

**NEW MEXICO  
PUBLIC EDUCATION  
DEPARTMENT SCHOOL  
TRANSPORTATION BUREAU**

**SCHOOL BUS DRIVER  
INSTRUCTOR MANUAL**



**MANDATORY  
Pre-Service Training  
School Bus Drivers/Activity Drivers  
and Activity Vehicle Drivers**

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## **INTRODUCTION**

### **RESPONSIBILITIES OF THE SBDI:**

- To provide pre-service training to **new** school bus drivers, activity bus drivers and activity vehicle driver's pursuant to PED regulation 6.41.4.13 NMAC relative to Instructional Programs for School Bus Driver's.
- It is your responsibility to exercise your duties as an SBDI in accordance with all state statutes and requirements of the State School Transportation Bureau (STB) in order to retain your certification as an SBDI.

### **SOME QUESTIONS AND ANSWERS FOR SBDI'S:**

1. Now that I am an SBDI, will I continue to be required to attend driver in-service training sessions in order to retain my certification to drive a school bus?

**Yes. You are encouraged to attend workshops or other training sessions that will further enhance your knowledge and professional development of issues related to school transportation.**

2. Is the SBDI the only person who is able to conduct the required 16 hour (8 hour per semester) annual driver In-service training sessions?

**No. School Districts have the ability to take advantage of any other resources in developing topics for driver in-service training sessions. The SBDI IS required to conduct all Pre-Service training that is required for drivers who are either being certified for the first time, or drivers who have not driven for 2 or more years and need to be re-certified.**

3. Is the SBDI responsible for approving the in-service training curriculum of another trainer or presenter?

**No. Each school district has the discretion of deciding what topics they will cover for each in-service training session.**

4. How often am I required to re-certify as an SBDI?

**The STB will conduct yearly re-certification testing and mandatory refresher courses whenever significant changes occur. You will be notified of these courses.**

5. If I have a question about any of the regulations, or I am not sure how I should present an issue while training, who do I ask for clarification?

**If you are in doubt about any issue or regulation related to the SBDI training, you should call the STB (505-827-6640) to obtain the correct information. Do not guess.**

## **GETTING STARTED:**

### **Materials Needed:**

#### **Classroom Training:**

1. A copy of PED Regulation 6.41.4 NMAC “Standards for Providing Transportation for Eligible Students” for each trainee.
2. Copies of handouts for each trainee.
3. Overhead Projector, VCR and TV may be helpful.

#### **Hands-On Training:**

4. A ball of string is needed to instruct the Reference Point Driving section.
5. 30 traffic cones (These cones will be used in several areas of instruction).
6. Tape measure and grease pencil.
7. Conventional School Bus (65-71 passenger with air brakes).
8. Large parking lot.

## **Training Course Outline**

### **36 Hours of Instruction (Minimum)**

#### **Section 1**

1. **CLASS INTRODUCTION** – District/Contractor Policies and Procedures (1 Hour of Classroom Instruction)
2. **OVERVIEW** - Standards for Providing Transportation for Eligible Students 6.41.4 NMAC (2 Hours of Classroom Instruction)
3. **PRE-TRIP VEHICLE INSPECTION** - (CDL) (2 Hours of Classroom/Hands-On Instruction)
4. **NEW MEXICO SCHOOL BUS DRIVER SECURITY TRAINING PROGRAM** (2 Hours of Classroom Instruction)
5. **SAFETY EQUIPMENT/EMERGENCY EVACUATION PROCEDURES** (1 Hour of Classroom/Hands-On Instruction)
6. **MIRROR Training** (2 Hours of Classroom/Hands-On Instruction)
7. **REFERENCE POINT DRIVING** (3 Hours of Classroom/Hands-On Instruction)
8. **PASSENGER MANAGEMENT** (1 Hour of Classroom Instruction)
9. **STUDENTS with DISABILITIES AWARENESS** (1 Hour of Classroom Instruction)

10. **DRUG and ALCOHOL AWARENESS**  
(1 Hour of Classroom Instruction)
  
11. **DEFENSIVE DRIVING - COACHING THE SCHOOL BUS DRIVER**  
(6 Hours of Classroom Instruction)
  
12. **\* FIRST AID/CPR** \* A state approved course must be completed  
within the first 60 calendar days of employment  
(6 Hours of Classroom/Hands-on Instruction)
  
13. **BEHIND THE WHEEL TRAINING/OBSERVATION TIME**
  - A. **6 Hours of Behind the Wheel Training**
    - This instruction **must** be conducted under the supervision of a Certified School Bus Driver Instructor (SBDI) with no student passengers on board, pursuant to PED regulation 6.41.4.13 NMAC, section A 2 (b).
    - **Instruction must include:** Practice of Basic Driving Skills on public roadways.
      1. Actual/Simulated Railroad Crossing maneuvers/procedures
      2. Practice of simulated Student Loading and Unloading procedures:
        - a.) On the traveled portion of roadway
        - b.) Off the traveled portion of roadway
        - c.) Loading and Unloading Zones at Schools
  
  - B. **2 Hours of Observation Time**
    - This shall include actual route orientation with a regular licensed driver pursuant to PED regulation 6.41.4.13 NMAC, section A 1(c).

# **Classroom Instruction**



## **SECTION 1-A**

**Class Introduction**  
**District/Contractor Policies and Procedures**

**1 Hour of Instruction**

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PLEASE INSERT YOUR  
WELCOME and INTRODUCTION

AND YOUR

DISTRICT/CONTRACTOR  
POLICIES AND PROCEDURES



# **Classroom Instruction**



## **SECTION 1-B**

**Overview of Standards for Providing  
Transportation for Eligible Students 6.41.4 NMAC**

**2.0 Hours of Instruction**

#### **6.41.4.7 DEFINITIONS**

- A. **Activity Bus Driver** – An Individual who meets all state and local criteria to drive students on school sponsored activities in a school bus.
- B. **Activity Driver** – An individual who meets all qualifications, licensing requirements and local district criteria to drive students on school sponsored activities.
- C. **Bus Route** – A designated course regularly traveled by a school bus to pick up students and take them to school, or to deliver students from school to their homes or designated bus stops that are approved by the local school district. Should the number of students on any bus drop below the number of ten, it shall be the responsibility of the school district to notify the State Transportation Director immediately.
- D. **Eligible Student**
  - 1. Students eligible for transportation service under Federal and State Statute or under the Public Education Department’s “Hazardous Walking Condition Regulation.” State statute provides that students are eligible for transportation services if school bus routes are:
    - (a) **One mile one-way** for students in grades kindergarten through 6;
    - (b) **One and one-half miles one way** for students in grades 7–9, and;
    - (c) **Two miles one-way** for students in grades 10–12.
  - 2. Students with special needs are entitled to transportation as defined in D.1., or as specified in the definition of “transportation as a related service.”
- E. **Individualized Education Plan (IEP)** – A written statement for a student with a disability that is developed and implemented in accordance with Federal and State Laws and Regulations regarding individuals with disabilities and with Section 504 of the Rehabilitation Act of 1973, IDEA (Individuals with Disabilities Education Act) and ADA (Americans with Disabilities Act). The IEP serves as a communication tool between parents and the entire educational team and enables them as equal participants to decide collectively what the student’s specific needs are, what services shall be provided to meet those needs, what the anticipated outcomes may be, and

how the student's progress toward meeting the projected outcomes shall be evaluated.

- F. **Individualized Services** – Transportation modifications recommended by the IEP committee to provide for the individual needs of students.
- G. **Least Restrictive Environment (LRE)** – To the maximum extent appropriate, students with disabilities, including those in public institutions or placed or referred by public agencies to private institutions or other care facilities, are educated with students who are not disabled within the most inclusive environment. Special classes, separate schooling, or other removal of students with disabilities shall occur only when the nature or severity of the disability is such that education in regular classes or other natural environments with the use of supplementary aids and services cannot be achieved satisfactorily.
- H. **On-duty Time** – Time related to the driving, servicing, or operation of the vehicle, or those duties assigned or necessary that are related to a specific activity trip such as staying with the bus for security purposes or assisting with supervision of students.
- I. **School Activity Trip** – Shall include only transportation of school groups when the activity is school sponsored.
- J. **School Bus** – Any motor vehicle with a rated seating capacity of 10 or more occupants operating under the jurisdiction of the Public Education Department which is used to transport children, students, or teachers to-and-from school, or to-and-from a school sponsored activity, as defined in the Motor Vehicle Code. (Section 66-1-1.16)
- K. **School Bus Assistant** – An individual employed by a school district or private contractor who is assigned to an approved route, who is not a driver, to help the driver and students.
- L. **School Bus Driver** – An individual employed by a school district or private contractor that has completed all certification and licensing requirements and is assigned to drive an approved bus route.
- M. **School Bus Driver Instructor** – Any person certified by the School Transportation Bureau to provide behind the wheel pre-service training for New Mexico School Bus Driver's.
- N. **School District Administrator** – An individual designated by a local district to be responsible for school transportation services and must oversee the administration of the pupil transportation program.

- O. **School Owned Vehicle** – A vehicle other than a school bus that is used to transport students to planned school sponsored activities.
- P. **Serious Traffic Offense** – Means a conviction of any of the following offenses contained in the Motor Vehicle Code [Articles 1 through 8 of Chapter 66 NMSA 1978]:
- (1) speeding in excess of 15 miles above any posted speed limit;
  - (2) reckless driving;
  - (3) careless driving;
  - (4) passing a school bus;
  - (5) following too closely;
  - (6) operating a commercial motor vehicle without holding a valid commercial driver's license (CDL) along with any endorsements;
  - (7) racing on a highway;
  - (8) homicide or great bodily harm by vehicle;
  - (9) injury to a pregnant woman;
  - (10) failing to stop after an accident involving death or personal injury;
  - (11) operating a vehicle after suspension or revocation of a driver's license.
- Q. **Substitute Driver** – An individual employed by a school district or private contractor to operate a school bus on a regular to-and-from route when the assigned school bus driver is absent. This person shall meet all certification and licensing requirement of the regular school bus driver.
- R. **Transportation as a Related Service** – Transportation modifications and/or supportive services specified in the IEP as required, to assist a student with disabilities to benefit from educational services in the least restrictive environment. If modifications and/or supportive services are not required, transportation is not a related service. When the student's needs do not require modifications, transportation is provided as a regular service if the student is eligible.

- S. **Transportation Provider** – An individual or business that has entered into a binding agreement with the local school board to provide school transportation services.
- T. **Transportation Supervisor** – An individual, designated by the district superintendent, charter school, or district transportation provider, who has responsibility to monitor and/or guide the local school transportation program and/or drivers and who is required to make daily observations to detect reasonable suspicion for alcohol and/or substance use. [12-31-98; 6.41.4.7 NMAC - Rn, 6 NMAC 9.5.3.7 & A, 07-01-2001; A, 11-15-05]

#### **6.41.4.9.K ACTIVITY TRIPS – SCHOOL OPERATED VEHICLES**

Districts shall use an activity school bus any time the school sponsored activity involves more than 18 passengers and would require more than two school-owned vehicles to transport students during the same time frame to the same destination. If a school district chooses to use school owned vehicles, then the drivers of those vehicles are required to meet sections 6.41.4.9 (J) (a, b, c, d); 6.41.4.11 and 6.41.4.13 of this regulation and shall meet the requirements of the Controlled Substances and Alcohol Use and Testing in accordance with 49 CFR Part 382.

**INSTRUCTOR NOTE:** The above information is to be passed along to school bus drivers for informational purposes only. For Complete regulations – refer to Standard for Providing Transportation for Eligible Students 6.41.4 NMAC.

**When providing Pre-Service Training for School Activity Vehicle Drivers:** Refer to page 152 STB 1.3 entitled “Curriculum for Training School Activity Vehicle Drivers” for the information that is to be used for training school staff that will be operating school activity vehicles other than School Buses.

#### **6.41.4.11 SCHOOL BUS DRIVERS, SUBSTITUTES, AND BUS ASSISTANTS RESPONSIBILITIES**

- B. **Accidents and Emergencies:** The term vehicle is used in this section to refer to both a school bus and to school owned vehicles used to transport students to and from school and school sponsored activity trips.
  - (1) Reasons for emergency evacuations
    - (a) Fire or danger of fire. The vehicle shall be stopped and evacuated immediately if any portion is on fire. Passengers shall move a safe

distance away from the vehicle and remain there until the driver of the bus has determined that no danger remains.

- (b) Unsafe position. If a vehicle is stopped the driver shall determine immediately whether it is safe for passengers to remain in the vehicle or to evacuate. The driver shall evacuate if:
  - (i) The vehicle stops in the path of any train.
  - (ii) The stopping position of the vehicle is subject to change and thus increases the danger to passengers.
  - (iii) The stopping position of the vehicle is such that there is danger of collision.
- (2) Responsibilities of the driver: In the case of any accident involving a school bus or a school owned vehicle, the driver's first responsibility is to the safety of the passengers. In addition, the driver shall:
  - (a) *Stop Immediately.*
  - (b) Maintain control of passengers.
  - (c) Protect the accident scene.
  - (d) Remain at the scene of the accident and not move the vehicle.

**INSTRUCTOR NOTE: Emphasize the following points with regard to this section:**

1. **Inform the new driver's that fault/cause cannot be established once the vehicles have been moved. DO NOT MOVE UNTIL TOLD TO DO SO BY THE INVESTIGATING OFFICER.**
2. **Moving the vehicles hinders the accident investigation.**
3. **Make sure they understand that their first responsibility is to protect the passengers, vehicle and accident scene until law enforcement arrives.**
4. **Post-Accident Substance Use test pursuant to Federal Regulation 49 CFR part 382.303.**

- (e) Render reasonable assistance to any person injured in the accident.

- (f) Notify police and the school district administrator and if appropriate the local transportation provider.
- (g) If it is necessary to evacuate passengers, make certain that all passengers are in a safe location away from traffic and that they are not permitted to leave the scene of the accident on their own.
- (h) If appropriate, place reflectors to warn traffic.
- (i) Obtain information such as names, license numbers, registration numbers, location, time, road and weather conditions, and a listing of all passengers including their seating locations.

**INSTRUCTOR NOTE: EMPHASIZE THE IMPORTANCE OF CYA**  
(Covering Your Assets)

**DOCUMENT AS MUCH INFORMATION AS POSSIBLE** – This will aid the driver in recalling information and pertinent facts about the accident when filling out the accident reporting form.

**Important items to document include:**

- **Police Officer's Name**
- **Weather Conditions and Time of accident**
- **Students seating positions at time of accident**

- (j) Make **NO** admission of liability or assume responsibility for the accident.
- (k) Comply with local policy and procedure in reporting the accident.
- (l) Adhere to any vital emergency medical information provided.
- (m) Report all school bus accidents in accordance with local district and state accident reporting procedures.

**C. Student Safety**

- (1) The driver and/or assistant shall meet all needs identified in a student's IEP.
- (2) The driver shall not permit any passengers to occupy any area in front of the passenger seating area while the bus is in motion.

- (3) No vehicle shall carry more than the rated seating capacity. All students shall be seated when the bus is in motion.
- (4) The driver shall not carry on any unnecessary conversations with students while driving.
- (5) The driver shall have the authority to assign seats.
- (6) The driver shall not permit the transportation of firearms, knives, explosives, breakable glass, or other dangerous objects, reptiles, or animals, except those animals authorized by an IEP.
- (7) Be responsible for the safety and orderly conduct of the passengers on their assigned bus route.
- (8) Report all serious discipline cases to the school district administrator or designee in accordance with the local school board's policy and in compliance with this regulation.

**D. Daily Driver Pre-Trip/Post-Trip Requirements:** All school bus drivers are required at a minimum to perform the following duties:

- (1) Safe and efficient operation of the school bus in accordance with Federal, State and local statutes and regulations.
- (2) A daily, thorough **Pre-Trip** operational check of the school bus and special equipment, unless completed by other qualified personnel. A documented pre-trip inspection shall be conducted which shall cover at a minimum:
  - (a) **Outside the Vehicle:**
    - (i) Wheels, tires, lug bolts and nuts for serviceability.
    - (ii) All exterior lights for serviceability and operation.
    - (iii) All glass, mirrors, and windshields should be clean, unbroken, and adjusted for the driver.
    - (iv) Exhaust system for leaks, looseness, etc.
    - (v) Oil, water, and any other fluid leaks (power steering, power brakes, transmission, differential, etc.)
    - (vi) Service door, emergency exits and buzzers.



- (vii) Stop arm and signs.
  - (viii) Engine compartment for serviceability, battery, belts, wiring, etc. And proper oil and water levels.
  - (ix) Lift system for those vehicles equipped.
  - (x) Fuel filler cap.
- (b) **Inside the Vehicle:**
- (i) All gauges, **seats**, and interior lights.
  - (ii) Horn and windshield wipers.
  - (iii) Emergency equipment (i.e.; First Aid kit, fire extinguisher, reflectors and body fluid clean up kit).
  - (iv) Emergency exits and buzzers.
  - (v) Parking brake and service brake.
  - (vi) Interior mirror.
  - (vii) Cleanliness of vehicle.
  - (viii) Heaters and defrosters.

**INSTRUCTOR NOTE: Emphasize to drivers the importance of making sure that all seat cushion bottoms are properly fastened, secure and not loose. Improperly fastened or loose seat cushions could cause serious injury or death in the event of a collision. Loose seat cushions compromise the safety factor achieved by compartmentalization. Pursuant to the School Bus Inspection Guide, section 20.00, “Seat cushions not securely fastened...with positive fastening devices” is listed as OUT-OF-SERVICE.**

- (3) All **activity vehicle** drivers are required to perform at a minimum, the following duties:

**INSTRUCTOR NOTE: Be sure to clarify the definition between Activity School Bus Drivers and Activity Vehicle Drivers. Cover this section with School Bus Drivers so that they are familiar with the regulation for Activity Vehicles, in the event they are ever required to transport students in these types of vehicles. When training Activity Vehicle Drivers, refer to STB publication 1.3, page 152, for the required pre-service training curriculum.**

- (a) Safe and efficient operation of the school vehicle in accordance with Federal, State and local statutes, regulations and local board policies.
- (b) A daily, thorough pre-trip operational check of the school vehicle and equipment, unless completed by other qualified personnel. A documented pre-trip inspection shall be conducted which shall cover at a minimum:
  - (i) Wheels, tires, lug bolts and nuts for serviceability.
  - (ii) All exterior lights for serviceability and operation.
  - (iii) All glass, mirrors, and windshields should be clean, unbroken, and adjusted for the driver.
  - (iv) Exhaust system for leaks, looseness, etc.
  - (v) Oil, water and any other fluid leaks (power steering, power brakes, transmission, differential, etc.).
  - (vi) Engine compartment for serviceability, battery, belts, wiring, etc. Also proper Oil and Water levels.
  - (vii) Fuel filler cap.
  - (viii) All gauges, seats and interior lights.
  - (ix) Horn and Windshield wipers.
  - (x) Emergency Equipment (ie.; First Aid kit, fire extinguisher, reflectors and body fluid clean-up kit if equipped).
  - (xi) Parking brake and service brake.
  - (xii) Interior mirror.

- (xiii) Cleanliness of vehicle.
- (xiv) Heaters and defrosters.
- (4) The driver ***shall not*** operate any vehicle/bus that does not meet the pre-trip inspection requirements. The district shall establish written procedures for immediate replacement of vehicle/buses, which fail to meet pre/post trip inspection requirements.
- (5) The driver shall, as part of each ***post-trip*** inspection, ensure that no student remains on the vehicle/bus at the conclusion of the trip.
- (6) Report in writing on the appropriate forms signed by the driver all faulty or improperly functioning equipment to the school district administrator, his/her designee, or local transportation provider.

**INSTRUCTOR NOTE: All that is required by the state regulations for a proper POST-TRIP inspection is that the driver walk to the back of the vehicle/bus and make sure no student passengers are left on board at the end of each trip.**

#### **D. Physical Qualifications**

- (1) Before transporting students, a school bus driver, **activity driver\***, substitute driver and bus assistant are required to have a physical examination, **renewed every 24 months from the date of the last examination or before as specified by a licensed physician.** School bus drivers, activity school bus drivers and substitute school bus drivers are required to use the **physical examination form established by the department of transportation (DOT).**

**INSTRUCTOR NOTE: The term activity driver refers to both activity school bus drivers as well as activity vehicle drivers. Please remember to keep these two distinctions and their definitions in your “teaching vocabulary.”**

- (2) Additional physical examinations shall be required at any other time at the request of the local school district, State Transportation Director, or local transportation provider.

- (3) All physical examinations shall be conducted by a licensed physician.
- (4) Controlled Substance and Tobacco Restrictions.
  - (a) All school buses shall be alcohol, drug and tobacco free areas.
  - (b) The driver or the bus assistant shall not use alcoholic beverages, illegal substances or legal substances prior to or during duty hours which would impair the driver's ability to drive the school bus or the bus assistant's ability to perform their required duties.

#### **E. School Bus Driver License Requirements**

- (1) Pursuant to the Motor Vehicle Code, an operator of a school bus shall possess a Commercial Driver's License (CDL), Class B with the appropriate endorsements (P & S endorsements).

**INSTRUCTOR NOTE: Trainees who do not currently possess a CDL License and are attending the pre-service training in order to become certified as school bus drivers must be made aware of the following:**

- **Prior to beginning their Behind-the-wheel training, trainees are required to pass all portions of the written CDL test for the Class and endorsements they need to receive. Once this is completed, they will be issued a CDL driving Permit allowing them to drive a CDL vehicle (School Bus), with a CDL licensed driver.**
- **As of July 1, 1996, Persons who receive a CDL license for purposes of driving a school bus will have a "T" restriction added to their CDL license, which will restrict them to ONLY driving a bus. They are NOT licensed to drive any other type of Commercial Motor Vehicle.**
- **Trainees must present a New Mexico Motor Vehicle Division, Vehicle Certification Form to the CDL Examiner verifying that they will be driving a school bus. This form must be signed by their Employer.**

**DO NOT CONDUCT ANY BEHIND-THE-WHEEL INSTRUCTION UNLESS THE TRAINEE HAS A VALID CLASS "B" PERMIT IN THEIR POSSESSION.**

- (2) School bus drivers are required to meet all current Motor Vehicle regulations for a license to drive a school bus.

**F. Operational Standards for an Initial Driver Applicant**

- (a) Any person initially applying for full or part time employment with a school district or charter school to operate a school bus or a school owned activity vehicle used to transport students shall not be eligible to operate such a vehicle if he has:
  - (a) been convicted for driving a vehicle while under the influence of intoxicating liquor or drugs (“DWI”) within three (3) years of the date of his application;
  - (b) been convicted for DWI beyond three (3) years from the date of his application unless he provides a written verification from a licensed counselor or physician that he has successfully completed an alcohol or drug abuse program;
  - (c) been convicted two (2) or more times for DWI;
  - (d) had his driver’s license suspended or revoked within the previous five years for any serious traffic offense;
  - (e) been convicted of more than three serious traffic offenses within three (3) years since the date of his application;
  - (f) been convicted of any felony within ten (10) years since the date of his application;
  - (g) a conviction for any violation of the Controlled Substances Act [30-31-1 to 30-31-25, 30-31-26 to 30-31-28, 30-31-30 to 30-31-40, NMSA 1978];
  - (h) been convicted of child abuse pursuant to Section 30-6-1, NMSA 1978;
  - (i) been convicted of any other criminal offense in which a child was a victim as required by the offense.
- (2) Any person initially employed or applying for full or part time employment with a private entity to operate a school bus to transport public school students, or a school owned activity vehicle used to transport public school students, shall not be eligible to operate such a vehicle for the same reasons listed at Subparagraphs (a) through (i) of Paragraph (1) of Subsection F of 6.41.4.11 NMAC.

- (3) Because they are deemed to have unsupervised access to students at a public school, effective January 1, 2006, any person initially employed or applying for full or part time employment with a private entity to operate a school bus to transport public school students, or a school owned activity vehicle used to transport public school students, shall at his own expense submit to a fingerprint-based background check in accordance with section 22-10A-5, NMSA 1978, provided that:
  - (a) such background check shall be conducted at the time of that individual's initial employment whether for full or part time to operate a school bus to transport public school students or a school owned activity vehicle used to transport public school students;
  - (b) a school district, charter school or transportation provider shall maintain an agreement, authorization, waiver and release form, in addition to a criminal history affidavit on file for any employee employed for full or part time to operate a school bus or a school owned activity vehicle.

**G. Continuing Standards for Drivers of School Buses or School Activity Vehicles**

- (1) Any individual who currently operates a school bus or a school owned activity vehicle used to transport students, shall no longer be eligible to operate a school bus or a school owned activity vehicle if after January 1, 2006, he receives any of the following:
  - (a) a conviction for driving a vehicle while under the influence of intoxicating liquor or drugs;
  - (b) a suspension or revocation of his driver's license for any serious traffic offense;
  - (c) convictions for more than three serious traffic offense as defined in this rule;
  - (d) a conviction for any felony;
  - (e) a conviction for any violation of the Controlled Substances Act [30-31-1 to 30-31-25, 30-31-26 to 30-31-28, 30-31-30 to 30-31-40, NMSA 1978];
  - (f) a conviction for child abuse pursuant to Section 30-6-1, NMSA 1978;

(g) a conviction for any other criminal offense in which a child was a victim as required by the offense.

(2) The background check requirements set forth at Paragraph (3) of Subsection F of 6.41.4.11 NMAC, shall not be imposed on anyone who on January 1, 2006, is already engaged in full or part time employment to operate a school bus to transport public school students, or a school owned activity vehicle used to transport public school students. This paragraph shall not be interpreted as negating or voiding any duly adopted school district or charter school policy related to background checks of school employees or contractors' employees.

[12-31-98; 6.41.4.11 NMAC - Rn, 6 NMAC 9.5.3.11 & A, 07-01-01; A, 11-15-05]

## **6.41.4.12 SCHOOL BUS OPERATIONS AND EQUIPMENT**

### **A. Route Requirements**

**INSTRUCTOR NOTE:** Be sure to place particular emphasis on bolded portions of the following regulations;

On morning routes, a **complete stop** shall be made at **all** established school bus stops whether students are present or not, unless a parent or guardian, school district administrator or transportation provider has notified the driver that the student will be absent. The driver shall not wait for students unless they are observed making an effort to reach the bus or unless otherwise specified and justified in the student's IEP. **The bus shall be brought to a complete stop with the park brake activated before taking on or letting off students.** The driver shall use good judgment and not impede traffic unnecessarily.

- (1) The driver **shall** close all doors before the bus is put in motion **except** when crossing railroad tracks.
- (2) School buses **shall not** be driven faster than the posted speed limit.
- (3) **The driver shall not leave the driver's seat without stopping the engine, setting the park brake, putting the bus in low or reverse gear, and removing the keys.** If a bus is equipped with a diesel engine and/or automatic transmission, the driver shall follow the manufacturer's recommendation for parking in gear.

- (4) The driver **shall** keep the bus clean, well ventilated, and properly heated when necessary.
- (5) The driver, if traveling in a convoy, shall stay on the same route as the lead vehicle and shall maintain proper distance between vehicles.
- (6) The driver shall not permit the use of the bus outside regular to-and-from transportation or a school-sponsored activity without the approval of the school district administrator.
- (7) The driver **shall obey** all traffic laws, ordinances and rules of the road. The driver shall not operate the bus in such a manner as to cause on-board accidents by jerking, stopping suddenly or swerving unnecessarily.
- (8) Report all hazards, whether potential or existing on the route and all causes for failure to operate on schedule to the school district administrator or designee.

#### **B. Loading and Unloading on Route**

- (1) Buses **shall** be loaded or unloaded at established school bus stops **only**, unless an emergency dictates otherwise.
- (2) **No** school bus stop shall be changed or time schedules altered by the school bus driver or contractor without the approval of the school district administrator or designee.
- (3) Drivers **shall not** grant permission for a student to load or unload except at the student's regular stop without written approval from the school district administrator or designee.
- (4) **Loading and unloading shall occur, whenever possible, off the traveled portion of the roadway** and so that students **DO NOT** have to cross the roadway.
- (5) When it is impossible for a bus to completely pull off the roadway, the driver shall remain on the roadway and use procedures outlined in **Subsection C. of 6.41.4.12 NMAC**.

#### **C. Procedures for Loading or Unloading Students on the TRAVELED PORTION of the Roadway**

- (1) Use rearview mirrors to check traffic.



- (2) Reduce speed.
- (3) Buses shall use the amber flashers in:
  - (a) **Rural areas** – not less than **300** feet, nor more than **1,000** feet in rural areas to warn motorists that the bus is about to stop on the roadway.
  - (b) **Urban areas** – not less than **100** feet, nor more than **300** feet in urban areas to warn motorists that the bus is about to stop on the roadway.
- (4) Bring the bus to a full stop and:
  - (a) Set the parking brake.
  - (b) Disengage the gears by shifting to the neutral gear position.
  - (c) The alternating **red flasher lights** and **stop arm** shall be activated automatically when the service door is opened **after** the bus is completely stopped.

**INSTRUCTOR NOTE:** When providing Pre-Service training, it is important to teach trainees to apply the parking brake first. Then shift the transmission out of gear. This will prevent the bus from inadvertently rolling forward or backward when the gears are disengaged. Also instruct the trainees to shift the transmission into gear and then release the parking brake. **(FIRST ON – LAST OFF)**

- (5) Check rearview mirrors and make a thorough live sight inspection of all traffic lanes to ensure that all required traffic is stopped **prior** to loading or unloading students using the procedures outlined below:
  - (a) Students required to cross the road **shall walk eight to ten feet in front** of the bus before starting to cross.
  - (b) The driver **shall again check rearview mirrors** and all traffic lanes to ensure all required traffic is stopped **before signaling students to proceed.** (See Instructor Note below)
  - (c) Students **shall not cross** until they are positioned perpendicular to the left front position of the school bus where the driver can see them and **will not cross until they have checked traffic and the driver has indicated it is safe to cross\***.

**IMPORTANT NOTE:** When providing instruction on this procedure be sure to caution drivers that they should develop a signal\* that is understood by both the bus driver and students as to when it safe to cross the roadway. **Bus Drivers must be certain that their passengers understand the meaning of the gesture!**

\*Caution Drivers that when they are deciding upon a signal, it should not be a gesture that could potentially confuse other motorists into thinking that the signal or gesture means it is O.K. for them to proceed.

- (d) The driver **shall check** to be sure that all students have crossed the roadway safely by using the crossover mirrors and conducting a student count.
- (6) When **all** students have completely and safely crossed the roadway or are seated in the bus, the alternating **RED** flashing lights shall be turned off and the bus may resume travel.

**INSTRUCTOR NOTE:** Emphasize that when picking-up students the bus should not resume travel until all students are safely seated.

- (7) If a bus is immediately behind or approaching another bus stopped to load or unload students, **with school bus alternating flashers in operation, the bus not unloading or loading students SHALL use school bus alternating flashers.**

#### **E. Loading and Unloading on Multiple or Divided Roadway**

- (1) Whenever possible, all loading and unloading **shall be done off the traveled portion** of the roadway.
- (2) If stopping on the roadway is necessary, the bus **shall stop in the right-hand or outside traffic lane**, using the procedures outlined in Subsection C, of 6.41.4.12 NMAC.
- (3) When stopped on the roadway, buses **shall load or unload in the right lane of the roadway.** In **NO** event shall students be loaded or unloaded in a designated turn lane or in a lane immediately adjacent to a designated turn lane.

- (4) On a highway with divided and/or multiple traffic lanes in each direction, school buses **shall load and unload** students **ONLY** on the side of the highway on which they live.

#### **E. Loading and Unloading Students at Schools**

- (1) The **school bus engine must be OFF** and the park brake activated while students are loading/unloading from school buses. Should the driver be required to leave the driver's seat, the keys **shall be removed from the ignition switch. Exception: School buses with a wheelchair lift that meets construction standards requiring a vehicle interlock system for school buses built after July 1, 2003.**
- (2) The driver **SHALL NOT** back a bus on school grounds unless absolutely necessary, and then **ONLY** with the assistance from a responsible individual.
- (3) Whenever possible, loading and unloading at schools **shall be done** on school premises:
  - (a) Away from regular vehicular traffic and playground areas.
  - (b) All school bus loading zones **shall** be properly marked by use of signs and pavement markings.
  - (c) The bus loading zone shall be adequately staffed with administrative personnel to monitor the loading/unloading of students.
- (4) When loading and unloading, it is recommended that buses be parked:
  - (a) Bumper to bumper (or as close as possible to avoid pupils from going between the buses) and in single file.
  - (b) In loading, buses should be parked prior to dismissal time, if possible.
  - (c) School buses shall be parked into position in the order that they arrive at the school.
  - (d) It is also recommended that the school loading zones be separated from general traffic areas whenever possible.
- (5) If loading or unloading on the street, the buses shall be stopped parallel to the curb, bumper to bumper or as close as possible to avoid pupils from going between the buses and single file on the side of the street

nearest the school. **Alternating flashers shall not be activated, unless the bus is stopped on the traveled portion of the roadway.**

**F. School Buses Operating on Interstate Highways** – On interstate highways school buses shall be operated according to the following procedures:

- (1) The bus **shall not** make any stop **except in an emergency**,
  - (a) nor shall any pupil load or unload while the bus is on the interstate.
  - (b) All loading or unloading shall be done at points off the interstate, either at an interchange, service, or frontage road.
- (2) **NO** school bus **SHALL** cross over to the opposite roadway or make any other similar maneuver except at interchanges and then only in a manner consistent with the proper procedures at any given interchange.
- (3) School buses using portions of the interstate shall operate only as “express” or “through” buses between two given points.

**G. Railroad Crossings**

- (1) When students are on board, the school bus driver **SHALL, BEFORE** crossing any track or tracks of a railroad:
  - (a) Activate the four-way hazard flasher lights. (This is to warn motorists behind the bus that the bus is about to do something.)
  - (b) Bring the bus to a **full and complete stop** not less than **15 feet, or more than 50 feet** from the rail nearest the front of the bus.
    - **IF** the school bus is required to stop after the school bus has crossed the railroad tracks, the rear portion of the school bus **SHALL NOT** be positioned less than 15 feet from the rail nearest the bus.
- (2) When stopped for a railroad crossing:
  - (a) The driver **SHALL** carefully observe traffic and reduce speed in advance of the stop.
  - (b) On multiple lane roadways, **ALL stops shall be made in the extreme right-hand traffic lane.**

- (3) While completely stopped: **(Not less than 15 feet or more than 50 feet)**
  - (a) The driver **SHALL** fully open the service door.
  - (b) The driver shall **LOOK AND LISTEN** in both directions along the track or tracks for approaching trains or other vehicles.
  - (c) The service door **SHALL remain open** until the rear of the bus clears all tracks.

**INSTRUCTOR NOTE: Three reminder words to pass along to trainees -  
STOP, LOOK AND LISTEN**

**It is good practice to teach the driver to apply the parking brake if stopped for a train at the railroad crossing. This practice helps to avoid becoming “hypnotized” by the passing train and thereby reducing the risk of inadvertently “rolling” into the moving train.**

- (4) The side window to the driver’s immediate left **SHALL be opened**, and **all noisy equipment** (radio, fans, etc.) **shall be shut off** until the bus has cleared the railroad crossing.
- (5) IF the view in either direction is unclear or is obstructed in any way:
  - (a) **NO portion of the bus shall be moved onto the tracks, until the driver is certain that NO TRAIN is approaching.**
  - (b) **IN NO INSTANCE SHALL** a signal indicating safety be considered as conclusive or serve to abrogate this precaution.

**NOTE - CALL FOR HELP IF NECESSARY!!!!**

- (6) Driver’s **SHALL**, in every instance, cross in a gear that does not necessitate changing gears while traversing the railroad crossing, and **SHALL NOT under any circumstances** shift gears when the bus is actually crossing the railroad tracks.
- (7) In the event a train has just passed through the crossing, **NO BUS DRIVER SHALL** drive the bus onto the track or tracks until the train has sufficiently cleared the crossing and the driver is certain that no other train is approaching on an adjacent track.

- (8) In stopping at any railroad track at which there is in operation flashing red lights and/or bell, the driver **SHALL NOT PROCEED** across the track unless by direction from a law enforcement officer or railroad personnel.

