, April 2009)

1. Instruct students to stand away from the roadway, and in an orderly fashion.
2. Be sure traffic stops in both directions before students load or unload the bus.
3. Students should walk far enough in front of the bus so the driver can see if anything is dropped.
4. Establish designated pick-up and drop-off locations.
5. If backing up is necessary, load students first. For discharge, unload students after backing up.
6. When making a right turn, unload students after the turn.
7. To the greatest extent possible, pick up and drop off students on their side of the street.
8. Do not move the bus until students are seated during loading, and all students outside of the bus are far enough away for safety.
9. Be attentive to any last-second warnings that a student may be near the bus. Individuals near the bus stop, such as a parent, or students on the bus, may detect an individual in harm's way of the bus.
10. Be conscious of clothing, book bags, or other items which could get caught in the doorway of the bus.
11. Minimize students under the age of 10 from crossing highways unless with an adult.
12. Promote school-based bus safety instruction in the school curriculum.

Unit 5: Passenger Management

General Information to the Instructor for Unit 5

Unit Rationale	**Unit 5** addresses one of the most important topics in the daily routine of school bus drivers: managing the behavior (not always *misbehavior*) of passengers. In order to fulfill the mission of every school bus driver—"to get students to and from school and related activities safely, on time and ready to learn and participate"—the driver must be able to concentrate on the driving task. This can be done only if the passengers conduct themselves in an orderly manner. Passenger management is primarily the responsibility of the school bus driver; however, parents and school administrators can be important agents to effect positive change in passenger behavior on the bus. School bus drivers must clearly state behavioral expectations to the passengers assigned to their respective buses—even on activity trips—and must inform passengers of potential consequences if the behavioral expectations are not met. These behavioral expectations must be repeated from time to time, especially when passengers are young children, whose attention span naturally is short. Simply explaining the expectations, or *rules*, as we commonly call them, is not enough. School bus drivers must consistently enforce the rules, in accordance with state and local regulations. School bus drivers must recognize that their own behavior reflects on the behavior of their passengers. The old adage of "walking the walk, not just talking the talk" certainly applies to adult supervision of children. The school bus driver should never expect passengers to behave in accordance with specific rules if the driver, himself/herself, does not follow the rules that govern the driver's behavior. While there is no "recipe book" that tells school bus drivers exactly what to do in every situation that may arise, Unit 5 is intended to provide guidance that will prepare drivers with strategies that will make the school bus ride a pleasant experience for passengers and the driver, as well.
Unit Objectives	At the end of Unit 5, the trainee will be able to… ✓ Understand the daily mission of the school bus driver, with emphasis on *safety;* ✓ Recognize that the school bus driver cannot focus on driving while addressing inappropriate behavior on the school bus; ✓ Realize that the imposition of external discipline is a part of educating children to become self-disciplined; ✓ Accept the importance of initiating behavior plans on the first day of school and following up whenever necessary in a consistent manner; ✓ Accept the fact that children change behaviors as they grow, both physically and mentally, and that "normal behavior" changes with age and levels of maturity; ✓ Recognize different methods of passenger management, and that being an assertive bus driver is the preferred model; ✓ Understand the Louisiana Department of Education-mandated three-step plan in dealing with passenger misbehavior, that this plan was developed as a result of an Act passed by the Louisiana Legislature and that school administrators must ensure that bus drivers follow the procedure; ✓ Realize that school bus drivers cannot impose disciplinary punishment, and know that role is relegated to school administrators; and ✓ Acknowledge that school bus drivers are role models, and that their behavior can affect the behavior of passengers on their school buses.
Aids and	In addition to the equipment and materials described under the heading Tips for Louisiana School Bus Driver Training, you should open the PowerPoint presentation (or

Materials	have transparencies ready) for Unit 5. Additional materials may include the following items: • Video media that address how school bus drivers may deal with behavior management, harassment or bullying, etc.; • Forms developed by the local school district or company employer for documenting misbehavior on school buses; • Copies of the district's *School Bus Behavior Report*; • Copies of "School Bus Seat Capacity," which appears at the end of Unit 5; • Copies of handbooks or other documents issued to students that describe rules of behavior and possible consequences for breaking the rules; • Presentations by a Supervisor of Child Welfare and Attendance or a Principal that describe their expectations of how and when school bus drivers must document and report inappropriate student behavior on school buses.
Main Sections	1. The Bus Driver's Mission 2. Behavior Management 3. Your Attitude 4. Student Characteristics 5. Reasons for Misbehavior 6. Student-Driver Interaction 7. Passenger Management Plan 8. Louisiana's Three-Step Procedure
Specific Information and Tips for the Instructor for Unit 5	
Sample Comments	"You may think that school bus drivers' are simply *drivers*. If so, you are mistaken! School bus drivers are drivers, enforcers, teachers, nurses and essentially every other type of professional you can imagine. "Truck drivers' cargo does not misbehave. Motor coach drivers can discharge passengers for unruly behavior. School bus drivers, on the other hand, are limited in how they can respond to the behavior of their "cargo" (i.e., passengers) on their school buses. "You must be aware of the expectations of your own behavior as school bus drivers, and you must realize the limitations imposed upon you in terms of enforcing rules and responding to the behavior of your passengers. Your hands are not *tied*, as you may hear veteran drivers lament. Instead, you must follow certain rules and procedures. Armed with the proper attitude and with an understanding of what is expected of you, you may be surprised at how enjoyable the bus ride can be for you and for your passengers." "If you have hesitated to ask questions before we reached this unit of the LSBD course, please do not hesitate to ask them now!"
Begin Unit 5 Slides	
SLIDE NO.	**COMMENTS**
2	• Emphasize that *safety* is the most important ingredient in any bus ride. • While operating the school bus safely, the school bus driver can set the tone for students by smiling and greeting them pleasantly, as they enter or leave the school bus. • The bus driver's cordial treatment of students can help to set a positive mood for students' experiences on the school campus or during related activities. Cordiality, also, can help students to feel that *they* are important members of society.

3	• The inside rearview mirror can be very dangerous if the school bus driver's attention is concentrated on what passengers are doing, instead of being focused on what is taking place in traffic and pedestrian zones. • School bus drivers must learn to glance into the rearview mirror, but not to be mesmerized by what they see in the rearview mirror. If a situation on the bus requires intervention by the driver by more than a "call-down," the bus driver should find a safe place to stop the bus and deal with the issue appropriately.
4-5	• In Unit 3, the fact that driver distraction is the major cause of school bus collisions and that passenger behavior is a cause of driver distraction was emphasized. • Slides No. 4 and No. 5 present an opportunity for discussing how passengers can distract school bus drivers (e.g., loud talking, throwing objects out of bus windows, fighting, walking about on the bus, etc.)
6	• The school bus often is called a "classroom on wheels," and the school bus driver is a teacher, of sorts. • By establishing rules, enforcing rules, imposing consequences for inappropriate behavior and rewards for appropriate behavior, the school bus driver helps to educate passengers by teaching them that behavioral limits exist and that passengers are responsible for their own actions. • Support may come from parents and school administrators, but the school bus driver is primarily responsible for enforcing the rules by correcting inappropriate behavior, documenting inappropriate behavior and reporting inappropriate behavior to parents and school administrators, in accordance with Louisiana Department of Education-mandated procedures. (These steps are listed on Slide No. 30.)
7-8	• Anyone who has grown flowers, vegetables or commercial crops knows that specific procedures are required in order to "reap the harvest": o Prepare the soil. This step requires the school bus driver to assume the proper mantle of being responsible for the safety of passengers and informing them of his/her behavioral expectations. o Plant the seeds. Passengers must know what is expected from them in terms of behavior and what consequences will result from their failure to behave as specified by the rules. o Cultivate the crop. Periodically, as required due to minor infractions—especially with young passengers—reinforcement is required. Reward acceptable behavior: "stickers" and "good behavior" certificates (for young children), seat-selection privileges, radio-listening privileges (if permitted in the school district), for example. o Reap the harvest. Time spent at the beginning of the school year (or when you are assigned to a specific school bus route) engaged in informing passengers of their rights and responsibilities and of consequences and rewards for behavior on the school bus can result in a more enjoyable bus ride throughout the school year.
9	• Your attitude makes a difference! Children need to feel that they are important to you and that you care about them. Bus drivers' interactions with passengers should reflect a caring attitude toward all passengers. • But don't go overboard! Passengers need to view the school bus driver as an authority figure, not as their "best buddy."
10	• You will never find a "perfect" student. On a given day, any student can have a "melt-down" and exhibit negative behavior. • Always be prepared to handle unexpected situations.
11-12	• An important aspect of *education* is the acquisition of socialization skills—that is, children interacting appropriately with other children and with adults. The

	school bus is a "learning incubator" for socialization skills. • It is natural for children to talk and otherwise socialize on the rides to and from school; however, these socialization exercises must be conducted in moderation. • Too loud talking can be a distraction. At railroad crossings, passengers should be taught to maintain complete silence.
13-17	• Children have feelings, wants and desires. Adults can help to feed these emotions, but establishing limits is an essential part of education. As they grow and mature, attributes evolve. • School bus drivers must recognize different characteristics of children at different levels of their maturity and must treat the children accordingly. • Younger children require more frequent reinforcement of rules. They are incapable of focusing on a number of rules at one time. Rhymes and songs are effective learning devices for very young school bus passengers. (But keep the noise level down!) • School bus drivers need to be attentive to bullying and harassment among middle school/junior high school students. The variations in growth as these young people enter and exit puberty often become the focus for inappropriate comments, for hazing or for other activities that can get out of hand. • Redirecting energies of students in middle school and high school may be an effective deterrent to negative behavior. In Unit 7, for example, you will learn how to use "leaders" and "helpers" during emergencies. Assigning responsibilities to passengers who might otherwise be disruptive may prove to be a means of passenger management.
18	• Just laugh this one off!
19	• Children all want to be recognized, and so they seek attention. If they do not excel in athletics, in music, in academics or in other endeavors, often they misbehave to attract attention. • Some children (often because of personal abuse) try to exert control over other children by bullying or otherwise harassing children on the school bus. • Children who have been targets of bullying or harassment may seek revenge, as has been demonstrated by students who bring weapons onto school buses or school campuses and violate the rights of other students. • Exerting the proper attitude toward their students, school bus drivers can help calm students who have been mistreated in some way and thereby help to avert tragic outcomes.
20	• When a passenger acts inappropriately, follow the steps listed on Slide No. 20. • The "choice," of course, is a decision made by the passenger: he/she discontinues the inappropriate behavior OR he/she will experience the consequence of the inappropriate behavior.
21	• Read through, and expand on, each bullet point.
22	• The assertive school bus driver says what he/she means and does what he/she said he/she is going to do. He/she is consistent. • The non-assertive school bus driver makes "idle threats" but does not follow through. Passengers know that he/she does not intend to enforce rules, and the bus becomes somewhat lawless. • The hostile school bus driver is intolerant…even *unreasonable*. He/she may prohibit talking or other social interaction on the school bus, and, therefore, loses the respect of passengers.
23	• Is it really coming to this?
24-25	• Rules are usually established by the school district and often are mounted inside the school bus. • Consequences and rewards may be established by the school district, by an individual school or by the school bus driver. As the trainer, you should describe

