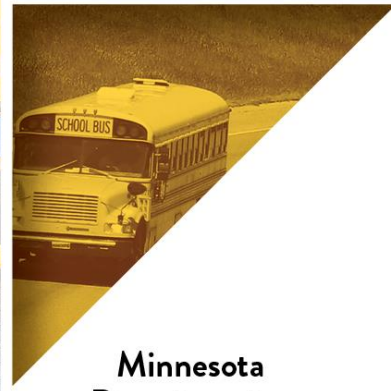
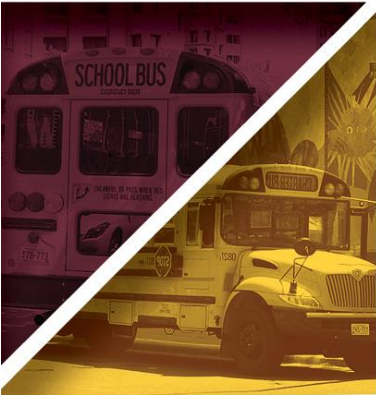


MINNESOTA MODEL SCHOOL BUS DRIVER TRAINING PROGRAM



MINNESOTA DEPARTMENT OF PUBLIC SAFETY
MINNESOTA STATE PATROL

Minnesota
Department
of Public Safety
Office of Pupil
Transportation Safety
Minnesota Association
for Pupil Transportation
Minnesota School Bus
Operators Association

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FOREWORD

The purpose of this manual is to assist the certified trainer in efficiently and effectively training a new school bus driver in the safe operation of a school bus, and to prepare the new school bus driver for the Minnesota Commercial Driver's License (CDL), road test. This manual should be used to supplement the information provided in the Minnesota Commercial Driver's License Manual including the School Bus Handbook.

The following areas will be covered in this manual:

- Driving skills
- Human relations
- Crash and emergency preparedness
- Trip planning/preparation
- Laws & Regulations
- Special needs transportation
- Towing of Trailers
- Roadside Inspections

A school bus driver must be competent in these areas before transporting any students.

This curriculum is a joint effort of the Minnesota Association for Pupil Transportation (MAPT), and the Minnesota School Bus Operators Association (MSBOA) and the Minnesota Department of Public Safety (DPS) - Office of Pupil Transportation Safety. This curriculum is not intended to be used as a textbook, but rather a guide for the trainer to use while training.

While every effort has been made to assure the information provided here is complete and accurate, it is not intended to take the place of published rules, statutes, or regulations concerning school bus operations in Minnesota. The contents may not be relied upon as a substitute for the most current official text or information.

MAPT, MSBOA, DPS Office of Pupil Transportation Safety and publisher cannot assume any responsibility for omissions, errors, misprinting, or ambiguity contained within this publication and shall not be held liable in any degree for any loss or injury caused by such omissions, errors, misprinting, or ambiguity presented in this publication.

This publication is designed to provide reasonably accurate and authoritative information in regard to the subject matter covered. It is given with the understanding that the MAPT, MSBOA and Minnesota DPS are not engaged in rendering legal or other professional service. This document should be used only as a guide and not as a definitive source to answer your legal questions, and should not be considered legal advice. Therefore, consultation with legal counsel is strongly advised as you encounter concerns with complying with state and federal laws and regulations.

Trainer & Facility Requirement

An applicant applying for a CDL for the first time, upgrading an existing CDL, or adding an endorsement, must complete driver training from a provider listed on the "Training Provider Registry" (TPR).

- A. To be listed on the TPR, an entity must:
 1. Follow a curriculum that meets the applicable criteria as set forth in 49 Code of Federal Regulations (CFR) part 380.
 2. Utilize facilities that meet the criteria set forth in 49 CFR part 380.709.
 3. Utilize vehicles that meet the criteria set forth in 49 CFR part 380.711.
 4. Utilize driver training instructors that meet the criteria set forth in 49 CFR part 380.13.
 5. If providing training for hire the TPR must be registered with the State of Minnesota as a Certified Driving School and meet all of the requirements outlined in MN Rule 7411.
 6. Allow the Federal Motor Carrier Safety Administration (FMCSA) or its authorized



representative to audit or investigate the training providers operations and material.

7. Electronically submit a self-certification from to FMCSA attesting that the TPR meets all of the applicable requirements.

B. Facilities

1. The TPR's classroom and range facilities must comply with all applicable federal, state, and/or local statutes and regulations.
2. Range - means an area that must be free of obstructions, enables the driver to maneuver safely and free from interference from other vehicles and hazards, and has adequate sight lines.

C. Equipment

1. All vehicles used in the behind the-wheel training must comply with applicable federal and state safety requirements.
2. Training vehicles must be in the same group and type the driver-trainees intend to operate for their CDL skills test.

D. Instructor Requirements

1. Theory training providers must utilize instructors who hold a CDL of the same or higher class including all endorsements necessary to operate the Commercial Motor Vehicle (CMV) for which the training is being provided and;
 - a. at least 2 years of experience driving a CMV of the same class or higher with proper endorsements; or
 - b. at least 2 years of experience as a Behind the Wheel (BTW) CMV instructor.
2. BTW training providers must utilize instructors who hold a CDL of the same or higher class with all endorsements necessary to operate the CMV for which the training is being provided and;
 - a. at least 2 years of experience driving a CMV of the same class or higher with proper endorsements; or
 - b. at least 2 years of experience as a BTW, CMV instructor.
3. Trainer Exceptions
 - a. A Theory instructor is not required to hold a CDL of the same (or higher) class with all endorsements necessary to operate the CMV for which training is to be provided, if the instructor previously held a CDL of the same (or higher) class and complies with the other requirements.
 - b. A BTW instructor who provides training solely on a range which is not a public road is not required to hold a CDL of the same (or higher) class and with all the endorsements necessary to operate the CMV for which training is to be provided, as long as the instructor previously held the appropriate license and meets all of the other requirements.
 - c. If an instructor's CDL has been cancelled, suspended, or revoked due to any of the disqualifying offenses identified in CFR 383.51, the instructor is prohibited from engaging in theory or BTW instruction for two years following the date his or her CDL is reinstated.
4. If the TPR is providing instruction for hire then the instructors must also meet the state's instructor qualifications outlined in MN Rule 7411.

- E. Training providers must use assessments (written or electronic format) to determine the driver trainees' proficiency in the theory portion of each unit. The trainee must receive an overall minimum score of 80 percent on the assessments.

- F. Training instructors must evaluate and document a driver-trainee's proficiency in BTW skills in accordance with the curricula curriculum outlined in 49 CFR part 380

- G. After trainee successfully completes the training on the TPR website, the training certification information must be electronically submitted by midnight of the second business day, including the



following:

1. Driver-trainee name, driver's license/permit number, and state of licensure;
2. CDL class and/or endorsement and type of training (theory and/or BTW) the driver-trainee completed;
3. Total number of clock hours the driver-trainee spend to complete BTW training, as applicable;
4. Name of the training provider and its TPR identification number; and
5. Date(s) of successful training completion.

Instructional Objectives

This training manual has been designed to assist you as a school bus driver to comply with the laws, regulations, rules, and statutes governing school bus operations in Minnesota. It will address both the state and federal requirements for student transportation.

Teaching Requirements

Training of the competencies in this manual for new CDL school bus applicants is mandatory. This manual has been divided into units, selected because of their critical nature.

The following recommendations are offered to trainers of school bus drivers/supervisors:

1. Ensure the drivers are familiar with the content outlined in the CDL manual.
2. Become thoroughly familiar with the information presented in the manual.
3. Take advantage of the space for notes.
4. Establish priorities for subjects as related to basic and advanced drivers.
5. Determine what additional resources may be necessary to adequately cover the material. These resources should be used to supplement material in the manual but not replace it.
6. Scheduled training should be based on unit content.
7. Schedule breaks accordingly.
8. It is recommended that small groups be utilized to cover specific areas. Key points for discussion purposes should be provided to the discussion leader.
9. Particular attention should be paid to the various materials in the appendices. This information should answer many questions concerning local operations.
10. Materials from the manual may be duplicated for group discussion and driver information.
11. A combination of a main speaker as well as small group discussion can be very successful with this material.
12. Records should be maintained for drivers in attendance and subject areas covered at previous meetings. Duplication should be avoided if at all possible.



1. Driving Skills

Driving Fundamentals

School bus drivers are entrusted to them the lives and safety of students and others on the roadway. The driver must learn the basic skills and procedures to safely operate a school bus. Once learned, these skills and procedures should be practiced to develop proficiency. By developing proficiency in skills and procedures, the driver can devote more attention to the ever-changing traffic conditions enabling the driver to operate the bus with the highest degree of safety.

Class B BTW course unit must teach driving exercises related to basic vehicle control skills and mastery of basic maneuvers. These are covered in 49 CFR Sections 383.111 and 383.113. The training provider must teach driver-trainee activities in this unit on a driving range as defined in Section 380.605. The training provider must teach "Get Out and Look (GOAL) to the driver-trainee as it applies to units B2.2-2.6 in the Minnesota CDL Manual.

In Class B BTW Public Roads training, the instructor must engage in active two-way communication with the driver-trainees during all active BTW public roads training sessions. Skills described in paragraphs B3.8 through 3.12 in the Minnesota CDL Manual must be discussed during public roads training, but not necessarily performed. Driver-trainees are not required to demonstrate proficiency in the skills described in paragraphs B3.8 through 3.12 in the Minnesota CDL Manual.

Vehicle Controls training includes left turns, right turns, lane changes, curves at highway speeds, and entry and exit on the interstates or controlled access highways. Driver trainees must demonstrate proficiency in proper techniques for initiating vehicle movement, executing left and right turns, changing lanes, navigating curves at speed, exiting and entering the interstate, and stopping the vehicle in a controlled manner.

1.1 Starting Procedure

The starting procedure should become a routine. Utilize the Safe Start Procedure as referenced in the Minnesota CDL Manual. Different engines (diesel, gasoline, propane) require different procedures. Be sure you have identified the engine type before attempting to start the vehicle. If equipped with hydraulic brakes, depress the brake before starting the engine to check the electric brake assist motor.

Starting Procedure Based On Engine Type:

A. Diesel

1. Ensure the parking brake is set.
2. Depress the clutch if the vehicle is equipped with a manual transmission.
3. Shift to the neutral/park position.
4. Turn ignition on, wait for glow plug light to go out or the system self-diagnostics check to complete.
5. Start engine.
6. After the engine starts, let idle for 1 to 2 minutes to stabilize oil pressure. After such time, raise the engine speed between 1200-1500 rpm's via a manual throttle control actuator, or by an electronic control button. This promotes winter battery charging and expedites engine warm-up time. During this time, keep lights and interior heaters off, to refrain from drawing too much electrical load. Additionally, monitor engine fast idle for 3 to 5 minutes for possible engine runaway, and wait for air pressure, if equipped, to build between 90 to 120 psi.

B. Gasoline

1. Ensure the parking brake is set.
2. Depress clutch if vehicle is equipped with a manual transmission.
3. Shift to neutral/park position.
4. Turn key to the on position and wait for gauges to cycle and self-diagnostics to complete.



5. Start engine.
6. Wait for air pressure – if equipped – to build between 90 to 120 psi.

C. Propane

1. Ensure the parking brake is set.
2. Depress the clutch if vehicle is so equipped with a manual transmission.
3. Shift to neutral/park position.
4. Start engine.
5. Engage starter.
6. Let engine idle for a short period (3 to 5 minutes).
7. Wait for air pressure, (if equipped) to build between 90 to 120 psi.

Note: Never race (>1500 rpm's) a cold engine during the initial start or warm-up period.

1.2 **Steering and Turning**

Drivers must be able to assume the proper steering position and make all turns correctly and smoothly. The driver must learn the procedures necessary to initiate and complete the turn correctly. If a driver is confronted with an unusual turn or maneuver, they should do so with extreme caution. To avoid a possible crash, the driver should remember that evasive steering maneuvers may be safer than trying to stop. All drivers must communicate effectively with other traffic by utilizing the proper signaling techniques.

Steering Position

1. Hold the steering wheel firmly with both hands. Without a firm grip, the steering wheel could jerk away from your hands, if you hit an obstruction on the road.
2. Assume a 10 & 2, 9 & 3, or 8 & 4 hand position.
3. Hands should be on the rim of the steering wheel, not on the cross bar.

Push pull or hand-over-hand steering

1. Use whichever technique feels comfortable and is safe.
2. Do not use a palming technique.

Right Turns (See figure 1)

1. Signal your intention to initiate a turn.
2. Check for traffic and pedestrians in all directions.
3. Check your mirrors.
4. Move your head and body (rock & roll method) to view around blind spots created by the body, mirrors, or moldings of the bus.
5. Reduce your speed (manual transmission, downshift to proper gear for turn), turn slowly, giving yourself and others more time to avoid any possible traffic conflicts. A quick turn could also result in the passengers/cargo in your bus to fall/shift.
6. Properly position the bus within your lane.
7. Check for traffic and pedestrians again in all directions. Ensure you have enough room to initiate and complete the turn without presenting a danger to you and other motorists.
8. Initiate the turn.
9. A wide turn may be required in certain situations – narrow streets/lanes, but not all. Remain centered within your lane, do not encroach into another parallel/adjacent lane prior to your turn. This may miscommunicate to other drivers that you are turning left, and a crash could result.
10. After you begin your turn, it is permissible for the vehicles front end to briefly enter an oncoming lane (Figure 6), or parallel lane – divided roadway – of the road you are turning onto. However, complete your right turn as close as practical to the right hand edge or curb of the roadway.
11. Turn the steering wheel smoothly.
12. Check the left mirror for tail swing.
13. Enter the right most lanes available.



14. Steer wheels back into a neutral position, but do not let the steering wheel freely spin back to the neutral position. Check the turn signal for cancellation.

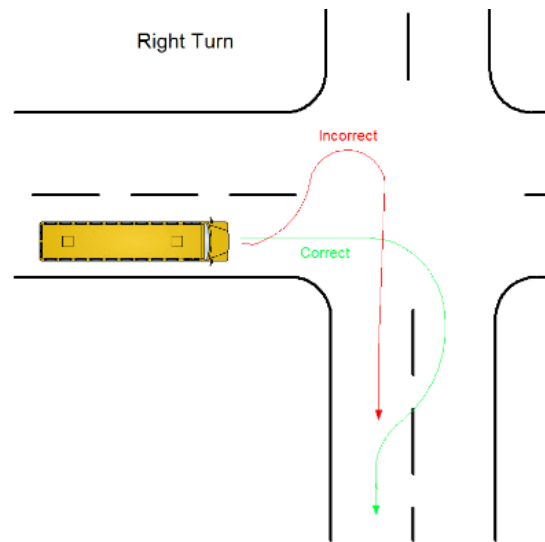


Figure 1

Left Turns (See figure 2)

1. Check traffic in all directions.
2. Move your head and body (rock & roll method) to view around blind spots created by the body, mirrors, or moldings of the bus.
3. Give proper left turn signal.
4. Check mirrors.
5. Reduce speed (manual transmission, downshift to proper gear for turn).
6. Position bus in the proper lane – move into the left most lane, or as close as practical to the left hand curb or centerline.
7. Keep front wheels straight if waiting to turn.
8. Do not enter the intersection until it is safe to do so and only when you can complete your turn safely and expediently.
9. Check traffic again in all directions.
10. Make sure you have reached the center of the intersection before you start the left turn. Turning too soon may result in the left side of your vehicle striking another vehicle due to off-tracking.
11. Execute turn.
12. Turn the steering wheel smoothly.
13. Check your right mirror for tail swing.
14. Check your left mirror while turning.
15. Turn into the appropriate lane.
16. Check signal for cancellation.



17. If two turn lanes are present and it is permissible, use the right-most turn lane. This method also allows you to see other motorist to your left.

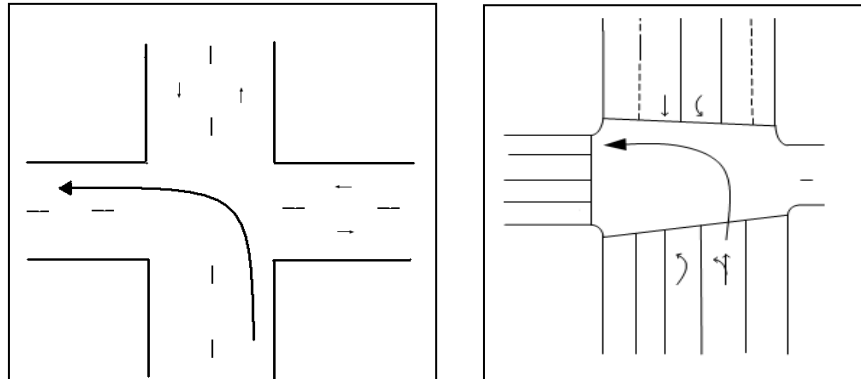


Figure 2

Roundabouts

Are designed to allow low speed entry and low speed circulating traffic with yield control at all entries. A single-lane approach to a roundabout is the simplest type of approach consisting of only one-lane. Truck aprons are often included on single-lane entries to allow off-tracking of turning trucks or to allow oversized/overweight vehicles to navigate the intersection (See Figure 3).

1. Slow down as you approach the roundabout.
2. For multi-lane roundabouts – as with any intersection – move into the appropriate lane as you approach the intersection.
3. Yield to pedestrians and bicyclists crossing the roadway.
4. Watch for signs or pavement markings that require or prohibit certain movements.
5. When entering a roundabout, yield to vehicles already in the roundabout. Do not cross into the roundabout until all traffic from the left has cleared.
6. After entering the roundabout, drive in a counter-clockwise direction until you reach your exit.
7. Do not stop, pass, or change lanes within a roundabout.
8. If an emergency vehicle approaches, exit the roundabout immediately and then pull over.

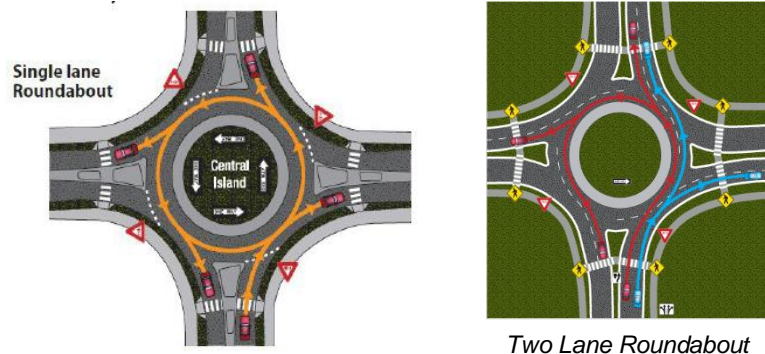


Figure 3



1.3 **Stopping and Parking**

Driver trainees must demonstrate proficiency in safely bring the vehicle to a stop as well as utilizing the proper techniques for performing parking maneuvers.

Stopping Procedures – Manual Transmissions

- A. Stopping in low gear at speeds below 10 mph
 - 1. Release accelerator and gradually apply brakes.
 - 2. Depress the clutch and reduce brake pressure slightly just before coming to a stop.
 - 3. Shift into neutral, release clutch and remove foot from pedal.
- B. Stopping from cruising gear
 - 1. Release accelerator and apply the brakes. The amount of brake pressure required to stop the vehicle is dependent on the speed, load, roadway conditions, and how quickly you need to stop. Controlled brake pressure is best for a smooth, safe stop.
 - 2. As proper speed is reached for the desired gear range, downshift to the lower gear required.
 - 3. As the bus continues to slow, select subsequent lower gear.

Stopping Procedures – Automatic Transmissions

- 1. Release the accelerator and gradually apply the brakes. The amount of brake pressure required to stop the vehicle safely will depend on the speed, load, roadway conditions, and how quickly you need to stop.
- 2. Increase brake pedal pressure slightly just before coming to a stop.
- 3. Shift into neutral or park.
- 4. Set the parking brake.

Parking Procedures – Manual Transmissions

- 1. Shift into the proper gear.
- 2. Low gear on level or upgrade.
- 3. Reverse gear on downgrade.
- 4. Turn wheels in the proper direction for roadway conditions.
- 5. Left when facing uphill where there is a curb.
- 6. Right at all other times.
- 7. Set parking brake.
- 8. Turn off ignition and remove key.

Parking Procedures – Automatic Transmissions

- 1. Shift into neutral or park.
- 2. Turn wheels proper direction for the roadway conditions.
- 3. Left when facing uphill where there is a curb.
- 4. Right at all other times.
- 5. Set parking brake.
- 6. Turn off ignition and remove key.



Parallel Parking — Blind Side

Driver-trainees must demonstrate proficiency in proper techniques for performing parallel parking blind side positions-maneuvers to appropriate criteria/acceptable tolerances.

Parallel Parking Blind Side

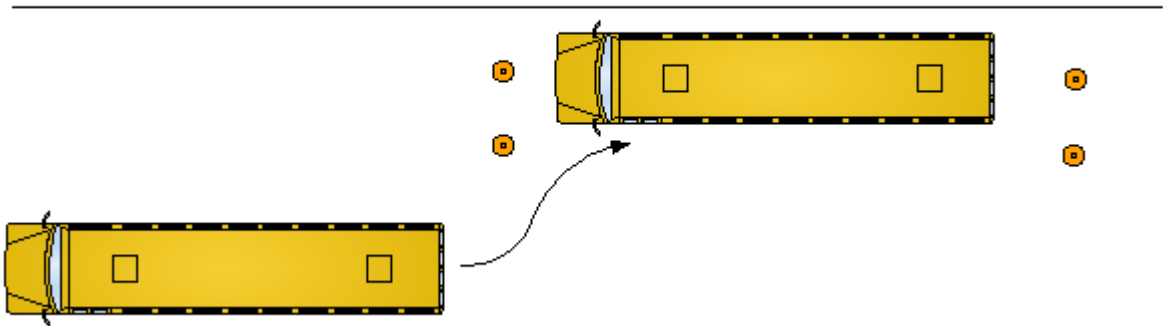


Figure 4

The dots signify cones placed at 4 feet and 8 feet from the curb respectively.

For length, measure the bus length and add 15 feet.

Parallel Parking Sight Side

Driver-trainees must demonstrate proficiency in proper techniques for performing parallel parking sight side positions-maneuvers to appropriate criteria/acceptable tolerances.

Parallel Parking Sight Side

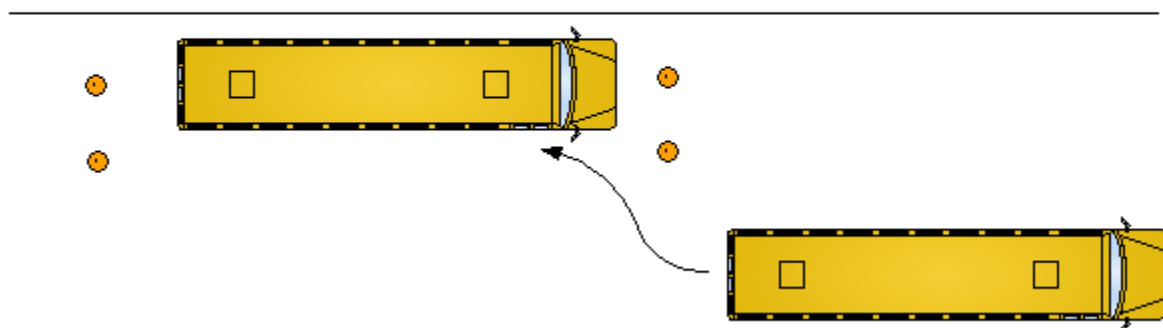


Figure 5

The dots signify cones placed at 4 feet and 8 feet from the curb respectively.

For length, measure the bus length and add 15 feet.



1.4 **Backing Safely**

Backing is always a dangerous maneuver since visibility is limited behind your vehicle. Avoid backing unless absolutely necessary. When parking, attempt to park to pull forward when you leave.

If backing is necessary in a loading zone or near pedestrians, the driver should get assistance if possible. This adult would be able to see the area behind the bus and must be able to communicate with the driver. The school bus driver is the ultimate responsible party in all situations.

When backing is required at a pupil loading location, the pupil shall be loaded prior to performing the backing maneuver. When backing is required at a pupil unloading location, the backing maneuver shall be performed prior to unloading of the pupil at the location. Also, Minnesota Rule 7470.1000 prohibits backing on school property if it can be avoided.

If backing is necessary, follow these safety rules:

1. Start in the proper position: Place the vehicle in the best position to allow you to back safely. This position will depend on the type of backing to be completed.
2. Open the driver side window: Opening the window allows you to listen for indications of any hazards (i.e. vehicle horn sounding, voice warning, and alerts of immediate danger).
3. Check your path: Look at your line of travel before you begin. Exit and walk around the vehicle. Check the clearance on the sides, overhead, and near the path your vehicle will take. Make sure there is sufficient space to back into.
4. Use mirrors on both sides: Check the outside mirrors on both sides frequently. Exit the vehicle and check your path if you are unsure.
5. Honk the horn: Honk the horn twice to alert those outside the bus before beginning your backup maneuver.
6. Active the four-way flashers.
7. Check mirrors again and throughout the backing procedure.
8. Back slowly: Always back as slowly as possible and use the lowest reverse gear. You can more easily correct any steering errors, and stop more quickly, if necessary.
9. Back and turn toward the driver's side: When possible, back to the driver's side as you can see better from that side. Backing toward the right side is very dangerous, as you can't see as well. If you back and turn toward the driver's side, you can watch the rear of your vehicle, by looking out the side window. Use driver side backing, even if it means going around the block to put your vehicle in this position. The added safety is paramount.
10. Use a helper when you can: There are blind spots you can't see which is why a helper is important. The helper should stand near the back of your vehicle where you can see them. Before backing, work out a set of hand signals that you both understand, including a signal for "stop."
11. Only back up as far as necessary: Backing up further than required increases the risk of striking something or someone.



Straight Line Backing

Driver trainees must demonstrate proficiency in proper techniques for performing various straight line backing maneuvers to appropriate criteria/acceptable tolerances.

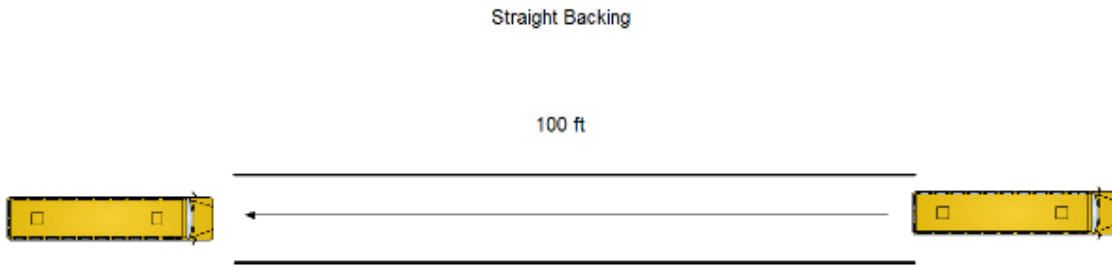


Figure 6

Alley Dock Backing (45/90 Degree)

Driver-trainees must demonstrate proficiency in proper techniques for performing 45/90 degree alley dock maneuvers to appropriate criteria/acceptable tolerances.

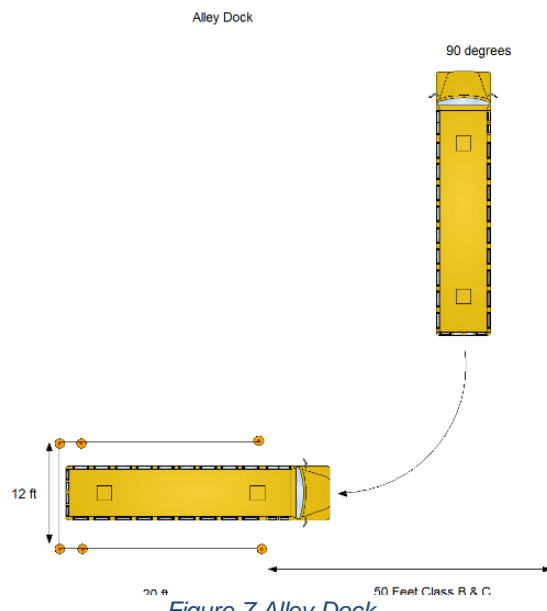
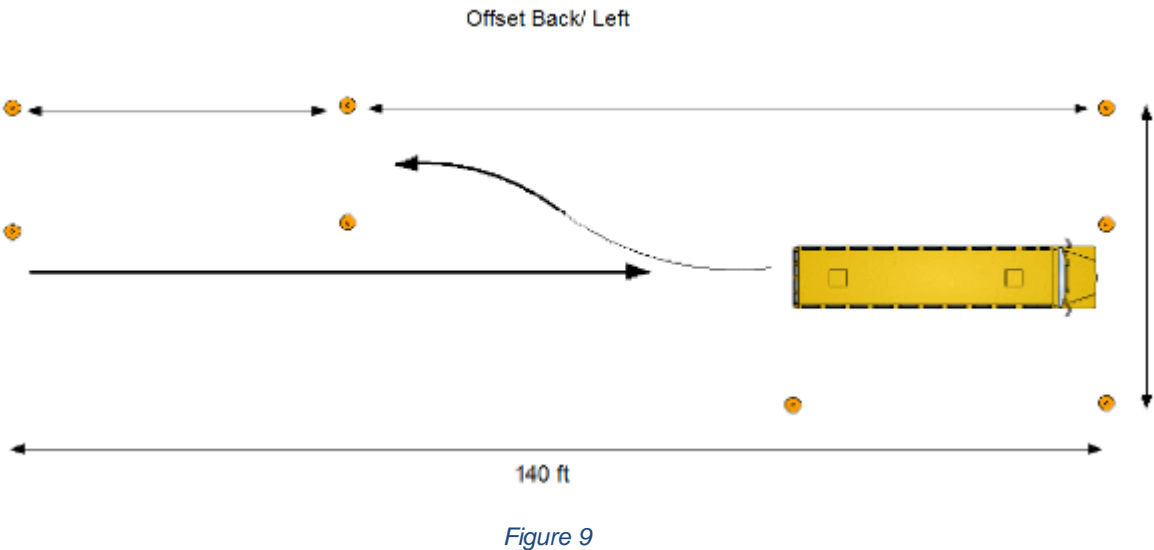
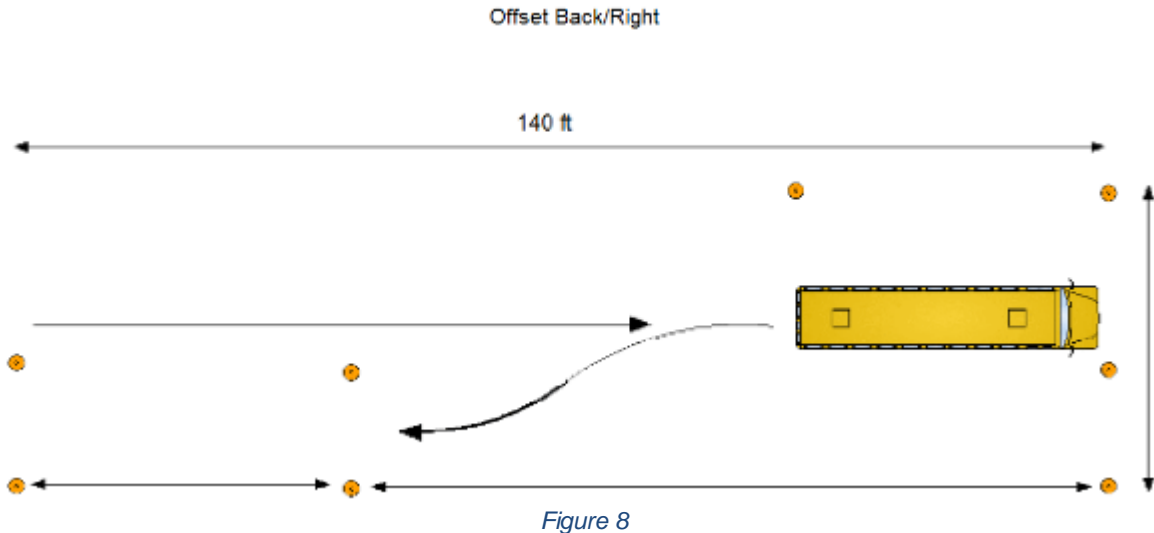


Figure 7 Alley Dock



Off-Set Backing (must be 15 feet longer than the length of the bus)

Driver-trainees must demonstrate performing off-set backing maneuvers to appropriate criteria/acceptable tolerances.



1.5 Right-Of-Way and Yielding

Right-of-way and yielding laws help traffic flow smoothly and safely. They are based on courtesy and common sense. Violation of these laws is a leading cause of traffic crashes.

- A. When two vehicles reach an intersection at the same time, and there is no traffic light or signal, the driver of the vehicle on the left must yield to the vehicle on the right.
- B. When two vehicles reach an intersection at the same time, and all-way stop signs or flashing red traffic lights control the intersection, the driver on the left must yield right of way to the driver on the right.
- C. A driver who wishes to make a left turn must yield to vehicles approaching from the opposite direction when these vehicles are in the intersection or are near enough to pose the risk of a crash.
- D. Left turn yields on flashing yellow arrow. Drivers are allowed to turn left after yielding to all oncoming traffic and to any pedestrians in the crosswalk. Oncoming traffic has a green light. Drivers must wait for a safe gap in oncoming traffic before turning.

- E. When a green arrow signal indicates that a vehicle may enter an intersection to make a left turn, the driver must yield to other vehicles or pedestrians already within the intersection. After yielding, the driver may continue in the direction of the arrow.
- F. When two vehicles approach an uncontrolled “T” intersection, the driver of the vehicle that is turning must yield to all cross traffic.
- G. When approaching a public road from a private road or driveway, you must stop and yield to pedestrians and traffic.
- H. Drivers in the right lane of traffic must yield right of way to transit and metro mobility buses attempting to merge from a bus stop or shoulder.
- I. When a funeral procession identifies itself through use of headlights or hazard warning lights, you must yield to the entire procession.

Yield to Emergency Vehicles

When an emergency vehicle, such as an ambulance, fire truck, or police car, displaying flashing red lights and/or sounding a siren approaches your vehicle on a two-way road, you must pull to the right and stop. If you are traveling on a one-way road, you must pull to whichever side is nearest and stop. If you are within an intersection, proceed through it before stopping. Remain stopped until all emergency vehicles have passed. A law enforcement officer with probable cause to believe a driver has violated this law may arrest the driver within four hours of the violation.

You are not required to stop if the approaching emergency vehicle is separated from your lane of traffic by a physical barrier such as a fence, wall, or median strip.

Passing Parked Emergency/Service Vehicles – MN Statute 169.18 subd 11

Parked Emergency Vehicle(s) – When approaching and before passing an authorized emergency vehicle with its emergency lights activated that is parked or otherwise stopped on or next to a street or highway having two lanes in the same direction, the driver of a vehicle shall safely move the vehicle to the lane farthest away from the emergency vehicle, if it is possible to do so.

Service Vehicle(s) – When approaching and before passing a freeway service patrol vehicle, road maintenance vehicle, utility company vehicle, or construction vehicle with its warning lights activated that is parked or otherwise stopped on or next to a street or highway having two lanes in the same direction, the driver of a vehicle shall safely move the vehicle to the lane farthest away from the parked or stopped vehicle, if it is possible to do so.

In either case, if you are unable to move over, you must slow down and maintain your lane. Encroaching into another motorist’s lane is not acceptable and it places unnecessary risk to you, your passengers, and other motorists.

1.6 Passing

If passing is absolutely necessary, think of the safety of the students on the bus first. If you need to exceed the speed limit in order to pass, you should not be passing.

Improper passing is dangerous and can lead to a crash. Use extra caution when passing at night, when visibility is poor, and when the road is slippery. In locations where passing is permitted on two-lane roads with traffic moving in both directions, you may pass on the left side of vehicles ahead of you. You should not exceed the speed limit to complete a pass.

When you are preparing to pass, you must make sure there is a safe distance between your vehicle and oncoming traffic. You must also look behind you to determine whether other drivers are preparing to pass you. When another driver is trying to pass you, stay in your own lane and do not increase speed.

Use your left turn signal before moving into the left lane to pass. Use your right turn signal after passing and before returning to the right lane. Return to the right lane when you can see the entire vehicle you have just passed in your rearview mirror. When passing another vehicle, you must return



to the right side of the road before coming within 100 feet of an oncoming vehicle.

Do not attempt to pass another vehicle in locations where a “No Passing Zone” sign is posted or where there is a solid yellow line on your side of the center line. Double solid yellow lines mean passing is not allowed by vehicles traveling in either direction. Do not pass:

- A. On a curve or hill where you cannot clearly see the road ahead for at least 700 feet.
- B. Within 100 feet of an intersection, underpass, tunnel, or railroad crossing.
- C. When you are about to meet a vehicle coming toward you from the opposite direction.

1.7 Defensive Driving

A defensive driver is one who makes allowances for the lack of skill and knowledge on the part of another driver. Defensive drivers recognize they have no control over the unpredictable actions of other drivers and pedestrians, nor weather and road conditions. In response, defensive drivers develop a plan of action against all real and potential hazards—MN Statute [169.14 subdivision 1](#). Defensive drivers relinquish their right-of-way and allow for alternate plans to avoid a collision. They are careful to avoid the crash pitfalls created by weather, hazards in the road, pedestrians and other drivers.

1.8 The Smith System of Defensive Driving

The Smith System of Defensive Driving is a series of driving techniques that reduce the likelihood of being involved in a crash.

Five keys to space cushion driving:

1. Aim high is steering
2. Get the big picture
3. Keep your eyes moving
4. Leave yourself an out
5. Make sure others see you

Points to safe driving; The following checklist contains 35 points that should be explained and then demonstrated by an instructor. These are the major points that the Smith System stresses.

1. Describe best hand position for an airbag, if applicable.
2. Check over the shoulder before entering traffic.
3. Demonstrate the fifteen second eye lead time.
4. Reasons for scanning intersections before entering.
5. From a stopped position, allow the vehicle in front to move out for 4 seconds before accelerating.
6. Scanning the steering wheels parked cars (dirty wheels vs. clean wheels).
7. Reasons for braking early.
8. Demonstrate the 4 second (or greater) following distance.
9. One car length between vehicles at a stopped position.
10. How to avoid holding up traffic when pacing lights.
11. Point out poor driving habits of other drivers.
12. Identify packs or clusters of traffic.
13. Demonstrate obtaining eye contact.
14. Demonstrate and define the point of no return.
15. Identify space around the vehicle.
16. Demonstrate and define the lane of least resistance.
17. Fresh and stale lights.
18. Point out and define tire to ground contact.
19. Apply the brake and check your mirror.
20. Explain that the light is not green until the brake lights go out and the vehicle ahead starts to roll.
21. Mirrors should be checked every 5 to 8 seconds.



22. Convenience vs. emergency lane changes.
23. Patterns established by other drivers.
24. When appropriate, use Key #1 by name.
25. When appropriate, use Key #2 by name.
26. When appropriate, use Key #3 by name.
27. When appropriate, use Key #4 by name.
28. When appropriate, use Key #5 by name.
29. Leaving one car length behind crosswalk when stopped.
30. Contrast your space, visibility and options with another driver lacking these.
31. Point out aggressive drivers who are not getting ahead.
32. Demonstrate and explain proper turn signal timing.
33. Demonstrate and explain the four-second lane change.
34. Comment on the benefits of seeking alternatives to backing.
35. Comment on parking choice.

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1.9 Summary

The School Bus Driver should be well versed and skilled in driving fundamentals. However, this alone is not enough. School Bus Drivers must also be defensive drivers and operate their vehicle in such a manner that, regardless of the type of situation that develops, they will be able to protect their students and vehicle from harm. This skill, once acquired, should be maintained and improved with daily practice of defensive driving skills and timely “on street evaluations.”

ADDITIONAL RESOURCES

MAPT – www.mnapt.org

MSBOA – www.msoba.com

Minnesota Department of Public Safety – <https://dps.mn.gov/divisions/msp/commercial-vehicles/Pages/school-bus-safety.aspx>



1. Driving Skills Survey

Name: _____

Date: _____

Circle the correct answer:

1. T or F School bus drivers are entrusted with the lives and safety of students.
2. T or F Palming the steering wheel is a preferred steering technique.
3. T or F When parking, it is best practice to park so you can pull forward when leaving.
4. T or F The recommended hand position for safely controlling the vehicle is 2 and 10, a 3 and 9, or a 4 and 8.
5. T or F Roundabouts are designed to allow low speed entry and low speed circulatory traffic with yield control at all entries. Prior to entering the roundabout you are required to yield to traffic on your left.
6. T or F When approaching and before passing an authorized emergency vehicle with its emergency lights activated that is parked or otherwise stopped on or next to a street or highway having two lanes in the same direction, the driver should safely move the vehicle to the lane farthest away from the emergency vehicle. If it is not possible to move over you are **not** required to slow down or proceed with caution.
7. T or F If a wide turn is required to negotiate a corner you should encroach into another parallel/adjacent lane prior to your turn.
8. T or F When two vehicles reach an intersection at the same time, and there is no traffic control device, the driver of the vehicle on the left must yield to the vehicle on the right.
9. T or F It is recommended to rev a cold engine to 2000 rpms to expedite the warm-up period.

Circle the best answer:

10. Which of the following is **not** a part of passing safely?
 - a. Only pass if it is absolutely necessary.
 - b. Make sure there is a safe distance between your vehicle and oncoming traffic.
 - c. Exceed the speed limit to complete the pass more quickly.
 - d. When another vehicle is trying to pass you, stay in your own lane and do not increase speed.
11. When preparing to make a turn is it a good practice to?
 - a. Check traffic in all directions.
 - b. Move your head and body (rock & roll) to view around blind spots created by the body, mirrors, or moldings of the bus.
 - c. Give the proper turn signal.
 - d. Check mirrors.
 - e. Reduce speed (manual transmission, downshift to proper gear for turn).
 - f. All of the above.



12. Which one of these would help you make a safe turn?
- a. Signal at least 100 feet prior to the turn.
 - b. Signal continuously.
 - c. Cancel your signal upon completion of the turn.
 - d. All of the above.
13. Which one of these is not a part of the backing procedure?
- a. Start in proper position.
 - b. Backing while children are outside of the bus.
 - c. Open the driver side window.
 - d. Use mirrors on both sides.
 - e. Only back up as far as necessary.
14. When parking the school bus _____ turn your wheels to the left.
- a. Uphill with a curb.
 - b. Uphill with no curb.
 - c. Downhill with a curb.
 - d. Downhill with no curb.
15. While driving you should check your mirrors every:
- a. 15 seconds.
 - b. 2 seconds.
 - c. 5 to 8 seconds.
 - d. 10 seconds.



1. Driving Skills Survey

(Answer Key)

Note: This survey is a resource for the trainer to monitor how familiar employees are with the information in Unit. This IS NOT a substitute for the required survey on student conduct and students with special needs.

1. **TRUE** School bus drivers are entrusted with the lives and safety of students.
2. **FALSE** Palming the steering wheel is a preferred steering technique.
3. **TRUE** When parking, it is best practice to park so you can pull forward when leaving.
4. **TRUE** The recommended hand position for safely controlling the vehicle is 2 and 10, a 3 and 9, or a 4 and 8.
5. **TRUE** Roundabouts are designed to allow low speed entry and low speed circulating traffic with yield control at all entries. Prior to entering the roundabout you are required to yield to traffic on your left.
6. **FALSE** When approaching and before passing an authorized emergency vehicle with its emergency lights activated that is parked or otherwise stopped on or next to a street or highway having two lanes in the same direction, the driver should safely move the vehicle to the lane farthest away from the emergency vehicle. If it is not possible to move over you are **not** required to slow down or proceed with caution.
7. **FALSE** If a wide turn is required to negotiate a corner you should encroach into another parallel/adjacent lane prior to your turn.
8. **TRUE** When two vehicles reach an intersection at the same time, and there is no traffic control device, the driver of the vehicle on the left must yield to the vehicle on the right.
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10. Which of the following is **not** a part of passing safely?
 - a. Only pass if it is absolutely necessary.
 - b. Make sure there is a safe distance between your vehicle and oncoming traffic.
 - c. Exceed the speed limit to complete the pass more quickly.**
 - d. When another vehicle is trying to pass you, stay in your own lane and do not increase speed.
11. When preparing to make a turn is it a good practice to?
 - a. Check traffic in all directions.
 - b. Move your head and body (rock & roll) to view around blind spots created by the body, mirrors, or moldings of the bus.
 - c. Give the proper turn signal.
 - d. Check mirrors.
 - e. Reduce speed (manual transmission, downshift to proper gear for turn).
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 - c. Downhill with a curb.
 - d. Downhill with no curb.
15. While driving you should check your mirrors every:
- a. 15 seconds.
 - b. 2 seconds.
 - c. 5 to 8 seconds.**
 - d. 10 seconds.



2. Human Relations

To be successful and effective, a school bus driver can't simply master driving skills. The bus driver must interact positively with students, parents, school staff, fellow drivers, and the general public. Therefore, good human relation skills are essential. Also driver-trainees must demonstrate proficiency in appropriate driver behavior during their operation of the CMV.

2.1 General Responsibilities

A driver must be professional and courteous in all dealings with others.

2.2 The School Bus is an Extension of the Classroom

The school bus driver must model appropriate behavior at all times. It is expected that the students will behave according to the rules of classroom behavior. The bus driver must enforce the rules as set forth by the school district.

2.3 The School Bus Driver Can Help to Set the Tone on the Bus

The school bus driver is often the first and last daily contact a student has with an adult other than teachers and parents. Therefore, the driver can have a big impact on a student day. Drivers should strive to set a positive tone for the students. Learn the student's names and greet them with a smile!

2.4 Driver and Student Interaction

A. Students want and deserve:

1. Consistent boundaries and rules.
2. To be treated with respect.
3. To be recognized for their good behavior.
4. To not be embarrassed in front of their peers.
5. To be liked by others.
6. To be treated as an individual.
7. Honesty.

B. Communicate effectively by:

1. Making eye contact.
2. Keeping a calm and steady voice.
3. Keeping instructions simple.
4. Using neutral body language.
5. Knowing the statutory regulations about student behavior on the bus.
6. Explaining the rules to the students at the beginning of the school year and again throughout the year.
7. Not threatening a student. Never give a consequence you cannot enforce.
8. Keeping instructions positive.
9. Stopping the bus in a safe location if the student behavior is too distracting.
10. Never kicking a student off the bus. Follow school district procedures for suspension of bus riding privileges.

2.5 Interpersonal skills

A. School personnel and management:

1. Respect other people's positions and responsibilities
2. Be supportive – avoid criticizing other school staff to students, parents and the public
3. Complete all required reports promptly, including:
 - a. Discipline reports
 - b. Hazardous conditions
 - c. Collisions
 - d. Stop arm violations



B. Parents:

1. Parents have an expectation of a safe and harassment/bullying free trip to and from school for their child.
2. The driver must create a feeling of security in the mind of the parent by establishing and maintaining safe driving procedures and effective student management.
3. Parents expect the bus to run on time.
4. Guideline for conversations with parents:
5. Never argue with a parent.
6. Stay calm and do not lose your temper.
7. Ask the parent to contact the school to discuss ongoing issues.
8. If a driver has a good rapport with parents he/she will have better cooperation with enforcing the bus rules.

C. Community:

1. The school bus driver is the “face” of the school district and/or their company, to the general public.
2. The bus driver can create a favorable image of the school district and/or their company by being safe and courteous.

2.6 **Bullying and Harassment**

School bus drivers must provide an environment free from violence, bullying, and racial, religious, or sexual harassment.

A. Religious harassment consists of physical or verbal conduct which is related to an individual’s religion when the conduct:

1. Has the purpose or effect of creating an intimidating, hostile, or offensive environment;
2. Has the purpose or effect of substantially or unreasonably interfering with an individual’s work or academic performance; and/or
3. Otherwise adversely affects an individual’s employment or academic opportunities.

B. Racial harassment consists of physical or verbal conduct which is related to a person’s race when the conduct:

1. Has the purpose or effect of creating an intimidating, hostile, or offensive environment.
2. Has the purpose or effect of substantially or unreasonably interfering with an individual’s work or academic performance.
3. Otherwise adversely affects an individual’s employment or academic opportunities.

C. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated conduct, or other verbal or physical conduct or communication of a sexual nature when:

1. Submission to that conduct or communication is made a long-term condition, either explicitly or implicitly, of obtaining or retaining employment or of obtaining education.
2. Submission to, or rejection of, that conduct or communication is used as a factor in decisions affecting the individual’s employment or education.
3. Conduct or communication has the effect of substantially or unreasonably interfering with an individual’s employment or education, or creating an intimidating, hostile, or offensive environment.

D. Sexual harassment may include, but is not limited to unwelcome:

1. Verbal harassment or abuse.
2. Pressure for sexual activity.
3. Sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of pupil(s) by teachers or other school personnel to avoid physical harm to persons or property.
4. Sexual behavior or words, including demands for sexual favors, accompanied by implied or



- overt threats concerning an individual's status.
5. Sexual behavior or words, including demands for sexual favors accompanied by implied or overt promises of preferential treatment.
 6. Behavior or words directed at an individual because of gender.
 7. Inappropriate jokes of a sexual nature.
- E. Any written or verbal expression, physical act or gesture, or pattern thereof, by a student that is intended to cause, or is perceived as causing, distress to one or more students. Or substantially interferes with another student's or students' educational benefits, opportunities, or performance. Bullying includes, but is not limited to, conduct by a student against another student that a reasonable person under the circumstances knows, or should know, has the effect of:
1. Harming a student.
 2. Damaging a student's property.
 3. Placing a student in unreasonable fear to his or her person or property.
 4. Creating a hostile or intimidating educational environment for a student.

2.7 Student Management

Do not address on-bus problems when loading and unloading. In order to get students to and from school safely and on time, you need to be able to concentrate on the task of driving. Loading and unloading requires all of your concentration. If there is a behavior problem on the bus, wait until the students unloading are safely off the bus and have moved away. If necessary, pull the bus over to handle the problem.

A. Tips for addressing serious problems:

1. Follow your school's procedures for discipline or refusal of rights to ride the bus.
2. Stop the bus. Park in a safe location off the road, ideally in a parking lot or a driveway.
3. Secure the bus. Take the ignition key with you if you leave your seat.
4. Stand up and speak respectfully to the offender(s). Speak in a courteous manner, with a firm voice. Remind the offender of the expected behavior. Do not show anger, but show that you mean business.
5. If a change of seating is needed, request that the student move to a seat near you. Never put a student off the bus except at school or at his or her designated school bus stop. If you feel that the offense is serious enough that you cannot safely drive the bus, call for a school administrator or the police to come and remove the student. Always follow your state or local procedures for requesting assistance.

2.8 Student Behavior Management Policies

The school bus driver is responsible for the safety and supervision of students on the bus. These rules must be enforced according to school district policies. The rules should be posted in the bus and the driver must explain the rules to the students. The school bus driver must clearly state what safe riding behavior is and describe consequences for unsafe riding behavior.

2.9 Incidents of Misconduct

Incidents of serious misconduct must be documented and reported to the proper authorities (MN Stat. 169.4582). MN Rule 7470.1000 states all breaches of discipline must be reported by the bus driver to the authorized person.

2.10 How Well do You Relate to Others?

- A. Do I provide a secure environment for all students by discouraging verbal and physical harassment?
- B. Am I a team player?
- C. Do I attend and participate in meetings?
- D. Do I seek to improve my skill in driving and managing students?
- E. Do I know the school officials in my district?



- F. Do I know the key personnel to contact when needed?
- G. Am I proud of my record as a school bus driver?
- H. Am I courteous and professional towards my fellow drivers?
- I. Am I familiar with student discipline policies and do I report students for unsafe riding behavior?
- J. Am I sensitive to students with special needs and disabilities?
- K. Am I dressed professionally?
- L. Do I enjoy my job?
- M. Do I reward good behavior?

SAMPLE SCHOOL BUS DISCIPLINE POLICY

Behavior Guidelines and Consequences

<u>Class 1 Offenses</u>	<u>Class 2 Offenses</u>
1. Spitting	1. Hanging out the windows
2. Excessive noise	2. Throwing of any object
3. Horseplay	3. Physical aggression
4. Eating and drinking on bus	4. Use of tobacco or controlled substance
5. Standing	5. Vandalism to bus
6. Profanity, verbal abuse	6. Holding onto or touching exterior of bus
7. Prohibited objects	7. Lighting of matches or incendiary device
8. Other offenses	8. Tampering with or using emergency exits unless in an emergency or drill
	9. Other serious offenses

SAMPLE CONSEQUENCES

	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
<u>Class 1</u>	Warning or 1-5 day suspension	Warning or 1-5 day suspension	5-10 day suspension	10 day minimum suspension; possible loss of all bus privileges
<u>Class 2</u>	5 day suspension	5-10 day suspension	10 day minimum suspension; possible loss of all bus privileges	Loss of bus privileges



2. Human Relation Survey

Name: _____

Date: _____

Circle the correct answer:

1. T or F Communications between the school bus driver and the students can provide a positive influence in helping shape the character of the student.
2. T or F The school bus is an extension of the classroom.
3. T or F Most students want consistent boundaries and rules.
4. T or F Some misconduct incidences involving student behavior can be ignored.
5. T or F A school bus driver who is self-aware of the benefits that positive reinforcement has will be more successful in overall student management.
6. T or F Serious incidents of misconduct, such as weapons violations, fights or threats of violence do not have to be reported.
7. T or F Solving a dispute between students on your school bus could be as simple as assigning seats to students involved.
8. T or F A school bus driver must provide a safe and positive environment on the school bus.



2. Human Relation Survey

(Answer Key)

Note: This survey is a resource for the trainer to monitor how familiar employees are with the information in Unit 2. This **IS NOT** a substitute for the required survey on student conduct and students with special needs.

1. **TRUE** Communications between the school bus driver and the students can provide a positive influence in helping shape the character of the student.
2. **TRUE** The school bus is an extension of the classroom.
3. **TRUE** Most students want consistent boundaries and rules.
4. **FALSE** Some misconduct incidences involving student behavior can be ignored.
5. **TRUE** A school bus driver who is self-aware of the benefits that positive reinforcement has will be more successful in overall student management.
6. **FALSE** Serious incidents of misconduct, such as weapons violations, fights or threats of violence do not have to be reported.
7. **TRUE** Solving a dispute between students on your school bus could be as simple as assigning seats to students involved.
8. **TRUE** A school bus driver must provide a safe and positive environment on the school bus.



3. Crash and Emergency Preparedness

A thorough knowledge of safety and crash procedures is a requirement of any professional driver. School bus drivers can face many different types of emergencies, most commonly a breakdown or a traffic crash. There are other types of emergencies that the driver must be prepared to handle, such as a student injury or illness. Any driver may face an emergency situation at any time. This unit has been developed to prepare drivers to address various emergency situations.

An emergency situation can happen to anyone, anytime, anywhere. It could be a crash, a stalled school bus on a railroad-highway crossing or in a high-speed intersection, a fire, a medical emergency to a student on the school bus, etc. Knowing what to do in an emergency before, during and after an evacuation, can mean the difference between life and death.

3.1 Emergency Plan of Action

Each district must develop and implement a written policy to include emergency procedures. (Minn. Stat. 123B.91)

During an emergency, drivers should keep in mind:

SAFETY – The driver is responsible for the safety of the passengers on board the bus.

REMAIN CALM – The driver must remain calm under the pressure of an emergency situation to avoid unnecessary panic and confusion.

ASSESS THE SITUATION QUICKLY – The driver must be able to evaluate the situation quickly, and determine what type of assistance is needed.

REQUEST ASSISTANCE – Via two-way radio or telephone.

The driver should never leave the students unattended. The first responsibility is to the students' safety. (MN Rule 7470.1000 Subp. 4)

Emergency Action Plans includes:

- A. Crash Procedures: – see section 3.2
 - 1. Driver's immediate responsibilities.
 - 2. Reporting guidelines.
 - 3. A procedure for handling situations when the driver is injured and unable to supervise the students.
 - 4. Transferring students to a replacement bus.
 - 5. Use of warning devices.
- B. Vehicle Evacuation: – see section 3.8
 - 1. Reasons for evacuating the bus.
 - 2. Evacuation procedures.
 - 3. Enlisting the help of Student Safety Assistants.
 - 4. Evacuation drills.
 - 5. Evacuation drills for special education students.
- C. Emergency Equipment: (See section 3.9)
 - 1. Required equipment to be carried on board the bus.
 - 2. Proper use of all emergency equipment.
- D. Emergency Medical Care: (See section 3.10)
 - 1. Good Samaritan Law (MN Stat. 604A.01 and 604A.015).
- E. Security Breaches: (See section 3.5)
 - 1. School Bus Trespassing.



3.2 Post-Crash Procedures

The primary responsibilities of the school bus driver is the safety and care of all passengers. All crashes, regardless of severity, must be reported immediately.

This section discusses procedures for dealing with crashes, vehicle breakdowns, fire and the possibility of a driver becoming incapacitated, ill, disabled or the possibility of injured students.

Primary responsibilities of the school bus driver:

- A. Assess your physical condition immediately after the crash.
 1. Check for injuries.
 2. Determine if evacuation is necessary.
 3. Students remain on the bus unless the bus is in a dangerous location, a fire exists, or the bus is too severely damaged.
 4. Evacuate if (see section 3.8 Evacuation Procedures) fuel spilled, bus is overturned, fire danger exists, or potential for further hazards exists.
 5. If evacuated, consider traffic and hazards while evacuating, move students a minimum of 100 feet from site, keep students together and supervise them.
- B. Get help on the way immediately (EMS, police, fire, tow, company/district notification)
 1. Radio or call your dispatch office.
 2. Send for help if no other options are available.
 3. Send any responsible adult who stops to assist.
- C. Secure the crash scene:
 1. Move to a place of safety if possible and do not move the vehicle again unless:
 - a. Requested to do so by the police.
 - b. Vehicle is in an unsafe place.
 - c. Engage four-way flashers, strobe light, reflective triangles according to your district/company policy in conjunction with state law. Be prepared to use the on board fire extinguisher if necessary.
 - d. Set emergency brake.
 - e. Shut off ignition.
 - f. Remove the keys.
 2. Delegate an adult(s) or responsible student(s) (Supervise until emergency teams arrive).
 3. Use of lights:
 - a. Emergency flashers on day or night.
 - b. Running and interior lights after dark.
 4. Placement of triangles – See Unit 1
- D. Maintain order:
 1. Remain calm.
 2. Students remain seated.
 3. Students hold noise down.
 4. Inform students of situation.
 5. Reassure students that situation is in control.
- E. Provide immediate first aid for severe or life threatening injuries (see section 3.10 medical care)
 1. Do not move unless necessary for safety.
 2. Breathing problems treated first.
 3. Stop bleeding next.
 4. Treat for shock after that.
 5. Continue to conduct health assessments and provide secondary care of passengers and /or injured victims as necessary.



Possible Student Injuries: **Check your specific school district or company policy.** Report all crashes immediately to a school official. If there is any indication that any student(s), although not outwardly showing it, could be shaken up or injured, internally or externally, they should be brought into the school nurse upon arrival at school.

- F. Gather information - (have someone supervise students)
 - 1. Provide your name, address, driver license (DL) number, and insurance information to police and other driver(s).
 - 2. Get other driver(s)/vehicle information: (name, address, phone number, DL number, and insurance information.
 - 3. License plate number of all vehicles involved.
 - 4. Name, phone number and address of witnesses.
 - 5. Record names of students and seating position.
 - 6. If students are transported to the hospital, record the time and, Record what hospital they were transported to.
- G. Transfer of students:
 - 1. If another bus is necessary to transport students, do not release them until they have all been accounted for by name and their contact information has been recorded.
 - 2. Students must be released by emergency personnel before they can leave the crash scene.
 - 3. Safe conditions must exist before students are moved to another method of transportation. Students must walk in a single-file and orderly line to the replacement vehicle/bus.
 - 4. Any transfer of students requires the supervision of an adult.
 - 5. Double check to make sure all students have been transferred and/or accounted for.
- H. Other required procedures:
 - 1. Only discuss the crash with the police, transportation department, school official or company officials.
 - 2. Do not discuss or let passengers discuss crash with unauthorized people, such as the media or a passerby.
 - 3. Do not leave crash site until authorized to do so.
 - 4. Do not let anyone on your bus other than emergency personnel, school or company staff.
- I. Crash reporting (MN. Statute 169.09 and MN. Rule 7470.1000 Subp. 4):
 - 1. It is recommended that each bus be equipped with a packet that contains the following information: type of bus, including year, make, color, license number, company name, address, and phone number, and insurance company name and policy number. Also, company or district USDOT number, space for the driver's name, phone number, DL number, blank seating chart, emergency contact information, and company or district contact person.
 - 2. A driver must report the crash to law enforcement in the event of a personal injury or death.
 - 3. Complete other forms and reports required by company or district policy.
- J. Requirements for a post-crash re-inspection of a school bus. MN Statute 169.4511 A school bus must be re-inspected by the Minnesota state patrol if the crash resulted in:
 - 1. A fatality;
 - 2. Bodily injury to a person who, as a result of injury, immediately receives medical treatment away from the scene of the crash; or
 - 3. One or more motor vehicles incurring disabling damage as a result of the crash, requiring a motor vehicle to be transported away from the scene by tow truck or other motor vehicle.



169.4511 – Post-crash Inspection

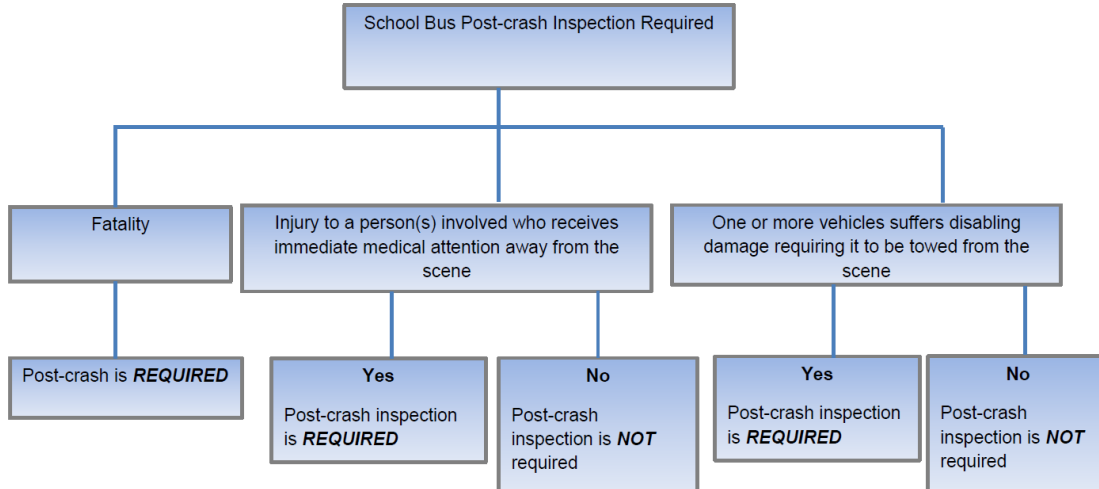


Figure 10

- K. Post-crash alcohol testing (49 CFR 382.303) – As soon as practicable following a crash involving a CDL required vehicle each employer of the CDL driver shall test the driver for alcohol if:
1. The crash involved the loss of human life; or
 2. The driver receives a citation within 8 hours for a moving violation arising from the crash if;
 - a. bodily injury to any person who, as a result of injury, immediately receives medical treatment away from the scene of the crash; or
 - b. one or more vehicles incurring disabling damages as a result of the crash, requiring the vehicle to be transported away from the scene by tow truck or other motor vehicle.
- * In addition to the federal requirements a company or school district may adopt a company policy that is more restrictive.
- L. Post-crash controlled substance Testing (49 CFR 382.303) – As soon as practicable following a crash involving a CDL required vehicle each employer of the CDL driver shall test the driver for controlled substances if:
1. The crash involved the loss of human life; or
 2. The driver receives a citation within 32 hours for a moving violation arising from the crash and the crash resulted in;
 - a. bodily injury to any person who, as a result of injury, immediately receives medical treatment away from the scene of the crash; or
 - b. one or more vehicles incurring disabling damages as a result of the crash, requiring the vehicle to be transported away from the scene by tow truck or other motor vehicle.
- * In addition to the federal requirements a company or school district may adopt a company policy that is more restrictive.



382.303 – CDL Driver Post-Accident Testing Flowchart

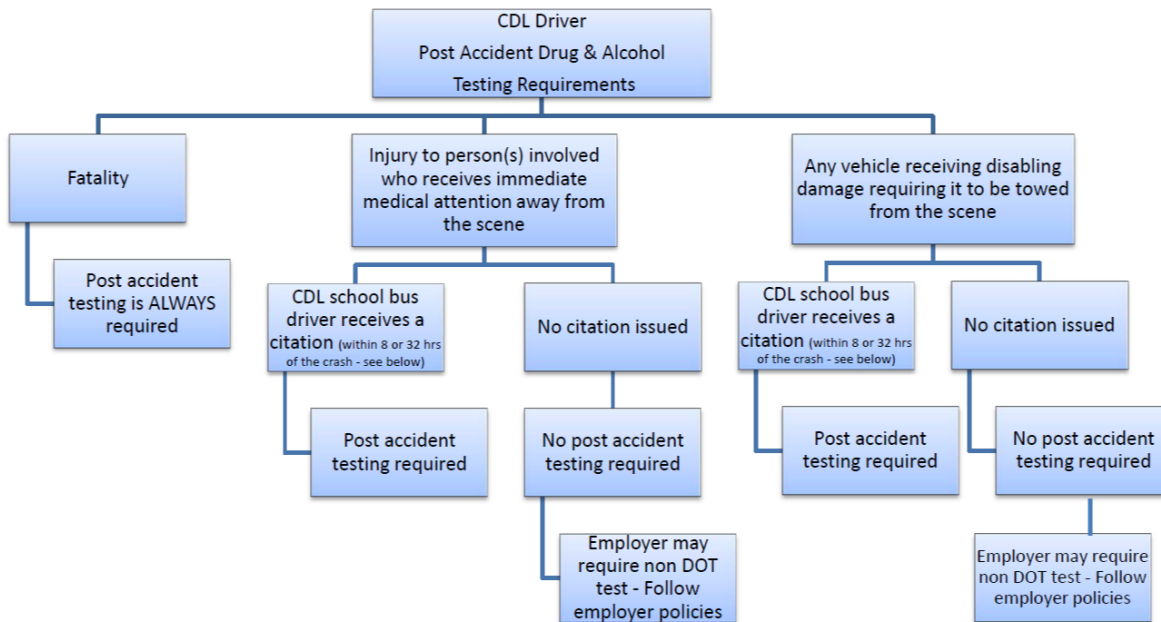


Figure 11

3.3 Vehicle Breakdown and Emergency Stops:

Primary responsibilities – student safety, vehicle, and getting assistance.

A. Student care:

1. Remain on the bus unless the bus is in a dangerous location or fire danger exists.
2. Maintain order – remain seated and hold noise down.
3. Inform passengers of the situation.
4. Reassure passengers that the situation is under control.

B. Safety and care of vehicle:

1. Lights – emergency flashers day or night, running and interior lights after dark.
2. Pull off road as far as possible, considering conditions of shoulder.
3. Secure vehicle – set parking brake, shut engine off and remove keys.
4. Set out emergency equipment (for Placement of triangles -See Unit 1).

C. Get assistance:

1. Do not leave bus if carrying students.
2. Radio or call dispatch.
3. Send for help if no other options are available (send an adult who stops to help).
 - * All buses manufactured after January 1, 1995, must have a two-way communication system. Prior to 1995, it is highly recommended that some type communication system be available.

3.4 Fires. – Electrical Malfunction, Crash, Fuel Ignition:

Primary responsibilities – safety of students, park vehicle properly (follow emergency stop or crash procedures), attempt to extinguish fire and assess fire danger, get assistance.

A. Secure vehicle

1. Stop if moving
2. Evacuate students:
 - a. Use emergency doors as necessary
 - b. Consider traffic



- c. Consider location of fire
- d. Keep students away from fire and smoke
- e. Keep students together a minimum of 100 feet from bus
- f. Supervise after evacuation

B. Use fire extinguisher if possible:

- 1. Do not endanger yourself or others in an attempt to fight fire
- 2. Dry chemical extinguisher only approved - useful on liquid, electrical and dry combustibles
- 3. Check for accessibility and operable condition daily
- 4. Use safely – avoid breathing chemical, do not aim at a person
- 5. Proper use – pull pin, hold upright, squeeze handles together to discharge, use back and forth sweeping motion at base of fire

C. Get assistance – radio/call dispatch or call 911 yourself.

3.5 Security Breaches:

Do not allow anyone on your bus unless they are on the roster of students. Parents, strangers or others not authorized to ride the bus should not be allowed to board the bus at any time. Advise them that they are not allowed on the bus and they must exit immediately. A person who boards a school bus when the bus is on its route or otherwise in operation, or while it has pupils on it, and who refuses to leave the bus on demand of the bus operator, is guilty of a misdemeanor (MS 609.605).

Report all breaches by notifying the dispatcher or calling 911.

3.6 Bus Driver Who Becomes Ill, Disabled or Incapacitated:

If bus driver begins to feel ill or is disabled, the driver should stop the vehicle immediately in a safe location, set the brakes, remove the key from the ignition, and ask students for help. Call dispatch office for assistance. Bus assistants should be trained to use the radio, to send for help, and to keep order until help arrives.

Student Bus Assistants or Bus Patrols:

Injured driver plan – During the year it is important to instruct reliable students on how to use the two way radio, and if the bus is so equipped, how to set the parking brake and to turn off ignition. If the driver is injured or becomes ill, it is very important that the students have had instruction on how to react and how to keep calm in emergencies.

Take time to instruct students during school bus evacuation drills. Students are to stay with the bus until help arrives.

Replacement Bus Drivers:

Replacement bus drivers should make sure that everything is secure and students walk safely to the replacement bus. Remember that the driver must park the replacement bus in a safe location so students do not have to cross the street, or walk through or past any hazards, to get onto the replacement bus.

3.7 Planning for Emergencies:

In order to quickly and effectively respond to emergencies drivers must have an emergency plan in place for various situations. It is recommended that these plans be reviewed with students and passengers as well.

3.8 School Bus Evacuations:

The first and most important consideration is for you to recognize the hazard. If time permits, school bus drivers should contact their dispatcher to explain the situation before making a decision to evacuate the school bus.

As a general rule, student safety and control is best maintained by keeping students on the bus during



an emergency and/or impending crisis situation. As long as doing so does not expose them to unnecessary risk or injury. Remember, the decision to evacuate the bus, must be a timely one.

Be Prepared and Plan Ahead

When possible, assign two responsible, older student assistants, at each emergency exit. Teach them how to assist the other students off the bus. Assign another student to lead the students to a “safe place” after evacuating the bus. However, you must recognize that there may not be older, responsible students on the bus, at the time of an emergency. Therefore, emergency evacuation procedures must be explained to all students. This includes knowing how to operate the various emergency exits, the importance of listening to and following all instructions, given by the driver.

A. Determining the Need to Evacuate the Bus

A decision to evacuate should include consideration of the following conditions:

1. Is there a fire or danger of fire?
2. Is there a smell of raw or leaking fuel?
3. Is there a chance the bus could be hit by other vehicles?
4. Is the bus in the path of a sighted tornado or rising waters?
5. Are there downed power lines?
6. Would removing students expose them to speeding traffic, severe weather, or a dangerous environment such as downed power lines?
7. Would moving students complicate injuries such as neck and back injuries and fractures?
8. Is there a hazardous spill involved? Sometimes, it may be safer to remain on the bus and not come in contact with the material.

B. Mandatory Evacuations

The driver must evacuate the bus when:

1. The bus is on fire or there is a threat of a fire.
2. The bus is stalled on or adjacent to a railroad-highway crossing, whether or not a train is in sight.
3. The position of the bus may change and increase the danger.
4. There is an imminent danger of collision.
5. There is a need to quickly evacuate because of a hazardous materials spill.

C. Some Tips to Determine a Safe Place

1. A safe place will be at least 100 feet off the road in the direction of oncoming traffic. This will keep the students from being hit by debris if another vehicle collides with the bus.
2. Lead students upwind of the bus if fire is present.
3. Lead students as far away from railroad tracks as possible and in the direction of any oncoming train.
4. Lead students upwind of the bus at least 300 feet if there is a risk from spilled hazardous materials.
5. If the bus is in the direct path of a sighted tornado and shelter in a building. If a building is not readily available, escort students to a nearby ditch or culvert. Direct them to lie face down with hands covering their head. Move to a location furthest away from any potential flying debris, such as the bus and avoid areas that are subject to flash floods.

D. General Procedures

1. Determine if evacuation is in the best interest of safety.
2. Determine the best type of evacuation:
 - a. Front, rear or side door evacuation, or some combination of doors.
 - b. Roof or window evacuation.
3. Secure the bus by:
 - a. Placing transmission in park, or if there is no shift point, in neutral.
 - b. Setting parking brakes.



- c. Shutting off the engine.
 - d. Removing ignition key.
 - e. Activating hazard-warning lights.
4. If time allows, notify dispatch of evacuation location, conditions and type of assistance needed.
 5. Dangle radio microphone or telephone out of driver's window for later use, if operable.
 6. If no radio, or radio is not operational, flag down a passing motorist or area resident to call for help. As a last resort, dispatch two older, responsible students to go for help.
 7. Order the evacuation.
 8. Evacuate students from the bus.
 - a. Do not move a student you believe may have suffered a neck or spinal injury unless his or her life is in immediate danger.
 - b. Special procedures must be used to move neck spinal injury victims to prevent further injury.
 9. Direct a student assistant to lead students to the nearest safe place.
 10. Walk through the bus to ensure no students remain on the bus. Retrieve emergency equipment.
 11. Join waiting students. Account for all students and check for their safety.
 12. Protect the scene by setting out emergency warning devices as necessary and appropriate.
 13. Prepare information for emergency responders.

E. Evacuation Drills

State statute requires students Kindergarten through 10th grade be trained annually in school bus evacuations and other emergency procedures. (See MN. Statute 123B.90 for requirements) These drills need to be carefully planned and supervised to provide meaningful experiences for emergency situations.

Some points for consideration are:

1. Emergency drills for school buses should be organized in a manner similar to fire drills held regularly in schools.
2. Drills should be held on school property or other safe location.
3. All drills should be under the direction or supervision of the administrative office and building staff.
4. All students must be given an opportunity to participate.
5. Each student must be instructed in the proper safety precautions while riding the bus and during drills. All students must be trained if transported at public expense.
6. Awareness of emergency equipment location (i.e. fire extinguisher, seat belt cutter, first aid kit, and body fluid cleanup kit).
7. Drivers must supervise the drill and be sure that the brake is set, ignition is off, and transmission is in neutral or park.
8. The major objective of a school bus evacuation drill is to get the children off safely, in the shortest possible time, and in an orderly fashion. Students should not be permitted to take lunch boxes, books, etc. with them as they evacuate the bus. Instruct them to leave those items on the bus and return through service door to retrieve them after the drill.
9. The students should move at least 100 feet from the bus and assemble there in a group. Instruct students on how and where to get help. Instructions and telephone numbers should be posted or otherwise carried in the school bus.
10. Document the day of drill and have the bus contractor or school administrator sign a statement that the drill took place.
11. Special education students, including students in wheelchairs, and preschool students, must be included in evacuation drills (see unit 6 for more information).



3.9 Emergency Equipment - MN. Statute 169.4501

- A. Certain items of emergency equipment are required by Minnesota Statute. They are:
1. Fire extinguisher – at least 2 ½ pound capacity (or equivalent) and with UL rating of at least 10 BC.
 - a. Location – The fire extinguisher must be mounted in manufacturer’s bracket and located in driver’s compartment in full view of or marked and readily accessible to the driver and students.
 2. First aid kit – a removable, moisture proof and dust-proof container. Kits must be mounted in full view and marked to indicate their location and identity in the driver’s compartment.
 3. Body fluid cleanup kit - a removable, moisture and dust-proof container. Kits must be mounted in full view and marked to indicate their location and identity in the driver’s compartment.
 4. Emergency reflectors – each school bus must carry at least three reflectorized triangle road-warning devices, each of which must be capable of being seen and distinguished at a distance of 500 feet under normal atmospheric conditions. (MS 169.454)
 5. Seatbelt cutters:
 - a. Prior to Jan. 1, 2008, each bus equipped with seat belts for passengers shall contain a seat belt cutter.
 - b. Buses manufactured on or after Jan. 1, 2008 shall be equipped with a durable webbing cutter having a full width handgrip and a protected, replaceable or non-corrodible blade.
 - c. Specially equipped buses manufactured on or after Jan. 1, 2013 that are equipped to accommodate wheel chairs or other assistive or restraint devices shall contain an additional seatbelt cutter.
 6. Emergency Evacuation Device (Wheelchair equipped vehicles):
 - a. Buses manufactured after July 1, 2017 that are set up to accommodate wheelchairs or other assistive restraint devices should be equipped with an emergency evacuation device that is certified and tested to withstand at least a 300-pound load when used as an emergency stretcher or drag. This evacuation device shall be properly secured to the bus in a location to be determined by the purchaser.
- B. Use of Emergency Equipment:
1. Fire extinguishers
 - a. Remove extinguisher from mounting bracket. Hold in vertical position. Release safety device and squeeze the handle to discharge. Direct the discharge hose at the base of the fire in a sweeping motion, keeping in mind the direction of the wind.
 - b. A fire extinguisher has approximately 10 to 12 seconds of continuous discharge. Once used, it may be ineffective to use again. Report any usage of extinguisher to immediate supervisor for replacement.
 2. Placement of warning devices:
 - a. Two-way traffic – one device is placed at the traffic side of the bus and 10 feet from the bus in the direction of greatest hazard. The second device is placed approximately 100 feet from the bus and in the center of the lane occupied by the bus. The third device is placed approximately 100 feet in front of the bus and in center of lane occupied by bus.
 - b. One-way traffic – one device is placed on traffic side of vehicle and 10 feet from vehicle in direction of greatest hazard. The second device is placed 100 feet from vehicle, in center of lane occupied by vehicle. The third device is placed in center of lane occupied by vehicle and 200 feet from vehicle in direction of greatest hazard.
 - c. If the bus is on hill or curve, placement distance can be greater but should not exceed 500 feet.



3. It is recommended on Special Education and Wheelchair buses to have blankets to be used to cover students, or to aid in evacuation, and an approved cutting device (REQUIRED) for cutting seatbelts, tie downs, etc.

3.10 Emergency Medical Care

The first objective of emergency medical care is to save a life. Many persons are hesitant or reluctant to provide emergency medical care because they are afraid they may be held liable for their actions. The laws of Minnesota protect people who render emergency care.

A. Good Samaritan Law: (MN. Stat. 604A.01 and 604A.015)

“No person who in good faith and in the exercise of reasonable care renders emergency care at the scene of an emergency is liable for any civil damages as a result of acts or omissions by such person in rendering the emergency care. For the purposes of this section, the scene of an emergency shall be those areas not within the confines of a hospital or other institution which has hospital facilities, or an office of a person licensed to practice one of more of the healing arts...”

- B. First Aid: First aid is the immediate and temporary care given to the victim of a crash or sudden illnesses until the services of a professional can be obtained. A person who is familiar with first aid procedures will be more likely to respond to emergencies in a confident and competent manner. A victim recognizes that a competent person is administering the treatment. Common sense and a few simple rules are the keys to effective first aid.

Reminder: Check around the victim’s neck, wrist, wallet or purse for a medical alert identification tag or card that might help explain the victim’s present condition.

The most serious emergencies are conditions that affect a person’s airway, breathing and circulation (ABC’s).

Airway –Choking, allergic reactions that cause swelling which constricts the airway, asthma, trauma.

Breathing – Conditions that affect breathing or lead to respiratory arrest: cardiac arrest, head trauma, drowning, drug overdose, SIDS.

Circulation - Cardiac arrest, uncontrolled profuse bleeding, shock.

Any condition that affects the A, B, C’s is considered a serious emergency.

- A. Initiate Emergency/Medical Services: The driver should immediately call for EMS whenever they feel a student is experiencing a medical emergency, whether or not the student admits to his or her condition. The students may not recognize the seriousness of their condition.

Before providing any emergency medical care the bus driver must determine the safety of the scene in which the emergency is taking place. Determine if there are any hazards on the scene that may cause injury/illness. If the scene is unsafe, the driver should not enter to provide first aid.

- B. Stoppage of Breathing: Review of the American Heart Association CPR guidelines.
- C. Bleeding: Bleeding or hemorrhage can be caused not only by severing a blood vessel, but also by a blood vessel that ruptures (aneurysm). The time it takes a person to bleed out varies depending on the age, size and current health of the victim as well as the type of bleeding occurring: arterial bleed, venous or capillary bleed. Death from profuse, uncontrolled external or internal bleeding can occur rapidly.

The following methods only cover external bleeding:

1. Direct Pressure – **Never use your bare hand, use a gloved hand.** Place a pad over the wound and press firmly with one or both hands. Direct pressure can be applied by your gloved hand, a dressing and your hand, or by a pressure dressing.
2. If dressing becomes blood stained DO NOT remove. Add additional layers of dressing,



continue applying pressure until the bleeding is stopped.

3. Elevation – elevation is used in conjunction with direct pressure, not after bleeding has stopped. A bleeding extremity should be elevated so that the wound is above the level of the heart. Gravity helps to reduce blood pressure, thus bleeding is slowed. However, this method should not be used if there are possible fractures or dislocations to the extremity, objects impaled in the extremity, or possible spinal injury.
 4. Pressure Points - A pressure point is a place where a large blood vessel passes over an underlying bone. Severe bleeding may be controlled by using the fingers or heel of the hand to press the blood vessel against the underlying bone. There are eight commonly used pressure points. (Pulse sites are common pressure points.) Pressure applied at any of these points will slow bleeding beyond that point. Pressure should not be applied any longer than necessary to stop the bleeding. (Even though there are eight commonly used pressure points used in pre-hospital care, there are actually more than eight).
- D. Shock: Shock, as classically defined, is a condition that occurs when tissue perfusion with oxygen becomes inadequate. The cells of the body are starving of oxygen. This condition, if it persists, will cause damage to organs and death.

There are many different types and causes of shock. Any condition that interferes with the body's ability to transport oxygen to the cells of the body produces the syndrome called shock. Some conditions that cause shock are severe bleeding, severe dehydration or loss of body fluid, heart attack, stroke, spinal or head injury, severe allergic reactions, sepsis (a toxic condition resulting from the spread of bacteria or their products from a focus of infection), salt balance and acid–base balance changes.

Psychogenic (emotional) shock is a nervous system reaction brought about by fear or emotional upset. This type of shock is temporary and self-correcting (sometimes within minutes) and is not life threatening.

A state of shock may be recognized by some of the following symptoms:

- Cold and sweaty skin
- Pale face
- Nausea or vomiting
- Shallow breathing
- Altered level of consciousness (confusion, restlessness, combativeness, unresponsiveness, faintness)Rapid and shallow breathing
- Rapid pulse
- Victim complains of feeling thirsty
- Victim complains of feeling weak and/or dizzy
- Victim may complain of feeling cold
- Victim may have a feeling of impending doom

After treating the cause of shock from bleeding, cardiac arrest, respiratory arrest, etc. the following procedures should be followed:

1. Monitor victim's airway and breathing. If the victim vomits, turn victim on their side and clear out airway of objects that are visible.
2. Place victim's body in a horizontal or slightly head-down position by elevating the legs slightly, about 12 inches. Do not move or elevate victim's legs if you suspect a spinal injury.
3. If a spinal injury is suspected leave the victim in the position you found them in found. Only move the victim to maintain their airway or if they are in imminent danger.
4. Keep victim warm, but do not overheat.
5. Reassure the victim, and keep them as calm and still as possible.
6. Do not give victim anything to eat or drink, even if they complain of thirst.
7. Continue to monitor the victim's airway and breathing.



E. Seizures:

1. 911 should always be called when a victim has a seizure or convulsions regardless of how long it lasts. When the electrical activity of the brain becomes irregular, seizures can occur. A seizure is not a disease in itself, but rather a sign of an underlying defect, injury, or disease.
2. Never restrain a victim having a seizure. This action will make the victim's condition worse.
3. Be prepared to begin rescue breathing. Victims having a seizure may stop breathing.
4. Medical personnel should evaluate victims of a seizure. Let dispatch know of the situation so they can inform the school and/or parents.
5. Be sure to keep a victim of a seizure from hurting themselves on sharp objects or seats. If they vomit during or after the seizure roll them onto their side.
6. Never put your hands or fingers in or near the mouth of a person having a seizure.

F. Choking: (Heimlich maneuver): For a victim who is conscious and choking follow these steps:

1. Determine if the person is choking – ASK them.
2. 911 should always be called.
3. When asking a person if they are choking, you should also ask if they can speak.
4. If you ask if they are choking, most people will just shake their head yes or no. You must ask if they can speak to determine if they are truly choking. If they can speak (even barely), breath or cough forcefully, they are not completely obstructed.
5. Encourage them to cough. You will not need to perform the Heimlich maneuver if the victim has only a partially blocked airway.
6. Never hit a choking person on their back in an attempt to pop out the object. This could cause the object to lodge deeper.
7. Position yourself behind the victim.
8. Place thumb side of fist against the middle of their abdomen, just above their navel.
9. Grasp your fist with your hand.
10. Give quick upward thrusts.
11. REPEAT until the object comes out or person becomes unconscious.

If the victim becomes unconscious be prepared to do CPR if you are trained to do so. Even though CPR is not required by statute, it is important to know.

G. Crash Related Injuries a Driver May Encounter: In case of involvement in a crash, the first concern of the person administering first aid, is to save lives. After this phase is past, it then becomes necessary to attend to other injuries of persons involved. These injuries may be of a serious nature, but not likely to cause immediate death. It is therefore necessary to be able to recognize and administer first aid to the following:

1. Spinal injuries: In case of injury or suspected injury to the spine or neck:
 - a. 911 should always be called.
 - b. DO NOT move the victim unless victim is in imminent danger the victim should not be moved.
 - c. Keep the victim warm and quiet.
 - d. Watch breathing and be prepared to start rescue breathing. Do not move the head unless to open the airway while providing rescue breaths. Try to keep head movement to a minimum. Using the jaw thrust maneuver will open the airway and keep head movement to a minimum. You must open the airway if the victim is not breathing. Use current American Heart Association's guidelines for providing rescue breathing.
2. Fractures: First aid to broken bones should do no more than prevent further injury. There are two types of fractures:
 - Simple (or closed) – The bone is broken but the skin has not been punctured.
 - Compound (or open) – The skin is broken as well as the bone.
 - a. Do not move an injured person until the suspected fracture site has been splinted,



- unless the victim is in imminent danger. Place the limb in as natural a position as possible without causing discomfort to the victim.
- b. Open wounds should be covered with sterile dressing, if possible, before apply a splint. Ideally, splints should be applied by medical personnel. A simple form of stabilization called manual stabilization can be used until professional help arrives. Manual stabilization is when you take your gloved hands and support the fracture site, preventing any movement and providing support to the injured limb. The goal is to prevent bone ends from moving and damaging surrounding tissue.
 - c. Broken bones in the hand or foot can be held steady with a pillow or blanket bound around it.
3. Head injuries. Consider anyone found unconscious to have a possible head injury, and take the following precautions:
- a. Call for trained emergency medical personnel immediately. Keep the victim(s) lying down. Do not move them unless absolutely necessary: victim is in imminent danger, or moving is necessary to provide rescue breathing or CPR.
 - b. Keep victim warm, if weather is cold or damp.
 - c. Control bleeding from a head wound by applying a pressure dressing. Wound should be treated as described in previous bleeding section, as well as using the same precautionary measures. Caution should be used in regard to using pressure over a possible skull fracture.
 - d. Unconsciousness due to a head injury should be considered when the events leading to unconsciousness are not witnessed. Monitor the victim's airway. Rescue breathing may be necessary.
- H. Other potential injuries or illnesses that the school bus driver might encounter:
1. Eye injuries: any eye injury is serious and the bus driver should cautiously treat an injury of this nature. If necessary, the eye should be covered with a sterile gauze pad and attended to by a doctor or nurse as quickly as possible. If possible, cover both eyes to prevent excessive eye movement.
 2. Vomiting: vomiting is very seldom preventable, but some relief could be given both before and after vomiting by exposing the person to fresh air. Every bus is required to have a body fluid cleanup kit.
 3. Nosebleed: Have the victim sit down and lean forward or lie down with their head and shoulders raised. Then pinch the soft part of the nose firmly for approximately 10 minutes. Do not have them put their head back.
 4. Allergies: Allergic reactions can be a serious condition. Signs and symptoms, could include; sneezing and an itchy, runny or blocked nose; itchy, red watery eyes; scratchy throat, wheezing, chest tightness, shortness of breath and a cough; a raised, itchy red rash (hives); swollen lips, tongue, eyes or face; abdominal pain, nausea, vomiting or diarrhea; dry, red and cracked skin. If a student has an epipen in their possession encourage them to use it, but you may have to assist them. While many reactions may be mild in nature, immediately medical attention should be sought.

3.11 School Bus Security & Crime

This unit must teach driver-trainees the security issues facing school bus drivers. Training providers must also teach trainees potential security threats, techniques for preventing and responding to security threats, how to recognize and report suspicious behavior or objects, and what to do in the event of a hijacking or attack, on a school bus. Additional training information can be reference through the TSA's [First Observer Plus](https://www.tsa.gov/for-industry/firstobserver) web page—<https://www.tsa.gov/for-industry/firstobserver>.



3.12 Severe Weather Awareness

Weather can certainly play a role in creating or contributing to an emergency situation. Drivers should be aware of the various types of weather hazards they could encounter in Minnesota including;

- Winter weather conditions
- Thunderstorms
- Tornadoes
- Flooding

Prior to leaving for a trip driver's should check the projected forecast, pay attention to severe weather alerts, stay in contact with administration and have a plan. Weather events can be unpredictable and drivers should always remain aware of changing conditions. Drivers should not attempt to outrun an approaching storm or drive through standing water.

3.13 Summary:

The school bus driver must be ready to react in a confident, decisive manner if and when, any emergency situation arises. Familiarity with correct crash reporting procedures, vehicle evacuation techniques, use of emergency equipment kept on board, and basic emergency medical techniques, are a must for all school bus drivers.



Crash and Emergency Preparedness Survey

Name: _____

Date: _____

Circle the correct answer:

1. T or F If you have smoke or a fire on the bus, you should immediately evacuate the bus and move at least 100 feet away in a safe direction.
2. T or F All crashes resulting in injuries must be reported to law enforcement.
3. T or F You should attempt to record the names of all students on your bus after a crash.
4. T or F All crashes involving a school bus **MUST BE** immediately reported to dispatch no matter how minor you think it might be.
5. T or F In the event of an emergency, activating the interior lighting, strobe lights, and four-way flashers will increase your visibility.
6. T or F The most important thing for the driver to do after a crash is to remain calm.
7. T or F While making a right turn, with students onboard, you run over a street sign with your bus. It is acceptable to finish your route and deal with the sign later.

Circle the best answer:

8. When involved in a crash, one of the first things you should do on your bus is:
 - a. Check for injuries.
 - b. Check under the bus for leaks.
 - c. Count all students.
 - d. Turn off the bus.
9. When evacuating the bus, students must find a safe location at least _____ away from the bus.
 - a. 50 feet
 - b. 200 feet
 - c. 100 feet
 - d. 75 feet
10. When involved in a crash, you should only discuss the details of the incident with:
 - a. Your Supervisor.
 - b. Law Enforcement.
 - c. The other driver.
 - d. a and b only.
 - e. All of the above.
11. You are involved in a crash. After a self-assessment, your next responsibility is to check the wellbeing of:
 - a. The other driver.
 - b. Students on your bus.
 - c. Witnesses.
 - d. No one.



12. When involved in a crash you should obtain what information:
- a. Other drivers name, address or email address, and phone number.
 - b. Other vehicle's license plate number.
 - c. Names of students on your bus.
 - d. Insurance information from the other driver.
 - e. All the above.
13. A school bus post-crash inspection is required when;
- a. A vehicle is towed away from the scene due to disabling damage.
 - b. A person receives medical attention immediately away from the scene.
 - c. A crash resulting in a fatality.
 - d. All of the above.
14. The driver of a CDL required vehicle must submit to a post-crash drug and alcohol test if the crash results in (choose all that apply):
- a. A vehicle is towed away from the scene and the CDL driver is not cited for a moving violation.
 - b. A person receives medical attention immediately away from the scene and the CDL driver is not cited.
 - c. A vehicle is towed away from the scene and the CDL driver is cited for a moving violation related to the crash.
 - d. A person immediately receives medical attention away from the scene and the CDL driver is cited for a moving violations related to the crash.



3. Crash and Emergency Preparedness Survey

(Answer Key)

Note: This survey is a resource for the trainer to monitor how familiar employees are with the information in Unit 3. This IS NOT a substitute for the required survey on student conduct and students with special needs.

1. **TRUE** If you have a smoke or fire on the bus, you should immediately evacuate the bus and move at least 100 feet away in a safe direction.
 2. **TRUE** All crashes resulting injuries must be reported to law enforcement.
 3. **TRUE** You should attempt to record the names of all students on your bus after a crash.
 4. **TRUE** All crashes involving a school bus **MUST BE** immediately reported to dispatch no matter how minor you think it might be.
 5. **TRUE** In the event of an emergency, activating the interior lighting, strobe lights, and four-way flashers will increase your visibility.
 6. **TRUE** The most important thing for the driver to do after a crash is to remain calm.
 7. **FALSE** While making a right turn, with students onboard, you run over a street sign with your bus. It is acceptable to finish your route and deal with the sign later.
8. When involved in a crash, one of the first things you should do on your bus is:
- a. **Check for injuries.**
 - b. Check under the bus for leaks.
 - c. Count all students.
 - d. Turn off the bus.
9. When evacuating the bus students must find a safe location at least _____ away from the bus.
- a. 50 feet
 - b. 200 feet
 - c. **100 feet**
 - d. 75 feet
10. When involved in a crash, you should only discuss the details of the incident with:
- a. Your Supervisor.
 - b. Law Enforcement.
 - c. The other driver.
 - d. **a and b.**
 - e. All of the above.
11. You are involved in a crash. After a self-assessment, your next responsibility is to check the wellbeing of:
- a. The other driver.
 - b. **Students on your bus.**
 - c. Witnesses.
 - d. No one.



12. When involved in a crash you should obtain what information:
- a. Other drivers name, address or email address, & phone number.
 - b. Other vehicle's license plate number.
 - c. Names of students on your bus.
 - d. Insurance information from the other driver.
 - e. All the above.**
13. A school bus post-crash inspection is required when;
- a. A vehicle is towed away from the scene due to disabling damage.
 - b. A person receives medical attention immediately away from the scene.
 - c. A crash resulting in a fatality.
 - d. All of the above.**
14. The driver of a CDL required vehicle must submit to a post-crash drug and alcohol test if the crash results in (choose all that apply):
- a. A vehicle is towed away from the scene and the CDL driver is not cited for a moving violation.
 - b. A person receives medical attention immediately away from the scene and the CDL driver is not cited.
 - c. A vehicle is towed away from the scene and the CDL driver is cited for a moving violation related to the crash.**
 - d. A person immediately receives medical attention away from the scene and the CDL driver is cited for a moving violations related to the crash.**



4. Trip Planning/Preparation

A successful trip requires proper planning and preparation. This chapter will cover reviewing routes and understanding potential traffic hazards or traffic patterns to be aware of.

Trip preparation also involves proper vehicle maintenance and inspection. This unit will cover the various types of vehicle inspections to ensure it is in a safe operating condition. Driver-trainees must demonstrate proficiency in conducting pre-trip, post-trip inspections, and en-route vehicle inspections.

4.1 Preparing For Your Trip/Route:

- A. Review Route Sheet and Itinerary
 - Check for any schedule, stop location or passenger changes
 - Check for any detours, work zones or other known potential traffic hazard locations (e.g. size and/or weight restrictions)
 - If traveling through another state review trip permits and be familiar with each states laws regarding which vehicles are required to stop at weigh stations
- B. Know your vehicle
 - Familiarize yourself with the controls
 - Emergency equipment location
 - Child check systems and other features
 - Vehicle height, weight/restricted routes/bridges
 - Requirements for stopping at weight stations
- C. Prior to leaving on an activity trip, drivers should provide a pre-trip briefing to the passengers. At a minimum, the briefing should include:
 - Locations of emergency exits.
 - Location of the first aid kit.
 - Location of the fire extinguisher.
 - Advise passengers on what to do if something were to happen to the driver
 - Seatbelt use (if equipped).
 - Avoiding slips and falls.

4.2 Maintenance and Inspection

The driver is responsible for the safe mechanical operation of the school bus. When a mechanical defect is discovered, the driver must report it, even if they do not know what is causing the problem. The maintenance department is responsible for diagnosing and correcting the problem. The various forms of inspection a driver must be familiar with are outlined below.

- A. Pre-trip Inspection: A thorough daily school bus inspection must be performed by the driver or designee. The driver must have the report in their possession. Everyone involved in the pre-trip inspection MUST sign the report. Drivers must be able to demonstrate and explain the school bus pre-trip inspection procedure which is consistent with the Minnesota Commercial Driver's Manual.
- B. On-route Inspection: Drivers must remain aware of the vehicle components while the bus is in operation. This includes being aware of sudden changes to the way the vehicle is handling or unusual noises. Driver's also need to pay attention to gauges and warning indicator lights that may be displayed. Failure to acknowledge and address these indicators may not only lead to costly repairs but could lead to catastrophic failure of the vehicle components.
- C. Post-Trip Inspection: Conducting a post-trip inspection will allow the driver to:
 - Ensure that there are no students left on the bus.
 - Check for vandalism and items left of the bus.
 - Observe and report any damage or defects that may have occurred during the trip.



4.3 **Summary:**

Pre-trip planning includes making sure the driver, vehicle and passengers are all prepared for a trip. Following these steps will greatly increase the chances for a safe and successful trip.



4. Trip Planning/Preparation Survey

Name: _____

Date: _____

Circle the correct answer:

1. T or F No school bus shall be driven unless the driver or other designated person has inspected the vehicle to ensure it is in a safe operating condition.
2. T or F A driver can ignore a brake warning light as long as they feel the vehicle is operating normally.
3. T or F A signed copy of the current daily pre-trip inspection report must be carried in the bus.
4. T or F Part of trip planning includes providing a pre-trip briefing with the passengers.
5. T or F A pre-trip inspection does not need to be completed as long as the driver used the same bus the day before.

Circle the best answer.

6. Which of the following is not a part of "Preparing for your Trip/Route"?
 - a. Review Route Sheet and Itinerary
 - b. Know your vehicle
 - c. Provide a pre-trip briefing
 - d. Conducting a post-trip inspection
7. The on-route inspection includes:
 - a. Walking through the bus.
 - b. Checking under the hood.
 - c. Remaining aware of unusual noises or handling of the vehicle.
 - d. Reviewing the route sheet.
8. A post-trip inspection of the school bus ensures:
 - a. Students are not left on the bus.
 - b. Personal or suspicious items have not been left on the bus.
 - c. The bus is still in safe operating condition.
 - d. All of the above.



4. Trip Planning/Preparation Survey

(Answer Key)

Note: This survey is a resource for the trainer to monitor how familiar employees are with the information in Unit 4. This IS NOT a substitute for the required survey on student conduct and students with special needs.

1. **TRUE** No school bus shall be driven unless the driver or other designated person has inspected the vehicle to ensure it is in a safe operating condition.
 2. **FALSE** A driver can ignore a brake warning light as long as they feel the vehicle is operating normally.
 3. **TRUE** A signed copy of the current daily pre-trip inspection report must be carried in the bus.
 4. **TRUE** Part of Trip planning includes providing a pre-trip briefing with the passengers.
 5. **FALSE** A pre-trip inspection does not need to be completed as long as the driver used the same bus the day before.
6. Which of the following is not a part of "Preparing for your Trip/Route"?
- a. Review Route Sheet and Itinerary
 - b. Know your vehicle
 - c. Provide a pre-trip briefing
 - d. Conducting a post-trip inspection**
7. The on-route inspection includes:
- a. Walking through the bus.
 - b. Checking under the hood.
 - c. Remaining aware of unusual noises or handling of the vehicle.**
 - d. Reviewing the route sheet.
8. A post-trip inspection of the school bus ensures:
- a. Students are not left on the bus.
 - b. Personal or suspicious items have not been left on the bus.
 - c. The bus is still in safe operating condition.
 - d. All of the above.**







5. Laws and Regulations



5.1 Definition of a School Bus (MN. Stat. 169.011 Subd. 71)

"School bus" means a motor vehicle used to transport pupils to or from a school defined in section 120A.22, or to or from school-related activities, by the school or a school district, or by someone under an agreement with the school or a school district. A school bus does not include a motor vehicle transporting children to or from school for which parents or guardians receive direct compensation from a school district, a motor coach operating under charter carrier authority, a transit bus providing services as defined in section 174.22, subdivision 7, or a vehicle otherwise qualifying as a Type III vehicle under paragraph (5), when the vehicle is properly registered and insured and being driven by an employee or agent of a school district for nonscheduled transportation. A school bus may be Type A, Type B, Type C, Type D, multifunction school activity bus, or Type III.

5.2 Types of School Buses (MN. Stat. 169.011 Subd. 71)

	<p>TYPE A: A Type "A" school bus is a van conversion or bus constructed utilizing a cutaway front section vehicle with a left-side driver's door. This definition includes two classifications: Type A-I, with a Gross Vehicle Weight Rating (GVWR) less than or equal to 14,500 pounds; and Type A-II, with a GVWR greater than 14,500 pounds and less that or equal to 21,500 pounds.</p>
	<p>TYPE B: A Type "B" school bus is constructed utilizing a stripped chassis. The entrance door is behind the front wheels. This definition includes two classifications: Type B-I, with a GVWR less than or equal to 10,000 pounds, and Type B-II, with a GVWR greater than 10,000 pounds.</p>
	<p>TYPE C: A "type C school bus" is constructed utilizing a chassis with a hood and front fender assembly. The entrance door is behind the front wheels. A "type C school bus" also includes a cutaway truck chassis or truck chassis with cab, with or without a left side door, and with a GVWR greater than 21,500 pounds</p>
	<p>TYPE D: A Type "D" school bus is constructed utilizing a stripped chassis. The entrance door is ahead of the front wheels.</p>



	<p>TYPE III: A "type III vehicle" is restricted to passenger vehicles and buses having a maximum manufacturer's rated seating capacity of ten or fewer people, including the driver, and a gross vehicle weight rating of 10,000 pounds or less. A "type III vehicle" must not be outwardly equipped and identified as a type A, B, C, or D school bus or type A, B, C, or D Head Start bus. A van or bus converted to a seating capacity of ten or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.</p>
	<p>Multifunction School Activity Bus: A multifunction school activity bus is a school bus that meets the definition of a definition of a multifunction school activity in Code of Federal Regulations, title 49, section 571.3. A vehicle that meets the definition of a Type III vehicle is not a multifunction school activity bus.</p>

In order to become a driver of a Type A, B, C or D school bus, an individual must take both written and driving tests, have a background check, drug testing, and submit to a physical every two years or as directed by your health care provider. There are different classes of licenses for these individuals. The classes of licenses, found in Minnesota Statute §171.02 are:

Vehicle Description	License Class	Additional Endorsements
Single unit vehicles with a gross vehicle weight rating of 26,000 pounds or less and designed to carry less than 15 passengers including the driver. May pull a towed unit with a GVWR or actual weight up to 10,000 lbs.	Class D	No Endorsement
All vehicles that an individual with a Class D license can drive and school buses with a gross vehicle weight rating of 26,000 pounds or less and designed to carry 15 or more passengers including the driver. May pull a towed unit with a GVWR or actual weight up to 10,000 lbs.	Class C	Passenger Endorsement School Bus Endorsement
All vehicles that an individual with a Class D or Class C license can drive and school buses with a gross vehicle weight rating of 26,000 pounds or more and designed to carry more than 15 passengers. May pull a towed unit with a GVWR or actual weight up to 10,000 lbs.	Class B	Passenger Endorsement School Bus Endorsement
Any vehicle towing a unit of more than 10,000 pounds GVW or GVWR (whichever is greater) with a gross combination weight rating or actual weight (truck plus trailer) over 26,000 pounds.	Class A	Passenger Endorsement School Bus Endorsement





5.3 Driver's License Requirements (MN. Stat. 171.321, 171.3215, & MN. Rule 7414)

- A. Endorsement Requirements: No person shall drive a school bus while transporting school children to or from school, or school-related trip or activity, without having a valid class A, B, or C driver's license, with a school bus endorsement. A person possessing a valid driver's license, but not a school bus endorsement may drive a type III vehicle or a school bus, subject to the requirements of section 171.02, subdivisions 2, 2a, and 2b. (Type A Activities Bus)
- B. Physical Qualifications/DOT Physical: An applicant for a school bus endorsement must be in good physical and mental health, able-bodied, and free from communicable disease. As evidence of physical fitness and mental alertness, the applicant must have a medical examination by a certified medical examiner authorized as provided by the Code of Federal Regulations, title 49, section 391.42. Details for medical examinations are found in 49 CFR 391.43. The medical examiner's certificate must comply with the form prescribed in Code of Federal Regulations, title 49, section 391.43, paragraph (f).

Each school bus driver is required to pass a medical examination at a maximum of every two years. The two-year re-examination period starts from the examination date of the most recent medical examiner's certificate submitted by the driver. The Department of Public Safety (DPS) will send a notice a CDL driver's last known address 60 days prior to the expiration date of the medical examiner's certificate or waiver that is on file in the driver's record.

A CDL driver must submit the completed Commercial Driver License Medical Self-certification Form and their valid medical examiner's certificate to the DVS CDL Unit. This can be submitted using the online services on the DVS website, via mail, fax or submit in person at a location that accepts driver license applications. It must be received on or before the expiration of the last medical examiner's certificate that is on file with the department to keep CDL driving privileges valid

If a driver does not pass the medical examination or submit the medical examiner's certificate prior to the medical certificate expiration date, the commissioner of public safety will notify the driver that their CDL privileges are no longer valid. If the CDL is downgraded because of failure to submit the required medical examiner's certificate, the driver may reinstate their CDL and endorsements within one year by submitting a valid medical examiner's certificate. If downgraded or voluntarily surrendered for more than one year, the driver must retake the applicable CDL knowledge and road tests and reapply for the CDL.

Waiver of Physical Qualifications. An individual who does not meet the physical qualifications for a CDL with a school bus endorsement may request a waiver from the commissioner of public safety. More information may be obtained from the DVS Website or by contacting the CDL Unit at (651) 297-5029.

Additional exams: The DPS commissioner may require additional medical examination of an applicant for a school bus endorsement or licensed driver with a school bus endorsement to determine competency.

The examination form used by the physician to record the physical condition of the applicant must comply with the form prescribed in Code of Federal Regulations, title 49, section 391.43, paragraph (f). The certificate of the examining physician must be in accordance with the certificate in Code of Federal Regulations, title 49, section 391.43, paragraph (g).

The operator of a non-CDL required school bus must have in their possession the original or a copy of a current medical examiner's certificate, or otherwise provide proof of being medically qualified.

Exception: An employee of a school or of a school district, who is not employed for the sole purpose of operating a type III vehicle, is exempt from the physical requirements.



- C. Age: The driver shall be at least 18 years of age and have a qualifying driving record. (MN. Stat. 171.322)
- D. Driver Background Check: (MN Stat 171.321, 171.3215, 171.3216. MN Rule 7414.0400): Before issuing or renewing a driver's license with a school bus driver's endorsement, the DPS commissioner shall conduct a criminal history and driver's license records check of the applicant. If the applicant has resided in Minnesota for less than five years, the check must also include a national criminal history check.

The DPS commissioner shall not issue a new bus driver's endorsement and shall not renew an existing bus driver's endorsement if the applicant has been convicted of committing a disqualifying offense.

The DPS commissioner shall not issue a new bus driver's endorsement and shall not renew an existing bus driver's endorsement if, within the previous five years, the applicant has been convicted of committing a violation of section 169A.20, or a similar statute or ordinance from another state, a gross misdemeanor, or if the applicant's driver's license has been revoked under section 169A.52, or if, within the previous three years, the applicant has been convicted of four moving violations. An applicant who has been convicted of violating section 169A.20 or a similar statute or ordinance from another state, or who has had a license revocation under section 169A.52 within the previous ten years must show proof of successful completion of an alcohol or controlled substance treatment program in order to receive a school bus driver's endorsement.

For the first offense, proof of completion is required only if treatment was ordered as part of a chemical use assessment. A school district or contractor that employs a nonresident school bus driver must conduct a background check of the employee's driving record and criminal history in both Minnesota and the driver's state of residence.

The DPS commissioner may cancel a school bus driver's endorsement if it is determined that the person has been convicted of a gross misdemeanor that shows the person represents a risk to public safety, or has been convicted of a series of violations that shows the person represents a risk to public safety.

Convictions for disqualifying offenses, gross misdemeanors, a fourth moving violation within the previous three years, or violations of section 169A.20, or a similar statute or ordinance in another state, must be reported to the department of public safety. Other disqualifying offense includes any felony offense, any misdemeanor, gross misdemeanor, or felony violation of chapter 152, or any violation under section 609.3451, 609.746, subdivision 1, or 617.23, or while driving, operating, or being in physical control of a school bus or Head Start bus, in violation of section 169A.20, or a similar statute or ordinance from another state, or a fourth moving violation in the previous three years.

- E. Temporary School Bus Endorsement: An applicant for a school bus endorsement who has not resided in Minnesota for five consecutive years may be eligible for a temporary endorsement pending the FBI background check. (MN. Stat.171.321 Subd. 3 (b))
- F. Testing/Renewal: The test or examination required for an initial school bus driver's endorsement on a Minnesota driver's license includes a knowledge test and a road test. School bus drivers are re-tested for current knowledge of school bus laws every four years when renewing their driver's license. The renewal knowledge test is also required when the driver upgrades to a higher-class license. The knowledge test is based on driver's license laws and rules relating to school bus operation, and a general knowledge of the operation of school buses, including knowledge of the equipment, devices and laws specific to school buses.
- G. Training and Competencies: No person shall drive a Type A, B, C, or D school bus to transport school children to or from school or a school-related trip or activity, without having demonstrated sufficient skills and knowledge to transport students, in a safe and legal manner. A bus driver



must have training or experience that allows the driver to meet at least the following competencies:

1. Safely operate the type of school bus the driver will be driving.
2. Understand student behavior, including issues relating to students with disabilities.
3. Encourage orderly conduct of students on the bus and handle incidents of misconduct appropriately.
4. Know and understand relevant laws, rules of the road, and local school bus safety policies.
5. Handle emergency situations.
6. Safely load and unload students.

The commissioner of public safety shall develop a comprehensive model school bus driver training program and model assessments for school bus driver training competencies, which are not subject to chapter 14. A school district may use alternative assessments for bus driver training competencies, with the approval of the commissioner of public safety. The employer shall keep the assessment for the current period, available for inspection by representatives of the commissioner

- H. Annual Evaluation: A school district, nonpublic school or private contractor also shall provide in-service training annually (380 calendar days), to each school bus driver. A school district, nonpublic school, or private contractor shall annually verify the validity of the driver's license of each employee who regularly transports students for the district in a type A school bus, a type B school bus, a type C school bus, or type D school bus, or regularly transports students for the district in a type III vehicle with the National Driver Register or with the Department of Public Safety.
- I. Driver Disclosure of Moving Violation Convictions: (Minnesota Statute 171.168): Department notice: Each person who operates a commercial motor vehicle, who has a commercial driver's license issued by this state, and who is convicted of a criminal offense; of a serious traffic violation, as defined in Code of Federal Regulations, title 49, section 383.5; or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in another state or jurisdiction, shall notify the department's Division of Driver and Vehicle Services of the conviction. The person shall notify the division within 30 days after the date that the person was convicted.

Department notice information: Notification to the division must be made in writing and contain the following information:

- Driver's full name.
- Driver's license number.
- Date of conviction.
- Specific criminal or other offense; serious traffic violation, as defined in Code of Federal Regulations, title 49, section 383.5; and any other violation of state or local law relating to motor vehicle traffic control, for which the person was convicted and any suspension, revocation, or cancellation of certain driving privileges that resulted from the conviction.
- An indication whether the violation was in a commercial motor vehicle.
- Location of the offense.
- Driver's signature.

Employer notice: Each person who operates a commercial motor vehicle, who has a commercial driver's license issued by this state, and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify their employer of the conviction. The person shall notify their employer within 30 days after the date that the person was convicted. If the person is not currently employed, the person shall notify the division according to subdivision 1.

A driver of an activities school bus or Type III school bus who sustains a conviction of; an alcohol



related driving violation, a disqualifying offense as previously defined, or moving offense while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the employer within 10 days of the date of the conviction (MN Statute 171.02 subd 2a and 2b).

REMINDER: The Minnesota State Patrol conducts random driver license record checks and verifications of school bus drivers on an annual basis. Failure to disclose a moving violation conviction to your employer could result in a citation being issued to you, the driver.

- J. Driver Disclosure of Suspension, Revocation, Disqualification and Cancellation of License to Employer: (MN Stat. 171.169 or 171.02 subd 2a and 2b): A driver whose license is suspended, revoked, canceled, or disqualified by Minnesota, another state, or another jurisdiction must notify their employer in writing of the suspension, revocation, cancellation, lost privilege, or disqualification. They must notify the employer before the end of the business day immediately following the day the driver received notice of the suspension, revocation, cancellation, lost privilege, or disqualification.

Reminder: The Minnesota State Patrol conducts random driver license record checks and verifications of school bus drivers on an annual basis. Failure to disclose ANY driver license status change as noted above, to your employer, could result in a citation being issued to you, the driver.

5.4 Alcohol Related Offences: (MN. Stat. 169A)

- A. Alcohol-related School Bus or Head Start Bus Driving: (MN Stat 169A.31): It is a crime for any person to drive, operate, or be in physical control of any class of school bus or Head Start bus within this State, when there is physical evidence present in the person's body, consumption of any alcohol.

Gross misdemeanor alcohol-related school bus or Head Start bus driving. A person who violates subdivision 1 is guilty of gross misdemeanor alcohol-related school bus or Head Start bus driving if:

1. The violation occurs while a child under the age of 16 is in the vehicle, if the child is more than 36 months younger than the violator; or
2. The violation occurs within ten years of a qualified prior impaired driving incident.

- B. Misdemeanor alcohol-related school bus or Head Start bus driving: Except as provided in subdivision 2, a person who violates subdivision 1, is guilty of misdemeanor alcohol-related school bus or Head Start bus.

- C. Driving While Impaired: (MN Stat.169A.20): It is a crime for any person to drive, operate, or be in physical control of any motor vehicle, as defined in section [169A.03, subdivision 15](#), except for motorboats in operation and off-road recreational vehicles, within this state or on any boundary water of this state when:

1. The person is under the influence of alcohol.
2. The person is under the influence of a controlled substance.
3. The person is under the influence of an intoxicating substance and the person knows or has reason to know that the substance has the capacity to cause impairment.
4. The person is under the influence of a combination of any two or more of the elements named in clauses (1) to (3).
5. The person's alcohol concentration at the time, or as measured within two hours of the time, of driving, operating, or being in physical control of the motor vehicle is 0.08 or more.
6. The vehicle is a commercial motor vehicle and the person's alcohol concentration at the time, or as measured within two hours of the time, of driving, operating, or being in physical control of the commercial motor vehicle is 0.04 or more.
7. The person's body contains any amount of a controlled substance listed in Schedule I or II,



or its metabolite, other than marijuana or tetrahydrocannabinols.

NOTE: The per se limit of either of .08 or .04 is based on the type of vehicle being driven not based on the class of license the violator holds.

- D. Implied Consent Law: (MN Stat.169A.51): Any person who drives, operates, or is in physical control of a motor vehicle within this state or on any boundary water of this state consents, subject to the provisions of sections [169A.50](#) to [169A.53](#) (implied consent law), and section [169A.20](#) (driving while impaired), to a chemical test of that person's blood, breath, or urine for the purpose of determining the presence of alcohol, a controlled substance or its metabolite, or an intoxicating substance. The test must be administered at the direction of a peace officer.

5.5 Regulations - Contract Provisions: (MN. Stat. 169.449)

The commissioner of the Minnesota Department of Public Safety has the authority to adopt and enforce rules governing student transportation. Violations of the rules concerning the operation of school buses is a misdemeanor. These rules are found in MN Rules, Chapter 7470.

5.6 General Operating Rules: (MN. Stat. 169.447, 169.443, 123B.91, 123B.86 & MN. Rule 7470)

When transportation is provided, the scheduling of routes manner and method of transportation, control and discipline of school children, and any other matter relating thereto shall be within the sole discretion and control and management of the board. (MN. Stat. 123B.86 & 123B.88)

- A. The school board of the district may adopt such operating rules as deemed necessary to meet local conditions and needs, providing they do not conflict with state laws and rules.
- B. Only pupils assigned to the school bus by the school board or designated administrative officer of the school district shall be transported at district expense.
- C. The authorized person shall see that no materials, including guns, loaded or unloaded, gasoline cans, empty or full, animals except service dogs accompanying persons with disabilities, or any other object of dangerous or objectionable nature, are transported in the school bus when pupils are being transported.
- D. No pupils may be in the bus while the fuel tank is being filled. On leaving the vehicle when pupils are in the bus, the driver shall stop the motor, remove the ignition key, set the brake and otherwise render the bus immobile.
- E. The driver of a school or Head Start bus shall keep the aisle and emergency exit clear and unobstructed at all times, when children are being transported.
- F. School buses may pull a trailer, as defined by 169.447 subd. 5, only when traveling to or from co-curricular or extracurricular trips, but not when transporting children to and from school.
- G. Pupils are not to be evicted from the bus along the route for a breach of discipline. All breaches of discipline must be reported by the bus driver to the authorized person.
- H. The entrance door must be closed at all times when transporting pupils and the bus is in motion.
- I. No Person shall stand in the school bus or Head Start bus when the bus is in motion.
- J. Bring the bus to full stop and disengage gears by shifting into neutral or park before **LOADING** or **UNLOADING** pupils.
- K. When children are getting off a school bus or Head Start bus, the driver shall visually determine that they are a safe distance from the bus before moving the bus.
- L. All buses must load and unload in the right lane of the roadway, at pupil stops on bus routes approved by the authorized person. Loading and unloading within an intersection is prohibited. A school bus driver is prohibited from loading or unloading passengers in a designated right-turn lane or in a lane immediately adjacent to a designated right-turn lane unless:
- * A school bus stop designated by the district transportation safety director is located in the right-turn lane;
 - * The driver stops the bus at the extreme right side of the right-turn lane; and
 - * The driver activates the pre-warning flashing amber signals, flashing red signals, and stop-signal arm, unless the school board or its designee, based on safety considerations,



provides written direction to the driver not to do so.

- * After loading or unloading passengers, the school bus driver may re-enter the right-hand lane of traffic without turning right. The school bus must indicate the intent to enter the right-hand lane of traffic by activating a flashing left turn signal.

5.7 Backing (MN. Rule 7470.1000)

Buses must not be run backwards on the school grounds or at any other point if it can be avoided. If necessary to run a bus backwards, the driver should have adequate visibility to determine if any moving vehicles are within 500 feet in either direction, when on roadways. When there is a pupil pick-up or unloading at a backing point, the driver shall always load before backing and unload after backing. No pupils may be outside the bus when it is backing.

5.8 Following Distance (MN. Rule 7470.1100)

School buses shall maintain at least a 50-foot interval when following another bus entering or leaving the school ground, and at least 500 feet when traveling on the highway, in accordance with Minnesota Statute, section 169.18, Subd. 8, paragraph (b).

5.9 Speed Limits (MN. Stat. 169.14 (all drivers, including school bus))

Duty to drive with due care. No person shall drive a vehicle on a highway at a speed greater than is reasonable and prudent under the conditions. Every driver is responsible for becoming and remaining aware of the actual and potential hazards then existing on the highway and must use due care in operating a vehicle. In every event speed shall be so restricted as may be necessary to avoid colliding with any person, vehicle or other conveyance on or entering the highway in compliance with legal requirements and the duty of all persons to use due care.

The speed limit on two-lane highways with a posted speed limit of 55 mph or higher is increased by 10 mph when the driver is lawfully passing another vehicle in the same direction. Upon completion of the pass the speed limit reverts to the posted speed.

5.10 Seat Belts (MN Stat. 169.447, 169.685, 49 CFR 392.16)

All school bus drivers must properly wear their seat belt whenever the bus is in motion. If passenger seatbelts are equipped they must be worn. Child restraints are required in all vehicles with a GVWR of 10,000 lbs. or less.

5.11 Lights to be Displayed (MN. Stat. 169.48)

The driver shall display lighted headlamps, tail lamps and clearance lamps during daylight hours when transporting children. Drivers operating a bus that is equipped with daytime running lights need to ensure the headlamp switch is turned on, allowing clearance and tail lights to illuminate.

5.12 School Bus Stops/Loading and Unloading (MN. Stat. 123B.88, 169.443, MN Rule 7470.1100)

Loading and unloading stops are established by the school board. They SHALL NOT be changed at the driver's discretion. Only school officials can authorize changes in student stops.

A school bus driver shall load or unload pupils only where the view is unobstructed to the motorist for 500 feet in either direction on a roadway with a speed limit of 35 mph or greater and where the view is unobstructed for at least 100 feet where the speed limit is less than 35 mph.

A driver of a school bus shall activate the pre-warning flashing amber signals of the bus before stopping to load or unload school children. The driver shall activate and continuously operate the amber signals for a distance of at least 100 feet before stopping in a speed zone of 35 mph or less and at least 300 feet before stopping in a speed zone of more than 35 mph. On stopping for this purpose, the driver shall extend the stop-arm system and activate the flashing red signals. The driver shall not retract the stop-arm system nor extinguish the flashing red signals until loading or unloading is completed, students are seated, and children who must cross the roadway are safely across.

A school bus driver is prohibited from loading or unloading passengers in a designated right-turn lane



or in a lane immediately adjacent to a designated right-turn lane unless:

1. A school bus stop designated by the district transportation safety director is located in the right-turn lane;
2. The driver stops the bus at the extreme right side of the right-turn lane; and
3. The driver activates the prewarning flashing amber signals, flashing red signals, and stop-signal arm, unless the school board or its designee, based on safety considerations, provides written direction to the driver not to do so.
 - a. After loading or unloading passengers, the school bus driver may re-enter the right-hand lane of traffic without turning right. The school bus must indicate the intent to enter the right-hand lane of traffic by activating a flashing left turn signal.

Where school children must cross a roadway before getting on or after getting off the school bus, the driver of the school bus or a school bus patrol may supervise the crossing, using the standard school patrol flag or signal as approved and prescribed by the commissioner of public safety. Before moving the school bus, the driver of the bus shall visually determine that all children have crossed the roadway and that those who are to do so have boarded the school bus.

When children are getting off a school bus or Head Start bus, the driver shall visually determine that they are a safe distance from the bus before moving the bus.

The driver shall be responsible for safely delivering the pupils, who must cross the street or highway, to the left side of the road by one of the following methods:

- A. The pupil shall pass around in front of the vehicle and cross the road only upon receiving word from the driver.
- B. The pupil shall pass around in front of the bus and be conducted across the road by the school bus patrol or the bus monitor; or the driver shall personally conduct the pupils across the road. (If the driver escorts the pupil, the motor must be stopped, ignition key removed, brakes set and vehicle otherwise rendered immobile.)

The driver shall not use the school bus pre-amber warning or red signals per MN. Stat. 169.443 Subd.3;

- A. In special school bus loading areas where the bus is entirely off the traveled portion of the roadway and where no other motor vehicle is moving, or is likely to be moving, within 20 feet of the bus.
- B. When directed not to do so, in writing, by the local school board.
- C. When a school bus is being used on a street or highway for purposes other than the actual transportation of school children to or from school, or a school-approved activity, except as provided in subdivision 8.
- D. At railroad grade crossings.
- E. When operating the bus under section 169.4475, and
- F. When loading and unloading students at designated school bus stops, not required to cross the street or highway and the bus is completely off the traveled portion of a roadway that has adequate shoulders. The driver shall pull the bus completely off the traveled portion of the roadway before loading or unloading students. A school bus stop is designated under this clause, if the transportation director of the school district in which the bus stop is located, and in consultation with the road authority, certifies the integrity of the shoulder, and the location for loading and unloading students, is safe. Each designated school bus stop must be documented and approved by the school board.

5.13 Stop Arm Violations: (MN. Stat. 169.444)

Minnesota state law requires motorists to stop at least 20 feet away from a bus displaying flashing red lights and an extended stop-arm. The prescribed penalties for violating this law are quite severe. Therefore, it is important that the school bus driver use the eight-light system when required to do so and ascertain that the system is activated in accordance with the law. This assures that the motorists



view consistent, uniform use of the system and can therefore comply without guessing as to what is going to happen. If a school bus driver deviates from required procedures it will not be possible to prosecute stop-arm violations.

Exception: A person driving a vehicle on a street or highway with separated roadways is not required to stop the vehicle when approaching or meeting a school bus that is on a different roadway.

The school bus driver must remember that the safety of the student is first. Gathering information for prosecution is secondary. Attempt to gather as much information on the violator as possible, such as vehicle description and license number. This much will allow prosecution of the owner. Further information as to the driver's sex, age, color, clothing will assist in prosecution of the actual driver. Make an initial report to law enforcement as soon as possible.

A full report on each observed incident should be prepared and forwarded to law enforcement according to the company or district policy. There is a presumption by law that the system was working properly if there is testimony that the system was inspected within the past 12 hours prior to the infraction. A pre-trip inspection sheet may be offered for evidence.

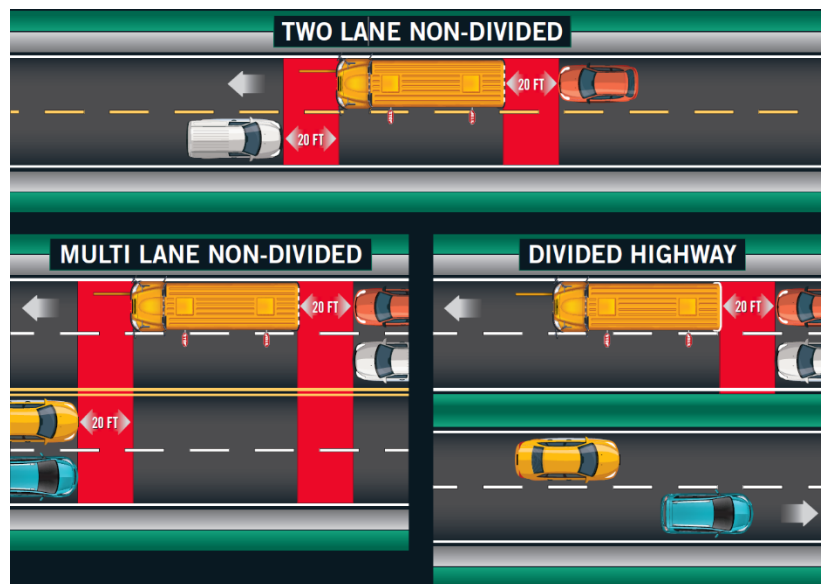


Figure 12

5.14 Railroad Crossings (MN. Stat. 169.28, 169.443 & MN. Rules 7470.1100, .1200, 1500)

School buses are required to stop at all railroad crossings unless an "Exempt" sign is posted. The stop is required whether or not there are students aboard the bus. The eight-light system shall NOT be used. Make sure the Master Switch is off. There are two ways that a school bus driver can warn traffic behind when preparing to stop for a railroad crossing. The school bus driver should use both the four-way hazard lights and brake lights.

State law requires the driver to activate the four-way hazard warning lights not less than 100 feet from the nearest rail and stop not less than 15 feet no more than 50 feet from the nearest rail. Required procedures for checking and crossing rail road tracks include:

1. Be sure master switch is off (if equipped).
2. Make sure passengers are quiet, use noise suppression switch if equipped.
3. FULLY open the service door and driver's window.
4. Listen and look in both directions.
5. Check in both directions again.

Before crossing the tracks, the driver must close the service door. It is recommended policy that a driver should completely cross the tracks without shifting gears. After the crossing is completed, the



driver will have to turn off the four-way hazard lights. The driver must ensure there is ample room, minimum of 10 feet, on the other side of the tracks for the rear end of the bus to clear before proceeding across.

5.15 Passenger Capacity (MN. Stat. 169.447)

The number of pupils or other authorized passengers transported in a school bus or Head Start bus must not be more than the number of pupils or passengers that can be fully seated. Seating capacity must be adjusted according to each passenger's individual physical size, but not more than the manufacturer's rated capacity. No person shall stand when the school bus or Head Start is in motion.

5.16 Inspection (MN. Stat. 169.451)

No school bus shall be registered for the first time in this state unless it has been inspected and certified that it conforms to all minimum standards and laws for buses.

Every school bus shall be inspected annually by the Minnesota State Patrol.

No school bus shall be driven without displaying a current valid inspection certificate.

Other inspections: In addition to the annual inspections and re-inspections scheduled for the purpose of verifying that deficiencies have been corrected, a trooper or CVI may conduct an unannounced inspection of any school bus and driver. This subpart shall not be construed to limit the right or duty of any law enforcement officer to inspect any vehicle upon reasonable cause.

5.17 Reportable Crashes (MN. Stat. 169.09) (See Unit 3)

All crashes involving personal injury or death must be reported to the police. Drivers shall make reports as required by state law and district policies.

5.18 School Bus Crashes (MN. Rules 7470.1000)

In case of a crash or breakdown of the bus, the driver shall not leave the bus. The driver should use required communications systems in the school bus to make notification. Immediate reports of all crashes, however slight, involving the school bus must be made by the driver to the authorized person and to any other authorities as required by law, rule, or regulation. The driver shall prepare and keep all record and reports required by the authorized person.

5.19 School Bus Post Crash Inspection (MN. Stat. 169.4511)

A peace officer responding to an accident involving a school bus or Head Start bus must immediately notify the State Patrol if the accident results in:

- A. A fatality;
- B. Bodily injury to a person who, as a result of the injury, immediately receives medical treatment away from the scene of the accident; or
- C. One or more motor vehicles incurring disabling damage as a result of the accident, requiring a motor vehicle to be transported away from the scene by tow truck or other motor vehicle.

No person shall drive or knowingly permit or cause to be driven, for the purpose of transporting students, any school bus or Head Start bus after such an accident unless;

- A. The vehicle has been inspected by the Minnesota State Patrol and the State Patrol has determined that the vehicle may safely be operated; or
- B. A waiver has been issued by a member of the State Patrol.

5.20 School Bus Daily Pre-Trip Safety Inspection (MN. Rule 7470.1300)

No school bus shall be driven unless the driver or other designated person has inspected the vehicle to ensure that at a minimum, the following parts and accessories are in good working order. Service brakes, including trailer brake connections; parking (hand) brakes, steering mechanism, lighting devices and reflectors, tires, fluid levels, horn, windshield wiper or wipers, rear-vision and crossover mirrors including their proper adjustment, eight- light system, and stop arm.



A copy of the current daily pre-trip inspection report must be carried in the bus. Local pre-trip inspection policies may vary widely. Every driver should be familiar with the policy of their employer. See Appendix B.

5.21 Minimum Standards for Minnesota School Buses

Standards pertinent to Minnesota are above and beyond the national minimums and are found in MN. Stats. 169.4501, 169.4502, 169.4503, 169.4504, 169.454.

The construction, design, equipment, and color of Types A, B, C, and D school buses used for the transportation of school children shall meet the requirements of the "bus chassis standards" and "bus body standards" in the current revised edition of the "National School Transportation Specifications and Procedures" adopted by the National Conference on School Transportation and published by the National Safety Council.

The construction, design, and equipment of Types A, B, C, and D school buses used for the transportation of students with disabilities also shall meet the requirements of the "specially equipped school bus standards" in the "National School Transportation Specifications and Procedure." The "bus chassis standards," "bus body standards," and "specially equipped school bus standards" sections of the "National School Transportation Specifications and Procedures" are incorporated by reference in this chapter.

Standards for School Buses are available to each school district. Information can be obtained from:
Minnesota State Patrol

Office of Pupil Transportation Safety 1110 Centre Pointe Curve, Suite 410 Mendota Heights, MN.
55120

(651) 350-2000

Website: <https://dps.mn.gov/divisions/msp/commercial-vehicles/Pages/school-bus-safety.aspx>

5.22 Cell Phone Usage (MN Statute 169.443 Sub 9)

A school bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether handheld or hands free, when the vehicle is in motion.

5.23 Use of Wireless Communication Device (MN Statute 169.475; 49 CFR 392.80; 392.82)

A school bus driver may not operate a school bus while using a wireless communications device to:

- A. Compose, read, or send an electronic message;
- B. Engage in a cellular phone call, including initiating a call, talking or listening and participating in video calling; and
- C. Access the following types of content stored on the device: video content, audio content, images, games or software applications.

Exceptions:

1. Used solely in a voice-activated or hands-free mode to initiate or participate in a cellular phone call or to initiate, compose, send or listen to an electronic message;
 - * This exception does not apply to accessing non-navigation video content, engaging in video calling, engaging in live-streaming, accessing gaming data, or reading electronic messages.
2. To view or operate a global position system or navigation system in a manner that does not require the driver to type while the vehicle is in motion or a part of traffic, provided that the person does not hold the device with one or both hands;
3. To listen to audio-based content in a manner that does not require the driver to scroll or type while the vehicle is in motion or a part of traffic, provided that the person does not hold the device with one or both hands;
4. To obtain emergency assistance to; report a traffic accident, medical emergency,



- serious traffic hazard, or prevent a crime about to be committed;
- 5. In the reasonable belief that a person's life is in immediate danger; or
- 6. In an authorized emergency vehicle while in the performance of official duties.

The Code of Federal Regulations restrict the use of hand-held mobile telephones and prohibits texting by drivers of CMV's. New driver disqualification sanctions have been implemented for drivers of CMVs who fail to comply with these federal restrictions. This includes those who have multiple convictions for violating a state or local law, or ordinance on motor vehicle traffic control that restricts the use of hand-held mobile telephones or prohibit texting. Additionally, motor carriers are prohibited from requiring or allowing drivers to use hand-held mobile phones or engage in texting while driving.

The use of hand-held mobile telephones means, "using at least one hand to hold a mobile telephone to conduct a voice communication"; "dialing a mobile telephone by pressing more than a single button"; or "moving from a seated driving position while restrained by a seat belt to reach for a mobile telephone". If you choose to use a mobile phone while operating a CMV, you may only use a hands free mobile phone that is located close to you and that can be operated in compliance with the rule to conduct a voice communication.

Texting means manually entering text into, or reading text from, an electronic device. This includes, but is not limited to, short message service, e-mailing, instant messaging, a command or request to access a World Wide Web page, or engaging in any other form of electronic text retrieval or entry, for present or future communication.

Electronic device includes, but is not limited to, a cellular telephone; personal digital assistant; pager; computer; or any other device used to enter, write, send, receive, or read text.

Your CDL will be disqualified after two or more convictions of any state law on hand-held mobile telephone use or texting while operating a CMV. Disqualification is 60 days for the second offense within three years and 120 days for three or more offenses within three years. In addition, the first and each subsequent violation of such a prohibition are subject to civil penalties imposed on such drivers, in an amount up to \$2,750. Employers may also be subject to civil penalties in an amount up to \$11,000. There is an emergency exception that allows the use of a handheld phone to call or text if necessary for you to communicate with law enforcement officials or other emergency services.

5.24 Idling (123B.885)

Whenever the bus is idling, the driver must stay with the bus. Idling buses must be outside any building and away from fuel pumps. Engines should be shut off when students are present and loading. As a courtesy to other drivers, buses should not idle when another bus is within 10 feet. Drivers should be mindful of school air intakes and avoid bus exhaust from drifting into schools. In general, a 5 minute maximum rule should be in place for idling buses. Follow all relevant district/company policy on idling and ask a supervisor if you have questions.

5.25 Trespass on School Bus (MN Stat. 609.605 subd. 4a)

A person who boards a school bus when the bus is on its route or otherwise in operation, or while it has pupils on it, and who refuses to leave the bus on demand of the bus operator, is guilty of a misdemeanor.

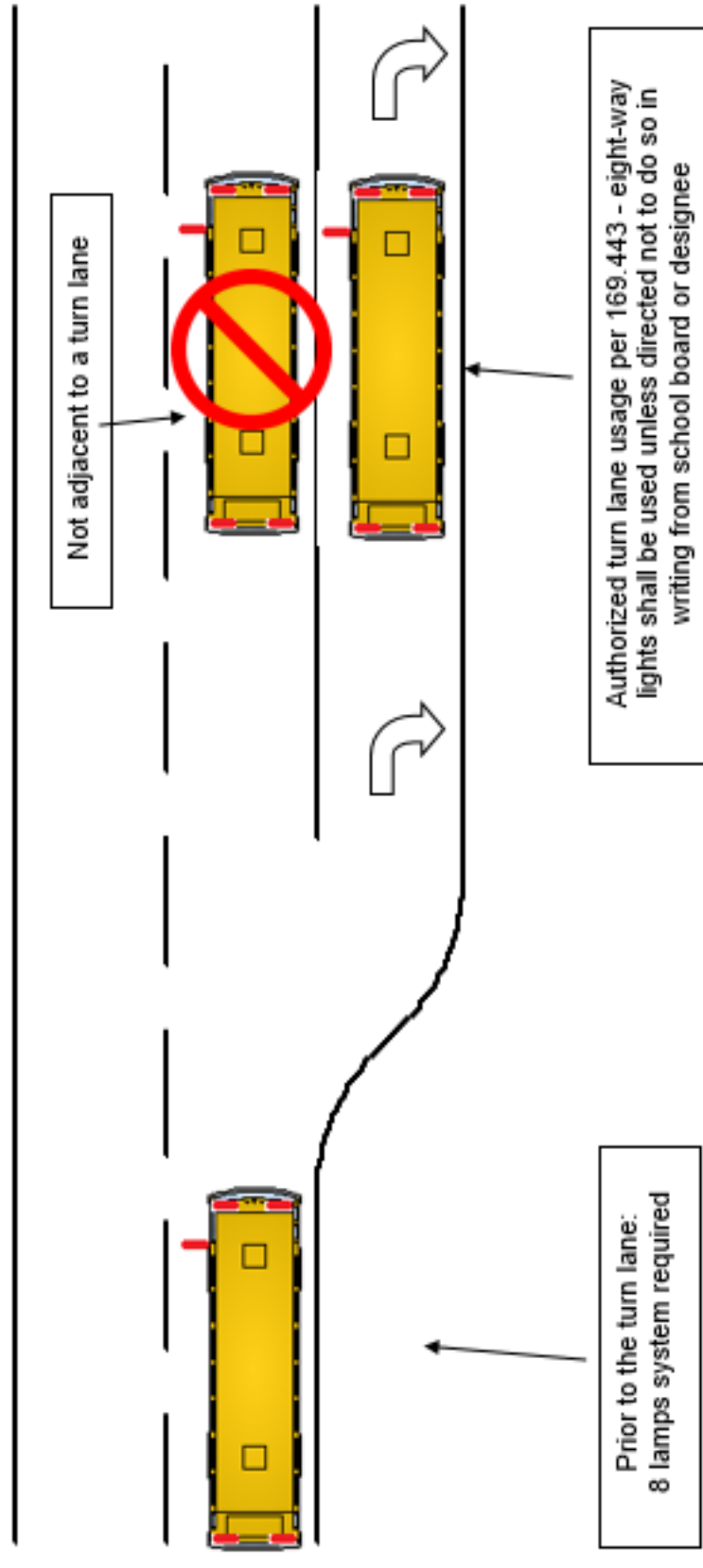
5.26 Summary

The above material includes state of Minnesota rules, state and federal regulations and recommendations that will assist the driver in providing safe and efficient transportation of our students. This does not imply that all regulations are included. Local policy and regulations are also an important part of the driver instruction and should be incorporated into this training.



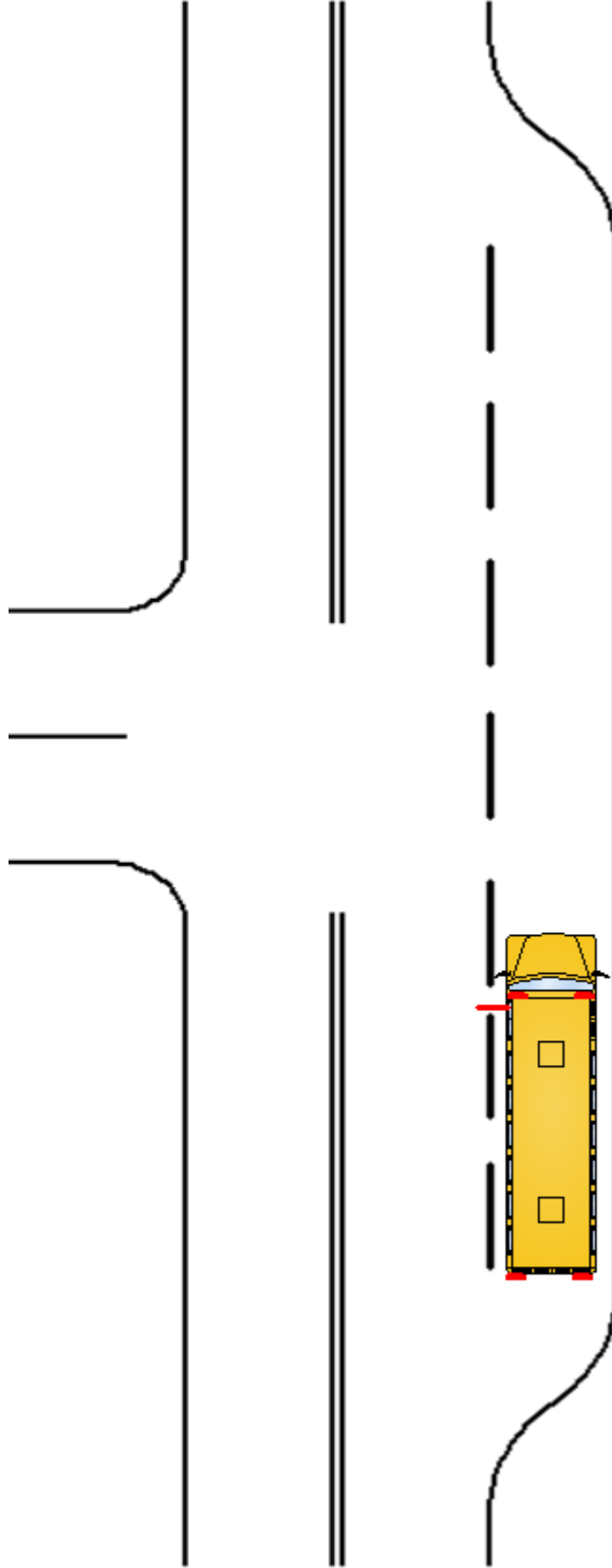
School Bus Right Turn Lane Stopping Procedures: (MN State Stat. 169.443)

All buses must load and unload in the right lane of the roadway, at pupil stops on bus routes approved by the authorized person. Loading or unloading in a designated turn lane or in a lane immediately adjacent to a designated right-hand turn lane is prohibited unless the turn lane is a designated school bus stop at which pupils are not required to cross the road. Under these circumstances, the bus must stop at the extreme right-hand side of the turn lane and the eight-light system and stop arm shall be used. Loading and unloading pupils within an intersection is prohibited.



School Bus Stop Procedures using a bypass lane:

All buses must load and unload in the right lane of the roadway, at pupil stops on bus routes approved by the authorized person.

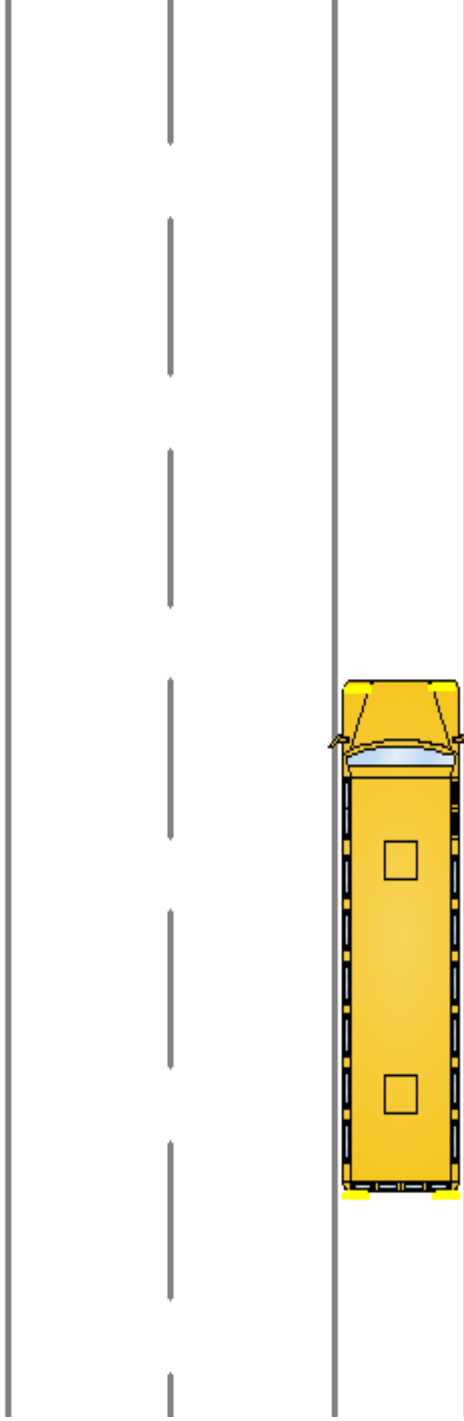


Because the school bus is in a traffic lane the 8 way lamp systems must be used.



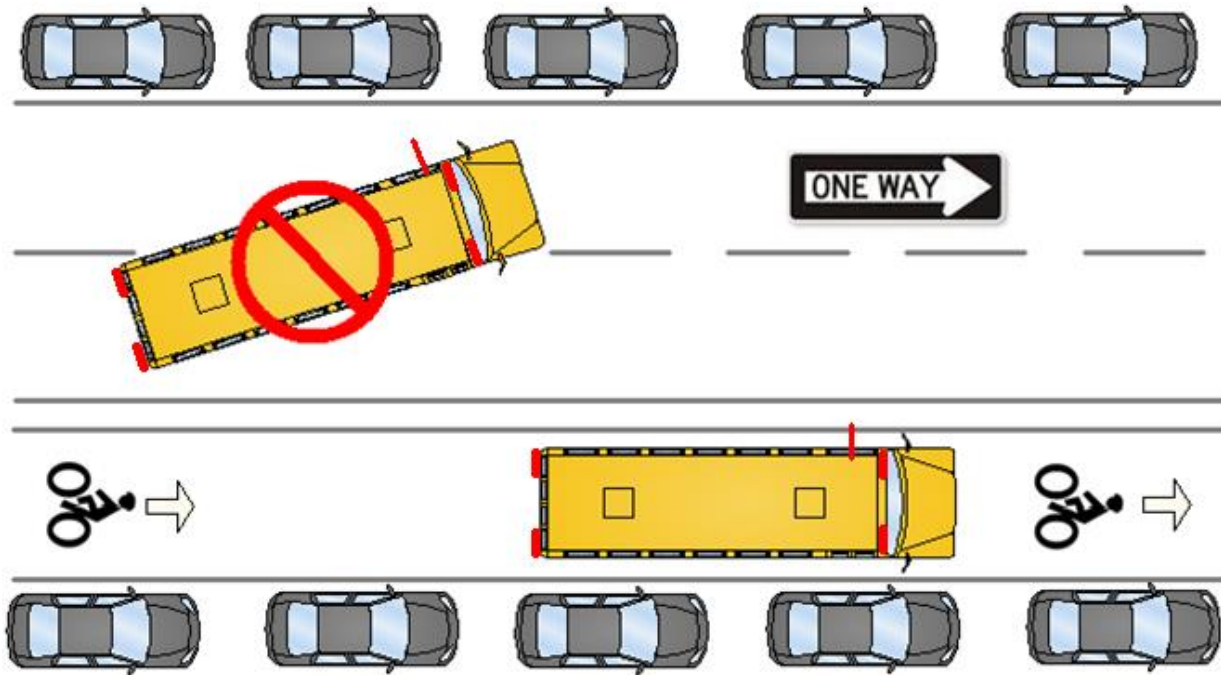
School Bus Stops – Shoulder Use: (MN Stat 169.443 subd 3)

Only permitted when loading and unloading students at designated school bus stops where students are not required to cross the street or highway, while the bus is completely off the traveled portion of a roadway that has adequate shoulders. The driver shall drive the bus completely off the traveled portion of this roadway before loading or unloading people. A school bus stop is designated under this clause if the transportation director of the school district in which the bus stop is located, in consultation with the road authority, certifies the integrity of the shoulder and the safety of the location for loading and unloading people. Each designated school bus stop must be documented and approved by the school board



Use of Bike Lane

MN Statute 169.79 subd (7)(d)



Whenever a bicycle lane has been established on a roadway, any person operating a motor vehicle on such roadway shall not drive in the bicycle lane except to perform parking maneuvers in order to park where parking is permitted, to enter or leave the highway, to prepare for a turn as provided in section [169.19, subdivision 1](#), or to stop a school bus for the purpose of receiving or discharging any person provided the school bus is equipped and identified as provided in sections [169.441](#) and [169.442, subdivision 1](#), and the flashing red signals are activated and stop-signal arm is extended.



ANNUAL SCHOOL BUS INSPECTION CERTIFICATE



Figure 13

The inspection certificate is placed on the lower front corner driver's side of the windshield. The decal is punched in the month the bus was inspected and expires 12 months from the month and year it was placed on the windshield.

REJECTION DECAL (Out of service)

The rejection or out-of-service decal, is placed on the windshield in the vicinity of the annual inspection decal. This indicates the bus failed the inspection and cannot be operated until repaired.

The bus may be operated after repair is certified by the owner or his designee by signing the copy of the School Bus Inspection Deficiency Report (PS 18073) and carrying that report in the first aid kit.

The sticker shall be removed only upon authorization from a CVI II or trooper who has determined that the defects that caused the rejection have been corrected.



Figure 14



INTERIM STICKER

The interim sticker is issued to school bus dealers for placement on new school buses into Minnesota.

The dealer must certify to the State of Minnesota by means of a pre-registration certificate, completed before plates are issued, that the bus meets Minnesota Minimum School Bus Standards.

The sticker is valid until the next annual inspection by the State for the owner of the bus. The issue date on the back or inside of the sticker should never be more than 13 months old.

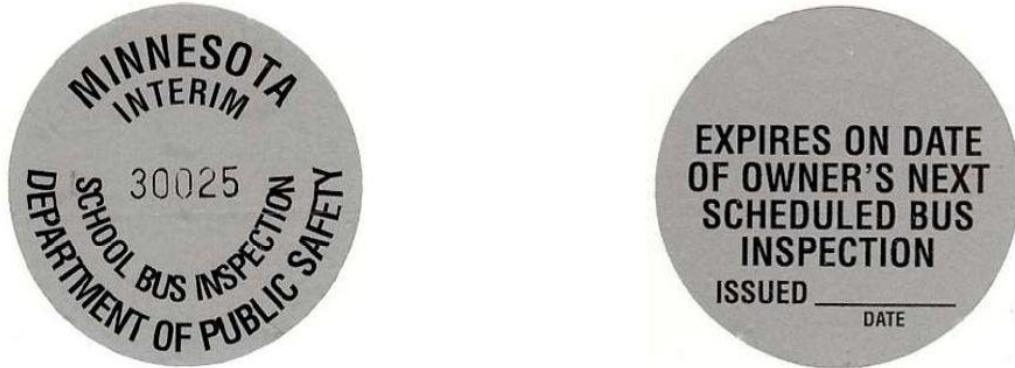


Figure 15

OUTSIDE VIEW

INSIDE VIEW



5. Laws and Regulations Survey

Name: _____

Date: _____

Circle the correct answer:

1. T or F A person who boards a school bus when the bus is on its route or otherwise in operation, or while it has pupils on it, and who refuses to leave the bus on demand of the bus operator can be charged with trespassing.
2. T or F A pre-trip inspection is only required if you have time to complete it.
3. T or F Students can be evicted from the bus along the route for a serious breach of discipline.
4. T or F School bus drivers are not allowed to deviate from the student stop locations or bus stop procedures specified on the route sheet.
5. T or F A school bus driver is exempt from wearing a seatbelt if they have a doctor note.
6. T or F You must make a right turn upon completing a school bus stop in the right turn lane.
7. T or F If you drive in Minnesota, you have automatically given your consent to a test of your blood, breath or urine to determine alcohol concentration.
8. T or F When you approach another school bus from either direction, and that bus is stopped to load or unload passengers, you should activate the amber portion of your eight-light system, stop and open the service door slightly, to activate the red lights.
9. T or F Drivers of school buses and commercial vehicles are subject to roadside/destination inspections.
10. T or F School buses are allowed to stop in the intersection to load/unload students in order to control traffic in all directions.

Circle the best answer.

11. What is the allowable amount of alcohol a driver can have in their system while operating a school bus or commercial vehicle?
 - a. Less than .02 ac
 - b. Less than .04 ac
 - c. Less than .08 ac
 - d. Zero tolerance
12. A school bus driver must report/disclose what information to their employer:
 - a. A conviction of a moving violation certified to your driving record.
 - b. All parking tickets.
 - c. Driver license status changes including suspension, revocation, cancelation or disqualification.
 - d. Both a and c.



13. What is the minimum class license and endorsements required to operate a 22 passenger school bus with a gross vehicle weight rating of 14,500 lbs.?
- Class D license
 - Class C license with passenger and school bus endorsements
 - Class B license with passenger and school bus endorsements
 - Class A license with passenger and school bus endorsements
14. A school bus driver is required to activate the amber pre-warning lights at least _____ ft. prior to a school bus stop in a speed zone of 35 mph or less.
- 50
 - 100
 - 300
 - 500
15. A school bus driver is exempt from using the eight-way warning lights and stop-arm in which situation?
- The driver feels it is safer to conduct the stop without them.
 - The parents requested the procedural change.
 - The stop arm does not deploy or the lights don't work.
 - It has been approved in writing from the school board.
16. Following a conviction of a DUI or an Implied Consent Revocation your CDL will be disqualified for _____ and your school bus endorsement will be cancelled for _____.
- 1 yr.; 5 yrs.
 - 1 yr.; 1yr.
 - 2 yrs.; 5 yrs.
 - 1 yr.; lifetime
17. A CDL holder convicted for a 2nd hands-free or texting violation while operating a CMV within 3 years will be disqualified for _____.
- 30 days
 - 60 days
 - 90 day
 - One year
18. The driver of any motor vehicle pulling another vehicle, or the driver of any truck or bus, when traveling upon a roadway outside of a business or residence district, shall not follow within _____ feet of another vehicle.
- 1000
 - 500
 - 300
 - 100
19. Who is responsible for ensuring students are safely away from the bus prior to moving the bus?
- Bus driver
 - Students
 - Parents
 - School staff or bus aide



20. A school bus driver can use a cell phone in which of these situations?
- To make a personal phone call if in hands free mode.
 - To make a business related phone call if in hands-free mode.
 - To make a business related call in handheld or hands-free mode.
 - For any purpose as long as it's hands-free.
21. When approaching a railroad crossing a school bus driver shall activate the four-way hazard warning lights at least _____ ft. from the nearest rail and stop _____ ft. from the nearest rail.
- 100; 15-50
 - 50; 10-15
 - 300; 15-50
 - 150; 10-15
22. Which school bus drivers are REQUIRED to have proof of being medically qualified in their possession when driving?
- All CDL drivers
 - All school bus drivers
 - All non-CDL school bus drivers except Type III school employees not hired solely to drive
 - All of the above
23. What is the per se legal alcohol concentration limit for a CDL holder operating their personal passenger vehicle?
- .02
 - .04
 - .08
 - .10



5. Laws, and Regulations Survey

(Answer Key)

Note: This survey is a resource for the trainer to monitor how familiar employees are with the information in Unit 5. This IS NOT a substitute for the required survey on student conduct and students with special needs.

- TRUE** A person who boards a school bus when the bus is on its route or otherwise in operation, or while it has pupils on it, and who refuses to leave the bus on demand of the bus operator can be charged with trespassing.
- FALSE** A pre-trip inspection is only required if you have time to complete it.
- FALSE** Students can be evicted from the bus along the route for a serious breach of discipline.
- TRUE** School bus drivers are not allowed to deviate from the student stop locations or bus stop procedures specified on the route sheet.
- FALSE** A school bus driver is exempt from wearing a seatbelt if they have a doctor's note.
- FALSE** You must make a right turn upon completing a school bus stop in the right turn lane.
- TRUE** If you drive in Minnesota, you have automatically given your consent to a test of your blood, breath or urine to determine alcohol concentration.
- FALSE** When you approach another school bus from either direction, and that bus is stopped to load or unload passengers, you should activate the amber portion of your eight-light system, stop and open the service door slightly, to activate the red lights.
- TRUE** Drivers of school buses and commercial vehicles are subject to roadside/destination inspections.
- FALSE** School buses are allowed to stop in the intersection to load/unload students in order to control traffic in all directions.

11. What is the allowable amount of alcohol a driver can have in their system while operating a school bus or commercial vehicle?
- a. Less than .02 ac
 - b. Less than .04 ac
 - c. Less than .08 ac
 - d. Zero tolerance**
12. A school bus driver must report/disclose what information to their employer:
- a. A conviction of a moving violation certified to your driving record.
 - b. All parking tickets.
 - c. Driver license status changes including suspension, revocation, cancelation or disqualification.
 - d. Both a and c.**



13. What is the minimum class license and endorsements required to operate a 22 passenger school bus with a gross vehicle weight rating of 14,500 lbs.?
- Class D license
 - Class C license with passenger and school bus endorsements**
 - Class B license with passenger and school bus endorsements
 - Class A license with passenger and school bus endorsements
14. A school bus driver is required to activate the amber pre-warning lights at least _____ ft. prior to a school bus stop in a speed zone of 35 mph or less.
- 50
 - 100**
 - 300
 - 500
15. A school bus driver is exempt from using the eight-way warning lights and stop arm in which situation?
- The driver feels it is safer to conduct the stop without them.
 - The parents requested the procedural change.
 - The stop arm does not deploy or the lights don't work.
 - It has been approved in writing from the school board.**
16. Following a conviction of a DUI or an Implied Consent Revocation your CDL will be disqualified for _____ and your school bus endorsement will be cancelled for _____.
- 1 yr.; 5 yrs.**
 - 1 yr.; 1yr.
 - 2 yrs.; 5 yrs.
 - 1 yr.; lifetime
17. A CDL holder convicted for a 2nd hands-free or texting violation while operating a CMV within 3 years will be disqualified for _____.
- 30 days
 - 60 days**
 - 90 day
 - One year
18. The driver of any motor vehicle pulling another vehicle, or the driver of any truck or bus, when traveling upon a roadway outside of a business or residence district, shall not follow within _____ feet of another vehicle.
- 1000
 - 500**
 - 300
 - 100
19. Who is responsible for ensuring students are safely away from the bus prior to moving the bus?
- bus driver**
 - students
 - parents
 - school staff or bus aide.



20. A school bus driver can use a cell phone in which of these situations?
- To make a personal phone call if in hands free mode.
 - To make a business related phone call if in hands-free mode.**
 - To make a business related call in handheld or hands-free mode.
 - For any purpose as long as it's hands-free.
21. When approaching a railroad crossing a school bus driver shall activate the four-way hazard warning lights at least _____ ft. from the nearest rail and stop _____ ft. from the nearest rail.
- 100; 15-50**
 - 50; 10-15
 - 300; 15-50
 - 150; 10-15
22. Which school bus drivers are REQUIRED to have proof of being medically qualified in their possession when driving?
- All CDL drivers
 - All school bus drivers
 - All non-CDL school bus drivers except Type III school employees not hired solely to drive**
 - All of the above
23. What is the per se legal alcohol concentration limit for a CDL holder operating their personal passenger vehicle?
- .02
 - .04
 - .08**
 - .10



6. Special Needs Transportation

State and federal governments have made a commitment to provide free and appropriate education for all students. For some students meeting this commitment requires special transportation. It is important to remember that even as a general education route driver you may be transporting students with special needs. The following guidelines shall apply when needs of the student could possibly require special attention / transportation.

Special transportation is defined as any service provided for a student on a special education bus or attending a special school or program. In addition to students assigned to specialized bus services there will be students with special needs who are mainstreamed on a regular education bus.

For the purposes of this unit the term “drivers” refers to “drivers of special transportation buses.” For drivers of special education students mainstreamed on a regular bus it is important to understand that there will be a variety of students with differing needs on your bus. All students need to be treated equitably and fairly.

For the purpose of the unit the term “aide” refers to adult assistant/para professional that is present on the bus to assist students while on the bus. Aides may also be known as paraprofessionals, chaperones, bus monitors, and bus assistants.

6.1 Seven Basics for Special Needs Transportation

- A. The driver needs to know that the route is a special education route, which means that it is different than other school bus routes. All drivers need to be aware that there is the potential for special needs students on any bus.
- B. The driver needs to know that the students on any route may require special handling.
- C. The driver needs specific information about the student’s disabilities.
- D. The driver needs to know that these students may require special equipment and be aware of how to handle and properly secure this equipment on the school bus.
- E. The driver needs to know what constitutes an emergency situation for each student on this route, and must be aware of what to do and who to contact, in the event of an emergency situation or crash.
- F. The driver also needs a contact person, either within the company or the school district for questions or problems related to the students assigned to their bus.
- G. The driver should have an understanding and maintain sensitivity to all students and their needs. Remember you are transporting a “student who uses a wheelchair” not a “wheelchair.”

6.2 Individual Education Program (IEP) & Least Restrictive Environment (LRE)

The Individual Education Program (IEP) is a written document identifying the specially designed instructional program and related services, including transportation, if necessary, to meet the unique needs of the student with disabilities. The IEP governs all of the services that are to be provided for the student in order to receive an appropriate education. The overriding rule is that the determination of an appropriate education for a specific student must be made on an individual basis.

Another consideration when writing an IEP is the determination of LRE based on the student’s abilities. LRE means, to the maximum extent appropriate, that students with disabilities, including students in public or private institutions or other care facilities, are educated with students who are not disabled. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs, only when the nature or severity of the disability of a student is such that, education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily. This same definition extends to determining the appropriate means of transportation to and from educational programs. The IEP must take into consideration that each student with a disability participates with nondisabled students to the maximum extent appropriate to the needs of that student.



LRE means that when planning for appropriate transportation the IEP team should start with the presumption that a student with a disability will likely ride regular transportation with non-disabled peers, if such transportation arrangement can be implemented for that student and is appropriate to meet that student's educational needs. IEP teams should only consider a more restrictive transportation arrangement if regular transportation, with supplemental aids and services, is not appropriate for that particular student. The determination of LRE is made by the IEP team which should include a representative from the transportation department if transportation is identified as a related service.

Types of disabilities:

- a. Autism
- b. Blind-Visually Impaired
- c. Deaf-Blind
- d. Deaf and Hard of Hearing
- e. Developmental Cognitive Disabilities
- f. Developmental Delayed
- g. Emotional or Behavioral Disorders
- h. Other Health Disabilities
- i. Physically Impaired
- j. Specific Learning Disabilities
- k. Speech or Language Impairment
- l. Traumatic Brain Injury

Also, the Rehabilitation Act of 1973, usually referred to as Section 504 states:

No otherwise qualified individual in the United States...shall solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

According to Section 504 regulations, "free" education means the provision of education and related services without cost to disabled persons or guardians, except where such costs are imposed on all others.

Section 504 protects all students with handicaps, defined as those having any physical or mental impairment that substantially limits one or more major life activities, including learning. Examples of potential 504 handicapping conditions would include:

1. Communicable disease (HIV, Tuberculosis)
2. Medical conditions (asthma, allergies, diabetes, heart disease)
3. Temporary medical conditions due to illness or accident
4. Attention Deficit Disorder (ADD, ADHD)
5. Behavior difficulties
6. Drug/Alcohol addiction

All students who are disabled under the Individuals with Disabilities Education Act (IDEA) are also considered to have a handicap and therefore protected, under Section 504.

However, not all students who have been determined to have a handicap under Section 504 may be considered to have a disability under IDEA. Most students who have handicapping conditions are served by regular education staff and curriculum.

To be disabled under IDEA, a student must have certain characteristics or conditions that adversely affect educational performance, and, therefore, that require special education and related services. The disabilities are defined in the IDEA under Part B: Regulations. They appear in 34 Code of Federal Regulations (CFR), Part 300 Child with a Disability.



Disabilities are classified as follows:

1. Autism
2. Deaf-Blindness
3. Deafness
4. Emotional Disturbance
5. Hearing Impairment
6. Mental Retardation
7. Multiple Disabilities
8. Orthopedic Impairment
9. Other Health Impairment
10. Specific Learning Disability
11. Speech and/or Language Disability
12. Traumatic Brain Injury
13. Visual Impairment, including Blindness

It is important for special needs drivers and aides to be familiar with the characteristics of students transported under their care. Resources for learning more about the students you transport would include the students' parents, teacher, school administrators, occupational therapist, physical therapist, district special education department and your transportation director or safety staff.

6.3 Responsibilities of the Special Needs Driver MN Rule 7470.1600 (Transporting Pupils with Disability) MN Rule 7470.1700 (Drivers and Aides for Pupils with Disability)

The person who accepts the position as a special needs school bus driver will find this a highly rewarding job. Special needs drivers need additional training based on the specific needs and disabilities of pupils they transport, within one month of the effective date of the position. An effective driver is one who encourages acceptable student behavior on the school bus.

The main objective is to assure the highest level of safety, including commitment to safely operate the vehicle, and maintain a safe environment inside the vehicle. The second objective is to establish a ride to and from school that supports educational goals for all students since this ride is an extension of the student's educational day.

Driver's duties include but are not limited to:

- a. Know each student's name and disability.
- b. Knowledge of the characteristics regarding the student's disability.
- c. Prepare for bus trip before departure.
- d. Maintain an on time schedule.
- e. Safely load and unload students.
- f. Maintain proper interaction with aide.
- g. Proper use of required safety equipment available for all students throughout the ride.
- h. Know the type of securement for special equipment.
- i. Proper use of wheelchair securements, per manufacturer's instructions, including the use of the lap belt and, upper torso restraint system.
- j. Proper seating used for all students.
- k. Competent handling of occupant assistive safety equipment.
- l. Appropriate communications with student, school, parent and dispatcher.
- m. Report any concerns regarding students to the school, teacher, or transportation personnel, depending on your District procedures or policies.
- n. Procedure developed for safe bus evacuation.
- o. Maintain up to date evacuation plan, kept on the bus.
- p. Confidentiality issues – what can be discussed with others, securing confidential paperwork, destroying of confidential paperwork. Refer to Family Educational Rights and Privacy Act (FERPA) laws as well as Minnesota data practices act, Minnesota Chapter 13.
- q. Support district policy in student management.



- r. Ultimately the driver is responsible for ensuring that each student is safely transported.
- s. Driver and aide work as a team on consistency of bus rules and discipline process.

6.4 Responsibilities of a Bus Aide

The person who accepts the position as a special needs school bus aide will perform a variety of tasks to help support the driver in providing safe and proper transportation of all students.

Aides' duties include:

- a. Proper use of securements for assistive equipment, car seats, wheelchairs, seatbelts.
- b. Assist the driver in the proper loading and unloading of all students.
- c. Know each student's name and disability.
- d. Knowledge of the characteristics regarding the student's disability.
- e. Proper use of wheelchair securements, per manufacturer's instructions including the use of the lap belt, and upper torso restraint system.
- f. Maintain proper interaction with the driver.
- g. Supervise and assist students as directed.
- h. Driver and aide work as a team on the consistency of bus rules, and the discipline process.
- i. Confidentiality issues – what can be discussed with others, securing confidential paperwork, destroying of confidential paperwork. Refer to current FERPA laws as well as Minnesota Chapter 13.
- j. Report any concerns regarding students to the driver, school, teacher or transportation personnel, depending on district procedures or policies.
- k. Appropriate communication with student, school, parent and dispatcher.
- l. Work with the driver to develop a safe evacuation plan.
- m. Know the procedures and be physically able to evacuate students in an emergency situation.
- n. Support the district policy in student management.
- o. Occupy a seat that provides the best opportunity for supervision and student protection.
- p. If an aide is assigned to a specific student, the aide shall primarily provide direct assistance to that student, while providing general assistance to all students.

6.5 Special Transportation Equipment Use and Management

- A. Mobile seating devices and wheelchairs: Follow the manufacturer's guidelines when available;
 - 1. The wheelchair brakes have to be set.
 - 2. Attach the tie-downs to secure the wheelchair to the floor of the school bus at minimum four points.
 - 3. The tie-downs must be attached to the frame of the wheelchair, not the wheels. Look for a welded joint. If the wheelchair is WC19 certified, secure at the indicated WC19 securement points.
 - 4. Tighten the tie-down straps to hold the wheelchair in a secure position.
 - 5. For effective protection, the occupant shall have a secured lap belt and upper torso restraint system.

Drivers and aides must report non-functioning and inappropriate wheelchairs to the transportation supervisor.

- B. Passenger safety devices: Safety systems are based on the weight, height, age and the needs of the student. They may include seatbelts, car seats, safety vests or integrated bus seats. All equipment shall be installed and used per manufacturer's instructions.
- C. Seating: Seating arrangements should take into consideration the student's needs, behavior, and equipment. Students may benefit from assigned seats, a seating chart should be maintained, including the written bus evacuation plan.
- D. Service animal assistance: No animals are allowed on board except service animals trained to accompany students with special needs.
- E. Medical equipment and procedures: Special needs drivers and aides must be trained to properly



secure all medical equipment during transportation. Adaptive equipment may include respirators, oxygen tanks, suctioning equipment, ventilators, talking boards, torso restraints, tray tables, etc.

6.6 Behavior Modifications for Special Needs Students

To ensure a safe transportation environment, only acceptable student behavior should be allowed on the school bus. Coordinated plans for behavior management should include input from school programs, district transportation policy, and consider the student's disability. All sexual harassment behaviors must be dealt with in a prompt and appropriate manner.

Discipline and conduct reports shall be completed to ensure equitable discipline, throughout the entire educational system. Administrative staff shall be aware of the rights and responsibilities of all students, and be consistent among all schools, regarding the discipline plan of action. Special needs drivers and aides should be able to use school staff as a resource to help in problem situations.

6.7 Evacuation Procedures - Including Early Childhood

Best practices in student transportation include a plan for the evacuation of students from the school bus, in the event of an emergency. A guiding principle in special education transportation is that "no student should be placed on a bus until a plan for evacuation has been prepared for the student." Students on a special needs bus will have differing abilities and those must be taken into consideration when preparing an evacuation plan.

A. Before an emergency:

1. Plan and know the escape routes before the emergency occurs.
2. Be prepared for all types of emergencies.
3. Be prepared for the worst possible situation.
4. Know the abilities of the students who are being transported
5. Know the equipment - safety vests, child safety seats, booster seats, safety belts, mobility chairs etc.
6. Know the vehicle you are assigned:
 - a. How to operate the lift without power.
 - b. When to use the ramp or lift to exit the bus.
 - c. Know how to operate emergency exits

B. Plan of action:

1. Each bus run should have a written plan developed by the driver and aide, reviewed by the transportation supervisor. A copy of the plan should be in the dispatch office and in the bus, in the event of an emergency.
2. The plan should indicate which student exits first, second, etc.
3. Students who have limited mobility may be able to assist themselves along the aisle to an exit.
4. Safely execute a one or two person lift to move student to safety.
5. Blanket drag used when appropriate.
6. Plan to utilize bystanders to safely and quickly evacuate your bus

6.8 Emergency Card and Confidential Information

A significant amount of information is developed and maintained regarding the evaluation, placement, transportation, health needs, and performance, of students with disabilities. It is essential that these records be accurate and up to date. As a driver and aide for special needs students, you will need to have access to confidential information.

As a school bus driver not specifically assigned to special needs transportation, you will only receive emergency card information, if the special need or needs of the student, would impact the student's transportation on the school bus. Example: A student on your school bus has a medical plan in place based on the student's allergic reaction to bee stings. As the school bus driver, you should be made aware of the student's allergy and what the medical plan is, if the student receives a bee sting during



transportation. If the student has additional special needs that do not impact general school bus transportation, the driver will not receive the student's additional special needs information.

1. It is critical that this information remain strictly confidential. School staff and school bus team must ensure that the privacy rights of students with disabilities are protected.
2. At NO time may a school official or a school bus team member identify, or provide information about a student, to any individual, other than a parent or legal guardian.
3. The only exception would be in an emergency situation when the information is given in a "Need to Know" situation. This may be done if the knowledge of such information is necessary to protect the health and safety of the student, or other persons.

According to Minnesota Rules, Chapter 7470.1700 Subp. 2, driver, and bus aide if one is assigned, must have access to emergency health care information for students with disabilities, transported on the bus; The health information may be maintained either in a hard copy on the vehicle, or immediately accessible through two-way communications system with the dispatch office.

It is imperative that the transportation department work closely with the special education department and parents, to maintain accurate and timely information.

6.9 Additional Issues Associated with Special Needs Transportation You May Need to Know. Your Transportation Office Should Have Procedures Defined for The Following Situations:

1. A parent or caregiver is not home to receive a student when eye to eye, or hand to hand drop off, is required.
2. A student is not ready at pickup time from home or school.
3. What to do when a student is not ready to ride due to illness, behavior, or other unsafe circumstances.
4. Bodily fluids and blood borne pathogens are present.
5. There is a weather emergency.
6. Road conditions change.
7. Know your local district policies and procedures concerning what to do when there is a medical emergency.

It is the driver's responsibility to know and understand the district and/or contractor procedures for handling these situations.

6.10 Resources:

1. Minnesota Department of Education <http://education.state.mn.us/mde/index.html>
2. The Minnesota Office of Revisor of Statutes Office www.revisor.leg.state.mn.us/statutes/
3. Minnesota Department of Public Safety [Commercial Vehicles - School Bus Safety \(mn.gov\)](http://www.mn.gov)
4. Transporting children with Disabilities 4th Edition by NAPT Foundation
5. "The Answer Book for Transporting Students with Disabilities" LRP Publications
6. Bus Attendant Training & Resource Manual
 - PTSI, 443 S. Warren St., Syracuse, NY 13202 1-800-836-2210
7. National School Transportation Specifications and Procedures May 2015
8. NHTS Child Passenger Safety Restraint System on School Buses <https://www.nhtsa.gov/school-buses/child-safety-restraint-systems-csrs-school-buses-national-training>
9. University of Michigan Transportation Research institute, Ride Safe Brochure, www.travelsafer.org



7. Towing of Trailers

Towing a trailer with a school bus requires familiarity and concentration. At a minimum, you should have a thorough knowledge of connecting the trailer to the bus, mirror adjustments, pre-trip inspection, load placement / securement, and how to safely operate the combination. Communicate with your employer if you are unfamiliar trailering so you may become proficient at this task. In addition to the information presented in this section, you should consult with your school district or employer to ensure you are following any additional requirements they may have, in regards to trailer towing.

7.1 TRAILER TERMINOLOGY

Ball mount	A receiver hitch accessory that includes a shank and trailer ball.
Electric brake controller	The device used to supply power to the trailer brake system during a brake application.
Emergency breakaway brake tether	A length of wire rope or chain that activates the trailer brakes if the trailer separates from the power unit.
Hitch pin	A metal pin to keep the ball mount shank from sliding out of the receiver tube.
Locking lever	A locking mechanism that secures the trailer coupler to the ball mount.
Locking lever securement device	A cotter key or lock use to ensure the locking lever remains closed.
Locking ratchet	A device used to prevent unintentional loosening of the screw handle (screw latch trailers only)
Receiver	Trailer hitch mounting point on the school bus.
Safety chains	A length of chain with sufficient strength to keep the trailer connected to the tow vehicle in case of separation.
Tongue jack	The device used to raise and lower the trailer coupler onto the ball mount.
Tow vehicle	The power unit / school bus.
Trailer ball	An exclusive connection between the trailer and the tow vehicle.
Trailer coupler	In conjunction with a trailer ball, it connects the trailer to the tow vehicle.
Trailer wiring harness	A length of wires that connects the power unit's electrical system to the trailer. It is used to control lighting and the brake system (if applicable).
Under jaw	Similar to a locking lever, it's a locking mechanism that secures the trailer coupler to the ball mount (screw latch trailers only).

7.2 Connecting a Trailer

Precautions must be taken when preparing to connect a trailer to a school bus. The area immediately between the school bus and trailer should be clear of any obstructions and people. Before backing the school bus up to the trailer, activate the four-way emergency flashers, sound the horn with a couple of short beeps, and double check your exterior rear view mirrors. If feasible, utilize a secondary person as a spotter to prevent any backing incidents. The spotter should stand at the rear of the bus, on the driver's side, within view of the driver's left exterior rear view mirror.

Installing the Ball Mount to the Receiver

1. The school bus engine should be off and the parking brake set.
2. Insert the ball mount into the receiver hitch on the school bus.



3. Insert the receiver hitch pin and secure it with a cotter key or pin.
4. Give the ball mount a pull to ensure it is securely attached.
5. Check to ensure the trailer hitch ball is secured to the ball mount.
6. Verify the diameter of the hitch ball is the correct size for the trailer being towed.
 - * *Typical sizes of hitch balls are 1 7/8, 2, and 2 5/16 inches. Furthermore, many trailer couplers are stamped with the size ball that needs to be used.*

Connecting a Trailer Coupler to the Towing Vehicle

1. Secure trailer movement with wheel chocks or other devices (i.e. a piece of wood).
2. Align the ball mount under the trailer coupler.
3. Ensure the locking lever is open. For handle type levers it will be fully raised. A screw type will require looking at the trailer coupler underside and verifying the jaw is fully open.
4. Either by manually lifting or using the trailer jack, lower the trailer onto the ball mount.
5. Close the locking lever into its fully closed position.
6. Insert a pin or lock into the locking lever to prevent accidentally opening.
7. Verify the trailer coupler is securely attached to the ball mount by either manually lifting on the trailer tongue, or lifting with the trailer jack. This will prevent a “high hitched” situation, which occurs when the locking jaw is not engaged / locked onto the ball mount.
8. Attach the safety chains. A trailer must have two chains or cables.
 - * While not required, it is recommended to cross the safety chains in an “X” to the tow vehicle. Doing so creates a cradle for the trailer tongue if the ball mount or trailer coupler fail.
9. Attach the breakaway (emergency) brake cable or chain to the tow vehicle (if applicable).
 - * The breakaway brake cable or chain must be securely attached to the receiver hitch or the school bus frame. The surge brake breakaway cable or chain must be attached at a location other than to the receiver. The breakaway cable or chain **MUST NOT** be attached to the trailer safety chains. The breakaway cable or chain must operator separately of the safety chains.
10. Connect the trailer wiring harness to the tow vehicles electrical receiver. The electrical receiver will be located near the receiver hitch.
11. With the trailer connected to and in line with the school bus, the driver **MUST** verify the rear emergency exit door can be **FULLY OPENED** without interference.

Conducting the Trailer Pre-Trip Inspection

1. Ensure the trailer ball is the correct size for the trailer coupler.
2. Connect the trailer wiring harness to the tow vehicle and verify a secure connection.
3. The locking lever must be closed and secured with either a pin or lock.
4. Safety chains shall be securely connected, checking the hooks, chain / cable for wear.
5. Emergency breakaway cable or chain (if so equipped) shall be fastened securely to the tow vehicle and the cable/chain checked for wear.
6. Trailer tongue/coupler area should be inspected for loose bolts, cracked weld points, or cracks on the metal surfaces.
7. Inspect the tongue frame rails for loose bolts, cracks or other structural damage.
8. Trailer or tongue jack should be in the raised position.
9. Lighting: – Check side markers, clearance, turn, tail, brake, and ID lights, if equipped.
10. Check tires for signs of cuts, bulges in the rubber, and proper tread depth and inflation.
11. Check rims for cracks exposed axle hub ends, and loose/missing wheel fasteners (lug nuts).
12. Fenders should be securely mounted if so equipped.
13. Trailer door(s) should be latched and secured shut.
14. Check trailer brakes and breakaway brakes, if applicable
15. Document any equipment defects on the trailer pre-trip inspection report. The report must be carried in the bus during operation.



Service Brake Check (If So Equipped)

Minnesota State Statute 169.67 subdivision 3 requires service and breakaway (emergency brakes) brakes on all trailer axles with a GVWR over 3,000 pounds.

Each manufacture, whether using an electric or hydraulic brake system, will have specific testing procedures for their model of brake controller. **ALWAYS** follow the manufactures procedures and recommendations when testing your specific trailer brake system to prevent damage to the braking system.

Emergency Breakaway Brake Tests (If So Equipped)

ALWAYS follow the manufactures recommended procedures if different than the steps outlined below.

Electric Emergency Brakes

1. The school bus engine should be turned off and the parking brake set.
2. Disconnect the trailer wiring harness by pulling it away from the vehicle. Once removed, lay the harness across the trailer tongue.
3. Locate the emergency breakaway brake actuator, and pull firmly on the brake cable. Use caution when tugging on the cable, as it can difficult to pull out, causing injury to you or damage to the system. Once removed, the cable can rest on the ground.
4. Return to the driver seat.
5. Start the bus.
6. Check your exterior mirrors before moving the bus to ensure it is safe to move forward.
7. Release the school buses parking brake.
8. Shift the transmission into Drive (D).
9. Pull forward slowly by simply removing your foot from the brake pedal. If the school bus does not move forward, apply a light amount of accelerator.
 - During this time, you are checking for brake resistance from the trailer. The easiest way to check for resistance is looking in the exterior rearview mirrors and watching for a lack of trailer tire rotation. A lack of wheel lockup within a short distance indicates an issue with the breakaway system. If the breakaway brakes are not working properly, they shall be serviced/diagnosed prior to using it on a trip.
 - Emergency brakes on an electric system will engage quickly, only allowing the trailer to move a few inches before resistance is seen or felt. Remain cognizant of trailer wheel lockup to prevent damage to the braking system.
10. Upon completion of the test, place the transmission in Park (P) or Neutral (N), set parking brake, and turn off the engine.
11. Reconnect the breakaway plunger end into the switch box. The plunger only inserts one way into the switch box. Therefore, if you feel resistance, rotate the plunger and try again until it smoothly seats in the switch box.
12. Reconnect trailer wiring harness to the power unit.

Hydraulic Breakaway Brake Test (If So Equipped)

1. The school bus engine should be turned off and the parking brake set.
2. Activate the emergency breakaway brakes by pulling firmly on the brake cable or chain. Typically there is a diagram on the trailer tongue to indicate the direction to pull the breakaway brakes lever. If none exists, pull the cable in the opposite direction that the top of the lever is facing.
 - Use caution when activating the system as the lever attached to the cable or chain can be difficult to pull, which could cause injury to you or damage to the system.
3. Return to the driver seat.
4. Start the school bus.
5. Check your exterior mirrors before moving the bus to ensure it is safe to move forward.



6. Release the school buses parking brake.
7. Shift the transmission into Drive (D).
8. Pull forward slowly.
 - During this time, you are checking for brake resistance from the trailer. The easiest way to check for resistance is looking in the exterior rearview mirrors and watching for a lack of trailer tire rotation. A lack of wheel lockup within a short distance indicates an issue with the breakaway system. If the breakaway breaks are not working properly, they shall be serviced/diagnosed prior to using it on a trip.
 - Surge brakes may take a little longer to engage – up to a few feet. Remain cognizant of trailer wheel lockup to prevent damage to the braking system.
9. Upon completion of the test, place the transmission in Park (P) or Neutral (N), set parking brake, and turn off the engine.
10. Push the breakaway brake lever back into position to release the brakes.

7.3 Minnesota Annual Inspection Requirements (Trailers)

Trailers towed behind a school bus in intrastate operations, solely within Minnesota, with a gross vehicle combination weight greater than 26,000 pounds (GVWCR) must display a current Minnesota annual inspection decal.



Figure 16

This annual inspection is not performed by the Minnesota State Patrol.

Trailers towed across state lines, interstate operations, with a gross vehicle combination weight greater than 10,000 pounds (GVWCR) must display a current Minnesota annual inspection decal.

7.4 Registration of Trailer

All Minnesota based trailers must display current registration. Trailers may have permanent registration if the gross weight is 3,000 pounds or less. The permanent registration decal must be displayed on the trailer tongue.

Trailers with a gross weight greater than 3000 pounds must display a Minnesota License Plate.

7.5 Additional Requirements

MN Stat. 169.447 subdivision 5: A school bus may pull a trailer as defined in MSS 169.011 subdivision 86, only when traveling to or from co-curricular or extracurricular activities (MSS 123B.49).

MN Stat. 169.4502 subdivision 8: A school bus is permitted to have a trailer receiver hitch installed on it, but it must not extend beyond the rear bumper. The ball mount must be removed when the

school bus is not towing a trailer.

7.6 Trailer Loading & Securement of Contents

Most trailer manufacturers recommend loading a trailer with a 60/40 percent load distribution. The breakdown is sixty percent of the load is placed at or forward of the axle(s), and forty percent is loaded behind the axle(s). More weight is placed forward of the axle(s) than the rear to keep downward pressure on the tongue. Too little downward force on the tongue can result in trailer potentially disconnecting from the ball mount, and/or causing stability issues for the vehicle combination.

Cargo securement is equally important as load distribution. In most situations, the items hauled in a trailer behind a school bus will not have a lot of weight. They will be more bulk type items which will not drastically affect the stability of the trailer. However, you should still evenly distribute the items inside the trailer, to maintain vehicle stability. Large or heavy items must be secured to prevent movement within the trailer, as they have a greater risk for affecting vehicle stability. The securement devices must have a sufficient working load limit to secure the item(s) in place.

7.7 Trailer Driving Techniques

Prior to driving with a trailer, it is suggested to review the information in Unit 1 (Driver Fundamentals) of this manual.

Towing a trailer behind any vehicle presents additional challenges to the driver no matter what is towed. Towing a trailer with a school bus presents unique challenges related to tail swing/turning, sight lines, vehicle length, stability, and stopping/braking techniques.

Turning means additional watchfulness with a trailer attached. You are now driving in combination (school bus & trailer) which means there is articulation between the two vehicles. There's additional caution related to tail swing because the trailer will follow the path of the school buses rear end. This means the trailer turning radius is more exaggerated than the same trailer connected to a passenger car or truck. If you are required to back up, you must survey your situation first, but also prepare ahead of time by practicing backing maneuvers with a trailer. Your steering inputs have the opposite effect on a trailer by turning the opposite direction of the school bus. Short trailers versus long trailers respond differently to the amount of steering input for a given turn.

Sightlines should always be taken into consideration no matter what vehicle you drive, but with a school bus and trailer, you must adjust your speed and stopping distance since you have more weight/momentum behind you. The average perception/reaction rate is 1.5 to 2 seconds before you begin to request a task of your vehicle (i.e. turning the steering wheel and/or apply the brakes). Needless to say, it will take longer to stop because of the vehicle size, but you will need more time if sightlines are diminished like curved roadways or blind driveways, so slowing down may be your best option.

Vehicle length is important as it relates to your turning, stopping distance, and intersections. Your bus is approximately 40 feet with the additional trailer length which can vary. It will take longer to complete a turn as will clearing an intersection. You must become skilled at knowing if you have enough length on the other end of the intersection. Misjudging it will result in a portion of your vehicle combination sticking into the intersection which will impede other traffic and place you and your passengers at risk. Railroad crossings are another example of establishing "do I have enough room to clear the tracks with the trailer connected?"

Vehicle stability is another important consideration. Based on the load distribution within the trailer (Section 7.6), your steering, braking, and overall driving habits will affect the trailer's response. In addition, weather events like wind, rain, snow, and ice will also play a large role in stability. Loading a trailer with too much weight at the top will make the trailer top heavy. Making a hard steering input(s) to avoid an object in the road may allow the trailer to tip over, thereby placing the school bus at risk of losing control and crashing. An empty trailer behaves differently than a loaded trailer. In severe cross winds, an empty trailer will be easily affected by additional sway. Keeping a keen awareness



of your vehicle and a firm grasp of the steering wheel is important in that situation. Slowing down is another likely response when faced with severe cross winds.

Stopping/braking techniques will be different when pulling a trailer. Regardless if your trailer is equipped with service brakes or not, you must drive the trailer and not let the trailer drive you. This means not driving faster than is safe for your skill level and the combination. The additional weight of a trailer will naturally want to push the vehicle forward until its forward momentum has ended. Therefore, the stopping distance needed for a 40 foot bus has increased since you must account for the additional weight of the trailer pushing you forward. Also, stopping too quickly can result in the trailer swinging around to either side of the bus due to the trailers momentum being greater (at the time) than the school buses. That type of situation will result in the trailer jackknifing against the bus, and the increase risk of you losing control of the vehicle combination. To avoid a jackknifing situation, you must increase your following distance, look further ahead than you normally would without a trailer, and apply the school bus service brakes more gradually to allow the trailer to slow down with the bus. If you have service brakes installed on your trailer, you have an advantage of the combination slowing down together. However, that is all dependent if the trailer service brakes are adjusted in proportion to the school bus. This does not mean you can driver faster than your skill or the vehicle combination, but you have more control of the trailer related to stopping. If your trailer is equipped with service brakes, you will also have an electric brake controller mounted near the driving controls. The controller is where you select (dial or push button) how light or aggressive you want the trailer brakes to respond when braking with the school bus service brake pedal. If the trailer service brakes are set at too light of a setting, then the trailer could behave like a trailer without service brakes, and push against the school bus. Too aggressive of a setting will cause a tugging sensation as the trailer brakes pull against the school bus. Either situation opens the door for you to lose control of the vehicle combination. The controller also has an override feature. Familiarizing yourself with the type of controller you have as each controller has some sort of sliding button or toggle switch. This feature lets you manually apply the trailer service brakes when required. There are two notable times when you would utilize this feature. Warm up the trailer brakes through friction and to counteract trailer sway. Warm brake pads respond better at stopping a vehicle as opposed to cold brake pads. To warm the trailer brake pads, you drive forward at a low speed and apply the manual override switch until you feel some light resistance from the trailer. Do not apply more than 50% of the total travel for the override switch. Counteracting trailer sway through the manual override switch will take mental planning, getting accustomed to dialing in the trailer brake settings, and warming them up as previously stated. If your trailer began losing control by swaying back and forth, you can use the brake controllers override button/switch to apply enough trailer service brakes to bring the trailer back under control and in line with your school bus. While manually applying the trailer brakes, you will refrain from applying the school bus service brakes until the combination is in-line with each other. Applying too much of the trailer service brakes however will result in the trailer tugging on the school bus and further risking an out of control situation for the combination. Finesse is the key in a situation where you would be using the brake controller override switch.



LATCH HITCH CONFIGURATION

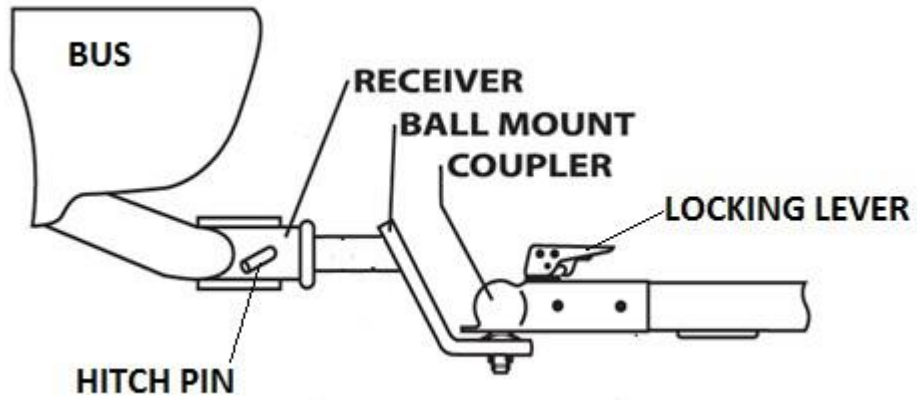


Figure 17

SCREW LATCH CONFIGURATION

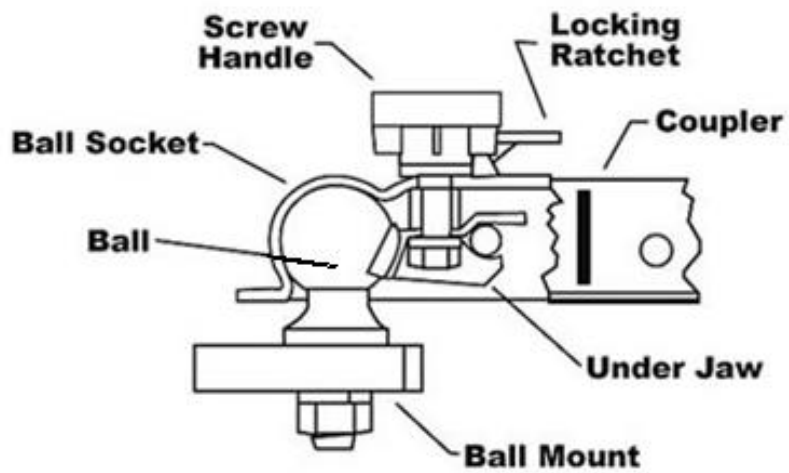


Figure 18



7. Towing of Trailers Survey

Name: _____

Date: _____

Circle the correct answer:

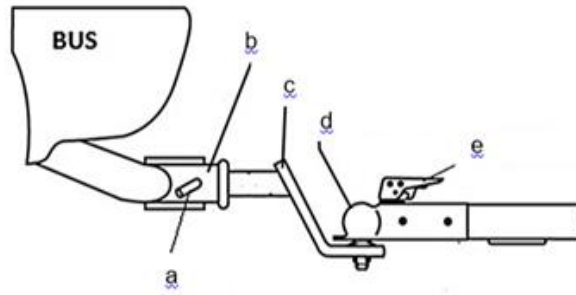
1. T or F Pulling a trailer cannot affect the stability of a school bus
 2. T or F A copy of the trailer pre-trip report must be available in the school bus
 3. T or F The school bus engine should be off when you're installing the ball mount
 4. T or F Under jaws are utilized on every type of trailer.
 5. T or F Trailer brakes can be applied manually.
 6. T or F You should activate the four-way flashers before backing the school bus up to a trailer.
 7. T or F All trailers are required to have service brakes.
 8. T or F Your perception/reaction time when towing a trailer is 2-3 seconds.
 9. T or F Cold trailer brakes afford the best stopping ability.
 10. T or F The trailer ball mount must be removed when the school bus is not towing a trailer.
11. A Minnesota annual inspection certificate is required to be displayed on a trailer when:
- a. The Trailer's gross vehicle weight rating exceeds 10,000 lbs.
 - b. When the GVWCR (Gross Vehicle Weight Combination Rating) exceeds 26,000 lbs.
 - c. Only the towing vehicle requires the annual inspection.
 - d. Being towed for non-school related activities.
12. You can identify the type of ball you need to use for the trailer by:
- a. The ball size stamped on the trailer tongue.
 - b. The ball hitch.
 - c. Sidewall tires.
 - d. None of the above.
13. What are the most important techniques to consider when pulling a trailer?
- a. Sightline, load distribution, weather, receiver size, backing.
 - b. Vehicle length, sightlines, turning, stopping/braking, stability, weather.
 - c. Weather, roadway curves, tail swing.
 - d. None of the above.
14. When warming the electric trailer brakes, you should not apply more than:
- a. 48% of the maximum electrical input from the override switch.
 - b. 75% of the maximum electrical input from the override switch.
 - c. As little as possible.
 - d. 50% of the maximum electrical input from the override switch.



15. A trailer swinging around either side of the bus could be a cause of:
- Stopping too quickly with the school bus.
 - Icy roads.
 - Trailers shouldn't do that.
 - Both a & b.
16. What types of trailers may receive permanent registration?
- Trailers registered at a gross weight of 3,000 lbs. or less.
 - Trailers registered at a gross weight of 6,000 lbs or less.
 - Any sized trailer regardless of weight.
 - None of the above.
17. Permanent trailer registration must be displayed on?
- The "C" channel frame
 - The front of the trailer
 - On the rear like a MN license plate.
 - On the trailer tongue
18. Which of the following apply when checking the electric emergency breakaway brakes – check all that apply?
- Disconnect the trailer wiring harness.
 - Pull the breakaway actuator pin with the trailer wiring harness connected.
 - Set the school bus parking brake.
 - Check your exterior rear view mirrors before moving forward.
19. Which of the following is not a part of the procedure when checking the hydraulic emergency breakaway brakes?
- The school bus engine should be turned off.
 - The parking brake should be set.
 - Disconnect the trailer wiring harness.
 - Pull firmly on the brake cable or chain to activate the emergency breakaway brakes.
20. When may a school bus pull a trailer?
- From sunrise to sunset.
 - When not hauling students.
 - Only when traveling to or from a curricular or extracurricular event.
 - While on route and/or school related activities.



21. Using the picture below, identify the components used on a latch style trailer using the terminology list provided.



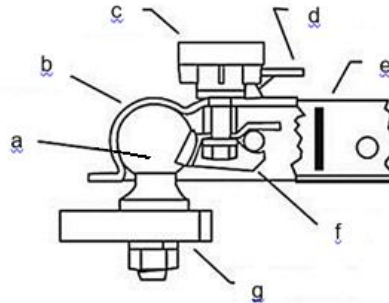
Component

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Terminology List

- Ball Mount
- Coupler
- Hitch Pin
- Locking Lever
- Receiver

22. Using the picture below, identify the components used on a screw latch style trailer using the terminology list provided.



Component

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____

Terminology List

- Ball
- Ball Mount
- Ball Socket
- Coupler
- Locking Ratchet
- Screw Handle
- Under Jaw



7. Towing of Trailers Survey

(Answer Key)

Note: This survey is a resource for the trainer to monitor how familiar employees are with the information in Unit 5. This IS NOT a substitute for the required survey on student conduct and students with special needs.

Circle the correct answer:

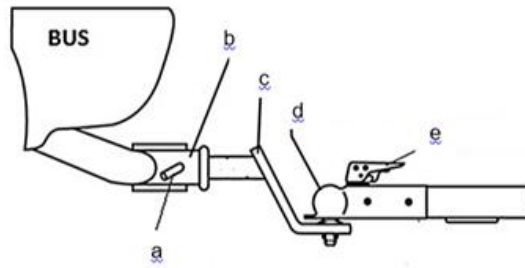
1. **False** Pulling a trailer cannot affect the stability of a school bus
 2. **True** A copy of the trailer pre-trip report must be available in the school bus
 3. **True** The school bus engine should be off when you're installing the ball mount
 4. **False** Under jaws are utilized on every type of trailer.
 5. **True** Trailer brakes can be applied manually.
 6. **True** You should activate the four-way flashers before backing the school bus up to a trailer.
 7. **False** All trailers are required to have service brakes.
 8. **False** Your perception/reaction time when pulling a trailer is 2-3 seconds.
 9. **False** Cold trailer brakes afford the best stopping ability.
 10. **TRUE** The trailer ball mount must be removed when the school bus is not towing a trailer.
11. A Minnesota annual inspection certificate is required to be displayed on a trailer when:
- a. The Trailers gross vehicle weight rating exceeds 10,000 lbs.
 - b. When the GVWCR (Gross Vehicle Weight Combination Rating) exceeds 26,000 lbs.**
 - c. Only the towing vehicle requires the annual inspection.
 - d. Being towed for non-school related activities.
12. You can identify the type of ball you need to use for the trailer by:
- a. The ball size stamped on the trailer tongue.**
 - b. The ball hitch.
 - c. Sidewall tires.
 - d. None of the above.
13. What are the most important techniques to consider when pulling a trailer?
- a. Sightline, load distribution, weather, receiver size, backing.
 - b. Vehicle length, sightlines, turning, stopping/braking, stability, weather.**
 - c. Weather, roadway curves, tail swing.
 - d. None of the above.
14. When warming the trailer brakes, you should not apply more than.
- a. 48% of the maximum electrical input from the override switch.
 - b. 75% of the maximum electrical input from the override switch.
 - c. As little as possible.
 - d. 50% of the maximum electrical input from the override switch.**



15. A trailer swinging around either side of the bus could be a cause of:
- Stopping too quickly with the school bus.
 - Icy roads.
 - Trailers shouldn't do that.
 - Both a & b.**
16. What types of trailers may receive permanent registration?
- Trailers registered at a gross weight of 3,000 lbs. or less.**
 - Trailers registered at a gross weight of 6,000 lbs or less.
 - Any sized trailer regardless of weight.
 - None of the above.
17. Permanent registration must be displayed on?
- The "C" channel frame
 - The front of the trailer
 - On the rear like a MN license plate
 - On the trailer tongue**
18. Which of the following apply when checking the electric emergency breakaway brakes – check all that apply?
- Disconnect the trailer wiring harness.**
 - Pull the breakaway actuator pin with the trailer wiring harness connected.
 - Set the school bus parking brake.**
 - Check your exterior rear view mirrors before moving forward.**
19. Which of the following is not a part of the procedure when checking the hydraulic emergency breakaway brakes?
- The school bus engine should be turned off.
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20. When may a school bus pull a trailer?
- From sunrise to sunset.
 - When not hauling students.
 - Only when traveling to or from a curricular or extracurricular event.**
 - While on route and/or school related activities.



21. Using the picture below, identify the components used on a latch style trailer using the terminology list provided.



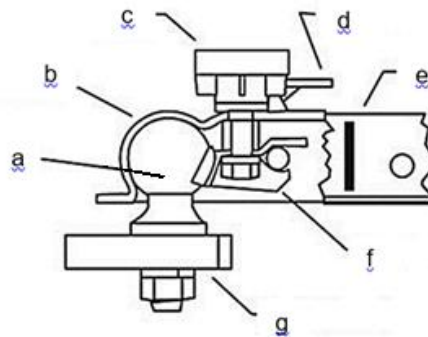
Component

- a. *Hitch pin*
- b. *Receiver*
- c. *Ball mount*
- d. *Trailer coupler*
- e. *Locking Lever*

Terminology List

- Ball Mount
- Coupler
- Hitch Pin
- Locking Lever
- Receiver

22. Using the picture below, write in all of the components used on a screw latch style trailer.



Component

- a. *Ball*
- b. *Ball Socket*
- c. *Screw Handle*
- d. *Locking Ratchet*
- e. *Coupler*
- f. *Under Jaw*
- g. *Ball Mount*

Terminology List

- Ball
- Ball Mount
- Ball Socket
- Coupler
- Locking Ratchet
- Screw Handle
- Under Jaw



8. Roadside Inspection

Roadside/Destination inspections-This unit must instruct driver trainees on what to expect during a standard roadside inspection conducted by authorized personnel. The training provider must teach driver-trainees what vehicle and driver violations are classified as out-of-service(OOS), including the ramifications and penalties for operating a CMV when subject to an OOS order, as defined in Section 390.5

As a school bus or commercial vehicle operator, you are subject to destination and/or roadside inspections. Drivers need to be familiar with the general inspection procedure and the documents that an inspector may ask for.

Commercial vehicles in general are subject to random roadside inspections, meaning they could be flagged over for an inspection at any point. When it comes to passenger carrier operations, random inspections will not be conducted on-route unless there is a safety defect or driver violation observed. Passenger carrying vehicle inspections will primarily be conducted either at the terminal or a destination location.

Driver's need to be familiar with the requirements for stopping at weigh stations. In Minnesota, buses are not required to report to weigh stations for weighing. The Regulations requiring certain vehicles to report to a scale are determined by each individual state. It is important for a bus driver traveling through other states to be familiar with the laws of each state they will be traveling through and to follow the direction of the posted regulatory signs.

8.1 Commercial Vehicle Inspection Process

- A. The inspector will greet you and explain what type of inspection they will be conducting.
 1. Level 1 - Driver and full vehicle inspection
 2. Level 2 - Driver and vehicle walk around
 3. Level 3 - Driver only inspection
- B. The inspector will explain the procedure and hand signals they will be using.
 - * Follow the inspector's directions at all times. If you do not understand the instructions, ask for clarification.
- C. The inspector will place wheel chocks to prevent the vehicle from rolling. Only release the parking brake when the inspector instructs you to do so.

8.2 Documentation

- A. Be familiar with all documentation as it relates to your trip – school or charter related. This documentation will vary depending on the nature of your trip, the clients you are transporting, and the type of carrier you work for.
 1. School Bus
 - Driver's license
 - Medical waiver(s), if applicable
 - Daily Vehicle Inspection Report (DVIR)/Pre-trip
 - Annual School Bus Inspection Decal-located on the windshield's lower left corner
 - The school bus and wheelchair, if applicable, line items will be punched, indicating the bus passed its annual inspection.
 2. Charter
 - Driver's license
 - Medical waiver(s), if applicable
 - Daily Vehicle Inspection Report (DVIR)/Post-trip
 - Minnesota Annual Inspection Decal-located on the windshield's lower right side
 - * The Periodic Annual Inspection line item will be punched if the vehicle has passed



an annual inspection. This allows for transportation outside of school bus operation(s).

* The State Wheelchair inspection decal will be located on lower left corner of the windshield if the vehicle is equipped to transport passengers requiring the use of a wheelchair.

- MNDOT Registration, (Figure 19)
- Passenger Authority, (Figure 20)
- International Fuel Tax Agreement (IFTA), if applicable
- International Road Proration (IRP) or trip permit, if applicable
- Bill Of Lading (BOL)/Charter order
- Logbook, if applicable/ELD (electronic logging device)
 - * When using ELD's drivers need to be familiar with accessing the DOT inspection mode
- Additional documents required when using an ELD
 - * User's Manual
 - * Instruction Sheet
 - * A supply of blank record of duty status graph-grids to record the duty status for a minimum of 8 days.



Figure 19

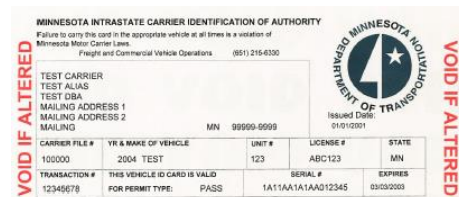


Figure 20

8.3 Interior/Exterior Inspection.

- A. All parts and accessories will be inspected. Inspectors will examine the same components you checked during your pre-trip/post-trip.
- B. Be knowledgeable about your bus and how to operate each function, including opening/closing emergency exits.

8.4 Trailer Inspection, if Applicable

- A. Drivers need to be familiar with the trailer they are towing as well as the coupling device and brake system (if applicable).
- B. The inspector will check all parts and accessories for the trailer as well.

8.5 Completion of Inspection

- A. The inspector will complete a Driver/Vehicle Examination Report and review the results with the driver.
- B. CVSA decal
 - If an inspection does not reveal any critical safety item defects, a CVSA decal will be applied. The decal is good for 3 months, and it will be placed on the passenger loading door.
 - A decal will not be applied to a school bus used solely for intrastate school bus operation.
- C. Out Of Service (OOS) order, if applicable



- School Bus OOS (orange triangle), if an out of service condition exists on a school related operation, you will generally see this type of orange sticker.
- Commercial Vehicle OOS (large orange OOS sticker-Rectangular in shape, this orange sticker is generally utilized on non-school related trips, when an OOS condition(s) exists.
- If the bus is placed OOS, defects must be corrected before the bus is used for transportation.
- Failure to comply with this requirement may result in criminal charges against the carrier and driver.