**INSTRUCTOR NOTE: THE DRIVER IS STILL RESPONSIBLE FOR THE SAFE MOVEMENT OF THE BUS.**

- (9) If a stop and go traffic light controls the movement of traffic at the railroad crossing, the driver need not stop unless the traffic light indicates to stop.
- (10) **NO school bus driver shall drive the bus through, around, or under any crossing gate or barrier while the barrier is closed or in the process of being opened or closed unless instructed to do so by the proper authority.**
- (11) **NO** part of the bus **shall be placed near the tracks** until the driver knows conclusively that the crossing can be made safely.
- (12) When a bus stops adjacent to a railroad track, the driver shall not proceed until all passengers are silent.

#### **H. School Bus Alternating Flashers shall Not be Used**

- (1) When the school bus is **completely off the traveled portion of the roadway** or on school grounds to load or unload students.
- (2) At railroad crossings, traffic lights, or at any other time the bus is required to stop except to load or unload students on the **traveled portion the roadway**.
- (3) **NOTE:** Pursuant to section 66-1-4. (15N), NMSA, 1978 “**roadway**” means that portion of a highway improved, designed or ordinarily used for vehicular traffic, exclusive of berm or shoulder.

#### **I. School Sponsored Activity Trips –** The activity driver shall be responsible for the vehicle/bus at all times, including its care and operations and has the following additional responsibilities:

- (1) Compliance with all Federal, State and Local Regulations.

- (2) Completion of a trip ticket approved by the school district administrator when one is required.
- (3) Assumption of safety responsibilities of all passengers while they are in the vehicle/bus.
- (4) Obtaining prior approval from the school district administrator or designee for any changes in route or itinerary while the activity trip is in progress.
- (5) Notification to the school district administrator of all emergencies that arise.
- (6) Maintenance of all records pertinent to the trip, including trip tickets.
- (7) Insuring that prior to departure and the return journey, the vehicle/bus is clean, completely serviced and inspected, noting the condition in writing on the appropriate form and signed by the driver.
- (8) Only under exceptional circumstances when it is impractical to unload passengers, shall vehicle/buses be fueled while students are on board.
- (9) The activity driver shall, upon request, show a properly signed Activity Trip Ticket to any State Police Officer, Motor Transportation Officer or staff member of the Public Education Department.

**J. School Bus Safety Equipment** – All school buses used to transport students on regular to and from routes and district sponsored activities shall meet New Mexico School Bus Construction Standards and the New Mexico School Bus Inspection Requirements.

- (1) **All school bus drivers shall use the seat belt at all times the vehicle is in motion.** Seat belts are required of students only on buses of Gross Vehicle Weight of 10,000 pounds or less, or when specific student needs require a seat belt.
- (2) Each school bus **SHALL** carry a first aid kit with contents as specified in New Mexico School Bus Construction Standards.

**INSTRUCTOR NOTE: For specific information regarding First Aid Kit Contents, refer to page 66 of this manual.**

- (3) Each school bus shall be equipped with at least one UL-approved pressurized dry-chemical fire extinguisher **complete with hose**.

**INSTRUCTOR NOTE: For specific information regarding Fire Extinguishers Refer to pages 68-69 of this manual.**

- (a) The fire extinguisher **SHALL** have a **total rating of 2A10BC** or greater and meet New Mexico School Bus Construction Standards.
- (b) The extinguisher **SHALL** be kept in the driver's compartment, fully charged and in good working condition.
- (c) Each driver **SHALL** be familiar with operating the fire extinguisher.
- (4) Each school bus **SHALL** be equipped with a minimum of **3 triangular reflectors**, and the driver **SHALL** be knowledgeable as to their operation and proper placement.

**INSTRUCTOR NOTE: For specific information regarding proper placement, refer to pages 70-73 of this manual.**

- (5) Each driver **SHALL** use reflectors in the event of prolonged stops on the roadway as follows:
- (a) One at a distance of approximately **100 feet in front** and one approximately **100 feet in back** of the disabled vehicle in the center of the traffic lane occupied by the disabled vehicle.
- (b) One at the traffic side of the disabled vehicle, not less than **10 feet from the front or rear**.
- (c) **If the vehicle is disabled within 500 feet of a curve, crest of a hill or other obstruction to view**, the driver **SHALL** place the warning device in that direction to afford ample warning. The warning device must in no case be less than 100 feet or more than 500 feet from the disabled vehicle.



- (6) The **hazard mode** warning lights **SHALL** be used:
  - (a) **When necessary** to stop on the **shoulder or the traveled portion of the roadway**, if the bus is temporarily disabled
  - (b) Or it is necessary to stop for any reason other than loading and unloading operations.
  - (c) When the speed of the bus is less than one half of the posted speed limit.
- (7) **No** item that will block the aisle or exits **SHALL** be permitted on the bus.
- (8) In transporting musical instruments, shop projects or other school projects, the following **SHALL** apply:
  - (a) No item shall occupy needed seating space.
  - (b) No item shall be placed in the driver's compartment.
  - (c) All items carried by students shall be under their control at all times and carried on their laps or between seats. The aisle and exits shall not be blocked.
- (9) The **emergency door and/or windows** **SHALL NOT** be fastened or wired in any fashion as to prevent opening from the inside or outside while the vehicle is in operation.
- (10) Loose items such as tools or brooms, etc. **SHALL** be securely stored or fastened if carried inside the bus.
- (11) Trailers **SHALL NOT** be attached to a school bus at any time.

#### **6.41.4.13 INSTRUCTIONAL PROGRAMS FOR SCHOOL BUS DRIVERS**

##### **A. Certification (Pre-service Training) for First-Time Bus Drivers**

**INSTRUCTOR NOTE:** This regulation must also be applied to drivers who have previously driven a school bus in another state and wish to be certified to drive a school bus in the State of New Mexico.

- These drivers must be treated as “New Drivers” and must meet the training requirements relative to NEW or FIRST TIME DRIVERS.
- Please be sure that these drivers have “P” and “S” endorsements on their (CDL) Commercial Drivers License.
- If they have previously taken a nationally recognized First Aid/CPR course, that would be recognized as meeting the requirements relative to that portion of the training requirement. (PED Regulation 6.41.4.13.2.d NMAC.)

- (1) A School Bus Driver Instructor certified by the State School Transportation Director **SHALL** conduct instruction.
- (2) A NEW DRIVER who has **NOT** been previously employed or certified as a school bus driver **in New Mexico** SHALL be required to successfully complete 36 hours of training including instruction on Transportation as a Related Service, **BEFORE** transporting students.
  - (a) **CLASSROOM/HANDS-ON (22 hours total to include at a minimum):**
    - (i) District/Contractor Policies and Procedures (1 hour).
    - (ii) Standard for Providing Transportation Services to Eligible Students, PED regulation 6.41.4 NMAC (2 hours).
    - (iii) Pre-trip Vehicle Inspection (2 hours).
    - (iv) NM School Bus Driver Security Training (2 hours).
    - (v) Safety Equipment (1 hour).
    - (vi) Mirror Adjustment (2 hours).
    - (vii) Reference Point Driving (3 hours).
    - (viii) Passenger Management (1 hour).
    - (ix) Transporting Students with Disabilities (1 hour).

- (x) Drug and Alcohol Awareness (1 hour).
  - (xi) Coaching the School Bus Driver (DDC, 6 hours).
- (b) **BEHIND-THE-WHEEL TRAINING:** 6 HOURS

**INSTRUCTOR NOTE:** Be sure that trainee(s) is fully aware, as well as comfortable with the following procedures and regulations **BEFORE** conducting the Behind-the-Wheel Training portion of this course.

- (i) This instruction SHALL be done in the same size and type of bus the driver will operate.
- (ii) When the driver is expected to operate more than one size and type of vehicle, instruction SHALL be given in the specific handling characteristics of each vehicle.
- (iii) **The instruction SHALL be done under the Supervision of a school bus driver instructor with no student passengers on board.**

**THE INSTRUCTION SHALL INCLUDE:**

- (i) Familiarization with the bus and equipment while operating a school bus.
  - (ii) Use of warning and stop lamps and other traffic control devices.
  - (iii) Procedures for loading and unloading students at bus stops.
  - (iv) Entrance and departure from loading and unloading zones at schools.
  - (v) Railroad Crossing procedures for school buses.
  - (vi) Actual driving tasks that the driver will experience.
- (c) **OBSERVATION TIME:** 2 HOURS
- (i) Observation time includes riding in a school bus with a regular licensed school bus driver on a regular route.

- (ii) **OR** in observation of other trainees under the supervision of a School Bus Driver Instructor.
- (iii) This shall also include actual route orientation with a regular licensed driver.

(d) **COMPLETION OF MINIMUM TRAINING:**

**Within 60 Calendar Days of Employment**, the driver **SHALL** satisfactorily complete an approved First Aid Course, including CPR. (6 Hours Minimum)

**B. Training Requirements for School Bus Drivers**

- (1) A driver who had previous certification and employment experience as a school bus driver **in New Mexico**, but who has not been employed as a school bus driver for 2 or more years **SHALL** take an 8 HOUR refresher course to include at a minimum:
  - (a) Behind-the-Wheel Instruction (2 hours),
  - (b) Observation time and classroom instruction,
  - (c) Training on the NM School Bus Driver Security Training
  - (d) Complete the required 4 hour in-service training per quarter for a total 4 – 16 hours of training during the first year of re-employment.
- (2) To remain qualified, school bus drivers and/or bus assistants **SHALL** complete a total of:
  - (a) **8 HOURS** in-service training **PER** semester during the school year or **4 hours PER** quarter.
  - (b) In-service training for new drivers should be pro-rated for the number of quarters employed during their first year.

**Quarters during the year are as follows:**

- January 1 – March 31
- April 1 – June 30
- July 1 – September 30
- October 1 – December 31

**Drivers or assistants who are disqualified under section B (2) shall obtain the required in-service training from the prior semester to re-qualify.**

**C. Substitute Bus Drivers** – Substitute drivers shall meet all the qualifications, training and licensing requirements of the school bus driver.

**D. Bus Assistants**

- (1) A bus assistant **SHALL** be provided on buses equipped with a wheel chair lift, when necessary and/or required by law or regulation.
- (2) Bus assistants **SHALL** complete a course on Providing Transportation as a Related Service to Students with Disabilities and an approved First Aid/CPR course.
- (3) Bus assistants **SHALL** have a **CURRENT** First Aid/CPR certification.
- (4) Bus assistants **SHALL** complete **16 hours in-service each year**.

**E. Qualifications of School Activity Vehicle/Bus Drivers**

- (1) **Activity Bus Drivers**: operating a school bus SHALL meet all school bus driver qualifications and licensing requirements.
- (2) **Activity Vehicle Drivers**: **ARE NOT** required to obtain a Commercial Driver's License unless they operate any vehicle that is designed to carry ten or more passengers, **INCLUDING THE DRIVER**.

**F. Activity Vehicle Drivers (Coaches, Teachers, etc.):** Activity Vehicle Drivers operating a school-owned vehicle for **planned\*** school sponsored activities shall comply with the following:

**\*INSTRUCTOR NOTE:** The term "PLANNED" does not apply to nurses, teachers or other school personnel who need to transport a student home in an EMERGENCY.

- (1) Drivers SHALL be employees of a school district.
- (2) Before operating a school owned vehicle, the driver shall comply with the requirements of section 6.41.4.9 J (1) (a, b, c).

- (3) A physical examination in accordance with section 6.41.4.11 D
- (4) SHALL meet the requirements of the Controlled Substances and Alcohol Use and Testing in accordance with 49 CFR Part 382.
- (5) A new driver who has not been previously employed or certified **SHALL** be required to successfully complete a **MINIMUM** of 12 hours of training.

**INSTRUCTOR NOTE:** An SBDI **SHALL** conduct the 4-hour classroom instruction and the new driver shall have completed this before transporting students.

- (a) **CLASSROOM:** 4 hours **minimum**, to include the following:
  - Familiarization with the vehicle and equipment (1 hour **minimum**)
  - A review of Standards for Providing Transportation Services to Eligible Students (6.41.4 NMAC)
  - New Mexico School Bus Driver Security Training Program
  - District and/or employer safety policies and regulations
  - General motor vehicle operating procedures
  - Passenger management
- (b) **ADDITIONAL TRAINING:** Completion of minimum training within the first year of driving a school owned vehicle, unless documentation is provided for previous completion.
  - (i) Nationally recognized or State approved First Aid Course including CPR. (no on-line courses)
  - (ii) Nationally recognized or State approved Defensive Driving Course.

# **Classroom Instruction**



## **SECTION 1-C**

**CDL Pre-Trip Inspection Procedure**

**2-1/2 Hours of Instruction**

## **INSTRUCTOR OVERVIEW**

### **Materials Needed:**

1. 65–71 passenger Conventional School Bus.
2. Wheel Chocks.

### **Guidelines for Instruction:**

1. This portion of the training is set up for use with a Conventional Type C School Bus. If the driver will be driving a Type D bus (pusher or puller), you should still conduct the training on a Type C (Conventional) bus, then use a Type D bus to illustrate the characteristics particular to Type D buses.
2. For purposes of maintaining uniformity, you must train new drivers to Pre-Trip in the order presented in this manual.
  - Be sure to stress the importance of Seat Cushions being securely fastened to seat frames. Unfastened seat cushions compromise the safety factor achieved through compartmentalization.
3. The format set forth in this manual for the pre-trip inspection by and large follows the format necessary for the CDL Exam. In some cases, more procedures have been added so that the pre-trip taught is in harmony with the pre-trip required of school bus drivers pursuant to PED Regulation 6.41.4.11 (C) NMAC.
4. Stress the importance of conducting a proper and thorough pre-trip inspection to reduce the possibility of having a break down on route.
5. The following pages may be reproduced for purposes of providing handouts to participants.

**INSTRUCTOR NOTE: It is suggested that you **CHOCK THE REAR WHEELS** prior to beginning the Pre-Trip Inspection training.**



## **APPROACH THE FRONT OF THE BUS**

Check the following:

Visible Leaks	Engine Oil, Transmission Fluid, Power Steering Fluid, Radiator Coolant
Lights and Reflectors	Clean, not broken, cracked or missing lenses or light hoods
Overall Condition of Bus	Bus sits level, not leaning (could indicate problems with suspension, low tire)
All Mirrors	Securely attached, not broken or cracked
Crossing Arm (if equipped)	Securely attached

## **ENGINE COMPARTMENT – SERVICE DOOR SIDE OF THE BUS**

Open hood and check the following:

Coolant Level	<u>Check:</u> <b><u>CAUTION: DO NOT Remove Radiator Cap if Engine is HOT!</u></b> <ul style="list-style-type: none"><li>• Make sure that coolant level shows in the sight glass (if equipped). If no sight glass remove radiator cap and check level.</li></ul>
Alternator/Belt	<u>Check:</u> <ul style="list-style-type: none"><li>• Alternator belt (identify) and check for signs of fraying, loose fibers, cracks and overall condition. Should have no more than <math>\frac{1}{2}</math>" – <math>\frac{3}{4}</math>" of play.</li><li>• Alternator is securely mounted and bracket does not have any cracks.</li><li>• All wires are securely mounted.</li></ul>
Shock Absorber	<u>Check:</u> <ul style="list-style-type: none"><li>• Securely mounted; no missing bolts, nuts; no cracks in the mounting brackets.</li><li>• Not damaged or leaking.</li></ul>
Springs	<u>Check:</u> <ul style="list-style-type: none"><li>• No missing, misaligned, shifted, cracked, or broken springs; particularly the main spring</li></ul>

(this spring extends from eyelet to eyelet and supports the rest of the springs).

- Securely attached to axle with U-Bolts.
- U-bolts have all nuts present; U-bolts are not damaged or cracked.

Spring Mounts

Check:

- Securely mounted on all sides.
- No missing bolts, nuts, or bushings.
- No cracks in mounting brackets.
- Spring shackles are present; not missing.

Hoses/Lines

Check:

- All hydraulic/air hoses/lines are not leaking, cracked, worn, or frayed.
- All couplings are secure and not leaking.

Brake Chamber

Check:

- Securely mounted.
- No dents or air leaks.
- No loose or missing clamps.

Slack Adjusters & Pushrods Check:

- Securely mounted.
- No broken, loose, damaged or missing parts.
- Not more than 1" of movement.

Brake Drum

Check:

- No visible signs of contaminants (seeping oil or grease).
- No visible cracks, dents, or holes.

Brake Linings

Check:

- No dangerously thin linings.
- No missing/broken pieces of lining.
- No signs of contamination (such as oil) which could render braking ineffective on that side.

Tire (I-C-D)

Check:

**I**nflation

- Proper way to check inflation is with a tire gauge.

**Condition**

- No cuts on the tread or sidewall.
- No bulges or worn spots.
- No exposed fabric (ply cord).
- Front tire is **NOT** recapped or re-grooved.
- Valve cap & stem is present and not damaged.

**Depth of tread**

- Tread depth is not less than 4/32”.
- Proper way to check is with a depth gauge.

Rim

Check:

- No repair welds.
- Not bent, cracked or damaged.
- No rust trails (may indicate a rim is loose on the wheel).

Lug Nuts

Check:

- All lug nuts are present and match.
- All studs are present; not cracked or broken.
- All lug nuts are tight (rings on the rim – “halos” or trails – would indicate a lug nut may be loose).
- No signs of distorted holes (elongation indicates wheel ran with lug nuts loose for a period of time).

Hub Oil Seal

Check:

- Housing is intact; not cracked or broken.
- Oil is at proper level in sight glass (if equipped with self-oiling hubs).
- No signs of excessive oil/grease seepage (indicates a defective seal).

**ENGINE COMPARTMENT – DRIVER’S SIDE OF THE BUS**

Engine Oil

Check:

- Indicates the location of the dipstick and knows how to check.
- Knows where to add oil if needed.

Power Steering Fluid

Check:

- Indicates the location of the dipstick and knows how to check.

- Checks that hose leading from reservoir to power steering pump is secure and not cracked or leaking.

Power Steering Belt

Check:

- Identify and check for cracks, fraying and loose fibers.
- No more than  $\frac{1}{2}$ " -  $\frac{3}{4}$ " of play.

**INSTRUCTOR NOTE: Always identify the type of belts or identify as gear driven!**

Water Pump/Belt

Check:

- Locate and identify pump/belt.
- Securely mounted.
- Check for leaks around pump.
- Check belt for cracks, fraying, and loose fibers (overall condition).
- No more than  $\frac{1}{2}$ " -  $\frac{3}{4}$ " of play in belt.

Air Compressor/Belt

Check:

- Identify air compressor/belt (unless gear driven).
- Securely mounted.
- No cracked, broken, or loose pulley.
- Identify oil return line and check for any signs of leaks.
- Check air lines that are connected to the compressor for signs of damage; no kinks or audible air loss; tight and proper connections.
- Check belts for cracks, fraying, and loose fibers (overall condition).
- No more than  $\frac{1}{2}$ " -  $\frac{3}{4}$ " of play in belt.

Steering Linkage

Check:

- Steering column linkage (U joints).
- Drag link, pitman arm, ball joints for looseness and signs of wear, missing components (nuts, bolts, cotter pins).
- Tie Rod ends.
- Ball joints should only have rotational movement. Side to side movement indicates wear.

Steering Box/Hoses	<p><u>Check:</u></p> <ul style="list-style-type: none"><li>• Securely mounted; all bolts are present and mounting bracket is not cracked.</li><li>• Check hoses for any fluid leaks; connections are tight and secure.</li></ul>
Shock Absorber	<p><u>Check:</u></p> <ul style="list-style-type: none"><li>• Securely mounted; no missing bolts, nuts; no cracks in the mounting brackets.</li><li>• Not damaged or leaking.</li></ul>
Springs	<p><u>Check:</u></p> <ul style="list-style-type: none"><li>• No missing, misaligned, shifted, cracked, or broken springs; particularly the main spring (this spring extends from eyelet to eyelet and supports the rest of the springs).</li><li>• Securely attached to axle with U-Bolts.</li><li>• U-bolts have all nuts present; U-bolts are not damaged or cracked.</li></ul>
Spring Mounts	<p><u>Check:</u></p> <ul style="list-style-type: none"><li>• Securely mounted on all sides.</li><li>• No missing bolts, nuts, or bushings.</li><li>• No cracks in mounting brackets.</li><li>• Spring shackles are present; not missing.</li></ul>
Hoses/Lines	<p><u>Check:</u></p> <ul style="list-style-type: none"><li>• All hydraulic/air hoses/lines are not leaking, cracked, worn, or frayed.</li><li>• All couplings are secure and not leaking.</li></ul>
Brake Chamber	<p><u>Check:</u></p> <ul style="list-style-type: none"><li>• Securely mounted.</li><li>• No dents or air leaks.</li><li>• No loose or missing clamps.</li></ul>
Slack Adjusters & Pushrods	<p><u>Check:</u></p> <ul style="list-style-type: none"><li>• Securely mounted.</li><li>• No broken, loose, damaged or missing parts.</li><li>• Not more than 1" of movement.</li></ul>
Brake Drum	<p><u>Check:</u></p> <ul style="list-style-type: none"><li>• No visible signs of contaminants (seeping oil or grease).</li></ul>

- No visible cracks, dents, or holes.

Brake Linings

Check:

- No dangerously thin linings.
- No missing/broken pieces of lining.
- No signs of contamination (such as oil) which could render braking ineffective on that side.

Tire (I-C-D)

Check:

**I**nflation

- Proper way to check inflation is with a tire gauge.

**C**ondition

- No cuts on the tread or sidewall.
- No bulges or worn spots.
- No exposed fabric (ply cord).
- Front tire is **NOT** recapped or re-grooved.
- Valve cap & stem is present and not damaged.

**D**epth of tread

- Tread depth is not less than 4/32".
- Proper way to check is with a depth gauge.

Rim

Check:

- No repair welds.
- Not bent, cracked or damaged.
- No rust trails (may indicate a rim is loose on the wheel).

Lug Nuts

Check:

- All lug nuts are present and match.
- All studs are present; not cracked or broken.
- All lug nuts are tight (rings on the rim – “halos” or trails – would indicate a lug nut may be loose).
- No signs of distorted holes (elongation indicates wheel ran with lug nuts loose for a period of time).

Hub Oil Seal

Check:

- Housing is intact; not cracked or broken.
- Oil is at proper level in sight glass (if equipped with self-oiling hubs).

- No signs of excessive oil/grease seepage (indicates a defective seal).

## **CLOSE & SECURE THE HOOD**

### **MOVE TO THE DRIVER'S SIDE OF THE BUS**

Mirrors

Check:

- Not broken or missing.
- Securely mounted; no mounting brackets, bolts, nuts missing, or broken.

Battery/Compartment

Check:

- Battery is mounted securely.
- Cables are securely connected.
- Insulation on cable intact.
- No signs of excessive corrosion.
- No visible signs of cracks in battery casing.
- Cell caps are not missing or broken.
- Compartment cover or door is secure.

Stop Arm

Check:

- Not faded.
- Securely mounted
- Extends fully.
- Lights flash in an alternating pattern.
- No audible air leaks.

Side Windows

Check:

- Not broken.
- Emergency exits indicated with reflective tape.

Reflective Tape

Check:

- Not faded, missing, or peeling.

Clearance Lights &  
Reflectors

Check:

- Clearance lamps are operational; covers not cracked, broken, or missing.
- 3 Reflectors on each side of bus; not cracked, broken, or missing.

- Proper color:
  - a) Front & Center – AMBER
  - b) Rear – RED

Exhaust System

Check:

- Securely mounted. All brackets/hangers are present.
- No signs of exhaust leaks (indicated by black smoke marks on pipe).
- No shiny area around connections of pipe (indicates loose connection).
- No severe dents or damage that would restrict exhaust gas flow.

Frame

Check:

- No cracks or bends in longitudinal frame members.
- No welding repairs in frame members.
- No missing cross members.

Drive Shaft

Check:

- All hangers are present and securely mounted.
- Free of foreign objects.
- No bends or cracks.

Rear Tires (**I-C-D**)

Check:

**I**nflation

- Proper way to check inflation is with a tire gauge.

**C**ondition

- No cuts on the tread or sidewall.
- No bulges or worn spots.
- No exposed fabric (ply cord).
- Valve cap & stem is present and not damaged.

**D**epth of tread

- Tread depth is not less than 2/32".
- Proper way to check is with a depth gauge.

Rim

Check:

- No repair welds.
- Not bent, cracked, or damaged.



- No rust trails (may indicate a rim is loose on the wheel).

Lug Nuts

Check:

- All lug nuts are present and match.
- All studs are present; not cracked or broken.
- All lug nuts are tight (rings on the rim – “halos” or trails – would indicate a lug nut may be loose).
- No signs of distorted holes (elongation indicates wheel ran with lug nuts loose for a period of time).

Axle Seal

Check:

- No signs of leaking lubricants.

Spacers (Budd Wheels)

Check: (If equipped)

- Spacers are not dented, damaged or rusted.
- No objects stuck between tires.

Splash Guards

Check:

- Mounted securely.
- Not damaged.

Shock Absorber

Check:

- Securely mounted; no missing bolts, nuts; no cracks in the mounting brackets.
- Not damaged or leaking.

Springs

Check:

- No missing, misaligned, shifted, cracked, or broken springs; particularly the main spring (this spring extends from eyelet to eyelet and supports the rest of the springs).
- Securely attached to axle with U-Bolts.
- U-bolts have all nuts present; U-bolts are not damaged or cracked.

Spring Mounts

Check:

- Securely mounted on all sides.
- No missing bolts, nuts, or bushings.
- No cracks in mounting brackets.
- Spring shackles are present; not missing.

- Air Ride Suspension      Check (if equipped):
- Air bags are not torn.
  - No audible leaks (beyond normal inflation and deflation to compensate for changes in load).
  - Mounting brackets are secure; no missing nuts and bolts.
- Hoses/Lines      Check:
- All hydraulic/air hoses/lines are not leaking, cracked, worn, or frayed.
  - All couplings are secure and not leaking.
- Brake Chamber      Check:
- Securely mounted.
  - No dents or air leaks.
  - No loose or missing clamps.
- Slack Adjusters & Pushrods      Check:
- Securely mounted.
  - No broken, loose, damaged, or missing parts.
  - Not more than 1" of movement.
- Brake Drum      Check:
- No visible signs of contaminants (seeping oil or grease).
  - No visible cracks, dents, or holes.
- Brake Linings      Check:
- No dangerously thin linings.
  - No missing/broken pieces of lining.
  - No signs of contamination (such as oil) which could render braking ineffective on that side.

### **MOVE TO THE REAR OF THE BUS**

- Lights      Check:
- All lenses clean, not cracked or broken.
    - ❖ Clearance (red)
    - ❖ Student (red and amber)
    - ❖ Turn signals
    - ❖ Running
    - ❖ Brake

- ❖ Flashers
- ❖ Reverse
- ❖ Two reflectors (RED) on each side of bus

Rear Windows

Check:

- Clean, not broken.
- Seal not torn, damaged.

Back Door

Check:

- Opens/closes easily.
- Seals on door and/or bus are present and not damaged.
- Locks open and releases.

Exhaust System

Check:

- Securely mounted. All brackets/hangers are present.
- No signs of exhaust leaks (indicated by black smoke marks).
- No severe dents or damage that would restrict exhaust gas flow.
- Must not extend more than 1" past bumper (or body for side exhaust).

## **MOVE TO THE PASSENGER SIDE OF THE BUS**

Wheel Chair Lift

Check (if equipped):

- Operational.

Clearance Lights &  
Reflectors

Check:

- Clearance lamp covers and reflectors: not cracked, broken, or missing.
- Proper color:
  - a) Front & Center – AMBER
  - b) Rear – RED

Side Windows

Check:

- Not broken.
- Emergency exits indicated with reflective tape.

Reflective Tape	<u>Check:</u> <ul style="list-style-type: none"><li>• Not faded, missing, or peeling.</li></ul>
Exhaust System	<u>Check:</u> <ul style="list-style-type: none"><li>• Securely mounted. All brackets/hangers are present.</li><li>• No shiny spots on pipe (indicates connection is loose).</li><li>• No signs of exhaust leaks (indicated by black smoke marks).</li><li>• No severe dents or damage that would restrict exhaust gas flow.</li></ul>
Rear Tires ( <b>I-C-D</b> )	<u>Check:</u> <p><b>I</b>nflation</p> <ul style="list-style-type: none"><li>• Proper way to check inflation is with a tire gauge.</li></ul> <p><b>C</b>ondition</p> <ul style="list-style-type: none"><li>• No cuts on the tread or sidewall.</li><li>• No bulges or worn spots.</li><li>• No exposed fabric (ply cord).</li><li>• Valve cap &amp; stem is present and not damaged.</li></ul> <p><b>D</b>epth of tread</p> <ul style="list-style-type: none"><li>• Tread depth is not less than 2/32".</li><li>• Proper way to check is with a depth gauge.</li></ul>
Rim	<u>Check:</u> <ul style="list-style-type: none"><li>• No repair welds.</li><li>• Not bent, cracked or damaged.</li><li>• No rust trails (may indicate a rim is loose on the wheel).</li></ul>
Lug Nuts	<u>Check:</u> <ul style="list-style-type: none"><li>• All lug nuts are present and match.</li><li>• All studs are present; not cracked or broken.</li><li>• All lug nuts are tight (rings on the rim – “halos” or trails – would indicate a lug nut may be loose).</li><li>• No signs of distorted holes (elongation indicates wheel ran with lug nuts loose for a period of time).</li></ul>

Axle Seal	<u>Check:</u> <ul style="list-style-type: none"><li>• No signs of leaking lubricants.</li></ul>
Spacers (Budd Wheels)	<u>Check (if equipped):</u> <ul style="list-style-type: none"><li>• Spacers are not dented, damaged or rusted.</li><li>• No objects stuck between tires.</li></ul>
Splash Guards	<u>Check:</u> <ul style="list-style-type: none"><li>• Mounted securely.</li><li>• Not damaged.</li></ul>
Shock Absorber	<u>Check:</u> <ul style="list-style-type: none"><li>• Securely mounted; no missing bolts, nuts; no cracks in the mounting brackets.</li><li>• Not damaged or leaking.</li></ul>
Springs	<u>Check:</u> <ul style="list-style-type: none"><li>• No missing, misaligned, shifted, cracked, or broken springs; particularly the main spring (this spring extends from eyelet to eyelet and supports the rest of the springs).</li><li>• Securely attached to axle with U-Bolts.</li><li>• U-bolts have all nuts present; U-bolts are not damaged or cracked.</li></ul>
Spring Mounts	<u>Check:</u> <ul style="list-style-type: none"><li>• Securely mounted on all sides.</li><li>• No missing bolts, nuts, or bushings.</li><li>• No cracks in mounting brackets.</li><li>• Spring shackles are present; not missing.</li></ul>
Air Ride Suspension	<u>Check (if equipped):</u> <ul style="list-style-type: none"><li>• Air bags are not torn.</li><li>• No audible leaks (beyond normal inflation and deflation to compensate for changes in load).</li><li>• Mounting brackets are secure; no missing nuts and bolts.</li></ul>
Hoses/Lines	<u>Check:</u> <ul style="list-style-type: none"><li>• All hydraulic/air hoses/lines are not leaking, cracked, worn, or frayed.</li><li>• All couplings are secure and not leaking.</li></ul>

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- Brake Chamber                      Check:
- Securely mounted.
  - No dents or air leaks.
  - No loose or missing clamps.
- Slack Adjusters & Pushrods   Check:
- Securely mounted.
  - No broken, loose, damaged or missing parts.
  - Not more than 1" of movement.
- Brake Drum                         Check:
- No visible signs of contaminants (seeping oil or grease).
  - No visible cracks, dents, or holes.
- Brake Linings                      Check:
- No dangerously thin linings.
  - No missing/broken pieces of lining.
  - No signs of contamination (such as oil) which could render braking ineffective on that side.
- Frame                                 Check:
- No cracks or bends in longitudinal frame members.
  - No welding repairs in frame members.
  - No missing cross members.
- Drive Shaft                         Check:
- All hangers are present and securely mounted.
  - Free of foreign objects.
  - No bends or cracks.
- Fuel Tank                            Check:
- Fuel cap is present and secure.
  - No signs of leaking around/underneath fuel tank (puddles on ground below tank).

**INSTRUCTOR NOTE: PAY CLOSE ATTENTION TO THE FUEL CAP AND TANK. IF YOU FEEL SOMEONE HAS TAMPERED WITH THE FUEL – DO NOT START THE BUS. CONTACT YOUR SUPERVISOR IMMEDIATELY!!!!!!**

Mirrors

Check:

- Securely mounted.
- Glass not broken/missing.
- No mounting brackets, bolts, nuts missing or broken.

Service Door

Check:

- Door glass is clean; not broken.
- Door/window seals are not damaged.
- Door opens & closes properly; unobstructed.
- Door handle and connecting rod (if equipped) are securely mounted and operational.

Passenger Entry

Check:

- Handrail is secure.
- Rubber molding is not loose or missing.
- Stair treads are secured to the floor.
- No obstructions in step well area.
- Step well light lens is not cracked or missing.

**INSTRUCTOR NOTE: Driver must use the handrail when entering and exiting the bus.**

Emergency Equipment

Check:

- FIRE EXTINGUISHER
  1. Correct rating (2A10BC or greater).
  2. Charged.
  3. Hose attached.
  4. Securely mounted.
- REFLECTORS (Triangles)
  1. Containment box securely mounted.
  2. Three (3) present.
- FIRST AID KIT
  1. Securely mounted.
  2. Identified by label.
  3. In a dust-proof container.
  4. All contents accounted for.
- BODY FLUID CLEAN-UP KIT
  1. Securely mounted.
  2. Identified by label.
  3. In a dust-proof container.

## **ADJUST DRIVER'S SEAT**

- |                    |  |
|--------------------|--|
| Driver's Seat Belt | <u>Check:</u> <ul style="list-style-type: none"><li>• Securely mounted.</li><li>• Not frayed or cut.</li><li>• Latches securely.</li></ul>   |
| Driver Mirrors     | <u>Check:</u> <ul style="list-style-type: none"><li>• Clean.</li><li>• Properly adjusted.</li><li>• Unobstructed view (no stickers, etc.).</li></ul>   |
| Student Mirror     | <u>Check:</u> <ul style="list-style-type: none"><li>• Clean.</li><li>• Securely attached.</li><li>• Properly adjusted.</li><li>• Not broken.</li></ul>   |
| Windshield         | <u>Check:</u> <ul style="list-style-type: none"><li>• Clean.</li><li>• Unobstructed view.</li><li>• No cracks over 2" long.</li><li>• No intersecting cracks.</li><li>• No pits larger than the size of a quarter.</li></ul> |

**INSTRUCTOR NOTE: Driver shall never leave the driver's seat with the engine running.**

- ❖ **Close service door – prepare for engine start**
- ❖ **Start Engine to check gauges; engine off when not necessary**

- |     |   |
|-----|---|
| ABS | <u>Check:</u> <ul style="list-style-type: none"><li>• Indicator illuminates then turns off.</li></ul> |
|-----|---|

- |        |  |
|--------|--|
| Gauges | <u>Check:</u> <ul style="list-style-type: none"><li>• Oil Pressure – Builds to normal range; warning light goes off.</li><li>• Temperature - Registers cold to normal range.</li><li>• Voltmeter/Ammeter - Registers battery charge; needle does not flutter.</li><li>• Air Pressure - Registers air pressure.</li></ul> |
|--------|--|



Steering Wheel	<u>Check:</u> <ul style="list-style-type: none"><li>• Check free play of steering wheel.</li><li>• 20" steering wheel has less than 2" of play.</li></ul>
Horn	<u>Check:</u> <ul style="list-style-type: none"><li>• Operational.</li></ul>
Exterior Light Indicators (L R 4 H)	<u>Check (on dashboard):</u> <ul style="list-style-type: none"><li>• Left – Right – 4 way hazard flashers – High beam indicator (headlights).</li><li>• Leave 4 way hazard flashers operating as the pre-trip inspection continues.</li></ul>
Wipers/Washers	<u>Check:</u> <ul style="list-style-type: none"><li>• Securely mounted.</li><li>• Overall blade/rubber condition.</li><li>• High/Low/Intermittent is operational.</li><li>• Washer fluid – works when activated.</li></ul>
Heaters	<u>Check:</u> <ul style="list-style-type: none"><li>• Operational; check each fan blower speed individually (Low – Med – High).</li></ul>
Defrosters	<u>Check:</u> <ul style="list-style-type: none"><li>• Operational; check each fan blower speed individually (Low – Med – High).</li></ul>
Fans	<u>Check:</u> <ul style="list-style-type: none"><li>• Operational; check each speed individually (Low – High).</li></ul>
Dome Lights	<u>Check:</u> <ul style="list-style-type: none"><li>• Operational.</li><li>• None of the lenses are cracked, broken or missing.</li></ul>
8-way flasher indicators	<u>Check:</u> <ul style="list-style-type: none"><li>• Activate.</li><li>• Indicator (pilot) lamp operational for Ambers.</li><li>• Check that Amber flashers are operational in front of bus.</li></ul>

Seats

Check:

- Seat cushion securement (backs and bottoms).
- No torn upholstery.
- No broken seat frames.

