

Saint Lucie Public Schools
Transportation Department
Operations Manual



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Complete copies will be kept in the office and online, employees will be issued the section(s) that apply to their job function

1 INTRODUCTION

Welcome to the Transportation team of the St. Lucie Public School District. You have been selected as part of a most vital team, in that your responsibilities will focus on the safe transportation of thousands of students to and from school daily. Whatever your role in the department, you have an important role in the education of our students. The school bus driver and attendant may be the first contacts that many students have at the start of their school day. This experience can provide the key to the proper adjustment of the student for school or it can cause an emotional reaction that can delay this adjustment. It is essential that the bus driver and attendant be patient and understanding. Each morning our goal is to deliver students ready to learn in a safe and happy environment. Each afternoon our goal is to deliver students so they can remember a safe and happy journey from school. The bus driver and attendant may be the only contacts some parents will have with district personnel. The parents of the students riding a school bus need to feel that their children are in a safe and professional environment while in route to and from school. Courtesy and professional treatment is essential in winning the respect and confidence of parents and students. Office staff frequently communicate with parents and the public, providing another opportunity to provide quality service and reinforce our commitment to safe transportation of students. Because of the tremendous task you have accepted, this handbook was designed to provide you with policies and safe driving procedures which will assist you in meeting the requirements of your position. It is intended to be a convenient reference for you and will cover many of the daily situations you will encounter. Please take the time to review these procedures. As it is impossible to anticipate every situation you may encounter, our employees must have good judgment when faced with the unexpected. Remember, however, that members of the management team are available to clarify and assist you in any difficult situations that you may encounter. Transportation is a vital part of the St. Lucie Public School District. With this handbook and your efforts as an essential member of our team, we can continue to provide a quality level of service to the students, parents, and our colleagues in the St. Lucie Public School District.

1.1 Mission Statement and Motto

Mission, Beliefs, Vision

The mission of the St. Lucie Public School District is to ensure all students graduate from safe and caring schools, equipped with knowledge, skills and the desire to succeed.

Every child can learn, and each child can learn more than he or she is now learning.

- School district personnel, community members, parents, and students share the responsibility for student achievement.
- Quality learning experiences are the central focus of all school and district activities.
- We ensure equity and quality for all students, not just some.
- Equity without quality is prejudice, quality without equity is privilege, equity plus quality equals excellence.
- Students are volunteers: their attendance can be required, but their attention must be earned.
- We teach the whole child, not simply the test-taker.
- All students have the absolute right to a safe, trusting, and drug-free environment.
- The core business of the St. Lucie Public Schools is to create challenging, engaging, and satisfying work for every student, every day.

- The teacher's primary role is to design rigorous, engaging work that leads students to higher levels of learning.
- We provide clear and compelling understandings about what students are expected to know and be able to do.
- We provide support for student success, understanding that different students master tasks in different ways and at different times.
- District and school support personnel are partners with teachers and schools in the core business.
- Collaboration around the core business is essential to quality learning experiences.
- Quality tools are required for quality work.
- Instructional needs drive the design and construction of facilities.
- Quality facilities are required for quality work.
- Quality schools are the responsibility of the entire community.
- Parents, students, community members, agencies, businesses, governmental entities, other educational institutions, and the school district constitute "the community".
- The community works together to provide the political advocacy and support needed for student success.
- Our community actively advocates for support of education by holding candidates and elected officials accountable for their commitment to quality public schools.
- The community is responsible for providing and supporting the facilities and Infrastructure necessary to accommodate growth.
- All district employees are committed to sharing our vision and engaging the community in successfully confronting our common challenges.
- The school district has an obligation to achieve quality results for both the schools and the community.
- A healthy school system is key to the maintenance of a healthy democracy.
- Quality schools develop productive, contributing citizens.
- Quality schools improve the quality of community life.
- We strengthen relationships and broaden perspectives by embracing diversity.
- We model principles of representative democracy both in our schools and throughout the district.
- Systems of checks and balances contribute to quality decisions.
- We share a fundamental common commitment to the common good.
- Leaders are responsible both to constituents and for shaping the future.
- The district and its employees have mutual obligations for support and development toward continuous improvement.
- Our core values are fairness, respect, trust, integrity, and commitment to improvement.
- We develop leaders committed to our common vision at all levels in the system.
- Collegiality and collaboration are key to our success.
- All district employees have the absolute right to a safe, trusting, and drug-free environment.
- All district employees provide prompt and courteous attention to their customers.
- We are a school system, not a system of schools.
- We are a "learning organization", in which all roles serve the common purpose of pursuing continuous improvement in quality learning experiences for all.
- Therefore, we promise continuous improvement in student achievement and in the success of each individual.
- We are committed to a common vision.
- We use our beliefs and vision as the key criteria for making decisions.
- We lead and manage by results.
- We hold ourselves mutually accountable for quality effort.
- We assess progress toward agreed-upon goals on a regular basis.
- We expect and we work to bring out the best in every employee.
- We accept change as inevitable and shape it into opportunity.
- We exercise flexibility and we encourage innovation in pursuit of our goals.

Kids at Hope
Treasure Hunter's Pledge

As an adult and a Treasure Hunter
I am committed to search for all the talents, skills and
intelligence
that exists in all children and youth.
I believe all children are capable of success,
No Exceptions!

Transportation Department Motto
Student Engagement Begins Here!

DEPARTMENT PROCEDURES

Change of Personal Data

Any change in an employee's name, address, telephone number, marital status, dependents, or insurance beneficiaries, or a change in the number of tax withholding exemptions, needs to be reported in writing without delay to the Human Resources Department.

The department secretary should also be notified of any change in name, address, or telephone number.

Since many of our employees depend on having a valid driver's license to maintain their employment, it is imperative that you keep the Department of Motor Vehicles advised of your current mailing address. In addition to having a legal responsibility to do so, the Department of Motor Vehicles uses mail to communicate about issues with your driving privilege, and missing such a communication can have a negative impact on your continued employment.

Safety

The safety and health of employees is a priority. The St. Lucie Public Schools makes every effort to comply with all federal and state workplace safety requirements. Each employee is expected to obey safety rules and exercise caution and common sense in all work activities.

Building Security

Every employee should report any suspicious person or activity on St. Lucie Public School District property to your supervisor and/or security.

Employees are not allowed on St. Lucie Public Schools property after hours without prior authorization from their supervisor.

Employees are issued a district identification badge and are expected to wear it while on duty and have it available for use with the True Time system.

Transportation employees should not loiter in other employee's work areas during business hours. For those employees with a break between routes, break areas are provided if you are not leaving the compounds. If you visit a school building or central office, the same expectation applies.

Remember that all doors may not be in use during the school day for security reasons and you may be directed to enter and exit through a central location, not necessarily the one closest to you.

Attempting to get personnel inside the building to open a door for you that is not designated to be used during school hours is a breach of security and will be addressed with disciplinary action.

Employee Requiring Medical Attention

Employees should report all work-related injuries and accidents immediately to their supervisor and complete the appropriate paperwork.

Visitors in the Workplace

For safety, insurance, and other business considerations, only authorized visitors are allowed in the workplace. When making arrangements for visitors, employees should request that visitors enter through the main reception area and announce their presence to the department secretary.

Unauthorized passengers are not permitted to ride in St. Lucie Public School District vehicles. Children of Transportation employees who are enrolled in the St. Lucie Public Schools may be authorized to ride with their parent by following the appropriate procedure detailed in this manual.

STANDARDS OF CONDUCT

General Guidelines

All employees are urged to become familiar with St. Lucie Public Schools rules and standards of conduct and are expected to follow these rules and standards faithfully in doing their job and conducting the school district's business.

Civility

The education of a child happens only through partnership, and among partners must be the child, the school faculty and staff, the parent(s) or guardian(s), the community and district office employees. Partnership is an active state that includes sharing responsibilities, meaningful communication and welcomed participation. When people who are working together agree, the partnership runs smoothly. But no two people will always agree and that can make partnership difficult. The partnership is most powerful – as children are educated to reach their potential – when we agree on how to disagree. We must be civil in our discourse. Civility is often described by its absence. We hear of harmful actions such as road rage, physical confrontation, ethnic stereotypes and slurs. But civility is not just an absence of harm. It is the affirmation of what is best about each of us individually and collectively. It is more than saying “please” and “thank you”. It is reflecting our respect for others in our behavior, regardless of whether we know or like them. It also is not simply being politically correct and is not to be used to stifle criticism or comment. It is being truthful and kind and is each of us taking responsibility for our own actions rather than blaming others. As we communicate with each other, we need to remember that we are working together to benefit the children of this community.

Therefore, it is expected that the employees of the St. Lucie Public Schools Transportation Department will conform to the following guidelines:

1. Treat each other with courtesy and respect at all times. This means that:

We listen carefully and respectfully as others express opinions that may be different from ours.

We share our opinions and concerns without loud or offensive language, gestures or profanity.

2. Treat each other with kindness. This means that:

We treat each other as we would like to be treated.

We do not threaten or cause physical or bodily harm to another.

We do not threaten or cause damage to the property of another.

We do not bully, belittle or tease another and we do not allow others to do so in our presence.

We do not demean and are not abusive or obscene in any of our communications.

3. Take responsibility for our own actions. This means that:

We share information honestly.

We refrain from displays of temper.

We do not disrupt or attempt to interfere with the operation of a classroom or any other work or public area of a school or school facility.

4. Cooperate with one another. This means that:

We obey school rules for access and visitation.

We respect the legitimate obligations and time constraints we each face.

We notify each other when we have information that might help reach our common goal. This will include information about safety issues, academic progress, changes that might impact the school.

We respond when asked for assistance.

We understand that we do not always get our way.

Violations of these guidelines will be addressed as violations of Board Policy 6.301, Employee Standards of Conduct.

Use of Equipment

The St. Lucie Public School District will provide employees with the equipment needed to do their job. None of this equipment should be used for personal use, nor removed from School Board property unless it is approved for a job that specifically requires use of company equipment outside the physical facility.

Use of Computer, Phone, E-Mail, and Social Networking

Property of the St. Lucie Public School District, including computers, phones, electronic mail, and voice mail, should be used only for conducting company business. Incidental and occasional personal use of company computers, phones, or electronic mail and voice mail systems is permitted, but information and messages stored in these systems will be treated no differently from other business-related information and messages. Any cost incurred to the School Board in the use of these systems for personal business must be reimbursed by the employee. Be aware that electronic communications are subject to Florida's Sunshine Law and should never be considered private in nature.

The number of internet social networks such as Facebook, Twitter, and YouTube continues to expand, and the size of their communities continues to grow rapidly. Many employees utilize these

websites as a means of social and professional networking. Social media are powerful communications tools that have a significant impact on organizational and professional reputations. Social networks often span traditional boundaries between professional and personal relationships.

Please recognize that everything you write or receive on a social media site is public. Regardless of how careful you are in trying to keep them separate, in your online activity, your professional life and your personal life may overlap. Be aware that your postings, photos, and comments could undermine both your credibility and your effectiveness with your students, their parents, and the school community.

One of the biggest dangers of social networking comes when you mix your audiences—for example, having friends or followers with whom you work on the same account as personal friends or family members. A seemingly harmless joke that your friends might enjoy may come across as offensive to another staff member, and create awkwardness in working together and disharmony where we need cooperation and trust.

Social sites allow you to share pictures, videos, and more. This enables rich interaction, but it also provides greater opportunities to make a mistake that could be damaging to your career. Be thoughtful about the type of photos you upload. A picture is worth a thousand words—and can be a thousand times more embarrassing.

It's not uncommon for us to want to vent to friends and family about our jobs. But when you do that, depending upon how you do that, you may inadvertently disclose confidential information about students that is strictly prohibited by law and our policy.

The St. Lucie Public School District is aware of how social media can benefit the education process and promote efficient communication. Because social networks blur the lines between a personal and professional voice, the District works collaboratively with IT personnel to help clarify how best to enhance and protect personal and professional reputations when participating in social and educational networks. Parents entrust us with their children. When using Internet social networks, please remember that we act as role models for our students and must fulfill our professional duties at all times.

Use of Internet

Employees are responsible for using the Internet in a manner that is ethical and lawful. Use of the Internet must solely be for business purposes and must not interfere with employee productivity.

Use of Computer Software

Employees may not download or install any software or application on district computers that are not provided by the school district. Also, the St. Lucie Public School District does not condone the illegal duplication of software.

Additional information. Other methods may include one on one instruction and the viewing of video material or reading printed materials. Additional classes may be offered from time to time including CPI, ESE refreshers, team building, etc., any of which count as in-service credit if completed. Classes that employees take outside of the workplace for personal enrichment may also be submitted for approval, such as CPR or first aid.

EXPENSES

Department Supplies, Other Expenditures

Only authorized persons may purchase supplies in the name of the St. Lucie Public School District. No employee whose regular duties do not include purchasing may incur any expense on behalf of the School District. Without a properly approved purchase order, the St. Lucie Public Schools is not obligated for any purchase and responsibility for such purchase rests with the employee.

Employees who purchase goods and services for the School District must be familiar with and adhere to School Board policies on purchasing and fraud prevention.

Expense Reimbursement

Under ordinary circumstances, it is the policy of the St. Lucie Public School District to reimburse travel expenses on the basis of actual expenses involved. Persons traveling on School District business should submit the appropriate reimbursement form to their supervisor immediately upon return to work after travel.

Drivers are eligible for meal reimbursements during out of county field trips only if the trip occurs during the defined hours for meal reimbursement and if a meal is not offered by the trip sponsor. "Offering" a meal may include providing the same type of meal that has been packed for the students and sponsors, offering to pay for a meal at a location where the group is eating, or a free meal offered to the bus driver where the group is eating. The sponsor will indicate on the trip ticket whether or not a meal was offered. Unfortunately, the Transportation Department cannot guarantee the type of meal that may be offered or the timing of the meal.

Please be advised that Board policy #7.52, "Travel Expense Reimbursement" has been revised. The revised policy now requires that requests for out-of-county reimbursements be submitted to the employee's supervisor within 60 calendar days of the date the travel ended, and Monthly Travel & Request for Reimbursement forms be submitted within 60 calendar days of the last working day of the month being reimbursed. Requests that are not submitted within this time limit will not be reimbursed.

EMPLOYEE COMMUNICATIONS

Open Communication

The Transportation Department encourages employees to discuss any issues they may have with a co-worker directly with that person. If a resolution is not reached, employees should arrange a meeting with their direct supervisor. If the concern, problem, or issue is not properly addressed, employees should ask their supervisor to arrange a meeting with the Director. Any information discussed in an Open Communication meeting is considered confidential, to the extent possible while still allowing management to respond to the problem. Retaliation against any employee for appropriate usage of Open Communication channels is unacceptable.

Staff Meetings

In order to keep the communication channels open, Transportation Department administration implements roundtable discussions on a regular basis to allow employees to ask questions about topics of interest. Schedules will be posted as meetings occur and it is not necessary to wait until a meeting is held to submit questions to administration.

Electronic Bulletin Boards and Newsletters

The Transportation Department has installed electronic bulletin boards where employees can find organizational announcements, news/events, and discussions about specific topics, as well as last minute information on weather and road conditions. Employees are encouraged to read the information posted on the bulletin boards. Newsletters will also be published occasionally with items of interest to employees.

Bulletin Boards

Dedicated bulletin boards exist for postings with employee information and union news.

Suggestions

The Transportation Department encourages all employees to bring forward their suggestions and good ideas about making the department a better place to work and enhancing service to school district customers. Any employee who sees an opportunity for improvement is encouraged to talk it over with management. Management can help bring ideas to the attention of the people in the organization that will be responsible for possibly implementing them. All suggestions are valued.

Closing Statement

Successful working conditions and relationships depend upon successful communication. It is important that employees stay aware of changes in procedures, policies, and general information. It is also important to communicate ideas, suggestions, personal goals, or problems as they affect work in the Transportation Department.

Saint Lucie Public Schools Transportation Department Operations Manual



SECTION 3

DRIVER AND ATTENDANT HANDBOOK

Safe Driver Plan
Special Needs Transportation

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1 Maintaining Your CDL

As you know, maintaining a valid Commercial Driver's License (CDL) is a condition of employment as a bus driver and many of the garage positions with St. Lucie County Public Schools. It is especially important because it is specifically addressed in Federal CDL Law, State Board Rules, as well as the SLPS Safe Driver Plan. As you can well imagine, the State audits our driving records and the media, from time to time, requests driver record information. It is critical for all SLPS CDL holders (bus drivers and garage employees) to have excellent driving records and to maintain a valid CDL at all times while operating a county-owned/leased vehicle.

In order for you to comply with this requirement, it is important to understand how the Department of Highway Safety and Motor Vehicles (DHSMV) works, and what actions you must take to prevent CDL suspensions.

The DHSMV "Florida Driver's Handbook" places each driver on notice that failure to pay a ticket or appear in court will result in a CDL suspension. If you receive a ticket for any traffic violation, including speeding, careless driving, seat belt or child restraint, etc., (in other words, any violation except parking tickets), then you are required to take one of the following actions:

Pay the ticket on time (it must be paid within 30 days from the date of the citation in the state of Florida). As indicated on the citation, you may be able to mail in the payment or appear in person to make the payment. (Traffic citations should be paid at the office of the Clerk of the Court in the county or city where the citation was issued.)

OR

Appear in court to contest the ticket. It is your responsibility to obtain a court date from the clerk at the court in the county or city where the citation was issued.

It is essential to note that in all instances and whether or not DHSMV notifies you, if you receive a ticket and fail to pay the ticket within 30 days, or fail to ask for and obtain proof of a court date within 30 days, your LICENSE WILL BE SUSPENDED. Since a valid CDL is a condition of employment, YOU MUST take all reasonable actions to prevent a license suspension. Failure to do so may result in dismissal under the Safe Driver Plan. It is that important!

Effective July 1, 2005, drivers holding a CDL may no longer make a school election (Defensive Driving Course) 318.14 (9) & (10).

If you have any questions concerning CDL requirements, contact the Safety and Training Manager or the Director. This should clarify how DHSMV works and your obligations under the law. The overwhelming majority of our CDL holders maintain excellent driving records and are very conscientious concerning this matter.

Questions and Answers in reference to prescription medications and CDL status:

Guidance and regulatory text concerning disqualifying medications for drivers subject to 49 CFR Part 391 medical qualification standards—normally apply to commercial drivers in interstate commerce, although a state may adopt them for CDL drivers operating intrastate (e.g. school bus drivers, transit bus drivers)

Question 4: Is a driver who is taking prescription methadone qualified to drive a CMV in interstate commerce?

Guidance: Methadone is a habit-forming narcotic which can produce drug dependence and is not an allowable drug for operators of CMVs.

Question 8: Is the use of Coumadin, an anticoagulant, an automatic disqualification for drivers operating CMVs in interstate commerce?

Guidance: No. Although the FHWA 1987 “Conference on Cardiac Disorders and Commercial Drivers” recommended that drivers who are taking anticoagulants not be allowed to drive, the agency has not adopted a rule to that effect. The medical examiner and treating specialist may, but are not required to, accept the Conference recommendations. Therefore, the use of Coumadin is not an automatic disqualification, but a factor to be considered in determining the driver’s physical qualification status

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

391.41 b (8) Has no established medical history or clinical diagnosis of epilepsy or any other condition which is likely to cause loss of consciousness or any loss of ability to control a commercial motor vehicle; (*Thus any medication used to control seizures is considered disqualifying*)

391.41 b (12)(i) Does not use a controlled substance identified in 21 CFR 1308.11 Schedule I, an amphetamine, a narcotic, or any other habit-forming drug. (ii) Exception. A driver may use such a substance or drug, if the substance or drug is prescribed by a licensed medical practitioner who: (A) Is familiar with the driver's medical history and assigned duties; and (B) Has advised the driver that the prescribed substance or drug will not adversely affect the driver's ability to safely operate a commercial motor vehicle; and (13) Has no current clinical diagnosis of alcoholism.

NOTE: Use of prescribed amphetamine or narcotic drugs is permitted, so long as the prescribing physician is aware the individual is a commercial motor vehicle driver and has advised the driver that he can continue to drive while using the medication as prescribed.

2 SAFETY

2.1 Railroad Crossings

- As a bus driver, you really care about the safety of your pupils. Every day, you pick them up and take them home and every day you want to make sure your passengers are safe. Unfortunately, highway-rail grade crossings continue to be one of the major causes of multiple deaths and injuries in school bus crashes. Most are caused by misjudgment.
- Do not assume a train is not coming because the railroad signals are not operating. Use your own senses and skills to be sure no trains are coming. Although you use the same crossing every day, never let your guard down.
- If the highway-rail grade crossing signals appear to be malfunctioning (flashing or gates down with no train present), seek an alternate crossing or assistance from a law enforcement officer.
- Remember, it is easy to misjudge the train’s speed and distance. Because of the large size of a train, it appears to be moving much slower than you think. Extra care should be used at highway-rail grade crossings in estimating how fast a train will reach the crossing.

- All school buses are required to stop at railroad crossings.
- Never stop on the tracks. Look beyond the tracks to be sure the containment area is large enough. Be sure the rear bumper will clear the tracks at least 15 feet before attempting to cross.
- Never pass on the tracks.
- If the gate comes down after you have started across, drive through it, even if it means breaking the gate (the gate is designed to break).
- If your bus stalls or is trapped on the tracks, immediately get everyone off the bus. Move everyone far from the bus at an angle which is both away from the tracks and toward the train.
- Be aware of the number of tracks you will be crossing and make sure no trains are approaching from either direction on other tracks.
- After a train has passed over the crossing, wait until you are able to see in all directions that no other trains are approaching. Always stay in the far, right travel lane unless making an immediate left turn. Then you will use the left lane.

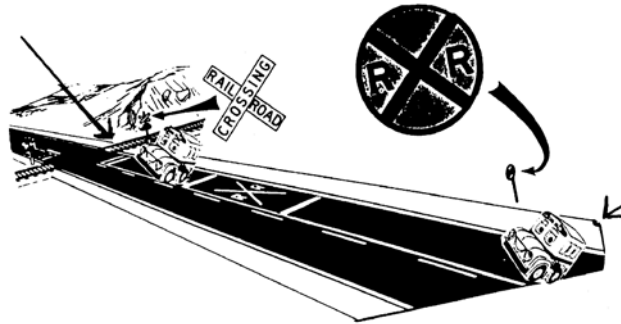
Crossing Tracks Safely

1. School buses are required to stop at all railroad tracks, with or without students. When stopped at railroad crossings, student lights or stop arms shall not be activated.
2. At a railroad crossing, when the crossing gate or lights are activated by a train, the train will arrive at the crossing within 22 to 25 seconds.
3. At crossings equipped with warning devices such as lights, bells or gates, always obey the signals. Never attempt to drive under a gate as it is closing or around it after the gate has closed.
4. A judge can fine you up to **\$1,500** for making an illegal crossing, depending on the severity of the situation.
5. If a bus stalls on the tracks, get the students out and away from the bus as quickly as possible.
 - a) In a crash, the bus will move forward with the train, so move your students away (at least 100 feet from the tracks) as far as possible in a direction toward the train to avoid being hit by debris from the crash.
 - b) If sufficient warning time of an approaching train is available, try to restart the bus. If a radio is available, try to warn the railroad through your dispatcher.

NOTE: Approximate distance a vehicle can stop when going 50 miles per hour:

- Car -- 200 feet
- Truck -- 300 feet
- Bus -- 230 feet
- Train (with 150 cars [1½ miles]) -- 8500 feet before coming to a full stop, even with full emergency braking procedures.

PROCEDURES FOR CROSSING RAILROAD TRACKS



Unless it is necessary to make an immediate left turn after crossing railroad tracks, every school bus shall stop as far to the right of the street as possible while stopped at a railroad crossing. Except for right turn lanes.

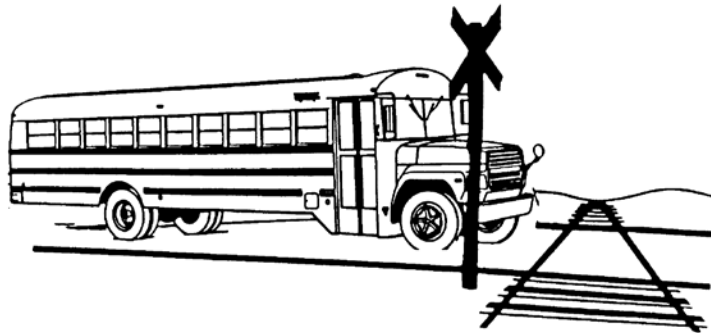
1. Deactivate the pupil warning (student loading lights) master switch at 150 to 200 feet from the crossing and activate 4-way hazard flashers.
2. Turn off all noise-making devices or activate noise kill (abatement) switch (if equipped) and quiet students.
3. Open the driver window completely.
4. Bring the bus to a stop at least 15 feet from the nearest rail and not more than 50 feet.
5. Apply the parking brake.
6. Shift to neutral.
7. Fully open the service door.
8. Listen and look in both directions for approaching trains.
9. When it is clear and safe to do so, shift to drive, release the parking brake, and close the service door. Never allow the bus to sit in neutral without the parking brake being applied.
10. Look once more in both directions for approaching trains. Note: If you open your door and window but you still cannot see clearly down the railroad track, you have two choices for crossing the railroad tracks.
 - a. Close your door and move up slowly until you can see clearly down the track, stop, apply parking brake, shift to neutral, open the door again, look and listen.
 - b. Close your door and move slowly up until you can see the track clearly and proceed across the tracks without stopping.
11. Continue across the tracks without hesitation until the rear bumper clears the tracks by at least 15 feet.
12. The noise kill (abatement) switch (if equipped) may be released at this time and two-way radios turned back on.

13. Deactivate the 4-way hazard flashers and reactivate the pupil warning (student loading lights) master switch.

MULTI-TRACK CROSSING PROCEDURES

- If you are at a multi-track crossing and there are at least 15 feet in front of the bus and 15 feet in the back of the bus, you must stop between each set of tracks.
- With your 4-way hazard lights still on, close your door and move up slowly until you can see clearly down the track and stop.
- Apply parking brake, shift to neutral, open the door again, look and listen in both directions for approaching trains.
- When clear, close your door, shift to drive, release the parking brake, look and listen once again, proceed across the railroad tracks when it is safe to do so.
- Continue across the tracks without hesitation until the rear bumper clears the tracks by at least 15 feet.
- Deactivate the 4-way hazard flashers and reactivate the pupil warning (student loading lights) master switch.

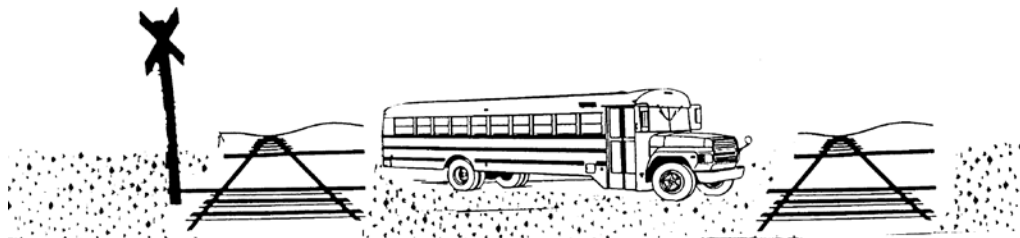
15 ft.



15ft.

Multi-track Crossing

15ft.



PLEASE REMEMBER TO TURN YOUR TWO-WAY RADIO BACK ON!

HELPFUL RESOURCES – For more lifesaving information, please contact:

- Federal Railroad Administration, Office of Public Affairs, 202-493-6024
- Federal Transit Administration, 202-366-2896
- National Highway Traffic Safety Administration, Communications, 202-366-9550
- Operation Lifesaver, Inc., 703-739-0284 (Nationwide)
- Operation Lifesaver, Inc., 850-414-4541 (Florida state)

2.2 What Florida Law Says About...

What Florida Law says about . . . Safety Belts on School Buses

F.S. 316.6145. School buses; safety belts or other restraint systems required.

(1)(a) Each school bus that is purchased after December 31, 2000 and used to transport students in grades Pre-K through 12 must be equipped with safety belts or with any other restraint system approved by the Federal Government in a number sufficient to allow each student who is being transported to use a separate safety belt or restraint system. These safety belts must meet the standards required under s.316.614. A school bus that was purchased prior to December 31, 2000, is not required to be equipped with safety belts.

(b) As used in this section, “school bus” means a school bus that is owned, leased, operated, or contracted by a school district.

(2) Each passenger on a school bus that is equipped with safety belts or restraint system shall wear a properly adjusted and fastened safety belt at all times while the bus is in operation. The state, the county, a school district, or an agent or employee of a school district or volunteer serving as a chaperone, is not liable in an action for personal injury by a school bus passenger solely because the injured party was not wearing a safety belt.

(3) The state, the county, a school district, school bus driver under contract with a school district, or an agent or employee of a school district or driver, including a teacher or volunteer serving as a chaperone, is not liable in an action for personal injury by a school bus passenger for an injury caused solely by another passenger’s use or nonuse of a safety belt or restraint system in a dangerous or unsafe manner.

(4) In implementing the provisions of this section, each school district must prioritize the allocation of buses equipped with safety belts or restraint system to ensure that elementary schools within the district receive first priority. A school district may enter into agreements to provide transportation pursuant to this section only if the point of origin or termination of the trip is within the district’s boundaries.

(5) The provisions of this section shall not apply to vehicles as defined in s.1006.25.

Every Bus Driver and Bus Aide should make every effort to insure that their students wear their seat belts and wear them correctly

What Florida Law says about . . . Leaving children unattended in a motor vehicle

F.S. 316.6135. "Leaving children unattended or unsupervised in motor vehicle; penalty; authority of law enforcement officer."

1. No parent, legal guardian, or other person responsible for a child younger than 6 years of age shall leave such child unattended or unsupervised in a motor vehicle for a period in excess of 15 minutes; however, no such person shall leave a child unattended for any period of time if the motor vehicle is running or the health of the child is in danger.
2. Any person who violates the provisions of subsection (1) is guilty of a non-criminal traffic infraction, punishable by a fine of:
 - Not more than \$100; or
 - Not less than \$50 and not more than \$500 if the motor vehicle was running or the health of the child was in danger at the time of the violation.
 - Any law enforcement officer who observes a child left unattended or unsupervised in a motor vehicle in violation of subsection (1) may use whatever means are reasonably necessary to protect the minor child and to remove him from the vehicle.

If the child is removed from the immediate area, notification should be placed on the vehicle. The child shall be remanded to the custody of the Department of Children and Family Services (DCF) pursuant to Chapter 39, unless the law enforcement officer is able to locate the parents or legal guardian or other person responsible for the child.

What Florida Law says about . . . Reporting on crashes involving damage to vehicle or property

F.S. 316.061. Crashes involving damage to vehicle or property.

1. The driver of any vehicle involved in a crash resulting only in damage to a vehicle or other property which is driven or attended by any person shall immediately stop such vehicle at the scene of such crash or as close thereto as possible, and shall forthwith return to, and in every event shall remain at, the scene of the crash until he or she has fulfilled the requirements of s. 316.062. Any person failing to stop or comply with said requirements shall, upon conviction, be punished by a fine of not more than \$500 or by imprisonment for not more than 60 days or by both such fine and imprisonment.
2. Every stop must be made without obstructing traffic more than is necessary, and, if a damaged vehicle is obstructing traffic, the driver of such vehicle must make every reasonable effort to move the vehicle or have it moved so as not to block the regular flow of traffic. Any person failing to comply with this subsection shall be cited for a nonmoving violation, punishable as provided in chapter 318.

What Florida Law says about . . . Duty to give information and render aid

F.S. 316.062. Duty to give information and render aid. Requires the following:

1. Name of driver.
2. Address of driver.
3. And the registration number of the vehicle he is driving.
4. And shall upon request and if available exhibit his license or permit to drive, to any person injured in such accident or to the driver of occupant of or person attending any vehicle or other property damaged in the accident.

All of the above information is required to be given to any police office investigating the accident.

5. Driver shall render to any person injured in the accident reasonable assistance, including the carrying, or making arrangements for the carrying, of such person to a physician, surgeon, or hospital for medical or surgical treatment if it is apparent that treatment is necessary, or if such carrying is requested by the injured person.

What Florida Law says about . . . Stopping for School Buses

TO STOP OR NOT TO STOP? THAT IS THE QUESTION!

We all know that school buses are prominent in morning and afternoon traffic during the time public and private schools are in session. But, do we all, as drivers of other vehicles, know the various situations in which we (1) must stop for a school bus, (2) stay stopped for how long, and (3) may continue driving without stopping?



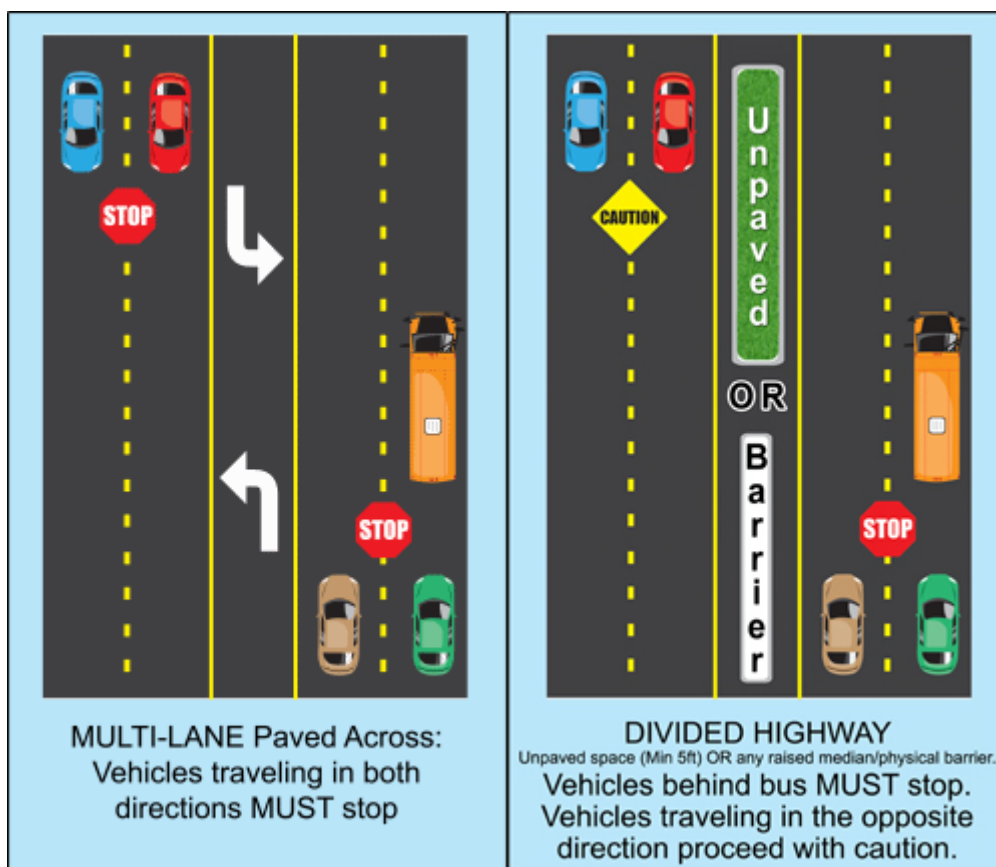
In 1994, two Florida children were killed when struck by private motorists who ran the stop arms and flashing red lights of two public school buses while the buses were properly stopped at school bus stops. An additional child was similarly killed in 1995. The Center for Urban Transportation Research at the University of South Florida detected 10,590 illegal passes of properly stopped and signaling school buses in a one-day survey in May 1995. This equates to over 1.9 million illegal passes of properly stopped and signaling school buses in a typical school year. Of these illegal passes, approximately four percent were passes on the right or loading side of the properly stopped and signaling school bus.

WHEN TO STOP

Do you have some questions? What is a barrier? What is an unpaved space? What about paved



crossovers on some divided highways? These answers should help you!



A barrier is a continuous permanent or semi-permanent obstruction that makes it very difficult for a vehicle or pedestrian to go from one roadway to another. Examples of a barrier are a chain-link fence or a concrete abutment. Traffic cones or trees in a median are not barriers. **ALSO, PAINTED LINES, PAVEMENT MARKINGS, AND ONE-OR TWO-WAY LEFT-HAND TURN LANES DO NOT CONSTITUTE A BARRIER.**

An unpaved space is a grass, dirt, gravel, water, etc. division between multi-lane roadways going in opposite directions. This space may either be a swale lower than the roadways or a median raised above the roadways. While “paved” sometimes refers only to concrete surfaces, in this context “paved” referred to any hard surfaced permanent ground covering.

Most divided highways with an intervening unpaved space or barrier have paved crossovers at certain intervals. What do you do if a bus is stopped exactly at that crossover? It is the general character of the entire road that counts and in this situation you are not required to stop, unless there is a school crossing guard on duty who is signaling you to stop or there is a traffic signal with a red light facing toward your vehicle.

The one-or two-way left hand turn lanes common between many single- and multi-lane roadways are never to be considered a barrier or “unpaved” space. If you are traveling on one of these roads, you must stop for a school bus that is flashing red lights and has the stop arm extended – regardless of the direction you are traveling or the number of lanes in either direction.

School buses are equipped with yellow flashing lights in addition to red flashing lights. Do I have to stop for a bus that is flashing yellow lights? Flashing yellow lights are for warning purposes, primarily to let you know the driver is nearing a loading or unloading zone and will soon be stopping and displaying

flashing red lights and extending the stop arm. You should not stop for flashing yellow lights; however, you should slow and be prepared to come to a complete stop. If otherwise legal and safe to pass, you may pass a school bus in this situation. But again, be aware that there may be school-aged children in the vicinity.

Remember, most likely you will not be the only vehicle on the roadway going in the same direction. When you see a school bus with yellow lights flashing, start preparing to stop. Signal your intentions by slowing down and activating your brake lights. Don't surprise the drivers behind you by your actions. You know the law and are a safe driver. Always let the other driver, who may not know the law or may not be as safety conscious as you, know what you are doing.

What Florida Law says about . . . Moving Over or Slow Down for Emergency Vehicles

DRIVERS REQUIRED TO "MOVE OVER" ON JULY 1, 2002

Effective July 1, 2002, drivers will be required to "move over" or "slow down" when approaching an authorized emergency vehicle that is stopped on a highway in Florida. The "Move Over Act", passed during the 2002 session of the Florida Legislature, was signed by Governor Jeb Bush on May 1, 2002.

There are several important provisions concerning this new law. Beginning July 1st, on interstate highways or other highways with two or more lanes traveling in the direction of the emergency vehicle, and except when otherwise directed by a law enforcement officer, drivers approaching a law enforcement or other authorized emergency vehicle parked on a roadway with their emergency lights activated, will be required to vacate the lane closest to the emergency vehicle, as soon as it is safe to do so.

When approaching a law enforcement or other authorized emergency vehicle parked on a two-lane roadway with their emergency lights activated, and except when otherwise directed by a law enforcement officer, drivers will be required to slow to a speed that is 20 miles per hour less than the posted speed limit when the posted speed limit is 25 miles per hour or greater; or travel at 5 miles per hour when the posted speed limit is 20 miles per hour or less. A violation of this act will be a moving violation punishable with a fine and three points.

Information from www.bsmv.state.fl.us/MoveOver02.html

What Florida Law says about . . . Accidents and Reporting

F.S. 316.065. Accident reports;

- The driver of a vehicle involved in a crash resulting in injury to or death of any persons or damage to any vehicle or other property in an apparent amount of at least \$500 shall immediately by the quickest means of communication give notice of the crash to the local police department, if such a crash occurs within a municipality; otherwise, to the office of county sheriff or the nearest office or station of the Florida Highway Patrol.
- If you are involved in a traffic crash in the State of Florida, the following information will be needed by the investigating officer:
 - Driver's license
 - Registration
 - Proof of Insurance (NOTE: Anyone presenting proof of insurance that they know is not valid is guilty of a misdemeanor of the first degree.)

If you need to contact the Patrol for questions not answered here,
please call your nearest **Florida Highway Patrol Station**.

What Florida Law says about . . . Pedestrians and Traffic Control Devices

F.S. 316.130 Pedestrian obedience to traffic control devices and traffic regulations;

When traffic control signals are not in place or in operation, the driver of a vehicle shall yield the right-of-way, slowing down or stopping if need be to so yield, to a pedestrian crossing the roadway within a crosswalk when the pedestrian is upon the half of the roadway upon which the vehicle is traveling or when the pedestrian is approaching so closely from the opposite half of the roadway as to be in danger.

2.3 SCHOOL SAFETY ZONES

An act relating to school safety; creating s.810.0975, F.S.; defining the term “school safety zone”; prohibiting certain persons from entering or loitering within a school safety zone; providing a penalty; providing an exception for residents and persons operating a licensed business; providing an effective date.

Enacted by the legislature of the State of Florida, July 1, 2002.

Section 1. Section 810.0975, Florida Statutes, is created to read:

810.0975 School safety zones; definition; trespass prohibited; penalty.

- (1) For the purposes of this section, the term “school safety zone” means in, on or within 500 feet of any real property owned by or leased to any public or private elementary, middle or high school or school board and used for elementary, middle or high school education.
- (2)(a) Each principal or designee of each public or private school in this state shall notify the appropriate law enforcement agency to prohibit any person from loitering in the school safety zone who does not have legitimate business in the school safety zone or any other authorization, or license to enter or remain in the school safety zone or does not otherwise have invitee status in the designated safety zone.
- (b) During the period from 1 hour prior to the start of a school session until 1 hour after the conclusion of a school session, it is unlawful for any person to enter the premises or trespass within a school safety zone or to remain on such premises or within such school safety zone when that person does not have legitimate business in the school safety zone or any other authorization, license or invitation to enter or remain in the school safety zone. Any person who violates this subsection commits a misdemeanor of the second degree, punishable as provided in s.775.082 or s.775.083.
- (c) Any person who does not have legitimate business in the school safety zone or any other authorization, license or invitation to enter or remain in the school safety zone who shall willfully fail to remove himself or herself from the school safety zone after the principal or designee, having a reasonable belief that he or she will commit a crime or is engaged in harassment or intimidation of students entering or leaving school property, requests him or her to leave the school safety zone commits a misdemeanor of the second degree, punishable as provided in s. 775.082 or s.775.083. Nothing in this section shall be construed to abridge or infringe upon the right of any person to peaceably assemble and protest.

- (2) This section does not apply to residents or persons engaged in the operation of a licensed commercial business within the school safety zone.

2.4 SCHOOL BUS DRIVERS: IMPORTANT SAFETY ALERT

CHILDREN'S CLOTHING CAUGHT ON THE BUS

LOADING AND UNLOADING CHILDREN IS THE MOMENT OF TRUTH LET NOTHING DISTRACT YOU

Across the U.S., children continue to be injured or killed when their clothing is caught in the bus handrail, door or other equipment, and they are dragged by the bus.

Long jacket or sweatshirt drawstrings, backpack straps, long scarves or other loose clothing are especially dangerous.

Your vigilance can prevent a tragedy. Remember these student loading and unloading safety tips:

- *Never move the bus unless you are absolutely certain all children are safely out of the Danger Zones. Never rush while unloading children.*
- *Count children as they exit the bus -- if you've lost count of a child outside the bus, shut the bus off, secure it, and check underneath.*
- *Watch for children with long drawstrings or other loose clothing, or children carrying loose papers or other items - expect the unexpected.*
- *Make sure your bus handrail is not attached to the bus at such an angle that it can easily catch a drawstring -- check with your supervisor -- dangerous handrails should be changed immediately.*
- *Remember that children's clothing has also been caught in bus doors, the fire extinguisher, seat belts, and the step outside the entrance door.*
- *After discharging, carefully scan the entire area before moving, and be alert for any warnings (from by-standers, teachers or motorists outside the bus or students inside) as you pull away from the stop.*

2.5 EMERGENCY EVACUATION DRILLS

The purpose of school bus evacuation drills is to have the bus driver, bus attendant and each student riding the bus know exactly what to do in case of emergency. Emergencies may occur because of fire, civil disturbance or crashes.

RECOMMENDED PROCEDURE FOR CONDUCTING SCHOOL BUS EVACUATION DRILLS FOR REGULAR EDUCATION STUDENTS

Step 1

The principal (or designee) and school bus driver should discuss school bus evacuation with all students.

- A. Emphasize the fact that such drills are to acquaint all students with bus evacuation procedures and that drills are to be conducted in a safe and orderly manner.
- B. School bus evacuation drills are held at least twice a year, within six (6) weeks of the start of each semester during the school year. Completion dates will be posted at compounds.
- C. Drills will be supervised by school personnel.
- D. Times and dates of such drills will be coordinated between Transportation Services and school principals.
- E. Evacuation drills will be held on school grounds in the morning when buses arrive at school to unload. This is the safest area for a drill evacuation.

Step 2

Upon arrival at the school, the bus driver should proceed to the designated evacuation area and remain in the bus.

- A. Stop bus, turn off the ignition switch, set the parking brake, remove bus key, and inform the riders an evacuation drill will be held. ***This is a timed event which is two minutes or less.***
- B. Students must leave all books and personal items on the bus during drills.
- C. Students who are selected to help in these drills will be briefed by school principal and/or bus driver regarding evacuation procedures.
- D. During the exercise, the bus driver will declare an emergency. Students riding the bus will immediately cease all talking so that the instructions of the driver can be heard.
- E. Selected assistants will open the rear emergency door and assume their position on each side of the door, **remaining inside the bus.** Two student assistants will be the first students to exit the school bus using the front entrance door. The remaining students will exit the bus per the bus driver's instructions.
- F. Bus drivers will remain in the bus in order to direct and maintain an orderly evacuation.
- G. Direct students to take a position approximately 100 feet away from the vehicle and well into what would normally be the right side of the road and away from all traffic as they leave the bus.
- H. Caution tall students to avoid striking the door header when unloading out of the rear door.
- I. Time stops when all students and the bus driver have safely evacuated the bus.

Step 3

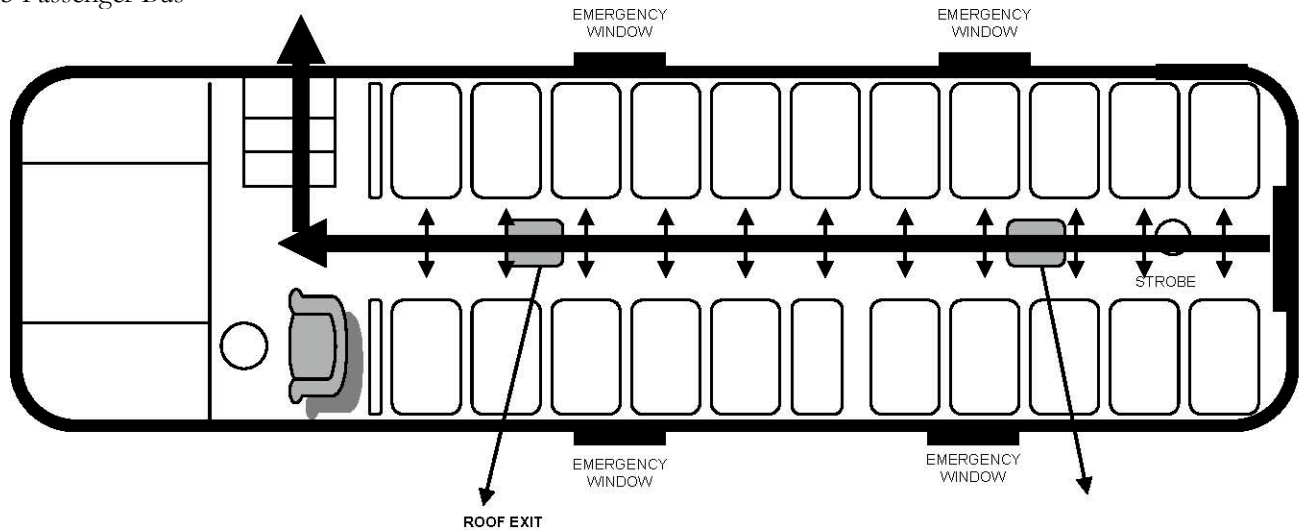
- A. After the bus has been evacuated, the students, at the proper signal, will re-enter the bus for their books and personal belongings.
- B. Remain inside the bus until directed otherwise.

The bus driver is responsible for the safety of the students; however, in an emergency, the bus driver might be incapacitated and not be able to direct students to evacuate. Several reliable students on every bus route should be instructed how to:

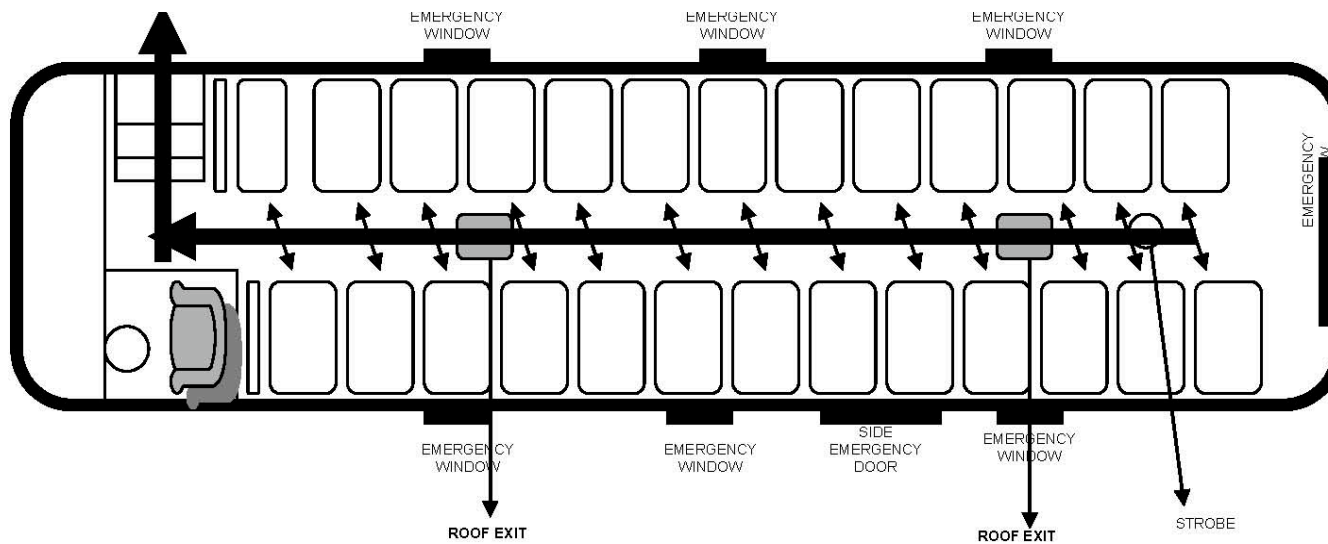
- A. Open all emergency exit doors, roof hatches and windows (caution students to use roof hatches only if the bus is on its side or submerged in water).
- B. Set the parking brake.
- C. Turn off the ignition switch.
- D. Use of two-way radio system.
- E. Kick out windows as additional emergency exits.
- F. Help small students off the bus.
- G. Account for all students.
- H. Place flags and reflectors at proper distances.

- I. Summon help when and where needed.
- J. Perform other assignments.

65 Passenger Bus



84/78 Passenger Bus



**RECOMMENDED PROCEDURE FOR CONDUCTING SCHOOL BUS EVACUATION
DRILLS
FOR SPECIAL NEEDS STUDENTS**

Step 1

The principal (or designee) and school bus driver should discuss school bus evacuation with all students.

- A. Emphasize the fact that such drills are to acquaint students with bus evacuation procedures and that drills are to be conducted in a safe and orderly manner.
- B. School bus evacuation drills are held periodically during each school year.
- C. Drills will be supervised by school personnel.
- D. Times and dates of such drills will be coordinated between Transportation Services and school principals.
- E. Evacuation drills will be held on school grounds in the morning when buses arrive at school to unload. This is the safest area for a drill evacuation.

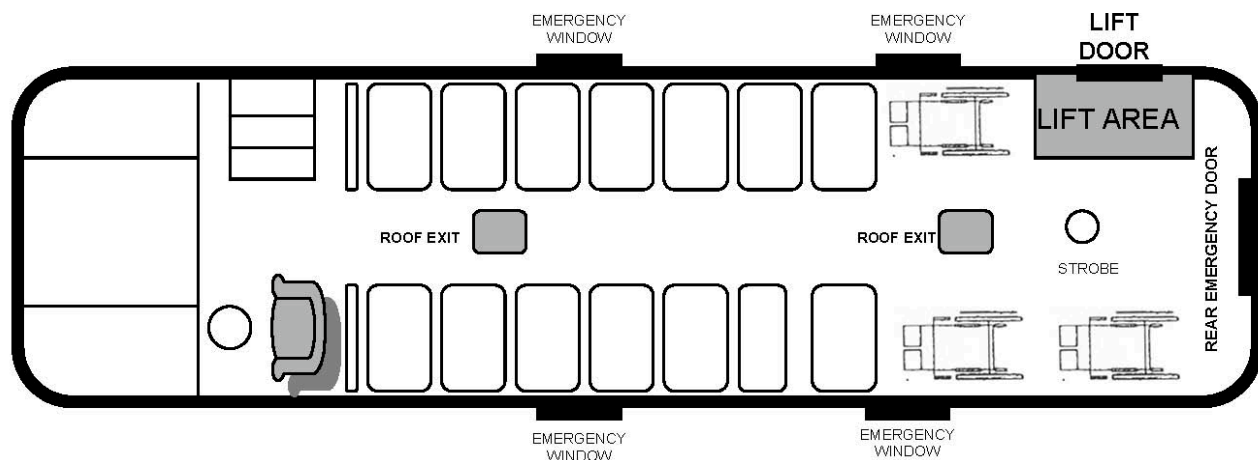
Step 2

Upon arrival at the school, the bus driver should proceed to the designated evacuation area and remain in the bus.

- A. Stop bus, turn off the ignition switch, set the parking brake, remove bus key, and inform the riders an evacuation drill will be held. **This is a timed event which is two to five minutes or less. However, the safety of our children is what counts. Since this is a DRILL, you must evacuate using the same loading/unloading procedures as you normally would.**
- B. During the exercise, the bus driver will declare an emergency. Students riding the bus will immediately cease all talking so that the instructions of the bus driver can be heard.
- C. The bus driver and bus attendant will work together to evacuate the bus in order to direct and maintain an orderly evacuation.
- D. The bus attendant will take students to a position approximately 100 feet away from the vehicle and well into what would normally be the right side of the road and away from all traffic as they leave the bus.
- E. The bus attendant will assist the bus driver to evacuate the bus as normal, using the front door and the lift. Remember, **DO NOT remove students from their wheelchair, this is only a drill. Do not cut the securement straps, release as normal.**
- F. Time stops when all students, bus attendants and bus drivers have safely evacuated the bus.

The bus driver is responsible for the safety of the students; however, in an emergency, the bus driver might be incapacitated and not be able to direct students to evacuate. The bus attendant should be instructed how to:

- A. Open all emergency exit doors, roof hatches and windows (caution students to use roof hatches only if the bus is on its side or submerged in water).
- B. Set the parking brake.
- C. Turn off the ignition switch.
- D. Use of two-way radio system.
- E. Kick out windows as additional emergency exits.
- F. Account for all students.
- G. Place flags and reflectors at proper distances.
- H. Summon help when and where needed.
- I. Perform other assignments.



65-PASSENGER BUS, SIDE-LIFT

EMERGENCY EVACUATION FOR REGULAR ED AND SPECIAL NEEDS STUDENTS

Every bus driver and/or bus attendant should be able to successfully conduct emergency evacuation plans upon request within two to five minutes. Because bus drivers are charged with the responsibility of the bus and its passengers at all times, it is essential they become completely trained in every aspect of safe riding practices.

School Bus Driver/Bus Attendant Pre-emergency Plan

It cannot be stressed enough that emergency training of school bus drivers, bus attendants and pupils is paramount if we are to be successful. The drills must be conducted at least twice a year, within six (6) weeks of the start of each semester during the school year so everyone will know exactly what to do in the event of a real emergency. Bus evacuation completion dates will be posted at the compounds.

- Bus Route – knowledge of the route, even for a substitute bus driver, is of utmost importance.
- Emergency Facilities – know the location of fire stations, police stations and hospitals in the area.
- Bus Cards (Form TRA0009 A, B, C) – the information contained on this card is very important during an emergency situation.

Assessing the Need to Evacuate

Recognizing the type of hazard will determine your need to evacuate. Keeping students on the bus during an emergency and/or impending crisis situation is the best way to maintain student safety and control. A decision to evacuate must be a timely one, remembering that wheelchair students require extra time and handling. When making the decision to evacuate, would you be exposing the students to any of the following?

- Speeding traffic?
- Severe weather?
- Downed Power Lines -- No one should ever exit the bus if the bus has been involved in an accident with downed power lines. The rubber wheels act as a ground. You should never attempt to exit the bus. If you do, your body will act as a conductor and there is a high probability of electrocution.
- Injuries -- Would moving students complicate injuries such as neck, back or other fractures?
- Hazardous Materials -- Would evacuating the bus mean contact with hazardous spills?

When to Evacuate the Bus

- Fire
- Smell of raw or leaking fuel
- Unsafe area – could be hit by other vehicles
- Direct path of sighted tornado
- Stalled on railroad tracks

Once the decision has been made to evacuate, the bus driver will follow the emergency guidelines listed below to the best of his/her ability. Passengers on the bus, both students and adults, will act under the driver's instructions.

1. Remain calm.
2. Reassure students.
3. Bring the bus to a stop in a safe location.
 - a) Set parking brake.
 - b) Turn off ignition.
 - c) Remove key and secure.
 - d) Activate hazard lights.
4. Call the Communications Center for assistance via two-way radio.
 - a) State type of emergency.
 - b) Give location.
 - c) Survey the scene.
5. Decide to evacuate bus.
 - a) Ask the bus attendant (if assigned) for assistance.
 - b) Determine which emergency exits will be used.
 - c) Give explicit instructions.
 - d) Make sure you are understood.
6. Before evacuating the bus and moving to a safe place:
 - a) Have seating chart (seat students together by knowing which one can help the other in case of an emergency).
 - b) Individual student abilities:
 - Runners
 - Helpers
 - c) **Possible student actions/reactions:**
 - Those who will panic.
 - Those who will act out or run.
 - Those with communication ability.
 - Those with mobility.

NOTE: In case of fire on a school bus, remember that normally, fire goes up and out. If smoke, heat or flames are present, direct your students to crawl on the floor as low as possible. There may be a maximum of two minutes before the smoke becomes too toxic to breathe.

7. Start evacuation procedures.
 - (1) Bus driver and bus attendant (if assigned) act as a team to evacuate students.
 - (2) Use bystanders, if necessary, to assist.
 - (3) Send out mess kit and first aid kit.
 - (4) Direct/assist ambulatory students to exits.
 - (5) Strap cutters are on board – cut straps to remove students, if necessary.
 - (6) Move students to safe location.
8. As soon as 911 arrives, stand by to assist when needed.

Continue your evacuation procedures until help arrives. Remember, no one leaves the scene of a crash or an incident unless authorized from the Communications Center or area manager. The bus driver must also complete an Incident Report (TRA0034).

Once students are off the bus, they should be moved to a safe place. Take students at least 100 feet or more from the hazard and instruct them to remain there until the driver has determined that the danger has passed.

- Develop a plan to calm students down once they are outside the bus.
- Use the buddy system (seat students together by knowing which one could help the other in case of an emergency).
- Hold hands.
- Sit in a circle.
- Keep students occupied until help arrives.

NOTE: For Special Needs Students

*Evacuation procedures for special needs pupils should be rehearsed and well known. (Note: Never remove a student from their wheelchair unless it is a life-saving emergency.) **Training not Teaching** is the key word, especially if there is a particular group that will not remember.*

You may have to physically remove students from their wheelchairs, car seats and lap restraints, and carry them to the nearest exit point for evacuation. If possible, carry one student under each arm. Remember, equipment can be replaced, not children!

Exercise caution – some students have catheters, are tube fed, etc. These hoses have to be anchored somewhere, possibly on the wheelchair. If straps are severed and the pupil is pulled from their wheelchairs to evacuate them, such hook-ups could possibly be ripped from the body and cause severe internal problems.

REMEMBER -- REMAIN CALM.

- Follow directions from Transportation's dispatcher/supervisor, local authorities and/or Public Safety Organizations.
- Protect passengers from any further accidents or injuries.
- Protect the scene from traffic and people so evidence is not destroyed.
- Under normal circumstances, the vehicles involved should not be moved until law enforcement personnel advises you to do so.
- Do not discuss a crash except to give information to police, fire and rescue personnel or Transportation personnel.
- Interaction with media should be handled by school district supervisors only.
- Take your "Bus Cards" and/or Confidential ESE Student Information forms.
- Provide a list of all passengers with ages, addresses and seating assignment.
- Give clear, concise answers.
- Obtain names, addresses and license numbers of any witnesses.
- Follow any other directives issued by state or local school districts in the event of a crash.

3 FIRST AID PROCEDURES

GOOD SAMARITAN LAWS

You are not legally bound to help anyone. That becomes a personal decision based on your ethics and morals. Help can be in the form of dialing 911, or dialing 911 and talking to the patient until help arrives. Anyone can sue anyone in today's world, but you do have some protection provided by the *Good Samaritan Law*. Generally, these laws protect you from liability for acts performed in good faith, unless those acts are grossly negligent. (This means performing something you've seen on Thursday night on ER.)

TAKING CARE OF NUMBER ONE – YOU

Body substance isolation is a standard in the medical field. Assume all blood and body fluids are infectious. Precautions include hand washing, wearing gloves at all times, and using a barrier device when performing CPR. Protect yourself, then others.

REMAINING IN CONTROL DURING EMERGENCIES

Stress occurs when the outside demands are greater than the body resources. High stress situations include multiple patients, injury or death of a child or even a co-worker, amputations, violence and abuse. Your response to these situations may include weakness, nausea, vomiting or fainting. A few techniques to help deal with these reactions are as follows:

- Remind yourself that the injured person desperately needs your help. You must be in control to give your best.
- Close your eyes and take several deep breaths, concentrating on each one, then return to giving care.
- Change your thought patterns, quietly hum or mentally sing a song.

WHEN TO CALL 911

(Always contact the Communications Center for Assistance for 911)

Call for an ambulance if the victim:

- Is unconscious.
- Has trouble breathing.
- Has chest pain or pressure.
- Is bleeding severely.
- Has pressure or pain in the abdomen that does not go away.
- Is vomiting or passing blood.
- Is having seizures, has a severe headache or slurred speech.
- Appears to have been poisoned.
- Has an injury to the head, neck or back.
- Has a possible broken bone.

When 911 is called, you must pull the bus over in a safe location and remain there until released by authorized personnel.

OR, if the situation involves:

- Fire or explosion

- Downed electrical wires
 - Swiftly moving or rapidly rising water
 - Presence of poisonous gas
 - Vehicle collision
 - Victim who cannot move easily
1. Bleeding - Never use a tourniquet except as a last resort because amputation is a common result.
Medical Care for Bleeding:
 - a) Apply direct pressure over the point of bleeding with fingertips or palm of *gloved* hand.
 - b) Elevate the injury above the heart, if possible. Do not elevate if bleeding is coming from a broken arm or leg.
 - c) If the wound bleeds through, don't remove the dressing, add a new one on top of the old.
 - d) If bleeding persists, use pressure points or pressure wraps. Apply direct pressure on pressure point at the inside of upper arm or in the groin area (inside of upper thigh).
 - e) Call the Communications Center for 911.
 2. Nosebleeds - Nosebleeds are a common source of bleeding, generally they are more annoying than serious.
Medical Care for Nosebleeds:
 - a) Keep the student calm and quiet.
 - b) Lean his/her head slightly forward, but not lower than the heart.
 - c) Pinch the nostrils to stop bleeding. Apply a cold pack on the nose, if available.
 - d) If bleeding is severe and cannot be stopped, call the Communications Center for 911.
 3. Impaled Objects - Impaled objects should never be removed, unless the object is blocking the airway.
Medical Care for Impaled Objects:
 - a) Manually secure object. Prevent movement which can cause more damage and bleeding
 - b) Expose wound
 - c) Control bleeding
 - d) Use bulky dressing to stabilize object
 - e) Call the Communications Center for 911
 4. Allergic Reactions -- Substances that may cause reactions enter the body through:
 - a) Injection – bites or stings
 - b) Ingestion – swallows the substance
 - c) Inhalation – breathes substance into lungs
 - d) Contact – absorbs through skin.
 5. Some substances of common reactions:
 - a) Insect bites and stings.
 - b) Foods such as milk, eggs, peanuts, seed oil, berries and pollen from plants.
 - c) Medications.
 - d) Glues.
 - e) Call the Communications Center for 911 and treat airway with care until help arrives.

National Poison Information Center – 1-800-222-1222

Kelsey Ryan Act

The 2005 Florida Legislature amended section 1002.20 Florida Statute to create the Kelsey Ryan Act, which gives students the right to carry and self-administer epinephrine on school grounds if exposed to their specific life threatening allergens.

When students with **life threatening allergies** are exposed to their specific allergens, the **immediate administration** of epinephrine through an auto injector syringe (**e.g. EpiPen**) may be lifesaving. The Kelsey Ryan Act Allows “public school students with a history of life threatening allergic reactions to carry an epinephrine auto-injector and **self-administer epinephrine** while in school, participating in school-sponsored activities or in transit to or from school or school-sponsored activities **only if the school has been provided with parental and physician authorization.**” **Students who are exposed to allergens may suffer an immediate reaction called Anaphylaxis. Anaphylaxis is a collection of symptoms affecting multiple systems in the body.** Signs and symptoms include one or more of the following:

- Hives, itching (of any body part)
- Vomiting, diarrhea, stomach cramps
- Red, watery eyes, runny nose
- Wheezing, coughing, difficulty breathing
- Shortness of breath
- Throat tightness or closing
- Difficulty swallowing, change of voice
- Flushed, pale skin, dizziness
- Swelling (of any body part)
- Fainting or loss of consciousness
- Sense of doom
- Change in mental status
- Itchy scratchy lips, tongue, mouth and/or throat

If the student is experiencing any of the above symptoms/or tells driver/attendant that he/she has used the auto injector notify the Communications Center requesting 911.

Guidelines for Bus Drivers/Bus Attendants:

- Remain calm
- Notify the Communications Center immediately, requesting 911
- Secure the vehicle
- Never leave the student alone
- Enable student **to self-administer epinephrine** (EpiPen)
- Observe student breathing for any difficulties.
- Clear the area around the student.
- Try to keep them warm and avoid exertion.
- Place something soft under the student’s head.
- Remain calm and reassuring until help arrives.
- Notify Communications Center/complete a Pupil Accident Report form (TRA0007)

Guidelines for Students with Epinephrine Auto Injector:

- Medication and supplies must be handled safely to prevent loss, damage, or accidental injection of other students.
- Carry the auto injector securely on their person at all times and notify an adult if it is missing.
- Follow the local policies and safety procedures.
- Wear a medical identification tag or jewelry while in school if provided by parent/guardian.
- Seek adult help immediately if exposure to an allergen or symptoms of an allergic reaction occurs.
- Demonstrate competence in the use of the auto-injector.
- Carry a copy of the Individualized Healthcare Plan (IHCP) to include student-specific allergen information. **(The IHCP should be kept in the case with student's Auto Injector at all times.)**
- Authorization for Self-carry/Administration of Epinephrine Auto-injector during school and school-sponsored activities completed and on file at school as well as Transportation Services.

FEDERAL HEALTH INSURANCE PORTABILITY AND ACT (HIPAA)

On April 14, 2003, HIPAA becomes law. The essence of the law is that all “individually identifiable health information,” a.k.a. Protected Health Information (PHI) must remain confidential and secure. PHI consists of health information regarding specific medical condition associated with a specific individual via name, student number, address, phone number, Medicaid number, Social Security number, or any other unique identifier attributed to a specific individual. There are two exceptions to confidential and data security:

1. The first deals with passing PHI outside the organization. The individual within the organization who will be sharing the PHI must have permission for the individual to whom the PHI applies. Additionally, the person who would be sharing the PHI must inform the client what information will be shared, who will receive the information, and for what purpose.
2. The second deals with PHI passed within the organization. If there is a legitimate need to know, professionals may share information among themselves to enhance the treatment or education of a student. This would include public safety personnel who are present to assist the student.

The second exception is far more prevalent in the SLPS work environment. Every effort must be taken at each school/work location to ensure that student/employee medical information is kept secure and confidential. There should be no lists of students/employees and their medical conditions provided general distribution among staff. Only individuals having direct contact with a student should have knowledge of that student's medical condition and only in the incidence of a need to know. Staff members must refrain from having any conversation about any student's medical condition within hearing distance of any person who has no need to know.

COMMUNICABLE DISEASES

Procedures for Preventing the Spread of Communicable Disease

The following procedures will be instituted for employees/volunteers working in the St. Lucie Public Schools Transportation Department. These guidelines are meant to provide simple and effective precautions against the spread of communicable disease. The body fluids of all persons should be considered potentially infectious. The term “body fluids” includes blood, semen, drainage from scrapes and cuts, feces, urine and vomit.

Blood, Feces, Urine and Vomit

1. Locate emergency supplies, i.e. mess kit and first aid kit, which include gloves, paper towels and a plastic bag. Review the gloving technique so that you will be prepared in the event that an emergency occurs which requires you to handle blood, feces, urine or vomit. (Note: gloves are located in the mess kit only). We advise that you always keep an extra pair in your pocket for quick access.
2. If the student is bleeding, vomiting, etc., give him/her paper towels and have the student either press it on the wound, catch the vomit, etc.
3. Collect needed supplies quickly (e.g., wastebasket, mess kit containing gloves, towels and plastic bag).
4. Quickly drape the plastic bag around the wastebasket.
5. Put on gloves to catch soiled items and give first aid to the student. Throw soiled towels, etc., in a plastic bag or lined wastebasket. If possible, move the student to clinic/office.
6. Clean up body fluid spills, soiled materials, etc., with your gloves on. Put soiled items in the large plastic bag or lined wastebasket for disposal. Clothing and other non-disposable items (e.g., towels used to wipe up accidents) that are soaked through with body fluids should be rinsed and placed in plastic bags. If pre-soaking is required to remove stains (e.g., blood, feces), use gloves to rinse or soak the item in cold water prior to bagging. Clothing should be sent home for washing with appropriate directions to parents. Contaminated disposable items (e.g., tissues, paper towels, diapers, etc.) should be put in a plastic bag or lined trash can and disposed of daily.
7. Gloves should be worn while cleaning up and then removed before the bleach solution is applied for final disinfection.
8. Remove soiled gloves in the following manner:



a) Grasp palm.



b) Pull glove off towards fingers.



c) Throw soiled glove in plastic bag.

d) To remove the remaining glove, run the ungloved first finger under the cuff pulling the glove inside out toward the fingertips. The inside is clean, so you can touch that part with the ungloved hand to finish removing it. Put the soiled glove in the plastic bag.



9. All hard surfaces and equipment coming in contact with body fluids or blood must be sprayed or cleaned with approved materials to be obtained from the Transportation Department's Parts Room.

10. Remove the plastic bag from the wastebasket by running your hand underneath the bag. Tie it at the top and dispose in the trashcan.



BREATHING DIFFICULTIES

Respiratory Emergencies

Two circumstances can cause respiratory distress. Either air cannot easily pass into the lungs or air cannot pass easily out of them. Signs and symptoms include:

- Inability to finish sentence without gasping for air.
- Noisy breathing.
- Use of neck muscles, muscles between ribs, and abdominal muscles.
- Altered mental status.
- Skin color (pale, flush, and bluish).

CALL THE COMMUNICATIONS CENTER FOR 911 ASSISTANCE – DO NOT WAIT!!!

When 911 is called, you must pull the bus over in a safe location and remain there until released by authorized personnel.

1. Place the child in a comfortable position. This is normally sitting.
2. This condition is terrifying. Comfort and reassure the child. They may become agitated, angry or even combative.
3. If the child becomes unconscious and has a pulse, rescue breathe. If the child does not have a pulse, perform CPR (only if trained). The rate for a child is one breath every three seconds, adult rate is one breath every five seconds.

Rescue Breathing

Mouth-to-Mouth

1. Open airway by using either the head-tilt or chin-lift. This is in a neutral or “sniffing” position for children. DO NOT tilt the head too far. This may close the airway on children. If neck injury is suspected, use the jaw-thrust.
2. Pinch patient’s nose with the palm of your hand on their forehead.
3. Take a deep breath and form a tight seal around patient’s mouth with yours. Blow gently until chest rises, then remove your mouth to allow air to escape. Listen for the air to come out. The breath should be one to one and a half seconds for infants or children and one to two seconds for an adult. *This will help avoid vomiting.*
4. Breathe for the patient until help arrives or the patient starts to breathe on his or her own.

Common Problems with Mouth-to-Mouth:

- Failure to have a tight seal, often from pushing too hard
- Failure to pinch the nose completely
- Failure to keep airway open because of the head position
- Failure to keep the patient’s mouth open wide enough for air movement
- Airway obstruction.

Mouth-to-Nose - Use Mouth to Nose when:

- Patient’s mouth won’t open
- Severe damage to mouth.
- If a tight mouth to mouth seal cannot be achieved.

1. Use jaw thrust, head tilt or chin lift with one hand on the forehead. Using the other hand, lift the lower jaw forward to seal lips.
2. Take a deep breath and form a tight seal over the patient’s nose with your mouth. Blow gently until chest rises, then remove your mouth to allow air to escape. Listen for the air to come out. If air does not escape from the nose easily, open mouth for air to leave.

3. If using jaw thrust, maintain jaw position and seal patient's mouth with your cheek.
4. Breathe for the patient until help arrives or the patient starts to breathe on his or her own.

NOTE: When you are transporting a child who is oxygen dependent, you must understand how to operate all equipment before transporting.

4 OPERATION OF SCHOOL BUS

Headlights, clearance lights, two-way radio and strobe lights must be on at all times while the bus is in operation, with or without students.

Speed of the Bus

Buses shall always be driven at a safe speed and never in excess of the legally posted speed limit, in business or residential districts. The maximum allowable speed for a school bus in the State of Florida is **65** miles per hour.

NOTE: Student loading zones are **5** miles per hour. Buses are not to exceed **10** miles per hour while on school board property.

Steering

Hold the steering wheel firmly with both hands. Your hands should be on opposite sides of the wheel. If you hit a curb or a pothole (chuckhole), the wheel could pull away from your hands unless you have a firm hold.

Use of Safety Belts

The bus is not to be operated unless the bus driver's seat belt is **properly fastened and adjusted correctly**, as prescribed by the manufacturer.

Emergency Equipment

The fire extinguisher, first aid kit, mess kit and three emergency triangles must be on the bus at all times. All buses require strap cutters to be secured within arm's reach of the driver.

Backing the Bus

The **school bus should not be backed** except in an emergency. If it must be backed, it must be done with the aid of an observer at the rear of the bus. Also, if you must back the bus while on a route, do so with extreme caution by activating 4-way flashers and sounding horn before proceeding.

Signaling for a Turn

When signaling your intention to make a turn, or merging or leaving an expressway, move the turn signal up or down into "full turn" position, which is past the point of resistance. The switch will cancel automatically if the steering wheel is turned enough degrees; however, a manual cancel will be required in most merging and exiting expressway situations.

Changing Lanes

On those turn signal switches equipped with a "lane change" feature, when signaling your intention to change lanes, **MOVE THE TURN SIGNAL LEVER TO THE POINT WHERE RESISTANCE TO MOVEMENT IS FELT. The turn signal lever will not operate consistently in the lane change mode unless the lever is moved to a position where resistance to movement is felt.** Unless this is done, the rear signal lamps may not flash even though the dash indicator lamp is flashing. An optional method is to move the turn signal lever to the "full turn" position and manually cancel after moving to the desired lane.

CAUTION

When performing any of the above driving maneuvers, **always** make sure the way is clear.

FIELD OF VISION

Mirror Adjustments

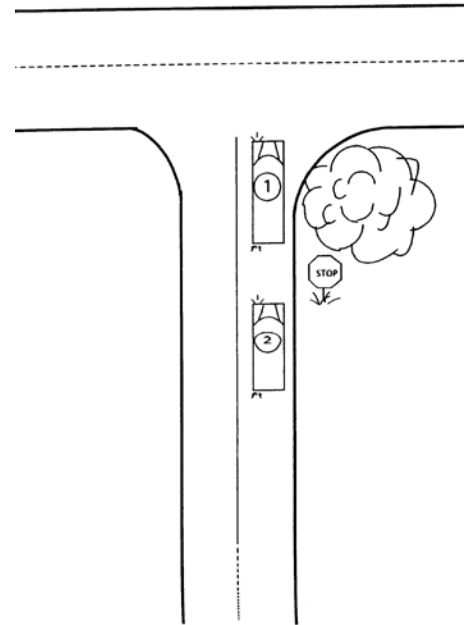
1. Each time a bus leaves the compound; the driver should check his mirrors to make sure that they are adjusted properly.
2. To adjust the mirrors, pull into the mirror adjustment grid area so that the front bumper comes to rest just touching the first row of yellow spots with the bus centered between the outer lines of the grid. (You should have someone assist you at this point, to adjust your mirrors, if necessary.)
3. Checking the student crossover mirrors you should be able to see:
 - a) First row of yellow.
 - b) First row of red.
 - c) Second row of yellow.
 - d) Second row of red.
 - e) Third row of yellow.
4. The side mirrors (west-coast type mirrors) are called the rearview system. The driver should be able to see the following:
 - a) Top Mirror
 - Two (2) red spots, just in front of the rear tires on both sides
 - At least 200 feet behind the bus
 - b) Bottom Mirror
 - Two (2) yellow spots, just in front of the rear axle on both sides
 - Two (2) blue spots, located at the rear axle on both sides
5. It is important that drivers are shown how to use the mirrors properly. They need to be able to recognize objects, obstacles and people when they appear in the mirrors. There will still be blind spots (areas around the bus that are not visible in the mirrors) that drivers need to learn to check and recheck.

THE MOST IMPORTANT ACTIONS ARE CAUTION AND GOOD JUDGEMENT.

PROPER PLACE TO STOP WHEN AN OBJECT RESTRICTS YOUR VISION AT AN INTERSECTION

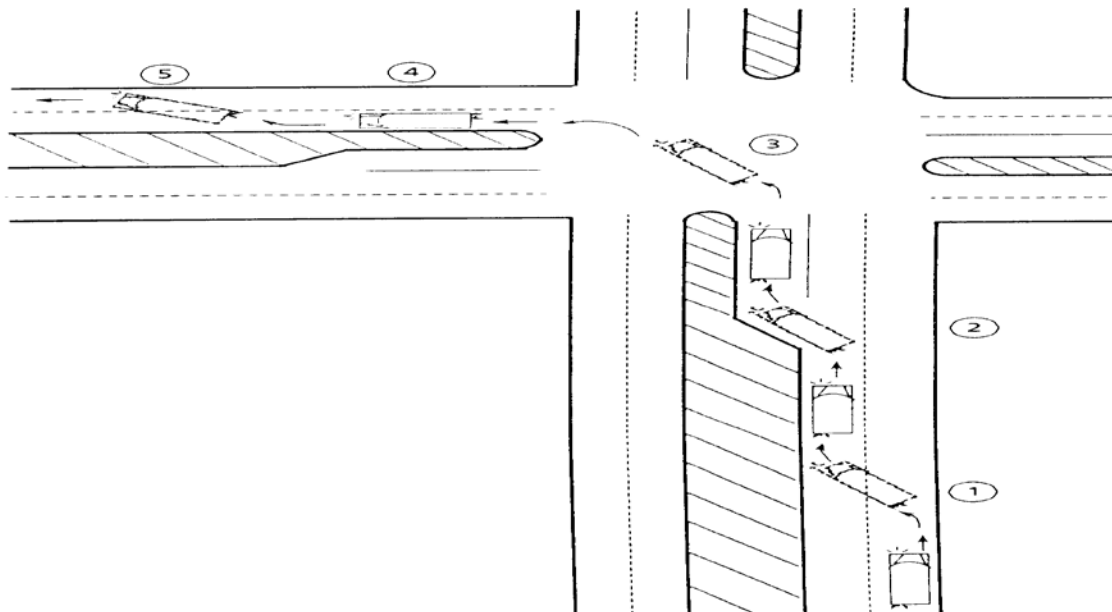
Florida Motor Vehicle Law (see below) requires only one stop. However, safety and conditions may require two or more stops before entering a stop or yield intersection when an object restricts your vision.

In this diagram, you should stop in the position identified by the number „2“, and then move to position number „1“, where there is a clear view of traffic.



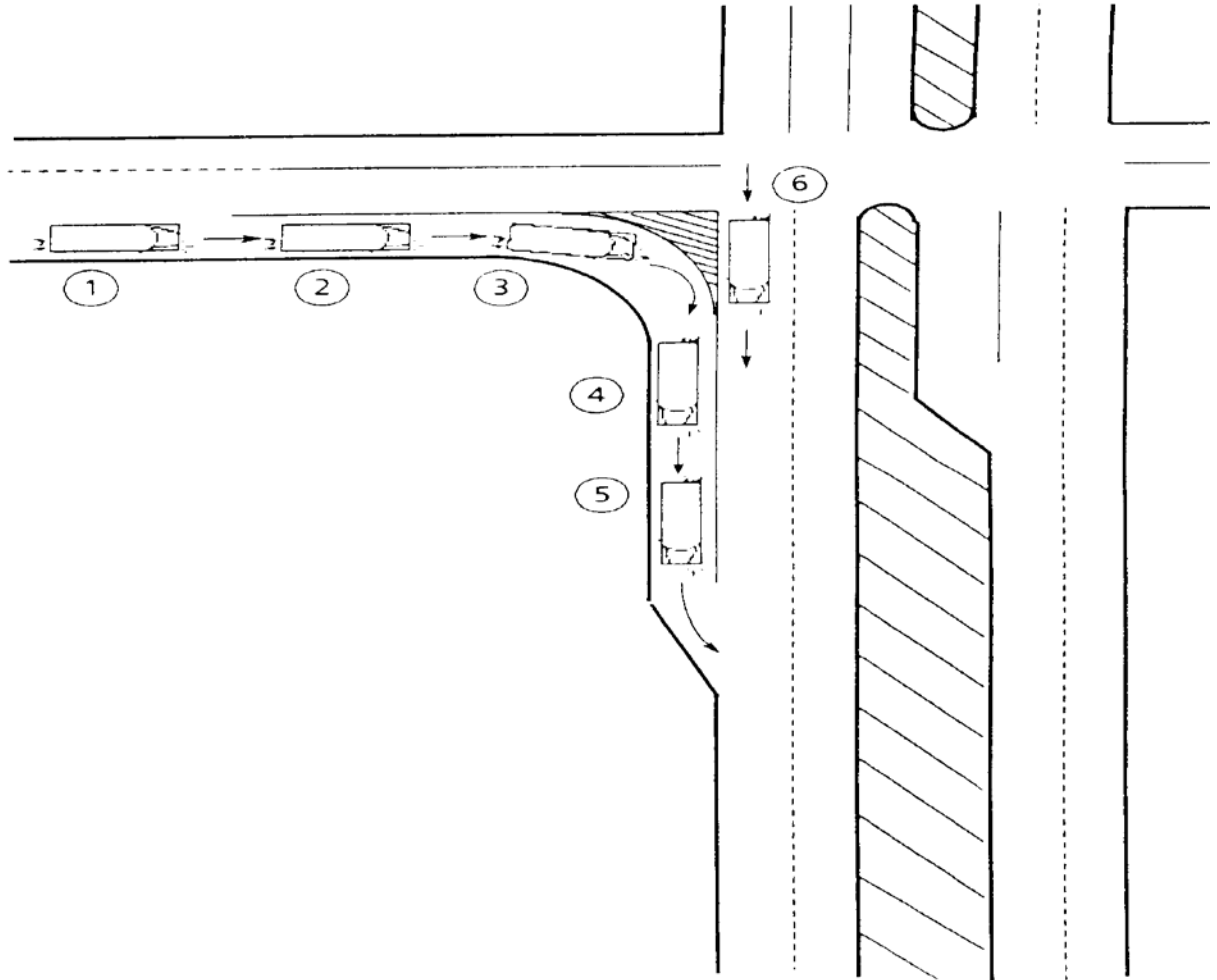
FLORIDA MOTOR VEHICLE LAW: §316.123 Vehicle entering stop or yield intersection. Except when directed to proceed by a police officer or traffic control signal, every driver of a vehicle approaching a stop intersection indicated by a stop sign shall stop at a clearly marked stop line, but if none, before entering the crosswalk on the near side of the intersection or, if none, then at the point nearest the intersecting roadway where the driver has a view of approaching traffic on the intersecting roadway before entering the intersection. After having stopped, the driver shall yield the right-of-way to any vehicle which has entered the intersection from another highway or which is approaching so closely on said highway as to constitute an immediate hazard during the time when the driver is moving across or within the intersection.

LEFT TURN FROM AND INTO MULTI-LANE HIGHWAYS



1. Move from right lane to left lane approximately 200 feet before reaching left-turn lane.
2. Get into left-turn lane as soon as possible, using left-turn signals approximately 100 feet before changing lanes.
3. Make turn as soon as you can enter left lane safely.
4. Observe traffic behind you, and using right-turn signals, get ready to get into right lane.
5. Get into right lane as soon as possible making sure right-turn signals have been shut off.

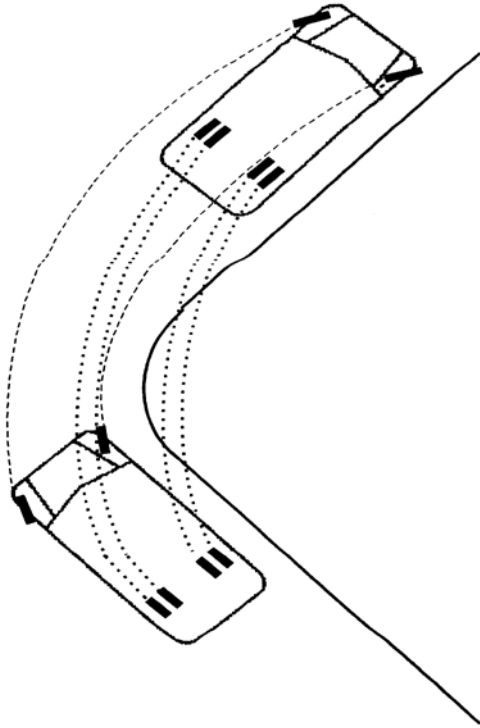
PROPER USE OF ACCELERATION LANE



1. Slow down as you approach the turn, use right-hand turn signals.
2. As you near the turn-off, slow down to approximately 5 mph.
3. Enter the turn-off lane slowly.
4. Do not stop at this point and wait for traffic to clear so that you can pull out into the main road.
5. Observe traffic in both the left side mirror and the overhead mirror and slowly accelerate so you can pull out into the main road at near the speed of the traffic.
6. If you are approaching a vehicle in an acceleration lane, be prepared to stop because the vehicle may pull out in front of you.

**BE SURE TO USE LEFT-HAND TURN SIGNALS WHILE YOU ARE IN THE
ACCELERATION LANE GETTING READY TO PULL OUT!**

FRONT AND REAR WHEEL TRACKS ON SHARP TURNS



Note how the path of the rear wheels cuts inside the path of the front wheels. In the diagram, the rear wheels have run over a curb. The bus could have hit a sign, car, post, etc., that the front of the bus passed safely.

STEERING TO GET OUT OF A SKID (Read from Bottom to Top)

Pre 1999 Buses

7. Steering control is re-established.
6. To control fishtailing in the opposite direction, you'd counter steer right to help you get back on course.
5. The back end fishtails to the right.
4. The bus is back on course.
3. You would steer left; in the direction you want the bus to go relative to the way it is facing.
2. The back end of the bus skids around to the left (the bus is still moving forward on an angle).
1. The bus is going straight.

1999 Buses and Newer

HOW TO BRAKE WITH ABS

“When used properly, an anti-lock brake system (ABS) is a safe and effective braking system. ABS allows the driver to maintain directional stability, control over steering, and in some situations, to reduce stopping distances during emergency braking situations, particularly on wet and slippery road surfaces. To gain this safety advantage, drivers must learn how to use their ABS correctly.”

STOMP – Firmly depress the brake pedal.

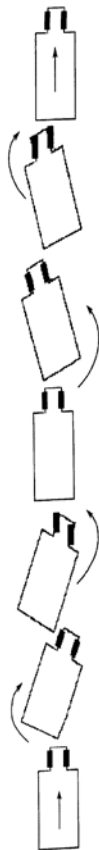
When faced with an emergency situation, depress the brake pedal firmly to activate the anti-lock brakes. They will automatically begin “pumping” the brakes much faster and more accurately than any human can. Expect noise and vibrations in your brake pedal when the ABS is activated.

STAY – Stay on the brakes. Don’t pump the brakes!

Keep your foot firmly on the brake pedal. DO NOT attempt to manually pump the brakes. Manually pumping the brakes results in longer stopping distances. By keeping your foot firmly on the pedal, your stopping distance will be minimized and your chances of avoiding a crash are maximized.

STEER – Steer where you want to go.

With 4-wheel ABS, steer where you want to go while keeping your foot firmly on the brake pedal. Since ABS keeps the wheels from locking, you will still have the ability to steer the vehicle. Be aware that your vehicle will not turn as quickly on slippery or wet surfaces as it would on dry pavement. Once you’ve cleared the hazard, you may continue to drive normally. You don’t have to do anything special to “reset” ABS after an emergency stop.



BREAKDOWN OF SCHOOL BUS

If the bus should break down on the road, there are several procedures to follow:

1. Pull completely off the road, if possible. Activate 4-way flashers.
2. Be sure ignition switch is off and emergency brake is set.
3. Notify garage personnel on the garage channel, calling for the location nearest to where you are located, not necessarily the compound you park at.

After-hours contacts:

- | | |
|-------------------|--------------|
| 1) Fleet Manager | 772-216-0126 |
| 2) Garage Foreman | 772-216-0374 |
| 3) Garage Foreman | 772-216-6422 |
| 4) Director | 772-519-0837 |

4. Display emergency triangles properly:
 - a) Divided 4-lane highways –
 - i) Triangle approximately 200 feet to rear in center of lane occupied by stopped bus.
 - ii) Triangle in center of lane 100 feet to rear.
 - iii) Triangle to rear at traffic side 10 feet from rear of bus.
 - b) Undivided 2-lane highways -
 - i) Triangle 100 feet in front of bus.
 - ii) Triangle 100 feet in rear of bus.
 - iii) Triangle at traffic side 10 feet from rear of bus.
5. Notify the Communications Center by 2-way radio after you have notified garage personnel if a break down will cause any delay in meeting the posted schedule during normal working hours.
6. Never let students or other vehicles push the bus under any circumstances.
7. If there is danger of fire or of the bus being struck by another vehicle, evacuate the bus and have students stand at the side of the road as far away from danger as possible.
8. Do not permit unauthorized persons to board the bus under any circumstances. Should anyone, other than students, stop or, in any manner, attempt to board the bus, keep the door closed. Other than students, authorized personnel include school administrators, Transportation officials, law enforcement officers or medical personnel.
9. Only those mechanics employed by the Transportation Department are authorized to service a school bus.

DRIVING EMERGENCIES

Adhere to these guidelines should the following occur:

Running Off Pavement

1. Take foot off gas pedal.
2. Grip steering wheel with both hands.
3. Resist urge to return to road immediately.
4. Straddle pavement edge until vehicle is moving slowly.
5. Turn onto pavement where pavement is nearly level with shoulder or continue slowing down until stopped.

Tire Blow Out

1. Keep firm grip on steering wheel.
2. Keep wheels as straight as possible.
3. Gradually release accelerator pedal.
4. Pump brakes lightly.
5. Reduce speed to 15 mph or less before pulling off onto shoulder.
6. Drive vehicle completely off the road.

Accelerator Sticks

1. Shift to neutral.
2. Pump accelerator pedal with several sharp jabs to release.
3. Pull off highway.
4. Turn off ignition.

Recovering from a Skid

1. Avoid braking unless absolutely necessary.
2. Steer in the direction in which the rear end of the vehicle is skidding.

Blinding Lights

1. Dim lights, even if other driver does not dim his lights.
2. Look at right edge of road.
3. Slow down.
4. Pull to the right in order to give other driver room.

Lights Fail

1. Slow down.
2. Try other lights, high or low beam, turn signals, parking lights, fog lights and brake lights.
3. Look for something to orient you.
4. Pull off road and stop.

Stalling on Railroad Tracks

1. Direct students to evacuate vehicle immediately.
2. Walk away from bus at a 90-degree angle to the track.
3. Place in neutral and attempt to have bus roll off tracks.

Animal on Road

Avoid hitting an animal only if you can safely do so by braking and steering, but do not swerve so drastically as to lose control.

Submerged Vehicle

1. Most vehicles will float for several minutes.
2. Escape through open window, before water reaches window level, if possible.
3. If vehicle sinks rapidly, move to rear of passenger compartment to breathe trapped air while planning escape.
4. Open side window or knock out back window or exit through emergency hatches.
5. Open door when water pressure is equalized.

Deep Ruts and/or Holes in Road

1. Reduce speed
2. Try to avoid.
3. Maintain firm grip on steering wheel.

Steering Failure

1. Hard steering -- pull off road and check for flat or low tire or broken power steering belt.
2. Complete failure -- apply brakes moderately to prevent skidding.

Vehicle Catches on Fire

1. Stop bus and evacuate students.
2. Utilize fire extinguisher (aim extinguisher, spray at base of fire).
3. Throw mud, dirt or sand on blaze.
4. Do not open hood of vehicle, oxygen will accelerate fire.

When a Crash is Imminent

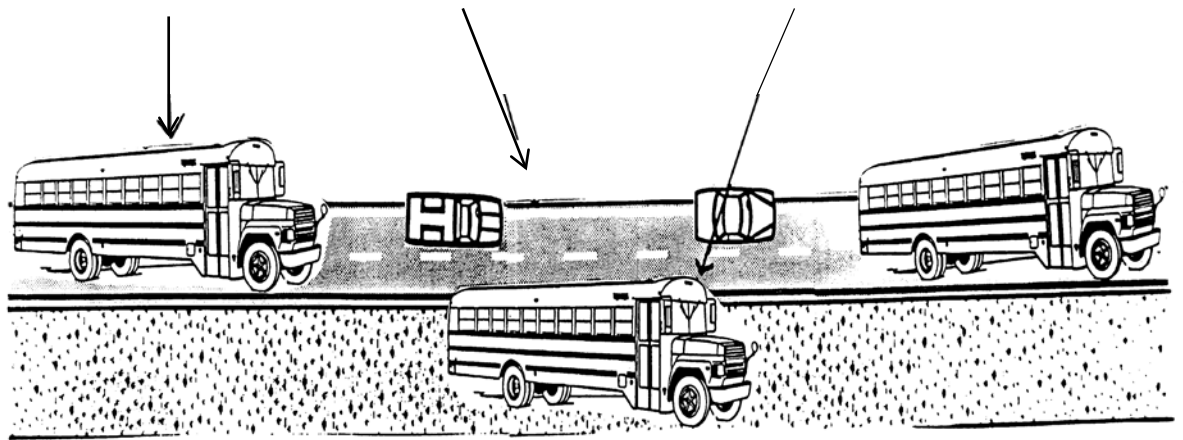
1. Steer until a crash is unavoidable.
2. Stay in vehicle.
3. Cross arms over face and press head and arms against steering wheel.
4. Passengers cross arms over face and press head and arms forward against seat back or barrier.

Physical Emergencies Affecting the School Bus Driver

1. Dirt in eye, violent coughing or sneezing attack -- signal, slow down and stop until condition is corrected.
2. Dropped articles -- do not try to retrieve anything from floor of bus while moving.

EMERGENCY PULL-OVER PROCEDURES

1. Activate turn signal.
2. Check mirrors for traffic control.
3. Park in a safe location.
4. Check mirrors, again, to ensure you are completely off the roadway.
5. Activate 4-way flashers.
6. Set parking brake and shift to neutral.
7. If necessary, turn vehicle engine off and remove key.
8. Emergency pullovers require reflective triangles to be set.
9. Turn 4-way flashers off.
10. Activate turn signal.
11. Shift to drive and release brake.
12. Check mirrors before proceeding back on the roadway.



STUDENT LOADING AND UNLOADING PROCEDURES

Loading:

1. Be sure the master switch is on.
2. Approximately 200 feet before the student stop, activate AMBER STUDENT LIGHTS.
3. Check all mirrors to ensure traffic responding appropriately.
4. 15 feet from the nearest student, stop vehicle and activate RED STUDENT LIGHTS.
5. Apply parking brake and put gearshift into neutral.
6. Check all mirrors, again, to ensure traffic is responding appropriately.
7. When safe, open passenger door to allow students to approach and load. Instruct students to walk in front of the bus.
8. Close door.
9. Check all mirrors again to ensure all areas around the vehicle are clear.
10. After students are seated and secured, put bus in gear and release brake.
11. Deactivate RED STUDENT LIGHTS and proceed when safe to do so.

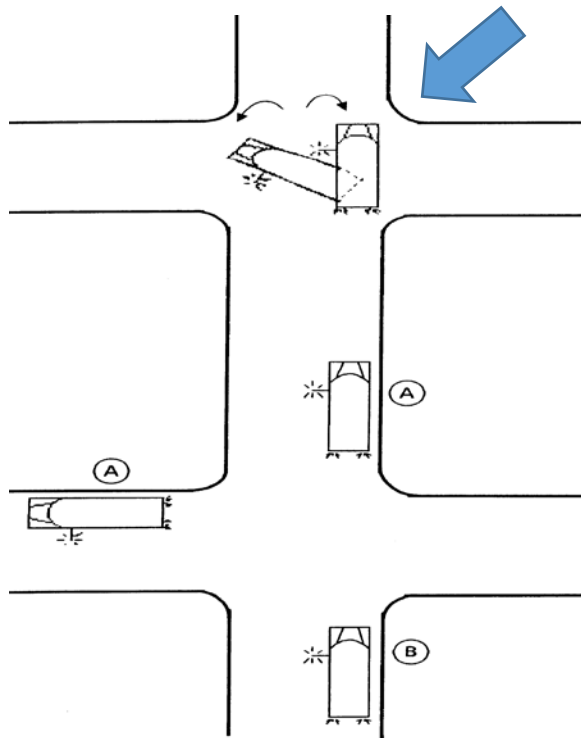
Unloading:

1. Be sure the master switch is on.
2. Approximately 200 feet before the student stop, activate AMBER STUDENT LIGHTS.
3. Check all mirrors to ensure traffic is responding appropriately.
4. Stop at the student stop or 15 feet away, if family and/or friends are present.
5. Activate RED STUDENT LIGHTS.
6. Apply parking brake and put gearshift into neutral.
7. Check all mirrors, again, to ensure traffic is responding appropriately.
8. When safe, open passenger door to allow students to unload. Instruct students to walk in front of the bus.
9. Close door.
10. Check all mirrors again to ensure all areas around the vehicle are clear, put bus in gear and release brake.
11. Deactivate RED STUDENT LIGHTS.
12. Proceed to the next stop when safe to do so.

NOTE: Always operate the eight-light system when stopping to load or unload passengers, as required by law.

STUDENT STOP AT A 4-WAY INTERSECTION

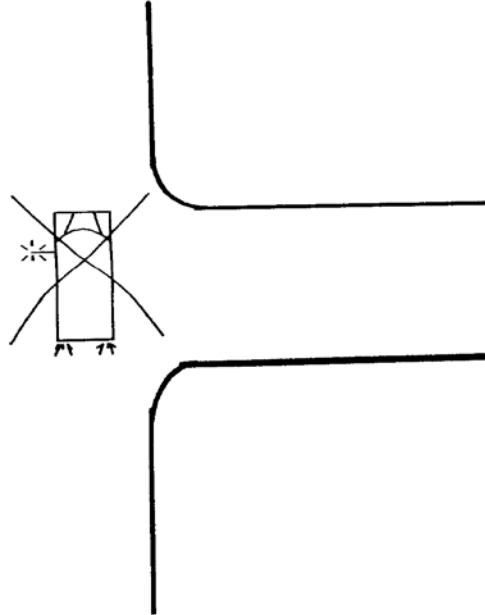
NO, NO, NO! NEVER stop in the middle of an intersection blocking traffic in all four directions...



Stop at either position “A” or “B” below so that traffic is not blocked on more than one street. . .
50’ before or 200’ after the intersection

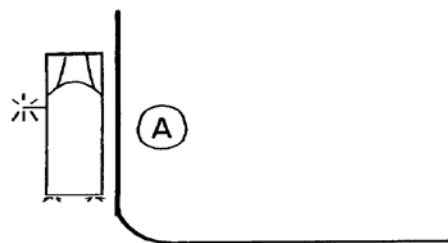
STUDENT STOP AT A 3-WAY INTERSECTION

NEVER stop in such a position that you block a side road as shown in the diagram to the right.

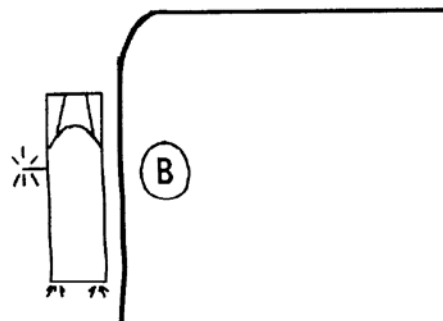


Always stop so that the back of the bus is clear of the side road OR the front of the bus is at, or not quite at the corner as shown in position "A" or "B" to the right.

200' After



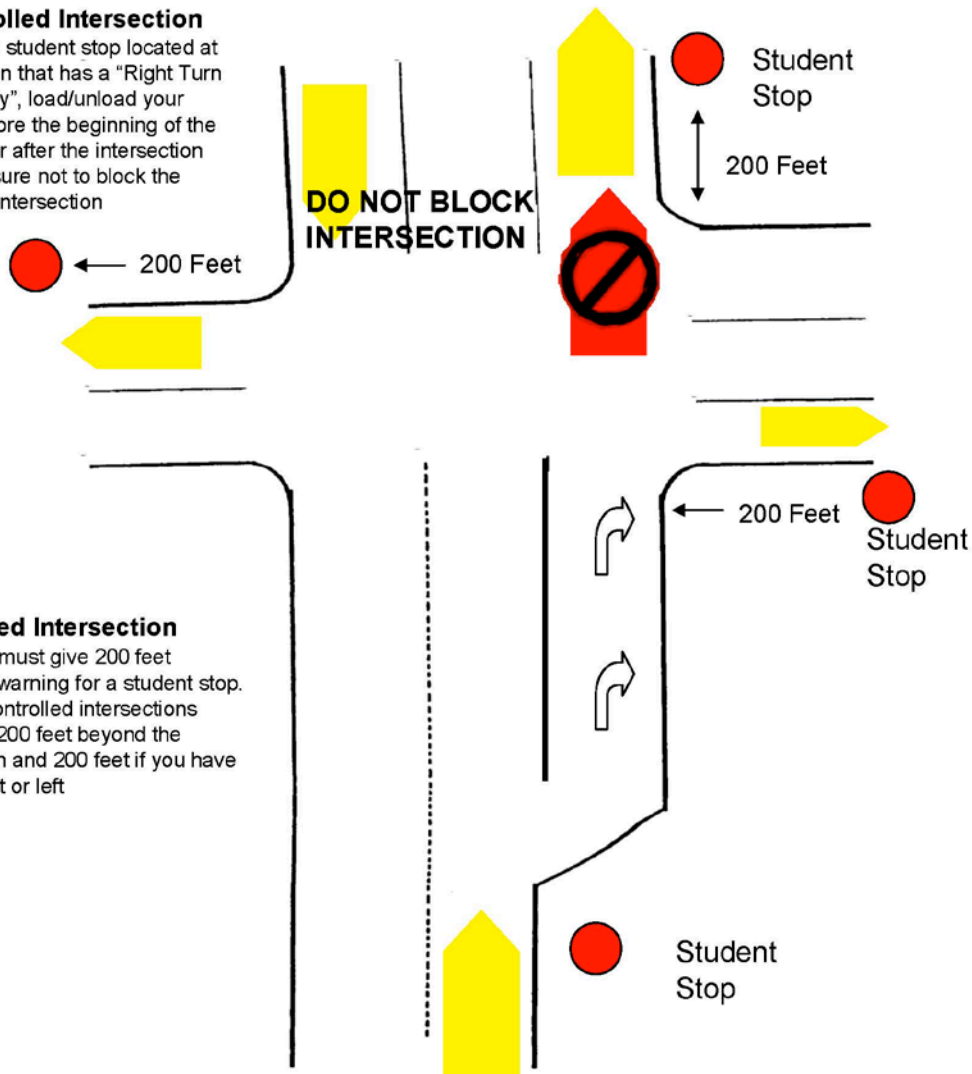
50' Before



STUDENT STOP AT A CONTROLLED OR UNCONTROLLED INTERSECTION WITH A RIGHT TURN LANE

Uncontrolled Intersection

If you have a student stop located at an intersection that has a "Right Turn Lane Only", load/unload your students before the beginning of the turn lane, or after the intersection making sure not to block the intersection



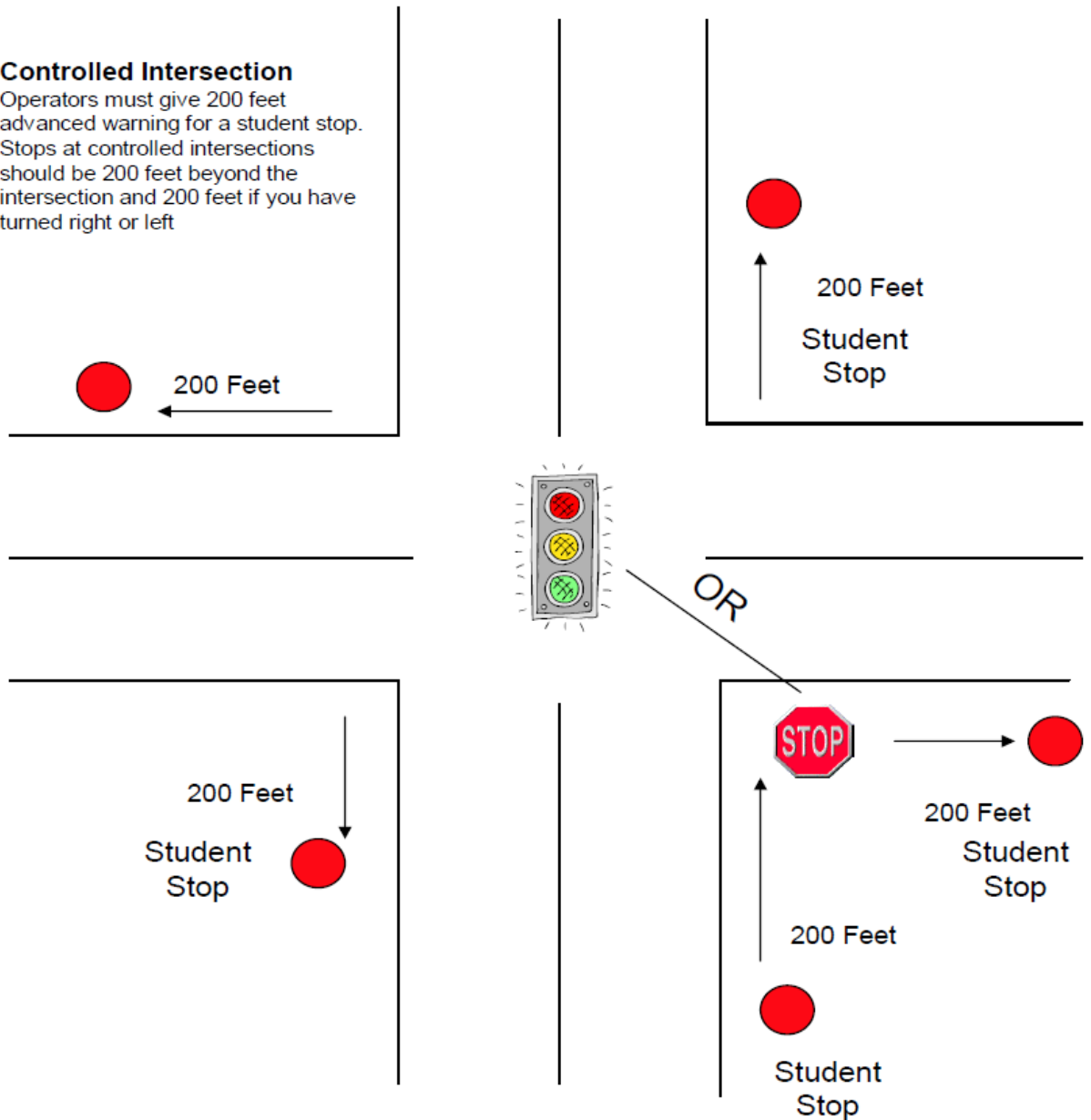
Controlled Intersection

Operators must give 200 feet advanced warning for a student stop. Stops at controlled intersections should be 200 feet beyond the intersection and 200 feet if you have turned right or left

STUDENT STOP AT CONTROLLED INTERSECTIONS

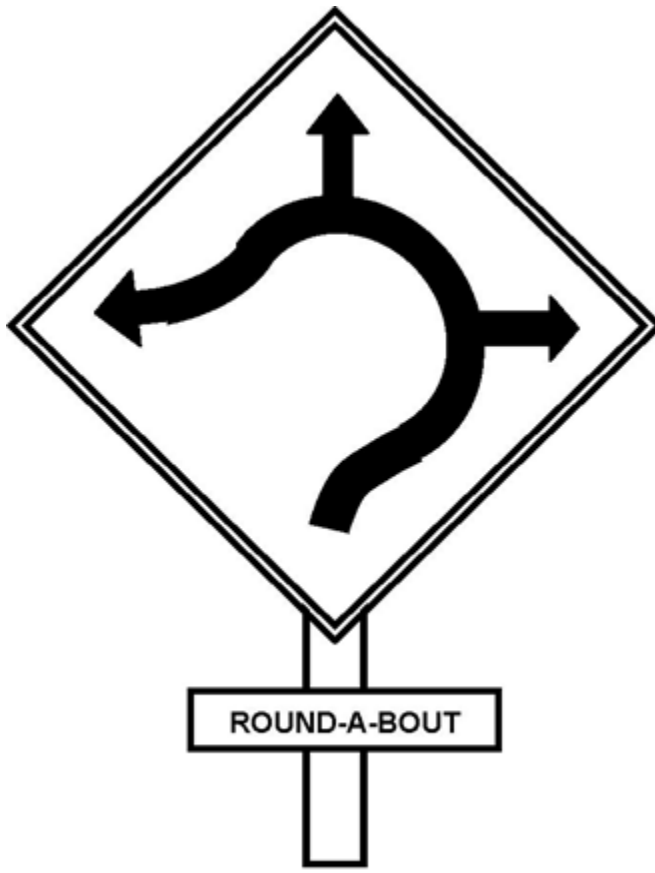
Controlled Intersection

Operators must give 200 feet advanced warning for a student stop. Stops at controlled intersections should be 200 feet beyond the intersection and 200 feet if you have turned right or left



ROUND-A-BOUT

A Round-A-Bout is a concrete circle in an intersection. Due to the inability to safely make a left-hand turn, you can only go straight or make a right-hand turn.



5 VEHICLE INSPECTION

The school bus driver plays an important role in the preventive maintenance program. Every time the bus is put into service, vehicle inspections should be performed. This consists of Pre-Trip, On-the-Road and Post-Trip inspections. The bus driver should be alert for evidence of conditions that may require attention. The bus driver does not need to be an expert mechanic to observe and report problems such as the following:

- Air brakes leaking.
- Engine not idling properly.
- Engine over-heating.
- Unusual noise under hood of the bus.

Pre-Trip Inspection A thorough pre-trip inspection consists of the following:

- Air brake leak test.
- Walk-around check.
- Inside safety check.
- Communications and Video Surveillance Check
- Parking brake test.
- Bus cleanliness.

1. **AIR BRAKE LEAK TEST** -- The air brake leak test is a safety test to ensure that the air brake system is not leaking and the pressure is steady.

a) Vacuum or Pressure Gauge - NOTE: If bus loses a large amount of air pressure while sitting overnight, rebuild the pressure prior to performing the air brake leak test. Be sure the vehicle is turned off before performing air brake leak test.

The vacuum or air pressure gauge should indicate adequate capacity to operate the brakes. Do not operate the bus until the reserve vacuum or air reaches the minimum recommendations. Excessive loss of pressure overnight can indicate a leak in the air system. Firmly press the brake pedal and release the parking brake knob. Listen for leaks and observe the air brake gauges. There should not be more than three pounds per square inch of pressure (PSI) lost in one minute.

b) Service Brake Warning Light - With air brakes, the red light and buzzer should come on when the air pressure reading is below 60 PSI. In buses with hydraulic brake systems, this light should come on during a hard brake application if one or both of the brake systems is not operating properly.

Start the engine and allow the bus to warm up for approximately five minutes.

2. **WALK-AROUND CHECK** -- With engine running, turn on all lights so that operation can be observed while walking the exterior of the vehicle.

a) Fluid Leaks -- Look carefully at all the areas under the bus and on the inner wheels and tires for wetness. Any excessive fluid leak can be a potential problem. Leaks can be engine oil, water or coolant, fuel, brake fluid, transmission fluid, rear axle fluid or grease.

b) Lights and Warning Systems -- These include: pupil warning lights, clearance and ID lights, back-up lights, stop signal(s) and lights, reflectors, turn signals, brake lights and 4-way flashers. All must be clean and working properly and without damage to the lenses.

c) Windshield and Windows -- All school bus windows should be clean. Be sure all film, dew or frost is removed. Please note that nothing is to be affixed to the front windshield.

d) Mirrors -- Must be clean and properly adjusted for driving. Pay special attention to crosswalk mirrors.

e) Tires -- Visually inspect for under inflation, flat, worn or damaged tires. Recapped tires are allowed on the rear.

f) Wheels -- Check for loose or missing lug nuts, excessive corrosion or evidence of rust trails which indicates they have been loose. Do not drive with a damaged wheel or with loose or missing lug nuts.

g) Exhaust System -- Check for sagging exhaust pipes, tailpipes and muffler. Look for visible exhaust leaks and listen for the excessive exhaust noise, vibration and rattles. All exhaust leaks should be repaired immediately. Never take a chance and allow carbon monoxide fumes to enter the bus.

h) Emergency Door and Buzzer -- From the outside of the vehicle, check to ensure that the door opens and closes freely and latches tightly to prevent carbon monoxide fumes from entering the bus.

i) Lift Operation -- Check to ensure correct operation of lift.

j) Baggage Compartment -- Ensure baggage compartment doors are locked and secure.

3. INSIDE SAFETY CHECK -- Inspect the passenger area, seats and windows. Make sure there are no loose objects such as books, lunch boxes or trash lying on the seats or on the floor. Next, check the bus driver's controls. With the engine running, check the following:

a) Water Temperature Gauge or Warning Lights -- These instruments show the temperature of coolant in the engine. If the bus has a gauge, the indicator should point toward cool or warm. When it indicates hot, the engine should be stopped immediately and the problem reported. The same action should be taken if the temperature warning light goes on. A normal temperature reading should be between 170 to 180 degrees. Overheating can destroy the engine.

b) Oil Pressure Warning Light -- This light should come on as the bus is started, but should go off right after the bus is started. If it does not, turn off the engine and report this immediately. Do not race the engine when it is cold. Low oil pressure could destroy an engine.

c) Oil Pressure Gauge -- This gauge should indicate adequate pressure for buses without a warning light. If not, turn off the engine and report immediately. A normal oil pressure reading at idle is 20 to 25 PSI, and running on the road between 60 to 70 PSI.

d) Fuel Gauge -- Due to varying fuel tank pickup levels in different models and years of school buses, St. Lucie County Public Schools policy is "...never let the fuel gauge read below one half (1/2)".

Running out of fuel in your bus can cause endangerment of students, as well as potential damage to district property and personal injury. As a precaution, all **drivers should not allow their fuel gauges to go below the half (1/2) mark before refueling.** Any driver who allows their school bus to run out of fuel (requiring fuel to be brought to the vehicle or the vehicle to be towed) has violated School Board policy and is subject to disciplinary action. Any driver who misses a run or is late due to low fuel is subject to disciplinary action.

Any employee whose bus runs out of fuel will be subject to disciplinary action following an investigation of the cause of the problem. If the Vehicle Service Manager or Shop Foreman can verify there is a mechanical cause for the fuel loss (such as a malfunctioning gauge or leaking tank), no action will be taken against the driver. If this cannot be confirmed, the Director of Transportation will recommend that the Superintendent approve a two-day Leave without Pay for the employee.

A second violation of this policy will result in a recommendation for dismissal.

e) Alternator Warning Light -- If this light remains on after the engine is running, it means a malfunction exists in the charging system. Do not operate the bus. Report immediately.

f) Ammeter or Voltmeter -- Ammeter should show a charge or normal position when the engine is running. If it indicates a discharge, turn off the engine and report immediately. Voltmeter should indicate in the green area or between 12 to 15 volts.

g) Air Pressure Gauge -- On buses with two (2) air pressure gauges, there should be no more than 15 PSI difference with air pressure on the highest gauge at 125 PSI (7 percent difference between gauges).

h) Anti-Emission Warning Lights -- These lights indicate a problem with the engine emission system. If any of these lights come on, notify garage personnel immediately.

i) Check each of the following:

-clearance and ID lights
-heater/defroster/fan (low & high)
-strobe light
-windshield wipers (fluid/low & high)
-windshield
-ALL mirrors (inside and outside)
-windows
-steering & horn
-passenger door
-dash gauges/warning lights
-emergency exits & buzzers
-parking brake test
-stop arm(s) and lights
-headlights (low & high)
-3 reflective triangles
-stepwell
-first aid kit
-interior lights
-fire extinguisher

-directional signals
-Spill clean-up kit
-4-way flashers
-seats/seatbelts
-student warning lights
-floors
-car seats secured
-driver seat/seat belt
-radio/GPS antenna/video surveillance system
-strap cutter
-wheelchair securements

4. PARKING BRAKE TEST -- This test ensures that the vehicle does not move when the parking brake is applied. Perform the following steps:

- a) Ensure that the parking brake is in the “ON” position.
- b) Place the gearshift in “D” drive and accelerate the engine to a fast idle (approximately 1200 RPM). If the bus does not move, the parking brake is working properly.

5. BUS CLEANLINESS – The bus must be swept and kept clean at all times, and all windows must be closed when the bus parks at the compound. The bus must pass a cleanliness check at the 30-day inspection and is subject to random audits at any time.

Clean Bus Standards

- 1) Dash area kept clear of loose objects (clipboards, papers, books, drink cups, clothes etc.)
- 2) Dash area wiped down and dusted
- 3) Step well area kept free from clothes and trash piled on fire extinguisher. Trash cans and brooms must be secured when not in use.
- 4) Drivers compartment around seat kept free of trash (snack wrappers, cups, cigarette butts, food of any kind, bones etc.) swept and wiped down for dust & mold.
- 5) Sun visors should be clean and free of any stickers, paperwork and other obstructions.
- 6) Passenger seats should be wiped down for health reasons and seat belts accessible and untangled to allow student use.
- 7) Ceiling should be wiped down and free of mold and dust.
- 8) Windows should be wiped down periodically for visibility and health reasons.
- 9) Floor should be swept and free of trash under seats and around wheel wells.
- 10) Exterior of bus should be washed periodically as time permits.

Inspectors look for buses that have not been cleaned properly. We understand that pupils bring dirt on the bus every day and are only concerned with dirt that has been left as a result of long term filth (i.e. not sweeping for several weeks or months and the growth of mold). The safety & health of our staff and students are the concern and any bus that comes in dirty will be subject to a citation.

6. FORMS -- Complete the required Pre-Trip Inspection at the time of the inspection. Turn in the completed form for the week to your area manager. A copy of your current VIA with student list and a seating chart should be available on your bus at all times.

7. PRE-TRIP INSPECTION FORM -- must be completed and initialed before the bus is moved from its parking location.

On-The-Road Check

A planned road check, before picking up the passengers, will give the bus driver time to test the steering, suspension, transmission, driveline, brakes and other parts.

1. CHECK TRANSMISSION OPERATION – With the transmission engaged in a forward or reverse position, the bus should start out smoothly and the transmission should not produce any unusual metallic noises. The automatic transmission should not slip and should allow for easy and smooth gear changes. Report any unusual noises or shifting difficulty. Do not exceed the recommended speed for each specific gear range. Exceeding speed recommendations can damage the transmission or reduce its service life.

2. **CHECK BRAKES** – Do not wait until you are on the highway to check brakes. Test them at low speeds bringing the bus to a complete stop. The bus should stop in a straight line without swerving, skidding or pulling to one side. The brakes should not grab or lock or make excessive noise. Note the air pressure gauge periodically to make sure that pressure is being maintained.

3. **CHECK ENGINE** – Be alert to any unusual engine noises, vibrations or lack of normal response. Report anything unusual. Never race a cold engine. Instead, increase speed slowly so that all parts may be properly lubricated.

4. **CHECK THE STEERING** – Is it responsive? Does there appear to be too much play in the steering wheel? Steering play should be no greater than one inch in either direction. Is the power steering noisy? Does the bus steer easily? Is steering steady in turns and when going over bumps? Report unusual conditions to garage personnel.

5. **CHECK THE SUSPENSION** – Does one end of the bus sag? Is there excessive bounce or does the bus “bottom” when going over bumps? Does it weave or sway when turning corners or on curves? It may be caused from broken springs or worn out shocks.

6. **ENGINE IDLING** – Do not idle your bus’ engine!! While at school, turn the motor off when loading students. The only exception is for buses with ESE students with IEP’s requiring A/C, and these may run 5 minutes prior to students loading.

Post-Trip Inspection

A thorough post-trip inspection consists of the following:

- Interior safety check/equipment check. Also check for students and other articles left on the bus before securing the bus and leaving the bus unattended.
- Exterior safety check.

1. INTERIOR SAFETY CHECK

a) Check Gearshift and Gauge -- The gearshift lever will be in the neutral position. All gauges are checked for normal readings. Bus drivers should refuel the bus if their fuel gauge reads below half full before parking the vehicle.

b) Parking Brake -- Apply and check the parking brake.

c) Lights -- Ensure that all lights are turned off.

d) Radio, GPS and Camera Equipment -- If the bus is so equipped, ensure that they are turned off. Intentional sabotage or disabling of any surveillance equipment will result in disciplinary action.

e) Interior Inspection -- Check the interior for lost items, students, damage to seats/seat belts and bus cleanliness. All windows and overhead hatches should be closed. The interior should be swept and the trash emptied.

* BUS DRIVERS -- PLEASE MAKE ARRANGEMENTS TO RETURN LOST ITEMS TO STUDENT OR SCHOOL OFFICIAL.

f) Vandalism Prevention

Check your buses thoroughly during pre-trip and notate seat and seatbelt conditions.

If there is time check your seats again after each tier.

Have a seating chart and use it.

Make sure your kids know vandals will pay for damage and will lose their riding privileges.

If you find damage, write up a Vandalism report whether you know who did it or not.

Remember, our Technicians are notating damage at each inspection and checking whether Pre-Trip Inspections noted the same thing.
Check your bus for damage after your run each shift.
If you see someone committing vandalism, fill out an incident report and referral as well as a vandalism report.

2. EXTERIOR SAFETY CHECK

a) Walk around and inspect the bus for damage, broken glass or evidence of leakage. All needed repairs should be reported to garage personnel immediately.

* PLEASE NOTE: BUS KEYS MUST BE TURNED IN TO DISPATCH.

The preventive aspect of maintenance on school buses is a must to ensure dependability and safety. Bus inspections are mandatory. Buses are thoroughly inspected every 30 school days. The success of a good preventative maintenance program depends on the full cooperation of bus drivers with mechanics and management. Bus drivers should watch and listen at all times for anything wrong and report it to the mechanics as soon as possible. Bus drivers are to contact garage personnel before operating a bus if there is any question about the condition of that bus.

**SCHOOL BOARD OF ST. LUCIE COUNTY
SAFE DRIVER PLAN
FOR BUS DRIVERS**

Introduction to Safe Driver Plan

The School Board of St. Lucie County wishes to ensure that it provides the safest means of transportation possible for its students and employees, and for this purpose has adopted this Safe Driver Plan, (SDP). Statistics indicate the School Board can significantly reduce the potential for injuries, property damage, and lawsuits by maintaining a Safe Driver Plan. The Plan will prevent the hiring of unqualified applicants and remove an employee from driving a school bus who has attained a poor driving record showing a pattern of unsafe driving habits, violating safety procedures and rules, or reflecting a critical incident. Every employee covered by this Plan is expected to establish and maintain an overall driving record that exemplifies careful driving habits.

Who Is Covered

This Safe Driver Plan covers all employees who operate a District owned/leased bus, hereinafter referred to as a District vehicle, who are required to maintain a Commercial Driver License with an "S" Endorsement as defined by the Florida Department of Highway Safety and Motor Vehicles. The Plan also applies to all applicants for employment in such positions. The Plan applies to both the driving of the District vehicle as well as any other vehicle operated outside of the workplace. One facet of this Plan involves the regular monitoring of the driving record of these employees. Bus Drivers are in safety sensitive positions as described by the Omnibus Transportation Employee Testing Act, (OTETA), and are held to higher standards as described in this Plan.

Applicants for Employment as School Bus Driver

The failure to meet the following criteria and evidence of infractions of the traffic code and driving violation point totals shall deem an applicant for employment with the District unqualified for hire as a school bus driver:

1. Minimum of five (5) years of licensed driving experience as proven by DHSMV record.
2. Maximum of ten (10) points accumulated within the last five (5) years, not to exceed four (4) points in any one (1) year. If applicant has one or more Adjudication Withheld during this time, the maximum number of points is reduced from 10 to 5.
3. No more than two (2) suspensions of driver's license for any reason within the last three years.
4. No more than two (2) Adjudication Withheld or convictions for unlawful speed within the past three (3) years.
5. No more than three (3) Adjudication Withheld for any reason within five (5) years.
6. An Applicant will not be recommended to drive a school bus if they have been convicted of reckless driving during the past ten (10) years or careless driving within the past five (5) years.
7. An applicant will not be recommended to drive a school bus if the applicant has been convicted of leaving the scene of an accident, driving under the influence of alcohol or a controlled substance or driving with an unlawful blood alcohol or breath alcohol level within

the last fifteen (15) years or more than once in a lifetime.

8. An applicant must have a valid driver's license when applying for a position as a bus driver.

Training Program

Once approved for employment, all employees covered by the Plan shall be instructed in safe driving techniques during a training program as required by law including annual in-service training.

Remediation

In addition to any disciplinary action that may be implemented in accordance with this Plan, when management deems it appropriate or necessary, an employee covered by this Plan may be required to attend remedial training in any school year. Such training may be provided by the District and may include classroom instruction or behind the wheel in areas where management identifies needed improvement. All training shall be on paid time at the in-service rate of pay.

Administration and Disciplinary Action

This Safe Driver Plan is based on a point system, whereby points are applied to a variety of driving, policy or procedural violations. The accumulation of a certain number of points within a specific time period will result in disciplinary action against an employee. For employees covered by this Plan, it does not matter whether the points were assigned for violations involving a District vehicle or the employee's personal vehicle.

The accumulation of points within the specified time period will result in disciplinary action as indicated below.

Maximum Number of Points	Time Period	Assessment Action
1 point	1 year	Documented Warning
2 points	1 year	Written Reprimand
3 – 4 points	1 year	1 day suspension without pay
5 – 6 points	1 year	3 day suspension without pay
7 – 9 points	1 year	10 day suspension without pay
10 points	1 year	Termination of Employment as Bus Driver
15 points	2 years	Termination of Employment as Bus Driver
20 points	3 years	Termination of Employment as Bus Driver

Points assessed under this Plan will be deleted three (3) years following the date the points were assessed. An employee may elect once within a two-year period to take a remediation session from a provider approved by the department at their own expense, and upon presenting a certificate of completion will have a single violation of 3 points or less removed from their record, if completed within 60 calendar days from the date the points were assessed. Any suspension received as a result of points assessed will stand and may not be removed by remediation. This is a separate, optional event from the department mandated remediation following an accident.

Maintenance of Professional License or Certification

Regardless of any other provision of this Safe Driver Plan, any District employee who knowingly operates a school bus with a suspended or revoked driver's license or certification shall be subject to termination of employment.

Administrative and Reporting Responsibilities

It is the responsibility of the employee to report the occurrence of any of the following by the next scheduled employee workday to the Director of Transportation, (Director), or his/her designee:

1. Any accident in which the employee was involved as a driver of a motor vehicle, regardless of the ownership of the vehicle, the location, or if the employee was or was not at fault.
2. Receipt of any traffic citation, excluding parking violations, regardless of vehicle ownership or site of the citation. A copy of the citation must be submitted.
3. Receipt of notification of expiration, suspension or revocation of driver's license. Notification must be made in time to for route coverage along with a copy of the notice.
4. Any and all visible damage to the assigned district vehicle or injury to a passenger, no matter how minor, must be reported immediately during normal working hours or by the following workday.

Failure to report any of the above or making a false or misleading report may be grounds for discipline up to and including termination of employment. A driver may be suspended from driving duties with pay, pending school board action. If he/she is found guilty or does not contest the charges, he/she will be immediately assigned points and administrative action(s) shall begin immediately.

It is the responsibility of the driver's direct supervisor to insure all applicable paper work involving SDP action be forwarded or returned to the Director or his/her designee within five (5) working days of receipt. A driver involved in a single event, but cited for more than one violation will receive SDP points for all citations received. All employees have the right to appear before the Safe Driver Review Committee when their accident is reviewed. All accidents will be reviewed by the Safe Driver Review Committee. All employees have the right of appeal as defined, in regard to the findings of the Review Committee. Disciplinary action will be held until the Appeal Committee's decision is made.

Safe Driver Accident Review Committee

The Safe Driver Review Committee will be organized to meet monthly as necessary and perform the following duties and responsibilities:

1. Establish a set schedule for the review of all accidents, incidents, and violations.
2. Determine the preventability of all incident and accidents, whether ticketed or not ticketed, following National Safety Council guidelines.
3. Notify the Director of findings and recommendations within five (5) days of meeting.
4. Notify the Director of accumulated points if applicable to disciplinary action.
5. Make recommendations as to accident trends and prevention.
6. Have all voting procedures be by written ballot.
7. Hold all proceedings as confidential.
8. Review the Safe Driver Plan annually and make recommendations for revision.
9. Notify the Director of any Driving Record citations that were not reported by the driver or supervisor.
10. Review written applications for Safe Driver Credits as needed by the Director.

The Safe Driver Accident Review Committee will consist of 10 voting members and one floating seat:

Safety and Training Manager (will serve as chairman) Fleet
Service Manager or designee

One Security Officer

One Risk Management Representative Two
Lead Driver Trainers

Three School Bus Drivers (appointed by the Director every two years) One Union
Representative (appointed by the Union every two years)

One Open Seat for the driver's supervisor from their department or a Human Resources representative,
(non-voting except in event of a tie)

The employee will be notified within 15 working days whether points will be assigned and of any potential administrative action. Points assigned will become part of the Safe Driver Plan employee accumulation. A copy of the agenda and minutes of the committee meetings will be provided to the Union.

Point System

The following point assessment is based upon the Florida DHSMV point system. The items below indicate the types of violations and the points typically associated with them. This list is neither complete nor inclusive.

Violation Categories	Points Assigned	
	District Vehicle	Personal Vehicle
1. Un-cited preventable accident with damage or injury	0-3	N/A
2. Crossing private property to avoid traffic containment device	1	N/A
3. Failure to complete a pre/post trip inspection	1	N/A
4. Speeding 15 miles or less over posted limit	3	2
5. Failure to observe a red light	3	2
6. Failure to observe a stop sign	3	2
7. Failure to observe a traffic instruction sign	3	2
8. Improper lane change	3	2
9. Failure to have vehicle under control	3	2
10. Driving on the wrong side of the road	3	2
11. Improper turning	3	2
12. Failing to yield enter through highway	3	2
13. Failing to yield right of way	3	2
14. Improper backing	3	2
15. Improper passing	3	2
16. Speeding 16 miles or more over the posted limit	4	3
17. Use of personal wireless communications device* (1st Offense)	4	N/A
18. Careless Driving	5	2
19. Leaving scene of an accident (no injury or property damage)	6	4
20. Use of personal wireless communications device* (2nd Offense)	6	N/A
21. Improper railroad crossing procedure (no students onboard)	8	N/A
22. Reckless Driving	10	10
23. Driving while intoxicated or unlawful alcohol content	10	10
24. Operating without valid Florida CDL	10	10
25. Leaving scene of an accident (with injury or property damage)	10	10
26. Leaving scene of an accident involving school bus	10	N/A
27. Improper railroad crossing procedure (student(s) onboard)	10	N/A
28. Fleeing or attempting to elude law enforcement	10	10
29. Passing a school bus that is conducting a legal passenger stop	10	10
30. Failing to observe any other established driving law, rule, or regulation. Points to be established between 0-10 using this points schedule as a guide to determine the number of points according to similar severity. This includes failing to report violations as described in the plan.	0-10	0-10

*A "personal wireless communication device" is a device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor. The following devices are examples of wireless communication devices (WCDs): cellular and wireless telephones, pagers/beepers, personal digital assistants (PDAs), Smartphones, Wi-Fi-enabled or broadband access devices, two-way radios or video broadcasting devices, laptops, electronic readers "e-readers" (e.g., Kindles or similar devices) and other devices that allows a person to record and/or transmit, on either a real time or delayed basis, sound, video or still images, text, or other information. The mobile radio installed on all District school buses will be the primary communication system for District school bus drivers and the only WCD that may be used while operating the bus. If the mobile bus radio fails, and the driver's responsibility for the safety and health of the students being transported makes it necessary to use a WCD for bus-operating duties, the driver will depart from the roadway, stop the bus in a safe area, and then use the WCD.

If the district has reason to believe an employee recklessly endangered the lives of students and/or others, or has violated any other board policies, district procedures or practices, or state/federal rules or statutes, the District may impose disciplinary action up to and including termination as prescribed by school board policy. For example, there is just cause for immediate termination of a bus driver without progressive discipline when a passenger remains on his/her bus after the scheduled route and/or driving assignment for any reason. However, if a student is injured due to a defensive action on the part of the school bus driver in order to avoid an accident, no points will be assessed because of the injury. It is recognized that students should always be safely seated.

Un-ticketed Driving and Procedural Infractions

When an employee is involved in a traffic infraction or accident while operating a district vehicle and no ticket from a law enforcement agency is issued to any parties involved, and there is property damage in excess of \$150 or bodily injury, the Director of Transportation, or his/her designee, will investigate the accident. This same procedure will apply in the event of any infraction or violation of department procedure as listed in the Driver and Attendant Handbook or other department directives, or violation of a board policy, or a Florida statute or rule as listed in FS K-20 Education Code 1006 and FAC 6A-3 Transportation Administrative Rules.

As part of the investigation, the employee will meet to discuss the violation, infraction or accident and any documentation within ten (10) working days of the infraction. The employee will be provided copies of all documentation and copies of any tapes if the meeting is recorded. An employee may be represented by the Union at such a meeting and, if necessary, at the Safe Driver Review Committee meeting. Based on the outcome of the meeting, if points are warranted, the driver may be assigned points. For property damage of a minor nature, the points will be assessed at the Director's discretion as follows:

Violation	Points
1. At-fault accident driving a district vehicle, involving another vehicle and/or physical property damage of less than \$1000, whether or not students were on board (without citation)	1
2. At-fault accident driving a district vehicle, involving another vehicle and/or physical property damage of more than \$1000, whether or not students were on board (without citation)	3

The employee will be notified within 15 working days of the review meeting whether or not points will be assigned. Points assigned above will become part of the Safe Driver Plan employee accumulation.

Appeals of Points Assigned in Accordance with Safe Driver Plan

Point assignments made by decision of the Safe Driver Accident Review Committee may be appealed by the employee. Appeals may only be made by an employee who attended the Safe Driver Accident Review Committee where his or her case was heard and a decision made. Appeals must be made in writing to the supervisor within 10 working days of the assignment of points. Appeals may only be made for those point assignments where there was no citation issued and where there is reasonable doubt as to whether or not the employee could have avoided the accident. A joint committee comprised of the following will meet with the employee and his/her representative to review the appeal. The committee shall be comprised of the following:

Director of Transportation or Designee

The supervisor of the employee filing the appeal Driver Trainer/Safety Manager

Member of the St. Lucie County School Board Security Department Three driver representatives selected by the appellant

The Safe Driver Appeal Committee will meet as needed for this purpose. The Transportation Director will serve as Committee Chair. The Safety Manager shall outline the event and recommendation reached by the Review Committee. The driver may then present his/her appeal. In the event that the employee's supervisor, Driver Trainer/Safety manager or Security Representative is not available, then the Director of Transportation may appoint a Designee for the committee. Questions may be asked and discussions ensue, however the driver's previous driving record or employment history may not enter the process. The Appeal Committee will deal exclusively with reassessing the event being appealed. Ballots will be in writing. A tie vote shall benefit the driver with no penalty assessed. The decision of the Appeals Committee will be final.

Annual Notification

Employees are expected to review the Safe Driver Plan at least annually. Each employee will be required to sign a form annually indicating that he/she has read a copy of the Safe Driver Plan. Copies of the Plan will be posted on the District website and union bulletin boards. Printed copies will be provided upon request.

Effective Date: July 11, 2000.

Revised: September 25, 2007, February 14, 2012, May 26, 2015

Special Needs Transportation

INTRODUCTION

This section has been specifically designed to provide you with additional information that may help you obtain knowledge and be more effective in achieving success.

The transportation of special needs students presents many unique challenges and opportunities. The bus drivers and bus attendants of special needs students must deal with medical problems, emotional outbursts, aggressive behaviors, inappropriate language, high noise levels, communication deficits and a high incident of behavior challenges.

Transporting these students places an even greater responsibility on bus drivers and bus attendants because of these challenges. Bus drivers and bus attendants must be aware of the characteristics of special needs students, knowledge of their legal responsibilities, effective communication skills and knowledge of effective intervention strategies.

RESPONSIBILITIES OF SPECIAL NEEDS BUS DRIVERS AND BUS ATTENDANTS

Bus drivers and bus attendants who transport special needs students must comply with all policies and procedures as listed in Qualifications of Bus Drivers and Bus Attendants. In addition, they must be familiar with and certified to operate and secure equipment such as wheelchairs, car seats, safety vests, lap restraints and any other apparatus used to transport students.

Additionally, special needs bus drivers and bus attendants are expected to:

- Be familiar with mechanical operation of lifts.
- Be familiar with proper techniques for securing wheelchairs.
- Ensure all special equipment is secure and in proper working condition.
- Work as a team when loading and unloading wheelchairs, following the correct procedure.
- Have a complete first aid kit, spill clean-up kit, strap cutter, gloves, paper towels and tissues on the bus at all times.
- Be knowledgeable of medical needs of students.
- Keep current emergency telephone list of parents/guardians on the bus.
- Prepare and keep an updated, written emergency evacuation plan.
- Keep trip sheets updated.
- Ensure pick-ups and drop-offs are on the side of the street on which the student lives to avoid student/parent crossing the street.
- Communicate with each other, parents, school officials and manager while maintaining confidentiality and with the utmost professionalism.
- Ensure all students are off the bus prior to leaving the bus unattended. The bus attendant assists the bus driver in checking the bus for students and is equally responsible.
- Attend in-service and continuing education offerings to stay current in knowledge.
- Ensure that attendants are to sit next to wheelchair students anytime one is on board. The next priority is to sit next to or near any student who needs special attention.
- Ensure that attendants should not be using cell phones while students are present unless to contact a
- parent or transportation with an urgent need.
- Ensure that attendants are not out of their seat while the bus is in motion except in an emergency. If it is necessary, the driver should be notified and limit their time out of their seat as much as possible. If the situation requires it, request the driver to find a safe place to pull over and assist.
- Use the wheelchair inspection checklist to make sure the chair is safe for transporting. Refer chairs that fail inspection to the area manager.

DRESS CODE FOR SPECIAL NEEDS BUS DRIVERS AND BUS ATTENDANTS

Although all bus drivers and bus attendants must follow Saint Lucie Public Schools dress code, special needs bus drivers and bus attendants also need to follow the guidelines addressed below for their own safety and the safety of their students.

Dress and Appearance:

- Avoid wearing strong perfume, cologne or after-shave (it can trigger allergic reactions in some children and adults).
- Long hair needs to be pulled back while working with wheelchair students to avoid becoming caught in the wheelchair lift, bus door or grabbed by a student.

IEP/SPECIAL NEEDS AND OTHER ACRONYMS/ABBREVIATIONS

Medical Condition Within 2 miles of the School	ACRONYMS
Academic Accelerated Individual Model	504
Autistic	AAIM
Bilingual	AUT
Birth, Education, Training and Acceptance	BL
Deaf - Full Time	BETA
Deaf/Blind	DEAF/FT
Educable Mentally Handicapped	D/B
Emotionally Handicapped – full-time	EMH
Emotionally Handicapped – part-time	EH/FT
Engineering Technology Program	EH/PT
English for Speakers of Other Languages	ETP
Family Education Rights Privacy Act	ESOL
Florida Education Finance Program	FERPA
Free Appropriate Public Education	FEFP
Gifted	FAPE
Hearing Impaired – part-time	GIFT
Hospital/Homebound	HI/PT
International Baccalaureate	H/H
Language Impaired -- full-time	IB
Language Impaired -- part-time	Lang./FT
Limited English Proficient	Lang./PT
McKay Scholarship	LEP
Medically Fragile	MCKAY
Multi-cultural Education, Training and Advocacy, Inc.	MED. FRAG
No Child Left Behind Act	META
Occupational Therapy	AYP
Opportunity Scholarship	OT
Orthopedically Impaired	OPP
Other Health Impaired	OI
Parents Alternative to Supervision	OHI
Physical Impaired	PATS
Physical Therapy	PI
Preschool	PT
Profoundly Mentally Handicapped	PK
Severely Emotionally Disturbed	PMH
Sibling to Ex. Ed. Student	SED
Special Needs Students	RE6
Specific Learning Disabilities – full-time	SNS
Specific Learning Disabilities – part-time	SLD/FT
Speech (Articulation) Impaired – part-time	SLD/PT
Speech Impaired – part time	SP
Technology Dependent	SP
Trainable Mentally Handicapped	ITS
Traumatic Brain Injured	TMH
Varying Exceptionalities	TBI
Vision Impaired – full-time	VE
Vision Impaired – part-time	VI/FT
	VI/PT

UNDERSTANDING STUDENTS WITH SPECIAL NEEDS

Meet the child and parents before the first day of school. These children do not adapt quickly. Reaction to a new situation will be very slow. Set your rules early in your association with the child and inform the parents of the rules and schedule. These children are very sensitive to changes, feelings, moods, change in the weather, etc. Remember, the key words for effective transportation are communication and teamwork.

Students Identified as Emotionally Handicapped (EH) (J)

The State of Florida defines emotional handicap as a condition resulting in persistent and consistent maladjusted behavior that exists to a marked degree which interferes with the student's learning process and may include, but is not limited to, any of the following characteristics:

- An inability to achieve adequate academic progress which cannot be explained by intellectual, sensory or health factors.
- An inability to build or maintain satisfactory interpersonal relationships with peers or teachers.
- Inappropriate types of behavior or feelings under normal circumstances. A general pervasive mood of unhappiness or depression.
- A tendency to develop physical symptoms or fears associated with personal or school problems.

Students who are EH (J):

- Defy authority.
- Are resistant to authority.
- Do not accept directions easily.
- May have behavior that cannot be predicted. May have a lack of self-confidence.

Intervention Guidelines for Students who are EH (J):

- Be respectful, supportive and reassuring.
- Try to maintain trust by making eye contact, talking in a straightforward and honest way, listening carefully and negotiating
- Praise success.
- Model expected appropriate behavior.
- Be consistent, have a plan and follow through.

Students Identified as Severely Emotionally Disturbed (SED) (Q)

Students identified as Severely Emotionally Disturbed (SED) (Q) exhibit the same behaviors as described with the Emotionally Handicapped. However, these behaviors occur more frequently, are more severe and are established over a longer period of time. Some children have metabolic and physical reasons for these behaviors and are not in control.

Intervention Guidelines for Students who are SED (Q):

- Be respectful, supportive and reassuring.
- Try to maintain trust by making eye contact, talking in a straight-forward and honest way, listening carefully and negotiating.
- Praise success.
- Model expected appropriate behavior.
- Be consistent, have a plan and follow through. Have an emergency plan for severe behavior. Review bus rules and expectations often.

Students Identified as Mentally Handicapped

There are three categories of mental handicaps. They are:

- EMH – Educable Mentally Handicapped (A)
- TMH – Trainable Mentally Handicapped (B)
- PMH – Profoundly Mentally Handicapped (N)

Students who are Educable Mentally Handicapped (EMH):

- Receive low scores on intelligence tests.
- Show limitations in “adaptive behavior”, i.e., daily living skills.
- Have difficulty making responsible decisions. Need support in daily activities.

Intervention Guidelines for Students who are EMH (A):

- Be sure to have the student’s attention before communicating or giving instructions.
- Use clear, specific and simple language. Model appropriate social behavior.
- Recognize success with specific praise and recognition. Divide tasks into small parts; teach one step at a time.

Students who are TMH (B):

- May have poor memory.
- May have poor generalization skills. May have short attention span.
- May have inappropriate social skills.
- May have some aggressive behaviors. May have poor verbal skills.
- May use alternate communication form (sign language)

Intervention Guidelines for Students who are TMH (B):

- Be sure to have the student’s attention before communicating or giving instructions.
- Use clear, specific and simple language.
- Model appropriate social behavior.
- Recognize success with specific praise and recognition.
- Divide tasks into small parts; teach one step at a time.

Students who are PMH (N):

- May have extreme short attention span. May have seizure activity.
- May have very few self-help skills. May have little social interaction.
- May need constant supervision.
- May have very little verbal communication.

Intervention Guidelines for Students who are PMH (N):

- Meet with the child's parents to discuss specific student needs.
- Set rules early and review with parents.
- Remain calm in dealing with child.
- Have a plan of action for specific situations (seizures).
- Never leave child unattended on bus.

Students Identified with Specific Learning Disabilities (SLD)

The State of Florida defines Learning Disabled as “a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language.”

Students with SLD (K):

- Experience problems that influence their ability to understand and use language.
- Have deficits affecting information processing, perception, memory and attention.

Intervention Guidelines for Students with SLD (K):

- Create a respectful, trusting relationship; try to understand the student's frustration.
- Don't accept “I don't know;” allow them more time and accept reasonable responses.
- Combine visual and auditory information – tell the student the rules, explain the rules, have the student write the rules and have the student verbally repeat the rules.
- Arrange plenty of drill and practice time; divide multiple step processes into small steps.
- Be patient; allow as much time as possible.
- Keep objects, materials not in use away from students.
- Make expectations small and achievable.

Students Identified as Hearing Impaired (H)

There are two classifications of hearing impaired. They are:

1. Deaf – One who is born with or acquires prelingually, a hearing loss so severe that the child cannot learn speech and language through normal channels.
2. Hard of Hearing – One who is born with or acquires a hearing loss, which may range from mild to severe unaided and whose speech and language (though imperfect) are learned through normal channels.

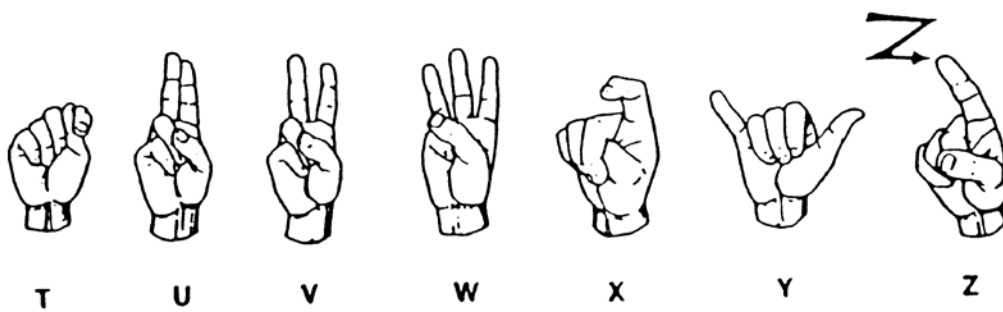
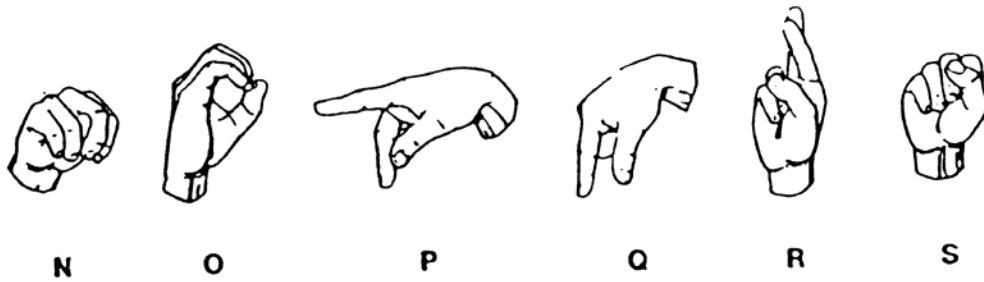
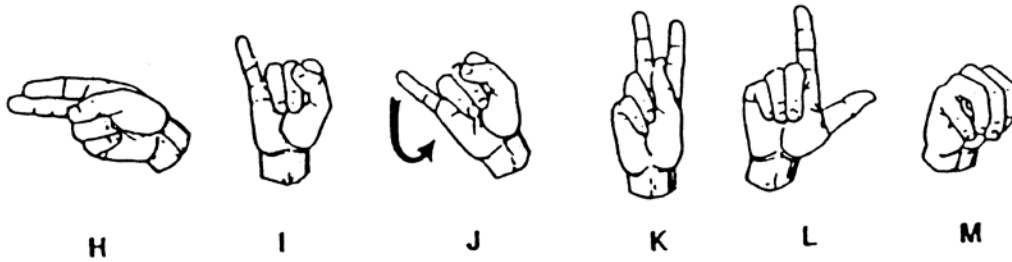
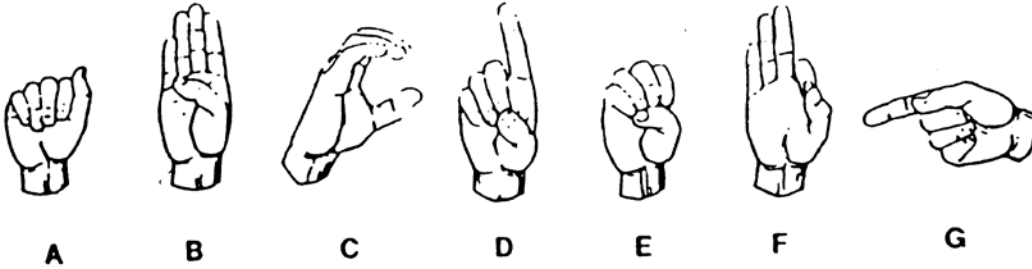
Students with Hearing Impairment (HI) (H):

- May be either hard of hearing or deaf, the difference being how severe the hearing loss is.
- Deaf children do not learn to communicate through hearing the spoken word; they are taught to speak, learn the meaning of words and use language appropriately with special training.
- Some deaf children communicate through sign language.
- Children who are hard of hearing can be taught through normal channels.
- Most hearing impaired students wear hearing aids.
- Hearing impaired students gather information by listening, lip reading, observing gestures and facial expressions.

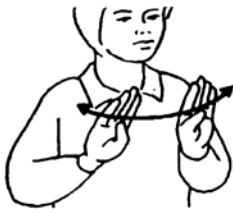
Intervention Guidelines for Students who are HI (H):

- Directly face the hearing impaired student and, whenever possible, be at the same level.
- Remember to face the light, particularly if you are standing near a window.
- Speak naturally and assume a natural posture as you use gestures and facial expressions.
- Avoid exaggerated lip movements or sudden head/body movements.
- Speak distinctly and at a normal conversational rate.
- Keep your hands away from your face while talking.
- Try to remain patient if the student misunderstands you.
- Avoid speaking against a competing background noise.
- Remember that many speech sounds look alike on the lips.
- Communication with special needs students can be difficult.

ALPHABET HAND SIGNALS FOR THE HEARING IMPAIRED



HAND SIGNALS FOR THE HEARING IMPAIRED



BEHAVE

B-shape both hands. Swing back and forth from left to right.



SEAT BELT

Run index fingers and thumbs from each side of waist to middle of stomach.



BOTHER

LH open, B palm right, tips out. Strike little finger side of right several times between thumb and index finger of LH.



BUS

B-shape both hands, left palm right, right palm left. Place little finger side of right B against left index, then draw RH back toward body.



CAN'T

One-shape both hands, palms down, tips slanted toward one another. Strike tip of left index with tip of right passing on down.



CAREFUL

V-shape both hands, tips out. Place right V on left then circle both hands forward and back.



DADDY

five-shape RH palm left, tips up. Tap forehead with thumb twice.



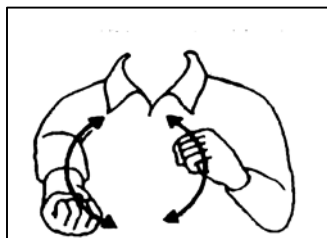
DEAF (alt.)

Place right index at right ear, then at mouth.



DON'T

Open B both hands, palms down, tips slanted toward one another. Place RH over LH and draw apart forcefully.



DRIVE

A-shape both hands. Move as if turning steering wheel of car. (Sometimes made with two D-shapes.)



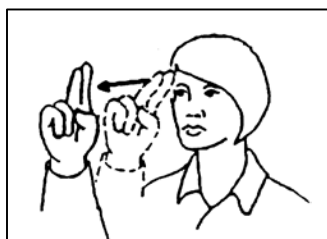
FINE

Five-shape RH palm left. Place thumb on chest and move slightly up and out.



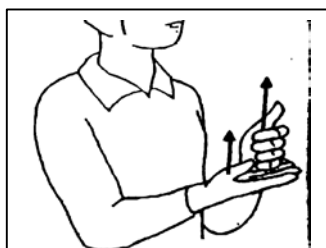
FIRE

Curved 5-shape both hands, palm in. Move up, fluttering fingers.



HELLO

Place index tip of H-shape RH at side of forehead then move out.



HELP

Place little finger side of left A, thumb up, in right palm. Raise right palm up.



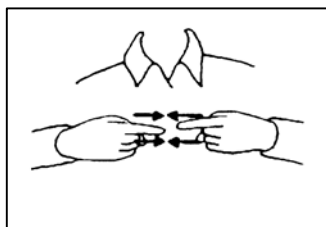
HOME

Place tips of right flat O to edge of mouth and move to upper cheek. (Sometimes made with right flat moving to open B on cheek.)



HOW

Hold backs of fingers together, palms down. Turn in and up.



HURT

One-shape both hands, palms in, tips facing. Move back and forth toward one another. (Sometimes made with H-shapes.)



KICK

B-shape both hands. Swing index finger side of RH up against little finger side of LH.



LATE

Hold right open B down by side. Wave back and forth twice.



MOMMY (MAMA)

Five-shape RH palm left, tips up. Tap chin with thumb twice.



MOVE

O-shape both hands, palms down. Move from right to left or vice versa.



HAVE/NEED TO

X-shape RH palm out. Move down forcefully, ending with palm down.



NO

Snap middle finger, index, and thumb together quickly.



NOW

Bent open B both hands, palms up. Lower slightly.



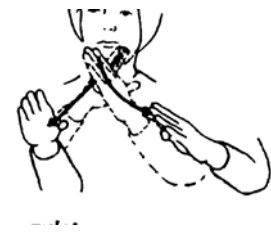
PLAY

Y-shape both hands, palms in. Simultaneously twist back and forth.



PLEASE

Rub right palm in clockwise circle against upper chest.



QUIET

Open B-shape both hands. Cross at mouth with right index finger on lips. Draw apart ending with palms down.



SIT

H-shape both hands, palms down, left tips slanted right, right tips slanted left. Rest right H on left.



SORRY

Circle right S on chest.



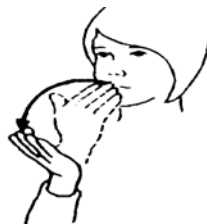
STAY

Y-shape both hands, palms down, thumbs touching. Arc PH forward.



STOP

LH open B palm up, tips out. Strike little finger side of tight open B down on left palm.



THANK (YOU)

RH open B palm in, tips up. Place tips on chin or lips. Move out as if throwing a kiss.



TOUCH

A-shape LH palm down. Touch back of LH with tip of tight middle finger.



TROUBLE

B-shape both hands, palms slanted out. Alternately circle inward toward front of face.



what

WHAT

LH open B tips out, fingers slightly spread. Brush right index tip down across left fingers.



WRONG

Strike chin with knuckles of Y-shape RH.



YES

S-shape RH. Shake up
and down at wrist.



YOU

Point index finger at
person being addressed

Students Identified With Physical or Neurological Disabilities

There are numerous physical and neurological disabilities. The more common ones are:

Cerebral Palsy – Students with cerebral palsy experience physical and neurological problems due to damage to the nervous system that occurs before, during or immediately after birth. Coordination, mobility, balance and communication may be affected.

Spina Bifida -- Spina bifida students experience a birth defect of the spinal cord. Students may experience motor impairment, muscle weakness or paralysis. Students with Spina bifida may need assistive devices such as wheelchairs or braces.

Muscular Dystrophy – Students with muscular dystrophy experience deterioration of muscles connected to the skeleton. These students have limited muscle movement and mobility. Most require assistive devices.

Osteogenesis Imperfecta – Osteogenesis imperfecta can literally be translated as meaning imperfectly formed bones. The common term is brittle bone disease. The condition is inherited with males and females being equally affected. The exact cause of OI has not been pinpointed; however, evidence points to a problem in the development of collagen in the body. Collagen can be likened in the framework upon which bone and tissue are built.

Epilepsy – These students have temporary lapses of consciousness or seizures. The seizures may vary in intensity, occurrence and duration. Many students with epilepsy take medication, which partially or completely control seizures.

1. Students with Cerebral Palsy

The most common medical condition is cerebral palsy, which means damage to the developing brain before, during or after birth. The damage itself happens once and never gets worse. Due to this brain damage, the motor messages from the brain to the muscles are not balanced and coordinated thereby causing difficulty with movement. These students:

- May have normal intelligence and difficulty with moving one arm and leg. May be
- profoundly retarded and have no voluntary movements at all. May have seizure
- activity.
- May have difficulty controlling the movements in their arms. May be
- slow to respond, both physically and verbally.
- May have slurred speech and be hard to understand. May have a
- tracheotomy.
- Who are severely involved may have little or no head control, especially on the bus.

Some associated reactions and/or conditions are:

Athetoid -- Usually the students are loose, floppy or disjointed-looking with excessive, uncontrolled movements. They may have tremors in their hands or legs and poor balance. Students may be able to walk or may need a wheelchair for mobility. They can be very friendly and intelligent but have difficulty in speaking clearly.

Ataxic – This causes poor coordination with a disturbed sense of balance and depth perception. These students walk with their legs far apart and their arms out for balance.

Spastic – These students appear stiff and tight and have difficulty with movement. They cannot react quickly and may need additional time to follow directions. Often the student is afraid of moving and has poor balance. If they are able to walk, the legs may cross and they walk on their toes. If in a wheelchair, the student may sit with rounded shoulders, their trunk leaning to one side.

Intervention Guidelines for Students with Cerebral Palsy:

- May usually have trouble with balance, therefore should be supervised when going up and down bus steps or when walking on the bus.
- Avoid sudden movements or loud noises.
- Never adjust braces, wheelchair or wheelchair straps.
- Care should be given when loading and unloading on the bus so their arms are not injured.
- If one has a tracheotomy, they should be positioned on the bus away from the lift where they would be exposed to dust and other airborne irritants.

2. Students with Spina Bifida and Spinal Cord Injuries

In both Spina bifida and spinal cord injuries, the brain sends out messages for the muscles to move. However, these messages reach a “dead end” at the level of the defect or injury. When no message gets through, there is a total paralysis from that level down. In some cases, some messages get through and there is partial paralysis. If the result is partial or complete paralysis of the muscles of the trunk and legs, the student is considered someone who is a quadriplegic. These students:

- May, in addition to paralysis, have a partial or complete loss of skin sensation to pain, temperature and touch in the paralyzed area.
- May have bladder and bowel paralysis.
- May have hydrocephalus or enlargement of the head caused by accumulation of fluids in the brain.
- May have had an operation to insert a shunt to drain off excess fluids.
- May have life-threatening allergic reactions to latex.

Intervention Guidelines for Students with Spina Bifida and Spinal Cord Injuries:

- Care should be taken with students who have lack of sensation in their legs when seating them on hot bus seats.
- If in a wheelchair, check that their feet are positioned on the foot pedals; they sometimes fall off and injury could occur to feet/legs when moving the chair.
- If shunts are malfunctioning, problems with vomiting could occur.
- Care must be taken concerning where the shoulder section of the occupant restraint is positioned; it should never put pressure on the shunt.
- One with bladder and bowel paralysis requires tact and consideration when handling embarrassing situations.

3. Students with Muscular Dystrophy

Another physical condition encountered in school is Duchenne Muscular Dystrophy (DMD). This is an actual disease of the muscles causing a progressive deterioration and wasting of muscle tissue. Boys are mainly affected and inheritance patterns can be observed in families. The mother carries the defective gene and there is a 50 percent chance that a male offspring will inherit the disease. Infants with DMD usually appear perfectly normal as far as motor development is concerned. As the child starts to stand and walk, they may fall frequently, have a waddling gait and have difficulty getting up from the floor. By age three to four, the muscle weakness becomes even more obvious. These students:

- May have continuous muscle degeneration and at about eight or nine; the child is no longer able to stand or walk independently.
- May have progressive loss of strength in the shoulders and upper arms, therefore, a student will go from walking/standing independently to a self-propelled wheelchair and eventually to a motorized wheelchair.
- Are often overweight.
- May have severe respiratory problems that mark the disease's final stages, usually claiming the lives of those affected during their 20s.

Intervention Guidelines for Students who have Muscular Dystrophy:

- May usually have trouble with balance because of weakness.
- May not be able to catch himself or herself if he or she falls, therefore, should be supervised when going up and down bus steps or when walking on the bus.
- Because of the deteriorating course of this disease and the increasing disabilities that result, such statements such as, "You could do it last week, why can't you now?", are easy to make, be mindful of the students' feelings when making conversation.
- Only those who are in wheelchairs are allowed on the lift.
- If lifting students with DMD becomes necessary, extreme care should be used, due to muscle weakness such students will have a tendency to slip through one's arms.
- Once one becomes wheelchair bound, they will lose muscle strength in their back, making sitting up straight very difficult; students may be in a tilt in space wheelchair to help minimize the effects of gravity on the spine.
- Do not change position in the chair (only a parent or school employee trained in OT/PT can change the student's posture).

4. Students with Osteogenesis Imperfecta

If the collagen framework is defective, bones fracture easily, the skin is loose and transparent and the muscles lack tone. Students who are afflicted required special care in lifting and carrying. Bones can be broken by the most minor bump or twist. These students:

- May have small limbs.
- May have limbs that are often bowed in various contortions due to multiple fractures and healing in the deformed position.
- May be short in stature and have stunted growth. May have a tendency to bruise easily.
- May sweat excessively.
- May have a triangular shaped face.

Intervention Guidelines for Students with Osteogenesis Imperfecta:

- Bus drivers and bus attendants must be alert to the possibility of fractures and should remember they can occur spontaneously in these students.
- If it is believed that a fracture has occurred, students should not be moved until the parents or paramedics can be contacted.
- Be aware that students with OI have increased perspiration and may have difficulty in handling hot temperatures on the bus.

5. Students with Epilepsy

Epilepsy means “seizure.” Seizures are not always accompanied by convulsive movements but they all involve a temporary interruption of consciousness. A disturbance of brain function and “irritation” of the brain – a sudden, violent, disorderly discharge of electrical impulses cause epilepsy seizures from the brain cells. These students:

- Could be affected by psychological or social problems.
- Could be easy to misunderstand rejections by family and friends.
- May have an inability to get or maintain a job.
- Usually show insecurities, anger and frustrations.
- After a student has experienced a seizure, he/she may be sleepy, confused, exhausted and complain of a headache.
- May have no memory of the seizure.
- May have seizures that result in blackouts and violent shaking of the entire body.
- May have irregular breathing, drooling and/or pale blue color in the face, fingernails or lips may accompany a seizure.

Intervention Guidelines for Students with Epilepsy:

- Bus drivers and bus attendants must be alert to seizure disorder. Remain calm.
- Pull safely off the road.
- Notify transportation dispatch immediately.
- Request 911 if there is not a care plan already in place for the student.
- Follow care plan if one is in place for the student.
- Do not move vehicle until released by authorized personnel.
- Never leave the student alone during the seizure.
- Time the seizure (seizure should only last 2 to 3 minutes).
- Observe student’s breathing for any difficulties, whether it be shallow, raspy or labored anytime during the seizure.
- Do not restrain the student or interfere with their movements.
- Clear the area around the student; protect them from injuring themselves. Do not force anything between the teeth.
- Loosen clothing around student’s neck and waist.
- Place something soft under the student’s head.
- After the seizure is over, let the student rest if he/she desires to.
- Report the seizure and follow-up by an incident report for records.

Students Identified with Speech or Vision Disabilities

1. Students with Speech and Language Disorders:

- May have speech disorders which may include articulation, stuttering or voice problems.
- May have receptive language disorders involve problems speaking clearly.
- May sometimes be very self-conscious and quick to give up.

Intervention Guidelines for Students Who Have Speech and Language Disorders:

- Be respectful, supportive and reassuring.
- Never mock a student with a speech disorder.
- Check with classroom teacher or therapist for specific guidelines.

2. Students with Blindness or Low Vision:

- Are considered legally blind if, even with glasses and using their better eye, they see at 20 feet what others see at 200 feet.
- May have severely impaired or nonexistent vision.

Intervention Guidelines for Students Who Have Blindness or Low Vision:

- Ask student if you can help them when they move from place to place.
- Find out what assistive devices the student uses and become familiar with them.
- Ask classroom teacher or therapist how to assist with specific students.

LOADING AND UNLOADING SPECIAL NEEDS STUDENTS

Special needs bus drivers and bus attendants will follow the same loading and unloading procedures that are followed when transporting regular students with additional safety procedures. Some students need special assistance while boarding. They may require extra equipment such as car seats, safety vests, walkers, crutches, wheelchairs, etc.

Wheelchairs

Every wheelchair must be equipped with footrests and appropriate straps. The following guidelines will help you ensure the wheelchair is safe to transport. Use the Wheelchair Safety Checklist to communicate concerns.

- SLPS Transportation Services highly recommends the use of an automotive-style belt and buckle (no Velcro fasteners). However, student needs should determine the type of belt actually utilized.
- The lap restraint must be attached to the frame of the wheelchair – DO NOT transport wheelchairs without a proper lap restraint.
- Backrest and seat must be secured to the frame of the chair.
- The parent should check with the child's treating therapist and physician regarding the need for chest support secured through buckle fasteners, neck collar (poor head control), and trunk and extremity positioning pads.
- If a child travels with a lap tray, it must be a "Foam Transportation Tray", fastened to the wheelchair.
- If the wheelchair has a lap tray, it must be removed prior to transport and secured on the bus.
- Wheelchair brakes (wheel locks) should be in working order; the locks should be applied before transporting the chair; if the wheel locks are not in working order, consult with a manager to give the parent/guardian note for repairs.
- Chairs for students who lack head control should be equipped with headrests.
- If the student lacks sufficient trunk control to keep them in an upright position, the chair must have armrests and some type of functional chest-control restraint system (lap trays will not be considered a substitute for chest-control restraints).
- Chairs should be the appropriate size for the height and weight of the student.
- A wheelchair with anti-tip bars – should be in the down position when on the bus and on level ground.
- When transporting scooters, the student must be transferred to a bus seat during transportation.

NOTE: Lap Trays -- Students in wheelchairs are safer on school buses when their lap trays are removed while being transported. In the event of an accident, lap trays, when attached to the wheelchair, can cause severe internal injury and have not been designed to spread crash forces. Parents may need to be assured that with proper trunk support and a size-appropriate shoulder/lap belt, the student should have a stable securement.

Equipment terms:

Lap Trays – Upper extremity or a torso-supportive device that can also be used for feeding purposes or for placement of instructional materials. Must be removed and stored while bus is in transit. Note: There may be some unique cases in which the student's tray cannot be removed. If that is the case, the best practice in the industry suggests using a high-density foam tray.

When loading or unloading a wheelchair the following should be done:

REMINDER: Only students in wheelchairs may ride the lift.

- Check for the student's personal lap restraint.
- Hook lift doors to the side of the bus.
- Center the chair on the platform and apply both wheel locks; student facing away from the bus.
- Prior to activating the lift, be sure there is adequate clearance on all sides of the chair. New buses must have safety strap in place for the lift to work.
- While the person on the outside (attendant) is holding onto the chair with both hands, the person on the inside of the bus (driver) will use the control panel to engage the lift.
- Maintain a physical hold on the chair and observe the student while the lift is in motion; continue to raise or lower the lift until the platform is in the correct position (either ground level or bus floor level) and all motion stops.
- Unlock wheel locks (if loading, place chair in correct position, properly fasten securements; if unloading, release to authorized person).
- Never move the school bus until every piece of equipment is in place and everyone is seated.
- Securely store or fasten down all equipment.
- Carry only needed equipment (securement straps, plus one extra set).

Powered Wheelchairs

- Upon assignment of a large power wheelchair to your bus, student and wheelchair specific training will be provided by transportation and risk management.
- You must turn the power indicator switch to the off position when the wheelchair is pulled onto the lift.
- Disengage the drive system and put wheel locks on before operating the lift.
- Manually push the chair into position and secure.
- When unloading, you must manually push the chair onto the lift and engage wheel locks.
- Upon reaching ground level, with wheel locks engaged, the power indicator switch may be turned to the on position and the drive system engaged.
- Check powered wheelchairs to ensure they are carrying leak-proof, sealed, lead acid batteries.

Lap Restraints

All Side-lift buses must have lap restraints (seat belts) attached to the bus seat in accordance with manufacturer's requirements, using the correct attachment point.

NOTE: Do not tie knots, cut belt or wrap belt around the seat frame.

Operation of Side-lifts

There are many different styles of lift buses and every bus attendant and bus driver should know how to use the lift properly.

- Only students in wheelchairs may ride the lift; do not allow students with crutches or walkers to ride the lift.
- Before operating lift for the first time (morning or afternoon) always touch the up button first.
- When lowering the lift, release the button as soon as it touches the ground.
- When raising the lift, release button as soon as it reaches the bus floor level.
- When operating the lift, if you feel any resistance or hear any unusual sounds, release the button immediately.
- Watch for high curbs or other obstacles that would interfere with proper use of lift.
- While loading wheelchairs, they should be pushed or pulled onto the lift.
- Prior to activating the lift, be sure there is adequate clearance on all sides of the chair.
- Never leave a child in a wheelchair unattended.
- Double-check all wheel locks on wheelchairs to make sure the chair is secure.
- Check student to ensure proper lap restraint is secured to frame of wheelchair.

Loading Procedures

- Driver makes sure the master switch is on.
- Approximately 200 feet before the student stop, driver activates amber student lights.
- Driver checks all mirrors to ensure traffic is responding appropriately.
- Driver positions the bus in a safe lift-loading zone, ensuring the students are ten feet or more away from the bus and activates red student lights.
- Driver applies parking brake and then shifts into neutral.
- Driver checks all mirrors again to ensure traffic is responding appropriately.
- Driver activates lift switch on driver's panel.
- When safe, driver opens passenger door to allow attendant off to open and secure lift door.
- Driver closes front passenger door after bus attendant leaves the bus.
- Prior to activation of lift, ensure there is adequate clearance on all sides and then lower lift.
- While lift is on the ground, attendant backs wheelchair onto the lift, facing away from the bus.
- Attendant checks student to ensure proper lap restraint is secured to frame of wheelchair.
- Attendant centers the chair on the platform as it is rolled it into place and locks wheel locks.
- Attendant ensures that there is adequate clearance on all sides of the chair.
- When driver is activating lift, ensure attendant has two hands on the wheelchair at all times.
- From inside of the bus, driver activates the lift and stands ready to receive student.
- When lift is at bus floor level, attendant releases wheel locks, driver backs chair into bus and place in correct location, securing with proper equipment.
- Driver closes lift, attendant unhooks lift door and closes. Driver opens front passenger door for bus attendant to re-enter the bus.
- Driver closes passenger entrance door.
- With lights still activated, both bus driver and attendant should finish securing the wheelchair.
- Driver checks mirrors to ensure all areas around the vehicle are clear.
- Once everyone is seated, driver deactivates red student lights and proceeds when safe to do so.

Unloading Procedures

- Driver makes sure the master switch is on.
 - Approximately 200 feet before the student stop, driver activates amber student lights.
 - Driver checks all mirrors to ensure traffic is responding appropriately.
 - Driver positions the bus in a safe lift-loading zone, ensuring the bystanders are ten feet or more away from the bus and activates red student lights.
 - Driver applies parking brake and put gearshift into neutral.
 - Driver checks all mirrors again to ensure traffic is responding appropriately.
 - Driver activates lift switch on driver's panel.
 - When safe, driver opens passenger door to allow attendant off to open and secure lift door.
 - Driver closes front passenger door after bus attendant leaves the bus.
 - Driver releases wheelchair securements and guides wheelchair onto lift with student facing away from the bus.
 - Driver centers the chair on the platform as it is rolled into place and lock wheel locks.
 - Driver ensures adequate clearance on all sides of the chair.
 - When activating lift, driver should have a hand on the wheelchair at all times until it is out of reach.
 - Attendant needs to hold chair with two hands as chair is lowered.
 - When the lift is secure on the ground, attendant releases wheel locks, pushes wheelchair off the lift and releases student to authorized person.
 - Driver closes lift, attendant unhooks door and closes.
 - Driver opens front passenger door for bus attendant to re-enter the bus.
 - Driver closes passenger entrance door.
 - Driver checks mirrors to ensure all areas around the vehicle are clear.
 - Once everyone is seated, driver deactivates red student lights and proceeds when safe to do so.
-
- Student lights and stop arm must be activated during the entire loading/unloading procedure.
 - When loading, do not deactivate student lights or stop arm until students are completely secured, bus attendant is seated, door is closed, bus is clear and it is safe to move on.
 - When unloading, do not deactivate student lights or stop arm until unloading procedures are complete, bus attendant is seated, door is closed, bus is clear and it is safe to move on.
 - It is recommended that a parent or approved guardian accept special needs students.
 - Bus driver/bus attendant shall not blow bus horn and/or knock on resident doors in an attempt to communicate with parents/guardians.

Student Loading Order

To make the loading of special needs students as efficient as possible, the following order is recommended:

1. Wheelchairs.
2. Children requiring a safety vest hook-up (child, if agitated, can be saved for last, giving aides time to settle the student down).
3. Children needing a car seat.
4. Ambulatory children requiring lap restraints or no restraints. Agitated student

Transporting Oxygen

A written request from a physician (with necessary documentation outlining the type of oxygen equipment needed to aid the student in breathing or as a means of medication to treat a medical condition) must be submitted to Transportation Services. Upon approval, the oxygen equipment to be transported must meet transportation specification guidelines as follows. You are not required to post a sign on the bus window regarding the transportation of oxygen.

GUIDELINES:

Personal oxygen to be transported by Saint Lucie Public Schools must be carried in a portable carrying unit by the student. It is not the responsibility of Saint Lucie Public Schools' personnel to load or unload any oxygen equipment. For safety and convenience, the two styles of units which Transportation Services has adopted for transporting on Saint Lucie Public Schools' school buses are:

Gas Oxygen Units - These portable units vary in size. For example, "Medical E" cylinders are approximately four and one-half inches in diameter and 31 inches tall and weigh approximately 12 pounds. This type of tank must be securely fastened to the sidewall of the bus in a secure rack that keeps it immobile, as these units are under extreme pressure. Units larger than the "Medical E" size will not be transported in Saint Lucie Public Schools' vehicles.

Liquid Oxygen Units - This type of portable unit comes approximately 10 or 13 inches in height, both having an approximate diameter of five inches. Both are under very light pressure and weigh less than 10 pounds when full. They may be secured to a bus seat with a nylon seat belt.

Specific Medical Training

Diastat Application: This is a medication prescribed for children that have severe seizures so prolonged that respiratory problems may occur. Any bus with a Diastat student on board will have a **RED FOLDER** placed on it at all times. This folder contains the specific doctor's orders for that particular child. Anytime you are on a bus with this information on it, you are to take it and familiarize yourself with that particular student's need. A call to the dispatcher for 911 is our first course of action for a Diastat child that is having a (grand mal) seizure.

*****These children are not to be transported unless their medication is with them.** (It will usually be in their backpack. This should be checked whenever you load this child).

Vagal Nerve Stimulator Implants (VNSI): This is an instrument that has been surgically implanted in a person's chest, like a pacemaker. There is a magnet that is swiped over the implant to send a signal to interrupt the seizure. It may or may not stop the seizure. **It is allowable to transport these students without the magnet.**

****** Anytime these seizure prone students have seizure activity during a transport to school or home, notify school staff or the parent/guardian depending where the child is being dropped.

Oral Suction: These children usually cannot swallow or cough on their own. Extremely close attention should be paid to them. The bus paraprofessional should notify the driver to pull off the road, wait for the bus to be stop completely then administer the suction to clear the airway.

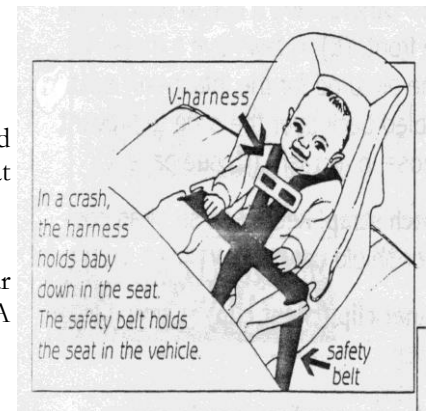
SAFETY EQUIPMENT FOR SPECIAL NEEDS STUDENTS

An Individual Education Plan (IEP), provided by the school, must be on file for any student needing assistive equipment. Once the student has been assigned assistive equipment, **they must be transported** in that manner at all times. Match the child's age, height and weight with the appropriate Child Safety Restraint System (CSRS). Measure and weigh each child at least **every three months** to ensure that the CSRS being used is still appropriate. **If changes are to be made involving the CSRS, a new IEP must be completed.**

Car Seats

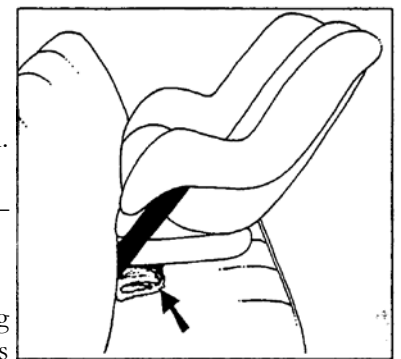
Infant Seats -- 0-22 lbs.

- Reclined Position -- Only use this position when car seat is installed rear-facing. Install with lap restraint (seat belt) attached to the bus seat using manufacturer's attachment points.
- Note: A "fun noodle" under the safety seat may be needed to tip car seat back far enough so the baby's head lies back comfortable. A baby should recline half way back.
- Infants ride facing rearward until they are at least one year old and weigh at least 20 pounds. A snug harness is important in this position. In a crash, the shoulder straps hold your baby down in the safety seat.
- Infant only seats usually have just two straps which go over the shoulders and form a "V" when backed. There may be one or two sets of harness slots. Shoulder straps should be in the lowest slots for the newborn. Move them to the upper slots only when the baby's shoulders reach the level of the slot.
- Use a harness retainer clip to keep straps on your baby's shoulders. Put the clip at mid-chest, armpit level at all times.



Convertible Car Seats -- 20-35 lbs. (Check weight limits on all CSRS before installing.)

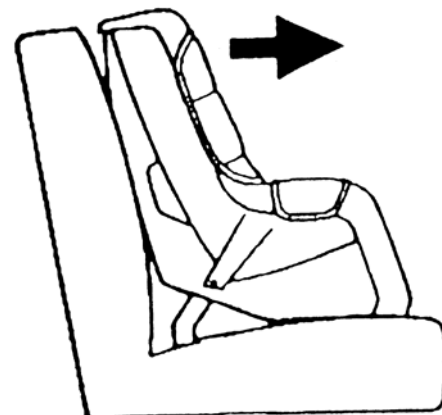
- Rear-facing fully reclined until 20 to 35 pounds and at least one-year-old.
- Reclined Position--Only use this position when car seat is installed rear-facing.
- Install with lap restraints (replace with Bus Baby Belt) or attach by using the LATCH System. Install car seat by following manufacturer's attachment points.



NOTE: A "fun noodle" under the safety seat may be needed to tip car seat back far enough so the baby's head lies back comfortable. A baby should recline half way back.

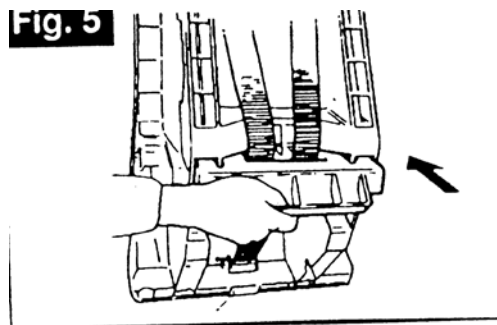
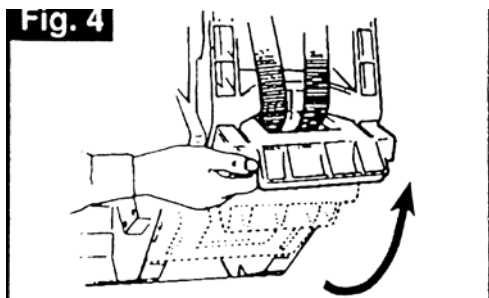
Toddler Seats -- 20-40 lbs. (Check weight limits on all CSRS before installing.)

- Upright Position -- Only use this position when car seat is installed forward-facing.
- Position seat by pulling down and rotate recliner standup as shown in figure 4. Then push stand in until stand slides into the upright position shown in figure 5. Be certain stand is firmly locked in place. Install with lap restraints (replace with Bus Baby Belt) attached to the bus seat using manufacturer's attachment points. This car seat can be installed with LATCH System if your bus has the anchor points provided.



- Press down firmly in center of car seat to compress vehicle seat cushion while tightening vehicle seat belt.
Hint: Use your knee to press down in center of car seat. Pull front to back and left to right to check for secure installation.
- Check to insure harness straps are moved up to the top slots of the car seat. **When moving the straps be sure to thread them completely through the shell, not just behind the pad.**
- Place child in car seat with child's back flat against back of car seat.
- Place harness straps over child's shoulders and insert tongue's into buckle. Pull up on tongue to be sure they are locked.
- Close harness tie: Position harness tie at arm pit level.
- Adjust harness straps to be snug with just enough room to insert one finger between Child's chest and harness strap.

For 5-point models, check that harness straps on chest and thighs are snug.



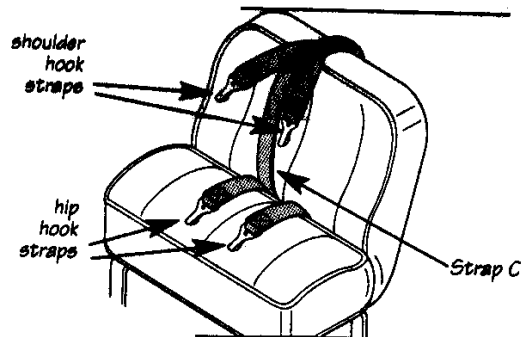
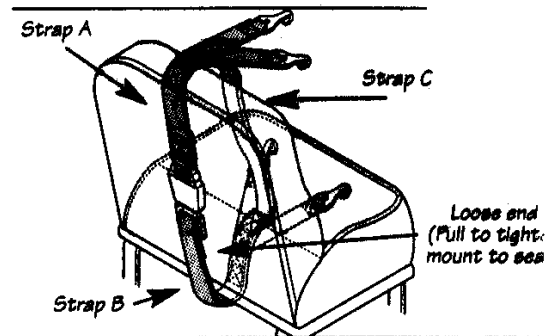
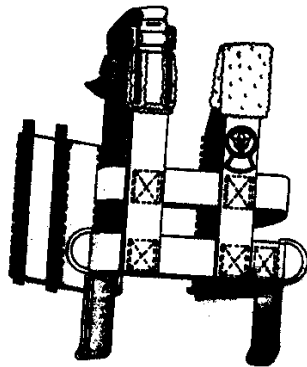
Safety Vests

EZ-ON Adjustable Vest with Built-in Zipper Panel & Adjustable Shoulder Straps

Vest with angular straps must be installed as directed by the manufacturer.

THE STRAPS SHOULD BE SNUG WHILE THE CHILD IS SITTING. IF THEY ARE TOO LOOSE OR TIGHT, ADJUST THE LENGTH OF THE STRAPS.

WARNING: This restraint must only be used on school bus seats. Entire seat directly behind must be unoccupied or have restrained occupants.



WARNING: THIS RESTRAINT MUST ONLY BE USED ON SCHOOL BUS SEATS. ENTIRE SEAT DIRECTLY BEHIND MUST BE UNOCCUPIED OR HAVE RESTRAINED OCCUPANTS.

No Smoking – No Open Flame

- Seats should be assigned considering the student's proximity to heaters and other types of motors.
- The school bus attendant should be able to continuously observe the student.
- All storage, transportation, and usage requirements specified by equipment manufacturers must be met.

Oxygen cylinders/containers must be secured as follows:

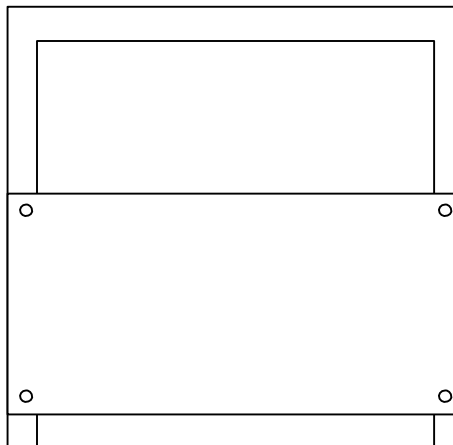
- All respiratory related equipment be securely mounted or fastened to a wheelchair, bus seat or secured to the bus wall during transit.
- Compressed gas oxygen cylinders should be secured to prevent movement.
- Liquid oxygen containers should be secured in an upright position to prevent leakage.
- Liquid oxygen containers should be secured to prevent contact with cryogenic material.
- Liquid oxygen containers must be stored in a well-ventilated area.
- All oxygen containers should be secured in a location that would allow all passengers free access to or egress from emergency exits.

Need for Assistance on the Bus

If the student requires oxygen on an as needed basis, it is the responsibility of the school nurse to determine if a nursing assessment is needed in order to administer the oxygen. If a nursing assessment is not needed for the administration of oxygen, the nurse must assess and document that the student's health care needs are chronic, stable, uncomplicated, routine, and predictable.

Headboard

- Headboards should not be installed on the side windows or either side, forward of or adjacent to, the operator's seat.
- Headboards need to be placed in the center of the school bus, clear of the emergency exit windows or doors.
- If possible, do not cover the entire window.
- Screws will be installed in a safe location in order to keep the student from hurting themselves.



x

Service Animals on School Buses – Best Practices Guide

Animals have become a valuable source of assistance to children with a variety of disabilities. Children with visual impairments, hearing impairments and mobility issues often benefit from animal assistance to facilitate their safety and functional skills.

The Americans with Disabilities Act (ADA) defines a service animal as any guide dog or other animal individually trained to provide assistance to an individual with a disability. If they meet this definition, animals are considered service animals under ADA, regardless of whether they have been licensed or certified by a state or local government.

It is important to remember that service animals are not pets. Some, but not all, service animals wear special collars and harnesses. Some, but not all, are licensed or certified and have identification papers.

Service animals perform some of the functions and tasks that the individual with a disability cannot perform for himself/herself. “Seeing eye dogs” are one type of service animal used by some individuals who are blind. Other functions service animals can perform include:

- Alerting persons with hearing impairments to sounds.
- Pulling wheelchairs or carrying and picking up things for persons with mobility impairments.
- Assisting persons with mobility impairments with balance.

It is permissible and encouraged to ask what function the service animal performs and to ask for a demonstration of the function. It is also appropriate to ask for the animal’s immunization records.

School districts are encouraged to develop written policies and procedures for dealing with service animals. Areas to address include training issues, immunization requirements and transportation issues. Regarding transporting service animals, districts should address seating arrangements, emergencies, evacuations and other students’ needs or concerns such as allergies.

For students riding on the bus with a service animal, it is good practice to provide an orientation about the animal to the students and inform their parents about the role of the animal. Allergies of other students should be addressed.

When a student with a disability needs a service animal to receive a Free Appropriate Public Education (FAPE), the Individual Educational Plan (IEP) team should address the important areas involving service animals.

We suggest each IEP team look at the following issues when transporting a service animal.

NOTE: Even though public school transportation is exempt from the American with Disabilities Act (ADA) Transportation Services for Individuals with Disabilities, (49 CFR 37.27(a)), we are using some of the ADA’s guidelines as “best practices.”

Issues for Transporting a Service Animal

Immunization Records:

- Rabies
- DHLPTC Combination
- Distemper/Hepatitis/Lepto/Cornal
- Other immunizations, as required

Training Certificate:

- Trainer’s qualifications and credentials
- Training school’s guidelines

Documentation of Animal's Behavior:

- List of the animal's tasks/responsibilities for student.
- Recommend that the animal come to class first before riding the bus to acclimate the animal to the school environment.

Training – Bus Driver/Attendant:

- Driver and attendant should meet with the animal's trainer.
- Driver and attendant should learn critical commands.

Training – Students:

- Students riding the bus with a service animal should be given an orientation to the animal, its functions, and how they should interact with it.
- The animal will be working so the students should be instructed not to “play with it”.

Insurance:

- Proof of liability insurance.
- Advice from district attorney.

Communication to Parents:

- Letter to parents of other students riding on bus (do not divulge confidential information); ask about allergies.
- New students on the route should be informed about the animal.
- If a new student rides home with a friend on the bus, he/she should be informed about the animal.

Seating Location/Securement on Bus:

- Where should the animal be located?
- Should the animal be secured? With a tether? Harness?
- It is advised that the service animal board the bus by the steps, not on the lift.
- Practice boarding the student and animal should occur before the first day for transportation.

Emergency Evacuation:

- Driver and attendant need to know verbal commands.
- Service animal should practice the evacuation drills with the student.

Situations that would cause cessation of transportation of the service animal:

- The animal bites someone.
- The animal's behavior poses a direct threat to the health or safety of others.
- The animal urinates or defecates on the bus.
- Medical reasons should be taken into consideration of documented by a veterinarian.
- The animal does not remain in the designated area.

If transportation is suspended due to any of the above reasons, transportation could be reinstated after additional training or medical issues are addressed. Parents need to be informed of these consequences prior to the first day of transportation; this information should be shared at the IEP meeting.

Frequently Asked Questions

(From the ADA website: <http://www.usdoj.gov/crt/ada/quasrvc.htm>)

What is a service animal?

The ADA defines a service animal as any guide dog, signal dog, or other animal individually trained to provide assistance to an individual with a disability. If they meet this definition, animals are considered service animals under the ADA regardless of whether they have been licensed or certified by a state or local government.

Service animals perform some of the functions and tasks that the individual with a disability cannot perform for himself/herself. "Seeing eye dogs" are one type of service animal, used by some individuals who are blind. This is the type of service animal with which most people are familiar. But there are service animals that assist persons with other kinds of disabilities in their day-to-day activities. Some examples include:

- Alerting persons with hearing impairments to sounds.
- Pulling wheelchairs or carrying and picking up things for persons with mobility impairments.
- Assisting persons with mobility impairments with balance.

A service animal is not a pet.

How can I tell if an animal is really a service animal and not just a pet?

Some, but not all, service animals wear special collars and harnesses. Some, but not all, are licensed or certified and have identification papers. If you are not certain that an animal is a service animal, you may ask the person who has the animal if it is a service animal required because of a disability. However, an individual who is going to a restaurant or theater is not likely to be carrying documentation of his or her medical condition or disability. Therefore, such documentation generally may not be required as a condition for providing service to an individual accompanied by a service animal. Although a number of states have programs to certify service animals, you may not insist on proof of state certification before permitting the service animal to accompany the person with a disability.

Am I responsible for the animal while the person with a disability is in my business?

No. The care or supervision of a service animal is solely the responsibility of his or her owner. You are not required to provide care or food or a special location for the animal.

What if a service animal barks or growls at other people, or otherwise acts out of control?

You may exclude any animal, including a service animal, from your facility when that animal's behavior poses a direct threat to the health or safety of others. For example, any service animal that displays vicious behavior towards other guests or customers may be excluded. You may not make assumptions, however, about how a particular animal is likely to behave based on your past experience with other animals. Each situation must be considered individually.

SLPS TRANSPORTATION SERVICES
SERVICE ANIMALS
PERSONAL INFORMATION SHEET

Date_____

Service Animal's Name_____Type/Breed_____

Owner's Name_____

Address_____

Phone #_____

Emergency Contact Person_____

Student's Name_____

Address_____

Student's School_____

Address_____

Phone #_____

Contact Person at School_____

Bus #_____Trip #_____Manager_____

Physician's Recommendation_____Date_____

- *Attach Copy of Physician's Recommendation*

I.E.P Conference_____Date_____Time_____

Instructions_____

Immunization Records

- a. Rabies_____Date_____
- b. DHLPPCTC_____Combination_____Date_____
- Distemper_____Hepatitis_____Lepto_____Parvo_____Cornal_____
- Other_____

Training certificate

- a. Certification of Training_____
- Training Facility Name & Address_____
- b. Would the animal take verbal commands? If so please provide a list of the most critical commands_____
- c. Emergency contact person and phone # from the training facility_____
- d. How does the animal assist the student?_____
- e. Where should the animal be placed while being transported?_____
- f. Type of securement_____Harness_____Tether_____None_____
- Other_____

Name and address of insurance company: _____

- *Attach a copy of policy with application.*

Parent understands that if transportation was suspended, the animal could be reinstated after additional training or medical issues are addressed. Yes_____No_____

Owners Signature_____Date_____

Parent Signature_____Date_____

**ST. LUCIE PUBLIC SCHOOLS
WHEELCHAIR SAFETY CHECKLIST FOR SCHOOL PERSONNEL**

Student: _____ School: _____

Type of Wheelchair: _____ Bus #: _____

Manager: _____

Yes No

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Seating system secure to wheelchair frame. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | Auto quality lap restraint and buckle fastened to wheelchair frame. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | Wheel-locks/brakes functioning properly. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | Headrest positioned appropriately. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | Seating system provides trunk support (i.e., pads, harness) for student with inadequate muscular trunk control. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | Wheelchair sized appropriately to student. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | Anti-tip bars in down position and functional. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | Footrest to provide stabilization and protection as needed. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | Safety vest secured and used properly. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | Lap restraint is separate from internal harness system. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | Wheelchair complies to dimensions (length, width, height) available on wheelchair-adapted school bus. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | Book bags are not attached to wheelchair. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | Lap tray removed prior to transport. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | Extra equipment (book bags, oxygen tanks, etc.) secured. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | Tires are safe for mobility. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | Batteries for powered wheelchairs are leak proof/sealed. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | Drive system can be disengaged for loading/unloading. _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | Lap tray removed and secured on the bus. _____ |

Comments: _____

Bus Driver: _____ Date: _____

Bus Attendant: _____ Date: _____

School Designee: _____ Date: _____

Date Parent Notified: _____

NOTE TO PARENT: Please make necessary modifications as noted above.

8/2015

Transportation Operating Procedure # 1

Bus Driver and Bus Attendant Workday

PURPOSE: *To develop guidelines that establishes the pay status of the bus driver/bus attendant.*

PROCEDURES: A bus driver's paid driving hours shall begin at the required time for leaving the compound and shall end at the time of re-entry to the compound.

1. Each route as recorded in the computerized routing system will have the following extra time attached to the route in addition to the actual driving hours:
 - AM: 10 minutes before and 5 minutes after the assigned run for pre and post trip inspection
 - PM: 10 minutes before and 5 minutes after the assigned run for pre and post trip inspection
 - For a total of 30 minutes per day administrative time
2. Buses will be assigned a parking location appropriate to the assigned route, space permitting.
3. Obviously, because of changing school attendance boundaries, school population and configurations, it is difficult to maintain the same length of the workday of a bus driver or bus attendant from year to year. The area managers will make every effort to ensure the maximum utilization of buses, bus drivers and bus attendants to achieve operational efficiency.
4. The department will follow the current contract in force as to bidding and time guarantees.
5. Drivers and attendants will log in with their badge into the True Time terminal at their compound at the beginning of each shift, morning and afternoon. If the badge is not available, the sign in sheet must be used, but the expectation is that the badge will be used and worn by the employee at all times. Repeatedly not wearing or using the badge to log in will be grounds for disciplinary action.
6. Drivers and attendants will submit a time sheet at the end of each workweek electronically through the True Time terminal to their area manager. In order to be paid according to the payroll schedule, timesheets for the week must be submitted to their area manager by the end of the day on Friday. If Friday is not a workday, then the timesheet should be turned in at the end of the day on the last workday of the week the timesheet covers.
7. On occasion, drivers and attendants may be called upon to work in excess of the number of hours for which they are normally paid. All bus drivers and bus attendants will receive timely compensation for additional hours worked, provided the extra work sheet is turned in in a timely manner. Employees may not "hold" the extra work sheet to be paid at a time of their choosing. Assignments for additional hours and/or trips will be made by dispatchers, management and the field trip manager and clerk
8. By October 31st of each year, a lock-in form will be distributed to each driver and attendant showing their established time. Route specialists will verify this time with random days of AVL time before the lock-in form is issued. Drivers who disagree with their lock-in time should consult their area manager, who will set up a conference with administration if necessary.
9. By current contract agreement, the October 31 lock in is the official lock-in each year. You cannot lose time from this lock-in until the next October unless you choose to if your time drops to an amount less than your lock-in. Anytime your established time increases from your lock-in figure, you will be paid for that time and that time will be reported to HR as your established time for the purpose of leave accrual and retirement benefits. If your established time should drop below your lock-in time during the year you are expected to report for duty at your lock-in time for duties that may be assigned by a manager unless you choose to opt-out and reduce your lock-in to the lower amount of time.
10. Any absence must be submitted in Skyward by the time limits prescribed in Board policy.
11. Falsification of your time is considered to be fraud and appropriate disciplinary action will be taken, up to and including termination. Permanent changes to your route that create time to be added or subtracted from your assigned time must be reported to your area manager within 2 workdays of the start of the change.

Use of Two-Way Radios



The proper use of two-way radios enables dispatch to manage the transportation operation efficiently and provide response to various emergencies.

1. All radio transmissions will be made in a professional and businesslike manner at all times.
2. No personal messages will be transmitted or personal conversations between buses, except in cases of emergency.
3. All radio transmissions will be made in a normal, clear speaking voice without shouting or whispering.
4. Absolutely no citizen-band type slang or any other code systems will be used at any time.
5. All drivers must use the "Plain Language System" as described on the next page.
6. Any driver found to be deliberately interfering in two-way communication will be subject to disciplinary action up to dismissal for endangering the safety of children.

Call Signs

1. Buses will be called on the air by bus route number. Avoid the use of driver names.
2. The Transportation Office Call Center is known as "Dispatch".
3. Do not call directly to routing area managers or other departments except in case of an emergency.
4. When called, always answer with your bus number, not with "go ahead" or similar language.
5. When you call Dispatch, give them your bus route number and they will reply to your route number.
6. Drivers may not request a "Time Check" over the radio. Your Mobile Data Terminal displays the current time.

Radio Ten Codes and Signals

10 Code		Signals	
10-4	Yes	0	Weapon Involved
10-6	Busy, Stand By	4	Accident
10-7	Off the Bus	8	Missing Student
10-8	On the Bus	12	Reckless Driver
10-9	Repeat message	13	Suspicious Vehicle
10-12	Unwelcome person	13P	Suspicious Person
10-19	Return to Compound	16	Road Blocked
10-20	What's your location?	36	Fight
10-22	Disregard message	43	Sexual Acts
10-23	Stand by	46	Bomb
10-45	Telephone office	57	Drugs
10-54	NO - Negative	84	Sick Person
10-86	Fueling at Gas Pump		

Adherence to Federal Communication Commission Rules

All radio operators are required to abide by the rules of the Federal Communications Commission (FCC). Rules related to the use of mobile radios are summarized below:

- a) **PROFANE LANGUAGE.** The use of profane or obscene language on the radio is strictly prohibited. (Section 303m.1D Communications Act 1934 as amended.)
- b) **UNNECESSARY CHATTER.** Excessively lengthy conversation or chatter not related to business is prohibited. Keep your messages brief and to the point. (FCC 90.403(d))
- c) **EMERGENCY MESSAGES.** If you receive any emergency or public service broadcast on your radio or otherwise learn that your channel is being used to transmit in an emergency, you are required to STAY OFF THE AIR. In these instances, you may use your radio only to assist in the emergency activity. (FCC90.403(d))
- d) **ILLEGAL MESSAGES.** In addition to the messages described in a and b above, do not transmit music over your radio or otherwise use your radio for any non-business message or noise. (FCC 90.415.90.405(b))
- e) **PENALTIES FOR VIOLATION OF RULES AND REGULATIONS OF THE FCC.**
Any person who willfully and knowingly violates any rule, regulation, restriction or condition made or imposed by the Commission under authority of this Act or any rule, regulations, restriction or condition made or imposed by an international radio or wire communications treaty or convention or regulations annexed thereto to which the United States is or may hereafter become a party shall in addition to any other penalties provided by law be punished upon conviction thereof by a fine of not more than \$500 for each and every day during which such offense occurs. (Section 502 Communications Act of 1934 as amended.)

Radio Channels

Mode #1:

1A	SB NCC	Dispatch (North Compound)
1B	SB SEC	Security
1C	SB TRIP	Field Trip Call Out and Routing
1D	SB GAR	Garage
1E	SB SCC	Dispatch (South and East Compound)
1F	SB SCH1	Schools
1G	SB EMER	Emergency
1R	DYN	Dynamic Regroup after Power Out

Mode#5:

5A	MA Call	Mutual Aide Statewide Call Group outside St. Lucie Co.
5F	CWTA	Channel to talk to each other on out of county field trips

Note: Drivers may not use Modes 2, 3 or 4 without proper authorization.

Assignment of Midday Runs During Absences

PURPOSE: *To develop guidelines that establishes the procedure for assigning a driver to a midday run when the regular driver is absent.*

PROCEDURES: The following guidelines shall apply in the event a driver who has an assigned midday is absent or unable to do their regular assigned midday.

1. When a regular driver who has an assigned midday run is going to be absent or is otherwise unable to complete their run, they will advise the area manager that they have a midday that will need coverage.
2. If a substitute driver is assigned to do the entire regular part (AM and PM runs) of the absent driver's route, then that substitute may also be assigned the midday that is assigned to the route for that day only.
3. If the same substitute driver is not assigned to cover the entire route, or only the midday is being covered, then the midday work will be called out over the radio for assignment to full-time drivers by seniority, subject to overtime limitations.
4. Once a midday is accepted by a full-time driver to cover for an absence, that driver is entitled to continue to cover that midday until either the assigned driver returns to running their midday or the midday is permanently reassigned to another full-time driver by management.
5. Only Managers or their clerical assistants are authorized to assign or call out the midday work.

Roundtable Meetings

PURPOSE:

To provide a forum for the exchange of information between employees and management, and to resolve issues that affect employees.

PROCEDURES:

Management will publish a schedule of meetings at each compound multiple times during a school year. Employees will submit issues beforehand to enable management to research the issue so a solution or explanation can be given at the meeting. Issues should be submitted at least a week in advance to give management time to research an answer, however there will be no deadline. If the answer is not available by the time of the meeting, answers may also be communicated through memos, newsletters, etc. Individual issues may be answered directly to the employee who submitted the issue, if it does not appear to involve others.

It is not necessary to wait until a meeting is approaching to submit questions to management, especially when the employee considers the matter to be urgent.

The preferred methods of communicating issues is as follows:

1. E-mail issue to Busconcerns@stlucieschools.org . This e-mail address has been established specifically for issues that need attention, whether from the public or employees. It goes straight to the department administrators.
2. In writing to the Director or Coordinator
3. Please do not rely on phone messages, messages relayed through other parties, etc. The two methods above will give you direct access to administration.

Running Out of Fuel

Running out of fuel in your bus can cause endangerment of students, as well as potential damage to district property and personal injury. As a precaution, all **drivers should not allow their fuel gauges to go below the half (1/2) mark before refueling.** Any driver who allows their school bus to run out of fuel (requiring fuel to be brought to the vehicle or the vehicle to be towed) has violated School Board policy and is subject to disciplinary action. Any driver who must cut a route or run short due to low fuel is subject to disciplinary action.

Any employee whose bus must be fueled while away from the compound (unless the bus must be fueled while out-of-town on a field trip) will be subject to disciplinary action following an investigation of the cause of the problem. If the Vehicle Service Manager or Shop Foreman can verify there is a mechanical cause for the fuel loss (such as a malfunctioning gauge or leaking tank), no action will be taken against the driver.

If this cannot be confirmed, the Director of Transportation will recommend that the Superintendent approve a two-day Leave without Pay for the employee.

A second violation of this policy will result in a recommendation for dismissal.

Guidelines for the use of AM/FM Radios on SLPS Buses

These guidelines are to be used while operating a St. Lucie Public School Bus. The use of the school bus AM/FM radios should provide school bus drivers with an effective tool to help promote good student conduct on school buses. School bus drivers need to understand, however, that some radio stations broadcasting in the St. Lucie County area and other areas they may travel have programming that contains obscene and profane language that will be objectionable for some students and parents.

School bus drivers must be sensitive to this issue and must take the necessary precautions to ensure that radio stations are not played in the presence of students that broadcast such programming. Therefore, the following guidelines are to be adhered to regarding the use of AM/FM radios:

1. Every reasonable effort should be made to avoid playing radio stations whose broadcast includes profanity or sexually explicit music. If a song or commentary on a radio station that is playing begins to broadcast profanity or sexually explicit music, the bus driver should make every reasonable effort under the circumstances to change the radio station to an acceptable station.
2. Volume of the radio must be at such a level that it does not interfere with student communication, two-way radio communication, or the school bus camera recording.
3. Students are a captive audience and cannot be subject to radio stations that promote religion or whose content contains obscene vulgarity or commentary.
4. With the constant changing of formats by radio stations, a list of prohibited stations will not be maintained. It is expected that drivers will make the proper determination of acceptable stations based on the guidelines in this policy.
5. These guidelines apply to the installed radio/CD player if one exists as well as to any other radio or music playing device that may be provided by the driver or attendant.
6. School bus drivers who fail to follow these guidelines will be subject to disciplinary action.

Use of Personal Communication Devices on SLPS Buses by Students

PURPOSE: To allow for sensible use of PCD's on buses by students.

PROCEDURES:

1. Personal Communication Devices include but are not limited to: Laptops, Tablets, Smartphones, etc.
2. Students may use these devices during the route subject to limitations.
3. Devices may be used for personal use such as texting and listening to music through earphones as long as it is not causing a distraction.
4. Students may make calls to parents or guardian for the purpose of informing them of a delay or of their time of arrival at the bus stop.
5. Students are not allowed to use devices to record audio or video.
6. For students who use devices for purposes that are not allowed, the proper course of action is to follow the usual steps in the discipline process.
7. At no time should transportation employees attempt to confiscate a student's personal communication device.
8. If you believe a crime has been committed with the device, such as taking an inappropriate picture, then security is to be called and they will address the issue.



Back to School Telephone Program Instructions

Smile as you are talking and it will come through in your voice and your attitude! It Works! No matter what happens, be pleasant and courteous. Remember, parents and students are our customers. These children are the reason for our jobs and our livelihoods. A parent's first and lasting impression of our school system starts with you! Our best ambassadors are you, our drivers and paraprofessionals, and you can set the tone for a great year.

Check the list for the names of several students in the same family because this will cut down on the number of calls you have to make. Write a note in the margin by the child's name as follows:

WN = Wrong Telephone Number
LM = Left my message for the parent on voice mail
TP = Talked with parent
TS = Talked with student
OS = Out of Service
CB = Call Blocked

If you get a busy signal, you must call again.
Make two attempts and note times you called. This is a good-faith effort on your part.

If you are making your calls from your home and do not want your telephone number to show on the Caller ID system, press *67 and your number will be blocked. If the parent you are calling does not accept call-blocked calls, please try the call from a telephone at the transportation office. We will have telephones available.

Suggested Script for Parent Phone Calls

Have I reached the home of _____?

Student's name

This is _____ with the St. Lucie Transportation Department.

Your name

I will be driving (or riding with) your child on Bus #_____to _____ School. The pick-up time is

_____ and the stop is located at _____ and _____. I am scheduled to

street

street

drop off at _____ in the afternoon. Please have _____ at the bus 10

student's name

minutes before the scheduled time in the morning.

Thank you for your time. We are looking forward to a safe and happy year with _____.

Student's name

If the parent has any questions about the stop location or other issues, please give them the 204-RIDE (7433) number and politely explain they need to contact our routing office.

Transportation Operating Procedure # 9

In-Service Opportunities

- Purpose: To provide a means of keeping employee skills up to date and provide information on new and updated procedures and policies.
- Methods: The primary method of delivery will be face-to-face meetings, scheduled on a regular basis. A summer meeting is held before school starts, consisting of one or more day(s) of instruction, and additional times during the school year as needed to provide additional information. Other methods may include one on one instruction, viewing video material, reading printed materials, and online instruction. Additional classes may be offered from time to time including CPI, ESE refreshers, team building, etc., any of which count as in-service credit if completed. Classes that employees take outside of the workplace for personal enrichment may also be submitted for approval, such as CPR or firstaid.
- Expectations: Drivers are required to participate in continuing education opportunities to maintain their CDL, as state law requires 8 hours of in-service per year. The driver is responsible to see that they complete 8 hours per year, just like they keep their CDL and physical up to date. Multiple opportunities are offered each year in order to accomplish the requirement, therefore no event in itself is mandatory to attend unless so designated by the Director in advance (these should be rare). Attendees are expected to arrive and leave on time, and to be respectful of and attentive to presenters. Cell phones are to be silenced or placed on vibrate, and participants should not cause any disruption to the event, or they may be asked to leave without credit.

Seating Charts & Bus Cards

Bus Registration Cards will be available in English, Spanish, and Creole. This should assist some families from whom you have been unable to get bus cards back in previous years. To translate, just hold the English card next to the other one and line-by-line, they are the same.

Bus Cards should be given out immediately and received back within two days. It is school board policy to have a bus card on every rider. In the event of an emergency, law enforcement agencies utilize the information, as well as managers attempting to reach parents or other emergency contacts. Every new rider should be given a bus card and have a seat assigned.

Seating Charts are expected by no later than the third week of school. Turn in a copy to your manager and keep one on the bus. A Seating Chart should be completed on every tier with changes made as necessary. Include address and date of birth. Again in the event of an emergency, law enforcement utilizes the chart. Risk management may use it if an injury has occurred. Most importantly, the schools use them in dealing with bus referrals. It is very important to the Sub Drivers covering your bus when you are out.

Bus Registration Cards and Seating Charts are considered necessary and required paperwork that you must complete.

Clean Bus Standards

- 1) Dash area kept clear of loose objects (clipboards, papers, books, drink cups, clothes etc.)
- 2) Dash area wiped down and dusted
- 3) Step well area kept free from clothes and trash piled on fire extinguisher. Trash cans and brooms must be secured when not in use.
- 4) Drivers compartment around seat kept free of trash (snack wrappers, cups, cigarette butts, food of any kind, bones etc.) swept and wiped down for dust & mold.
- 5) Sun visors should be clean and free of any stickers, paperwork and other obstructions.
- 6) Passenger seats should be wiped down for health reasons and seat belts accessible and untangled to allow student use.
- 7) Ceiling should be wiped down and free of mold and dust.
- 8) Windows should be wiped down periodically for visibility and health reasons.
- 9) Floor should be swept and free of trash under seats and around wheel wells.
- 10) Exterior of bus should be washed periodically as time permits.

Inspectors look for buses that have not been cleaned properly. We understand that pupils bring dirt on the bus every day and are only concerned with dirt that has been left as a result of long term filth (i.e. not sweeping for several weeks or months and the growth of mold). The safety & health of our staff and students are the concern and any bus that comes in dirty will be subject to Safe Driver Plan points.

Transportation Operating Procedure # 12

Vandalism Inspection and Reporting

1. Check your buses thoroughly during pre-trip and notate seat and seatbelt conditions.
2. If there is time check your seats again after each tier.
3. Have a seating chart and use it.
4. Make sure your kids know vandals will pay for damage and will lose their riding privileges.
5. If you find damage, write up a Vandalism report whether you know who did it or not.
6. Remember, our Technicians are notating damage at each inspection and checking whether Pre-Trip Inspections noted the same thing.
7. Check your bus for damage after your run each shift.
8. If you see someone committing vandalism, fill out an incident report and referral as well as a vandalism report.

Anti-Idling Policy

St. Lucie Public Schools is committed to providing a safe, healthy and productive environment for all persons occupying our schools. In light of the significant risk posed by school bus exhaust emissions, especially to children, **St. Lucie Public Schools** is implementing a bus idling policy. This policy is intended to improve the health and safety of all individuals in or around the school and school grounds and reduce risks associated with exposure to diesel exhaust (such as aggravated respiratory and cardiovascular conditions, decreased lung function, acute respiratory symptoms and chronic bronchitis). Queuing of buses for pickup and drop-off as well as periods of idling during the bus commute itself can cause particular problems.

RATIONALE

Diesel exhaust from idling school buses can accumulate in and around the bus and pose a health risk to children, drivers and the community at large. Exposure to diesel exhaust can cause lung damage and respiratory problems. Diesel exhaust also exacerbates asthma and existing allergies and long-term exposure is thought to increase the risk of lung cancer. Idling buses also waste fuel and financial resources.

PURPOSE

Eliminate all unnecessary idling by St. Lucie Public Schools buses such that idling time is minimized in all aspects of school bus operation.

GUIDANCE

A. Policy Implementation

1. Beginning immediately, the **St. Lucie Public Schools** requires all buses to limit idling while on school grounds to less than five minutes. Adhering to this limit will improve surrounding air quality; protect the health of drivers, students and others; conserve fuel (save money); and decrease engine wear.

B. Guidelines to Reduce Exposure to School Bus Exhaust Emissions

This rule applies to any bus service, including home-to-school and field trips/activities.

1. Bus idling on school grounds shall not exceed five minutes in all cases.
2. When school bus drivers arrive at loading or unloading areas to drop off or pick up passengers, they should turn off their buses as soon as possible to eliminate idling time and reduce harmful emissions. The school bus should not be restarted until it is ready to depart and there is a clear path to exit the pick-up area.
3. At school bus depots, limit the idling time during early morning warm-up to what is recommended by the manufacturer (generally three to five minutes) in all but the coldest weather.
4. Buses should not idle while waiting for students during field trips, extracurricular activities or other events where students are transported off school grounds.
5. During morning start-up, buses should idle no longer than necessary to bring engines to proper operating temperature, defrost all windows and operate all heaters, air conditioners or other equipment to ensure the safety and health of the driver and passengers.

Routes and Stops

1. St. Lucie County School Board Policy 6.31 requires the School Board to approve all routes and stop locations. It states a “deviation in a school bus route may be made by the Transportation Department when necessary.” If a driver has a safety or other concern about their route, the driver must see their area manager or route specialist, (in an emergency, call dispatch), to request a change. No change may be made by a driver unless there is an error on the route. An example of an error is a direction to turn left when road construction prevents a left turn. An example of an emergency is construction or stop is flooded. Drivers may not use the bus for personal use such as stopping at home or any other location than appropriate fueling locations or break areas that are along your route when you have a layover. Break stops may not be made between the compound and the first school, or after the last stop before returning to the compound. No unauthorized passengers are allowed on the bus other than approved district employees or volunteers. Children of the driver or aide may not ride their parent’s bus without written authorization from the Director of Transportation.
2. The policy also requires each bus driver to maintain a copy of the routes and stops on his or her bus.
3. Board Policy 6.34, Responsibilities of Bus Driver, states the driver is required “to permit a student to leave the bus only at their assigned stop, except upon written authorization of the school principal or other district designee.”
4. Students may be authorized to ride more than one bus. Students going to day care or other after-school locations will appear on the route which will take them to the alternate location.
5. If a student comes to your bus in the morning and they are not assigned to ride, please allow them to board your bus. Inform the administrator at the school when you arrive and your area manager when your return to the compound so your route can be updated.
6. A school administrator has the authority to assign a student to an existing stop on your route. They should provide you with the student’s name and information before you leave the school and you should pass the information along to the area manager and router so your route can be updated.
7. **Do not leave a Pre-K, Kindergarten, or 1st grade child, unattended or unescorted at a stop.** The youngest grade we allow to escort those students are 4th grade siblings, regardless of age. For a non-sibling to be approved as an escort the parent will have to contact transportation in advance.