Transportation MISSION STATEMENT: To transport all eligible Palm Beach County Students in a safe, efficient and timely manner in accordance with the Department of Transportation, the Department of Education (DOE) and Palm Beach County School Board rules.
Table of Contents

Preface: School Board Policies and Procedures…5

Chapter 1: Operations
1. Qualifications and Selection of School Bus Drivers and School Bus Attendants…7
2. Duties and Responsibilities of School Bus Drivers and Bus Attendants…10
3. School Bus Schedules and Routes…19
4. Driving Performance…20
5. Defensive Driving Procedures…22
6. Procedures for School Buses and School Bus Drivers at Railroad Crossings…24
7. Emergency Warning and Evacuation Procedures…26

Chapter 2: Students
8. Approved Procedures for Student Management…28
9. Responsibilities of Parents…32
10. Responsibilities of the School Principal Regarding School Bus Transportation…33
11. Approved Procedures for the Safe Loading and Unloading of Students…34

Chapter 3: Performance and Best Practices
12. Transportation Department Reporting Procedures/Accidents…37
13. Employee Working Conditions…40
14. Routes, Field Trips, and Activity Assignments…41

Chapter 4: Legislation (Laws) That Supports Transportation of Students with Disabilities
15. Legislation (Laws) That Supports the Transportation of Students with Disabilities…43

Chapter 5: School Bus Driver and Bus Attendant Job Overview
16. Overview of the Jobs of School Bus Driver and School Bus Attendant…45
17. General Information for Bus Attendants…46
Chapter 6: Students of Specific Needs

18. Who are Special Needs Students? ...49
19. Recordkeeping…51
20. Behavior Management…52
21. Communication…53

Chapter 7: Equipment

22. Devices/Equipment/Supplies…57

Chapter 8: Wheelchair Procedures

23. Wheelchair Lift Operation Procedures…59
24. Loading and Unloading Procedures…59
25. Wheelchair Securement …61
26. Daily Checklist…63
27. Frequently Asked Questions…65

Chapter 9: Child Safety Restraint Systems

28. Guidelines for Transporting Preschool Age Students in School Buses…69
29. Securing Child Safety Restraint Systems…70

Chapter 10: Exceptional Student Education

30. ESE Classification Codes…76
31. Social and Emotional Disabilities…77
32. Sensory Impairments…83
33. Sign Language for Transportation…85
34. Speech Impaired, Language Impaired and Specific Learning Disabilities…89
35. Visual Impairment…90
36. Physical Impairments…91
37. Other Health-Impaired (OHI)…94
38. Seizure Recognition…96

Chapter 11: Emergency Evacuation Plan…98

Appendix…102
PREFACE

School Board Policies and Procedures
SCHOOL BOARD POLICIES & PROCEDURES

Policies
School Board policies are based on federal and state laws, statutes and regulations. These policies give a framework in which a school district operates.
- Policies are established through the District’s School Board.
- Within reason, all District employees are required to follow these policies.
- Policies ensure direction and uniformity in decision making for all School District employees.

Procedures
Procedures specifically describe the “way” or “manner” that School Board policy is put into practice.
- They provide information and detailed directions for school system employees.
- Procedures can affect all School District employees or a specific department or group of employees.

NOTE: Transportation Department policies and procedures are necessary to reduce risk and ensure the safety of all District employees, as well as passengers.
*It is your responsibility to be continuously aware of and read all of the information that is made available to you. Information may be posted on the Transportation Facility bulletin boards, or given to you at meetings as handouts. These are just a few ways that information is communicated to Transportation Department employees.*
CHAPTER ONE

OPERATIONS
1. **Qualifications and Selection of School Bus Operators and School Bus Attendants**

**A. Selection and Getting Started**

You should possess the following qualification for the job of School Bus Driver or School Bus Attendant:

| 1. Be physically capable of performing job duties. You must be capable of lifting and/or carrying 50 pounds, and occasionally up to 75 pounds |
| 2. Must pass a pre-employment physical examination (school bus driver) |
| 3. Must pass pre-employment drug and alcohol tests |
| 4. Be of good moral character to work with children |
| 5. Like children |
| 6. Be able to work a split shift |
| 7. Be able to start work very early in the morning |
| 8. Have been licensed a minimum of five (5) years (school bus driver) |
| 9. Have a clean driving record (drivers) |
| 10. Be able to read, write and communicate in English |
| 11. Be willing to spend time in training, and updated training activities to learn proficiency in job performance |
| 12. Have a TEAM attitude |

**Hiring Status**

The following must be in place prior to your employment by the School District:

1. A completed job application on line
2. Clearance by the Human Resource Department
3. A “Satisfactory” Criminal Background check
4. An acceptable driving background based on a review of your motor vehicle records.
5. A Pass on the pre-employment drug test (school bus driver)
6. Pass the Physical Dexterity screening test
7. Proficiency Test

**The Interview**

You will be interviewed by a transportation interview team
B. Training Requirements for School Bus Drivers and Bus Attendants
You must be accepted into the Transportation Department’s training program. You must demonstrate the ability to complete all phases of the training program successfully, and on time.

School Bus Driver

1. Must successfully complete a minimum of twenty (20) hours of classroom instruction
2. Must successfully complete Commercial Driver’s License (CDL) training and road examination, as required; and obtain and maintain a valid CDL Class “A” or “B” with Air Brakes, Passenger Endorsement, and School Bus Endorsement. Must successfully complete a minimum of twenty (20) hours of road training.
3. This includes the ability to drive safely conventional buses, front engine transit buses and rear engine transit buses. Your CDL road training does not count toward this minimum 20-hour road-training requirement.
4. Must display the ability to manage student behavior on the bus

After initial training, you must complete a minimum of eight (8) hours of annual in-service training provided by the Transportation Department.

School Bus Attendant

1. Must successfully complete classroom instruction
2. Must successfully complete on-the-bus training, which includes: pre/post trip inspections lift operation, wheelchair tie downs (securement), wheelchair occupant securement, child safety restraint systems, and student behavior management

After initial training, you must complete a minimum of four (4) hours of annual in-service training provided by the Transportation Department.

C. Hiring Status and Requirements Thereafter

Probationary Status
All new employees are probationary for ninety (90) working days. After this period, and after demonstrating adequate job competencies, you will become a regular school bus operator or school bus attendant if a permanent position is available.

Annual Physical Exams (Bus Drivers only)
You must pass an annual physical exam as required by the Department of Transportation (DOT) and the Departments of Education (DOE). The school district’s Transportation Department may request a physical examination at any time.

Drug and Alcohol Testing (Bus Drivers only)
You will be placed in random selection pools for drug and alcohol testing, as required by D.O.T. and D.O.E.
**Blood Borne Pathogen Training**

All Attendants, ESE Bus Drivers, and Radio Drivers must take the Initial Blood Borne Pathogen Training offered by the District. This group will be required to take a refresher course annually.

**Evaluations**

You will receive a written evaluation annually. Other evaluations such as on-the-bus evaluations, child safety equipment and wheelchair and wheelchair occupant securement reviews and evaluations, may take place periodically and/or based on observations of your performance by supervisors. You will receive remedial training as required. You may request a review of your skills and retraining whenever you feel that may be necessary (for example, have not had a wheelchair on a route for a year and would like to be refreshed in your skills).

**Accidents - Vehicular**

If you are involved in a vehicular accident in a school bus, you must report it immediately to dispatch and will be required to participate in classroom retraining as required by the Transportation Department. Vehicular crashes that are deemed preventable by the District Vehicle Accident Review Committee will require on-the-bus training with a trainer from the training section.

**Break in Service from Job Duties (Bus Drivers only)**

- *Less than one year:* You must complete eight (8) hours of in-service training provided by the Transportation Department, a back-to-duty drug test, and a new annual physical
- *One year of more:* You must complete the entire pre-employment training program again, exclusive of the CDL training

**Break in Service from Job Duties (Bus Attendants only)**

- *Less than one year:* Complete eight (8) hours of in-service training or on the bus training
- *One year or more:* Complete the entire pre-employment training program
2. **Duties and Responsibilities of Bus Drivers and Bus Attendants**

There are many very important duties and responsibilities that you have as a bus driver and bus attendant. Students and their parents/guardians, as well as school personnel count on you to be polite, courteous, and on time. They expect that you will get the students to and from school safely and supervise them well.

You are also expected to follow the established rules, guidelines, policies, procedures, and practices of the School District of Palm Beach County, Florida, and of our Transportation Department. Needless to say it is expected that you will be courteous and respectful to your supervisors, facility employees, and your coworkers. Getting along with others is a very important part of the job. Respect earns Respect!!

**A. General Rules to Remember**

- You shall never use a school bus for personal or unauthorized reasons.

- **Bus Drivers shall only transport authorized passengers.** Authorized passengers are determined by School Principals and Transportation Coordinators, Supervisors, or Administrators. In the event that you are unsure whether the student is an authorized passenger, you are to contact dispatch immediately so they can contact the school, before allowing the passenger to board. The bus driver must report the situation immediately to a Coordinator and school staff for a determination of whether transportation will be provided.

- Smoking is not permitted on or near school buses.

- No school district employee may bring or carry firearms, knives, or other potential weapons to or on school district property, including parking lots and school buses.

- If you will be absent or late, you **must notify** the Transportation Facility Coordinator at least thirty minutes prior to assigned clock-in time on the day of absence or tardiness. Failure to call in is a violation and will result in loss of pay for the time, and may result in disciplinary action up to and including termination of employment.

- Personal cell phones are prohibited and should not be used while driving or while on duty see School Board Policy 3.29.

- The two-way radio is for school district business only.
B. Basic Duties and Responsibilities

The following pages contain the duties and responsibilities, which are basic to your job as a bus driver or bus attendant. Learn and perform them well. Be the best that you can be! 😊

Starting Your Day

Dress Code
You are to follow the uniform dress code established by the Transportation Department. Your uniform must be clean, properly fitted and worn as designed.

- Your shoes should have closed toes and heels, be flat or low heeled, and be securely held onto your foot.
- Your work shoes and uniform must be worn at the time that you clock in and always when you are “on the clock.”

Reporting in to Work
You are to follow procedures. When you do that you get the day started safely and correctly.

- Clock in
- Check the “down” board (buses out of service, in the shop for maintenance)
- Check the bulletin board
- Check your watch against the facility clock
- Check with Coordinators, as required
- Report to the parking lot to begin the pre-trip inspection

***You Must Be Ready To Work Once You Have Clocked In. All personal business such as parking your car, changing shoes, or eating breakfast is strictly prohibited.
C. Pre-Trip Inspection of the School Bus

This means that the bus driver must thoroughly perform an inspection of his/her bus each time that it is put into service. If a bus attendant is assigned to the route, then the bus attendant must assist the bus driver. Here is what you are to do:

- **Check and inspect your bus** in the morning and again when you put it back into service in the afternoon even if nothing was noted wrong the night before or after your morning runs.
- **Complete the Pre-Trip Inspection Form** (PBSD # 0454) each time and turn it in to the designated area in your Transportation Facility office, even if you find nothing wrong with your bus.
- If you find a defect(s) you must **note each problem and/or malfunction** on the Pre-Trip (PBSD # 0454) form. Submit it to the designated area at your Transportation Facility office for the shop mechanic’s review. The mechanic will determine whether to “down” the bus, that is, whether it is safe or not for you to drive at that time.
- **Notify your Coordinator immediately** should you find a defect during your pre-trip so that you can be assigned a spare bus. Be sure to inspect and turn in a Pre-Trip form on the spare bus.

Never drive a bus if you find something wrong with it unless the mechanic or dispatcher clears you to do so. You might compromise student safety, your life, or cause a violation of traffic laws. Performing a proper pre-trip could possibly keep you out of a crash or keep you from being stranded on the road.

**How to Perform a Pre-Trip Inspection of the School Bus**

- **Approaching the school bus**, the bus operator shall check:
  a. For fluid leaks under the bus and if the bus is leaning
  b. The exterior of the bus for:
     1. Vandalism, including graffiti
     2. Damage
     3. Defaced color, debris such as broken glass, bottles, nails, etc, flat tires, open windows, doors, or hood. *If the hood is open, that is a signal that the bus is down.*

- **From the driver’s seat**, the bus driver shall:
  a. Adjust the seat so that the steering wheel, brake pedal, accelerator, and all controls can be reached comfortably.
  b. Adjust the seat belt
  c. Check windshield, side windows, and mirrors for cleanliness and cracks.
  d. **Check all mirrors for proper adjustment.** If needed, ask for assistance to adjust or tighten mirrors
     *Student overhead, inside, rearview
     *Right and left side Flat mirrors
     *Right and left side convex mirrors
     *Right and left side cross view mirrors*
  e. Check operation of service door and latch, either manual or air-equipped
  f. Make sure parking brake is applied
  g. Turn key to activate the ignition switch, check “ABS” and “Wait to Start” light comes on and goes off before starting bus.
h. Make sure transmission lever is in “N” (neutral) position.
i. Check that air conditioner is off.

**Check switches and interior controls/indicators**

a. Horn  
b. Defroster fans, high and low  
c. Heater fans, low and high  
d. Washers and wipers, high and low. See if wiping cleanly.  
e. Dome lights, turn on and off  
f. Headlights, low beam, high beam.  
g. Activate **master switch**, then check amber student lights, then red student lights and flashing stop signs. Note: Some signs are activated by air pressure. Driver may have to wait a moment until the air pressure builds.  
h. Turn signal: Indicator Light check left and right, four-way emergency flashers, check indicator, leave on  
i. Clearance and running lights: *turn on with headlights*  
j. Driver fan high and low  
k. Check air conditioning system. Leave on if warm

**Two-way radio check**

a. Announce: Bus Number and Radio Check; listen for a response

**Check all gauges:**

- Ammeter: Should show charge or adequate voltage 12-15  
- Oil pressure-building to proper level 20-40 psi at idle; 40-80 max psi driving  
- Air pressure gauges(s): Should build to 100-125 psi  
- Engine temperature: Building to 170-210 degrees  
- Fuel gauge: Enough for trip, minimum ½ tank

Activate **strobe light switch** and leave on

**Check camera light:** Should be activated

**Check all emergency equipment:**

- Fire extinguisher  
- First aid kit  
- Three reflectors  
- Body fluid cleanup kit  
- Belt cutter
D. Outside Bus Walk-Around

**Right Front Tires**

a. Check pressure  
b. Check tires for cuts, damage, bubbles, and tread wear. Minimum 4/32" tread depth  
c. Check hub seals for leaks  
d. Check lug nut bolts for looseness, distortion, rust, or missing  
e. Check rims for cracks or dents  
f. Check outside side-view and convex mirrors, must be securely mounted and clean  
g. Hood latches secure.  
h. Lens covers securely mounted, not cracked, clean  
i. Wiper blades flush mounted, soft and flexible

**Front:**

- Red student warning lights, flashing and clean lens covers not cracked or missing  
  - Clearance lights, clean; lens cover in place  
  - Lettering legible  
  - Four-way emergency flasher, clean and flashing  
  - Headlights, functions and clean  
  - Crossover mirrors, securely mounted and clean  
  - Safety guard crossing arm, extended and at right angle to bumper  
  - Parking lights and lens covers.

**Left Driver’s Side:**

- Battery box door, closed and secure  
- Two warning stop arms, extended with red lights flashing  
- Clearance Lights, working, clean.  
- Lettering, legible  
- Reflector: clean, not missing, not cracked  
- Tires and rims on rear axle: check same as front.  
- Check spacing between tires, no objects between tires, minimum 2/32 tread depth  
- Side emergency door, if equipped. Open and close securely

**Rear of Bus:**

- Rear lights, illuminated and clean. No cracked or missing lens covers  
- Red student warning lights—flashing and clean  
- Clearance lights, working and clean  
- Four–way emergency flashers, working and clean  
- License plate and light - in place, working, and clean  
- Lettering, legible  
- Emergency door, open wide from outside, closes securely. Glass clean, not cracked  
- Exhaust pipe, tap foot lightly on pipe to verify, securely mounted  
- Check for damage  
- Strobe light flashing
Right Side of Bus

• Same as left side
• Fuel tank cap, securely mounted
• Service door- moves on track, glass intact and clean
• Handrail is secure. Rubber mat is securely screwed down on the steps
• Stairwell light is working
• Lift buses: Check lift door and lift for proper functioning
• Transit buses: cargo doors closed securely

Inside Bus Check

➢ Front Light Check:

• Driver’s seat: Leave engine running and parking brake on
• Close door and latch
• De-activate four-way flashers and switch student warning lights to amber: stop arms should retract
• Front: Amber Student warning lights, flashing amber Right turn signal. Left turn signal. low beam, leave on low

➢ Rear Light Check:

• Student warning lights, flashing amber
• Brake lights
• Backup lights NOTE: Ask co-worker for assistance in checking rear student warning, brake, and backup lights. Bus Drivers are never to leave the driver’s seat with the engine running and the bus in gear, even with the parking brake applied.

➢ Air brake check and brake light check:

a. Emergency Brake check and Brake Light check: with emergency (Parking) brake engaged, put shifter in “D”. Step on accelerator gently. Emergency brake should hold securely. Return shifter to neutral “N”. Do not step on service brake pedal for this part of test.
b. Service Brake Test: Disengage emergency brake. Step on service brake pedal firmly with left foot. Put shifter in “D”. Step on accelerator gently. . Service brakes should hold securely. Air pressure should fall no more than 3(three) PSI per service brake application. Once initial fall occurs, air pressure should hold. If air pressure continues to fall, apply emergency brake. Notify your Coordinator to arrange for a spare bus. Immediately write up the bus for repairs. Do not attempt to drive the bus.
c. Return shifter to “N” and engage emergency brake. This part of brake check completed. There is one more part to “Brake Check.” See “Final Brake Check”, page 14.

❖ DO NOT DRIVE BUS IF ANY PART OF BRAKE TEST HAS FAILED.
Walk Down Aisle-Check:

a. General cleanliness of bus
b. Front of seat backs and seat cushions for damage, need for repair, and for looseness
c. Seat cushions and frames for looseness
d. Seat belts on buses for tears, cuts, twisting, and wear
e. Rear windows for cleanliness
f. Rear emergency door—open wide and listen for buzzer
g. Lift Bus: wheel chair tracks, tie down and securement straps and occupant restraint systems
   straps for cleanliness, cuts, frays and wear
h. Lift Bus: the operation of the lift and controls

Walk Up Aisle-Check:

a. Seat backs for damage or need for repair
b. Seat backs for looseness. Push on corners
c. Window on both sides, condition of latches, cleanliness
d. Emergency exit windows on both sides, if equipped: open and close, listen for buzzer
e. Emergency roof hatches: open and close
f. Side emergency door, if equipped: open wide and listen for buzzer

Departure

1. Fasten seat belt
2. Headlights, taillights, and strobe lights should be on for safety
3. Ensure that two-way radio is on and audible
4. Check area around bus for safety clearance, follow traffic pattern of facility.
5. Final Brake Check: Pull out of parking space and, before leaving the Transportation Facility, accelerate to speed limit (10 M.P.H.) in straight line. Check traffic behind you to make sure you
   are clear of other traffic before doing this part of the test. Step on brake pedal firmly and maintain
   foot pressure. Bus should stop quickly in straight line.
   Air brakes – check gauge(s) to see if pressure holds. If it does, proceed on route. If it does
   not, do not drive bus. Take the bus to the shop for repairs and contact the Coordinator for spare
   bus assignment

NEVER DRIVE THE BUS IF ANY PART OF THE BRAKE
TEST RESULTS IN A FAILURE.

Fueling the Bus

The bus operator shall verify that the fuel supply is adequate before leaving the
Transportation Facility, and fuel the bus as necessary. While fueling, the bus
driver, bus attendant, and all passengers must be off the bus.

Never leave the Transportation Facility with less than a ½ tank of fuel.
E. Post Trip Procedures

All school buses must be parked at their assigned facility, in an assigned spot, after each run. The bus driver (and attendant) should then perform the following post-trip inspection.

- **Post Trip Check**
  a. Turn off the ignition, electrical system, two-way radio, and lights
  b. Checking for students should be done systematically and carefully. Leaving a child on the bus could result in child abuse criminal charges.
  c. Check under all seats to ensure there is no hiding or sleeping student. Walk from the front to the back of the bus
  d. Hang the **EMPTY sign** in the rear window or deactivate student check system.
  e. Sweep the bus floor and otherwise clean the bus as needed
  f. Empty the trashcan
  g. Close all windows, hatches, and emergency doors
  h. Close the service door when exiting the bus
  i. Perform a walk around the outside of the bus after parking it; Listen for air leaks and check general appearance.

- **Procedure for Checking Bus for Hiding or Sleeping Students**

  Any time that your bus is parked at a school or Transportation Facility, **you must hang the EMPTY sign in the bus rear window or deactivate student check system** to show that you have checked your bus for children. The word “EMPTY” must be visible from outside the bus if your bus is not equipped with a student check alarm.

  Any time that your bus is moving, the **EMPTY sign** must be removed. Driving with the sign in the window is an indication that you did not check your bus and will be treated as an employee violation.
F. Supplies, Forms, Personal Items aboard the Bus

The bus driver should check that the bus is kept supplied with the necessary materials, forms, and personal credentials listed below. You must be sure that all forms are current and that all student information is up-to-date.

- Up to date route sheets
- Pre-Trip Inspections Forms (PBSD# 0454)
- Bus Conduct Report Forms (PBSD# 0279)
- Bus Seating Charts
- Student Transportation Registration Cards (PBSD# 0461)
  - CDL Driver’s License
  - Current State of Florida, Department of Education, Medical Examiner’s Certificate
  - Vehicle Registration
  - School District Insurance card
  - Fuel Card

✓ Paper towels, napkins, etc, to clean mirrors, headlights, windows and for emergencies
✓ A broom, trash basket, and trash basket liners
✓ Flashlight is recommended. Use a flashlight if performing a pre-trip when it is not daylight. Remember you are ensuring not just your safety, but the safety of many.
✓ Two pairs of rubber gloves for use in all body-fluid cleanups
✓ An EMPTY sign if the bus is not equipped with a student check alarm.
3. School Bus Schedules and Routes

Keeping to your schedule and route is crucial to the operation of your bus, and the Transportation Department’s operation. The following information will assist you in keeping to your schedule and route with timeliness and safety, which are key components when transporting our students.

A. Following Route and Time Schedules

The bus driver must follow all route and time schedules. The entire route should be run, regardless of starting time, unless the Dispatcher directs you otherwise. You should arrive at all scheduled stops on time, never early.

- Notify your assigned Transportation Facility Dispatcher whenever the route is running more than ten minutes late.
- Report route, schedule or student changes immediately to your supervisor.
  (i.e. You have stops not being used or you cannot get to a stop at appointed time.)

  - Do not make any changes to your routes(s) without prior approval from your supervisor

  - You are required to advise your coordinator as soon as possible if you are concerned with a bus stop location or hazardous condition along your route.

  - You are to permit students to get on or off the school bus only at their assigned bus stops, except upon written authorization from the school Principal or the Principal’s designee and approved by Dispatcher.

- The bus should arrive at the school each a.m. and p.m. within the time limits established by the Principals and Coordinators

- All bus drivers and bus attendants must participate in and complete the paperwork for all bus evacuation drills held at schools.

- All bus drivers and bus attendants must provide accurate student counts.

All Drivers and Attendants must complete required reports for the Florida Educational Finance Program (FEFP) student count surveys
4. Driving Performance

As a bus driver you must know and obey all the traffic laws, signs, and signals as outlined in the Florida Driver’s Handbook, and the Commercial Driver License Manual for Truck and Bus Drivers, both published by the Florida Department of Highway Safety and Motor Vehicles. You need to know and obey all the laws and the Department of Education (DOE) rules relating to the safe operation of school buses. The following items are important for you to know in order to be safe, keep students and others on the roadways safe, and for you to keep your job.

A. Turns

Do not make a right turn in a school bus while stopped on a red light, loaded or empty. You should wait until the light turns green before proceeding.

Do not make U-turns in a school bus, loaded or empty, on streets or highways. An exception would be where specific turnaround are built for large vehicles but this should never be done without prior approval from a Coordinator.

B. Speed

The bus should never be driven in excess of the posted speed limit or in excess of 55 M.P.H., whichever is less. (It is recommended that the bus driver always drive the bus at a speed 5 M.P.H. below the posted speed limit.)

Do not drive a school bus at a speed greater than is reasonable, prudent, and safe under existing weather, road, or traffic conditions, regardless of the posted speed limit. If conditions warrant, the bus operator should find a safe place to pull over, stop and radio the Coordinator for instructions.

Speed is the number 1 (one) cause of accidents. Never speed for any reason. Leave on time for your destinations to help you to be on time.

C. Responsibility for the Safety and Well Being of Students

Do not leave the driver’s seat until the bus is in neutral, the parking brake is applied, the engine is turned off, and the ignition key is removed.

If students are aboard, never leave the immediate vicinity of the bus.

You are always responsible for the safety and well being of the students on your bus.

D. Responsibility for Safe Driving Behavior

You are to wear your seat belt.

You are to keep both hands on the steering wheel at all times while driving the school bus.

You must never drive any school bus while under the influence of illegal drugs or alcohol, or while taking legal medicines or drugs which could impair your judgment, perceptions, or reaction.

Use of a cell phone while operating a school bus is grounds for termination as per School District Policy 3.29.

A job-related emergency may allow you to pull safely off the road and then make the phone call.

Cell phones are to be turned off and never utilized while buses are in the fuel islands.

Obey the “Move Over Law.” Drivers are required to move over one lane if there is an emergency vehicle on the side of the road with its lights activated. If moving over cannot be done safely you must lower your speed to 20 mph below the posted speed limit.
E. Safety at Bus Stops, on the Road, Loading, Unloading. Never move or drive the school bus if:
- The passenger door or emergency doors are open
- Any student is standing or not safely seated
- Any student is seated in the aisle, step well, or on top of a seatback
- You have more than legal passenger limits and never more than three (3) persons to a seat, provided they fit.

There are any loose items, such as books, backpacks, or musical instruments in the aisle or step-well. Any such equipment, which could shift on impact or sudden stops should be securely fastened, should not block the aisle or exits, and should never be higher than the lowest window level.

- Never allow live animals, extra large musical instruments or boxes, or unauthorized passengers on your bus.

F. Backing Up the Bus
Generally speaking, bus drivers should not attempt to back up, except in the following circumstances:
- In an unusual or exceptional circumstance, such as being behind a stalled vehicle on school grounds and only with assistance of an adult – never a student.
- Parking in the Facility

**Backing up the bus is one of the major causes of accidents. Think of G.O.A.L: GET-OUT-AND-LOOK prior to backing up.**

If circumstances require backing, the bus driver should exercise discretions in executing the following backing procedure. In all cases, the bus driver shall be held accountable for the consequences of backing.

- Thoroughly check the area around and behind the bus. It is strongly recommended that you get out and make a visual inspection before backing the bus.
- Obtain help from an adult (not students) when possible. Ask the adult to stand a safe distance behind the bus in view of your side view mirror; and signal you back
- Before beginning backing the bus, engage the 4-way emergency flashers and sound the horn twice if the bus is not equipped with a beeper
- Always pick up waiting students prior to backing up
- Always perform backup maneuver prior to dropping of students

G. Safety Lights
When the school bus is on public roads and highways, headlights, taillights, clearance lights, and strobe lights should be on for safety.
5. **Defensive Driving Procedures**

The bus driver should **always** use defensive anticipation, driving conservatively and defensively, assuming other drivers will do something unexpected and dangerous, rather than aggressive anticipation, which is an assumption that other drivers know your intentions and will give you the right-of-way.

**A. Three Basic Principles**

The bus driver should always use the **three basic principles** of the Smith System:

1. **Maintain plenty of visibility** for yourself, making sure that you see far in advance.
2. **Maintain plenty of space** around your bus; and
3. **Maintain plenty of time** to think and react. If you follow these principles, you will avoid preventable traffic accidents.

**B. Five Basic Rules**

Additionally, the bus driver should observe the **five basic rules** of the Smith system:

1. **Aim High in Steering**: Anticipate obstacles, lane changes, turns, stops, and other road problems far in advance. Look at least 15 seconds or 1000 feet ahead of you.
2. **Get the Big Picture**: Be aware of everything going on in front of you, and to your sides at all times.
3. **Keep your Eyes Moving**: Use the 8-second rule; Scan the area in front of you, to your sides, and behind you every 8 seconds; Use your mirrors continually, not continuously.
4. **Leave Yourself an Out**: If you maintain an adequate time and space cushion around your bus, you can position the bus safely in plenty of time to avoid emergencies and accidents.
5. **Make Sure They See You**: Use your lights, horn, and get eye contact before you move the bus. Be patient at intersections, when turning, and when loading or unloading the bus. Make sure all traffic is stopped before you let children get on or off the bus. When you are stopped at a red light, after the light turns green, you must look left, then right, then left again, before proceeding to ensure the intersection has cleared.

**C. Use the IPDE system to enhance your defensive driving tactics**. I=Identify relevant clues...P=Predict their significance...D=Decide what you should do...E=Execute your decision.

**D. Driving on an Interstate (I-95 for example)**

When driving on the I-95 expressway, drive in the right or center lanes. Use of the left lane is prohibited. Use center lanes to overtake slow moving vehicles or when defensive driving conditions warrant it.

**E. Driving on Multi-Lane Streets**

Use the right or center lanes. Use of the left lane is prohibited, except when preparing to make a left turn by getting into the left lane or left turn lane.
F. Intersections

- When executing turns at major intersections with dashes, stay between the dashes.
- When there are multiple turn lanes, you should make the left turn from the outside turn lane. Right turns should be made from the farthest left turn lane.
- Before entering all major intersections: take your foot off the accelerator, cover the brake pedal, and slow down. Perform a visual safety scan of the intersection before entering it, look left, then right, then left again. Resume speed after clearing the intersection.
- Never enter an intersection if you cannot clear the intersection.

The bus driver must separate his/her bus from other school buses when in motion and at intersections. Bus drivers must not tailgate, or travel in packs or convoys (Note: Convoys are permitted during emergency evacuations).

- At intersections, the driver behind a stopped bus or vehicle shall be able to see the rear wheels of that bus or vehicle meet the pavement. If the rear wheels cannot be seen, your bus is too close.
- At intersections, your bus has students aboard. The approaching bus or the other bus has students aboard. The approaching bus shall stop behind the stopped bus according to Rule 8a. (Florida State Statutes), or stop in a parallel lane at a distance not less than 10 feet from the rear bumper of the stopped bus
- When in motion, operators shall separate their bus from the rear bumper of the bus or vehicle immediately in front of them by using the 4-second following distance rule. Following distances should be increased beyond the 4-second rule at dawn or dusk, and in darkness or bad weather
- On school grounds, school buses in motion should maintain a minimum of 100 feet vehicle separation between buses (recommended by the state Department of Education).
6. Procedures to Follow for School Buses, and School Bus Drivers at All Railroad Crossings

A. Approaching a Railroad Crossing

The bus driver must always exercise the utmost caution and follow all safety rules regarding railroad crossings. Whether the school bus is loaded or empty, you must activate the four-way emergency flashers, not more than 500 feet or less than 200 feet from the railroad crossing and begin slowing down.

- The bus should be in the right hand lane when possible
- The state warning lights master switch is to be disengaged for this procedure
- Students should be advised to remain quiet
- The bus radio and the two-way should be turned to low volume or “off”

Not more than 50 feet and not less than 15 feet from the nearest track, the bus should come to a complete stop. The bus operator should:

- Shift the bus to “neutral”
- Apply the emergency brake
- Keep steady pressure on the service brake
- Open the service door
- Open the driver’s window
- Look and listen very carefully

On multi-track crossings, the driver must be doubly careful that all tracks are clear. There could be a train coming on the other set of the tracks.

When the bus driver has verified to his/her satisfaction that it is safe to cross over the tracks, he/she should scan the area in front of the bus on the far side of the last track and should never cross the tracks unless there is at least 20 feet of clearance between the last track and the rear bumper of the bus. Be very careful about backed up traffic, stalled vehicles, traffic signals, and stop signs in your path on the other side of the tracks.

- Then, shift the bus to “drive”
- Close the service door
- Release the emergency brake
- Proceed completely across the tracks as quickly as possible without changing rears, reducing speed, or braking
- As soon as the rear bumper has cleared the last track, the bus driver should de-activate the four-way emergency flashers, and reactivate his master switch if students will be picked up or dropped off
B. Dangerous or Hazardous Railroad Crossing

The bus driver should immediately report a dangerous or hazardous railroad crossing. The report is to be in writing. Dangerous and hazardous conditions include visual obstructions, box car on spur track obstructing visibility, switching operations on spur track where crossing is blocked for long periods, signal malfunctions, condition of roadway or track at the crossing.

Discuss use of a hazardous track with your coordinator. It may be possible to reroute your bus to avoid this track or to approach this railroad crossing from a different direction.

C. What to Do in the Event of Trouble at the Railroad Crossing or on the Railroad Tracks

<table>
<thead>
<tr>
<th>Train Blocking or Partially Blocking a Railroad Crossing</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Bus Driver - Do not attempt to cross the tracks</td>
</tr>
<tr>
<td>➢ Radio your coordinator for instructions</td>
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<table>
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<tr>
<th>Signals are Flashing, but there is No Train</th>
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<tbody>
<tr>
<td>➢ Bus Driver – Do not attempt to cross the tracks unless directed to do so by a police officer</td>
</tr>
<tr>
<td>➢ Radio the coordinator for instructions before proceeding</td>
</tr>
<tr>
<td>➢ Never is the bus driver to cross the tracks until personally satisfied that it is safe to do so</td>
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<tr>
<th>Crossing Gates are Down but there is No Train</th>
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<thead>
<tr>
<th>Bus is Stalled or Becomes Blocked on the Tracks</th>
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</thead>
<tbody>
<tr>
<td>➢ Bus Driver is to shift the bus to neutral</td>
</tr>
<tr>
<td>➢ Apply the emergency brake</td>
</tr>
<tr>
<td>➢ Immediately evacuate the students at least 200 feet away from the tracks</td>
</tr>
<tr>
<td>➢ When the students are safe, the bus driver should immediately communicate with the coordinator for assistance</td>
</tr>
<tr>
<td>➢ Should a train be approaching, the students should be directed to go towards the oncoming train at a 45 degree angle away from the tracks</td>
</tr>
</tbody>
</table>

Turning left on a street and then stopping immediately for railroad tracks puts the bus in a vulnerable position, especially on multiple lane roads. This should be avoided. Discuss this with your coordinator, it may be possible to reroute your bus so that you may cross the tracks from a different direction.
7. Emergency Warning and Evacuation Procedures

A. Reporting for Duty
School bus drivers and bus attendants must report to work at their regularly scheduled times, unless an announcement from the School District Public Affairs Office is made over the radio and/or television stating the Transportation Department employees do not have to report to work.

B. Returning to Work after an Emergency
All employees are expected to return to work according to their regular schedule as soon as the emergency has passed. An official public announcement to this effect will be made on the radio and/or television.

C. Serious Adverse Weather Conditions While on Your Route
If serious adverse weather conditions develop while you are on your route, the bus driver should place the bus in the safest location available, and call his assigned Facility immediately for instructions.

D. Mandatory Emergency Evacuation
- Bus stalled on railroad tracks
- Fuel leaking from bus
- Electrical or other kind of fire
- Bus involved in accident with other vehicle which is leaking gas or burning adjacent to bus.
- Smoke coming from engine or elsewhere on bus

E. When to Evacuate
- If, in the judgment of the bus driver, the students’ safety, well being, or lives are at risk, the school bus driver should evacuate immediately.
- Students are almost always safer when they are on the bus and the Driver/Attendant must always remember this before making the decision to evacuate.
- Under most circumstances, the driver would have the students evacuate through the front service door, rear emergency door, or have some students evacuate through each exit. In more severe cases, the driver might have to use emergency hatches or windows. Students would always move at least 200 feet away from the danger. If necessary, the windshield and rear glass panels can be kicked out.

F. Supervision of Students during an Evacuation
The bus driver should always stand on the bus to supervise and direct the evacuation until all students are safely off. The driver should be the last one to get off the bus after checking for children hiding.

G. Planning for Evacuation
Preplanning is imperative. Certain students should be pre-selected by the bus driver to assist in evacuations. “Helpers” stand by the service door or emergency door to help students get off safely; and “leaders” guide the students to a safe place at least 200 feet away from the bus. “Helpers” and “leaders” should be permanently seated by their exit, and should be the first ones to evacuate.

H. Obtaining Assistance during an Emergency Evacuation
- You could be forced to complete an emergency evacuation at any moment and when the evacuation is completed you must count your students to make sure they are all accounted for. Because of this, you should always know how many students are on your bus at all times. The driver should then notify his Facility immediately for assistance and further instructions.
CHAPTER TWO

Students
8. Approved Procedures for Student Management

School bus drivers and school bus attendants must maintain order and appropriate student behavior while on the school bus at all times, and in accordance with Approved Procedures for Student Management (refer to Section II of this Handbook). A bus driver or bus attendant does not have the authority to deny a student from riding the bus. Only the school principal or principal’s designee may suspend a student from riding the school bus. The following information is intended to assist you in keeping your bus orderly and safe:

The bus driver and/or bus attendant may talk to students individually or as a group regarding the behavior expected of them. Misconduct incidents should be immediately reported to the school Principal or his/her designee.

Do not embarrass a student in front of their peers. Students are people too! They should always be treated with respect – even when they are disrespecting you.

How do you gain respect? Start by being on time. Greet the students with a cheery “good morning” or “have a nice evening” is a good start.

Learning the students’ names is one of the most basic steps a bus driver can take. Being able to address a disruptive student by name will have a much more positive impact with this student.

A. Bus Driver and Bus Attendant Responsibilities: Rules, Regulations, and Student Conduct

- Inform all students who ride the bus of bus rules, regulations, and conduct, which are expected of them. The bus driver must inform students of the safety procedures, which must be followed when loading, unloading, and in transit.
- Report all misconduct incidents to the School Principal or his/her designee by use of the Student Discipline Referral form PBSD #0279. This is to be done regardless of whether the driver verbally reported the incident to school staff or whether the bus is equipped with a camera.

Control of the School Bus: The school bus driver is in charge of the bus. Never appoint students as bus patrols; students are not to act in that capacity. You should not permit students:

- to stand while the bus is in motion
- to stand at the front of the bus
- to stand in the service door step well
- to operate the service door handle
- to sit in the driver’s seat
- to exit through the emergency door(s), emergency hatches, or windows
**Disruptive Students:** Pursuant to Section 232.23, Florida statutes, “School bus drivers shall not be required to operate a bus under conditions in which one or more students pose a clear and present danger to the safety of the driver or other students, or the safety of the bus while in operation….In the case of a student having engaged in violent or blatantly unsafe actions while riding the bus, the school district shall take corrective measures to ensure, to the extent feasible, that such actions are not repeated prior to reassigning the student to the bus.”

The bus driver and bus attendant should use the following procedures for transportation of students whose behavior disrupts peace, order, and safety on the bus:

- Despite disruptions or misconduct, the bus driver is to make every effort to continue the run until all students are delivered to the school or to their assigned bus stops. If warranted, the driver should contact a Coordinator to notify the Principal or his designee to meet the bus at the school if a morning run, or to meet the bus the following morning at the school if on an afternoon run.
  - If a student’s behavior becomes potentially hazardous to other students or to himself, the bus driver should return the student(s) to the school after notifying the Coordinator if he/she can do so within thirty minutes of dismissal. **This must be approved by dispatcher before returning.** The coordinator shall call the school to have the Principal or his designee meet the bus on arrival.
- If a bus driver cannot return the student to the school within the thirty minute time limit, and the situation requires it, he shall request help from other sources, such as: coordinators, School Police, local Police Department, Sheriff’s Department, etc. The bus driver shall deliver all students to their assigned bus stops once the disruption has been addressed.
- Returning to the school is not always an available option. The bus driver should not return to the school if no one can be notified or is available to assist. The Facility Coordinator should advise the bus operator.
  - If a student’s behavior becomes so disruptive as to prevent the bus driver from operating the bus, then Law Enforcement should be called
  - Judgment should be used and consideration given whether you are closer to the school or closer to the student’s bus stop.
  - **Keep in mind if student behavior is that disruptive so as to make it unsafe for you to drive the bus, pull the bus over in a safe location and request assistance be sent to you.**

**Managing Student Behavior:** If the bus driver and/or bus attendant needs to manage student behavior by reassigning seats while in route, the bus driver should pull off the road safely and stop the bus. The bus driver should shift the bus into neutral, apply the parking brake and four-way emergency flashers, shut off the engine, and take the ignition key with him/her. Such procedures should **never** be administered while the bus is in motion.

**Hitting or Striking Students:** The Bus Driver or Bus Attendant do not have the authority to strike or hit a student or to retaliate if struck or hit, but does have the right to reasonably prevent harm to him/herself.

**Profanity:** Bus drivers and bus attendants should never use profane, gross, or impolite language on a school bus or directed at students or others under any circumstances.

**Seating Assignments:** Students must be assigned seats and the driver must record the assignments on the proper form. The bus driver must give a copy of the completed seating chart to the school. Seating charts should be updated when necessary. Schools can assist in creating a chart if needed.
**Students Bringing Items onto the School Bus:** Use discretion to permit students to board with items that can be held securely in the student’s laps, and are of limited size and quantity so as not to distract or obstruct the vision of the driver. Some prohibited items are balloons, sharp objects, large musical instruments, live animals, or athletic equipment. Please check School Board Policy 5.186 for a more extensive list.

**Students Illness or Medical Concerns:** Call the Coordinator for assistance in the event that a student becomes sick or seriously ill while in route to school or home. Do not attempt to move the school bus with a seriously ill student aboard. In the morning do not attempt to take student back home unless authorized by a Coordinator.

**Student Suspension from the Bus:** The Bus Driver or Bus Attendant does not have the authority to suspend a student from the bus or to put a student off the bus at an unauthorized stop. Only the School Principal may suspend a student from riding the bus.

- *If a suspended student gets on the bus at the morning (AM) stop, the driver should transport that student to school. The driver should complete a Student Discipline Referral Form. Upon arrival at the school the Bus Driver should report the student to the Principal/designee and submit the completed Referral to them.*
- *If a suspended student boards the bus in the afternoon (PM) the bus driver should contact the Facility to ask that a school designee report to the bus. If the school designee directs the bus driver to transport the student anyway, a referral should be completed and filed with the school the following morning.*

**Use of Cell Phones**

- ✓ Cell phones are not permitted by students, except during emergencies.
- ✓ Never let a student borrow your cell phone. You may receive this request i.e. activity routes student may want parent to be at bus stop in 15 minutes or perhaps a student isn’t feeling well and would like parents to pick up at bus stop. Contact the facility with the phone number the student wants dialed and let the Dispatcher make the call.

**B. Required Behavior of Transported Students**

Information regarding appropriate bus behavior is given to students by the bus driver and bus attendant, and also through the booklet “Student and Family Handbook, A Parent’s Guide to the Rules and Regulations of Operation In Palm Beach County Schools”, distributed at all schools by the School District of Palm Beach County, Florida.

**Expected Student Conduct while Waiting at the Bus Stop, Boarding the Bus and De-boarding the Bus:** Students must:

- Be at the assigned bus stop at least five minutes prior to scheduled arrival time. The school bus operator cannot wait for late students.
- Stand clear of the roadway while waiting at the bus stop and while the bus approaches. Students should not push, shove, or cut in line while entering or exiting the bus. Classroom behavior and courtesy should be observed at bus stops.
- Wait for the bus driver’s signal before crossing the roadway at least 12 feet in front of the bus. The student should never cross the roadway in back of the bus. The student should stay away from the “danger zones” around the front and rear wheels, in front of, to the sides of, and behind the bus. If the student can touch the bus, he/she is too close.
- Students should always remain in the sight of the driver.
**Expected Student Conduct while Riding the School Bus:**
Students should recognize that riding a school bus is a privilege, not a right. Classroom conduct should be observed at all times on the school bus. Quiet conversation is permitted. The student should not distract the driver in any way. Students should always assume that an on-bus surveillance camera is recording their conduct. Students who do not behave appropriately on the bus will lose transportation privileges, either temporarily or permanently. Students must:

- Obey all instructions given by the school bus driver and bus attendant
- Occupy the seat assigned by the bus driver
- Always remain in the assigned seat while the bus is in motion, i.e. do not stand or move about the bus while it is in motion
- Use the seat belt if the bus is equipped with them.

**Expected Student Conduct while Loading/Unloading the Bus:** Students must:

- Remain in their seats and not stand up until the bus comes to a complete stop
- Take their seats immediately when entering bus
- Not prohibit another student from sitting in a seat
- Not obstruct the movement of other students in the bus aisles when loading and unloading
- Give his/her proper name to the bus driver when requested.

**Common Student Conduct and Behaviors which are Unacceptable (this is not a complete list)**
**Refer to School Board Policy 5.186:** A student has performed unacceptable behavior when he/she:

- Stands when the bus is in motion
- Does not wear a seat belt
- Opens, exits from, or jumps from emergency doors or windows
- Sits on top of a seatback, in the step-well, or in the aisle
- Leaves loose items, such as book bags or musical instruments in the aisle, step-well, or in front of emergency doors. Any such items, which could shift on impact or sudden stops, should be securely held between the legs or in the lap.
- Uses profane or offensive language, or makes obscene gestures
- Shouts, has loud conversation, or otherwise distracts the driver
- Eats on the bus
- Drinks on the bus
- Spits on the bus
- Uses tobacco or smokes
- Uses illegal drugs
- Brings live animals or insects on the bus
- Bullying

**A Student is expected to:**

- Keep his/her head, arms, and legs inside the bus at all times
- Treat the school bus respectfully, never trashing, defacing, or destroying it
- Ride only his/her assigned bus and not board or get off his/her bus at any place other than his/her regularly assigned bus stop. All exceptions must be pre-approved by the Principal or his/her designee, in writing
- Not bring any item on the bus which cannot be placed securely in the seat with them, creates a hazardous situation, obstructs free passage through the aisle, obstructs the vision of the driver, or which compromises the safety of other students.

Any violation of these requirements is to be reported by the school bus driver or bus attendant to the school Principal or designee, who has the authority to suspend the student temporarily or permanently from riding the school bus. Remember: **The bus driver and bus attendant are in charge of the bus.**
9. Responsibilities of Parents

It is the parents’ responsibility to supervise their children between home and the school bus stop, and while awaiting arrival of the school bus. It also is the responsibility of parents’ to supervise their children after they are discharged from the school bus in the afternoon.

Parents are responsible that their child:

- Arrives at the bus stop at least five minutes before the scheduled pick-up time
- Meets all their responsibilities as established by this Handbook and other school board Policies.
- Is not sick when placed onto the school bus, or is experiencing a behavior problem

Parents are liable for damage to other vehicles or property caused by their child’s throwing of items in the bus or from the bus, or by their child’s damage to school district property, such as vandalism on the bus.

Parents are required to complete the School Transportation Registration Card (PBSD 0461) and return the signed card to the School Bus Driver.
10. **Responsibilities of the School Principal Regarding School Bus Transportation**

The school Principal is responsible to plan and implement a program of parking, loading, unloading, and supervision in the school bus loading zone(s). The school Principal should:

- Ensure that bus loading zones are properly posted, and clear of all vehicles except school buses at the time of loading and unloading
- Assign seats to students, issue warnings, administer probations, or suspend the riding privileges of students as necessary, either temporarily or permanently
- Determine the eligibility of students for school bus transportation
- Maintain records of students assigned to each bus; and notify Transportation Department Coordinators immediately of any changes in such assignments
- Appoint designated representatives for bus loop supervision, administration of school bus discipline, and chaperons for field trips
- Accept responsibility for students from the time they board the school bus in the morning until they get off the school bus in the afternoon
- Train all students in proper school bus conduct, safety, loading/unloading procedures, and responsibilities according to School Board Policies and this Handbook
- Instruct all students in proper school bus emergency evacuation procedures, and direct and document two emergency school bus evacuation drills during each school year. School bus drivers, bus attendants, and school-based bus drivers must participate in these drills
- Not place sick or students exhibiting severe behavior problems on a school bus
- Supervise the certification, driving activities, annual physical examinations, and random drug and alcohol testing programs of all school-based bus drivers. The Transportation Department will train, certify, and recertify all drivers eligible to drive school-based buses for the schools
11. Approved Procedures for the Safe Loading and Unloading of Students

Bus drivers and attendants are to load and unload students at assigned bus stops only. Exceptions must be approved in writing, by the school principal or his/her designee, or by a coordinator;

- Compliance with all loading, unloading, and bus parking procedures as established
- Drivers must never leave the school bus unattended while students are aboard
- Do not permit students to get off the school bus once they have boarded the bus, except on arrival at their school in the morning, and on arrival at their regular bus stop in the afternoon
- It is the driver’s responsibility to see to it that all students cross the road appropriately and safely in front of the school bus and never in back or behind the bus; students should only cross the street after receiving a clear signal from the bus driver
- Students are to NEVER cross a multiple lane road
- After unloading the last student(s) from the bus, the driver should find a safe place to pull off the roadway to check if there are any students remaining on board before proceeding to their next destination
- Bus drivers are to make every effort to help identify any motorist that passes their school bus while it is stopped for loading/unloading

A. Procedures for Loading and Unloading Students on the Street or Highway

- Check mirrors and traffic
- Start slowing down and cover the brake pedal. Apply brakes as necessary
- Activate the amber student warning lights, not more than 500 feet but not less than 200 feet in advance of the bus stop. If the stop is after a turn, wait until you begin the turn to activate your amber student warning lights
- Pull as far to the right as possible to stop, but stay on the traveled portion of the roadway
- Do not pull up any closer than 12 feet from the waiting students. Always stop short if students are too close to the school bus. Never use the bus to move students back from the street
- Come to a complete stop
- De-activate the amber student warning lights and activate the red student warning lights and stop arms
- Shift the bus to neutral and activate the parking brake. Cover the service brake pedal
- Do another check of mirrors and traffic
- After all traffic has stopped, open the door and motion the students to board or get off the bus, one at a time
- Do not proceed until all students are seated safely or have reached a point of safety. Students should be cleared of the “danger zones”, 12 feet to the front, sides, and rear of the bus, and the areas adjacent to the wheels of the bus. It is the driver’s duty to check this after each and every stop!
- A final traffic and mirror-check should be conducted by the driver before de-activating the red student warning lights, releasing the parking brake and shifting into “D” to proceed
- A school bus driver must observe the same traffic laws as other vehicles when another school bus is loading or discharging students. The driver who is waiting for the other bus should not use the four-way emergency flashers or student warning light system
B. Loading and Unloading Students at School Centers

- The school bus must be parked in its designated area or space
- Place the bus in neutral, apply the emergency brake, disengage the master switch from the student warning lights, and turn off the motor
- Do not start the motor until all students have completed loading or unloading the bus and the driver is ready to leave
- The bus driver should be seated in the driver’s seat when students are loading and/or unloading the bus
- The bus driver should not leave the school bus unattended when students are on board
- A school bus driver must not drive around another school bus which is loading or unloading, either on school grounds or away from school grounds
- Before leaving each school in the morning, all drivers and attendants must walk down the aisle of the bus to ensure that no students are left aboard
- When the bus is not in use the driver should display the empty sign in the window and de-activate the student check alarm before leaving the bus unattended

C. Selecting the Best Location for a Bus Stop

It is the school bus driver’s responsibility to establish a safe pick-up and safe drop-off point at each bus stop if the exact location is not indicated on the route sheet. If a stop is unsafe, the driver should immediately notify his/her Coordinator. The bus driver is to use the following criteria when selecting the best location for a bus stop:

- The stop must have an adequate off-street waiting area for the students, at least 4 feet from the roadway
- The driver must have ample visibility to the front, rear, and sides
- The stop should be 50 feet before the intersection or at least 200 feet after the intersection
- The driver shall not block an intersection or a side street with the school bus
- The stop should not be on a curve or the blind side of a hill
- The stop must be more than 300 feet from a railroad crossing
- If the stop involves a right turn lane or a merge lane, the stop location should be in the right lane nearest the curb, just before the beginning of the right turn lane or just at the end of the merge lane.

Drivers are required to check the bus both mornings and afternoons, at the conclusion of each school run and before proceeding to the next school, or before returning to the Facility, the bus driver should walk the aisle to ensure that there are no students left aboard the bus.
CHAPTER THREE

Performance and Best Practices
12. Transportation Department Reporting Procedures

There are a number of forms and reporting procedures with which you must become familiar. You are to complete the required paperwork in a timely manner. If you need help completing forms, review your handbook or seek your coordinator’s assistance.

A. Vehicular Accidents

What to Do: When a vehicular accident has occurred the bus driver must do the following:

- Stop the bus immediately
- Activate the four-way emergency flashers
- Put the bus in neutral
- Apply the emergency (parking brake), and
- Turn off the ignition

It is illegal to block traffic. Whenever possible the vehicle must be moved over. Do not give statements to anyone but the law enforcement person responding to the accident, and the Transportation Department representative. Choose your words carefully!

Immediate Contact and the Reporting of Accidents to Your Supervisor

Report each accident to the area Transportation Facility office immediately via the two-way radio. Give the coordinator the following information:

a) Bus Code and exact location of the school bus
b) Other vehicles involved and their license plate
c) Injuries to the bus driver, bus attendant, students, and other drivers, passengers, or pedestrians
d) Fatalities
e) Extent of damage of the bus, other vehicles, and other property
f) Can the bus can be safely driven or not
g) If the bus had to be evacuated

The Investigation: Your transportation facility coordinator will immediately contact the proper law enforcement agency, and the agency will be informed if there is a need for emergency assistance. You are to cooperate with your coordinator and with law enforcement and emergency personnel during the investigation. The bus driver and bus attendant are expected to be able to identify by name students on board the bus at the time of the accident.

Location of Your Bus after the Accident: If the bus is in a hazardous location, move it to a safer location. If the bus cannot be moved from the roadway, the bus driver must display the three emergency reflectors in accordance with state law and evacuate the bus immediately if students are aboard.
**Drug and Alcohol Testing After an Accident:** In accordance with the Omnibus Transportation Employee Testing Act of 1991, school bus drivers must be immediately taken for drug and alcohol testing by a coordinator under the following circumstances:

- The accident involved a fatality
- The school bus driver received a citation and
- At least one injured person had to leave the scene of the accident to receive medical attention,
- The bus driver received a citation and at least one of the vehicles involved in the accident had to be towed.

**Refer to School Board Policies 3.96 and 3.961**

School Bus Drivers are not permitted to drive again until results of the drug and alcohol tests are received by the Transportation Department.

**Written Report after the Accident:** The Accident Report Form PBSD #2074 must be completed upon return to the assigned transportation facility. A coordinator will assist the bus driver and the bus attendant, if aboard the bus, to complete the Form.

**Accident Review Board:** Each accident is reviewed by the Vehicle Accident Review Committee (VARC) and is deemed either “preventable” or “non-preventable”. “Preventable” accidents may result in the bus driver’s removal from driving the bus (taken off the road), and a recommendation for termination of employment.

**B. Accidents Involving Animals**

Since the safety and well being of students and other motorists must come first, the school bus driver should never make a hard panic stop or swerve to avoid hitting a small animal. If an animal is killed or injured while transporting students, the bus driver should not stop. The incident is to be reported immediately to his/her Coordinator. If a situation arises in which the bus driver is uncertain, the Coordinator is to be called for instructions.

**C. Accident and Incident Report Form**

An accident has occurred anytime a school bus comes into contact with a vehicle, an object, or a person, no matter how minor the damage or injury. The Incident/Accident forms pictured below must always be completed entirely and given to your coordinator (see appendix for sample).
D. Florida Department of Education School Bus Driver Records System

Once employed, all drivers’ information is entered into this automated system. Any data entry against your license number will result in an automatic printout of your driving record, which will be reviewed immediately by the Transportation Department.

E. Self-Reporting of New Arrests and Convictions by School District Employees

School Board Policy 3.13 requires that all employees report any convictions and any new arrest and/or criminal charges, including criminal traffic violations, to their immediate supervisor within forty-eight hours of the arrest and/or the conviction.

In addition, district employees who drive District owned/operated or controlled vehicles, or who are required to have a driver’s license or commercial driver’s (CDL) for employment purposes, are required to report minor traffic violations within forty-eight (48) hours when they occur in any vehicle (this includes your own personal or any other’s that you might drive), and within twenty-four (24) hours when they occur in a School District vehicle including a school bus.

Reports must be made in writing with the appropriate documentation. The outcome or final disposition of any of these arrests, charges, court cases, or tickets must also be reported in writing to your supervisor.

Failure to self-report may result in disciplinary action up to and including termination from employment.

F. Pre-Trip Inspection Form (PBSD#0454)

This form must be turned in after the morning and afternoon runs, even if nothing is found wrong with the bus and its equipment. There is a designated area in your Facility where you are to place the form(s). If you find something wrong with your bus you are to do the following:

- The bus driver is to complete the Pre-Trip Inspection Form and submit it to the designated person in his/her Facility each time something is found that is wrong
- Note each problem or malfunction on the form
- Do not drive the bus if anything is found during the pre-trip inspection which is unsafe, which may damage the bus, compromise student safety, or which could cause a violation of traffic laws
- Notify your Coordinator immediately that you have found a concern, problem and/or malfunction with your bus. The mechanic will determine if the bus needs to be “downed”, i.e. taken out of service

You will be assigned a spare bus. Inspect it, and turn in a Pre-Trip Inspection Form for the spare bus.

G. Traffic Violations

Pre-Employment: Each prospective school bus driver shall have a driving record at the Florida Department of Highway Safety and Motor Vehicles, which contains no more than two (2) moving violations in an 18 month period.

- The driving record shall not show suspensions or revocations for driving while intoxicated/under the influence of drugs and/or alcohol (DUI/DWI) within the past 7 years
The driving record shall not show the following infractions for seven (7) years preceding employment: leaving the scene of an accident with an injury and/or property damage in excess of $500; reckless driving resulting in an accident; and fleeing or attempting to elude a police officer.

The driving record shall not show pattern of: violating the law, unsafe or reckless driving, or unwillingness to comply with the law.

**During Employment:** A school bus driver will be subject to disciplinary action, including possible termination, for any of the following infractions during employment:

- Receipt of more than two convictions for a moving violation in an eighteen month period on or off duty
- Driving privilege suspended or revoked
- Two preventable accidents in a school bus in any calendar year
- Conviction for DUI/DWI
- Conviction for leaving the scene of an accident with an injury and/or property damage in excess of $500
- Conviction for reckless driving resulting in an accident
- Conviction for fleeing or attempting to elude a police officer; and
- Conviction for a crime involving moral turpitude.

**13. Employee Working Conditions**

**A. Employee Injury**

The following procedures are to be followed when an employee is injured or exposed to blood-borne pathogens in the line of duty:

- All injuries and exposures shall be reported to Facility Coordinators immediately.
- Coordinators or office staff should assist employees in completing the proper forms.
- Workers’ Compensation and medical treatment forms shall be completed as soon as possible in accordance with School District Worker’s Compensation Policy, and the employee will be sent to a school-district contracted physician for immediate treatment.

**B. Grounds for Termination of School Bus Drivers and School Bus Attendants**

A school bus driver or school bus attendant may be released during probation.

The school bus driver or school bus attendant may be terminated immediately for any of but not limited to the following violations:

- Incompetent or ineffective in carrying out assigned duties and responsibilities
- Conviction of a felony or any crime of moral status
- Willful damage to school district property
- Stealing property from the School District or from fellow employees
- Interference with or deliberate slow down of any work activities or duties, or those of fellow employees
- Drinking intoxicating beverages and/or using mood-altering drugs on the job or any time that it could affect employment performance
- Acts of insubordination
- Conviction of two or more traffic violations in any eighteen (18) month period in any vehicle (drivers only)
- Two preventable accidents in a school bus in any eighteen(18) month period (drivers only)
- Revocation or suspension of the driving privilege (drivers only)
- Violations of other School Board Policies, such as excessive unexcused absences or tardiness
C. **Personal Mail and Telephone Calls**

☑ No school bus driver or bus attendant should receive personal mail at a school district address.
☑ Telephones in the facility offices and schools are for school district business only.

Telephones may be used by employees for emergencies only, with the permission of Coordinators or school personnel.

**Coordinators and office personnel will not take personal messages for bus drivers or bus attendants unless the message is of an emergency nature.**

14. **Routes, Field Trips, and Activity Assignments**

Bus drivers are required to make all assigned field or activity trips unless driver has a legitimate reason to refuse such assignments. Routes are bid by seniority. The facility coordinator distributes all extra trip and field trip assignments as equitably as possible.

A. **Assignments of Field Trips:**

Coordinators assign trips to bus drivers when the driver has:
- signed up for such trips
- schedule(s) and school location(s) that correspond to the run

Your Coordinators will distribute all extra trips and field trip assignments as equitably as possible. Field trips are not available to probationary school bus drivers except in emergency situations.

B. **Assignment of Activities:**

Coordinators assign activities to bus drivers who have:
- Signed up for such runs and who are available to make them on a regular basis
- Schedules and school locations that correspond to the run

Regular route assignments must not interfere with the bus driver being on time for the activity or field trip. The driver is expected to cover the activity on all the days the activity is scheduled.

The school bus should be parked at the assigned Facility after the regular route, extra trips, field trips and/or activity trips, unless the Coordinator approves exceptions in advance.
CHAPTER FOUR

Legislation (Laws) Students with Special Needs
15. LEGISLATION (LAWS) THAT SUPPORTS THE TRANSPORTATION OF STUDENTS WITH DISABILITIES

There are many, many Federal and State statutes, laws, regulations, policies, and procedures that must be followed by school systems regarding students with disabilities. There are two pieces of Federal legislation that you will often hear about that require school districts to provide specialized transportation for students with disabilities (even when a student lives within the state’s two-mile limit). Transportation is known as a “related service.” They are:

1. **The Rehabilitation Act of 1973 (Section 504)**
   Students protected under Section 504 are identified as having a mental or physical impairment that substantially limits one or more major life activities. Examples of such activities include caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. Students who qualify for school transportation services under this law must have a “504 Plan” which is written at the school with the student’s parent/guardian. A student with a health condition such as asthma may require “504” transportation services.

2. **The Individuals with Disabilities Education Act (IDEA)**
   This law was created to ensure that all students with disabilities have opportunities to access public education and receive education services for their unique needs. When a student is identified and evaluated as needing Exceptional Student Education (ESE) (special education) services, an Individual Education Plan (IEP) is written with the parents/guardians and school district personnel where it is determined what special educational programs and “related services” the student may need in order to be successful at school, in the community, and on the bus.

Transportation for disabled students should provide education and services in the Least Restrictive Environment (LRE) by:
- Transporting them to the maximum extent appropriate with students who do not have disabilities
- Transporting them to their home school or as close to home as possible
- Providing or arranging for transportation to nonacademic and extracurricular services and activities in order for disabled students to participate with non-disabled students to the maximum extent possible

3. **Some Other Things for You to Know**
   School systems provide these educational and related services to disabled students at no cost to the parent/guardian. This is known as a Free and Appropriate Public Education (FAPE).

   Sometimes parents/guardians and school district personnel may disagree about the education and related services for disabled students. Mediation and/or a Due Process Hearing may occur to settle the matter.

   Special rules apply for ESE students who are suspended or expelled from the school and/or the bus, especially when the behavior is related to the student’s disability. ESE students can be suspended from the bus for a specific number of days in a school year. Transportation may still be required for a suspended or expelled student to go to another school program if it is stated in the IEP.
CHAPTER FIVE

School Bus Driver and Bus Attendant Job Overview
16. OVERVIEW OF THE JOBS OF
SCHOOL BUS DRIVER AND SCHOOL BUS ATTENDANT

Attitude

A good attitude is everything! A good attitude is necessary because it helps students have a good school day. A good attitude also lets parents know that Transportation Department personnel care about their children.

Remember:

IT’S ALL ABOUT ATTITUDE!
YOU ARE AN AMBASSADOR OF THE TRANSPORTATION DEPARTMENT!

You shall become thoroughly familiar with the duties that are contained within these pages and perform them in accordance with the training provided to you by your trainers and in these handbooks of this School District: the Special Needs Student Transportation Handbook and the School Bus Drivers and Bus Attendants Handbook. Students respond better to praise for good behavior than to punishment for breaking rules. And remember patience is a virtue!

Your Appearance

As ambassadors of the Transportation Department, we must present ourselves in a professional manner at all times. Whenever you are on the clock, Bus Drivers and Bus Attendants are required to follow the uniform dress code established by the Transportation Department (including shoes that have a closed toe and a closed heel for your personal safety).

Also for your own safety, it is strongly suggested that jewelry not be worn, especially earrings and necklaces. They offer an opportunity for children to pull and tug at them, and they can get caught up in a student’s hair, clothing, wheelchair, etc.

Preparing for Daily Trips (Bus Driver & Bus Attendant)

- Check the operation of the wheelchair lift prior to leaving the facility each morning and each afternoon.
- Check the wheelchair securements and occupant restraint systems for proper functioning. Be sure you have enough equipment for the trip. Replace worn or dirty items.
- Check car seats, safety vests, and attachments for proper functioning.
- Check your supply of tissues, gloves, and clean-up materials.
- Perform the pre-trip/post-trip safety inspections.
- Put the windows up or down as necessary.
- Clean the interior of the bus.
- Safely secure any loose items. Make sure that seat belts, wheelchair securements and occupant restraints are placed in the proper position.
Working with Students

The major duty required of a Bus Attendant is to care for students while they are on the bus. This means that you are to remain alert at all times to make certain the students are safe, following the bus rules, and are not in any physical or medical danger. The Bus Attendant must also assist the Bus Driver, parents, and school personnel with the loading and unloading of students at bus stops and school centers. You will do this as necessary and as directed.

17. GENERAL INFORMATION FOR BUS ATTENDANTS

Bus Attendants Must:

- Assist all pre-school students up and down the bus stairwell.
- Assist physically-impaired students up and down the bus stairwell.
- Help any student who needs assistance getting on or off the bus.
- With the bus driver’s assistance, open and close the bus-lift door and help students who are in a wheelchair on/off the lift in the absence of a parent or school personnel; or when a parent/guardian cannot help due to extenuating circumstances.
- Operate the wheelchair lift with the bus driver’s assistance.
- With the assistance of the bus driver, secure wheelchairs, and secure students in their occupant restraint systems.
- With the assistance of the bus driver, secure students into Child Safety Restraint Systems such as vests or car seats.
- Clean up the bus when students have accidents.
- Help the students follow the bus rules and procedures.
- Be alert to student passenger needs at all times. Give assistance to students, provide direction to them and help maintain order on the bus.

Where You Place yourself on the Bus is IMPORTANT

- It is recommended that a Bus Attendant sit in the rear of the bus or in the last seat behind students. The Bus Attendant must be seated in an upright position with both feet on the floor of the bus, in the aisle seat at all times.
- If a wheelchair bus has the hookups toward the back of the bus, this allows the Bus Attendant to observe and supervise all the students. In buses that are configured with wheelchair hook-ups in the front or middle of the bus, you may need to seat yourself in a different location in order to observe the students more directly.
- There may sometimes be circumstances in which you will be asked by your supervisor to sit in a seat other than the rear of the bus, or behind the last row of students.
- DO NOT STAND UP WHILE THE BUS IS IN MOTION, UNLESS THERE IS AN EMERGENCY, A STUDENT NEEDS IMMEDIATE ASSISTANCE, OR A CRISIS SITUATION ARISES. You may be able to relocate your seat to handle the situation while the bus is stopped at a stop sign or a traffic signal. OTHERWISE, ask the bus driver to pull over as soon as possible and take care of the situation.
Some Things for You to Know

Teamwork

• The bus attendant and the bus driver are a TEAM.

• The bus attendant must work very closely with the bus driver. Both must know and understand how to work with special needs students, special equipment, and special buses.

School-Based Attendants on Bus Routes

• On rare occasions, personnel from school sites work as bus attendants for the Transportation Department as an additional duty. These persons may be a “one-on-one,” nurse, or a paraprofessional for a particular student with behavioral and/or health issues. Often these school personnel may have special training or are provided additional training for assisting the student during the bus ride.

Substitute Attendants

• The Transportation Department tries to have at least one bus attendant on all special needs bus routes. If a bus attendant is absent, a substitute will be assigned as available.

• When a substitute bus attendant is unavailable, the bus driver must complete the route and provide the students with the necessary services that would usually be given by the bus attendant. This is why it is so important for the bus attendant and the bus driver to talk and share information about the students with each other.

• If a student requires transportation services as part of an Individual Education Plan (IEP) or other written plan, and no bus attendant available, the Bus Driver is required to notify the parents of the student upon arrival to the stop. The parent/guardian can then decide whether or not to have the student ride the school bus.
CHAPTER SIX

“Special Needs” Students
18. **WHO ARE SPECIAL NEEDS STUDENTS?**

A Special Needs Student is one who requires specialized education and/or services. This includes students who are disabled and might receive Exceptional Student Education (ESE) services or “504” services. Some Special Needs Students attend Alternative Education Programs, Juvenile Justice Programs, Teen Parent Programs, and/or Pre-School Age Programs, just to name the most familiar ones.

- **Transportation is considered a special or related service for many students in these programs.** However, *they do not always need a special bus* to get them to their program. Many of them ride on regular school buses, Palm Tran buses, and/or TRI-RAIL; they walk, ride a bike, and/or are brought to school by their parents just like any other student.
- Sometimes all the students on a bus may be identified as Exceptional Education students. They might have physical, mental, emotional, social, sensory, and/or health and medical needs that require a more specialized bus environment and/or additional adult assistance and supervision.
- Many *special buses* have a wheelchair lift and a place for wheelchairs to be secured on them. Often the windows are more darkly tinted, and the bus may be air-conditioned to accommodate student needs.
- Parents, school and district personnel, and sometimes transportation department personnel meet to decide what types of transportation services a student may need. A “Transportation Request for Special Needs Student” form (PBSD 1848) is completed and sent to the Transportation Department.
Sensitivity to Students with Disabilities

Students can have one or many disabilities and special needs. These can be classified under general categories such as cognitive or intellectual, sensory, social, emotional, health, or physical disabilities or impairments. Why should you know about all the information that has been given to you in this handbook? Because your job is to understand and know about the students you take care of on the bus.

The knowledge that you should glean in this handbook will help you to do just that. By now you should have some understanding about why students may be behaving badly or strangely, whether they may be sick or lethargic due to a health or medical condition, and how to care for them and keep them safe during the bus ride to and from school. This section will help you further to understand how to talk to students and manage their behaviors while they are in your charge.

A frequently asked question is “What causes disability?”

Disabilities can be the result of something that happened either before a baby is born, during the birth process, or may result later because of an accident, near-drowning, physical abuse, emotional abuse, drug abuse, trauma, etc. at any time in a person’s life. We see more and more severely and profoundly disabled students in the educational system because of increased scientific and medical knowledge and care, better diagnostics than what was available in years past, and more educational program opportunities.

Labeling Individuals and What Not to Say - PEOPLE FIRST LANGUAGE

Disability labels focus on what individuals cannot do rather than the person’s abilities. PEOPLE FIRST LANGUAGE looks at the individual before the disability. A disability is something that an individual has, not what an individual is.

Here are some examples of PEOPLE FIRST LANGUAGE:
- Adam is a young boy with cerebral palsy (CP). NOT (a CP boy)
- Jason is a 13-year-old with a learning disability. NOT (a learning disabled teen)
- Alex is a kindergartner and has autism. NOT (an autistic kindergartner)
- A family has a son with Down’s syndrome. NOT (a Down’s son)
- Lacy uses a wheelchair. NOT (wheelchair-bound girl)

Notice that speaking in PEOPLE FIRST LANGUAGE is much more positive sounding than the above examples of what NOT to say. As our language changes, perceptions and attitudes also change. PEOPLE'S FIRST LANGUAGE helps in the acceptance, respect, and inclusion of individuals with disabilities.

Becoming Comfortable around People who may be Different than Yourself

If you are uncomfortable or do not know what to say to a student (person) with a disability, allow the student to put you at ease. Simply ask the student what makes him/her uncomfortable. Respect what the student has to say. You may have a conversation with the student in the manner that you would with a non-disabled person. Speak about interests, school events, and usual topics for the student’s age.

The more you are around students with disabilities, the more at ease you will become. After a time you will find that you will interact with students as individuals with many traits and characteristics and the disability is just one part of them. PEOPLE FIRST LANGUAGE takes the focus off of the disability and places it back on the individual. You are encouraged to use PEOPLE FIRST LANGUAGE.
19. **Recordkeeping Duties for Bus Drivers and Attendants**

*It is your duty to keep information about students. The following are some things you need to know.*

- Keep an updated **Evacuation/Seating Chart** with students’ names, addresses, and telephone numbers.

- Keep a record of any bruises or cuts sustained by students. Complete an **Incident/Accident Reporting Form** when necessary. Submit it immediately to your coordinator and school administration.

- **Note any unusual behavior, illness, verbalizations, appearance, etc.** which you observe about a student(s) **and report it to school personnel and your supervisor.** Keep notes and/or follow any behavior management plan that is given to you regarding a specific student.

- Complete a **Wheelchair Safety Concerns Checklist** when appropriate.

- Complete a **Student Discipline Referral (PBSD#0279)** for a student who misbehaves. Give it to school personnel immediately following the incident so they may take appropriate action. Keep a copy for your records. Give a copy to your supervisor for follow up of the incident. **NEVER ALLOW INAPPROPRIATE STUDENT BEHAVIOR TO ESCALATE AND CONTINUE. IF YOU FEEL YOU ARE NOT GETTING HELP FROM SCHOOL PERSONNEL OR PARENTS, IMMEDIATELY NOTIFY YOUR FACILITY COORDINATOR FOR ASSISTANCE.**

- An **Emergency Evacuation Plan** must be completed for each route.
20. **BEHAVIOR MANAGEMENT**

(If Needed)

It is important for all passengers on the school bus to follow rules established by the school district. Behavior that puts the safety, health and welfare of other students, the bus driver, bus attendant, or the community at risk should not be permitted or tolerated. Bus rules apply to ALL students, including those with disabilities and special needs. The general bus rules are in the procedures and policy handbooks that you receive during training and from your supervisor. Again, as a reminder, keep rules simple and enforceable.

**Interacting with Special Needs Students**

When you are interacting with special needs students it is important to find out if the student understands that her/his actions are inappropriate or unsafe. It may be that the behavior is related to the particular disability and is not willful or intended behavior. If the disability is at the root of the student’s behavior, discipline may not be appropriate. **Behavior problems are usually a form of communication.** It is important to understand why students are acting out. Corrective steps can then be taken to correct the student’s particular situation.

**Behavior Modification Program or Plan for a Student**

Students with emotional disorders or severe behavior disorders will usually have a behavior modification program in place at home and school. This behavior program should be extended to the bus ride environment when necessary. The bus driver and bus attendant can be invited to a school meeting to discuss bus ride concerns and school personnel and parents can help to develop a bus behavior management plan.

**Special Plans and Special Assistance for Students**

The Transportation Department works with school and district behavior specialists who will assist school bus personnel with the plan. In some cases the student may need to have a one-on-one attendant ride with her/him. As often as possible the schools are requested to provide a staff member to do this because of their knowledge of the student and their specialized training.

It cannot be said enough times that school personnel and the family must be involved in solving any behavior problems on the school bus. It is important to get involved with the school and the family as soon as behavior problems occur. Please, **do not allow student behavior problems to get out of control!**

**Facilitating Student Management on the Bus**

The bus attendant, as well as the Bus Driver, should learn the names of all students on the bus. Greet them kindly each day. Inquire about how they are feeling, how they did in school that day, etc. Let them know you care about them as people. This helps to set a pleasant and positive tone for the bus trip.

- Both the bus driver and attendant are to become thoroughly familiar with their assigned routes, bus stops, students’ names, their exceptionalities, disabilities, and specific needs.
- The bus attendant should assist the substitute bus driver if the regular driver is absent.
- The bus attendant should submit written misconduct information to school personnel and parents, by way of the Student Discipline Referral (PBSD 0279).
21. TIPS FOR COMMUNICATING WITH STUDENTS, THEIR FAMILIES, SCHOOL STAFF, AND EACH OTHER.

HAVE A GOOD WORKDAY!

It has been found through all of our experiences in the Transportation Department that the majority of the problems that occur between our personnel and students, parents, and school staff are primarily a result of poor communication.

What does this mean for you? In order to have a transportation system that meets the needs of students we must have ongoing communication by, between, and with administrators in the school district, teaching and support staff, parents, involved students, and transportation personnel. The following information is intended to help you understand the process of communicating with students and how to handle your concerns about them.

Communicating with Each Other

This is an area of key importance since the bus driver and attendant need to work as a team.

- Whenever there is a concern about a student, speak to each other. Determine if it is a situation that the two of you can remedy. If it cannot be resolved, seek the advice of school personnel or your facility supervisor.
- If there is a problem between the two of you try to resolve it in an adult manner. If that is not possible, seek the assistance of your supervisor.

Communicating with School Officials, Teachers, and Classroom Staff

Both of you, and the school staff must keep each other informed about what sort of day a student has had, such as hitting people, physically or verbally abusive or out of control, seizure activity, an asthma attack, etc. Sharing a positive occurrence is an excellent idea also.

- **Teachers** will be particularly helpful if you seek their assistance with bus behavior problems. They can tell you such things as key words, phrases, and songs to use with a student, and suggest and often supply reading material for students while in transit. Any physical restraint techniques to use on a student will be given specifically to you in a documented training session. Teachers will also assist you with special behavior management programs and rewards for specific students.
- **Physical and Occupational Therapists** will provide information and instruction for therapeutic implementation, such as walking onto and off of the bus, fastening occupant restraint systems, checking wheelchair tie-downs, and seat transfers.
- You will often interact with **classroom paraprofessionals (teacher’s aides)**, especially with disabled students. These professionals often know a great deal about specific students. However, they do not always have full knowledge or training to answer all your questions. Also, there may be information that they are not supposed to share with you. What is important is that you work with them as a team when you load and unload students at school sites. It is permissible for school persons to come on the bus to help you if necessary.

School staff members are pleased to help Transportation Department employees with student concerns because they also want the student to have a safe and pleasant bus ride. When you seek their assistance it shows you care about students.
Communicating with Parent/Guardians/Caretakers

Many of you are working parents. You know how rushed and harried you feel on many mornings trying to get everything done before leaving your home. Many of our parents/guardians/caretakers face similar things as you do each morning. Most parents will try to have their child ready for the scheduled pick-up time in the morning. However, there is a difference for them when they have a special needs child. Sometimes things may occur beyond the family’s control and delays might occur.

Parents and guardians have responsibilities for their children regarding transportation. Most parents are caring and responsible and will work well with the bus driver and attendant. Personal daily communication between you and the parent will help ensure safe transportation of students. Parent input on ways you could handle student behavior, keep the student safe, reduce possible problems, etc., would be helpful to you. Be sure to ask parents in a kindly manner for their assistance in opening the bus lift door, and assisting with the wheelchair onto and off the lift, for example.

The most frequent parent complaints have to do with “Attitude”!!!

- UNFRIENDLY
- TOOLS LOUD
- NOT HELPFUL

The following communication tips and suggestions are listed for you to use each day while on the job. Review them before each daily trip. We want you to be successful and the best that you can be! We want you to be an Exceptional Communicator!

Use Courtesies and Greetings

The beginning of a student’s day starts with both of you.

- When students are greeted as if you are glad to see them, they and you will have a better day. Greet students and their parents/guardians with a big HELLO and leave them with a cheerful GOOD-BYE. Each student should have the opportunity for a fresh start each day. DO NOT HOLD GRUDGES FROM THE PREVIOUS DAY’S BUS RIDE.

Promote Responsibility and Independence

Encourage each student to accept as much responsibility as possible and to be as independent as possible.

- Think of the student as being capable in many areas. Do not focus on the disability.
- As much as your schedule permits, allow students to do as much as possible for themselves. However, do not allow students to operate their motorized wheelchairs onto lifts. DO NOT PERMIT ACTIONS OF ANY KIND THAT COULD RESULT IN STUDENT INJURY.
- You should plan with school personnel and parents about where the student should sit. Enter the information on your bus-seating chart. This is where the student is expected to sit each day.
Establish Clear-cut, Simple Rules that Students are Capable of Following - All students want and need guidelines for proper conduct. It is helpful to students for you and the Bus driver to make a short list of rules for bus behavior. Do not have too many rules.

- Students should know the consequences for breaking the rules. *(These rules should not be in conflict with the school district or Department’s rules.)*
- Do not manage students by using fear, threats, or by making unreasonable demands.
- NEVER punish the entire group for the inappropriate behavior of a few.

Help Students to Communicate Effectively - The bus is a learning environment just like any other place. Your job is to help students. Give them attention when they are displaying positive and appropriate behavior. If students are having problems try to do the following:

- If a student explodes, wait until the student has calmed down or regained control before trying to talk to the student, and then only if they want to talk. (It can take 15 to 20 minutes for “cool down” following a crisis situation. This means you as well as the student.)
- Always speak in a normal tone of voice. Do not try to talk above confusion.
- Allow students a reasonable opportunity to explain their side of a situation that has occurred.
- Be firm, fair, brief, and to the point.

SEATING CHARTS ARE A MUST FOR SAFETY AND ORDER.

REMEMBER: You are a representative of the School District of Palm Beach County and of our Transportation Department.
CHAPTER

SEVEN

Equipment
22. **Devices/Equipment/Supplies often carried or used by Special Needs Students**

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<tr>
<th>Devices</th>
<th>Oxygen</th>
<th>Syringes</th>
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<tbody>
<tr>
<td>Wheelchairs</td>
<td>Catheterization equipment</td>
<td>Suctioning equipment</td>
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<tr>
<td>Wheelchair Lap Tray</td>
<td>Inhaler</td>
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<td>Positioning Device</td>
<td>Tubes</td>
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<tr>
<td>Ostomy Products</td>
<td>Communication device</td>
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<td>Medications</td>
<td>Car Seats</td>
<td>Shunt</td>
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<td>(Epi-Pen Allergy Kit, rectal seizure medication, oral medications)</td>
<td>Safety Vest</td>
<td>Diapers</td>
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**Service Animals**

Sometimes an animal may accompany a student, as the student’s assistant. You will be made aware and given instructions regarding a service animal on the bus.

**Nurses on the bus**

Students who require the assistance of a full time medical person such as a nurse are generally very medically complex. It is the decision of the IEP team whether a nurse will accompany a student on the bus ride. The nurse provides constant supervision for the student.

The bus driver and attendant remain responsible for the safe loading and unloading of the student, as well as the safe securement of the student and wheelchair (if there is one) and medical equipment on the bus.

**Transporting Student Equipment**

Special needs students often have academic books, tools, medical equipment, communication devices and other items that will need to be transported. It is imperative that all equipment and devices are secured safely in the bus; these may include walkers, canes, extra wheelchairs, communication devices, walking canes for the blind and oxygen.

Wheelchair lap trays must always be removed from a wheelchair prior to transporting and it must be secured with tie downs so it does not become a projectile.

Some students may require oxygen which is a nonflammable substance that is available in liquid or gas form. Although nonflammable it can accelerate a fire. When transporting an oxygen tank it must be safely secured to withstand five times its weight and out of the head impact zone.

**Ventilators and suction devices**. When transported, must be securely attached to the wheelchair. It is recommended that the physical therapist and transportation staff meet to determine how best to attach this equipment to the wheelchair during transport.
CHAPTER EIGHT

Wheelchair Procedures
23. **Wheelchair Lift Operation Procedures:**

- Set the emergency brake on the school bus and place the bus in neutral.
- Open the lift-door and secure it to the bus. *This will prevent the door from swinging back, striking the student, or hitting the side of the lift, binding it and causing damage.*
- Push the “UNFOLD” button on the control pad.
- Push the “DOWN” button on the control pad. Release the button as soon as the lift touches the ground. *Holding the button down will damage the lift by putting too much weight or pressure against the lift.*
- Make sure that the lift stop plate at the end of the lift is always in working order. Never load or unload a wheelchair if the stop plate is not in working order. *Students should never ride the lift while standing up. Never leave a student unattended while on the lift.*

24. **Loading and Unloading Wheelchairs**

**A. Loading Motorized (Powered) Wheelchairs**

- Back the wheelchair onto the lift. A student who is physically and cognitively able may drive onto the lift.
- Turn off the power to the wheelchair.
- Secure the manual wheel locks.
- Gears are to remain engaged while the wheelchair is on the lift.
- When lift is up to bus floor, disengage the gears and pull the chair onto the bus. Adults on the ground also assist by pushing the wheelchair into the bus. The power may be turned on to maneuver the wheelchair into place for tie-down securement.

**B. Unloading Motorized (Powered) Wheelchairs**

- Turn the power off. Disengage the gears, and then push the wheelchair onto the lift. Re-engage the gears. Secure the wheel locks. Once the lift is down, turn the power back on.

**C. Student Loading – Manual Wheelchair**

1. The student’s wheelchair positioning belt needs to be snugly fastened before placing the wheelchair on the lift. The wheelchair should have a headrest or extended back. Some students may have a chest support. If the wheelchair has a tray, detach it from the wheelchair and secure it in the bus. *If you have concern about these items, student safety in the wheelchair, or condition of the wheelchair, complete a “Wheelchair Concerns” form (Appendix) and follow Transportation Department Procedures.*
2. Position the wheelchair on the lift with the student facing out. **Back up the wheelchair onto the lift.** Be sure to place the wheelchair far enough to the back of the lift for the footrests to clear the raised safety guard on the front of the lift.
3. **Lock both of the wheel locks** on the wheelchair.
4. **Make sure that the student’s limbs (arms, legs, and/or feet) are not hanging off the chair.** Be sure there is clearance on all sides of the student’s wheelchair.
5. **Before raising (or lowering) the lift, be sure that everyone is out of the way.**
6. **An adult is to stand beside the lift on the ground.**
7. The adult on the ground should **grip the wheelchair frame.**
8. **Raise the lift.** An adult on the ground should maintain a grip on the wheelchair frame while the lift is being raised (preferably two adults for heavy chairs). The **adult inside the bus should grasp the push handle as soon as they can safely reach it.**

9. Unlock the wheel locks and **back the student** from the lift **onto the bus.**

10. **Safely guide the wheelchair onto the bus** and into a forward facing position for securement.

D. **Student Unloading Manual Wheelchair -** Follow steps 1-6 described above.

1. **Push the student’s wheelchair forward** facing outside onto the lift platform.
2. **Lock both wheel locks.**
3. One or two adults are to stand on the ground beside the lift and **grip the wheelchair frame** as the lift if lowered.
4. **Lower the lift** until it touches the ground.
5. **Let the button go (release it)** as soon as the lift touches the ground **to prevent damage to the lift.**
6. **Unlock the wheel** locks and safely guide it off the lift.

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Parents, guardians, caretakers and school personnel should assist with the loading and unloading process.
WHEELCHAIR  SECUREMENT  PROCEDURES

A. **Positioning the Wheelchair in the Bus**
   - Position the wheelchair with the student facing forward in the bus.
   - Center the wheelchair with the wheels between the outer and the inner floor tracks or plates.
   - Lock the wheelchair wheel locks/brakes and/or turn off the power

B. **Securing the Front Straps**
   In most cases it is easier to first hook up the front wheelchair securement straps. The front straps hook into the outer tracks.  *The angle of the straps should be between 40° and 60° from the chair to the floor.*
   - Hook the upper end of the securement strap to the main frame of the wheelchair as close to the seat as possible.
   - Be careful to keep the strap away from sharp edges, corners, or removable parts of the chair.
   - Do not criss-cross tie down straps. This may cause the wheelchair to fold up or tip over.

C. **Securing the Rear Straps**
   - Rear securement straps are hooked to the inner tracks in most cases. Secure the spring lock fittings facing away from the wheelchair. Wrap the other end of the strap around the back of the wheelchair in a secure location on the main frame of the chair.  *The angle of the straps should be between 30° and 45° from the chair to the floor.*
   - Release the wheelchair brake and pull the wheelchair back to tighten up the slack. Hold the tensioning strap until the tensioning device is secure. Try to move the wheelchair to make sure it is secure.  *Over-tightening the straps could damage the wheelchair.*
   - Make sure no strap is binding the wheels of the chair. There should be a straight line between upper and lower attachment points.
D. **Lap Belt Adjustment Straps**

- Attach the latch portion of the lap belt on each side of the wheelchair into the back floor tracks, with the spring-lock fitting facing away from the wheelchair.
- Pull on the strap to be sure that the latch is locked into place, with no chance of loosening.

E. **Side Lap Belt Pelvic Straps**

- Thread the lap belt on each side between the back of the wheelchair and the armrests.
- As you are feeding the pelvic straps through the wheelchair, the lap belt must always be directly in contact with the student’s pelvis and hips, never over the armrest, wheels, etc.
- Insert the male end with the hook, or “D” shaped hole into the female end of the shorter section of the belt.
- Buckle the straps together, low, at the student’s pelvis and near the student’s hip, opposite the bus wall.
- While holding the buckle connection firmly at the student’s pelvis, now adjust the lap belt securely around the student’s pelvis.

F. **Shoulder Straps**

- Loosen the shoulder strap before attaching it. The lower end of the shoulder strap attaches to the lap belt buckle assembly.
- Insert the “D” shaped fitting into the “D” shaped hole in the lap belt assembly. Then, rotate it to secure it into place.
- Hook the shoulder strap into the top track first.
- Insert the track end by lining up the angled male fitting into the slot. Twist the spring-loaded cover until a click is heard. Tug on the belt to ensure that the end is locked into the track.
- The spring-lock fitting should be in the top track as far back as practical to position the shoulder strap over the student’s shoulder, when possible.
- Use the adjustment part of the shoulder strap to tighten the strap so that it is firmly across the student’s shoulder (clavicle) and the student’s chest.

**Note:** If you cannot properly tie down a particular style of wheelchair, consult with your supervisor and/or the student’s school physical therapist.

**The bus should never be placed in motion if the wheelchair is not completely and properly tied down.**
26. DAILY CHECKLIST: QUESTIONS TO ASK YOURSELF WHEN TRANSPORTING STUDENTS IN WHEELCHAIRS

Loading and Un-Loading the Wheelchair on the Lift:

✓ Did I say “Good Morning” or “Good Afternoon” to the student and his caretaker?
✓ Is the student’s wheelchair positioning belt fastened?
✓ Is the wheelchair positioned on the lift facing out?
✓ Are the brakes locked?
✓ Are the gears engaged on the motorized wheelchair?
✓ Is the power switched off on the motorized wheelchair?
✓ Is/are the attendant’s hand and/or parent/school-person’s hands on the wheelchair during lift operation?

Positioning the Wheelchair on the Bus:

☉ Is the wheelchair placed forward facing?
☉ Are the brakes locked?
☉ Is the power switched off on the motorized wheelchair?
☉ Are the gears engaged on the motorized wheelchair?

Securing the Wheelchair on the Bus – Front Straps:

⇧ Are the front tie-down buckles the same?
⇧ Are the front tie-down straps 3 to 8 inches outside of the front wheels?
⇧ Are the front tie-down straps at a 45° angle?

Securing the Wheelchair on the Bus – Rear Straps:

⇩ Are the rear tie-down buckles the same?
⇩ Are the rear tie-down straps just inside of the rear wheels?
⇩ Are the rear tie-down straps at a 45° angle?
⇩ Are the rear tie-down straps snug?

Attaching the Lap Belt:

—is the lap belt firmly and comfortably secured across the student’s pelvis?
—is the lap belt next to the student’s body and not over the wheelchair pads?
—is the lap belt attached to the floor tracking near the rear tie-down?

Attaching the Shoulder Restraint:

—is the wall attachment slightly behind the student?
—is the strap diagonally cross the upper chest near the collarbone?
—is the lap belt buckle near the student’s hip (the hip farthest from the bus wall)?

Final Check:

—is the wheelchair secure and snug (no movement when pushed)?
—are walkers, lap trays (removed), computers and assistive technology secured with a seat belt, a floor belt, or placed in an upholstery bag?
There are many different styles of manual and power wheelchairs. The wheelchairs below were chosen to label wheelchair parts.
FREQUENTLY ASKED QUESTIONS

1. Is it O.K. to let a student stand on the lift with their walker?
   No. A student that walks with a walker or crutches already has balance problems. It is not safe to have a student stand on a moving lift. No one, including adults, should stand on a lift while it is being raised or lowered.

2. Is it O.K. to let a student sit in a chair on the bus lift if he/she has a hard time going up/down the bus steps?
   No. A chair cannot be used on the lift. A student must be sitting in a locked wheelchair or stroller when using a lift. If the student requires a lot of assistance to go up/down the steps, contact the student’s physical therapist for suggestions.

3. If a student has difficulty going up or down bus steps, is it O.K. to let him crawl?
   No. Students should load onto the bus in an age-appropriate manner. They should walk up the steps with assistance from an adult. If walking up the steps is too difficult, contact the student’s physical therapist for suggestions.

4. May an adult carry a student onto the bus and to the bus seat?
   No. The only exception to an adult carrying a student is when there is an emergency evacuation or when an infant (baby) is transported. Otherwise, the student should walk up the steps with assistance from an adult. Some buses have three steps and some have four. With a four-step bus, the steps are not as high as a three-step bus, which may make it easier for the student to manage. If walking up the steps is too difficult, contact the student’s physical therapist for suggestions.

5. Is it O.K. to let students drive their power wheelchairs onto and off of the bus lift?
   This should be an IEP or “504” team decision. Most often, with close supervision, it is permissible to let the student drive on and off the lift when it is lower. It is not recommended to let them drive on and off the lift when it is in a raised position.

6. If a student has a hard time driving the power wheelchair backwards, is it O.K. to allow the student to drive it forward onto the bus lift?
   Never! The student must face away from the bus while on the lift. The heaviest part of the wheelchair is at the back. The lift was designed to operate with the heaviest part of the load on the back of the lift.

7. If a student is afraid to ride the bus lift, is it O.K. for an adult to ride with them?
   No. No one should ever ride the lift while standing. You can help students feel more secure by reminding them that you are holding their wheelchair frame while they are on the lift.

8. What do you do if the student’s wheelchair brakes don’t work properly?
   If there are questions regarding transporting the wheelchair, immediately notify your supervisor. Complete a “Wheelchair Concerns” Form by following the directions that are printed on the back of the form. It is very important for both wheel locks to work properly while the wheelchair is on the lift. However, if the wheel locks do not work properly and two adults can hold the chair for safety while it is on the lift, the student’s wheelchair may be lifted or let down. Once inside a school bus, the securement and occupant restraint systems are what holds down the wheelchair and secures the student, keeping the student safe. The parent/guardian should have the necessary repairs done as soon as possible.
9. **Is it okay to hook the tie down strap to the footrest?** It seems like I can do this more quickly and easily get the strap on the footrest to the wheelchair.

   *No. You must hook the tie-down straps around the non-removable part of the wheelchair frame.*

   Leg rests, armrests, and wheels come off the wheelchair easily. You must place the tie down strap at a site on a welded part of the wheelchair frame. If a wheelchair has a factory installed transit option attachment, you hook the strap to the *transit option attachment that is welded* to the wheelchair frame.

10. **Is it okay to leave the tray on a wheelchair during the bus ride if a parent requests it to support the child’s arms?**

   *No. Trays must always be removed from the wheelchair and tied down inside the bus.* A tray attached to a wheelchair can cause severe abdominal injuries if the bus has to stop very quickly or is involved in a crash. *In special cases, the student’s physical therapist may provide a foam tray. You must be sure to continue to use the lap/shoulder belt system on the bus.*

11. **Is it okay to bring the lap belt over the wheels of the wheelchair to make it easier to hook around the student?**

   *No. The lap belt must be brought up inside the wheels and armrests of the wheelchair and make contact directly with the student.* If you have trouble getting the belt inside the armrests, contact the student’s physical therapist to see if modifications need to be made to the wheelchair seat or back.

12. **Does the shoulder belt have to be used if the student complains that it hurts his neck?**

   *Yes. The shoulder belt must always be used.* When there are two places to hook the shoulder belt to the lap belt buckle, you can try attaching it to the lower part. This will sometimes move the shoulder belt away from the student’s neck so it is not uncomfortable. If that does not work, you may need to re-position the wheelchair on the floor tracks or reposition the attachment of the shoulder belt to the bus wall. If none of this works, consult the student’s physical therapist for other options.

13. **What should I do if I can’t get the tie down straps out of the floor tracks to move them?**

   *Floor tracks need to be kept clean and free of dirt and trash.* If cleaning around the floor track attachment does not allow the strap to be removed, you must notify your supervisor or contact a bus garage mechanic to assist you in removing the strap. Thereafter, be sure to frequently sweep the bus floor and the tracks.

14. **If the tie down straps won’t tighten, should I move them further away from the wheelchair to take up the slack?**

   *No. Moving the strap further back does not allow you to get the right angle to hold the wheelchair properly.* If the tie-down strap is dirty, it will not tighten sufficiently. If the strap is worn, it needs to be replaced. Contact your supervisor or notify mechanics in the bus garage, and let them know that you need to have the strap cleaned and/or replaced.

15. **How do I get in touch with a student’s Physical Therapist?**

   *There are several ways to do this.* You may ask at the student’s school. If school personnel are unable to assist you, check with your supervisor. Also, when you complete a “Wheelchair Concerns” form, it starts the process of involving parents, therapists, and your supervisor when questions arise and/or when you need help.
WHEELCHAIR CHECKLIST OF “NO-NO’S”!

The following list is a reminder to keep students safe and their wheelchairs in proper working condition. It is important information for you.

DO NOT ATTACH WHEELCHAIR TIE-DOWNS TO:

- Removable leg rests
- Removable arm rests
- Elevating leg rests
- Recliner mechanisms
- Snap-On wheels or any wheels
- Anti-tippers
- Upholstery attachment
- The wheelchair’s battery hanger
- The wheelchair’s gear box
- The wheelchair’s joystick assembly
- The back of the seat adjuster (hinges)
- Any part of the wheelchair that is removable

DO NOT ALLOW:

- The straps to bend around any object such as wheels and footrests. The tie down straps must have a clear, straight load path from the floor to where they attach to the wheelchair. Keep the straps away from any sharp edges or corners.

- Straps of different types and styles to be used on the wheelchair. Use two of the same, identical style buckle straps for attachment to the front and two of the identical styles buckle straps to the rear of the wheelchair.
CHAPTER NINE

Child Safety Restraint Systems (CSRS)
28. **Guidelines for Transporting Preschool Age Students in School Buses**

The National Highway Traffic Safety Administration (NHTSA) released guidelines in February 1999 regarding the safe transportation of preschool age children on school buses. The Palm Beach County School District’s Transportation Department has worked very hard towards providing for the special transportation needs of all our preschool children by updating our buses, child safety restraint systems, and training/retraining programs for personnel.

The NHTSA guidelines suggest that every preschool age child should be transported in some type of Child Safety Restraint System (CSRS). The CSRS that have been considered include a) car seats, b) safety vests, c) integrated seats, and d) special needs car seats.

**What type of Child Safety Restraint System should be used with a preschool age child?**

The type of CSRS used with each individual child will depend on the child’s age, weight, height, physical abilities, and mental abilities. The child’s IEP team, often including a transportation representative, makes this decision. It is imperative that you follow the listed factors below regarding Child Safety Restraint Systems. **You must:**

- ✓ Check that the CSRS is appropriate for the child’s weight, height, and age.
- □ Follow the manufacturer’s instructions exactly.
- ✗ Install the CSRS in the bus first, prior to seating the child.
- ✓ Be sure that there is no more than one inch of “play” in the system when held at the belt path.
- ✓ Check car seats daily that remain on the bus. Be sure that they are still tightly secured to the bus seat.
- □ Secure the child into the CSRS according to the manufacturer’s instructions.
- ✓ ✓ If a parent places the child into the CSRS, then YOU (driver or attendant) must still check to be sure that the child is properly secured into the CSRS.

**Training on the use of Child Safety Restraint Systems**

All personnel who transport special needs/preschool age children must receive training on the installation of child safety restraint systems on the school bus, and the safe placement of children in the CSRS equipment. If you forget, need training or retraining, immediately seek your supervisor’s assistance.
29. **SECURING CHILD SAFETY RESTRAINT SYSTEMS ONTO THE BUS SEAT**

Preschool age children riding on the school bus will need to be placed into a Child Safety Restraint System (CSRS). The following information illustrates some of the different types of CSRS that you might find on the school bus.

*If a CSRS is unfamiliar to you, or if you have not been previously trained about Child Safety Restraint Systems, you are to seek advice and training from your supervisor prior to transporting the child. It is crucial that CSRS equipment is properly installed and that the child is properly secured within the system.*

**Car Seat**

![Figure 1 Infant Only Seat](image1)

*Figure 1 Infant Only Seat*

![Figure 2 Rear-facing Convertible Seat](image2)

*Figure 2 Rear-facing Convertible Seat*

![Figure 3 Convertible seat turned to face forward](image3)

*Figure 3 Convertible seat turned to face forward*
The installation of the car seat onto the school bus seat is extremely important.

- The non-adjustable portion of the seat belt (female end) to be used with the car seat should have no more than one to two inches of webbing showing from the back of the seat (where the seat and back meet.)

- The non-adjustable portion should be located in the center position and aisle end positions of the seat.

The following diagrams illustrate how to push down into the car seat so that you are pushing the car seat firmly into the bus seat cushion. As you push on the car seat you then tighten the seat belt.

It is helpful to have two people assist with a car seat installation. While one person is pushing into the car seat the second person can tighten the seat belt.

After the car seat is installed, you must check the tightness of the car seat by pulling the seat from side to side at the belt path …that is the location where the seat belt has gone through the car seat routing slot. There should be no more than one inch of movement.
**Special Needs Car Seat**

Sometime a student will have a specific medical need and will not be able to use one of the previously mentioned Child Safety Restraint Systems. The student may need to be positioned in a very specialized car seat that has been designed specifically for special needs children. This need will be determined at the child’s IEP meeting and you will receive specific training in these instances.

**Integrated Seat**

Some school buses may have an integrated seating system called the C.E.White Integrated Restraint School Bus seat. A child safety restraint system is contained within the bus bench seat. The seat folds down and there is a five point integrated harness system within it. This particular system can be used for children weighing 20 to 50 pounds.

**Safety Vest**

Safety vests must be used according to the manufacturer’s specific instructions. The following diagrams illustrate the two types of safety vests that are used in our school district. Safety vests are used during transportation to provide the students with a safer ride to and from school and home.

The use of a safety vest is an IEP team decision. If you feel that one of your pre-school student needs a safety vest, contact your coordinator. You will receive specific instructions in the use of the safety vest during your training program or retraining, or upon request. *It is extremely important to use a crotch strap with the safety vest to keep it and the child in place on the seat.*

*Photo courtesy of Q-Straint*

*Photos Courtesy of E-Z On Products of Fl Inc*
CAR SEAT – DIAGRAM
Placement of Infants in Rear-Facing Car Seats

*Florida Guidelines for Seating of Pre-School Age Children in School Buses*

**SECURING THE REAR-FACING SEAT TO THE BUS SEAT:**

1. Car seat should be placed within the first three rows of seats. If the seat is shared, place car seat in window seating position.
2. Place seat in rear facing position, at a 45 degree angle. A rolled up towel or pool noodle may help to achieve angle.
3. Thread lap belt through slots indicated for rear-facing position.
4. Fasten into receptacle and pull tight while exerting weight onto seat.
5. Seat should have no more than one inch play when held at belt path.

**PLACING INFANT IN SEAT:**

1. Assure that seat is proper size for child.
2. Place infant in seat bottom first.
3. Gently place harness over the baby’s head, taking care not to irritate infant’s skin.
4. Harness clip should be properly threaded and placed at armpit level.
5. Harness straps should be straight and snug, threaded at or below infant’s shoulder line.
6. Secure buckle, making sure you hear the “snap”.

Placement of Pre-School Age Children in Front-Facing Car Seats

*Florida Guidelines for Seating of Pre-school Age Children in School Buses*

**SECURING THE REAR-FACING SEAT TO THE BUS SEAT:**

1. Car seat should be placed within the first three rows of seats. If the seat is shared, place car seat in window seating position.
2. Place seat in front-facing position, with recline adjustment extended.
3. Thread lap belt through belt through slots indicated for front facing position.
4. Fasten into receptacle and pull tight while exerting weight onto seat.
5. Seat should have no more than one inch play when held at belt path.

**PLACING CHILD IN FRONT-FACING CONVERTIBLE OR FRONT-FACING ONLY CAR SEATS:**

1. Assure that seat is proper size for child.
2. Seat should be in upright position with belt threaded through proper path. Make sure child sits upright in seat for proper positioning.
3. Gently pull harness over the child’s head.
4. Harness clip should be properly threaded and placed at armpit level.
5. Harness straps should be straight and snug, threaded at or above child’s shoulder line.
6. Secure buckle, making sure you hear the “snap.”
CHAPTER

TEN

Exceptional Student Education (ESE)
30. **Exceptional Student Education (ESE) Special Needs Classification Codes**

Code letters frequently describe disabilities. You will see these codes on your bus schedules and hear school district personnel and parents use them as well. Here’s what they mean:

- Autism Spectrum Disorder (ASD)
- Emotionally /Behaviorally Disability (EBD)
- Intellectually Disabled (IND)
- Deaf / Hard of Hearing (DHH)
- Dual Sensory-Impaired (DSI)
- Speech-Impaired (SI)
- Language-Impaired (LI)
- Specific Learning-Disabled (SLD)
- Visually-Impaired (VI)
- Physically-Impaired (PI)
- Orthopedically Impaired (OI)
- Other Health Impaired (OHI)
- Trainable Mentally Handicapped (TMH)
- Traumatic Brain-Injured (TBI)
- Developmentally Delayed (DD)
31. SOCIAL AND EMOTIONAL DISABILITIES

**Autism Spectrum Disorder (ASD)**

Students with Autism Spectrum Disorder are often limited in their ability to understand, communicate, learn, and participate in social relationships. They generally do not differ from their peers in appearance, often being rather attractive individuals with good physical ability skills. They can have other disabilities also.

Students with Autism Spectrum Disorder can be intellectually normal or above normal, however many students appear to have or do have mental impairments. Many of these students do not talk or they have limited speech. They often appear to have difficulty understanding language, especially about social situations.

Characteristics and behaviors that are displayed by students with Autism Spectrum Disorder will vary. For example: they may demonstrate abnormal body movements, such as rocking, twirling, throwing things, darting, and tiptoeing; they may repeat sounds, echoing and mimicking what they hear others say. Often students ignore others when spoken to which gives the appearance of deafness. Although the students often do not appear to bond to others easily, they do form attachments to people in their environment. **Routine is usually very important** to them. **Once a routine is established it is very difficult for the student to accept change and may become upset.** Close supervision is necessary because students with Autism Spectrum Disorder do not always recognize danger in their environment, and/or they may physically hurt or harm themselves or others.

**SUGGESTED MANAGEMENT TECHNIQUES**

- Before establishing a bus routine for the child, seek the advice of the parent and/or teacher.
- Assign a specific seat. Be sure it is a seat that you will not need to change later.
- Use social reinforcements. Be friendly and use body language and expressions to communicate with the student.
- Give verbal praise or tangible rewards for good bus behavior. Check with the teacher and parent for what type of reward system works for the student. Writing notes might work for a student who can read.
- Face the student when speaking to him/her.
- Be patient when helping the student, and when he/she is trying to communicate.
- Establish bus rules that the student can understand. He/she may need to practice them with the teacher or parent.
- Remember that Autism Spectrum Disorder is a social disability with many frustrations for the student who may be unable to communicate his wants and needs. Report your observations of behavioral incidents to the student’s teacher and parents. They will help you with management techniques for the student.

**REMEMBER:** **EACH STUDENT WITH AUTISM SPECTRUM DISORDER IS UNIQUE AND INDIVIDUAL. ALWAYS TAKE YOUR CONCERNS AND OBSERVATIONS TO THE TEACHER AND PARENT. THEY WILL HELP YOU TO WORK WITH THE STUDENT SO THE SITUATION DOES NOT BECOME UNSAFE OR CRITICAL.**
### INTERACTIVE MANAGEMENT FOR AUTISM SPECTRUM DISORDER BEHAVIORS

<table>
<thead>
<tr>
<th>SITUATIONS ON THE BUS</th>
<th>POSSIBLE SOLUTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will not get on the bus</td>
<td>Show a picture of the bus, teacher or parent, or some motivator before boarding. Create an object, picture or written schedule of the student’s day. Use motivators such as toys or edibles.</td>
</tr>
<tr>
<td>Student will not get off the bus</td>
<td>Same as above</td>
</tr>
<tr>
<td>Excessive noise on the bus</td>
<td>Give the student something to chew on approved by parent and school. Allow the student to have a favorite toy to play with on the bus. Use the student’s communication system to find out what is bothering them. Have available things that relax or distract the student. The teacher or parent will give you items and suggestions. In some circumstances, earplugs or headphones are an option. Again, speak to parent and teacher.</td>
</tr>
<tr>
<td>Student will not keep the seatbelt or safety vest on</td>
<td>Use visuals such as pictures or written rules. Distract the student by giving him something else to do. Have catalogs or books available that can occupy the student. Talk to the student, play singing games, and show them things to look at outside the bus windows.</td>
</tr>
<tr>
<td>Touching others</td>
<td>Have other objects for the student to touch. Autism Spectrum Disorder students often are tactile defensive (don’t like to touch) or like to touch soft, silky, satiny items and surfaces. Ask the parent and teacher for items and clues. Use visual and verbal rules: “quiet hands,” “quiet feet.” Place the student in a seat on the bus where he/she cannot touch others. Sometimes an explanation to student about why they are being isolated helps them to understand that there are consequences for the behavior. They can be placed back in their original seat when it is determined they can be near others again. Remember, it is important for students to learn appropriate social behavior and touching.</td>
</tr>
<tr>
<td>Kicking the back of a seat</td>
<td>Give the student something else to do. Change the student’s seat or the seat of the person they are annoying. Present visual rules.</td>
</tr>
<tr>
<td>Taking off clothes</td>
<td>Use a social story with the student. (The teacher will help you with this.) The student may need to wear different clothing that is not easily removable. Often the reason for clothing removal is that the child may be sensitive to fabrics and textures of clothes. Place the student in a seat assignment that protects his/her dignity so other students may not view him/her easily when unclothed.</td>
</tr>
<tr>
<td>Hitting self</td>
<td>Discuss with the student’s teacher and parent ways to keep the student from harming himself. Distract the student by giving him something else to do. Sit by the student, use a soothing voice and “talk” to them.</td>
</tr>
<tr>
<td>Change of routine or schedule</td>
<td>Tell the student, parent, and teacher at least one to several days ahead of time. You and they can prepare the student for the changes using visual and written schedules.</td>
</tr>
<tr>
<td>Food/wants to eat</td>
<td>Do not keep food or drinks on the bus. The student may be obsessed about food and will sometimes do almost anything to get at the food. Be sure to store and protect other students’ lunches, treats, etc. Discuss this concern with the teacher and parent. Possibly they can be sure that the student eats/drinks before boarding the bus.</td>
</tr>
</tbody>
</table>
**Emotionally / Behaviorally Disabled (EBD)**

Students with an emotional/behavioral disability generally will look the same as their normal age peers and are often of normal or above intelligence, and often of superior intelligence. The disability demonstrates itself in the behavior and/or emotional responses of the students. They often perform well academically and may attend classes with their non-disabled peers. Special help may be given to students for behavior control through special classes, counseling, or therapy. Many students with this disability are under medical management and supervision. They have difficulties maintaining relationships with others and are sometimes unable to express their feelings or needs which creates serious conflicts and difficulties for themselves and for others. These students usually are seeking attention, acceptance and love but often alienate people because of their behaviors.

There are degrees of this handicapping condition, from mild to severe. Students who are more severely disabled might have a tendency toward more extreme behavior, such as withdrawal, aggression, or self-injury. Some students attend special education classes full day or special education center schools when they need very specialized educational programs and services. Sometimes their appearance may differ somewhat from others due to oddities in behavior, medication effects, or social inadequacies due to the disability. They can have other disabilities besides the emotional/behavioral disability. Students can become easily agitated, upset, excitable and/or overly talkative. They might be hyperactive, belligerent and act their behaviors out in a physical way. Their actions may become extreme and out of proportion to the situation. They frequently use obscene language and obscene gestures. Students may be aggressive or withdrawn, fearful, anxious, have low self-confidence, and can become easily frustrated. They often act impulsively, abruptly and lose control with no thought for their safety or that of others. Often, they will respond to firm, clear, and consistent rules, but not demands.

**SUGGESTED MANAGEMENT TECHNIQUES**

- Establish a daily bus routine. Use a seating chart. Seat students in alternating seats and positions when necessary.
- Show interest in the student. Praise the good things you see. Do not be overly friendly, however, or act like a “buddy”.
- Set the stage for good behavior from day one. Be fair, firm and consistent in administering your behavior management techniques.
- Have just a few simple rules that students can follow. Phrase them in a positive manner: Remain seated, talk quietly.
- The best consequences for misbehaviors are those in which something is learned and the behavior is positively changed! For example, tell the student that if he can keep a “quiet” voice for two days, then he can go back to sitting with his seatmate.
- Do not “set” yourself up for confrontation. **DO NOT ARGUE** with students and do not bring yourself to their level of behavior.
- **IGNORE inappropriate language and gestures no matter how much it bothers you.** You may remind a student that it is not to be used but do not react to it. If it becomes excessive ask the school for help.
- **Take care of any behavioral problems immediately.** Use the “Student Discipline Referral” form (PBSD 0279) as a means of helping a student. **DO NOT KEEP WRITING REFERRALS FOR THE SAME BEHAVIOR.** Immediately see your supervisor and the school administrator when a student’s behavior is becoming uncontrollable.
• Talk to the student’s parent/guardian or teacher about your concerns and ask for helpful behavior management strategies. A behavior contract can be written for the student with expected results and outcomes.
• Try to react to situations in a calm and confident manner, even when you may not feel that way. Do not allow students to upset you. Try to keep a sense of humor whenever possible.
• Reinforce good behavior by verbal praise, positive body language and social reinforcements such as smiles and nods.
• Try to diffuse potentially troubling situations calmly and quickly.
• Do not show favoritism.
• Use other students as role models; praising good bus behavior, making sure the student hears you. Praise him/her when he/she complies with the rules. This works best for younger students.
• DO NOT USE SARCASM AS MANY OF THESE STUDENTS DO NOT UNDERSTAND SARCASM.

BUS ATTENDANT WILL SIT IN THE REAR OF THE BUS TO WATCH AND SUPERVISE. ATTENDANT MUST MOVE ABOUT THE BUS AS NECESSARY TO STOP MISBEHAVIOR AND/OR TO ASSIST STUDENTS.
**Intellectually Disabled (IND)**

Students who are in this category can be mildly, moderately, or severely impaired intellectually (cognitively). Instructionally these students fall within one of three levels of complexity: Independent, Supported, or Participatory. The following descriptions provide strategies and techniques to assist staff to effectively communicate with students identified with this disability.

**Independent level** - Many students with mild impairments do not need specialized transportation. Many of these students do not look any different from their peers. They may be slower to understand what is taught in the classroom, in new situations and in accepting social responsibility. Often they are social, friendly and helpful. It takes them time to adjust to new people and situations and they might frustrate easily. These students might display an array of both physical and verbal misbehaviors. Short attention spans and limited use of language or poor language development are common characteristics. However, many students with this disability can read, write, perform simple mathematics and other school tasks, but not at their age or grade level. Often they perform quite well at non-academic tasks and can care for themselves.

**SUGGESTED MANAGEMENT TECHNIQUES**

- Give clear and simple directions.
- Be patient.
- Establish a daily routine.
- When talking to the student use words that he or she understands.
- Assign the student a specific seat on the bus.
- Use a social reinforcement such as a smile, wink, nod, or verbal praise when a student follows rules and acts appropriately.
- Use other students as good models of behavior. For example, praise them for good sitting and make sure that the misbehaving student hears you. When the student sits down, praise him/her for following the rules.

**Supported level** – Students on a supported level demonstrate moderate intellectual handicaps. They often ride special buses because they usually need more supervision both on the bus and at the bus or home stop. They may have difficulty in both listening to and understanding what is being said to them. Frequently they do not speak clearly or sometimes not at all. They may have a short attention span. Often these students will cooperate on the bus and can learn to follow simple rules. Some students learn to read, write, and do simple arithmetic. Often they can perform simple school, household and personal tasks but at levels far below their age peers. Many of these students will be friendly, helpful and overly trusting of strangers. Behaviors such as stubbornness, tantrums, and refusal to obey rules can occur.

**SUGGESTED MANAGEMENT TECHNIQUES**

- Establish a daily routine for the student.
- Speak to the student with simple words and directions that he/she can understand.
- Use verbal praise and attention to reward good behavior.
- Assign a specific seat for the student.
- Give simple and clear directions.
- Use social reinforcements such as a smile, wink or clap hands.
- Use other well-behaved students as role models.
Participatory level – Students who are on a participatory level are severely impaired intellectually. Often they have multiple disabilities, having sensory and/or physical disabilities and/or medical and health care needs as well. They often require special assistive devices to ensure their safety on the bus. They need care similar to that given to an infant child. Their school day generally consists of various therapies and teaching that will help keep their bodies and senses stimulated. Some of the students can learn very simple school and home routines, recognize the people in their environment, often enjoy food, music, and entertainment. Often their dispositions are sweet natured, and they are usually defenseless against harm of all types. They do respond to smiles and kind words. It is unusual for them to talk but they often understand simple language and the tone of voice. They can be very sensitive to touch, stern voices, temperature changes, etc. Supervision of a very close nature is required for these students, especially if they have medical needs. It is not advisable to give these students food or beverages, as many have special dietary needs or take in nutrition through ways other than the mouth.

SUGGESTED MANAGEMENT TECHNIQUES

- Establish a daily routine.
- Assign a specific seat for the student.
- Reward good behavior with kind words, praises, smiles or claps.
- Use very simple words and gestures to explain bus rules for example “sit,” “quiet” and put your finger to your lips.
- Tell the student what is about to happen before an event takes place, for example, “I’m going to take off your backpack. Hold out your arm and help me get it off.”
- Fussing and crying students who cannot be soothed may not be feeling well and may be unable to vocalize their distress. Report these behaviors to the school nurse or parent.
- Temper tantrums or acting out behavior may also be the result of distress or unmet needs. Speak to the student in a soft voice.
32. SENSORY IMPAIRMENTS

Deaf / Hard of Hearing (DHH)
Students who have hearing impairments may be hard of hearing or totally deaf. They will generally look and act like their age normal peers, and may/may not need special educational services. They can have a full range of intellectual capabilities from giftedness to intellectual impairment. Sometimes these students have other disabilities or the hearing impairment is part of a syndrome. Students who are hard of hearing can learn speech and language through the use of hearing aids. They may have difficulty understanding normal speech even with the aids. Students who are deaf may hear some sounds. Most communicate through sign language, some lip reading, and/or written technology communication. Sometimes they do speak but their speech may sound different than most others. Often these students attend special classes and work with school personnel who are trained in special education. They tend to be friendly, smiling youngsters, appearing to understand what is going on, but that is not always the case. Due to their impairment, they are at increased danger because they cannot hear a car horn, a train whistle, or a shout of warning, for example, so it is important that they use their other senses. They need to be carefully supervised. An interpreter may accompany a student to sign language.

SUGGESTED MANAGEMENT TECHNIQUES

- Face the student when you are speaking. Often students will turn off their hearing aids. Don’t exaggerate your speech.
- Talk about the same things as you would with any other child.
- Keep rules simple and understandable especially if the student has a cognitive impairment or is very young.
- Reward students for following the rules with praise, stickers, or claps. Use social reinforcements such as smiles, winks, nods, etc.
- Be consistent. Create a non-threatening environment on the bus.
- Restate a question or statement if the student did not understand you. Communicate through written notes if necessary.
- Repeat or reword what you have said when necessary.
- Use body language and facial expressions to communicate with students.
- Learn some simple sign language such as “hello,” “good,” “no,” and “yes.”
- Ask for an interpreter if you need to explain or clarify information with a student signing.
**Dual Sensory-Impaired (DSI)**
As the name implies, students with this disability have impairments of both hearing and vision. They may have additional disabilities such as physical and/or mental impairments. Their vision and hearing can range from “mild” to “moderate” to “profound” losses in either one or both modalities. Consequently, the degree of special services, supervision and assistance for the student will vary. These students require very specialized teaching techniques and strategies for learning and managing their behavior, which may vary somewhat from those techniques needed by students who exhibit only one sensory impairment.

**Students with Dual Sensory Impairment must be closely supervised since they are at increased risk of danger due to their multiple disabilities.** They are often delayed in many areas of their development. They benefit from routine and consistency in their daily lives. Generally compliant individuals, their behaviors may be a result of frustration and unmet needs, possibly caused by an inability to communicate their wants and needs.

**SUGGESTED MANAGEMENT TECHNIQUES**

- Assign a specific seat for the student.
- Seek advice from the student’s parent and/or teacher on how to help the student and how to best communicate with him/her.
- Assist the student in learning the bus routine. Physically assist the student as necessary.
- Be patient with the student when he/she boards and disembarks the bus.
- The student may have some “odd” behaviors and movements like rocking of the body or head shaking. Sometimes this is soothing to the student, but often they are not socially acceptable behaviors. Check with the teacher regarding whether you should allow these behaviors or intervene to stop them.
- You can be friendly and greet the student by physical touch such as a handshake or touch on the shoulder.
- Allow the student to do as much as possible in order for him/her to increase travel skills. Seek the advice of the school Specialist.
33. **Sign Language for Transportation**

The following pictures are for you to study. They are the most common sign words that you might use on a bus. You will find that using sign language with the students can be fun. Students and their teachers will often help you to learn more words if you ask them. Also, there are signing courses that are offered at local schools or through community education classes.

**American Sign Language Series**

*by* Elaine Ernst Schneider

August 30, 2001

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Yes

No

Please

Hello

Good bye

Thank you

(you're) welcome

Sorry
<table>
<thead>
<tr>
<th>Signs</th>
<th>Description of Sign Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>Make the &quot;thank you&quot; sign, but let the back of the right hand fall to rest in the palm of the extended left hand. (The only difference between &quot;thank you&quot; and &quot;good&quot; is that the sign for &quot;good&quot; ends in the palm of the left hand, while the &quot;thank you&quot; sign finishes in mid-air.)</td>
</tr>
<tr>
<td>good bye</td>
<td>Wave &quot;good-by&quot;!</td>
</tr>
<tr>
<td>hello</td>
<td>Place hand on forward as if to salute (but not as rigid). Move hand outward, ending up with palm facing forward in the air just a few inches from the forehead.</td>
</tr>
<tr>
<td>no</td>
<td>Using the right hand, close the thumb and first two fingers together once.</td>
</tr>
<tr>
<td>please</td>
<td>Use right hand, flat, fingers together. Rub in a circular motion mid-chest.</td>
</tr>
<tr>
<td>see</td>
<td>Using a right &quot;v&quot; hand, hold fingertips of the &quot;v&quot; directly in front of eyes. Then move the right hand outward as if extending vision.</td>
</tr>
<tr>
<td>sorry</td>
<td>Move &quot;s&quot; hand in a circular motion mid-chest.</td>
</tr>
<tr>
<td>thank you</td>
<td>With open hand, touch lips, and then extend hand outward, keeping palm facing the face (as if throwing a thank-you kiss).</td>
</tr>
<tr>
<td>yes</td>
<td>Using right &quot;s&quot; hand, move the wrist to make the &quot;s&quot; fist go down, up, then down again, as if it is someone's head shaking a &quot;yes&quot; acknowledgement.</td>
</tr>
<tr>
<td>you</td>
<td>Point in the direction of where someone is located. If no one is there, point to an &quot;imaginary&quot; person.</td>
</tr>
<tr>
<td>you're welcome</td>
<td>Touch forehead with the index finger of the &quot;w&quot; hand, then touch chest with the wrist of that same &quot;w&quot; hand.</td>
</tr>
<tr>
<td></td>
<td>The motion will be somewhat semi-circular, as if you are inviting or welcoming someone to be close to you.</td>
</tr>
<tr>
<td>Signs</td>
<td>Description of Sign</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------</td>
</tr>
<tr>
<td>angry</td>
<td>Hold the right hand in front of the face, palm facing in. Bend and unbend fingers twice. Make an angry face as your hands make the sign.</td>
</tr>
<tr>
<td>bored</td>
<td>Place the index finger of the right hand on the right nostril, rotating the wrist slightly to the front.</td>
</tr>
<tr>
<td>cold</td>
<td>Two clenched fists 'shivering' about shoulder high.</td>
</tr>
<tr>
<td>happy</td>
<td>Touch chest with closed fingers of both hands in a forward circular motion, as if &quot;stirring&quot; emotions of joy.</td>
</tr>
<tr>
<td>hot</td>
<td>Take the hot (food) out of your mouth and drop it!</td>
</tr>
<tr>
<td>hungry</td>
<td>Loosely, weakly hold an empty cup. Draw it down your throat to chest level.</td>
</tr>
<tr>
<td>sad</td>
<td>Spread fingers and place hands several inches in front of the face, palms in. Move hands in a downward position to indicate a flow of tears.</td>
</tr>
<tr>
<td>sick</td>
<td>Middle fingers, both hands, point to head (right) and chest (left) at the same time.</td>
</tr>
<tr>
<td>sleepy</td>
<td>Hold a semi-open hand in front of your eyes then close them gradually as you bring them down, to mimic closing your eyes.</td>
</tr>
<tr>
<td>thirst</td>
<td>Right index finger traces a line down your throat as if following a drink down.</td>
</tr>
<tr>
<td>tired</td>
<td>Place fingertips of bent &quot;c&quot; hands on upper chest. Move hands in a downward motion, pivoting the hands so that each finger touches the chest as the hands rotate into the final position where fingertips point upward, no longer touching the body.</td>
</tr>
<tr>
<td>Signs</td>
<td>Description of Sign Action</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>How</td>
<td>Place hands back to back in front of the chest area, hands slightly bent, palms downward. Knuckles will slightly touch. Revolve hands in and then upward until hands end in a position where palms are flat and turned upward.</td>
</tr>
<tr>
<td>What (as in ‘what time?’ or ‘what book?’)</td>
<td>Use the index finger of the right hand to pass over the palm of the left open hand (fingers tightly close) from the base of the index finger to the base of the little finger.</td>
</tr>
<tr>
<td>What (...do you mean?)</td>
<td>Slightly raise both palms up hands at your sides with a shrug of the shoulders.</td>
</tr>
<tr>
<td>When</td>
<td>Hold the left &quot;d&quot; hand in front of body, palm up. The right index finger moves in a clockwise motion around the left, then rests on the left index finger to symbolize the element of time.</td>
</tr>
<tr>
<td>Where</td>
<td>Wave your upward pointing index finger left and right as if panning the space before you.</td>
</tr>
<tr>
<td>Which</td>
<td>Alternately move vertical &quot;a&quot; hands up and down 2 or 3 times.</td>
</tr>
<tr>
<td>Who</td>
<td>Place the right &quot;L&quot; hand on the chin, touching with the thumb. Slightly move the index finger twice.</td>
</tr>
<tr>
<td>Why</td>
<td>Place fingers of the right bent hand on the forehead. Then move the right hand forward (palm turned toward the body) changing the formation into a &quot;Y&quot; hand as you move.</td>
</tr>
</tbody>
</table>
34. **SPEECH-IMPAIRED, LANGUAGE-IMPAIRED & SPECIFIC LEARNING-DISABLED**

The following disabilities of Speech-Impaired, Language-Impaired, and Specific Learning Disabled are frequently, though not always, considered to be “mild” disabilities. However, they can impact a student’s life in negative ways if they go undiscovered and without intervention. Sometimes the students have more than one disability. It is not unusual for a student who is Specific Learning Disabled to also have a Language disability, for instance. These students generally look and act like their age normal peers; however their behavior may be affected by the disability. For example, they may exhibit over-sensitivity about their impairment (or “hide” it by not participating in activities or not engaging much in social conversation). Students with these disabilities usually attend regular education classes, but receive some specialized education and/or services. They usually do not need specialized bus services. Unless the disability is very severe or profound and/or the student has multiple disabilities, these students lead typically normal lifestyles.

**Speech-Impaired (SI)**
The student with speech impairment typically will appear no different from other students visually or physically. However, these students may not be easily understood when they speak, may repeat words or phrases (stutter), or may have voice problems. Sometimes, they cannot say words loud enough to be heard, or they may have a “hoarse voice.” Speech impairments are often correctable, and students may need services for only a short amount of time. It is very important to exercise patience with students who have speech impairments.

**SUGGESTED MANAGEMENT TECHNIQUES**

- Allow the student enough time to complete his/her thoughts.
- Do not tell a stuttering student to “Slow down,” “Take your time,” or “Start again.” Just be very patient while the student speaks.
- Listen without interrupting and maintain eye contact.
- Get close enough to the student so that s/he does not have to strain his/her voice to be heard.

**Language Impaired (LI)**
The student with language impairment may appear no different either physically or visually than other students. These students have difficulty processing language, that is, they have trouble understanding what is said (spoken). It may appear that they are not hearing you, are disobeying you, or are mentally impaired. Words may be said by the student in the wrong order, very few words may be used or the student may use short sentences. Students may not know social rules or behavior. This impairment has great impact on a student if it is severe. The behavior and actions of these students can be easily misunderstood when in fact they may not comprehend what you are saying to them such as rules or directions.

**SUGGESTED MANAGEMENT TECHNIQUES**

- Allow the student time to process (understand) what you are saying.
- Use short sentences when giving directions.
- Use a slower rate of speech.
- Repeat directions if the student doesn’t understand the first time, one step at a time.
- Be a good communication role model yourself; use good manner words.
Specific Learning-Disabled (SLD)
These students will typically appear no different looking than other students. Students who are Specific Learning-Disabled may have problems in understanding and using written or spoken language, problems with academics, memory, perception, motor skills, and/or trouble remembering what they see or where they have been. Often, they do not pay attention, cannot be still, or communicate well with others. They may have some or many of the above characteristics. Many times these students have behavioral or emotional difficulties which may be a result of the above deficits. Quite often, the student with a learning disability is personable, likeable, and likes to “clown around”. The student may be on medication to keep them focused and calm.

SUGGESTED MANAGEMENT TECHNIQUES

- Use simple rules on the bus with frequent reminders of what is expected. Be consistent.
- Establish a daily routine. The student should have an assigned seat.
- Create a non-threatening environment on the bus.
- Stop misbehavior immediately. Do not allow the student’s behavior to escalate. Keep yourself in control. Do not become angry or upset with the student.
- Deal with the situation as calmly and quickly as possible.
- Speak to the student’s parent or teacher for guidelines in behavior management. Use a lot of praise and encouragement.

35. VISUAL IMPAIRMENT
Visually-Impaired (VI)
Students who have a visual impairment may be partially sighted or blind. Visually-impaired students may independently enter and exit the bus as any other student would, utilizing the stairs and handrails for safety. Be patient as it may take them a little longer to move up and down the stairs. Some visually-impaired students may utilize a long cane which they have been trained to use. This should not interfere with them independently entering or exiting the bus. Some VI students may have additional disabilities which could make it difficult for them to enter/exit the bus independently. Those students might need extra time or assistance in locating the handrails and stairs. Patience and encouragement on your part will help them attain independence boarding and exiting the bus.

SUGGESTED MANAGEMENT TECHNIQUES

- Get to know the student’s name and use it when speaking to him/her.
- Allow the student to develop his/her own routine.
- If a VI student is having trouble, ask him/her if you can help.
- Be patient! Allow the student time to independently board/exit the bus.
- Expect VI students to follow the same safety rules and regulations that all students must follow.
- With safety in mind, allow VI students the freedom to be as independent as possible.
36. PHYSICAL IMPAIRMENTS

The term “Physically Impaired” includes several categories of disabilities as discussed below. For student management considerations refer to Chapter V.

Orthopedically Impaired (OI)

A student identified with an orthopedic impairment has a severe skeletal, muscular, or neuromuscular impairment. Orthopedic impairments are a result of hereditary anomaly, disease, accidents or other causes. These may include Cerebral Palsy, Duchenne Muscular Dystrophy, Osteogenesis Imperfecta, Spinal Muscular Atrophy, Spina Bifida and Spinal Cord injuries, or Amputation. The disability must significantly limit the student’s ability to move about, sit or manipulate educational materials required for learning, or affect ambulation, posture or body use necessary for schoolwork. Students with an orthopedic impairment may or may not be intellectually impaired. Their speech and/or language may be affected by the impairment. They could have a variety of physical conditions, which make it necessary for them to use special equipment for mobility such as crutches, braces, wheelchairs, walkers, or other devices. The following information provides more details on some of the most common orthopedic impairments:

Cerebral Palsy (CP)

This is a permanent disorder resulting from an injury to the brain before, during, or after birth. It is the most common cause of permanent disability in children. This injury causes the brain to develop abnormally. Muscle spasticity, inability to walk or even seizure activity may result. Sometimes students with this disability may have other disabilities and health conditions.

Symptoms may include:
- Very weak or tight muscles
- Difficulty with balance
- Poor coordination
- Abnormal reflexes
- Joint contractures
- Possible vision, hearing or speech impairment
- Possible mental disability

Interventions:
- Supervise and assist the student upon entering or exiting the bus. Balance is a problem for a student with cerebral palsy.
- Assist the student with fastening the seat belt. Students often have difficulty with upper body stability on the bus, so a safety vest might be needed.
- Be patient when the student is speaking. Speech may be slow, labored, both physically and verbally.
- Keep close supervision of the student if he/she has a seizure disorder.
- Remember to follow safety procedures for the student who is in a wheelchair. Be sure that the limbs and head are protected during movement, loading, or unloading activities.
- Position the student away from the lift and doorways if the student has a tracheotomy or other respiratory condition.
- The student may startle easily from loud noise or sudden movement. Try to prevent such occurrences.
- Always contact the student’s Physical Therapist if you have concerns or questions about the student.
**Duchenne Muscular Dystrophy (DMD)**

This is an inherited degenerative disease that breaks down voluntary muscle tissue. This disease mostly affects males. Students usually appear normal in motor development in their early years. By mid to late elementary years the disease may progress, whereby the student can no longer stand or walk independently. Upper body strength also starts to decrease as the disease progresses. Difficulty with propelling a wheelchair may occur, and the student is then given a motorized wheelchair.

**Symptoms may include:**
- Rapid muscle weakness and loss
- Curved spine
- Unusually large calf muscles
- Joint contractures, tightness
- Overweight
- Respiratory problems

**Interventions:**

- Assist the student up and down the bus steps.
- Often times a goal for the student is to keep him as mobile and independent for as long as possible. Sometimes a student may use a wheelchair only to get onto and off the bus, or travel longer distances. He must be transferred into the bus seat. The Physical Therapist will show you how to do that. Help the student with his seat belt.
- If the student does walk, he may be unsteady. Be careful of the student falling. You will need to assist him to stand back up. Be very careful for yourself and the student in order to prevent injury to either of you.
- Be very sensitive about what you say to the student. Don’t expect him to do something that he is physically unable to do. He may have done it yesterday, but today he may not be able to perform the same physical task. That is part of the disease.
- As the student’s musculature weakens, sitting becomes more difficult. The Physical Therapist will adjust the position of the student’s wheelchair to make him more comfortable. You will be told about it and also given instructions on how to secure the wheelchair if it is in a tilt position. **Never adjust a wheelchair, braces, or any equipment without specific orders from the Physical Therapist.**
- Seek assistance if there is a need to lift the student. The student may slip through your arms due to flaccid muscle tone and weakness.
**Osteogenesis Imperfecta**  (OI)
This condition affects both males and females and is inherited. The bones are imperfectly formed, and this condition is commonly called “brittle bone disease.” The bones are easily fractured, the student’s skin is loose and transparent, and the muscles lack tone. The student may be ambulatory and use braces or crutches; however a wheelchair will most typically be used, especially for longer distances. Transportation arrangements for students with OI may be very specialized because their bones can be so easily broken by even the most minor bump, fall, or twist. Hearing impairments often develop in students with this condition.

**Symptoms may include:**
- Triangular shaped face
- Small limbs
- Short stature
- Stunted growth
- Bowed limbs
- Bruising easily
- Excessive sweating

**Interventions:**
- Carefully observe the student for fractures. This can happen without your knowledge since the student’s bones are fragile.
- Observe the student if the bus temperature changes or if the bus is not air-conditioned. If he/she is heavily perspired, notify the student’s parents or school personnel.
- If you believe that the student has fractured a bone, do not move him/her. Parents or paramedics should be notified.

**Spinal Muscular Atrophy**  (SMA)
This is a disease which affects both males and females. There are varying degrees of this condition. Nerves that have failed to function properly cause SMA. The muscle cells to which they are attached deteriorate thereby causing the muscles to weaken and waste away. The nerve cells in the spinal cord are affected. This is an inherited disease and can start in infancy. Students have difficulty holding up their heads due to weak neck muscles. Their trunks are also weak.

**Symptoms may include:**
- Severe weakness and inability to stand
- Average to above intelligence
- Respiratory weaknesses
- Shortened lifespan

**Interventions:**
- Do not place the student at the back of the bus. This would cause much distress and possible injury for the student.
- The student will most probably use a motorized wheelchair from an early age. Carefully supervise and assist the student onto and off the lift, as well as into and out of the bus.
- Assist the student in placing his/her arms on the wheelchair armrests if they should slide off. The student may not be able to do this for him/herself.
- Always ask for the assistance of the Physical Therapist if you have any questions or concerns.
Spina Bifida and Spinal Cord Injuries
This defect or injury to the spinal cord results in a partial or complete paralysis below the injury. In *Spina Bifida*, the spinal cord is incompletely formed or malformed, and occurs before birth. A *Spinal Cord Injury* is caused by trauma to the spinal cord, as from an accident. In both these conditions, the messages that are generally sent from the brain to the muscles cannot get through, so the muscles below the injured areas do not get the message to “move.” If some of the messages get through, there is partial paralysis; if none get through, there is total paralysis. When the muscles of the trunk and legs are involved, the student is considered paraplegic; if the arms are also involved, the student is considered quadriplegic.

**Symptoms may include:**
- Paralysis
- Bladder and bowel paralysis
- Partial or complete loss of skin sensation to pain, temperature, and touch in the area of paralysis
- Hydrocephalus which is an excessive accumulation of spinal fluid in the head, or enlargement of the head caused by accumulated fluids in the brain. This may be seen in the student with Spina Bifida.
- Shunt; reduces pressure. It may be put into the head, go down behind the ear, through the neck and drain into the abdomen.

37. Other Health-Impaired (OHI)
A student who is “Other Health-Impaired” is one who has limited strength, vitality, or alertness due to chronic or acute health problems. The health conditions can adversely affect the student’s educational performance. These problems may include:

- Heart condition
- Asthma
- Diabetes
- Seizure disorder/epilepsy
- Respiratory illness
- Allergies
- Rheumatic fever
- Tuberculosis
- Sickle cell anemia
- Tourette’s Syndrome
- and/or leukemia, to name the most common health conditions. Some students with Attention Deficit/Hyperactivity Disorder may also be classified under this category of disability.

School and transportation personnel need to be made aware of student health concerns, care of the student while in their charge, and how to respond in a crisis or distress situation. The school nurse and other involved health care providers will share information and provide training for personnel on an as-needed basis. The following information provides more details on the most common Health -Impaired students:
**Tourette’s Syndrome**

This disorder is marked by many characteristics, but the ones that appear to cause the most concern on the bus are cursing and foul language, facial and body tics, and obsessive/compulsive behaviors. Students generally are normal in looks and intelligence, and the behaviors they display are often beyond their control.

**Attention Deficit/Hyperactivity Disorder (ADHD)**

This is a condition in which students have difficulty sitting still, controlling behavior and paying attention. Students may be impulsive and must be carefully watched at the bus stop and on the bus. They often have difficulty following directions, talk too much, have trouble waiting, etc. and get into trouble because of these behaviors. They often are on medications to quiet and focus them.

**Epilepsy**

This disorder is a neurological condition (or permanent injury) that affects the brain making it susceptible to recurring seizures. A seizure is a brief disruption of electrical activity in the brain. Consciousness, bodily movements or sensation may be affected for short periods of time when a person is having a seizure.

Epilepsy affects people of all ages, all nations and all races. It can even occur in animals. In seven out of ten people with epilepsy, no cause can be found. Drug therapy is the most common treatment for epilepsy; however, on rare occasions surgery is performed, a special diet is implemented or a device programmed to stimulate the vagus nerve is implanted. **Epilepsy is not contagious and is not a mental illness.**

The following page will assist with recognizing seizures and provide you with simple steps to follow when a seizure occurs.

**Traumatic Brain-Injured (TBI)**

Students with TBI have acquired an injury to the brain from an external physical force such as a motor vehicle accident, blow to the head, or by an internal occurrence such as stroke or aneurism resulting in total or partial functional disability or psychosocial maladjustment that adversely affects educational performance.

The term TBI includes open or closed head injuries resulting in mild, moderate or severe impairments in one or more areas including: cognition, language, memory, attention, reasoning, abstract thinking, judgment problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term includes anoxia due to trauma but does not include brain injuries that are congenital, degenerative, or induced by birth trauma.
38. “SEIZURE RECOGNITION”

1. Immediately upon seeing a possible seizure contact dispatch!

2. Stay calm, most seizures only last a few minutes.

3. Prevent injury by moving any nearby objects out of the way.

4. Pay attention to the length of the seizure.

5. Make the person as comfortable as possible.

6. Keep onlookers away.

7. Do NOT hold the person down.

8. Do NOT put anything in the person’s mouth.

9. Do NOT give the person water, pills, or food until the person is fully alert.

10. If the seizure continues for longer than five minutes, call 911.

11. Be sensitive and supportive, and ask others to do the same.
CHAPTER

ELEVEN

Emergency Evacuation Planning
EVACUATION PLANNING FOR YOUR SPECIAL NEEDS STUDENTS

Emergency Evacuation Planning

Every bus route must have an emergency evacuation plan developed by the bus driver, and the attendant if one is assigned to the route. Your supervisor will instruct you about the plan and assist you with it as necessary.

Who at the school site can assist you with emergency evacuation planning?

The Occupational Therapist (OT) and Physical Therapist (PT) at the students’ schools have a great deal of knowledge about student capabilities. The OT and PT can help you with planning for students who are orthopedically involved; have hidden deformities that you may not know about, and with the transfer, lifting, or carrying of students during an emergency situation.

Whenever necessary, teachers should be involved because they best know their students. They also can assist students with classroom instruction about bus emergencies and what to do. They can tell you what students could possibly help in an emergency, and which students may need a great deal of assistance and supervision during an emergency.

Should students be involved in evacuation planning and drills?

Special needs students often find changes in their routine more difficult than other students. They should be involved in the evacuation drills. They can then see for themselves what they need to do to be safe in an emergency or how to help others if they are capable. You will also be able to observe students who may panic or run, or need help. You will need to plan for dealing with these problems during an emergency.

Effects on Students of an Emergency Situation

Students in wheelchairs often do not want to leave their wheelchair behind, and will be anxious about it. They need to be assured that the wheelchair can be replaced, and that their life is more important than a piece of equipment. As mentioned above, there are students who will be visibly upset and may become frightened, run, become hysterical, refuse to move, may have a seizure, act out, and/or lose emotional and/or bodily control.

Emergency Planning for Students in Wheelchairs

You will need to determine if a student is more easily moved in or out of a wheelchair. You may have no choice but to transfer the student out of the wheelchair, especially in the case of a motorized wheelchair. Students in motorized wheelchairs or students who cannot operate their manual wheelchair and are intellectually impaired may not be able to physically assist you. They may need to be lifted, lowered to a drag blanket, and dragged off the bus.

Removing a Student in a Wheelchair during an Emergency Situation

During an emergency if it has been determined that the bus lift is inoperable or unusable, the student in a wheelchair would have to be physically removed from the bus. The student’s
body should be positioned on the drag blanket so that his head leaves the bus first. This way you can support the head and neck better. Some students with serious deformities may be more easily removed in their wheelchair out the emergency exit, if their wheelchair is a manual wheelchair.

**Toddlers and Infants in Car Seats**

Infants and toddlers in car seats can be evacuated while strapped into the car seat if the width of the bus aisle allows this. Otherwise, if the bus aisle is only twelve inches wide the car seat will not physically fit down the aisle. You would then need to use the belt cutter to cut the harness straps of the car seat. Then lift and physically carry the infant or toddler out of the bus.

Infants and toddlers will need to be very closely supervised once they are off the bus. Those who have been evacuated while still in their car seats will have less potential for wandering off into danger, and the car seat gives them protection while on the ground.

**Interacting with Students in Emergency or Difficult Situations**

Try to remember, whether you are in an emergency situation or not, always talk to the students. Keep calm and use a calming tone. This will help students even if they do not always understand your words.

*As you can see, your evacuation plans must be well thought out. Have a back-up plan. Know locations of the closest hospitals, police, and fire stations along your routes. Ask your supervisor for help and guidance with your emergency plan. Please be sure that a copy of your plan is submitted to your Senior Coordinator by the requested due date. Update your plan every time a new student is added or students are removed from your route(s).*

**BE PREPARED**

*The decision to evacuate or exit the bus must be a timely one. Survey the scene, evaluate the circumstances, and determine if it is safer to evacuate the passengers or stay on the bus.*

- **Red Book**: Your book should always contain the information that is required by the Transportation Department. **You must keep it current.** The information contained within the book is the emergency student information that rescue personnel will need when they arrive at the scene of the accident or emergency. Remember, the driver and/or attendant may be injured or unconscious. The following is minimally required:
  - Student Emergency Information Cards. It is important for cards to contain student pertinent medical information, and parent signature.
  - Seating Charts: Maintain current seating charts.
  - Emergency Evacuation Plan: Maintain current plan.

**Remember**: Remove your “Red Book” and take it with you when your bus is out of service. Otherwise, keep it in the designated place on your bus. In an emergency take it off the bus with you or toss it out the window if necessary to be retrieved on the ground.
EMERGENCY PROCEDURES FOR BUS EVACUATION

1. Secure vehicle

2. Evaluate the Emergency

3. Notify Dispatcher
   - Bus Number
   - Location
   - Type of Emergency (Need: Police, Ambulance, Fire Department)
   - Injuries: Life Threatening - Students, Pedestrians, Motorists, other
   - Number of Students

4. Hang Radio “mike” outside the Driver’s window, if possible.

5. Drop the Red Book out the window.

6. Determine how you will evacuate students: front door, rear door, emergency window, other...

7. Look for a safe place near the bus to carry or drag students, for ambulatory students to sit, and to place wheelchairs and car seats

8. Use bystanders for assistance outside the bus. Do not allow them on the bus.

9. Determine how you will evacuate students in wheelchairs. This must be done before the emergency, when making your emergency plans for your routes.

10. Cut straps of car seats, safety vests, seat belts, other

11. Account for All Students

After any accident, or emergency situation all equipment on the bus must be assessed for use or replacement. Seek the advice of your supervisor.

STAY CALM!
EVACUATING STUDENTS WHO ARE IN WHEELCHAIRS

 сторона изображения

1. Cut or remove securement straps from the student’s wheelchair using the belt cutter. Remember to use the cutter on a downward angle away from student’s face or body.

2. Turn the wheelchair around so that the student faces the rear door of the bus.

3. Bring the front castors to the edge of the bus. Tilt the chair backwards. Use your legs to support the weight of the chair as it is tilted backward.

4. Using the rear wheels, roll the wheelchair down the back of the bus. Using the back of the bus as a guide, slowly lower the chair to the receivers on the ground. Receivers should be either the driver or attendant, and a responsible bystander(s).

Be sure to maintain your balance by moving down onto one bended knee.

5. The receiver (person on the ground) will grab the chair in a secure location and continue to lower the chair to the ground.

6. Return to the bus interior to get the next student.

EMERGENCY EXITS CHECKLIST

1. Immediately locate and open every exit on your bus. Tip: Count seat backs as a reference for where emergency windows and hatches are located. If you have a fire, the bus may fill with smoke.

2. Safely exit from an emergency door. “Sit, Scoot, Slide”. Tip: Be careful that loose clothing or dangling drawstrings do not get caught on the emergency door handle.

3. Safely exit from a side or rear emergency windows. Tip: Unlatch the emergency window, and then get on your hands and knees on the back of the bus seat with your head facing the isle. Push open the window with your feet, and slowly back out the window. When your legs are outside, grasp the window ledge with your hands and “feel” with your feet for the “rub rails” along the side of the bus. Slowly lower yourself to the ground.

Seat belt cutter. Hold the belt taut and cut at an angle always away from the student’s face.

Tip: You should be able to locate and reach the cutter from a seated position in case of a bus rollover.
APPENDIX
### Bus Driver and Attendant Pre/Post-trip Inspection Report

<table>
<thead>
<tr>
<th>Vehicle #</th>
<th>Odometer/Beginning #</th>
<th>Odometer/Ending #</th>
<th>Time/Pre-trip</th>
<th>Time/Post-trip</th>
<th>CHECK POST-TRIP</th>
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<td>1. All electrical systems off</td>
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<td>2. Secured for children/lost items</td>
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<td>3. Displayed empty sign</td>
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<td>4. Swept floor; cleaned bus as needed</td>
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<td>8. Checked tire condition; lug nuts</td>
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**CHECK PRE TRIP DEFECTS**

- 1. Brakes
- 2. Lights
- 3. Horn
- 4. Wipers
- 5. Gauges
- 6. Heaters
- 7. Defrosters
- 8. Seats
- 9. Engine
- 10. Windows; Windshield
- 11. Emergency Door
- 12. Emergency Equipment
- 13. Emergency Exit Suzzer
- 14. Steering
- 15. Tire condition
- 16. Rims; Seals; Lug nuts
- 17. Fluid Leaks
- 18. Transmission
- 19. Air Leaks
- 20. Fuel Odor
- 21. Exhaust Fumes
- 22. Muffler; Tail Pipe
- 23. Student Mirror
- 24. Exterior Mirrors
- 25. Body Dents
- 26. Stop Signs
- 27. Crossing Arm
- 28. Air Cond. Front
- 29. Belt Cutters
- 30. Seat Belts Driver Slow
- 31. Car Seats
- 32. Safety Vests
- 33. Wheelchair Occupant Security System
- 34. Wheel Chair Lift

### SHOP REPORT

- Bus in service: Yes / No
- Defect Corrected: Yes / No

<table>
<thead>
<tr>
<th>Signature of Mechanic</th>
<th>Date</th>
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### REMARKS

### Post-trip completed (Required)

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**FORM PBSD -0454**
### Student Discipline Referral

**Student Name:**

**Location:**

**Reported By:**

**School:**

**Bus Code:**

**Student Number:**

**Space:**

**B/E/SA:**

**Date:**

**Time:**

**Administrative Use Only Below This Line**

**District:**

**Student ID:**

**Provide District Number:**

**School:**

**Home School:**

**If not Home School, provide School Name:**

**What Kind of Incident Occurred:**

**Incident Code:**

**Incident Code:**

**Administrative ID:**

**Event Number:**

**Date:**

**Time:**

**Comments:**

**Action Code:**

**Date:**

**Signed by:**

**Date:**

**Enrollment:**

**Release:**

**Date:**

**Behavioral Code:**

**Description:**

**Type:**

**Code:**

**Transcript Notice:**

The student, if deemed, may or may not be on school grounds and may or may not be enrolled in school grounds.

**Parent(s)/Guardian:**

**Date:**

---

**Form PBSO - 0279**
### THE SCHOOL DISTRICT OF PALM BEACH COUNTY

**School Transportation Registration**

Students not registered on this card will not be permitted to ride the bus. Return completed and signed card to the driver. (Please Print)

<table>
<thead>
<tr>
<th>BUS NO.</th>
<th>A.M.</th>
<th>P.M.</th>
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### INSTRUCTIONS FOR STUDENTS RIDING SCHOOL BUS

1. STAND OFF ROADWAY WHILE AWAITING BUS.
2. KEEP YOUR SEAT AT ALL TIMES WHEN BUS IS MOVING.
3. KEEP ARMS and HEAD INSIDE WINDOWS.
4. Cross the roadway immediately in front of the bus. Wait for driver’s signal before crossing.
5. Unnecessary conversation with the driver is dangerous. Please remain quiet.
6. Outside of ordinary conversation, classroom conduct is to be observed.
7. The driver is in full charge of bus and students. Students must obey driver.
8. The driver has the right to assign students to certain seats if necessary to promote order on bus.
9. NO EATING, DRINKING OR SMOKING ALLOWED ON BUS.
10. Students must be on time; the bus cannot wait for those who are late.

**PENALTY:** For violating these rules a student will be reported by the driver to the school principal who has authority to suspend him/her temporarily or permanently from riding the bus.

---

**SIGNATURE OF PARENT**

**DATE**

**RETURN THIS CARD TO THE DRIVER.**

---

**FORM – 0461 (Actual size is 5 X 4 inches)**
The School District of Palm Beach County
District Vehicle Incident Report

Complete this report when a District vehicle is involved in an incident. Within 48 hours of the incident, fax the completed and signed report to Employee Benefits and Risk Management (FAX No. 48467 or 434-8467).

I. General Incident Information

Date of incident ____________________ Time ____________ AM PM

Location of incident (street, city) ______________________________________________________

Law Enforcement Agency [ ] FHP [ ] Sheriff [ ] School Police [ ] Other (Specify) 

Investigating Officer ____________________ ID Number ____________ Case Number __________

Was a ticket issued? [ ] Yes [ ] No Citation Number ____________________ Issued to ____________________

Charge ___________________________________________________________________________

Were injuries involved? [ ] Yes [ ] No [ ] Unknown

Name of person(s) injured ____________________________________________________________

Were students involved? [ ] Yes [ ] No Number of students __________ Number of injured students __________

Was school notified? [ ] Yes [ ] No Time __________ AM PM School contact ____________________

School name ____________________

II. District Vehicle Information

Year ______ Make ______ Model ______ Vehicle license no. ____________ Passenger Capacity ______

District Bus or vehicle number ____________________ Code number (if applicable) ____________________

Vehicle used for: (example: Regular bus route, field trip, delivery, etc.) ____________________

Where is vehicle stored? (Compound) __________________________________________________

III. District Vehicle Operator Information

Was operator injured? [ ] Yes [ ] No [ ] Unknown

Driver (last, first, middle) ____________________ Title/position ____________________

School/department ____________________ Date of birth ____________________

[ ] Male [ ] Female Driver’s license number ____________________ State license issued from ____________________

Home Address ____________________ City ____________________ State/Zip ____________________

Home telephone number ____________________ Work telephone number ____________________

IV. Other Operator / Vehicle Information

Year ______ Make ______ Model ______ Vehicle license no. ____________

Name of Owner ____________________ Telephone number ____________________

Address ____________________

Name of Driver ____________________ Telephone number ____________________

Address ____________________

Damage to vehicle ____________________

V. Witness Information

1) Name (last, first) ____________________ Title/position ____________________

Home Address ____________________ City ____________________ State/Zip ____________________

Home telephone number ____________________ Work telephone number ____________________

PBID 2074 (Rev. 1/23/2006)  ORIGINAL - Employee Benefits and Risk Management

Page 1 of 2

Form - PBSD 2074
Acceptable Use of Technology by Employees

1. **Purpose.** -- The purpose of this Policy is to set forth terms and conditions as well as standards and guidelines for the acceptable uses by District employees and School Board Members (hereinafter collectively referred to as employees) of Palm Beach County School District technology resources and other technology when conducting District business. The Policy also provides for employee use of e-signatures and electronic notarizations when authorized. This Policy does not prohibit or restrict public access to inspect data and information on publicly available District technology resources, all of which are referred to in this policy as "cellular devices":
   a. Subject to any prohibitions within this Policy or federal or state law or local ordinances, as applicable, the following shall apply to employees using cellular devices or data devices (i.e. laptops, blackberries, smartphones, etc.) while driving a vehicle:
      i. Texting, instant messaging, and composing or reading written messages or emails are prohibited.
      ii. Employees issued a District cellular device shall not use the device for any purpose while driving any vehicle, unless using the device hands-free.
      iii. Employees are not authorized while driving a vehicle to use any cellular devices, including cellular phones, to communicate regarding District related matters, unless using the device hands-free.
      iv. Employees are not authorized, while driving a vehicle, to use any cellular device, including cellular phones, for any purpose, unless using the device hands-free.
      v. Employees are not authorized, while driving a District owned or leased vehicle, to use any cellular device, including cellular phones, for any purpose, unless using the device hands-free. This does not prohibit the use for legitimate District business of the two-way radio installed in District vehicles.
      vi. Bus drivers, while operating a District vehicle, are prohibited from using any cellular or data devices even if a hands-free device is available. This does not prohibit the use for legitimate District business of the two-way radio installed in District vehicles.
      vii. Other persons driving students on District business are prohibited from using any cellular or data devices, while operating the vehicle, even if a hands-free device is available.
      viii. School police would be exempt from these Policy restrictions if the cellular or data device is being used for District business, and exceptions to the Policy would be made for all employees when responding to health and safety emergencies.
      ix. Nothing contained within this provision obligates the District to provide an employee with a hands-free cellular device.
   b. Wireless internet access on wireless devices, such as PDAs or Air Cards, that use a cellular network, is to be used for District business use only. This includes connecting the device to any computer/laptop. Employee users must restrict their usage to sites consistent with School Board site restrictions stated within Policy 8.125 District Review and Filtering of Web Sites and CIPA and be knowledgeable as to the categories of these restrictions.
   c. An employee is prohibited from sending or receiving his/her personal email on a District cellular device.
   d. Third party services enabled on accounts must be pre-approved in writing on PBSD 2317 by the Supervisor who will then notify the IT cell phone contract manager. If third party charges appear on the monthly bill that have not been authorized (i.e. ring tones, games), the employee shall cancel that service and reimburse the District for the cost of that service.
   e. **GPS Tracking.** The District has the right to track the location of any District cellular device at any time without further notification to the employee beyond the statements within this Policy. Reasons include proper allocation of resources, monitoring employee’s job performance and efficiency, consideration of disciplinary action or other good cause.

3. **Forms:** The PBSD forms mentioned within this Policy or within the Manual are incorporated herein by reference, as part of this Policy and can be found on the District's Records Management Web site for forms.

4. **Implementation.** -- The Superintendent or designee is authorized to issue bulletins and administer procedures regarding the use of information technology in the District in accordance with the standards set forth in this Policy including the Manual. The Superintendent will direct compliance training for employees who use District technology. The training will be provided and designed to promote the District's commitment to the standards as set forth within this Policy and the Manual.

5. **Enforcement.** -- Any employee failing to comply with this Policy or its implementing procedures and standards may be subject to disciplinary action up to and including termination. Moreover, the Supervisor, including through District procedures as stated above in Section 7(f) (i) (c), may request reimbursement to the District for the actual cost of damages from the employee. If the employee does not make payment, the School Board may institute a civil action for damages to hold the employee liable. Depending on the misconduct, the employee may also face criminal liability. Additionally, IT has the authority to take reasonably necessary immediate actions to protect District technology resources.
Policy 5.186  Student Transportation Conduct

1. General Rules of Conduct:
   a. A student riding on a district school bus or any form of transportation provided by the district, to include Palm Tran or Tri-Rail, are subject to this policy.
   b. School transportation is a privilege, not a right. This privilege can be denied for recurring unacceptable behavior.
   c. Disciplinary actions listed in the matrices for Policy 5.1812, Operational Procedures for Incidents and Actions for Elementary Students, and Policy 5.1813, Operational Procedures for Incidents and Actions for Secondary Students, which occur on district transportation will be handled as stated in the applicable policy.

2. Bus Conduct:
   a. All students should assume they are being videotaped while riding a bus. These tapes may be used for disciplinary purposes or referral to law enforcement.
   b. The bus driver is in charge of the bus and passengers. Passengers shall obey the driver.
   c. The school bus driver, in cooperation with the principal, may assign students seats on the bus to promote good order. An approved seating chart shall be on file in the school administrative office.
   d. Students shall properly wear seat belts in buses equipped with them.
   e. Students shall not bring on board the school bus any item which may be disruptive or interfere with the safety of students. These items include, but are not limited to:
      i. Glass containers of any kind are prohibited.
      ii. Batons, drum sticks, and tennis rackets shall be permitted on school buses only when they are in proper carrying cases.
      iii. Sharp objects, balls, bats, roller skates, skateboards, or cutting instruments of any kind, including pocket knives, shall be prohibited.
      iv. Any large or bulky item which may interfere with the proper seating of students or evacuation of the school bus. These items include but are not limited to:
         1. Large or bulky musical instruments such as tuba/sousaphone, baritone, baritone saxophone, tenor saxophone, cello, string bass, French horn, guitar, trombone, bass clarinet, bassoon, drums, or electronic keyboards;
         2. Balloons;
         3. Athletic equipment.
   f. Students shall remain seated at all times while the school bus is in motion.
   g. Students shall not be permitted to sit in the aisles or in the bus step-well, or in any way which shall block aisles or emergency exits.
   h. No portion of a student's body shall be outside the bus windows at any time.
   i. Students shall not distract the driver with loud conversation while the bus is in motion.
   j. Students shall not eat, drink, or smoke on the bus.
   k. Students shall not throw any items within the bus or out of the bus windows. The custodial parent/guardian shall be liable for damage caused to other vehicles or property by their child's violation of this rule and may be subject to criminal charges.
   l. Students shall not mark, deface, or cut bus seats or otherwise cause damage to the bus. The custodial parent/guardian shall be held liable for any vandalism attributed by their child and shall be required to make restitution.
   m. Students shall not display signs from the bus.
   n. No obscene language or gestures by students shall be tolerated on the bus.
   o. Students shall give their proper name to the school bus driver when requested.
   p. Students shall ride only their assigned bus and shall not board or depart the bus at any stop other than their regularly assigned stop. Emergency changes must be approved, in writing, by the school principal/designee.
   q. Any student who commits the following safety violations while riding a bus will receive a ten (10) day suspension from the bus for the first violation and will lose transportation privileges for the remainder of the school year for the second violation:
      i. Opening a school bus emergency exit door while the bus is in motion;
      ii. Opening a school bus emergency exit door and exiting the bus when the bus is stopped unless directed by the school bus driver in an emergency or during an emergency evacuation drill.

3. Bus Stops:
   a. Students shall stand off the roadway while awaiting the bus.
   b. Parents shall be responsible for their child's behavior prior to the arrival of the bus and after departure of the bus.
   c. Students must be at the bus stop five (5) minutes before the scheduled arrival time.
   d. Students shall cross the roadway always in front of the bus.
   e. No obscene language or gestures by students shall be tolerated at the bus stop.
   f. Disciplinary actions for infractions which occur at a bus stop as listed in the matrices for Policy 5.1812, Operational Procedures for Incidents and Actions for Elementary Students, and Policy 5.1813, Operational Procedures for Incidents and Actions for Secondary Students, will be handled as stated in the applicable policy. For example, students who bring firearms or sell drugs at a bus stop may be recommended for expulsion.
   g. The mere fact that a student can be disciplined at a bus stop does not give rise to liability by the district nor is it intended that the district is to be responsible to supervise at a bus stop.

4. Suspension from Transportation:
   a. The safety and welfare of transported students is the concern of every bus driver and school administrator.
   b. Suspension from district transportation does not negate the student’s obligation to attend school. It is the responsibility of the custodial parent/guardian to provide transportation during a suspension from district transportation.
c. Disciplinary action for infractions which occur on a school bus, Palm Tran, Tri-Rail, or other district provided transportation, will be in accordance with Policy 5.1812 or Policy 5.1813.

d. Minor Infractions.
   i. School bus drivers shall make reasonable efforts to deal with minor infractions of the rules of student conduct. The same form used to report disciplinary infractions for Policy 5.1812 or Policy 5.1813 shall be used by bus drivers.
   ii. In cases of repeated minor misconduct incidents, the student shall be reported to the principal/designee.
   iii. School bus drivers shall complete or assist in completing a report form which shall be submitted to the principal/designee.
   iv. The principal/designee shall determine appropriate disciplinary measures for the student’s actions based upon the driver’s report and any other input deemed necessary from other persons or the student involved.
   v. The custodial parent/guardian of a student whose district transportation conduct has been deemed unsatisfactory shall be notified of the disciplinary action to be taken against the student.
   vi. Disciplinary measures include but are not limited to:
      1. Warning/Assigned Seats/Probation.
         A. Students and the custodial parent/guardian shall be advised that the student’s misbehavior is a serious matter and will not be tolerated.
         B. They shall also be advised that further occurrences of misconduct may result in suspension of the student’s bus riding privileges.
         C. Alternative discipline actions may also be considered.
      2. Suspension from the Bus.
         A. The principal/designee may elect to suspend the student’s transportation privileges, when prior warnings or alternative discipline have failed to result in an improvement in the student’s behavior, or when they feel the circumstances warrant it.
         B. The principal/designee may suspend transportation privileges for up to a maximum of ten (10) days at a time.

e. Major, Violent, Blatantly Unsafe Behavior
   i. Pursuant to § 232.28, Fla. Stat.: "School bus drivers shall not be required to operate a bus under conditions in which one or more students pose a clear and present danger to the safety of the driver or other students, or the safety of the bus while in operation ... In the case of a student having engaged in violent or blatantly unsafe actions while riding the bus, the school district shall take corrective measures to ensure, to the extent feasible, that such actions are not repeated prior to reassigning the student to the bus."
   ii. Students who have engaged in violent or blatantly unsafe actions while riding district transportation may be suspended up to ten (10) days from district transportation or until a parent conference has been conducted.
   iii. Depending on the nature of the student’s misconduct and the outcome of the parent conference, the principal/designee may elect to reinstate the student’s transportation privileges with conditions designated to ensure proper conduct is observed.

e. Appeal of Disciplinary Action
   i. The custodial parent/guardian may appeal a bus suspension or other disciplinary action arising from misconduct on a school bus by contacting their child’s school principal.
   ii. The custodial parent/guardian appealing a disciplinary action must participate in a conference with the principal/designee, and a representative from the transportation department, prior to disposition of the appeal request.
   iii. Students may be permitted to ride district transportation pending the outcome of a transportation suspension appeal provided there is no recurring misconduct.
   iv. A student transferring from one school to another within the district will be held accountable for accumulated bus incident reports from the previous school.
   v. It is noticed that any violation of any board transportation policy, may be grounds for disciplinary action by the district and may also result in criminal penalties being imposed.

5. IDEA & Section 504
   a. The School Board of Palm Beach County recognizes that the student transportation policy must be construed to be consistent with the Individuals with Disability Education Act ("IDEA") and Section 504 of the Rehabilitation Act ("Section 504").
   b. Students eligible for services under the IDEA or Section 504 will be disciplined in accordance with these Acts and are governed by those School Board policies which specify that they apply to students covered under IDEA and 504.

STATUTORY AUTHORITY: §§ 230.22(2); 230.23(6), 230.23005(1); Fla. Stat.

LAWS IMPLEMENTED: §§ 232.25(1); 232.25(3); 232.26(1); 232.28, Fla. Stat.

HISTORY: 01/14/2002
3.13 Self-Reporting of Arrests and Convictions by School District Employees

1. DEFINITIONS
   a. Criminal Traffic Violations include, but are not limited to:
      i. Leaving the scene of an accident;
      ii. False information regarding an accident;
      iii. Operating a motor vehicle without a license or while license is suspended;
      iv. Driving while under the influence or with an unlawful blood alcohol level;
      v. Failure to sign or accept a summons;
      vi. Fleeing and eluding police officers or reckless driving.
   b. Minor Traffic Violations are defined as a non-criminal violation that may require community service hours, under § 316.027(4), Fla. Stat., but is not punishable by incarceration, and for which there is no right to trial by jury or right to court-appointed counsel.

2. All district employees will self-report in writing with the appropriate documentation any arrests and/or criminal charges, including criminal traffic violations, to the employee's immediate supervisor/designee within forty-eight (48) hours of said arrest and/or criminal charges. In addition, all district employees shall self-report in writing any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering a plea of guilty, guilty in your best interest, or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment has been entered.

3. Only district employees who drive district-owned/operated or controlled vehicles, or are required to hold a valid driver's license or a commercial driver's license ("CDL"), are required to report minor traffic violations as per Section 2 above when they occur with any vehicle.

4. When handling sealed and expunged court records disclosed pursuant to State Board of Education Rule 6B-1.006(5), the district shall comply with the confidentiality provisions of § 943.0585(4)(c) and § 943.059(4)(c), F.S., pertaining to sealed and expunged court records.

5. The supervisor shall forward a copy of the documentation from the employee regarding the violation(s) to the chief personnel officer/designee within twenty four (24) hours of receipt of the information.

6. Failure to self-report may result in discipline, up to and including termination from employment.

STATUTORY AUTHORITY: §§ 230.23(17); 230.23005, Fla. Stat.

LAWS IMPLEMENTED: §§ 230.03(2); 230.335(1)(a); 231.001; 231.02; 231.28(1); 435.03-.07; Fla. Stat.

HISTORY: 03/03/99; 08/06/2001

Pages 3.13(a) - 3.13(b)
RULES OF THE SCHOOL BOARD OF PALM BEACH COUNTY, FLORIDA
Title
Chapter 3. Personnel
Section 3.13
Policy 3.13  Self-Reporting of Arrests and Convictions by School District Employees

1. DEFINITIONS
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      iii. Operating a motor vehicle without a license or while license is suspended;
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HISTORY: 03/03/99; 08/06/2001

Pages 3.13(a) - 3.13(b)
1. Employees Performing Safety-Sensitive Functions Holders of Commercial Drivers License
   a. The School District of Palm Beach County hereby affirms its commitment to maintaining a drug- and alcohol-free workplace.
   b. This Policy shall apply to all District employees, job applicants and volunteers who are required by their job descriptions to perform safety sensitive functions and are required to maintain a valid (Florida) Commercial Drivers License ("CDL").
   c. This Policy implements the Omnibus Transportation Employee Testing Act (OTETA), Pub. L. 102-143, codified at 49 U.S.C. § 701, et seq.
   d. Through the establishment of a standard drug and alcohol testing program, all employees performing safety sensitive functions and holding commercial drivers licenses shall be subject to drug and alcohol testing as described in this policy.
   e. A drug- and alcohol-free awareness program is hereby established and will be implemented by the Superintendent. Before testing is initiated under this policy, each current employee will be provided a copy of the "Notice of Drug-Free Workplace" attached to and incorporated by reference into this policy. All job applicants will be provided a copy of the notice with a conditional offer of employment and all volunteers will be provided a copy of the notice before any volunteer activities are performed. Each employee will sign an acknowledgment of receipt and understanding of the Drug-Free Workplace policy and that acknowledgment will be retained in the employee’s personnel file. Copies of the Notice shall also be posted in prominent locations in District buildings.
   f. Off-the-job use or involvement with illegal drugs, alcohol, or other controlled substances is prohibited when the use or involvement: results in impaired work performance including, but not limited to, absenteeism, tardiness or poor work product(s); or can be expected to cause harm to, or otherwise adversely affect, the employee or District’s image or relationship with students, other employees, or the public.
   g. Reporting for duty or remaining on duty under the influence of alcohol or a controlled substance is prohibited, except when the use of a controlled substance is pursuant to prescribed instructions of a licensed medical practitioner who has advised the individual that the substance will not adversely affect the individual’s ability to safely perform all assigned duties.
   h. Prohibited under this policy are the unlawful manufacture, distribution, dispensation, possession, or use of alcohol or controlled substances, as defined by Chapter 893, Fla. Stat., on District property or while on duty.
   i. Through implementation of this Policy, the Board intends to comply with and be subject to current and future requirements set forth in the OTETA and regulations of the Federal Highway Administration (FHWA) contained in Title 49 of the Code of Federal Regulations (C.F.R.), parts 40 and 382. The policies and procedures contained in this policy are separate from all tests and procedures contained in policy 3.96 addressing Drug and Alcohol Free Workplace. Under federal regulations in 49 C.F.R. part 40, drug and alcohol tests for purposes of Department of Transportation policies "must be completely separate from non-DOT tests in all respects."

2. Definitions -- For the purpose of this Policy, the following terms shall be defined as indicated:
   a. Alcohol -- Any beverage, prescription, over-the-counter medication, or other product containing any form of alcohol, including, but not limited to, ethanol, methanol, propanol, and isopropanol.
   b. Alcohol Use -- The drinking or swallowing of any beverage, liquid mixture, or preparation (including any medication) containing alcohol.
   c. Alcohol Concentration (or content) -- The alcohol level in a volume of breath expressed in terms of grams of alcohol per 210 liters of breath as indicated by a breath test required by this policy. Breath tests will be used for both initial and confirmation testing for alcohol content under this policy.
   d. Chain of Custody -- The procedure used to account for the integrity of each urine specimen by tracking its handling and storage from point of specimen collection to final disposition for all specimens by an appropriate drug testing custody form that documents custody of the specimen from collection to receipt by the laboratory and handling of the sample or sample aliquots (a portion of a specimen used for testing) within the laboratory.
   e. Confirmation Test, Confirmed Test, or Confirmed Drug Test -- A second analytical procedure used to confirm the presence of a specified drug or metabolite in a specimen through a different technique and chemical principle from that of the screen test to ensure specificity, sensitivity, reliability, and quantitative accuracy. Gas chromatography/mass spectrometry ("GC/MS") is the only authorized confirmation test for cocaine, marijuana, opiates, amphetamines, and phencyclidine.
   f. Confirmation Test for Alcohol -- A second test (following a screening test with a result of two one-hundredths BAL (.02) or greater) that provides specific quantitative data for alcohol, conducted by a certified operator of an evidentiary breath testing (EBT) device.
   g. Covered Employees/Covered Position -- Employees or positions that require a commercial drivers’ license as a condition of employment and operation of any of the following:
      i. A vehicle designed to carry 16 or more passengers;
      ii. A vehicle that weighs more than 26,000 pounds; or
      iii. A vehicle that carries hazardous cargo or a placard indicating hazardous cargo.
   h. Drug Rehabilitation Program -- A service vendor that provides confidential, timely, and expert identification, assessment, and resolution of employee drug abuse through the District’s Employee Assistance Program ("EAP").
3. Drug Test -- Any chemical, biological, or physical instrumental analysis administered for the purpose of determining the presence or absence of a drug or its metabolites. The District shall pay for all drug tests, initial and confirmation, that it requires of employees. Employees must pay for any additional tests not required by the District. A urine sample will be used for the initial and confirmation tests for all drugs and substances except alcohol.

j. Drugs (hereinafter, Drugs or Controlled Substance(s)) -- Alcohol, including distilled spirits, wine, malt beverages, and intoxicating liquors; amphetamines; cannabinoids; cocaine; phencyclidine (PCP); hallucinogens; methaqualone; opiates; barbiturates; benzodiazepines; synthetic narcotics; designer drugs; or a metabolite of any of these substances.

k. Employee -- The term "employee" means any person who works for the District for salary, wages, or other remuneration. As used in this policy, "employee" also means applicants for employment and volunteers, unless otherwise stated.

l. Employee Assistance Program ("EAP") -- An established program capable of providing expert assessment of employee personal concerns; confidential and timely identification services for employee drug or alcohol abuse; referrals of employees for appropriate diagnosis, treatment, and assistance; and follow-up services for employees who participate in the program or require monitoring after returning to work.

m. Medical Review Officer ("MRO") -- A licensed physician responsible for receiving laboratory results generated by the District's drug testing program who has knowledge of substance abuse disorders, laboratory testing procedures, and chain of custody collection procedures; who verifies positive, confirmed test results; and who has the necessary medical training to interpret and evaluate an employee's positive test result in relation to the employee's medical history or any other relevant biomedical information.

o. Positive Breath Test -- A concentration of two one-hundredths (0.02) alcohol content or above.

p. Safety Sensitive Function(s) -- The term "safety sensitive function" means all time from the time a covered employee begins work or is required to be in readiness to work until the time relieved from work and responsibility for performing work. An individual is considered to be performing a safety sensitive function during any period in which he/she is actually performing, ready to perform, or immediately available to perform any safety sensitive function. Safety sensitive functions include:

1. All time waiting at an employer or shipper, plant, terminal, facility, or other property, to be dispatched unless the covered employee has been relieved from duty by the District;
2. All time inspecting equipment or otherwise inspecting, servicing or conditioning any commercial vehicle at any time;
3. All time spent at the driving controls of a commercial motor vehicle;
4. All time other than driving time, in or upon any commercial motor vehicle except time spent resting in a sleeping berth;
5. All time loading or unloading a vehicle, supervising, or assisting in the loading or unloading, attending a vehicle being loaded or unloaded, remaining in readiness to operate the vehicle or in giving or receiving receipts for shipments loaded or unloaded; and
6. All time repairing, obtaining assistance, or remaining in attendance upon a disabled commercial vehicle.

q. Screening Test (also known as Initial Test) -- In alcohol testing, an analytical procedure to determine whether an employee, job applicant, or volunteer may have a prohibited concentration of alcohol in his/her system. In controlled substance testing, an immunoassay screen to eliminate "negative" urine specimens from further consideration.

r. Second Offense -- Constitutes any violation of the drug and alcohol-free workplace Policy following the initial violation, whether either violation involves drugs or alcohol.

s. Specimen -- Tissue, hair, or product of the body capable of revealing the presence of drugs or their metabolites.

t. Substance Abuse Professional ("SAP") -- A person with knowledge of and clinical experience in the diagnosis and treatment of alcohol/controlled substance related disorders who evaluates employees who have violated a DOT drug and alcohol regulation and makes recommendations concerning education, treatment, follow-up testing, and aftercare.

u. Volunteer (hereinafter, Volunteer or Employee) -- An individual who offers services to the District without remuneration.

3. Prohibited Conduct -- The following types of conduct are expressly prohibited by a covered employee:

a. Off-the-Job -- Use or involvement with illegal drugs, alcohol, or other controlled substances that results in impaired work performance including, but not limited to, absenteeism, tardiness or poor work product(s), or which can be expected to cause harm to or otherwise adversely affect the employee or the District's image or relationship with students, other employees, or the public.

b. Alcohol Concentration -- No covered employee shall report for duty or remain on duty while having an alcohol concentration of two one-hundredths (0.02) or greater. No covered employee with an alcohol concentration of two one-hundredths (0.02) or greater can drive a commercial motor vehicle.

c. Alcohol Use/Misuse in General -- No covered employee shall report for duty or remain on duty requiring the performance of his/her duties while the covered employee is under the influence of or impaired by alcohol, as shown by the behavioral, speech and performance indicators of alcohol misuse.

d. On-Duty Use -- No employee shall report for duty or remain on duty requiring the performance of safety sensitive functions within four hours after using alcohol or while the employee is under the influence of or impaired by drugs or alcohol, as shown by the behavioral, speech, and performance indications of drug or alcohol misuse. As a condition of employment, employees are required to remain away from the place of duty and off District property while under the influence of drugs or alcohol. Covered employees will notify their supervisors of any prescription, therapeutic drug use that might impair performance of safety sensitive functions.

e. Use Following an Accident -- No covered employee involved in an accident shall use alcohol for eight (8) hours following an accident, or until undergoing a post-accident alcohol test, whichever occurs first.

f. Refusal to Submit to a Required Alcohol or Controlled Substances Test -- No covered employee shall refuse to submit to a post-accident alcohol or controlled substances test, a reasonable suspicion alcohol or controlled substances test, a fitness for duty alcohol or controlled substances test, or a follow-up alcohol or controlled substances test. Failure to complete and sign testing form(s), to provide an adequate specimen, or otherwise to cooperate with the testing process in a way that prevents the completion of the test shall be considered a refusal to test and shall be deemed a...
positive test result. Any attempt to adulterate a specimen or provide a specimen that is adulterated shall also be considered a refusal to test and deemed a positive test result. Any obstruction to and lack of cooperation with the testing process shall be considered a refusal to test and deemed a positive test result.

g. **Controlled Substances Use.**—No covered employee shall report for duty or remain on duty while under the influence of any controlled substance, except when the use is pursuant to instructions of a licensed medical practitioner, who has advised the individual that the substance will not adversely affect the individual’s ability to safely perform work duties.

h. **Controlled Substances Testing.**—No covered employee shall report for duty or remain on duty after testing positive for controlled substances; the employee shall be placed in an unpaid, non-duty status, or on annual or sick leave, at the employee’s option (unless the employee is incarcerated, in which case annual or sick leave is not an option).

4. **Verification of Records of Past Employers.**—The District is required to inquire about drug and alcohol test results of covered employees hired after January 1, 1995, from previous regulated employers. The District is mandated to:

a. Inquire, pursuant to the covered employee’s written consent, and obtain information generated within the preceding two (2) years on the driver’s alcohol tests with an alcohol concentration of four one-hundredths (0.04) or greater, verified positive controlled substance test results, and refusals to be tested.

   i. If feasible, the District must obtain and review the information before the first time the individual performs duties for the District. If that is not feasible, the District must obtain and review the information as soon as possible, but no later than fourteen (14) calendar days after the first time a covered employee performs duties for the District.

   ii. After fourteen (14) days has passed without receipt of this information, the District may not permit a covered employee to perform duties, provided the District has tried in good faith effort to obtain the necessary information as soon as possible.

   iii. Even if the covered employee hired by the District ceases to perform duties, either before expiration of the fourteen (14) day period or before the District has obtained the information, the District must still try in good faith to obtain the information.

b. Provide to each of the covered employee’s employers within the preceding two (2) years the individual’s specific written authorization to release this information to the District.

c. Maintain a written, confidential record of each past employer contacted. Even if efforts to obtain the necessary information prove futile, the District must make and retain a record of its good faith efforts.

d. Prohibit the covered employee from performing duties if the employer obtains information that the individual has either refused to take a controlled substances and/or alcohol test, had a positive controlled substances test, or an alcohol test result of two one-hundredths (0.04) or greater without first obtaining information on subsequent compliance with the referral and rehabilitation requirements.

5. **Referral for Testing.**—Appropriate notification and testing forms will be provided to employees, volunteers, and job applicants before drug testing.

6. **Voluntary Self-Referral/Rehabilitation.**—At any time before notification of a required test, an employee is encouraged to contact the District’s EAP for voluntary treatment of a drug or alcohol problem. Such employees may be required to submit to compliance testing as part of the treatment program. Voluntary self-referral made at the time of notification shall not excuse an employee from required drug and/or alcohol testing, nor shall it negate a positive result from such test. An employee will not be subject to discharge or disciplinary action solely based on voluntary self-referral for treatment.

7. **Required Testing.**—Before performing an alcohol or controlled substances test under this Policy, the District shall notify the covered employee that the test is being administered pursuant to OETEA and the regulations of the FHWA. The District shall not falsely represent that a test is being administered under this Policy. The District shall provide educational materials to all covered employees before the start of alcohol and controlled substances testing under 49 Code of Federal Regulations Parts 40 and 382. A notice of the requirements for drug and alcohol testing will be included in the vacancy announcements for all covered positions. The District shall also provide written notice to representatives of employee organizations of the availability of the information contained in this Policy.

a. **Pre-employment Testing.**—All applicants for employment in any covered position safety-sensitive position requiring a CDL license shall undergo drug and alcohol testing as a condition precedent to employment, except as otherwise specified by Title 49, Code of Federal Regulations, § 382.301(c). Any applicant who tests positive in the pre-employment screening for a drug as defined in this policy is not eligible for employment with the District.

b. **Reasonable Suspicion Testing.**

i. All employees who are determined to be under reasonable suspicion of drug and/or alcohol use are required to take a drug and alcohol test. Reasonable suspicion shall be determined by a supervisor at least one level above the employee to be tested. The circumstances supporting that determination must be drawn from specific objective and articulate facts that shall be documented in writing. Reasonable suspicion may include, but is not necessarily limited to, the following examples:

   A. Observable phenomena while at work, such as direct observation of alcohol or drug use or of the physical symptoms or manifestations of being under the influence of alcohol or a drug. Physical symptoms or manifestations include, but are not limited to, slurred speech, alcohol odor on breath, unsteady walking and movement, poor coordination and/or reflexes, glassy or bloodshot eyes, physical altercations, verbal altercations, or unusual behavior.

   B. Abnormal conduct or erratic behavior while at work or a significant deterioration in work performance.

   C. A report of alcohol or drug use by a reliable and credible source.

   D. Evidence that an individual has tampered with a drug test during the term of employment.

   E. Information that an employee has caused, or contributed to, an accident while at work.

   F. Evidence that an employee has used, possessed, sold, solicited, or transferred drugs while working or while on the employer’s premises or while operating the employer’s vehicle, machinery, or equipment.

ii. Where testing is based on reasonable suspicion, the supervisor will detail in writing the circumstances that formed the basis of the reasonable suspicion determination. A copy of this written description shall be given to the employee upon request and the original documentation shall be kept confidential and exempt from the provisions of § 118.07(1), Fla. Stat., as provided in § 440.102 (8), Fla. Stat., and retained for at least one year.
iii. Reasonable suspicion post-accident testing will be done on all employees who are involved as a driver in any vehicular accident while performing their duties as soon as practicable under the following circumstances:

A. On a surviving employee when an accident results in loss of human life. The employee need not have been cited for a moving traffic violation or deemed at fault to be subject to testing under this paragraph.

B. When a covered employee receives a citation for a moving violation(s) and one (1) or more of the vehicles involved in the accident is towed from the scene of the accident; or

C. A covered employee receives a citation for a moving violation(s) and one (1) or more persons involved in the accident received medical treatment away from the scene of the accident.

iv. A covered employee who is subject to reasonable suspicion post-accident testing shall remain readily available for such testing. Failure or refusal to be available for testing may be deemed by the District as a refusal to submit to testing. A covered employee who refuses to submit to a post-accident drug test forfeits eligibility for employee medical and indemnity benefits. This provision shall not be construed as requiring the delay of necessary medical attention for injured persons following an accident or impeding an employee from leaving the scene of an accident to obtain necessary assistance in responding to the accident or to obtain necessary emergency care.

v. If alcohol testing is not administered within eight (8) hours following an accident, the District may not conduct alcohol testing based on the accident provision. Likewise, if controlled substance testing is not administered within thirty-two (32) hours following the accident, the District may not conduct controlled substance testing based on the accident provision. The District is required to document those instances when testing is not timely conducted according to the time frames noted above.

vi. Following an accident, the District will provide the employee transportation to a testing facility by a person designated for that purpose. After testing, the employee will be transported to the place of residence.

vii. A covered employee pending results of post-accident drug test shall be placed in a non-duty status and required to use annual or advanced leave. If an alcohol test yields a result of less than two one-hundredths (0.02) BAL and a controlled substances test yields a negative result, the District will restore the leave hours taken.

viii. Notwithstanding the absence of a reasonable suspicion alcohol test under this section, the District shall not permit a covered employee involved in an accident described above to perform or continue to perform safety sensitive duties until:

A. An alcohol test is administered and the employee's alcohol concentration measures less than two one-hundredths (0.02) BAL; or

B. Twenty-four (24) hours have elapsed following the determination that there is reasonable suspicion to believe that the employee has violated the prohibitions of this Policy concerning the use of alcohol.

c. Random Testing

i. Every covered employee shall submit to random, unannounced drug testing, as per 49 C.F.R. § 382.305. The dates for administering the tests will be spread reasonably throughout the calendar year. Upon being notified of selection for random testing, the covered employee shall immediately report to the designated collection site.

ii. The District shall select covered employees for random alcohol and controlled substances testing by means of a scientifically valid method, such as a random number table or a computer-based random number generator that is matched with the covered employee's Social Security numbers, payroll identification numbers, or other comparable identifying numbers. Under the selection process used, each covered employee shall have an equal chance of being tested each time random selections are made. A minimum of 10% of all covered employees will be annually tested randomly for alcohol; a minimum of 50% of all covered employees will be tested annually at random for controlled substances. The testing percentage will be adjusted as required by the Administrator of the Federal Motor Carrier Safety Administration.

iii. For random alcohol testing only, a covered employee shall only be subject to such testing while the individual is performing safety sensitive functions, just before the covered employee is to perform safety sensitive functions, or just after the covered employee has ceased performing such functions.

d. Return-to-Duty Testing -- A covered employee who previously tested positive and was not dismissed shall not be returned to duty until the individual undergoes a subsequent controlled substances test indicating a verified negative result and/or subsequent alcohol test indicating a BAC of less than two one-hundredths (0.02). The employee may be required to pay for the return-to-duty test.

e. Follow-Up Testing -- All employees who are allowed to return to duty after successfully completing a return-to-duty test, including those who have successfully completed an employee assistance program or a drug or alcohol rehabilitation program and returned to duty, must submit to unannounced follow-up drug and alcohol after return to duty. Follow-up testing shall be conducted only when the covered employee is performing duties, just before the covered employee is to perform duties, or just after the covered employee has ceased performing duties.

8. General Procedures after Positive Random Testing -- The following general procedures apply to covered employees who have tested positive for drugs or alcohol during random testing. (Disciplinary consequences and more specific procedures follow in Section 9, below).

a. A covered employee will not be permitted to perform safety sensitive functions until the covered employee has:

i. Been advised of the availability of and provided with the names, addresses, and telephone numbers of SAPs and counseling and treatment programs; and

ii. Been evaluated by a SAP who shall determine what assistance, if any, the individual needs to resolve problems associated with alcohol misuse and controlled substance use; and
9. Disciplinary Action -- Employees who violate this Policy will be subject to disciplinary action, up to and including termination of employment. The consequences for a positive drug or controlled substances test shall begin with the employee’s immediate removal from safety-sensitive duties. No covered employee shall report for duty or remain on duty while the employee is under the influence of, or impaired by, drugs or alcohol.

a. Testing positive for drugs or alcohol during a reasonable suspicion test is a terminable offense.

b. Testing positive for drugs or alcohol during a random test will be subject to the following:
   i. Alcohol Use, BAC Less than 0.04. -- Alcohol content of two one-hundredths through thirty-nine one-thousandths (0.02 - 0.039)
      A. The employee will be immediately removed from safety sensitive duties.
      B. A covered employee may not function or continue to perform safety sensitive duties, including driving a commercial motor vehicle, until the start of the covered employee’s next regularly scheduled duty period, but not less than twenty-four (24) hours after the test is administered.
      C. The covered employee shall be subject to disciplinary action, up to and including termination.
   ii. Alcohol Use, BAC 0.04 or More. -- Alcohol content of four one-hundredths (0.04) or greater
      A. First Offense
         1. The employee will be immediately removed from all duties.
         2. An alcohol content of four one-hundredths (0.04) or greater is a terminable offense; however, a covered employee who wishes to continue employment with the District and has not otherwise engaged in conduct that could result in termination must successfully participate in a treatment or rehabilitation program as directed by an SAP through the District’s EAP, which will include unannounced follow-up testing as directed by the SAP. If the employee is unable to participate in outpatient rehabilitation, the employee may be placed on leave status while participating in an EAP or an alcohol and drug rehabilitation program. If placed on a leave-without-pay status, the employee shall be permitted to use any accumulated leave before being placed on leave without pay.
         3. A covered employee who successfully completes a required EAP or an alcohol or drug rehabilitation program will be returned to duty in the same or an equivalent position. Before returning to duty, the covered employee must undergo a return-to-duty alcohol test with a result indicating an alcohol concentration of less than two one-hundredths (0.02). The employee will also be subject to unannounced follow-up testing for a twenty-four (24) month period as directed by the SAP.
         4. Refusal to participate in the EAP or the alcohol and drug rehabilitation or failure to successfully complete such program will result in termination of employment.
         5. Failure or refusal to sign a written consent form allowing the District to obtain information regarding the progress and successful completion of an EAP or an alcohol and drug rehabilitation program will result in termination of employment.
      B. Second Offense
         1. A second positive test with an alcohol content of four one-hundredths (0.04) or greater on an alcohol test will result in termination of employment.
         2. The individual shall be ineligible for future employment in any capacity with the District.
         3. Refusal to submit to an alcohol test will be deemed a positive test result of alcohol content of over four one-hundredths (0.04).
   iii. Controlled Substances Use
      A. First Offense
         1. The employee will be immediately removed from all duties.
         2. A verified positive controlled substances test is a terminable offense; however, a covered employee who wishes to continue employment with the District and has not otherwise engaged in conduct that could result in termination must successfully participate in a treatment or rehabilitation program as directed by an SAP through the District’s EAP, which will include unannounced follow-up testing as directed by the SAP. If the employee is unable to participate in outpatient rehabilitation, the employee may be placed on leave status while participating in an EAP or an alcohol and drug rehabilitation program. If placed on a leave-without-pay status, the employee shall be permitted to use any accumulated leave before being placed on leave without pay.
         3. A covered employee who successfully completes a required EAP or an alcohol or drug rehabilitation program will be returned to duty in the same or an equivalent position. Before returning to duty, a covered employee must undergo a return-to-duty controlled substance test with a negative result for all controlled substances. The employee will also be subject to unannounced follow-up testing for a twenty-four (24) month period.
         4. Refusal to participate in the EAP or the alcohol and drug rehabilitation or failure to successfully complete such program will result in termination of employment.
         5. Failure or refusal to sign a written consent form allowing the District to obtain information regarding the progress and successful completion of an EAP or an alcohol and drug rehabilitation program will result in termination of employment.
      B. Second Offense
         1. A second verified positive test will result in termination of employment.
11. Testing Procedures

a. Covered employees subject to testing for the presence of alcohol and controlled substances will be subject to the testing procedures detailed in Title 49, CFR, Parts 40 and 382, entitled Procedures for Transportation Workplace Drug Testing Programs.

b. The District will comply with all procedures specified by Title 49, CFR, Parts 40 and 382, to protect the covered employee and the integrity of the testing processes. In no event will any testing be conducted that might in any way endanger the life of the covered employee.

c. The District will comply with all procedures specified by Title 49, CFR, Parts 40 and 382, to safeguard the validity of the results and to ensure that those results are attributed to the correct covered employee, including post-accident information, procedures, and instructions.

12. Results Reporting

a. The MRO shall contact the tested covered employee directly, on a confidential basis, before verifying a positive test result.

b. The MRO shall allow the covered employee an opportunity to discuss the test result. If the MRO makes reasonable, documented efforts but is unable to reach the covered employee within five (5) working days of a verified positive result, the MRO shall inform the District’s designated representative, who shall then direct the tested covered employee to contact the MRO as soon as possible.

c. If, after making all reasonable efforts, the District’s designated representative is unable to contact the covered employee, the District may place the covered employee on temporary medically unqualified status or medical leave.

d. The MRO’s communication with the tested covered employee is important to verification of a positive test result; however, the MRO will verify a test result as positive to the District without having communicated directly with the covered employee in three (3) circumstances:
   i. The tested covered employee declines the opportunity to discuss the test with the MRO;
   ii. Neither the MRO nor the District representative, after making all reasonable efforts, has been able to contact the individual within fourteen (14) days of the date on which the MRO receives the confirmed positive test result; or
   iii. The District representative has successfully made and documented a contact with the tested covered employee and instructed the covered employee to communicate with the MRO and more than five (5) days have passed since the date the covered employee was successfully contacted by the District.

e. Following the verification of a positive test result, the MRO shall refer the case to the District’s designated representative empowered to recommend or take administrative action.

f. After the MRO has verified a positive test result to the District, the tested covered employee may contact the MRO and present information documenting the reasons (serious illness, injury or other circumstances) that prevented the individual from communicating with either the MRO or the District representative. The MRO, may, upon review of the reasons, reopen the verification and allow the covered employee to present information concerning a legitimate explanation for the confirmed positive test. If the MRO concludes that there is a legitimate explanation, the MRO will declare the test to be negative.

g. The District shall provide upon request to the tested individual—covered employee, volunteer, or job applicant—a copy of the test results.

13. Challenges to Test Results

a. A positive test result does not automatically identify an employee as having used drugs in violation of this Policy; therefore, providing the MRO with detailed knowledge of possible alternative explanations is important to the review of results and is the responsibility of the employee/applicant/volunteer.

b. The MRO shall notify an employee whose test result has been confirmed as positive of the right to request an independent analysis within seventy-two (72) hours. If the employee requests the independent analysis within seventy-two (72) hours, the MRO shall take appropriate action to direct the analysis. Such independent analysis shall be conducted by “split specimen,” at the employee’s expense, with sufficient specimen being retained for later verification testing.

c. If the employee fails to contact the MRO within seventy-two (72) hours but later contacts the MRO and presents information documenting the reasons (serious illness, injury, inability to contact the MRO, lack of actual notice of a verified positive test result or other circumstances) that prevented the employee from timely contacting the MRO, the MRO may conclude that there is a legitimate explanation for the employee’s failure to contact the MRO within seventy-two (72) hours and may direct the analysis of the split specimen.
d. The tested employee shall bear the expense of any employee-requested testing of a specimen.
e. All aspects of the testing process, including any challenge to the testing process, will be kept confidential except as stated below and as required by law.

14. Record Retention, Confidentiality and Disclosure Requirements

a. The District shall maintain records of its alcohol misuse and controlled substances use prevention program as provided for in accordance with Title 49 CFR, Parts 40 and 382. The records shall be maintained in a secure location with controlled access.
b. The District must maintain the following specific types of records and all other documents generated by the District in accordance with Title 49, CFR, Parts 40 and 382:
   i. Records related to the collection process;
   ii. Records related to a covered employee’s test results, including refusals to be tested;
   iii. Records related to violations of these regulations;
   iv. Records related to evaluations by a SAP;
   v. Records related to education and training, including the driver’s signed receipt of the educational materials; and
   vi. Administrative records related to alcohol and controlled substance testing.
c. The District will maintain the types of records described above separate from an applicant’s or covered employee’s personnel file.
d. Except as expressly required or authorized by law and this Policy, the District shall not release any information that is contained within these records.
e. An individual is entitled, upon written request, to obtain copies of personal records, including test results. The District shall promptly provide the records requested. The requesting person (current or formerly covered employee/volunteer) is not required to pay for access to personal records, but may be required to reimburse the District for photocopies of the records.
f. These records of covered employees may be made available to a subsequent or prospective employer only upon receipt by the District of a written request from the former or current covered employee. Disclosure by the District will be limited to that expressly authorized by the requesting covered employee.
g. The District may disclose information pertaining to a covered employee to the decision maker in a lawsuit, grievance, or other proceeding initiated by or on behalf of the covered employee and arising from alcohol and controlled substances testing or the District’s own determination that the covered employee engaged in prohibited conduct.

15. Required Training -- Any supervisor or other employee who is assigned the responsibility for making a reasonable suspicion determination shall complete a training program of at least sixty (60) minutes on alcohol misuse and sixty (60) minutes on controlled substance abuse.

16. District Designated Representative -- The District designates the director of professional standards as the person to whom all covered employees should direct questions about this Policy.

17. Information Available -- All covered employees are entitled to information concerning the effects of alcohol and controlled substances. The District shall make available information and may include prepared pamphlets. The District shall also make available information about its EAP.

18. Certificate of Receipt -- A certificate of receipt will be used and shall have content substantially as follows:

CERTIFICATE OF RECEIPT

By signing this statement, I certify that I have received a copy of the Palm Beach County School Board Policy 3.961, Drug and Alcohol Policy for Employees Performing Safety Sensitive Functions and Holders of Commercial Drivers Licenses in accordance with the Omnibus Transportation Employee Testing Act (“OTETA”) and the regulations of the Federal Highway Administration (“FHWA”) contained in 49 CFR Parts 40 and 382. The Policy is separate from and in addition to any other District drug and/or alcohol testing policies.

___________________________________
Employee Full Name – PRINT OR TYPE

___________________________________
Employee Signature

___________________________________
Date

___________________________________
Supervisor Signature

___________________________________
Date

STATUTORY AUTHORITY: §§ 1001.41(1), (2); 1001.43(11), Fla. Stat.


HISTORY: 4/19/2004