	the method used in your school district or by your employer.
26	• "Compartmentalized seating" is a *passive restraint system* required in all school buses that are not equipped with lap belts (as in Type A school buses). • Compartmentalized seating affords passengers optimal protection in the event of a rear or a frontal collision, if the passengers are seated in a forward-facing position and are contained fully upon their respective seats. • If passengers are reclining or sitting crosswise in their seats, they cannot enjoy optimal protection. • If passengers' legs or other body parts extend into the aisle of the school bus, the driver's view through the interior rearview mirror and along the aisle of the bus through the rear ("emergency") door glass panel is obstructed. (Refer to "School Bus Seat Capacity," which appears at the end of Unit 5.)
27	• These are basic rules for school bus behavior. • These rules should be reviewed as frequently as necessary on daily school bus routes and before every activity trip.
28-29	• Slides No. 28-29 provide samples of rewards for obeying school bus rules and consequences for disobeying school bus rules. • Describe specifics of any behavior modification plans that may have been adopted by your school district or your employer.
30	• There is no exception! In 1994, the Louisiana Legislature enacted a law that required the Louisiana Department of Education to develop a standardized plan for reporting misconduct on school buses and on school campuses. School bus drivers must follow this three-step procedure when misbehavior occurs on their school buses. • If school bus drivers fail to follow the procedure, school administrators are not permitted to deal with behavior problems on school buses.
31-35	• Describe the importance of documentation to support information provided on the School Bus Behavior Report, Slide Nos. 34-35. • Using a loose leaf binder, a spiral binder or a similar method for maintaining documentation of passenger behavior is recommended for school bus drivers. • Slide No. 32 illustrates a "homemade" version of a form for recording inappropriate behavior and related documentation in a "fill-in-the-blanks" format. • School Bus Behavior Reports must be accurate and complete. Before turning a School Bus Behavior Report in to the school, school bus drivers are advised to make copies of the report and any supporting documentation in order to be able to reproduce the document(s) in the event that the documentation is lost. • Trainers should detail the procedure for school bus drivers to fill out the School Bus Behavior Report.
36	• Unless the National Highway Traffic Safety Administration recommendation for dealing with serious behavior reports conflicts with local school district or employer policies and procedures for dealing with serious behavior problems on the school bus, read the contents of Slide No. 36 bullet-by-bullet.
37	• Describe your school district's (employer's) policy and procedures (if any) regarding the use of cameras or other recording devices on school buses.
38	• Remind trainees that all records—including video and/or audio recordings—are subject to federal laws (i.e., the Family Rights and Privacy Act for all students and the Individuals with Disabilities Education Act for students with disabilities). Recordings of bus passenger behavior cannot legally be shared with anyone who does not have "a right to know"—that is, essentially anyone outside the school district.
39	• This is a sample seating chart. The use of seating charts is encouraged because they help the school bus driver to learn who his/her passengers are and to

	respond to disruptive behavior on the bus in a more effective way.
40-41	• The school bus driver's attitude is a major factor in the attitude of passengers. Usually, a *positive* attitude begets positive behavior; a *negative* attitude begets negative behavior. • Regardless of a child's behavior, treat him/her as if he/she is the most precious commodity in the world! • Remember that children on the school bus view you, the driver, as a role model—positive or negative. You may be the one person in a child's life who can really make a difference. You may never know how you have affected a child's life, but more than likely, you have.
42	• Answer questions that arise now and that were not answered earlier in the presentation.

NATIONAL ASSOCIATION OF STATE DIRECTORS OF PUPIL TRANSPORTATION SERVICES

Position Paper

School Bus Seat Capacity

Background:

School buses transport passengers in a wide range of sizes (height and weight). Accordingly, it is not possible to define the absolute capacity of a school bus under all conditions. The typical school bus seat is 39 inches wide and generally is considered to have a maximum seating capacity of three. This capacity rating is not meant to be a measure of the absolute capacity of the school bus seat for all sizes of passengers. Rather, it is the "rated maximum capacity" as determined by the school bus body manufacturer and specified on the vehicle. This rated capacity is determined by dividing the width of the seat by the number "13," which represents the 12.8-inch hip breadth of a 5th percentile adult female test dummy as specified in Federal Motor Vehicle Safety Standard 208, "Occupant Crash Protection."

[A 5th percentile adult female dummy is approximately 4-feet 11-inches tall and weighs 102 pounds.]

Discussion:

The 1995 National Conference on School Transportation discussed guidelines for school transportation operations which are designed to "ensure safe and efficient student transportation." For example, it is suggested that a local pupil transportation director route and schedule school buses "for safe, efficient and economical transportation service." An integral part of providing "safe" transportation in a school bus, or any other type motor vehicle, is that the passengers be properly seated. From a safety perspective, a person who is either standing or improperly seated in a school bus, or any other type of motor vehicle, is not afforded the benefits of the safety protection designed into the vehicle and is in increased jeopardy of injury in the event of a crash or extreme sudden driving maneuver.

Additionally, there must be sufficient space on the school bus seat for each passenger's body to be completely within the seat compartment. In the event of a crash or sudden driving maneuver, students that are not properly seated within the seat compartment, may not benefit from the passenger crash protection systems built into the school bus under Federal and State regulations.

In practice, school buses transport students of various sizes, typically from pre-schoolers to 12th graders. While a 39-inch seat may safely accommodate three pre-schoolers and/or primary school-aged children, it may not safely accommodate the same number of older children. Since the size of growing children varies, the number of pupils that can safely occupy a school bus seat also changes. Consequently, the "in use" capacity of a school bus

varies depending on the size of the pupils transported. The use of a child safety seat for an infant or toddler, or special equipment needed for a child with disabilities, may further impact the "in-use" capacity of a school bus.

It is important to consider the size of the passengers on each school bus route when determining the "in-use" capacity of a school bus. It is recognized that at certain times, for example at the beginning of a school year, it may not be possible to know exactly how many students will arrive at the school bus stops on a route seeking transportation to and from school. For that reason, there may be instances where overcrowding exists temporarily on some school buses. In such situations, efforts should be made to provide safe seating to all school bus passengers in a timely and efficient manner, so that during regular operations all passengers are safely seated.

Highway Safety Guideline #17, "Pupil Transportation Safety," as issued by the National Highway Traffic Safety Administration, states:

"(1) Standing while school buses and school-charter buses are in motion should not be permitted. Routing and seating plans should be coordinated so as to eliminate passengers standing when a school bus or school-charter bus is in motion.

(2) Due to variations in sizes of children of different ages, States and school districts should exercise judgment in deciding how many students are actually transported in a school bus or school-charter bus.

(3) There should be no auxiliary seating accommodations, such as temporary or folding jump seats in school buses."

Conclusions:

The National Association of State Directors of Pupil Transportation Services believes all children riding in school buses, or other buses used to transport pupils to and from school or school-related activities, should be properly and safely seated facing forward. In addition, the State Directors Association believes there should be adequate space on the seat for the child to be seated completely within the seating compartment.

Accordingly, the State Directors Association believes States should establish guidelines for determining the "in-use" capacity of school buses and other buses used to transport pupils to and from school and school-related activities. The State Directors Association further believes States should enact legislation to prohibit standees during the regular operation of a school bus or other bus used to transport pupils to and from school or school-related activities.

Issued: October 1999

REVIEW QUESTIONS: UNIT 5

Question 1: (true/false)	The most important task of a school bus driver is to get children to school on time.
Answer 1:	False. The most important task of a school bus driver is to get children to school *safely*.
Question 2:	Why can the interior rearview mirror be dangerous?
Answer 2:	The school bus driver may be looking into the mirror and missing a hazard on the exterior of the school bus.
Question 3:	What is the primary cause of school bus wrecks?
Answer 3:	Driver distraction
Question 4:	What is the primary cause of driver distraction?
Answer 4:	Passenger misbehavior
Question 5:	What is the goal of passenger management?
Answer 5:	Passenger self-discipline
Question 6: (true/false)	All children's misbehavior should be treated equally.
Answer 6:	True. Their misbehavior should not go unnoticed; however, the *consequences* for younger children may be less than the consequences for older children.
Question 7:	Behavior plans consist of what three parts?
Answer 7:	Rules, consequences for breaking rules and rewards for following rules.
Question 8: (true/false)	"Compartmentalized seating" allows passengers to relax and sit any way they choose, while affording them optimum protection on the school bus.
Answer 8:	False. Passengers must sit facing forward on the school bus in order to enjoy optimum protection afforded by compartmentalized seating.
Question 9: (true/false)	When a serious problem arises on the school bus, the driver should hurry to school so that the school principal can deal with the problem.
Answer 9:	False. The driver should find a safe place to park the bus off the roadway and attempt to solve the problem immediately. If necessary, the driver should call for help.
Question 10: (true/false)	School bus drivers must follow a three-step procedure when dealing with misbehavior on school buses.
Answer 10:	True. The steps are (1) try to resolve the problem with the offending passenger(s); (2) try to involve the passenger's parent(s); report the behavior to the school administrator, using a School Bus Behavior Report form.