**INSTRUCTOR NOTE: Always check for seat cushion securement from the aisle side of the seat towards the rear of the cushion. Never stick your hands into the crack of the seat.**

Emergency Exits

(Rear/side/windows/roof) Check:

- Labeled.
- Glass not cracked or broken.
- Operating instructions present.
- Unobstructed.
- Open and close smoothly.
- Warning buzzer operational.
- Padded headed (entry, rear, and side doors).
- While checking exits, open rear door and check that Amber flashers are operational.

**RETURN TO THE FRONT OF THE BUS**

**PREPARE TO EXIT THE BUS FOR THE LIGHT CHECK OR  
REQUEST ASSISTANCE**

**INSTRUCTOR NOTE: Some light checks may require help from another person.**

**INSTRUCTOR NOTE: Do NOT teach automatic light check system (if equipped).**

Step well lamp

Check:

- Operational.

## **FRONT OF THE BUS**

Exterior Lights  
(L – R – 4 – H)

Check:

- Left – Right – 4 way hazard flashers – Headlights (high/low beam); all operable.

8-way flashers

Check:

- Operable and flash in an alternating pattern.

Clearance/Turn Signal

Check:

- All operable.

## **DRIVER'S SIDE OF THE BUS**

Stop Arm

Check:

- Not faded.
- Securely mounted.
- Extends fully.
- Lights flash in an alternating pattern.
- No audible air leaks.

Clearance/Turn Signal

Check:

- All operable.

## **REAR OF THE BUS**

Exterior Lights  
(L – R – 4)

Check:

- Left – Right – 4 way hazard flashers; all operable.
- Turn signals operable.
- Tail lights operable.
- Clearance lights operable.
- Brake lights operable.
- 8-way flashers operable and flash in an alternating fashion.
- Reverse lights operable (using gear).

## **PASSENGER SIDE OF THE VEHICLE**

- Clearance/Turn Signal      Check:
- All operable.

## **RE-ENTER THE BUS**

- Air Brake Check:                      **Make sure rear wheels are chocked, air pressure is between 100 - 125 psi and the engine is OFF.**

**INSTRUCTOR NOTE:** The air brake check is broken up into three sections or parts.

### **AIR PRESSURE LOSS RATE:**

- 1) Turn key to the “On” or “Accessories” position (do **not** start).
- 2) Release the parking brake.
- 2) Unapplied service (foot) brake – Time for one minute, air loss should not be more than 2 psi.
- 4) Apply service (foot) brake – Hold application for one minute, air loss must not be more than 3 psi.

### **LOW AIR PRESSURE BUZZER & LIGHT:**

- 1) “Fan” service brake until air pressure drops to approximately 60 psi.
- 2) Warning buzzer must activate as well as the warning light indicator on the dashboard.

### **EMERGENCY/SPRING BRAKE VALVE ACTIVATION:**

- 1) Continue to “fan” service brake until air pressure drops to approximately 20 - 40 psi.
- 2) The parking brake knob should pop out. This will cause the spring brakes to activate.

**Special Note:** Settings for activation of the low air pressure **Warning Buzzer** and **Warning Light** as well as the activation of the **Emergency/Spring Brake** will vary slightly from vehicle to vehicle.

**INSTRUCTOR NOTE:** Have trainee repeat the Air Brake Check until they can perform it flawlessly.

## **REMOVE THE WHEEL CHOCKS**

### **PARKING BRAKE TEST**

- 1) Start the engine.
- 2) Let the air pressure build to operational range.
- 3) Depress the service brake (pedal).
- 4) Shift the transmission into a forward gear.
- 5) Apply slight pressure on the accelerator.
- 6) Bus should not move which confirms the parking brake is holding.

### **SERVICE BRAKE TEST**

- 1) Release the parking brake, move the bus forward ***slowly*** (about 5 MPH).
- 2) Apply slight but enough pressure on the foot brake to stop the bus. Note any “pulling” to one side, unusual feel or delayed stopping action.
- 3) Secure the bus.

**INSTRUCTOR NOTE:** “Hydraulic Brakes” may be used on smaller class A buses.

### **HYDRAULIC BRAKE CHECK PROCEDURE**

Pump the brake pedal three times; hold it down for five seconds. The brake pedal should not move during the five second period.

If equipped with hydraulic brake reserve (back-up) system, with key off, depress (apply) the brake pedal and listen for the sound of the reserve system electric motor.

# **Classroom Instruction**



## **SECTION 1-D**

**New Mexico School Bus Driver Security  
Training Program**

**1 Hour of Instruction**

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PLEASE INSERT YOUR  
NEW MEXICO SCHOOL BUS DRIVER SECURITY  
TRAINING PROGRAM  
COURSE OUTLINE & INSTRUCTOR GUIDE

# **Classroom/Hands-On Instruction**



## **SECTION 1-E**

**Safety Equipment,  
Use of Safety Equipment, and  
Emergency Evacuation Procedures**

**1 Hour of Instruction**



## **INSTRUCTOR OVERVIEW**

### **Materials Needed:**

1. Fire Extinguisher w/hose (Rated 2A10BC)
2. First-Aid Kit
3. 3 Reflective Triangles
4. Handouts for trainees

**INSTRUCTOR NOTE:** Any of the following pages may be reproduced for use as handouts or transparencies.

### **OBJECTIVES:**

- 1) Trainee should know where each of the emergency equipment items may be located in various types/sizes of school buses.
- 2) Provide trainee instruction on general guidelines on using a fire extinguisher and the proper use and placement of reflective triangles. (Use of overhead and diagram transparency may be helpful in providing this instruction)
- 3) Trainee should be familiar with the contents of the First-Aid Kit.
- 4) Provide trainee instruction on emergency evacuation procedures and explain the four (4) different types of evacuations. (Use of overhead projector and diagram transparencies provided in this manual, may be helpful in providing this instruction)

### **HANDOUTS (Pages 70-73)**

Proper reflective triangle placement diagrams

#### **6.40.2.10 BUS BODY STANDARDS**

##### **P. EMERGENCY EQUIPMENT**

- (1) Fire Extinguisher (for proper operating procedure refer to pages 68-69.)

- (a) The bus **shall** be equipped with at least one UL-approved pressurized, dry chemical fire extinguisher.
    - (i) Extinguisher **shall** be mounted in a bracket, located in the driver compartment and readily accessible to the driver and passengers.
    - (ii) A pressure gauge **shall** be mounted on the extinguisher and be easily read without moving the extinguisher from its mounted position.
  - (b) The fire extinguisher **shall** have a total rating of 2A10BC or greater. The operating mechanism **shall** be sealed with a type of seal which will not interfere with the use of the fire extinguisher.
- (2) First-Aid Kit
- (a) The bus **shall** have a removable moisture-proof and dust-proof first aid kit in an accessible place in the driver compartment.
    - (i) It **shall** be properly mounted and identified as a first aid kit.
    - (ii) The location for the first aid kit **shall** be marked.
    - (iii) Contents of first aid kit **shall** be in compliance with the following standards.
  - (b) A first-aid kit for all school buses is described as follows:
    - ✓ **2** - 1 inch x 2 1/2 yards adhesive tape rolls
    - ✓ **24** - sterile gauze pads 3 inches x 3 inches
    - ✓ **100** - 3/4 inch x 3 inches adhesive bandages
    - ✓ **8** - 2 inch bandage compress
    - ✓ **10** - 3 inch bandage compress
    - ✓ **2** - 2 inch x 6 yards sterile gauze roller bandages
    - ✓ **2** - non-sterile triangular bandages approximately 40 inches x 36 inches x 54 inches with 2 safety pins
    - ✓ **3** - sterile gauze pads 36 inches x 36 inches
    - ✓ **3** - sterile eye pads
    - ✓ **1** - rounded-end scissors
    - ✓ **1** - pair of medical examination gloves
    - ✓ **1** - mouth-to-mouth airway

(3) Body Fluid Clean-Up Kit

- (a) Each bus **shall** have a removable and moisture-proof body fluid clean-up kit accessible to the driver.
- (b) It **shall** be properly mounted and identified as a body fluid clean-up kit.
- (c) Contents of body fluid clean-up kit **shall** include:
  - ✓ 1 - Disposable bag with securement device
  - ✓ 1 - Scoop
  - ✓ 1 - Scraper
  - ✓ 1 - Disinfectant (Lysol® type wipes)
  - ✓ 1 - Surface wipe (paper towels)
  - ✓ 1 - Pair of medical examination gloves (minimum)

(4) Warning Devices

- (a) Each school bus **shall** contain at least three (3) reflectorized triangle road-warning devices mounted in an accessible place.
- (b) These devices must meet requirements in 49 CFR 571.125 (FMVSS) and must be mounted in an accessible location in the driver compartment.

(5) Any of the Emergency Equipment May be Mounted in an Enclosed Compartment Provided:

- (a) The compartment is labeled in not less than one inch letters, stating the piece(s) of equipment contained therein.
- (b) The enclosed compartment **shall** be located in the driver compartment.

(6) Fusees (a friction match with a large head capable of burning in a wind) are **NOT** permitted.

## **EMERGENCY EQUIPMENT**

### **FIRE EXTINGUISHERS:**

#### Classifications of Fires

Accepted standard practices separate fires into three general classes.

Class A – Fires of ordinary combustible material where the “quenching” and “cooling” effects of water (or solutions containing large quantities of water) is of importance. Examples: fires in wood, textiles, fabrics, rubbish, etc.

Class B – Fires of flammable liquids, petroleum products, etc., where the blanketing or extinguishing agent is of first importance. Examples: fires in gasoline, oils and greases in tanks or containers, open vats or running freely on floors or ground.

Class C – Fires involving electrical equipment where the use of a “non-conductor” extinguisher is of first importance. Examples: fires involving electrical switchboards, motors, or wiring.

#### Dry-powder Extinguisher (CO-2 Pressurized)

The dry-powder type of extinguisher consists of a charge of specially prepared dry powdered sodium bicarbonate with a cartridge of inert gas, such as carbon dioxide, to provide the expelling force. Discharge is in the form of a cloud of powder together with gas.

The range of the cloud may extend up to 25 feet horizontally depending on size of extinguisher and type of nozzle. In contact with fire, the powder gives off additional carbon dioxide gas with its smothering effect. Discharge should be directed at the base of the flames. On flammable liquid fires, best results are obtained when the discharge is directed in a sweeping motion as with carbon dioxide extinguisher.

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

#### Dry Chemical Extinguisher (Air Pressurized)

There is another type of dry chemical extinguisher which is commonly used. Again, they are filled with dry powder, finer than face powder in some cases. A gauge is mounted at the top of the extinguisher indicating the air pressure. The gauges are usually divided into two areas of green and red indicating low and high pressure. If the needle on the indicator stays in the green area, it is properly charged.

### Getting Fire Extinguishers Serviced

Fire extinguishers should be serviced each year preferably before school starts. The servicing must be done by a properly licensed person.

### **FIRE EXTINGUISHER OPERATING DIRECTIONS**

*Follow the directions on the extinguisher or the following;*

1. Remove from bracket.
2. If possible, stand upwind from burning material to prevent standing in smoke and heat.
3. Hold extinguisher in UPRIGHT position. Due to construction of cylinder, extinguisher should not be laid on side to operate.
4. Remove safety lock pin by breaking seal.
5. Push lever down to break seal in cartridge.
6. Squeeze nozzle handle. Direct the flow of chemical to the base of the fire.
7. Do not walk onto unburned material that could catch fire in a back flash and cause injury to you.
8. Use fire extinguisher at will and release and re-squeeze nozzle as needed.
9. Replace safety pin.
10. Replace or recharge immediately after use.

**INSTRUCTOR NOTE: Any fire extinguisher, regardless of how long or how much discharge was used out of it should be recharged or replaced with a substitute after use.**

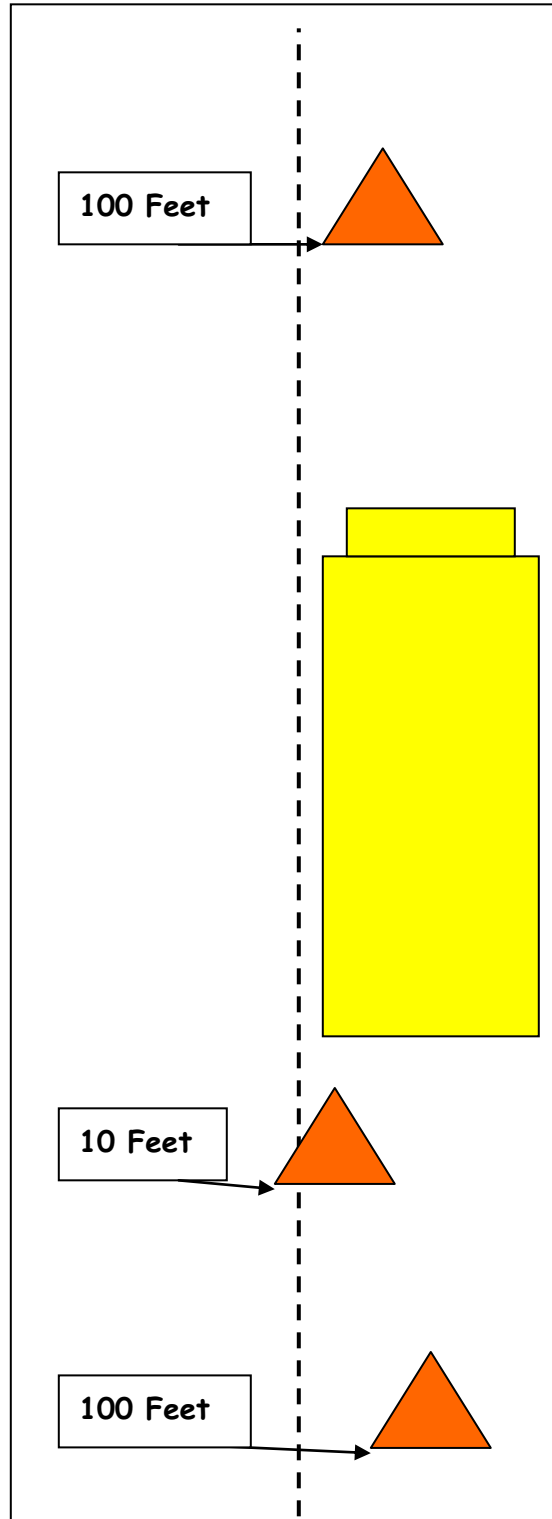
## **REFLECTOR TRIANGLE PLACEMENT**

### **6.41.4.12 SCHOOL BUS OPERATIONS AND EQUIPMENT**

#### **J. SCHOOL BUS SAFETY EQUIPMENT**

- (5) Each driver SHALL use reflectors in the event of prolonged stops on the roadway as follows:
  - (a) One at a distance of approximately **100 feet in front** and one approximately **100 feet in back** of the disabled vehicle in the center of the traffic lane occupied by the disabled vehicle.
  - (b) One at the traffic side of the disabled vehicle, not less than **10 feet from the front or rear**.
  - (c) **If the vehicle is disabled within 500 feet of a curve, crest of a hill, or other obstruction to view**, the driver **SHALL** place the warning device in that direction to afford ample warning. The warning device must in no case be less than 100 feet or more than 500 feet from the disabled vehicle.
  
- (6) The **hazard mode** warning lights **SHALL** be used when:
  - (a) **Necessary** to stop on the **shoulder or the traveled portion of the roadway**, if the bus is temporarily disabled
  - (b) Or it is necessary to stop for any reason other than loading and unloading operations.
  - (c) **Hazard mode** warning lights **SHALL** also be used when the speed of the bus is less than one half of the posted speed limit.

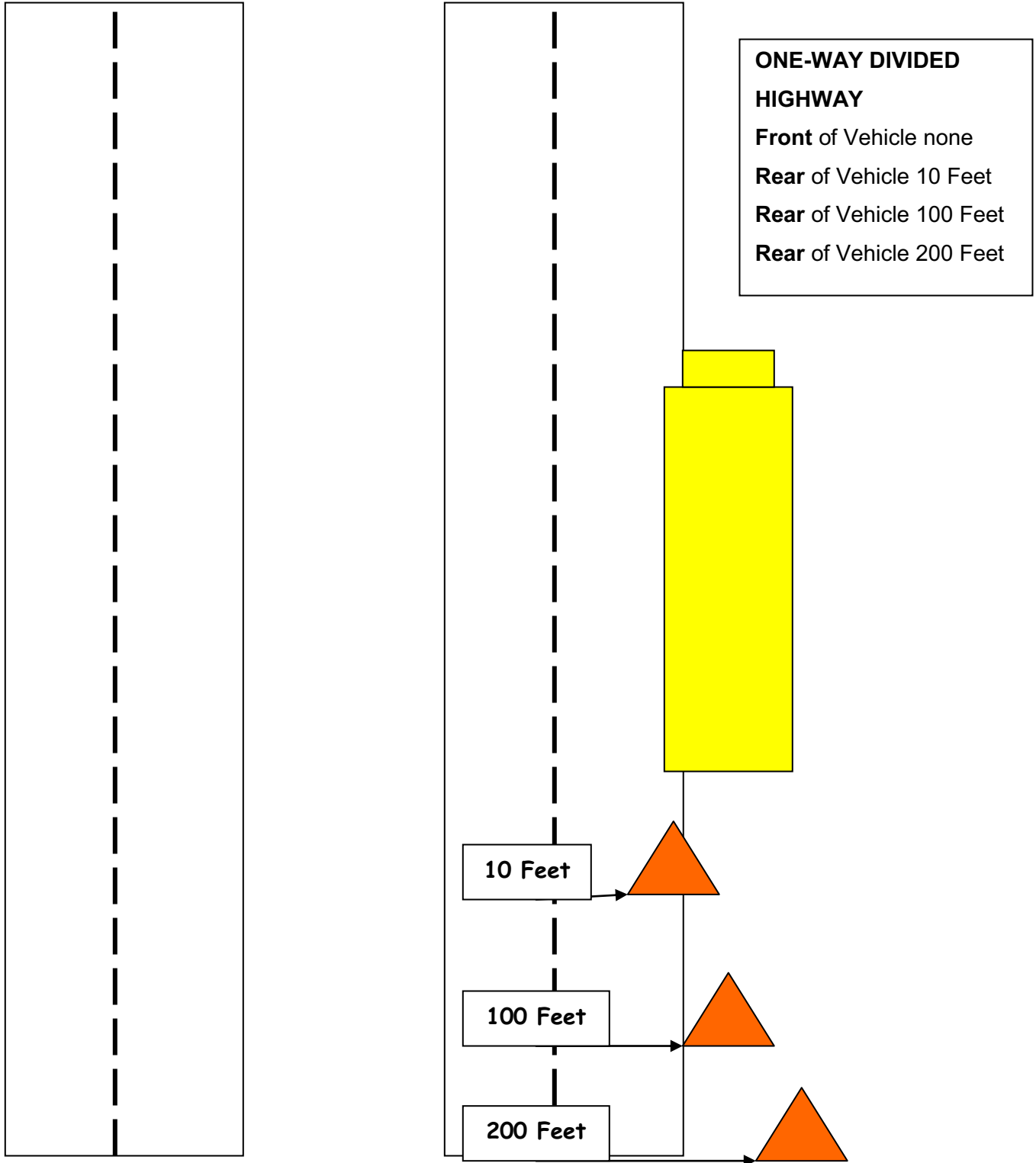
## REFLECTOR PLACEMENT



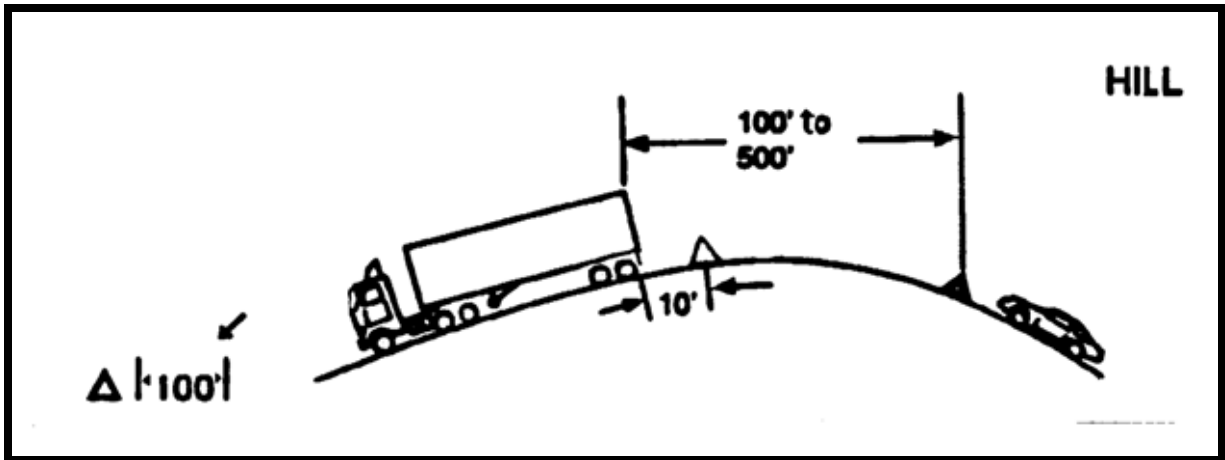
NON-DIVIDED HIGHWAY  
TWO LANE (traffic side)

**Front** of Vehicle 100 Feet  
**Rear** of Vehicle 10 Feet  
**Rear** of Vehicle 100 Feet.

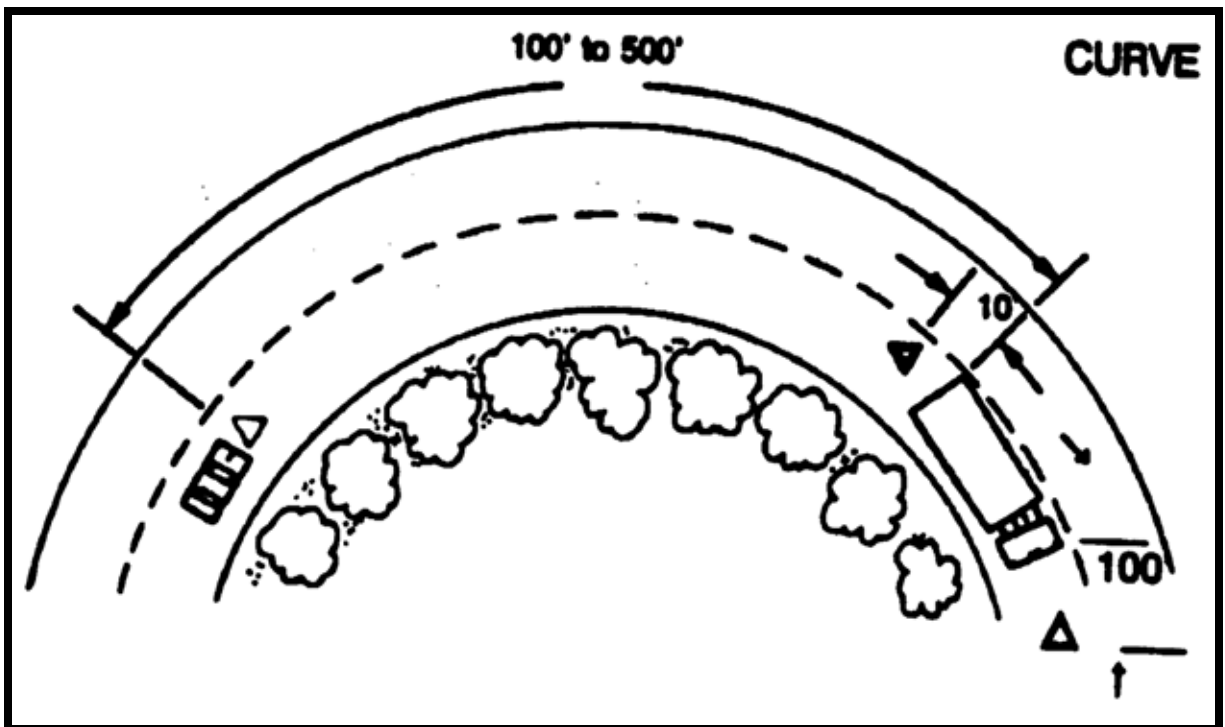
## REFLECTOR PLACEMENT







Proper placing of the triangles when parked on a hill.



Proper placing of triangles on a blind curve.

**CURVE/HILL**  
**Front of Vehicle 100 Feet**  
**Rear of Vehicle 10 Feet**  
**Rear of Vehicle 100-500 Feet**

## **EVACUATION GUIDELINES**

**INSTRUCTOR NOTE:** In deciding whether or not to evacuate your school bus, keep in mind that your primary responsibility is for the safety and well-being of you and your passengers. Knowing the proper procedures as well as the different types of evacuations will help you in making a good, well informed decision that is in the best interests of your passengers. The following are some guidelines that will help you in making an informed decision in any situation.

### **6.41.4.11 SCHOOL BUS DRIVERS, SUBSTITUTES, AND BUS ASSISTANTS RESPONSIBILITIES**

#### A. Accidents and Emergencies:

**INSTRUCTOR NOTE:** The term vehicle is used in this section to refer both to a school bus and to school-owned vehicles used to transport students to and from school and school-sponsored activity trips.

- (1) Reasons for emergency evacuation:
  - (a) Fire or danger of fire. The vehicle shall be stopped and evacuated immediately if any portion is on fire. Passengers shall move a safe distance away from the vehicle and remain there until the driver of the bus has determined that no danger remains.
  - (b) Unsafe position. If a vehicle is stopped the driver shall determine immediately whether it is safe for passengers to remain in the the vehicle or to evacuate. The driver shall evacuate if:
    - (i) The vehicle stops in the path of any train;
    - (ii) The stopping position of the vehicle is subject to change and thus increases the danger to passengers;
    - (iii) The stopping position of the vehicle is such that there is danger of collision.

**INSTRUCTOR NOTE:** REMEMBER that in these situations it is safer for the students to evacuate than remain on the bus.

- (2) Responsibilities of the driver: In the case of any accident involving a school bus or a school-owned vehicle, the driver's first responsibility is to the safety of the passengers. In addition, the driver shall:
- (a) Stop immediately;
  - (b) Maintain control of passengers;
  - (c) Protect the accident scene;
  - (d) Remain at the scene of the accident and not move the vehicle;
  - (e) Render reasonable assistance to any person injured in the accident;
  - (f) Notify police and the school district administrator and if appropriate the local transportation provide;
  - (g) If it is necessary to evacuate passengers, make certain that all passengers are in a safe location away from traffic and that they are not permitted to leave the scene of the accident on their own;
  - (h) Place reflectors appropriately to warn traffic;
  - (i) Obtain information such as names, license numbers, registration numbers, location, time, road and weather conditions, and a listing of all passengers including their seating locations;
  - (j) Make no admission of liability or assume responsibility for the accident;
  - (k) Comply with local policy and procedure in reporting the accident;
  - (l) Adhere to any vital emergency medical information provided;
  - (m) Report all school bus accidents in accordance with local district/contractor and state accident reporting procedures.

## **FOUR TYPES OF EMERGENCY EVACUATIONS**

### **FRONT OR REAR DOOR**

- 1) Open door – Stand – Face Students (to get their attention)
- 2) Inform passengers that you will be evacuating the bus through the FRONT door.
- 3) Remind students to leave all belongings behind and to listen carefully to all directions.
- 4) Assign at least one (1) dependable student to lead students a minimum of 100 feet away from the bus. Instruct the students to remain there until help arrives.
- 5) Depending on the type and location of the emergency, you must decide which students to evacuate first. Remind students to remain calm and start with the students in the front or the rear of the school bus and continue until everyone is safely off the bus.
- 6) The driver must confirm that no students are left on the school bus before exiting.
- 7) **If possible**, the driver should take the student roster and first aid kit when exiting the bus.
- 8) Stay with the students to ensure their safety.

### **FRONT & REAR DOOR EVACUATION**

*Use this method when you need to get students off the bus quickly, **AND** both doors are accessible.*

- 1) Make the middle of the bus the dividing point.
- 2) Students in front of the dividing point exit through the front service door.
- 3) Students behind the dividing line exit through the rear emergency exit.
- 4) Move students a minimum of 100 feet away from the bus to a safe location and remain there for help to arrive.

## **ROOF VENTS AND EMERGENCY WINDOWS**

*Use this method in severe accidents **ONLY**, when exit doors are blocked or inaccessible, or bus has overturned.*

- 1) Instruct students on operation of roof hatches and emergency windows.
  - ROOF HATCH – Turn RED knob and push out.
  - EMERGENCY WINDOW – Pull up on RED handle and push out.
- 2) Caution students to be extremely careful when dropping to the ground.

### **FURTHER GUIDELINES:**

- Remember that **your FIRST responsibility** is for the safety of all your passengers.
- Ensuring that all your passengers have been removed from the danger is your priority!
- Once the evacuation has been accomplished, you may begin administering first aid to injured passengers.
- If the bus is on fire – Remove all passengers to a safe location.
  - **Do Not** attempt to extinguish the fire.
  - You may however use the fire extinguisher to aid you in removing passengers safely (such as extinguishing small fires that block the aisle or exits.)

### **PLAN AHEAD:**

- 1) You shall review emergency evacuation procedures with your student passengers at least once per semester, and on activity trips. Show them how to open emergency exits, so that they are prepared in the event an emergency situation arises.
- 2) In the event you are physically unable to move or have been rendered unconscious, you should pick a reliable student and make sure they know how to properly secure the bus:
  - a) Apply Parking Brake

- b) Shift transmission to NEUTRAL or PARK
  - c) Turn OFF the engine/Open the door
  - d) Lead passengers a minimum of 100 feet away from the bus to a safe location.
  - e) Obtain help for the driver and other students.
- 3) In case of an accident involving other vehicles – follow accident procedures:
- STAY CALM
  - Notify district officials
  - Turn on Hazard Flashers
  - Set out warning devices (if possible)
  - Secure the accident scene
  - Ensure the safety of your passengers
  - Never admit fault
  - Obtain all pertinent information (license numbers, insurance information, time, location, and passenger seating information.)

**Most importantly before making a decision to evacuate, remember that in some cases it could be safer to keep students on the bus.**

**In the final analysis, it's your call. Above all, make a well informed decision relying on your training, common sense and good judgment.**

## **LIFTING TECHNIQUES FOR STUDENTS WITH SPECIAL NEEDS**

The purpose of lifting properly is to keep from causing injury to the student or yourself when faced with having to move a student.

### **BASIC RULES:**

1. Tell the student what you are going to do.
2. Estimate the weight of the student. **NEVER** lift a person or student by yourself who weighs more than half your weight.
3. Ask for help if you have any doubts about your ability to lift the student.
4. Plan ahead. How you will lift the student and where you will go?
5. For good balance, stand with both feet firmly planted about shoulder width apart with one foot slightly in front of the other.
6. Always bend from the knees, not the back, use your thigh muscles rather than your back muscles to do the lifting.
7. When lifting and carrying, keep the student close to your own body.
8. Shift the position of your feet to move. Do not twist your body. Take small steps to turn.

### **SINGLE PERSON LIFT:**

1. Follow the Basic Rules 1-8. Most strains, fatigue, and back injuries are caused by lifting using the wrong muscles.
2. Keep equal weight on both feet and lower yourself to the level of the student by bending your knees before lifting.
3. Once in position, put one arm around the upper back and the other under both knees.
4. Hold the student close to your body, bend at the knees and lift with your leg muscles.

**TWO PERSON LIFT:**

1. Follow the Basic Rules 1- 8.
2. To lift from a wheelchair:
  - a. To save time and congestion, leave the chair where it is secured and carry the student to the exit.
  - b. One person stands in front of the student. The other person stands at the back to the side of the student.
  - c. The person in back removes the arm rest if easily detachable.
  - d. The person in front folds up the footrest and removes the seatbelt and any other positioning device.
  - e. The person in front, bending from the knees, lowers him/herself to place his/her arms under the students' knees.
  - f. The person in back places his/her arms under the student's armpits, reaching forward to grasp both of the student's wrists, firmly. Your right hand should grasp the student's right wrist, your left hand to the students left wrist.
  - g. Lift together on the count of three; remember to use your legs to lift.
  - h. Walk to the area where the student is to be placed and lower him/her on the count of three. Remember to bend from your knees.

**TO LIFT FROM A BUS SEAT:**

1. Use the same procedures as above, but first, slide the student to the edge of the bus seat near the aisle before lifting.
2. The weight of the student will determine whether a one or two person lift is used.



**BLANKET DRAG:**

1. Fold a blanket in half, place on floor as close to the child as possible.
2. Follow the basic rules 1 – 8 then lower the student to the blanket.
3. For one person lift, place the students head toward the direction of the exit, lift the blanket from the head end and slide to safety.

**NO BLANKET DRAG:**

If a blanket is not available, jackets or coats may be used.

1. The person doing the drag should position themselves at the student's head, squat down, and place hands, palm up, under student's arms.
2. Put elbows together so that the student's head can rest against forearms.
3. Gently drag the student to the nearest exit.

# **Classroom/Hands-On Instruction**



## **SECTION 1-F**

### **Mirrors**

**2 Hours of Instruction**

## **SECTION OVERVIEW**

### **MATERIALS NEEDED:**

1. 65-71 passenger Conventional School Bus with air brakes
2. Large parking lot or open area
3. 25-30 traffic cones (depending on size)
4. 25'-100' tape measure
5. For ease of training, permanent markings for cone placement. Ask permission before marking.

**INSTRUCTOR NOTE: If different types of 65-71 passenger school buses are available (square nosed vs. angled), it would help in demonstrating how blind spots are different based on body style.**

### **OBJECTIVES:**

- 1) Trainee will learn proper driver's seat adjustment, steering wheel hand placement, and proper steering method.
- 2) Trainee will learn where the blind spots and danger zones are around the bus.
- 3) Trainee will learn proper mirror adjustment and how to use mirrors to minimize the risk of incidents.

**INSTRUCTOR NOTE: All Objectives will be used in Reference Point Driving.**

**INSTRUCTOR NOTE: Park the bus in a large enough open area to accommodate all of the cones that will be placed around it (see Diagram B).**

### **PROPER SEAT ADJUSTMENT**

Have the trainee sit in the driver's seat. The seat must be adjusted so that the trainee does not have to unnaturally extend (overextend) their leg to fully apply the service brake or accelerator. At this point have them buckle the seat belt. Emphasize the importance of wearing a seat belt at all times.

1. Seat height:

Raise or lower seat to where the trainee's feet rest flat on the floor of the bus.

2. Position of seat to steering wheel:

Ask the trainee to grab the steering wheel at the 5 o'clock position with their right hand. Adjust the seat forward or back until the right elbow is approximately 2-3 inches from the seat back.

### **STEERING WHEEL HAND PLACEMENT**

1. Have the trainee grip the steering wheel, placing their hands at either 10 & 2 o'clock position or 9 & 3 o'clock position. Their elbows **should** touch the sides of their body. This provides an extra measure of bracing in the event of an emergency such as a front tire blowout.
2. The trainee should have their thumbs either on top or outside of the steering wheel.

### **PROPER STEERING METHOD**

Use the PUSH-PULL method of steering: One hand pulls, the other pushes. The "hand over hand" method is not acceptable because the driver's hands may catch in clothing, a watch, a bracelet, etc., which are hazards to steering.

