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RECOMMENDATIONS OF THE SCHOOL BUS SAFETY TASK FORCE

MINNESOTA DEPARTMENT

PUBLIC SAFETY

MINNESOTA DEPARTMENT

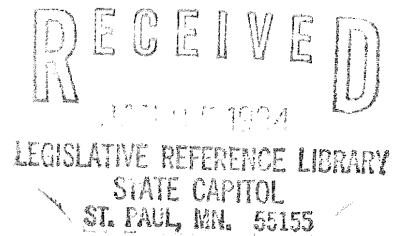
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JANUARY 1994

Pursuant to 1993 Minn. Laws Chap 224
Art. 12 Sec. 33 Subd. 3

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FORWARD

The safety of our children riding school buses on the streets and highways of Minnesota is an issue about which we are all concerned. The Minnesota School Bus Safety Task Force has done an excellent job of identifying problems in our school transportation system, and recommending potential solutions.

It appears that those areas in which the state has had the greatest degree of involvement, e.g., development of equipment standards, enforcement of equipment standards, and stop arm enforcement, are the areas which are presenting the least amount of risk to children, with respect to safety. Unfortunately, the accident statistics demonstrate the fact that children seriously injured or killed in school bus accidents are all too often injured or killed by their own school bus. The statistics also reveal that these children tend to be younger children. This is a situation which we must aggressively address.

These facts suggest that our training mandates and enforcement actions for those responsible for children's school bus safety, including school personnel, drivers, parents and children, are inadequate. Additionally, inappropriate behavior on the bus has become a major child safety problem. The safety of children, while in the process of loading and unloading from the bus, and as they are riding on the bus, is compromised.

Based on the above observations, the content of the 1981-1984 Commission Reports and the testimony to the Task Force at public hearings, the Task Force is recommending the following actions be taken relative to addressing school bus/child safety issues in 1994:

The Minnesota legislature should develop a "Minnesota School Bus Safety Code". This Code would incorporate all existing laws and rules with respect to school buses and school bus safety. These would be placed in the statutes. This would eliminate any confusion over what the law is.

The Code would establish, by statute, the roles and responsibilities of all persons involved in the provision of school transportation. The Commissioner of Public Safety would be designated the primary state official responsible for safe operation of school buses and child safety thereon. A school official would be designated as the primary official for the safe operation of school buses in each district. Additionally, the responsibilities of drivers, parents, children and other supervisory people in the school transportation system would be described and set in law.

A permanent Advisory Committee on School Bus Safety would be established by law. The Committee would be comprised of the Commissioner of Public Safety, the Commissioner of Education, the Commissioner of Human Rights, one county or city attorney, one State Patrol representative, one county or municipal law enforcement officer, one school board member, one school superintendent, two school transportation safety directors, two school bus transportation contractors, three public members; one elected member of the Minnesota Senate and one elected member of the Minnesota House of Representatives.

This Advisory Committee would be required to meet not less than quarterly and would have the following duties:

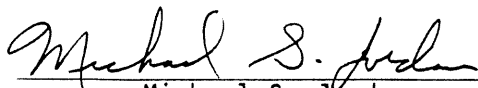
- A. Review all proposed law changes which affect the safe operation of school buses and child safety.
- B. Report annually to the Legislature on all such proposed changes.
- C. Prepare and promulgate the school bus inspection manual.
- D. Review all serious personal injury and death accidents involving school buses.
- E. Review all serious incidents of misconduct on the bus.
- F. Make recommendations to make and keep Minnesota's school bus system the safest in the nation.

Student conduct, on the bus, must meet a standard of zero violence and zero offensive behavior. This should be prescribed by statutes, with the districts required to create such policies and procedures as are required to achieve that outcome. Consideration should be given to enacting a new statute, making it a criminal offense to create a disturbance on a school bus.

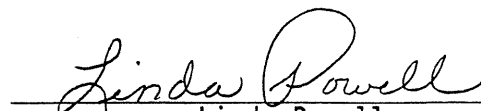
Training should be prescribed and directed by statute. Training cannot focus only on the drivers, however. Our feeling is that training must also be developed for school personnel, parents and children, if it is to be effective. The Department of Education should be tasked with developing training criteria for all involved in the school transportation system.

Administrative procedures must be addressed. Each school district must be tasked with developing sufficient administrative procedures to permit the effective operation of a safe school transportation system. The Department of Education must be tasked with developing a model for the districts to follow. Adoption of such a system should be required by law.

Public Safety is the paramount concern of the state. Transportation of our most vulnerable citizens should be the highest priority. The 1994 Legislature will have the opportunity to address the issues and solutions raised by the Task Force.



Michael S. Jordan
Commissioner of Public Safety



Linda Powell
Commissioner of Education

LEGISLATIVE TASK FORCE ON SCHOOL BUS SAFETY

JANUARY 8, 1994

To the Legislature:

A review of the Minnesota Crash Facts from 1989-1992 indicates that school buses have a higher rate of crashes, injury and crash deaths than passenger cars. The Minnesota Crash Facts for 1992 record the highest number of school bus crash injuries in the ten years it chronicles. It also records the highest number of both injuries and severe injuries inside the bus resulting from school bus crashes. During the last ten years, 8 children have been killed getting on and off school buses, with another 56 run over and injured.

School buses travel approximately the same number of miles annually as passenger cars. These bus miles, however, are travelled generally on week days and in daylight. These crash statistics demand attention and action, not denial. School bus transportation is the only area of the educational system where children are regularly killed and severely injured.

These facts are very appalling to members of the Task Force, the school bus industry and many Minnesotans. Some have been extremely professional and diligent in their attempts to address these problems. Prior legislative Task Forces in 1981 and 1984 asked for help; their requests went largely unheeded. Still some leaders worked on their own to develop and implement training and educational materials. The lack of consistent leadership, the amount of commitment from the State and the level of funding have severely hampered their efforts and, I believe, been a significant factor in the accident, injury and fatality rate.

The statistics are only half of the equation. Industry professionals and parents, drivers and school personnel gave testimony at the Open Forums held by the Task Force. They revealed a frightening picture of violence and harassment that is increasing dramatically on the school bus. We were told of urban, suburban, and rural children being stabbed, sexually assaulted, beat, Mace, harassed and tormented with increasing frequency and severity every year. One of the many haunting testimonials was delivered by Keith and Susan Fahnhorst. Their daughter Britt, a student bus monitor, was so severely beaten by another student on her school bus that she may be permanently disfigured. Drivers, parents and students from every part of Minnesota came pleading for help.

In her testimony, officer Julene Zehosky of the Burnsville Police Department put it best when she described this as "not a bus problem, not a school problem, but a societal problem." The problem is magnified and intensified on the school bus, however, because of the large number of children of varying ages, all confined in a close space - with no adult presence able to manage the behavior problems.

At the Open Forums, the Task Force heard testimony from excellent drivers who quit because they knew they could no longer safely drive the bus and address the violence at the same time. Drivers cannot be expected to drive 30,000 pounds of steel safely through all kinds of weather, with complex traffic situations, and manage 60 children behind them who are manifesting increasing societal ills.

According to the Minnesota 1992 Crash Facts, the leading cause of accidents is driver inattention or distraction. The police reports and the testimony the Task Force received confirmed what was anecdotal; the misbehaviors on the bus are the primary cause of driver inattention/distraction which leads to accident, injury and/or death.

Historically, Minnesota's response to this cycle was to attempt to build a safer bus. The legislature, state departments and busing industry have accomplished this; the vehicle itself was defective in only .5% of accidents in 1992. The vehicle is not failing often. This tremendous accomplishment was the result of an aggressive, nationwide governmental and industry response to a California school bus accident 20 years ago where defective equipment caused many deaths and injuries.

With this "equipment only" approach however, we have made no progress in fifteen years in decreasing school bus accidents, injuries and deaths in Minnesota. We have had years where we have been lucky with only one death, and a year (1983) when eight were killed. This is only a matter of luck. Accident reports show that in New London, Minnesota, on March 23, 1993 a little girl was run over by her bus. The bus driver kept going because he never knew he had hit her. Fortunately, she lived. Tiffany Meade was not so lucky; she was run over and killed by her own bus in Bloomington on September 13, 1993. At the Open Forum in St. Cloud, parents told of the incident on September 9, 1993 when their children's bus driver and his supervisor from Sauk Rapids removed barricades from a railroad crossing because they did not want to make a two mile detour. The bus got stuck on the track and the 22 children were tossed and injured as the attempt to free the bus became more desperate. The bus was on a blind corner and the train would have had approximately 15 seconds to respond once it saw the bus, not nearly enough time to prevent absolute tragedy. Only blind luck kept 22 children from dying needlessly.

At a Task Force meeting on September 20, 1993 while we were discussing Tiffany Meade's death, the Minneapolis contingent was called out. A child getting off his bus was hit by another school bus passing by. Mickey Johnson, the Transportation Director for Mpls. Public Schools, said that if the child had been three quarters of a second earlier or later, the child would have been dead. Once again, luck.

This past October, seven year old Amy Pohl got off her bus on highway 34 in Park Rapids. The bus was pulling back onto the highway, but stayed on the shoulder because of traffic. Amy's coat had become caught in the bus door and she was being tossed and dragged by her bus. Fortunately the driver looked in his mirror and saw Amy being dragged. He was able to stop the bus before the right dual rear wheels crushed her. The driver did not radio for help, but picked her up and carried her to the house. Although no one was in the house, he left her there. He did not use the intercom to call

the father in his backyard shop. He did not call the police. Instead he left her swabbing her bleeding wounds. Twenty minutes passed before Amy made her way to her dad's shop in the backyard and was rushed to emergency care. Only luck prevented another death; and although Mr. and Mrs. Pohl reported the accident and a school official came to the hospital, there was no police report filed.

The police reports, statistics from the Crash Facts and the National Safety Council all say that most of these accidents and incidents are highly predictable and preventable. As a state we have not demanded, through appropriate legislation and allocation of resources, that this senseless loss of life stop.

The Task Force has emphasized the areas that are killing and injuring children now. It is not the equipment inadequacies of 20 years ago. While diligence must be maintained in that area, and progress continued, our Task Force has tackled the difficult areas of standardization of all operational as well as the equipment aspects of school bus safety. There is no other way to assure each and every Minnesota child has an equal opportunity to arrive home physically and emotionally safe.

In operations, we must realize that drivers are the pilots of a very important vehicle, our school children's buses. They should be physically, intellectually and morally qualified individuals who are highly trained and compensated commensurate with their responsibility. MTC drivers have 240 hours of training; the Task Force recommends the National Minimum Standard of 40 hours for school bus drivers. Currently Minnesota has no required training. The Task Force was told over half of the districts in the state provide no training. It is imperative that our drivers be exceedingly well qualified, trained, and monitored to assure their competency. Although the Department of Public Safety is currently in the rule making process of changing driver qualifications, the Task Force voted to have all these changes be law. Therefore we respectfully ask that DPS prepare legislation addressing DUI and narcotics convictions. The Task Force recommends that no sex offenders be given school bus endorsements.

The behavior safety issues of our children need to be addressed in the classroom, bus and home. Our children need to understand that their behaviors inside the bus and during the loading and unloading process affect their safety. For the adults to accept hitting, fighting, weapons and harassment on the bus is not only ethically wrong, but the acceptance of these behaviors directly increases the risk of accidents, injury and death because of driver distraction. Our children have the right to grow up in a world they perceive as being responsive to their physical and psychological safety. We, as adults, must be reliable caretakers.

The statistics show we have not been reliable caretakers. Too many of our children are getting killed and injured by, and in, our school buses. We ask for your help in forging a solution.

The Task Force believes Minnesota needs the National Minimum Standards, with upgrades, as law. It will be an immutable voice speaking to all areas which injure and kill children, not just the equipment standards which have been the focus of Minnesota's

legislative efforts. In addition, the Task Force recommends the creation of a School Bus Safety Advisory Committee as part of the overall bus code, to review all accidents and incidents of serious misconduct, serious personal injury, or death.

Beyond that, we recommend adult monitors on all buses carrying children in kindergarten through fourth grade. To do less is institutionalized negligence. Rhode Island, who put adult monitors on their buses in 1986, has had no school bus crash fatalities or serious injuries. In that same time period Minnesota had 30 school bus crash deaths and over two hundred serious injuries. Without adult monitors, it is absolutely predictable more children will die under the wheels of their school bus.

This Task Force has aspired to form policy intended to achieve no deaths or injuries caused by driver or student error. This will have a direct, tangible savings of tens of millions of dollars annually. We also attempted to ameliorate the long term, intangible costs that are the ramification of our children's loss of physical and emotional security on increasingly chaotic buses.

One must shudder at the societal cost of trapping our children in an environment of violence and harassment. Some districts are now being sued for not providing appropriate care for the children while on the bus. The loss of security in our school buses is a social, moral and legal tragedy that demands leadership by our Minnesota Government.

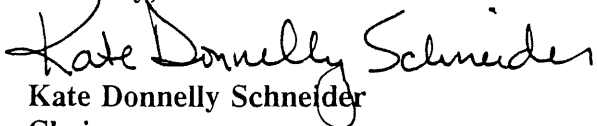
Just as it took an aggressive alliance between government, industry and the public to develop safer school bus equipment standards, an alliance must be developed to implement the operational standards that address driver and student training, loading and unloading of children, emergency procedures, behavior problems, discipline, etc.

The school bus equipment that caused the massive tragedy in California was no different than any other bus in the nation at that time. It just proved that when luck runs out and you are carrying school children, the results are catastrophic.

The Task Force took testimony from experts, parents, students, drivers, and other Minnesota citizens who spoke very clearly of a school bus system in desperate need of statewide Operational Standards. The statistics show that the clock is ticking.

Luck is a dangerous ally.

Sincerely,


Kate Donnelly Schneider

Chair

Legislative Task Force on School Bus Safety

MINNESOTA SCHOOL BUS SAFETY TASK FORCE RECOMMENDATIONS FOR MINNESOTA SCHOOL BUS SAFETY

1. **The Task Force recommends that, by law, the accountable person or agency at each level of the school transportation system, from the local school or school district to the State of Minnesota, be identified and their duties defined.**

A. Problem Identification

1. Currently there is very little accountability required by law in the school transportation system. Enforcement of current laws and rules is incredibly lax with the exception of the equipment requirements, which are under the authority of the Department of Public Safety
2. Parents, students, drivers and administrators are frequently frustrated by their inability to determine who is in charge of transportation at each level.
3. Leadership and guidance from the State is imperative to maintaining and improving the system. New policies, methods and ideas must be continually forwarded to those who are operating the school transportation system.

B. Discussion of Alternatives

1. The present system could be retained and the frustration and confusion could be allowed to continue, or the Legislature can require by law that the accountable person or agency at each level of the system be defined by law and their duties identified.

C. Basis of Recommendation

1. The Task Force believes that the only way the system will be improved is through law which requires the identification of the responsible person or agency at each level of the system. Currently there is an incredible amount of confusion and frustration for participants in the system when something goes wrong.
2. The State currently does not have a School Bus Safety Director. This position is important to ensure that a single person is continually monitoring and improving the school transportation system.

D. Cost Implications

1. The Task Force believes there to be a cost involved with this recommendation. The designation of responsible and accountable parties at each level is not in itself a costly item. Creating the position at the State level may require funding which should not exceed \$75,000 per year.
2. **The Task Force recommends that all laws which directly affect school transportation safety be included in the Minnesota Statutes and that there be no rules promulgated by the State of Minnesota with respect to school transportation.**

A. Problem Identification

1. Minnesota currently has school transportation laws which appear in the Minnesota Statutes and Regulations, and which appear in the Minnesota Rules. This creates confusion and leads to a lack of compliance.
2. Some people have indicated a belief that putting school transportation matters into Rules may encourage "fencing" by the "industry" so as to inhibit competition.

B. Discussion of Alternatives

1. Minnesota Statutes are the basis of all State Law. Regulations have the force and effect of Law. Basically all school transportation matters can either be put into Statute or Regulation, or a combination of both.

C. Basis of the Recommendation

1. The Task Force recommends that all laws which directly affect school transportation safety should be placed in Statute which will ensure that the Legislature will review all school transportation laws on a regular basis, consolidate all of the laws in a single location, and avoid the appearance that any "fencing" may be going on by representatives of the "industry".
2. The Task Force believes that the Legislature should take sole responsibility for school transportation laws and not delegate these responsibilities to state agencies.

D. Cost Implications

1. The Task Force believes that consolidating all school bus laws and rules into the Statutes will save money. Eliminating the use of the extremely complicated, slow and expensive rulemaking process for school transportation laws will streamline not only the creation of laws and regulations, but will also simplify the process of administering those laws and regulations and ultimately save money.
2. **The Task Force recommends that the Legislature create a permanent School Bus Safety Advisory Committee by statute.**
 - 2.1 The Chairperson of the committee would be the Commissioner of Public Safety, or his/her Designee.
 - 2.2 Members of the Committee would be as follows:
 - Commissioner of Education or Designee
 - Commissioner of Human Rights or Designee
 - 1 County or City Attorney
 - 1 State Patrol Representative
 - 1 Local Police or Sheriff Representative
 - 1 School Board Member
 - 1 School Superintendent
 - 2 School Transportation Contractors
 - 2 School Transportation Safety Directors
 - 3 Public Members (non-transportation affiliated)
 - 1 Elected Member of the House
 - 1 Elected Member of the Senate
 - 2.3 The Committee would meet quarterly or as required to conduct its business and fulfill its duties.
 - 2.4 The members would be appointed by the Commissioner of Public Safety to three-year terms.
 - 2.5 The expenses of the Committee would be paid by the Department of Public Safety with funds appropriated by the Legislature to the Department.
 - 2.6 The duties of the Committee would be to:
 - (1) Review and report annually to the Governor and the Legislature on all aspects of school transportation safety.
 - (2) Review all school transportation accidents, and incidents of serious misconduct which occur during school transportation and which result in serious personal injury or death, on a quarterly basis.

- (3) Make recommendations to the Governor and the Legislature with respect to:
 - (a) Safety Education of Students
 - (b) Equipment Requirements and Inspection
 - (c) Driver Licensing
 - (d) Operating Procedures
 - (e) Student Behavior and Discipline
 - (f) Rules of the Road
 - (g) Public Education on School Bus Safety
 - (h) Driver Training
 - (i) Driver Qualifications
- (4) Develop a training manual for all aspects of school transportation.

A. Problem Identification

At present there is no single advisory committee to the Governor and the Legislature with respect to school bus operations. There is no statutory committee with respect to school transportation operations.

1. Over 700,000 Minnesota children are transported to and from school each day in approximately 10,000 school buses which confront 3,500,000 motor vehicles on the highways of the state.
2. The Task Force believes that school transportation is a specialized area which requires the attention of a statutory committee made up of knowledgeable individuals which would assist and facilitate the Legislature and State Agencies in continually improving school transportation safety in Minnesota.

B. Discussion of Alternatives

1. At present the "Minnesota School Transportation Advisory Committee" meets under the auspices of the Department of Education-Transportation Section. This committee has met on a monthly basis for the past five years and has produced many improvements in school transportation safety. This voluntary effort could be continued.
2. The "School Bus Safety Committee" is made up of volunteer representatives from the school transportation industry, Minnesota AAA, Department of Education and Department of Public Safety. It is not the Task Force's intention to supplant this activity with the committee.

3. There was a significant amount of discussion regarding the makeup of this committee. The alternatives discussed were that the committee should be a citizens' advisory committee to the Governor and the Legislature, or an advisory committee to the Governor and the Legislature made up primarily of members who have a background in law enforcement, schools, and school transportation operations.

C. Basis of the Recommendation

1. The Task Force recommends that the School Bus Safety Advisory Committee should be created to assist and facilitate the Governor, the Legislature, and the appropriate commissioners pursuant to school bus transportation safety in Minnesota.
2. Because school transportation is a relatively specialized field, the Task Force recommends that several of the members of the committee have expertise in safety and school transportation safety and that several of the members be from outside the school transportation industry so as to bring public concern and information before the committee.

D. Cost Implications

1. The total cost of the School Bus Safety Advisory Committee, assuming sixteen (16) members at \$100 per day, meeting four (4) times annually, should not exceed \$6,500 per year.
 2. The Task Force believes that the approximately \$6,500 cost is extremely minimal considering the scope of the safety issues involved in school transportation operations statewide.
 3. The Task Force is convinced that if one accident is avoided each year, due to the activities of this committee, the reduction in school transportation costs to the state will more than offset the minimal amount spent on this commission.
- 3. The Task Force recommends that the Commissioner of Public Safety be designated as the senior official of the State of Minnesota with respect to school transportation safety and operations. This will provide for accountability at the State level.**
- 3.1 The Department of Public Safety should be designated as the agency with primary responsibilities for school transportation safety.

- 3.2 The Commissioner of Public Safety should chair the School Bus Safety Advisory Committee and as such should assist the Legislature and the Governor relative to school transportation safety. The Commissioner of Public Safety should make an annual School Transportation Safety report to the Governor and the Legislature.
- 3.3 The Department of Public Safety should also be tasked with providing staff support to the School Bus Safety Advisory Committee.
- 3.4 The Commissioner of Public Safety should designate the State Pupil Transportation Safety Director.
 1. The State Pupil Transportation Safety Director would be tasked with ensuring that schools and school districts are in compliance with State Law, and with providing continual improvements and guidance to the school transportation system.

A. Problem Identification

1. There is public confusion regarding who is ultimately responsible for school transportation safety in Minnesota. This occurs at all levels of the school transportation system.

B. Discussion of Alternatives

1. Whether the Commissioner of Education or the Commissioner of Public Safety should be designated as the state official who is ultimately responsible for school transportation safety.

C. Basis of Recommendation

1. The Department of Public Safety has primary jurisdiction over matters relating to public safety in the state of Minnesota.
2. School transportation by its nature is a public safety activity. The children are bused to and from school to provide them with a higher level of safety on the public highways which are under the jurisdiction of the Commissioner of Public Safety and the State Patrol.
3. Currently in Minnesota there are approximately 10,000 school buses interacting daily with 3,500,000 motor vehicles which are travelling at speeds up to 65 mph. The safety of the children demands a stronger involvement in school transportation matters by the State of Minnesota through the Commissioner of Public Safety and the Department of Public Safety.

4. Schools and school districts will continue to be primarily responsible for the operations of the school transportation system. Greater involvement by the Commissioner of Public Safety will, the Task Force believes, force a stronger look at the public safety considerations than will delegating primary school transportation safety responsibilities to the Commissioner of Education.

D. Cost Implications

1. The Task Force does not believe that there is a large cost implication to this recommendation.
2. Regardless of who is designated by the Legislature to be the senior state official responsible for school transportation safety, there will be some program cost involved for the respective department.

4. **The Task Force recommends that the Commissioner of Education be a member of the School Bus Safety Advisory Committee, provide staff support to the School Bus Safety Advisory Committee on matters under his/her jurisdictions and that the Department of Education continue to be the agency with primary responsibility for school transportation funding.**

A. Problem Identification

1. The suggestion has been made to transfer all school transportation operations from the local school districts to the Department of Public Safety and the funding should be moved either to the Department of Public Safety or remain in the Department of Education.

B. Discussion of Alternatives

1. All school transportation operations could be conducted by a single state agency, or they could continue to be substantially conducted by local schools or school districts.
2. School transportation funding could come from the Department of Public Safety or the Department of Education.

C. Basis of the Recommendation

1. The Task Force believes that the Commissioner of Education has historically had a role in school transportation operation matters and in funding those operations. The Task Force believes that the school transportation system would be better served if the operation of the school transportation, operation being virtually synonymous with safety, was left primarily to the local schools or school districts with guidance and oversight by the Department of Public Safety.

2. The overall goal of public school transportation is to provide for an equal educational opportunity for all students. The Task Force believes that this can best be done by requiring local school districts to provide a safe and efficient school transportation system as required by the Department of Public Safety with funding coming from the Department of Education.
5. **The Task Force recommends that the Commissioner of Human Rights be a member of the School Bus Safety Advisory Committee.**

A. Problem Identification

1. Currently human rights issues are being virtually ignored by the Department of Human Rights except when a spectacular case is brought to their attention. Children who ride on public school transportation generally have no other alternative to the school bus. The violence and misconduct on the bus, to which innocent children are being involuntarily exposed, must be addressed.

B. Discussion of Alternatives

1. The Legislature can either choose to pro-actively involve the Department of Human Rights in school transportation behavior matters, or have the Department of Human Rights continue to act in a reactionary manner in which these problems are being systematically ignored.
2. Violence and gross misconduct on the school bus is an increasing problem which is daily involving innocent children.
3. The sensitivity of the Department of Human Rights to behavioral problems on the school bus will assist the Department of Public Safety and the Department of Education in ensuring that each child's right to a physically and emotionally safe ride to and from school is respected in all schools and school districts.

C. Cost Implications

1. The Task Force does not believe there to be a significant cost implication to this recommendation. Some staff time from the Department of Human Rights will be required with a cost that should not exceed \$25,000 per year. However, the long range savings in terms of the protection of the children's human rights and prevention of costly litigation involving the schools or school districts should be considerable.

6. The Task Force recommends that each school or school district be required to designate a person as the School Transportation Safety Director who will be charged with the responsibility of ensuring a physically and emotionally safe school bus ride for each child in the school or school district. This person shall be responsible for the enforcement of all federal, state and local laws with respect to all operations of the local school transportation system and the safety of the passengers.

A. Problem Identification

1. Extensive and repeated public testimony clearly indicates that many schools, school districts, school boards, superintendents, transportation managers and transportation contractors do not want to take responsibility for school bus matters. Parents and students frequently do not know who is responsible or who to turn to and become quickly and extremely frustrated.

B. Discussion of Alternatives

1. Schools and school districts can continue the present system of playing pass the buck or the state can require each school or school district to designate a School Transportation Safety Director who will be responsible by law for safe school transportation operations.

C. Basis of Recommendation

1. The Task Force believes that identification of a single person who is responsible for school transportation safety and operations is critical at both the state and the local levels. Each participant in the school transportation system, i.e.; parent, student, teacher, driver, principal should know who they can contact with respect to school transportation safety and operations matters.

D. Cost Implications

1. The Task Force does not believe there to be a cost to this recommendation.

7. The Task Force recommends that each school or school district adopt a written policy which clearly outlines the responsibilities of each participant of the school transportation system, trains all of those involved in what is expected of each, monitors the behavior of all involve once trained, and clearly defines the fair and consistent punishments for failure to comply with the rules.

A. Problem Identification

1. Currently most schools or school districts do not have any written policy regarding school transportation. In many cases the school bus rules are not even identified or written out. The result is unfair or poorly administered discipline for violations of school bus rules and frustration for parents and students with the system.

B. Discussion of Alternatives

1. The current system of allowing each school or school district to handle its own system could be continued, or the state can require each school or school district to develop, adopt and administer a written policy for school transportation safety.

C. Basis of the Recommendation

1. The Task Force firmly believes that the local school districts are not considering the incredible importance of their school transportation system.
2. Clear, fair and concise policy and rules regarding school transportation are at the very heart of a safe school transportation system.

D. Cost Implications

1. The Task Force believes that there will be a cost to the recommendation in the monitoring of the system, once established. This monitoring may be implemented in one of several ways; drivers, human monitors or video monitors.

8. **The Task Force recommends statutory definition of the duties and responsibilities of a school bus driver to include; knowing his/her bus route and stops prior to operating the bus on that route, knowing and following all laws and instructions received from the School Transportation Safety Director, driving the school bus in accordance with the law, loading and unloading of children pursuant to a written manifest , and immediate reporting of violations of school policies with respect to conduct and discipline to the School Transportation Safety Director.**

A. Problem Identification

1. The school bus driver is overwhelmed by the myriad of duties presently assign to him/her or assumed to be assigned to him/her.
2. The drivers are extremely underpaid for the huge number of responsibilities which are given to them. The driver pool is shrinking at an incredible rate due to the combination of low pay and high responsibility.

3. School bus drivers can not be expected to singlehandedly pay attention to traffic situations, drive the bus and control the conduct of up to 90 students, all of whom are sitting behind the driver. Extensive and repeated public testimony stated that this is exactly what most schools and school districts expect of their school bus drivers.
4. Lack of accurate manifests frequently causes the driver to not know who is to get on and off of the bus and where. This is a particularly dangerous problem with young children.

B. Discussion of Alternatives

1. The alternatives are to continue to allow schools and school districts to avoid their inherent disciplinary and child location/identifications responsibilities by deferring them to the school bus driver, or require by law that the responsible district personnel assume those responsibilities and allow the school bus driver to focus his/her attention to the incredible task of safely operating the school bus.

C. Basis of the Recommendation

1. The Task Force recommendation is that the responsibility for discipline on the school bus and the identification, locating of and manifesting of school children should be transferred to a person other than the school bus driver.
2. The school bus driver should continue to be responsible for routine matters on the school bus.
3. The Task Force believes that it is impossible for school bus drivers to deal with significant disciplinary problems while operating the bus and that their duty in those instances should be to stop the bus, report the violation via two-way radio and await the arrival of school district or law enforcement personnel to remove the offenders from the school bus.

D. Cost Implications

1. Cost would be involved in requiring school district or law enforcement personnel, other than the driver, to handle school bus discipline violations.
2. Cost would be involved in dispatching additional vehicles to transport policy violators who have been removed from the school bus.

3. The Task Force believes that students would very rapidly modify their behavior when they realize that violations of school bus policy are no longer handled by the bus driver, but are handled by other school district or law enforcement personnel removing the violator from the school bus at the inconvenience of all the students riding that bus. This recommendation would force student school bus conduct to improve.
9. **The Task Force recommends that, by Statute, the State of Minnesota define that riding as school bus is a privilege and not a right, and that the privilege of riding a school bus can and will be taken away for violation of school bus rules and policies.**

A. Problem Identification

1. Many schools and school districts do not have disciplinary policies or personnel adequate to deal with misconduct situations that occur on the school bus.
2. Many children are currently being subjected to school bus rides which are neither physically nor emotionally safe for them.
3. The problem starts and must end with the conduct of the children on the school bus. Current state law does not prescribe the limits of student conduct while on the school bus.

B. Discussion of Alternatives

1. Either the state can continue to view the school bus ride as a relatively undeniable right, or the state can make it a privilege by law which can and will be taken away for violation of rules and policy and misconduct.

C. Basis of the Recommendation

1. The Task Force believes that placing in law the fact that school bus riding is indeed a privilege will impress on students, parents, drivers and school officials, the authority of school officials to remove trouble makers from the school bus.

D. Cost Implications

1. The Task Force believes that enforcing discipline on the school bus will actually bring down substantially the cost of the school transportation system in Minnesota. Misconduct and/or disruption on the school bus is recognized as a major cause of school bus accidents. Additionally, many schools or school districts are now being sued for failure to provide a ride which meets applicable human rights standards. The money can either be spent on providing a physically and emotionally safe school bus ride or for paying for the failure to do so.

10. **The Task Force recommends that the Legislature place into law the duties of students with respect to riding a school bus. Those duties would include, but not be limited to; knowing school bus safety rules, following those rules, sitting where assigned, remaining quiet, keeping their hands to themselves, conducting themselves in an orderly manner and obeying instructions from the bus driver.**

A. Problem Identification

1. Many, if not most, school districts do not have written rules with respect to school bus conduct and riding procedures.
2. It is very common for school bus riders to ignore the rules because of lack of rules and enforcement of those same rules, if they exist.

B. Discussion of Alternatives

1. The State can either mandate rules for student conduct on the bus, or it can leave this extremely important duty to the local schools or school districts.

C. Basis of the Recommendation

1. The Task Force believes that conduct on the school bus should be regulated on a statewide and uniform basis by state law. Students and their parents must be aware that riding a school bus is a deniable privilege and not a right. They must know what the rules are and what is expected of them and all others in the system. It will help drivers and school officials to be able to reference state law to students and their parents in the event of a violation of rules.

D. Cost Implications

1. The Task Force believes that there will be no cost to either the State or the local schools or school districts, and that there may indeed be a cost savings through expeditious management of policy and rule violations.

11. **The Task Force recommends that the duties of parents with, respect to student who ride the school bus, be prescribed by law. These duties would include knowing school bus safety rules and ensuring their children follow the school bus safety rules in cooperation with school and safety officials to provide safe school transportation.**

A. Problem Identification

1. Many parents simply refuse to cooperate with school officials and bus drivers with respect to the safe operation of school buses and the conduct of the children thereon.

B. Discussion of Alternatives

1. The State can either continue to ignore the problem of parental unwillingness to cooperate, or the State can define by statute the duties of parents whose children are given the privilege of riding a bus.

C. Basis of Recommendations

1. The Task Force believes that the duties of parents, relative to school bus safety rules, should be defined by statute. A State Law will afford school officials greater support when dealing with uncooperative or neglectful parents.

D. Cost Implications

1. The Task Force believes that there would be no cost involved with this recommendation. There will probably be a cost savings due to the expeditious handling of parental situations.

12. **The Task Force recommends that all policies of schools and school districts, with respect to student behavior, conduct, and punishment for violations of the same which apply to school buildings and grounds, also apply to the school bus and loading and unloading areas.**

A. Problem Identification

1. Many school districts have "Codes of Conduct" for student behavior on school property which are not extended and applied to the school bus. This inconsistency is at the heart of many of the school bus discipline and misconduct problems.

B. Discussion of Alternatives

1. Case law has clearly established that the school bus is an extension of the school building. With that in mind, the State can allow the inconsistent application of school conduct rules, or it can mandate by State Law that all school policies will be applied uniformly to all aspects of the school system, including school buses.

C. Basis of the Recommendation

1. The Task Force recommends that all school conduct policies shall apply on the school bus as well as at the school. The State of Delaware has recently adopted similar law and has realized a significant improvement in discipline in their system (see Delaware Law).

D. Cost Implications

1. The Task Force does not believe there to be a significant cost implication to the schools or school districts to this recommendation.

13. **The Task Force recommends that all student school bus discipline records be integrated with all other student records kept by the district into a single student record.**

A. Problem Identification

1. Testimony to the Task Force indicated that school bus disciplinary records are frequently kept separate from school discipline records and that many serious school bus violations never enter the student's main school career records which are kept by the school or school district.

B. Discussion of Alternatives

1. The alternatives to continue with the present practice of letting districts segregate disciplinary records by source, or to require consolidation of all student records into a single record.

C. Basis of Recommendation

1. The Task Force believes that all school records with respect to discipline matters for each student should be consolidated into a single integrated student record.

D. Cost Implications

1. The Task Force does not believe there to be a significant, if any, cost to the schools or school districts.

14. The Task Force recommends that the first day of school each year be designated as "Minnesota School Bus Safety Day" and that the first week of school each year be designated as "Minnesota School Bus Safety Week". During this first week of school each year, all Kindergarten through 6th grade students would receive a minimum of five (5) hours of school bus safety training, including loading, unloading, riding and road crossing. Actual school buses would be used for the practical training portion. All 7-12 grade students would receive no less than twice per year training in school bus safety procedures and proper bus evacuation. Each school district School Transportation Safety Director would be required by statute to certify to the Commissioner of Public Safety that this instruction had been completed during the first week of school.

A. Problem Identification

1. State and national school bus accident statistics clearly indicate that most children who are killed or seriously injured in a school bus related accident are 5-7 years old and are struck by their own bus.
2. Public testimony to the Task Force revealed that most schools and school districts are not providing student school bus safety training in clear violation of current State Law which requires such training on a twice per school-year basis.
3. School bus safety training given inconsistently on a maximum of two times per year is grossly inadequate to train students in proper school bus safety procedures.

B. Discussion of Alternatives

1. The alternatives are to simply ignore the critical importance of student school bus safety training, as is currently the case, or to require by statute that each school district develop and implement an extensive training program to be delivered uniformly in the first week of school each year.

C. Basis of the Recommendation

1. This recommendation is the absolute heart and soul of what the Task Force identifies as the major problem in school bus safety at the present time.
 - a. The State must increase student, parent and public awareness of school bus safety matters. Moving School Bus Safety Week to the first week of school will place this important safety week designation where it belongs...when school busing starts each year.

- b. With respect to training of students, the Task Force finds the current two-time per year exposure to be wholly inadequate.
- c. Based on extensive and repeated public testimony the Task Force believes that the vast majority of school districts in the state of Minnesota are failing to adequately educate children in the procedures for the safe loading, unloading, riding and road crossing involved in school bus riding.
- d. This is THE major weakness in the school transportation system.
- e. If the children are in school, why not use some of the time the first week of school to properly train and prepare students in the proper procedures for safely getting on and off of a school bus and crossing the road while doing such.
- f. The Task Force believes that the State should go so far as to mandate that during the school training each child be loaded, unloaded and crossed a minimum of one time each day during the first five (5) days of school. This type of repetitive training is absolutely necessary in younger children to instill in their minds the proper procedures to protect themselves while on and around the school bus.

D. Cost Implications

- 1. The Task Force believes there to be minimal expense involved in implementing this extremely necessary program. Most expense to the schools or school districts will be in the development and maintenance of the program.
 - 2. The students are already in class and prepared to learn. Why not simply focus that willingness to learn on the school bus for the first week of school.
 - 3. The only cost of reporting involves mailing a form to the Commissioner of Public Safety once each year.
15. **The Task Force recommends that the State continue to have a mandatory system of school bus inspections with uniform statewide equipment standards supervised by the Commissioner of Public Safety. The National Standards for School Buses and Operations, with upgrades for needs intrinsic to Minnesota, would be the basis of the State inspection standards. The Minnesota School Bus Inspection Manual would contain all specifications for Minnesota school buses. This document would be incorporated by reference in Statute and would not be part of Minnesota Rules.**

A. Problem Identification

1. Under current Minnesota Law school bus standards appear in Statute, in Rule and in the Minnesota School Bus Inspection Manual. This causes confusion when trying to reference a specific item for inclusion or inspection.

B. Discussion of Alternatives

1. An alternative voiced by some would be to allow each school or school district to specify what equipment would be necessary for operation in their district. The basis of this recommendation is that there are currently many State and Federal Laws which regulate how motor vehicles must be manufactured and that additional State Laws specific to school buses are unnecessary.
2. The Legislature can choose to continue to enforce statewide uniform standards for school buses, or allow each school or school district to specify their own standards and depend on State and Federal Motor Vehicle Standards to ensure that the buses are legally and safely designed and built.

C. Basis of the Recommendation

1. The area of best compliance to State Law or Rule is in school bus vehicles. This is the area where the State has the most direct input. It is important that the State retain control of what type of vehicles are used to transport students to and from school.
2. The yellow school bus is easily identified as a school bus by the motoring public. The motoring public typically uses more caution when in the immediate vicinity of school buses because the school bus indicates that school children will probably be present.
3. The safety of school children demands uniform statewide equipment standards and an inspection system whereby the schools or school districts have no choice but to operate with high standards.
4. Efficiencies in this area can be recognized by consolidating all of the equipment standards into the inspection manual and eliminating any equipment standards in Statute or Rule.
5. This School Bus Inspection Manual can be adopted by reference as a statute each year, or as needed, by the Legislature if standards change. This way the Legislature will have a regular review of what school bus standards are and they can better control what they are.

D. Cost Implications

1. There are no cost implications to this recommendation as compared to the current school bus inspection program.
2. The current school bus inspection program requires uniform school bus equipment standards and a mandatory system of State inspections.
3. Some cost savings will be realized by not reprinting equipment standards as Statute, Rule and in the Inspection Manual.

- 16. The Task Force recommends that the Revisor of Statutes be directed to identify all laws, rules, and regulations relating to school bus driver qualifications, operations, operating rules, rules of the road, etc. and consolidate all of those provisions into one section of the Statute which should be identified in "Index" as the "Minnesota School Bus Safety Code".**

A. Problem Identification

1. Currently school bus laws are contained in Statutes and Rules. They are too numerous for this Task Force to identify in the period of time in which the Task Force had to operate.

B. Discussion of Alternatives

1. The alternatives are to leave some matters in Statute and some in Rules, or to consolidate all school bus related matters in Statutes and clearly index and cross-reference the same.

C. Basis of the Recommendation

1. The Task Force recommends that all school bus Laws and Rules be consolidated into the Statutes and clearly indexed and cross-referenced into a "Minnesota School Bus Safety Code".

D. Cost Implications

1. The Task Force believes that this recommendation will save money by saving printing expense and by permitting those who must follow school bus laws to more easily identify the laws they are subject to.

- 17. The Task Force recommends that the Legislature create a new crime to be entitled, "Creating a Disturbance on a School Bus".**

A. Problem Identification

1. At present, law enforcement officials generally refuse to get involved in serious misconduct which occurs on the school bus. There is a belief among law enforcement officials that schools or school districts should handle problems on school buses. In many cases the violations that occur on school buses equal or exceed offenses for which adults would be arrested for assault or disturbing the peace.

B. Discussion of Alternatives

1. The Legislature can do nothing to improve this condition, or can create a new crime, called "Creating a Disturbance on the School Bus", which would be essentially a "Disturbing the Peace" on a school bus.

C. Basis of the Recommendation

1. The Task Force believes that increased involvement by law enforcement authorities with respect to school bus behavior is required, but that cooperations by law enforcement authorities will not be forthcoming unless their attention to school bus problems is specifically directed by Statute.

D. Cost Implications

1. The Task Force believes that there may be some cost implication to this recommendation with respect to law enforcement authorities and the criminal justice system. However, the cost of defending against charges of not protecting the civil and human rights of students while on the bus would be much more expensive.

18. **The Task Force recommends that whenever possible students who ride the school bus should be pre-registered for school prior to being first picked up by the school bus. In addition, all students should be identified and manifested by school personnel other than the school bus driver prior to them riding the school bus.**

A. Problem Identification

1. School bus drivers must be provided with information which identifies who is on his/her bus and where they live and go to school. Quite often a school bus driver is left with task of identifying a student and then trying to determine where they live or go to school, all while trying to stay on time during their route.

2. In order to ensure that all students are trained in safe school bus procedures it is imperative that all students be identified and pre-registered before riding the school bus.

B. Discussion of Alternatives

1. The status quo can be continued, or parents can be required by law to pre-register their children prior to them riding the school bus.

C. Basis of the Recommendation

1. The Task Force believes that all students who are to ride the school bus should be properly trained before being first picked up by the school bus. Pre-registration of students who are to ride the bus must be mandated by State Law.

D. Cost Implications

1. The Task Force does not believe there to be a cost implication to this recommendation. The Task Force is recommending a timing change in when students must be registered.

19. **The Task Force recommends that the Legislature adopt by statute a "Uniform School Bus Accident and Incident Report" to be used in the collection of information relative to all school bus accidents, injuries occurring on or involving the school bus, and incidents of serious misconduct on the school bus.**

A. Problem Identification

1. Currently the only method of identifying school bus accidents is by vehicle registration plates. The State of Minnesota recognizes the use of "Type III" vehicles, which are typically vans, station wagons, etc., for use in transporting students to and from school and on field trips. Type III vehicles are not required to have "SB" registration plates and are therefore seldom identified in accident reports as a school bus.
2. There is currently no method for state collection of data regarding incidents of serious misconduct or injury on the school bus. It is believed that many injuries occur on the school bus and are not reported to the state because of the lack of a reporting system.

B. Discussion of Alternatives

1. The Legislature can continue the current system which does not provide complete or accurate statistical data, or it can mandate schools or school districts to collect and report to the Commissioner of Public Safety data pertaining to school bus accidents and incidents of serious misconduct or injury on the school bus.

C. Basis of the Recommendation

1. The recommendation is based on the current lack of uniform data reporting for school bus accidents and the total lack of a reporting system for incidents of serious misconduct or injury on the school bus.
2. This information must be gathered in a uniform manner by the District School Transportation Safety Director and reported to the Commissioner of Public Safety in a uniform manner.

D. Cost Implications

1. There is a cost implication in requiring all schools or school districts to collect the requested data and report it to the Commissioner of Public Safety. This cost should be relatively insignificant.

20. The Task Force recommends that all employers of school bus drivers be allowed on-line access, via modem or telephonically, to the criminal records of all employees.

A. Problem Identification

1. Under current law and practice, access to criminal records is restricted. There is no computerized system available by which an employer can access, on a pre-employment or on-going basis, the criminal records of the school bus drivers. We clearly do not want criminals driving our school buses.

B. Discussion of Alternatives

1. The alternatives are to continue the current system which virtually denies access to such records, or develop a system permitting on-line access to school bus drivers' criminal records by their employers on.

C. Basis of the Recommendation

1. The Task Force believes that school children deserve to be safe, and that safety starts with knowing the criminal record of the person transporting the children. This requires instant on-line access used on a regular and on-going basis by employers.

D. Cost Implications

1. There is a cost implication to this recommendation to the State in developing the on-line system. There is a cost implication to the schools or school districts in funding the on-going criminal record checks of employees.

- 21. The Task Force recommends that the data privacy laws be amended so as to permit the rational use of video cameras on school buses at a reasonable cost in order to use these videos for deterring misconduct and documenting acts of misconduct.**

A. Problem Identification

1. Under current law schools or school districts may be required to do expensive alterations to videos taken on school buses in order to legally use them for disciplinary purposes. These changes may include electronically blanking out the faces of all students not involved in the incident of misconduct. This procedure can cost upwards of \$10,000 per tape.

B. Discussion of Alternatives

1. The alternatives are to continue to require schools or school districts to spend potentially thousands of dollars to use the tapes in disciplinary actions, or to amend the data privacy laws so as to permit the use of such data on a more cost-reasonable basis.

C. Basis of the Recommendation

1. The Task Force believes that the effectiveness of videos for controlling misconduct on school buses is seriously compromised by current data privacy laws.
2. The Task Force believes that reasonable and responsible changes to the data privacy laws can be made to permit more cost effective use of video cameras for disciplinary purposes.

D. Cost Implications

1. The Task Force believes that changing the Data Practices Act with respect to school bus video recordings will save the State and the schools or school districts significant amounts of money.

- 22. The Task Force recommends that all school bus mandates be funded by either State-equalized levy authority or non-referendum levy authority to the schools or school districts, or by State funds.**

23. Problem Identification

1. Schools or school districts are concerned that the Legislature will create mandates without funding those same mandates.
2. The purpose of new school bus safety mandates is to improve the safety of school children while using the school transportation system. Not funding these mandates could seriously compromise the intent of the mandates by forcing schools or school districts to make unnecessary choices between what programs and policies to fund.
3. The State and the Department of Education currently are pro-rating funding to schools or school districts and forcing them to decide where to use their existing dollars. The choice often times is not school bus safety programs.

A. Discussion of Alternatives

1. The Legislature could choose to create mandates and not fund them, thereby forcing schools or school districts to make unnecessary choices between programs, or to provide funding for all school transportation mandates.

B. Basis of the Recommendation

1. The Task Force believes that all school transportation mandates should be funded by either permitting the districts equalized-levy authority, non-referendum levy authority, or through the use of State funds.
2. The risks to school children when being transported to and from school on our state's highways are of sufficient importance that school boards should have the authority to act without referendum.

C. Cost Implications

1. The Task Force believes that every mandate has a cost. However, the safety of children on the school bus must be given priority of funding.

24. The Task Force recommends that the current driver licensing criteria be amended so that:

- (1) any felony conviction would disqualify a person from driving a school bus;
- (2) any controlled substance conviction would disqualify a person from driving a school bus;
- (3) any drug conviction would disqualify a person from driving a school bus;
- (4) any sex related conviction, no matter the level of conviction, would disqualify a person from driving a school bus;
- (5) any DWI or Over .10 DWI and/or implied consent conviction within five (5) years would disqualify a person from driving a school bus.

A. Problem Identification

1. The driver's license standards now in use are ten years old. Public expectations have changed and so should the licensing standards. The public expects school bus drivers to be crime free.

B. Discussion of Alternatives

1. Retain the current standards, or raise the standard for being a school bus driver.

C. Basis of the Recommendation

1. The Task Force believes that persons referenced above and in current law should not be allowed to drive school buses.

D. Cost Implications

1. The Task Force believes that there will be no cost implication in this recommendation.

24. The Task Force recommends that the Legislature adopt into Statute the Minnesota Laws for School Bus Operations, the Minnesota Guidelines for School Bus Operations and the Minnesota Laws for School Bus Equipment which shall be statutorily based upon the most current National Standards for School Buses and Operations. These standards include, but are not limited to; forty (40) hours of pre-service and eight (8) hours of annual in-service driver training, student training, mandatory written school bus policy and identification of the accountable person at each level of the system.

A. Problem Identification

1. Minnesota does not have a uniform, statewide standard for school bus operations. The standard of operations across Minnesota represents the entire spectrum of possibilities. The Task Force believes that this creates safety problems and unnecessary risks for all school children when using the school transportation system.

B. Discussion of Alternatives

1. The Legislature can choose to allow to continue the present system of local option regarding school bus operating standards and training, or mandate uniform, statewide standards of operation and training.

C. Basis of the Recommendation

1. The Task Force believes that uniform, statewide operating and training standards must be mandated to ensure the safe transportation of school children in Minnesota.

D. Cost Implications

1. There is a significant cost implication in this recommendation. Additional funds will be required for driver training as well as many other mandates required by these standards such as monitoring of student behavior.
2. The cost to mandate these standards is insignificant if compared to the cost in life and money for continuing the present system.

25. **The Task Force recommends that a Crossing Guard Monitor be required on all Type I and Type II school buses when such bus is transporting more than two (2) Kindergarten through 4th grade students and the students are required to cross the roadway when disembarking from the bus. Such Crossing Guard Monitors could be any person sixteen (16) years or older, including a student. The Crossing Guard Monitor would assist students in loading, unloading and crossing the roadway.**

The Task Force also recommends the use of adult Student Behavior Monitors, other than the bus driver, who would regulate the conduct of students on school buses that the school or school district determined to have significant need for such additional monitoring.

A. Problem Identification

1. Under current state law Crossing Guard Monitors are not required on school buses. Crossing roadways is extremely dangerous and is the procedure during which most school bus rider deaths occur. Statistics show that the majority of students killed in school bus related deaths are 4 to 6 years old and are run over by their own bus. It is widely believed that the use of Crossing Guard Monitors to assist in crossing would significantly remedy this situation.
 - a. States that have mandated Crossing Guard Monitors have significantly reduced or eliminated loading/unloading accidents and deaths.
2. The school bus driver is overwhelmed by the number of duties which are required of them in performing their job. Driver distraction while dealing with student discipline or misconduct has been cited as a major cause of school bus related accidents. In the event of an incident of misconduct while travelling down the roadway a school bus driver is extremely limited in what he/she can do immediately to remedy the problem. Adult Student Behavior Monitors would be able to immediately and safely deal with incidents of misconduct.

B. Discussion of Alternatives

1. The current system of unsupervised loading, unloading and crossing of K-4 students can be continued, or the Legislature can by statute require the use of Crossing Guard Monitors and allow the district non-referendum levy authority to fund any expense incurred in providing such monitors.
2. The current system of requiring the school bus driver to drive the bus and deal with unusual or serious incidents of misconduct can continue, or the Legislature can allow schools or school districts non-referendum levy authority to provide adult Student Behavior Monitors.

C. Basis of the Recommendation

1. The Task Force believes that the use of Crossing Guard Monitors is essential if we are to protect our most vulnerable students, the K-4 children. This is the best way to ensure that the younger children do not become casualties of their own school bus.
2. The Task Force believes that the school bus driver must be relieved of some of the current duties require of he/she in order to improve school bus safety. This is the best way to ensure that younger children do not become physical and emotional victims of the older students on the school bus.

D. Cost Implications

1. The cost of monitors could be as low as \$16 million or as high as \$35 million. The cost of this requirement must be weighed against the life of even one child. We must provide for the safety of our children in our school transportation system.

PROPOSED

MINNESOTA LAWS

FOR

SCHOOL BUS

OPERATIONS

**1993-94
TASK FORCE**

MINNESOTA LAWS FOR SCHOOL BUS OPERATIONS

I. ADMINISTRATION

A. The State Department of Education shall provide;

1. A State Director of Pupil Transportation with the staff and other resources necessary for optimal job performance.
2. A clear, concise pupil transportation policy.
3. A cost accounting system for all expenditures in the area of pupil transportation.
4. Manage the State's pupil transportation program which includes the ability to plan, budget and forecast requirements for the operation.
5. A state-wide management information system to accommodate pupil transportation data, e.g., costs, information gleaned from the uniform school bus accident reporting criteria, manpower availability, etc.
6. Promotion of a pupil transportation safety program utilizing community, school districts, school bus contractors, legislation, media, law enforcement and state agencies concerned with pupil transportation.
7. A manual or hand book for local pupil transportation supervisors, school administrators and private contractors containing detailed instructions for implementing the state's pupil transportation laws, regulations and policies.
8. A manual or handbook for each school bus driver containing the state pupil transportation regulations, and recommended safety practices.
9. A comprehensive school bus driver program for both pre-service and in-service instruction which includes classroom and behind-the-wheel instruction.
10. Comprehensive safety and ridership curricula for pupil passengers.
11. Provide assistance and direction to local school administrators as may be necessary or upon request.
12. Annual visits to local school systems to evaluate transportation systems and provide necessary direction.

13. Coordination with other agencies having responsibility for pupil transportation services.
14. A comprehensive education program to train instructors of school bus drivers.
15. Represent the interest of the pupil transportation community.
16. Work cooperatively with school transportation associations, schools, school districts and private contractors to promote school bus safety and efficiency.

B. The Department of Public Safety shall provide:

1. State Pupil Transportation Director:

Specific duties shall include, but are not limited to:

- a. Assist in the implementation, interpretation and understanding of pupil transportation laws, regulations and policies.
- b. Supervise the preparation of manuals, handbooks and information for distribution to local transportation personnel and private operators.
- c. Provide assistance and direction to local school administrators as may be necessary upon request.
- d. Assist in evaluation of state and local operations, including bus routes, and provide recommendations in areas of policy and procedure.
- e. Plan, direct and participate in safety education for pupil transportation personnel.
- f. Assist local personnel in planning and conducting pupil safety education programs.
- g. Require and maintain appropriate reports and records as requested by the Minnesota School Bus Safety Advisory Committee.
- h. Represent the interests of the pupil transportation community.
- i. Work cooperatively with school transportation associations, school districts and private contractors to promote school bus safety and efficiency.
- j. Assist/consult with groups involved in pupil transportation safety.

k Develop an accident/incident reporting form.

C. Local school and school district administrators shall:

1. Comply with federal and state pupil transportation laws, regulations and policy.
2. Become involved in pupil transportation operations within their jurisdiction.
3. Provide resource material and establish, as an integral part of the school curriculum, instruction in passenger safety, including student participation in periodic emergency evacuation drills which comply with state requirements and/or the Federal Highway Safety Program Guideline 17.
4. Provide supervision of school bus loading and unloading areas at the school while loading and unloading operations are in process.
5. Ensure that route pickup and drip-off locations are periodically reviewed for safety.
6. Provide adequate supervision for pupils whose bus schedules necessitate their early arrival or late departure from school.
7. Develop and implement local pupil transportation policies and regulations, including those for special education.

D. The Pupil Transportation Director and/or Private School Bus Operator shall have a basic understanding of the educational process and the corresponding role of transportation.

1. Qualifications shall include:

- a. A Minnesota Commercial Drivers License with a School Bus endorsement. A satisfactory driving record as determined by the Minn. Dept. of Public Safety.
- b. A satisfactory work history and a record free of criminal convictions. (The same type of checks should be made as the applicant who is seeking employment as a school bus driver). Suggestions as to how this information may be obtained appear in Section II, Driver.

- c. An undergraduate degree or equivalent experience in one or more of the following fields of study:
 - (1) Education.
 - (2) Business administration.
 - (3) Management.
 - (4) Certification as provided by Universities and Colleges in conjunction with the National Association for Pupil Transportation.
 - (5) Pupil transportation or related field.
 - d. The ability to manage personnel and resources necessary to achieve a desired objective.
 - e. Basic knowledge of computers.
 - f. The ability to communicate effectively with school administrators, teachers, parents, students, bus drivers, law enforcement, etc.
2. The School Transportation Director and/or Private School Bus Operator shall receive formal instruction in pupil transportation management. This training shall include classroom work and field experience.
 3. The local School Transportation Director and/or Private School Bus Operator shall have the responsibility for the following items of general knowledge about special education transportation:
 - a. Basic requirement of PL94-142, Section 504, and appropriate state laws and local school district policies for transporting students with disabilities.
 - b. Knowledge of federal, state and local laws and regulations regarding the use of specialized equipment on school buses.
 - c. General knowledge of the student referral, evaluation and IEP process.
 - d. General knowledge of resource persons and the location and availability of appropriate training.

II. SCHOOL BUS DRIVERS

A. Procedures for selection of school bus drivers shall include:

1. A proper legal application form on which pertinent information of a personal and occupational history is requested. (See Appendix B)
2. A check of applicant's driving record. (Checks of the National Driver Register and files of the State Department of Public Safety are considered essential in the case of an individual who is applying for a position as a school bus driver.)
3. A check to determine if an applicant has a record of criminal convictions. (See Public Safety 7414) Establish criteria for rejecting those with unacceptable records.
4. A physical examination administered by a physician licensed in medicine or osteopathy. Tests for tuberculosis (TB), other communicable diseases, and drug/alcohol use shall be included. The Federal Motor Carrier Form shall be used for this purpose. The physical examination shall be conducted annually or as required by regulation or policy and at such times as the superintendent of schools may deem necessary.
5. All applicants shall be asked to demonstrate their ability to read and write at the time of their application.