Unit 6: Transporting Students with Special Needs

General Information to the Instructor for Unit 6

Unit Rationale	**Unit 6** describes basic information regarding specialized transportation requirements, with emphasis on transportation for children with various disabilities. Although some slides include very technical information, the instructor should emphasize the importance of all school bus drivers becoming familiar with some of the precepts of special education, as specified in federal and/or state statutes and other applicable regulations. A special educator may be requested to assist with the presentation; however, the school bus driver trainer must be familiar with the requirements and limitations associated with transporting children with special needs.
Unit Objectives	At the end of Unit 6, the trainee will be able to… ✓ Recognize the difference between transportation for children with *special needs* and transportation for children enrolled in *special education* classes; ✓ Know that federal laws apply to children with disabilities, whether or not they are enrolled in special education classes; ✓ Understand that children with disabilities must be afforded a free and appropriate public education (FAPE); ✓ Understand that children with disabilities must be placed in the least restrictive environment (LRE), and thereby may be placed on non-special buses; ✓ Be able to explain the acronym IEP and how the IEP may apply to school bus transportation; ✓ Understand the importance of maintaining confidentiality with respect to student records and other information that may be shared with bus drivers; ✓ Recognize different occupant restraints that may be required to transport children with special needs; and ✓ Understand the importance of planning and executing plans when transporting children with special needs.
Aids and Materials	In addition to the equipment and materials described under the heading Tips for Louisiana School Bus Driver Training, you should open the PowerPoint presentation (or have transparencies ready) for Unit 6. Additional materials may include the following items: • Video by Peggy Burns: "Confidential Records Training for Bus Drivers" (listed under **Resources**, page xiv) • Video describing techniques for occupant securement (e.g., car seats, safety vests, mobility aids like wheel chairs and scooters, etc.) • A specially equipped bus to demonstrate the operation of a lift, a description of wheel chair tiedown straps and how they should be inspected and properly maintained; • Forms used by your school district (or your transportation company) to provide special instructions and other information to school bus drivers and bus attendants; • One or more varieties of seat belt cutters and, if available, discarded seat belt material to demonstrate proper techniques for cutting seat belts; • Handout entitled "Communicating with Students with Disabilities," which appears at the end of Unit 6. **(Note: If Unit 6 is used to train veteran school bus drivers, more in-depth information and instruction should be supplemented with additional materials provided by the Special Education Department, the Transportation Department and by manufacturers of occupant restraints and securement devices. *National School Transportation and Procedures*, available at www.nestonline.org, is an excellent resource for obtaining information on a variety of topics related to transporting children with special needs.)**

Main Sections	1. "Children with Special Needs" 2. Current Federal Laws and Applicable Terms 3. Communicating with Children with Disabilities 4. Is Disciplinary Action in Order? 5. Special Equipment and Passenger Securement Devices 6. Emergency Plans and School District Resources

Specific Information and Tips for the Instructor for Unit 6

Sample Comments	"Transporting children with special needs requires specific knowledge that extends beyond most of the topics we have covered up to this point in our training. We have discussed student behavior and how to deal with inappropriate behavior on the bus, but now we have to think about what may be considered *normal* behavior for children who have specific disabilities. For example, for a blind person, wearing dark glasses, walking with a long white cane or other similar behaviors may be normal behavior; but for a person who can see, the same behavior more than likely would be called *abnormal* behavior. "Children with disabilities have not always been afforded educational opportunities to equal levels as were their non-disabled peers. During the last quarter of the twentieth century, the federal government became involved in assuring that children and adults were not prevented from participating in educational and social activities simply because they were disabled. Federal legislation [e.g., the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA)], and U.S. Department of Education policies and procedures, along with laws and policies enacted by the Louisiana Legislature, the Louisiana Department of Education and local school boards, were enacted and implemented to assure that opportunities for persons with disabilities were not denied simply because the persons were disabled. "Unit 6 does not provide all the information you will need in order to properly serve students with disabilities, any more than all other units of the Louisiana School Bus Driver Course provide everything you need to know about transporting non-disabled children. This is merely the beginning of your acquisition of basic knowledge and understanding of a special facet of education and, more particularly, of student transportation. It is included in the LSBD Course as part of your preparation for your future experiences as a well-informed, professional school bus driver."
Begin Unit 6 Slides	
SLIDE NO.	**COMMENTS**
2	• Emphasize that children with special transportation needs may or may not be enrolled in special education classes. For example, a child may need out-of-district transportation service to attend a school outside of his/her attendance zone or district; a child may need a bus that is specially equipped because of a permanent disability (requires a wheel chair) or a temporary disability (e.g., broken leg). • Some children have multiple disabilities and, therefore, may require special equipment and special assistance, usually provided by a bus attendant (aide).
3	• Explain that while the trainees are not expected to remember all the laws, they must understand that specific laws require specific action and obedience from everyone who is responsible for children with special needs.
4-7	• Trainers must understand terms like FAPE, LRE, IEP, etc. in order to explain the importance of each. If necessary, meet with special educators or other persons who may provide additional information to you before you teach Unit 6. An outstanding source for additional information is *Specifications and Procedures*

	(15th National Congress on School Transportation, 2010), which is available at www.ncstonline.org.
8	• Maintaining confidentiality is essential to bus drivers and other school district personnel, as well as volunteers who assist with field trips and other school-related activities. Information cannot be exchanged with persons who do not have a need to know the information. • "Confidential Records Training for Bus Drivers" is a video prepared by Attorney Peggy Burns especially to explain the requirements of the Family Education Rights and Privacy Act (FERPA), sometimes referred to as "the Buckley Amendment," and the Individuals with Disabilities Education Act (IDEA). (If the video "Confidential Records Training for Bus Drivers" is available, now is a good time to use the video and to distribute the notes provided with the video, so that trainees will have materials for future reference.)
9	• These tips are generic. Trainees may be overwhelmed with too many specific tips regarding all varieties of behaviors associated with different disabilities. • You may wish to distribute copies of the handout "COMMUNICATING WITH STUDENTS WITH DISABILITIES," which appears at the end of Unit 6. • Inform trainees that training for school bus drivers and bus attendants evolves and changes, as laws and procedures change. Future in-service training topics will offer more specific ideas to assist drivers with appropriate interaction with students.
10	• A misconception is that children with disabilities can behave any way they please and that nothing can be done to correct them. That is not true. While certain behaviors are expected of children with specific disabilities, corrections can be made by developing and implementing behavior modification plans and by using appropriate strategies to address behaviors. • Inappropriate behavior that is not associated with a child's disabilities is treated by the school administration as is any inappropriate behavior by non-disabled students. • The IEP Team judges whether or not disciplinary action is called for. • School bus drivers and bus attendants (aides) should document behaviors and report them to the appropriate school authority for review and possible follow-up activities (e.g., preparing intervention strategies, reconvening the IEP Team, providing more or less restrictive environment, etc.)
11-13	• Special training is required to operate special equipment on school buses. • Special training is required to properly secure carry-on special equipment required by students. • Improper securement of equipment can lead to injuries to the school bus driver, to the attendant or to passengers. • Equipment may be secured in various ways: enclosed compartments, mounting brackets, securement straps, etc.
14-16	• Different types of restraints are used for different purposes. • Seat belts require seat belt-ready frames, as found in slide number 17. • Integrated seats (in fold-down position) allow children to be restrained, but the internal seat can be folded into the seat back to be used as any other bus seat. (Slide No. 17 illustrates this concept.) • Car seats must be attached with seat belts. • Safety vests are attached to compartmentalized seat backs with a "cam wrap," which is illustrated in Slide No. 19. • Lap/shoulder belts usually are not found on school bus seats; however, effective January 1, 2011, NHTSA-mandated higher back seats can accommodate shoulder belts, as well as lap belts.
17	• This integrated seat has two positions for restrained occupants.

	• The position to the left is closed; the position to the right is opened to accommodate a restrained passenger. • When both restraint seats are folded up, one to three unrestrained passengers may occupy the seat, depending on passenger sizes.
18	• The Star seat uses two wraps around the seat back to secure the passenger, who sits upon a secured seat bottom. • Star seats, like seat vests, are used on compartmentalized seat frames.
19	• The cam wrap is passed through the "seat bite" (the area where the seat bottom and the seat back meet) and connected at the rear of the seat back. • A crotch strap extends toward the front of the seat and attaches to a hook or ring on the safety vest. • Two shoulder straps attach to the top of the safety vest to secure the child's shoulders to the seat back. • In an emergency, the cam wrap should be cut below the fastening device at the rear of the seat back to allow the belt to be removed easily and quickly.
20	• Compartmentalized seat frames are found on most Types B, C and D buses. • Seat belt-ready frames must be installed on Type A ("mini") buses, because in Type A school buses, all passengers must be restrained.
21	• Maximum spacing of 26" (top photo) is required when children are transported in car seats. • Minimum spacing (bottom photo), which is found on most school buses, cannot accommodate both the car seat and a passenger secured in the car seat. • Serious injuries can occur when children are secured in car seats and the spacing between seats is too narrow to safely accommodate the car seat and its occupant.
22	• Wheel chairs, strollers, motorized scooters and other mobility aids must be properly secured <u>facing forward, when occupied</u>, in school buses designed specifically to accommodate such assistive devices. • Occupants seated in mobility aids must be properly secured in the mobility aid and in the bus, as well. • Specialized training is required for school bus drivers and attendants to become familiar with proper securement procedures. <u>Untrained personnel are not authorized to secure passengers in securement devices.</u>
23	• Students with disabilities require very specific planning and training for school bus drivers and attendants. • Emergency evacuation planning is particularly important for students with limited mobility. • If students are unable to participate in emergency drills due to their physical limitations, the bus driver and the attendant should practice together without the involvement of students, and they should discuss emergency plans appropriate for the students assigned to their bus.
24	• Explain where seat belt cutters should be stowed on the school bus (including one within reach of the seated and belted bus driver). • Demonstrate the use of a seat belt cutter. • If the school district does not supply school bus drivers with seat belt cutters, provide resources for interested trainees to purchase seat belt cutters. (If necessary, conduct an on-line search to locate available sources.)
25	• Planning is vital, because plans can change daily. (<u>Example scenario</u>: Student A arrives at the home bus stop daily at approximately 3:30 P.M.; Student B reaches his bus stop at approximately 3:45 P.M. On a day when student A is absent from school, the school bus reaches Student B's home bus stop at 3:35 P.M. What happens if Student B's parent has not reached home? What should the school bus driver do? Each school district must have a contingency plan for such

	emergencies.) • Route planning must take into account disabilities and physical and/or emotional limitations of students. While long school bus rides may be unavoidable due to the relative locations of a student's home and the school of attendance, routing plans should reflect an effort to limit ride times to one hour or less, if feasible.
26	• Slide No. 26 includes a list of school district resources that, along with parents, can assist school bus drivers and attendants to learn more about the children whom they transport.
27	• Allow adequate time for questions that pertain to the information presented on the slides. • Beware of trainees who monopolize time with their "war stories" about personal experiences they have had with special education-related situations.

REVIEW QUESTIONS: UNIT 6

Question 1: (true/false)	"Children with Special Needs" refers only to children enrolled in special education programs.
Answer 1:	False. Children who are not enrolled in special education may have special transportation needs.
Question 2: (true/false)	All children covered by the IDEA are ensured a free and appropriate public education (FAPE).
Answer 2:	True
Question 3:	What is meant by "LRE"?
Answer 3:	Least restrictive environment, or placement with non-disabled peers in accordance with the disabled child's abilities.
Question 4: (true/false)	Children enrolled in special education must be transported on special buses.
Answer 4:	False
Question 5:	What document determines whether or not a child enrolled in special education requires special transportation?
Answer 5:	The child's IEP (Individualized Education Program).
Question 6: (true/false)	Children enrolled in special education classes cannot be punished when they misbehave.
Answer 6:	False. If their behavior is not related to their disability, they are treated like non-disabled children.
Question 7: (true/false)	All school bus seat frames are identical in design.
Answer 7:	False. School bus seat frames are classified as "seat belt-ready frames" and "compartmental seat frames." Seat belts can be legally attached only to seat belt-ready frames.
Question 8:	Why are seat belt cutters important emergency equipment on school buses?
Answer 8:	To expedite emergency evacuations when occupant restraints are in use.

COMMUNICATING WITH STUDENTS WITH DISABILITIES

(Source: Gary A. Martin, Transportation Coordinator, St. Charles Parish Schools)

A. **General Tips for School Bus Drivers and Bus Attendants (Aides, Monitors)**

- Keep rules and limits at a minimum, and communicate the rules and limits as often as necessary for students to understand them.
- Be patient. Do not show impatience or anger toward the student.
- Be consistent. Inconsistency can breed confusion with the students.
- Face the student, and make eye contact when you speak.
- Speak slowly, firmly and clearly; do not raise your voice.
- Use simple vocabulary.
- Demonstrate with your hands what you want the student to do.
- Observe the student closely to detect non-verbal communications.
- Verbally (or by signing for hearing impaired students) review and physically practice (to the limits of student's abilities) emergency evacuation plans with students.
- Ask teachers, therapists and parents for suggestions for communicating with particular students or with students with particular disabilities.

B. **Specific Tips**

1. Students with Hearing Impairments
   - Maintain on the school bus large cards or small signs with basic messages (e.g., *sit*, *stop*, *evacuate*, etc.).
   - Face the student when you speak.
   - Write simple notes.
   - Point or demonstrate.
   - Use basic sign language, if possible.

2. Students with Visual Impairments
   - Face the student when you speak.
   - Call the student by name.
   - Give clear, simple instructions for what you want the student to do.
   - During emergencies, frequently inform the student of the nature of the situation and provide frequent reassurance. (Remember that the student cannot observe what is transpiring.)

3. Students with Intellectual Disabilities
   - Face the student, and make eye contact.
   - Use simple vocabulary.
   - Give clear, simple instructions for what you want the student to do.
   - Demonstrate what needs to be done.

4. Students with Orthopedic Impairments
   - Ask about seating adaptation requirements (e.g., car seat, safety vest, etc.). Talk to students as you secure them in safety devices, if safety devices are required.
   - Learn proper handling techniques in the event a student must be carried, and explain to the student under what conditions and how he/she will be handled.
   - During emergencies, reassure the student as you deal with the emergency.

5. Students with Behavioral Disorders
   - Assigned seating may be helpful for easy communication between the driver or attendant and the student and to avoid disturbances among passengers.
   - If a behavior modification plan is used by the teacher and classroom aide, request assistance for developing an appropriate plan for use on the school bus.
   - Re-enforce positive directives, telling the student what he/she is expected to do, not what not to do.

6. Students with Speech/Language Impairments
   - Face the student, and speak clearly and slowly.
   - Use gestures to supplement verbal communication.
   - Listen intently to what the student is trying to say.
   - Ask the student to write a note, if his/her message is not understood.
   - Ask the child's teacher whether or not the child uses assistive technology devices for communication.

Unit 7: Emergency Procedures

General Information to the Instructor for Unit 7

Unit Rationale	Unit 7 introduces trainees to the importance of being properly prepared to handle various emergency situations that can, and do, arise during daily school bus routes or activity trips. Because emergencies vary in degree—disabled buses to disabled drivers to passenger illnesses or injuries to crashes with very serious consequences—school bus drivers must be trained to act appropriately for different kinds of emergencies.
Unit Objectives	At the end of Unit 7, the trainee will be able to… ✓ Recognize and operate emergency exits on school buses; ✓ Recognize and understand uses for mandatory emergency equipment on school buses; ✓ Understand uses of optional equipment that may be provided on school buses; ✓ Apply appropriate techniques for handling different emergencies on school bus routes or activity trips; ✓ Recognize the importance of training passengers to deal with emergencies, especially when the school bus driver may be incapacitated; ✓ Identify a variety of potential hazards on school bus routes; ✓ Recite the major steps involved during and after emergency school bus evacuations; and ✓ Identify post-collision procedures.
Aids and Materials	In addition to the equipment and materials described under the heading Tips for Louisiana School Bus Driver Training, you should open the PowerPoint presentation (or have transparencies ready) for Unit 7. Additional materials may include the following items: • Fire extinguisher, first aid kit, reflective triangles and other emergency equipment required on local school district or company school buses; or • A school bus parked where trainees can be afforded an opportunity to observe where the equipment is stowed on the school bus and how emergency exits operate; • Copies of seating charts for all trainees (sample form located at the end of this unit); • Copies of sample Bus Driver's Route Evaluation Form (located at the end of this Unit); • Emergency packets, including accident report forms and other documents required by the local school district or employer, unless this information is described more fully in the "Local Rules and Regulations" training curriculum; • Video illustrating emergency evacuation procedures. • In the absence of—or in addition to—a video, take trainees to the bus and demonstrate evacuation procedures from the front of the bus, from the rear of the bus and from front and rear simultaneously.
Main Sections	1. Emergency Equipment and Emergency Documents 2. Typical School Bus Emergencies, with Appropriate Procedures 3. School Bus Crashes, Contributing Factors and Related Procedures

Specific Information and Tips for the Instructor for Unit 7

Sample Comments	"In Unit 1, we discussed the reasons for school buses' outstanding safety record—mainly, that the school bus is designed, constructed and maintained to exceptional standards and that school bus drivers are selected, trained and required to perform their duties at exceptional professional levels. Despite the quality of school buses and their drivers, emergencies do happen. Unit 7 is designed to acquaint you with types of emergency situations that may occur on your school bus route or during an activity trip, and to prepare you for dealing with

	various situations. Remember that you are transporting 'the most precious cargo,' and that you, the school bus driver, must exhibit extreme care in fulfilling your mission of *safe* transportation. "In Unit 2, we discussed pre-trip inspections. Emergency equipment and emergency exits are included in daily inspections. Never overlook them as you check your school bus, because emergencies can occur at any time, and professional personnel may not be readily available to assist you. "In Units 3, 4 and 5, you were exposed to driving techniques designed for you to avoid crashes, and you learned management techniques to help prevent injuries to passengers during loading, unloading and daily school bus rides. Despite all of your efforts to protect your passengers from harm, emergencies can arise. Unit 7 describes procedures to follow in the event of an emergency that may occur when you are driving the school bus."
Begin Unit 7 Slides	
SLIDE NO.	**COMMENTS**
2	• School bus drivers must learn the location of all emergency exits on the bus and how to operate the exits when evacuation is required. • If other exits are blocked, an additional exit can be made by punching out the windshield with the fire extinguisher. (Sharply strike the windshield near its edge until it breaks loose. Push the windshield aside to allow passenger to pass through the opening onto the hood and to slide to the ground below.) • During pre-trip inspections, bus drivers must check emergency equipment. • Missing or defective emergency equipment must be "fixed" or replaced to ensure optimum safety of the driver and all passengers. • Trainers should explain local reporting and equipment replacement procedures at this time.
3	• Describe and/or demonstrate additional emergency equipment on district school buses, whether on all buses, special needs buses or a combination of the two types. • Explain that fire blankets, if available, can be used to drag immobile passengers to safety.
4	• Whether provided by the school district or owned by individual school bus drivers, cellular devices may be used by persons driving school buses only during emergency situations. • In 2008, House Bill 402 was enacted as Revised Statute (R.S.) 32:289. This law is specific to persons who are driving school buses. • Note the penalties that may be imposed on violators.
5	• If your school district (or company) issues an "emergency packet" of documents, describe the contents at this time. (You may not want to issue a packet until trainees have completed their training and are approved as substitute drivers.)
6	• Seating charts indicating passenger placement are important documents to carry on the school bus at all times, but during emergencies like vehicle crashes, the school bus driver is required to provide names, ages of passengers, their seating or standing location at the time of the emergency and who (if anyone) was injured as a result of the emergency. • Be prepared! A school bus driver should not leave on a trip—especially an out-of-town activity trip—without a seating chart. • Having a blank form means that the school bus driver must take time to try to remember and mentally recreate the seating arrangement during an emergency

	when other important tasks are required.
7	• Instead of the blank form pictured in the previous slide, prepare a seating chart ahead of time. • The bus driver may use the form found at the end of this unit for daily route trips; however, an easy alternative for activity trips is to use the roster of passengers provided by the school representative in charge of sponsoring the activity (teacher, coach, etc.). After all passengers board the bus, seat numbers (e.g., as listed on the blank seating chart at the end of this unit) can be placed beside the name of each passenger. • Remember that dates of birth for students and adult passengers should be recorded on the roster. • If the information is needed, it will be available. If it is not needed, at least the school bus driver was prepared with the information ahead of time.
8	• Rubber gaskets can stick; latches and emergency buzzers can malfunction; fire extinguishers can become discharged; the contents of first aid kits can be depleted; reflective triangles can disappear. Always check emergency exits and emergency equipment during pre-trip inspections.
9-13	• Different types of emergencies require different responses; nevertheless, in every situation it is extremely important for the school bus driver to remain calm and to reassure the passengers. • Describe local policies and procedures for each emergency listed on the slides. • Inform trainees where and whom to call when breakdowns occur, whether or not spare buses are available, or under what circumstances the "buddy system" may be employed (if at all). • Describe applicable policies and procedures that address passenger illness or injury when no crash occurs. How may this differ from the procedure to follow if a crash occurs?
14-16	• Vehicle drivers tend to "let down their guard" when conditions are good; but under ideal conditions, they may become inattentive or may be more easily distracted. • Emphasize the importance of the school bus driver remaining focused, even when the day appears to be "routine." With children on board, and with today's traffic situations being as they are, anything can happen at any time! • Slide Number 15 illustrates what can happen when the school bus driver is distracted. • Explain that knowing the route and focusing on driving the school bus can reduce the likelihood of emergencies during the bus ride.
17	• This sample Bus Driver's Route Evaluation Form can be used to report hazardous situations on school bus routes or at school bus stops.
18-21	• Carefully explain the conditions under which school bus evacuations *must be made* and the conditions that require the school bus driver to *use professional judgment*. • The ***true test*** is whether passengers will be safer <u>on</u> the bus or <u>off</u> the bus at the particular scene and under existing conditions.
22-24	• Explain when and where emergency evacuation drills are conducted in your school district. • Emphasize the importance of passengers leaving their personal belongings on the bus during the evacuation drills. • Explain when to use the front exit (service door), rear or side exit (emergency door) and front and rear or side exits simultaneously. • Explain the use of "helpers" and "leaders" during evacuations, and state that helpers and leaders may be placed at the front of the bus and the rear or side of the bus near emergency exits.

	• Helpers need to be taught how to operate communication equipment and how to open emergency hatches and emergency windows, because the school bus driver may be incapacitated.
25	• Securing the scene is a very important step, because warning devices can help to prevent further injuries and/or damage to property. Proper placement of reflective triangles is part of securing the scene. • Remind trainees that the CDL General Knowledge Test requires them to know when (if the school bus is stopped for ten minutes or more) and where to place the reflective triangles. • Trace through the steps listed on the slide.
26-28	• Because post-collision procedures vary from school district to school district and from employer to employer, trainees must be informed of policies and procedures for their respective place of employment. • Describe each step in the procedures, emphasizing who determines whether or not passengers are to be taken to clinics or hospitals for further evaluation.
29	• Allow ample time for questions because of trainees' concerns for what is expected of them in times of emergencies. • Explain that post-collision alcohol or drug testing is described in Unit 9.

REVIEW QUESTIONS: UNIT 7

Question 1:	Which of these items are not required as emergency equipment on school buses in Louisiana: reflective triangles, a fire blanket, a belt cutter, a first aid kit, roof-mounted emergency exits, a strobe light, a two-way radio?
Answer 1:	Fire blanket, belt cutter, roof-mounted emergency exits, strobe light, two-way radio
Question 2:	Three types of emergency equipment are required on all school buses in the United States. What are they?
Answer 2:	Fire extinguisher, first aid kit, three reflective triangles.
Question 3: (true/false)	Seating charts for school bus passengers are required by law in Louisiana.
Answer 3:	False. Seating charts may be required by school districts, and they are encouraged by the Department of Education; however, they are not mandated by statute.
Question 4:	Why should the passenger roster include dates of birth?
Answer 4:	In case of an accident, the school bus driver must provide names and ages of bus occupants to the investigating officer.
Question 5:	Which of these statements is false? A. The school bus driver decides whether or not to evacuate the bus. B. The school bus might need to be evacuated when a front tire is flat. C. Only crashes with serious injury or property damage must be reported. D. The bus driver may be incapacitated at the scene of an emergency.
Answer 5:	C. <u>All</u> crashes (with or without injuries and with or without major property damage) must be reported.

SAMPLE SCHOOL BUS PASSENGER SEATING CHART

NAME OF DRIVER:_____ BUS NO. :_____ DATE:_____

Driver's Side—Front

NO.	STUDENT'S NAME	
1		W
		M
		A
3		W
		M
		A
5		W
		M
		A
7		W
		M
		A
9		W
		M
		A
11		W
		M
		A
13		W
		M
		A
15		W
		M
		A
17		W
		M
		A
19		W
		M
		A
21		W
		M
		A
23		W
		M
		A

Passenger Side--Front

NO.	STUDENT'S NAME	
2		W
		M
		A
4		W
		M
		A
6		W
		M
		A
8		W
		M
		A
10		W
		M
		A
12		W
		M
		A
14		W
		M
		A
16		W
		M
		A
18		W
		M
		A
20		W
		M
		A
22		W
		M
		A
24		W
		M
		A

Post-accident: Indicate any passenger who was standing at the time of the accident and any passenger who was injured as a result of the accident.

Bus Driver's Route Evaluation Form

Driver name: _____ Bus no.: _____

Route #: _____ Approximate time driving this route: _____

Hazards

Have you observed any significant or unusual hazards while driving this route, or while picking up or dropping off students at bus stops?

☐ Yes
☐ No

If "Yes," indicate what hazards you have observed: _____

_____

_____

_____

Are there any bus stops on this route that you believe should be changed?

☐ Yes
☐ No

If "Yes," indicate which stops: _____

_____

_____

_____

Any additional comments about this route?_____

_____

_____

_____

Driver signature: _____Date: _____

Give completed form to your supervisor.

Source: *School Bus Stops: A Transporter's Safety Guide*, PTSI 2005. Form may be copied and used for local use. Not to be copied for re-sale.

Unit 8: First Aid Training for School Bus Drivers

General Information to the Instructor for Unit 8

Unit Rationale	**Unit 8** is not intended to equate to a full first aid/CPR course, which usually requires four to six hours of instruction. Instead, Unit 8 addresses some of the more common injuries or illnesses that a school bus driver may experience in a day's work. This material may be used as a review or to supplement the standard first aid instruction with care procedures specific for school bus passengers. Although CPR is not mandated by the Louisiana Department of Education for school bus driver certification, the local school district may require CPR for all bus drivers or for special needs bus drivers and bus attendants. In any case, completing a CPR class is advisable for school bus drivers and bus attendants. Students of all ages may become ill or may be injured while waiting for the school bus, during loading and unloading activities or during the bus ride. It is the responsibility of the school bus driver to administer reasonable care for any ill or injured passengers until trained medical professionals can take over. Local policies and procedures regarding care for students should be provided to school bus driver trainees as part of this course.
Unit Objectives	At the end of Unit 8, the trainee will be able to… ✓ Understand the degree of legal protection afforded non-medical professionals who gratuitously render aid to ill or injured parties or who transport ill or injured parties to medical care providers; ✓ Recognize the First Aid ABCs; ✓ Apply the five initial steps when ministering to ill or injured passengers; ✓ Know how to clean up body fluid spills; ✓ Administer reasonable care to passengers who are ill or who have been injured; and ✓ Understand the importance of reporting <u>all</u> passenger illnesses and injuries, in accordance with school district or company policies.
Aids and Materials	In addition to the equipment and materials described under the heading Tips for Louisiana School Bus Driver Training, you should open the PowerPoint presentation (or have transparencies ready) for Unit 8. Additional materials may include the following items: • First aid video (preferably focusing on care for school bus passengers or students in school settings, such as "First Aid Training for School Bus Drivers," which is listed as a resource on page xiv of this Manual); • Sample "protective barriers": gloves, face shields, masks, goggles, CPR masks; • School bus-equipped body fluid spill cleanup kit; • Handout: Body Fluid Spill Cleanup ("homemade" kit and procedures), appearing at the end of Unit 8; • School bus-equipped first aid kit; • Handout: First Aid Quick Guide, appearing at the end of Unit 8; • Handout: Miscellaneous First Aid Procedures, appearing at the end of Unit 8; • Local accident, incident or other report form to report student illnesses or injuries.
Main Sections	1. "Good Samaritan Law" 2. General Principles of First Aid 3. Universal Precautions 4. First Aid Procedures 5. Reporting Incidents

Specific Information and Tips for the Instructor for Unit 8

Sample	"As a professional school bus driver, you must be prepared to respond to various types of

Comments	health emergencies, from less serious situations, like nose bleed, to life-threatening situations, like choking emergencies. While you are not expected to provide the same level of care as trained medical professionals provide, you must learn how to recognize medical emergencies and how to respond appropriately until professional help arrives. "All school bus drivers and bus attendants should participate in a comprehensive first aid and CPR class, not only to assist students placed in your care, but also to care for family members in times of emergencies. In Unit 8, we will examine some of the more common illnesses, injuries and health conditions and how you should respond to each. "Always remember to protect yourself by applying universal precautions to prevent infection to yourself or to other students in your care. "CPR is not demonstrated during this unit due to time constraints and the lack of sufficient mannequins for each trainee to practice." (You may wish to survey the group of trainees by asking whether any of them are certified first responders and whether any of them have had first aid courses recently.) (Explain whether or not your school district or employer provides a 4-6 hour first aid class, and, if not, encourage trainees who have not had such training to enroll in a class in their respective communities.)
Begin Unit 8 Slides	
SLIDE NO.	**COMMENTS**
2	• Emphasize the point that school bus drivers, themselves, are not considered to be trained medical professionals; therefore, L.R.S. 9:2793 applies to them. Firemen, policemen and other first responders may also drive school buses, however. They are covered under the terms of L.R.S. 37:1732. • You should read the excerpts from the "Good Samaritan Law" and emphasize exclusions described in the second paragraph of Slide No. 2.
3	• The school bus driver sets the tone for the children, who may become anxious and distraught during emergencies. The bus driver must stay calm and in control of the situation until help arrives. • Review each point contained on this slide.
4	• School bus drivers are not always informed of special situations regarding the children placed in their care each day. • Although parents of minor children are considered to have given tacit permission to school bus drivers and to other school district employees, some exceptions exist. • DNR orders are uncommon; however, in extreme cases of children with specific disabilities, DNR orders have been issued. While it may not seem "right" to the bus driver not to attempt to provide relief to a child who is having a medical crisis, DNR orders must be respected and followed. • If parents have instructed school district personnel that their children may not accept medical treatment on religious grounds, you must respond accordingly.
5	• First aid ABCs address the three most serious, or life-threatening, emergency situations. When a victim is unconscious, check first to determine if the airways are blocked. A relaxed tongue, dirt or other debris in the victim's mouth can block the airways. By positioning the victim's head in a straight, upright position and using a "finger sweep," blockages may be removed. • Use various senses when checking the victim for breathing. Lean sideways over

	the victim's body and turn your head sideways near the victim's face. This allows you to feel exhaled breaths and to view the chest to see if it is rising and falling during inhaling and exhaling. By placing an ear near the victim's mouth and nose, you can listen for breathing sounds. • If you do not detect signs of breathing, pinch the victim's nostrils and give two slow breaths to see if the airways are clogged. • Next, check for circulation. Does the victim have a pulse? Place two fingers over the carotid artery to feel a pulse. • If the victim has a pulse but is not breathing, begin rescue breathing; if the victim has no pulse, begin CPR.
6	• Slide No. 6 offers another type of ABC. • The school bus driver should follow the steps listed on the slide.
7	• Quickly review the five steps, which will be covered in detail in succeeding slides. • Remind trainees that they should never hesitate to seek help when in doubt about the condition of a student placed in their care. What may appear to be a minor event could develop into a serious situation.
8	• Describe the two-way communication system on district (or employer) school buses—two-way radio, cellular phones, etc. • Describe applicable local policies and procedures regarding calls for help—to Dispatch, to 9-1-1, to the Transportation Office, for example. • When calling, describe your location, explain the nature of the medical emergency and state clearly any other related information (wreck, fire, spilled fuel, etc.)
9	• A good "rule of thumb": never move a victim except to prevent further injuries. • Moving the victim may, itself, cause further injuries.
10	• Explain what is meant by *universal precautions*: protecting yourself and your passengers from disease-producing microorganisms. • Always treat the scene as if the victim is a carrier of a communicable disease.
11	• If you have sample "protective barriers," display them and explain how they are used.
12-13	• If your school district (or employer) provides body fluid spill kits, demonstrate the contents and how to clean up spills. • If your school district (or employer) does not provide kits, distribute copies of the Body Fluid Spills handout (end of Unit 8), and demonstrate how to use the contents of a "homemade" kit, if available. • Demonstrate proper glove removal and disposal. (Refer to "Protective Gloves," which appears at the end of Unit 8.)
14-15	• The initial survey of multiple victims (as with injuries that may be sustained in a school bus collision) checks for injuries and establishes priorities for treatment. • Blocked airways or stoppage of breathing is the most serious. Without oxygen, the victim will soon die. • Severe bleeding is second in the list of priorities for treatment. Excessive blood loss will reduce the flow of oxygen to vital organs, and death can occur. • Shock, while not always an apparent life-threatening condition, can lead to oxygen-starved organs, loss of consciousness and eventual death, if not properly treated. • After addressing these life-threatening injuries, secondary injuries (including victims who were treated in the first group) must be treated. • You hope that your initial call for help has resulted in a quick response from medical professionals, who will take over treatment of victims. • But…what if you are in an isolated area where cellular dead zones may exist,

	where no houses are nearby and where there is little or no traffic on the roadway? You may be on your own for some time!
16	• Sometimes, you are the *de facto* first responder during an emergency. You are at the scene and one or more passengers require assistance. Do what you can until the professionals arrive. • Administering first aid is not always an automatic action. Conscious victims should be requested to give permission for you to help. • There are some exceptions, however. o Minor children placed in your care; o Impaired victims (due to inebriation, a blow to the head, etc.); o Mentally challenged victims. • In these cases, or if the victim is unconscious, it can be assumed that you have tacit approval to proceed with care.
17-21	• Review each step for providing first aid to victims whose airway is partially or totally blocked. • Because of the ages and sizes of school bus passengers, you should emphasize the information listed on Slide No. 21
22	• If a first aid kit from a school bus is available, display the contents to trainees. • If time permits, demonstrate the use of gauze and bandages for treating wounds, fractures and other injuries described in Unit 8.
23	• Emphasize that extremities should not be elevated if a fracture is evident. • Removing blood-soaked bandages can disrupt any clotting that has occurred. If the supply of gauze has been exhausted, use a tee shirt or other fabric to cover the blood-soaked gauze. • Loss of large amounts of blood reduces the flow of oxygen to vital organs; therefore, observe the victim for signs of shock (listed on Slide No. 25).
24	• Describe the locations of pressure points on the human body. • Ask trainees to elevate one arm above the head, and while holding the arm up, press the thumb on their other hand against the inside of the arm and above the elbow until they can feel the bone. Hold this position until a tingling sensation is felt in the fingers of the elevated extremity. This sensation indicates that the flow of blood has been restricted as it flows through the brachial artery running through the arm to the hand.
25	• Shock is a severe body reaction to stress (even when no physical injury occurs) or to a bodily injury. • Review the warning signs of shock and the treatment listed on Slide No. 25. • Here are some additional guidelines for positioning a student who is suspected of shock: o Do not move a student with a suspected head or spinal injury, unless the current position can result in further injury. o Keep the student lying flat if a leg fracture is suspected. o If the student is unconscious or is vomiting, lay him/her on the left side to prevent inhalation of vomitus. o Elevate the student to a half-sitting position if he/she has chest injuries or breathing difficulties. o Do not elevate the student's head if there is evidence of a head injury or a stroke.
26	• If both bleeding and a fracture are evident, the bleeding must be controlled first, because loss of blood can reduce oxygen flow to vital organs, thereby resulting in shock, or even death. • After bleeding has been controlled, dress the wound properly. • Try to immobilize the area of the fracture. Immobilizing fractures can help to reduce pain and swelling and help to prevent further damage to surrounding

	tissue. • If the student must be moved to avoid further injury, if possible, splint or otherwise immobilize the fracture. • Fractures can be immobilized with items that may be present on a school bus (e.g., bandages from the first aid kit, a shirt, thick newspaper, "spiral" notebook, a pencil or even another part of the student's body (called an "anatomical" splint). • A fractured finger can be splinted by taping it to an adjacent straightened finger; a fractured leg can be splinted to the other leg in a straight position by wrapping gauze around both limbs, while being careful not to move the injured leg. • A fractured arm can be immobilized with bandages from the first aid kit, as illustrated in Slide No. 26.
27	• Anaphylaxis is a serious condition resulting from the body's allergic reaction to something eaten, inhaled, touched or injected. • Common causes of anaphylaxis include medications, food (e.g., peanuts or other nuts) and insect bites or stings. • Noticeable symptoms of anaphylaxis include the following: o Sneezing or coughing; o Shortness of breath; o Increased pulse rate; o Dizziness; o Swelling of the tongue, throat, mouth and/or nose; o Blueness around the lips and mouth; o Nausea and vomiting. • Emphasize the importance of seeking help immediately. If the student's throat swells shut, breathing will be stopped and death can occur without proper medical intervention. • If the student carries his/her own EpiPen, allow him/her to use it; however, <u>school bus drivers and bus attendants should not use the device unless trained by a medical professional and authorized to administer the medication</u>.
28	• Seizures are caused by abnormal electrical activity in the brain, resulting from extreme heat, a head injury, epilepsy, a diabetic condition or another medical condition. • School bus drivers may not be informed that a student is susceptible to having seizures, and seizures may occur among students who have no history of seizures. • A student who is susceptible to seizures may have an IEP, as explained in Unit 6. In that case, the IEP should indicate appropriate responses to the student's seizures, and the information must be shared with the school bus driver. • The school nurse or other medical professional is a good source for school bus drivers to receive child-specific training. • Petit Mal, or Absence, seizures are staring spells that occur most commonly in children between the ages of 6 and 12 years. Absence seizures cause a short loss of consciousness (usually lasting less than 15 seconds), with few or no symptoms. The person typically interrupts an activity and stares blankly. These seizures begin and end abruptly and may occur several times a day. The person usually is not aware that he/she is having a seizure, except that he/she may be aware of "losing time." • Grand Mal seizures are commonly associated with persons who lose consciousness, their body stiffens, arches and may shake, and they may make grunting sounds. This activity is caused by irritations in the brain, and the brain reacts by trying to shut down. The brain sends out signals to every muscle group, asking them to contract. Much like a computer shutting down and then

	rebooting, the brain shut-down period is not usually long lasting, and the victim will regain consciousness without intervention. • Bus drivers should follow the procedures listed in Slide No. 28.
29	• Dentists sometimes are successful when attempting to "replant" teeth that have been knocked out. • Describe the steps listed in Slide No. 29. • If the supplementary materials First Aid Quick Guide and Miscellaneous First Aid Procedures (appearing at the end of Unit 8) have been distributed to trainees, refer them to these documents, where they can find reminders of the previous procedures and additional first aid procedures.
30	• Reporting illnesses or injuries of school bus passengers is important for several reasons: o The illness or injury may not appear to be serious at the time, but complications can arise later. o School officials and/or parents—not school bus drivers—should make determinations as to whether or not professional medical attention is required for seemingly less serious incidents. o The school bus driver and the school district or transportation company must be protected from potential litigation arising from an incident or failure to report the incident. o In the event that an infectious disease is suspected, failure to report the incident and to take other precautionary action can result in exposure and possible serious illness for the driver and/or for other passengers. • Describe the school district's or the employer's procedures for reporting illnesses or injuries, referring to specific forms, which you may use as a handout to trainees.
31	• As with all previous units, allow trainees to ask questions or provide anecdotal comments regarding emergency situations in which they have been involved.

REVIEW QUESTIONS: UNIT 8

Question 1:	What is meant by the "Good Samaritan Law"?
Answer 1:	This law (L.R.S. 9:2793) refers to the Biblical story of the "Good Samaritan," who stopped to assist an injured party on the Jericho Road. The law protects from civil liability those non-medical professionals who try to provide aid to victims of illness or injury, unless their care was proved to cause damage to the victim due to intentional or grossly negligent acts or omissions.
Question 2: (true/false)	A "DNR" order refers to the expression "Drunks Never Remember."
Answer 2:	False. It means "Do Not Resuscitate" and is a legally binding order that must be followed.
Question 3: (true/false)	The so-called "First Aid ABCs" is a memory device that stands for "Airways, Blood and Concussions."
Answer 3:	False. The "First Aid ABCs" refers to the process of checking airways, breathing and circulation.
Question 4: (true/false)	Whenever an emergency arises on the school bus, the school bus driver should always call for help.
Answer 4:	False. Some "emergencies" that require an immediate response by the bus driver do not require additional resources. For example a student's nose bleed may quickly be stopped if the school bus driver takes appropriate action.
Question 5: (true/false)	"Applying Universal Precautions" means that the school bus driver takes reasonable steps to protect himself/herself and all passengers by reducing the risk of transmitting a disease.
Answer 5:	True
Question 6: (true/false)	Protective barriers, such as protective gloves, face shields and masks, goggles, etc., reduce the risk of disease transmission
Answer 6:	True
Question 7:	If the school district or transportation company does not provide commercial body fluid spill cleanup kits, should you disregard body fluid spills?
Answer 7:	No. Due to the potential exposure of transmittable diseases through body fluids, school bus drivers need to take precautionary measures. If the school district or the transportation company does not provide commercial body fluid cleanup kits, school bus drivers should prepare their own kits. They may follow the instructions provided as a handout.
Question 8:	List in order of priority the three emergency conditions that require the school bus driver's immediate attention.
Answer 8:	Blocked airways or stoppage of breathing, severe bleeding, shock
Question 9: (true/false)	Students who display the warning signs of shock most likely have stepped on a live electric wire.
Answer 9:	False. Shock, in this case, refers to improper working of the heart, which must pump sufficient body fluids to vital organs.
Question 10: (true/false)	A fracture to a student's limb may be immobilized by binding the fractured limb to a straightened healthy limb.
Answer 10:	True. This may be referred to as use of an "anatomical" splint.
Question 11: (true/false)	If a student experiences a grand mal seizure on the school bus, the driver should immediately thrust his/her finger into the student's mouth to prevent the student from swallowing his/her tongue.
Answer 11:	False. Never insert anything into the student's mouth. The student will not "swallow his tongue," and he/she will continue to breathe.

Question 12:	What types of illnesses or injuries should be reported to the school or to the Transportation Office?
Answer 12:	All illnesses or injuries should be reported in accordance with local school district or transportation company procedures. The school bus driver should never judge the degree of severity of a situation, because seemingly "minor" situations can develop into "major" ones.

PROTECTIVE GLOVES

In order to provide a protective barrier, protective gloves must be made of impermeable fabric (e.g., latex, nitrile, vinyl). The most common material is latex; however, some individuals are allergic to latex and must resort to using alternatives to protect themselves from body fluids or to protect a victim—if latex allergy is known—from latex allergic reaction.

During an emergency, if protective *gloves* are not available, use any available impermeable barrier (plastic food storage bag or plastic grocery bag, for example) for protection against exposure to diseases that are transmitted through body spills. Make-shift protective barriers should not be necessary if school bus drivers judiciously conduct pre-trip inspections.

During the pre-trip school bus inspection, checking for the presence and the condition of protective gloves is essential. If no gloves are present, the school bus driver is advised to carry his/her own supply on the bus. Additionally, be aware that heat can reduce the effectiveness of protective gloves by distorting the fabric from which they are made. During pre-trip inspections, the condition of gloves must be checked, and if necessary, the gloves must be replaced.

Inflating each glove before inserting a hand into the glove will make the operation smoother and quicker. Removing the glove requires greater care to ensure that the skin is protected from contact with any contaminants.

Removing Protective Gloves, Disposal and Cleaning Hands

After completing first aid procedures that require the use of protective gloves, follow these steps:

1. With both hands gloved, peel off one glove from top to bottom, and hold it in the *gloved* hand.
2. With the *ungloved* hand, peel the second glove from the inside, tucking the first glove into the second glove.
3. Avoiding touching the outside of the soiled gloves, dispose of both gloves by placing them in an appropriate waste disposal container, along with bandages or other first aid waste materials.
4. If soap and water are available, wash hands thoroughly; if soap and water are not available, use alcohol or other germ-killing wipes immediately and wash with soap and water as soon as possible.
5. Use a hand lotion on both hands to replace moisture removed by the cleansing wipes.
6. Dispose of the contaminated waste in receptacles authorized by the school district or other employer.

BODY FLUID SPILL CLEANUP

(Source: George F. Horne, Horne Enterprises)

KIT CONTENTS:

Latex, nitrile or vinyl gloves
cat litter
cleaner*
disinfectant
deodorizer
alcohol wipes
hand lotion
paper towels
plastic trash bag and twist ties
broom and scoop or scraper

*(one part chlorine bleach to ten parts water, Lysol, etc.)

PROCEDURE:

1. Put on gloves.
2. Sprinkle cat litter on soiled area if possible, or wipe with cleaner or disinfectant.
3. Using broom and scoop, scraper or paper towel, pick up material and place it into a trash bag.
4. Pour or spray cleaner or disinfectant over soiled area and wipe with a clean paper towel. (If bleach/water solution is used, mix at this time. Do not store solution because it will become unstable.)
5. Place soiled towel into plastic trash bag.
6. Spray air with deodorizer or disinfectant.
7. Remove gloves and place them into trash bag.
8. Using a clean alcohol wipe, clean hands; wipe down steering wheel, shift lever, etc.
9. Massage hand lotion into hands to avoid dryness.
10. Place all refuse into trash bag and secure the bag with a twist tie.
11. Dispose of trash bag in appropriate receptacle as soon as possible.

FIRST AID QUICK GUIDE

General Rules	
1.	Evaluate the situation and set priorities.
2.	Call for help, if the emergency appears serious.
3.	Apply universal precautions.
4.	Assess the victim(s).
5.	Administer CPR, if needed.
6.	Stop serious bleeding.
7.	Treat for shock, even if symptoms are not present.
8.	Do not move injured students, unless necessary.

Assess the Victim	
	Is the victim responsive?
	• If yes, ask questions.
	• If no, check for identification tag. o A=Airway open? o B=Breathing? o C=Circulation?

Bleeding	
1.	If head injury, refer to next section.
2.	Apply universal precautions.
3.	Call for help.
4.	Cover the wound with gauze, apply pressure and elevate the wounded area, unless more serious injury might result.
5.	After stemming the bleeding, clean the area around the wound with sterile wipes.
6.	Dress the wound.
7.	Keep the student still and warm.

Head Injury	
1.	Check for ABCs.
2.	Call for help.
3.	Slightly elevate head and shoulders, unless you suspect a spinal injury.
4.	Dress the wound with a sterile pad and gauze.
5.	Apply light pressure around edges of the wound.
6.	Keep the student still.
7.	Apply clean gauze pad to the ear, if clear fluid is evident.

Shock	
1.	Maintain ABCs.
2.	Call for help.
3.	Elevate feet, if possible without further injury.
4.	Keep student warm and lying down .
5.	Do not give food or drink to the student.

Heimlich Maneuver	
1.	Stand behind student, with legs braced.
2.	Wrap your arms around student's waist.
3.	Place fist, thumb side against student's stomach, just above the navel and well clear of the rib cage.
4.	Grab wrist with other hand and press into stomach with quick upward thrusts.
5.	Continue thrusts until the obstruction is cleared or the victim loses consciousness.
6.	See "Choking," below.

Choking	
Conscious Student	
1.	Ask, "Are you choking?" If yes, follow steps.
2.	Give abdominal thrusts until the obstruction is cleared or the victim loses consciousness.
3.	Call for help if the student is unable to breathe after first five thrusts.
4.	If the student loses consciousness, follow steps for "unconscious student."
Unconscious Student	
1.	Call for help.
2.	Place the student on his/her back.
3.	Open the student's mouth and remove any foreign object with a finger sweep.
4.	Reposition the student's head and check for breathing.
5.	Straddle the student and give five quick abdominal thrusts.
6.	Repeat steps 3-5 until the airway is clear or until medical help arrives and relieves you.

Eye Injury	
1.	Call for help.
2.	Prevent student from rubbing injured eye.
3.	If caustic substance, flush with clear water, if available.
4.	Do not attempt to remove any foreign object from the eye.
5.	Cover both eyes with clean dry gauze.
6.	Do not apply pressure to the injury.

Heat Stress & Heat Stroke	
1.	Call for help.
2.	Place student in a cool, shady area.
3.	Remove excess clothing and loosen outer clothing.
4.	Lay student on his/her back and elevate the student's legs 8-12 inches.
5.	Place wet cloth on forehead and body.
6.	If the victim is not vomiting, give sips of cool water.

MISCELLANEOUS FIRST AID PROCEDURES

BITES AND STINGS

A. INSECT BITES AND STINGS

Signals:
Stinger or bite mark
Pain
Swelling
Possible nausea and vomiting
Difficulty breathing or swallowing
Itching, hives or discoloration
Possible allergic reaction

First Aid:
Remove stinger (scrape away or use tweezers).
Wash wound.
Apply a cold pack.
Watch for signals of medical reaction.
Seek medical attention.

B. SNAKE BITES

Signals:
Bite mark
Pain

First Aid:
Wash wound.
Keep injured area lower than the heart.
If EMS is more than 30 minutes away, transport victim to medical care.
Use snakebite kit, if available.

C. ANIMAL OR HUMAN BITES

Signals:
Bite mark
Bleeding
Pain

First Aid:
Wash wound, if bleeding is minor.
Control bleeding.
Apply antibiotic ointment, if available.
Cover wound.
Seek medical attention.

BURNS

First Aid:

Use cool water to cool down the burn, unless the burn is caused by electricity (including lightning).
Do not use ice, except on minor burns.
After cooling the area for several minutes, cover the burn with clean, dry dressings to minimize possible infection.
Do not put ointment on severe burns.
Do not puncture blisters.
If the victim is unconscious, check for other injuries, such as fractures, and render aid as for an unconscious victim.
In the case of severe burns, monitor the victim closely and get professional help as soon as possible.

HEAT-RELATED ILLNESS

Over-exposure to heat at the bus stop or on the school bus may result in heat-related cramps, heat exhaustion or heat stroke.

A. HEAT CRAMPS

Signals:

Painful muscle spasms, usually in the leg or the abdomen, but may occur in the arms and hands, especially if these limbs are being used in physical activity.

First Aid:

Move the victim from the heat to a cool place (if possible).
Administer cool water or a commercial sports drink (but no salt tablets or salt water).
Lightly stretch or massage the affected area(s).
Observe the victim for additional indications of heat-related illness.

B. HEAT EXHAUSTION AND HEAT STROKE

Signals:

Heat Exhaustion
- Cool, moist, pale or flushed skin
- Headache, nausea, dizziness
- Weakness and exhaustion

Heat Stroke, which results when the body systems are overcome by heat and begin to stop functioning
- Red, hot, dry skin
- Changes in consciousness
- Rapid and weak pulse
- Rapid and shallow breathing

First Aid:

Move the victim from the heat to a cool place (if possible).
Loosen tight-fitting clothing.
Remove perspiration-soaked clothing.
Apply cool, wet cloths to the victim's skin.
If the victim is conscious, administer cool water (approximately 4 ounces every 15 minutes).
Let the victim rest, and monitor his/her condition.
Try to prevent the victim from resuming normal activities the same day.
If the victim starts to lose consciousness, vomits or refuses water, seek medical assistance immediately.
If the victim vomits, do not give fluids; turn the victim on his/her side and watch for breathing problems.
Continue to cool the body, placing ice packs, if possible, in the victim's armpits, on the neck, on the groin and on each wrist and ankle to cool large blood vessels. Do not use rubbing alcohol.

NOSE BLEED

Remove protective gloves from the first aid kit (or elsewhere) and put them on.
Remove clean sterile bandage from the first aid kit and let the student hold the gauze over his nose while gently pinching his nostrils.
Instruct the student to lean forward slightly and breathe through his mouth.
When the bleeding stops, dispose of the soiled gauze and protective gloves, and caution the student not to pick his nose, because that may cause bleeding to resume.
Report the incident to the school and/or the parent, as required.

SUDDEN ILLNESSES

Sudden illnesses may result from diabetic emergencies, seizures, onset of influenza or other causes. The victim may experience confusion, light-headedness, dizziness, or weakness, diarrhea, chills or sweats, nausea, blurred vision, severe headache, breathing difficulty or even unconsciousness. If the cause is not known, first aid should follow the usual pattern: check the scene and the victim, call for help and begin caring for the victim.

First Aid:

Care for life-threatening conditions first. Help the victim to rest comfortably.
Keep the victim from getting over heated or chilled.
Reassure the victim.
Monitor the victim for changes in breathing or consciousness.
Do not give anything to eat or drink unless the victim is fully conscious.
If the victim vomits, place the victim on his/her side.
If the victim has a diabetic emergency, give him/her sugar-candy, fruit juice or a soft drink.
If the victim faints and no head or back injury is suspected, elevate the victim's legs 8 to 10 inches.
If the victim has a seizure, do not hold or restrain the victim or place anything between the victim's teeth. Cushion the victim's head and body with clothing and remove nearby objects to prevent injury. Allow the victim to rest after the seizure.

TOOTH KNOCKED OUT

First Aid:

Control bleeding by placing a sterile dressing in the space left by the missing tooth.
Have the victim bite down on the dressing to maintain pressure.
Preserve the tooth by placing it in a closed container of cool, fresh milk or water.
Seek medical attention. (If possible, the tooth should be replanted by medical personnel within an hour of the injury.)

Unit 9: Drug and Alcohol Awareness

General Information to the Instructor for Unit 9

Unit Rationale	**Unit 9** includes information regarding the effects of drugs and alcohol on driving performance and regulations contained in federal and state laws regarding the use of drugs and alcohol for all drivers of commercial motor vehicles, including school buses. Being aware of the effects of alcohol and drugs on driving performance and obeying the laws governing commercial drivers is an important step for school bus drivers to reduce risks to school bus passengers and to enhance safety on the roadways of Louisiana and the nation.
Unit Objectives	At the end of Unit 9, the trainee will be knowledgeable of… ✓ The effects on driving of drugs and alcohol; ✓ Laws prohibiting the operation of commercial motor vehicles when the driver has partaken of certain drugs and alcohol; ✓ Federal drug and alcohol testing regulations; and ✓ Louisiana laws applicable to commercial motor vehicle drivers.
Aids and Materials	In addition to the equipment and materials described under the heading Tips for Louisiana School Bus Driver Training, you should open the PowerPoint presentation (or have transparencies ready) for Unit 9. Additional materials may include the following items: • Copies of the brochure "Be a Driver in the Know…Federal Drug & Alcohol Testing Regulations," available at www.fmcsa.dot.gov; • Copies of Louisiana statutes provided at the end of Unit 9; • Local school district's (employer's) policies and procedures for drug/alcohol pre-employment screening and future testing (if not covered later in local rules and regulations); • *Louisiana Commercial Driver's License Manual*, 2005 version, pages 2-41through 2-43; • "Drug and Alcohol Awareness for School Bus Drivers" video (The Training Network: www.trainingnetwork.com); • Miscellaneous information available from law enforcement and other agencies on the subject of alcohol and controlled substance use.
Main Sections	1. How Alcohol Impairs Driving and Contributes to Motor Vehicle Crashes 2. Blood Alcohol Concentration (BAC) or Blood Alcohol Level (BAL) 3. Other Drugs that Can Impair Driving 4. Facts for Commercial Motor Vehicle Drivers and Consequences for Violations 5. U.S. Department of Transportation Drug and Alcohol Testing Requirements for Commercial Motor Vehicle Drivers 6. Local drug/alcohol pre-employment screening and future testing requirements and procedures (if not covered later in local rules and regulations)

Specific Information and Tips for the Instructor for Unit 9

Sample Comments	"Throughout your training, we have emphasized the fact that as a commercial vehicle driver, you are held to a higher level of accountability than are other motor vehicle drivers. That is equally the case with respect to operating a commercial motor vehicle while under the influence of drugs or alcohol. For example, if your blood alcohol concentration is determined to be .04% or higher, as a commercial driver you will be put out of service. For non-commercial drivers, the legal limit is .08%. "Almost one half of all fatalities involving motor vehicles in Louisiana are alcohol-related. While the number (296) showed a slight decline in 2010, Louisiana still exceeds the national average by about 12% annually. Can you imagine a school bus being driven by someone who has been drinking or using drugs? It happens!

	"Always remember the cargo you are transporting: 'our most precious cargo…our future.' Never drive the school bus if you have ingested any amount of alcohol (even in cough medicine) within four (4) hours of the time you have to drive, or if you have taken prescribed medicine, over-the-counter medicine or any other kind of drug that can impair your driving performance. If your doctor prescribes medicine, remind the doctor that you drive a school bus, and ask the doctor whether or not the medication will affect your driving. If you are considering an over-the-counter medication, ask a pharmacist the same question."
Begin Unit 9 Slides	
SLIDE NO.	**COMMENTS**
2	• Some people seem to think that beer or wine are less intoxicating than is hard liquor, such as whiskey, gin, vodka, etc. That is not true. • One can or bottle of beer, one glass of wine, one shot of whiskey or other distilled spirits—all affect the human brain; therefore, they affect perception and reaction when a driver has consumed an alcoholic beverage.
3	• Louisiana traditionally is "above average" in the rate of alcohol-related traffic fatalities. • Even school bus drivers who do not consume any alcoholic beverages should be aware of this fact so that all school bus drivers can be especially watchful for telltale signs of drivers who may be driving while under the influence of alcohol or other mind-altering drugs.
4	• This slide illustrates how commercially licensed drivers are held to a higher level of accountability (with respect to BAC) than are other drivers of motor vehicles.
5	• Gender, body weight and amounts of alcohol consumed within a prescribed period of time affect Blood Alcohol Content or Blood Alcohol Level. • Mixing other drugs (intoxicants) with alcohol can increase the BAC or BAL, also.
6	• This slide is not all-inclusive. It is important always to consult a physician or a pharmacist regarding the effects of prescription medicines or over-the-counter medicines with respect to driving a school bus (or any other vehicle, for that matter).
7	• This slide is self-explanatory; however, each bullet point should be emphasized. • You may delay questions regarding random drug/alcohol testing until you review the local school district's (employer's) policy and procedures.
8	• Consequences for violations are stated in the Louisiana CDL Manual (page 1-3).
9-11	• Emphasize that alcohol and drug screening and testing is not Louisiana-specific; rather, it is a <u>federal requirement</u> that applies to all commercial drivers in every state. • If you have copies of the Federal Motor Carrier Safety Administration's brochure "Be a Driver in the Know…Federal Drug & Alcohol Testing Regulations" (source listed above under "Aids and Materials"), you may refer to it at this time. • Before concluding this Unit, you may at this time explain the local school district's (or employer's) policy and procedures for screening and testing, unless the policy and procedures will be covered later under "Local Rules and Regulations."
12	• You may not have many questions, but allow ample time to clearly explain expectations, policies and procedures.

REVIEW QUESTIONS: UNIT 9

Question 1:	Does drinking one can or bottle of beer affect a driver's ability to safely operate a motor vehicle?
Answer 1:	Yes. Consuming any amount of alcohol before driving a motor vehicle increases risk.
Question 2: (true/false)	Wine is less intoxicating than hard liquor.
Answer 2:	False. A glass of wine is equal to an ounce (usual in a highball) of whiskey, gin, vodka, rum, etc.
Question 3: (true/false)	Commercial motor vehicle drivers are held to a higher standard than are other motorists, including blood alcohol concentration or blood alcohol level.
Answer 3:	True. The level is twice as low for commercially licensed drivers as it is for other drivers over the age of 21 years.
Question 4: (true/false)	Over-the-counter drugs do not affect motor vehicle drivers.
Answer 4:	False. One should always read the labels and, if in doubt, consult a pharmacist before taking OTC medications.
Question 5:	Are commercially licensed drivers allowed to skip random alcohol/drug testing if they have a scheduling conflict?
Answer 5:	No. If you are told to report for testing, you will be considered to have a positive result if you do not report for testing within the prescribed period of time.
Question 6:	After consuming any amount of alcohol, how long must a commercial driver wait before operating a commercial motor vehicle?
Answer 6:	A minimum of four hours
Question 7: (true/false)	If a school bus driver is involved in a crash that results in a fatality, the school bus driver does not have to undergo a drug/alcohol test if he/she was not issued a citation for a moving violation.
Answer 7:	False. In the event of a crash resulting in a fatality, the school bus driver must be tested without regard to the issuance of a citation.

L.R.S. 17:491.2. Limitations on Driving Privileges

A. Effective for the 1997-1998 school year and thereafter, each governing authority of a public elementary or secondary school shall prohibit a school bus operator who tests positive for the presence of marijuana, opioids, amphetamines, phencyclidine, or other controlled dangerous substance as defined in R.S. 40:961(7)*, or for whom testing indicates a blood alcohol level of .08 percent by weight or higher from driving a school or activity bus or from otherwise transporting students until the governing authority determines, in accordance with rules and regulations adopted pursuant to this Section, that the school bus operator may return to driving a school or activity bus. The provisions of this Subsection shall apply only to any test for blood alcohol level which is administered in the scope of or as a result of the operator's employment as a school bus operator.

B. Each governing authority of a public elementary or secondary school shall adopt rules and regulations necessary to implement the provisions of this Section.

Acts 1997, No. 1310, §1, eff. July 1, 1997.

*[L.R.S. 40:961(7) "Controlled dangerous substance" means any substance defined, enumerated, or included in federal or state statute or regulations, 21 CFR §1308.11-15 or R.S. 40:964, or any substance which may hereafter be designated as a controlled dangerous substance by amendment of supplementation of such regulations or statute. The term shall not include distilled spirits, wine, malt beverages, or tobacco.]

L.R.S. 17:491.3. Reporting of Certain Arrests; Requirements; Failure to Report

A. Effective January 1, 2011, and thereafter, a school bus operator shall report his arrest for a violation of R.S. 14:98, 98.1, or any other law or ordinance that prohibits operating a vehicle while under the influence of alcohol or any abused substance or controlled dangerous substance set forth in the schedules provided in R.S. 40:964.

B. The report required by Subsection A of this Section shall be made by the operator to a person or persons as specified by the governing authority of the school in rules and regulations required by this Section. Such report shall be made within twenty-four hours of the arrest or prior to the operator next reporting for his work assignment as a school bus operator, whichever time period is shorter. Such report shall be made by the school bus operator regardless of who owns or leases the vehicle being driven by the operator at the time of the offense for which he was arrested and regardless of whether the operator was performing an official duty or responsibility as a school bus operator at the time of the offense.

C. The provisions of this Section shall apply to an arrest occurring after December 31, 2010, for a violation as specified in Subsection A of this Section.

D. (1) A school bus operator who fails to comply with the provisions of this Section shall be terminated by the governing authority employing the operator if such operator is serving a probationary term of employment as provided by R.S. 17:492 or if the provisions of law relative to probation and tenure of bus operators are not applicable to the operator.

(2) A school bus operator employed by a city, parish, or other local public school board who is a regular and permanent employee of the board as provided by R.S. 17:492 shall be subject to removal as provided by R.S. 17:493 for failure to comply with the provisions of this Section. Written and signed charges alleging such failure shall be brought against the bus operator.

E. The governing authority of each public elementary or secondary school, by not later than October 1, 2010, shall adopt rules, regulations, and procedures necessary to administer the provisions of this Section. Such rules, regulations, and procedures shall be consistent with the provisions of this Section.

F. For the purposes of this Section, "school bus operator" means any employee of a city, parish, or other local public school board or other governing authority of a public elementary or secondary school whose duty it is to transport students in any school bus or activity bus to and from a school approved by the State Board of Elementary and Secondary Education or to and from any school-related activity.

Acts 2010, No. 533, §1, eff. June 24, 2010.