## **IDENTIFYING BLIND SPOTS and “DANGER ZONES”**

A driver completes the pre-trip inspection and finds that everything is in safe operating order. **Or is it?** What about the mirrors? Better sit in the driver’s seat and check them. The following exercises will help the trainee understand the importance of having the mirrors properly adjusted and then using them.

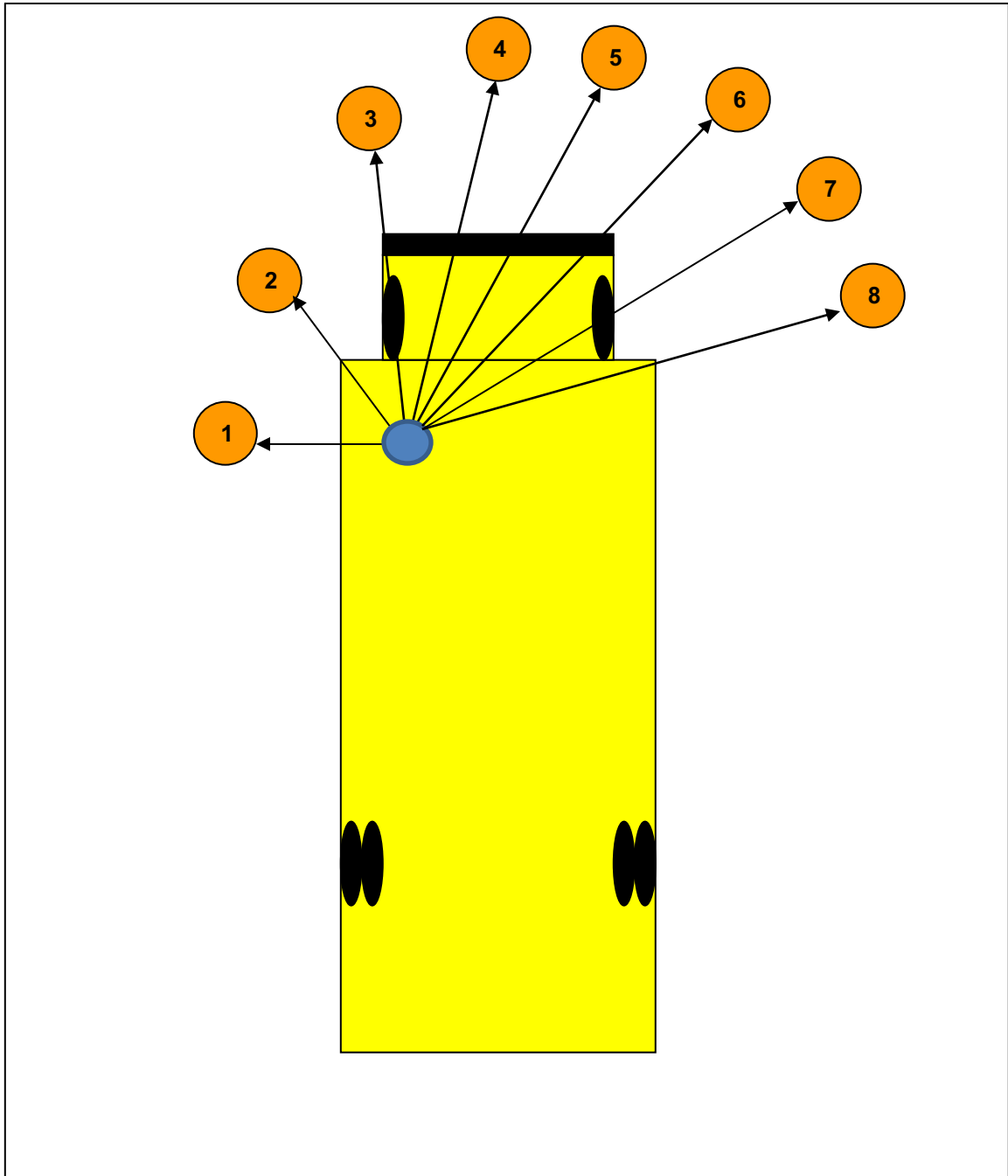
**INSTRUCTOR NOTE:** The following is an exercise to help trainees understand exactly how large of a blind spot is in the front and front sides of the bus when mirrors are not used. Diagram A shows an example of how the cones will be arranged after the exercise is completed.

### **SEEING IS BELIEVING...**

- 1) Park the bus in a large open area.
- 2) Have the trainee sit in the driver’s seat. If more than one trainee, have the shortest one do this exercise. Begin with proper seat adjustment.
- 3) The instructor – standing outside the driver window with a cone near the ground – asks the trainee turn their head to the left and look out the driver window focusing their attention at the bottom of the window but looking at the ground. Have the trainee indicate when they can see the base of the cone (**Cone 1 in Diagram A**) at the bottom of the window as the cone is slowly moved outward from the bus body.
- 4) Continue this method of cone placement as in Diagram A (**Cones 2-8**). The trainee should **not** use any mirrors for this exercise.
- 5) This exercise demonstrates how large the blind spot is in the front and front sides of the bus without the use of mirrors. All of the area between the bus and the cones is a blind spot.
- 6) If a child is in front of the bus and has bent down to pick up something, would a driver see the child without using the mirrors? **NO!!**

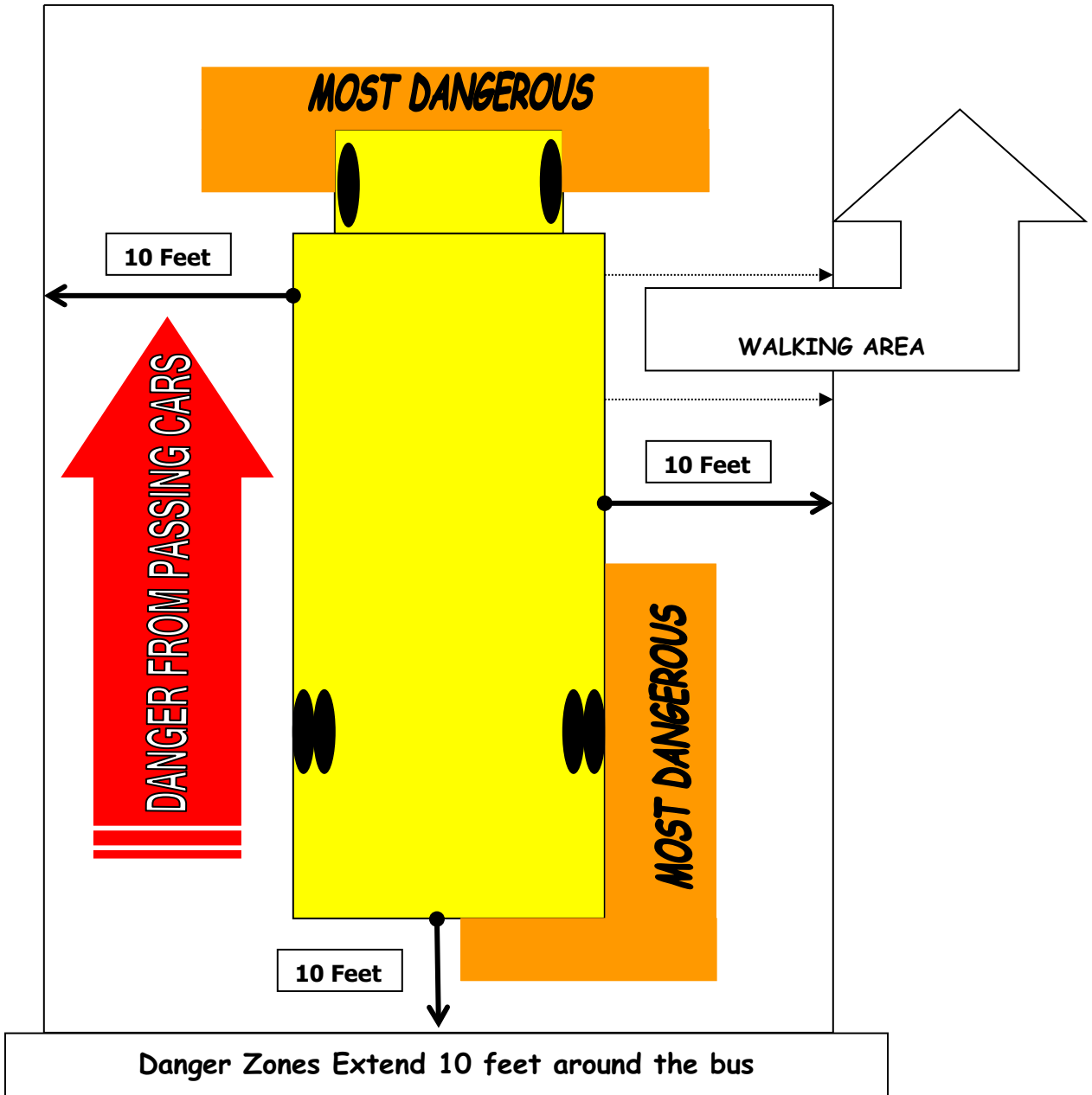
**INSTRUCTOR NOTE:** Emphasize the need to use mirrors.

**Diagram A – Front and Front-side Blind Spots**



**INSTRUCTOR NOTE:** Discuss the following diagram with the trainee.

# DANGER ZONES



**INSTRUCTOR NOTE:** It may be helpful to identify mirrors by number.

**INSTRUCTOR NOTE:** Federal regulation FMVSS 111 requires that mirrors provide seven (7) specific views.

### Mirror Numbering





## **PROPER MIRROR ADJUSTMENT**

**INSTRUCTOR NOTE:** Set up the training exercise using Diagram B.

### **How to Properly Adjust Flat and Convex Mirrors:**

The top (flat) mirrors (#1 and #6) should reflect the top back corner of the bus in the inside top corner of the mirror. The mirrors should give site to the driver up to 200 feet behind the bus on each side. The trainee should also be able to see Cones A and V in Diagram B.

The bottom (convex) mirrors (#2 and #5) should reflect a small amount of the side of the bus up to the mounted mirror, the rear tires touching the ground and at least one traffic lane.

### **How to Properly Adjust Crossover Mirrors:**

Mirrors and mirror brackets should be at a 45 degree angle from the bus hood (see Diagram C).

**INSTRUCTOR NOTE:** Because of the number of students killed by snagging clothing, drawstrings and backpack straps getting caught in the service door or handrails, Diagram B has additional cones set at the service door outward to 10 feet. If the cone at 10 feet (Cone S in Diagram B) cannot be seen, slightly adjust the right cross-over mirror while maintaining the view of the cones in front of the bus.

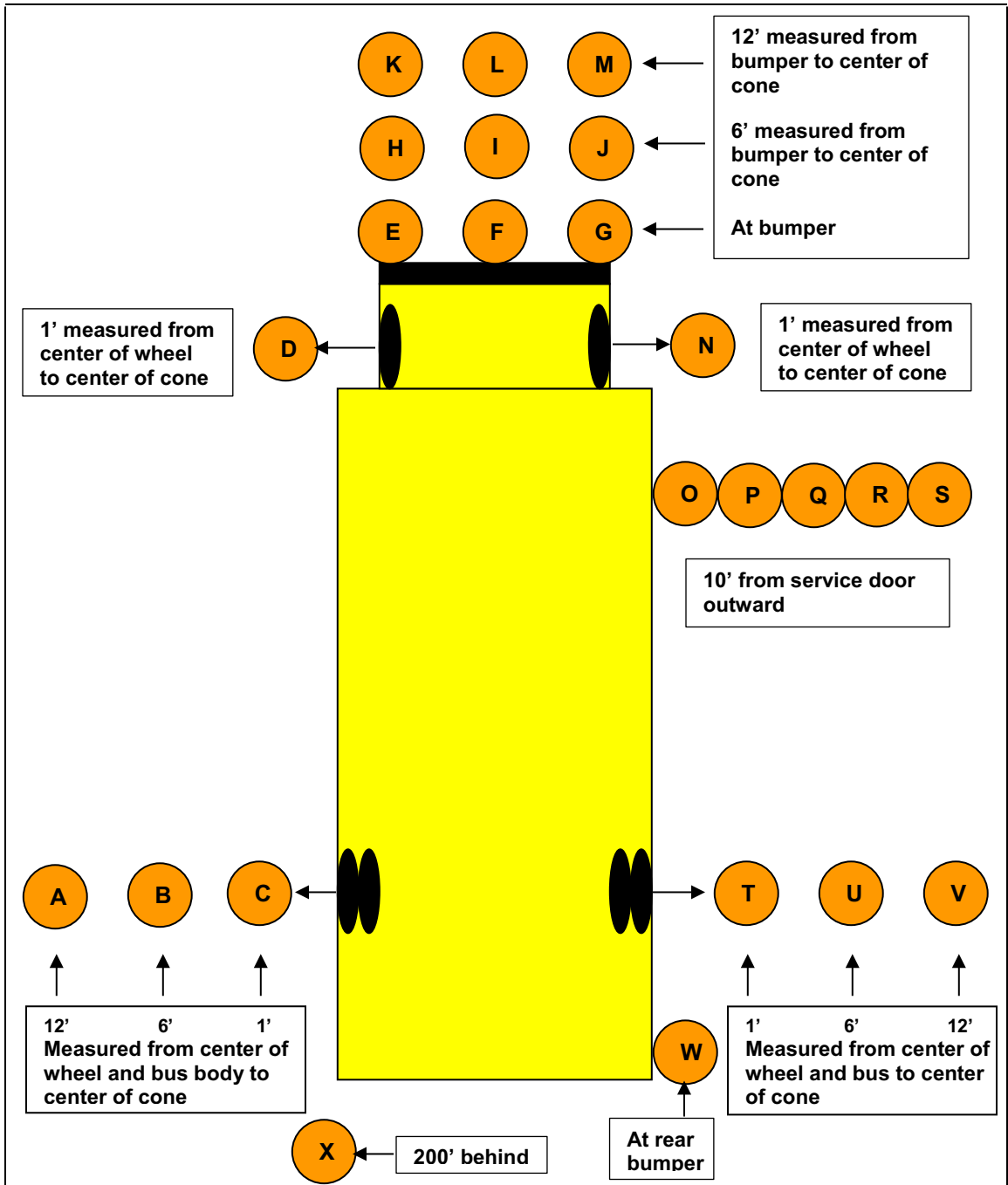
**INSTRUCTOR NOTE:** Teach the trainee to move their body ("Rock-n-Roll") in the driver's seat to enable them to see all areas of the danger zones in the mirrors. If they remain stationary while checking mirrors, they could miss some areas in the Danger Zones!!

**\*\*\* REMEMBER: Mirrors cause blind spots! \*\*\***

**INSTRUCTOR NOTE:** Check the adjustments: Stand at the driver's window and confirm with the trainee, section by section, that all cones in Diagram B are visible by moving their body (Rock-n-Roll) while using the mirrors.

**Diagram B – Mirror Check Station**

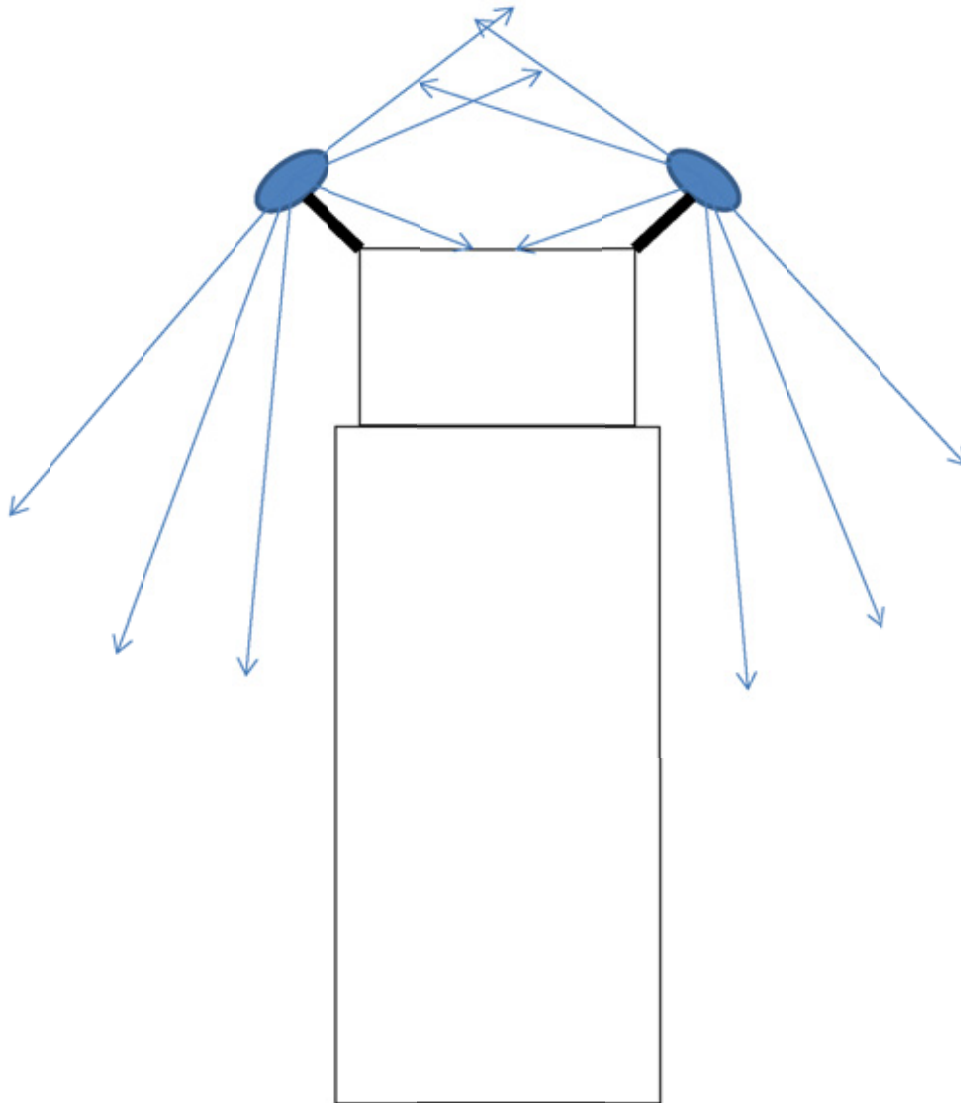
**INSTRUCTOR NOTE:** FMVSS 111 requires that a view of 200 feet to the rear of the bus be maintained when mirrors are adjusted correctly.



### DIAGRAM C – CROSSOVER MIRRORS

**INSTRUCTOR NOTE:** FMVSS 111 requires crossover mirrors to cover only an area of 12 feet forward from the front bumper. What if a person's Over-The Hood Reference point is 15 feet? That leaves 3 feet blind to the driver if the mirrors are not used where a child could be.

**\*\*\* EMPHASIZE USING PROPERLY ADJUSTED CROSSOVER MIRRORS. \*\*\***



**CORRECTLY ADJUSTED**

# **Classroom/Hands-On Instruction**



## **SECTION 1-G**

### **Reference Point**

**3-1/2 Hours of Instruction**

## **SECTION OVERVIEW**

**INSTRUCTOR NOTE:** The main purpose of this section is to provide trainees with the maneuvering skills they will need to safely drive a school bus by correctly using mirrors and reference points thereby reducing the risk of wrecking the bus.

**INSTRUCTOR NOTE:** It is highly recommended that you familiarize yourself with each exercise and maneuver prior to instructing them.

### **MATERIALS NEEDED:**

1. 65-71 passenger Conventional School Bus with air brakes
2. Large parking lot or open area
3. 20-30 traffic cones
4. 25'-100' tape measure
5. For ease of training, permanent markings for cone placement. Ask permission before marking.
6. 10' piece of string
7. 50' piece of string or grease pencil
8. 1 coin or small cone

**INSTRUCTOR NOTE:** Depending on the size of training class, it may be helpful to use a second bus.

### **OBJECTIVES:**

Trainee will learn how to:

- 1) Determine their depth perception
- 2) Determine their Over-the-Hood reference point

3) Perform maneuvers to understand the following:

- ✓ Pivot Point (for executing proper left & right hand turns)
- ✓ Forward and Backward Serpentine
- ✓ Reference Point Backing
- ✓ Tail Swing
- ✓ Backing into a Stall (Alley Dock) – Passenger and Driver side
- ✓ Parallel Parking – Passenger and Driver side

**EXERCISE DIRECTIONS: DEPTH PERCEPTION**

**INSTRUCTOR NOTE: Become familiar with all of the steps involved before teaching this. It takes three people to do this exercise. Be sure the trainee remembers their depth perception reference point. If more than one trainee, explain the meaning of the exercise once all trainees have completed it.**

- 1) Give the trainee (Person 1) and another person (Person 2 – another trainee, another driver, or a helper) a piece of string 10 feet in length.
- 2) Have Person 1 hold one end of the string around their finger and up to their nose so that the string is touching their nose. Nothing should block their line of sight.
- 3) Have Person 2 hold the opposite end of the string. The string must be tight, level to the nose of Person 1 and parallel to the ground.
- 4) Ask Person 1 how many strings they see. The answer will almost always be two.
- 5) If Person 1 sees two strings and they appear to cross or become one, find that point for them by:
  - a) Placing your finger (Person 3) about midway down the length of the string – but not touching the string – and moving your finger along the string and away from Person 1.

- b) Asking Person 1 to tell you when your finger reaches the point where the strings appear to them to cross or become one.
  - c) Noting the distance from that point to the end of the string being held by Person 2.
  - d) Repeat this procedure for each trainee.
- 6) If Person 1 sees only one string, ask them which side the string appears to be coming from.
- If they say “From the left side,” it indicates that the right eye is dominant, because the string is too far left of that eye. The left eye is not being used. This is known as “suppression.”
  - If they say “From the right side,” it indicates that the left eye is dominant (converse of the above). Recommend they see an eye doctor.
- 7) If Person 1 sees two strings, but they come and go, this situation causes errors in judging distance while driving and they should be advised to see an eye doctor for further diagnosis.

**Explanation of Exercise:**

If Person 1 sees the string appearing to cross at the opposite end of the ten foot string:

**Then:** they are seeing 10 feet for 10 feet and their depth perception is exact.

If Person 1 sees the string appearing to cross one foot from the end of the ten foot string:

**Then:** their depth perception is off by 10%

- Two feet = 20%
- Three Feet = 30% and so forth

Why is it important to understand depth perception? How does it affect driving?

Understanding depth perception will help a driver judge distance when approaching a stationary object such as a vehicle that has stopped in front of them, when turning in front of an approaching vehicle, the first rail at a railroad crossing and when having to back a bus. How far away is that object? It could be closer if the depth perception is off. The trainee should keep this in mind when driving.

## **EXERCISE DIRECTIONS: OVER-THE-HOOD REFERENCE POINT**

**INSTRUCTOR NOTE:** Be sure the trainee remembers their Over-the-Hood reference point; it will be used in the Behind-the-Wheel Section.

- 1) Have the trainee sit in the driver's seat with it properly adjusted and safety belt fastened.
- 2) Place the end of the tape measure directly under the center of the front bumper. Reel out the tape measure about 25 feet along the ground straight out in front of the bus and place a cone on the ground at this spot.
- 3) Instruct the trainee to fixate their vision at the center edge of the bus hood – this area is the over-the-hood reference point.
- 4) Move the cone toward the bus – keeping it close to the ground – and along the tape measure.
- 5) Instruct the trainee to indicate to you when the base of the cone lines up with the center edge of the bus hood.
- 6) When the location has been determined, inform the trainee the measurement. This is the over-the-hood reference point.

### **Explanation of Exercise:**

A driver can use the over-the-hood reference point to determine how far away they are from a fixed object in front of the bus – such as a stopped car or the first rail at a railroad crossing.



**\*\*\*\*\* MANEUVERS \*\*\*\*\***

**INSTRUCTOR NOTES:**

1. Instruct the maneuvers in the order shown on the following pages.
2. It may be helpful to the trainee if you drive through the maneuver yourself first. Have the trainee view from a position so that they can watch what you are doing.
3. Explain to the trainee that “securing the bus” means:
  - a. Setting the Park brake. Instruct that the Park brake is always FIRST on, LAST off.
  - b. Shifting the transmission to Neutral.
  - c. Turning off the engine.
  - d. Removing the key.
4. NEVER approach the bus until you are sure the bus has been properly secured and there is no possibility of unintended movement.
5. Reinforce the skills learned in each maneuver through repetition.
6. Trainees must be able to successfully execute each maneuver before advancing to the next; ALL maneuvers must be mastered before moving on to the Behind-the-Wheel Section of training.
7. The following maneuvers may be used as in-service training.

**FINDING THE PIVOT POINT**

**INSTRUCTOR NOTE:** Set up the maneuver by placing four cones in a large square with approximately 50 feet between cones. The trainee will need to drive straight a short distance and then sharply turn to pivot the rear wheel around the next cone.

When making a turn, the front wheels turn instantly but the back wheels must travel some distance before they begin to change direction. ***The pivot point is where this change begins.*** You may also hear this referred to as “off tracking”. Because buses will have different handling characteristics, the pivot point may be different – even if it is the same model of bus.

Have the trainee sit in the driver’s seat making sure it is properly adjusted, the mirrors are properly adjusted, the safety belt is fastened and the service door closed. Have the trainee drive the bus around the four cones in the same direction several times until

they understand where the pivot point is on the rear wheel. In other words, the trainee needs to determine when the steering wheel should be turned in order to pivot around – get close but not hit – the cone. They should steer the rear wheel near the cones; between 12 and 18 inches away. When the trainee does well with one direction, set the bus for them in the opposite direction and have them drive the course several times.

Have the trainee secure the bus and honk the horn twice to indicate the maneuver has been completed.

### **FORWARD and BACKWARD SERPENTINE**

#### **INSTRUCTOR NOTES:**

1. **Explain the maneuver in the classroom, using the diagram.**
2. **Be sure the trainee understands the steps associated with the maneuver before performing it.**

**INSTRUCTOR NOTE: Set up the maneuver using the diagram. Measure the length of the bus – bumper to bumper – and add 6 feet. Place the center cone first. Place one cone forward of the center cone and one cone rearward of the center cone.**

Although this type of maneuver will not necessarily be encountered in real world situations, it allows for more practice and mastery of pivot points – especially when backing since it is a more challenging maneuver to master. The skill learned will help the trainee to master the "backing into a stall" maneuver more easily.

- 1) Position and park the bus so that it lines up 18" to the **RIGHT** side (or **LEFT**) of the first cone and parallel to all three cones.
- 2) Have the trainee sit in the driver's seat making sure it is properly adjusted, the mirrors are properly adjusted, the safety belt is fastened and the service door closed.
- 3) Instruct the trainee to slowly drive forward. The distance between the **LEFT** (or **RIGHT**) rear wheel of the bus and the cone should be approximately 18" inches.

- When the pivot point and the 1<sup>st</sup> cone line up, instruct the trainee to stop. Hard steer to the **LEFT** (or **RIGHT**) and continue forward, pivoting around the cone.
- 4) The trainee should watch for the 2<sup>nd</sup> (middle) cone to become visible in the **LEFT** (or **RIGHT**) crossover mirror. Instruct the trainee to stop. Straighten the wheels and continue forward. The bus should become parallel to the three cones.
  - 5) The distance between the **RIGHT** (or **LEFT**) rear wheel of the bus and the 2<sup>nd</sup> cone should be approximately 18" inches. When the pivot point and the 2<sup>nd</sup> cone line up, instruct the trainee to stop. Hard steer to the **RIGHT** (or **LEFT**) and continue forward, pivoting around the cone.
  - 6) The trainee should watch for the 3<sup>rd</sup> (last) cone to become visible in the **RIGHT** (or **LEFT**) crossover mirror. Instruct the trainee to stop. Straighten the wheels and continue forward.
  - 7) The distance between the **LEFT** (or **RIGHT**) rear wheel of the bus and the 3<sup>rd</sup> cone should be approximately 18" inches. When the pivot point and the 3<sup>rd</sup> cone line up, instruct the trainee to stop. Hard steer to the **LEFT** (or **RIGHT**) and continue forward, pivoting around the cone. When the bus becomes parallel to the three cones, instruct the trainee to continue slowly forward until the back bumper is past the 3<sup>rd</sup> cone.

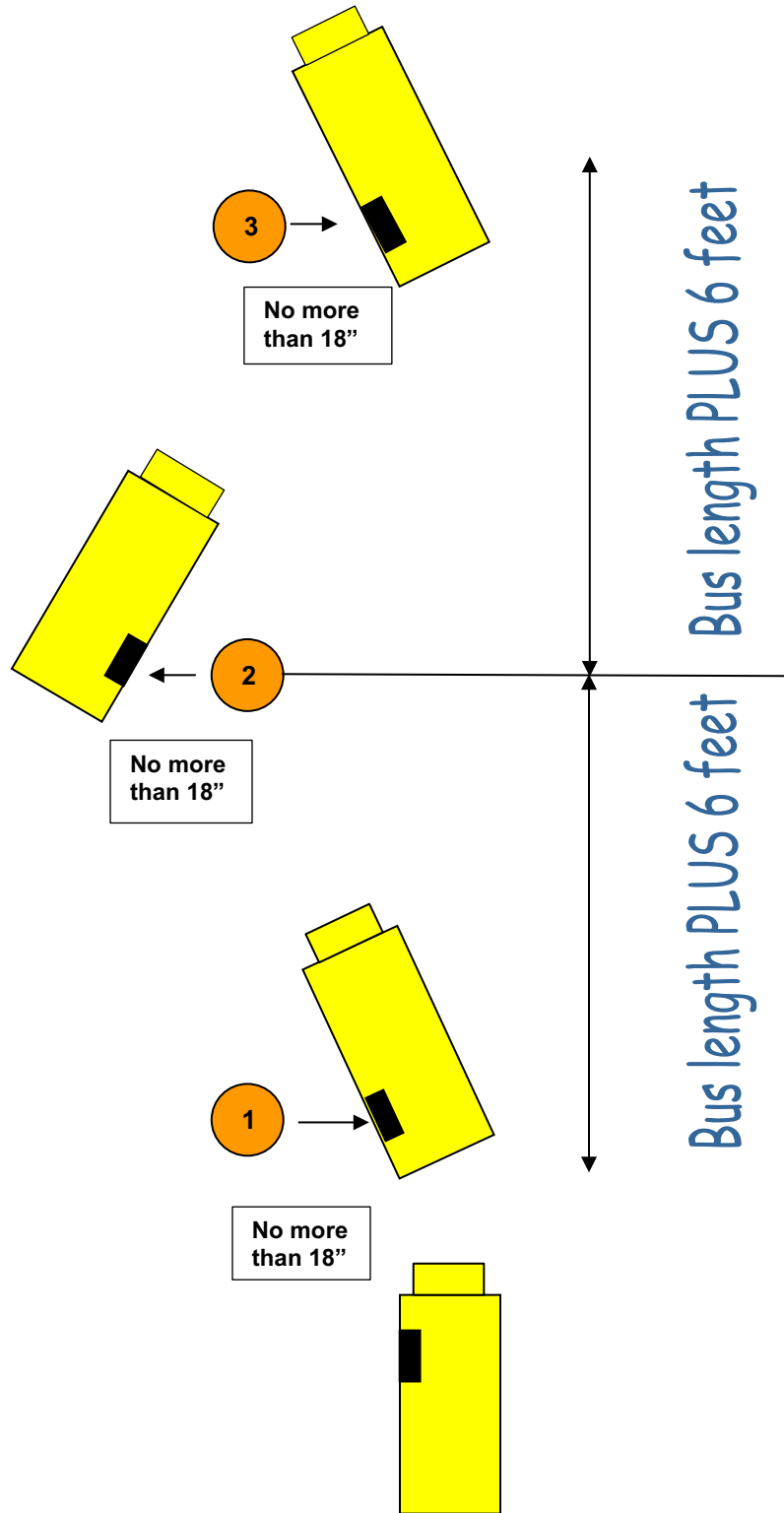
**INSTRUCTOR NOTE: Shifting the transmission into reverse, activating the 4-way hazard flashers and honking the horn twice are good safety procedures to use in preparation for backing.**

- 8) Instruct the trainee to shift the transmission into reverse, activate the 4-way hazard flashers and honk the horn twice.
- 9) Instruct the trainee to slowly drive backward. The distance between the **LEFT** (or **RIGHT**) rear wheel of the bus and the 3<sup>rd</sup> cone should be approximately 18" inches. When the pivot point and the 3<sup>rd</sup> cone line up, instruct the trainee to stop. Hard steer **LEFT** (or **RIGHT**) and continue backing, pivoting around the cone.
- 10) Instruct the trainee to watch the **RIGHT** (or **LEFT**) side mirror for the center cone to appear. When it does, instruct the trainee to stop, straighten the wheels and continue backing.

- 11) The distance between the **RIGHT** (or **LEFT**) rear wheel of the bus and the 2<sup>nd</sup> cone should be approximately 18" inches. When the pivot point and the 2<sup>nd</sup> cone line up, instruct the trainee to stop, hard steer **RIGHT** (or **LEFT**) and continue backing, pivoting around the cone.
- 12) Instruct the trainee to watch the **LEFT** (or **RIGHT**) side mirror for the 1<sup>st</sup> cone to appear. When it does, instruct the trainee to stop, straighten the wheels and continue backing.
- 13) The distance between the **LEFT** (or **RIGHT**) rear wheel of the bus and the 1<sup>st</sup> cone should be approximately 18" inches. When the pivot point and the 1<sup>st</sup> cone line up, instruct the trainee to stop, hard steer **LEFT** (or **RIGHT**) and continue backing.
- 14) The distance between the **LEFT** (or **RIGHT**) front wheel of the bus and the cone should be approximately 18" inches. When the bus is parallel to the row of cones, instruct the trainee to straighten the wheels and continue backing until the front wheel of the bus and the 1<sup>st</sup> cone line up. Instruct the trainee to stop.
- 15) Secure the bus and honk the horn twice to indicate the maneuver has been completed.

**INSTRUCTOR NOTE: Have the trainee practice this maneuver several times so they understand using the mirrors and pivot points. As the trainee becomes more experienced, the distance between the cones can be decreased - move the outer cones toward the center cone - thereby making the maneuver more challenging.**

**DIAGRAM: FORWARD and BACKWARD SERPENTINE**



## **REFERENCE POINT for BACKING**

Pursuant to PED regulation **6.41.4.12.E.2 NMAC**: The driver **SHALL NOT** back a bus on **school grounds** unless absolutely necessary, and then **ONLY** with the assistance from a responsible individual.

**INSTRUCTOR NOTE**: Instruct the trainee to remember their reference point for backing.

**INSTRUCTOR NOTE**: Set up the maneuver: Place Cone A one foot away from the left side of the back bumper of the bus. Place Cone B at the center edge of the back bumper of the bus (this marks the original position of the bus).

Remember: If the trainee's depth perception was off by as little as 10%:

- They will be off when estimating the available space to the rear of the bus by as much as 10% of the length of the vehicle. On a 35 foot bus that is equivalent to 3-1/2 feet.
- Therefore, it may appear to them that there is enough room and back more than room allows. If this is the case, they could hit an object behind the bus.
- It's safer to use reference point for backing.

Using a reference point for backing a bus is a simple and effective way to help prevent accidents.

- 1) Have the trainee sit in the driver's seat making sure it is properly adjusted, the mirrors are properly adjusted, the safety belt is fastened and the service door closed.
- 2) Make sure the trainee can see Cone A in the left side FLAT mirror (#1) without leaning.
- 3) Instruct the trainee to look for an identifiable point on the side of the bus which lines up with the **BASE** of Cone A. **THIS POINT ON THE BUS WILL BE THEIR REFERENCE POINT FOR BACKING.**

**INSTRUCTOR NOTE:** A good example of an identifiable point on the bus would be the edge of the wheel well or something on the stop sign. Regardless of what point is chosen, be certain the trainee can still identify the point once the bus is moved forward.

- 4) When the trainee is certain that they have found their reference point for backing, instruct them to do the following:
- Slowly drive the bus forward about 5 feet and stop;
  - Shift the transmission into reverse, activate the 4-way hazard flashers, honk the horn twice and slowly begin backing.
  - Back until the reference point for backing and the **BASE** of Cone **A** line up.
  - Secure the bus and honk the horn twice to indicate the maneuver has been completed.

**INSTRUCTOR NOTE:** The rear bumper should be directly over Cone B.

**INSTRUCTOR NOTE:** This maneuver should be repeated several times until the trainee masters the use of the reference point for backing. You may also try placing Cone A on the right side of the bus. This could be helpful, since not all obstacles may be visible in the left mirror.