B. Instructional program for school bus drivers:

1. Prior to transporting pupils, adequate classroom and behind-the-wheel training enabling the applicant to handle the vehicle in a safe and efficient manner shall be required. Such training shall be through the Minnesota School Bus Driver Development Series of approximately twelve hours with additional hours for future developed modules. Twelve hours of Standard First Aid and CPR. Eight hours of an approved course in student behavior management. Eight hours of behind the wheel instruction which will include driving with an instructor driver while students are aboard. Said instructor shall have passed all tests as provided for drivers in this section. Written tests of the above or any other tests shall be of 80% proficiency

- C. The State approved curriculum shall follow, but not be limited to, the following topics:
1. State and Federal laws pertaining to school bus operations.
 2. Local school district policies and procedures.
 3. Basic first aid and universal precautions, including the correct use of the body fluid cleanup kit. (Optional by district policy: Red Cross First Aid and/or CPR certification).
 4. Student accountability and observation, including reporting procedures for evidence of neglect and/or abuse.
 5. Human relations training - sensitivity to parents, students, staff, the public, monitors and other bus drivers.
 6. Student behavior management techniques, including: Techniques for the development of appropriate behavior, techniques for the management and extinguishing of inappropriate behaviors, techniques and procedures for the response to unacceptable behaviors, procedures for dealing with the inappropriate/unacceptable student behavior that creates emergency conditions, or poses a risk to the health and safety of others, procedures or documenting and reporting inappropriate or unacceptable student behavior.
- D. Because the concept of inclusion means that many special education students are being transported on their neighborhood buses, pre-service classroom training for all drivers should include the following:
1. Introduction to special education, including information about characteristics of disabling conditions and protecting the confidentiality of student data.
 2. Legal issues, including the basic requirements of IDEA and section 504 and appropriate state laws and local policies.
- E. Drivers who will be focused primarily on transporting students with disabilities shall also receive training in the following areas:
1. Special equipment use and operation, including the varieties of wheeled mobility devices used by students and all securement procedures for these devices, and any specialized safety equipment for use with students.
 2. Local school district operational policies and procedures for transporting students with disabilities.

3. Lifting and positioning techniques with students.
 4. Emergency management, including evacuation practice and development of a written plan for evacuation.
 5. Route management, including medical emergencies, no adult at home, and inclement weather.
- F. Behind-the-wheel instruction shall be given in the same type and size bus the driver will be operating. When a driver is expected to operate more than one size and type of vehicle, instruction shall be given in the specific handling characteristics of each. All behind-the-wheel instruction shall include, but not be limited to:
1. Familiarization with the bus and its equipment
 2. Procedures for performing pre-trip and post-trip vehicle inspections.
 3. Techniques for driving, including mirror use and their adjustment, smooth starts and stops, shifting, turning, and backing.
 4. Skills for defensive driving, including information on reading and understanding highway and street signs, signals and markings.
 5. Procedures for loading and unloading pupils at the bus stops, including the appropriate use of the 8-way signal system.
 6. Procedures for stopping at railroad crossings, including appropriate signaling procedures, stopping distance from tracks, looking and listening for trains and other specialized driving requirements for school bus operations.
 7. Techniques to identify and avoid practices that result in driver related parts failure.
 8. Procedures for en-route emergencies, including driving emergencies, emergency evacuations (See Appendix N), and use of emergency equipment.
 9. Guidelines for safely driving a route, including entrance to and departure from the bus garage and yard, following a route sheet and map, entrance to and departure from school zones, proper radio usage, mechanical difficulties and breakdown.
 10. Procedure for fueling buses, (if required as a drivers duty), and handling/prevention of fuel spills.

11. Skills for driving in winter and other adverse weather conditions.
 12. An annual in-service program shall be required, consisting of eight hours each year. First Aid Certification renewal shall be separate from this in-service.
 13. As part of the in-service program, each driver shall demonstrate competency in transporting students while being observed by a driver instructor. A written evaluation of the trainees performance (both in handling the bus and the students) shall be completed and any deficiencies corrected prior to assignment to drive a regular route. All evaluations would become a part of the trainees permanent record.
- G. School bus drivers shall be evaluated a minimum of once during each school year or more frequently if cause exists. The evaluations shall include:
1. Written test for any laws or regulations which have changed since the last evaluation.
 2. Road performance checks.
 3. Evaluation interviews.
 4. Check of the driver's license with the National Drivers Register and/or the State Department of Public Safety. The driver's license shall be checked every three months.
 5. A check every two years for criminal convictions.

III. BUS MONITOR

- A. Each employer shall make available to each bus monitor at the time of employment a monitor's handbook or manual. This manual shall include, but not be limited to:
1. The state transportation laws, regulations and policy.
 2. Local transportation policies and procedures.
 3. If employer is a private contractor, the manual should contain company employment policies and procedures.

B. Procedures for selection of bus monitors shall include:

1. A proper legal application form on which pertinent information of a personal and occupational history is requested. (See Appendix B)
2. A check to determine if an applicant has a record of criminal convictions. Criteria for rejecting those with unacceptable records shall be the criteria used for rejecting school bus driver applicants.
3. One or more personal interviews.
4. A physical examination administered by a physician licensed in medicine or osteopathy. The intent of the examination is to screen out applicants with serious communicable diseases. The physical examination shall be conducted annually, with the results being reported in writing to the employer.
5. Because the position of monitor may require the individual to make written reports, all applicants will be asked to demonstrate their ability to read and write at the time of application.

C. Bus monitors shall receive instruction in the following areas:

1. The bus and its equipment.
2. Use of emergency exits. (See Appendix C)
3. The safe loading and unloading of pupils at their stops.
4. Pupil management training.
5. The safety, welfare and orderly conduct of passengers while on the bus.
6. Emergency situations in accordance with operating procedures.
7. Effective communications with school staff, students, bus drivers, parents, law enforcement officials and the motoring public.
8. The completion of required written reports.
9. Basic First Aid and universal precautions, including the correct use of the body fluid cleanup kit, (optional by district policy, Red Cross First Aid and/or CPR certification.

10. Student accountability and observation, including reporting procedures for evidence of neglect and/or abuse.
 11. Introduction to special education, including information about characteristics of disabling conditions and protecting the confidentiality of student data.
 12. Legal issues, including the basic requirements of IDEA and Section 504, and appropriate state laws and local policies.
- D. Bus monitors who work on buses that primarily transport students with disabilities should also receive training in the following areas:
1. Special equipment use and operation, including the varieties of wheeled mobility devices used by students and all securement procedures for these devices, and any specialized safety equipment for use with students.
 2. Local school district operational policies and procedures for transporting students with disabilities.
 3. Lifting and positioning techniques with students.
 4. Emergency management, including evacuation practice and development of a written plan for evacuation

IV. PUPIL MANAGEMENT

- A. Pupil management involves the combined effort of five distinct groups of individuals. An effective program must have the support of the school district, school bus driver, school bus monitors, pupils and parents. Each school district shall institute a comprehensive program responsible for the pupil's safety and well being while protecting the interests of all others involved in the program.
1. For transportation provided to children enrolled in grades kindergarten through four (4), school bus monitors other than the school bus driver shall be required on all school bound and home bound routes.
 - a. Exception: when all students are discharged to the right without the need to cross the roadway, or when there are only two or fewer K-4 students on the bus, an older student may accompany the K-4 student across the roadway.

- (1) Variances to the requirement for a school bus monitor may be granted by the Commissioner of Public Safety if he/she finds that an alternative plan provides substantially equivalent safety for children. For the purposes of this section, a school bus monitor shall mean any person sixteen (16) years of age or older.
 2. Schools or School Districts may at their option provide monitors for fifth through twelfth grade pupils on school buses. In the event that this option is executed by the Schools or School District, funds will be provided by a special independent levy for this purpose, with equalization from the State of Minnesota.
- B. School or School District Standards Requirements for Pupil Management. All school or school districts shall provide for the following:
1. A training program shall be established for all participants in pupil management including students, drivers, monitors, parents and school personnel.
 2. Establish pupil regulations governing the behavior and safety of pupils while on the bus and at the bus stop. (See Appendix E)
 3. Institute and administer an instructional program that trains all participants on the expected bus behaviors, including students, drivers, parents and school personnel.
 4. Conduct a training program for school bus drivers to ensure that all policies, procedures, regulations and their enforcement are understood.
 5. Ensure that parents receive written copies of the bus rules and regulations prior to the beginning of each school year. Clearly establish their roles and obligations with respect to pupil promptness, attitude and behavior.
 6. Initiate procedures to ensure open lines of communications and cooperation between school administrators, bus company officials, state agencies and bus drivers.
 7. Provide training in pupil management skills that extends beyond the scope of enforcing rules and regulations.
 8. Ensure that administrators provide back-up for discipline and stand behind driver's and monitor's reasonable enforcement actions.

9. Monitor behavior, once everyone is trained in what is to be expected, they must be alert and report transgressions. Monitoring of the behavior of all participants, once trained in what is expected of them, to alert the district to, and report, transgressions. Monitoring may be accomplished by one or more of several methods including, but not limited to, the school bus driver, human monitors or video monitors, to help enforce school policy.

V. BEHAVIOR AND DISCIPLINE REPORTING.

A. Overview.

For most students in Minnesota, a school day begins and ends on their school bus. Because this is a reality for so many students, and because the events on the school bus ride have a great influence on the remainder of the student's school day, the Task Force is recommending that the bus ride be officially recognized as part of the school day. This official recognition would mean that any policies in the school or school district which addresses student behavior and discipline in the classroom or on school grounds would also apply to the school bus.

This recognition would greatly increase consistency in student discipline. All participants in the educational team (drivers, students, parents, school staff and administration) would know that an offense in one area of the school day is also an offense in another. The Task Force believes that the consistent use of discipline policies throughout the school day, including the bus ride, will emphasize the fact that every student who rides the bus is entitled to a physically and emotionally safe trip.

To accomplish this safe trip, the Task Force is proposing that each school and school district be required to develop a written policy on school bus safety and discipline, which would incorporate the behavior policies mentioned above. The requirements of a written policy would bring all schools and school districts to acknowledge the importance of a student's bus ride and the school's role in bus discipline.

1. A non-discretionary system of written reporting with uniform, predictable, consistent consequences appropriate to the offense, shall be instituted. This is to be integrated with the school discipline record, with major offenses staying with the student's record for the duration of the school career. (See Appendix F)

VI. PROCEDURES.

- A. Alternately flashing red light shall be used to inform motorists that the bus is stopped on the roadway to take on or discharge passengers.
- B. The stop arm must be operated in conjunction with the flashing red signal lamps.
- C. The use of a white flashing strobe light to increase the visibility of the school bus on the highway during adverse visibility conditions is permitted.
- D. All pupils and parents shall, before the pupil rides a bus, receive a written set of school bus rules, regulations and policies.
- E. A student's right to ride a school bus may be revoked for violation of school bus safety rules.
- F. For students with disabilities who need special transportation as a related service, parents or guardians shall be required yearly to provide the following information to the local transportation department:
 - 1. The students name and address.
 - 2. The nature of the student's primary disabling condition.
 - 3. Emergency health care information.
 - 4. The names and telephone number of parents, guardians, and the student's physician.
 - 5. The name and telephone number of another person not a parent or guardian as an emergency number.
 - 6. Immediate notification to the transportation department if there are any changes in the student's information.
- G. The transportation department shall keep special transportation student information available through their office and may as district policy, require this information to be carried on the school bus with the student.
- H. Crossing control arms may be used where appropriate to encourage children to cross properly in front of school buses.
- I. Outside public address systems should be used for instructing children in crossing streets and highways and for informing them of potentially life threatening situations..

VII. ACCIDENT AND INCIDENT REPORTING

1. A uniform accident and incident reporting form shall be established. (See Appendix A.) Accident records function as the data base for statistical analysis which, in turn, provides material for accident prevention programs. In addition to the uniform school bus accident reporting criteria, additional accident records may include:
 - a. A list of all pupils injured, their home addresses, phone numbers, the extent of their injuries and appropriate explanations.
 - b. A list of bus occupants and witnesses including addresses, phone numbers and statements.
 - c. Extent of damage and estimate of repair costs.
 - d. Post accident data: i.e., disposition of litigation and/or summonses, driver deposition, net effect of personal injuries, etc.
 - e. A signed statement from the bus driver concerning the particulars of the accident.
 - f. Complaints, challenges and disposition of hearings, etc.
 - g. Special information used by local/state law enforcement agencies.

APPENDIX F

A. Student Criminal Violations: Mandatory Complaints.

In any instances where a pupil, or a parent or guardian of any pupil, is found to have committed an assault or an extortion, or found to have committed an assault, offensive touching, terrorist threatening or an extortion against a school employee on school property, including a school bus, the incident must be reported. After verifying the identity of the pupil, or parent or guardian, and that probable cause exists to believe a criminal charge is appropriate, the principal, or in the case of a school bus the transportation director, shall immediately report such incident to the appropriate law enforcement agency and to the superintendent. Thereafter, the superintendent shall immediately file a written report with the State Department of Public Safety. In any instance where a pupil, parent or guardian is found to have committed an assault, offensive touching, terrorist threatening or an extortion under this section against a pupil or a school employee, the superintendent or his/her designee shall, without reasonable delay, file the appropriate charge against the pupil, parent or guardian. The obligations of the superintendent, principal and transportation director as set forth in this section, are mandatory and not discretionary. However, the reporting requirement set forth in this section shall not apply to offenses committed between students enrolled in grades kindergarten through third grade.

B. Student Possession of Weapons and Unlawful Drugs: Mandatory Complaints.

In any instance where a pupil is found to have on his/her person, or concealed among his/her possessions, or placed elsewhere on the school premises, any controlled substance (as prohibited by title 11), after verifying the identity of the pupil involved and that probable cause exists to believe a criminal charge is appropriate, the principal or transportation director shall immediately report such incident to the appropriate local police agency and to the superintendent. Thereafter, the superintendent shall immediately file a written report of such incident with the State Department of Public Safety. The obligations of the superintendent, principal or transportation director as set forth in this subsection, are mandatory and are not discretionary.

C. Teacher's or Bus Driver's Duty to Report.

In any instance where a teacher or bus driver witnesses an act of violence as set forth in subsection (b) or finds a pupil in possession of a weapon or unlawful drugs as set forth in subsection (c), it shall be the duty of the teacher or bus driver to immediately report such incident to the principal.

D. Immediate Suspension.

Any pupil determined to have committed an offense under subsection (b) or (c) shall be immediately suspended by the school district until such time as a parent conference is held as provided for in subsection (a). Furthermore, any pupil determined to have committed an offense under subsection (b) or (c) shall also be referred to the school district's alternative program for counseling of an appropriate nature and duration prior to being returned to the general student body. Nothing in this section shall preclude the school district from imposing a longer suspension or expulsion where otherwise appropriate.

E. Failure to Report a Violation.

Any superintendent, principal, teacher or bus driver who fails to report an incident as required by subsection (b), (c), or (d), shall be guilty of a violation and be fined not more than \$250.00 for a first offense and not more than \$500.00 for a subsequent offense. However, it shall be an affirmative defense to a prosecution under this section if the superintendent, principal, teacher or bus driver decided not to report an incident where, after conducting a thorough investigation, he or she makes a good-faith determination that no probable cause exists to believe a criminal charge is appropriate.

F. Metal Detectors.

The school board of each school district shall have authority to employ the use of metal detectors, or any other similar security devices, to prevent pupils from bringing dangerous instruments, deadly weapons, or any other contraband into the schools. Any school board exercising its authority under this Section shall promulgate rules and regulations governing the implementation and use of such security devices.

G. If any provision of this Act or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of the Act which can be given effect without the invalid provision or application, and to that and the provisions of this Act are declared to be severable.

PROPOSED

MINNESOTA GUIDELINES

FOR

SCHOOL BUS

OPERATIONS

**1993-94
TASK FORCE**

MINNESOTA GUIDELINES FOR SCHOOL BUS OPERATIONS

INTRODUCTION

The success of any school transportation operation depends largely upon the quality of performance and degree of dedication displayed by those involved. The Standards outlined herein are designed to provide school administrators and private operators the methods needed to provide a safe and efficient pupil transportation program for children in the State of Minnesota.

I. ADMINISTRATION

A. The State agencies responsible for pupil transportation shall provide:

1. Leadership in the development of a comprehensive pupil transportation program for state-wide application.
2. A manual for student behavior and discipline reporting.
3. A manual for school bus monitors.
4. A manual or handbook for school bus maintenance personnel.
5. Develop forms required to report transportation information.
6. Workshops, seminars and/or conferences for all pupil transportation personnel in cooperation with statewide groups and associations representing school bus transportation professionals.
7. Encouragement for state institutions of higher learning to provide undergraduate and graduate courses acceptable for certification purposes in pupil transportation, operation and safety.
8. Bus and equipment standards that would be conducive to safer and more efficient bus performance.
9. Require proper school bus preventative maintenance and ongoing maintenance programs.

B. Local school and school district administrators shall:

1. Promote public understanding of, and support for, the school transportation program in general.
2. Provide transportation personnel the opportunity for growth in job-related activities.

C. Local Pupil Transportation Director and/or Private Operator:
Specific duties shall include, but are not limited to:

1. Provide assistance in planning, budgeting and forecasting for the pupil transportation system.
2. Assist in school site selection and plant planning.
3. Provide, when appropriate, chassis, body and related equipment procurement.
4. Develop and implement a plan for equipment preventative and on-going maintenance and procurement.
5. Recruit, select, instruct and supervise personnel.
6. Route and schedule buses for safe, efficient and economical transportation service.
7. Assist in the development and implementation of pupil safety education programs.
8. Work with administrators, teachers, transportation personnel, students, parents and various public and private agencies to improve their knowledge and the quality of the transportation system.
9. Investigate and report accidents, and incidents using the uniform accident reporting criteria, as well as problems associated with the pupil transportation system.
10. Maintain records and prepare reports as required.
11. Develop and supervise the implementation of an ongoing evaluation plan for the pupil transportation system.

II. Driver

- A. Each employer shall make available to each school bus driver at the time of employment, a driver's manual or handbook. (See Section I) This manual shall include at least the following subjects:
 - 1. The state transportation laws, regulations and policy.
 - 2. Motor vehicle rules and regulations applicable to school bus operations.
 - 3. Vehicle operation and maintenance.
 - 4. Procedures for the driver to perform when involved in an accident and when involved with post-accident reporting as recommended in the Department of Public Safety School Bus Post-Accident Procedures.
 - 5. Knowledge of basic first aid procedures. Local school systems shall supplement the state-produced manual with information on local policy and practices that may vary from, but should not conflict with, state level requirements.
 - 6. Knowledge of pupil management.
- B. Procedures for selection of school bus drivers shall include:
 - 1. One or more personal interviews. (A properly conducted interview can be one of the most important of the selection procedures.)
- C. All school bus drivers shall be adequately prepared, both physically and mentally each day to perform certain duties. These duties shall include, but are not limited to:
 - 1. Operate the vehicle in a safe and efficient manner.
 - 2. Conduct thorough pre- and post-trip inspections of the vehicle and special equipment.
 - 3. Ensure to the best of his/her ability the safety, welfare and orderly conduct of passengers while on the bus.
 - 4. Meet emergency situations in accordance with operating procedures.
 - 5. Communicate effectively with school staff, students, parents, law enforcement officials and the motoring public.

6. Complete reports.
7. Complete required training programs successfully.
8. Provide for the safety of passengers during loading and unloading.
9. Wear driver's seat belt whenever the bus is in motion.

III. Maintenance and Service Personnel.

- A. Adequate staff or an appropriate and qualified independent source shall be employed to perform maintenance functions on a timely basis consistent with safe transportation practices.
- B. Instructional program for maintenance and service personnel:
 1. The transportation system shall make available to their maintenance and service personnel the necessary maintenance and service publications for the equipment being serviced.
 2. The transportation system shall arrange, at regular intervals, for pre-service and in-service training for maintenance and service personnel, whether in-house or out-sourced. It shall also require or encourage maintenance personnel to attend outside seminars.
 3. The training procedures shall include instruction in:
 - a. Preventive maintenance procedures.
 - b. Repair and/or installation procedures for each type of fleet vehicle and its varied equipment.
 - c. Unique procedures for equipment.
 - d. Inspection of the vehicle and its equipment.
 - e. Recovery procedures for vehicles involved in an accident or breakdown.
 - f. Preparation of maintenance records.
 - g. A planned parts and equipment stock.
 - h. Establishment of parts inventory control procedures.
 - i. Repair and installation of adaptive equipment.

IV. PUPIL MANAGEMENT.

A. Driver responsibilities:

1. Drivers shall be familiar with and abide by all rules, policies and procedures affecting pupil transportation.
2. Drivers need to establish rapport with each building administrator and work to ensure proper conduct and communications.
3. Drivers shall establish proper rapport with pupils.
4. Drivers shall instruct pupils in proper behavior, general procedures and evacuation drills. (See Appendix C)
5. Drivers shall maintain order as a safety practice and stress the following points and procedures:
 - a. Minimize interior noise.
 - b. Control passenger movement.
 - c. Require an orderly entrance and exit.
 - d. Eliminate potential movement of objects.
 - e. Assign seats to passengers as necessary.
 - f. Require silence at railroad crossings.
 - g. Prohibit transportation of unauthorized materials as indicated by school/state policy.
6. Drivers shall handle minor infractions with written reports or discussions with pupil passengers.
7. Drivers, in instances of serious or recurring misconduct, shall follow established policy pertaining to the misconduct and submit written reports on appropriate forms to administrators or other persons designated to deal with discipline problems. (See Appendix G)
8. Drivers shall be aware that they represent the school system and the bus company, and should present positive image in dress, language, and manner while on duty.

9. Drivers shall be familiar with the assigned routes and designated school bus stops.

B. Pupil Responsibilities:

Proper pupil behavior is imperative. The distraction of the driver can contribute to accidents. Pupils and parents must be made aware of and abide by reasonable regulations to enhance safety. The consequences of unacceptable behavior must be clearly understood. The following will protect the pupil's rights and maintain order on the bus:

1. Pupils must be aware that they are responsible for their actions and behavior.
2. Pupils must display proper respect for the rights and comfort of others.
3. Pupils must be aware that any driver distraction is potentially hazardous to their safety.
4. Pupils must be aware of the consequences of mis-conduct. (Law)

C. Parent/Guardian Responsibilities:

1. Become familiar with district rules and policies, regulations and principles of school bus safety.
2. Assist children in understanding safety rules and encourage them to abide by them.
3. Recognize their responsibilities for the actions of their children.
4. Support safe riding practices and reasonable discipline efforts.
5. Teach children proper procedures for safely crossing the highway before boarding and after leaving the bus. (See Appendix H-A, H-B)
6. Support procedures for emergency evacuation, and procedures in emergencies as set up by the school district. (See Appendix C)
7. Respect the rights and privileges of others.
8. Communicate safety concerns to school administrators.
9. Monitor bus stops, if possible.

10. Support all efforts to improve school bus safety.

V. Procedures

A. Policies and guidelines:

The responsible state agency and the local school district should have clear and concise policies and guidelines for the operation of their pupil transportation programs. These are important for two reasons: First, they have the effect of law when laws or regulations do not specifically address a situation. Secondly, they serve as the rule book for persons charged with the administration of transportation services within the district.

Once established, these policies and guidelines become the basis for development of operating procedures. This allows decisions about operating details to be made at the administrative level rather than by the school board. These policies and guidelines should be precise and current with safe operation of school transportation, in writing and cover the following topics:

1. A statement of philosophy.
2. A definition of the agency's goals and objectives.
3. Procedures for determining eligibility for transportation.
4. A description of all types of transportation provided.
5. The days on which service will be available.
6. School starting and closing time.
7. Administrative responsibilities related to program service.
8. Essential routing constraints.
9. The extent of special transportation service.
10. A compilation of pupil rules and regulations.
11. Provisions for the use of contract transportation and/or charter buses.
12. Acceptable purchasing procedures.
13. Desired limits of insurance coverage.

14. The essentials of an accident prevention program including the uniform school bus accident reporting criteria.
15. Communicate procedures between administrators and parents, and administrators and bus company or drivers, including student discipline procedure and compliance
16. Emergency procedures and/or contingency plans to be followed in the event of an accident, unexpected school closing, or unforeseen route change
17. Inside public address systems may be used not only to give instructions to students but also for training tapes.
18. Motion sensors may be used on buses at locations when and where they are determined to be necessary by the district transportation safety director.
19. Personnel:
 - a. An organization chart, identifying the flow of responsibility from the board of education to the school bus driver, should be provided.
 - b. Prospective employees shall be provided with job specifications and descriptions at the time of inquiry.
20. Pre-service and in-service training requirements:
 - a. All new school bus drivers shall be provided with a minimum of forty hours pre-service training before transporting students. (See Section II, Sub-Section B. 1, Laws)
 - b. All school bus drivers shall be provided with a minimum of eight hours of in-service training annually. (See Section II, Sub-Section F. 12, Laws)

B. Standees: All passengers must remain seated while the school bus is in motion.

C. School site selection and plant planning: When school sites are being selected, consideration shall be given to the safety of the pupils riding school buses. School buses will be required to utilize the roads in and around the school site, plus public roadways leading into and from the school area. High-density traffic flow near school exits and entrances should be avoided. Proper site selection and plant planning for improved school transportation is extremely important. (See Appendix I) More specifically, school officials should provide:

1. Separate and adequate space for school bus loading zones.
2. Clearly marked and controlled walkways through school bus zones.
3. Traffic flow and parking patterns for the public and non-bused students should be separate from the loading zone.
4. A separate or appropriate loading area for special needs passengers.
5. An organized schedule of loading areas with stops clearly marked.
6. A loading and unloading site to eliminate the backing of transportation equipment.

Note: Appendix J may be used to evaluate school bus driveways in the vicinity of the school.

D. The following are guidelines for Routing and scheduling:

It is necessary to procure a map of the area served by a particular school or school system in order to establish bus routes that will adequately meet the needs of pupils in a particular area. Information on the road conditions, railroad crossings and other factors that might affect the particular operation should be recorded along with the location of homes and the number of school-age children in each. Recommended procedures for school bus drivers at railroad crossings appear in Appendix K. Satisfactory school bus stops must be identified along streets and highways where buses can travel with the least amount of risk. The number of pupils to be transported and the distance to be traveled are primary factors in allocating equipment for a particular area. Pupils should be assigned to specific stops according to walking distances, grade level and the school attended. Consideration should be given to the distances between stops to comply with the minimum distance required to activate the red and amber lighting systems.

1. Routing techniques:

- a. A circular route circumscribes an area by using different roads on outgoing and incoming trips. It has the advantage of equalizing time in transit for transported pupils since the first child on in the morning is the first child off in the evening.
 - b. A shoestring route extends from the school to some terminal point in the district. If the bus is stored at the school, the same road or roads are used on the outgoing and incoming trips; consequently, children are always traveling more or less directly toward the school.
 - c. A feeder route extends from a point farther out in the district to a transfer point on the main route. It may be advisable for one or more of the following reasons:
 - (1) To limit the use of large buses to improved roads.
 - (2) To reduce travel time on the main route.
 - (3) To provide some form of transportation on roads which at times may be impassable by larger, more desirable motor vehicles.
 - d. A shuttle route extends between two or more school buildings. Such routes are often required for the transfer of pupils in districts operating two or more schools.
 - e. Retracing routes can eliminate the need for pupils to cross the roadway.
 - f. Emergency routes should be established and utilized in all school systems when weather or road conditions dictate that it is not safe to travel on other than hard-surfaced roads. Announcements can be made by radio or other means when such routings are to be used.
2. Methods of serving bus routes:
- a. The single trip plan involves a morning and an afternoon trip by one bus on each route. This form of service is well adapted to sparsely settled areas. It also meets the needs of schools where the instructional program requires both elementary and secondary pupils to arrive at the same time.

- b. The double trip plan calls for each bus to cover two different routes in the morning and afternoon. This plan is suited to districts of relatively dense population where distances are not great. As children of all grades are carried on each trip, program adjustments in the instructional schedule are necessary to avoid idle waiting time at the school. If these adjustments can be made without sacrificing the interests of the children, the double trip may be economical by requiring fewer buses.
 - c. The multiple or dual trip plan calls for more than two trips each morning and afternoon over the same route by each bus. This arrangement is feasible only where route distances are relatively short of time difference between locations are great. High School pupils may be brought to school on the first morning's trip with elementary children arriving on the second trip. In the afternoon the elementary children should be brought home first if it is desired that the elementary day be shorter than the high school day. Districts whose program requires a day of equal length for both groups may transport the high school pupils on the first trip in the morning and return them on the first trip in the afternoon.
3. Surveys and stops:

A survey should be conducted by the pupil transportation director for the purpose of identifying factors that might indicate the need for a route change. After the survey is completed, a time study should be made by driving over the route in the same equipment that will be used in the actual operation. The driver(s) who will operate the route(s) should regard the trip as a dry run. All scheduled stops and time between stops should be indicated. This data, if accurately obtained, will permit the development of a schedule which probably will need little revision once it is placed into effect. After the route has been established, a schedule showing individual stops should be available in the bus for the information of substitute drivers. Requests for new or additional service should be investigated thoroughly before a change is made. Stops should be established only after thorough investigation has revealed the location to be the most desirable in the area. It is considered poor practice to negotiate a U-turn on main arteries of traffic even though provisions for such turns may have been made. The projection of the rear end of the bus into inside traffic lanes from medians that are too narrow to accommodate bus length often creates traffic interference that places the lives of transported pupils in jeopardy. Further, it is desirable to eliminate, insofar as possible, the necessity to turn the bus by backing. Stops should always be located at a distance from the crest of a hill or curve to allow motorists traveling at the posted speed to stop within the sight distance.

4. Additional precautions shall include, but may not be limited to, the following:
 - a. Determine the location and destination of all pupils to be transported.
 - b. Provide the driver, attendance officer and the transportation office with the following information:
 - (1) A list and seating chart of pupils on the bus(es).
 - (2) Approximate times for pick up and return of pupils.
 - (3) A map indicating routing of the bus and pupil locations.
 - (4) Identification of pupils with medical problems that may require specific actions from the driver in the event of a problem.
 - c. Provide parents or guardians of all pupils with the driver's name, bus number, pick up and return times, school closing information, school calendar, procedures to challenge routing decisions, etc.
 - d. Determine the advisability of utilizing computer-assisted route scheduling.
 - e. Plan routes that will permit optimum pupil safety, program efficiency and operational economy.

E. Records

1. A uniform accident and incident reporting form shall be established. (See Appendix A.) Accident records function as the data base for statistical analysis which, in turn, provides material for accident prevention programs. In addition to the uniform school bus accident reporting criteria, additional accident records may include:
 - a. A list of all pupils injured, their home addresses, phone numbers, the extent of their injuries and appropriate explanations.
 - b. A list of bus occupants and witnesses including addresses, phone numbers and statements.
 - c. Extent of damage and estimate of repair costs.
 - d. Post accident data: i.e., disposition of litigation and/or summonses, driver deposition, net effect of personal injuries, etc.

- e. A signed statement from the bus driver concerning the particulars of the accident.
 - f. Complaints, challenges and disposition of hearings, etc.
 - g. Special information used by local/state law enforcement agencies.
2. Personnel records should contain the following types of information:
- a. Applications from all employees which include the following:
 - (1) Confirmed work history
 - (2) Driving record
 - (3) Criminal record
 - (4) Military record, if applicable
 - (5) Signature for background checks and medications.
 - (a) In considering application formats, districts should verify acceptable questions with the States Human Rights Division. Most states do not permit questions relative to age, sex, marital status, etc.
 - b. Physical examination (Standard CDL form to be used)
 - c. Training and testing records
 - (1) Behind the wheel
 - (2) Knowledge
 - (3) Hours of instruction
 - (4) Name(s) of instructor(s)
 - d. Payroll records
 - (1) Absences and their causes
 - (2) Current wages
 - (3) Years of service

- e. Complaints,, commendations, evaluations, etc.
3. Department records should contain the following types of information:
- a. Organizational records
 - (1) Number of employees
 - (2) Wage scales
 - (3) Other records as required
 - b. Route record should contain:
 - (1) Types of routes (urban, suburban, rural)
 - (2) Route descriptions including accurate route maps
 - (3) Route miles
 - (4) Information about needs of special education pupils
 - (5) Information pertaining to road conditions, hazards, etc.
4. Maintenance records should contain the following:
- a. Line setting tickets
 - b. Work orders
 - c. Preventive maintenance records
 - d. Vehicle depreciation
 - e. Equipment specifications
 - f. Inspection reports

5. Cost records should contain data in the following categories:

- a. Vehicles
- b. Labor cost
- c. Parts cost
- d. Inventory cost
- e. Administrative costs

F. Emergency Procedure

Each school system shall have an emergency plan. This plan should be developed in cooperation with the personnel in those agencies that will render service during emergencies. The school transportation director, school administrators, teachers, drivers, maintenance and service personnel, pupils and others should be instructed in the procedures to be followed in the event of:

1. Accident:

- a. How to evacuate and control pupils.
- b. How to evaluate the need for medical assistance.
- c. How to get help from the police, fire department and garage.
- d. How to collect and record data essential to the preparation of the required accident reports. An operational plan to provide two-way communication with parents and/or guardians is imperative.
- e. How to prevent further accidents.

2. Sudden disability of driver:

- a. Procedures for handling situations resulting in the fatal injury or disability of the bus driver should be communicated to appropriate persons. A list including the bus operator, emergency telephone numbers, list of students assigned to the bus, and the special needs of students should be on the bus. Where appropriate, a student should be trained in the emergency use of the two-way radio.

3. Bus Breakdown. The emergency plan should cover procedures for:
 - a. Securing the bus
 - b. Controlling the passengers
 - c. Diagnosing the cause(s) of the bus breakdowns
 - d. Notifying school officials
 - e. Recovering the disabled school bus
 - f. Providing replacement transportation of passengers
4. Inclement weather conditions: The emergency plan should provide procedures for determining:
 - a. When schools are to be closed
 - b. Who is to make such decisions
 - c. How decisions are to be relayed to parents, pupils, school officials and staff, (including teachers and cafeteria manager), drivers, contractors, maintenance and service personnel, the news media and others.
 - d. How to react to such natural phenomena as floods, hurricanes, tornadoes, etc.
5. Other types of emergency situations. The emergency plan should cover such conditions and events as:
 - a. Civil defense drills
 - b. Strikes by school staff, teachers, drivers or contractors
 - c. Road or bridge washouts and landslides that might block school bus routes
 - d. Bus hijacking
 - e. Hostage situations at school

G. Communication

It is necessary to keep those in charge of the system, bus companies, parents and pupils informed of all operational procedures. The school district must ensure that the channels of communication are set up so that information can be disseminated quickly and effectively. The school district must ensure that inquiries, request, suggestions and recommendations are given prompt and appropriate attention and are handled efficiently. Some of the ways information can be disseminated and their purposes are:

1. Bulletins: To explain the school district's transportation policy to school administrators, teachers, bus companies, drivers, parents, pupils and others associated with the operation and to clarify new laws and safety policies so that everyone knows what is expected of them.
2. Meetings: To provide an opportunity for those associated with the school transportation program to share their views and to help build broad community support for safe transportation.
3. Public Press: To inform parents of policy, route, stop and schedule changes; of the safety record for the operation; and positive driver achievement records.
4. Conferences: To discuss solutions to disciplinary problems with drivers, disruptive pupils and their parents; to review policy decisions affecting drivers, contractors, pupils and school administrators.
5. Letters: To inform parents of all school and state regulations, new routes, etc.; reply to more urgent inquiries regarding pupil transportation safety, policy and procedures.
6. Telephone Calls: To provide quick contact between bus drivers and the school, or between parents and the school in the event of urgent or emergency situations.
7. Radio, Television: To inform the public of procedures the schools will follow in case of severe weather conditions or other natural phenomena, new policies, laws, etc.
8. Formal Hearings: To be used, as required, for student suspensions from transportation, route challenges, serious complaints against drivers, etc.

VI. Evaluation of the Pupil Transportation System

A. Each school district shall have a plan for evaluating its pupil transportation program. Such evaluations will enable school districts to:

1. Verify compliance with rules, regulations and laws
2. Audit the efficiency of program service
3. Monitor operational economy
4. Ensure the safety of the program in operation
5. Improve the quality of service

B. Major types of evaluations:

1. Informal reviews by district personnel
2. Formal evaluations:
 - a. Private consultant
 - b. State agency
3. Periodic evaluations:
 - a. Monthly
 - b. Annually
 - c. Biannually

C. Areas subject to evaluation include but are not limited to:

1. Board of education policy
2. Routing procedures
3. Types of service provided
4. Financial obligations
5. Quality of service

6. Appendix H

VII. Transportation Other Than To and From School

A. School-Related Activity Operations

Each school system providing activity bus operations shall have comprehensive policies and guidelines for this type of transportation which delegate responsibility for this function to the supervisor of pupil transportation. To provide safe and efficient activity transportation, lines of responsibility and authority need to be defined and personnel involved must have an understanding of their respective responsibility. In the interest of providing the safest means of transportation available, students should be transported to school sponsored activities in school buses which meet state and federal standards. These school related activity trips may include: field trips which are extensions of the instructional program, athletic trips, vocational and/or trade training, volunteer activities and recreational outings such as dances, picnics and overnight camping trips. These trips range from a few miles to those extending over several days and covering large distances.

The following items need to be considered when developing criteria for activity trip transportation:

1. Policies and guidelines:
 - a. Purpose of trip (instructional, athletic, pupil/spectator's recreations, etc.)
 - b. Funding source (district or individual school funds, individual charge, parent group, etc.)
 - c. Administrative approval:
 - (1) Person who has authority to approve trip.
 - (2) A priority guideline should be developed for trip scheduling if all requests cannot be accommodated.
 - d. Advance notification (Allow adequate time for approval process and for making driver and vehicle arrangements).
 - e. Methods of travel (may include district owned or contracted bus, commercial carrier or local transit equipment, air, boat, rail or combination of the above, private or school passenger automobile), when required by special or unique needs.

- f. Trip Request Form (should include all necessary information from trip arrangements, payroll, reimbursement and other local needs). (See Appendix L)
- g. Chaperones (An adult chaperone should be required on all activity trips. Responsibilities include passenger control with drivers maintaining final authority).
- h. Discipline and emergency medical procedures (A trip release to be signed by parents should include procedures concerning difficult or severe behavioral and medical problems and emergency policies).
- i. Communication (drivers, pupils, chaperones, and parents must be made aware of applicable rules and regulations. Parents must have destination information, mode of transportation, chaperones, departure and return times, appropriate dress and what the pupils should bring with them. A signed note from the parent or guardian is important. A detailed itinerary for all persons involved may be advisable. Identification of special medical problems in the event of an emergency enroute is necessary).
- j. Luggage (A procedure for transporting luggage or equipment prohibited in the passenger compartment by state law and/or local regulations is necessary. Loose luggage or equipment which could cause injury or block passageways shall never be transported in the passenger compartment).
- k. Out-of-state trips (Policies shall detail whether out-of-state trips are permitted and any applicable restrictions. Regulations for states to be visited should be reviewed prior to the trip).
- l. Insurance policies (Policies shall be reviewed or agents contacted to determine adequacy of coverage. This is an absolute necessity for trips scheduled to another country. If vehicles other than district-owned are used, the board of education shall determine the minimum insurance coverage to be carried. A current copy of the contract or commercial carrier's insurance must be on file with the school district).
- m. Road and weather check (A person responsible for checking road conditions shall be designated. School transportation personnel from other districts, state, patrols, highway divisions and auto clubs are generally cooperative in supplying road information. If warranted, the weather bureau shall also be contacted. A planned route and any contingent route for trips shall be determined prior to initiation of the trip).

- n. Contingency plans (Policies shall detail who has authority to make decision if the unexpected happens during a trip. Impassable roads, accidents or mechanical breakdowns are examples. Drivers and chaperones must have access to that authority's phone numbers of transportation personnel in various communities and school districts where activity vehicles regularly travel. Provisions must include plans for staying overnight if conditions do not permit a safe trip home. It is advisable to develop a mutual aid directory for contact within athletic league boundaries which could provide assistance in the event of mechanical emergencies. Drivers should be trained in procedures and regulations relating to trip accidents).
 - o. Driving hours: The State shall mandate regulations based on a common sense application of the Bureau of Motor Carriers Safety Manual: 15 hours of duty of which 10 hours are driving time; hours continuous off-duty prior to a long trip; no more than 60 hours of driving in a week.
 - p. Driver selection (Criteria for driver assignments are necessary to avoid conflict and confusion. The criteria shall include a driver's knowledge, skill, experience and familiarity with activity trip vehicles. The area to be traveled must also be a consideration. Drivers must be notified at least 3 days in advance of trip date. Drivers who only drive trips occasionally shall be periodically tested for driving ability and vehicle familiarity. They shall hold the same license and certification as regular school bus drivers).
 - q. A list of all students and passengers being transported shall be kept by the driver and left with proper authorities at the school or institution.
 - r. An emergency evacuation drill shall be given by the driver before each trip. (See Appendix M)
2. Vehicle and equipment:
- a. The following shall be taken into consideration when selecting trip vehicles:
 - (1) Miles to be traveled
 - (2) Terrain and climate conditions
 - (3) Number and age group of pupils
 - (4) Luggage and equipment

(5) Driver familiarity with the vehicle and route

(6) Federal Motor Carrier Safety Standards if contract operated and crossing state lines

b. Consideration shall be given for specialized equipment needed such as:

(1) Luggage storage

(2) Chains or sanders (Chains should be prefitted prior to trip)

(3) Extra heaters

(4) Public address system

(5) Radio (A.M., C.B. or 2-way)

(6) Tires (off-road tread or recaps; recaps on front axle are prohibited)

(7) Spare tire

(8) Tool requirements (A kit containing items such as flashlight, pliers, screwdrivers, de-icer, extra chain tighteners, etc., is advisable.)

(9) To determine equipment requirements for an extended trip, it is advisable to communicate with transportation personnel at the destination.

(10) The driver should carry cash for telephone, fuel, bridge tolls, parking fees and personal needs.

c. Inspection (Vehicles shall pass the same inspections as regular route buses and a detailed check prior to activity trips).

3. Training

a. Specialized training be provided for activity trip drivers. Training should include, but not be limited to, the following:

(1) State laws and applicable policies and rules.

(2) Familiarity with activity trip vehicle and components.

(3) Familiarity with specialized equipment and how to use it.

- (4) Familiarity with local and state trip requirements.
- (5) Route familiarization (This might include a dry run prior to the trip date, especially if extreme conditions, terrain or road difficulties may be encountered).
- (6) Discipline procedures on trips
- (7) Driving under adverse conditions (night driving, slippery roads or unfamiliar mountainous driving).
- (8) Destination location and parking areas. (Maps should be made available to drivers)
- (9) Parking location if other than pupil destination.
- (10) Provisions for bus security at destination.

B. Non-School Related Activity Operations

1. Introduction

This sub-section is intended to address the various uses of a yellow school bus for operations other than to and from school and school-related activities.

2. Use, Procedures and Policies

- a. A school bus operator, in accordance with state regulations and/or laws governing school bus use, shall establish procedures whereby school buses can be scheduled for non-routine use. Such scheduling shall not conflict with, or be given priority over the regular class-related demands for school buses by the school system.
- b. The school system, as part of local government or in cooperation with transportation contractors, may utilize buses during times of community emergency or crisis, when demand for other public vehicles, such as trains and transit buses, is so great as to exceed available supply.

3. Legal Requirements

- a. School buses operating on public roads and crossing state and national boundaries must adhere to the rules of the road in the jurisdictions in which they are operating.

- b. All permits and fees need to be procured in accordance with applicable state and local laws before the trip is undertaken.

4. Operational Requirements

- a. Vehicle equipment used for activities must be in good working order, well-maintained, and otherwise capable of withstanding the demands of the trip.
- b. All school buses and drivers operating under this section (Section IX) shall comply with all state and federal requirements including Federal Motor Carrier Safety Regulations applicable to inter and intra state passenger transportation.

NOTE:

All references to any Appendix refers to the National Standards for School Buses and Operations, dated 1990. An Appendix "F" is included with this document.

PROPOSED
MINNESOTA LAWS

FOR

SCHOOL BUS
EQUIPMENT

1993-94
TASK FORCE

DEFINITION, SCHOOL BUS

Type A

The Type "A" school bus is a conversion or body constructed upon a van-type compact truck or a front-section vehicle, with a gross vehicle weight rating of 10,000 pounds or less, designed for carrying more than 10 persons.

Type B

A Type "B" school bus is a conversion or body constructed and installed upon a van or front-section vehicle chassis, or stripped chassis, with a gross vehicle weight rating of more than 10,000 pounds, designed for carrying more than 10 persons. Part of the engine is beneath and/or behind the windshield and beside the driver's seat. The entrance door is behind the front wheels.

Type C

A Type "C" school bus is a body installed upon a flat back cowl chassis with a gross vehicle weight rating of more than 10,000 pounds, designed for carrying more than 10 persons. All of the engine is in front of the windshield and the entrance door is behind the front wheels.

Type D

A type "D" school bus is a body installed upon a chassis, with the engine mounted in the front, midship or rear, with a gross vehicle weight rating of more than 10,000 pounds, designed for carrying more than 10 persons. The engine may be behind the windshield and beside the driver's seat; it may be at the rear of the bus, behind the rear wheels, or midship between the front and rear axles. The entrance door is ahead of the front wheels.

Type AA

The AA vehicle is defined as passenger vehicle with a manufacturers seating capacity of ten persons or less, including the driver, and with a gross vehicle weight rating of 10,000 pounds or less. A type AA vehicle must not in any way be outwardly equipped or identified as a school bus, and must not operate as a Type A, B, C, or D bus. All drivers of Type AA vehicles shall require a CDL license with a School Bus endorsement, or a valid class C license with a type AA vehicle endorsement. To obtain a type AA endorsement drivers must complete a driver background check, as required for a school bus endorsement, and prescribed by Minnesota Rule 7414.400, and a physical examination as required for school bus endorsement and prescribed in Minnesota Rules 7414.1100, 7414.1300, 7414.1400, and 7414.1500. To qualify for the endorsement, drivers shall successfully pass an examination as required for an initial license. Drivers also must meet the written test requirement for renewal as prescribed in 7414.2100.

**** All Type AA buses must be inspected annually. The use of a Type AA vehicle shall be by special permit from the Minnesota Department of Public Safety, reviewed annually.**

BUS CHASSIS STANDARDS

Air Cleaner

1. The engine intake air cleaner (system) shall be furnished and properly installed by the chassis manufacturer to meet engine (manufacturer's) specifications.
2. The intake air system for diesel engines may have an air cleaner restriction indicator properly installed by the chassis manufacturer to meet engine specification.

Axles

1. The front axle and rear differential, including suspension assemblies, shall have a gross axle weight rating at ground, at least equal to that portion of the load as would be imposed by the chassis manufacturer's maximum gross vehicle weight rating.

Brakes

1. A braking system, including service brake, emergency brake and parking brake, shall be provided that meets FMVSS's in effect at the time of manufacturer..
2. Buses using air or vacuum in the operation of the brake system shall be equipped with warning signals, readily audible and visible to the driver, that will give a continuous warning when the air pressure available in the system for braking is 60 psi (pounds per square inch) or less or the vacuum in the system available for braking is eight (8) inches of mercury or less.

An illuminated gauge shall be provided that will indicate to the driver the air pressure in pounds per square inch or the inches of mercury vacuum available for the operation of the brakes.

- a. Vacuum-assist brake systems shall have a reservoir used exclusively for brakes that shall be adequate to ensure loss in vacuum at full stroke application of not more than 30 percent with the engine not running. Brake system on gas-powered engines shall include suitable and convenient connections for the installation of a separate vacuum reservoir.
 - b. Any brake system dry reservoir shall be so safeguarded by a check valve or equivalent device, that in the event of failure or leakage in its connection to the source of compressed air or vacuum, the stored dry air or vacuum shall not be depleted by the leakage or failure.
3. Buses using a hydraulic assist-brake system shall be equipped with warning signals, readily audible and visible to the driver, that will provide continuous warning in the event of a loss of fluid flow from primary source or loss of electric source powering the back-up system.
 4. The brake lines and booster-assist lines shall be protected from excessive heat and vibration and installed in a manner which prevents chafing.
 5. All brake systems shall be designed to permit visual inspection of brake lining wear without removal of any chassis components.
 6. All buses manufactured with air brakes after Jan. 1, 1995 shall have automatic slack adjusters.

Bumper, Front

1. Front bumper shall be furnished by chassis manufacturer as part of the chassis on Type A, B and C buses unless energy absorbing or other bumper options necessitate installation by the body manufacturer. When Type D chassis are supplied to a body company by a chassis manufacturer, the body company shall supply the front bumper as part of the body installation.
2. Unless energy absorbing bumper is used, the front bumper shall be of pressed steel channel or equivalent material at least 3/16" thick and not less than 8" wide (high) and shall extend beyond forward-most part of the body, grille, hood, and fenders and shall extend to outer edges of the fenders at the bumper's top line.
3. Front bumper, except breakaway bumper ends, shall be of sufficient strength to permit pushing a vehicle of equal gross vehicle weight without permanent distortion to the bumper, chassis or body.
4. Tow eyes or hooks may be furnished and attached so as not to project beyond the front bumper. Tow eyes or hooks attached to the frame chassis, shall be furnished by the chassis manufacturer. This installation shall be in accordance with the chassis manufacturer's standards.

Optional Equipment

Bumper, Front-Energy Absorbing

An energy absorbing front bumper may be used providing its design shall incorporate a self-restoring energy absorbing system of sufficient strength to:

1. Push another vehicle of similar GVW without permanent distortion to the bumper, chassis, or body; and
2. Withstand repeated impacts without damage to the bumper, chassis, or body according to the following performance standards.
 - a. 7.5 MPH fixed barrier impact (FMVSS cart & barrier test)
 - b. 4.0 MPH corner impact at 30 degrees (Part 581 CFR Title 49, Ch V)
 - c. 20.0 MPH into parked passenger car (class B, C, and D buses of 18,000 lbs GVW or more)
3. The manufacturer of the energy absorbing system shall provide evidence from an approved test facility (capable of performing the above FMVSS tests) that their product conforms to the above.

Certification

1. Chassis manufacturer will, upon request, certify to the state agency having pupil transportation jurisdiction that their product meets Minnesota standards on items not covered by certification issued under requirement of the National Traffic and Motor Vehicle Safety Act. All buses with a certified manufacturing date prior to April 1, 1977 shall not be recertified as a school bus after January 1, 1996.

Clutch

1. Clutch torque capacity shall be equal to or greater than the engine torque output.

Color

1. Chassis, including wheels and front bumper, shall be black. Hood, cowl and shall be in National School Bus Yellow.
 - a. Fenders may be painted black.
 - b. Rims shall be of a color used by rim manufacturers (silver, gray, or black).
2. Hood may be painted non-reflective black or non reflective yellow.
3. The grille may be manufacturer's standard color, (black, yellow, gray or chrome).

Drive Shaft

1. Drive shaft shall be protected by a metal guard or guards around the circumference of the drive shaft to reduce the possibility of its whipping through the floor or dropping to the ground if broken.

Electrical System

1. Battery
 - a. The storage battery, as established by the manufacturers rating, must be of sufficient capacity to care for starting, lighting, signal devices, heating, and other electrical equipment.
 - b. In a bus with a gas-powered chassis, the battery or batteries must provide a minimum of 800 cold cranking amperes.
In a bus with a diesel-powered chassis, the battery or batteries must provide a minimum of 1050 cold cranking amperes.
 - c. Since all batteries in Type B 15,000 lbs GVWR and more, C and D buses are to be located in a sliding tray, the battery shall be temporarily mounted on the chassis frame by the chassis manufacturer.
In these cases, the final location of the battery and the appropriate cable lengths shall be according to the SBMI Design Objectives Booklet. (See Appendix)
 - d. All batteries shall be mounted according to chassis manufacturers recommendations.
 - e. Type C buses, a battery providing at least 550 cold cranking amperes may be installed in the engine compartment (non-diesel engine only) if used only in combination with a generator or alternator of at least 120 amperes.
 - f. A bus with a gross vehicle weight rating not over 15,000 lbs., may be equipped with a battery to provide a minimum of 550 cold cranking amperes if used only in combination with an alternator of at least 80 amperes. This option does not apply to those buses with wheel chair lifts or diesel engines.
2. Alternator
 - a. All Type A buses and Type B buses up to 15,000 lbs GVWR shall have a minimum 60 ampere per hour alternator.

- b. Type B buses over 15,000 lbs GVWR and all C and D buses shall be equipped with a heavy-duty truck or bus type alternator meeting SAE J 180; having a minimum output rating of 100 amperes, alternator shall be capable of producing a minimum of 50% of its maximum rated output at the engine manufacturer's recommended idle speed. All buses shall be able to produce enough current at 1400 RPM's to provide a positive charge to the battery with 80% of maximum load of all lights and accessories on.
 - c. Type A bus and Type B buses up to 15,000 lbs GVWR equipped with an electrical power lift shall have a minimum 100 ampere per hour alternator.
 - d. Direct-drive alternator is permissible in lieu of belt drive. Belt drive shall be capable of handling the rated capacity of the alternator with no detrimental effect on other driven components.
 - e. Refer to SBMI Design Objectives (See Appendix), for estimating required alternator capacity.
3. Wiring
- a. General-All wiring shall conform to current applicable recommended practices of the Society of Automotive Engineers (See Appendix).
 - (1) All wiring shall use a standard color and number coding and each chassis shall be delivered with a wiring diagram that coincides with the wiring of the chassis.
 - b. Chassis manufacturer shall install a readily accessible terminal strip or plug on the body side of the cowl, or at an accessible location in the engine compartment of vehicles designed without cowl, that shall containing the following terminals for the body connections:
 - (1) Main 100 amp body circuit
 - (2) Tail lamps
 - (3) Right turn signal
 - (4) Left turn signal
 - (5) Stop lamps
 - (6) Back up lamps
 - (7) Instrument panel lights (rheostat controlled by head lamp switch)
 - c. Wiring shall be protected when passing through holes in metal by grommet, or the wiring shall be encased in and abrasive resistant protective covering.

4. Circuits

- a. An appropriate identifying diagram (color and number coded) for electrical circuits shall be provided to the body manufacturer for distribution to the end user.

Engines

- 1. All new Type B, 15,000 lbs and more, C and D school buses purchased after January 1, 1995 shall be equipped with diesel or other alternate fuel engines.

Exhaust System

1. Exhaust pipe, muffler, and tailpipe shall be outside the bus body compartment and attached to chassis.
2. Tailpipe shall be constructed of a corrosion-resistant tubing material at least equal in strength and durability to 16-gauge steel tubing.
3. Tailpipe shall extend to;
 - a. but not more than 1" beyond the bumper, and be mounted outside of chassis frame rail or
 - b. but not more than 1" beyond the left side of the bus, behind the driver's compartment.
 - c. Type A, and B vehicles under 15,000 lbs. GVWR., shall be according to Manufacturer's standard.
 - d. No exhaust pipe shall exit beneath an emergency exit, or on type C and D buses under fuel fill location
 - e. no exhaust pipe shall be reduced in size after leaving the muffler.
4. Exhaust system on a gas-powered chassis shall be properly insulated from fuel tank connections by securely-attached metal shield at any point where it is 12 inches or less from tank or tank connections.
5. Muffler shall be constructed of corrosion-resistant material.
6. The exhaust system on vehicles equipped with a power lift unit may be routed to the left of the right frame rail to allow for the installation of a power lift unit on the right side of the vehicle.

Fenders, Front, Type C Vehicles

1. Total spread of outer edges of front fenders, measured at fender line, shall exceed total spread of front tires when front wheels are in straight-ahead position.
2. Front fenders shall be properly braced and free from any body attachments.

Frame

1. Frame or equivalent shall be of such design and strength characteristics as to correspond at least to standard practice for trucks of the same general load characteristics which are used for highway service.
2. Any secondary manufacturer that modifies the original chassis frame shall guarantee the performance of workmanship and materials resulting from such modification.
3. Any frame modification shall not be for the purpose of extending the wheelbase.
4. Holes in top or bottom flanges or side units of the frame, and welding to the frame, shall not be permitted except as provided or accepted by chassis manufacturer.
5. Installation of trailer hitch is permitted. Hitch shall be flush mounted.
6. Frame lengths shall be provided in accordance with SBMI Design Objectives. (See Appendix).

Fuel Tank

1. Fuel tank or tanks having a 30 gallon capacity with a 25 gallon actual draw shall be provided by the chassis manufacturer. The tank shall be filled and vented to the outside of the body, the location of which shall be so that accidental fuel spillage will not drip or drain on any part of the exhaust system.
2. No portion of the fuel system which is located to the rear of the engine compartment, except the filler, tube, shall extend above the top of the chassis frame rail. Fuel lines shall be mounted to obtain maximum possible protection from the chassis frame.
3. Fuel filter with replaceable element shall be installed between fuel tank and engine.
4. Fuel tank installation shall be in accordance with SBMI Design Objective (See Appendix).
5. If a tank size other than 30 gallon is supplied, location of front of tank and filler spout must remain as specified by SBMI Design Objective, and also the actual draw capacity shall be 83% of the tank capacity. (See Appendix).
6. The fuel tank on vehicle constructed with a power lift unit may be mounted on left chassis rail or behind rear wheels, between the frame rails.
7. Auxiliary tank may be added in accordance with SBMI Design Objective (See Appendix).
8. Installation of alternative fuel tanks shall comply with all applicable fire codes.
9. School Bus powered by liquefied petroleum or natural gas, or liquefied natural gas must display markings as required by MN Statute 169.762.
10. Fuel tanks for A and B buses under 15,000 GVWR., may be manufacturers standard and must conform with the FMVSS Number 301, CFR, title 49, part 571.

Governor

1. An engine governor is permissible. When it is desired to limit road speed, a road speed governor should be installed.
2. When engine is remotely located from driver, governor shall be installed to limit engine speed to maximum revolutions per minute recommended by engine manufacturer, or a tachometer shall be installed so the engine speed may be known to driver.

Heating System, Provision For

1. The chassis engine shall have plugged openings for the purpose of supplying hot water for the bus heating system. The opening shall be suitable for attaching 3/4 inch pipe thread/hose connector. The engine shall be capable of supplying water having a temperature of at least 170 Fahrenheit at a flow rate of 50 pounds/per minute at the return end of 30 feet of one inch inside diameter automotive hot water heater hose. (SBMI Standard No. 001-Standard Code for Testing and Rating Automotive Bus Hot Water Heating and Ventilating Equipment).

Horn

1. Bus shall be equipped with a horn in good working order and capable of emitting sound audible under normal conditions from a distance of not less than 200 feet.

Instruments And Instrument Panel

1. Chassis shall be equipped with the following instruments and gauges. (Lights in lieu of gauges are not acceptable except as noted).
 - a. Speedometer.
 - b. Odometer which will give accrued mileage (to seven digits) including tenths of miles.
 - c. Voltmeter.
 - (1) Ammeter with graduated charge and discharge with ammeter and its wiring compatible with generating capacities is permitted in lieu of voltmeter.
 - d. Oil-pressure gauge.
 - e. Water temperature gauge.
 - f. Fuel gauge.
 - g. Upper beam headlight indicator.
 - h. Brake indicator gauge (Vacuum or air).
 - (1) Light indicator in lieu of gauge permitted on vehicles equipped with hydraulic-over-hydraulic brake system.
 - i. Turn signal indicator.
 - j. Glow-plug indicator light where appropriate.
2. All instruments shall be easily accessible for maintenance and repair.
3. Instruments and gauges shall be mounted on the instrument panel in such a manner that each is clearly visible to the driver while in a normal seated position in accordance with SBMI Design Objective, January 1985 edition (See Appendix).
4. Instrument panel shall have lamps of sufficient candlepower to illuminate all instruments and gauges and shift selector indicator for automatic transmission.

Openings

1. All openings in floorboard or firewall between chassis and passenger-carrying compartment, shall be sealed.

Passenger Load

1. Actual gross vehicle weight (GVW) is the sum of the chassis weight, plus the body weight, plus the driver's weight, plus total seated pupil weight.
 - a. For purposes of calculation, the driver's weight is 150 pounds.
 - b. For purposes of calculation, the pupil weight is 120 pounds per pupil.

2. Actual Gross Vehicle Weight (GVW) shall not exceed the chassis manufacturer's gross vehicle weight rating (GVWR) for the chassis.
3. Manufacturer's gross vehicle weight rating shall be furnished in duplicate (unless more are requested) by manufacturers to the state agency having pupil transportation jurisdiction. State agency shall, in turn, transmit such ratings to each other state agency responsible for development or enforcement of state standards for school buses.

Power And Gradeability

1. Gross Vehicle Weight (GVW) shall not exceed 185 pounds per published net horse-power of the engine at the manufacturer's recommended maximum number of revolutions per minute.

Shock Absorbers

1. Bus shall be equipped with front and rear double-action shock absorbers compatible with manufacturer's rated axle capacity at each wheel location.

Springs

1. Capacity of springs or suspension assemblies shall be commensurate with chassis manufacturer's gross vehicle weight rating.

Steering Gear

1. Steering gear shall be approved by chassis manufacturer and designed to assure safe and accurate performance when vehicle is operated with maximum load and at maximum speed.
2. If external adjustments are required, steering mechanism must be accessible to accomplish same.
3. No changes shall be made in steering apparatus which are not approved by chassis manufacturer.
4. There shall be a clearance of at least 2 inches between steering wheel and cowl, instrument panel, windshield, or any other surface.
5. Power steering is required and shall be of the integral type with integral valves.
6. The steering system shall be designed to provide means for lubrication of all wear-points, if wear-points are not permanently lubricated.

Tires And Rims

1. Tires and rims of proper size and tires with load rating commensurate with chassis manufacturer's gross vehicle weight rating shall be provided.
2. Dual rear tires shall be provided on Type B, Type C, and Type D school buses.
3. All tires on any given axle shall be of the same size and the load range of said tires shall meet or exceed the gross axle weight rating as required by FMVSS 120. Radial and bias ply tires shall not be used on the same axle.

4. If the vehicle is equipped with a spare tire and rim assembly, it shall be of the same size as those mounted on the vehicle.
5. If tire carrier is required, it shall be suitable mounted in an accessible location outside the passenger compartment.
6. Front tire tread depth shall be not less than 4/32 in any major tire tread groove, rear tire tread not less than 2/32.
 - a. tires to be measured in three locations around the tire, in two adjoining grooves.
7. All school bus tires shall be repaired and maintained according to "Repair of Tires on School Buses" document in appendix.

Transmission

1. When an automatic transmission is used, it shall provide for not less than three forward speeds and one reverse speed. The shift selector, if applicable, shall provide a detent between each gear position when the gear selector quadrant and shift selector are not steering column mounted.
2. When a manual transmission is used, second gear and higher shall be synchronized except when incompatible with engine power. A minimum of three forward speeds and one reverse speed must be provided.
3. Transmission shifting pattern must be permanently displayed in the drivers full view.

Undercoating

1. Chassis manufacturer, or agent thereof, shall coat the undersides of steel or metallic-constructed front fenders with rust-proofing compound for which compound manufacturers have issued notarized certification of compliance to chassis builder that compound meets or exceeds all performance and qualitative requirements of paragraph 3.4 of Federal Specification TT-C- 520B (See Appendix) using modified test.

BUS BODY STANDARDS

Aisle

1. All emergency doors shall be accessible by a 12-inch minimum aisle. Aisle shall be unobstructed at all times by any type barrier or seat.
2. The seat backs shall be slanted sufficiently to give aisle clearance of 15 inches at tops of seat backs.

Back-up Warning Alarm

1. An automatic audible alarm may be installed behind the rear axle and shall comply with the Society of Automotive Engineers published Backup Alarm Standards (SAE 994b) a minimum of 97 dBA. A spring loaded button in the drivers compartment that will temporarily disable the backup alarm is allowed for usage in school bus overnight parking lots and repair facilities.. (See Appendix).

Battery

1. Battery is to be furnished by chassis manufacturer.
2. When the battery is mounted as described in Chassis Standard (page 6), the body manufacturer shall securely attach the battery on a slide-out or swing-out tray in a closed, vented compartment in the body skirt, so the battery is accessible for convenient servicing from the outside. Battery compartment door or cover shall be hinged at front or top, and secured by an adequate and conveniently-operated latch or other type fastener.

Bumper (Front)

1. On a Type "D" school bus, if the chassis manufacturer does not provide a bumper, it shall be provided by the body manufacturer. The bumper will conform to FMVSS standards.

Bumper (Rear)

1. Bumper shall be of pressed steel channel or equivalent material, at least 3/16-inch thick, and shall be a minimum of 8 inches wide (high) on Type A buses, and shall be a minimum of 9 1/2" wide (high) on Types B, C, and D buses, and of sufficient strength to permit being pushed by another vehicle without permanent distortion.
2. Bumper shall be wrapped around back corners of the bus. It shall extend forward at least 12 inches, measured from the rear-most point of the body at the floor line.
3. Bumper shall be attached to the chassis frame in such a manner that it may be easily removed. It shall be so braced as to withstand impact from a rear or side impact. It shall be so attached as to discourage hitching or rides.
4. Bumper shall extend at least one inch beyond rear-most part of body surface measured at the floor line.
5. An energy-absorbing rear bumper may be used, providing a self-restoring energy absorbing bumper system so attached to prevent the hitching of rides and of sufficient strength to:
 - a. Permit pushing by another vehicle without permanent distortion to the bumper, chassis, or body;
 - b. Withstand repeated impacts without damage to the bumper, chassis, or body according to the following FMVSS performance standards.
 - (1) 2.0 MPH fixed barrier impact (FMVSS cart & barrier test)
 - (2) 4.0 MPH corner impact at 30 degrees (Part 581, CFR Title 49)
 - (3) 5.0 MPH center impact (Part 581, CFR Title 49)
 - c. The manufacturer of the energy-absorbing system shall provide evidence from an approved test facility (capable of performing the above FMVSS test) that their product conforms to the above.
6. Tow eyes or hooks may be furnished on the rear and attached so they do not project beyond the rear bumper. Tow eyes or hooks attached to the chassis frame, shall be furnished by either the chassis or body manufacturer. The installation shall be in accordance with the chassis manufacturer.

Bumper, Front-Energy Absorbing (Optional)

1. An energy-absorbing front bumper may be used, providing its design shall incorporate a self-restoring energy absorbing system of sufficient strength to:
 - a. Push another vehicle of similar GVW without permanent distortion to the bumper, chassis, or body; and
 - b. Withstand repeated impacts without damage to the bumper, chassis, or body according to the following performance standards:
 - (1) 7.5 MPH fixed-barrier impact (FMVSS cart & barrier test)
 - (2) 4.0 MPH corner impact at 30 degree (Part 581, CFR Title 49)
 - (3) 20.0 MPH into parked passenger car (class B, C, and D buses of 18,000 lbs GVW or more)
 - c. The manufacturer of the energy-absorbing system shall provide evidence from an approved test facility (capable of performing the above FMVSS tests) that their product conforms to the above.

Ceiling

See Insulation and Interior, Body Standard

Certification

1. Body manufacturer will, upon request, certify to the state agency having pupil transportation jurisdiction, that their product meets Minnesota standards on items not covered by certification issued under requirements of the National Traffic and Motor Vehicle Safety Act.

Chains (tire)

See Wheelhousing Body Standard

Color

1. The school bus body shall be painted National School Bus Yellow. (See Appendix. Fenderettes may be black.
The beltline may be painted yellow over black or black over yellow.
2. The body exterior paint trim, bumper, lamp hoods, emergency door lettering, and rub rails, shall be black.
3. The roof of the bus may be painted white extending down to twelve inches from drip rails on the sides of the body except that front and rear roof caps shall remain National School Bus Yellow.
4. Reflective material may be installed on the bus. Material, if used, shall be automotive engineering grade or better, meeting initial reflectance values in FHWA FP-85 and retaining at least 50% of those values for a minimum of six years. Reflective materials and markings, if used, shall include any or all of the following:

- a. Front and/or rear bumper: may be marked diagonally 45 degrees down to the centerline of pavement with 2" wide strips of non-contrasting reflective material. (See Appendix)
 - b. Rear of bus body: may be marked with a strip of reflective National School Bus Yellow material no greater than 2" in width to be applied to the back of the bus, extending from the left lower corner of the "SCHOOL BUS" lettering, across to left side of the bus, then vertically down to the top of the bumper, across the bus on a line immediately above the bumper to the right side, then vertically up to a point even with the strip placement on the left side, and concluding with horizontal strip terminating at the right lower corner of the "SCHOOL BUS" lettering. (See Appendix)
 - c. "SCHOOL BUS" signs: shall be marked with reflective National School Bus Yellow material comprising background for lettering of the front and/or rear "SCHOOL BUS" signs. (See Appendix)
 - d. Sides of bus body: shall be marked with reflective National School Bus Yellow Material at least 1" but not more than 2" in width, extending the length of the bus body and located (vertically) as close as practicable below the beltline. (See Appendix)
5. 4c and 4d shall become effective for all buses manufactured after January 1, 1995.

Communications

- 1. All buses manufactured after January 1, 1995, shall have a two way voice communications system.
- 2. All school buses shall be equipped with a 2 way voice communications system by January 1, 1996.
- 3. All Type AA vehicles, shall have 2 way voice communications when students are on board for any school related transporting.

Construction

- 1. Construction shall be of prime commercial quality steel or other metal or material with strength at least equivalent to all-steel, as certified by the bus body manufacturer. The metal floor shall be covered with plywood. The plywood shall be at least nineteen thirty seconds thick, and it must equal or exceed properties of exterior-type softwood plywood, grade C-D, as specified in product standard PS I-83 issued by the United States Department of commerce. The floor shall be level from front to back, and side to side except in wheel housing, toe board, and drivers seat platform areas.
- 2. Construction shall be reasonably dust proof and watertight.
- 3. Body joints present in that portion of the Type A school bus body furnished exclusively by the body manufacturer shall conform to the performance requirements of FMVSS 221, "School Bus Body Joint Strength." This does not include the body joints created when body components are attached to components furnished by the chassis manufacturer.
- 4. Type A school bus bodies shall be equipped with restraining barriers conforming to FMVSS 222 "School Bus Passenger Seating- Crash Protection," Sections S 5.2 and S 5.3.

Defrosters

1. Defrosters and two auxiliary fans shall direct a sufficient flow of heated air and be shall be of sufficient capacity to keep the windshield, window to left of driver and the glass in the entrance door clear of fog, frost, and snow.
2. The defrosting system shall conform to Society of Automotive Engineers' Standards J381 and J382. (See Appendix)
3. The defroster and defogging system shall be capable of furnishing heated outside ambient air except that part of the system furnishing additional air to the windshield, entrance door and stepwell may be of the recirculating air type.
4. Only one auxiliary fan is required on type A and B buses under 15,000 lbs GVWR.
5. Portable heaters may not be used.

Doors

1. Service Door
 - a. Service door shall be in the driver's control, and designed to afford easy release and provide a positive latching device on manual operating doors to prevent accidental opening. When a hand lever is used, no part shall come together that will shear or crush fingers.
 - b. Service door shall be located on the right side of the bus, opposite and within direct view of driver.
 - c. Service door shall have a minimum horizontal opening of 24 inches and a minimal vertical opening of 68 inches. The top half of the entrance door shall be thermal pane. Type A vehicles shall have a minimum opening area of 1200 square inches.
 - d. Service door shall be a split type, sedan type, or jack- knife type. (Split-type door includes any sectioned door which divides and opens inward or outward.) If one section of a split-type door opens inward and the other opens outward, the front section shall open outward.
 - e. Lower, as well as upper door panels, shall be of approved safety glass. Bottom of each lower glass panel shall not be more than 10 inches from the top surface of bottom step. Top of each upper glass panel shall not be more than 6 inches from the top of the door. Type A vehicles shall have an upper panel (windows) of safety glass with an area of at least 350 square inches.
 - f. Vertical closing edges on split type or folding type entrance doors shall be equipped with flexible material to protect the children's fingers. Type A vehicles may be equipped with chassis manufacturers' standard entrance door.
 - g. There shall be no door to left of driver on Type B 15,000 lbs GVWR and up, C or D vehicles. Type A and B vehicles under 15,000 lbs GVWR may be equipped with chassis manufacturers' standard door.
 - h. All doors shall be equipped with padding at the top edge of each door opening. Pad shall be at least 3 inches wide and 1 inch thick and extend the full width of the door opening.

Emergency Equipment

1. Fire Extinguishers

- a. The bus shall be equipped with at least one pressurized, dry chemical fire extinguisher to meet Underwriters Laboratories, Inc., approval. Extinguisher must be mounted in a bracket, located in the driver's compartment and readily accessible to the driver and passengers. A pressure gauge shall be mounted on the extinguisher and easily read without moving the extinguisher from its mounted position.
- b. The fire extinguisher shall be of a type approved by Underwriters Laboratories, Inc., (See Appendix) 2-1/2 pound minimum with a total rating of 2A10BC or greater. The operating mechanism shall be sealed with a type of seal which will not interfere with the use of the fire extinguisher.

2. First-Aid Kit

- a. Bus shall have a removable, moisture proof and dust proof first-aid kit mounted in an accessible place within driver's compartment. This place shall be marked to indicate its location.
- b. Contents shall include:
 - 2 - 1" x 2 1/2 yards adhesive tape rolls
 - 24 - sterile gauze pads 3" x 3"
 - 100 - 3/4" x 3" adhesive bandages
 - 8 - 2" bandage compress
 - 10 - 3" bandage compress
 - 2 - 2" x 6' sterile gauze roller bandages
 - 2 - non-sterile triangular bandages approximately 40" x 36" x 54" with 2 safety pins
 - 3 - sterile gauze pads 36" x 36"
 - 3 - sterile eye pads
 - 1 - rounded-end scissors
 - 1 - pair latex gloves
 - 1 - mouth-to-mouth airway

3. Body Fluid Clean-up Kit

- a. Each bus shall have a removable and moisture proof body fluid clean-up kit. It shall be properly mounted and identified as a body fluid clean-up kit.

Suggested contents include:

1. one pair disposable latex gloves
2. one disposable towel
3. one three-ounce package of absorbent material
4. one plastic scoop
5. one odor reducing mask

4. Warning Devices

- a. Each school bus shall contain at least three (3) reflectorized triangle road warning devices mounted in an accessible place in the driver's compartment. The mounting location in Type A vehicles is optional. These devices must meet requirement in FMVSS 125.

5. A flashlight shall be included as a mandatory part of the emergency equipment. It shall be a light with a minimum of 2 "C" size batteries.
6. Each school bus equipped with seat belts for pupil passengers shall contain a seat belt cutter for use in emergencies, including evacuations. The belt cutter must be designed to eliminate the possibility of operator or others being cut during use, and shall be secured in a location of safekeeping such as a first aid kit.

Floors

1. Floor in underseat area, including tops of wheelhousing, driver's compartment and toeboard, shall be covered with rubber floor covering or equivalent, having a minimum overall thickness of .125 inch.
2. Floor covering in aisles shall be of aisle-type rubber or equivalent, wear-resistant and ribbed. Minimum overall thickness shall be .187 inch measured from tops of ribs.
3. Floor covering must be permanently bonded to floor and must not crack when subjected to sudden changes in temperature. j Bonding or adhesive material shall be waterproof and shall be of a type recommended by the manufacturer of floor-covering material. All seams must be sealed with waterproof sealer.
4. A screw-down plate may be provided to access fuel tank sending unit that is secured and installed.

Heaters

1. Heater shall be of hot-water type and/or combustion type.
2. If only one heater is used, it shall be of fresh-air or combination fresh-air and recirculation type.
3. If more than one heater is used, additional heaters may be of recirculating air type.
4. The heating system shall be capable of maintaining the temperature throughout the bus of not less than 50 Fahrenheit during average minimum January temperature as established by the U.S. Department of Commerce, Weather Bureau, for the area in which the vehicle is to be operated.
5. All heaters installed by body manufacturers shall bear a name plate that shall indicate the heater rating in accordance with SBMI Standard No. 001, with said plate to be affixed by heater manufacturer which shall constitute certification that the heater performance is as shown on the plate. (See Appendix)
6. Heater hoses shall be adequately supported to guard against excessive wear due to vibration. The hoses shall not dangle or rub against the chassis or sharp edges and shall not interfere with or restrict the operation to any engine function. Heater hose shall conform to Society of Automotive Engineers' Standard J20c. Heater lines on the interior of bus shall be shielded to prevent scalding of the driver or passengers. (See Appendix)
7. Each hot water system installed by a body manufacturer shall include one shut-off valve in the pressure line and one shut-off valve in the return line with both valves at or near the engine in an accessible location.

8. There shall be a water flow regulating valve installed in the pressure line for convenient operation by the driver while seated.
9. All combustion type heaters shall be in compliance with current Federal Motor Carrier Safety Regulations. Combustion heaters that are used must be installed on buses by the body manufacturer or by authorized dealers or authorized garages.
10. Accessible bleeder valves shall be installed in an appropriate place in the return lines of body company-installed heaters to remove air from the heater lines.
11. Access panels shall be provided to make heater motors, cores, and fans readily accessible for service. Outside access panel may be provided for the driver's heater.

Identification

1. Body shall bear words "SCHOOL BUS" in black letters at least 8 inches high on both front and rear of body or on signs attached thereto. Lettering shall be placed as high as possible without impairment of its visibility. Lettering shall conform to "Series B" of Standard Alphabets for highways signs and may be on a reflective area of 12" x 36" meeting U.S. Department of Transportation FHWA-FP-85 Type 2A or Type 3A.
2. Each bus shall display in the beltline identifying the school district serviced, or company name, or owner of the bus. Numbers necessary for identification must appear on the sides and rear of the bus. Symbols or letters may be used on the outside of the bus near the entrance door for student identification. A manufacturer's nameplate may be placed on the side of the bus near the entrance door and on the rear.
3. Effective July 1, 1994, all buses sold must display lettering "Unlawful to pass when red lights are flashing" on the rear of the bus. The lettering shall be in two inch black letters on school bus yellow background. This message shall be displayed directly below the upper window of the rear door. On rear engine buses, it shall be centered at the approximate same location.
4. Only signs and lettering approved or required by state law may be displayed.

Inside Height

1. Inside body height shall be 72 inches or more, measured metal to metal, at any point on longitudinal center line from front vertical bow to rear vertical bow. Inside body height of Type A buses shall be 62 inches or more.

Insulation

1. Ceiling and walls shall be insulated with proper material to deaden and to reduce vibrations to a minimum, and must be insulated to a minimum of one-and-one half inch fiberglass and installed so the insulation does not compact or sag. All thermal insulation shall be fire resistant and approved by Underwriter's Laboratories, Inc.

2. Floor insulation shall be required, and shall be nominal 19/32 inches thick plywood, or a material of equal or greater strength and insulation R value and it will equal or exceed properties of exterior-type softwood plywood, C-D Grade as specified in standard issued by U.S. Department of Commerce. (See Appendix) Type A and B buses under 15,000 lbs. GVWR must have a minimum of 1/2 inch plywood. All exposed edges on plywood shall be sealed.
3. Every school bus shall be constructed so that the noise level taken at the ear of the occupant nearest to the primary vehicle noise source shall not exceed 85 DBA when tested according to the procedure found in the Appendix. (Noise Test Procedure)
4. Option. The underside of metal floor may be undercoated with polyurethane floor insulation, foamed in place. The floor insulation must be combustion resistant. This option does not replace the plywood requirement.

Interior

1. Interior of bus shall be free of all unnecessary projections, which include book racks and attendant handrails likely to cause injury. This standard requires inner linings on ceilings and walls. If ceiling is constructed to contain lapped joints, forward panel shall be lapped by rear panel and exposed edges shall be beaded, hemmed, flanged or otherwise treated to minimize sharp edges.
2. The drivers area forward of the foremost padded barriers will permit the mounting of required safety equipment and vehicle operation equipment.
3. Every school bus shall be constructed so that noise level taken at ear level of the occupant nearest to the primary vehicle noise source shall not exceed 85 dBA when tested according to procedures in 1990 National Standards for School Buses.
4. Interior speakers, except in the drivers compartment, must not protrude more than one half inch from the mounting surface.

Lamps And Signals

1. Interior lamps shall be provided which adequately illuminate aisle and stepwell. Stepwell light shall be illuminated by a service door operated switch, to illuminate only when headlights and/or clearance lights are on and service door is opened.
2. Instrument panel lights shall be provided.
3. School Bus Alternately Flashing Signal Lamps:
 - a. School bus red signal lamps are alternately flashing lamps mounted horizontally both front and rear, intended to identify a vehicle as a school bus and to inform other users of the highway that such vehicle is stopped on the highway to take on or discharge school children.
 - b. School bus yellow signal lamps are alternately flashing lamps mounted horizontally both front and rear, intended to identify a vehicle as a school bus and to inform other users of the highway that such vehicles are about to stop on the highway to take on or discharge school children.

- (1). Each school bus shall be equipped with a system consisting of four red signal lamps designed to conform to SAE Standard J887. "School Bus Red Signal Lamps" and four amber signal lamps designed that standard, except for color, and except that their candlepower must be at least 2-1/2 times that specified for red turn signal lamps. Both red and amber signal lamps must be installed in accordance with SAE Standard J887, except that each amber signal lamp must be located near each red signal lamp, at the same level, but closer to the centerline of the bus.
 - (2). The system must be wired so that the amber signal lamps are activated only by hand operation, and if activated, are automatically deactivated and the red signal lamps are automatically activated when the bus entrance door is opened. Signal lamps must flash alternately. Each signal lamp must flash not less 60 nor more than 120 flashes per minute. The "on" period must be long enough to permit filament to come up to full brightness.
- c. There must be a pilot lamp which goes on when the respective amber or red system is activated. The pilot lamp must either go out or flash at an alternate rate in the event the system is not functioning normally.
 - d. The signal lamp system must include a closed control box. The box must be as small as practical, easily dismounted or partially disassembled to provide simple access for maintenance purposes. The switches and pilot lamp must be located as follows:

The control panel box shall be arranged such that the momentary activating switch for the 8 ways shall be located on the left, the red (or red and amber) pilot light shall be located in the middle, and the 8 way master switch shall be located on the right.
 - e. The control box must be securely mounted to the right of the steering wheel, within easy unobstructed reach of the driver. Switches and pilot lamp must be readily visible to the driver. The activating switch may be self-illuminated. Other warning devices or lamp controls must not be placed near the lamp control.
 - f. Area around lens of each alternately flashing signal lamp and extending outward 3 inches shall be black in color. In installations where there is no flat vertical portion of body immediately surrounding entire lens of lamp, a circular or square band of black approximately 3 inches wide, immediately below and to both sides of the lens, shall be black in color on body or roof area against which signal lamp is seen.
 - g. Visors or hoods, black in color, with an approximate depth of 4 inches may be provided.
 - h. Red lamp shall flash at any time the stop signal arm is extended. The stop signal arm shall extend automatically when ever the service entrance door is opened and the 8 way lights are activated.
 - i. All flashers for alternately flashing red and amber signal lamps shall be enclosed in the body in a readily accessible location.

4. Turn Signal and Stop/Lamps:

- a. Bus body shall be equipped with amber rear turn signals that are at least (7) inches in diameter or if a shape other than round, a minimum 38 square inches of illuminated area and meet specifications of the Society of Automotive Engineers. These signals must be connected to the chassis hazard wiring switch to cause simultaneous flashing of turn signal lamps when needed as vehicular traffic hazard warning. Turn signal lamps are to be placed as wide apart as practical and their centerline shall be approximately eight (8) inches below the rear window. Type A conversion vehicle lamps must be at least 21 square inches in lens area and be in manufacturer's standard color. 4-way lights must include school bus standard amber lens.
- b. Buses shall be equipped with four combination red stop/tail lamps:
 - (1) Two combination lamps red in color with a minimum diameter of seven (7) inches, or if a shape other than round, a minimum 38 square inches of illuminated area shall be mounted on the rear of the bus just inside the turn signals.
 - (2) Two combination lamps with a minimum diameter of 4 inches, or if a shape other than round, a minimum 12 square inches of illuminated area shall be placed on the rear of the body between the beltline and the floor line. Rear license plate lamp may be combined with one lower tail lamp. Stop lamps shall be activated by the service brakes and shall emit a steady light when illuminated. Type A buses with bodies supplied by chassis manufacturer may have manufacturer's standard stop and tail lamps.
5. On all buses equipped with a monitor for the front and rear lamps of the school bus, the monitor shall be mounted in full view of the driver. If the full circuit current passes through the monitor, each circuit shall be protected by a fuse or circuit breaker against any short circuit or intermittent shorts.
6. If installed, a white flashing strobe shall be installed on the roof of a school bus not less than 2 feet nor more than 7 feet from the rear of the bus. The strobe lamp shall be of a double flash type and have a minimum effective light output of 200 candelas. A manual switch and pilot light must be included to indicate when light is in operation. No roof hatch can be mounted behind the strobe light.
7. Type B, C, and D buses shall have an amber clearance lamp with a minimum of four candlepower mounted on the right side of the body at approximately seat level rub rail height just to the rear of the service door and another one at approximately opposite the drivers seat on the left side. These lamps are to be connected to operate only with the regular turn signal lamps.
8. All lamps on the exterior of the vehicle must conform with and be installed as required by FMVSS No 108, CFR 49, Part 571.

Metal Treatment

1. All metal used in construction of bus body shall be zinc-coated or aluminum-coated or treated by equivalent process before bus is constructed. Included are such items as structural members, inside and outside panels, door panels and floor sills. Excluded are such items as door handles, grab handles, interior decorative parts and other interior plated parts.
2. All metal parts that will be painted shall be, in addition to above requirement, chemically cleaned, etched, zinc-phosphate-coat and zinc-chrome or epoxy primed or condition by equivalent process.

3. In providing for these requirements, particular attention shall be given lapped surfaces, welded connections of structural members, cut edges punched or drilled hole areas in sheet metal, closed or box sections, unvented or undrained areas and surfaces subjected to abrasion during vehicle operation.
4. As evidence that above requirements have been met, samples of materials and sections used in construction of the bus body, when subjected to 1,000-hour salt spray test as provided for in latest revision of ASTM Standard B-117 "Standard Method of Salt Spray (Fog) Testing" (See Appendix), shall not lose more than 10 percent of material by weight.

Mirrors

1. Interior Mirror: Interior mirror shall be either clear view laminated glass or clear view glass bonded to a backing which retains the glass in the event of breakage. Mirror shall have rounded corners and protected edges. Type A and B buses less than 15,000 lbs. shall have a minimum of a 6" x 16" mirror; and Type B (over 15,000 lbs.), C, and D buses shall have a minimum of a 6" x 30" mirror.
2. Exterior Mirror: Each School bus shall be equipped with a system of exterior mirrors (as defined in FMVSS 111).
 - a. Rear Vision Mirror: The mirror system shall be capable of providing a view along the left and right sides of the vehicle which will provide the driver with a view of the rear tires at ground level, a minimum distance of 200 feet to the rear of the bus and at least 12 feet perpendicular to the side of the bus at the rear axle line.
 - b. Crossview Mirror System: All school buses used to transport children in Minnesota, after January 1, 1995, must be equipped with a minimum of two crossover mirrors, mounted to the left and right sides of the bus. The crossview mirror system shall provide the driver with indirect vision of a area at ground level from the front bumper forward and the entire width of the bus to a point where the driver can see by direct vision. The cross view system shall also provide the driver within direct vision of the area at ground level around the left and right front corners of the bus to include the tires and service entrance on all types of buses to a point where it overlaps with the rear vision mirror system.
 - c. This system of mirror shall be easily adjustable but be rigidly braced so as to reduce vibration.

Mounting

1. Chassis frame shall support rear body cross member. Bus body shall be attached to chassis frame at each main floor sill, except where chassis components interfere, in such manner as to prevent shifting or separation of the body from the chassis under severe operating conditions.
2. Insulation material shall be placed at all contact points between body and chassis frame on Type B, C, and D buses, and shall be so attached to the chassis frame or body that it will not move under severe operating conditions.

Overall Length

1. Overall length of bus shall not exceed 40 feet.

Overall Width

1. Overall width of bus shall not exceed 102 inches excluding mirrors, mirror brackets and stop arm.

Rub Rails

1. There shall be one rub rail located on each side of bus approximately at seat level which shall extend from rear side of entrance door completely around bud body (except emergency door) to point of curvature near outside cowl on left side.
2. There shall be one rub rail located approximately at floor line which shall cover the same longitudinal area as upper rub rail, except at wheelhousing, and shall extend only to radii of right and left rear corners.
3. There shall be one rub rail at the base of the skirt of the bus on all Type B, C, and D buses.
4. Rub rails shall be attached at each body post and all other upright structural members.
5. Rub rails shall be 4 inches or more in width in their finished form, shall be of 16-gauge steel or suitable material of equivalent strength, and shall be constructed in corrugated or ribbed fashion.
6. Rub rails shall be applied outside body or outside body posts. Pressed-in or snap-on rub rails do not satisfy this requirement. For Type A and B vehicles using chassis manufacturer's body, or for Type C and D buses using rear luggage or rear engine compartment, rub rails need not extend around rear corners.

Seat Belt For Driver

1. A type 2 lap belt/shoulder harness seat belt shall be provided for the driver. The assembly shall be equipped with an emergency locking retractor (ELR) for the continuous belt system. The lap portion of the belt shall be guided or anchored where practical to prevent the driver from sliding sideways under it. An air bag is allowed and encouraged in addition to the lap belt shoulder harness.

Seat And Crash Barriers

1. All seats shall have a minimum depth of 15 inches all seat backs on Type B,C, and D buses shall be a minimum of 24 inches high and a minimum 20 inches from seating reference point.
2. All restraining barriers and passenger seats shall be covered with at material that is of Fire Retardant or Fire Block characteristics.
3. All seats must face forward.
4. All seats and crash barriers must be installed and conform to FVMSS 222, CFR 49 Part 571
5. Driver's seat shall be of the highback type with a head restraint to accommodate a 95 percentile adult male (95 percentile adult make as defined in FMVSS 208). The driver's seat shall be secured with nuts, bolts, and washers or flanged-headed nuts.

Steering Wheel

See Chassis Standard

Steps

1. First step at service door shall not be less than 10 inches and not more than 14 inches from the ground, based on standard chassis specification.
 - a. Type D vehicles shall have the first step at the service door 12 to 16 inches from the ground.
2. Steps shall be enclosed to prevent accumulation of ice and snow.
3. Steps shall not protrude beyond the side body line.
4. Grab handle not less than 20 inches in length shall be provided in unobstructed location inside doorway.
5. Rubber portion of step treads shall have the following characteristics:
 - a. Special compounding for good abrasion resistance and high coefficient of friction.
 - b. Flexibility so that it can be bent around a 1/2 inch mandrel both at 130 Fahrenheit and 20 Fahrenheit without breaking, cracking, or crazing.
 - c. Show a durometer hardness 85 to 95.

Stirrup Steps

1. There may be at least one folding stirrup step or recessed foothold and suitability located handles on each side of the front of the body for easy accessibility for cleaning of the windshield. Steps are permitted in or on the front bumper.

Stop Signal Arm

1. There shall be a stop signal arm installed on the left outside of the body near the front.. Arm shall be of an octagonal shape with white letters and border and a red background and may be of a reflective material meeting U.S. Department of Transportation FHWA FP-85 Type 2A or Type 3A. Flashing lamps (incandescent or strobe) in stop arm shall be connected to the alternately red flashing signal lamp circuits. The stop signal arm shall be vacuum, electric or air operated.

Storage Compartment

1. If tools, tire chains and/or tow chains are carried on the bus, a container of adequate strength and capacity shall be provided. Such storage container may be located either inside or outside the passenger compartment but, if inside, it shall have a cover (seat cushion may not serve as this purpose) capable of being securely latched and be fastened to the floor convenient to either the service or emergency door.

Sun Shield

1. Interior adjustable transparent sun shield not less than 6"x30" for Types B, C, and D vehicles. For type A, and B buses less than 15,000 lb. GVWR, the standard manufacturers solid visor is acceptable, or a 6 x 16 transparent sun shield is required, and shall be installed in a position convenient for use by driver.

Tailpipe

1. Tailpipe shall extend not more than one inch beyond the perimeter of the body or the bumper.
2. Tailpipe shall exit either to right or left of emergency exit door in rear of vehicle, Type A and B as manufacturer's standard.

Traction Assisting Devices

1. Sanders may be provided.
2. Automatic traction chains may be installed.

Undercoating

1. Entire underside of bus body, including floor section, cross member and below floor line side panels, shall be coated with rust-proofing compound for which compound manufacturer has issued notarized certification of compliance to the bus body builder that compound meets or exceeds all performance and qualitative requirements of paragraph 3.4 of Federal Specification TT-C-520b (See Appendix) using modified test procedures* for following requirement:

- a. Salt Spray resistance-pass test modified to 5% salt and 1000 hours.
- b. Abrasion resistance-pass.
- c. Fire resistance-pass.

*Test panels to be prepared in accordance with paragraph 4.6.12 of TT-C-520b with modified procedure requiring that test be made on a 48-hour air cured film at thickness recommended by compound manufacturer.

2. Undercoating compound shall be applied with suitable airless or conventional spray equipment to recommend film thickness and shall show no evidence of voids in cured film.

Ventilation

1. Auxiliary fans shall be used and shall meet the following requirement:
 - a. Fan for left side shall be placed in a location where it can be adjusted to its maximum effectiveness.
 - b. Fan for right side shall be in a location where it can be adjusted to its maximum effectiveness.

- c. These fans shall be a nominal six-inch diameter.
 - d. Fan blades shall be covered with a protective cage. Each of these fans shall be controlled by a separate switch.
 - e. Type A and B buses under 15,000 lbs GVWR require only one fan for the right side.
2. Body shall be equipped with a suitably controlled ventilating system of sufficient capacity to maintain proper quantity of air under operating condition without opening of windows except in extremely warm weather.
 3. Static-type non-closeable exhaust ventilation shall be installed in low-pressure area of roof.

Wheelhousing

1. The wheelhousing opening shall allow for easy tire removal and service.
2. Wheelhousing shall be attached to floor sheets in such a manner to prevent any dust, water or fumes from entering the body. Wheelhousing shall be constructed of at least 16-gauge steel.
3. The inside height of the wheelhousing above the floor line shall not exceed 12 inches.
4. The wheelhousing shall provide clearance for installation and use of tire chains on single and dual (if so equipped) power- driving wheels.
5. No part of a raised wheelhousing shall extend into the emergency door opening.

Windows

1. Windshield, entrance, and rear emergency exit doors must be of approved safety glass. Laminated or tempered glass (AS-2 or AS-3) is permitted in all other windows. All glass shall be federally approved and marked as provided in Minnesota Statute 169.74.
2. The windshield may be of uniform tint throughout or may have a horizontal gradient band starting slightly above the line of vision and gradually decreasing in light transmission to 20 % or less at top of windshield.
3. The use of tinted glass, as approved by Minnesota Statutes, section 169.71, is permitted on side windows and rear windows except for the entrance door, the first window behind the service door, and the window to the left of the driver.
4. Each full side window shall provide an unobstructed emergency opening of at least 9 inches high and 22 inches wide, obtained by lowering window.
5. Push-out type, split-sash windows may be used.
6. The window to the left of the driver, the upper service door windows, and the window immediately behind the entrance door, must be thermal glass. The window to the left of the driver for Type A, and B buses under 15,000 lb GVWR. need not be thermal glass.

Windshield Washers

1. A windshield washer system shall be provided.

Windshield Wipers

1. A windshield wiping system, two-speed or more, shall be provided.
2. The wipers shall be operated by one or more air or electric motors of sufficient power to operate wipers. If one motor is used, the wipers shall work in tandem to give full sweep of windshield.

Wiring

1. All wiring shall conform to current standards of Society of Automotive Engineers. (See Appendix)
2. Circuits:
 - a. Wiring shall be arranged in circuits as required with each circuit protected by a fuse or circuit breaker. A system of color and number coding shall be used and an appropriate identifying diagram shall be provided to the end user along with the wiring diagram provided by the chassis manufacturer. A system of color and number coding shall be used on buses manufactured after January 1, 1992. The following body interconnecting circuits shall be color coded as noted:

FUNCTION	COLOR
Left Rear Directional Light	Yellow
Right Rear Directional Light	Dark Green
Stoplights	Red
Back-up Lights	Blue
Taillights	Brown
Ground	White
Ignition Feed, Primary Feed	Black

The color of cables shall correspond to SAE J 1128.

- b. Wiring shall be arranged in at least six regular circuits as follows:
 - (1) Head, tail, stop (brake) and instrument panel lamps.
 - (2) Clearance and stepwell lamps (stepwell lamp shall be actuated when service door is opened).
 - (3) Dome lamp.
 - (4) Ignition and emergency door signal.
 - (5) Turn signal lamps.
 - (6) Alternately flashing signal lamps.
- c. Any of the above combination circuits may be subdivided into additional independent circuits.
- d. Whenever heaters and defrosters are used, at least one additional circuit shall be installed.

- e. Whenever possible, all other electrical functions (such as sanders and electric-type windshield wipers) shall be provided with independent and properly protected circuits.
 - f. Each body circuit shall be coded by number or letter on a diagram of circuits and shall be provided with the body.
3. The entire electrical system of the body shall be designed for the same voltage as the chassis on which the body is mounted.
 4. All wiring shall have an amperage capacity equal to or exceeding the designed load. All wiring splices are to be done at an accessible location and noted as splices on wiring diagram.
 5. A body wiring diagram of easily readable size shall be furnished with each bus body.
 6. The body power wire shall be attached to a special terminal on the chassis.
 7. Wiring shall be protected when passing through holes in metal by a grommet, or the wiring shall be encased in an abrasive resistant protective covering.
 8. Wires not enclosed within body shall be fastened securely at intervals of not more than 18 inches. All joints shall be soldered or joined by equally effective connectors.
 9. If a master cutoff switch is used, it shall not be wired as to kill power to the electric brake system.

SPECIALLY EQUIPPED SCHOOL BUS STANDARDS

Introduction

The specifications in this section are intended to be supplementary to specifications in the chassis and body sections. In general, specially equipped buses should meet all the requirements of those preceding sections plus those listed in this section. Since it is recognized by the entire industry that the field of special transportation is characterized by varied needs for individual cases and by a rapidly emerging technology for meeting these needs, a flexible, common-sense approach to the adoption and enforcement of specification for these vehicles is prudent.

By federal regulation, buses, including school buses, are defined as vehicles designed to carry 11 or more (including the driver). Vehicles with 10 or fewer passenger positions (including the driver) cannot be certified as buses. For this reason, the federal vehicle classification Multipurpose Passenger Vehicle, or MPV, must be used by manufacturers for these vehicles in lieu of the classification School Bus. In determining passenger capacity, wheelchair positions are counted as passenger positions. This classification system, while requiring compliance with a less stringent set of Federal Standards for MPV's does not preclude state or local agencies or these National Standards from requiring compliance of school bus-type MPV's with the more stringent Federal Standards for school buses.

The following standards address modifications as they pertain to school buses that, with standard seating arrangement prior to modification, would accommodate more than 10 persons. If by addition of a power lift, mobile seating device positions or other modifications, the capacity is reduced such that vehicles become MPVs, the intent of these standards is to have these vehicles be required to meet the same standards they would have had to meet prior to such modifications, and such MPV's are included in all references to school buses and requirements for school buses which follow.

General Requirements

1. School buses designed for transporting students with special transportation needs shall comply with Minnesota School Bus Standards and with Federal Motor Vehicle Safety Standards applicable to their GVWR category.
2. Any school bus to be used for the transportation of children who are confined to a wheelchair or other mobile positioning device, or who require life support equipment which prohibits use of the regular service entrance, shall be equipped with a power lift or ramp.

Aisles

1. All school buses equipped with a power lift shall provide a 30" aisle leading from wheelchair position to at least one emergency door and the lift area.

Communications

1. All vehicles used to transport disabled students shall be equipped with a two-way communications system and have a responsible aide to provide necessary assistance and supervision which cannot safely be provided by the driver.

Identification

1. Buses with power lifts used for transporting physically handicapped students shall display universal handicapped symbols located below the window line. Such emblems shall be white on blue background, shall not exceed 12 inches in size, and shall be of a high-intensity reflectorized material meeting U.S. Department of Transportation FHWA FP-85 Standards.

Power Lift

1. Power lift shall be located on the right side of the bus body, but confined within the bus body when not extended.
2. Lifting mechanism and platform shall be able to lift minimum weight of eight hundred (800) pounds. Lift platform shall have minimum 30" clear usable width, unobstructed by required handrail. The minimum clear length of the platform between the outer edge barrier and inner edge shall be 40".
3. When the platform is stowed, it shall be secured by a method built into the lift system.
4. Controls shall be provided that enable the operator to activate the lift mechanism from either inside or outside of the bus. There shall be a means of preventing the lift platform from falling while in operation due to a power failure or a single component mechanical failure.
5. Power lifts shall be so equipped with a manual backup system for use in the event of a power failure.
6. Lift travel shall allow the lift platform to rest securely on the ground.
7. Outboard platform edge and sides shall be designed to restrain wheelchairs or other mobile seating devices from slipping or rolling off the platform. Platform outer edge barrier shall be able to be automatically or manually lowered when the platform is at ground level, but shall not be equipped with any type of latch which could result in a lowered barrier when the platform is above ground level.
8. Platform shall be equipped with at least one handrail for security. Handrail shall be approximately 25-34" in height and minimum 18" in length and designed to fold when in stowed position so as not to add to overall lift projection into the vehicle.
9. A self-adjusting, skid resistant plate shall be installed on the outer edge of the platform to minimize the incline from the lift platform to the ground level. This plate, if so designed, may also suffice as the restraining device described in item 7 above. The lift platform must be skid resistant.
10. A circuit breaker shall be installed between power source and lift motor if electrical power is used.
11. Lift design shall prevent excessive pressure that could damage the lift system when the platform is fully lowered or raised, or that could jack the vehicle.
12. The lift mechanism shall be designed to prevent folding or stowing of the lift when the lift platform is occupied.

Ramps

1. When it is practical, a ramp device may be installed.

- a. If a ramp is used, it shall be of sufficient strength and rigidity to support the special device, occupant, and attendant(s). It shall be equipped with a protective flange on each longitudinal side to keep special device on the ramp.
- b. Floor of ramp shall be of non-skid construction.
- c. Ramp shall be of weight and design, and equipped with handle(s), to permit one person to put ramp in place and return it to its storage place.

Regular Service Entrance

1. Steps

- a. First step at service door shall be not less than 10 inches and not more than 14 inches from ground, based on standard chassis specifications
 - (1) Type D vehicle shall have the first step at the service door 12 to 16 inches from the ground.
- b. Step risers shall not exceed a height of 10 inches. When plywood issued on a steel floor or step, the riser height may be increased by the thickness of the plywood.
- c. On power-lift equipped vehicles, step shall be the full width of the stepwell, excluding the thickness of the door in open position.
- d. Steps shall be enclosed to prevent accumulation of ice and snow.
- e. Steps shall not protrude beyond side body line.

- 2. Grab handle not less than 20 inches in length shall be provided in unobstructed location inside doorway.

Restraining Devices

- 1. Special restraining devices such as shoulder harnesses, lap belts, and chest restraint systems may be installed to the seats if the devices do not require the alteration in any form of the seat, seat cushion, frame work, or related seat components. The restraints must be for the sole purpose of restraining students with disabilities.

Seating Arrangements

- 1. Flexibility in seat spacing to accommodate special devices shall be permitted to meet passenger requirements. All seating shall be forward-facing.

Securement System For Mobile Seating

- 1. Wheel chair securement devices shall be as provided for in Federal Rule effective January 14, 1994.

Special Light

- 1. Lights shall be placed inside the bus to sufficiently illuminate the lift door area.

Special Service Entrance

1. Power lift equipped bodies shall have a special service entrance to accommodate the power lift.
2. The special service entrance and door shall be located on the right side of the bus and shall be designed so as not to obstruct the regular service entrance.
3. The opening may extend below the floor through the bottom of the body skirt. If such an opening is used, reinforcements shall be installed at the front and rear of the floor opening to support the floor and give the same strength as other floor openings.
4. A drip molding shall be installed above the opening to effectively divert water from entrance.
5. Door posts and headers from entrance shall be reinforced sufficiently to provide support and strength equivalent to the areas of the side of the bus not used for special service entrance.

Special Service Entrance Doors

1. A single door or double doors may be used for the special service entrance.
2. All doors shall have positive fastening devices to hold doors in the open position.
3. All doors shall be weather sealed.
4. When manually-operated dual doors are provided, the rear door shall have at least a one-point fastening device to the header. The forward-mounted door shall have at least three-point fastening devices. One shall be to the header, one to the floor line of the body, and the other shall be into the rear door. The door and hinge mechanism shall be of a strength that is greater than or equivalent to the emergency exit door.
5. Door materials, panels and structural strength shall be equivalent to the conventional service and emergency doors. Color, rub rail extension, lettering and other exterior features shall match adjacent sections of the body.
6. Each door shall have windows set in rubber compatible within one-inch of the lower line of adjacent sash. Glazing shall be of same type and tinting (if applicable) as standard fixed glass in other body locations.
7. Door(s) shall be equipped with a device that will actuate an audible or flashing visible signal located in the driver's compartment when door(s) is not securely closed and ignition is in "on" position.
8. A switch shall be installed so that the lifting mechanism will not operate when the lift platform door(s) is closed.
9. Special service entrance doors shall be equipped with padding at the top edge of the door opening. Pad shall be at least three inches wide and one inch thick and extend the full width of the door opening.

Support Equipment And Accessories

1. Portable student support equipment or special accessory items shall be secured at the mounting location to withstand a pulling force of five times the weight of the item, or shall be retained in an enclosed, latched compartment. Such special items, if used, shall meet specifications and/or include the following:
 - a. Belt Cutter - Bus shall contain a belt cutter for use in emergencies, including evacuations. Belt cutter should be designed to eliminate the possibility of the operator or others being cut during use, and should be secured in a location of safekeeping such as a first-aid kit.
 - b. Crutches, Walkers, Canes and Similar Devices - To be secured as specified above.
 - c. Medical Support Equipment - includes oxygen bottles, ventilators, and other items. These items shall be secured as specified above.

EQUIPMENT STANDARDS TYPE "AA" VEHICLES

All related equipment provided on the vehicle shall comply with FMVSS 49 CFR Part 571. If no federal standard applies, equipment must be manufacturer's standard.

Vehicles ten years or older shall not be used to transport school children, except those vehicles that are manufactured to meet the requirements of FMVSS 49 CFR Part 571.222, (school bus passenger seating and crash protection).

The type AA shall not be outwardly equipped or identified as a school bus.

Emergency Equipment

A minimum of one 2-1/2 lb. dry chemical type fire extinguisher with a minimum rating of 10 BC as approved by underwriters Laboratories, Inc., or an equivalent testing laboratory. A pressure indicator is required.

A minimum of a 10 unit first aid kit is required. (For contents, see Emergency Equipment section of Bus Body standards).

Vehicle shall be equipped with 3 red reflectorized triangle road warning devices, Liquid burning "pot type" flares or fuses are not permitted.

Emergency equipment may be carried other than the drivers compartment provided a label is in the driver compartment indicating the locations of these items.

The vehicle shall display a sign visible to the rear of the vehicle displaying this sign: Vehicle Stops at RR Crossings. The lettering shall be a minimum of 2 inch "Series D" as specified in Standard Alphabets for Highway Signs as specified by the Federal Highway Administration. The printing must be in a color giving a marked contrast with that part of the vehicle on which it is displayed. The sign shall have provisions for being covered, or be removable or of a fold down type.

Standards for New Buses

The minimum standards apply to new school buses purchased for use in Minnesota after the effective date of these standards. Buses complying with these standards when purchased new for use in Minnesota need not comply with standards established later except as specifically provided for by law.

Standards for Used Buses

A used school bus purchased for use in Minnesota that has a current or expired Minnesota inspection sticker must conform to the minimum standards in effect on the date the vehicle was purchased new. A used school bus that has never been inspected in Minnesota must conform to Minnesota minimum standards in effect on the date the vehicle is brought into the State.

Remounting

A new bus body may be remounted on a used chassis provided that the remounted vehicle meets state and federal standards for new buses which are current at the time of the remounting. Permission must be obtained from the Commissioner of Education in coordination with the Commissioner of Public Safety before the remounting is done. A used bus body may not be remounted on a new or used chassis.

APPENDIX

1990



**NATIONAL STANDARDS FOR SCHOOL BUSES
and
NATIONAL STANDARDS FOR
SCHOOL BUS OPERATIONS**

1990 Revised Edition

Recommendations of

**THE ELEVENTH NATIONAL CONFERENCE ON
SCHOOL TRANSPORTATION**

Central Missouri State University
Warrensburg, Missouri
May 13-19, 1990

Co-Sponsored by:

National Association of State Directors of Pupil Transportation Services
National Association for Pupil Transportation
National School Transportation Association
School Transportation Section, National Safety Council
School Bus Manufacturers Institute
Central Missouri State University

This publication is available from the National Safety Council,
444 North Michigan Avenue, Chicago, Illinois 60611
Price information available upon request.

FOREWORD

The 1990 National Conference on School Transportation was the latest in a series beginning in 1939 and continuing in 1945, 1948, 1951, 1954, 1959, 1964, 1970, 1980 and 1985. All conferences have been made up of official representatives of State Departments of Education, local school district personnel, contract operators, advisors from industry and from other interested professional organizations and groups. Each conference has resulted in one or more publications that contain the recommendations of that particular conference.

The recommendations of standards for school buses and their operation has been a major purpose of all conferences. The 1939 Conference was called for this sole purpose and formulated a set of recommended standards for school buses of 20 or more passengers. The 1945 Conference revised the 1939 recommendations and added standards for small vehicles of 10 to 18 passengers. Both standards were further revised by the 1948 Conference. There were further revisions in 1959, and the 1964 Conference added standards for school buses to be used in transporting handicapped children. In addition to revising standards for larger vehicles, the 1970 Conference refined the standards for school buses designed to transport fewer than 24 passengers.

The 1980 Conference updated the standards for school bus chassis and bodies, rewrote the complete standards for the special education bus, and included definitions for the Type A, B, C and D bus. One of the major tasks of the 1980 Conference was to revise the standards to remove any conflicts with superseding federal regulations, many of which were mandated by sections of the Motor Vehicle and School Bus Safety Amendments of 1974 (P.L. 93-492).

The 1985 Conference updated the standards for school bus chassis, body, special education and operations procedures. A major project was completed in the adoption of a uniform school bus accident report form. This form will standardize school bus accident data reporting throughout the school transportation industry. Major issues such as safety inside the vehicle, loading and unloading, emergency procedures and special education were discussed with appropriate resolutions passed for future research and implementation.

The 1990 Conference removed the word "minimum" from the title of the Conference publication. The format of the Conference publication was re-

organized into two parts, "Standards for School Buses and Standards for Operations". All sub-parts such as accident reporting and special education transportation were incorporated into the section on the school bus or the section on operations.

A major change was incorporated into the procedures for the 1990 Conference. Any mandatory standard could be recommended for a special vote for forwarding action to the appropriate federal agency with a request for rulemaking. This rulemaking request would be an attempt to have the standard become a federally mandated requirement. For this forwarding action to be approved, any such item had to receive a two-thirds affirmative vote. The delegation approved forwarding action on standards for mirrors, emergency exits, accident reporting and special education transportation.

Other major problems in pupil transportation have received attention at these National Conferences. On several occasions, recommendations concerned primarily with overtaking and passing of school buses were transmitted to the National Committee on Uniform Traffic Laws and Ordinances for consideration in connection with revisions of the Uniform Vehicle Code. The 1948 Conference made recommendations on uniform records and reports for pupil transportation. The major purpose of the 1948 Conference was the formulation of recommendations related to standards and training programs for school bus drivers. These recommendations were revised by the 1959 Conference, and a new publication on the topic was issued. The 1954 Conference gave considerable time to the discussion of the extended use of school buses in the school program. The 1970 Conference also adopted standards for school bus operation (issued in a separate report).

With the enactment in 1966 of the National Traffic and Motor Vehicle Safety Act, the federal government was given responsibility for developing and promulgating motor vehicle safety standards for motor vehicles sold in the United States. These Federal Motor Vehicle Safety Standards (FMVSS) are continually evaluated and revised as needed. Such standards in their present form or as subsequently amended will void any action taken during the 1990 National Conferences wherever there is conflict. Whenever standards adopted by the 1990 National Conference, go beyond, or are in addition to FMVSS, they remain valid.

The structure for the 1990 Conference and its operating guidelines was carried out by the Interim Committee. Funding for the conference was shared solely by each individual participant of the Interim,

Steering and Writing Committees, and all delegates at the conference.

Don M. Camahan
General Conference Chairman

OBJECTIVES AND GUIDING PRINCIPLES

Since the first National Conference on School Bus Standards in 1939, certain objectives and guiding principles had a vital role in the development of the standards for school buses. These objectives and guiding principles have been reaffirmed and emphasized at the subsequent National Conferences. The two major objectives, *safety* and *economy*, along with the following principles, have served as guideposts for making decisions on the standards and in arriving at sound and common agreement.

Objectives

The transportation of pupils in safety and comfort on *safe, economical* vehicles can be assured through adequate state regulations governing school bus construction.

Safety includes all those factors relating to the school bus construction which may directly or indirectly affect the safety and welfare of pupils transported.

Economy includes the construction, procurement, operation and maintenance of school buses consistent with the safety and welfare of the pupils.

Guiding Principles

1. Uniform state school bus standards should:
 - a. Be consistent with the objectives of safety and economy.
 - b. Eliminate the construction of unsafe buses.
 - c. Reduce conflicting standards wherever possible among states in the interest of production efficiency.
 - d. Specify exact dimensions where necessary to increase the efficiency of volume production.
 - e. Eliminate unnecessary luxury consistent with the safety and welfare of pupils transported.
2. Any adaptation of the nationally recommended standards should be made by states only in order to permit desirable adjustments to local needs and only when such adaptations do not:
 - a. Conflict with the recommended National Standards.
 - b. Otherwise unduly increase production costs.
3. Uniform state standards for school buses should specify results desired in terms of safety and economy, and these performance specifications must be defined when this is necessary to make the regulation enforceable.
4. Provisions should be made for periodic review and revision of uniform state standards for school buses through cooperation of the states.
5. Uniform state standards for school buses should permit opportunities for the use of new inventions and improvements which are consistent with safety and economy.
6. Uniform state standards for school bus construction should provide for a degree of flexibility within which sound construction is possible (consistent with safety and economy) to accommodate the various manufacturers.
7. Uniform state standards for school bus construction should recognize that the actual designing of school buses is a responsibility of the manufacturers.
8. The current National Standards for School Buses are considered in full force and effect as recommendations to the states. Revisions of these standards are made only when evidence indicates that such revisions are needed.

USING THESE STANDARDS FOR SCHOOL BUSES

In order that these standards for school buses may be put into effect, each state legislature which has not already done so should confer upon the appropriate state agency the general responsibility for setting up statewide rules and regulations regarding the construction of school bus chassis, bodies and equipment. Detailed standards for school buses or their operations should not be written into state law.

The standards for school buses appearing in this report must be officially adopted by the appropriate state agency to become legally effective within that state.

These standards are intended to apply primarily to new vehicles, including all types of school buses as defined in the section entitled, Definitions, School Bus (Type A, Type B, Type C, Type D). It should be noted here that vehicles with a capacity for less than 10 passengers cannot be certified as school buses under federal regulations.

These standards are not intended to apply to buses used primarily as public carriers rather than to transport pupils to and from school.

States should normally allow at least six (6) months lead time between publication of specifications and effective date. The effective date should be expressed:

"These specifications apply respectively to chassis and bodies placed in production after month, date, year."

Requests for interpretation of these Standards should be mailed to the chairman of the Interpretation Committee, addressed as follows: Mr. Wm. Richard Alexander, Chief, Pupil Transportation Section, Maryland State Department Of Education, 200 West Baltimore Street, Baltimore, MD 21201.

The Interim Committee succeeds the Conference Steering Committee between conferences. Requests for modifications of these Standards and development of new Standards should be directed to the chairman of the Interim Committee, addressed as follows: Mr. Don M. Carnahan, Director, Pupil Transportation, Office of the Superintendent of Public Instruction, Old Capitol Building, FG-11, Olympia, WA 98504-3211.

INTRODUCTION TO SCHOOL BUS STANDARDS

This portion of the book is divided into two sections: Chassis Standards and Body Standards. There are two basic reasons for this format: (1) to define chassis and body standards, and (2) to assign responsibility for providing the defined equipment. Items in the chassis standards are to be provided by the chassis manufacturer. Items in the body standards are to be provided by the body manufacturer.

Every attempt has been made by the Writing Committees, the Conference itself, and the Editing Committee to eliminate conflicts between these specifications and federal regulations. Should conflicts be found or arise through new federal regulations or legally binding interpretations of those regulations they should be brought to the attention of the Interpretation Committee.

For new vehicles, it is the responsibility of the vehicle manufacturers to certify compliance with applicable federal standards by installing a certification plate in the driver's area on each vehicle. However, as the vehicle is maintained over its useful life, it is the responsibility of those who supervise and perform work on the vehicle to assure on-going compliance with all applicable standards. For this reason, maintenance personnel training, quality components, quality workmanship and thorough maintenance records are absolutely essential.

Finally, in order to insure that specifications are being met by manufacturers, states are urged to adopt and carry out effective pre-delivery inspection programs. This will promote safety as well as uniformity of compliance with specifications.

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DEFINITIONS, SCHOOL BUS

Type A

The Type "A" school bus is a conversion or body constructed upon a van-type compact truck or a front-section vehicle, with a gross vehicle weight rating of 10,000 pounds or less, designed for carrying more than 10 persons.

Type B

A Type "B" school bus is a conversion or body constructed and installed upon a van or front-section vehicle chassis, or stripped chassis, with a gross vehicle weight rating of more than 10,000 pounds, designed for carrying more than 10 persons. Part of the engine is beneath and/or behind the windshield and beside the driver's seat. The entrance door is behind the front wheels.

Type C

A Type "C" school bus is a body installed upon a flat back cowl chassis with a gross vehicle weight rating of more than 10,000 pounds, designed for carrying more than 10 persons. All of the engine is in front of the windshield and the entrance door is behind the front wheels.

Type D

A Type "D" school bus is a body installed upon a chassis, with the engine mounted in the front, midship, or rear, with a gross vehicle weight rating of more than 10,000 pounds, designed for carrying more than 10 persons. The engine may be behind the windshield and beside the driver's seat; it may be at the rear of the bus, behind the rear wheels, or midship between the front and rear axles. The entrance door is ahead of the front wheels.

BUS CHASSIS STANDARDS

Air Cleaner

1. The engine intake air cleaner (system) shall be furnished and properly installed by the chassis manufacturer to meet engine (manufacturer's) specifications.
2. The intake air system for diesel engines may have an air cleaner restriction indicator properly installed by the chassis manufacturer to meet engine specifications.

Axles

1. The front axle and rear differential, including suspension assemblies, shall have a gross axle weight rating at ground, at least equal to that portion of the load as would be imposed by the chassis manufacturer's maximum gross vehicle weight rating.

Brakes

1. A braking system, including service brake and parking brake, shall be provided.
2. Buses using air or vacuum in the operation of the brake system shall be equipped with warning signals, readily audible and visible to the driver, that will give a continuous warning when the air pressure available in the system for braking is 60 psi (pounds per square inch) or less or the vacuum in the system available for braking is eight (8) inches of mercury or less.

An illuminated gauge shall be provided that will indicate to the driver the air pressure in pounds per square inch or the inches of mercury vacuum available for the operation of the brakes.

- a. Vacuum-assist brake systems shall have a reservoir used exclusively for brakes that shall be adequate to ensure loss in vacuum at full stroke application of not more than 30 per cent with the engine not running. Brake system on gas-powered engines shall include suitable and convenient connections for the installation of a separate vacuum reservoir.
- b. Any brake system dry reservoir shall be so safeguarded by a check valve or equivalent device, that in the event of failure or leakage in its connection to the source of compressed

air or vacuum, the stored dry air or vacuum shall not be depleted by the leakage or failure.

3. Buses using a hydraulic assist-brake system shall be equipped with warning signals, readily audible and visible to the driver, that will provide continuous warning in the event of a loss of fluid flow from primary source or loss of electric source powering the back-up system.
4. The brake lines and booster-assist lines shall be protected from excessive heat and vibration and installed in a manner which prevents chafing.
5. All brake systems shall be designed to permit visual inspection of brake lining wear without removal of any chassis components.

Bumper, Front

1. Front bumper shall be furnished by chassis manufacturer as part of the chassis on Type A, B, and C buses unless energy absorbing or other bumper options necessitate installation by the body manufacturer. When Type D chassis are supplied to a body company by a chassis manufacturer, the body company shall supply the front bumper as part of the body installation.
2. Unless energy absorbing bumper is used, the front bumper shall be of pressed steel channel or equivalent material at least 3/16" thick and not less than 8" wide (high) and shall extend beyond forward-most part of the body, grille, hood, and fenders and shall extend to outer edges of the fenders at the bumper's top line.
3. Front bumper, except breakaway bumper ends, shall be of sufficient strength to permit pushing a vehicle of equal gross vehicle weight without permanent distortion to the bumper, chassis, or body.
4. Tow eyes or hooks shall be furnished and attached so as not to project beyond the front bumper. Tow eyes or hooks attached to the frame chassis, shall be furnished by the chassis manufacturer. This installation shall be in accordance with the chassis manufacturer's standards.

Optional Equipment

Bumper, Front—Energy Absorbing

An energy absorbing front bumper may be used providing its design shall incorporate a self-restoring energy absorbing system of sufficient strength to:

1. Push another vehicle of similar GVW without permanent distortion to the bumper, chassis, or body; and
2. Withstand repeated impacts without damage to the bumper, chassis, or body according to the following performance standards.
 - a. 7.5 MPH fixed barrier impact (FMVSS cart & barrier test)
 - b. 4.0 MPH corner impact at 30 degrees (Part 581 CFR Title 49, Ch V)
 - c. 20.0 MPH into parked passenger car (class B, C, and D buses of 18,000 lbs GVW or more)
3. The manufacturer of the energy absorbing system shall provide evidence from an approved test facility (capable of performing the above FMVSS tests) that their product conforms to the above.

Certification

1. Chassis manufacturer will, upon request, certify to the state agency having pupil transportation jurisdiction that their product meets minimum standards on items not covered by certification issued under requirements of the National Traffic and Motor Vehicle Safety Act.

Clutch

1. Clutch torque capacity shall be equal to or greater than the engine torque output.

Color

1. Chassis, including wheels and front bumper, shall be black. Hood, cowl and fenders shall be in national school bus yellow.

Rims shall be of a color used by rim manufacturers (silver, grey, or black).
2. Hood may be painted with non-reflective paint.

Drive Shaft

1. Drive shaft shall be protected by a metal guard or guards around the circumference of the drive shaft to reduce the possibility of its whipping through the floor or dropping to the ground if broken.

Electrical System

1. Battery

- a. Storage battery shall have minimum cold cranking capacity rating equal to the cranking current required for 30 seconds at 0 degrees Fahrenheit (-17.8c) and a minimum reserve capacity rating of 120 minutes at 25 amps. Higher capacities may be required depending upon optional equipment and local environmental conditions.
- b. Since all batteries in Type B, C and D buses are to be located in a sliding tray, the battery shall be temporarily mounted on the chassis frame by the chassis manufacturer.

In these cases, the final location of the battery and the appropriate cable lengths shall be according to the SBMI Design Objectives Booklet, January 1985. (See Appendix)

2. Alternator

- a. All Type A buses and Type B buses up to 15,000 lbs GVWR shall have a minimum 60 ampere per hour alternator.
- b. Type B buses over 15,000 lbs GVWR and all C and D buses shall be equipped with a heavy-duty truck or bus type alternator meeting SAE J 180; having a minimum output rating of 100 amperes, alternator shall be capable of producing a minimum of 50% of its maximum rated output at the engine manufacturer's recommended idle speed.
- c. Type A bus equipped with an electrical power lift shall have a minimum 100 ampere per hour alternator.
- d. Direct-drive alternator is permissible in lieu of belt drive. Belt drive shall be capable of handling the rated capacity of the alternator with no detrimental effect on other driven components.
- e. Refer to SBMI Design Objectives, January 1985 edition (See Appendix), for estimating required alternator capacity.

3. Wiring

a. General—All wiring shall conform to current applicable recommended practices of the Society of Automotive Engineers (See Appendix).

(1) All wiring shall use a standard color and number coding and each chassis shall be delivered with a wiring diagram that coincides with the wiring of the chassis.

b. Chassis manufacturer shall install a readily accessible terminal strip or plug on the body side of the cowl, or at an accessible location in the engine compartment of vehicles designed without a cowl, that shall contain the following terminals for the body connections:

- (1) Main 100 amp body circuit
- (2) Tail lamps
- (3) Right turn signal
- (4) Left turn signal
- (5) Stop lamps
- (6) Back up lamps
- (7) Instrument panel lights (rheostat controlled by head lamp switch)

4. Circuits

a. An appropriate identifying diagram (color and number coded) for electrical circuits shall be provided to the body manufacturer for distribution to the end user.

Engine Fire Extinguishers

1. Manufacturer may provide an automatic fire extinguisher system in the engine compartment on all gasoline-powered lift buses.

Exhaust System

1. Exhaust pipe, muffler, and tailpipe shall be outside the bus body compartment and attached to chassis.
2. Tailpipe shall be constructed of a corrosion-resistant tubing material at least equal in strength and durability to 16-gauge steel tubing.
3. Tailpipe shall (a) extend beyond rear axle, at least 5 inches beyond chassis frame and be mounted outside of chassis frame rail at end point or (b) may extend to the left side of the

bus, behind the driver's compartment, outboard of chassis center line and shall terminate from chassis center line as follows:

Type A vehicles —Manufacturer's standard
Type B, C, and D vehicles —48.5 inches

(c) On Type C and D buses, no exhaust pipe shall exit beneath an emergency exit or fuel fill.

4. Exhaust system on a gas-powered chassis shall be properly insulated from fuel tank connections by a securely-attached metal shield at any point where it is 12 inches or less from tank or tank connections.
5. Muffler shall be constructed of corrosion-resistant material.
6. The exhaust system on vehicles equipped with a power lift unit may be routed to the left of the right frame rail to allow for the installation of a power lift unit on the right side of the vehicle.

Fenders, Front, Type C Vehicles

1. Total spread of outer edges of front fenders, measured at fender line, shall exceed total spread of front tires when front wheels are in straight-ahead position.
2. Front fenders shall be properly braced and free from any body attachments.

Frame

1. Frame or equivalent shall be of such design and strength characteristics as to correspond at least to standard practice for trucks of the same general load characteristics which are used for highway service.
2. Any secondary manufacturer that modifies the original chassis frame shall guarantee the performance of workmanship and materials resulting from such modification.
3. Any frame modification shall not be for the purpose of extending the wheelbase.
4. Holes in top or bottom flanges or side units of the frame, and welding to the frame, shall not be permitted except as provided or accepted by chassis manufacturer.
5. Frame lengths shall be provided in accordance with SBMI Design Objectives, January 1985 edition. (See Appendix).

Fuel Tank

1. Fuel tank or tanks having a 30 gallon capacity with a 25 gallon actual draw shall be provided by the chassis manufacturer. The tank shall be filled and vented to the outside of the body, the location of which shall be so that accidental fuel spillage will not drip or drain on any part of the exhaust system.
2. No portion of the fuel system which is located to the rear of the engine compartment, except the filler tube, shall extend above the top of the chassis frame rail. Fuel lines shall be mounted to obtain maximum possible protection from the chassis frame.
3. Fuel filter with replaceable element shall be installed between fuel tank and engine.
4. Fuel tank installation shall be in accordance with SBMI Design Objectives, January 1985 edition (See Appendix).
5. If a tank size other than 30 gallon is supplied, location of front of tank and filler spout must remain as specified by SBMI Design Objectives, and also the actual draw capacity shall be 83% of the tank capacity. January 1985 edition (See Appendix).
6. The fuel tank on vehicles constructed with a power lift unit may be mounted on left chassis rail or behind rear wheels.
7. Auxiliary tank may be added in accordance with SBMI Design Objectives, January 1985 edition.
8. Installation of alternative fuel tanks shall comply with all applicable fire codes.

Governor

1. An engine governor is permissible. When it is desired to limit road speed, a road speed governor should be installed.
2. When engine is remotely located from driver, governor shall be installed to limit engine speed to maximum revolutions per minute recommended by engine manufacturer, or a tachometer shall be installed so the engine speed may be known to driver.

Heating System, Provision For

1. The chassis engine shall have plugged openings for the purpose of supplying hot water for the bus heating system. The opening shall be suit-

able for attaching 3/4 inch pipe thread/hose connector. The engine shall be capable of supplying water having a temperature of at least 170° Fahrenheit at a flow rate of 50 pounds/per minute at the return end of 30 feet of one inch inside diameter automotive hot water heater hose. (SBMI Standard No. 001—Standard Code for Testing and Rating Automotive Bus Hot Water Heating and ventilating Equipment.)

Horn

1. Bus shall be equipped with horn or horns of standard make with each horn capable of producing a complex sound in bands of audio frequencies between 250 and 2,000 cycles per second and tested per Society of Automotive Engineers Standard J—377 (See Appendix).

Instruments And Instrument Panel

1. Chassis shall be equipped with the following instruments and gauges. (Lights in lieu of gauges are not acceptable except as noted):
 - a. Speedometer.
 - b. Odometer which will give accrued mileage (to seven digits) including tenths of miles.
 - c. Voltmeter.
 - (1) Ammeter with graduated charge and discharge with ammeter and its wiring compatible with generating capacities is permitted in lieu of voltmeter.
 - d. Oil-pressure gauge.
 - e. Water temperature gauge.
 - f. Fuel gauge.
 - g. Upper beam headlight indicator.
 - h. Brake indicator gauge (vacuum or air).
 - (1) Light indicator in lieu of gauge permitted on vehicles equipped with hydraulic-over-hydraulic brake system.
 - i. Turn signal indicator.
 - j. Glow-plug indicator light where appropriate.
2. All instruments shall be easily accessible for maintenance and repair.
3. Instruments and gauges shall be mounted on the instrument panel in such a manner that each is clearly visible to the driver while in a normal

seated position in accordance with SBMI Design Objectives, January 1985 edition (See Appendix).

4. Instrument panel shall have lamps of sufficient candlepower to illuminate all instruments and gauges and shift selector indicator for automatic transmission.

Oil Filter

1. Oil filter with replaceable element shall be provided and connected by flexible oil lines if it is not of built-in or engine-mounted design. Oil filter shall have a capacity of at least one (1) quart.

Openings

1. All openings in floorboard or firewall between chassis and passenger-carrying compartment, such as for gearshift selector and parking brake lever, shall be sealed.

Passenger Load

1. Actual gross vehicle weight (GVW) is the sum of the chassis weight, plus the body weight, plus the driver's weight, plus total seated pupil weight.
 - a. For purposes of calculation, the driver's weight is 150 pounds.
 - b. For purposes of calculation, the pupil weight is 120 pounds per pupil.
2. Actual Gross Vehicle Weight (GVW) shall not exceed the chassis manufacturer's gross vehicle weight rating (GVWR) for the chassis.
3. Manufacturer's gross vehicle weight rating shall be furnished in duplicate (unless more are requested) by manufacturers to the state agency having pupil transportation jurisdiction. State agency shall, in turn, transmit such ratings to each other state agency responsible for development or enforcement of state standards for school buses.

Power And Gradeability

1. Gross Vehicle Weight (GVW) shall not exceed 185 pounds per published net horse-power of the engine at the manufacturer's recommended maximum number of revolutions per minute.

Retarder System (optional)

1. Retarder system, if used, shall maintain the speed of the fully loaded school bus at 19.0 mph or 30 km/hr on a 7% grade for 3.6 miles or 6km.

Shock Absorbers

1. Bus shall be equipped with front and rear double-action shock absorbers compatible with manufacturer's rated axle capacity at each wheel location.

Springs

1. Capacity of springs or suspension assemblies shall be commensurate with chassis manufacturer's gross vehicle weight rating.
2. If rear springs are used, they shall be of progressive type.

Steering Gear

1. Steering gear shall be approved by chassis manufacturer and designed to assure safe and accurate performance when vehicle is operated with maximum load and at maximum speed.
2. If external adjustments are required, steering mechanism must be accessible to accomplish same.
3. No changes shall be made in steering apparatus which are not approved by chassis manufacturer.
4. There shall be a clearance of at least 2 inches between steering wheel and cowl, instrument panel, windshield, or any other surface.
5. Power steering is required and shall be of the integral type with integral valves.
6. The steering system shall be designed to provide means for lubrication of all wear-points, if wear-points are not permanently lubricated.

Tires And Rims

1. Tires and rims of proper size and tires with load rating commensurate with chassis manufacturer's gross vehicle weight rating shall be provided.
2. Dual rear tires shall be provided on Type B, Type C, and Type D school buses.
3. All tires on any given vehicle shall be of the same size and the load range of said tires shall meet or

exceed the gross axle weight rating as required by FMVSS 120.

If the vehicle is equipped with a spare tire and rim assembly, it shall be of the same size as those mounted on the vehicle.

5. If tire carrier is required, it shall be suitably mounted in an accessible location outside the passenger compartment.

Transmission

1. When an automatic transmission is used, it shall provide for not less than three forward speeds and one reverse speed. The shift selector, if applicable, shall provide a detente between each gear position when the gear selector quadrant and shift selector are not steering column mounted.
2. When a manual transmission is used, second gear and higher shall be synchronized except when incompatible with engine power. A minimum of three forward speeds and one reverse speed must be provided.

Turning Radius

- 
- Chassis with a wheelbase of 264 inches or less shall have a right and left turning radius of not

more than 42 1/2 feet, curb to curb measurement.

2. Chassis with a wheelbase of 265 inches or more shall have a right and left turning radius of not more than 44 1/2 feet, curb to curb measurement.

Undercoating

1. Chassis manufacturer, or agent thereof, shall coat the undersides of steel or metallic-constructed front fenders with rust-proofing compound for which compound manufacturers have issued notarized certification of compliance to chassis builder that compound meets or exceeds all performance and qualitative requirements of paragraph 3.4 of Federal Specification TT-C-520B (See Appendix) using modified test.

Weight Distribution

1. Weight distribution of a fully-loaded bus on a level surface shall be such as not to exceed the manufacturer's front gross axle rating and rear gross axle weight rating.

BUS BODY STANDARDS

Aisle

1. All emergency doors shall be accessible by a 12-inch minimum aisle. Aisle shall be unobstructed at all times by any type barrier or seat.
2. The seat backs shall be slanted sufficiently to give aisle clearance of 15 inches at tops of seat backs.

Back-up Warning Alarm

1. An automatic audible alarm may be installed behind the rear axle and shall comply with the Society of Automotive Engineers published Backup Alarm Standards (SAE 994b) a minimum of 97 dBA for rubber tired vehicles. (See Appendix)

Battery

1. Battery is to be furnished by chassis manufacturer.
2. When the battery is mounted as described in Chassis Standard (page 6), the body manufacturer shall securely attach the battery on a slide-out or swing-out tray in a closed, vented compartment in the body skirt, so that the battery is accessible for convenient servicing from the outside. Battery compartment door or cover shall be hinged at front or top, and secured by an adequate and conveniently-operated latch or other type fastener.

Bumper (Front)

1. On a type "D" school bus, if the chassis manufacturer does not provide a bumper, it shall be provided by the body manufacturer. The bumper will conform to the standards in the chassis section.

Bumper (Rear)

1. Bumper shall be of pressed steel channel or equivalent material, at least 3/16-inch thick, and shall be a minimum of 8 inches wide (high) on Type A buses, and shall be a minimum of 9 1/2" wide (high) on Types B, C, and D buses, and of sufficient strength to permit being pushed by another vehicle without permanent distortion.

2. Bumper shall be wrapped around back corners of the bus. It shall extend forward at least 12 inches, measured from the rear-most point of body at the floor line.
3. Bumper shall be attached to the chassis frame in such a manner that it may be easily removed. It shall be so braced as to withstand impact from a rear or side impact. It shall be so attached as to discourage hitching of rides.
4. Bumper shall extend at least one inch beyond rear-most part of body surface measured at the floor line.
5. An energy-absorbing rear bumper may be used, providing a self-restoring energy absorbing bumper system so attached to prevent the hitching of rides and of sufficient strength to:
 - a. Permit pushing by another vehicle without permanent distortion to the bumper, chassis, or body;
 - b. Withstand repeated impacts without damage to the bumper, chassis, or body according to the following FMVSS performance standards:
 - (1) 2.0 MPH fixed barrier impact (FMVSS cart & barrier test)
 - (2) 4.0 MPH corner impact at 30 degrees (Part 581, CFR Title 49)
 - (3) 5.0 MPH center impact (Part 581, CFR Title 49)
 - c. The manufacturer of the energy-absorbing system shall provide evidence from an approved test facility (capable of performing the above FMVSS test) that their product conforms to the above.
6. Tow eyes or hooks may be furnished on the rear and attached so they do not project beyond the rear bumper. Tow eyes or hooks attached to the chassis frame, shall be furnished by either the chassis or body manufacturer. The installation shall be in accordance with the chassis manufacturer's specifications.

Bumper, Front—Energy Absorbing (Optional)

1. An energy-absorbing front bumper may be used, providing its design shall incorporate a self-

restoring energy absorbing system of sufficient strength to:

- a. Push another vehicle of similar GVW without permanent distortion to the bumper, chassis, or body; and
- b. Withstand repeated impacts without damage to the bumper, chassis, or body according to the following performance standards:
 - (1) 7.5 MPH fixed-barrier impact (FMVSS car & barrier test)
 - (2) 4.0 MPH corner impact at 30 degrees (Part 581, CFR Title 49)
 - (3) 20.0 MPH into parked passenger car (class B, C, and D buses of 18,000 lbs GVW or more)
- c. The manufacturer of the energy-absorbing system shall provide evidence from an approved test facility (capable of performing the above FMVSS tests) that their product conforms to the above.

Ceiling

See Insulation and Interior, Body Standard

Certification

1. Body manufacturer will, upon request, certify to the state agency having pupil transportation jurisdiction, that their product meets minimum standards on items not covered by certification issued under requirements of the National Traffic and Motor Vehicle Safety Act.

Chains (tire)

See Wheelhousing Body Standard

Color

1. The school bus body shall be painted National School Bus Yellow. (See Appendix)
2. The body exterior paint trim, bumper, lamp hoods, emergency door, lettering, and arrow shall be black.
3. The roof of the bus may be painted white extending down to the drip rails on the sides of the body except that front and rear roof caps shall remain National School Bus Yellow.

4. Reflective material may be installed on the bus. Material, if used, shall be automotive engineering grade or better, meeting initial reflectance values in FHWA FP-85 and retaining at least 50% of those values for a minimum of six years. Reflective materials and markings, if used, shall include any or all of the following:

- a. Front and/or rear bumper: may be marked diagonally 45 degrees down to centerline of pavement with 2" wide strips of non-contrasting reflective material. (See Appendix)
- b. Rear of bus body: may be marked with a strip of reflective National School Bus Yellow material no greater than 2" in width to be applied to the back of the bus, extending from the left lower corner of the "SCHOOL BUS" lettering, across to left side of the bus, then vertically down to the top of the bumper, across the bus on a line immediately above the bumper to the right side, then vertically up to a point even with the strip placement on the left side, and concluding with a horizontal strip terminating at the right lower corner of the "SCHOOL BUS" lettering. (See Appendix)
- c. "SCHOOL BUS" signs: may be marked with reflective National School Bus Yellow material comprising background for lettering of the front and/or rear "SCHOOL BUS" signs. (See Appendix)
- d. Sides of bus body: may be marked with reflective National School Bus Yellow Material at least 6" but not more than 12" in width, extending the length of the bus body and located (vertically) as close as practicable to the beltline. (See Appendix)
- e. NOTE: Reflectivity of stop signal arm is to be addressed under Stop Signal Arm Section. Signs, if used, placed on the rear of the bus relating to school bus flashing signal lamps or railroad stop procedure may be of reflective material as specified by each state.

Construction

1. Construction shall be of prime commercial quality steel or other metal or material with strength at least equivalent to all-steel, as certified by the bus body manufacturer.
2. Construction shall be reasonably dustproof and watertight.

3. Body joints present in that portion of the Type A school bus body furnished exclusively by the body manufacturer shall conform to the performance requirements of FMVSS 221, "School Bus Body Joint Strength." This does not include the body joints created when body components are attached to components furnished by the chassis manufacturer.
4. Type A school bus bodies shall be equipped with restraining barriers conforming to FMVSS 222 "School Bus Passenger Seating—Crash Protection," Sections S 5.2 and S 5.3.

Defrosters

1. Defrosting and defogging equipment shall direct a sufficient flow of heated air onto the windshield, the window to the left of the driver and the glass in the viewing area directly to the right of the driver to eliminate frost, fog and snow. The defroster unit shall have a separate blower motor in addition to the heater motors. Defrosting and defogging equipment for Type A vehicles shall direct a sufficient flow of heated air onto the windshield to eliminate frost, fog, and snow.
2. The defrosting system shall conform to Society of Automotive Engineers' Standards J381 and J382. (See Appendix)
3. The defroster and defogging system shall be capable of furnishing heated outside ambient air except that part of the system furnishing additional air to the windshield, entrance door and stepwell may be of the recirculating air type.
4. Auxiliary fans are not considered defrosting or defogging systems.
5. Portable heaters may not be used.

Doors

1. Service Door

- a. Service door shall be in the driver's control, and designed to afford easy release and provide a positive latching device on manual operating doors to prevent accidental opening. When a hand lever is used, no part shall come together that will shear or crush fingers.
- b. Service door shall be located on the right side of the bus, opposite and within direct view of driver.

- c. Service door shall have a minimum horizontal opening of 24 inches and a minimum vertical opening of 68 inches. Type A vehicles shall have a minimum opening area of 1200 square inches.
- d. Service door shall be a split type, sedan type, or jack-knife type. (Split-type door includes any sectioned door which divides and opens inward or outward.) If one section of a split-type door opens inward and the other opens outward, the front section shall open outward.
- e. Lower, as well as upper door panels, shall be of approved safety glass. Bottom of each lower glass panel shall not be more than 10 inches from the top surface of bottom step. Top of each upper glass panel shall not be more than 6 inches from the top of the door. Type A vehicles shall have an upper panel (windows) of safety glass with an area of at least 350 - square inches.
- f. Vertical closing edges on split type or folding type entrance doors shall be equipped with flexible material to protect the children's fingers. Type A vehicles may be equipped with chassis manufacturers' standard entrance door.
- g. There shall be no door to left of driver on Type C or D vehicles. Type A and B vehicles may be equipped with chassis manufacturers' standard door.
- h. All doors shall be equipped with padding at the top edge of each door opening. Pad shall be at least 3 inches wide and 1 inch thick and extend the full width of the door opening.

Emergency Exits

1. Emergency Door:

- a. Emergency door shall be hinged on right side if in rear end of bus and on front side if on left or right side of bus. It shall open outward and be labeled inside to indicate how it is to be opened. If double emergency doors are used on Type A vehicles, they shall be hinged on the outside edge and shall have a 3-point fastening device. A device shall be used that holds the door open to prevent the emergency door from closing during emergencies and school bus evacuation drills.
- b. Upper portion of the emergency door shall be equipped with approved safety glazing, ex-

posed area of which shall be at least than 400 square inches. The lower portion of the rear emergency door on Type B, C, and D vehicles shall be equipped with a minimum of 350 square inches of approved safety glazing.

- c. There shall be no steps leading to an emergency door.
- d. Words "EMERGENCY DOOR," in letters at least 2 inches high, shall be placed at top of or directly above the emergency door or on the door in the metal panel above the top glass, both inside and outside of the bus.
- e. The emergency door shall be equipped with padding at top edge of each door opening. Padding shall be at least 3 inches wide and 1 inch thick, and extend the full width of the door opening.
- f. The side emergency door, if installed, must meet the requirements as set forth in FMVSS 217, S 5.4.2.1, (b), regardless of its use with any other combination of emergency exits. (See Appendix)
- g. There shall be no obstruction higher than 1/4 inch across the bottom of any emergency door opening.

2. Emergency Exits

- a. Type A, B, C, and D vehicles shall be equipped with emergency exits in the following capacity vehicles:

0 to 22 Passenger = 1 emergency exit per side and 1 roof hatch

23 to 65 Passenger = 1 emergency exit per side and 2 roof hatches

66 and above Passenger = 2 emergency exits per side and 2 roof hatches

Each emergency exit shall comply with FMVSS 217. These emergency exits are in addition to the rear emergency door or exit.

In addition to side and rear emergency exits, doors, or windows, one or more roof hatch(s) may be installed, provided they meet all requirements specified in FMVSS 217.

In addition to the audible warning required on emergency doors by FMVSS 217 additional emergency exits may also be like protected.

Emergency Equipment

1. Fire Extinguishers

- a. The bus shall be equipped with at least one pressurized, dry chemical fire extinguisher complete with hose, to meet Underwriters Laboratories, Inc., approval. Extinguisher must be mounted in a bracket, located in the driver's compartment and readily accessible to the driver and passengers. A pressure gauge shall be mounted on the extinguisher and easily read without moving the extinguisher from its mounted position.
- b. The fire extinguisher shall be of a type approved by Underwriters Laboratories, Inc., (See Appendix) with a total rating of 2A10BC or greater. The operating mechanism shall be sealed with a type of seal which will not interfere with the use of the fire extinguisher.

2. First-Aid Kit

- a. Bus shall have a removable, moistureproof and dust-proof first-aid kit mounted in an accessible place within driver's compartment. This place shall be marked to indicate its location.
- b. Suggested contents include:
 - 2 - 1" x 2 1/2 yards adhesive tape rolls
 - 24 - sterile gauze pads 3"x 3"
 - 100 - 3/4" x 3" adhesive bandages
 - 8 - 2" bandage compress
 - 10 - 3" bandage compress
 - 2 - 2" x 6' sterile gauze roller bandages
 - 2 - non-sterile triangular bandages approximately 40" x 36" x 54" with 2 safety pins
 - 3 - sterile gauze pads 36" x 36"
 - 3 - sterile eye pads
 - 1 - rounded-end scissors
 - 1 - pair latex gloves
 - 1 - mouth-to-mouth airway

3. Body Fluid Clean-up Kit

- a. Each bus shall have a removable and moisture proof body fluid clean-up kit. It shall be properly mounted and identified as a body fluid clean-up kit.

4. Warning Devices

- a. Each school bus shall contain at least three (3) reflectorized triangle road warning devices mounted in an accessible place in the driver's compartment. The mounting location in

Type A vehicles is optional. These devices must meet requirements in FMVSS 125.

Floors

1. Floor in underseat area, including tops of wheel-housing, driver's compartment and toeboard, shall be covered with rubber floor covering or equivalent, having a minimum overall thickness of .125 inch.
2. Floor covering in aisles shall be of aisle-type rubber or equivalent, wear-resistant and ribbed. Minimum overall thickness shall be .187 inch measured from tops of ribs.
3. Floor covering must be permanently bonded to floor and must not crack when subjected to sudden changes in temperature. Bonding or adhesive material shall be waterproof and shall be of a type recommended by the manufacturer of floor-covering material. All seams must be sealed with waterproof sealer.
4. Provide a screw-down plate to access fuel tank sending unit that is secured and insulated.

Heaters

1. Heater shall be of hot-water type and/or combustion type.
2. If only one heater is used, it shall be of fresh-air or combination fresh-air and recirculation type.
3. If more than one heater is used, additional heaters may be of recirculating air type.
4. The heating system shall be capable of maintaining the temperature throughout the bus of not less than 40° Fahrenheit during average minimum January temperature as established by the U.S. Department of Commerce, Weather Bureau, for the area in which the vehicle is to be operated.
5. All heaters installed by body manufacturers shall bear a name plate that shall indicate the heater rating in accordance with SBMI Standard No. 001, with said plate to be affixed by the heater manufacturer which shall constitute certification that the heater performance is as shown on the plate. (See Appendix)
6. Heater hoses shall be adequately supported to guard against excessive wear due to vibration. The hoses shall not dangle or rub against the chassis or sharp edges and shall not interfere with or restrict the operation of any engine func-

tion. Heater hose shall conform to Society of Automotive Engineers' Standard J20c. Heater lines on the interior of bus shall be shielded to prevent scalding of the driver or passengers. (See Appendix)

7. Each hot water system installed by a body manufacturer shall include one shut-off valve in the pressure line and one shut-off valve in the return line with both valves at or near the engine in an accessible location.
8. There shall be a water flow regulating valve installed in the pressure line for convenient operation by the driver while seated.
9. All combustion type heaters shall be in compliance with current Federal Motor Carrier Safety Regulations.
10. Accessible bleeder valves shall be installed in an appropriate place in the return lines of body company-installed heaters to remove air from the heater lines.
11. Access panels shall be provided to make heater motors, cores, and fans readily accessible for service. Outside access panel may be provided for the driver's heater.

Identification

1. Body shall bear words "SCHOOL BUS" in black letters at least 8 inches high on both front and rear of body or on signs attached thereto. Lettering shall be placed as high as possible without impairment of its visibility. Lettering shall conform to "Series B" of Standard Alphabets for highway signs and may be on a reflective area of 12"x36" meeting U.S. Department of Transportation FHWA-FP-85 Type 2A or Type 3A.
2. Only signs and lettering approved by state law or regulation, limited to name of owner or operator and any marking necessary for identification, shall appear on sides of bus.

Inside Height

1. Inside body height shall be 72 inches or more, measured metal to metal, at any point on longitudinal center line from front vertical bow to rear vertical bow. Inside body height of Type A buses shall be 62 inches or more.

Insulation

1. Ceiling and walls shall be insulated with proper material to deaden sound and to reduce vibration to a minimum. If thermal insulation is specified, it shall be fire-resistant and approved by Underwriters Laboratories, Inc. (See Appendix)
2. If floor insulation is required, it shall be either 5 ply nominal 19/32 inches thick plywood, or a material of equal or greater strength and insulation R value and it will equal or exceed properties of exterior-type softwood plywood, C-D Grade as specified in standard issued by U.S. Department of Commerce. (See Appendix.) When plywood is used, all exposed edges shall be sealed.

Interior

1. Interior of bus shall be free of all unnecessary projections, which include luggage racks and attendant hand rails, likely to cause injury. This standard requires inner lining on ceilings and walls. If ceiling is constructed to contain lapped joints, forward panel shall be lapped by rear panel and exposed edges shall be beaded, hemmed, flanged, or otherwise treated to minimize sharp edges.
2. The driver's area forward of the foremost padded barriers will permit the mounting of required safety equipment and vehicle operation equipment.
3. Every school bus shall be constructed so that the noise level taken at the ear of the occupant nearest to the primary vehicle noise source shall not exceed 85 dBA when tested according to the procedure found in the Appendix. (Noise Test Procedure)

Lamps And Signals

1. Interior lamps shall be provided which adequately illuminate aisle and stepwell. Stepwell light shall be illuminated by a service door operated switch, to illuminate only when headlights and clearance lights are on and service door opened.
2. Body instrument panel lights shall be controlled by an independent rheostat switch.

3. School Bus Alternately Flashing Signal Lamps:

- a. Definition: School bus red signal lamps are alternately flashing lamps mounted horizontally both front and rear, intended to identify a vehicle as a school bus and to inform other users of the highway that such vehicle is stopped on the highway to take on or discharge school children.
- b. School bus yellow signal lamps are alternately flashing lamps mounted horizontally both front and rear, intended to identify a vehicle as a school bus and to inform other users of the highway that such vehicles are about to stop on the highway to take on or discharge school children.

(1) Bus shall be equipped with two red lamps at rear of vehicle and two red lamps at the front of vehicle.

(2) In addition to the four red lamps described in (No. 1) above, four amber lamps shall be installed as follows: one amber lamp shall be located near each red signal lamp, at same level, but closer to vertical centerline of bus; system of red and amber signal lamps shall be wired so that amber lamps are energized manually, and red lamps are automatically energized (with amber lamps being automatically de-energized) when stop signal arm is extended or when bus service door is opened.

(3) Area around lens of each alternately flashing signal lamp and extending outward approximately 3 inches shall be black in color. In installations where there is no flat vertical portion of body immediately surrounding entire lens of lamp, a circular or square band of black approximately 3 inches wide, immediately below and to both sides of the lens, shall be black in color on body or roof area against which signal lamp is seen (from distance of 500 feet along axis of vehicle).

Visors or hoods, black in color, with a minimum depth of four (4) inches may be provided.

(4) Red lamp shall flash at any time the stop signal arm is extended.

(5) All flashers for alternately flashing red and amber signal lamps shall be enclosed in the body in a readily accessible location.

4. Turn Signal and Stop/Tail Lamps:

- a. Bus body shall be equipped with rear turn signal lamps that are at least seven (7) inches in diameter or if a shape other than round, a minimum 38 square inches of illuminated area and meet specifications of the Society of Automotive Engineers. (See Appendix.) These signals must be connected to the chassis hazard wiring switch to cause simultaneous flashing of turn signal lamps when needed as vehicular traffic hazard warning. Turn signal lamps are to be placed as wide apart as practical and their centerline shall be approximately eight (8) inches below the rear window. Type A conversion vehicle lamps must be at least 21 square inches in lens area and be in manufacturer's standard color.
- b. Buses shall be equipped with four combination red stop/tail lamps:
 - (1) Two combination lamps with a minimum diameter of seven (7) inches, or if a shape other than round, a minimum 38 square inches of illuminated area shall be mounted on the rear of the bus just inside the turn signals.
 - (2) Two combination lamps with a minimum diameter of 4 inches, or if a shape other than round, a minimum 12 square inches of illuminated area shall be placed on the rear of the body between the beltline and the floor line. Rear license plate lamp may be combined with one lower tail lamp. Stop lamps shall be activated by the service brakes and shall emit a steady light when illuminated. Type A buses with bodies supplied by chassis manufacturer may have manufacturer's standard stop and tail lamps.
5. On all buses equipped with a monitor for the front and rear lamps of the school bus, the monitor shall be mounted in full view of the driver. If the full circuit current passes through the monitor, each circuit shall be protected by a fuse or circuit breaker against any short circuit or intermittent shorts.
6. A white flashing strobe light may be installed on the roof of a school bus not to exceed 1/3 the body length forward from the rear of the roof edge. Light shall have a single clear lens emitting light 360 degrees around its vertical axis and may not extend above the roof more than maximum legal height. A manual switch and a pilot

light must be included to indicate when light is in operation.

Metal Treatment

1. All metal used in construction of bus body shall be zinc-coated or aluminum-coated or treated by equivalent process before bus is constructed. Included are such items as structural members, inside and outside panels, door panels and floor sills. Excluded are such items as door handles, grab handles, interior decorative parts and other interior plated parts.
2. All metal parts that will be painted shall be, in addition to above requirements, chemically cleaned, etched, zinc-phosphate-coat and zinc-chrome or epoxy primed or conditioned by equivalent process.
3. In providing for these requirements, particular attention shall be given lapped surfaces, welded connections of structural members, cut edges punched or drilled hole areas in sheet metal, closed or box sections, unvented or undrained areas and surfaces subjected to abrasion during vehicle operation.
4. As evidence that above requirements have been met, samples of materials and sections used in construction of the bus body, when subjected to 1,000-hour salt spray test as provided for in latest revision of ASTM Standard B-117 "Standard Method of Salt Spray (Fog) Testing" (See Appendix), shall not lose more than 10 percent of material by weight.

Mirrors

1. Interior Mirror: Interior mirror shall be either clear view laminated glass or clear view glass bonded to a backing which retains the glass in the event of breakage. Mirror shall have rounded corners and protected edges. Type A bus shall have a minimum of a 6" x 16" mirror and Type B, C, and D buses shall have a minimum of a 6" x 30" mirror.
2. Exterior Mirror: Each school bus shall be equipped with a systems of exterior mirrors (as defined in FMVSS III.)
 - a. Rear Vision Mirror: The mirror system shall be capable of providing a view along the left and right sides of the vehicle which will provide the driver with a view of the rear tires at ground level, a minimum distance of 200 feet to the rear of the bus and at least 12 feet

perpendicular to the side of the bus at the rear axle line.

- b. **Crossview Mirror System:** The crossview mirror system shall provide the driver with indirect vision of an area at ground level from the front bumper forward and the entire width of the bus to a point where the driver can see by direct vision. The crossview system shall also provide the driver within direct vision of the area at ground level around the left and right front corners of the bus to include the tires and service entrance on all types of buses to a point where it overlaps with the rear vision mirror system.
- c. This system of mirrors shall be easily adjustable but be rigidly braced so as to reduce vibration.

Mounting

- 1. Chassis frame shall support rear body cross member. Bus body shall be attached to chassis frame at each main floor sill, except where chassis components interfere, in such manner as to prevent shifting or separation of the body from the chassis under severe operating conditions.
- 2. Insulation material shall be placed at all contact points between body and chassis frame on Type B, C, and D buses, and shall be so attached to the chassis frame or body that it will not move under severe operating conditions.

Overall Length

- 1. Overall length of bus shall not exceed 40 feet.

Overall Width

- 1. Overall width of bus shall not exceed 102 inches excluding accessories.

Rub Rails

- 1. There shall be one rub rail located on each side of bus approximately at seat level which shall extend from rear side of entrance door completely around bus body (except emergency door) to point of curvature near outside cowl on left side.
- 2. There shall be one rub rail located approximately at floorline which shall cover the same longitudinal area as upper rub rail, except at wheelhousing, and shall extend only to radii of right and left rear corners.

- 3. Both rub rails shall be attached at each body post and all other upright structural members.
- 4. Both rub rails shall be 4 inches or more in width in their finished form, shall be of 16-gauge steel or suitable material of equivalent strength, and shall be constructed in corrugated or ribbed fashion.
- 5. Both rub rails shall be applied outside body or outside body posts. Pressed-in or snap-on rub rails do not satisfy this requirement. For Type A and B vehicles using chassis manufacturer's body, or for Type C and D buses using rear luggage or rear engine compartment, rub rails need not extend around rear corners.

Seat Belt For Driver

- 1. A type 2 lap belt/shoulder harness seat belt shall be provided for the driver. The assembly shall be equipped with an emergency locking retractor (ELR) for the continuous belt system. The lap portion of the belt shall be guided or anchored where practical to prevent the driver from sliding sideways under it.

Seat And Crash Barriers

- 1. All seats shall have minimum depth of 15 inches all seat backs on Type B, C, and D buses shall be a minimum of 24 inches high and a minimum 20 inches from seating reference point.
- 2. In determining seating capacity of bus, allowable average rump width shall be:
 - a. 13 inches where 3-3 seating plan is used.
 - b. 15 inches where 3-2 seating plan is used.
- 3. All restraining barriers and passenger seats shall be covered with a material that meets the criteria contained in the School Bus Seat Upholstery Fire Block Test. (See Appendix, Vehicle)
- 4. Each seat leg shall be secured to the floor by a minimum of two (2) bolts, washers, and nuts.
- 5. All seat frames attached to the seat rail shall be fastened with two (2) bolts, washers and nuts or flange-headed nuts.
- 6. Driver's seat shall be of the highback type with a minimum seat back adjustment of 15 degrees and with a head restraint to accommodate a 95 percentile adult male (95 percentile adult male as defined in FMVSS 208). The driver's seat

shall be secured with nuts, bolts, and washers or flanged-headed nuts.

Steering Wheel

See Chassis Standard

Steps

1. First step at service door shall not be less than 10 inches and not more than 14 inches from the ground, based on standard chassis specifications.
 - a. Type D vehicles shall have the first step at the service door 12 to 16 inches from the ground.
2. Step risers shall not exceed a height of 10 inches. When plywood is used on a steel floor or step, the riser height may be increased by the thickness of the plywood.
3. Steps shall be enclosed to prevent accumulation of ice and snow.
4. Steps shall not protrude beyond the side body line.
5. Grab handle not less than 20 inches in length shall be provided in unobstructed location inside doorway.

Step Treads

1. All steps, including floor line platform area, shall be covered with 3/16-inch rubber floor covering or other materials equal in wear and abrasion resistance to top grade rubber.
2. Metal back of tread, minimum 24-gauge cold roll steel, shall be permanently bonded to ribbed rubber; grooved design shall be such that said grooves run at 90-degree angles to long dimension of step tread.
3. Three-sixteenth-inch ribbed step tread shall have a 1 1/2-inch white nosing as an integral piece without any joint.
4. Rubber portion of step treads shall have the following characteristics:
 - a. Special compounding for good abrasion resistance and high coefficient of friction.
 - b. Flexibility so that it can be bent around a 1/2-inch mandrel both at 130° Fahrenheit and 20° Fahrenheit without breaking, cracking, or crazing.
 - c. Show a durometer hardness 85 to 95.

Stirrup Steps

1. There shall be at least one folding stirrup step or recessed foothold and suitably located handles on each side of the front of the body for easy accessibility for cleaning the windshield and lamps except when windshield and lamps are easily accessible from the ground. Steps are permitted in or on the front bumper, in lieu of the stirrup steps, if the windshield and lamps are easily accessible for cleaning from that position.

Stop Signal Arm

1. There shall be a stop signal arm installed on the left outside of the body. It shall meet the applicable requirements of Society of Automotive Engineers J1133 (See Appendix). Arm shall be of an octagonal shape with white letters and border and a red background and may be of a reflective material meeting U.S. Department of Transportation FHWA FP-85 Type 2A or Type 3A. Flashing lamps (incandescent or strobe) in stop arm shall be connected to the alternately red flashing signal lamp circuits. The stop signal arm shall be vacuum, electric or air operated.

Storage Compartment

1. If tools, tire chains and/or tow chains are carried on the bus, a container of adequate strength and capacity may be provided. Such storage container may be located either inside or outside the passenger compartment but, if inside, it shall have a cover (seat cushion may not serve as this purpose) capable of being securely latched and be fastened to the floor convenient to either the service or emergency door.

Sun Shield

1. Interior adjustable transparent sun shield not less than 6" X 30" for Types B, C, and D vehicles, and not less than 6" x 16" for Type A vehicles with a finished edge shall be installed in a position convenient for use by driver.

Tailpipe

1. Tailpipe shall extend to but not beyond perimeter of the body or the bumper.
2. Tailpipe shall exit to left of emergency exit door in rear of vehicle, Type A and B as manufacturer's standard.

Traction Assisting Devices

1. Where required or used, sanders shall:
 - a. Be of hopper cartridge-valve type.
 - b. Have metal hopper with all interior surfaces treated to prevent condensation of moisture.
 - c. Be of at least 100 pound (grit) capacity.
 - d. Have cover on filler opening of hopper, which screws into place, sealing unit airtight.
 - e. Have discharge tubes extending to front of each rear wheel under fender.
 - f. Have no-clogging discharge tubes with slush-proof, non-freezing rubber nozzles.
 - g. Be operated by electric switch with telltale pilot light mounted on instrument panel.
 - h. Be exclusively driver controlled.
 - i. Have gauge to indicate hopper needs refilling when it is down to one-quarter full.
2. Automatic traction chains may be installed.

Undercoating

1. Entire underside of bus body, including floor sections, cross member and below floor line side panels, shall be coated with rust-proofing compound for which compound manufacturer has issued notarized certification of compliance to the bus body builder that compound meets or exceeds all performance and qualitative requirements of paragraph 3.4 of Federal Specification TT-C-520b (See Appendix) using modified test procedures* for following requirements:
 - a. Salt spray resistance-pass test modified to 5% salt and 1000 hours.
 - b. Abrasion resistance-pass.
 - c. Fire resistance-pass.

*Test panels to be prepared in accordance with paragraph 4.6.12 of TT-C-520b with modified procedure requiring that test be made on a 48-hour air cured film at thickness recommended by compound manufacturer.

2. Undercoating compound shall be applied with suitable airless or conventional spray equipment to recommend film thickness and shall show no evidence of voids in cured film.

Ventilation

1. Auxiliary fans, if used, shall meet the following requirements:
 - a. Fan for left side shall be placed in a location where it can be adjusted to its maximum effectiveness.
 - b. Fan for the right side shall be in a location where it can be adjusted to its maximum effectiveness.
 - c. These fans shall be a nominal six-inch diameter.
 - d. Fan blades shall be covered with a protective cage. Each of these fans shall be controlled by a separate switch.
2. Body shall be equipped with a suitably controlled ventilating system of sufficient capacity to maintain proper quantity of air under operating conditions without opening of windows except in extremely warm weather.
3. Static-type non-closeable exhaust ventilation shall be installed in low-pressure area of roof.

Wheelhousing

1. The wheelhousing opening shall allow for easy tire removal and service.
2. Wheelhousing shall be attached to floor sheets in such a manner to prevent any dust, water or fumes from entering the body. Wheelhousing shall be constructed of at least 16-gauge steel.
3. The inside height of the wheelhousing above the floor line shall not exceed 12 inches.
4. The wheelhousing shall provide clearance for installation and use of tire chains on single and dual (if so equipped) power-driving wheels.
5. No part of a raised wheelhousing shall extend into the emergency door opening.

Windows

1. Each full side window shall provide an unobstructed emergency opening of at least 9 inches high and 22 inches wide, obtained by lowering window.
2. Push-out type, split-sash windows may be used.

Windshield Washers

1. A windshield washer system shall be provided.

Windshield Wipers

1. A windshield wiping system, two-speed or more, shall be provided.
2. The wipers shall be operated by one or more air or electric motors of sufficient power to operate wipers. If one motor is used, the wipers shall work in tandem to give full sweep of windshield.

Wiring

1. All wiring shall conform to current standards of Society of Automotive Engineers. (See Appendix)
2. Circuits:
 - a. Wiring shall be arranged in circuits as required with each circuit protected by a fuse or circuit breaker. A system of color and number coding shall be used and an appropriate identifying diagram shall be provided to the end user along with the wiring diagram provided by the chassis manufacturer. *A system of color and number coding shall be used on buses manufactured after January 1, 1992. The following body interconnecting circuits shall be color coded as noted:*

FUNCTION	COLOR
Left Rear Directional Light	Yellow
Right Rear Directional Light	Dark Green
Stoplights	Red
Back-up Lights	Blue
Taillights	Brown
Ground	White
Ignition Feed, Primary Feed	Black

The color of cables shall correspond to SAE J 1128.

- b. Wiring shall be arranged in at least six regular circuits as follows:
 - (1) Head, tail, stop (brake) and instrument panel lamps.

- (2) Clearance and stepwell lamps (stepwell lamp shall be actuated when service door is opened).

- (3) Dome lamp.

- (4) Ignition and emergency door signal.

- (5) Turn signal lamps.

- (6) Alternately flashing signal lamps.

- c. Any of the above combination circuits may be subdivided into additional independent circuits.
 - d. Whenever heaters and defrosters are used, at least one additional circuit shall be installed.
 - e. Whenever possible, all other electrical functions (such as sanders and electric-type windshield wipers) shall be provided with independent and properly protected circuits.
 - f. Each body circuit shall be coded by number or letter on a diagram of circuits and shall be attached to the body in readily accessible location.
3. The entire electrical system of the body shall be designed for the same voltage as the chassis on which the body is mounted.
 4. All wiring shall have an amperage capacity equal to or exceeding the designed load. All wiring splices are to be done at an accessible location and noted as splices on wiring diagram.
 5. A body wiring diagram of easily readable size shall be furnished with each bus body or affixed in an area convenient to the electrical accessory control panel.
 6. The body power wire shall be attached to a special terminal on the chassis.
 7. All wires passing through metal openings shall be protected by a grommet.
 8. Wires not enclosed within body shall be fastened securely at intervals of not more than 18 inches. All joints shall be soldered or joined by equally effective connectors.

SPECIALLY EQUIPPED SCHOOL BUS STANDARDS

Introduction

The specifications in this section are intended to be supplementary to specifications in the chassis and body sections. In general, specially equipped buses should meet all the requirements of those preceding sections plus those listed in this section. Since it is recognized by the entire industry that the field of special transportation is characterized by varied needs for individual cases and by a rapidly emerging technology for meeting these needs, a flexible, common-sense approach to the adoption and enforcement of specifications for these vehicles is prudent.

By federal regulation, buses, including school buses, are defined as vehicles designed to carry 11 or more (including the driver). Vehicles with 10 or fewer passenger positions (including the driver) cannot be certified as buses. For this reason, the federal vehicle classification Multipurpose Passenger Vehicle, or MPV, must be used by manufacturers for these vehicles in lieu of the classification School Bus. In determining passenger capacity, wheelchair positions are counted as passenger positions. This classification system, while requiring compliance with a less stringent set of Federal Standards for MPV's does not preclude state or local agencies or these National Standards from requiring compliance of school bus-type MPV's with the more stringent Federal Standards for school buses.

The following standards address modifications as they pertain to school buses that, with standard seating arrangement prior to modification, would accommodate more than 10 persons. If by addition of a power lift, mobile seating device positions or other modifications, the capacity is reduced such that vehicles become MPVs, the intent of these standards is to have these vehicles be required to meet the same standards they would have had to meet prior to such modifications, and such MPV's are included in all references to school buses and requirements for school buses which follow.

General Requirements

1. School buses designed for transporting students with special transportation needs shall comply with National Standards and with Federal Motor Vehicle Safety Standards applicable to their GVWR category.
2. Any school bus to be used for the transportation of children who are confined to a wheelchair or

other mobile positioning device, or who require life support equipment which prohibits use of the regular service entrance, shall be equipped with a power lift, unless a ramp is needed for unusual circumstances related to passenger needs.

Aisles

1. All *school buses* equipped with a power lift shall provide a 30" aisle leading from wheelchair position to at least one emergency door and the lift area.

Communications

1. All school buses should be equipped with an electronic voice communication system.

Glazing

1. Tinted glazing may be installed in all doors, windows and windshield consistent with federal, state, and local regulations.

Identification

1. Buses with power lifts used for transporting physically handicapped students shall display universal handicapped symbols located below the windowline. Such emblems shall be white on blue background, shall not exceed 12 inches in size, and shall be of a high-intensity reflectorized material meeting U.S. Department of Transportation FHWA FP-85 Standards.

Power Lift

1. Power lift shall be located on the right side of the bus body, but confined within the bus body when not extended.
2. Lifting mechanism and platform shall be able to lift minimum weight of eight hundred (800) pounds. Lift platform shall have minimum 30" clear usable width, unobstructed by required handrail. The minimum clear length of the platform between the outer edge barrier and inner edge shall be 40".
3. When the platform is stowed, it shall be secured by a method built into the lift system.

4. Controls shall be provided that enable the operator to activate the lift mechanism from either inside or outside of the bus. There shall be a means of preventing the lift platform from falling while in operation due to a power failure or a single component mechanical failure.
5. Power lifts shall be so equipped with a manual backup system for use in the event of a power failure.
6. Lift travel shall allow the lift platform to rest securely on the ground.
7. Outboard platform edge and sides shall be designed to restrain wheelchairs or other mobile seating devices from slipping or rolling off the platform. Platform outer edge barrier shall be able to be automatically or manually lowered when the platform is at ground level, but shall not be equipped with any type of latch which could result in a lowered barrier when the platform is above ground level.
8. Platform shall be equipped with at least one handrail for security. Handrail shall be approximately 25-34" in height and minimum 18" in length and designed to fold when in stowed position so as not to add to overall lift projection into the vehicle.
9. A self-adjusting, skid resistant plate shall be installed on the outer edge of the platform to minimize the incline from the lift platform to the ground level. This plate, if so designed, may also suffice as the restraining device described in item 7 above. The lift platform must be skid resistant.
10. A circuit breaker shall be installed between power source and lift motor if electrical power is used.
11. Lift design shall prevent excessive pressure that could damage the lift system when the platform is fully lowered or raised, or that could jack the vehicle.
12. The lift mechanism shall be designed to prevent folding or stowing of the lift when the lift platform is occupied.

Ramps

1. When a power lift system is not adequate to load and unload students having special and unique needs, a ramp device may be installed.
 - a. If a ramp is used, it shall be of sufficient strength and rigidity to support the special

device, occupant, and attendant(s). It shall be equipped with a protective flange on each longitudinal side to keep special device on the ramp.

- b. Floor of ramp shall be of non-skid construction.
- c. Ramp shall be of weight and design, and equipped with handle(s), to permit one person to put ramp in place and return it to its storage place.

Regular Service Entrance

1. Steps

- a. First step at service door shall be not less than 10 inches and not more than 14 inches from ground, based on standard chassis specifications.
 - (1) Type D vehicle shall have the first step at the service door 12 to 16 inches from the ground.
 - b. Step risers shall not exceed a height of 10 inches. When plywood is used on a steel floor or step, the riser height may be increased by the thickness of the plywood.
 - c. On power-lift equipped vehicles, step shall be the full width of the stepwell, excluding the thickness of doors in open position.
 - d. Steps shall be enclosed to prevent accumulation of ice and snow.
 - e. Steps shall not protrude beyond side body line.
2. Grab handle not less than 20 inches in length shall be provided in unobstructed location inside doorway.

Restraining Devices

1. Seat frames may be equipped with attachments or devices to which belts, restraining harnesses or other devices may be attached. Attachment framework or anchorage devices, if installed, shall conform with FMVSS 210.

Seating Arrangements

1. Flexibility in seat spacing to accommodate special devices shall be permitted to meet passenger requirements. All seating shall be forward-facing.

Securement System For Mobile Seating Device/Occupant

1. Body shall be designed for positioning and securement of mobile seating devices and occupants in a forward-facing orientation. Securement system hardware and attachment points for the forward-facing system shall be provided.
 2. Mobile seating device securement system shall utilize four-point tie-downs, with a minimum of two body floor attachment points located at the rear of the space designated for the mobile seating device and a minimum of two body floor attachment points at the front of the space.
 3. A Type 2 occupant securement system shall provide for securement of the occupant's pelvic lap area and upper torso area.
 4. The mobile seating device/occupant securement system shall be successfully dynamically sled-tested at a minimum impact speed/force of 30 mph/20 G's. The dynamic test shall be performed using system components and hardware (including attachment hardware) which are identical to the final installation in type, configuration, and positioning. The body structure at the attachment points may be simulated for the purpose of the sled test, but the simulated structure used to pass the sled test may not exceed the strength of the attachment structure to be used in the final body installation. The mobile seating device used for test purposes shall be a 150 pound powered wheelchair and the occupant shall be a 50th percentile male test dummy as specified in FMVSS Part 571.208. Measurements shall be made on the test dummy during the test for head acceleration, upper thorax acceleration, and upper leg compressive force. These measurements shall not exceed the upper limits set forth in FMVSS Part 571.208, S6.1.2, 6.1.3, and 6.1.4. The test dummy shall be retained within the securement system throughout the test and forward excursion shall be such that no portion of the test dummy's head or knee pivot points passes through a vertical transverse plane intersecting the forward-most point of the floor space designated for the mobile seating device. All hardware shall remain positively attached throughout the test and there shall be no failure of any component. Each mobile seating device belt assembly including attachment hardware and anchorages shall be capable of withstanding a force of not less than 2,500 pounds. This will provide equal mobile seating device securement when subjected to forces generated by forward, rear or side impact.
- a. The belt materials at each space designated for the mobile seating device and the occupant restraint system shall be similar in size and fabric.
 5. Occupant securement belt assemblies and anchorages shall also be certified to meet the requirements of FMVSS 209 and 210.
 6. The occupant securement system must be designed to be attached to the bus body either directly or in combination with the mobile seating device securement system, by a method which prohibits the transfer of weight or force from the mobile seating device to the occupant in the event of an impact.
 7. All securement system attachments or coupling hardware not permanently attached shall be a "positive latch" type to prohibit accidental disconnecting.
 8. All attachment or coupling systems designed to be connected or disconnected frequently shall be accessible and operable without the use of tools or other mechanical assistance.
 9. All securement system hardware and components shall be free of sharp or jagged areas and shall be of a non-corrosive material or treated to resist corrosion.
 10. The occupant securement system shall be made of materials which do not stain, soil, or tear an occupant's clothing.
 11. No mobile seating device securement system hardware shall be placed so that a mobile seating device can be placed blocking access to lift door.
 12. The following information shall be provided with each vehicle equipped with a securement system:
 - a. Detailed instructions, including a parts list, regarding installation and use of the system.
 - b. Detailed instructions, including a diagram, regarding the proper placement and positioning of the system, including correct belt angles.

Special Light

1. Lights shall be placed inside the bus to sufficiently illuminate the lift door area.

Special Service Entrance

1. Power lift equipped bodies shall have a special service entrance to accommodate the power lift.
2. The special service entrance and door shall be located on the right side of the bus and shall be designed so as not to obstruct the regular service entrance.
3. The opening may extend below the floor through the bottom of the body skirt. If such an opening is used, reinforcements shall be installed at the front and rear of the floor opening to support the floor and give the same strength as other floor openings.
4. A drip molding shall be installed above the opening to effectively divert water from entrance.
5. Door posts and headers from entrance shall be reinforced sufficiently to provide support and strength equivalent to the areas of the side of the bus not used for special service entrance.

Special Service Entrance Doors

1. A single door or double doors may be used for the special service entrance.
2. All doors shall have positive fastening devices to hold doors in the open position.
3. All doors shall be weather sealed.
4. When manually-operated dual doors are provided, the rear door shall have at least a one-point fastening device to the header. The forward-mounted door shall have at least three-point fastening devices. One shall be to the header, one to the floor line of the body, and the other shall be into the rear door. The door and hinge mechanism shall be of a strength that is greater than or equivalent to the emergency exit door.
5. Door materials, panels and structural strength shall be equivalent to the conventional service and emergency doors. Color, rub rail exten-

sions, lettering and other exterior features shall match adjacent sections of the body.

6. Each door shall have windows set in rubber compatible within one-inch of the lower line of adjacent sash. Glazing shall be of same type and tinting (if applicable) as standard fixed glass in other body locations.
7. Door(s) shall be equipped with a device that will actuate an audible or flashing visible signal located in the driver's compartment when door(s) is not securely closed and ignition is in "on" position.
8. A switch shall be installed so that the lifting mechanism will not operate when the lift platform door(s) is closed.
9. Special service entrance doors shall be equipped with padding at the top edge of the door opening. Pad shall be at least three inches wide and one inch thick and extend the full width of the door opening.

Support Equipment And Accessories

1. Portable student support equipment or special accessory items shall be secured at the mounting location to withstand a pulling force of five times the weight of the item, or shall be retained in an enclosed, latched compartment. Such special items, if used, shall meet specifications and/or include the following:
 - a. Belt Cutter—Bus shall contain a belt cutter for use in emergencies, including evacuations. Belt cutter should be designed to eliminate the possibility of the operator or others being cut during use, and should be secured in a location of safekeeping such as a first-aid kit.
 - b. Crutches, Walkers, Canes, and Similar Devices—To be secured as specified above.
 - c. Medical Support Equipment—includes oxygen bottles, ventilators, and other items. These items shall be secured as specified above.

Appendix, Vehicle

Society Of Automotive Engineers, Inc.
400 Commonwealth Drive
Warrendale, PA 15096
(412)776-4841

School Bus Manufacturers Institute
7508 Ben Avon Road
Bethesda, MD 20817
(301) 229-8841

Underwriters Laboratories, Inc.
333 Pfingsten Rd.
Northbrook, Illinois 60062
(708)272-8800

Product Standard PSI-66
U.S. Department Of Commerce
14th And E Streets
Washington, D.C. 20230

American National Standards Institute
1430 Broadway Ave.
New York, NY 10018
(212) 354-3300

American Society For Testing And Materials
1916 Race Street
Philadelphia, PA 19103-1187
(215) 299-5400

Federal Specification TT-C-520b
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
(202) 783-3238

National School Bus Yellow

The color known as National School Bus Yellow was designated as such by the 1939 National Conference on School Bus Standards. The National Bureau of Standards of the U.S. Department of Commerce assisted in developing this color and its colorimetric specifications.

At the 1980 Conference, the colors in use were reviewed. A color standard was selected, slightly different from above, and specific tolerances were chosen. These tolerances will ensure a continuity of appearance from bus to bus, and within the same bus when different elements are finished or refinished at different times.

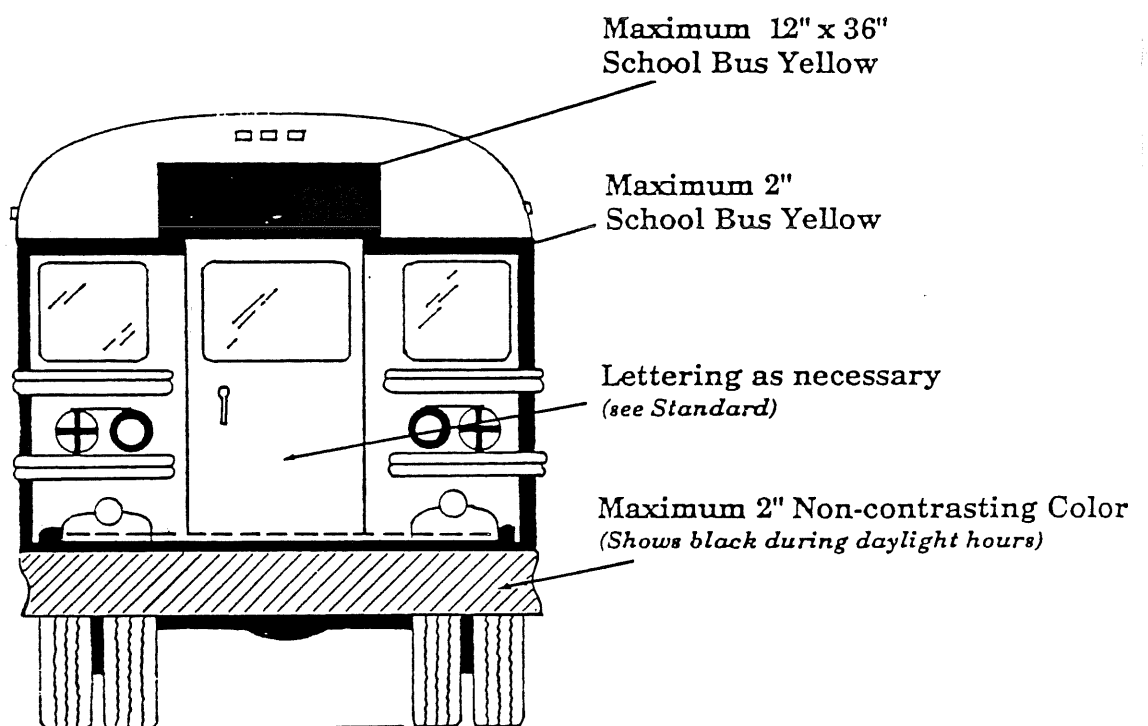
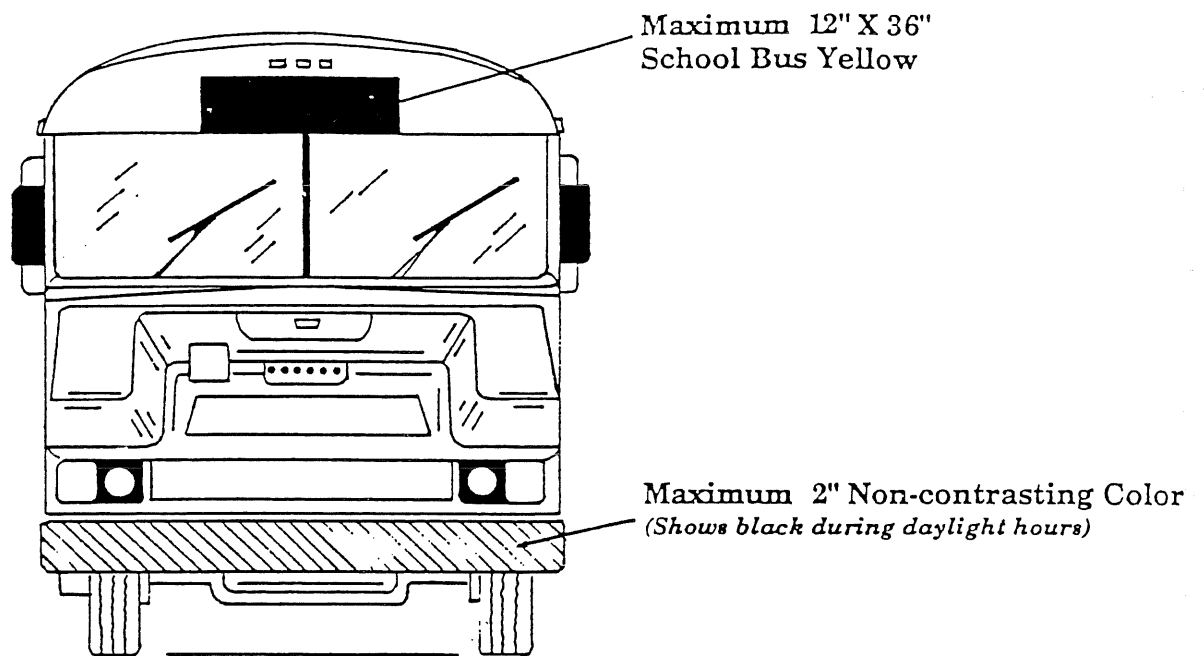
When it was determined that the use of lead and chromium in paint was a health hazard, the National Bureau of Standards of the U.S. Department of Commerce assisted the S.B.M.I. in developing their color standard No. SBMI-008, which further defined the tolerances to permit better definition of the color. Specifications for the standard color, with light and dark tolerances are shown below in tabular form.

Colorimetric (CIE) Data

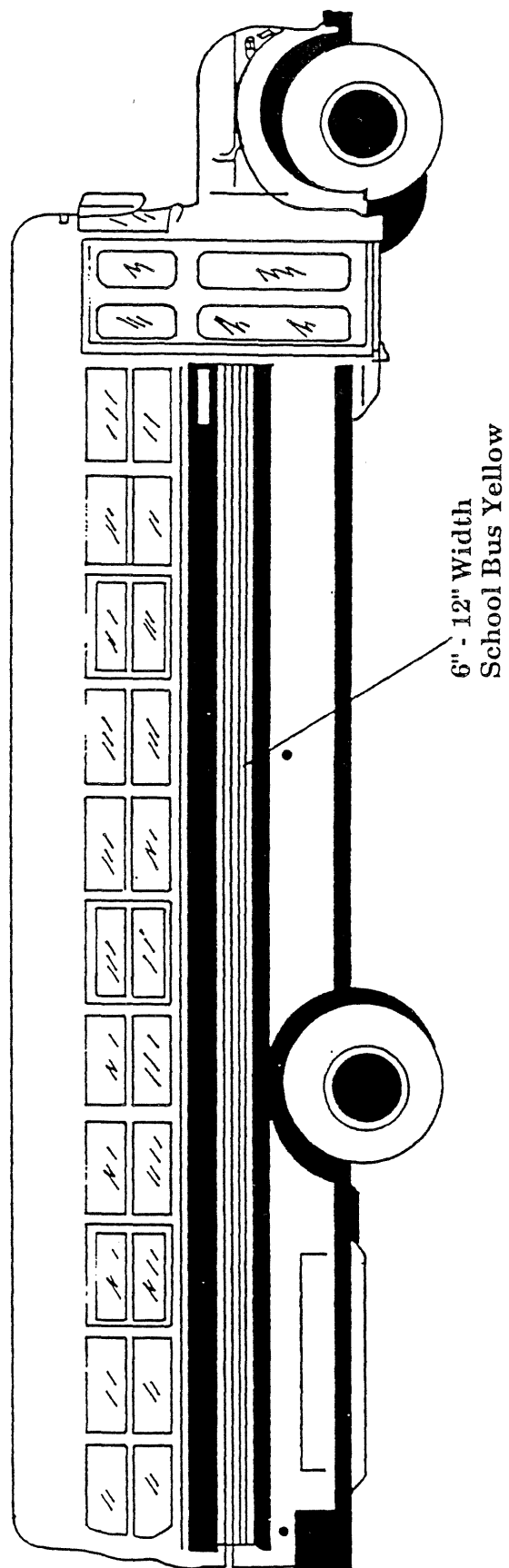
Description	Reflectance	Chromaticity	
	Y	X	Y
Centroid	41.5%	.5139	.4434
V+ Light Limit	42.9%	.5139	.4427
V- Dark Limit	39.8%	.5133	.4422
H+ Green Limit	41.6%	.5123	.4368
H-Red Limit	41.7%	.5168	.4489
C+ Vivid Limit	41.5%	.5188	.4457
C- Weak Limit	41.5%	.5095	.4405

Noise Test Procedure

- The vehicle is located so that no other vehicle or signboard, building, hill, or other large reflecting surface is within 50 feet of the occupant's seating position.
- All vehicle doors, windows, and ventilators are closed.
- All power-operated accessories are turned off.
- The driver is in his normal seated driving position and the person conducting the test is the only other person in the vehicle.
- A sound level meter is used that is set at the "A-weighting fast" meter response and meets the requirements of:
 - The American National Standards Institute, Standard ANSI S1.4-1971. "Specifications for Sound Level Meters," for Type 1 Meters; or
 - The International Electrotechnical Commission (IEC), Publication No. 179 (1973). "Precision Sound Level Meters".
- The microphone is located so that it points vertically upward 6 inches to the right and directly in line with and on the same plane as the occupant's ear adjacent to the primary noise source.



PLACEMENT OF REFLECTIVE MARKINGS



School Bus Seat Upholstery Fire Block Test

A. Test Chamber

Cross Section

The suggested test chamber is same cross section as bus body in which seats are used with rear section on each end. If bus section is not used, cross section to be 91" $\pm$ 1" in width x 75" $\pm$ 3" in height. There shall be a door, which does not provide ventilation, in the center of each end of the test chamber. The doors shall be 38" $\pm$ 3" in width and 53" $\pm$ 3" in height and include a latch to keep the doors closed during the test. See Figure 1.

Length

Length of chamber shall allow 3 rows of seats at the minimum spacing recommended by the installer or required by Federal Motor Vehicle Safety Standards. See Figure 1, Detail A.

In order that different types of seats may be tested in the same chamber, a length tolerance of plus 45" is allowed.

Ventilation

One ventilation opening shall be in each end of the test chamber and shall be 325 square inches $\pm$ 25 square inches. The bottom of the opening shall be 30" $\pm$ 3" above the chamber floor. Ventilation openings shall be on the same side of the test chamber. See Figure 1.

There shall be no ventilation openings along the length of the test chamber.

A forced air ventilation system may not be used.

Baffles shall be used to prevent wind from blowing directly into the ventilation openings.

Camera View Area

An opening covered with glass shall be provided at the midpoint of the chamber length for camera viewing. The opening shall allow the camera to view the seat parallel to the seat width. See Figure 1.

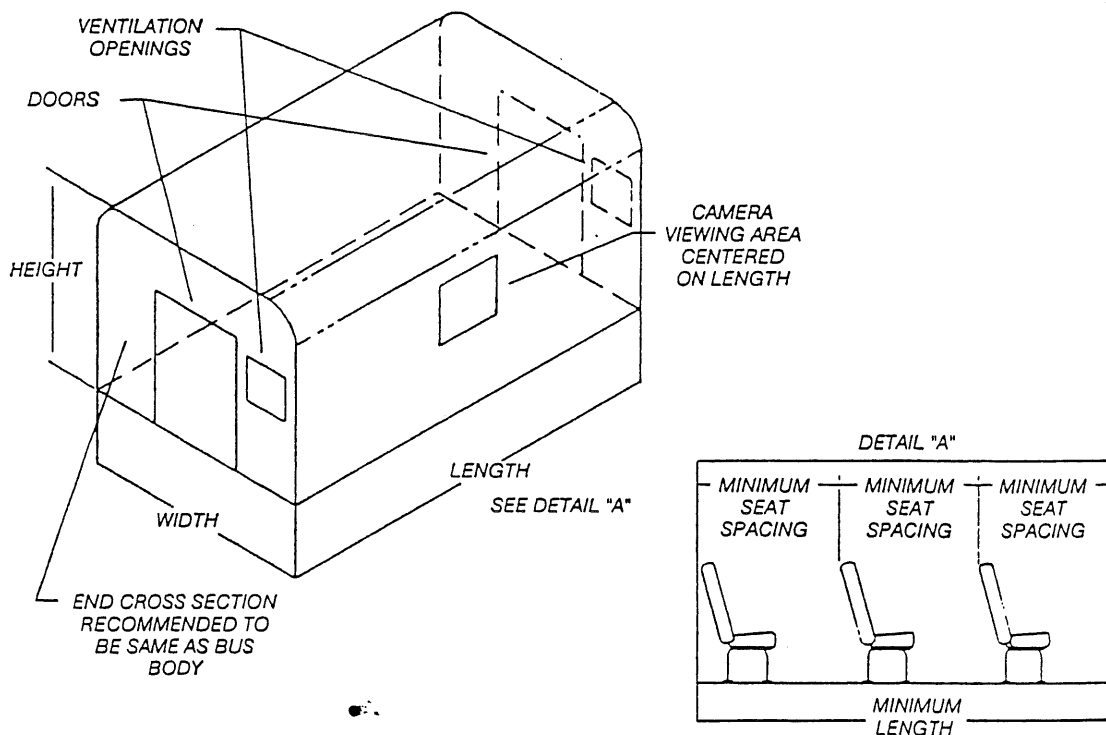


FIGURE 1.

B. Test Sample

Sample shall be fully-assembled seat.

Record the weight of all padding and upholstery prior to assembly. Record the weight of the fully-assembled seat.

C. Ignition Source

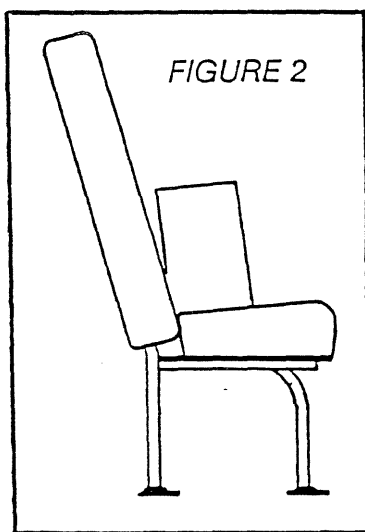
A paper grocery bag whose dimensions are approximately 7" x 11" x 18" is used to contain double sheets of newsprint (black print only, approximately 22" x 28"). The total combined weight of bag and newspaper shall be 7 oz. +/- .5 oz.

D. Test Procedure

1. Install 3 seats in test chamber at minimum spacing per installer recommendation or FMVSS requirement. Seats shall be perpendicular to the dimension indicated as "length" in Figure 1. Install so that seat frames will not fall during test. Seat width shall be determined so that maximum passenger capacity per row (2 seats) for the seat style shall be tested.
2. For each test, position ignition source in the following positions outlined. Widest seat in the center row shall be tested.

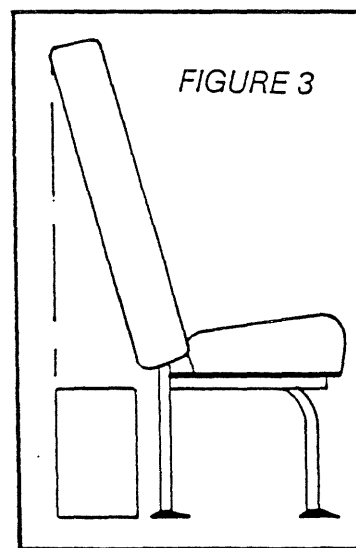
Position A.

Position ignition source with 18" dimension in contact with seat cushion and touching seat back. Center bag on top of cushion. See Figure 2.



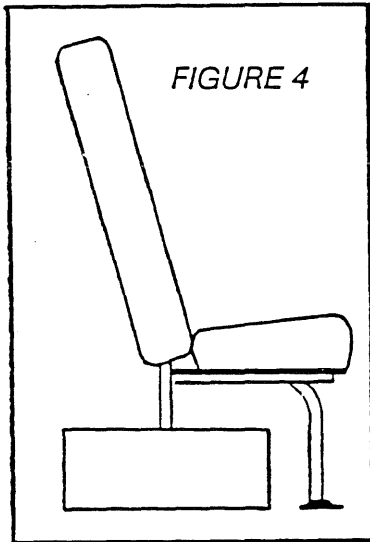
Position B.

Position ignition source on floor behind seat with 18" dimension on floor and parallel to seat width centered on width so that rear of bag does not extend beyond rear of seat back. See Figure 3.



Position C.

Position ignition source on floor on aisle side of seat with 18" dimension on floor and perpendicular to seat width touching seat leg with centerline of bag at center of seat back. See Figure 4.



3. A wooden match shall be used to light the ignition source. Time the test beginning where the ignition source is on fire until all flame is out.
4. After each ignition source position test, weigh seat assembly including loose materials on the seat. Do not include loose material which has fallen off the seat onto the floor.

E. Performance Criteria

For each ignition source position test, the seat tested must meet all of the following criteria. A new seat specimen may be used for each ignition source position test.

1. Maximum time from ignition to flameout shall be 8 minutes.
2. Flame shall not spread to any other seat with ignition source in Position A and Position C.
3. Weight loss may not exceed 10% of pretest weight of padding and upholstery.

NATIONAL STANDARDS FOR SCHOOL BUS OPERATIONS

Introduction

The success of any school transportation operation depends largely upon the quality of performance and degree of dedication displayed by those involved. The recommendations outlined herein are designed to assist school administrators and private operators in understanding the needs of their particular pupil transportation programs.

I. Administration

A. The state agency(ies) responsible for pupil transportation shall provide the following:

1. Leadership in the development of a comprehensive pupil transportation program for state-wide application.
2. A State Director of Pupil Transportation with the staff and other resources necessary for optimal job performance.
3. A clear, concise pupil transportation policy.
4. A cost accounting system for all expenditures in the area of pupil transportation.
5. A state-wide management information system to accommodate pupil transportation data, e.g., costs, information gleaned from the uniform school bus accident reporting criteria, manpower availability, etc.
6. Promotion of a pupil transportation safety program utilizing community, school districts, school bus contractors, legislation, media, law enforcement and state agencies concerned with pupil transportation.
7. A manual or handbook for local pupil transportation supervisors, school administrators and private contractors containing detailed instructions for implementing the state's pupil transportation laws, regulations and policies.
8. A manual or handbook for each school bus driver containing the state pupil transportation regulations and recommended safety practices.
9. A comprehensive school bus driver program for both pre-service and in-service instruc-

tion which includes classroom and behind-the-wheel instruction.

10. A manual or handbook for school bus maintenance personnel.
 11. Workshops, seminars and/or conferences for all pupil transportation personnel.
 12. Encouragement for state institutions of higher learning to provide undergraduate and graduate courses acceptable for certification purposes in pupil transportation, operation and safety.
 13. Comprehensive safety and ridership curricula for pupil passengers.
 14. Annual visits to local school systems to evaluate transportation systems and provide necessary direction.
 15. Bus and equipment standards that would be conducive to safer and more efficient bus performance.
 16. Require proper school bus preventive maintenance and ongoing maintenance programs.
 17. Coordination with other agencies having responsibility for pupil transportation services, including the uniform school bus accident reporting criteria.
 18. A comprehensive education program to train instructors of school bus drivers.
- B. Local administrators shall:
1. Comply with federal and state pupil transportation laws, regulations and policy.
 2. Become involved in: pupil transportation operations within their jurisdiction, including participating in training programs for all transportation personnel; review of school bus routes; provisions for supervision of loading and unloading areas at or near the school; investigation and reporting of accidents and other transportation problems; and evaluation of the pupil transportation system. (Suggested action to be taken during the following observation of a school bus route appears as Appendix A.)

3. Provide resource material and establish, as an integral part of the school curriculum, instruction in passenger safety, including student participation in periodic emergency evacuation drills, which comply with state requirements and/or the Federal Highway Safety Program Guideline 17.
4. Provide continuous supervision of loading and unloading areas at or near the school. Annually evaluate route pickup and drop-off locations for safety.
5. Provide adequate supervision for pupils whose bus schedules necessitate their early arrival or late departure from school.
6. Promote public understanding of, and support for, the school transportation program in general.
7. Develop and implement local pupil transportation policies and regulations, including those for special education.
8. Provide transportation personnel the opportunity for growth in job related activities.

II. Pupil Transportation Director

A. State Pupil Transportation Director:

1. Specific duties include, but are not limited to:
 - a. Assist in the implementation, interpretation and understanding of pupil transportation laws, regulations and policies.
 - b. Manage the state's pupil transportation program which includes the ability to plan, budget and forecast requirements for the operation.
 - c. Supervise the preparation of manuals, handbooks and information for distribution to local transportation personnel and private operators.
 - d. Provide assistance and direction to local school administrators as may be necessary upon request.
 - e. Assist in evaluation of state and local operations, including bus routes, and provide recommendations in areas of policy and procedures.
 - f. Plan, direct and participate in safety education for pupil transportation personnel.

- g. Assist local personnel in planning and conducting pupil safety education programs.
- h. Require and maintain appropriate reports and records.
- i. Assist/consult with groups involved in pupil transportation safety.
- j. Represent the interests of the pupil transportation industry.
- k. Work cooperatively with school transportation associations, school districts and private contractors to promote school bus safety and efficiency.

B. Local Pupil Transportation Director and/or Private Operator:

1. Specific duties include, but are not limited to:
 - a. Provide assistance in planning, budgeting and forecasting for the pupil transportation system.
 - b. Assist in school site selection and plant planning.
 - c. Provide, when appropriate, chassis, body and related equipment procurement.
 - d. Develop and implement a plan for equipment preventative and on-going maintenance, and procurement.
 - e. Recruit, select, instruct and supervise personnel.
 - f. Route and schedule buses for safe, efficient and economical transportation service.
 - g. Assist in the development and implementation of pupil safety education programs.
 - h. Work with administrators, teachers, transportation personnel, students, parents and various public and private agencies to improve their knowledge and the quality of the transportation system.
 - i. Investigate and report accidents, when applicable, using the uniform school bus accident reporting criteria, as well as problems associated with the pupil transportation system.
 - j. Maintain records and prepare reports as required.

- k. Develop and supervise the implementation of an ongoing evaluation plan for the pupil transportation system.
2. The pupil transportation director and/or private operator shall have a basic understanding of the educational process and the corresponding role of transportation. Qualifications shall include:
 - a. A satisfactory driving record as revealed through checks with the National Driver Register service and the State Department of Motor Vehicles.
 - b. A satisfactory work history and a record free of criminal convictions. (The same type of checks should be made of the applicant who seeks employment as a school bus driver.) Suggestions as to how this information may be obtained appear in *Section III, Driver*.
 - c. An undergraduate degree or equivalent experience in one or more of the following fields of study:
 - (1) Education.
 - (2) Business administration.
 - (3) Management.
 - (4) Transportation or related field.
 - d. The ability to manage personnel and resources necessary to achieve a desired objective.
 - e. Basic knowledge of computers.
 - f. The ability to communicate effectively with school administrators, teachers, parents, students, bus drivers, law enforcement, etc.
 3. The school transportation director and/or private operator shall receive formal instruction in pupil transportation management. This training shall include classroom work and field experience.

III. Driver

- A. Each employer shall make available to each school bus driver at the time of employment, a driver's manual or handbook. (See Section I) This manual shall include the following subjects:
 1. The state transportation laws, regulations and policy.
 2. Motor vehicle rules and regulations applicable to school bus operation.
 3. Vehicle operation and maintenance.
 4. Procedures for the driver to perform when involved in an accident, when witnessing an accident and when involved with post-accident reporting.
 5. Knowledge of basic first aid procedures. Local school systems shall supplement the state-produced manual with information on local policy and practices that may vary from, but should not conflict with, state level requirements.
 6. Knowledge of pupil management.
- B. Procedures for selection of school bus drivers shall include:
 1. A proper legal application form on which pertinent information of a personal and occupational history is requested. (See Appendix B)
 2. A check of applicant's driving record. (Checks of the National Driver Register and files of the appropriate State Department of Motor Vehicles are considered essential in the case of an individual who is applying for a position as a school bus driver.)

Note: The applicant shall be told that these checks will be made before being asked to complete the application for employment. Establish criteria for rejection of those with unacceptable driving records.
 3. A check to determine if an applicant has a record of criminal convictions. Establish criteria for rejecting those with unacceptable records.
 4. One or more personal interviews. (A properly conducted interview can be one of the most important of the selection procedures.)
 5. A physical examination administered by a physician licensed in medicine or osteopathy. Tests for tuberculosis (TB), other communicable diseases, and drug/alcohol use should be included. The physical examination should be conducted annually or as required by state law, regulation or policy and at such times as the superintendent of schools may deem necessary.

6. A determination of educational attainment. A school bus driver applicant shall demonstrate the ability to follow detailed, written instructions and be able to accurately record and report data.

C. Instructional program for school bus drivers:

1. Prior to transporting pupils, adequate classroom and behind-the-wheel training enabling the applicant to handle the vehicle in a safe and efficient manner shall be required. Such training shall be through a state approved pre-service program.
2. An annual state approved in-service program shall be required.

D. Behind-the-wheel instruction shall be given in the same type and size bus the driver will be operating. When a driver is expected to operate more than one size and type of vehicle, instruction shall be given in the specific handling characteristics of each. All instruction should include:

1. Familiarization with the bus and its equipment.
2. Procedures for performing pre-trip and post-trip vehicle inspections.
3. Techniques for safe driving, including mirror use and adjustment, smooth starts and stops, shifting, turning, and backing.
4. Skills for defensive driving.
5. Techniques for reference point driving.
6. Procedures for loading and unloading pupils at the bus stops.
7. Procedures for stopping at railroad crossings and other specialized driving requirements for school bus operations.
8. Techniques to identify and avoid practices that result in driver related parts failure.
9. Procedures for en-route emergencies, including driving emergencies, emergency evacuations (See Appendix N), and use of emergency equipment.
10. Guidelines for safely running a route, including entrance to and departure from the bus garage and yard, following a route sheet and map, entrance to and departure from school zones, proper radio usage, mechanical difficulties and breakdown.

11. Procedure for fueling buses and handling/prevention of fuel spills.

E. All school bus drivers shall be adequately prepared, both physically and mentally each day to perform certain duties. These shall include:

1. Operate the vehicle in a safe and efficient manner.
2. Conduct thorough pre- and post-trip inspections of the vehicle and special equipment.
3. Ensure the safety, welfare and orderly conduct of passengers while on the bus.
4. Meet emergency situations in accordance with operating procedures.
5. Communicate effectively with school staff, students, parents, law enforcement officials and the motoring public.
6. Complete required reports.
7. Complete required training programs successfully.
8. Provide maximum safety for passengers during loading and unloading.
9. Wear driver's seat belt whenever the bus is in motion.

F. School bus drivers shall be evaluated at regular intervals. These evaluations may include:

1. Written tests
2. Road performance checks
3. Evaluation interviews

IV. Bus Attendant

A. Regular bus attendants shall receive instruction in the following areas:

1. The bus and its equipment
2. Use of emergency exits (See Appendix C)
3. The safe loading and unloading of pupils at their stops
4. Pupil management training
5. The safety, welfare and orderly conduct of passengers while on the bus
6. Emergency situations in accordance with operating procedures

7. Effective communications with school staff, students, bus drivers, parents, law enforcement officials and the motoring public

8. The completion of required written reports

B. Bus attendant, Special Education (see section, Special Education, Operation driver/attendant)

V. Maintenance And Service Personnel

A. Adequate staff shall be employed to perform maintenance functions on a timely basis consistent with safe transportation practices.

B. Instructional program for maintenance and service personnel:

1. The transportation system shall make available to their maintenance and service personnel the necessary maintenance and service publications for the equipment being serviced.
2. The transportation system shall arrange, at regular intervals, for pre-service and in-service training for maintenance and service personnel. It shall also require or encourage maintenance personnel to attend state sponsored or approved workshops or training institutes.
3. The training procedures shall include instruction in:
 - a. Preventive maintenance procedures.
 - b. Repair and/or installation procedures for each type of fleet vehicle and its varied equipment.
 - c. Unique procedures for equipment.
 - d. Inspection of the vehicle and its equipment.
 - e. Recovery procedures for vehicles involved in an accident or breakdown.
 - f. Preparation of maintenance records.
 - g. A planned parts and equipment stock.
 - h. Establishment of parts inventory control procedures.
 - i. Repair and installation of adaptive equipment.

VI. Pupil Management

Pupil management involves the combined effort of four distinct groups of individuals. An effective program must have the support of the school district, school bus driver, pupils and parents. Each school district should institute a comprehensive responsibility for the pupil's safety and well being, while protecting the interests of all others involved in the program.

A. School district responsibilities:

1. Establish the policies and procedures by which the program functions. These should include, yet not be limited to, the examples in Appendix D.
2. Establish pupil regulations governing the behavior and safety of pupils while on the bus and at the bus stop. (See Appendix E)
3. Institute and administer an instructional program that teaches pupils proper conduct and safety procedures. (See Appendix F)
4. Conduct a training program for school bus drivers to ensure that all policies, procedures, regulations and their enforcement are understood.
5. Ensure that parents receive written copies of the bus rules and regulations. Clearly establish their roles and obligations with respect to pupil promptness, attitude and behavior.
6. Initiate procedures to ensure open lines of communication and cooperation between school administrators, bus company officials, state agencies and bus drivers.
7. Provide training in pupil management skills that extends beyond the scope of enforcing rules and regulations.
8. Ensure that administrators provide back-up for discipline and stand behind drivers' reasonable enforcement actions.

B. Driver responsibilities:

1. Drivers shall be familiar with and abide by all rules, policies and procedures affecting pupil transportation.
2. Drivers need to establish rapport with each building administrator and work to ensure proper conduct and communications.
3. Drivers should establish proper rapport with pupils.

4. Drivers should instruct pupils in proper behavior, general procedures and evacuation drills. (See Appendix C)
5. Drivers should maintain order as a safety practice and stress the following points and procedures:
 - a. Minimize interior noise.
 - b. Control passenger movement.
 - c. Require an orderly entrance and exit.
 - d. Eliminate movement or potential movement of objects.
 - e. Require silence at railroad crossings.
 - f. Prohibit transportation of unauthorized materials.
6. Drivers should handle minor infractions through seat assignments or discussions with pupil passengers.
7. Drivers, in instances of serious or recurring misconduct, should follow school district policy pertaining to the misconduct and submit written reports on appropriate forms to administrators or other persons designated to deal with discipline problems. (See Appendix G)
8. Drivers should be aware that they represent the school system and the bus company, and should present a positive image in dress, language, and manner while on duty.
9. Drivers should be familiar with the assigned routes and designated school bus stops.

C. Pupil responsibilities:

Proper pupil behavior is important. The distraction of the driver can contribute to accidents. Pupils and parents should be made aware of and abide by reasonable regulations to enhance safety. The consequences of unacceptable behavior should be clearly understood. The following will protect the pupil's rights and maintain order on the bus:

1. Pupils must be aware that they are responsible for their actions and behavior.
2. Pupils must know what the rules and procedures are and abide by them.
3. Pupils must display proper respect for the rights and comfort of others.

4. Pupils should realize that school bus transportation can be denied if they do not conduct themselves properly.
5. Pupils should be aware that any driver distraction is potentially hazardous to their safety.

D. Parent/Guardian Responsibilities:

1. Become familiar with district rules and policies, regulations and principles of school bus safety.
2. Assist children in understanding safety rules and encourage them to abide by them.
3. Recognize their responsibilities for the actions of their children.
4. Support safe riding practices and reasonable discipline efforts.
5. Teach children proper procedures for safely crossing the highway before boarding and after leaving the bus. (See Appendix H-A, H-B)
6. Support procedures for emergency evacuation, and procedures in emergencies as set up the school district. (See Appendix C)
7. Respect the rights and privileges of others.
8. Communicate safety concerns to school administrators.
9. Monitor bus stops, if possible.
10. Support all efforts to improve school bus safety.

VII. Procedures

A. Policies and guidelines:

The responsible state agency and the local school district should have clear and concise policies and guidelines for the operation of their pupil transportation programs. These are important for two reasons: First, they have the effect of law when laws or regulations do not specifically address a situation. Secondly, they serve as the rule book for persons charged with the administration of transportation services within the district.

Once established, these policies and guidelines become the basis for development of operating procedures. This allows decisions about operational details to be made at the administrative level rather than by the school board. These

polices and guidelines should be precise, in writing, and cover the following topics:

1. A statement of philosophy.
2. A definition of the agency's goals and objectives.
3. Procedures for determining eligibility for transportation.
4. A description of all types of transportation provided.
5. The days on which service will be available.
6. School starting and closing time
7. Administrative responsibilities related to program service.
8. Essential routing constraints.
9. The extent of special transportation service.
10. A compilation of pupil rules and regulations.
11. Provisions for the use of contract transportation and/or charter buses.
12. Acceptable purchasing procedures.
13. Desired limits of insurance coverage.
14. The essentials of an accident prevention program including the uniform school bus accident reporting criteria.
15. Communicate procedures between administrators and parents, and administrators and bus company or drivers, including student discipline procedure and compliance.
16. Emergency procedures and/or contingency plans to be followed in the event of an accident, unexpected school closing, or unforeseen route change.
17. Use of special lighting and signaling equipment:
 - a. Alternately flashing red lights are to be used to inform motorists that the bus is stopped on the roadway to take on or discharge passengers.
 - b. The stop arm must be operated in conjunction with the flashing red signal lamps.
 - c. The use of a white flashing strobe light to increase the visibility of the school bus on the highway during adverse visibility conditions is permitted.

d. Crossing control arms may be used where appropriate to encourage children to cross properly in front of school buses.

e. Outside public address systems may be used for instructing children in crossing highways and for informing them of potentially life threatening situations.

f. Motion sensors may be used where appropriate to alert the driver of an impending safety hazard to students disembarking the bus.

18. Personnel:

a. An organization chart, identifying the flow of responsibility from the board of education to the school bus driver, should be provided.

b. Employees should be provided with job specifications and descriptions at the time of employment.

19. Pre-service and in-service training requirements:

a. All new school bus drivers should be provided with a minimum of forty hours pre-service training before transporting students.

b. All school bus drivers should be provided with a minimum of eight hours of in-service training annually.

B. Standees:

1. All passengers must remain seated while the school bus is in motion.

C. School site selection and plant planning: When school sites are being selected, consideration should be given to the safety of the pupils riding school buses. School buses will be required to utilize the roads in and around the school site, plus public roadways leading into and from the school area. High-density traffic flow near school exits and entrances should be avoided. Proper site selection and plant planning for improved school transportation is extremely important. (See Appendix I) More specifically, school officials should provide:

1. Separate and adequate space for school bus loading zones.

2. Clearly marked and controlled walkways through school bus zones.

3. Traffic flow and parking patterns for the public and non-bused students should be separate from the loading zone.
4. A separate loading area for handicapped passengers.
5. An organized schedule of loading areas with stops clearly marked.
6. A loading and unloading site to eliminate the backing of transportation equipment.

Note: Appendix J may be used to evaluate school bus driveways in the vicinity of the school.

D. Routing and scheduling:

It is necessary to procure a map of the area served by a particular school or school system in order to establish bus routes that will adequately meet the needs of pupils in a particular area. Information on the road conditions, railroad crossings and other factors that might affect the particular operation should be recorded along with the location of homes and the number of school-age children in each. Recommended procedures for school bus drivers at railroad crossings appear in Appendix K. Satisfactory school bus stops must be identified along streets and highways where buses can travel with the least amount of risk. The number of pupils to be transported and the distance to be traveled are primary factors in allocating equipment for a particular area. Pupils should be assigned to specific stops according to walking distances, grade level and the school attended. Consideration should be given to the distances between stops to comply with the minimum distance required to activate the red and amber lighting systems.

1. Routing techniques:

- a. A circular route circumscribes an area by using different roads on outgoing and incoming trips. It has the advantage of equalizing time in transit for transported pupils since the first child on in the morning is the first child off in the evening.
- b. A shoestring route extends from the school to some terminal point in the district. If the bus is stored at the school, the same road or roads are used on the outgoing and incoming trips; consequently, children are always traveling more or less directly toward the school.

c. A feeder route extends from a point farther out in the district to a transfer point on the main route. It may be advisable for one or more of the following reasons:

- (1) To limit the use of large buses to improved roads.
- (2) To reduce travel time on the main route.
- (3) To provide some form of transportation on roads which at times may be impassable by larger, more desirable motor vehicles.

d. A shuttle route extends between two or more school buildings. Such routes are often required for the transfer of pupils in districts operating two or more schools.

e. Retracing routes can eliminate the need for pupils to cross the roadway.

f. Emergency routes should be established and utilized in all school systems when weather or road conditions dictate that it is not safe to travel on other than hard-surfaced roads. Announcements can be made by radio or other means when such routings are to be used.

2. Methods of serving bus routes:

- a. The single trip plan involves a morning and an afternoon trip by one bus on each route. This form of service is well adapted to sparsely settled areas. It also meets the needs of schools where the instructional program requires both elementary and secondary pupils to arrive at the same time.
- b. The double trip plan calls for each bus to cover two different routes in the morning and afternoon. This plan is suited to districts of relatively dense population where distances are not great. As children of all grades are carried on each trip, program adjustments in the instructional schedule are necessary to avoid idle waiting time at the school. If these adjustments can be made without sacrificing the interests of the children, the double trip may be economical by requiring fewer buses.
- c. The multiple or dual trip plan calls for more than two trips each morning and afternoon over the same route by each bus. This arrangement is feasible only

where route distances are relatively short or time differences between locations are great. High school pupils may be brought to school on the first morning trip with elementary children arriving on the second trip. In the afternoon the elementary children should be brought home first if it is desired that the elementary day be shorter than the high school day. Districts whose program requires a day of equal length for both groups may transport the high school pupils on the first trip in the morning and return them on the first trip in the afternoon.

3. Survey and stops:

A survey should be conducted by the pupil transportation director for the purpose of identifying factors that might indicate the need for a route change. After the survey is completed, a time study should be made by driving over the route in the same equipment that will be used in the actual operation. The driver(s) who will operate over the route(s) should regard the trip as a dry run. All scheduled stops and time between stops should be indicated. This data, if accurately obtained, will permit the development of a schedule which probably will need little revision once it is placed into effect. After the route has been established, a schedule showing individual stops should be available in the bus for the information of substitute drivers. Requests for new or additional service should be investigated thoroughly before a change is made. Stops should be established only after thorough investigation has revealed the location to be the most desirable in the area. It is considered poor practice to negotiate a U-turn on main arteries of traffic even though provisions for such turns may have been made. The projection of the rear end of the bus into inside traffic lanes from medians that are too narrow to accommodate bus length often creates traffic interference that places the lives of transported pupils in jeopardy. Further, it is desirable to eliminate, insofar as possible, the necessity to turn the bus by backing. Stops should always be located at a distance from the crest of a hill or curve to allow motorists travelling at the posted speed to stop within the sight distance. Additional precautions should include, but may not be limited to, the following:

- a. Determine the location and destination of all pupils to be transported.
- b. Provide the driver, attendance officer and the transportation office with the following information:
 - (1) A list of pupils on the bus(es).
 - (2) Approximate times for pick up and return of pupils.
 - (3) A map indicating routing of the bus and pupil locations.
 - (4) Identification of pupils with dormant medical problems that may require specific actions from the driver in the event the problem becomes active.
- c. Provide parents or guardians of all pupils with the driver's name, bus number, pick up and return times, school closing information, school calendar, procedures to challenge routing decisions, etc.
- d. Determine the advisability of utilizing computer-assisted route scheduling.
- e. Plan routes that will permit optimum pupil safety, program efficiency and operational economy.

E. Inspection of equipment:

A thorough and systematic inspection procedure is the essence of a planned preventive maintenance program. Daily inspections of the vehicle will alert the driver to the need for minor repairs and adjustments. Failure to conduct such inspections for any sustained period of time could result in more extensive repairs at a later date. Inspection, therefore, is an indispensable factor in a safe school transportation system.

The school bus driver is the key to an effective daily inspection program. It is the driver's responsibility to make a planned and systematic inspection of the bus before each trip. A recommended procedure requires the conducting of both stationary and operating inspections. The following outline is not suggested as a model for use, but is included as a guide for transportation personnel to use in developing a systematic inspection procedure.

1. Stationary inspection:
 - a. Pre-starting inspection:

- (1) Observe the bus for evidence of oil, fuel or water leaks, vandalism, etc.
- (2) Raise the hood and make sure the safety latch or hinge is in hold position; check oil, water, belts, hoses and wiring for frayed, cracked and/or deteriorated conditions.

b. Walk-around inspection:

Place the transmission in neutral and set the parking brake. Fully depress the clutch pedal in manual transmission-equipped vehicles. Start the engine and inspect the bus from top to bottom and end to end. Check for:

- (1) Tires (under inflated, flat, excessively worn or damaged).
- (2) Wheels (loose or missing nuts, excessive corrosion, cracks or other damage).
- (3) Fluid leaks (evidence of wetness on inner wheels and tires).
- (4) Windows (all should be clean).
- (5) Mirrors (clean, properly aimed and tightly adjusted).
- (6) Warning systems (clean, properly working running lights, back-up lights, signals and signs, reflectors, turn signals, stop lights and warning flashers).
- (7) Exhaust system (sagging exhaust pipes, short and leaky tailpipes and defective mufflers).
- (8) Emergency exits must be tightly sealed to prevent possible entrance of dangerous carbon monoxide fumes. Check by opening and closing to keep hinges operational and to observe functioning of warning buzzer.
- (9) Alternate fuel systems include fittings and attachments that must be inspected for leaks, wear, or undue stress at quarterly intervals; container valves, appurtenances and connections must be inspected for damage from accidental contact with stones, ice or other loose objects; fuel lines must be inspected for damaged or missing rubber grommets and bulkhead fittings; all bolts in mounting brackets must be checked for proper torque on a systematic basis; all inspections must be conducted in accordance with National Board of Fire Underwriters (NBFU) Pamphlet #58.

c. Inside safety check:

- (1) The passenger compartment, seats, frames, emergency exits and windows must be carefully checked.
- (2) Inspect instruments and controls. With the engine operating, check the following:
 - (a) Vacuum or air pressure gauge or hydraulic indicator lights; these should indicate adequate capacity to operate brakes. Loss of air or hydraulic pressure or vacuum indicates a braking deficiency that must be corrected immediately. Buses equipped with electric hydraulic brakes, the driver will depress the brake pedal with the engine off to check the operation of the backup system.
 - (b) Oil pressure gauge; the engine should be turned off in the event of inadequate pressure and reported immediately.
 - (c) Warning lights:
 - 1) Oil pressure warning light: prolonged display of the warning light is a signal of oil pressure problems and should be reported immediately.
 - 2) Service brake warning light: a light on during brake application indicates that the brake system is not operating properly.
 - 3) Alternator/Generator warning light: A continuous light "on" after the engine is running indicates a malfunction in the charging system.
 - 4) Ammeter and/or voltmeter: any continuous discharge should be reported immediately.
 - 5) Water temperature gauge or warning light: the indicator should always read "cool" or

"warm". If it indicates "hot", the engine should be stopped immediately. The same action should be taken if the temperature warning light goes on.

d. Check each of the following for proper operation, adjustments or condition:

- (1) Lights and signals: turn signals, stop lights, special warning lights, emergency flashers, clearance (markers) lights, headlights, interior bus lights, and stop arm lights.
- (2) Stop arm control.
- (3) Windshield fan, defrosters and heaters.
- (4) Horns.
- (5) Service door and control.
- (6) Mirrors: rear view, side view, convex and elliptical.
- (7) Three emergency triangles.
- (8) Driver's seat and seat belt.
- (9) Fire extinguisher.
- (10) First aid kit.
- (11) Wipers/washers.
- (12) Sanders, when equipped.
- (13) Power lift should be checked when equipped.
- (14) Spare electrical fuses.
- (15) Body fluid kit.

2. Operating inspection:

A planned road check enables the driver to evaluate the steering, suspension, clutch, transmission, driveline, engine and brakes. The following items should be included when road checking the vehicle prior to transporting pupils:

- a. The parking brake: check by slowly engaging the clutch while the parking brake is "on". (In some air brake systems, the parking brake will remain applied if there is a partial or complete air pressure loss in the service brakes.)

- b. Transmission operation: an automatic transmission should not slip and a manual transmission should allow for easy and smooth gear changes throughout the entire shifting range.

- c. The clutch: the clutch should engage easily and smoothly without jerking, slipping excessively or chattering. A properly adjusted clutch should have some free play when the pedal is fully released.

- d. Service brakes: test at low speeds; bring the bus to a complete stop. It should stop in a straight line, without skidding or swerving to one side.

- e. The engine: never race a cold engine. Instead, increase speed slowly so that all parts may be properly lubricated. Require the cooling of diesel engines before turning off, as recommended by the engine manufacturer.

- f. The steering: report any unusual riding or handling characteristics.

- g. The suspension: report any unusual riding or handling characteristics.

Note: Not all drivers have the ability to spot every problem. They should, however, make a thorough stationary and operating inspection of their bus each day. Inspection should become an integral part of driving and they must always be alert to any warning signal that indicates something is wrong. This alertness will permit them to spot trouble and act accordingly before it causes serious damage or results in an accident.

F. Maintenance of equipment:

1. Teamwork and written policies are essential to a well organized maintenance program.

- a. Strong and reasonable school bus maintenance policies should be adopted that will provide efficient guidelines for the director of transportation, maintenance personnel and operators of the vehicles.

- b. Such policies should include the maintenance responsibilities of each person involved and should provide for a planned maintenance program.

2. Preventive maintenance is a carefully organized system of inspections at regular

G.

mileage or time intervals combined with the immediate attention to all reported defects.

- a. Manufacturer's service manuals and warranty protection guidelines, as well as state inspection guidelines, contain valuable information for successful preventive maintenance programs. These instructions and procedures should be carefully followed for maximum efficiency and safety in fleet operation. Vehicle and component manufacturers (transmission, electrical, etc.) offer training for fleet mechanics. Those interested in efficient operation will take advantage of these training programs.
- b. Objectives of a planned maintenance program:
 - (1) Keeping the vehicles in safe and efficient operating condition.
 - (2) Preventing road failures.
 - (3) Conserving fuel.
 - (4) Lowering the maintenance cost by reducing the need for major repairs or overhaul.
 - (5) Extending the useful life of the vehicle and its components.
 - (6) Enhancing vehicle appearance.
3. School districts or private contractors should develop a system whereby written communication would allow interchange and feedback relative to maintenance work needed and maintenance work completed. An efficient system should include:
 - a. Driver's report form to initiate needed maintenance.
 - b. Mechanic certification of completed work.
 - c. Method of permanently recording repairs and maintenance history of each vehicle.
 - d. Inspection by state agency or its designee.

G. Records:

1. Accident records function as the data base for statistical analysis which, in turn, provides material for accident prevention programs. In addition to the uniform school bus acci-

dent reporting criteria, additional accident records may include:

- a. A list of all pupils injured, their home addresses, phone numbers, the extent of their injuries and appropriate explanations.
 - b. A list of bus occupants and witnesses including addresses, phone numbers and statements.
 - c. Extent of damage and estimate of repair costs.
 - d. Post accident data: i.e., disposition of litigation and/or summonses, driver deposition, net effect of personal injuries, etc.
 - e. A signed statement from the bus driver concerning the particulars of the accident.
 - f. Complaints, challenges and disposition of hearings, etc.
2. Personnel records should contain the following types of information:
 - a. Applications from all employees which include the following:
 - (1) Confirmed work history.
 - (2) Driving record.
 - (3) Criminal record.
 - (4) Military record, if applicable.
- In considering application formats, districts should verify acceptable questions with the states human rights division. Most states do not permit questions relative to age, sex, marital status, etc.
- b. Physical examination.
 - c. Training and testing records.
 - (1) Behind the wheel.
 - (2) Knowledge.
 - (3) Hours of instruction.
 - (4) Name(s) of instructor(s).
 - d. Payroll records.
 - (1) Absences and their causes.
 - (2) Current wages.
 - (3) Years of service.

e. Complaints, commendations, evaluations, etc.

f. Organizational records.

(1) Number of employees.

(2) Wage scales.

(3) Other records as required.

g. Accidents, violations, etc.

3. Route records should contain:

a. Types of routes (urban, suburban, rural)

b. Route descriptions including accurate route maps.

c. Route miles.

d. Information about the needs of special education pupils.

e. Information pertaining to road conditions, hazards etc.

4. Maintenance records should contain the following:

a. Line setting tickets.

b. Work orders.

c. Preventive maintenance records.

d. Vehicle depreciation.

e. Equipment specifications.

f. Inspection reports.

5. Cost records should contain data in the following categories:

a. Vehicles.

b. Labor cost.

c. Parts cost.

d. Inventory cost.

e. Administrative costs.

H. Emergency procedures:

Each school system should have an emergency plan. Copies of the plan should be carried in each bus. This plan should be developed in cooperation with the personnel in those agencies that will render service during emergencies. The school transportation director, school administrators, teachers, drivers, maintenance and service per-

sonnel, pupils and others should be instructed in the procedures to be followed in the event of:

1. Accident:

a. How to evacuate and control pupils.

b. How to evaluate the need for medical assistance.

c. How to get help from the police, fire department and garage.

d. How to collect and record data essential to the preparation of the required accident reports. An operational plan to provide two-way communication with parents and/or guardians is imperative.

e. How to prevent further accidents.

2. Sudden disability of driver:

a. Procedures for handling situations resulting in the fatal injury or disability of the bus driver should be established and communicated to appropriate persons. A list including the bus operator, emergency telephone numbers, list of students assigned to the bus, and the special needs of students should be on the bus.

3. Bus Breakdown. The emergency plan should cover procedures for:

a. Securing the bus.

b. Controlling the passengers.

c. Diagnosing the cause(s) of the bus breakdowns.

d. Notifying school officials.

e. Recovering the disabled school bus.

f. Providing replacement transportation of passengers.

4. Inclement weather conditions: The emergency plan should provide procedures for determining:

a. When schools are to be closed.

b. Who is to make such decisions.

c. How decisions are to be relayed to parents, pupils, school officials and staff (including teachers and cafeteria manager), drivers, contractors, maintenance and service personnel, the news media and others.

- d. How to react to such natural phenomena as floods, hurricanes, tornadoes, etc.
5. Other types of emergency situations. The emergency plan should cover such conditions and events as:
 - a. Civil defense drills.
 - b. Strikes by school staff, teachers, drivers or contractors.
 - c. Road or bridge washouts and landslides that might block school bus routes.
 - d. Bus hijacking.

L. Communication

It is necessary to keep those in charge of the system, bus companies, parents and pupils informed of all operational procedures. The school district must ensure that the channels of communication are set up so that information can be disseminated quickly and effectively. The school district must ensure that inquiries, request, suggestions and recommendations are given prompt and appropriate attention and are handled efficiently. Some of the ways information can be disseminated and their purposes are:

1. Bulletins: To explain the school district's transportation policy to school administrators, teachers, bus companies, drivers, parents, pupils and others associated with the operation and to clarify new laws and safety policies so that everyone knows what is expected of them.
2. Meetings: To provide an opportunity for those associated with the school transportation program to share their views and to help build broad community support for safe transportation.
3. Public Press: To inform parents of policy, route, stop and schedule changes; of the safety record of the operation; and positive driver achievement records.
4. Conferences: To discuss solutions to disciplinary problems with drivers, disruptive pupils and their parents; to review policy decisions affecting drivers, contractors, pupils and school administrators.
5. Letters: To inform parents of all school and state regulations, new routes, etc.; reply to more urgent inquiries regarding pupil transportation safety, policy and procedures.

6. Telephone Calls: To provide quick contact between bus drivers and the school, or between parents and the school in the event of urgent or emergency situations.
7. Radio, Television: To inform the public of procedures the schools will follow in case of severe weather conditions or other natural phenomena, new policies, laws, etc.
8. Formal Hearings: To be used, as required, for student suspensions from transportation, route challenges, serious complaints against driver, etc.

VIII. Evaluation Of The Pupil Transportation System

- A. Each school district should have a plan for evaluating its pupil transportation program. Such evaluations should enable school districts to:
 1. Verify compliance with rules, regulations and laws.
 2. Audit the efficiency of program service.
 3. Monitor operational economy.
 4. Ensure the safety of the program in operation.
 5. Improve the quality of service.
- B. Major types of evaluations:
 1. Informal reviews by district personnel.
 2. Formal evaluations:
 - a. Private consultant.
 - b. State agency.
 3. Periodic evaluations:
 - a. Monthly
 - b. Annually
 - c. Biannually
- C. Areas subject to evaluation include:
 1. Board of education policy.
 2. Routing procedures.
 3. Types of service provided.
 4. Financial obligations.
 5. Quality of service.

IX. Transportation Other Than To And From School

A. School-Related Activity Operations

Each school system providing activity bus operations shall have comprehensive policies and guidelines for this type of transportation which delegate responsibility for this function to the supervisor of pupil transportation. To provide safe and efficient activity transportation, lines of responsibility and authority need to be defined and personnel involved must have an understanding of their respective responsibility.

In the interest of providing the safest means of transportation available, students should be transported to school-sponsored activities in school buses which meet state and federal standards. These school-related activity trips may include: field trips which are extensions of the instructional program, athletic trips, vocational and/or trade training, volunteer activities and recreational outings such as dances, picnics and overnight camping trips. These trips range from a few miles to those extending over several days and covering large distances.

The following items need to be considered when developing criteria for activity trip transportation:

1. Policies and guidelines:

- a. Purpose of trip (instructional, athletic, pupil/spectator's recreation, etc.)
- b. Funding source (district or individual school funds, individual charge, parent group, etc.).
- c. Administrative approval:
 - (1) Person who has authority to approve trip.
 - (2) A priority guideline should be developed for trip scheduling if all requests cannot be accommodated.
- d. Advance notification (Allow adequate time for approval process and for making driver and vehicle arrangements.)
- e. Methods of travel (may include district owned or contracted bus, commercial carrier or local transit equipment, air, boat, rail or combination of the above, private or school passenger automobile), when required by special or unique needs.

- f. Trip Request Form (should include all necessary information from trip arrangements, payroll, reimbursement and other local needs.). (See Appendix L)
- g. Chaperones (An adult chaperone should be required on all activity trips. Responsibilities include passenger control with drivers maintaining final authority.)
- h. Discipline and emergency medical procedures (A trip release to be signed by parents should include procedures concerning difficult or severe behavioral and medical problems and emergency policies.)
- i. Communication (drivers, pupils, chaperones and parents should be made aware of applicable rules and regulations. Parents should have destination information, mode of transportation, chaperones, departure and return times, appropriate dress and what the pupils should bring with them. A signed note from the parent or guardian is important. A detailed itinerary for all persons involved may be advisable. Identification of special medical problems in the event of an emergency enroute is necessary.)
- j. Luggage (A procedure for transporting luggage or equipment prohibited in the passenger compartment by state law and/or local regulations is necessary. Loose luggage or equipment which could cause injury or block passageways should never be transported in the passenger compartment.)
- k. Out-of-state trips (Policies should detail whether out-of-state trips are permitted and any applicable restrictions. Regulations for states to be visited should be reviewed prior to the trip.)
- l. Insurance policies (Policies should be reviewed or agents contacted to determine adequacy of coverage. This is an absolute necessity for trips scheduled to another state or country. If vehicles other than district-owned are used, the board of education should determine the minimum insurance coverage to be carried. A current copy of the contract or commercial carrier's insurance should be on file with the school district.)

m. Road and weather check (A person responsible for checking road conditions should be designated. School transportation personnel from other districts, state patrols, highway divisions and auto clubs are generally cooperative in supplying road information. If warranted, the weather bureau should also be contacted. A planned route and any contingent route for trips should be determined prior to initiation of the trip.)

n. Contingency plans (Policies should detail who has authority to make decisions if the unexpected happens during a trip. Impassable roads, accidents or mechanical breakdowns are examples. Drivers and chaperones should have access to that authority's phone number. It is also advisable to obtain phone numbers of transportation personnel in various communities and school districts where activity vehicles regularly travel. Provisions should include plans for staying overnight if conditions do not permit a safe trip home. It is advisable to develop a mutual aid directory for contact within athletic league boundaries which could provide assistance in the event of mechanical emergencies. Drivers should be trained in procedures and regulations relating to trip accidents.)

o. Driving hours (School districts should have regulations based on a common sense application of the Bureau of Motor Carriers Safety Manual: 15 hours of duty of which 10 hours are driving time; 8 hours continuous off-duty prior to a long trip; no more than 60 hours driving in a week.)

p. Driver selection (Criteria for driver assignments are necessary to avoid conflict and confusion. The criteria should include a driver's knowledge, skill, experience and familiarity with activity trip vehicles. The area to be traveled should also be a consideration. Drivers should be notified at least 3 days in advance of trip date. Drivers who only drive trips occasionally should be periodically tested for driving ability and vehicle familiarity. They shall hold the same license and certification as regular school bus drivers.)

q. A list of all students and passengers being transported should be kept by the driver

and left with proper authorities at the school or institution.

r. An emergency evacuation drill or at least a talk through should be given by the driver before each trip. (See Appendix M)

2. Vehicle and equipment:

a. The following should be taken into consideration when selecting trip vehicles:

1. Miles to be traveled.
2. Terrain and climate conditions.
3. Number and age group of pupils.
4. Luggage and equipment.
5. Driver familiarity with the vehicle and route.
6. Federal Motor Carrier Safety Standards if contract operated and crossing state lines.

b. Consideration should be given for specialized equipment needed such as:

1. Luggage storage.
2. Chains or sanders (Chains should be prefitted prior to trip.)
3. Extra heaters.
4. Public address system.
5. Radio (A.M., C.B. or 2-way).
6. Tires (off-road tread or recaps; recaps on front axle are prohibited).
7. Spare tire.
8. Tool requirements (A kit containing items such as flashlight, pliers, screwdrivers, de-icer, extra chain tighteners, etc., is advisable.)
9. To determine equipment requirements for an extended trip, it is advisable to communicate with transportation personnel at the destination.
10. The driver should carry cash for telephone, fuel, bridge tolls, parking fees and personal needs.

- c. Inspection (Vehicles should pass the same inspections as regular route buses and a detailed check prior to activity trips.)

3. Training

- a. Specialized training should be provided for activity trip drivers. Training should include, but not be limited to, the following:
 - (1) State laws and applicable policies and rules.
 - (2) Familiarity with activity trip vehicle and its components.
 - (3) Familiarity with specialized equipment and how to use it.
 - (4) Familiarity with local and state trip requirements.
 - (5) Route familiarization (This might include a dry run prior to the trip date, especially if extreme conditions, terrain or road difficulties may be encountered.)
 - (6) Discipline procedures on trips.
 - (7) Driving under adverse conditions (night driving, slippery roads or unfamiliar mountainous driving.)
 - (8) Destination location and parking areas. (Maps should be made available to drivers.)
 - (9) Parking location if other than pupil destination.
 - (10) Provisions for bus security at destination.

B. Non-School-Related Activity Operations

1. Introduction

This sub-section is intended to address the various uses of a yellow school bus for operations other than to and from school and school-related activities.

2. Use, Procedures, and Policies

- a. The school bus operator, in accordance with state regulations and/or laws governing school bus use, should establish procedures whereby school buses can be scheduled for non-routine use. Such scheduling should not conflict with, or be

given priority over, the regular class-related demands for school buses by the school system.

- b. The school system, as part of local government or in cooperation with transportation contractors, may utilize buses during times of community emergency or crisis, when demand for other public vehicles, such as trains and transit buses, is so great as to exceed available supply.

3. Legal Requirements

- a. School buses operating on public roads and crossing state and national boundaries must adhere to the rules of the road in the jurisdictions in which they are operating.
- b. All permits and fees need to be procured in accordance with applicable state and local laws before the trip is undertaken.

4. Operational Requirements

- a. Vehicle equipment used for activities must be in good working order, well-maintained, and otherwise capable of withstanding the demands of the trip.
- b. All school buses and drivers operating under this section (Section IX) shall comply with all state and federal requirements including Federal Motor Carrier Safety Regulations applicable to inter- and intra-state passenger transportation.
- c. Aisles and exits must be kept free of blockages at all times.

NATIONAL STANDARD FOR SCHOOL BUS OPERATION: SPECIAL EDUCATION

The transportation administrator and pertinent staff shall become familiar with the following laws, guidelines, policies and procedures:

The purpose of this section is to recommend standard policies, procedures, and guidelines for persons entrusted with the responsibility of managing transportation for special needs students. The term "SPECIAL EDUCATION" means specially designed instruction to meet the unique needs of a handicapped student. Transportation is one of the "related services" required when necessary to provide such instruction.

This section reviews the current laws governing special transportation related to the individualized education program process, recommended staff training, and policy development.

The guidelines, policies, and procedures recommended, though general in nature, do contain adequate information to guide those persons responsible for pupil transportation in developing an action plan for the safe delivery of transportation services for special needs students.

I. Laws Affecting Special Needs Student Transportation

A. Laws

1. Section 504 of P.L. 93-112, a part of the Rehabilitation Act of 1973, states in part:

No otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. In general terms, Section 504 requires that all handicapped students (regardless of age) are eligible for a free, appropriate public education. It also requires the facility, services, and activities provided to the handicapped be compatible to those provided to non-handicapped, and that handicapped students must have an equal opportunity for participation in any nonacademic and extracurricular services and activities provided by a school district. It is possible for a school

district to be required to provide specialized transportation services to a handicapped student who is not in special education.

2. "Education of the Handicapped Act", P.L. 94-142, was passed by Congress in 1975, and regulations were promulgated by implementation of Part B of the Education of the Handicapped Act, effective October 1, 1977. A free and appropriate public education is required for all students deemed handicapped who are determined capable of benefiting from special education, and meet specific age limits. While Federal law has specified ages 5 through 21, the age range changes to 3-21 with the 1990-1991 school year. Some states require service to extended ages.

B. Characteristics

To be handicapped under P.L. 94-142, a student must have certain characteristics which adversely affect educational performance, and need special education and related services. There are eleven categories, which are:

1. "Deaf" means a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects education.
2. "Deaf-blind" means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind children.
3. "Hard of hearing" means a hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance, but which is not included under the definition of "deaf" in this section.
4. "Mentally retarded" means significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the develop-

mental period, which adversely affects a child's educational performance.

5. "Multihandicapped" means concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.), the combination of which causes severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind children.

6. "Orthopedically impaired" means a severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.) impairments caused by disease such as poliomyelitis, bone tuberculosis, etc. and impairments from other causes (e.g. cerebral palsy, amputations, and fractures or burns which cause contractures).

7. "Other health impaired" means

a. having an autistic condition which is manifested by severe communication and other developmental and educational problems; or

b. having limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's educational performance.

8. "Seriously emotionally disturbed" is defined as follows:

a. The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:

(1) An inability to learn which cannot be explained by intellectual, sensory, or health factors;

(2) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

(3) Inappropriate types of behavior or feelings under normal circumstances;

(4) A general pervasive mood of unhappiness or depression; or

(5) A tendency to develop physical symptoms or fears associated with personal or school problems.

b. The term includes children who are schizophrenic. The term does not include children who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.

9. "Specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain disfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

10. "Speech impaired" means a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance.

11. "Visually handicapped" means a visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children.

C. Related Services

As part of the mandate of a free appropriate public education, "Related services" are required when determined necessary to assist a handicapped child to benefit from special education. Transportation is a related service under P.L. 94-142, and is defined to include:

1. Travel to and from school and between schools.

2. Travel in and around school buildings.

3. Specialized equipment (such as special or adaptive buses, lifts, and ramps) if required to provide special education for a handicapped child.

I. The Implementation Process For P.I. 94-142

A. Identification and referral of students for special education.

1. A child, suspected of being handicapped, can be referred to a school district for evaluation to determine if the student is eligible for special education by several interested persons, but most frequently, it is a school instructional staff person, parent, or guardian. While not probable, it is possible for a transportation staff member to make a referral if they have knowledge to suspect a child's handicapped.
2. Once a student referral is made, an assessment team is assembled to evaluate the student. As the assessment team gathers information for appropriate evaluation of the student's alleged handicap, indications will be evident as to whether the student will qualify for special education, will need transportation as a related service, the type of specialized transportation service required, and if specialized care or intervention is required as a result of a medical or health problem, a chronic disease, a contagious or communicable disease, or other reasons.

B. The Role of Transportation Staff in the Assessment Process

When the assessment team determines that a student may need transportation as a related service, and has characteristics which could require care, or intervention, which would exceed that required for a non-handicapped student, or require the use of adaptive or assistive equipment, the pupil transportation staff shall be invited to participate in the assessment process as a resource person.

1. The transportation staff person could be expected to serve two major functions as a member of the assessment team.
 - a. Primary, would be to educate the assessment team members regarding the transportation environment. This could include such things as the type and configuration of the vehicle the student would likely be assigned to ride, the probable length of ride, conditions with respect to temperature extremes during loading/unloading and on the bus (as an example, the lift door might be open for ten minutes on

numerous occasions during pick up/drop off during sub-zero temperature), the type of device/occupant securement system to be used, if the vehicle is equipped with an emergency communication system, the degree of training and skills of the driver, if a bus attendant would be assigned without specific suggestion from the assessment team, etc.

- b. Secondary, would be to gather information regarding the student's expected transportation needs so as to properly plan for a timely efficient, and safe initiation of transportation service.

C. Evaluation And Planning Relative to a Student's Special Transportation Needs

Assuming information being developed by the assessment team indicates a need for transportation as a related service, and the student will likely need special care or intervention during transportation, or has adaptive or assistive equipment needs, transportation staff participation on the assessment team can help develop information which could address the following concerns:

1. Can the student be safely transported, given the transportation environment, including the length of the ride, without undue risk to the student or others?
2. Does the student have medical health, physical or behavioral concerns which would expose the student to unreasonable risk given the anticipated transportation environment?
3. Can assistive or adaptive equipment identified as necessary to accommodate the student during the transportation process be safely secured and transported, and are there adequate instructions regarding its use?
4. Education and transportation staff may lack the professional expertise and skills to make expert decisions regarding the above issues. The IEP meeting may include participants who are qualified to assist in determining transportation needs, particularly where significant medical or behavioral concerns are identified. When appropriate, a health care plan for the student should be developed which specifies the type and frequency of care required or expected, the skill level of the person expected to give the care, recommended if general observation of the student by the driver would be adequate, or if a staff person independent of the vehicle driver is

needed for the care or intervention of the student's needs.

5. Questions regarding appropriate and safe use of assistive or adaptive equipment, including mobile seating devices, ventilator or oxygen equipment, can be referred to such persons as physical therapists, occupational therapists, rehabilitation engineers, or equipment vendors for advice.

III. Individualized Education Program (IEP)—Assessment Team

The Assessment Team is the formal group that designs a student's educational plan, establishes goals and objectives, and determines the related services that are necessary for a student to benefit from special education. The Assessment Team report most often serves as the basis for Assessment Team discussions and decisions regarding a student's program content. If it is determined that a student needs transportation as a related service, and needs care or intervention exceeding that required for a non-handicapped student, or needs adaptive or assistive equipment, transportation staff shall be invited to be a participant on the team.

- A. By law, this committee must consider several issues related to the student's educational program. When transportation is considered as a related service, there are a number of questions which must be addressed:

1. Can the student utilize regular transportation?
2. If not, can regular transportation be safely utilized if supplementary staff, equipment, and/or services are provided?
3. If not, what type of specialized transportation is required?
4. Is an attendant or other qualified personnel available?
5. Responsibility of pick-up and delivery of students i.e., are parents or guardians available?

- B. In addition to the above considerations, it is often necessary to review various alternative transportation options to meet a student's needs. Some alternatives frequently considered, and which must be allowable when determined appropriate are:

1. Parent or relative providing transportation.

2. Public or private transportation.

3. A change of program placement, eliminating the necessity of transportation as a related service.

- C. The individualized education program establishes a written statement of a student's educational rights, and deviation from conditions in the plan without having re-convened an Assessment Team to change the plan, would most likely be considered a violation of the student's rights. As to transportation, plans should only state the requirement for transportation without spelling out all details of the delivery service. To put all details in the IEP would require the convening of the Assessment Team each time there was a change, which would prove impractical. Most often, issues such as make of vehicle, size of vehicle, routing and riding time, are not part of a plan, and are left to the discretion of the transportation administrator.

- D. While participating on an Assessment Team, a transportation staff member should be particularly vigilant so as to challenge transportation requirements that would be impossible to provide (such as a maximum riding time of 30 minutes when the student lives 45 minutes from school), or appears to be unsafe, or is not understood.

IV. Guidelines

The following guidelines are intended to assist in establishing a training program for transportation staff that will enable them to respond to the concerns presented by special needs students (which is required by P.L. 94-142) and provide transportation staff with the skills needed to respond to routine and emergency circumstances during transportation.

A. School/Educational Administration

School administrators and education staff who make program decisions for special education students, including the requirement for transportation as a related service, are frequently unfamiliar with transportation capabilities and limits. Those persons should have training in areas which would include:

1. When transportation staff would be consulted, or included in the Assessment Team process.
2. The types of vehicles used for special transportation.

B.

3. The types of equipment and occupant securement systems used.
4. A knowledge of state and local transportation policies and procedures, including communications and reporting procedures.
5. A general knowledge of the extent of training and skill levels available within the transportation staff.
6. A general knowledge of transportation regulations which could assist in determining if transportation would be appropriate as a related service.
7. A general knowledge of alternative transportation options.
8. A general knowledge of current legislative, legal, and administrative decisions.
9. A general knowledge of the application of Least Restrictive Environment regulations to transportation placements.

B. Transportation Administration

With increased responsibility being imposed on special education transportation providers through actions taken by legislative, legal, and administrative authorities, transportation administrator/supervisors must involve themselves in the leadership role to a greater degree than that which is usually necessary for other types of transportation.

1. Duties And Responsibilities

While the duties and responsibilities of a transportation administrator/supervisor most likely would differ between various transportation providers, there are common areas of knowledge that are necessary to satisfactorily perform the responsibilities of an administrator/supervisor. Some are:

- a. Knowledge of federal, state, and local laws and regulations regarding the equipment required on vehicles used for special education students transportation.
- b. Knowledge of federal, state, and local laws and regulations regarding special education staff.
- c. Knowledge of such operational regulations as student pick up/drop off, including whether curb to school, or door to school.

- d. A general knowledge of special education transportation regulations, such as student riding time, and suspension period limitations.
- e. A general knowledge of a special education student's due process rights and procedures.
- f. A general knowledge of the student referral, evaluation and IEP process.
- g. A general knowledge of the identity of resource persons and the location and availability of appropriate training.
- h. A general knowledge of vehicle staffing requirements, including when an attendant might be needed.
- i. A general knowledge of the availability of emergency medical services in the community that could assist if such an emergency were to occur during transportation.
- j. A general knowledge of state and local laws relating to child abuse and reporting procedures.

C. Drivers And Attendants

Drivers and attendants, as the direct service providers with hands-on responsibility, must operate special equipment, manage student behavior, administer health care, according to their qualifications, and serve as a seating specialist in positioning and securing adaptive and assistive devices and occupants.

1. Selection and Retention of Transportation Staff

The responsibilities frequently differ so substantially between the role of the non-handicapped student transportation staff and the handicapped student transportation staff that, while some staff feel comfortable transporting and associating with one category of student, they prefer to not be associated with the other category of student. Thus, it is important to fully explain to applicants for special education transportation staff positions the full implications of the duties expected. By eliminating applicants prior to hiring who would not feel comfortable performing some required services, that staff retention level will be relatively high. Staff retention is critical given the considerable costs associated with the extra training required. Having staff who have a continuing

of individual students is a tremendous asset to their care.

2. Training Components

To perform the responsibilities assigned in a safe and effective manner requires a substantial degree of specific training. Some training components which would be beneficial to transportation staff are:

- a. Introduction to special education, including characteristics of handicapping conditions, the student referral, assessment, IEP process, and protecting confidentiality of student information.
- b. Legal issues, including federal and state law, administrative rules, and local policy.
- c. Operational policies and procedures, including:
 - (1) loading/unloading
 - (2) pick up/drop off (curb to curb-door to door)
 - (3) evacuation procedures
 - (4) lifting procedures
 - (5) student accountability and observation, including evidence of neglect, abuse
 - (6) post trip vehicle interior inspections for students, medicine, and other articles left prior to parking vehicle
 - (7) reporting procedures and report writing
 - (8) record keeping
 - (9) lines of responsibility relative to roll as educational team member
 - (10) lines of communication, including parents and educational staff
 - (11) route management, including medical emergencies, no adult at home, inclement weather, field trips
 - (12) behavior management, including:
 - (a) Techniques for the development of appropriate behavior
 - (b) Techniques for the management and extinguishing of inappropriate behavior

(c) Techniques and procedures for the response to unacceptable behavior.

(d) Procedures for dealing with inappropriate or unacceptable student behavior that creates emergency conditions, or poses a risk to health and safety.

(e) Procedures for documenting and reporting inappropriate or unacceptable student behavior.

D. Special Equipment Use and Operation

There is a wide variety of equipment being identified to accommodate special education students that is required to be part of the transportation vehicle's environment. It is necessary for the transportation staff to be familiar with the design and operating procedure of this special equipment, as well as knowing how to conduct equipment inspection and make simple "field adjustments" during breakdowns. Some examples are:

1. Power lifts or ramps
2. Emergency escape exits, including doors, windows and roof hatches.
3. Special fire suppression systems
4. Power cut off switch
5. Emergency communications system
6. Air conditioning system
7. Mobile seating device, including trays and accessories, securement system hardware, and occupant securement system.
8. Adaptive and assistive devices used to support or secure students, mobility aids, special belts, harnesses and hardware (such as special crutches or braces).
9. All specially equipped school buses shall be equipped with electronic voice communication systems which may be provided and installed by the body manufacturer, distributor, school district, operator or other party.

E. Medical/Health Issues

As a result of new regulations, which are making educational opportunities available to more special education students who have severe medical/health conditions, the transportation staff is

finding it necessary to provide both routine and emergency health care to students during the transportation process. Additionally, transportation staff may be exposed to infectious or communicable diseases which could be debilitating, or in extreme circumstances, fatal. Training regarding medical/health issues can reasonably be divided into two categories; precautionary handling, and care and intervention.

1. Precautionary Handling

All transportation staff, including drivers, attendants, mechanics, and service personnel, such as washing and cleaning staff, should be trained in "universal precautions" relative to the handling and exposure to contagious and communicable disease, including available immunizations. Suggested topics could include:

- a. characteristics of contagious and communicable diseases
- b. disease management techniques
- c. use of protective equipment and devices

2. Care, Intervention, and Management

Medically fragile, technology dependent, and highly disruptive students require specific care and intervention. Proficiency in basic first aid and cardiopulmonary resuscitation provides adequate training to care for most health concerns during transportation. For those students who need additional care, management, or intervention, or present specific health risks, a care plan shall be developed during the assessment process by the Assessment Team which would specify the following:

- a. a brief description of the student's current medical, health, or behavioral status.
- b. a description of the medical/health care or intervention necessary during transportation, including the frequency required.
- c. a description of who should provide the care or intervention.
- d. the type and extent of training of skills necessary for the driver and/or attendant.
- e. the inspection, operation, use and care of the students special adaptive/assistive equipment.

f. a description of emergency procedures to be implemented during a medical/health crisis, including communication with medical staff.

g. a description of the procedures to be followed in changing the care plan when conditions indicate a change is warranted.

V. Information Confidentiality

Information provided to transportation staff to assist in the orderly and safe transportation of a student, including handicapping condition, medical/health issues, or other personal characteristics or information, is protected by the provisions of the Family Educational Rights and Privacy Act, and transportation staff shall be trained regarding confidentiality requirements.

VI. Policy Development

In special education, there are any number of laws, rules, and regulations which dictate the service that must be provided, but few of them offer directions or suggestions as to how the service is to be provided. To guarantee a uniform and safe delivery of transportation service, and provide consistent directions to a transportation staff made up of persons with different personalities, temperament, and decision making capabilities, a written local school board adopted transportation policy and procedure directives shall be required.

A. Subjects Which Need Policy and Procedure Directives

1. Control of student medicine transported between home and school on a vehicle
2. Student suspension
3. Physical intervention and management
4. Authority to use special harnesses, vest, and belts
5. Early closing of school due to inclement weather or other emergencies
6. Authority to operate special equipment (driver, attendant, parent, students, school staff, others?)
7. When no adult is home to receive students
8. When to exclude special equipment which has a different design or configuration than that last used, has tears or breaks in the fabric or metal

National Standard for School Transportation Uniform Accident Reporting

Nationwide Integrated School Bus Accident Reporting Criteria

Introduction

In response to Special Report 222 presented to Congress by the National Academy of Sciences Transportation Research Board, and the fact that most states have not adopted the 1985 uniform accident reporting form, new reporting criteria have been developed to assist states in integrating school bus accident reporting data into their state's generic motor vehicle traffic collision report. This standard is not intended to suggest how each individual state should collect school bus accident data. It is designed to provide uniform school bus accident data for use at the national level.

Purpose

Collision documentation is the foundation for any effective traffic safety program. To attain a reduction in the frequency and severity of traffic collisions, it is important that definitions, type of data and information exchanged among users be identical. This requires a uniform database. The nationwide use of the standard school bus accident reporting criteria will provide meaningful data concerning each of the following subjects:

1. The magnitude of the overall traffic collision problem.

This is accomplished by comparisons with other local, state, and national traffic safety statistics.

2. The identification of specific traffic safety problems.

Collection of traffic collision data will help identify highway design, law enforcement, vehicle, and driver deficiencies. Corrective countermeasures may then be developed by traffic engineers, law enforcement agencies, driver improvement analysts, and educators.

3. The effectiveness of collision-prevention efforts.

The success or failure of accident prevention programs will be determined by evaluation of statistics gathered from traffic accident reports.

4. The determination of negligence or fault.

Information provided to the Department of Motor Vehicles' driver record file will aid driver improvement analysts in the identification of problem or negligent drivers and in the determination of laws violated in connection with the accident.

Use of National Standard

Responsibility for implementing the nationwide integrated school bus accident reporting criteria should be in the state agency/agencies that collects the statewide accident data. All national standard school bus accident reporting criteria shall be integrated into each state's existing traffic collision report for motor vehicle accidents. Additionally, instructions should be included in the state's traffic collision manual on how to uniformly document school bus accidents.

Timely response to national organizations or federal agency requests for accident data by the appropriate state agency is of the utmost importance. A system of follow-up during the year should be in place to ensure prompt and accurate school bus accident reporting. The adoption of this standard will provide a realistic uniform school bus accident database that could be utilized to enhance the safety and economy of pupil transportation service in each state.

Definitions

School Bus—A motor vehicle used, or maintained, for the transportation of any school pupil at or below the 12th grade level to or from a public or private school or to or from a public or private school-related activity. Vehicles that fit this description are externally identifiable as school buses, by color (national school bus yellow), the wording "school bus" and flashing red (and amber, if applicable) lights located on the front and rear of the vehicle, and lettering on the side of the vehicle that identifies the school district or company served by the bus. Vehicles that are structurally recognizable as school buses, and other vehicles, such as vans and station wagons that are distinguished by school bus colors, lights and markings are also classified as school buses. Vehicles that are designed and built as school buses, but are not distinguished by school bus colors, lights, and mark-

9. When students are referred for transportation without sufficient information being available to transportation staff to protect their safety
10. Student pick up/drop off location (one location specified, or unlimited alternative locations allows?)
11. Control and management of confidential information
12. When and how to involve community emergency medical/law enforcement personnel
13. When to use wheelchairs and mobility aids as pupil seating on school buses if the manufacturer of said device does not endorse its use as such; recognizing that in many situations the safe, economical and prudent way to transport a child is in his/her wheelchair/mobility aid.

B. Policy Approval

All policies shall be in writing, and formally approved by the appropriate education authority. Procedures shall be included establishing time lines for periodic review or revision.

ings, that are operated by the military or other federal, state, or local government agencies, churches, schools, colleges or universities are not classified as school buses.

School Bus Accident—A motor vehicle accident resulting in personal injury, death or property damage of \$500 or more in which a school bus (as previously defined) with or without a pupil on board is involved either directly or indirectly; a collision involving a vehicle or pupil while the pupil is crossing the street under the protection of the school bus flashing red light system (and stop arm(s), if applicable). If, for example, a school bus and passenger vehicle collide, the collision is a school bus accident since the school bus is directly involved. If a pupil is crossing the street under the protection of the school bus flashing red light system (and stop arm(s), if applicable) and is struck by a motor vehicle, this is also a school bus accident, even though the school bus sustained no physical damage. The school bus was indirectly involved.

Driver—The person driving or in physical control of the vehicle.

Intersection—An area which (1) contains a crossing or connection of two or more roadways not classified as a driveway access and (2) is embraced within the prolongation of the lateral curb lines or, if not, the lateral boundary lines of the roadways. Where the distance along a roadway between two areas meeting these criteria is less than 10 meters (33 feet), the two areas and the roadway connecting them are considered to be parts of a single intersection. (Classification of Motor Vehicle Traffic Accidents, ANSI D16.1, American National Standards Institute.)

Passenger loading and unloading area—Any place the school bus stops to load or unload pupil passengers.

Pupil—A person who attends an educational institution.

School bus types—There are two basic approaches for defining a vehicle as a school bus; by function, or by structural design. When reporting a school bus accident to the state and subsequent state reporting of accident data for use at the national level, the appropriate term or definition which best describes the school bus involved, should be used.

General Information

National School Bus Accident Reporting Data

The following data should be integrated into a state's generic traffic collision report for motor vehicle accidents, if not currently documented:

Carrier's name, school district, school bus contractor, etc.

Driver's name, driver's license number, birth date, sex, driving record

Vehicle make, body make, chassis make, model year, vehicle identification number

Engine location, forward, beneath, or behind windshield (specify)

GVWR and rated seating capacity -- Mark W if bus is wheelchair equipped

Number of passengers on the bus, excluding driver

Date, time, and location of accident

Police report number (if applicable)

Citation issued _____ Yes _____ No

Part I —School Bus Physically Involved

1. Type of Accident?

_____ Between motor vehicles

_____ Non-collision pedestrian

_____ Railroad Train

_____ Fixed object

_____ Pedalcycle

_____ Other collision

2. Complete if fixed object accident

☐ Embankment	☐ Sign
☐ Utility pole	☐ Guardrail
☐ Tree	☐ Bridgerail
☐ Fence	☐ Median barrier
☐ Fire hydrant	☐ Curb or wall
☐ Culvert or headwall	☐ Parked vehicle
	☐ Other

3. Did Accident Result In?

☐ Fatality	☐ Non-incapacitating injury (moderate)
☐ Incapacitating injury (serious)	☐ Possible injury (minor)
☐ Property damage only (no one was killed or injured, but property damage equalled or exceeded \$500)	

4. Manner of Collision Between Vehicles or Objects?

☐ Angle	☐ Rear-end
☐ Head-on	☐ Broadside
	☐ Other

5. Bus Direction Analysis

Collision with Pedestrian

Intersection	Non-Intersection
☐ Bus going straight	☐ Bus going straight
☐ Bus turning right	☐ Bus turning right
☐ Bus turning left	☐ Bus turning left
☐ Bus backing	☐ Bus backing
☐ Other action	☐ Other action

Collision with Other Vehicle

Intersection	Non-Intersection
☐ Entering at angle, both moving	☐ Same direction, both moving
☐ Entering same direction both moving	☐ Opposite direction both moving
☐ Entering opposite direction both moving	☐ One vehicle stopped

All Other Collisions

Intersection

- ☐ Fixed object
- ☐ Other road vehicle, train, pedalcycle
- ☐ Other object, animal

Non-Collision

Intersection

- ☐ Overturn
- ☐ Other non-collision

Non-Intersection

- ☐ Fixed object
- ☐ Other road vehicle, train, pedalcycle
- ☐ Other object, animal

Non-Intersection

- ☐ Overturn
- ☐ Other non-collision

6. First Point of Impact? (Diagram on state collision report)

7. Contributing Circumstances?

Driver Action

- ☐ Speed
- ☐ Failed to yield right-of-way
- ☐ Passed stop sign
- ☐ Disregarded signal
- ☐ Drove left of center
- ☐ Improper overtaking
- ☐ Made improper turn
- ☐ Followed too closely
- ☐ Backing
- ☐ Sudden movement
- ☐ No improper action
- ☐ Improper distance judgement

Other factors

Roadway

- ☐ Defective surface
- ☐ Slippery
- ☐ Inoperative traffic signal
- ☐ View obstructed by object

Other Driver

- ☐ Speed
- ☐ Failed to yield right-of-way
- ☐ Passed stop sign
- ☐ Disregarded signal
- ☐ Drove left of center
- ☐ Improper Overtaking
- ☐ Made improper turn
- ☐ Followed too closely
- ☐ Backing
- ☐ Sudden movement
- ☐ No improper action
- ☐ Improper distance judgement

Vehicle Defect

- ☐ Tires
- ☐ Brakes
- ☐ Lights
- ☐ Steering
- ☐ No vehicle defect
- ☐ Other

8. Total number of lanes on roadway?
9. Posted speed limit?
10. Approximate speed of the bus?
11. Was bus driver's lap belt in use when the accident occurred?
12. School bus use at time of accident?

☐ Regular Route	☐ Special Education use
☐ Field/Activity Trip	☐ Other use
13. Condition of road at time of accident?

☐ Dry	☐ Under Repair
☐ Icy	☐ Snow packed
☐ Holes or ruts	☐ Muddy
☐ Wet	☐ Other
14. Light Condition?

☐ Dawn	☐ Dark (lighted)
☐ Daylight	☐ Dark (not lighted)
☐ Dusk	
15. Weather condition?

☐ Clear	☐ Raining
☐ Sleet	☐ Fog
☐ Snowing	☐ Dust
☐ Smog/Smoke	☐ Other

Part II—Loading/Unloading Accidents

1. At the time of the accident, where was the bus?

☐ Approaching the zone	☐ Leaving the zone
☐ Stopped in the zone	☐ Not in sight
2. Was the pupil(s)

☐ Hit by bus?	☐ Hit by other vehicle?
--------------------------------------	--
3. Number injured (See Part III)

4. Location of injured pupil(s)

_____ On side of road

_____ In roadway

_____ On sidewalk

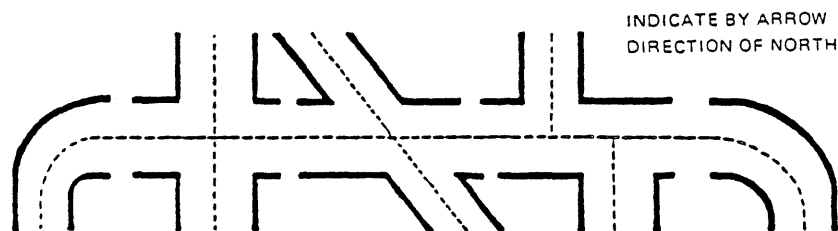
_____ Other

5. Description of behavior of pupil(s)

6. Description of accident

7. Diagram of accident

Complete the following diagram showing direction and positions of vehicles involved, designating clearly the point of contact. (If this diagram will not serve for the accident in question, use adjacent space provided.)



Part III—Injury Tally Sheet

1. Ages and injury severities for all persons on bus?

2. Ages and injury severities for person(s) off bus, in loading/unloading area?

SCHOOL TRANSPORTATION-RELATED PERSONNEL

Age	On Board Bus								Off Bus Loading/Unloading Area							
	Killed				Injured				Killed				Injured			
					Serious	Moderate	Minor						Serious	Moderate	Minor	
	M	F			All	All	All		M	F			All	All	All	
Under 5	01	02		03		04	05		06	07	08		09		10	
5	11	12		13		14	15		16	17	18		19		20	
6	21	22		23		24	25		26	27	28		29		30	
7	31	32		33		34	35		36	37	38		39		40	
8	41	42		43		44	45		46	47	48		49		50	
9	51	52		53		54	55		56	57	58		59		60	
10	61	62		63		64	65		66	67	68		69		70	
11	71	72		73		74	75		76	77	78		79		80	
12	81	82		83		84	85		86	87	88		89		90	
13	91	92		93		94	95		96	97	98		99		100	
14	101	102		103		104	105		106	107	108		109		110	
15	111	112		113		114	115		116	117	118		119		120	
16	121	122		123		124	125		126	127	128		129		130	
17	131	132		133		134	135		136	137	138		139		140	
18	141	142		143		144	145		146	147	148		149		150	
Over 18	151	152		153		154	155		156	157	158		159		160	
Driver	161	162		163		164	165		166	167	168		169		170	
Others	171	172		173		174	175		176	177	178		179		180	
Totals	181	182		183		184	185		186	187	188		189		190	

REPORT SUBMITTED BY:

Signature

Name (Print)

Date

Position

Part IV—Local Variables

Part V—Supplemental Accident Data

All accident data which is not integrated into a state's generic motor vehicle traffic collision report should be documented on a supplemental school bus accident report and tabulated by the appropriate state agency.

In addition to the standard generic accident data, the following information should also be included in documenting school bus accidents.

1. Bus Driver's Experience

_____ Hours of pre-service training

_____ Hours of in-service training in past 12 months

_____ Number of accidents in past three years

2. Types of Buses (see definitions, school bus)

_____ Type A

_____ Type B

_____ Type C

_____ Type D

3. Seat Back Height

APPENDIX, OPERATIONS

APPENDIX A

Actions to be Taken During and Following the Observations of School Bus Routes

Supervisory actions that should be taken during and after the transportation director completes a review of bus routes are:

1. Check the route and schedule for accuracy.
2. Determine that loading and unloading occurs only at authorized stops.
3. Check to see that vehicles are operated in compliance with prescribed regulations.
4. Observe the driver-pupil relationship.
5. Check loading and unloading conditions at school centers.
6. Check for evidence of supervision in loading zones.
7. Note hazardous road conditions.
8. Note the nature, frequency and locations of bus stop law violations.
9. Observe conditions of bus, e.g., cleanliness, tires, windows, emergency exit(s), first aid kits, fire extinguisher, seats, etc.
10. Observe vehicle inspection guide for evidence of pre-trip inspection.
11. Note driver attitude toward other motorists and pedestrians.
12. Follow the observation with a written report and discussion with the driver (and others, as appropriate).
13. File the written report in the driver's permanent record.

APPENDIX B

School Bus Driver Application
(Example of a form that may be used)

Applicant Name _____

Present Address _____

Date of Birth _____ Social Security No. _____

Addresses at which applicant has resided during the past three (3) years:

Current Driver's License Number _____

State of Issue _____ Expiration Date _____

Class of License _____ Endorsements _____

Restrictions _____

Do you have any physical impairments that could interfere with the duties of a school bus driver? (See physical form). _____

Have you had any type of vehicle accident in the last three (3) years? ☐ Yes ☐ No

If yes, give dates and explain: _____

Have you been convicted of a moving traffic violation in the last three (3) years? ☐ Yes ☐ No

If yes, give dates and explain: _____

Has your driver's license been suspended or revoked during the last three (3) years? ☐ Yes ☐ No

If yes, give dates and explain: _____

Has your license ever been revoked, suspended, or denied since the time you obtained your original license? ☐ Yes ☐ No If yes, give dates and explain. _____

Have you held a license in another state during the last three (3) years? ☐ Yes ☐ No

If yes, which state(s) _____

List the names and addresses of your current and previous employers during the ten (10) years preceding the date of this application:

Employer _____

Address _____

Dates _____ Reason for leaving _____

Job Title & Duties _____

Employer _____

Address _____

Dates _____ Reason for leaving _____

Job Title & Duties _____

Employer _____

Address _____

Dates _____ Reason for leaving _____

Job Title & Duties _____

Additional employers may be listed on a separate sheet.

Education and training (circle the highest obtained)

8 9 10 11 12 GED 13 14 15 16 17 18 19+

Degrees Earned: _____

Indicate any other formal training: _____

I understand that the information provided by me, may be checked and previous employers may be contacted for the purpose of investigating my background. This certifies that this application was completed by me, and that all entries on it and information on it are true and complete to the best of my knowledge.

Date Signature

I authorize the employer to conduct a criminal history check, and to investigate all written information contained on this application.

Date Signature

APPENDIX C

Instructions For Conducting Emergency Exit Drills

There is an urgent need, due to the increased number of pupils being transported and the ever-increasing number of accidents on the highways, to instruct pupils on how to properly vacate a school bus in case of an emergency. It is possible for pupils to block the emergency door if all are trying to get out at the same time. There is also a possibility of danger when pupils jump from the rear emergency door exit. To avoid these situations, schools should organize and conduct emergency exit drills for all pupils who ride the school bus, even occasionally.

Reasons for actual emergency evacuations:

1. Fire or danger of fire. Being near an existing fire and unable to move the bus, or being near the presence of gasoline or other combustible material is considered dangerous and pupils should be evacuated. The bus should be stopped and evacuated immediately if the engine or any portion of the bus is on fire. Pupils should be moved to a safe place 100 feet or more from the bus and instructed to remain there until the driver has determined that the danger has passed.
2. Unsafe position. When the bus is stopped because of an accident, mechanical failure, road conditions, or human failure, the driver must determine immediately whether it is safer for pupils to remain on or evacuate the bus.
3. Mandatory evacuations. The driver must evacuate the bus when:
 - a. The final stopping point is in the path of a train or adjacent to railroad tracks.
 - b. The stopped position of the bus may change and increase the danger (e.g., a bus comes to rest near a body of water or at a precipice where it could still move and go into the water or over a cliff). The driver should be certain that the evacuation is carried out in a manner which affords maximum safety for the pupils.
 - c. The stopped position of the bus is such that there is danger of collision.
4. Sight distance. In normal traffic conditions, the bus should be visible for a distance of 300 feet or more. A position over a hill or around a curve where such visibility does not exist should be considered reason for evacuation.

Important factors pertaining to school bus evacuation drills:

1. Safety of pupils is of the utmost importance and must be first considered.
2. All drills should be supervised by the principal or by persons assigned to act in a supervisory capacity.
3. The bus driver is responsible for the safety of the pupils. When the driver is incapacitated and unable to direct the evacuation, school patrol members, appointed pupils or adult monitors should be authorized to direct these drills. It is important to have regular substitutes available.

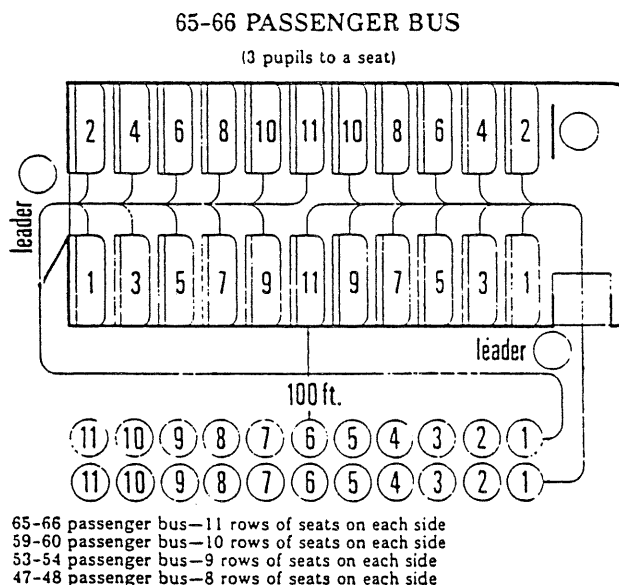
Pupils appointed to direct evacuation drills should possess the following qualifications:

- a. Maturity.
- b. Good citizenship.
- c. Live near end of bus route.

Appointed pupils should know how to:

- a. Turn off ignition switch/shut down engine.
 - b. Set emergency brake.
 - c. Summon help when and where needed.
 - d. Use kick out windows or emergency escape exits.
 - e. Set warning devices.
 - f. Open and close doors, and account for all pupils passing his station.
 - g. Help small pupils off bus.
 - h. Perform other assignments.
 - i. Use of electronic voice equipment to summon help.
4. Drills should be scheduled in a manner similar to fire drills held regularly in schools. They should be held more often during fall and spring months and conducted when the bus arrives at the school building with the pupils.

5. Drills should be restricted to school property and conducted under the supervision of school officials.
 6. Types of drills should be varied.
 7. Driver should stay in bus during evacuation drill. He/she must set the parking brake, turn the engine off and place the manual transmission in gear.
 8. Pupils should not be permitted to take lunch boxes, books, etc., with them when they leave the bus. The objectives are to get pupils off safely in the shortest time possible; and in an orderly fashion.
 9. Pupils should travel a distance of at least 100 feet from the bus in an emergency drill and remain there until given further directions.
 10. All pupils should participate in the drill, including those who ride only on special trips.
 11. Each pupil should be instructed in proper safety precautions.
 12. Pupils should be instructed in how and where to obtain assistance in emergencies. Written instructions and telephone numbers should be posted in the bus.
4. All rear engine buses are equipped with a left side emergency door in lieu of a rear emergency door.
 5. Some states also require side emergency doors in addition to rear emergency doors.
 6. Students should be familiar with the operation of emergency windows, both side and rear, and roof hatches. All exits should be opened by students during evacuation drills to ensure their ability to operate such devices.
 7. Every school bus driver shall ensure the students assigned to their bus are familiar with the emergency exit configuration of their assigned bus.
 8. Identification of seat rows and positions similar to airline seating is recommended, i.e., left front seat 1, a, b, c, right front seat 1, d, e, f, etc.



There are several different drills:

1. Everyone exits through the front entrance door(s).
2. Everyone exits through the rear-most emergency door(s).
3. Front half exits through the front door and rear half exits through the rear-most door.

APPENDIX D

Policies And Procedures for Pupil Management

1. The bus driver's authority over, and responsibility for, pupils while in transit.
2. The pupil's right to due process when disciplinary action is taken.
3. A step-by-step procedure for resolving problems when the driver needs assistance.
4. The conditions under which a pupil might be temporarily or permanently suspended from the bus riding privilege.
5. Procedures for handling emergencies.
6. Use of bus monitor or bus attendants.
7. Requirements and responsibility for school bus passenger and pedestrian safety instruction.
8. Parent's or guardian's responsibility for damage caused by their children to the bus or its equipment.

APPENDIX E

Pupil Rules

1. Pupil shall arrive at the bus stop before the bus arrives.
2. Pupil shall wait in a safe place, clear of traffic and away from where the bus stops.
3. Pupil shall wait in an orderly line and avoid horseplay.
4. Pupil shall cross the road or street in front of the bus only after the bus has come to a complete stop and upon direction of the driver.
5. Pupil shall go directly to an available or assigned seat when entering the bus.
6. Pupil shall remain seated and keep aisles and exits clear.
7. Pupil shall observe classroom conduct and obey the driver promptly and respectfully.
8. Pupil shall refrain from throwing or passing objects on, from or into buses.
9. Pupil is permitted to carry only objects that can be held on his/her lap.
10. Pupil shall refrain from the use of profane language, tobacco, alcohol, drugs or any other controlled substance on the bus.
11. Pupil shall refrain from eating and drinking on the bus.
12. Pupil shall not carry hazardous materials, nuisance items and animals onto the bus.
13. Pupil shall respect the rights and safety of others.
14. Pupil shall refrain from leaving or boarding the bus at locations other than the assigned stops at home or school.
15. Pupil shall refrain from extending head, arms or objects out of the bus windows.
16. Pupil shall refrain from hitching rides via the rear bumper or other parts of the bus.

APPENDIX F

Pupil Instruction

Since most pupils ride buses to and from school or on activity trips, it is essential that all be taught safe riding and pedestrian practices. Instructional programs appropriate for each grade level and for the needs of each group of youngsters should be developed. Pupils may not need complete information if they are eligible only for activity trips. This instruction should be provided as early as practical in the school year and should include the following:

1. Safe walking practices to and from the bus stops.
2. Wearing of light-colored or reflective clothing when going to and from the bus stop in darkness.
3. How and where to wait safely for the bus.
4. What to do if the bus is late or does not arrive.
5. How to enter and leave the bus.
6. Safe riding procedures.
7. Safe highway crossing before boarding or leaving the bus.
8. Procedures to follow in emergency situations and evacuations.
9. Respect for the rights and privileges of others.

APPENDIX G

BUS CONDUCT REPORT

Bus No. _____ School _____ Date _____

Pupils in the _____ School District who ride buses are subject to rules and regulations designed to provide safe transportation to and from school. Any behavior which distracts the driver is a serious hazard to the safe operation of the vehicle, and as such, jeopardizes the safety of all passengers. Consequence of continued inappropriate behavior could result in your child being denied the bus riding privilege.

_____ has been cited for an infraction of the rules checked below:
(name)

- | | |
|---|---|
| ☐ Failure to remain seated | ☐ Lighting matches |
| ☐ Scuffling or fighting | ☐ Throwing objects from window |
| ☐ Profanity or obscene language | ☐ Refusing to obey driver |
| ☐ Smoking on bus | ☐ Bothering others |
| ☐ Throwing objects on bus | ☐ Other (See Comment) |
| ☐ Extending arm or head out window | |

Comment: _____

Driver's Signature _____

Date of Offense: _____ ☐ First offense ☐ Second offense ☐ Third offense

School Administrator's Action: _____

School Administrator's Signature _____

Parent/Guardian's Comment _____

Please Sign And Return To School Administrator

Parent/Guardian's Signature _____

White—School Administrator's Copy
Pink—Parent/Guardian's Copy

Canary—Bus Driver's Copy
Gold—Pupil's Copy

First offenses require at least a notification to the pupil and parent or guardian either by phone or in person by appropriate school personnel. Second and subsequent offenses may require a conference with the pupil, parent or guardian, driver and school administrator(s) which may result in a period of suspension of pupil's riding privileges.

A form such as the one above should be used for reporting purposes.

APPENDIX H-A

WHEN BOARDING YOUR BUS: Here's How to Cross the Road **SAFELY**

FOLLOW THE 10 FOOT RULE:

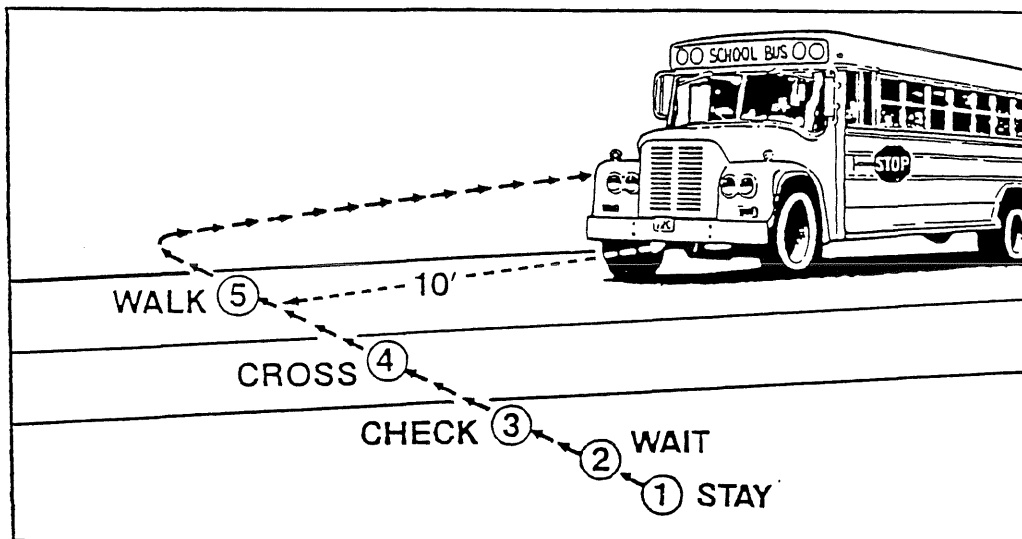
STAY—on your side of the road—far away from the traffic

WAIT—for the bus to stop and for your driver's signal to cross

CHECK—traffic both ways—then check again

CROSS—walk directly across, checking traffic both ways

WALK—approximately 10 feet ahead of the bumper and board bus quickly



REMEMBER

- Stay on your side of the road until your driver signals you to cross
- Check and recheck for traffic
- Follow the 10 foot rule
- Board bus quickly—go directly to your seat

**Drivers SHOULD stop...But
THEY MAY NOT!**

APPENDIX H-B

WHEN LEAVING YOUR BUS: Here's How to Cross the Road **SAFELY**

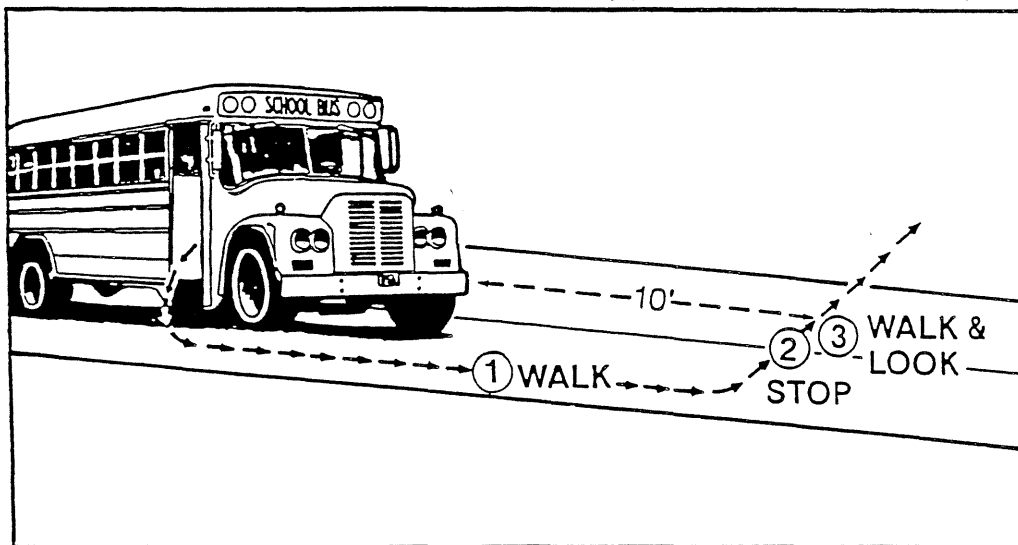
WALK—along the side of the road until
you can see your driver

STOP—wait for the signal to cross

WALK & LOOK—for traffic both ways

—if you see a vehicle that has not
stopped, go back to the bus immediately

—if all vehicles have stopped, cross the road quickly



Crossing the Highway is DANGEROUS

REMEMBER {
• WALK
• STOP
• WALK & LOOK

**Drivers SHOULD stop...But
THEY MAY NOT!**

APPENDIX I

Planning School Sites For School Bus Safety

1. In the selection of school sites, major consideration should be given to the safety of pupils riding school buses. School buses will be forced to utilize the roads in and around the school site plus public highways leading into the school area. High-density traffic flow near school exits and entrances due to the proximity of freeways, periodic commercial traffic or massive commuter traffic from industrial plants should be avoided. It must be recognized in many cases that the area designated for the school site has been selected prior to hiring an architect. It is suggested, therefore, that this information be issued to boards of education and municipal planning authorities alerting them to the dangers inherent in the process of site selection. It is also suggested that boards of education discuss the selection with the superintendent of schools, traffic engineers and the state office of school plant planning and solicit their help in evaluating possible school sites.
2. The location of the school plant on a site should be determined to provide a safe means of entrance and egress for all pupils. When boards of education are considering school sites, the state, county and local roads servicing the area should have a minimum 30-foot paved width where loading and unloading is contemplated off the main thoroughfare. If it is necessary to load or unload pupils on the main thoroughfare in front of the school, at least a 40-foot wide paved road should be provided.
3. All school bus traffic should be considered as one-way traffic flow, preferably with the service door side of the bus always next to the loading and unloading zone.
4. Whenever possible, separate pickup and delivery points some distance from the school bus loading areas should be designated for parents, service, teacher and administrative traffic. Accident inducing conditions are created by haphazard pickup and delivery of pupils in the bus loading zones, particularly during inclement weather.
5. Whenever possible, roads should not be constructed that completely encircle a school. Areas that pupils must cross to engage in outside activities should be free of all vehicular traffic.
6. All school bus roads entering into or exiting from main arteries should have a 50- to 100-foot-radius turn on inner edge of pavement. Within the school site, roads should have at least a 60-foot radius on inner edge of pavement on all curves. At least a 50-foot tangent section should be provided between reverse curves. In order to minimize driveway entrance and exit widths, island construction may be required. Driveway openings must conform to local requirements. Driveway openings on state highways should be approved by the state highway department.
7. Curbing, with suitable drainage, should be constructed on all roads utilized by school buses within the school site. Consideration should be given to state highway department performance specifications. A minimum of 30-feet should be maintained for one-way traffic and 36-feet for two-way traffic. Roads should be wider on all curves.
8. It is desirable to separate all parking from the loading zone utilized by the school bus.
9. In the construction of parking areas, it might be advantageous if only the visitor parking area were located in close proximity to the school. Care should be exercised in the placement of these areas to preclude the visitor from crossing the school bus traffic pattern.
10. Prior to designing and laying out roads and parking lots, architects should consult with the school administration on the following items:
 - a. Total number of pupils and school personnel.
 - b. Number of present and projected pupils to be transported.
 - c. Number of buses.
 - d. Type of schedule.
 - (1) Staggered opening and closing times.
 - (2) Single opening and closing times.
 - e. Extra-curricular activities that would necessitate use of school buses.
11. It is desirable to locate parked buses on school grounds to prevent glare from reflective surfaces of windows, doors and windshields from being transmitted to the pupils in the classroom.

12. Attention should be given in planning school bus parking, loading and unloading areas. Parking should exclude the necessity for backing the bus.
13. Sidewalk plans for pupils walking to school should eliminate crosswalks in front of the buses.
14. Architects' plans for school buildings often include bus canopies. Such units are not considered feasible for schools with large enrollments. Canopies are advantageous in schools attended by handicapped pupils. Height of the canopy should accommodate the highest school buses. Each canopy support post adjacent to the driveway curb should have a three-(3) foot minimum setback from the curb to minimize the possibility of crushing a pupil between the support post and arriving school buses.
15. For areas that will be constantly utilized by heavy school buses, the type of pavement and base should conform to state highway department specifications.
16. All roads within the school site should be graded to avoid configurations that could impair a motorist's vision. It is suggested that a maximum 5% grade be allowed on all roads and, at entrance and exit points, a maximum 2% grade be allowed. Blind corners and intersections should be eliminated. Trees and shrubbery planted on the school site should not obstruct a motorist's vision.
17. Plans for the location of access and service roads should exclude conditions that would require school buses to be backed on the school premises.
18. All pupil loading and unloading should be provided for on the school site.
19. Plans for loading facilities should include separate areas specially designed for handicapped pupils. Attention should be given to entrance ramps and handrails.
20. Plans for roads and loading areas should accommodate emergency vehicles which must have access to the school at all times.
21. Where necessary, traffic control devices should be provided to assist school traffic to enter regular flow.

APPENDIX J

Evaluation Checklist For School Bus Driveways In The Vicinity Of The School

Name Of The School: _____ Date: _____

Location Of The School: _____

	YES	NO	DOES NOT APPLY
1. School bus loading and unloading areas are provided on the school site.	☐	☐	☐
2. When loading and unloading of school pupils take place on main thoroughfare in front of the school, the roadway has a minimum width of 40 feet of hard surface.	☐	☐	☐
3. The driveway leading to and from the loading and unloading area for school buses has a minimum width of 30 feet of paved surface.	☐	☐	☐

	YES	NO	DOES NOT APPLY
4. If diagonal parking is provided for buses in the loading and unloading area, a minimum width of 60 feet of paved surface is available.	☐	☐	☐
5. Parking for loading and unloading of pupils at school is bumper-to-bumper() or diagonal(); in either case, the necessity for backing does not exist.	☐	☐	☐
6. The school bus is not required to back anywhere on school property.	☐	☐	☐
7. All school bus movement on the school grounds is one-way in a counter-clockwise direction.	☐	☐	☐
8. School bus traffic does not completely encircle the school building.	☐	☐	☐
9. The driver has proper sight distance at all points along the driveway.	☐	☐	☐
10. Crosswalks for pupils do not exist at the entrance to the school bus driveway.	☐	☐	☐
11. Separation is maintained between school bus traffic and all other traffic.	☐	☐	☐
12. Vehicular pickup points for non-bus pupils are on separate driveway from that used by school buses.	☐	☐	☐
13. Curbing and suitable drainage are provided along driveways.	☐	☐	☐
14. Curbing and driveway construction comply with state highway specifications.	☐	☐	☐
15. At ingress and egress areas to and from the school, there is a minimum radius on inner edge of driveway pavement from 50 to 100 feet.	☐	☐	☐
16. On the school site, there is a minimum radius of inner edge of driveway pavement of 60 feet.	☐	☐	☐
17. Between reverse curves, at least a 50-foot tangent section is provided.	☐	☐	☐
18. At ingress and egress points a maximum grade of 2% is adhered to.	☐	☐	☐
19. A maximum grade of 5% is adhered to on the school bus driveway within the school site.	☐	☐	☐

NOTE: A "yes" answer for each of the items indicates a well-planned traffic pattern for school buses.

Signatures: Person making the report: _____
 Director of School Transportation: _____

NOTE: Most of the items included in this Evaluation Checklist are based on a 1966 Report of the Special Committee on School Plant Evaluation "School Planning: Safe Transporting." Bureau of Pupil Transportation, Department of Education, Trenton, New Jersey 08652.

APPENDIX K

Recommended Procedures For School Bus Drivers At Railroad Grade Crossings

General

1. The driver of any school bus, whether carrying passengers or not must, before crossing any track or tracks of a railroad, bring the bus to a full and complete stop within not less than fifteen feet or more than fifty feet from the rails nearest the front of the bus.
2. When drivers are making stops for railroad crossings, they shall carefully observe traffic and reduce speed far enough in advance to avoid trapping other motorists in panic stops or rear-end collisions with the bus. On multiple land roadways, no such stops shall be made in the center or left-hand lanes.
3. No special signs, signals or flashers designated for use on school buses shall be activated while the bus is stopped or stopping for this purpose. Note: The option to activate hazard lights or four-way flashers is at the discretion of the transportation agency.
4. The driver, when stopped, shall fully open the service door, and must, after the stop and while so stopped, listen and look in both directions along the track or tracks for approaching engines, trains or cars. Upon resumption of motion, the service door may be closed.
5. If the view of the track or tracks, for a distance of one thousand feet in either direction is not clear or is obstructed in any way, no portion of the bus may be propelled onto the tracks until, by personal inspection, the driver has made certain that no train is approaching. In no instance may a signal indicating safety be considered as conclusive or serve to abrogate this precaution.
6. Drivers shall, in every instance, cross in such gear that will not necessitate changing gears while traversing such crossing and shall not, under any circumstances, shift gears while actually crossing tracks or railroad crossings.
7. In the event that a train has passed over the crossing, no bus driver shall drive the bus onto the track or tracks until such train has sufficiently cleared the crossing so that the driver is certain that no train, hidden by the first train, is approaching on an adjacent track.

8. For improved vision and hearing, a window at the driver's left should be opened and all noisy equipment (fans, etc.) should be off until the bus has cleared the crossing.

At Crossings Controlled by Signals Only

1. In addition to the above, the driver of a school bus which has stopped at any railroad track or tracks where there are flashing red lights and/or bells in operation, shall not proceed across such track or tracks unless by authorization from a law enforcement officer or train personnel, though this does not relieve the driver of personal responsibility for safe crossing.
2. In the event that switching operations or stopped trains delay the use of the crossing unnecessarily for frequent or extended periods of time, complaint should be made through proper channels to railroad management and traffic authorities.

At Crossings Controlled by Crossing Gates or Barriers

1. No bus driver shall drive the bus through, around or under any crossing gate or barrier at a railroad crossing while such gate or barrier is closed or being opened or closed.
2. The bus driver must never accept a lack of movement as indicating that the device is either in or out of order or not properly handled, but must always take a railroad grade crossing as a conclusive warning of danger and must not cross the tracks until he has conclusively ascertained that no train is approaching.

Weather Conditions

During wet, stormy or foggy weather, before placing part of the bus on the tracks, the driver must know conclusively that the crossing can be made safely. Any use of flares, etc., in addition to warning signals or devices maintained at such railroad crossings, must be taken as an additional warning of danger.

Management of Passengers

When any school bus must stop to cross any railroad track, all passengers must be silent until the crossing is completed. A signal for silence shall be given by the driver in whatever manner is deemed suitable.

Adapted from Fact Sheet, "Recommended Procedures for School Bus Drivers at Railroad Grade Crossings," revised, School Transportation Section, 1984, National Safety Council, 444 N. Michigan Avenue, Chicago, Illinois 60611.

APPENDIX L

Trip Request Form

Trip Date	School	
Trip Destination		
Depart from	No. Passengers	
Extra Equipment		
Departure Time	Arrival Time	
Meal Stop Required ☐ yes ☐ no If yes, where		
Purpose of Trip		
Transportation Requested by	Date	
Approved by	Date	
Reimbursement Category		
Transportation Use		
Vehicle Assigned	Driver	
Spot Time	Spot Location	
Routing Information		
Dispatcher Signature	Date	
Time Out	Time In	Total Time
Mileage Out	Mileage In	Total Miles
Actual No. Passengers		
Remarks		
Driver's Signature		Date

APPENDIX M

Evacuation Procedures for Activity Trips and Field Trips

In order to ensure the safety of school bus passengers in an actual emergency, every school bus driver assigned to transport students on activity trips or field trips, shall assign an evacuation team prior to each trip. The team may consist of teachers, coaches, students or any other passenger.

Passengers assigned to evacuation teams must be seated where they can effectively carry out their responsibilities in an emergency.

Each Evacuation Team will consist of at least the following:

1. A passenger assigned to set the parking brake, turn off the engine, turn on overhead flashers and to call in on the radio or other means, and report the incident to the Transportation Department, in case the driver is unable to do so.
2. A passenger assigned to lead passengers to a safe location at least 100 feet from the bus and for taking the first aid kit off the bus.
3. Two passengers assigned to stand outside the bus, next to the front door, to help students exit the bus and for taking the fire extinguisher.

4. Two passengers assigned to stand outside the bus next to the rear door, to help students exit the bus.

In addition to assigning an evacuation team, the following information shall be discussed and/or demonstrated prior to each activity trip or field trip:

1. Location and use of the fire extinguisher.
2. Location of the first aid kit.
3. Location of the warning reflectors.
4. Location and use of all emergency exits.
5. How to shut off the engine and set the parking brake.
6. How to open the service door, to include, safety releases on manual, air or vacuum doors, if so equipped.
7. Instruct passengers to keep aisles clear at all times and not to block emergency exits.

The driver of this trip did assign an evacuation team and explained the emergency procedures to our group.

Sponsor

APPENDIX N

Guidelines for Enroute Emergency Bus Evacuation Procedures

The intent of this procedure is to provide guidelines for evacuating a bus only when absolutely necessary for the safety of students and staff in an emergency situation.

Preparing An Emergency Evacuation Plan:

Bus staff should have an emergency evacuation plan which considers the individual capabilities and needs of each student, the type of behavior which might be exhibited during an emergency evacuation, and the

type of wheelchair or support equipment being used for students. Some issues to consider in establishing an evacuation plan are:

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

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

Every driver and/or attendant should be able to physically carry-out their emergency evacuation plan upon request without hesitation. Many emergencies only allow 3 to 5 minutes to complete an evacuation before possible serious injury to students might occur.

Assessing The Need To Evacuate:

Student safety and control is best maintained by keeping students on the bus during an emergency and/or impending crisis situation if doing so does not expose them to unnecessary risk or injury. A decision to evacuate should include consideration of the following conditions:

1. Is there a fire involved?
2. Is there a smell of raw or leaking fuel?
3. Does the possibility exist that the bus will roll/tip causing further threat to safety?
4. Is the bus likely to be hit by other vehicles?
5. Is the bus in direct path of a sighted tornado?
6. Would evacuating students expose them to speeding traffic, severe weather, or a dangerous environment?
7. Considering the medical, physical, and emotional condition of the students, does staying on the bus or evacuating pose the greatest danger to the students' safety?

General Procedures To Follow For Emergency Evacuation:

1. Keep the situation as orderly and low-key as possible.
2. If time and conditions permit, bus staff should use their communication system to advise their office:

- A. Their exact location, including nearest intersecting road or familiar landmark.
 - B. The condition creating their emergency.
 - C. The type of assistance needed (police-fire-ambulance).
 - D. Notification that the bus is being evacuated.
3. Analyze conditions to determine safest exit from bus.
 4. During evacuation, monitor conditions and adjust procedures to meet unexpected circumstances.
 5. Move evacuated students to the nearest safe location at least 100 feet from the bus.
 6. Be prepared to give information to emergency medical personnel regarding individual students' medical or physical requirements.

Equipment Considerations:

1. Bus staff should, as part of their pre-trip inspection, familiarize themselves with the location and method of opening all emergency exits.
2. If time permits, a lift platform can be lowered half the distance to the ground, providing a step for evacuating wheelchairs. If there is a smell of spilled fuel, the lift should be operated manually.
3. When re-entry to the bus is not probable, communication equipment and first aid kits can frequently be passed through a window, making them accessible outside the bus. Consideration should also be made for student medication, if carried and needed.
4. If a large bus is being used, and evacuation is made through the rear exit door, consideration should be given to the method to be used for re-entry to the bus, if necessary, considering the height of the floor from the ground. Some states allow a stirrup-type step on the rear bumper.
5. If a battering ram is needed, a fire extinguisher can often serve that purpose.
6. A belt cutter should be stored in the bus, in a location readily accessible to the driver. The cutter should have a protected mouth to restrict the entry of fingers, etc.

Local District Policy:

Bus staff should be familiar with local district policy regarding:

1. Evacuation procedure to follow when enroute and a tornado is sighted, with no shelter near.
2. The type of medical information to be available on long distance trips in case of student injury.

Note: The safety of the bus and equipment is secondary to the safety of the students. No attempt should be made to save equipment or personal items until all students are removed from the bus, safely out of danger, and supervised.

APPENDIX O

Special Education Department Forms

Form 1

A. Consent For Disclosure Of Medical Information And Records

To: _____

(Physician's Name and Address)

I, _____, the (parent) (guardian) of _____ (Student)

consent and authorize you to disclose and provide to the _____ its
(School District)

nursing and other necessary staff, upon their request, any information or records which you have or have obtained concerning the diagnosis, evaluations, tests, medical problems or conditions, medications, or treatments of my child or ward named above.

It is the expressed intent of this document to waive any and all privileges which I or my child or ward might have with respect to disclosure of the above information and records to the school district, including the doctor-patient privilege, psychologist-client privilege, and social worker-client privilege.

Signature of Parent or Guardian

Dated: _____

Please Return To: _____

B. Request For Medical Verification Of Health Status And Needs

_____ School District

(Address)

Name: _____ Birthdate: _____

Address: _____ Phone: _____

Parent/Guardian Name: _____ Phone: _____

Address (if Different): _____

Physician: _____ Phone: _____

Note to Physician: Should you have any questions regarding this request, please contact

_____ ; Phone _____

I. Verification Of Medical, Health And Behavior Status.

A. Briefly describe the current medical, health and behavioral status.

B. Identify any medical conditions not addressed in A above.

C. Identify any health concerns that are not addressed in A above.

D. Identify any behavioral concerns that are not addressed above.

II. PARTICIPATION IN THE SCHOOL DAY PROGRAM

A. Briefly describe the staff supervision and interventions necessary for the student to safely participate in the normal school day program given the student's health and medical status.

B. Identify the training required for all staff including bus attendants and drivers to provide the supervision and interventions addressed in A above.

C. Identify any additional restrictions or modifications in school activities or medical care that would be necessary for student to safely participate in the school day program.

D. Identify any additional special equipment, aids, restraints, or mobility assistance needed for student to safely participate in the school day program.

C. Medical Procedure Authorization

I delegate and authorize the staff* of the _____ School District to perform for _____ (student) the acts, tasks, and functions indicated on the Request for Medical Verification of Health Status and Needs, dated _____ which I previously provided to the district. This authorization is subject to the condition that district staff assigned to perform these activities have been provided the required training as specified in the above Request.

I have reviewed the attached procedures for _____ (procedure) which will be utilized and approve them, subject to any specific modifications necessary for this student which I have noted on the procedures.

I agree to supervise the performance of these activities and procedures by being continuously available through direct communications with district staff performing them and by regularly reviewing the student's health/medical status and needs, as well as the procedures being utilized by the staff.

Signature of Physician

Date

D. Student Transportation Card—Handicapped Students

Student's Name _____ Age _____

Address _____ Home Phone _____

Father's Work Ph _____ Mother's Work Ph _____ Emergency Ph _____

Please check appropriate type of transportation required for your child:

- ☐ Walks to bus unassisted ☐ Walks to bus, but needs assistance ☐ Needs to be carried
☐ Requires a car seat ☐ Wheelchair ☐ Requires special restraint

Needs to be met at school? _____ Other (Specify) _____

On return/home, needs to be met at Bus Stop? _____

Names & Addresses of persons nearby student's residence who have consented to care for the student if the parents are not available:

Name _____ Name _____ Name _____

Address _____ Address _____ Address _____

Phone _____ Phone _____ Phone _____

Please check if any of the following applies to your child: ☐ Asthma ☐ Heart Disease ☐ Diabetes☐ Chronic Respiratory Problems ☐ Blind ☐ Deaf ☐ Non-Verbal ☐ Bee Sting ☐ Hemophiliac☐ Allergies—to what? _____☐ Seizures: How long does seizure last? _____ How often do they occur? _____

_____ Action needed, if any _____

Is your child on medication? ☐ Yes ☐ No If yes, what medication, what dosage, and when given? _____

Family Doctor _____ Address _____

Doctor's Phone _____ Family designated hospital _____

Parental Contact: If possible and practical, in the event of major emergency, parent contact will be made.

Parental Approval: If in the opinion of the driver a major emergency exists, the parent(s) have agreed in writing and will assume the cost of:

1. Contacting the family doctor ☐ Yes ☐ No
2. Contacting any doctor available ☐ Yes ☐ No
3. Contacting rescue squad ☐ Yes ☐ No
4. Transporting to designated hospital ☐ Yes ☐ No

Other Helpful Information: _____

As parent or guardian, I agree to one or more of the above procedures as indicated and agree that this information may be shared with my child's transporter. CONFIDENTIALITY WILL BE MAINTAINED

Date _____ Parent or Guardian's Signature _____

DO NOT WRITE BELOW THIS LINE

Bus Company _____ Bus No. _____ School Attending _____

Telephone _____ Special Instructions for Driver _____

APPENDIX P

Procedure for Lifting Passengers

PURPOSE:

The purpose of proper lifting techniques is to move the passenger without injury to yourself or the passenger.

Basic Rules

1. Tell the passenger what you are going to do.
2. Estimate the weight of the passenger. (*Never attempt to carry a student alone who weighs more than half your own weight unless the safety of the student is in immediate danger, and no assistance is available.*)
3. Always attempt to get help if you have any doubts about your ability to lift the student. If there is only a driver on a bus, and the necessity for an emergency evacuation develops, some districts suggest that the driver activate the alternating red lights, as the evacuation procedure is truly an *unloading procedure*. Such action can draw attention from motorists that you need assistance. District policy should determine if this procedure is appropriate.
4. Be sure your path is *clear*.
5. Stand with both feet firmly planted, about shoulder width apart for good balance.
6. Always bend from knees, not from back, so that you use your thigh muscles rather than your back muscles to do the lifting.
7. When lifting and carrying, keep the student as close to your own body as possible.
8. Shift the position of your feet to move. *Do not twist your body*. Take small steps to turn.

Single Person Lift

1. Follow the basic rules 1-8. Most strains, fatigue, and back injuries caused by lifting are due to using the *wrong* muscles. Use your *strong leg muscles* (by bending at the knees and hips) *not your back muscles*. (Keep your back straight!!)
2. Keep equal weight on both feet and lower yourself to the level of the student by bending your knees before lifting.

3. Once in position, put one arm around the upper back and the other under both knees of the student.

Two Person Lift

1. Follow Basic Rules 1-8.
2. To Lift From a Wheelchair:
 - a. Position the wheelchair as close to your destination as possible. In an emergency situation, to save time and congestion, leave the chair where it is strapped and blanket pull or carry the student to the appropriate exit location.
 - b. One person stands in front to the side, the other in back.
 - c. The person in front removes the arm rest (if detachable) and folds up the footrest.
 - d. The person in back removes the seat belt and any other positioning device.
 - e. The person in front, bending from knees, lowers himself or herself to place one arm under the student's knees and the other under the student's thighs.
 - f. Person in back, places his or her arms under student's armpits, reaching forward to grasp both student's wrists firmly. (Your right hand to student's right wrist; left hand to left wrist.)
 - g. Lift together on the count of 3. (*Remember to use your legs to lift.*)
 - h. Walk to area where student is to be placed and lower on the count of 3, bending from the knees.

3. To Lift From a Bus Seat:

- a. Use the same procedure as above, but first, *slide the student to the edge of the bus seat near the aisle*.

Blanket Lift

1. Fold a blanket in half, place on the floor as close to the child as possible.
2. Follow lifting rules 1-8 and lower the student to the blanket.

3. **One Person Lift:** Place the student's head toward the direction of exit, lift the blanket from head and slide to safety.

To Lift Students With Poor Muscle Control

1. Follow basic rules 1 - 8.
2. Curl the student up as much as possible. Keep the student's arms and legs from flopping loosely. This flopping could throw you off balance, and cause a fall.
3. Support the student's head and neck as you would an infant.
4. Do not lift students up by an arm or leg except in extreme emergency.
5. Slow rocking or a firm holding will help to relax a very "tense" student.

To Assist A Student Up Stairs

1. Follow basic rules to lift with your arm and leg muscles, not with your back.
2. Do not put yourself off balance or in an awkward position.
3. *Do not pull student up by the arms or legs except in extreme emergency.*

4. Get your body behind and close to the student, helping to support and balance him or her. Put your arms under his or her armpits, and hold around the chest.
5. Help the student to lift his or her feet up each step, if necessary.

Basic Body Mechanics

1. Size up load and don't hesitate to *ask* for help.
2. Be sure that the student knows you are going to lift him/her.
3. Plan ahead: How you will lift and where you are going.
4. Bend your knees instead of your back. **Keep** your back straight.
5. Keep your feet apart while lifting to give a broad base of support.
6. Keep the student *close* to you.
7. If lifting with someone else, lift smoothly and together. Count 1, 2, 3.
8. Take small steps. Do not twist your body while lifting or carrying.

SPECIAL RESOLUTION BY THE DELEGATES OF THE ELEVENTH NATIONAL CONFERENCE ON SCHOOL TRANSPORTATION

Whereas, the nation's greatest resource is its children, and

Whereas, their safety is one of its major public priorities, and

Whereas, the nation's largest most cost efficient mass transportation system is comprised of 370,000 school buses and transports more than 22 million passengers daily in excess of 4 billion miles annually; and

Whereas, completed behavioral research studies substantiate the belief that the passive restraint systems offer greater protection for children transported without adult supervision, and

Whereas, improvements in collision protection and the development of the passive restraint system incorporated in the manufacture of school buses since April 1, 1977, are directly attributable to the extensive research conducted by the governments of the United States and Canada, and

Whereas, extensive research conducted by these governments, and other public and private agencies within their domains, have yielded negative conclusions relative to the mandated installation of seat belts on school buses;

Therefore, be it resolved

1. That local, state and federal governments and the general public recognize and affirm the outstanding safety record of school buses; and

2. That local, state and federal governments and the general public recognize the passive restraint system in school buses manufactured after April 1, 1977, as being a more effective passenger protection system in school buses than the protection provided by seat belts; and

3. That local, state and federal governments discourage the mandatory installation and use of seat belts in school buses until scientific research proves them to be more effective in injury prevention than the existing passive restraint systems; and

4. That local, state and federal governments and interested organizations conduct sound, comprehensive testing on current occupant protection systems in school buses to determine if the current passive restraint system in school buses can be improved to provide greater safety for students; and

5. That all states be encouraged to accelerate the replacement of school buses manufactured prior to April 1, 1977; and

6. That a copy of this resolution be transmitted to the President of the United States and to the leadership of the United States Congress and the Governors of each state.

Be It Resolved That The Delegates Of The Eleventh National Conference On School Transportation

1. Urge continued research to improve the safety of handicapped pupils transported in wheelchairs and other seating devices.

2. Urge wheelchair manufacturers to design and construct wheelchairs with the capability of withstanding crash forces equal to the safety provided by the Federal Seat Standards.

3. Believe the safety interests of medically fragile children who can not utilize wheelchairs or conventional school bus seats can best be served through other medically-oriented means and therefore, urge NHTSA to explore, expeditiously, this concept with other federal organizations to jointly develop transportation programs

that can meet the special needs of medically fragile children.

4. Urge the National Highway Traffic Safety Administration to establish and prescribe valid strength requirements for joints and outside bus body panels. (FMVSS 221)

5. Urge state and local agencies to utilize vehicles which meet school bus federal standards for construction and operation.

6. Urge the National Committee on Uniform Traffic Laws and Ordinances to evaluate the effectiveness of its recommended law on overtaking and passing stopped school buses.

7. Urge school bus body manufacturers and replacement equipment suppliers to continue to develop, test, certify and offer for sale, seating materials with improved fire resistance.
8. Urge Governors' Highway Safety representatives in all states to continue to support school bus driver training through the funding established in Section I, 402 of Title 23, USC.
9. Urge the School Bus Manufacturers' Institute to develop standards for consistent coding of all school bus chassis and body wiring; to provide for similar color codes of wiring for given chassis circuits; and to provide for body continuations of those circuits among all school bus manufacturers.
10. Urge college and university book stores, state departments of education, other appropriate state agencies; professional associations and libraries to act as repositories for the acquisition and dissemination of the proceedings of the Eleventh National Conference on School Transportation.
11. Encourage the editors of professional trade journals and newsletters written for the school transportation industry to provide an improved and expanded base of knowledge and understanding of school transportation activities.
12. Urge the body and chassis manufacturers to provide training facilities throughout the country so that school bus mechanics can be properly trained, certified, and classified for employment purposes.
13. Urge the Steering Committee to research options for an interior storage alternative which will meet safety criteria concerns. (i.e. airline type overhead storage compartments)
14. Urge NHTSA to conduct fuel system integrity tests and develop performance standards for alternate fuels to ensure that students be afforded the same level of protection as those transported on buses powered by conventional fuels.
15. Urge the United States Congress to authorize and direct the U.S. Department of Transportation to establish a new DOT organizational effort and intra-agency entity to address the full spectrum of highway/traffic safety needs of America's school age population and develop a national plan for pupil transportation.
16. Urge the S.B.M.I. to develop standards for the consistent placement of the accessory switch panel on Type B, C & D buses and that a standard arrangement of the switches on said panel be agreed upon.
17. Encourage that the Writing Committee and sub-committee membership for the 1995 and all future conferences be divided equally between the four (4) regions as recognized by the National Association of State Directors of Pupil Transportation and limited to one (1) state representative per committee to the greatest extent possible.
18. Urge the writing committees to adopt procedures that bring forth preplanned proposals to the delegates in a written timely manner for preconsideration and accept as many proposed changes as late as possible to be printed and presented to the delegates in writing and/or viewed by overhead projection when feasible.
19. Urge that a committee be formed to investigate the practicality of designing a rear door to provide for the rapid and safe evacuation of all students in case of a fire or other emergencies.

**Be It Further Resolved That The Sponsoring Organizations
(NASDPTS, NAPT, NSTA, NSTA, NSC, SBMI, AND CMSU):**

1. Review the progress being made toward realization of the goals established for school transportation by the Eleventh National Conference on School Transportation and prepare for future conferences as the need arises.
2. Provide copies of these resolutions to school bus body and chassis manufacturers, the officials of the National Highway Traffic Safety Administration, Environmental Protection Agency, and any other agency, or organization and/or individual deemed appropriate.

3. Provide the school transportation industry via newsletters, professional journals, and other media with status reports as to the publishing and availability of the proceedings of the Eleventh National Conference on School Transportation.
4. Invite a representative from the National Transportation Safety Board, National Highway Traffic Safety Administration, the Insurance Institute for Highway Safety, and other appropriate agencies and organizations to ensure that all available information and input is provided for discussion on key issues.
5. Continue their efforts to encourage professional personnel working in areas within or allied with school transportation to participate in future national conferences.
6. Encourage transportation administrators to support the establishment of a central collection point for data and information relative to court actions, opinions, and judgements against transportation officials, employees, and operations.
7. Appoint a special committee, consisting of a state or local transportation person as the chairman and at least one representative from the School Bus Manufacturers Institute and one representative from the chassis industry, to provide technical information to the writing committees and Conference during the Twelfth National Conference on School Transportation.

RESOLUTIONS OF APPRECIATION

1. Express appreciation to the National Association of State Directors of Pupil Transportation Services, National Association for Pupil Transportation, National School Transportation Association, School Transportation Section-National Safety Council, The School Bus Manufacturers Institute, and Central Missouri State University for sponsoring this national conference.
2. Commend Dr. Robert L. Marshall, Dr. Robert L. Baldwin, associates and staff of Central Missouri State University, Don Carnahan, General Conference Chairman, and Dr. Dwight Carlson, On-Location Conference Chairman, for the excellent manner in which the conference was organized and conducted.
3. Recognize and express appreciation to Stanley A. Abercrombie and J. Pope Baird for their continuing commitment to the national movement for safe and efficient school transportation.
4. Recognize the continuing interest and leadership of Dr. Norman Key as reflected in his numerous articles on school transportation and his establishment of a permanent scholarship at Central Missouri State University for school transportation and other safety majors.
5. Express appreciation to the National Safety Council for publishing and marketing the proceedings of the Eleventh National Conference on School Transportation.

SPECIAL RESOLUTION BY THE DELEGATION OF THE ELEVENTH NATIONAL CONFERENCE ON SCHOOL TRANSPORTATION

Whereas, the greatest domestic threat facing our nation today is drugs; and

Whereas, the National Institute for Drug Abuse reports that employee drug use has increased the on-the-job accident rate three-fold; and

Whereas, the U.S. Department of Transportation has promulgated comprehensive drug testing regulations for motor carriers who operate commercial motor vehicles in interstate commerce, including buses; and

Whereas, the U.S. Department of Transportation has excluded school bus motor carriers and in-

trastate bus motor carriers from the comprehensive drug testing regulation requirements; and

Whereas, at the direction of the U.S. Supreme Court, a Federal Appeals Court in the District of Columbia recently ruled that school bus drivers can be legally tested for drugs; and

Whereas, the nation's greatest resource is its children, their safety and protection is our highest priority and their education is our investment in the future;

Now therefore, be it resolved

1. That the National Conference on School Transportation strongly urges the U.S. Congress to develop and promulgate mandatory drug testing legislation for drivers of

buses involved with transporting school pupils from home to school and on school-related activities.

SPECIAL RESOLUTION BY THE DELEGATES OF THE ELEVENTH NATIONAL CONFERENCE ON SCHOOL TRANSPORTATION

Whereas, the safe transportation of students is the first priority in pupil transportation; and

Whereas, compartmentalization has proven to be an effective passive restraint system for pupils; and

Whereas, there is reason to believe that seat back height may be a factor in providing this restraint system;

Therefore, be it resolved that

1. NHTSA study and develop crash data which will help determine the most appropriate seat height.

2. This testing and study incorporate operational considerations involving the ability of school bus drivers to see and provide pupil control, whereas driver vision is important to the safe operation of school buses at intersections and railroad grade crossings of greater than 90 degrees, and whereas seat back height may affect passenger evaluation and the operation of the number of emergency exits which may be deemed necessary.

3. Recommendations be made that incorporate the consideration for both construction and operational needs.

SPECIAL RESOLUTION BY THE DELEGATION OF THE ELEVENTH NATIONAL CONFERENCE ON SCHOOL TRANSPORTATION

Whereas, it is important to provide continuity for the conference; and

Whereas, there is a need to provide on-going information on the proceedings and actions of the conference;

Therefore, be it resolved that

1. Interim and steering committees for the 12th National Conference On School

Transportation meet at least once a year and provide to national trade publications and professional pupil transportation journals a status report of the resolutions passed by the 11th National Conference On School Transportation, the status of the collection of uniform accident data by states and other appropriate conference information.

SPECIAL RESOLUTION BY THE DELEGATION OF THE ELEVENTH NATIONAL CONFERENCE ON SCHOOL TRANSPORTATION

Whereas, there is a need to maintain a direct line of communication between NHTSA and users of school buses; and

Whereas, the delegation which met in Warrensburg in 1990 as a representative group charged with writing standards for school buses and operation; and

Whereas, these representatives have been selected by each State Director of Transportation;

Therefore, be it resolved

1. That in recognition of the current school bus safety rulemaking activities underway at the *National Highway Traffic Safety Administration* in the areas of FMVSS No. 217,

"Bus Window Retention and Release" for emergency exits; FMVSS 221, "School Bus Body Joint Strength"; FMVSS No. 301, "Fuel System Integrity"; FMVSS No. 302, "Flammability of Interior Materials"; FMVSS No. 111, "Rearview Mirrors"; and FMVSS No. 131, "School Bus Pedestrian Protection Devices", the 11th National Conference on School Transportation resolves to support NHTSA in these endeavors and do provide assistance and comment to NHTSA as requested and appropriate.

2. That where meaningful and practicable, the 11th National Conference on School Transportation recommends that NHTSA apply the same safety performance requirements to all school bus types.

3. That NHTSA shall provide a copy of each public notice on school bus safety rulemaking to the state directors of pupil transportation, to the school bus manufactures, and the national school bus associations for the purpose of eliciting their technical and

operational input into the rulemaking process.

4. That each State Director of Pupil Transportation gather the necessary data and information from knowledgeable organizations and individuals within their state in preparing responses to the NHTSA public notices of rulemaking.

5. That state directors respond either pro or con to all NHTSA public notices of rulemaking.

COMMITTEES

Eleventh National Conference on School Transportation

Conference Steering Committee

National Association of State Directors of Pupil Transportation Services

Mr. Don Carnahan
Olympia, WA

Mr. Larry McEntire
Tallahassee, FL

Mr. Ron Kinney
Sacramento, CA

Mr. Richard Alexander
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RHODE ISLAND

LEGISLATION

16-21-1. Transportation of public and private school pupils.

— (a) The school committee of any town shall provide suitable transportation to and from school for pupils attending public and private schools of elementary and high school grades, except such private schools as are operated for profit, who reside so far from the public or private school which the pupil attends as to make the pupil's regular attendance at school impractical and for any pupil whose regular attendance would otherwise be impracticable on account of physical disability or infirmity.

(b) For transportation provided to children enrolled in grades kindergarten through five (5), school bus monitors, other than the school bus driver, shall be required on all school bound and home bound routes. Variances to the requirement for a school bus monitor may be granted by the commissioner of elementary and secondary education if he or she finds that an alternative plan provides substantially equivalent safety for children. For the purposes of this section a school bus monitor shall mean any person sixteen (16) years of age or older.

LAW
1986

History of Section.

G.L. 1923, ch. 70, § 31; P.L. 1925, ch. 587, § 1; P.L. 1937, ch. 2506, § 1; G.L. 1938, ch. 178, § 30; G.L. 1956, § 16-21-1; P.L. 1971, ch. 270, § 1; P.L. 1986, ch. 526, § 1.

Reenactments. The 1988 Reenactment (P.L. 1988, ch. 84, § 1) assigned subsection designations; deleted "such" preceding "transportation" near the beginning of subsection (b); and made several minor stylistic changes in subsection (b).

Cross References. Commissioner of education, duties as to transportation, § 16-1-5.

Handicapped and mentally retarded children, transportation, §§ 16-24-4, 16-24-11.

School bus drivers, qualifications, § 31-10-5.

State board of education, powers as to transportation, § 16-1-4.

Comparative Legislation. Health and safety of students:

Conn. Gen. Stat. §§ 10-203 — 10-217a.

Mass. Ann. Laws ch. 71, §§ 53-57; ch. 76, §§ 15-15C.

NOTES TO DECISIONS

ANALYSIS

1. In general.
2. Purpose.
3. Health and safety factors.
4. Ability of school committee to pay for transportation.

1. In General.

This section does not require transportation to the town limits of pupils attending school outside the town. *Chaves v. School Comm.*, 100 R.I. 140, 211 A.2d 639 (1965).

2. Purpose.

The purpose of this section is to encourage school attendance and to protect the health, safety and welfare of the pupil. *Mellor v. Clancy*, — R.I. —, 520 A.2d 1278 (1987).

3. Health and Safety Factors.

Since health, safety, and welfare of a child affect practicality of traveling to and from school, factors other than distance should also be considered in determining school committee's obligation to provide bus transportation. *Brown v. Elston*, — R.I. —, 445 A.2d 279 (1982).

4. Ability of School Committee to Pay for Transportation.

The ability of a school committee to pay for transporting children to and from school may not be considered as a factor in relieving the school committee of its statutory obligation to provide such transportation. *Brown v. Elston*, — R.I. —, 445 A.2d 279 (1982).

MANUAL
FOR
SCHOOL BUS MONITORS

RHODE ISLAND DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

DIVISION OF SCHOOL SUPPORT SERVICES

22 HAYES STREET

PROVIDENCE, RHODE ISLAND

J. TROY EARHART, COMMISSIONER

SEPTEMBER 1986

APPENDIX B: Student Rules

1. Pupil shall arrive at the bus stop before the bus arrives.
2. Wait in a safe place, clear of traffic and away from where the bus stops.
3. Wait in an orderly line and avoid "horseplay."
4. Cross the road or street in front of the bus only after the bus has come to a complete stop and upon direction of the driver.
5. Go directly to an available, or assigned seat when entering the bus.
6. Remain seated. Keep aisles and exits clear.
7. Observe classroom conduct, and obey the driver promptly and respectfully.
8. The throwing or passing of objects on, from, or into buses is prohibited.
9. Pupils are permitted to carry only objects that can be held on their laps.
10. The use of profane language, tobacco, alcohol, drugs or any other controlled substance is not permitted on the bus.
11. Eating and drinking are not permitted on the bus.
12. Hazardous materials and objects, nuisance items, and animals are not permitted on the bus.
13. Respect the rights and safety of others.
14. Leaving or boarding the bus at locations other than the assigned stop at home or school is not permitted.
15. Extending head, arms, or objects out of the bus windows is prohibited.
16. Hitching rides via the rear bumper is prohibited.

Source: National Standards for School Bus Operations, May 23, 1985, Appendix F.

65-66 passenger bus - 11 rows of seats on each side
59-60 passenger bus - 10 rows of seats on each side
53-54 passenger bus - 9 rows of seats on each side
47-48 passenger bus - 8 rows of seats on each side

4. Written consent from parent should be obtained before assigning a pupil as a leader.
5. School bus evacuation drills should be organized in a manner similar to fire drills held regularly in schools. The drills should be held more often during fall and spring months and conducted when the bus arrives at the school building with the pupils.
6. Drills should be restricted to school property and conducted under the supervision of school officials.
7. Types of bus drills held should be varied.
8. Drivers should stay in bus during evacuation drills. They must set the parking brake, turn the ignition off, and place the transmission in gear.
9. Pupils must not be permitted to take lunch boxes, books, etc., with them when they leave the bus - getting the pupil off safely in the shortest time possible and in an orderly fashion is the objective.
10. Pupils should go to a distance of at least 100 feet from the bus in an "emergency drill" and remain there until given further directions.
11. Pupils should participate in the drill, including those who only ride on special trips.,
12. Each pupil should be instructed in proper safety precautions while riding the bus and during drill exercises.
13. Pupils should be provided with instructions in how and where to obtain assistance in emergencies. Instructions and telephone numbers should be posted in the school bus.

- C. The stopping of the bus is such that there is danger of collision.

In normal traffic conditions, the bus should be visible for a distance of 300 feet or more. A position over a hill or around a curve where such visibility does not exist should be considered reason for evacuation.

Important factors pertaining to school bus evacuation drills:

1. Safety of pupils is of the utmost importance and must be considered first.
2. All drills should be supervised by the principal or by persons assigned to act in a supervisory capacity.
3. The bus driver is responsible for the safety of the pupils; however, when the driver is incapacitated and unable to direct the evacuation, school patrol members, appointed pupils, or adult monitors should be authorized to direct these drills. It is important to have regular substitutes available.

Pupil qualifications:

- A. Maturity
- B. Good citizenship
- C. Live near end of bus line.

Pupils should know how to:

- A. Turn off ignition switch
- B. Set emergency brake
- C. Summon help when/where needed
- D. Kick-out windows
- E. Set flags, flares or reflectors
- F. Open and close doors, and account for all pupils passing his stations
- G. Help small pupils off bus
- H. Perform other assignments.

66 PASSENGER BUS
(3 pupils to a seat)

2	4	6	8	10	11	10	8	6	4	2
1	3	5	7	9	11	9	7	5	3	1

11	10	9	8	7	6	5	4	3	2	1
----	----	---	---	---	---	---	---	---	---	---

11	10	9	8	7	6	5	4	3	2	1
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APPENDIX A: Guidelines for Conducting Emergency Exit Drills

There is an urgent need, due to the increased number of pupils being transported and the ever-increasing number of accidents on the highways to instruct pupils on how to properly vacate a school bus in case of an emergency. It is possible for pupils to jam the emergency door if all are trying to get out at the same time. In order to avoid this situation, schools should organize and conduct emergency exit drills for all pupils who may ride the school bus at any time.

There are several different drills:

1. Everyone exits through the front entrance door(s).
2. Everyone exits through the rear-most emergency door(s).
3. Front half exits through the front door and rear half exits through the rear-most door. (see diagram)

There is also a possibility of danger when pupils jump from the rear emergency door exit.

Reasons for actual emergency evacuations:

1. Fire or danger of fire. The bus should be stopped and evacuated immediately if the engine or any portion of the bus is on fire. Pupils should be moved to a safe place 100 feet or more from the bus and instructed to remain there until the driver has determined that the danger has passed. Being near an existing fire and unable to move the bus away, or near the presence of gasoline or other combustible material should be considered as "danger of fire," and pupils should be evacuated.
2. Unsafe position. The driver must determine immediately whether it is safer for pupils to remain in the bus or to evacuate them when the bus is stopped because of an accident, mechanical failure, road conditions, or human failure.
3. Mandatory Evacuations. The driver must evacuate the pupil load when:
 - A. The final stopping point is in the path of any train or adjacent to any railroad tracks.
 - B. The stopping position of the bus may change and increase the danger. If, for example, a bus should come to rest near a body of water or precipice where it could still move and go into the water or over a cliff, it should be evacuated. The driver should be certain that the evacuation is carried out in a manner which affords maximum safety for the pupils.

- H. The monitor shall remain in position until all children have reached a point of safety, then check the left side of the bus from the middle of the road.
- I. The monitor will walk straight back across the street, observing the danger zones on the left side of the bus. The monitor will cross in front of the bus and walk to a point where he/she can observe the danger zones on the right side of the bus and the rear. A final check of the front of the bus will be made before the monitor boards the bus.

Source: Handbook for Safe Transportation of Pupils (with modifications), Middletown School Department, August 8, 1985.

- D. For the danger zone check, the bus monitor should have clear vision of the right/left side and rear of the bus and the immediate front of the bus.
- E. A quick look underneath the bus adjacent to the rear wheels is also advisable.
- F. If the bus monitor has concern about a possible hazard behind the bus, he/she should make a visual check.
- G. The final check before boarding should always be at the front of the bus.
- H. When it is determined that it is safe to depart, the monitor should board the bus, advise the driver of his/her check and take a position in the right front seat. The final decision for a safe departure is the responsibility of the driver.

Unloading at School Zones

- A. After the bus has stopped the safety monitor should disembark and take a position away from the bus door which would allow him/her a view of the unloading students.
- B. After all the students have disembarked, a check should be made of the danger zone. If it is clear, the safety monitor should so advise the driver. The final decision of the departure is to be made by the driver.

Unloading During Bus Run

- A. The safety monitor should disembark first.
- B. The monitor will direct all children who are not crossing the roadway to "head for home" and will insure that they have walked at least ten feet from the bus.
- C. The monitor will take a position ten giant steps in front of the bus even with the right front fender.
- D. Children who will be crossing will be restrained by the monitor until the driver gives an all clear signal.
- E. At the signal, the monitor will walk to the center of the opposing lane, hold up the stop sign and maintain visual alertness.
- F. The school bus driver will signal children to cross.
- G. No child will ever cross behind the bus.

Equipment

The bus monitor will have a reflective crossing-guard belt and a hand-held stop sign.

Loading at Pick-up Zones Enroute to School

- A. Bus monitor disembarks.
- B. From his/her position at the right front fender the monitor should be visually alert to any problems of students boarding the bus. Attention should be given to possible late arrivals or danger zone irregularities.
- C. Bus monitors shall assist drivers to keep on schedule. In the event that the bus gets ahead of schedule, the monitor shall alert the driver to this fact.
- D. There shall be no smoking by the driver, monitor or students on the bus. (Rhode Island Department of Transportation Regulations, Sections 5.2 and 7.7.
- E. Crossing the roadway to board buses should be eliminated wherever possible. However, if it is absolutely necessary, these procedures should be followed:
 - 1. Students crossing after the bus has arrived: The bus monitor should disembark and check with the driver that all traffic has stopped, walk to the middle of the opposing lane, hold up the stop sign and await driver's signal before allowing children to cross.
 - 2. Students crossing before the bus arrives: This should be restricted to older students. All students crossing roadways should be properly instructed in safe procedures. These students should be advised as to the safest crossing point.

Loading at School

- A. The best position for the bus monitor is outside the bus with a complete view of the bus area because it permits him/her to restrain students when necessary.
- B. Boarding assistance should be given to young and disabled students.
- C. Following boarding of all students, a visual check of the danger zone should be made by the bus monitor.

Purpose

As a school bus driver needs to concentrate on the operation of the bus, a second person is needed to see that students are safely assisted when being picked up or dropped off to and from home and school.

Accordingly, this manual is to assist school districts in complying with Title 16 of the General Laws of Rhode Island, Chapter 21, Health and Safety of Pupils which has been amended to include the following provision regarding school bus monitors (16-21-1).

"For such transportation provided to children enrolled in grades kindergarten through five, school bus monitors, other than the school bus driver, shall be required on all school-bound and home-bound routes."

This manual is not meant to supersede guidelines in operation by school districts, but rather to be an example for those districts in developing their procedures.

Responsibilities

The school bus monitor is responsible for ensuring safe loading and unloading of school bus riders and assisting the school bus driver in maintaining acceptable behavior on school buses.

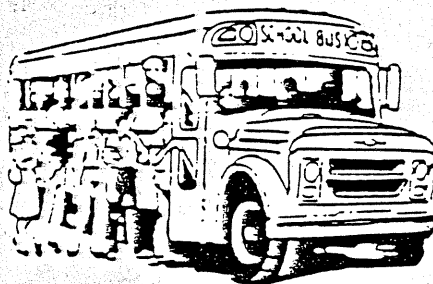
Qualifications

A. School bus monitor shall meet the following standards:

1. Be at least 16 years of age and have no physical or behavioral impairment which would affect his/her performance of duties.
2. Have completed a training program in basic first aid, crossing guard procedures, pupil loading and unloading procedures, and behavior management techniques.

BUS MONITOR VARIANCE REPORT

1992 - 1993



RHODE ISLAND DEPARTMENT OF
ELEMENTARY AND SECONDARY EDUCATION
22 HAYES STREET
PROVIDENCE, RHODE ISLAND 02908

STATE OF RHODE ISLAND
Bruce Sundlun, Governor

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BUS MONITOR VARIANCE REPORT

Background

In 1986, the General Assembly of the State of Rhode Island enacted into law, 86-S2213A, an "Act Relating to Monitors on School Buses," which became effective for the 1986-1987 school year. School bus monitors, in addition to the school bus driver, are required on all buses transporting children enrolled in grades kindergarten through five. Monitors are required on both school bound and home bound routes. A school bus monitor is defined as any person sixteen (16) years of age or older. Variances to the requirement for a school bus monitor may be granted by the Commissioner of Elementary and Secondary Education if a prepared alternative plan provides for "substantially equivalent safety for children."

Advisory Panel

In August, 1990, the School Bus Monitor Advisory Panel met to discuss the results of the 1989-1990 school year. The Committee recommended that districts submit monthly Bus Monitor Reports as a way for the Department to keep abreast of numbers and compliance issues. Previously, reports were submitted quarterly. This allowed a district to be out of compliance for several months before it became known to the Department.

The following variances were recommended at the August, 1990 meeting and are currently in use:

CONTINUING VARIANCES

1. Zone Monitors, Plus Public Address System
 - a. A.M. and P.M. runs
 - b. An adult is present to meet the children as they enter or disembark at each bus stop. The adult assists the bus driver in ensuring that children follow procedures for crossing the street, but does not perform crossing guard duties.
 - c. The adult makes a final visual check when the bus driver announces his/her departure on the P.A. system.

NOTE: It is recommended that the number of children at each bus stop be limited to 10.

2. Door-to-Door Transportation - K-5

- a. Children are picked up and dropped off at home on the same side of the street as they reside.
- b. When discharging students, bus drivers are instructed not to move the bus until the children are visually sighted at least twenty (20) feet from the bus.

3. Door-to-Door Transportation - K only

- a. Children are picked up and dropped off at home on the same side of the street as they reside.
- b. When discharging students, bus drivers are instructed not to move the bus until the children are visually sighted at least twenty (20) feet from the bus.
- c. The number of children on the bus should be limited to twenty-five (25) students.

EMERGENCY PROCEDURES

For use on those occasions when a school bus monitor or zone monitor is not present at each stop:

- 1. A.M. Runs - Bus drivers will be instructed to stop the bus approximately twenty (20) feet before the actual stop and to use the P.A. system to assist in safely loading children.
- 2. P.M. Runs - The bus driver will be instructed to first discharge those children who must cross the street. The bus driver will check to be sure that all traffic has stopped and the street is clear for the children to cross. Then, the bus driver will instruct these children to disembark and take TEN (10) GIANT STEPS to the front of the bus and remain there until the driver signals them to cross by using the P.A. system. The bus driver will count the number of children that have disembarked and then direct them to cross the street. The bus driver will count the number of children once again when they have crossed the street to be sure that all have crossed safely. The bus driver will then discharge those children living on the same side of the street. The bus driver will not proceed until he/she is sure that all of the disembarked children have reached an area of safety.

The intent of the emergency procedures is to provide districts with an alternative plan in the event of an "emergency" (i.e., a monitor is sick and no substitute is available, a monitor quits and the district is actively seeking a replacement). **UNDER NO CIRCUMSTANCES SHOULD THE EMERGENCY PROCEDURES BE USED AS A PERMANENT REPLACEMENT FOR A SCHOOL BUS MONITOR.** Any school district that uses emergency procedures on 10% or more of the total number of bus runs* in the district per month in any two (2) consecutive months must, not later than the 15th day of the month following, reduce such usage to below 10% by hiring additional bus monitors or adopting one or more continuing variances.

*A school bus run is defined as a one-way trip, either from home to school or from school to home.

Requests for Variances

School districts were required to formally request of the Commissioner which variance(s) they wished to use for the 1992-93 school year (see Appendix A). If a district did not request a variance, the superintendent needed to so indicate on the prepared form. As a result, twenty-four (24) districts requested one or more continuing variances. Eleven (11) districts requested Continuing Variance #1, Zone Monitors, Plus Public Address System; twenty-two (22) districts requested Continuing Variance #2, Door-to-Door Transportation, K-5; and fourteen (14) districts requested Continuing Variance #3, Door-to-Door Transportation, K only (see Appendix B).

Use of Variances

- o Based on data reported to the Commissioner (see appendices C and D), it is noted that 89.8% of all K-5 bus runs were covered by a monitor; 8.0% of all bus runs used one of the continuing variances; and 2.2% of all bus runs used the emergency procedures (see Figure 1).
- o A yearly breakdown by district for the use of emergency procedures, consisting of the months of September through June (see Figure 2) reveals that ten (10) districts, or twenty-eight (28) percent, used none. Eighty-five (85) percent of all the districts used emergency procedures on less than five (5) percent of their bus runs. Five districts used emergency procedures on five to seven percent of their bus runs, and no district had a usage rate above 6.6%.

Recommendations

- o Reaffirm that school districts may declare "an emergency" and use measures outlined only on an emergency basis when a monitor or substitute is unavailable. Under no circumstances should this emergency declaration be used as a permanent or ongoing replacement of a monitor; and
- o Require each school district to assign bus monitors on the following priority bases whenever no monitor or substitute is available:
 - 1. Kindergarten runs
 - 2. Grades 1 - 3 runs, and
 - 3. Grades 4 - 5 runs.

Items of Concern

- o The high rate of continuing variance use in the cities of Warwick and Cranston.
- o The need for additional in-service training for district transportation coordination.
- o The district use of zone monitors and checking for effectiveness.

Summary

There were no fatalities reported in Rhode Island for the 1992-1993 school year. No districts were brought in for show-case hearings due to excessive use of emergency procedures.

Only one (1) out of a total of 350 reports, involving 35 districts over the ten month period, were above the acceptable level of 10%.

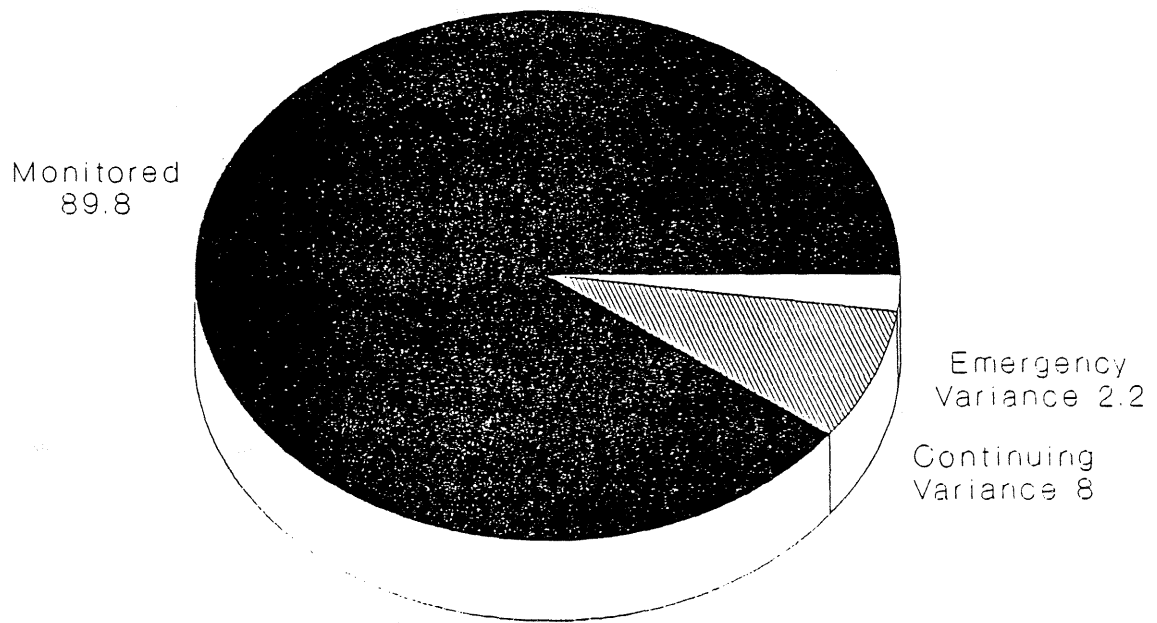
The state average for use of emergency procedures was 2.29%; ten (10) of the districts did not need to use the emergency procedures and twenty (20) others were below the five (5) percent mark.

During the 1992-1993 school year:

- o 17 of the 35 districts tracked, noted a decrease in the use of emergency variances.
- o The most notable decrease in the use of emergency variances occurred in Woonsocket, which went from 4.8% use in 1991-1992 to 0.1% this past year.

BUS RUNS K-5

1992 - 1993

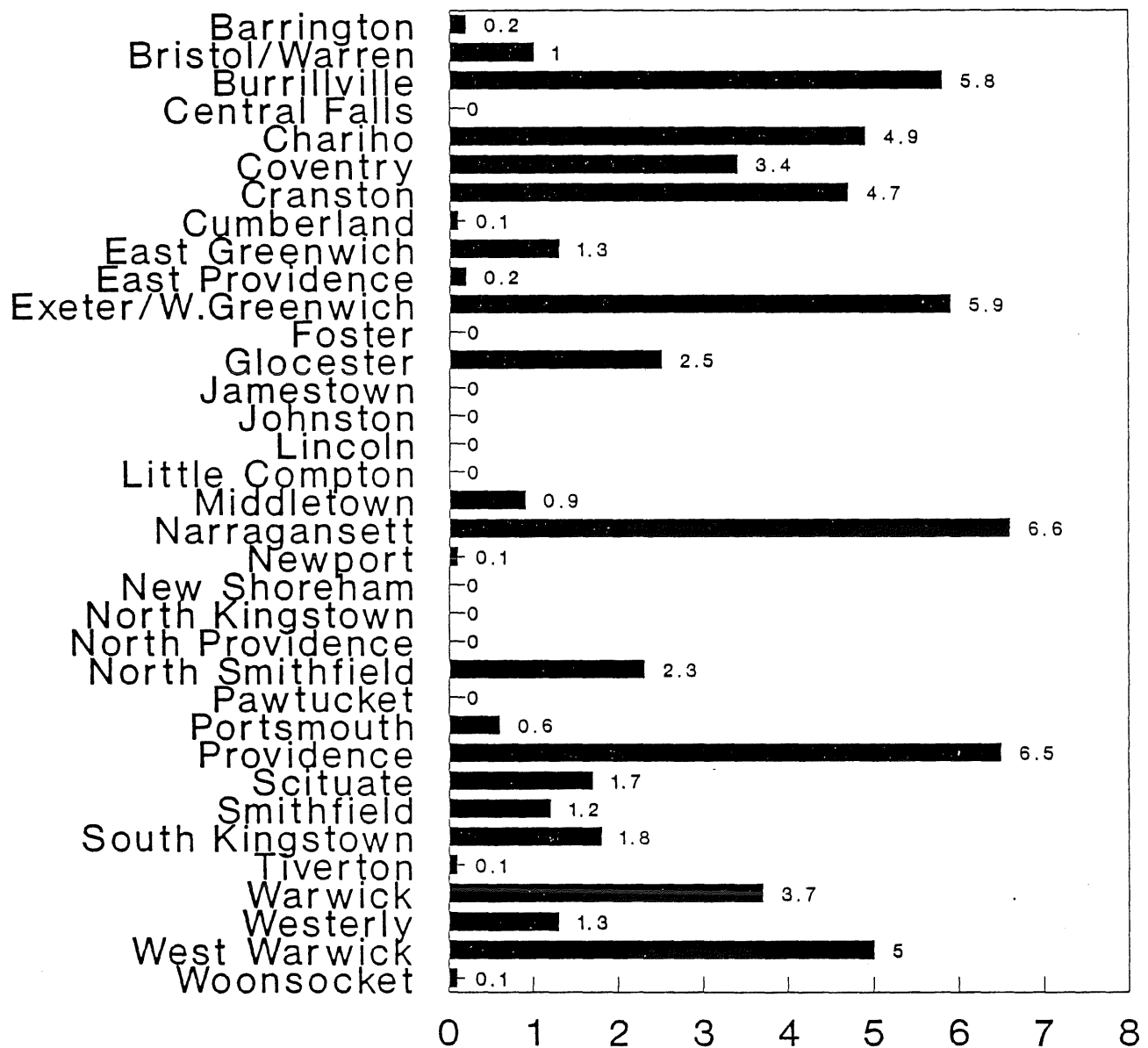


Percentage

Figure 1

District Yearly Averages for Use of Emergency Variances

1992 - 1993



Emergency Variance

Figure 2

REQUEST FOR SCHOOL BUS MONITOR VARIANCE
SCHOOL YEAR 1992 - 1993

SCHOOL DISTRICT: _____

PLEASE CHECK THE APPROPRIATE VARIANCE(S) BELOW THAT YOU WILL NEED
TO USE IN YOUR SCHOOL DISTRICT DURING THE 1992-1993 SCHOOL YEAR.

CONTINUING VARIANCES: Those variances which provide for permanent or ongoing
replacement of the monitor with an alternative plan.

- ☐ Zone Monitors, Plus Public Address System
- ☐ Door-to-Door Transportation - K-5
- ☐ Door-to-Door Transportation - K only

ALTERNATIVE VARIANCE: School district proposal for Commissioner consideration
and approval before implementation.

- ☐ Alternative Proposal Attached

NO VARIANCE:

- ☐ No Variance Requested
-

Superintendent's Signature

Date

APPENDIX B

REQUESTS FOR VARIANCES BY DISTRICT
1992 - 1993

DISTRICT	C 1	C 2	C 3	NONE
Barrington		*	*	
Bristol/Warren	*			
Burrillville				*
Central Falls				*
Coventry	*	*	*	
Cranston		*	*	
Cumberland	*	*		
East Greenwich	*	*	*	
East Providence	*	*	*	
Foster		*		
Glocester				*
Jamestown		*	*	
Johnston		*	*	
Lincoln	*	*	*	
Little Compton				*
Middletown				*
Narragansett		*		
Newport		*	*	
New Shoreham	*			
North Kingstown				*
North Providence	*	*	*	
North Smithfield		*		
Pawtucket	*	*	*	
Portsmouth				*
Providence				*
Scituate		*		
Smithfield				*
South Kingstown		*		
Tiverton				*
Warwick		*		
Westerly	*	*		
West Warwick	*	*	*	
Woonsocket				*
Exeter/West Greenwich		*	*	
Chariho		*	*	

BUS MONITOR VARIANCE REPORT
SCHOOL YEAR 1993-94
MONTHLY REPORT

SCHOOL DISTRICT

PERSON COMPLETING FORM

1. Check off the variance your district used this month.

CONTINUING VARIANCES:

- [] Zone Monitors, Plus Public Address System
- [] Door-to-Door Transportation - K-5
- [] Door-to-Door Transportation - K only

ALTERNATIVE VARIANCES:

- [] Approved Alternative Variance (Copy Attached)

NO VARIANCE:

- [] No Variance Used

2. [] How many K-5 bus runs* did you have in your district this month?
(Total a.m., noon, and p.m. runs)
3. [] For this month, on how many K-5 bus runs did you have a bus monitor?
4. [] For this month, on how many K-5 bus runs did you use a continuing variance?
5. [] For this month, on how many K-5 bus runs did you use emergency procedures?
6. [] For this month, of what percentage of the total number of bus runs in your district did you use emergency procedures?
(Total in #5 + total in #2, then x by 100 to find percentage)

MONTH

Any school district that uses emergency procedures on 10% of more of the total number of bus runs in the district per month in any two (2) consecutive months must hire additional bus monitors or adapt one or more continuing variances.

The intent of the emergency procedures for the event of an "emergency" (i.e., a monitor is sick and no substitute is available, a monitor quits and the district is actively seeking a replacement). UNDER NO CIRCUMSTANCES SHOULD THE EMERGENCY PROCEDURES BE USED AS A PERMANENT REPLACEMENT FOR A SCHOOL BUS MONITOR.

*For purposes of this report, a school bus run is defined as a one-way trip, either from home to school or from school to home.

Superintendent's Signature

Date

APPENDIX D

**BUS MONITOR 1992-1993
SELF REPORTED**

SCHOOL DISTRICT	TOTAL # OF RUNS	# OF MONITORED RUNS	# OF RUNS USING CONTINUED VARIANCE	# OF RUNS USING EMERGENCY VARIANCES	% OF RUNS USING EMERGENCY VARIANCE
BARRINGTON	4,733	4,439	283	11	0.2
BRISTOL/WARREN	12,384	12,251	0	133	1.1
BURRILLVILLE	11,827	11,120	0	707	6.0
CENTRAL FALLS	720	720	0	0	0.0
COVENTRY	12,409	11,877	57	475	3.8
CRANSTON	20,210	11,521	7,663	1,026	5.1
CUMBERLAND	14,661	14,635	0	26	0.2
EAST GREENWICH	6,211	6,134	0	77	1.3
EAST PROVIDENCE	14,400	14,354	0	46	0.3
FOSTER	3,858	3,723	135	0	0.0
GLOCESTER	5,964	5,811	0	153	2.6
JAMESTOWN	2,654	2,651	0	3	0.1
JOHNSTON	16,543	14,480	2,062	1	0.01
LINCOLN	7,876	7,150	726	0	0.0
LITTLE COMPTON	2,700	2,700	0	0	0.0
MIDDLETOWN	17,975	17,795	0	180	1.0
NARRAGANSETT	7,874	7,347	0	527	6.7
NEWPORT	5,800	5,182	608	10	0.2
NEW SHOREHAM	337	328	9	0	0.0
N. KINGSTOWN	17,997	17,997	0	0	0.0
N. PROVIDENCE	6,048	6,048	0	0	0.0
N. SMITHFIELD	5,696	5,573	0	123	2.2
PAWTUCKET	11,407	11,407	0	0	0.0
PORTSMOUTH	18,974	18,862	0	112	0.6
PROVIDENCE	1,860	1,733	0	127	6.8
SCITUATE	8,010	6,448	1,424	138	1.7
SMITHFIELD	8,787	8,677	0	110	1.3
S. KINGSTOWN	10,361	8,484	1,675	202	1.9
TIVERTON	6,086	6,071	0	15	0.2
WARWICK	30,220	16,898	12,160	1,162	3.8
WESTERLY	27,360	26,940	0	410	1.5
WEST WARWICK	16,290	13,341	2,124	825	5.1
WOONSOCKET	6,275	6,261	0	14	0.2
CHARIHO	24,616	22,575	841	1,200	4.9
EXETER/WEST GREENWICH	7,786	6,767	565	454	5.8
STATEWIDE TOTALS:	376,909	338,310	30,332	8,267	2.2

DELAWARE

LEGISLATION



DELAWARE STATE SENATE
137TH GENERAL ASSEMBLY

SENATE BILL NO. 210

AS AMENDED BY

SENATE AMENDMENT NO. 2

AN ACT TO AMEND CHAPTER 85, TITLE 11 OF THE DELAWARE CODE RELATING TO CRIMINAL BACKGROUND CHECKS FOR PUBLIC SCHOOL RELATED EMPLOYMENT.

WHEREAS, child sexual abuse is a large and underreported problem; and

WHEREAS, child sex offenders are often serial offenders who seek legitimate access to children; and

WHEREAS, public school related employment can provide such access to children; and

WHEREAS, it is essential that public school officials have a reliable procedure for screening persons seeking school related employment for convictions of child sex abuse or other serious offenses which should disqualify such persons from school employment.

NOW, THEREFORE:

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF DELAWARE:

Section 1. Amend §8560, Subchapter V, Chapter 85, Title 11 of the Delaware Code by striking §8560(2) in its entirety and substituting in lieu thereof the following:

"(2) 'Child care provider' means any child care facility which by law is required to be licensed or any facility registered and eligible for Federal Child Care Development Block Grant funds."

Section 2. Amend §8560(5), Subchapter V, Chapter 85, Title 11 of the Delaware Code by striking the phrase ", including substitute teachers" where said phrase appears at the end of §8560(5).

Section 3. Amend §8561(b), Subchapter V, Chapter 85, Title 11 of the Delaware Code by striking the phrase "; and/or" where said phrase appears at the end of §8561(b)(3) and substituting in lieu thereof a period ".", and by striking §8561(b)(4) in its entirety.

Section 4. Amend Chapter 85, Title 11 of the Delaware Code by adding a new Subchapter VI to read as follows:

"SUBCHAPTER VI. CRIMINAL BACKGROUND CHECK FOR PUBLIC SCHOOL RELATED EMPLOYMENT.

§8570. Definitions.

The following words, terms and phrases, when used in this subchapter, shall have the meaning ascribed to them in this section, except where the context clearly indicates a different meaning:

(1) 'Children' means persons who are enrolled in public schools in the State of Delaware.

(2) 'Child sex abuse' shall have the meaning prescribed by §8550(2) of this Title.

(3) 'Person seeking employment with a public school' means any person seeking employment for compensation with a public school or agency that supplies contracted services directly to students of a public school or any person who for any reason has regular direct access to children at any facility referred to in subsection (4) of this section, including substitute teachers; provided, however, that any person who has been continuously employed in a public school district or by an agency that supplies contracted services directly to students in Delaware shall be exempt from the screening provisions of §8571 of this subchapter while employed in the same district.

(4) 'Public school' means any public school and includes any board of education, school district, reorganized school district, special school district, and any person acting as an agent thereof.

§8571. Screening procedure required.

(a) Any person seeking employment with a public school shall be required to submit his or her fingerprints and other necessary information in order to obtain the following:

(1) Report of the individual's entire criminal history record from the State Bureau of Identification or a statement from the State Bureau of Identification that the State Bureau of Identification Central Repository contains no such information relating to that person.

(2) A report of the individual's entire federal criminal history record pursuant to the Federal Bureau of Investigation

appropriation of Title II of Public Law 92-544. The State Bureau of Identification shall be the intermediary for the purposes of this section and the public school shall be the screening point for the receipt of said federal criminal history records.

(b) All information obtained pursuant to subsection (a) of this section shall be forwarded to the public school which will assess the information and make a determination of suitability for employment. The person seeking employment shall be provided with a copy of all information forwarded to the public school pursuant to this subsection. Information obtained under this subsection is confidential and may only be disclosed to the chief school officer and the chief personnel officer of the public school. The State Bureau of Identification may release any subsequent criminal history to the public school.

(c) Costs associated with obtaining criminal history information and child sex abuse repository information shall be paid by the person seeking employment; provided, however, that subject to a specific annual appropriation in the Annual Appropriations Act, costs associated with obtaining criminal history information and child sex abuse repository information may be paid by the State.

(d) A person seeking employment shall have an opportunity to respond to the public school regarding any information obtained pursuant to subsection (b) of this section prior to a determination of suitability for employment being made. The determination of suitability for employment shall be based upon the type of offenses, if any; the length of time since any offenses; record since any offenses; and responsibilities of the position which the person is seeking; provided that a person seeking employment with a public school may be disqualified from employment for any of the following reasons:

(1) Conviction of manufacture, delivery or possession, or possession with intent to deliver a controlled substance, or a counterfeit controlled substance classified in Chapter 47 of Title 16 of the Delaware Code or in similar laws of any other jurisdiction;

(2) Conviction of any felony in this State or any other jurisdiction in the last five years; or

(3) Conviction of any crime against a child in this State or any other jurisdiction.

(e) Upon making its determination of suitability, the public school shall forward the determination to the person seeking employment. If a determination is made to deny the person from employment based upon the criminal history of the person, the person shall have an opportunity to appeal to the chief school officer or designee for reconsideration.

(f) A public school may conditionally hire a person seeking employment, pending the determination of suitability for employment. If the information obtained from the criminal background check reveals that the person is disqualified from employment pursuant to subsection (d) of this section, the person may not continue in employment and is subject to termination.

(g) Any person seeking employment with a public school who has submitted to a criminal background check in this or any other state within the previous twelve (12) months shall not be required to submit to another criminal background check, provided, however, that the person submits (1) the results of such previous background check, including any previous federal criminal background check, and (2) a reference from the most recent employer, if any, covering the previous twelve (12) months.

(h) The State Board of Education shall, in the manner provided by law, promulgate regulations necessary to implement this subchapter. These regulations shall include:

(1) Establishment, in conjunction with the State Bureau of Identification, of a procedure for fingerprinting persons seeking employment with a public school and providing the reports and certificate obtained pursuant to subsection (a) of this section;

(2) Establishment of a procedure for reconsideration of a determination to deny employment based upon a person's criminal history; and

(3) Establishment of a procedure to provide confidentiality of information obtained pursuant to subsection (a) and of the determination of suitability from employment.

§8572. Penalties.

Any person seeking employment with a public school who knowingly provides false, incomplete or inaccurate criminal history information or who otherwise knowingly violates the provisions of §8571 of this subchapter shall be guilty of a Class G felony and shall be punished according to Chapter 42 of this title."

Section 5. If any provision of this Act or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect provisions or applications of this Act which can be given effect without the invalid provision or application, and to this end the provisions of this Act are declared to be severable.

Section 6. This Act shall become effective upon its enactment into law; provided, however, that the application of the provisions of this Act to any person or circumstance shall be permissive until July 1, 1994; further provided, however, that on and after July 1, 1994, the application of the provisions of this Act to any person or circumstance shall be mandatory.

SPONSOR: Reps. Petrilli & Spence;
Reps. Buckworth, Carey,
Caulk, Davis, Di Pinto,
D. Ennis, Ewing, Fallon,
Lee, Lofink, Mack,
Maroney, Oberle,
Quillen, Reynolds, Roy,
Smith, Sorenson, Taylor,
Wagner, Banning,
Bennett, Bradley, Brady,
Bunting, Clark,
DiLiberto, B. Ennis,
George, Gilligan,
Holloway, Jr., Houghton,
Jonkiert, Schroeder, Van
Sant, West, Wodjewodzki;
Sens. Adams, Blevins,
Holloway, Sr., Marshall,
McDowell, Sharp, Sokola,
Torbert, Vaughn,
Venables, Voshell, Bair,
Connor, Hauge, Knox,
Neal, Still



HOUSE OF REPRESENTATIVES

137TH GENERAL ASSEMBLY

HOUSE BILL NO.

247

JUN 3 1993

AN ACT TO AMEND TITLE 14, DELAWARE CODE, BY ADDING A NEW CHAPTER 16 AND BY AMENDING CHAPTERS 13 AND 17, RELATING TO THE ESTABLISHMENT OF A COMPREHENSIVE STATEWIDE PROGRAM TO IMPROVE STUDENT DISCIPLINE IN THE PUBLIC SCHOOLS.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF DELAWARE:

1 Section 1. Amend Title 14, Delaware Code by adding thereto a new Chapter 16 to
2 read as follows:

3 "CHAPTER 16. COMPREHENSIVE SCHOOL DISCIPLINE IMPROVEMENT PROGRAM

4 §1601. Purpose.

5 It is the purpose of this chapter to provide for the establishment of a
6 statewide comprehensive program to improve student discipline in the public
7 elementary and secondary schools of the State. The program shall provide for
8 the treatment of pupils who are exhibiting discipline problems and for the
9 establishment of services to school pupils which will reduce the rate and
10 severity of discipline problems in the future. The program shall operate under
11 the supervision and direction of the State Board of Education.

1 §1602. Appropriation.

2 The General Assembly shall annually provide an appropriation for the
3 operation of the Comprehensive School Discipline Improvement Program in the
4 Budget Appropriation Bill. From the funds appropriated, the State Board may
5 allocate funds to the public school districts for the financial support of
6 various components of the program.

7 §1603. Rules and regulations.

8 The State Board of Education shall, from time to time, adopt and promulgate
9 such rules and regulations as will be necessary for the implementation of the
10 program authorized by this chapter.

11 §1604. Treatment of severe discipline problems component.

12 The State Board of Education shall establish a program component which will
13 provide alternative educational and related services for the more severe
14 discipline problems in the public schools. This component will serve primarily
15 secondary school students, including but not limited to: youngsters who have
16 been expelled from regular schools, students who may be subject to expulsion,
17 and others who have serious violations of the local school district discipline
18 code. The State Board of Education shall provide rules and regulations for the
19 conduct of programs authorized under this section subject to the following
20 limitations:

21 (a) School districts shall make application to the State Board of
22 Education for funding to implement programs authorized under this section.
23 Preference shall be given to applications from consortia of school
24 districts. To the extent feasible, programs offered under this component
25 should serve eligible pupils within a county, however, multiple sites may
26 be operated by a single consortia of school districts within a county.

27 (b) Any application submitted under this section shall specify the
28 types and level of services to be provided and an estimate of the number of
29 youngsters to be served. The application shall also include a budget of
30 proposed expenditures during a fiscal year. That budget shall indicate, at
31 a minimum, the funds being requested from appropriations authorized under
32 this section and funds to be obtained from all other sources.

1 (c) All applications submitted to the State Board of Education under
2 this section shall indicate an agreement to fund at least thirty (30)
3 percent of the total cost of services provided from sources of funding
4 other than those authorized under this section.

5 (d) All projects funded under this section shall submit an annual
6 evaluation report on the effectiveness of the program to the State Board of
7 Education. Such report shall incorporate the data and information
8 specified by the State Board.

9 (e) School districts shall be permitted to use funds collected in
10 accordance with the provisions of Chapter 6 of this title to make tuition
11 payments for youngsters assigned to programs authorized under this section.

12 (f) Nothing in this section shall prohibit a consortia of school
13 districts from contracting for educational or related services with public
14 or private agencies when operating programs authorized under this section.

15 (g) The provisions of §4130 of this title shall not apply to
16 youngsters enrolled in programs authorized under this section.

17 §1605. School and district level component.

18 The State Board of Education shall be authorized to approve and provide
19 financial support for programs to provide alternative educational and related
20 services to disruptive students in the public schools. This component will
21 serve students, in schools enrolling pupils in grades 6 through 12, who are
22 causing disruptions in the regular classes to which they are assigned. Services
23 may be delivered in a variety of modes with students assigned to the specific
24 programs for short or long-term assistance. Programs authorized under this
25 section could also serve as a transition for youngsters returning from programs
26 operated under the provisions of §1604 of this title. The State Board of
27 Education shall provide rules and regulations for the conduct of programs
28 authorized under this section subject to the following limitations.

29 (a) School districts shall be permitted to use personnel authorized
30 by any of the provisions of this title to establish alternative educational
31 and related service programs for disruptive students. Such personnel shall
32 continue to be paid in accordance with salary schedules specified in
33 Chapter 13 of this title.

1 (b) In the event that a school district uses personnel authorized
2 under various sections of this title to establish and operate a program for
3 disruptive students, the district may elect to employ two service aides or
4 two instructional aides, paid in accordance with §1324 of this title, in
5 lieu of one staff member paid in accordance with §1305 of this title.

6 (c) Any school which enrolls pupils in at least two of the grades 6
7 through 12 and which establishes a program for disruptive students in
8 accordance with the provisions of this section and the rules and
9 regulations of the State Board of Education may make application to the
10 State Board for an incentive grant to help defray the cost of operating
11 such program. No school may qualify for more than one incentive grant per
12 fiscal year, and all applications for such grants must have the prior
13 approval of the board of education of the school district in which the
14 applicant school is located. The maximum dollar value of an incentive
15 grant shall be specified in the annual Budget Appropriation Bill. Funds
16 available to the State Board of Education shall be allocated on a
17 competitive basis if in any fiscal year more schools are eligible for
18 funding than there are funds appropriated for the incentive grants.

19 (d) Funds provided to a school under an incentive grant provided
20 under subsection (c) of this section may be used for any purpose that
21 Division I or II funds may be used, provided, however, that such funds
22 shall not be used to pay salaries to employees beyond the state-supported
23 salaries specified in Chapter 13 of this title.

24 (e) Nothing in this section shall prohibit a school or school
25 district from contracting for educational or related goods and services
26 with the incentive funds authorized in accordance with the provisions of
27 subsection (c) of this section.

28 (f) All schools receiving an incentive grant pursuant to subsection
29 (c) of this section shall submit an annual evaluation report on the
30 effectiveness of the program to the State Board of Education. The report
31 shall be in a format and shall include the data and information specified
32 by the State Board.

1 §1606. Prevention component.

2 The State Board of Education shall establish a program component designed
3 to offer services to youngsters with the intended purpose of reducing the rate
4 and severity of discipline problems in the schools. Programs authorized under
5 this section shall be districtwide programs which provide for at least: school
6 based student support services; outreach programs to parents, families and the
7 community; and training for teachers, administrators and other staff. The State
8 Board of Education shall provide rules and regulations for the conduct of
9 programs authorized under this section subject to the following conditions:

10 (a) Each public school district which wishes to participate in programs
11 authorized by this section shall first prepare a districtwide comprehensive plan
12 in accordance with requirements specified by the State Board of Education. Such
13 plan shall include as a minimum an integrated plan to deliver school based
14 student support services using personnel such as: counselors, school social
15 workers, school nurses, educational diagnosticians, school psychologists, speech
16 and hearing therapists, visiting teachers, home-school liaisons, special
17 education personnel, nurse practitioners and other professional personnel. The
18 comprehensive plan shall include proposals to obtain parent, family and
19 community involvement in reducing and resolving school discipline problems and
20 shall provide for training in behavior management and school discipline for
21 teachers, administrators and other certificated school personnel. The
22 comprehensive plan shall also include an evaluation design which shall specify
23 the procedures and data to be employed in determining the effectiveness of the
24 program and the timeline for periodic evaluative reports.

25 (b) During the fiscal year ending June 30, 1994, the State Board of
26 Education is authorized to make planning grants to school districts engaged in
27 preparing comprehensive plans as authorized in subsection (a) of this section.
28 The dollar value of such grants shall be specified in the Budget Appropriation
29 Bill for that fiscal year.

30 (c) During the fiscal year ending June 30, 1994, the State Board of
31 Education is authorized to make grants for up to three pilot programs to
32 districts which are able to demonstrate to the satisfaction of the State Board
33 that their comprehensive plan, prepared pursuant to subsection (a) of this
34 section, is sufficiently well developed to merit initial implementation on a

1 pilot basis.

2 (d) Beginning with the fiscal year ending June 30, 1995, school districts
3 may make application to the State Board of Education for funding to implement
4 programs authorized under this section. Only school districts which have
5 completed a comprehensive plan in accordance with subsection (a) of this section
6 and which have received approval of their plan from the State Board of Education
7 shall be eligible to submit an application.

8 (e) Beginning with the fiscal year ending June 30, 1995, school districts
9 with State Board of Education approved comprehensive plans prepared in
10 accordance with subsection (a) of this section, shall qualify for state
11 financial support for student support services personnel in accordance with the
12 formulas specified in §1321(e)(17) of this title. Funds authorized under
13 §1321(e)(17) may be used to employ: school social workers, elementary school
14 guidance counselors, school psychologists, school nurses or visiting teachers,
15 home-school liaisons, or other professional personnel..

16 (f) Beginning with the fiscal year ending June 30, 1995, school districts
17 with State Board of Education approved comprehensive plans prepared in
18 accordance with subsection (a) of this section, shall qualify for state
19 financial support for nurse practitioners in accordance with the formulas
20 specified in §1321(e)(18) of this title.

21 (g) A school district qualifying for personnel in accordance with
22 subsections (e) or (f) of this section may choose to employ personnel or may as
23 an alternative choose to provide all or part of the services through a
24 contractual agreement with a public or private agency. When providing services
25 through the contractual alternative, the dollar value for each staff allocation
26 used shall not exceed the salary paid a teacher, holding a master's degree and
27 having 10 years of experience and employed for 10 months per year, as provided
28 in §1305 of this title.

29 (h) Nothing in this section shall prohibit a school district from using
30 personnel authorized by any provisions of this title to establish and implement
31 a comprehensive districtwide program to improve school discipline. Conversely,
32 it is the intent of this section to indicate that schools are to coordinate
33 resources already available with those specifically authorized by this section
34 to provide an integrated comprehensive program.

1 §1607. State Board waiver authority.

2 The State Board of Education shall have the authority to waive or suspend
3 provisions of the Delaware Code in the implementation of programs authorized
4 under this chapter, provided, however, that such waiver or suspension of a
5 provision of the Code shall not result in an increased financial obligation to
6 the State of Delaware. The State Board of Education is also authorized to waive
7 or suspend its rules and regulations in order to maximize the projected impact
8 of programs authorized under this chapter.

9 §1608. Interagency cooperation.

10 The State Board of Education and the public school districts are to work
11 cooperatively with other State agencies, particularly the Department of Health
12 and Social Services and the Department of Services for Children, Youth and Their
13 Families, in the development and implementation of programs authorized under
14 this chapter. The intent of such cooperation is to avoid redundancy in services
15 and to maximize the impact of resources authorized under this chapter."

16 Section 2. Amend §1321(e), Title 14, Delaware Code, by adding thereto a new
17 paragraph to read as follows:

18 "(17) Specialist - student support services personnel for a period of 10
19 months per year and paid in accordance with the salary schedule contained in
20 §1305 of this title at the following rate:

21 (i) For the fiscal year ending June 30, 1995, one specialist for each 1,400
22 pupils enrolled in grades kindergarten through 12. School districts shall
23 qualify for partial funding for a fractional part of 1400 pupils.

24 (ii) For the fiscal year ending June 30, 1996, one specialist for each 700
25 pupils enrolled in grades kindergarten through 12. School districts shall
26 qualify for partial funding for a fractional part of 700 pupils.

27 (iii) For the fiscal year ending June 30, 1997, one specialist for each 465
28 pupils enrolled in grades kindergarten through 12. School districts shall
29 qualify for partial funding for a fractional part of 465 pupils.

30 (iv) For the fiscal year ending June 30, 1998, and for subsequent fiscal
31 years, one specialist for each 350 pupils enrolled in grades kindergarten
32 through 12. School districts shall qualify for partial funding for a fractional
33 part of 350 pupils."

1 Section 3. Amend §1321(e), Title 14, Delaware Code, by adding thereto a new
2 paragraph to read as follows:
3 "(18) Specialist - nurse practitioners for a period of 10 months per year
4 and paid in accordance with the salary schedule contained in § 1305 of this
5 title at the following rate:
6 (i) For the fiscal year ending June 30, 1995, one nurse practitioner for
7 each 1550 pupils enrolled in grades 7 through 12. School districts shall
8 qualify for partial funding for a fractional part of 1550 pupils.
9 (ii) For the fiscal year ending June 30, 1996, one nurse practitioner for
10 each 770 pupils enrolled in grades 7 through 12. School districts shall qualify
11 for partial funding for a fractional part of 770 pupils.
12 (iii) For the fiscal year ending June 30, 1997, and for subsequent fiscal
13 years, one nurse practitioner for each 520 pupils enrolled in grades 7 through
14 12. Schools shall qualify for partial funding for a fractional part of 520
15 pupils."
16 Section 4. Amend Chapter 17, Title 14, Delaware Code by adding thereto a new
17 section to read as follows:
18 "§1723. Comprehensive school discipline improvement programs.
19 In addition to the funds appropriated to school districts by other
20 sections of this chapter, school districts shall be eligible to make
21 application to the State Board of Education for the development and
22 implementation of school discipline improvement programs as specified in
23 Chapter 16 of this title."
24 Section 5. The provisions of this Act are severable. If any provision of this
25 Act or its application to any person or circumstance is held to be invalid, that
26 invalidity shall not affect other provisions or applications of this Act which can be
27 given effect without the invalid provision or application.

SYNOPSIS

This Act provides for the establishment of a statewide comprehensive program to improve student discipline in the public elementary and secondary schools of the State. The legislation provides three separate components. The first component provides for alternative educational and related services for the most severe

discipline problems. The second component would serve disruptive pupils in programs offered in the regular secondary schools. The third component provides for the development and staffing of comprehensive support services in all school districts to help prevent future discipline problems. The Act is consistent with the recommendations of the Statewide Task Force on Discipline in the Schools created pursuant to SJR #11 of the 136th General Assembly.



HOUSE OF REPRESENTATIVES

137TH GENERAL ASSEMBLY

HOUSE BILL NO. 85

AS AMENDED BY

HOUSE AMENDMENT NO. 1,
HOUSE AMENDMENT NO. 2 AS AMENDED BY HOUSE AMENDMENT NO. 1
TO HOUSE AMENDMENT NO. 2 AND HOUSE AMENDMENT NO. 3

AN ACT TO AMEND CHAPTER 41, TITLE 14 OF THE DELAWARE CODE RELATING TO GENERAL REGULATORY PROVISIONS.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF DELAWARE (Two-thirds of all members elected to each House thereof concurring therein):

Section 1. Amend Title 14, Chapter 41, §4112 by striking the headnote as it currently appears and substitute in lieu thereof a new headnote to read as follows: "Discipline Powers, Reporting Requirements and Responsibilities of Superintendents, Principals and Teachers."

Section 2. Amend Title 14, Chapter 41, §4112 of the Delaware Code by striking the existing subsections (b) and (c) in their entirety and substituting in lieu thereof the following new subsections (b) and (c) to read as follows:

"(b) Student Criminal Violations; Mandatory Complaints.

In any instance where a pupil or parent or guardian of any pupil is found to have committed an assault or an extortion against a pupil or found to have committed an assault, offensive touching, terroristic threatening or an extortion against a school employee as prohibited by Title 11 on school property, after verifying the identity of the pupil or parent or guardian involved and that probable cause exists to believe a criminal charge is appropriate, the principal shall immediately report such incident to the appropriate local police agency and to the superintendent. Thereafter, the superintendent shall immediately file a written report of such incident with the State Department of Public Instruction and the Youth Division of the Delaware State Police. In any instance where a pupil, parent or guardian is found to have committed an assault, offensive

touching, terroristic threatening or an extortion under this subsection against a school employee, the superintendent or his designee shall, without unreasonable delay, file the appropriate charge against the pupil, parent or guardian. The obligations of the superintendent and principal, as set forth in this subsection, are mandatory and are not discretionary. However, the reporting requirements set forth in this section shall not apply to offenses committed between students enrolled in grades kindergarten through third grade.

(c) Student possession of weapons and unlawful drugs; mandatory complaints.

In any instance where a pupil is found to have on his person, or concealed among his possessions, or placed elsewhere on the school premises, any controlled substance (as prohibited by Title 16), or any dangerous instrument or deadly weapon (as prohibited by Title 11), after verifying the identity of the pupil involved and that probable cause exists to believe a criminal charge is appropriate, the principal shall immediately report such incident to the appropriate local police agency and to the superintendent. Thereafter, the superintendent shall immediately file a written report of such incident with the State Department of Public Instruction and the Youth Division of the Delaware State Police. The obligations of the superintendent and principal, as set forth in this subsection, are mandatory and are not discretionary."

Section 3. Further amend, Title 14, Chapter 41, §4112 by redesignating the current subsection (d) as a new subsection (g) and by inserting new subsections (d), (e) and (f) to read as follows:

"(d) Teacher's Duty to Report.

In any instance where a teacher witnesses an act of violence as set forth in subsection (b) or finds a pupil in possession of a weapon or unlawful drugs as set forth in subsection (c), it shall be the duty of the teacher to immediately report such incident to the principal."

(e) Immediate Suspension.

Any pupil determined to have committed an offense under subsection (b) or (c) shall be immediately suspended by the school district until such time as a parent conference is held as provided for in subsection (a). Furthermore, any pupil determined to have committed an offense under subsection (b) or (c) shall also be referred to the school district's alternative program for counseling of an appropriate nature and duration

prior to being returned to the general student body. Nothing in this section shall preclude the school district from imposing a longer suspension or expulsion where otherwise appropriate.

(f) Failure to Report a Violation.

Any superintendent, principal, or teacher who fails to report an incident as required by subsection (b), (c), or (d), shall be guilty of a violation and be fined not more than \$250.00 for a first offense and not more than \$500.00 for a subsequent offense. However, it shall be an affirmative defense to a prosecution under this section if the superintendent, principal or teacher decided not to report an incident where, after conducting a thorough investigation, he or she makes a good-faith determination that no probable cause exists to believe a criminal charge is appropriate."

Section 4. Further amend Chapter 41, Title 14 of the Delaware Code by adding a new §4118 to read as follows:

"§4118. Metal Detectors.

The school board of each school district shall have authority to employ the use of metal detectors, or any other similar security devices, to prevent pupils from bringing dangerous instruments, deadly weapons or any other contraband into the schools. Any school board exercising its authority under this Section shall promulgate rules and regulations governing the implementation and use of such security devices."

Section 5. If any provision of this Act or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of the Act which can be given effect without the invalid provision or application, and to that end the provisions of this Act are declared to be severable.

**MANDATORY TRAINING FOR SCHOOL ADMINISTRATORS
IN SCHOOL/POLICE RELATIONS AND
THE NEW DISCIPLINE LAWS AND REGULATIONS
Delaware Fire School, Dover Delaware
July 14, 28, and August 18, 1993**

Pursuant to
State Board of Education
Regulation
Passed June 23, 1993

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14 DEL C. § 4112

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RELATIONSHIPS BETWEEN LOCAL SCHOOL DISTRICTS AND LAW ENFORCEMENT AGENCIES

Introduction

The school/police function is only as effective as the communication and cooperation of the respective agencies and all the various other agencies involved with the education, safety and welfare of Delaware's youth. This belief has evolved into a well structured and cooperative set of policies and practices between and among the school/police agencies in Delaware which have been compiled into this document containing policy and guidelines for school/police relations. The *Model Memorandum of Agreement Between Board(s) of Education and Law Enforcement Agencies in the State of Delaware*, included in the document, was developed through the input of many highly experienced persons serving on the Task Force for School/Police Relations, all of whom are involved in the school/police function and represent many years of experience. It was first developed in 1968 and was revised in 1972 and 1988. In 1993, the policy elements of the document were added. This format, a memorandum of agreement, has been identified by the Task Force as the single most effective means of prescribing a guide for statewide use on the subject.

For law enforcement agencies to effectively serve the school community, there must be some flexibility in the documents which provide a basis for the procedures in use in the local school district. However, in some areas it is felt that the uniform establishment of statewide procedures are beneficial to the child, the police authorities and school administrations.

State Board Regulations

In order to ensure such uniformity, the state Board of Education at its June 17, 1993 meeting established the following as statewide regulations:

- a. Section 6 of the *Model Memorandum* in this document, in regard to Reporting Crimes, is enacted as policy, and is mandated to be included, word for word, in each district's MOA(s) on school/police relations.
- b. Each school district shall develop a memorandum of agreement between the district board of education and each department providing police coverage to the district. The MOA shall be established or reviewed, to incorporate State Board policy and current local procedures for school/police relations, by September 30, 1993. A copy of each district's executed memoranda shall be

submitted to the State Board of Education by October 15, 1993. Thereafter, such memoranda shall be reviewed on a regularly established schedule enacted by the district board of education, and be reviewed subsequent to any changes made to the *Model Memorandum* at the State level.

c. A Special Task Force for School/Police Relations, composed of representatives of the school districts, of the law enforcement agencies which have responsibility for crimes in the school environment, and of the Fire Marshall's Office, shall meet to review the contents of the *Model Memorandum* at least every five years. The Special Task Force shall make recommendations for inservice training of school administrators involved in the student disciplinary process, as a result of these changes to the *Model Memorandum*, and as a result of all subsequent changes, if such training is deemed necessary.

d. Each school administrator involved in the student disciplinary process shall complete six hours of training in school/police relations, including the training of administrators as trainers of teachers in the above changes to the MOA and in student disciplinary matters in general, by September 30, 1993. The sessions shall be provided by the Department of Public Instruction, in consultation with a committee of members of the Special Task Force for School/Police Relations. Sessions on school/police relations shall be made available on an annual basis thereafter, and school administrators new to the student disciplinary process shall be required to attend such training.

e. The Department of Public Instruction shall develop the forms required by Section 6 of the *Model Memorandum*. Those forms shall be used by the districts to report crimes committed by students in the school environment in a timely fashion.

f. Each district shall ensure that teachers are informed at the time of hire and at the beginning of each school year thereafter of their duty to report immediately to the principal an act of violence as set out in 14 Del.C. § 4112., i.e., assault and extortion against a pupil, or an assault, offensive touching, terroristic threatening or extortion against a school employee, or weapons or unlawful drug offenses [See 14 Del.C. § 4112(d) and (f). and of the penalties established in §4112(f).

QUICK REFERENCE ON REPORTING SCHOOL DISCIPLINARY INCIDENTS

REQUIREMENT	TELEPHONE REPORT TO POLICE (Principal)	WRITTEN REPORT TO D.P.I. (Superintendent)	WRITTEN REPORT TO YOUTH AID/ STATE POLICE (Superintendent)	FOLLOW-UP REPORT TO D.P.I. (Superintendent)
14 <u>Del. C.</u> §4112(b) - against students • assault • extortion	Yes, unless <i>between</i> students K-3	Yes, unless <i>between</i> students K-33	Yes, unless <i>between</i> students K-3	Yes, unless <i>between</i> students K-3
14 <u>Del. C.</u> §4112(b) - against school employees • assault • offensive touching • terroristic threatening • extortion	Yes	Yes	Yes	Yes
14 <u>Del. C.</u> §4112(c) - • controlled substances • deadly weapons, and dangerous instruments	Yes	Yes	Yes	Yes
16 <u>Del. C.</u> §903- Child abuse or neglect	Report must be made to DCPS- report may need to be made to police	No	No	No
State Bd Reg.-Felonies • Reckless Endangering and Other Assault Offenses • Criminal Mischief • Homicide • Unlawful sexual contact, penetration or intercourse • Unlawful Imprisonment, Kidnapping • Sexual exploitation of Children, Pornography • Promoting Prostitution • Arson • Burglary or Robbery • Felony Theft Offenses • Felony Forgery Offenses • Riot • Fraud Offenses • Computer/Recorded Sounds	Yes	Yes	No	Yes

MODEL
MEMORANDUM OF AGREEMENT
BETWEEN THE BOARD(S) OF EDUCATION
AND LAW ENFORCEMENT AGENCIES
IN THE STATE OF DELAWARE

1. The Board of Education of _____
and the following Law Enforcement Agency(ies): _____
_____ hereby agree
that the following practices and procedures shall govern their relations.
2. All law enforcement agency officers performing law enforcement functions under
this Agreement will be governed by the provisions contained herein.
3. ARRESTS
 - a. When possible and appropriate, arrest by police should be made during non-
school hours and away from school premises.
 - b. Arrest on school premises during school hours should be undertaken in such a
manner as to avoid embarrassment to the pupil being arrested or to jeopardize
the safety and welfare of other pupils.
 - c. In the event of an apprehension during school hours, the principal or designee
should summon the student to his/her office before surrendering the student.
Unless absolutely essential, the officer should not appear in the classroom to
apprehend the student.
 - d. If the student is to be surrendered to the custody of the police officer, the
principal or designee should record the name and organization of the officer,
the time the officer leaves the school, the destination (police station, detention
facility, or Family Court), and the offense for which the arrest was made. A
substantial effort should be made by the principal or designee to immediately
inform the parent(s) or guardian(s) of the student upon any contact by the
police. If the student is arrested and removed from the premises before such
contact is made, the police and the principal or designee share a joint
responsibility for that contact.

4. QUESTIONING OR INTERROGATION BY POLICE ON SCHOOL PREMISES

- a. Police investigations involving the questioning or interrogation of pupils should not be permitted on school premises unless in connection with a crime committed on school premises or in connection with an investigation which, if not immediately permitted, would compromise the success of that investigation or endanger the lives or safety of the student or other persons. Questioning becomes interrogation when it becomes accusatory in nature and is designed to elicit an admission of guilt from the suspected offender. Law enforcement officers must provide Miranda warnings, if the suspect is being interrogated and is not free to leave.
- b. The principal or designee should be present throughout the questioning or interrogation, except in cases where the investigation concerns a student who is the victim of physical or sexual abuse where a member of the student's immediate family or household is suspected of being the perpetrator of or a conspirator in such abuse and where the police investigator is a representative of a special unit trained to do such interviews.
- c. In any case, where a student is in custody and being questioned regarding involvement in a criminal matter and where the student's Fifth Amendment protection against self-incrimination may apply, the law enforcement officer should consider the environment in which questioning takes place and the ability of the student to discontinue the questioning. Unless unreasonable to do so, the law enforcement officer should notify the principal or his designee when such questioning becomes custodial in nature. Questioning becomes "custodial in nature" when a law enforcement officer is conducting an interview and the party being interviewed is not free to leave the presence of the officer.
- d. Before the police commence the questioning or interrogation of a minor on school premises, the principal should contact the student's parent(s) or guardian(s) to provide them an opportunity to be present or consult an attorney. Such contact is particularly important in the case of students below the high school level. Questioning or interrogation without such parental contact should only proceed where:

- (1) The contact may endanger the safety of the student or other persons.
- (2) The contact would compromise the success of the investigation because a member of the student's immediate family or household is suspected of being a perpetrator or conspirator or potential conspirator to a crime, or the delay caused by lack of contact would compromise the success of the investigation and a substantial effort has been made to contact the student's parent(s) or guardian(s) without success.

The police should ensure that the student is afforded all constitutional rights due in such a situation.

- e. School officials should request the arresting officer to remove the student from the premises as soon as possible, after the arrest is made. In the absence of an arrest, school officials should not authorize the removal of a student from the school without the consent of the parent or guardian unless such contact would endanger the student or unreasonably compromise an investigation, or every reasonable effort to notify the parent or guardian has failed, in which case, if appropriate, the Division of Child Protective Services should be notified.

5. SEARCH AND SEIZURES

- a. Law enforcement officers in reliance upon probable cause that a crime is, has, or is about to be committed, may search for evidence of that crime. Whenever, reasonable, a search warrant, issued by a court of competent jurisdiction, will be sought before a search is conducted. As a general policy, a school official will accompany the law enforcement officer. However, they will not participate in the actual search unless specifically requested to do so by the police.
- b. Efforts should be made by police and school administrators to conduct searches in a manner which will minimize disruption of the normal school routine and will minimize embarrassment to pupils affected.

- c. A frisk (pat-down) may be conducted by the police where the officer has reason to believe that the person being encountered is armed and presents a risk of injury to the officer or an innocent third party.
- d. The principal or designee may, at any time, conduct such searches as are essential to the security, discipline, and sound administration of the particular school but are limited as stated above whenever the search is in connection with a police investigation. The appropriate police agency will respond to a request from a school official conducting an administrative search when the official feels that the search might reveal a violation of the law.

6. REPORTING CRIMES

- a. School officials are charged with the responsibility to provide for the safety of students and for the security of school property. School officials shall report promptly evidence of criminal offenses which occur in the school environment, including incidents which occur on or in connection with school buses. Additionally, evidence of those crimes which have occurred off school property but which come to the attention of school authorities should be reported. The Delaware Code requires mandatory reporting of the offenses listed in 14 Del.C. §4112; a substantial fine can be assessed against any superintendent, principal or teacher who fails to make such a mandatory report [§4112(f)]. The following list is not all inclusive, but, at a minimum, the following shall be reported to the appropriate law enforcement agency:

(1) Evidence that suggests the commission of the crimes of assault and extortion against pupil, or an assault, offensive touching, terroristic threatening or extortion against a school employee as defined in 11 Del.C., Ch. 5 [See 11 Del. C., §§ 601, 611, 612, 613, 614, 621 and 846 (referring to 841); see also 14 Del.C., §4112(b) and (f)].

(2) Evidence that suggests the commission of a felony [See 11 Del. C., Ch. 5], for example:

- | | |
|------------------------|---------------------|
| • Reckless Endangering | • Arson |
| • Assault Offenses | • Criminal Mischief |
| • Homicide | • Bombs, etc. |

- Unlawful sexual contact, penetration or intercourse
- Sexual exploitation of Children, Pornography
- Promoting Prostitution
- Burglary
- Robbery
- Felony Theft Offenses
- Extortion

- Unlawful Imprisonment, Kidnapping
- Offenses Involving Concealed Deadly or Destructive Weapons
- Computer/Recorded Sounds Offenses
- Fraud Offenses
- Forgery Offenses
- Riot

(3) Evidence that suggests violations of the laws concerning controlled substances and alcohol [See 16 Del.C., Ch. 47 and 14 Del.C., §4112(c)], for example:

- Manufacture, delivery or possession with intent to manufacture or deliver a controlled substance or a counterfeit controlled substance
- Possession, delivery, possession with intent to deliver non controlled prescription drugs (not obtained with valid prescription), including steroids, etc.
- Possession, use or consumption of a controlled or counterfeit substance or of alcohol
- Trafficking in marijuana, cocaine, illegal drugs, methamphetamines, L.S.D., designer or other drugs
- Unauthorized possession or delivery of hypodermic syringe or drug paraphernalia

(4)*Evidence that suggests incest, sexual abuse or the neglect or other abuse of children. [See 11 Del.C., Ch. 5, Subchapter II, Subpart D and Subchapter V; see also 16 Del.C., Ch. 9 for required reporting by any "person who knows or reasonably suspects child abuse or neglect" to the Division of Child Protective Services

(5) Evidence that suggests the use, possession or sale of dangerous instruments or deadly weapons, e.g. knives, firearms, ammunition, explosives or blasting caps. [See 14 Del.C. §4112(c) and 11 Del.C., Ch. 5, Subchapter VII, Subpart E, and § 1338.]

(6) Evidence that suggests morals offenses, e.g. pornography, exhibitionism, peeping, etc. [See 11 Del.C., Ch. 5, Subchapter VII, Subparts B and C, and §820.]

(7) Evidence that suggests organized gambling. [See 11 Del.C., Ch. 5, Subchapter VII, Subpart D.]

- see change*
- (8) ~~Evidence that suggests an assault, offensive touching, terroristic threatening or menacing of a school employee. [See 14 Del.C. §4112(b) and 11 Del.C., Ch. 5, Subchapter II, Subpart A.]~~
- (9) Evidence of offenses involving school property, e.g. false fire alarms, telephone threats, computer crimes, vandalism and criminal mischief; trespass, burglary and theft; reckless driving and safety hazards. [11 Del.C., Ch. 5]
- (10) Reports of suspicious persons or unauthorized persons on or near school grounds or property, or rumors, information or observations of gang rivalries or activities. These activities ~~should~~ need not be reported to the State Board of Education.
- b. Reportable offenses should not include conduct which has been traditionally treated as a matter of discipline to be handled at the discretion of school administrators. Whenever an administrator is unsure about whether a charge is appropriate, the applicable police authorities should be consulted. These reporting requirements shall not apply to offenses committed between students enrolled in grades kindergarten through third grade.
- c. All conduct of a serious nature should be promptly reported to the parent or guardian concerned. Such persons should not be contacted where the student is the victim and the parent/guardian is a perpetrator of or conspirator in the reportable incident; see section 4.d. of this Memorandum.
- d. The school district superintendent or designee is required to report to the State Department of Public Instruction those incidents involving possession of weapons and unlawful drugs, [14 Del.C. §4112(c)], and incidents of violence against pupils or school employees, [14 Del.C. §4112(b)]. In addition, the superintendent, or designee shall report to the State Department of Public Instruction all incidents of student behavior as described in Section 6.a. of this document. The procedures for filing these reports shall be as follows:

- (1) When the building administrator has determined that there is probable cause to believe that a criminal charge is appropriate, the administrator shall immediately report the incident to the appropriate local police agency and to the district superintendent or designee
- (2) The parent or guardian will be notified of the action in accordance with Section 6.c. of this document, as soon as is reasonably possible.
- (3) Within 5 days after the original report to the police, the superintendent or designee shall be in contact with the police to determine whether and/or how charges will be filed.
- (4) The superintendent or designee shall complete the "District Superintendent's Student Conduct Report" and submit it to the State Department of Public Instruction within 5 days of the event precipitating the report. If the offense committed is one of assault and extortion against pupil, or an assault, offensive touching, terroristic threatening or extortion against a school employee as defined in 11 Del.C., Ch. 5 [See 11 Del.C., §§ 601, 611, 612, 613, 614, 621 and 846 (referring to 841); see also 14 Del.C., §4112(b) and (f)],, or involving weapons or drug offenses as set out in 14 Del.C. §4112(c), a copy of the Report also shall be submitted to the Youth Division of the Delaware State Police.
- (5) A short "Disposition Report" shall be sent to the appropriate agencies to follow up on the Report listed in 4 immediately above, if final disposition of the case takes place after the "District Superintendent's Student Conduct Report" form is submitted.

All of Paragraph 6 in bold above is State Board regulation and shall be included in all Memoranda of Agreement.

7. FILING OF CHARGES:

- a. In any instance where a pupil, parent or guardian is found to have committed an assault, offensive touching, terroristic threatening or an extortion under 14 Del.C. §4112(b) against a school employee, the superintendent or his designee shall,

without unreasonable delay, file the appropriate charge against the pupil, parent or guardian.

- b. In all cases where a reportable offense has occurred, other than those listed in subparagraph a., immediately above, school officials should consult with police authorities to determine who will file the appropriate charges.

8. SCHOOL DISTURBANCES

- a. The request for police assistance in a crisis situation requires special care because of the possibility of aggravating a situation.

- (1) It is preferable that the principal or designee call the police. If a law enforcement officer is on the scene, it is desirable that the decision to call for additional police support be reached in collaboration with that officer.

- (2) No person other than the principal or designee, the superintendent of the district or his designee, or the highest ranking police officer present and qualified, may request the tactical deployment of police to a school.

- (3) Police manpower called to a school should be limited to that number which may reasonably be expected to be required to deal with the situation. This determination as to the level of force required can best be made by the ranking police officer on the scene, working jointly with the principal or designee.

- b. In general, plain clothes officers are preferable to uniformed personnel in situations where student or faculty sensitivity may crucially influence the success of the short-term investigation required by the law enforcement agency. These sensitive situations will include most investigations where student informants must come forward, and most situations where inter-group tension may be intensified by the presence of uniformed officers. It is recognized that in many situations it may be possible to specify whether uniformed or plain clothes officers will or shall make the initial response to a routine school request, and for that reason, the Board of Education must recognize that any

policy governing the use of these different categories of police officers must be flexible and that final authority rests with the police.

- c. Tactical coordination between the principal or designee and police officers on the scene is a necessity. During any crisis situation, it will be the responsibility of the ranking police officer on the scene to ensure that direct, secure, continuing communication with the principal or designee is maintained.

9. SCHOOL ATTENDANCE

- a. The code of the State of Delaware required mandatory school attendance between the ages of five and sixteen, 14 Del. C. §2701.
- b. School/police Procedures in Attendance Cases:
 - (1) Normally, the school principal will refer attendance cases to the visiting teacher. Any court action against the parents for violation of the compulsory attendance statutes should be initiated by the school superintendent or his/her designee in the Magistrate Court.
 - (2) Police should not be requested to apprehend a student solely because the student is absent from school.
 - (3) A school-age student identified by a police officer as being off school property without official authorization may be returned to his or her home school or may be detained in accordance with 14 Del. C., §2713.

9. SIGNATURES:

School District

Law Enforcement Agency

Date

All appropriate agencies involved should be provided space for signature and date.

SUMMARY TABLE FROM MINNESOTA CRASH FACTS 1983 - 1992

	'92	'91	'90	'89	'88	87	'86	'85	'84	'83	TOTAL
Table 8.01 School Bus Crashes	741	857	674	828	679	530	662	723	675	687	7056
Table 8.01 School Bus Crash Deaths	1	4	6	4	3	6	3	4	3	8	42
Section VIII -Text School Bus Crash Deaths inside Bus	0	0	3	0	0	0	0	1	N/A	0	4 **
Section VIII - Text School Bus Crash Deaths with Pedestrians of all ages	0	1	2	1	0	2	2	1	1	3	13
Table 6.07 Pedestrian Crashes; Child getting on and off School Bus: Fatalities	0	1	*	0	1	1	2	1	1	1	8
Table 6.07 Pedestrian Crashes: Child getting on and off School Bus: Injuries	4	2	5	11	4	5	7	3	6	9	56
Table 6.07 Pedestrian Crashes: Child getting on and off School Bus: Total Children Injured or Killed	4	3	5	11	5	6	9	4	7	10	64
Table 8.01 School Bus Crash injuries	425	383	329	281	359	244	265	366	340	321	3313
Table 1.11 School Bus Crash Injuries inside School Bus	244	190	188	117	194	100	100	178	163	N/A	1474 **
Table 1.11 School Bus Crash Severe injuries inside School Bus	10	5	8	3	7	8	6	1	7	N/A	55 **
Table 8.05 School Bus Crash injuries, Severe	30	34	34	21	29	23	35	21	34	N/A	261**

* One of the six deaths in 1990, six year old Gary Staab, on Feb. 13 was run over by his bus, but the Crash Facts do not have him in this category.

** Data not available, incomplete 10 year totals

SCHOOL BUSES VERSUS PASSENGER CARS
MINNESOTA MOTOR VEHICLE CRASH FACTS
SUMMARY OF TABLES 1.13 AND 1.14

	TOTAL VEHICLES	TOTAL CRASH	TOTAL DEATH	INJURY CRASH	CRASH RATE	DEATH RATE	INJURY RATE
1992							
CARS	2670885	123991	458	38083	4.64%	.017%	1.42%
BUS*	9686	756	1	175	7.80%	.010%	1.80%
1991							
CARS	2638572	131829	448	38189	4.99%	.016%	1.45%
BUS*	9686	867	4	184	8.95%	.041%	1.85%
1990							
CARS	2642002	129803	473	40592	4.91%	.017%	1.53%
BUS*	9686	680	5	150	7.02%	.051%	1.54%
1989							
CARS	2583982	141471	507	42388	5.47%	.019%	1.64%
BUS*	9686	834	4	171	8.61%	.041%	1.77%

BUS* DPS does not classify all buses under the bus category in table 1.13. Some buses are listed under "Tax Exempt Vehicles." DPS estimated 9,686 total for type 1 and type 2 buses for 1992. Although the actual data was not available for the other years, the same number was used for comparison purposes.

Type 3 school bus classification includes all other non "school bus yellow" vehicles (small vans, cars, etc) for which no accident, injury or fatality data is collected. These drivers are not currently required to carry a Commercial Driver's License or a school bus endorsement. There are approximately 2500 vehicles that fall under this reimbursement classification.

CITIZENS WHO GAVE TESTIMONY BEFORE THE MINNESOTA SCHOOL BUS SAFETY TASK FORCE

Lenny Axelrod
Howard Anderson
Dawn Adams
Mrs. Batchelor
Michele Sherwood
Jim Wigand
Craig & Diane Smith
Bill Pupea
Melinda Nelson
Shirley Scharr
Henry Lee
Janice Meuwissen
Doug Blomberg
Lynnette Huffman
Mark O'Connell
Deb Gatz
Claude Meyers
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Karen Wasik
Kathy Anderson
Lavan Sawada
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Cheryl Ramirez
Jay Brendan
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Dana Gulley
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Caren Olson
Rae Stevens
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Norma Wright
Delores Belfrey
Cindy Jurgensen
Damon Laudahl
Mrs. Kieffer
Dave Allmann
Pearl Maitland
Suzanne Lucas
Judy Lebeda
Linda Groeneweg
Gloria Otis
Beverly Rask

Dave Williams
Barbara Ann March
Stanley E. Johnson
Jim McDonald
Susan Bailey
Judy Graff
Dan Ahern
Jan Mandelkow
Mary Morales
Tom Lund
Judy Graff
James Fielder
Gordon Wallert
Phil A. Larson
Teresa Kamroth
John Grenzer
Marguerite Dunk
Bruce Larson
Cindy Stephenson
Lisa Simon
Tom Lund
Margaret Richardson
Kathy Padrta
Carl Andresen
Debbie Westholter
David Rademacher
Michael Pitzel
Jerry Buckholz
Carolyn Deyer
Deanna Fairbanks
Carol Dines
Bob Perschman
Mr. LaDuke
Cindy Flood
Glenn Triggs
Charlene May
Pauline Randahl
Janelle Mitteness
Macia Bergie
Chrystal Tucker
Wesley Johnson
Suzanne Bailey
Lori Vandersteen
Linda Widstrand
Maria Florez
Glenn Prigges
Sara Crowson

Don Leshner
Phillip and Mary Ann McDonald
Andria Jepsen
Sue Mutziger
Byron Zotaley
Mark Bernhart
David Peterson
Rod Doby
Francis Ferrell
Cliff Hooker
Steven Wilson
Duane Kraft
Ed Field
Kelly Karachalios
Michelle Eichhdz
Doug Koch
Kris Avery
Chuck Corliss
Doyle Tomhave
Vel Butterfield
Mike Hindin
Dave Clark
Vicki Anderson
Jim Schmidt
Ed Ziesche
Gloria Rea
Keith & Susan Fahnhurst
Jim Johansen
Jim Marschal
Bob Charbonneau
Joan Ziemer
Elsie Thomas
Nancy Stanina
Bruce Dischinger
Bob Wakanabo
Genette Dies
Sue Osiecki
Lori Schlien
Mickey Johnson
Chuck Corliss
Michelle Eickholz
Ron Bernstrom
Ted Farnam
Sue Mutziger
Stuart Dittbrenner
Kathy Cole
Victor Niska
Roxanne Staab
Scott Dahlin
Dwight Putzke
Donna Maslonkowski
Gloria Rea

Jeana Schumacher
Harry Simon
Kevin Doyle
Russ Piberan
Ken Spanier
Shirley Schaar
W. C. Golden
Ray Kroll
Norm Seustad