## **TAIL SWING**

**INSTRUCTOR NOTE:** Set up the cones (see Side View of the diagram): Place the center of one cone at the edge of the bus at the right back wheel behind the mud flap; the center of another cone at the corner of the right back bumper.

One of the main causes of school bus accidents is tail swing. The bus is too close to objects – either on the right side or the left side – when making turns. This maneuver will demonstrate the use of a reference point when making left turns.

**Instructions:**

- 1) Have the trainee sit in the driver's seat making sure it is properly adjusted, the mirrors are properly adjusted, the safety belt is fastened and the service door closed.
- 2) Have the trainee start the engine, shift the transmission to a forward gear, and release the park brake.
- 3) Have the trainee turn the steering wheel hard **LEFT** and slowly drive forward watching for your signal to stop – about one foot.
- 4) Signal the trainee to stop the bus.
- 5) Place the center of a cone at the corner of the bumper.
- 6) Continue in this manner until the cone being placed meets up with the cone that was at the back tire.
- 7) Have the trainee secure the bus and join you.
- 8) Measure the distance from the center of the cone at the back wheel to the center of the last cone placed after the bus was driven forward; it's usually about three feet. That means anything within that three feet will be hit when turning left.
- 9) Measure from the service door outward that same distance plus one foot (in this example, 4 feet) and place a cone. The base of the cone that is facing the bus should measure four feet from the side of the bus.
- 10) Have the trainee sit in the driver's seat again with the service door shut.
- 11) Slide your finger down the service door and have the trainee indicate to you when your finger lines up with the base of the cone. Mark that spot on the door (small piece of tape, grease pencil).

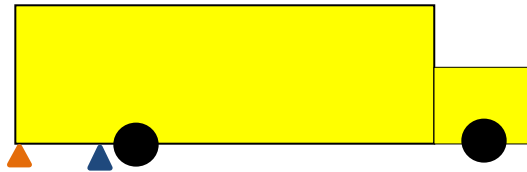
**Explanation:** If an object (a car's tire where it touches the pavement or the base of a pole) is within that 4 foot area, it will be hit by the tail swing of the bus.

**INSTRUCTOR NOTE:** Demonstrate how tail swing can hit an object within this area. Reposition the bus. Place a cone or stack of cones within three feet of the bus just behind the service door. Set up the demonstration and drive it again, but this time continue forward until the rear of the bus has made contact with the cone or stack of cones.

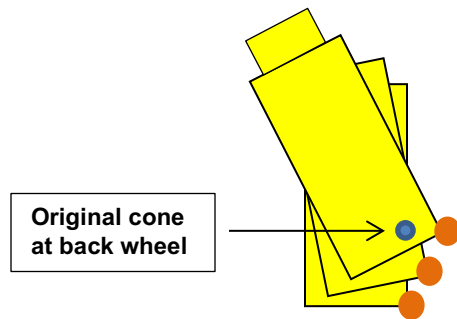


**DIAGRAM: TAIL SWING**

**Side View:**



**Top View:**



## **BACKING INTO A STALL (ALLEY DOCK) – PASSENGER SIDE**

**INSTRUCTOR NOTE:** Set up the maneuver using the diagram. Position the bus approaching Cone A, one foot to the left, and parallel to Cones A and B and park it. The directions given for this maneuver are as if the trainee will be backing into the stall from the passenger side of the school bus.

**INSTRUCTOR NOTE:** **SPECIAL NOTE:** Encourage the trainee to secure the bus and get out – during any of the following maneuver and at any time – and walk around the bus to physically see the position of the bus in relation to the cones.

### **Instructions:**

- 1) Have the trainee sit in the driver's seat making sure it is properly adjusted, the mirrors are properly adjusted, the safety belt is fastened and the service door closed.
- 2) Instruct the trainee to slowly drive forward so that the front tire will continue to be about one foot away from Cones **A** and **B** and remain parallel to them.
- 3) Stop when the center of the right front wheel lines up with Cone **B**.

**INSTRUCTOR NOTE:** This reference point may need to be adjusted slightly because the turning radius of each bus can be different – even in the same model of bus.

**INSTRUCTOR NOTE:** It is important that the bus be completely stopped when the wheels are turned. Moving forward while turning the wheels will alter the approach by several feet, requiring jockeying the bus into position, meaning driving forward and backing several times. This negates the entire principal of using reference points.

- 4) Turn the wheels all the way to the **LEFT**, maintaining constant pressure. The steering wheel can be turned even more after moving forward a short distance.

- 5) Drive forward slowly toward the Row **C** line of cones watching the **RIGHT** side mirrors (#5 & #6) that the tail swing does not make contact with Cone **A** – including the base.
- 6) Stop when the front bumper is about one foot away from the base of the cones of Row **C** – not including the crossover mirror.

**INSTRUCTOR NOTE: The bus should now be at about a 45 degree angle between the Row C line of cones and the stall or alley.**

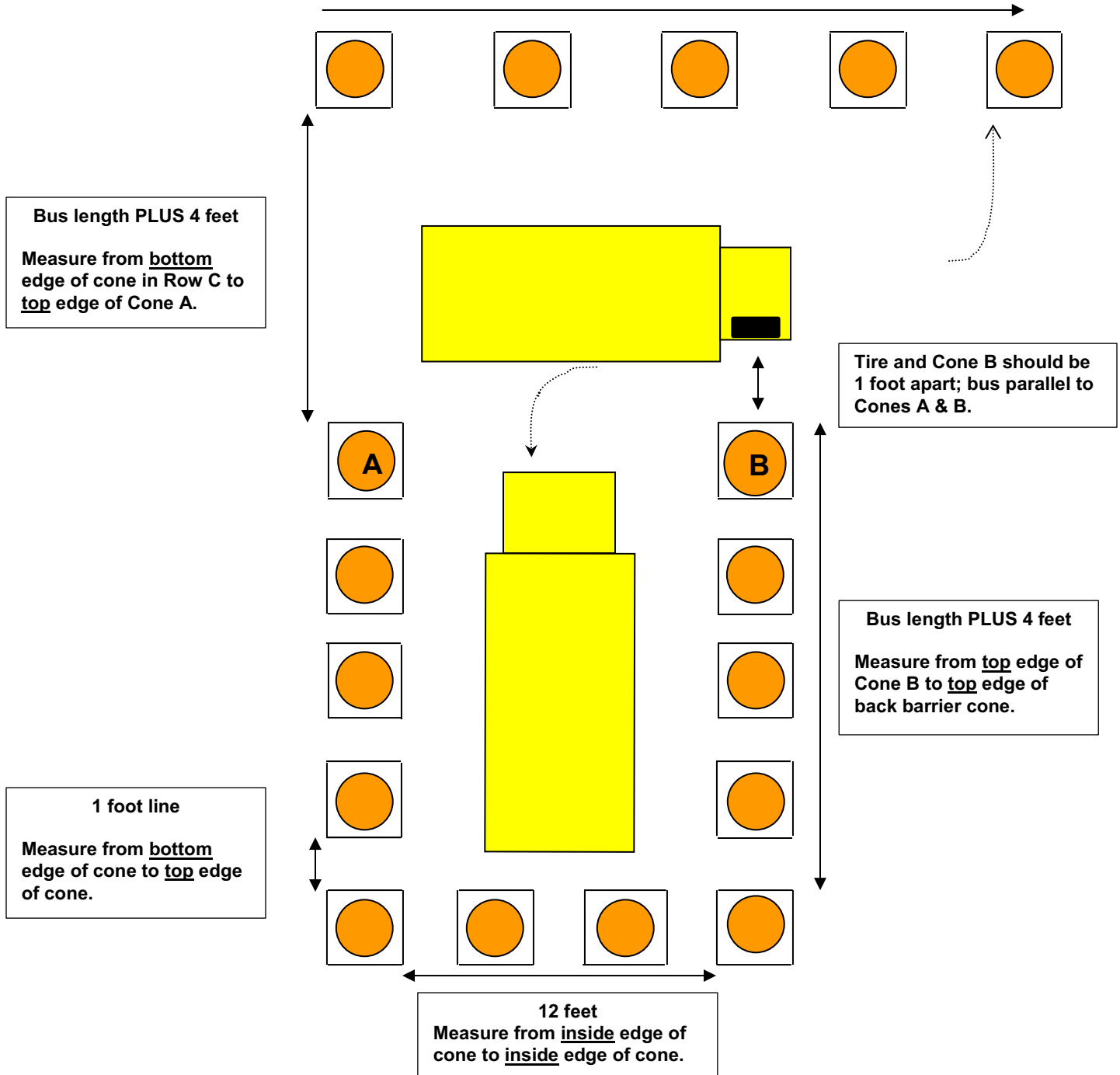
- 7) Shift the transmission into reverse gear, activate the 4-way hazard flashers and honk the horn twice.
- 8) Begin backing the bus slowly and ***tightly*** pivoting the rear tire around Cone **B**.
- 9) Continue backing into the stall making appropriate steering adjustments and being careful not to encroach on any cones – including the base.
- 10) Bring the bus within **ONE** foot of the rear barrier of cones.

**INSTRUCTOR NOTE: Remind the trainee to use their reference point from the “Reference Point for Backing” maneuver.**

- 11) Secure the bus and honk the horn twice to indicate the maneuver has been completed.

**DIAGRAM: BACKING INTO A STALL (ALLEY DOCK) – PASSENGER SIDE**

Row C



## **BACKING INTO A STALL (ALLEY DOCK) – DRIVER SIDE**

**INSTRUCTOR NOTE:** Set up the maneuver using the diagram. Position the bus parallel to and at least two feet left of the Row C cones and park it. The directions given for this maneuver are as if the trainee will be backing into the stall from the driver's side of the school bus.

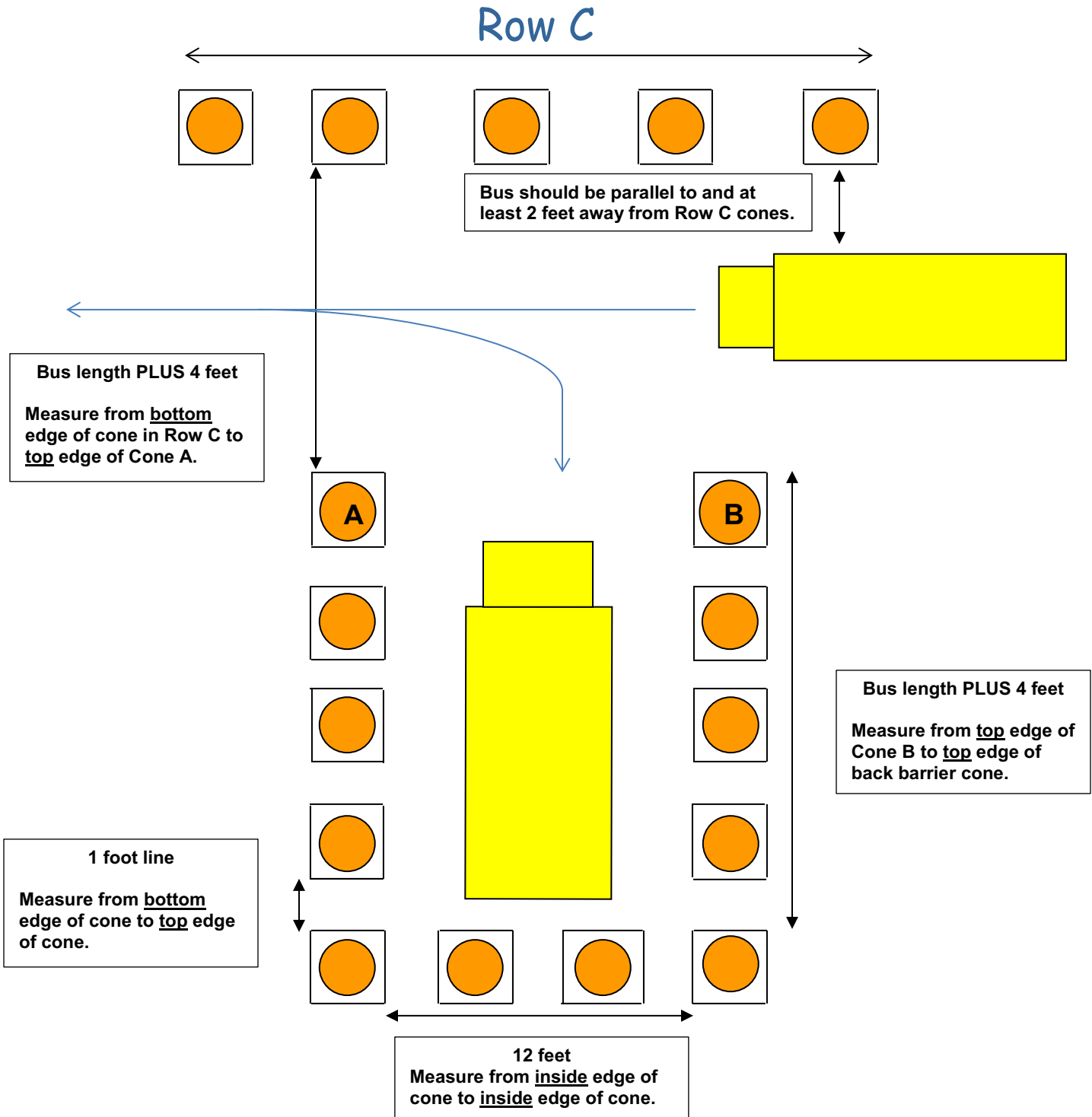
### **Instructions:**

- 1) Have the trainee sit in the driver's seat making sure it is properly adjusted, the mirrors are properly adjusted, the safety belt is fastened and the service door closed.
- 2) Instruct the trainee to slowly drive forward while remaining parallel to the Row C cones and at least two feet away from them.
- 3) Stop when the back bumper has passed Cone **A**.
- 4) Shift the transmission into reverse gear, activate the 4-way hazard flashers and honk the horn twice.
- 5) Begin backing the bus slowly, ***tightly*** pivoting the left rear tire around Cone **A**.
- 6) Continue backing into the stall making appropriate steering adjustments and being careful not to encroach on any cones – including the base.
- 7) Bring the bus within **ONE** foot of the rear barrier of cones.

**INSTRUCTOR NOTE:** Remind the trainee to use their reference point from the “Reference Point for Backing” maneuver.

- 8) Secure the bus and honk the horn twice to indicate the maneuver has been completed.

**DIAGRAM: BACKING INTO A STALL (ALLEY DOCK) – DRIVER SIDE**



## **PARALLEL PARKING – PASSENGER SIDE**

**INSTRUCTOR NOTE:** Set up the maneuver using the diagram. Position the bus left of Cone B and parallel to both Cones A and B and park it. The directions for this maneuver are given as if the trainee will be backing into the parking space from the passenger side of the school bus.

### **Instructions:**

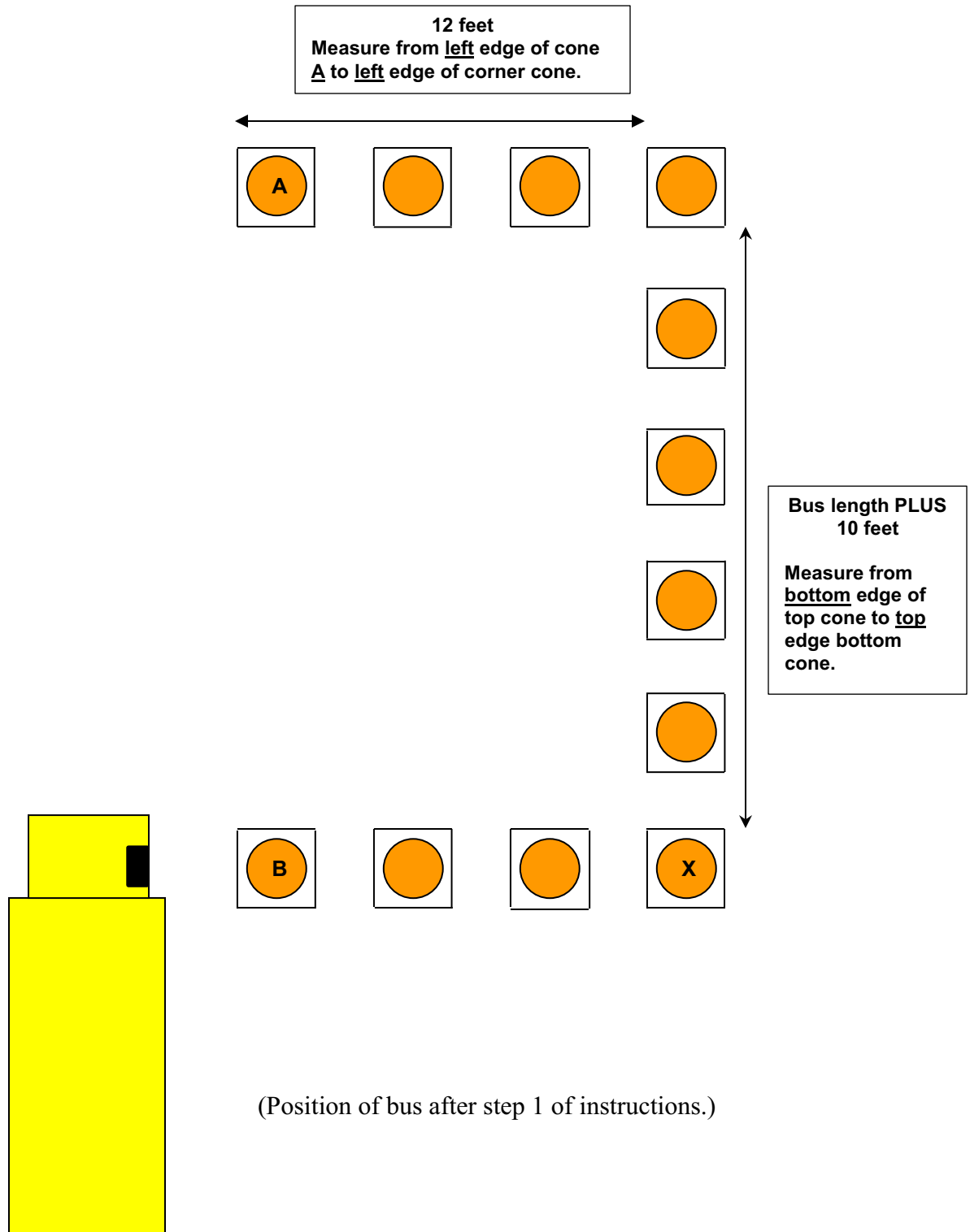
- 1) Have the trainee sit in the driver's seat making sure it is properly adjusted, the mirrors are properly adjusted, the safety belt is fastened and the service door closed.
- 2) Instruct the trainee to slowly drive forward while remaining parallel to Cones **A** and **B** and about one foot away from them.
- 3) Stop when the right rear wheel's pivot point is lined up with Cone **A**.
- 4) Turn the wheels all the way to the **RIGHT**, maintaining constant pressure.
- 5) Shift the transmission into reverse gear, activate the 4-way hazard flashers and honk the horn twice.
- 6) Begin backing the bus slowly. The steering wheel can be turned even more after moving backward a short distance.
- 7) Monitor only the **LEFT** side mirrors (#1 and #2).
- 8) Stop when the corner cone (Cone **X** in the diagram) becomes visible.
- 9) While stopped, straighten the wheels.
- 10) Begin backing the bus slowly while continuing to see Cone **X** in the **LEFT** side mirrors (#1 and #2).
- 11) Stop when Cone **A** appears in the forward service door window.

**INSTRUCTOR NOTE:** This reference point may need to be adjusted slightly because the turning radius of each bus can be different – even in the same model of bus.

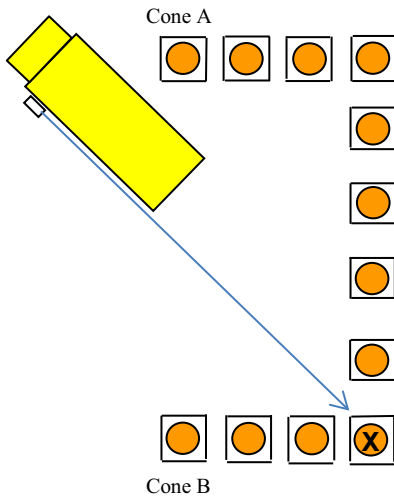
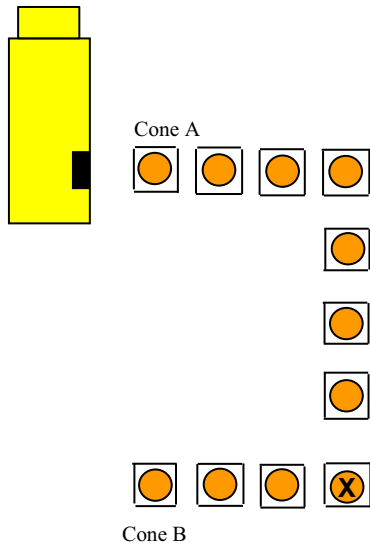
- 12) While stopped, turn the wheels all the way to the **LEFT**, maintaining constant pressure. Begin slowly backing. Again, the steering wheel can be turned even more after moving backward a short distance.
- 13) Continue slowly backing the bus and monitoring the **RIGHT** crossover mirror, making appropriate steering adjustments to avoid Cone **A**.
- 14) When clear of Cone **A**, watch the cones behind the bus using the **LEFT** side mirrors (#1 and #2). The cones will begin to disappear.
- 15) Stop when only Cone **B** remains visible.
- 16) Secure the bus and honk the horn twice to indicate the maneuver has been completed.



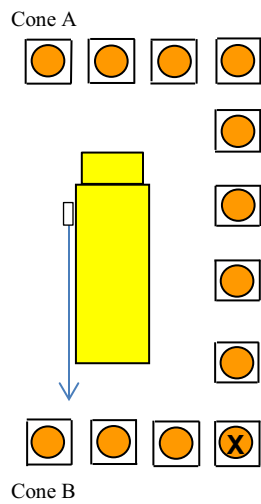
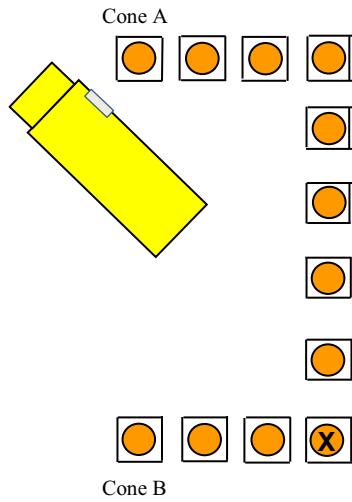
**DIAGRAM: PARALLEL PARKING – PASSENGER SIDE**



**DIAGRAM: PARALLEL PARKING – PASSENGER SIDE** (continued)



**DIAGRAM: PARALLEL PARKING – PASSENGER SIDE** (continued)



## **PARALLEL PARKING – DRIVER SIDE**

**INSTRUCTOR NOTE:** Set up the maneuver using the diagram or, if after *Parallel Parking – Passenger Side*, simply reverse the direction of the bus. Position the bus to the right of Cone A and parallel to both Cones A and B and park it. The directions for this maneuver are given as if the trainee will be backing into the parking space from the driver side of the school bus.

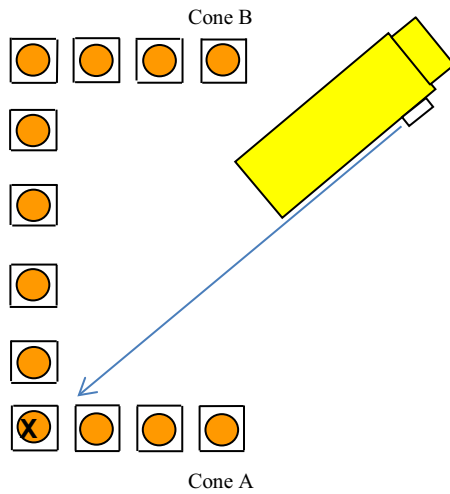
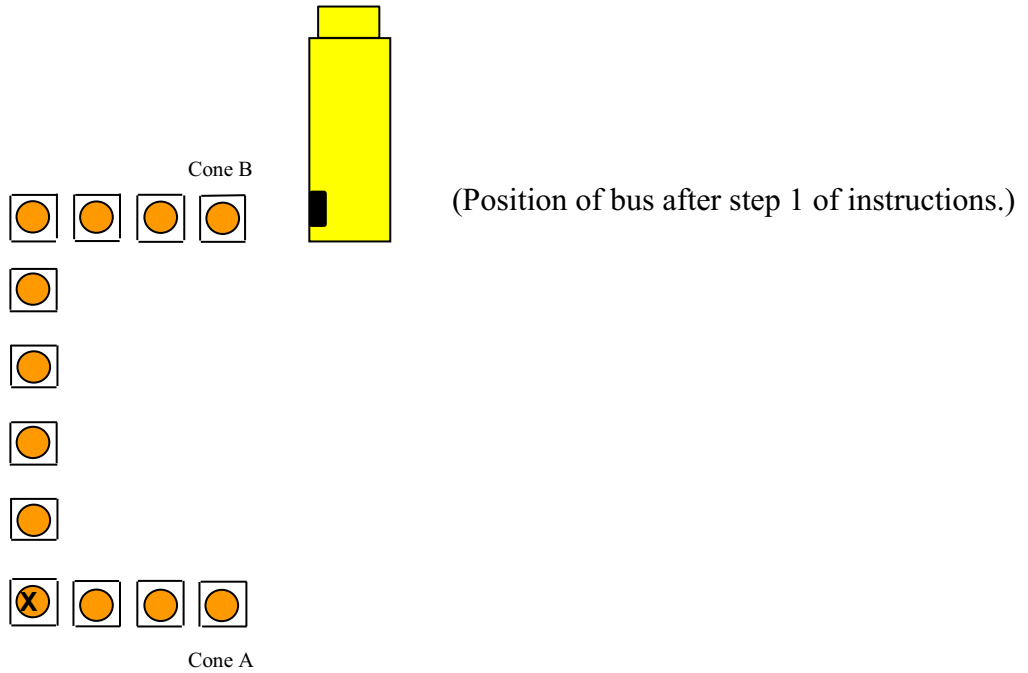
### **Instructions:**

- 1) Have the trainee sit in the driver's seat making sure it is properly adjusted, the mirrors are properly adjusted, the safety belt is fastened and the service door closed.
- 2) Instruct the trainee to slowly drive forward while remaining parallel to Cones **A** and **B** and about one foot away from them.
- 3) Stop when the left rear wheel's pivot point is lined up with Cone **B**.
- 4) Turn the wheels all the way to the **LEFT**, maintaining constant pressure.
- 5) Shift the transmission into reverse gear, activate the 4-way hazard flashers and honk the horn twice.
- 6) Begin slowly backing the bus. The steering wheel can be turned even more after moving backward a short distance.
- 7) Monitor only the **RIGHT** side mirrors (#5 and #6).
- 8) Stop when the corner cone (Cone **X** in the diagram) becomes visible.
- 9) While stopped, straighten the wheels.
- 10) Begin slowly backing the bus while continuing to see Cone **X** in the **RIGHT** side mirrors (#5 and #6).
- 11) Stop when Cone **B** is at the center of the driver's window.

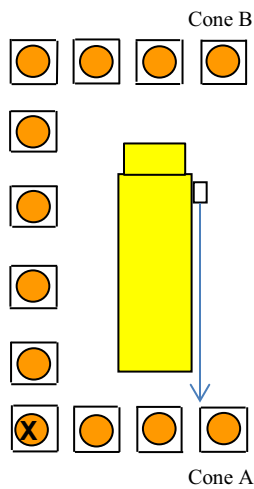
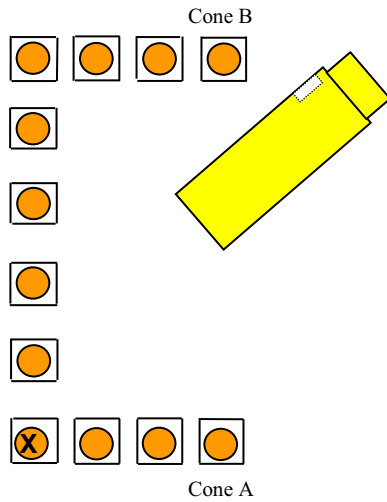
**INSTRUCTOR NOTE:** This reference point may need to be adjusted slightly because the turning radius of each bus can be different – even in the same model of bus.

- 12) While stopped, turn the wheels all the way to the **RIGHT**, maintaining constant pressure. Begin slowly backing. Again, the steering wheel can be turned even more after moving backward a short distance.
- 13) Continue slowly backing the bus and monitoring the **LEFT** crossover mirror, making appropriate steering adjustments to avoid Cone **B**.
- 14) When clear of Cone **B**, watch the cones behind the bus using the **RIGHT** side mirrors (#5 and #6). The cones will begin to **disappear**.
- 15) Stop when only Cone **A** remains visible.
- 16) Secure the bus and honk the horn twice to indicate the maneuver has been completed.

**DIAGRAM: PARALLEL PARKING – DRIVER SIDE**



**DIAGRAM: PARALLEL PARKING – DRIVER SIDE (continued)**



# **Classroom Instruction**



## **SECTION 1-H**

### **Passenger Management**

### **1 Hour of Instruction**



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PLEASE INSERT THE  
PASSENGER MANAGEMENT TRAINING  
PROGRAM THAT YOUR  
DISTRICT/CONTRACTOR RECOMMENDS

# **Classroom Instruction**



## **SECTION 1-I**

**Transporting Students with Disabilities**

**1 Hour of Instruction**

## **OVERVIEW**

### **Section 1 - TERMS, DEFINITIONS, MEDICAL CONDITIONS**

- 1.1 Acronyms
- 1.2 Standards for Providing Transportation for Eligible Students 6.41.4 NMAC
- 1.3 Definitions of Disabilities
- 1.4 Emergency Medical Conditions

### **Section 2 - DO NOT RESUSCITATE**

### **Section 3 - CONFIDENTIALITY**

### **Section 4 - UNIVERSAL PRECAUTIONS**

- 4.1 Blood Borne Pathogens
- 4.2 Communicable Diseases

### **Section 5 - OPERATION AND CARE OF SPECIALIZED EQUIPMENT**

- 5.1 Wheelchair Types
- 5.2 Wheelchair Lifts
- 5.3 Wheelchairs – Placement and Securement
- 5.4 Occupant Restraint Types
- 5.5 Child Safety Seat Types
- 5.6 Child Safety Seat Guidelines

## **Section 1 – TERMS, DEFINITIONS, AND MEDICAL CONDITIONS**

### **1.1 ACRONYMS**

The following are acronyms that are frequently used in Pupil Transportation.

AAP	American Academy of Pediatrics
ADA	Americans with Disabilities Act
DOJ	Department of Justice
DOT	Department of Transportation
EHA	Education of the Handicapped Act
FAPE	Free Appropriate Public Education
FERPA	Federal Education Rights and Privacy Act
FHWA	Federal Highway Administration
FMCSR	Federal Motor Carrier Safety Regulations
FMVSS	Federal Motor Vehicle Safety Standards
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IFSP	Individual Family Service Plan
LRE	Least Restrictive Environment
MDC	Multidisciplinary Plan
MTD	Motor Transportation Department
NAPT	National Association of Pupil Transportation
NASDPTS	National Association of State Directors of Pupil Transportation
NHSTA	National Highway Traffic Safety Administration

- OCR Office of Civil Rights
- OSERS Office of Special Education and Rehabilitative Services
- OSEP Office of Special Education Programs
- OSHA Occupational Safety and Health Administration
- PL Public Law
- PTSI Pupil Transportation Safety Institute

## **1.2 STANDARDS FOR PROVIDING TRANSPORTATION FOR ELIGIBLE STUDENTS**

### **6.41.4.7 NMAC DEFINITIONS**

- F. Individualized Education Plan (IEP)** – A written statement for a student with a disability that is developed and implemented in accordance with Federal and State Laws and Regulations regarding individuals with disabilities and with Section 504 of the Rehabilitation Act of 1973, IDEA (Individuals with Disabilities Education Act) and ADA (Americans with Disabilities Act). The IEP serves as a communication tool between parents and the entire educational team and enables them as equal participants to decide collectively what the student’s specific needs are, what services shall be provided to meet those needs, what the anticipated outcomes may be, and how the student’s progress toward meeting the projected outcomes shall be evaluated.
- G. Individualized Services** – Transportation modifications recommended by the IEP committee to provide for the individual needs of students.
- H. Least Restrictive Environment (LRE)** – To the maximum extent appropriate, students with disabilities, including those in public institutions or placed or referred by public agencies to private institutions or other care facilities, are educated with students who are not disabled within the most inclusive environment. Special classes, separate schooling, or other removal of students with disabilities shall occur only when the nature or severity of the disability is such that education in regular classes or other natural environments with the use of supplementary aids and services cannot be achieved satisfactorily.

- R. Transportation as a Related Service** – Transportation modifications and/or supportive services specified in the IEP as required to assist a student with disabilities to benefit from educational services in the least restrictive environment. If modifications and/or supportive services are not required, transportation is not a related service. When the student's needs do not require modifications, transportation is provided as a regular service if the student is eligible.

### **1.3 DEFINITIONS OF DISABILITIES**

**ACTING OUT** – overt expression of strong feelings, the nature of which is not always understood by the child.

**AGGRESSION** – a forceful action, usually directed toward another, often unprovoked, and out of proportion to the situation.

**ANTISOCIAL** – behavior that is hostile to the well being of society.

**ANXIETY** – a feeling of apprehension, the source of which is frequently unrecognized.

**APHASIA** – a defect of loss of power of expression by speech, writing, or signs, or of comprehending spoken or written language, due to injury or disease of the brain centers.

**ATTENTION DEFICIT DISORDER (ADD)**

**ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)** – a term used to describe a group of students who share several common problems caused by a dysfunction in the central nervous system. Many will exhibit behavior characteristics such as poor memory problems, disorganization, hyperactivity and short attention spans.

**AUTISM** – a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3 that adversely affects a child's educational performance. Irregularities with communication, engagement in repetitive activities, and stereo type movements, resistance to environmental change or change in routines and unusual responses to sensory experiences.

**BIRTH INJURIES** – injuries occurring in the child at birth. The central nervous system is more commonly affected, but bones and joints may be involved.

**BLIND** – see visual impairments.

**BRAIN INJURED CHILD (STRAUSS SYNDROME)** – a child who before, during or after birth has received injury to or suffered infection of the brain. As a result of such organic impairment there may or may not be defects of the neuro-motor system but this child may show disturbance in perception, thinking, and emotional behavior. These disturbances may occur alone or in combination.

**C.N.S. – Central Nervous System**

**CEREBRAL PALSY** – a condition resulting from neurological damage occurring before, at, or shortly after birth, which interferes with normal control of the motor system.

**CHRONICALLY ILL** – a term for temporary or permanent health conditions which are otherwise not categorized but which make it impractical for the student to receive adequate education through the regular school program. Conditions include tuberculosis, epilepsy, cardiac conditions, leukemia, asthma, malnutrition, pregnancy, and other disabilities.

**CONVULSION** – Violent involuntary contraction of muscles.

**DEAFNESS** – see hearing impairment.

**DISTRACTIBILITY** – abnormal variation of attention. Inability to fix attention on any one subject for an appropriate amount of time, due to central nervous system impairment that prohibits necessary monitoring of stimuli.

**DOWN SYNDROME (MONGOLISM)** – this is the largest single syndrome that is accompanied by severe retardation. It occurs in all levels of society. It is caused by a genetic malformation at conception. Downs' children are usually short with a small, wide face and slanted, almond shaped eyes that give them a slightly oriental appearance that led to the no longer used term "Mongoloid." The down's child has a special reputation for being much happier, friendlier, and more easily managed than other retarded children.

**DULL-NORMAL CHILD** – an individual at the lower end of the average range of intelligence. Can function as majority of children except in academic subjects. Usually 1 - 2 years retarded according to age grade level.

**DYSLEXIA** – impairment in one's ability to read.

**EDUCABLE MENTALLY RETARDED** – mentally retarded children whose retardation ranges from mild to moderate. Usually have IQ scores between 50 - 75. Most of these children can be taught useful reading and number skills and some academic content. Usually will not achieve beyond 4th or 5th grade academically. Capable of integration in society and becoming at least partially self-sustaining.

**EMOTIONAL DISORDER (ED)** – students whose behavior is dangerous to themselves or others, or which seriously interferes with their learning are classified as E.D. The causes may be genetic, biological, learned behavior, or a combination of factors. Two to three percent of a school's population may be E.D.

**ENCEPHALITIS** – inflammation of the brain. There are many types, most of which are due to virus infections and which can damage one or many parts of the brain. It is a frequent cause of learning and behavior disorder of the resultant brain dysfunction.

**EPILEPSY** – a chronic functional nervous disorder, characterized by attacks of unconsciousness or convulsions or both.

**EXCEPTIONAL CHILD** – term refers to a child who is different from the average child. A child showing abnormality either physical or mental could be considered in this category. Sometimes the term "exceptional" is used to designate a child of more than usual ability. May include the handicapped and gifted who deviate from the average to such an extent that they require specialized treatment.

**GUILLAIN-BARRE** – extreme muscular weakness which may progress to paralysis.

**HEARING IMPAIRMENT** – sensory neuro loss resulting in slight to profound hearing loss and learning difficulties. The hearing loss is often associated with language retardation and speech difficulties.

**HYDROCEPHALUS (A CLINICAL TYPE)** – an enlarged cranium is a clinical sign of this condition which involves an accumulation of cerebro-spinal fluid, within the ventricles of the brain. Degree of mental defect depends upon degree of cortical destruction, not size of skull. May be caused by genetic factors, accidents, or infection.

**HYPERACTIVE (HYPERKINESIS)** – a characteristic of brain injured children. Abnormally increased motor activity.

**INTELLIGENCE QUOTIENT (IQ)** – expressed mental development in relation to chronological age; obtained by dividing mental age by the chronological age and multiplying by 100. The chronological age is often fixed at a certain maximum, most commonly 16 years, when growth of intelligence due to maturation has been assured to cease; this may vary in different tests, however, from 14 to 18 years.

**INTELLECTUALLY DISABLED** – significantly below average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifest during the developmental period that adversely affects a child's educational performance.



**KINESTHETIC** – pertaining to the sense by which muscular motion, weight, position, space orientation, etc. are perceived.

**LATERALLY** – the tendency, involuntary motor acts, to use preferentially the organs (hands, feet, ears, eyes) of the same side.

**MENTAL AGE (MA)** – the level of a person's mental ability expressed in terms of norms based on the median mental age of a group of persons having the same chronological age; thus, if a child's mental ability is equal to that of the average nine-year old, he has a mental age of nine years, regardless of his actual chronological age. In class, the teacher should teach on basis of MA not IQ.

**MENTALLY RETARDED** – usually considered a general term meaning all degrees of mental retardation from profound mental deficiency to borderline mental defect or to upper limits of dull normalcy. Frequently considered a synonym for mentally handicapped.

**MICROCEPHALY** – characterized by a small skull, and small brain. Severe retardation is usually associated with Microcephaly. Apparently results from either inherited cause, prenatal factors, including massive doses of radiation, or injuries at birth such as the cut off of oxygen.

**MINIMAL BRAIN DYSFUNCTION** – this diagnostic category refers to children of average or above general intelligence with learning and/or behavior difficulties ranging from mild to severe, which are due to subtle deviations arising from genetic variations, perinatal brain insults, metabolic imbalances, biochemical irregularities, and/or illness and injuries sustained during the years critical for the development and maturation of those parts of the central nervous system having to do with perception, language, inhibition of impulses and motor control.

**MONGOLOID CHILD** – (MONGOLIS, a clinical type of feeble-minded person or child with Downs Syndrome.) Physically and mentally defective at birth.

**MULTIPLE-DISABLED** – a child who has two or more disabilities.

**MULTIPLE SCLEROSIS (MS)** – a progressive disease of the central nervous system. Wide-ranging systems include tremor and shaking of limbs, paralysis and poor balance.

**MUSCULAR DYSTROPHY (MD)** – involves the deterioration and wasting away of muscle tissue on the outside of the body frame. Usually begins in the shoulders and hips and progresses out to the hands and feet. Children usually walk until age 8 or 9

when weakness forces them into a wheelchair. For Duchene's, the most common type, the life span is 14 to 18 years.

**NYSTAGMUS** – an involuntary rapid movement of the eyeball, which may be horizontal, vertical, rotary, or mixed, i.e., of two varieties.

**ORTHOPEDECS** – branch of medicine dealing with deformities and diseases of the bones and joints.

**OSTEOGENESIS IMPERFECTA (Brittle Bone Disease)** – may suffer from multiple fractures if minor pressure or stress is imposed.

**OTHER HEALTH IMPAIRED** – having limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning leukemia, or diabetes, that adversely affect a child's educational performance.

**PERCEPTUAL COMMUNICATIVE DISORDER (PC)** – something, perhaps slight brain damage, interferes with the individual's learning process. These people will look "normal" but may be aggressive, irritable, hyperactive, very distracting, too silly, pushy, etc. They can learn and sometimes quite well. Dyslexia is one type of learning disorder.

**PERCEPTUAL DISTURBANCES** – a characteristic of brain injured children who are attracted to the details of an object rather than the whole object. May occur in visual-perceptual field, tactual field, and auditory field. Requires special educational procedures.

**PERSEVERATION** – a perceptual disturbance occurring in brain injured children may be present when child continually repeats what he/she has done, like repeating the same word, letter, action, or number over and over again. Requires specific educational procedures to aid child.

**SENSE TRAINING** – games, exercises, and materials to develop those senses relating to sight, hearing, muscular coordination, taste, touch, and smell.

**SERIOUSLY EMOTIONALLY/BEHAVIORALLY DISTURBED (SE/BD)** - a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance.

1. An inability to learn that cannot be explained by intellectual, sensory, or health problems.
2. An inability to build or maintain satisfactory interpersonal relationships with peers or teachers.

3. Inappropriate types of behavior or feelings under normal circumstances, such as general evasive mood of happiness or depression.
4. A tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia. The term does not apply to children who are maladjusted, unless it is determined that they have a serious emotional disturbance.

**SIGNIFICANTLY LIMITED INTELLECTUAL CAPABILITY (SLIC)** – these students are not classified as mentally retarded, but most have an IQ of 50-79 or even lower. They lack the ability to live independently and/or are very slow learners in the classroom. Their mental size does not match their physical size.

**SPECIAL CLASSES (HOMOGENEOUS)** – a segregated class in a regular grade school organized according to a range of chronological age and mental age abilities.

**SPECIFIC LEARNING DISABLED (SLD)** – a disorder in one or more of the basic psychological processes involved in understanding or in using language spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia.

**SPEECH/LANGUAGE IMPAIRMENT** – a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.

**SPINA BIFIDA** – a genetic condition present at birth. The infant is born with a spinal lesion, or an opening in the spine. Though the lesion can be closed, there is little or no feeling below the opening.

**STRABISMUS** – deviation of the eye which the individual cannot overcome. The visual axes assume a position relative to each other different from that required by the psychological conditions. Squint or crossed eyes.

**TRAUMATIC BRAIN INJURY** – an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance.

**VISUALLY DEFECTIVE** – one whose sight is imperfect.

## **1.4 EMERGENCY MEDICAL CONDITIONS**

The Following Conditions Require Immediate Medical Attention

**ANAPHYLACTIC SHOCK** – This is a major medical emergency. Extreme allergic reaction to bee stings, medicines, etc. The smooth muscles in the respiratory system close off so the victim is not able to get air in and out of lungs.

**ASTHMA** – Can be serious medical emergency. An asthma attack can sometimes be brought on by excitement. Passenger needs good ventilation while in transit.

**CYSTIC FIBROSIS** – These people may have breathing and heart problems. If they sweat a lot, they will suffer serious salt depletion, which is a medical emergency.

**DIABETES** – An insulin reaction is a serious medical emergency. Symptoms are anxiety, headache, blurred vision, hunger, abdominal pains, profuse perspiration, tremulousness, disorientation, slurred speech, and seizures. If the person appears to be going into insulin shock, some form of easily digestible sugar should be given, for example, sugar orange juice, soda pop or candy.

**HEART, CONGENITAL MALFORMATION** – plan for emergency transit or assistance if heart fails. Impaired walls or valves of heart cause malfunction and progressive damage.

**HEMOPHILIA** – Disease of the blood where it fails to clot and abnormal bleeding occurs. When a head or neck injury is sustained, this becomes a top medical priority. Passenger may stop breathing or rapidly sustain brain damage.

**JUVENILE ARTHRITIS** – Will not have good protective reflexes when they fall. Slower blood clotting time as well as possible heart failure.

**KIDNEY & URINARY TRACT DISEASES** – If the passenger is on dialysis they should be not be given any fluids and may be on a special diet. Be aware of shunt drainage tubes that may not be exposed.

**LEUKEMIA** – May have tendency to vomit while on chemotherapy. Tend to be anemic and bleed easily. Bones may be more fragile.

**SHUNT** – A tube in the head, neck or other part of the body that drains excess fluid. Serious medical problems may arise if shunt is bumped or pressure applied to area.

**TRACHEOTOMY (TRACH)** – If the tube becomes plugged, person will not be able to breath. Try to get them to cough up. If possible, keep passenger away from area where there is likely to be a lot of dust or debris in air. If artificial respiration is required, breathe into the tracheal tube and close mouth and nose

## **Section 2 – DO NOT RESUSCITATE (DNR)**

**Cover District/Contractor Policies and Procedures with regard to this section.**

## **Section 3 – CONFIDENTIALITY**

- Discussion of students should be carefully monitored and avoided outside the work area.
- Students name and phone numbers should not be repeated over any two-way radio.
- Students receiving Transportation as a Related Service will have IEP paperwork on file in the district office (Student Services).
- The Transportation Office will also have some type of paperwork (medical card, transportation form, etc.) on file in their office.
- School bus drivers and assistants should have some type of paperwork kept on the bus.
- In addition, any information on medical cards and medical alert cards is confidential and should not be given out or openly discussed.
- Be careful and considerate of the family's feelings and the student's feelings.

**\*\*\*ALWAYS REMEMBER\*\*\***

**“A CHILD IS A CHILD BEFORE THEY ARE  
CHILDREN WITH DISABILITIES”**

## **Section 4 – UNIVERSAL PRECAUTIONS**

This is an aggressive, standardized approach to infection control. According to the concept of Universal Precautions, you should treat all human blood and certain body fluids as if they are known to contain HIV, HBV, or other blood borne pathogens.

### **MATERIALS THAT REQUIRE UNIVERSAL PRECAUTIONS**

- \* BLOOD
- \* SEMEN
- \* VAGINAL SECRETIONS
- \* CEREBROSPINAL FLUID
- \* SYNOVIAL FLUID
- \* PLEURAL FLUID
- \* ANY BODY FLUID WITH VISIBLE BLOOD
- \* ANY UNIDENTIFIABLE BODY FLUID
- \* SALIVA FROM DENTAL PROCEDURES

### **PREVENTIVE MEASURES**

- \*Wear protective gloves, mask, and gown when cleaning up spills
- \*Receive Hepatitis B immunization
- \*Use BIOHAZARD bags and/or containers.
- \*Wash hands!!!! Immediately following contact with possible blood borne pathogens, even if gloves were used. All buses will be equipped with body fluid kits. Disposable towels should be used when possible.

#### **4.1 BLOOD BORNE PATHOGENS**

A disease-causing microorganism that may be present in human blood. They may be transmitted with any exposure to blood or OPIM (other potentially infectious materials).

Two pathogens of significance are Hepatitis B Virus (HBV) and Human Immunodeficiency Virus (HIV).

A number of blood borne diseases other than HIV and HBV exist, such as Hepatitis C, Hepatitis D, and syphilis.

## **4.2 COMMUNICABLE DISEASES**

A course of illness which is transmittable to others.

Always remember to wash your hands.

Be careful, knowledgeable, and be prepared concerning the handling of students who may have infectious diseases.

### Examples:

Strep throat

Pink eye

Impetigo

Ring worm

Lice

Scabies

Diarrheal Diseases

Mononucleosis

## **Section 5 – OPERATION AND CARE OF SPECIALIZED EQUIPMENT**

### **5.1 WHEELCHAIR TYPES**

- A. MANUAL - Pushed by self or other.
- B. ELECTRIC - Battery powered. Wheelchairs in which the batteries project above the level of the seat, and which are not securely connected to the wheelchair frame.

#### Examples:

- Mobility carts for children.
- Wheelchairs with reclining backrests.
- Wheelchairs that fold to be placed on a car seat.
- Lightweight "stroller" types - Wheelchairs with many tube ends projecting above seat height, and a weak component between wheels and seat. Wheelchairs with a plastic seat suspended on a single post. Scooter type with a front projection. Wheelchairs with a very low backrest.

## 5.2 WHEELCHAIR LIFTS

- A. Line bus lift door up with sidewalk, driveway, walkway
- B. Team effort--1 inside/1 outside--work together
- C. Greet family and student
- D. Load chair onto lift according to lift manufacturer recommendations -- (student facing toward the bus or student's back toward bus)
- E. Turn off power on electric chairs. Engage brakes.
- F. Communicate with student. (Are you ok? Going up. Going down, etc.)
- G. Hold the armrest of chair
- H. Give the student reassurance; show the family you are a professional who knows how to do the job.
  - 1. Once inside, help student place the chair and give oral directions. Tape marks on the floor to let students know where to stop.
  - 2. Wheelchairs shall be forward facing.
  - 3. Turn off the power on electric chairs.
  - 4. Always use a 4 point tie down system.
- I. Both front and rear tie down sites should be just below the seat at welded sites. Tie down sites must **not be** on removable parts of the wheelchair such as armrests, leg rests, and removable wheels.

## 5.3 WHEELCHAIRS – PLACEMENT AND SECUREMENT

- A. Tie down sites must **not be** on the crossbar; that allows most wheelchairs to collapse. Axles are not the first choice, and should only be used if hardened steel bolts are present. (**Note: Most chairs are equipped with removable axles-which are hollow.**)

**Note: most chairs are equipped with removable axles-which are hollow.**

- B. Straps should be at a 45-degree angle from the floor.



- C. Headrests should be utilized to minimize risk of neck injury.
- D. Remove lap trays and store them securely on the bus.
- E. Tie down straps should never be crossed or twisted.
- F. Keep tie down straps in matched sets. Do not mix and match.

***Special note: Placing the rear securement points above the wheel chair center of gravity leads to a backward rotation of the wheelchair and occupant during a frontal crash. Locating the rear securement points at the same level as the center of gravity provides the most controlled crash response. Locating the rear securement points below the center of gravity produces a forward rotation of the wheelchair and occupant.***

#### **5.4 OCCUPANT RESTRAINT TYPES**

- A. INTEGRATED RESTRAINT SYSTEM – One which anchors the occupant restraint to either the wheelchair or the wheelchair tie down system.
- B. INDEPENDENT RESTRAINT SYSTEM - One which is anchored to the vehicle separately from the wheelchair.
  - 1. The lap belt should be positioned across the pelvic bone, not across the abdomen.
  - 2. The shoulder strap should be positioned directly over the shoulder, and the length of the strap should be minimized.
  - 3. Lap belt should be at 45-degree angle across the occupant's pelvis. When using an integrated system (in which the occupant restraint is attached to the rear tie downs of the wheelchair securement system), the rear tie down site must be selected with this in mind.
  - 4. No sense in securing wheelchair to the bus if you don't secure student to wheelchair.

**\*Cleaning and care for all tie downs, occupant restraints, and lifts are essential to keep them in working order. Follow the manufacturer directions on how to care for these items.**

## 5.5 CHILD SAFETY SEAT TYPES

**INSTRUCTOR NOTE: A student's IEP will dictate when a student is to be secured in a child safety seat. Pursuant to state law, school buses and public transportation are exempt from the law requiring children to be transported in child safety seats.**

- A. INFANT SEAT
- B. CONVERTIBLE OR INFANT/TODDLER SEAT
- C. HIGH BACK BOOSTER
- D. BOOSTER SEAT
- E. BUILT IN OR INTEGRATED SEAT
- F. HARNESS/SAFETY VEST
- G. SPELL CAST
- H. TRAVELING BED

## 5.6 CHILD SAFETY SEAT GUIDELINES

- A. Child safety seats should never be placed in any automobile seat that is equipped with an air bag.
- B. Children with tracheotomies should avoid using safety seats with a harness/tray shield combination or an armrest. These could clog trach tube.
- C. Children with poor neck/head control should use a safety seat that reclines slightly in the forward facing position. Soft padding can be used to help with alignment of head.
- D. Lateral support may be provided with rolled blankets or towels.
- E. A foam roll or rolled blanket may be placed under a child's knees to inhibit hyper tonicity or opisthotonic positioning.

- F. Crotch roll may be added between the child's leg and crotch strap to keep hips against the back of the seat and the child positioned upright.
- G. Secure child safety seat according to manufactures directions.
- H. Pull top of safety seat forward, if seat can be pulled more than 3 inches from back of seat, the safety seat could topple over forward and injure the child in a quick brake situation and injure the child in the seat.
- I. Place hands on both sides of safety seat and try to tip the seat over.

**INSTRUCTOR NOTE: If there is a lot of movement side to side, the safety seat could tip over during a turn and injure the child in the seat.**

- J. Ask yourself
  - 1. Is the child facing the right direction for both age and weight?
  - 2. Is the shoulder harness snug, does it stay tight on their shoulders?
  - 3. Is the seat belt in the right place and pulled tight? (The seat-belt that secures the safety seat to car/bus seat.)
- K. Seat belts attaching the safety seat to the bench seat should be checked daily to ensure the tightness of the seat belt. Seatbelt slippage can occur over time.
  - 1. Safety seats should be cleaned between students if more than one student uses a safety seat. Cleaning should be done weekly with a bleach and water solution.
  - 2. Use manufactures directions for cleaning.

**PLEASE INSERT ANY ADDITIONAL MATERIAL OR INFORMATION  
YOUR DISTRICT/CONTRACTOR MAY PROVIDE FOR SPECIFIC  
STUDENT NEEDS**

# **Classroom Instruction**



## **SECTION 1-J**

**Drug and Alcohol Awareness**

**1 Hour of Instruction**

Each employer must provide and discuss educational material regarding the requirements of the employer, 6.41.4 New Mexico Administrative Code (NMAC), and the Federal Motor Carrier Safety Administration (FMCSA) Regulation 49 Code of Federal Requirements (CFR) Part 382 as they pertain to drug and alcohol awareness and their duties as a driver.

**Requirements of the Employer:**

Insert Employer information.

**6.41.4 NMAC:**

6.41.4.11 SCHOOL BUS DRIVERS, SUBSTITUTES, AND BUS ASSISTANTS RESPONSIBILITIES

- D. Physical qualifications (buses drug-free area)
- F. Operational standards for an initial driver applicant (pre-employment)

**FMCSA:**

Five reasons for testing:

- 382.301 – Pre-employment
- 382.303 – Post accident
- 382.305 – Random
- 382.307 – Reasonable suspicion
- 382.309 – Return to duty

**Commercial Driver License Manual:**

- CDL Licensing Information (page before Table of Contents); review “Implied Consent” with trainee.
- Page 1-4 under 1.3.2, paragraph 2 and 1<sup>st</sup> point
- Page 1-4 under 1.3.2, paragraph 6.

# **Classroom Instruction**



## **SECTION 1-K**

**Defensive Driving  
Coaching the School Bus Driver**

**6 Hours of Instruction**

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PLEASE INSERT THE  
“COACHING THE SCHOOL BUS DRIVER”  
TRAINING PROGRAM HERE

# **Classroom/Hands-On Instruction**



## **SECTION 1-L**

**First Aid/CPR**

**(Minimum 6 Hour Course)**



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PLEASE INSERT THE  
FIRST AID/CPR TRAINING  
PROGRAM THAT YOUR  
DISTRICT/CONTRACTOR RECOMMENDS

**The course must be nationally recognized  
and approved by the STB  
(No On-Line Training Courses)**

# Hands-On Instruction



## SECTION 1-M

### Behind-the-Wheel

6 Hours of Instruction

### Observation Time

2 Hours of Training

## **Behind-the-Wheel Training Activities**

**INSTRUCTOR NOTE:** Set up a training route. Start out in a residential area and let them get comfortable before advancing to business areas or highways. The following training activities (basic driving skills) may be in any order on the route but the route must include **ALL** of the activities – either real or simulated. Include several lane changes.

**INSTRUCTOR NOTE:** Instruct the trainee on all procedures. Before taking the trainee out on public roads, have the trainee **verbalize** the procedures to demonstrate their comprehension.

**INSTRUCTOR NOTE:** To give the trainee practice, have them complete a full pre-trip inspection before each session of Behind-the-Wheel training. The time, however, does **not** count toward the Behind-the-Wheel training time.

### **BACKING PROCEDURES**

- ❑ Activate hazards
- ❑ Honk the horn twice
- ❑ Select reverse gear
- ❑ USE EXTREME CAUTION
- ❑ When possible, have a spotter assist that is on the outside of the bus
- ❑ **DO NOT** back a bus on school grounds unless absolutely necessary and then only with assistance from a responsible individual

### **CURVE PROCEDURES**

- ❑ Check traffic in all directions
- ❑ Reduce speed by braking and, if necessary, lowering the gear **before** entering the curve so that further braking is not required in the curve
- ❑ Maintain speed during the curve
- ❑ Keep all wheels in the driving lane
- ❑ Frequently check traffic and lanes on all sides during the curve
- ❑ Make no strong accelerations
- ❑ After concluding curve, resume travel in appropriate gear

## **DOWNGRADE OR UPGRADE PROCEDURES**

- ❑ Move into or stay in right-hand lane
- ❑ Select a safe speed before entering grade
- ❑ Select proper gear
- ❑ Increase following distance
- ❑ If downgrade, brake properly (brake until below safe speed, release brake; repeat as necessary)
- ❑ Frequently check traffic
- ❑ Hazards: use appropriately. If upgrade, use hazards if bus speed is  $\frac{1}{2}$  of the posted speed limit
- ❑ After concluding grade, resume travel in appropriate gear

## **EXPRESSWAY OR RURAL HIGHWAY PROCEDURES**

- ❑ Before entering the expressway, check traffic
- ❑ Activate turn signal
- ❑ Merge smoothly into traffic and in appropriate lane
- ❑ Maintain lane, speed, and following distance
- ❑ When exiting, check traffic
- ❑ Activate turn signal
- ❑ Decelerate smoothly
- ❑ Maintain lane and following distance

## **GENERAL DRIVING BEHAVIOR**

- ❑ Brakes: **DO NOT** ride or pump brakes; brake smoothly by applying steady pressure
- ❑ Lanes: **DO NOT** put bus over curbs, sidewalks, or lane markings; moves or remains in right-hand lane when appropriate
- ❑ Stops: behind stop signs or lines or crosswalks painted on pavement
- ❑ Turns: in proper lane (left turn, in the lane directly to the right of the center line; right turn, in the right-most lane)
- ❑ Steering: keeps both hands on steering wheel at all times
- ❑ Traffic checks: performs regular traffic and mirror checks while driving
- ❑ Turn signals: uses and cancels turn signal when required and at appropriate times

### **LANE CHANGE PROCEDURES**

- ❑ Check traffic before, during and after lane change--all mirrors and blind spots
- ❑ Activate turn signal
- ❑ When safe to do so, change lanes
- ❑ No sharp steering
- ❑ Maintain speed
- ❑ Cancel turn signal
- ❑ Maintain a proper following distance

### **PARK ON A DOWNGRADE OR UPGRADE PROCEDURES**

- ❑ Check traffic
- ❑ Activate turn signal
- ❑ Take foot off accelerator
- ❑ Brake and slow bus smoothly
- ❑ **DO NOT** allow bus to coast
- ❑ Bring bus to a full stop
- ❑ Stop parallel to roadway
- ❑ Apply Park brake
- ❑ Shift transmission to Neutral gear
- ❑ Turn steering wheel appropriately to secure the bus
- ❑ Cancel turn signal
- ❑ Activate hazards

### **POST TRIP INSPECTION PROCEDURE**

<b><u>INSTRUCTOR NOTE:</u> Stress the importance of the post trip inspection.</b>
---

- ❑ Walk to back of bus checking that no students are on board.

## **RAILROAD CROSSING PROCEDURES**

- ❑ Check mirrors
- ❑ Check traffic
- ❑ If necessary, move into the far right-hand lane
- ❑ Activate hazard warning flashers while approaching the crossing
- ❑ Slow down gradually
- ❑ Bring bus to a full stop 15-50 feet before the first rail (use the Over-the-Hood Reference Point)
- ❑ Open the service door
- ❑ Open the driver window
- ❑ Turn off all noise-making items such as radios, heaters, defrosters, fans
- ❑ Quiet the students
- ❑ Scan the track/s in both directions
- ❑ When determined safe to do so, drive slowly and cautiously across the track/s
- ❑ **DO NOT** allow the gears to shift while crossing the track/s
- ❑ After the rear of bus has cleared the track/s, close the service door and the driver window
- ❑ Resume operation of noise-making items
- ❑ Turn off hazard lights after regaining speed
- ❑ If the bus is required to stop after having crossed the track/s, the rear portion of the bus shall not be positioned less than 15 feet from the rail nearest the bus.

## **RIGHT/LEFT TURN PROCEDURES**

- ❑ Check mirrors
- ❑ Check traffic
- ❑ Activate the turn signal well in advance of the turn to give notice of maneuver
- ❑ Reduce speed by braking steadily
- ❑ Maintain the bus in the driving lane
- ❑ Check for clear right-of-way such as traffic signals, vehicles, pedestrians and signs
- ❑ Check side mirrors before and during the turn
- ❑ Execute the turn slowly – 5 mph – using push/pull steering
- ❑ Gears should not shift during a turn
- ❑ Enter the closest lane
- ❑ **Steer** the wheels back into position; **DO NOT** let the steering wheel spin back in position
- ❑ Make sure the turn signal canceled
- ❑ Check mirrors
- ❑ Check traffic

## **ROAD SIGNS**

**INSTRUCTOR NOTE:** To confirm that the trainee is watching the road signs, ask them at various locations along the route to tell you what sign was just passed. They should not call out every sign that is passed as they drive along.

- ❑ Be prepared to identify and explain road signs such as an overpass clearance height, road or bridge weight limit, pedestrian crossing, etc.

## **ROADSIDE STOP PROCEDURES**

Prepare for stop:

- ❑ Check traffic
- ❑ Activate turn signal
- ❑ Brake smoothly
- ❑ **DO NOT** allow bus to coast
- ❑ Bring bus to a full stop parallel to shoulder of road and out of traffic flow
- ❑ **DO NOT** block driveways, fire hydrants, etc.
- ❑ Set Park brake
- ❑ Switch gear to neutral
- ❑ Cancel turn signal
- ❑ Activate hazards

Prepare to resume:

- ❑ Check traffic
- ❑ Cancel hazards
- ❑ Activate turn signal
- ❑ Switch gear to driving gear
- ❑ When traffic permits, release Park brake
- ❑ Accelerate smoothly and drive straight ahead
- ❑ Check traffic and when safe to do so, steer into the first driving lane
- ❑ Cancel turn signal

## **RURAL PROCEDURES**

- ❑ Watch for hazards at road side
- ❑ Use the right-hand lane
- ❑ Keep within the driving lane; **DO NOT** accidentally cross over the lane markings
- ❑ Follow the speed limit signs
- ❑ Scan ahead for hazards to see them in time to react appropriately and to avoid sudden stops or jerking in the steering
- ❑ Maintain a proper following distance:
  - 4 seconds minimum when driving at speeds less than 40 MPH
  - 5 seconds minimum when driving at speeds over 40 MPH

## **START ON A DOWNGRADE OR UPGRADE PROCEDURES**

- ❑ Cancel hazards
- ❑ Activate turn signal
- ❑ Switch gear into driving gear
- ❑ When traffic permits, release Park brake
- ❑ Accelerate smoothly and drive straight ahead
- ❑ Check traffic and when safe to do so, steer into the first driving lane
- ❑ Cancel turn signal

## **STOP INTERSECTION PROCEDURES**

- ❑ Check traffic in all directions at the intersection
- ❑ Use the side mirrors to check traffic to the rear of the bus
- ❑ Reduce speed by braking steadily
- ❑ Stop so that the front bumper of the bus does not encroach on a stop sign, a white stop line or crosswalk painted on the road; or where rear tires of the vehicle in front can be seen
- ❑ Bring bus to a full stop
- ❑ The bus should not roll forward or backward
- ❑ Yield to pedestrians or other vehicles that have the right-of-way
- ❑ Check side mirrors
- ❑ Check traffic to the left, then to the right, and then to the left again
- ❑ Accelerate as needed
- ❑ **DO NOT** change lanes in the intersection



## **STUDENT LOADING OR UNLOADING PROCEDURES**

**INSTRUCTOR NOTE:** At the first three bus stops, give verbal directions on proper loading **and unloading** procedures as discussed in 6.41.4.12 NMAC, sections A., B., C., and D).

- Student loading and unloading on **TRAVELED** portion of roadway
  - Use extreme caution when approaching the school bus stop
  - Reduce speed
  - Check traffic – both vehicular and pedestrian
  - Activate alternating amber flasher lights
  - Bring bus to a full stop; it is recommend at least eight to ten feet away from students at the stop
  - Set the Park brake
  - Switch gear to neutral
  - Check traffic
  - If not automatically activated, activate alternating red flasher lights
  - Load/unload, crossing students correctly
  - Frequently check mirrors and traffic while loading
  - Make sure all students are seated or, if unloading, have safely cleared the area – count the students
  - Close the service door
  - Check mirrors and traffic
  - Switch to a driving gear
  - Release the Park brake
  - If not automatically canceled, cancel alternating red flasher lights
  - Check mirrors and traffic
  - Resume travel on route
  
- Student loading and unloading on **MULTIPLE** or **DIVIDED** roadway
  - Whenever possible, OFF the traveled portion of the roadway
  - Follow same procedure as **TRAVELED** portion of roadway
  - **DO NOT** load/unload in a designated turn lane or adjacent to one
  - If on a highway, load/unload students on the same side of the highway on which they live
  
- Student loading and unloading at **SCHOOLS**
  - Use caution when entering loading/unloading area
  - Check mirrors
  - Park bumper to bumper whenever possible
  - Bring bus to a full stop
  - Secure the bus (set Park brake, switch gear to neutral and turn engine off)
  - Load/unload

### **THRU INTERSECTION PROCEDURES**

- ❑ Check traffic in all directions prior to entering the intersection
- ❑ Use the side mirrors to check traffic to the rear of the bus
- ❑ Cover brake if entering an intersection controlled by a traffic light
- ❑ Accelerate as needed
- ❑ **DO NOT** change lanes in the intersection

### **URBAN (City or Town) PROCEDURES**

- ❑ Use right-hand lane
- ❑ Scan ahead for hazards to see them in time to react appropriately and to avoid constant braking/accelerating
- ❑ Keep within the driving lane; **DO NOT** accidentally cross over the lane markings
- ❑ Keep up with the flow of traffic but **DO NOT** exceed posted speed limit
- ❑ Maintain a proper following distance:
  - 4 seconds minimum when driving at speeds less than 40 MPH
  - 5 seconds minimum when driving at speeds over 40 MPH

## **Observation Time**

A trainee shall observe a minimum of two hours of school bus routes being driven. It would be good to document when a trainee observes a route by noting the date, time spent observing, the driver's name and what type of route was observed. To provide variety, include routes of all grade levels, routes that have special education students, and routes where a variety of student behavior may be observed.



State of New Mexico Public Education Department  
 School Bus Driver Pre-Service Training Curriculum  
 Instructor Manual Publication # **STB 1.3**  
 May 1, 2014

**School Bus Driver**  
**Pre-Service Training Record (Page 1 of 2)**  
**(This record shall be kept in the driver's file)**

Driver's Name: \_\_\_\_\_ License #: \_\_\_\_\_

Class: \_\_\_\_\_ Endorsements: \_\_\_\_\_ Restrictions: \_\_\_\_\_

Date of Hire: \_\_\_\_\_ Date of Comprehension Test: \_\_\_\_\_

SBDI Printed Name: \_\_\_\_\_ SBDI #: \_\_\_\_\_

Additional as needed: \_\_\_\_\_ Additional as needed: \_\_\_\_\_

<b>MANDATORY TRAINING TOPICS</b>	<b>MINIMUM HOURS REQUIRED</b>	<b>ACTUAL HOURS CONDUCTED</b>	<b>DATE(S)</b>	<b>DRIVER INITIALS</b>	<b>SBDI INITIALS</b>
<b>Section 1-A</b> Class Introduction District/Employer Policies and Procedures	1 Hour				
<b>Section 1-B</b> Standards for Providing Transportation For Eligible Students	2 Hours				
<b>Section 1-C</b> Pre-Trip Vehicle Inspection	2-1/2 Hours				
<b>Section 1-D</b> NM School Bus Driver Security Training	1 Hour				
<b>Section 1-E</b> Safety Equipment	1 Hour				
<b>Section 1-H</b> Passenger Management	1 Hour				
<b>Section 1-I</b> Transporting Students with Disabilities Awareness	1 Hour				



State of New Mexico Public Education Department  
 School Bus Driver Pre-Service Training Curriculum  
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 May 1, 2014

**School Bus Driver  
 Pre-Service Training Record (Page 2 of 2)**

<b>MANDATORY TRAINING TOPICS</b>	<b>MINIMUM HOURS REQUIRED</b>	<b>ACTUAL HOURS CONDUCTED</b>	<b>DATE(S)</b>	<b>DRIVER INITIALS</b>	<b>SBDI INITIALS</b>
<u>Section 1-J</u> Drug and Alcohol Awareness	1 Hour				
<u>Section 1-L</u> First Aid/CPR (Within 60 Calendar Days)	6 Hours				Trainer's name printed & signed
<u>Section 1-M</u> Observation Time	2 Hours				
The following two Sections <b><u>MUST</u></b> be taught in the order shown					
<u>Section 1-F</u> Mirrors	2 Hours				
<u>Section 1-G</u> Reference Point	3-1/2 Hours				
The following two Sections <b><u>MUST</u></b> be taught in the order shown					
<u>Section 1-K</u> Coaching the School Bus Driver (Defensive Driving)	6 Hours				
<u>Section 1-M</u> (continued) Behind-the-Wheel	6 Hours				

I certify that \_\_\_\_\_ (applicant's name) has successfully completed the above initialed hours of Pre-Service Training pursuant to PED Regulation 6.41.4 NMAC.

\_\_\_\_\_  
 SBDI Signature  
 Additional as needed:

\_\_\_\_\_  
 SBDI #  
 Additional as needed:

The Driver  
Comprehension  
Test shall be  
administered after  
all Pre-Service  
training has been  
completed (except  
for First Aid/CPR).



## Annual In-Service Training Record

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

Address: \_\_\_\_\_

Date of Hire: \_\_\_\_\_

**MANDATORY 16 HOURS PER SCHOOL YEAR**  
Pursuant to regulation 6.41.4.13.B.2

<b>DATE(S)</b>	<b>TRAINING TOPICS (Attach Copy of Agenda)</b>	<b>HOURS</b>	<b>IN-SERVICE TRAINING CONDUCTED BY: (Signature Required)</b>
July 1 – Sept. 30 (4 hours)			
Oct. 1 – Dec. 31 (4 hours)			
Jan. 1 – March 31 (4 hours)			
April 1 – June 30 (4 hours)			

# **Classroom/Hands-On Instruction**



## **SECTION 2**

**Curriculum for Training  
School Activity Vehicle Drivers**

**4 Hours of Instruction**



## **INSTRUCTOR INTRODUCTION**

This manual is designed for the Certified School Bus Driver Instructor to provide the mandatory 4-hour pre-service training requirements for school employees who will be driving school owned activity vehicles to planned\*, school sponsored activities.

**\*NOTE:** *Planned school sponsored activity means:*

- A trip that is pre-planned.
- This regulation **does not** apply to school personnel such as nurses or others who would, on occasion, transport a student home or to the doctor because of illness or other emergency situation.

Per regulation, the 4-hour training must, at minimum address the following topics:

- 1) Review of Standards for providing Transportation Services to Eligible Students (6.41.4 NMAC )
  - Section 6.41.4.9, sections J, K
  - Section 6.41.4.11, sections A, B, C(3),D
  - Section 6.41.4.12, section G, I, J,
  - Section 6.41.4.13, section E, F
- 2) Vehicle Pre/Post Trip Inspection Requirements/General motor vehicle operating procedures
- 3) School Bus Driver Security Training Program
- 4) Passenger Restraint Legislation
- 5) District Policies and Procedures
- 6) Passenger Management

## 6.41.4.9 SCHOOL ADMINISTRATION RESPONSIBILITIES

### J. School Bus Driver Selection

- (1) The school district administrator or local transportation provider shall adhere to all applicable federal and state employment requirements when employing, re-employing or retaining a school bus driver. The employer shall maintain records verifying completion of the following procedures in their files:
  - (a) Completion of an application form that meets or exceeds State and Federal requirements.
  - (b) A check of the applicant's driving record through the New Mexico Motor Vehicle Division, or the National Driver Register or other states' Motor Vehicle Divisions. Driver record checks shall be made annually.
  - (c) A criminal background check in accordance with section 22-10A-5 NMSA, 1978; to determine if the applicant has a record of criminal convictions. The school district and transportation provider shall maintain an Agreement, Authorization, Waiver and Release form, in addition to a Criminal History Affidavit on any new employee working with children.
  - (d) Satisfactory completion of a department of transportation (DOT) physical examination;
- (2) Each employer shall make available to each bus driver at the time of hiring the Standards for Providing Transportation for Eligible Students and any local handbooks.

### K. Activity Trips - School Operated Vehicles

- Districts **SHALL** use an activity school bus any time the school-sponsored activity involves *more than 18 passengers*;
- And would require more than two school-owned vehicles to transport students during the same time frame to the same destination.
- If a school district chooses to use school owned vehicles, then the drivers of those vehicles are required to meet sections 6.41.4.9 J (1) (a,b,c,d); 6.41.4.11 and 6.41.4.13 of this regulation and shall meet the requirements of the Controlled Substances and Alcohol Use and Testing in accordance with 49 CFR Part 382.

(1) School Activity Vehicles

- (a) A school bus assigned to a regular bus route during route times shall not be diverted to provide transportation for activity purposes.
- (b) Activity transportation shall be scheduled at times which shall not conflict with school buses fulfilling the primary obligation of providing transportation to and from school.
- (c) Overcrowding of regular school buses shall not be permitted in order to free certain vehicles for activity trips.
- (d) Vehicles purchased for the purpose of transporting students on school sponsored activities shall meet applicable United States Department of Transportation Federal Motor Vehicle Safety Standards.
- (e) All vehicles with a rated seating capacity of 10 or more occupants used on activity trips shall meet New Mexico Minimum Standards for School Buses.
- (f) School-owned vehicles with a rated seating capacity of 9 or fewer which are used to transport students on school-sponsored activity trips are not required to meet federal and state standards for school buses.
- (g) **A vehicle other than a school bus that is used to transport students to school sponsored activities and meets the following criteria:**
  - (i) May not accommodate more than 9 people including the driver.
  - (ii) All occupants must have seat belts available and are required to wear them while the vehicle is in motion.
  - (iii) A cargo net or other adequate securement tie-down, **SHALL BE USED** or items shall be carried in an external cargo carrier. Under no conditions shall the weight of the passengers and luggage exceed the manufactures Gross Vehicle Weight Rating (GVWR) as specified on the vehicle license and registration form.
  - (iv) Acceptable vehicles include six to nine passenger models.

**INSTRUCTOR NOTE: Examples of vehicles that meet this regulation are:  
Large Sedans, Station Wagons, Suburbans, and Expeditions.**

- (v) When school owned vehicles are used for student transportation, school districts shall comply with all applicable state statutes and comply with child restraint recommendations from the National Highway Traffic Safety Administration (NHTSA).
  - (vi) Local Board of Education shall adopt policy which defines the replacement cycle for school owned vehicles.
  - (vii) Unacceptable vehicles are vans and/or mini-vans.
- (2) Maximum Driving Time (**EMPHASIZE THIS SECTION**)
- ✓ The following maximum driving and on-duty time shall apply to drivers of school-sponsored activity vehicles:
    - (a) A driver operating a motor vehicle for the purpose of transporting students to or from a school sponsored activity
      - **Shall not have more than** 10 hours total driving time;
      - Or more than 8 hours continuous driving time.
      - A driver shall not be permitted to be on-duty a total of more than 15 hours in a 24-hour period.
    - (b) The following conditions shall be met in order for a driver to be considered "off duty":
      - (i) The driver is relieved of duty and all responsibility for the care and custody of the vehicle, its accessories, or any cargo or passengers.
      - (ii) The duration of the driver's relief from duty is a specified, adequate period of time to allow the driver to rest and to pursue activities of his/her choosing off the premises where the vehicle is situated.
- (3) Responsibilities of Sponsors: Activity sponsors shall be responsible for students on and off the vehicle and for the following:

- (a) Preparation and submission of trip requests in accordance with the local board of education's policies.
  - (b) Notification to the school district administrator or designee of any schedule changes.
  - (c) Assurance that students are at the departure points at the appointed time.
  - (d) Supervision of the loading and unloading of the vehicle.
  - (e) Assurance of the orderly conduct and discipline of students during the trip.
  - (f) In an evacuation of the vehicle, supervision of students and maintain control of student passengers.
  - (g) All arrangements on overnight trips for meals and lodging, including the driver.
  - (h) Provision for adequate rest stops.
  - (i) Maintenance of a student roster and taking roll each time students disembark and return to the vehicle.
  - (j) **The Person Responsible For The Group Or Activity Shall Not Have The Additional Responsibility Of Driving The School Activity Bus.**
- (4) Funding: School activity trips shall be paid from budgeted school activity funds, and not from to and from transportation funds.
- (5) Activity Trip Tickets: Any school vehicle/bus used to transport pupils on school-sponsored activity trips outside the school district's boundaries shall carry:
- (a) An Activity Trip Ticket.
  - (b) School districts are not required to have an Activity Trip Ticket if a commercial common carrier is used to transport students on the activity trip; however, the school district shall maintain a copy of the contract for the transportation services for the sponsored activity.

#### **6.41.4.11 SCHOOL BUS DRIVERS, SUBSTITUTES, AND BUS ASSISTANTS RESPONSIBILITIES**

(A) **Accidents and Emergencies:** The term VEHICLE is used in this section to refer both:

- A school bus.
- School-owned vehicles used to transport students to and from school and school-sponsored activity trips.

(1) Reasons **FOR** Emergency Evacuation:

(a) Fire or Danger of Fire:

- The vehicle shall be stopped and evacuated immediately if any portion is on fire.
- Passengers shall move a safe distance away from the vehicle and remain there until the driver of the bus has determined that no danger remains.

(b) Unsafe Position:

- If a vehicle is stopped the driver shall determine immediately whether it is safe for passengers to remain in the vehicle or to evacuate.
- ***The Driver Shall Evacuate If:***
  - (i) The vehicle stops in the path of any train.
  - (ii) The stopping position of the vehicle is subject to change and thus increases the danger to passengers.
  - (iii) The stopping position of the vehicle is such that there is danger of collision.

(2) Responsibilities of the Driver: In the case of any accident involving a school bus or a school-owned vehicle, **the driver's first responsibility is to the safety of the passengers.** In addition, the driver shall:

- (a) Stop immediately.
- (b) Maintain control of passengers.

- (c) Protect the accident scene.
- (d) Remain at the scene of the accident and not move the vehicle.
- (e) Render reasonable assistance to any person injured in the accident.
- (f) Notify police and the school district administrator and if appropriate the local transportation provider.
- (g) *If It Is Necessary To Evacuate Passengers,*
  - **Make certain that all passengers are in a safe location away from traffic and that they are not permitted to leave the scene of the accident on their own.**
- (h) Place reflectors appropriately to warn traffic.
- (i) Obtain information such as:
  - **Names, license numbers, registration numbers, location, time, road and weather conditions.**
  - **A listing of all passengers including their seating locations.**
- (j) *Make No Admission Of Liability Or Assume Responsibility For The Accident.*
- (k) Comply with local policy and procedure in reporting the accident.
- (l) Adhere to any vital emergency medical information provided.
- (m) Report all school bus accidents in accordance with local district and state accident reporting procedures.

**(B) Student Safety:**

- (1) The driver and/or assistant shall meet all needs identified in a student's IEP.
- (2) The driver shall not permit any passengers to occupy any area in front of the passenger seating area while the bus is in motion.
- (3) *No vehicle shall carry more than the rated seating capacity. All students shall be seated when the bus is in motion.*

- (4) The driver shall not carry on any unnecessary conversations with student while driving.
  - (5) The driver shall have the authority to assign students to seats.
  - (6) The driver shall not permit the transportation of firearms, knives, explosives, breakable glass, or other dangerous objects, reptiles, or animals, except those animals authorized by an IEP.
  - (7) Be responsible for the safety and orderly conduct of the passengers on their assigned bus routes.
  - (8) Report all serious discipline cases to the school district administrator or designee in accordance with the local school board's policy and in compliance with this regulation.
- (C) **Daily Driver Pre-Trip/Post-Trip Requirements:**
- (3) **ALL ACTIVITY VEHICLE DRIVERS ARE REQUIRED TO PERFORM, AT A MINIMUM, THE FOLLOWING DUTIES:**
    - (a) Safe and efficient operation of the school vehicle in accordance with Federal, State, and Local Statutes and Regulations and local board policies.
    - (b) A daily, thorough pre-trip operational check of the school vehicle and equipment unless completed by other qualified personnel. A Documented Pre-Trip Inspection **SHALL** be conducted which shall cover at a minimum:
      - (i) Wheels, tires, lug bolts and nuts for serviceability.
      - (ii) All exterior lights for serviceability and operation.
      - (iii) All glass, mirrors, windshields (clean and unbroken and mirrors adjusted for the driver).
      - (iv) Exhaust system for leaks, looseness, etc.
      - (v) Oil, water, and any other fluid leaks (power steering, power brakes, transmission, differential, etc.)
      - (vi) Engine compartment for serviceability (battery, belts, wiring, etc.); and proper oil and water levels.



- (vii) Fuel filler cap.
  - (viii) All gauges, seats, and interior lights.
  - (ix) Horn and windshield wipers.
  - (x) Emergency equipment i.e. First Aid kit, fire extinguisher, reflectors, and body fluid clean-up kit if equipped.
  - (xi) Parking brake and service brake.
  - (xii) Interior mirror.
  - (xiii) Cleanliness of vehicle.
  - (xiv) Heaters and defrosters.
- (4) The driver shall not operate any vehicle/bus that does not meet the pre-trip inspection requirements.
- **The district shall establish written procedures for immediate replacement of vehicle/buses, which fail to meet pre/post trip inspection requirements.**
- (5) The driver shall, as part of each post-trip inspection, ensure that no student remains on the vehicle/bus at the conclusion of the trip.
- (6) Report in writing on the appropriate forms signed by the driver all faulty or improperly functioning equipment to the school district administrator, his/her designee, or local transportation provider.

**(D) Physical Qualifications:**

- (1) Before transporting students, a school bus driver, activity driver, substitute driver and bus assistant are required to have a physical examination, renewed every 24 months from the date of the last examination or before as specified by a licensed physician. School bus drivers, activity school bus drivers and substitute school bus drivers are required to use the physical examination form established by the Department of Transportation (DOT).
- (2) Additional physical examinations shall be required at any other time at the request of the local school district, State Transportation Director, or local transportation provider.
- (3) All physical examinations shall be conducted by a licensed physician.

(4) Controlled Substance and Tobacco Restrictions:

- (a) All school buses shall be alcohol, drug and tobacco free areas.
- (b) The driver or the bus assistant shall not use alcoholic beverages, illegal substances, or legal substances prior to or during duty hours which would impair the driver's ability to drive the school bus or the bus assistant's ability to perform required duties.

**F. Operational Standards for Initial Driver Applicant:**

- (1) Any person initially applying for full or part time employment with a school district or charter school to operate a school bus or a school owned activity vehicle used to transport students shall not be eligible to operate such a vehicle if he has:
  - (a) been convicted for driving a vehicle while under the influence of intoxicating liquor or drugs ("DWI") within three (3) years of the date of his application;
  - (b) been convicted for DWI beyond three (3) years from the date of his application unless he provides a written verification from a licensed counselor or physician that he has successfully completed an alcohol or drug abuse program;
  - (c) been convicted two (2) or more times for DWI;
  - (d) had his driver's license suspended or revoked within the previous five years for any serious traffic offense;
  - (e) been convicted of more than three serious traffic offenses within three (3) years since the date of his application;
  - (f) been convicted of any felony within ten (10) years since the date of his application;
  - (g) a conviction for any violation of the Controlled Substances Act [30-31-1 to 30-31-25, 30-31-26 to 30-31-28, 30-31-30 to 30-31-40, NMSA 1978];
  - (h) been convicted of child abuse pursuant to Section 30-6-1, NMSA 1978;
  - (i) been convicted of any other criminal offense in which a child was a victim as required by the offense.

- (2) Any person initially employed or applying for full or part time employment with a private entity to operate a school bus to transport public school students, or a school owned activity vehicle used to transport public school students, shall not be eligible to operate such a vehicle for the same reasons listed at Subparagraphs (a) through (i) of Paragraph (1) of Subsection F of 6.41.4.11 NMAC.
- (3) Because they are deemed to have unsupervised access to students at a public school, effective January 1, 2006, any person initially employed or applying for full or part time employment with a private entity to operate a school bus to transport public school students, or a school owned activity vehicle used to transport public school students, shall at his own expense submit to a fingerprint-based background check in accordance with section 22-10A-5, NMSA 1978, provided that:
  - (a) Such background check shall be conducted at the time of that individual's initial employment whether for full or part time to operate a school bus to transport public school students or a school owned activity vehicle used to transport public school students;
  - (b) A school district, charter school or transportation provider shall maintain an agreement, authorization, waiver and release form, in addition to a criminal history affidavit on file for any employee employed for full or part time to operate a school bus or a school owned activity vehicle.

**G. Continuing Standards for Drivers of School Buses or School Owned Activity Vehicles**

- (1) Any individual who currently operates a school bus or a school owned activity vehicle used to transport students, shall no longer be eligible to operate a school bus or a school owned activity vehicle if after January 1, 2006, he receives any of the following:
  - (a) a conviction for driving a vehicle while under the influence of intoxicating liquor or drugs;
  - (b) a suspension or revocation of his driver's license for any serious traffic offense;
  - (c) convictions for more than three serious traffic offense as defined in this rule;
  - (d) a conviction for any felony;

- (e) a conviction for any violation of the Controlled Substances Act [30-31-1 to 30-31-25, 30-31-26 to 30-31-28, 30-31-30 to 30-31-40, NMSA 1978];
  - (f) a conviction for child abuse pursuant to Section 30-6-1, NMSA 1978;
  - (g) a conviction for any other criminal offense in which a child was a victim as required by the offense.
- (2) The background check requirements set forth at Paragraph (3) of Subsection F of 6.41.4.11 NMAC, shall not be imposed on anyone who on January 1, 2006, is already engaged in full or part time employment to operate a school bus to transport public school students, or a school owned activity vehicle used to transport public school students. This paragraph shall not be interpreted as negating or voiding any duly adopted school district or charter school policy related to background checks of school employees or contractors' employees. [12-31-98; 6.41.4.11 NMAC - Rn, 6 NMAC 9.5.3.11 & A, 07-01-01; A, 11-15-05]

#### **6.41.4.12 SCHOOL BUS OPERATIONS AND EQUIPMENT**

**INSTRUCTOR NOTE: Rail Road Crossing procedures DO NOT apply to school activity vehicles.**

**School Activity Vehicle Drivers should be made aware of these procedures as a precautionary measure ONLY, to make them aware of the dangers that exist when crossing railroad tracks.**

**ADVISE THESE DRIVERS: If they see a "main-line" railroad crossing that does not have a crossing control arm, they should make their district transportation personnel aware and in turn district transportation personnel should alert the State School Transportation Unit.**

- (G) **Railroad Crossings:** The following procedures shall apply at railroad crossings:
- (1) When students are on board the school bus driver shall, before crossing any track or tracks of a railroad, activate the four-way hazard lights and shall bring the bus to a full and complete stop not less than 15 feet or more than 50 feet from the rail nearest the front of the bus. If the school bus is required to stop after the school bus has crossed the railroad tracks, the rear portion of the school bus shall not be positioned less than 15 feet from the rail nearest the bus.

- (2) When stopped for a railroad crossing, the driver shall carefully observe traffic and reduce speed in advance of the stop. On multiple lane roadways, all stops shall be made in the extreme right traffic lane.
- (3) While completely stopped, the driver shall fully open the service door and shall listen and look in both directions along the track or tracks for approaching trains or other vehicles. The service door shall remain open until the rear of the bus clears all tracks.
- (4) The side window to the driver's immediate left shall be opened, and all noisy equipment (radio, fans, etc.) shall be shut off until the bus has cleared the railroad crossing.
- (5) If the view in either direction is unclear or is obstructed in any way, no portion of the bus shall be moved onto the tracks. The driver must be certain that no train is approaching. In no instance shall a signal indicating safety be considered as conclusive or serve to abrogate this precaution.
- (6) Drivers shall, in every instance, cross in a gear that does not necessitate changing gears while traversing the railroad crossing, and shall not under any circumstances shift gears when the bus is actually crossing the railroad tracks.
- (7) In the event a train has just passed through the crossing, no bus driver shall drive the bus onto the track or tracks until the train has sufficiently cleared the crossing and the driver is certain that no other train is approaching on an adjacent track.
- (8) In stopping at any railroad track at which there is in operation flashing red lights and/or bell, the driver shall not proceed across the track unless by direction from a law enforcement officer or railroad personnel. The driver is still responsible for the safe movement of the bus.
- (9) If a stop and go traffic light controls the movement of traffic at the railroad crossing, the driver need not stop unless the traffic light indicates to stop.
- (10) No school bus driver shall drive the bus through, around, or under any crossing gate or barrier while the barrier is closed or in the process of being opened or closed unless instructed to do so by the proper authority.
- (11) No part of the bus shall be placed near the tracks until the driver knows conclusively that the crossing can be made safely.

- (12) When a bus stops adjacent to a railroad track, the driver shall not proceed until all passengers are silent.
- (I) **School Sponsored Activity Trips:** The activity driver shall be responsible for the vehicle/bus at all times, including its care and operations and has the following additional responsibilities:
- (1) Compliance with all Federal, State, and Local Regulations.
  - (2) Completion of a trip ticket approved by the school district administrator when one is required.
  - (3) Assumption of safety responsibilities of all passengers while they are in the vehicle/bus.
  - (4) Obtaining prior approval from the school district administrator or designee for any changes in route or itinerary while the activity trip is in progress.
  - (5) Notification to the school district administrator of all emergencies that arise.
  - (6) Maintenance of all records pertinent to the trip, including trip tickets.
  - (7) Insuring that prior to departure and the return journey, the vehicle/bus is clean, completely serviced and inspected, noting the condition in writing on the appropriate form and signed by the driver.
  - (8) Only under exceptional circumstances when it is impractical to unload passengers, shall vehicle/buses be fueled while students are on board.
  - (9) The activity driver shall, upon request, show a properly signed Activity Trip Ticket to any:
    - (a) State Police Officer
    - (b) Department of Transportation Officer
    - (c) Staff member of the New Mexico Public Education Department.
- (J) **School Bus Safety Equipment:** All school buses used to transport students on regular to and from routes and district sponsored activities shall meet New Mexico School Bus Construction Standards and the New Mexico School Bus Inspection requirements.

- (1) All school bus drivers shall use the seat belt at all times the vehicle is in motion. Seat belts are required of students only on buses of Gross Vehicle Weight of 10,000 pounds or less or when specific student needs require a seat belt.
- (2) Each school bus shall carry a first aid kit with contents as specified in New Mexico School Bus Construction Standards.
- (3) Each school bus shall be equipped with at least one UL-approved pressurized dry-chemical fire extinguisher complete with hose. The fire extinguisher shall have a total rating of 2AIOBC or greater and meet New Mexico School Bus Construction Standards. The extinguisher shall be kept in the driver's compartment, fully charged, and in good working condition. Each driver shall be familiar with operating the fire extinguisher.
- (4) Each school bus shall be equipped with a minimum of 3 triangular warning reflectors, and the driver shall be knowledgeable as to their operation and proper placement.
- (5) Each driver shall use reflectors in the event of prolonged stops on the roadway as follows:
  - (a) One at a distance of approximately 100 feet in front and one approximately 100 feet in back of the disabled vehicle in the center of the traffic lane occupied by the disabled vehicle.
  - (b) One at the traffic side of the disabled vehicle, not less than 10 feet from the front or rear.
  - (c) If the vehicle is disabled within 500 feet of a curve, crest of a hill, or other obstruction to view, the driver shall place the warning device in that direction to afford ample warning. The warning device must in no case be less than 100 feet or more than 500 feet from the disabled vehicle.
- (6) The hazard mode warning lights shall be used when necessary to stop on the shoulder or the traveled portion of the roadway if the bus is temporarily disabled or it is necessary to stop for any reason other than loading and unloading operations. Hazard mode warning lights shall also be used when the speed of the bus is less than one half of the posted speed limit.
- (7) No item that will block the aisle or exits shall be permitted on the bus.
- (8) In transporting musical instruments, shop projects, or other school projects, the following shall apply:

- (a) No item shall occupy needed seating space.
  - (b) No item shall be placed in the driver's compartment.
  - (c) All items carried by students shall be under their control at all times and carried on their laps or between seats. The aisle and exits shall not be blocked.
- (9) The emergency door and/or windows shall not be fastened or wired in any fashion as to prevent opening from the inside or outside while the vehicle is in operation.
- (10) Loose items such as tools or brooms, etc. shall be securely stored or fastened if carried inside the bus.
- (11) Trailers shall not be attached to a school bus at any time.

#### **6.41.4.13 INSTRUCTIONAL PROGRAMS FOR SCHOOL BUS DRIVERS**

- (E) **Qualifications of School Activity Vehicle/Bus Drivers:** \***Activity bus drivers** operating a school bus shall meet all school bus driver qualifications and licensing requirements. \***Activity Vehicle Drivers** are not required to obtain a Commercial Drivers License unless they operate any vehicle that is designed to carry ten or more passengers including the driver.
- (F) **Activity Vehicle Driver operating a school owned vehicle for planned school sponsored activities shall comply with the following:**
- Drivers **SHALL** be employees of a school district.
  - Before operating a school owned vehicle, the driver **SHALL** comply with the requirements of section 6.41.4.9.J. (1) (a,b,c,d) NMAC,
  - A physical examination in accordance with section 6.41.4.11.D. NMAC, and
  - **SHALL** meet the requirements of the Controlled Substances and Alcohol Use and Testing in accordance with 49 CFR Part 382.



**INSTRUCTOR NOTE: Be sure to explain that compliance with Controlled Substance and Alcohol Use Testing pursuant to 49 CFR part 382 includes:**

1. **A pre-employment Controlled Substance Use Test.**
2. **Driver is placed in a Random Selection Testing Pool (Separate from School Bus Driver pool).**
3. **May be required to undergo Reasonable Suspicion Testing.**
4. **May be required to undergo Post Accident Testing.**

- (1) A new driver who has not been previously employed or certified shall be required to successfully complete a minimum of 12 hours of training.
- (2) The following **PRE-SERVICE TRAINING** shall be completed:  
*A SCHOOL BUS DRIVER INSTRUCTOR, certified by the State School Transportation Director shall conduct the 4-hour classroom instruction.*
  - (a) Classroom: 4 hours (1 hour shall be on familiarization with the vehicle and equipment). Classroom instruction shall include:
    - (i) A review of the Standards for Providing Transportation Services to Eligible Students.
    - (ii) District and/or employer safety policies and regulations.
    - (iii) General motor vehicle operating procedures,
    - (iv) Passenger management.
    - (v) School Bus Driver Security Training Program
  - (b) Completion of minimum training ***within the first year*** of driving a school owned vehicle, unless documentation is provided for previous completion:
    - (i) Nationally recognized or state approved First Aid Course including CPR.
    - (ii) Nationally recognized or state approved Defensive Driving Course.

## **GUIDELINES FOR TRAINING ON:**

### **Vehicle Pre/Post Trip Inspection Requirements and General Motor Vehicle Operating Procedures**

- Trainees should be taken outside, and made familiar with the different types of vehicles that may be required to drive.
- Instruct trainees on the proper method of doing a pre/post trip vehicle inspection. Also explain the form to be used to document the pre/post trip.
- Show trainees where the vehicle controls are on the vehicles and how they operate.
- Explain to trainees any peculiar characteristics that might pertain to certain types of motor vehicles.

**NEW MEXICO STATUTES AND CODES**  
**Section 66-7-369 - Child passenger restraint; enforcement.**

66-7-369. Child passenger restraint; enforcement.

A. A person shall not operate a passenger car, van or pickup truck in this state, except for an authorized emergency vehicle, public transportation or a school bus, unless all passengers less than eighteen years of age are properly restrained.

B. Each person less than eighteen years of age shall be properly secured in a child passenger restraint device or by a safety belt, unless all seating positions equipped with safety belts are occupied, as follows:

(1) children less than one year of age shall be properly secured in a rear-facing child passenger restraint device that meets federal standards, in the rear seat of a vehicle that is equipped with a rear seat. If the vehicle is not equipped with a rear seat, the child may ride in the front seat of the vehicle if the passenger-side air bag is deactivated or if the vehicle is not equipped with a deactivation switch for the passenger-side air bag;

(2) children one year of age through four years of age, regardless of weight, or children who weigh less than forty pounds, regardless of age, shall be properly secured in a child passenger restraint device that meets federal standards;

(3) children five years of age through six years of age, regardless of weight, or children who weigh less than sixty pounds, regardless of age, shall be properly secured in either a child booster seat or an appropriate child passenger restraint device that meets federal standards; and

(4) children seven years of age through twelve years of age shall be properly secured in a child passenger restraint device or by a seat belt.

C. A child is properly secured in an adult seat belt when the lap belt properly fits across the child's thighs and hips and not the abdomen. The shoulder strap shall cross the center of the child's chest and not the neck, allowing the child to sit all the way back against the vehicle seat with knees bent over the seat edge.

D. Failure to be secured by a child passenger restraint device, by a child booster seat or by a safety belt as required by this section shall not in any instance constitute fault or negligence and shall not limit or apportion damages.

**(This information was found online at New Mexico  
Motor Vehicle Department – Motor Vehicle Laws)**

## **DISTRICT POLICIES AND PROCEDURES:**

- Review School District Policies and Procedures

### **Suggestions:**

- ✓ Physical Examinations
- ✓ Activity Trips
- ✓ Operating Policies and Procedures
- ✓ District Accident Procedures
- ✓ What is required of activity vehicle drivers
- ✓ Activity vehicle driver duties and responsibilities

## **PASSENGER MANAGEMENT:**

Cover basic techniques for passenger management as recommended by your school district.



State of New Mexico Public Education Department  
 School Bus Driver Pre-Service Training Curriculum  
 Instructor Manual Publication # STB 1.3  
 May 1, 2014

**School-owned Activity Vehicle Driver  
 Pre-Service Training Record**  
 (This record shall be kept in the driver's file)

Driver's Name: \_\_\_\_\_ Date of Hire: \_\_\_\_\_  
 License #: \_\_\_\_\_ Class: \_\_\_\_\_ Restrictions: \_\_\_\_\_  
 AV-Certified SBDI Printed Name: \_\_\_\_\_

<b>MANDATORY TRAINING TOPICS</b>	<b>MINIMUM HOURS REQUIRED</b>	<b>ACTUAL HOURS CONDUCTED</b>	<b>DATE(S)</b>	<b>DRIVER INITIALS</b>	<b>AVI INITIALS</b>
<b>Section A</b> Employer safety policies and regulations	30 minutes				
<b>Section B</b> Standards for Providing Transportation for Eligible Students	45 minutes				
<b>Section C</b> Familiarization with the vehicle, equipment and operating procedures	1 Hour				
<b>Section D</b> NM School Bus Driver Security Training	1 Hour				
<b>Section E</b> Passenger Management	15 minutes				
<b>Section F</b> Passenger Restraint	15 minutes				
<b>Section G</b> Drug and Alcohol awareness	15 minutes				
<b>Section H</b> Nationally recognized or state approved Defensive Driving Course	2 Hours				
<b>Section I</b> Approved First Aid course including CPR	6 Hours				Trainer's Name printed & signature

I certify that \_\_\_\_\_ (activity vehicle driver applicant) has successfully completed the above initialed Pre-Service Training pursuant to the PED, STB Regulation 6.41.4 NMAC.

\_\_\_\_\_  
 AV-Certified SBDI Signature

\_\_\_\_\_  
 SBDI Number

**MUST USE A  
DEFENSIVE DRIVING PROGRAM  
THAT IS STATE APPROVED.**

**IT SHOULD BE PROVIDED BY  
YOUR EMPLOYER.**

**ONCE THE COURSE HAS BEEN COMPLETED,  
PROVIDE A COPY OF THE CERTIFICATE FOR THE  
DRIVER'S FILE.**

The STB recommends

- Coaching the Experienced Driver by Coaching Systems, LLC  
<http://coachingsystems.com/product/coaching-the-experienced-driver-3>

Other state approved programs are:

- National Safety Council  
at <http://www.nsc.org/pages/home.aspx>
- POMS & Associates – contact through employer
- [www.drivinguniversity.com](http://www.drivinguniversity.com)

# **Classroom & Hands-On Instruction**



## **SECTION 3**

**Curriculum for Training  
School Bus Assistants**

**10 Hours of Instruction**

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**PRE-SERVICE TRAINING/IN-SERVICE TRAINING RECORDS**



## **Section 1 – INSTRUCTOR INFORMATION**

Bus Assistants in training shall receive the following training:

1. Classroom Instruction (minimum of 2 hours)
2. Hands On Instruction (minimum of 2 hours)
3. First Aid/CPR Training

<p><b><u>INSTRUCTOR NOTE:</u> Give trainee a copy of the NM Public Education Department School Transportation Bureau 6.41.4 NMAC</b></p>
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## **Section 2 – REGULATIONS AND LAWS**

### **6.41.4.13 INSTRUCTIONAL PROGRAMS FOR SCHOOL BUS DRIVERS**

#### **(D) Bus Assistants**

- (1) A bus assistant shall be provided on buses equipped with a wheel chair lift, when necessary and/or required by law or regulation.
- (2) Bus assistant shall complete a course on providing Transportation as a related service to students with disabilities and an approved First Aid/CPR course.
- (3) Bus assistants shall have a valid First Aid/CPR certification.
- (4) Bus assistants shall complete 16 hours of in-service each year.

## **Section 3 – TERMS, DEFINITIONS, AND MEDICAL CONDITIONS**

### **ACRONYMS**

The following are acronyms that are frequently used in Pupil Transportation.

AAP American Academy of Pediatrics

ADA	Americans with Disabilities Act
DOJ	Department of Justice
DOT	Department of Transportation
EHA	Education of the Handicapped Act
FAPE	Free Appropriate Public Education
FERPA	Federal Education Rights and Privacy Act
FHWA	Federal Highway Administration
FMCSR	Federal Motor Carrier Safety Regulations
FMVSS	Federal Motor Vehicle Safety Standards
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IFSP	Individual Family Service Plan
LRE	Least Restrictive Environment
MDC	Multidisciplinary Plan
MTD	Motor Transportation Department
NAPT	National Association of Pupil Transportation
NASDPTS	National Association of State Directors of Pupil Transportation
NHSTA	National Highway Traffic Safety Administration
OCR	Office of Civil Rights
OSERS	Office of Special Education and Rehabilitative Services
OSEP	Office of Special Education Programs
OSHA	Occupational Safety and Health Administration
PL	Public Law

PTSI Pupil Transportation Safety Institute

#### **6.41.4.7 DEFINITIONS**

**ELIGIBLE STUDENT:** Students eligible for transportation services under Federal and State Statutes.

**INDIVIDUALIZED EDUCATION PROGRAM (IEP):** A written statement for a student with a disability that is developed and implemented in accordance with Federal and State Laws and Regulations regarding individuals with disabilities and with the section 504 of the Rehabilitation Act.

The IEP serves as a communication vehicle between parents and the entire educational team and enables them as equal participants to decide jointly what the student's needs are, what services shall be provided to meet those needs, what the anticipated outcomes may be, and how the students progress toward meeting the projected outcomes shall be evaluated.

**INDIVIDUALIZED SERVICES:** transportation modifications recommended by the IEP committee to provide for the individual needs of students.

**LEAST RESTRICTIVE ENVIRONMENT (LRE):** to the maximum extent appropriate, students with disabilities, including those in public institutions or placed or referred by public agencies to private institutions or other care facilities, are educated with students who are not disabled with in the most inclusive environment. Special classes, separate schooling, or other removal of students with disabilities shall occur only when nature or severity of the disability is such that education in regular classes or other natural environments with use of supplementary aids and services cannot be achieved satisfactorily.

**SCHOOL BUS:** any motor vehicle with a rated seating capacity of 10 or more occupants operating under jurisdiction of the State Board of Education which is used to transport children, students, or teachers to and from school or to and from a school sponsored activity, as defined in the Motor Vehicle Code.

**SCHOOL BUS DRIVER:** an individual who is employed by a school district or private contractor assigned to drive an approved route who has completed all certifications and training for New Mexico bus drivers.

**SCHOOL BUS ASSISTANT:** an individual who is employed by a school district or private contractor assigned to an approved route, who is not the driver, to help the driver and students.

**TRANSPORTATION AS A RELATED SERVICE:** transportation modifications and/or supportive services specified in the IEP as required to assist the student

with disabilities to benefit from educational services in the least restrictive environment. If modifications and/or supportive services are not required, transportation is not a related service. When the student's needs do not require modifications, transportation is provided as a regular service if the student is eligible.

## **DEFINITIONS OF DISABILITIES**

**ACTING OUT** – overt expression of strong feelings, the nature of which is not always understood by the child.

**AGGRESSION** – a forceful action, usually directed toward another, often unprovoked, and out of proportion to the situation.

**ANTISOCIAL** – behavior that is hostile to the well-being of society.

**ANXIETY** – a feeling of apprehension, the source of which is frequently unrecognized.

**APHASIA** – a defect of loss of power of expression by speech, writing, or signs, or of comprehending spoken or written language, due to injury or disease of the brain centers.

**ATTENTION DEFICIT DISORDER (ADD)**

**ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)** – a term used to describe a group of students who share several common problems caused by a dysfunction in the central nervous system. Many will exhibit behavior characteristics such as poor memory problems, disorganization, hyperactivity and short attention spans.

**AUTISM** – a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, which adversely affects a child's educational performance. Irregularities with communication, engagement in repetitive activities, and stereo type movements, resistive to environmental change or change in routines and unusual responses to sensory experiences.

**BIRTH INJURIES** – injuries occurring in the child at birth. The central nervous system is more commonly affected, but bones and joints may be involved.

**BLIND** – see visual impairments.

**BRAIN INJURED CHILD (STRAUSS SYNDROME)** – a child who before, during or after birth has received injury to or suffered infection of the brain. As a result of such organic impairment there may or may not be defects of the neuro-motor system but

this child may show disturbance in perception, thinking, and emotional behavior. These disturbances may occur alone or in combination.

#### C.N.S. – Central Nervous System

**CEREBRAL PALSY** – a condition resulting from neurological damage occurring before, at, or shortly after birth, which interferes with normal control of the motor system.

**CHRONICALLY ILL** – a term for temporary or permanent health conditions which are otherwise not categorized but which make it impractical for the student to receive adequate education through the regular school program. Conditions include tuberculosis, epilepsy, cardiac conditions, leukemia, asthma, malnutrition, pregnancy, and other disabilities.

**CONVULSION** – violent involuntary contraction of muscles.

**DEAFNESS** – see hearing impairment.

**DISTRACTIBILITY** – abnormal variation of attention. Inability to fix attention on any one subject for an appropriate amount of time, due to central nervous system impairment that prohibits necessary monitoring of stimuli.

**DOWN SYNDROME (MONGOLISM)** – this is the largest single syndrome that is accompanied by severe retardation. It occurs in all levels of society. It is caused by a genetic malformation at conception. Down's children are usually short with a small, wide face and slanted, almond shaped eyes that give them a slightly oriental appearance that led to the no longer used term "Mongoloid." The down's child has a special reputation for being much happier, friendlier, and more easily managed than other retarded children.

**DULL-NORMAL CHILD** – an individual at the lower end of the average range of intelligence. Can function as majority of children except in academic subjects. Usually 1 - 2 years retarded according to age grade level.

**DYSLEXIA** – impairment in one's ability to read.

**EDUCABLE MENTALLY RETARDED** – mentally retarded children whose retardation ranges from mild to moderate. Usually have IQ scores between 50 - 75. Most of these children can be taught useful reading and number skills and some academic content. Usually will not achieve beyond 4th or 5th grade academically. Capable of integration in society and becoming at least partially self-sustaining.

**EMOTIONAL DISORDER (ED)** – students whose behavior is dangerous to themselves or others, or which seriously interferes with their learning are classified

as E.D. The causes may be genetic, biological, learned behavior, or a combination of factors. Two to three percent of a school's population may be E.D.

**ENCEPHALITIS** – inflammation of the brain. There are many types, most of which are due to virus infections and which can damage one or many parts of the brain. It is a frequent cause of learning and behavior disorder of the resultant brain dysfunction.

**EPILEPSY** – a chronic functional nervous disorder, characterized by attacks of unconsciousness or convulsions or both.

**EXCEPTIONAL CHILD** – term refers to a child who is different from the average child. A child showing abnormality either physical or mental could be considered in this category. Sometimes the term "exceptional" is used to designate a child of more than usual ability. May include the handicapped and gifted who deviate from the average to such an extent that they require specialized treatment.

**GUILLAIN-BARRE** – extreme muscular weakness which may progress to paralysis.

**HEARING IMPAIRMENT** – sensory neuro loss resulting in slight to profound hearing loss and learning difficulties. The hearing loss is often associated with language retardation and speech difficulties.

**HYDROCEPHALUS (A CLINICAL TYPE)** – an enlarged cranium is a clinical sign of this condition which involves an accumulation of cerebro-spinal fluid, within the ventricles of the brain. Degree of mental defect depends upon degree of cortical destruction, not size of skull. May be caused by genetic factors, accidents, or infection.

**HYPERACTIVE (HYPERKINESIS)** – a characteristic of brain injured children. Abnormally increased motor activity.

**INTELLIGENCE QUOTIENT (IQ)** – expressed mental development in relation to chronological age; obtained by dividing mental age by the chronological age and multiplying by 100. The chronological age is often fixed at a certain maximum, most commonly 16 years, when growth of intelligence due to maturation has been assured to cease; this may vary in different tests, however, from 14 to 18 years.

**INTELLECTUALLY DISABLED** – significantly below average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifest during the developmental period that adversely affects a child's educational performance.

**KINESTHETIC** – pertaining to the sense by which muscular motion, weight, position, space orientation, etc., are perceived.

**LATERALLY** – the tendency, involuntary motor acts, to use preferentially the organs (hands, feet, ears, eyes) of the same side.

**MENTAL AGE (MA)** – the level of a person's mental ability expressed in terms of norms based on the median mental age of a group of persons having the same chronological age; thus, if a child's mental ability is equal to that of the average nine-year old, he has a mental age of nine years, regardless of his actual chronological age. In class, the teacher should teach on basis of MA not IQ.

**MENTALLY RETARDED** – usually considered a general term meaning all degrees of mental retardation from profound mental deficiency to borderline mental defect or to upper limits of dull normalcy. Frequently considered a synonym for mentally handicapped.

**MICROCEPHALY** – characterized by a small skull, and small brain. Severe retardation is usually associated with Microcephaly. Apparently results from either inherited cause, prenatal factors, including massive doses of radiation, or injuries at birth such as the cut off of oxygen.

**MINIMAL BRAIN DYSFUNCTION** – this diagnostic category refers to children of average or above general intelligence with learning and/or behavior difficulties ranging from mild to severe, which are due to subtle deviations arising from genetic variations, prenatal brain insults, metabolic imbalances, biochemical irregularities, and/or illness and injuries sustained during the years critical for the development and maturation of those parts of the central nervous system having to do with perception, language, inhibition of impulses and motor control.

**MONGOLOID CHILD** – (MONGOLIS, a clinical type of feeble-minded person or child with Downs Syndrome.) – Physically and mentally defective at birth.

**MULTIPLE-DISABLED** – a child who has two or more disabilities.

**MULTIPLE SCLEROSIS (MS)** – a progressive disease of the central nervous system. Wide ranging systems include tremor and shaking of limbs, paralysis and poor balance.

**MUSCULAR DYSTROPHY (MD)** – involves the deterioration and wasting away of muscle tissue on the outside of the body frame. Usually begins in the shoulders and hips and progresses out to the hands and feet. Children usually walk until age 8 or 9 when weakness forces them into a wheelchair. For Duchene's, the most common type, the life span is 14 to 18 years.

**NYSTAGMUS** – an involuntary rapid movement of the eyeball, which may be horizontal, vertical, rotary, or mixed, i.e., of two varieties.

**ORTHOPEDECS** – branch of medicine dealing with deformities and diseases of the bones and joints.

**OSTEOGENESIS IMPERFECTA (Brittle Bone Disease)** – may suffer from multiple fractures if minor pressure or stress is imposed.

**OTHER HEALTH IMPAIRED** – having limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning leukemia, or diabetes, that adversely affect a child's educational performance.

**PERCEPTUAL COMMUNICATIVE DISORDER (PC)** – something, perhaps slight brain damage, interferes with the individual's learning process. These people will look "normal" but may be aggressive, irritable, hyperactive, very distracting, too silly, pushy, etc. They can learn and sometimes quite well. Dyslexia is one type of learning disorder.

**PERCEPTUAL DISTURBANCES** – a characteristic of brain injured children who are attracted to the details of an object rather than the whole object. May occur in visual-perceptual field, tactual field, and auditory field. Requires special educational procedures.

**PERSEVERATION** – a perceptual disturbance occurring in brain injured children may be present when child continually repeats what he/she has done, like repeating the same word, letter, action, or number over and over again. Requires specific educational procedures to aid child.

**SENSE TRAINING** – games, exercises, and materials to develop those senses relating to sight, hearing, muscular coordination, taste, touch, and smell.

**SERIOUSLY EMOTIONALLY/BEHAVIORALLY DISTURBED (SE/BD)** – a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance.

1. An inability to learn that cannot be explained by intellectual, sensory, or health problems.
2. An inability to build or maintain satisfactory interpersonal relationships with peers or teachers.
3. Inappropriate types of behavior or feelings under normal circumstances, such as general evasive mood of happiness or depression.
4. A tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia. The term does not



apply to children who are maladjusted, unless it is determined that they have a serious emotional disturbance.

**SIGNIFICANTLY LIMITED INTELLECTUAL CAPABILITY (SLIC)** – these students are not classified as mentally retarded, but most have an IQ of 50-79 or even lower. They lack the ability to live independently and/or are very slow learners in the classroom. Their mental size does not match their physical size.

**SPECIAL CLASSES (HOMOGENEOUS)** – a segregated class in a regular grade school organized according to a range of chronological age and mental age abilities.

**SPECIFIC LEARNING DISABLED (SLD)** – a disorder in one or more of the basic psychological processes involved in understanding or in using language spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia.

**SPEECH\LANGUAGE IMPAIRMENT** – a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.

**SPINA BIFIDA** – a genetic condition present at birth. The infant is born with a spinal lesion, or an opening in the spine. Though the lesion can be closed, there is little or no feeling below the opening.

**STRABISMUS** – deviation of the eye which the individual cannot overcome. The visual axes assume a position relative to each other different from that required by the psychological conditions. Squint or crossed eyes.

**TRAUMATIC BRAIN INJURY** – an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance.

**VISUALLY DEFECTIVE** – one whose sight is imperfect.

## **EMERGENCY MEDICAL CONDITIONS**

The Following Conditions Require Immediate Medical Attention

**ANAPHYLACTIC SHOCK** – this is a major medical emergency. Extreme allergic reaction to bee stings, medicines, etc. The smooth muscles in the respiratory system close off so the victim is not able to get air in and out of lungs.

**ASTHMA** – can be serious medical emergency. An asthma attack can sometimes be brought on by excitement. Passenger needs good ventilation while in transit.

**CYSTIC FIBROSIS** – these people may have breathing and heart problems. If they sweat a lot, they will suffer serious salt depletion which is a medical emergency.

**DIABETES** – an insulin reaction is a serious medical emergency. Symptoms are anxiety, headache, blurred vision, hunger, abdominal pains, profuse perspiration, tremulousness, disorientation, slurred speech, and seizures. If the person appears to be going into insulin shock, some form of easily digestible sugar should be given, for example, sugar orange juice, soda pop or candy.

**HEART, CONGENITAL MALFORMATION** – plan for emergency transit or assistance if heart fails. Impaired walls or valves of heart cause malfunction and progressive damage.

**HEMOPHILIA** – disease of the blood where it fails to clot and abnormal bleeding occurs. When a head or neck injury is sustained, this becomes a top medical priority. Passenger may stop breathing or rapidly sustain brain damage.

**JUVENILE ARTHRITIS** – will not have good protective reflexes when they fall. Slower blood clotting time as well as possible heart failure.

**KIDNEY & URINARY TRACT DISEASES** – if the passenger is on dialysis they should be not be given any fluids and may be on a special diet. Be aware of shunt drainage tubes that may not be exposed.

**LEUKEMIA** – may have tendency to vomit while on chemotherapy. Tend to be anemic and bleed easily. Bones may be more fragile.

**SHUNT** – a tube in the head, neck or other part of the body that drains excess fluid. Serious medical problems may arise if shunt is bumped or pressure applied to area.

**TRACHEOTOMY (TRACH)** – if the tube becomes plugged, person will not be able to breath. Try to get them to cough up. If possible, keep passenger away from area where there is likely to be a lot of dust or debris in air. If artificial respiration is required, breathe into the tracheal tube and close mouth and nose.

## **Section 4 – DO NOT RESUSCITATE (DNR)**

### **Instructor Notes:**

Insert District/Contractor Policies and Procedures for Do Not Resuscitate orders.

## **Section 5 – CONFIDENTIALITY**

**Instructor Notes:** Insert District/Contractor Policy and Procedures on confidentiality.

Discussion of students should be carefully monitored and avoided outside the work area. Students name and phone numbers should not be repeated over any two-way radio.

Students receiving Transportation as a Related Service will have IEP paperwork on file in the district office (Student Services). The Transportation Office will also have some type of paperwork (medical card, transportation form, etc.) on file in their office. School bus drivers and assistants should have some type of paperwork kept on the bus.

In addition, any information on medical cards and medical alert cards is confidential and should not be given out or openly discussed.

Be careful and considerate of the family's feelings and the student's feelings.

**\*\*\*ALWAYS REMEMBER\*\*\***

**“A CHILD IS A CHILD BEFORE  
THEY ARE CHILDREN WITH DISABILITIES”**

## **Section 6 – UNIVERSAL PRECAUTIONS**

This is an aggressive, standardized approach to infection control. According to the concept of Universal Precautions, you should treat all human blood and certain body fluids as if they are known to contain HIV, HBV, or other blood borne pathogens.

### **MATERIALS THAT REQUIRE UNIVERSAL PRECAUTIONS**

- \* BLOOD
- \* SEMEN
- \* VAGINAL SECRETIONS
- \* CEREBROSPINAL FLUID
- \* SYNOVIAL FLUID
- \* PLEURAL FLUID
- \* ANY BODY FLUID WITH VISIBLE BLOOD
- \* ANY UNIDENTIFIABLE BODY FLUID
- \* SALIVA FROM DENTAL PROCEDURES

**Instructor Notes:**

- A. Wear protective gloves, mask, and gown when cleaning up spills.
- B. Receive Hepatitis B immunization
- C. Use BIOHAZARD bags and/or containers.
- D. Wash hands!!!! Immediately following contact with possible blood borne pathogens, even if gloves were used. All buses will be equipped with body fluid kits. Disposable towels should be used when possible.
- E. Two pathogens of significance are Hepatitis B Virus (HBV) and Human Immunodeficiency Virus (HIV).
- F. A number of blood borne diseases other than HIV and HBV exist, such as Hepatitis C, Hepatitis D, and syphilis.

**COMMUNICABLE DISEASES** – A course of illness which is transmittable to others.

Always remember to wash your hands.

Be careful, knowledgeable, and be prepared concerning the handling of students who may have infectious diseases.

Examples: Strep throat, Pink eye, Impetigo, Ring worm, Lice, Scabies, Mononucleosis

**Section 7 – VEHICLE INSPECTION**

**Instructor Notes:** *INSERT REQUIREMENTS FROM YOUR DISTRICT/  
CONTRACTOR*

Straighten Seat Belts

Check Child Safety Seats

Assist driver with checking brake lights, turn signals, reverse lights, etc.

**Section 8 – OPERATION AND CARE OF SPECIALIZED EQUIPMENT**

**WHEELCHAIRS TYPES**

- A. **MANUAL** – Pushed by self or others.

- B. ELECTRIC – Battery powered wheelchairs in which the batteries project above the level of the seat, and which are not securely connected to the wheelchair frame.

### **WHEELCHAIR LIFTS**

- A. Line bus lift door up with sidewalk, driveway, walkway
- B. Team effort--1 inside/1outside--work together
- C. Greet family and student
- D. Load chair onto lift according to lift manufacturer recommendations – (student facing toward the bus or student’s back toward bus)
- E. Turn off power on electric chairs. Engage brakes.
- F. Communicate with student. (Are you okay? Going up. Going down, etc.)
- G. Hold the armrest of chair.
- H. Give the student reassurance, show the family you are a professional who knows how to do the job.
  - 1. Once inside, help student place the chair and give oral directions. Tape marks on the floor to let students know where to stop.
  - 2. Wheelchairs shall be forward facing.
  - 3. Turn off the power on electric chairs.
  - 4. Always use a 4 point tie down system.
- I. Both the front and rear tie down sites should be just below the seat at welded sites. Tie down sites must **not be** on removable parts of the wheelchair such as armrests, leg rests, and removable wheels.

### **WHEELCHAIRS – PLACEMENT AND SECUREMENT**

- A. Tie down sites must **not be** on the crossbar; that allows most wheelchairs to collapse. Axles are not the first choice, and should only be used if hardened steel bolts are present.

**Note: most chairs are equipped with removable axles-which are hollow.**

- B. Straps should be at a 45 degree angle from the floor.
- C. Headrests should be utilized to minimize risk of neck injury.
- D. Remove lap trays and store them securely on the bus.
- E. Tie down straps should never be crossed or twisted.
- F. Keep tie down straps in matched sets. Do not mix and match.

**Special note: Placing the rear securement points above the wheel chair center of gravity leads to a backward rotation of the wheelchair and occupant during a frontal crash. Locating the rear securement points at the same level as the center of gravity provides the most controlled crash response. Locating the rear securement points below the center of gravity produces a forward rotation of the wheelchair and occupant.**

## **OCCUPANT RESTRAINT TYPES**

- A. INTEGRATED RESTRAINT SYSTEM – One which anchors the occupant restraint to either the wheelchair or the wheelchair tie down system.
- B. INDEPENDENT RESTRAINT SYSTEM – One which is anchored to the vehicle separately from the wheelchair.
  - 1. The lap belt should be positioned across the pelvic bone, not across the abdomen.
  - 2. The shoulder strap should be positioned directly over the shoulder, and the length of the strap should be minimized.
  - 3. Lap belt should be at 45 degree angle across the occupant's pelvis. When using an integrated system, the rear tie down site must be selected with this in mind.
  - 4. No sense in securing the wheelchair to the bus if you don't secure the student to wheelchair.

**\*Cleaning and care for all tie downs, occupant restraints, and lifts are essential to keep them in working order. Follow the manufacturer directions on how to care for these items.**

## **CHILD SAFETY SEATS TYPES**

**INSTRUCTOR NOTE: A student's IEP will dictate when a student is to be secured in a child safety seat. Pursuant to state law, school buses and public transportation are exempt from the law requiring children to be transported in child safety seats.**

- A. INFANT SEAT
- B. CONVERTIBLE OR INFANT/TODDLER SEAT
- C. HIGH BACK BOOSTER
- D. BOOSTER SEAT
- E. BUILT IN OR INTEGRATED SEAT
- F. HARNESS/SAFETY VEST
- G. SPELL CAST
- H. TRAVELING BED

## **CHILD SAFETY SEAT GUIDELINES**

- A. Child safety seats should never be placed in any automobile seat that is equipped with an air bag.
- B. Children with tracheotomies should avoid using safety seats with a harness/tray shield combination or an armrest. These could clog trach tube.
- C. Children with poor neck/head control should use a safety seat that reclines slightly in the forward facing position. Soft padding can be used to help with alignment of head.
- D. Lateral support may be provided with rolled blankets or towels.

- E. A foam roll or rolled blanket may be placed under a child's knees to inhibit hyper tonicity or opisthotonic positioning.
- F. Crotch roll may be added between the child's leg and crotch strap to keep hips against the back of the seat and the child positioned upright.
- G. Secure child safety seat according to manufactures directions.
- H. Pull top of safety seat forward, if seat can be pulled more than 3 inches from back of seat, the safety seat could topple over forward and injure the child in a quick brake situation and injure the child in the seat.

**Instructor Notes: SECUREMENT – Hands on Test**

- 1. Place hands on both sides of safety seat and try to tip the seat over sideways. If there is a lot of movement side to side, the safety seat could tip over during a turn and injure the child in the seat.**
- 2. Ask yourself:**
  - a. Is the child facing the right direction for both age and weight?**
  - b. Is the shoulder harness snug and does it stay tight on their shoulders?**
  - c. Is the seat belt in the right place and pulled tight?**
- 3. Seat belts attaching safety seat to the bench seat should be checked daily to ensure tightness. Slippage can occur over time.**

## **CHILD SEAT CLEANING**

- A. Safety seats should be cleaned between students if more than one student uses the safety seat. Cleaning should be done weekly with a bleach and water solution.
- B. Use manufactures directions for cleaning.

## **Section 9 – EVACUATIONS**

### **6.41.4.11 SCHOOL BUS DRIVERS, SUBSTITUTES, AND BUS ASSISTANTS RESPONSIBILITIES**

- (A) Accidents and emergencies:



**INSTRUCTOR NOTE: The term vehicle is used in this section to refer both to a school bus and to school-owned vehicles used to transport students to and from school and school-sponsored activity trips.**

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- (1) Reasons for emergency evacuation:
  - (a) Fire or danger of fire. The vehicle shall be stopped and evacuated immediately if any portion is on fire. Passengers shall move a safe distance away from the vehicle and remain there until the driver of the bus has determined that no danger remains.
  - (b) Unsafe position. If a vehicle is stopped the driver shall determine immediately whether it is safe for passengers to remain in the vehicle or to evacuate. The driver shall evacuate if:
    - (i) The vehicle stops in the path of any train.
    - (ii) The stopping position of the vehicle is subject to change and thus increases the danger to passengers.
    - (iii) The stopping position of the vehicle is such that there is danger of collision.
- (2) Responsibilities of the driver: In the case of an accident involving a school bus or a school-owned vehicle, the driver's first responsibility is to the safety of the passengers. In addition, the driver shall:
  - (a) Stop immediately.
  - (b) Maintain control of passengers.
  - (c) Protect the accident scene.
  - (d) Remain at the scene of the accident and not move the vehicle.
  - (e) Render reasonable assistance to any person injured in the accident.
  - (f) Notify police and the School District Administrator and if appropriate, the transportation provider.
  - (g) If it is necessary to evacuate passengers, make certain that all passengers are in a safe location away from traffic and that they are not permitted to leave the scene of the accident on their own.

- (h) Place reflectors appropriately to warn traffic.
- (i) Obtain information such as names, license numbers, registration numbers, location, time, road and weather conditions, and a listing of all passengers including their seating locations.
- (j) Make no admission of liability or assume responsibility for the accident.
- (k) Comply with local policy and procedure in reporting the accident.
- (l) Adhere to any vital emergency medical information provided.

#### **6.41.4.9 SCHOOL ADMINISTRATION RESPONSIBILITIES**

##### **(C) Plan of Action for emergencies**

- (1) Each school district, local transportation provider, and driver shall have a plan of action in case of an emergency covering:
  - (a) Vehicle trouble requiring evacuation.
  - (b) Vehicle trouble not requiring evacuation.
  - (c) Passenger trouble requiring transportation personnel intervention.
  - (d) Passenger trouble requiring police intervention.
  - (e) Passenger trouble requiring medical intervention.
- (2) Student emergency drills or adequate alternate instruction shall be conducted twice a year for school buses. Types of drills are:
  - (a) Everyone exits through the rear emergency door.
  - (b) Everyone exits through the front service door.
  - (c) Students sitting in the front half of the bus exit through the front service door and students sitting in the back half of the bus exit through the rear emergency door.
  - (d) If emergency doors are located mid-bus, students exit through the closest door.
  - (e) On buses with roof hatches, instruction in their proper use.

**INSTRUCTOR NOTE: Student emergency drill or adequate alternate instruction shall be conducted prior to departure on school-owned vehicles used for activity trips.**

## **LIFTING TECHNIQUES**

The purpose of lifting properly is to keep from causing injury to the student or yourself when faced with having to move a student.

### **A. Basic Rules**

1. Tell the student what you are going to do.
2. Estimate the weight of the student. **NEVER** lift a person or student by yourself who weighs more than half your weight.
3. Ask for help if you have any doubts about your ability to lift the student.
4. Plan ahead. How you will lift the student and where you will go?
5. For good balance, stand with both feet firmly planted about shoulder width apart with one foot slightly in front of the other.
6. Always bend from the knees, not the back, use your thigh muscles rather than your back muscles to do the lifting.
7. When lifting and carrying, keep the student close to your own body.
8. Shift the position of your feet to move. Do not twist your body. Take small steps to turn.

### **B. Single Person Lift**

1. Follow the Basic Rules 1-8. Most strains, fatigue, and back injuries are caused by lifting using the wrong muscles.
2. Keep equal weight on both feet and lower yourself to the level of the student by bending your knees before lifting.
3. Once in position, put one arm around the upper back and the other under both knees.
4. Hold the student close to your body, bend at the knees and lift with your leg muscles.

**C. Two Person Lift**

1. Follow the Basic Rules 1 - 8.
2. To lift from a wheelchair:
  - a. To save time and congestion, leave the chair where it is secured and carry the student to the exit.
  - b. One person stands in front of the student. The other person stands at the back to the side of the student.
  - c. The person in back removes the arm rest (if easily detachable.)
  - d. The person in front folds up the footrest and removes the seatbelt and any other positioning device.
  - e. The person in front, bending from the knees, lowers him/herself to place his/her arms under the students' knees.
  - f. The person in back places his/her arms under the student's armpits, reaching forward to grasp both of the student's wrists, firmly. Your right hand to the student's right wrist and your left hand to the students left wrist.
  - g. Lift together on the count of three; remember to use your legs to lift.
  - h. Walk to the area where the student is to be placed and lower him/her on the count of three. Remember to bend from your knees.

**D. To Lift From a Bus Seat**

1. Use the same procedures as above, but first, slide the student to the edge of the bus seat near the aisle before lifting.
2. The weight of the student will determine whether a one or two person lift is used.

**E. Blanket Drag**

1. Fold a blanket in half, place on floor as close to the child as possible.
2. Follow the basic rules 1 - 8 then lower the student to the blanket.
3. For one person lift, place the students head toward the direction of the exit, lift the blanket from the head end and slide to safety.

**F. No Blanket Drag** – If a blanket is not available, jackets or coats may be used.

1. The person doing the drag should position themselves at the student's head, squat down, and place hands, palm up, under student's arms.
2. Put elbows together so that the student's head can rest against forearms.
3. Gently drag the student to the nearest exit.

## **Section 10 – EMERGENCY EQUIPMENT**

### **FIRE EXTINGUISHERS**

#### Classifications of Fires

Accepted standard practices separate fires into three general classes.

Class A: fires of ordinary combustible material where the “quenching” and “cooling” effects of quantities of water, or of solutions containing large quantities of water, is of importance. Examples: fires in wood, textiles, fabrics, rubbish, etc.

Class B: fires in flammable liquids, petroleum products, etc., where the blanketing or extinguishing agent is of first importance. Examples: fires in gasoline, oils and greases in tanks or containers, open vats or running freely on floors or ground.

Class C: fires involving electrical equipment where the use of a “non-conductor” extinguisher is of first importance. Examples; fires involving electrical switchboards, motors, or wiring.

#### Dry-powder Extinguisher (CO-2 Pressurized)

The dry-powder type of extinguisher consists of a charge of specially prepared dry powdered sodium bicarbonate with a cartridge of inert gas, such as carbon dioxide, to provide the expelling force. Discharge is in the form of a cloud of powder together with gas.

The range of the cloud may extend up to 25 feet horizontally depending on size of extinguisher and type of nozzle. In contact with fire, the powder gives off additional carbon dioxide gas with its smothering effect. Discharge should be directed at the base of the flames. On flammable liquid fires, best results are obtained when the discharge is directed in a sweeping motion as with carbon dioxide extinguisher.

Dry chemical extinguishers are effective on small fires of Class B, on electrical fires of Class C, and may be effective on small surface fires of Class A. Again, it is best

to be upwind whenever possible so as to get greater coverage and protection for the operator.

### Getting Fire Extinguishers Serviced

Fire extinguishers should be serviced each year preferably before school starts. The servicing must be done by a properly licensed person.

## **OPERATING DIRECTIONS**

### DRY-POWDER EXTINGUISHER (CO-2 PRESSURIZED)

1. Remove from bracket.
2. Approach fire upwind.
3. Hold extinguisher in UPRIGHT position. Due to construction of cylinder, extinguisher should not be laid on side to operate.
4. Remove safety lock pin by breaking seal.
5. Push lever down to break seal in cartridge.
6. Squeeze handle. Direct flow of chemical towards the base of the fire.
7. Use at will and release and squeeze handle as needed.
8. Replace safety pin.
9. Replace or recharge immediately after use.

### FIRST AID KITS

The bus shall have a removable moisture-proof and dust-proof first aid kit in an accessible place near the driver. It shall be properly mounted and identified as a first aid kit. The location of the first aid kit shall be marked. Contents of the first aid kit shall be in compliance with the following standards.

- 2 - 1 Inch X 2 1/2 Yards Adhesive Tape
- 24 - Sterile Gauze Pads 3" X 3"
- 100 - 3/4" X 3" Adhesive Bandages
- 12 - 2" Bandage Compress
- 12 - 3" Bandage Compress

- 2 - 2" X 6 Yards Sterile Gauze Roller Bandages
- 2 - Non-Sterile Triangular Bandages 40" X 36" X 54" With 2 Safety Pins
- 3 - Sterile Gauze Pads 36" X 36"
- 3 - Sterile Eye Pads
- 1 - Rounded End Scissors
- 1 - Pair Latex Gloves
- 1 - Mouth To Mouth Barrier

### **BODY FLUID CLEAN-UP KITS**

Each bus shall have a removable moisture-proof body fluid clean-up kit accessible to the driver. It shall be properly mounted and identified as the body fluid clean-up kit. Contents of the body fluid clean-up kit shall include:

- 1 Disposable Bag
- 1 Scoop
- 1 Scraper
- 1 Disinfectant (Lysol® type wipes)
- 1 Pair of medical examination gloves (minimum)
- 1 Tie

### **WARNING DEVICES**

Triangular Reflector Placement;

#### **Two Lane Traffic In Both Directions (Non-Divided Highway)**

- Front of Vehicle 100 Feet
- Rear of Vehicle 10 Feet
- Rear of Vehicle 100 Feet or up to 500 Feet for a curve/hill.

#### **One-Way Traffic (Divided Highway)**

- Front Of Vehicle None
- Rear of Vehicle 10 Feet
- Rear of Vehicle 100 Feet
- Rear of Vehicle 100 Feet or up to 500 Feet for a curve/hill.

## REFLECTOR PLACEMENT

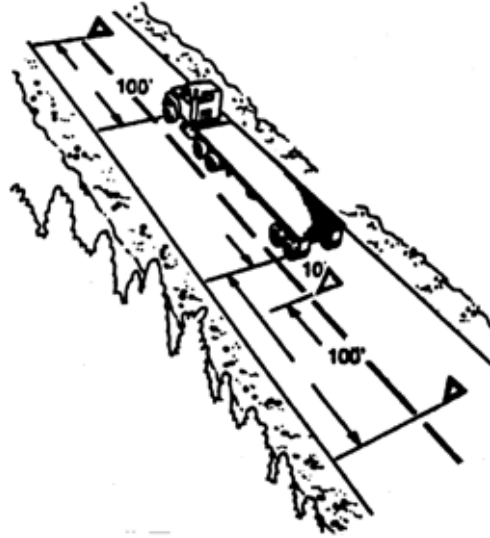


Figure 1: Proper placement of the triangles when parked on level ground.

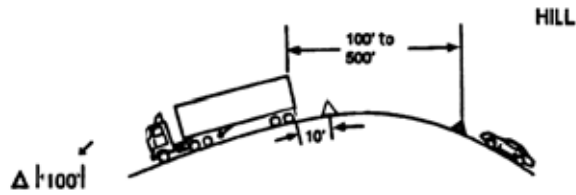


Figure 2: Proper placing of the triangles when parked on a hill.

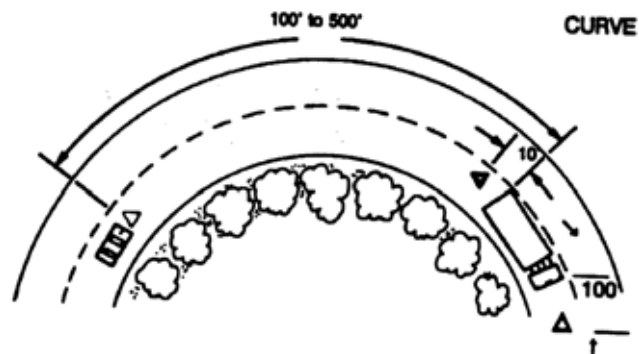


Figure 3: Proper placing of triangles on a blind curve.







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**INSTRUCTOR NOTE:** Once a person has been approved by the employer to be trained as a school bus assistant, use the following School Bus Assistant Pre-Service Training Record to provide the required training. Use the SBDI manual sections for pre-service training for a school bus driver if the sections have an asterisk (\*) beside it. For those that don't:

**Observation Time:** This training includes riding along on a route or routes and observing a certified school bus assistant as they work.

**Hands on Training:** This training includes training on how to operate a lift with electronic controls and manual controls; how to lock down wheel chairs so that they are secure for transport; how to operate all restraint devices; how to use a seat belt cutter in case of an emergency.

**When the training and form has been completed, provide a copy to the employer for their file.**



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**Bus Assistant  
 Pre-Service Training Record**  
 (This record shall be kept in the bus assistant's file)

Bus Assistant's Name: \_\_\_\_\_ Date of Hire: \_\_\_\_\_

SBDI Printed Name: \_\_\_\_\_ SBDI #: \_\_\_\_\_  
 Additional as needed: \_\_\_\_\_ Additional as needed: \_\_\_\_\_

<b>MANDATORY TRAINING TOPICS</b>	<b>MINIMUM HOURS REQUIRED</b>	<b>ACTUAL HOURS CONDUCTED</b>	<b>DATE(S)</b>	<b>ASSISTANT INITIALS</b>	<b>SBDI INITIALS</b>
Observation Time	At employer's discretion				
<b>Section 1-A*</b> Employer Policies and Procedures	30 minutes				
<b>Section 1-B*</b> Standards for Providing Transportation For Eligible Students	30 minutes				
<b>Section 1-D*</b> NM School Bus Driver Security Trng	1 Hour				
<b>Section 1-E*</b> Safety Equipment	30 minutes				
<b>Section 1-H*</b> Passenger Mgmt.	30 minutes				
<b>Section 1-I*</b> Transporting Students with Disabilities Awareness	30 minutes				
<b>Section 1-L*</b> First Aid/CPR	6 Hours				Trainer's name printed & signed
Hands on Training	30 minutes				

I certify that \_\_\_\_\_ (applicant's name) has successfully completed the above initialed hours of Pre-Service Training pursuant to PED Regulation 6.41.4 NMAC.

\_\_\_\_\_  
 SBDI Signature  
 Additional as needed:

\_\_\_\_\_  
 SBDI #  
 Additional as needed:



## Annual Bus Assistant In-Service Training Record

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

Address: \_\_\_\_\_

Date of Hire: \_\_\_\_\_

1<sup>st</sup> Aid/CPR Course completed on: \_\_\_\_\_

Date of Expiration: \_\_\_\_\_

Mandatory course on Transportation as a Related Service  
 completed on: \_\_\_\_\_

**MANDATORY 16 HOURS PER SCHOOL YEAR**  
**Pursuant to regulation 6.41.4.13.B.2.**

DATES	TRAINING TOPICS (Attach Copy of Agenda)	HOURS	IN-SERVICE TRAINING CONDUCTED BY: (Signature Required)
July 1 – Sept. 30 (4 hours)			
Oct. 1 – Dec. 31 (4 hours)			
Jan. 1 – March 31 (4 hours)			
April 1 – June 30 (4 hours)			



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**INSTRUCTOR NOTE:** Use the following **RETURNING** School Bus Driver Pre-Service Training Record to provide training **ONLY** if the person has been approved by the employer for training and they have provided a New Mexico School Bus Driver Pre-Service Training Record or certificates of training conducted by the Department prior to 2000.

The completed **RETURNING** School Bus Driver Pre-Service Training Record satisfies the required previous semester eight hours in-service training.

Include the following **additional** information when training:

1. Section 1-A – Information on accidents, passenger management, transporting students with disabilities, and drug and alcohol random testing.
2. Section 1-L – If the returning school bus driver has a current and Department approved first aid and CPR certification, the certificate(s) may be accepted in lieu of the person attending another first aid and CPR certification class.

When the training and form has been completed, provide a copy to the employer for their file.



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**RETURNING School Bus Driver**  
**Pre-Service Training Record (Page 1 of 2)**  
**(This record shall be kept in the driver's file)**

Driver's Name: \_\_\_\_\_ License #: \_\_\_\_\_

Class: \_\_\_\_\_ Endorsements: \_\_\_\_\_ Restrictions: \_\_\_\_\_

Date of Hire: \_\_\_\_\_ Date of Comprehension Test: \_\_\_\_\_

SBDI Printed Name: \_\_\_\_\_ SBDI #: \_\_\_\_\_  
 Additional as needed: \_\_\_\_\_ Additional as needed: \_\_\_\_\_

<b>MANDATORY TRAINING TOPICS</b>	<b>MINIMUM HOURS REQUIRED</b>	<b>ACTUAL HOURS CONDUCTED</b>	<b>DATE(S)</b>	<b>DRIVER INITIALS</b>	<b>SBDI INITIALS</b>
<b>Section 1-A</b> Employer Policies & Procedures	1-1/2 Hours				
<b>Section 1-B</b> Standards for Providing Transportation for Eligible Students	30 minutes				
<b>Section 1-C</b> Pre-Trip Vehicle Inspection	1-1/2 Hours				
<b>Section 1-D</b> NM School Bus Driver Security Training.	1 Hour				
<b>Section 1-F</b> Mirrors	1 Hour				
<b>Section 1-G</b> Reference Point	1-1/2 Hours				



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**RETURNING School Bus Driver  
 Pre-Service Training Record (Page 2 of 2)**

<u><b>Section 1-K</b></u> Coaching the School Bus Driver (Defensive Driving)	2 Hours				
<u><b>Section 1-L</b></u> First Aid/CPR (Within 60 Calendar Days)	6 Hours				Trainer's name printed & signed
<u><b>Section 1-M</b></u> Behind-the- Wheel	1 Hour				

I certify that \_\_\_\_\_ (applicant's name) has successfully completed the above initialed hours of Returning School Bus Driver Pre-Service Training pursuant to PED Regulation 6.41.4 NMAC.

\_\_\_\_\_  
 SBDI Signature  
 Additional as needed:

\_\_\_\_\_  
 SBDI #  
 Additional as needed:

