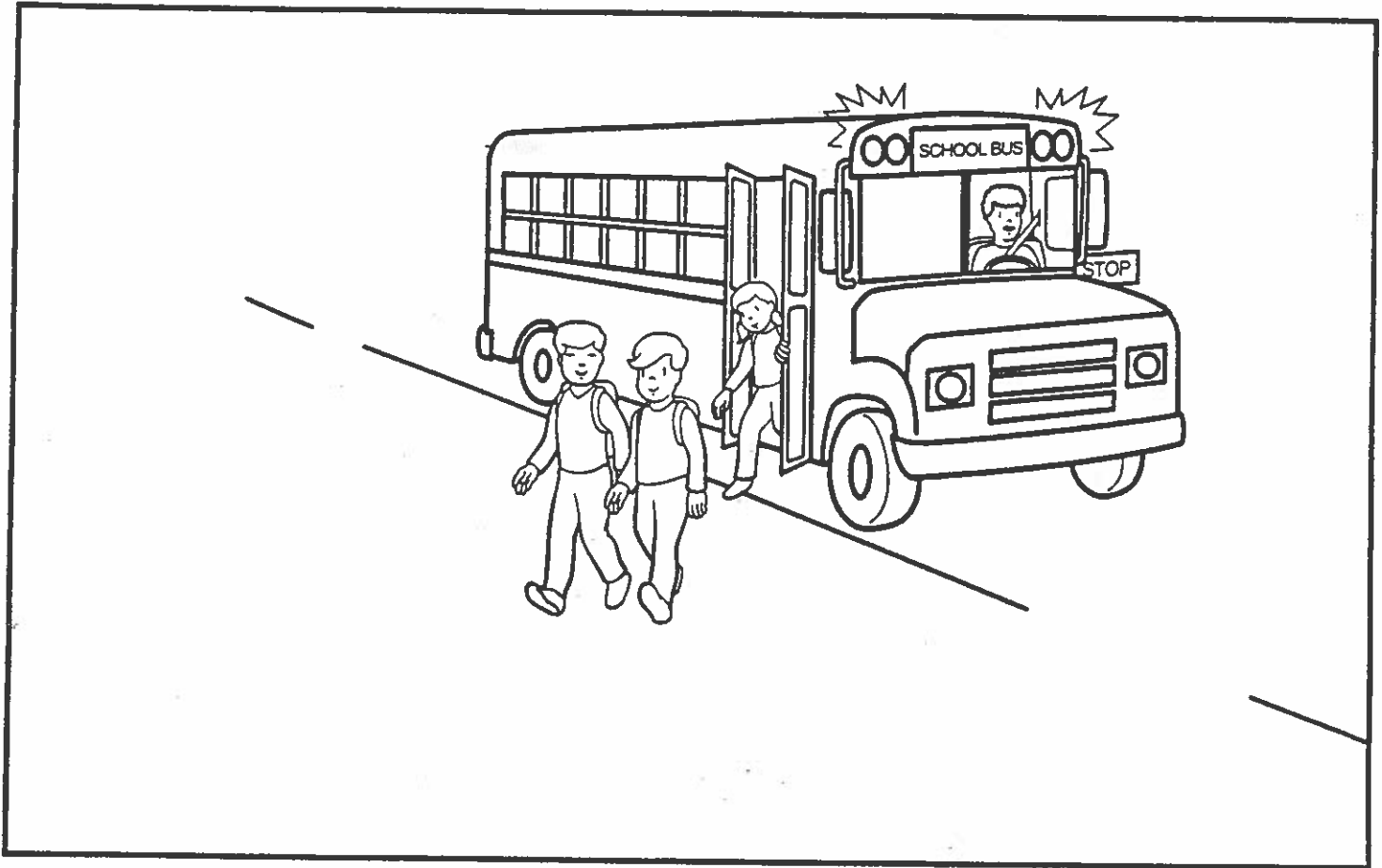


PUPIL TRANSPORTATION MANAGEMENT MANUAL



PROMOTING SAFETY AND EFFICIENCY
FOR KENTUCKY'S SCHOOL CHILDREN

KENTUCKY DEPARTMENT OF EDUCATION
DIVISION OF PUPIL TRANSPORTATION

WILMER S. CODY, COMMISSIONER

PRINTED WITH STATE FUNDS

MESSAGE FROM THE DIRECTOR

The Kentucky Department of Education, Division of Pupil Transportation, has revised the "Pupil Transportation Management Manual."

It is designed to provide guidance and policies consistent with Kentucky Revised Statutes, Kentucky Administrative Regulations, National Highway Safety Administrative Statements and Kentucky Department of Education Policy.

This manual is designed to allow transportation programs in the Commonwealth of Kentucky to operate within similar dimensions while allowing for adaptations to suit local conditions.

This revision, completed in the spring of 1998, required many hours of work by division staff. I would especially like to thank Paul Hampton for chairing this revision along with the other division staff for their support.

I would urge all districts to adopt this manual as a basis for policy in their district.

Mike Roscoe, Director
Division of Pupil Transportation
Kentucky Department of Education

HISTORY

A committee was formed to write and edit a "Kentucky Pupil Transportation Management Manual" at an initial planning conference in Bowling Green on December 11, 1984. Mr. Sam Jackson, Kentucky Department of Education; Mr. Byron C. Watkins, Assistant Superintendent, Hopkins County; and Mr. Henry Resch, Assistant Superintendent, Warren County were present. Mr. Jackson and Mr. Watkins were scheduled to co-chair the committee. A tentative schedule and selection of knowledgeable transportation personnel to be on the committee was made.

During the period of December 17-21, 1984, the committee assignments were made and initial guidance material was mailed to committee members.

On January 3, 1985, the first committee meeting was conducted in Frankfort to give overview of requirements, develop work plans, and begin writing the first draft.

During the period of January 4-12, 1985, committee members worked on completion of the first draft and work on the manual was also done in local school districts.

On January 23 and 24, 1984, the committee met in Frankfort to begin review of the first draft. Review was completed for half of the manual and the committee was to return on January 31, 1985, to finish review of the first draft and forward the document to the editing committee. This meeting was postponed until February 11, 1985.

On February 11, 1985, the committee met in Frankfort to complete work on the first draft. Revision of previously reviewed chapters was submitted. Review was completed and the editing committee consisting of Byron C. Watkins, William Ramsey, George Dundon, Rick Dear and Henry Resch arranged to meet in Madisonville, Kentucky on February 26-27, 1985.

The manual was reviewed by the Advisory Committee on March 20, 1985, and was presented to the Kentucky Board of Education on May 6-7, 1985.

On January 9, 1989, a revision committee met at Elizabethtown. The goal of the committee was to update this manual to reflect changes in pupil transportation since May of 1985. Co-Chairmen Sam Jackson and Byron Watkins assigned chapters to each committee member for revision.

The manual was further revised in January, 1992, to include changes due to the Kentucky Educational Reform Act and the Commercial Drivers' License Act.

The manual was again revised in the spring of 1998, to include revisions in the Kentucky Revised Statutes, Kentucky Administrative Regulations, National Highway Safety Administrative Statements and Kentucky Department of Education Policy.

FOREWARD

The "Pupil Transportation Management Manual" was originally developed and adopted as policy by the Kentucky Board of Education in 1985; updated in 1991 and again in 1998.

This manual was developed by the staff of the Division of Pupil Transportation within the Kentucky Department of Education and a selected writing committee chaired by Byron Watkins, who was then holding the position of Assistant Superintendent and Director of Transportation for the Hopkins County Board of Education.

This manual, designed to provide all Kentucky school districts with a pupil transportation management system consistent with Kentucky Revised Statutes, Kentucky Administrative Regulations, National Highway Safety Administration Standards and State Department of Education Policies, becomes the official pupil transportation management guidelines for implementation in all Kentucky school districts providing pupil transportation.

The "Pupil Transportation Management Manual" is designed to provide all Kentucky school districts with pupil transportation programs; a management system to increase efficiency; provide for greater safety to school children; and generate similar data and effective, efficient cost accounting while requiring all transportation systems to operate within similar parameters.

TABLE OF CONTENTS

Chapter 1	ADMINISTRATION	
	Pupil Transportation Policies and Regulations	1-1
	Local Board Policies	1-2
	Duties and Responsibilities of the Transportation Director	1-5
Chapter 2	OPERATIONAL PROCEDURES	
	Types of Pupil Transportation Service	2-1
	Communications	2-2
	Planning Bus Routes	2-3
	Planning School Sites for School Bus Safety	2-8
	Extra-Curricular Trips	2-9
	Buses; Specifications and Procedures	2-9
	Conducting Emergency Evacuation Drills	2-13
Chapter 3	SELECTION AND TRAINING OF SCHOOL BUS DRIVERS	
	Selection	3-1
	Training	3-3
	Personal Habits	3-4
	Approved Instructor Program	3-5
	Sample Driver Physical	3-8
	Sample Physical Certificate	3-9
	Sample Criminal Record Check	3-10
	Commercial Drivers License	3-12
	Sample CDL Form	3-14
Chapter 4	PUPIL MANAGEMENT AND CONTROL	
	Board of Education's Responsibilities	4-1
	Principal's Responsibilities	4-1
	Teacher's Responsibilities	4-2
	Student Responsibilities	4-2
	Parent's Responsibilities	4-4
	School Bus Driver's Responsibilities	4-5
Chapter 5	TRANSPORTATION OF SPECIAL EDUCATION STUDENTS	
	Section 504 of P.L. 93-112 and P.L. 94-142	5-1
	SBARC Role	5-2
	Vehicle Ownership	5-3
	Length of Ride	5-3
	Location of Pick-up and Drop-off Points	5-4
	Costs	5-4
	Type of Vehicle	5-4
	Assistive Device	5-5

TABLE OF CONTENTS CONTINUED

Chapter 5 Continued

Emergencies	5-5
Evacuation Drills	5-6
Training of Personnel	5-6
Special Needs Student Management	5-7
Aides Task and Duties	5-8
Rules and Regulations for Providing Transportation for Special Needs Students.....	5-10
Director/Supervisor of Transportation Responsibilities	5-11
Teacher Responsibilities.....	5-11
Parent or Caretaker Responsibilities	5-13
Qualifications for Special Needs School Bus Drivers	5-14
Qualifications for Bus Aides	5-14
Driver and Bus Aide Responsibilities	5-14
Transportation of Medication	5-17
Emergency Information Card	5-18
Areas of School System, Driver/Aide Liability Special Needs	5-19

Chapter 6 MAINTENANCE

Objective	6-1
Instructions for School Bus Maintenance Management System.....	6-2
Instructions to Implement Maintenance Management Systems	6-3
Preventive Maintenance Inspection Reports	6-3
Summary	6-6
Maintenance Management and Cost Accounting Forms	6-7
Example Forms Used With Maintenance System.....	6-8
School Bus Maintenance Facility.....	6-41
Planning the School Bus Garage.....	6-41
General Design of Bus Garage.....	6-42
Facility Equipment	6-43
Contracted Maintenance Services	6-43
Instructions for New Vehicle Inspection Reports	6-44
New School Bus Procurement Overview.....	6-45

Chapter 7 PURCHASING

Fundamental Concepts	7-1
Establish Authority	7-1
Suggested Board Policies	7-1
Purchasing Functions.....	7-2
Specifications Preparation	7-3
Bidding.....	7-5
Methods of Securing Price Information	7-6
General Bid Conditions	7-6
Contracts and Purchase Orders.....	7-8
Check Points for Inspection and Quality Control.....	7-9
Payment Procedure.....	7-9

TABLE OF CONTENTS CONTINUED

Chapter 8	BUS INSURANCE	
	Legal Requirements.....	8-1
	Vehicle Types	8-2
	Coverage Limits.....	8-3
	Contract and Privately Owned Carrier Endorsement.....	8-4
	Insurance for Other Board Owned Vehicles	8-4
	Additional Coverage "Other" Purchases	8-5
	Obtaining Coverage.....	8-5
	Sources of Information	8-6
Chapter 9	ACCOUNTING AND REPORTING	
	Transportation Funding Formula	9-1
	Factors Affecting the Funding Formula	9-2
	Vocational Transportation Reimbursement	9-3
	Deaf and Blind Transportation Reimbursement	9-4
	Reporting.....	9-4
	Instructions For Using The School Bus Accident Report Form	9-6

CHAPTER 1

ADMINISTRATION

PUPIL TRANSPORTATION POLICIES AND REGULATIONS

The laws and regulations which govern the operation of the pupil transportation systems are found in the Kentucky Revised Statutes and Kentucky Administrative Regulations promulgated by the Kentucky Department of Education. These laws and regulations delegate certain powers and duties to the local Board of Education and Superintendent of the local school system. These regulations and laws also place certain requirements on the local Board of Education and superintendent.

KRS 158.110 Transportation of Pupils: provide the authorization for local Boards of Education to provide pupil transportation. KRS 158.110 states:

- (1) Board of Education may provide transportation from their general funds or otherwise for any pupil of any grade to the nearest school to said pupil's residence within the district who does not live within a reasonable walking distance to such nearest school of appropriate grade level. The local board may provide transportation by means of a board-operated transportation system, transit authorities organized and operating pursuant to KRS Chapter 96A, local government mass transit systems and individual contracted buses and vehicles.
- (2) When space is not available at the nearest school, the Board of Education may provide transportation from their general funds or otherwise for any pupil of any grade who does not live within a reasonable walking distance to the nearest school of appropriate grade level where space is available. Transportation may be provided by means pursuant to subsection one (1) of this section.
- (3) Public elementary and secondary schools shall not change their present grade level structure without written permission from the State Board of Education.
- (4) The Boards of Education shall adopt such rules and regulations as will ensure the comfort, health and safety of the children who are transported, consistent with the rules and regulations of the Kentucky Board of Education dealing with the transportation of pupils.

702 KAR 5:030 Superintendent's responsibilities: Outlines the responsibilities of the superintendent as determined by the Kentucky Board of Education. 702 KAR 5:030 is located in Appendix A.

702 KAR 5:040 District board's responsibilities: Outlines the local Board of Education's responsibilities as determined by the Kentucky Board of Education. 702 KAR 5:040 is located in Appendix A.

LOCAL BOARD POLICIES

KRS 158.110, 702 KAR 5:030 and 702 KAR 5:040 outline, in general terms, what is required of the local Board and superintendent. Additionally, the local Board of Education has broad power to regulate the local school system. In all cases the responsibility for compliance with the laws and regulations pertaining to pupil transportation will fall to the individual designated by the local Board to oversee the pupil transportation program within the school system. In some districts this will be a full time responsibility, while in others it may be one of many responsibilities and duties. Whether a full time or part time responsibility, the person assigned with the supervision of the pupil transportation program must comply with all the laws and regulations.

This responsibility cannot be effectively carried out unless the local board has adopted good, sound policies. The legal responsibilities stated in the regulations are in broad terms. Many questions arise which are not answered in the statutes. Local Boards of Education need to establish policies within the framework of KRS and KAR. The adoption of local Board policies eliminates the need to make decisions in recurring situations; reduces pressure of special interest groups; permits consistency in the decisions of the school administration; solves many management problems before they occur; improves board/administration relations; maintains stability of relationships; raises staff morale through uniform and fair treatment; provides legal foundation on which to build a program; gives citizens understanding of objectives and school activities; enables staff members to better understand their work in relation to total school program, and defines the difference between Board directors and administrative officials.

Policies will vary due to local conditions or situations, but there are a few general rules that should be followed:

1. Policies should always be in written form.
2. Policies must be kept up to date with changing conditions and changes in laws and regulations.
3. Policies should be subject to review and evaluation at periodic intervals by Board members, administrators, and staff.
4. The number of policies should be limited. It is not possible to write a policy to cover every situation that could occur.

Written board policies should include the following as a minimum:

1. specifying the extent of transportation services to be provided (including pupils entitled to transportation by law and the conditions, if any, under which it will be provided to pupils who do not qualify);
2. describing rules of behavior for all transported pupils including the discipline procedures;
3. designating the person responsible for the enforcement of such rules of behavior;

4. outlining procedures for the use of buses for extra-curricular activities and by other groups permitted by law;
5. setting standards for the bus maintenance program in accordance with the maintenance program outlined in Chapter 6;
6. establishing requirements for the employment of transportation personnel; and
7. establish maximum distance pupils are expected to walk to a school bus stop.

(SAMPLE BOARD POLICY)

ELIGIBILITY FOR BUS TRANSPORTATION

Students are eligible to be transported by bus to and from school regardless of their distance from school if traffic or other safety conditions make walking to school extremely hazardous as determined by the transportation director for the local district.

Persons not of school age, parents of students or persons not connected with schools are not permitted to ride the buses except with the express written permission of the superintendent.

Children who are eligible for special transportation shall be determined by the transportation director in conjunction with the SBARC (School Based Admissions and Release Committee) and must be spelled out in the pupil's IEP (Individualized Educational Program).

When safety conditions and walking conditions do not make walking to and from school extremely hazardous, a pupil should reside one (1) mile or more from school before being eligible for transportation.

Students who attend a school outside their own attendance area and reside more than one (1) mile from the school of attendance may be provided transportation service under the rules of the "Hitcher Provision." The "Hitcher Provision" requires that, (1) the school bus does not add either time or mileage or in any way alter the designated bus route in order to provide service, (2) it is granted only if space is available on the bus, (3) students must obey all rules and regulations of the pupil transportation system, and (4) written request for transportation under the "Hitcher Provision" is made at least two (2) weeks prior to the opening of the school year (applies to students residing in the district at such time). The local transportation director shall be the approving authority for transporting under the "Hitcher Provision."

Legal Reference: KRS 158.110 Order 24
Page 9
Date 8-1-83

9. Develop safe and efficient routing of buses, determine when adjustments are necessary and the best way to make these adjustments. Determine travel time for students, walking distance to bus stops, bus time schedules, students to be picked up by each bus and hazardous walking areas. Maintain and distribute schedules to drivers and students being transported and identify all hazards on the route such as rail road crossings, narrow bridges, etc.
10. Keep pupil transportation maps up to date.
11. Develop rules for students riding school buses, orient students to rules, bus routes and schedules. Maintain discipline by implementing a well conceived and understood procedure for dealing with violations of the rules.
12. Develop and implement a fleet safety program. Keep a daily log on occurrences, accidents, complaints, etc. Require and maintain the necessary records and reports from drivers. Investigate all school bus accidents and road breakdown. Maintain up-to-date operational procedures for the purpose of reducing accidents and preventing road failures.
13. Observe the operation of the pupil transportation system by riding the buses, following the buses, and/or being present at or near the school bus loading areas and at locations along the routes.
14. Investigate all requests and complaints concerning the pupil transportation program.
15. Be the local Board of Education's representative at all state hearings on pupil transportation.
16. Allow the development of implementing training in school bus emergency procedures and programs.
17. Allow the development of an annual comprehensive driver in-service training program.
18. Determine the number of school buses needed and the replacement schedule for the buses being utilized.
19. Develop and implement a comprehensive preventative maintenance program.
20. Supervise the maintenance program and the maintenance facilities.
21. Maintain necessary cost records and purchase parts and supplies.
22. Ensure that a thorough annual inspection of all bus components is made, that the required monthly inspections are made, that all necessary repairs are made and conduct spot inspections when needed.
23. When contract operators are employed by the district: (1) develop specifications for obtaining

DUTIES AND RESPONSIBILITIES OF THE TRANSPORTATION DIRECTOR

Although the KRSs and KARs give the responsibility for the operation of the pupil transportation program to the Board and superintendent, the task of daily ensuring that all aspects of the law are met and that the safe and efficient transportation of pupils occurs rests with the director or supervisor of pupil transportation. Pupil transportation is an integral part of the total school program. The time that children spend on buses is an important influence on their physical, mental and moral well-being. It is important, therefore, that the personnel services to transportation be sufficient to assure a safe, efficient and economical program. The standards achieved in pupil transportation will only be as high as the standards of the staff operating the program.

The vehicle, its maintenance and the driver are the factors which determine the safety and efficiency of the school transportation program. The director or supervisor of pupil transportation is the necessary catalyst to make these factors produce results. The right person, adequately trained and properly supported, should produce the safety and efficiency necessary for pupil/passenger protection and give general supervision of the pupil transportation program. The director or supervisor of pupil transportation is the administrative assistant in charge of school bus service; is responsible for resolving all difficulties in daily school bus operation; is responsible for the coordination of all transportation services; recommends policy considerations to the district superintendent and the School Board and assumes direct responsibility for seeing that adopted policy is properly administered.

Responsibilities of the Director/Supervisor of Pupil Transportation:

1. Implement and interpret State laws and Kentucky Board of Education regulations that are related to pupil transportation.
2. Implement and administer the policies of the local Board of Education.
3. Assist in the development of the local pupil transportation policy, (including the planning, budgeting and forecasting the needs of the pupil transportation operation).
4. Advise the superintendent and local Board of Education on matters involving pupil transportation, (including, but is not limited to, assisting in school site selection and development planning).
5. Work with administrators, teachers, drivers, maintenance and service personnel, students, parents and various public and private agencies to improve the quality of the pupil transportation program.
6. Select, train and supervise school bus drivers in accordance with state and local Board of Education regulations, (including securing substitute drivers).
7. Develop written, uniform school bus operating procedures and practices.
8. Provide first aid training for all drivers.

quotations on services offered by interested bidders and (2) oversee the pupil transportation operations provided by the contracted operator.

24. Schedule extra-curricular trips in accordance with the developed policy.
25. Act as liaison with the public, schools, Department of Public Safety Agencies and the news media.
26. Attend safety seminars; training courses; and national, regional and state conferences and safety meetings, as these relate to the continued development and efficiency of the director or supervisor of pupil transportation.
27. Maintain relations with organizations which can assist in creating and maintaining a good health and safety program such as:
 - a. Service Organizations
 - b. Kentucky State Police
 - c. Emergency Squads
 - d. Physicians and Health Authorities
 - e. Safety Organizations
 - f. Fireman
 - g. County or City Law Enforcement Officials
 - h. County Judge Executives and Fiscal Court
 - i. Railroad Personnel

It is recognized that there are many pupil transportation systems too small to fully justify a full time pupil transportation supervisor. In this case, all the responsibility must be assumed by the administrative staff or another staff member. All the responsibilities listed must be performed regardless of the size of the school bus fleet. In small fleets, various staff members must see that all the responsibilities outlined are performed. Use of current staff, to include an outstanding driver, to carry out these responsibilities may be necessary. The operation of just one bus requires the accomplishment of all aspects of a good pupil transportation program. The only difference between the operation of a small fleet is the number of personnel needed to supervise and accomplish the tasks required to safely and efficiently transport pupils.

The duties of the director or supervisor of pupil transportation falls into several major categories. In some districts with small fleets, the duties may be assigned to one or more individuals but, in any event, all of the duties listed must be performed to ensure a safe, efficient and economical program.

Drivers

1. Selecting and approving all new drivers.
2. Improving the quality of drivers by allowing the establishment of an adequate and on-going in-service training program.
3. Keeping drivers informed concerning laws and regulations.
4. Require all drivers to have an annual physical examination.
5. Make certain that all drivers are properly licensed according to legal requirements.
6. Provide a recognition program for bus driver achievements.
7. Evaluate each driver's performance.

Vehicles

1. Be familiar with all state regulations for equipment and develop such local standards as necessary.
2. Inspect all new buses to see that specifications are met.
3. Make certain that drivers perform pre-trip bus inspections and that reports of defects are reported to maintenance.
4. Establish a preventative maintenance program.
5. Schedule buses for repair work in order to keep bus down time to a minimum.
6. Schedule and conduct required school bus inspections and ensure that repairs are made.
7. Conduct unannounced inspections.

Pupil Passengers

1. Work with principals and teachers in developing and implementing an active safety program for all pupils.
2. Arrange for the conduct of four (4) emergency evacuation drills each school year.
3. Develop policies on discipline procedures for adoption by the local Board of Education.

4. Provide for restricted loading and unloading zones at each school site.

Bus Routes

1. Arrange bus routes to prevent overloading of buses.
2. Review routes for possible hazards.
3. Improve efficiency of routes by consolidation, re-routing, or extensions. Note: Funding is based upon number of pupils who are transported one (1) mile or more from school.
4. Determine location of school bus stops.

Personnel

1. Investigate all job applicants and make recommendations to the Superintendent before applications are considered by the local Board of Education.
2. Conduct training and safety meetings for drivers and mechanics.
3. Make recommendations for personnel action based on local Board policy.

Records

1. Disseminate information to drivers, parents, schools and local news media concerning school bus operation.
2. Investigate all requests and complaints concerning pupil transportation.
3. Relate the pupil transportation program to lay groups as a representative of the Superintendent and local Board.
4. Attend and participate in safety and highway group meetings.
5. Work cooperatively with local and state police, highway departments, state agencies and all other organizations working to improve safety on the highways.

Purchasing

1. Develop specifications and write bid proposals for the purchase of equipment.
2. Order repair parts, equipment and other supplies.

3. Maintain a thorough inventory of supplies, equipment and repair parts.

Other Administrative and Supervisory Duties

1. Make recommendations to the Superintendent concerning school closing or early dismissal due to road or weather conditions and other safety factors affecting transportation.
2. Develop and keep a revised set of regulations for distribution to drivers, mechanics and schools.
3. Draft transportation policies for review and adoption by the local Board of Education.
4. Keep up to date on transportation laws and be prepared to interpret them to the Superintendent and others as needed.
5. Assist in preparing budget recommendations for the pupil transportation program.
6. Work with building principals in organizing a system to facilitate loading and unloading, controlling conduct, conducting emergency evacuation drills and instructing pupils on passenger safety, etc.
7. Strive to improve cooperation among teachers, students, drivers, mechanics and principals.

CHAPTER 2

OPERATIONAL PROCEDURES

TYPES OF PUPIL TRANSPORTATION SERVICE

In order to establish an adequate pupil transportation system at reasonable cost, local districts may find it necessary to utilize one or more of the following operational alternatives:

District-Owned and Operated System

Contracted Pupil Transportation System

Supplemental Contracts with Private Parties

District-Owned and Operated System

In most sections of the state, a district-owned bus fleet is the only viable alternative for providing transportation services. In many communities, no public transportation or private contracting is available. Complete control of personnel, equipment and facilities ensures the opportunity to establish the best possible system to serve the total educational program and provides the flexibility to make internal adjustments which may be necessary to support program changes.

Contracted Pupil Transportation System

A school district may wish to explore the possibility of having a private organization provide the necessary transportation services. Districts considering the contract alternative should refrain from entering into any agreement until all aspects are fully studied. Once the district has entered into a contractual agreement, it is essential to evaluate this alternative on a continuing basis to ensure that the service remains cost effective.

Private Party Contracts

In instances where small numbers of students live in a remote or isolated area or attend classes outside the district, the regular school bus system may not be the most efficient means to provide the required service. In such cases, a supplemental contract with a private party may prove to be the most efficient and economical of the available alternatives.

District officials are reminded that vehicles used to provide pupil transportation services under contracts are required to meet the provisions of all Kentucky Administrative Regulations related to contracted buses. The following KARs cover the provisions.

702 KAR 5:040, Section 3, Section 4 and Section 6 - District Board Responsibilities and 702 KAR 5:130 Vehicles designed to carry fewer than nine (9) passengers. 702 KAR 5:070 Liability Insurance for Buses are located in Appendix A.

COMMUNICATIONS

In the operation of a school transportation system, it is necessary to keep those who are in charge of the operation, as well as the pupils' parents and the pupils themselves, informed regarding the operational procedures. The school system must ensure that the channels of communication are set up in such a way that any information that should be known about its transportation system and services can be disseminated speedily and effectively to reach everyone concerned. The school system must also ensure that all inquiries, requests, suggestions and recommendations are given prompt and appropriate attention and that they are handled efficiently.

Some of the ways information regarding school bus operation can be disseminated satisfactorily and examples of how each of these may be used are:

Bulletins and Pamphlets - To explain the school system's transportation policy to school administrators, teachers, drivers, parents, students and others associated with the operation.

Meetings - To provide an opportunity for those associated with the school transportation operation to share their views regarding more effective methods.

Public Press - To inform parents of policy changes, route stops, schedule changes and the safety record of the operation.

Conference - To discuss with each driver solutions to the disciplinary problems that occur and new or revised policy decisions that affect drivers, contractors and others.

Circular Letters - To inform parents of new routes that are planned or of changes that are to be made in routes, stops and schedules.

Telephone Calls - To provide quick contact between bus drivers and the school, or between parents and the school, in the event of emergency situations.

Radio, Television - To inform the public of the procedures schools will follow in cases of severe weather conditions or other natural phenomena.

Letters - To reply to inquiries made by parents and others regarding transportation policy and procedures.

Public Address System - To instruct students who are assembled to enter buses regarding rules and regulations they are to follow while waiting for and riding buses.

PLANNING BUS ROUTES

Suggested Materials and Information Needed

In establishing school bus routes, the basic materials and informational references listed below are necessary.

A map of the school district showing:

- the district's or proposed district's boundary line;
- the attendance area boundary lines if there is more than one attendance area;
- all pupils' locations on map in a manner that identifies the school they will attend;
- the number of pupils living in towns and villages to be transported to the school they will attend; and
- a roster of all children eligible for pupil transportation. Note: This roster should be arranged to identify pupils in a particular geographic area and attendance area. This information can be obtained from school principals by reviewing rider lists, attendance records (for T-1's), by holding driver conferences, conducting surveys or through transportation requests which result from pre-registration of pupils.

Kentucky Economic Development Cabinet. These are county maps drawn to a scale of one inch to the mile. The latest map available should be obtained so that the current road conditions will be accurately indicated. Maps may be obtained for a small charge from:

Kentucky Department of Economic Development Cabinet

Map Sales

Frankfort, Kentucky 40622

Phone No. (502) 564-4715

Indicate the time each school starts and dismisses.

702 KAR 5:040. District board's responsibilities: Section 6 defines this responsibility and is located in Appendix A.

A sheet of acetate should be placed over the map and secured with tape. The proposed routes can then be drawn with colored pens on the acetate. If changes are necessary, the lines can be wiped off without marring the map.

Bus Routing Principles

After locating attendance area and the pupils to be transported, it is possible to define bus routes to serve them. In drawing bus routes, the principles listed below should be kept in mind. They are based primarily on consideration for the safety, welfare and convenience of the pupils to be transported. It is recognized that local conditions may require some deviation from these principles.

Routes should be set up on "shoe-string" or "spoke" basis when feasible. A "shoe-string" or "spoke" route is one which provides for the first pupil pick-up at the point farthest from the school and then proceeds as directly as possible to the school. In general, the larger the district, the easier it is to organize routes on the "spoke" basis.

The advantage of the "spoke" route is that it holds to a minimum the number of miles a pupil must ride on the bus. On a pure "spoke" route, a pupil will not ride on the bus a greater distance than the distance from the pupil's home to the school. The "spoke" route is the most economical if the driver of the bus lives in the vicinity of the first pupil pick-up and works in or near the school during the day.

In certain situations, it may be efficient to use "circular" or "loop" routes. With this type of route, the first passenger who boards the bus in the morning should be the first one to disembark in the evening.

In other situations, a combination of the "spoke" and "loop" routes may be the most efficient type. These are sometimes referred to as "button-hook" routes. The route starts at the school as a "spoke" type but then changes into a "loop" after four or five miles of travel.

Short distances often permit one bus to transport more than one load of pupils. This "double-routing" or multiple load service, however, requires careful planning including school scheduling.

Emergency procedures should be established for each "regular" route and a copy of the route should be given to the parents before the school term begins. When weather or road conditions dictate that it is not safe to travel roads, an announcement should be made by radio or other means that the "emergency" route will be used on that particular day or days. The parents must then arrange to have their children meet the bus at a designated point.

If possible, routes should be arranged so pupils need not cross a heavily traveled road to either board the bus or after being discharged from the bus. (Note: No driver shall stop a school bus or church bus and allow it to remain standing for the purpose of receiving passengers from or discharging passengers to the opposite side of the road on a multi-lane highway of four (4) or more lanes; provided, that this provision does not prohibit the discharging of passengers who desire to cross the highway at marked pedestrian crossings after the bus has proceeded (KRS 189.375).

The size of buses contemplated should be governed by road conditions and the density of pupil population. If the time required to make the route is within reasonable limits, the number of pupils on the route is sufficient, and the road surface is good enough, a sixty-five (65) or over passenger bus is warranted. The larger bus will, of course if fully utilized, result in a lower per pupil cost.

Bus stops should not be located at intersections if it can be avoided. It is difficult to control traffic from four (4) directions.

Maximum riding time for any pupil should be kept within reasonable limits.

Routes should be established so that they will eliminate the necessity for school buses to traverse rail grade crossings at unprotected points or where the visibility is obstructed.

Bus stops should not be located at points where the clear distance vision in each direction is not sufficient to give the motorist adequate time to stop. The distance will vary in terms of traffic speed at the pick-up point involved, KRS 189.375.

A sufficient number of buses should be provided to transport all pupils without requiring groups of pupils to wait an unreasonable long time for a bus in the evening after school is dismissed.

Attention should be given to items permitted to be carried in a student's lap while being transported to guard against interfering with the compartmentalization and collision protection afforded by school bus seat design. Historically, Kentucky school districts have been advised by the Kentucky Department of Education, Division of Pupil Transportation, that only those items that a student can carry safely in their lap may be transported on a school bus.

Consideration for economy should be limited only by requirements for safety and reasonable efficient and convenient service to the pupils to be transported.

Once routes have been tentatively designed from the map, a survey should be conducted by the school transportation supervisor or his designee, so that he may observe any factors which might indicate a route change. That is, make sure that necessary "turn-arounds" are safe and suitable in all

weather conditions and that the bus stop locations meet the clear distance vision requirements. After this survey, a time study should be made by driving over the route in the same equipment that will be used in the actual operation. The driver(s) who will operate over the route should regard the trip as a "dry run." All scheduled stops should be made, mileage with and without pupils should be recorded, distance and time between stops should be indicated, etc. This data, if obtained accurately, will permit the development of a schedule which probably will need little revision once it is placed into effect. The schedule as finally established should allow the driver enough time to operate in a safe manner. Allowance should be made to inclement weather conditions.

Route Service

In addition to laying out the routes, consideration should be given to the several methods of serving the routes. The plans for serving the routes will determine the number of buses and drivers required as well as the quality of the service. Following are the three (3) principal types of trips:

The single trip involves a morning and an afternoon trip by one bus on each route. This type adapts well to sparsely settled areas. It also meets the needs of schools where the instructional program requires both elementary and secondary pupils to arrive at the same time. The single trip plan requires a maximum number of buses and drivers because each route is covered only once and each bus serves only one route.

The double trip calls for each bus to cover two (2) or more different routes morning and afternoon carrying children of all grades on each trip. This plan is suited to districts of dense population where distances are not great. Under this plan, however, program adjustments in the instructional schedule are necessary to avoid idle waiting time at the school.

The dual trip plan, also known as dual routing, calls for two (2) or more morning trips and two (2) or more afternoon trips over the same route by each bus. This arrangement is only practical where the route distances are short. High school pupils may be brought to school on the first morning trip with elementary children arriving on the second trip. If it is desired that the elementary day be shorter than the high school day, the elementary children may be scheduled to leave on the first trip in the afternoon. Districts whose program requires a day of equal length for both groups may transport the high school pupils on the first trip in the morning and return them on the first trip in the afternoon.

Either the double or dual trip plan may reduce the number of buses and drivers needed to meet the transportation requirements. This could represent a substantial savings in the cost of transportation; however, it should be emphasized that where routes are necessarily long, it is not feasible to use double or dual trips. The requirements of the instructional program must in no way be neglected simply to accommodate dual or double routes.

Feeder Routes

After locations have been determined, it might be discovered that several of the routes show spurs on dirt or side roads from one (1) to three (3) or four (4) miles in length which serve several pupils whose homes are on the side roads. Small units could be used to transport pupils living on side roads to meet the large bus on its main route, eliminating these extra miles and saving some time for the large bus. These small units must comply with state regulations for vehicles designed to carry less than nine (9) passengers. The use of feeder units will permit a more complete application of the "spoke" route principle.

Loading and Unloading

Continuous supervision of the bus rider is a responsibility of the school so an adequate number of the teaching staff should be on duty when loading or unloading at schools. Hazards from other vehicles will be largely avoided by discharging pupils on the building side of the loading area at school. The unloading itself should be accomplished in an orderly manner without crowding or pushing. It is recommended that a staff member be assigned to meet the buses with the main function being to supervise children on the way from the buses to the school building. At dismissal time, the buses should be stationed at definite assigned points in the loading area prior to the dismissal bell. The loading area is a point of considerable pupil congestion at dismissal time, so adequate supervision shall be provided to ensure order and safety of the loading operation.

Spare Buses

A spare bus is one that is in excess of the number assigned to regular bus routes. One of more spare buses may contribute to operational efficiency in several ways. Transportation for educational or activity trips is made available without any disruption to regular schedules. A spare bus may also be used to replace a regular bus during planned maintenance work. Another use of the spare bus is a replacement in cases of emergency due to mechanical failure or being damaged in an accident.

There is no established "rule of thumb" for the number of spare buses needed per fleet. This would depend on the local situation, that is, the adequacy of the maintenance facilities, the availability of parts distributors, the promptness of the service provided by the parts companies, and the number of extracurricular trips permitted by the administration. It is generally agreed, however, that the capacity of a spare bus should be at least equal to the capacity of the largest size bus in the fleet.

PLANNING SCHOOL SITES FOR SCHOOL BUS SAFETY

In the selection of school sites, major consideration should be given to the safety of pupils riding school buses. These vehicles will be forced to utilize the roads in and around the school site, plus public highways leading into the school area. High density traffic flow near school exits and entrances due to the proximity of super highways, periodic commercial traffic or massive commuter traffic from industrial plants should be avoided. It must be recognized in many cases that the area designated for the school site has been selected prior to the hiring of an architect. It is suggested, therefore, that this material be issued to Boards of Education and municipal planning authorities alerting them to the dangers inherent with the process of site selection. It is also suggested that Boards of Education discuss the selection with the Superintendent of Schools, traffic engineers, the Kentucky Department of Education, Division of Facilities Management, and solicit their help in evaluating possible school sites.

The location of the school plant on a site should be determined to plan safe means of entering and exiting for all school traffic.

All school bus traffic should be one way traffic with the service door side of the bus always next to the loading and unloading zone.

Whenever possible, separation should be maintained between bus traffic and other traffic flow as constituted by parent, pupil, service and administrative staff.

It is desirable to separate students, administrative and parent parking from the loading zone utilized by the school buses.

In the construction of parking areas (student parking, employee parking and visitor parking) it is important that these areas be separated from the bus loading area and bus travel lanes. Care should be exercised in the placement of these parking areas to preclude the visitors from crossing the school bus traffic pattern.

In the construction of sidewalks for students walking to school, consideration should be given for the elimination of crosswalks in front of buses.

All roads entering the school site should be graded to avoid dips and hollows that would impair the vision of motorists using the roadways. All roads should be designed for maximum visibility.

In the planning of a school and the location of roads, conditions should never be set up that would require school buses to be backed on the school premises.

All pupil loading and unloading areas should be provided for within the school site.

Wherever possible, parents should be assigned a separate student pick-up point some distance from the school bus loading areas.

In the provision of loading facilities, consideration should be given to separate areas especially designed for handicapped students including entrance ramps and handrails.

In the planning of all road and loading areas, architects should take into consideration the emergency vehicle, which must have access to the school at all times.

Care should be taken in the planting of trees and shrubbery on the school site so as not to obstruct the vision of the motorist.

Where necessary, traffic control devices should be provided to assist school traffic in entering the regular traffic flow.

EXTRA-CURRICULAR TRIPS

A field trip is a special time for all concerned. It should also be a safe time. Pre-planning is a must to ensure a safe enjoyable trip. The local Board must adopt detailed policies outlining areas of responsibilities for drivers, group sponsors, teachers and chaperones. Many things could go wrong while on any trip. Being in unfamiliar areas makes for more difficulty in getting assistance. Drivers should have the necessary phone number to get in touch with supervisory personnel at any hour. School buses and drivers used for field trips shall meet the same standards as those used to transport students to and from school. If a certified common carrier is used for a field trip the local Board must approve the use of such for each trip involving the use of a commercial carrier, 702 KAR 5:060, Section 6 (2).

702 KAR 5:060. BUSES, SPECIFICATIONS AND PURCHASES:

Section 6. (1) No vehicle which was designed by the manufacturer to carry more than nine (9) passengers in addition to the driver shall be used to transport children to or from school or events related to such schools that does not meet Kentucky Minimum Specifications for School Buses; Revised, that were in effect on the date of manufacture, or does not meet Federal Motor Vehicle Safety Standards applicable to manufacturers of school buses, except as provided in Subsection (2) of this section.

(2) School districts may, in their reasonable discretion and with due regard to the safety and required supervision of the school children to be transported, utilize appropriately certified common carriers, in regular or charter service, to transport school children to or from school-related events, as long

as the vehicles so utilized are not significantly used as school buses. Such use of common carrier service, in lieu of qualifying school buses, shall be on a case-by-case basis, and the reasons believed by the board to justify such shall be cited in the Board minutes.

In developing policy for the utilization of school buses while on extra-curricular trips and field trips, the local Board of Education must develop policies which will provide for the safest possible transportation of pupils to school related events. Local Boards must keep in mind their responsibility for the safety and well-being for their students while these students are on extra-curricular and field trips.

Local Boards of Education must keep in mind that the statutes and administrative regulations of the Kentucky Board of Education which apply to the bus trip to and from school also apply to school related events. In developing local policy for extra-curricular and field trips, local Boards of Education must NOT approve any policy which would require local pupil transportation personnel and school bus drivers to violate or disobey any law or regulation.

DRIVERS ARE REQUIRED BY 702 KAR 5:080 SECTIONS 15 AND 21 TO KEEP THE AISLE AND ENTRANCE DOOR AND EMERGENCY DOOR FREE FROM ANY OBSTRUCTION AND ARE REQUIRED TO NOT TRANSPORT ANY LARGE OBJECTS ON THE BUS. THIS IS A LEGAL BINDING REQUIREMENT ON THE DRIVER WHEN THEY ARE TRANSPORTING CHILDREN TO AND FROM SCHOOL AND TO SCHOOL RELATED EVENTS.

DRIVERS ARE ALSO REQUIRED BY 702 KAR 5:080 SECTION 29 TO NOT OPERATE THE BUS AT ANY SPEED ABOVE 55 MPH ON ANY HIGHWAY, ROADWAY, ROAD OR STREET. THEY ARE AT NO TIME TO EXCEED THE POSTED SPEED LIMIT AND ARE NOT TO OPERATE THE BUS AT A SPEED THAT IS NOT CONSISTENT WITH THE WEATHER AND ROAD CONDITIONS.

THIS MEANS THAT ON INTERSTATE AND MULTI-LANE ROADS THAT THE SPEED LIMIT MAY BE 65 MPH, THE BUS IS STILL NOT TO EXCEED 55 MPH. The bus is also to be driven in the right hand lane, to the maximum extent possible.

There is a difference between overloaded and overcrowded. A bus is overloaded when the number of persons on the bus exceeds the rated capacity of the bus. The bus is overcrowded when the number and size of the passengers cause the bus aisles and emergency exits to be blocked by any means.

The bus is not to be overcrowded with passengers and no large objects are to be transported.

When developing policy on the numbers that may be transported on one bus during extra-curricular, field, and athletic trips the following should be considered:

The capacity of bus seating is based on a three (3") to a thirty-nine (39") inch seat. The standard allows what is termed thirteen (13") inches of "rump room" per person. There are two (2) thirty-nine (39") inch seats on each side of the bus with a twelve (12") inch aisle. When you put middle school and high school age children in these bus seats, many require more than the allotted thirteen (13") inches. The extending of passengers out into the aisle in many instances blocks the aisle. When this happens, the driver is in violation of 702 KAR 5:080 that requires free and unblocked aisles. Example: School bus seats are designed for three (3) passengers thirty-nine (39") inches wide with a thirteen (13") inch rump room per student for a total rump room of thirty-nine (39") inches. Seat occupancy requires adjustment to the number of seated positions allowed when student rump width requirements exceeds thirteen (13") inches and the sum total of three (3) seated students exceeds thirty-nine (39") inches.

School transportation personnel (Superintendents, Directors, drivers, riders, etc.) have a responsibility to ensure school buses are not loaded beyond the designed load criteria nor utilized to transport students and or items in any manner that would negate the intended design and use.

When utilizing a school bus to transport pupils on an extra-curricular, field or athletic trip, the age and size of the pupil should be taken into consideration when establishing policy on the loading of the school bus. Taking into consideration the space available and the regulations which require the aisle and emergency door and service door to be unobstructed, it is strongly recommended that local Board of Education policy limit the number of middle and high school students on a bus which is on a special trip outside the school district to no more than two (2) per seat.

Emergency evacuation of the school bus must receive added emphasis especially when utilizing the school bus for special trips (field, athletic and extra-curricular). School districts are required to ensure that all students riding a school bus receive training on how to ride and emergency evacuation of a school bus prior to being transported on any field or athletic trip (example enclosed). In many cases all children who are on field trips and athletic trips do not ride a school bus to school each day and might not have been included in the regular required evacuation drills.

As a minimum, the local policy for utilization of buses on special trips (field, athletic and extra-curricular) should cover the number to be transported, methods of transporting equipment and other items on the bus, emergency evacuation procedures and measures to ensure that those near emergency exits understand their responsibilities in the event of an emergency.

A number of different types or groups participate in field or activity trips. Typical groups and group leaders would include:

- Team/Coach
- Class/Teacher
- Group/Chaperone

On group trips, responsibilities are shared between the driver and the group leader, teacher and/or chaperone. It is necessary that an adult chaperone be aboard each bus. It is preferred that this adult chaperone be a school employee. Principals, teachers, coaches, band directors and other school personnel who request and take special trips should be riding on the school bus and not in cars following the buses. Parents are put on buses with the responsibility of acting in place of the school employee who is sponsoring the trip. Parents can be used to assist school employees on trips but should be used in lieu of school employees when school employees are unavailable.

Responsibility of the driver:

- Obeying all safety regulations and laws. Obeying all safety regulations including 702 KAR 5:080, Section 29. The school bus driver shall not operate the school bus at a speed in excess of the posted limit on the sections of highways over which the bus travels, nor at any time in excess of fifty-five (55) miles per hour. The driver shall not drive the school bus on any roadway at any time at a speed where the conditions of the roadway, weather conditions or other extenuating circumstances would likely make it unsafe.
- Maintaining passenger control. Review with passengers the procedures for emergency evacuation and conduct drills as necessary for all passengers who have not recently participated in such.
- Control of emergency situations.
- Maintaining safe vehicle condition.
- Selecting:

Rest Stops

Food Stops

Fuel Stops

Responsibilities of group leaders and/or teachers:

- Relaying trip plans and safety precautions.
- Providing passenger information, (i.e., list of passengers and any unusual medical history, etc.).
- Maintaining passenger control.
- Supervision at all stops.
- Field trip activity.
- Head counts.
- Passengers instructions.
- Assembly of students.

Responsibilities of Transportation Director/Supervisor:

- Vehicle and driver selection and availability.
- Providing necessary time for planning.
- Knowing where to communicate with the driver in the event of an emergency.
- Determining whether road conditions are such that it would be safe to travel.

CONDUCTING EMERGENCY EVACUATION DRILLS

702 KAR 5:040 District Boards' Responsibilities

Section 9. The Board shall be responsible for the development of a plan whereby all pupils will receive instruction in school bus safety each school year. The Board shall also provide for practice in the emergency evacuation of each school bus under school supervision at least four (4) times annually. Two (2) evacuations shall be conducted each semester with the first evacuation being conducted within the first week following the beginning of the semester.

EMERGENCY EVACUATION OF SCHOOL BUSES MUST RECEIVE EMPHASIS. DETAILED DOCUMENTATION OF THE DRILLS MUST BE KEPT. THE GOAL SHOULD BE

TO EVACUATE ANY BUS WITHIN THE LOCAL DISTRICT IN LESS THAN TWO (2) MINUTES. THE LOCAL SCHOOLS SHOULD ALSO CONDUCT VERY COMPREHENSIVE DRILLS WITH SPECIAL NEEDS STUDENTS.

The following suggestions have been prepared to help districts conduct emergency evacuation drills in the safest possible manner. Modifications may be necessary based upon each school system's regulations and the circumstances and conditions that are likely to arise in each locality. Local Board and school systems should give very serious consideration to conducting school bus emergency evacuation drills in conjunction with local law enforcement agencies, Disaster Emergency Service, Red Cross and other agencies and/or groups that respond to emergency situations.

Planning the Drill

1. All drills should be planned in advance with the school administration. The age levels of the pupils should be considered in the planning. The school nurse should be present during the drill.
2. There should be a briefing session with the driver's helpers before the drills. Go over the drill procedures and make sure they understand what to do.
3. All pupils should be carefully informed about the drill. Never have surprise school bus evacuation drills. Pupils should be instructed that during the drill or in a real emergency they should do the following:
 - a. Remember the driver is in charge and listen to his/her instructions.
 - b. Stay in your seats until the driver or his/her helper gives the order to evacuate.
 - c. Take your time, but go quickly.
 - d. Let those closest to the exit go first.
 - e. Do not shove or push, take your time. Crowding will delay everyone.
 - f. Be quiet and orderly.
 - g. If you use the emergency door, duck your head as you go out.
 - h. Wrap loose clothing...(i.e., coat edges, shirt tails)...around you as you go out. You do not want to get your clothing caught in the door.

i. Keep your hands free. Leave everything behind except coats in cold weather.

Do not take time to gather books, lunch boxes, etc. Your life is more important.

j. If you have to jump, bend your knees to break the shock as you land.

k. Get away from the exit as quickly as possible so others can get out.

l. Gather in a group at least one hundred (100) feet from the bus, off the road.

m. Help the little kids, they may not understand what to do.

n. Be reassuring. Prevent panic.

4. Drills should be conducted on the school grounds if possible with the principal present to observe.

5. Before the drill, pupils should be instructed in how to open the emergency door and where to assemble after leaving the bus.

6. Written documentation of each drill must be kept. As a minimum, the number of pupils in each evacuation should be recorded along with the grade level of those involved. All evacuations should be timed and the time recorded on the evaluation checklist. Records of each evacuation of each bus must be kept on file so that a record of when, where, how, who and problems encountered will be available for interested parties to inspect. A completed written report must be kept and filed on each group that conducts an emergency evacuation of a school bus. Verification of the compliance with the emergency evacuation requirements is mandatory.

Conducting The Drill

1. Four (4) methods of evacuation should be reviewed and practiced prior to conducting the drill: (Plan for evacuation shall be formulated by the Kentucky Department of Education).

a. Everyone exits through the entrance door.

b. Everyone exits through the rear emergency door.

c. Everyone exits through the right side emergency door.

d. A combination of all doors.

2. At the beginning of each drill plan, one (1) helper should go out each exit door being used.

3. The helper(s) should help the passengers leave the bus by offering an extended hand. When the rear emergency door is used, the second pupil through the door should hold the door open.
4. A lot of care should be given to small children while exiting through the emergency door. They can lower themselves to a sitting position with feet outside the door, then drop to the ground. A gym mat may be placed beneath the door during the drill.
5. Pupils should take care not to bump their head as they exit through the rear or side emergency door. The door is normally forty-eight (48") inches high.
6. The driver or one (1) helper should assist within the bus to keep order and to prevent panic. They should make sure everyone is off the bus and should be the last to leave.
7. The order of evacuation may be alternate rows of seats, working from the door or doors to the middle of the bus.
8. After leaving the bus, the pupils should march to an imaginary place a safe distance away from the scene.
9. Every step of an evacuation should be carried out, including placing the reflectors at the proper distance from the bus. Arrangements must be made in advance for students who may need extra assistance during evacuation drills. Since the driver is an active participant in the drill, the principal or transportation department personnel should observe the drill and time the drills. This individual would be the one to complete the report required on each drill. After the drill, the effectiveness of the drill can be determined and improvements made.

CHAPTER 3

SELECTION AND TRAINING OF SCHOOL BUS DRIVERS

The employment of careful, well qualified bus drivers is a most essential phase of a safe school pupil transportation program. Driver selection should have only one basic criteria - the employment of the most responsible and careful operator that can be found. It must be recognized that school bus driving is generally a part-time job and that the school district cannot afford to pay a full-time salary for a part-time job. A careful survey should be made of those persons in the community who can arrange their work so that they can devote the time required for bus driving.

702 KAR 5:080 Bus Drivers' Qualifications; Responsibilities is located in Kentucky Administrative Regulations.

SELECTION

The selection of school bus drivers is the responsibility of local school officials. All drivers must meet established standards for employment as a school bus driver. KRS 161.011 requires any person "hired after July 13, 1990 shall not be eligible to hold the position of a classified employee...unless he/she holds at least a high school diploma or GED certificate, or he/she shows progress toward obtaining a GED" in an accredited program. Possible sources from which drivers can be recruited are:

Housewives	Ministers	Part-time employees
Custodians	Farmers	College Students

In addition to the requirements for bus drivers specified by law and regulations, the school authorities shall adopt standards as to character, emotional stability, knowledge and skill requirements. Among the elements that should be considered in setting up character standards are reliability or dependability; initiative; self reliance and leadership; ability to get along with others; freedom from use of undesirable language; personal habits of cleanliness; moral conduct; honesty; freedom from addiction to narcotics or habit forming drugs and freedom from addiction to alcoholic beverages or liquors.

In recognition of the importance of emotional stability needed in school bus driving, local school officials, in selecting applicants and in re-employing drivers, should give full consideration to such factors as patience, even temperament and calmness under stress.

All applicants for driving a school bus should indicate that they have a satisfactory knowledge of state and local motor vehicle regulations; traffic laws and ordinances; traffic signs; signal and road markings and driving techniques including knowledge of the effects of physical laws on vehicle

control. They should also be required to show satisfactory proficiency in the skills necessary with all phases of school bus operation.

Local school authorities shall check the driving history of all persons who apply for a position as school bus drivers. The driver's word should not be accepted as final on this point, but information on traffic violations must be secured from the Driver Licensing Division, and a criminal records check is required. A suggested form for use in securing this information is included herein as well as a School Bus Driver Application.

Tips For The Recruitment And Retention Of School Bus Drivers

Recruitment

- Advertise via local newspapers, direct mailings, flyers, community functions. Have sign-up booths at preschool/kindergarten sign-up areas, civic church organizations, shopping malls, county fairs, etc.
- Send job listings home with students.
- Recruit parents of kindergarten students on the first day of school.
- Recruit parents that complain because they don't understand the bus situations.
- Solicit fast food chains for part-time work for drivers between runs.
- Recruit college students in college towns.
- Recruit early retirees from local Association of Retirees Group.
- Provide a package that will pay for physicals, pre-employment expenses and training (including testing and licensing of the commercial driver's license). Have drivers sign an agreement to work for at least one year after being trained and certified. If they leave, they must repay the district.
- Recruit fire and police personnel.
- Place job listings at adult vocational school.
- Place advertisements on school menus that are sent home with students.

Retention

- Allow drivers to be able to work four (4) hours per day to be eligible for benefits.

- Provide an equitable salary range.
- Develop a driver appreciation program (annual, biannual, around holidays and especially for School Bus Safety Week).
- Recognize those drivers who have not been involved in any at-fault accidents.
- Recognize birthdays or "Driver of the Month" by possibly providing gifts/rewards such as jackets, certificates, patches, plaques, pins, etc.
- Become actively involved by developing and/or participating in a school bus safety Road-E-O.
- Support your drivers when they experience student discipline problems.
- Provide pay raises by increment based on years experience.
- Consider substitutes to be permanent employees.
- Consider inter-local agreements between school districts (share substitutes).
- Make drivers feel that they are part of a family.
- Develop a pilot program where a district allows a representative group of drivers to have the responsibility of suspending misbehaving students unilaterally.
- Have a list of rules and regulations sent home to parents for their signatures. Their children will not ride the bus until the signed form is returned. Students in the seventh grade and above must also sign the form themselves.
- Train drivers in de-escalation or conflict resolution.
- Always be positive and supportive.

TRAINING

Following the selection, each school bus driver must be adequately trained. Skill, proper attitude and knowledge necessary for safe driving and handling of pupils must be developed through the driver training program. The program must provide for the development of driver skills to a high level of

performance. Proper supervision should further refine and improve such skills. (See attached check list to be used when evaluating drivers.) A pre-employment road test should help in the selection process.

Each new driver, regardless of previous training or experience must successfully complete the Kentucky School Bus Driver Training Curriculum and be certified to drive a Kentucky school bus by the Kentucky Department of Education, Division of Pupil Transportation.

Certification is based upon completion of the training curriculum which is taught at the local district level by a certified School Bus Driver Training Instructor.

PERSONAL HABITS

Drivers found drinking alcoholic beverages while on the job, or who appear on the job under the influence of alcoholic beverages, will not be allowed to continue their duties until it has been determined if they have in fact been drinking. Drivers who allow drinking habits to affect their driving efficiency will be dismissed.

Drivers are expected to have a neat and clean personal appearance on the job.

Male drivers are expected to keep hair, sideburns and mustaches neat and well groomed.

Female drivers are expected to keep their hair well groomed – no curlers.

Drivers are expected to refrain from the use of foul language in the presence of pupils at all times.

Drivers are expected to refrain from discussing other driver's habits in the presence of pupils.

Drivers cannot be permitted to have dates with pupils.

Drivers are not to use tobacco products at any time on the bus.

Drivers are expected to refrain from taking part in "Neighborhood Discussions" with pupils.

Drivers are expected to support the policies of the Board and help promote the progress of the school system.

Beginning school bus drivers shall be required to have completed the school bus driver training curriculum prior to employment. The specific approved driver training curriculum is as follows:

APPROVED INSTRUCTOR PROGRAM

CLASSROOM INSTRUCTION

1. Laws and Regulations - one (1) hour
2. Driving Fundamentals - one (1) hour
3. Care and Maintenance - one (1) hour
4. Critical Situations - one (1) hour
5. Accidents and Emergency Procedures - one (1) hour
6. Pupil Management - one (1) hour
7. First Aid - one (1) hour
8. Special Needs Transportation - five tenths (.5) hour
9. Extra-Curricular Trips - five tenths (.5) hour

VEHICLE OPERATIONS (THREE HOURS)

Beginning drivers shall demonstrate driving skills and a score sheet shall become a part of the driver's record. Vehicle knowledge will include a successful pre-trip inspection. A daily bus inspection, pre-planned, conducted in a logical and systematic manner to eliminate bus defects with a maximum score of 75 points is a new training requirement. Driver applicants will demonstrate the ability to perform steering, shifting, maneuvering, braking and use of mirrors on a school bus.

VEHICLE CONTROL AT SPEED (ONE HOUR)

The driver will successfully perform a ninety (90) degree right-hand turn at speed and ninety (90) degree left-hand turn at speed. Applicants must perform a straight line drill showing skills in holding the bus steady and driving through diminishing clearances. Irregular surface maneuverability is required to demonstrate the ability to safely recover from dropping bus wheels off the pavement without jeopardizing on-coming traffic by staying in the proper lane. A backing drill, using mirrors, is scored and a stopping drill showing spatial awareness is required.

BUS ROUTE IDENTIFICATION (TWO HOURS)

Drivers must drive the school bus route under the supervision of a certified school bus driver training instructor (empty bus). Instruction and training shall be provided to reduce hazards and increase defensive driving techniques.

The driver will locate the school, identify traffic patterns, ingress/egress zones, merging areas and traffic signals. Student loading zones, student pickup areas and fueling and maintenance stops are identified.

Instruction and identification of potential hazards to include blind curves, hilltops, foggy or slick areas, high density traffic and congested pedestrian areas are included.

DRIVER REVIEW AND INSTRUCTION (FOUR HOURS)

Driver Review I, Evaluation and Instruction (Two Hours) - within first five (5) days of driving, and Driver Review II, Evaluation and Instruction (Two Hours) - not less than twenty (20) nor more than thirty (30) days after Driver Review I.

All substitute drivers shall drive simulation or model routes prior to transporting students.

Kentucky school bus drivers must pass a five (5) year driving history screening test for criminal, alcohol, illegal drug use and driving infraction convictions prior to employment.

CERTIFIED BUS DRIVER TRAINER PROGRAM

No person shall be certified to teach the school bus driver training curriculum until he or she has satisfactorily completed a minimum of thirty-three (33) hours classroom and driving instruction, conducted by the Division of Pupil Transportation and relevant to the approved driver training curriculum, and has been issued an instructor's certificate by the Commissioner of Education. Instructors shall be required to renew their certificates annually by completing six (6) appropriate hours of update training conducted by the Division.

The approved instructor training program is provided for your information.

APPROVED INSTRUCTION PROGRAM

	Points
Written Examination	100
Personal Appearance and Interview Examination	50
a. Personal Cleanliness and Wearing Apparel.....	10
b. Personality	10
c. General Attitude	15
d. Job Interview	15
Physical and Verbal Vehicle Inspection Test	75
Serpentine	50
Offset Alley	50
Student Loading	25
Railroad Crossing	50
Straight Line	50
Diminishing Clearance	50
Back-up	50
Right Turn	35
Stop Line	25
TOTAL	610

Minimum qualifications score for driver training instructors shall be 488.

Beginning school bus drivers shall be required to demonstrate driving performance, complete all testing and interview events and attain a total composite score of 488 points.

Kentucky Transportation Cabinet
Division of Driver LicensingTC 94-35
4/81

PHYSICAL EXAMINATION FORM

(As Required By 49 C.F.R. 391.41)

New Certification ☐
Recertification ☐**PHYSICIAN, READ INSTRUCTIONS ON BACK PRIOR TO PERFORMING EXAM**

Physician must date and sign findings upon completion of this examination.

(PLEASE PRINT)

Driver's Name _____

Address _____

Soc. Sec. No. _____ Date of Birth _____ Age _____

Health History:

Yes	No	Yes	No	Yes	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asthma		Nervous stomach		Head or spinal injuries	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kidney		Rheumatic fever		Seizures, fits, convulsions, or fainting	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tuberculosis		Muscular disease		Extensive confinement by illness or injury	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Syphilis		Psychiatric disorder		Any other nervous disorder	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gonorrhea		Cardiovascular disease		Suffering from any other disease	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diabetes		Gastrointestinal ulcer		Permanent defect from illness, disease or injury	

If answer to any of the above is yes, explain: _____

General appearance and development: Good _____ Fair _____ Poor _____

Vision: For Distance: Right 20/ _____ Left 20/ _____ Both 20/ _____ ☐ Without corrective lenses ☐ With corrective lenses, if worn

Evidence of disease or injury: Right _____ Left _____

Color Test _____ Horizontal field of vision: Right _____ Left _____

Hearing: Right ear _____ Left ear _____

Disease or injury _____

Audiometric test: (if audiometer is used to test hearing) Decibel loss at 500 Hz _____ 1,000 Hz _____ 2,000 Hz _____ 4,000 Hz _____ 6,000 Hz _____

Throat: _____

Thorax: Heart _____

If organic disease is present, is it fully compensated? _____

Blood pressure: Systolic _____ Diastolic _____

Pulse: Before exercise _____ Immediately after exercise _____

Lungs _____

Abdomen: Scars _____ Abnormal masses _____ Tenderness _____

Hernia: Yes _____ No _____ If so, where? _____ Is truss worn? _____

Gastrointestinal: Ulceration or other diseases: Yes _____ No _____

Genito-Urinary: Scars _____ Urethral discharge _____

Reflexes: Romberg _____

Pupillary: _____ Light: R _____ L _____

Accommodation: Right _____ Left _____

Knee jerks: Right: Normal _____ Increased _____ Absent _____

Left: Normal _____ Increased _____ Absent _____

Remarks: _____

Extremities: Upper _____ Lower _____ Spine _____

Laboratory and Urine: Spec. Gr. _____ Alb. _____ Sugar _____

Other Special Other Laboratory Data (Serology, etc.) _____

Findings: Radiological Data _____ Electrocardiograph _____

Controlled Substances Testing: ☐ Controlled substances test performed - ☐ In accordance with Subpart H ☐ Not in accordance with Subpart H
☐ Controlled substances test NOT performed ☐ CHECK HERE IF NOT QUALIFIED

General Comments: _____

Name of Examining Doctor (Print) _____ Signature _____

Address of Examining Doctor _____

NOTE: This section to be completed only when visual test is conducted by a licensed ophthalmologist or optometrist:

DATE OF EXAM _____

ADDRESS OF OPHTHAMOLOGIST OR OPTOMETRIST _____

NAME OF OPHTHAMOLOGIST OR OPTOMETRIST (PRINT) _____

SIGNATURE _____

NOTE: This section to be completed ONLY if medical examiner finds person physically qualified to drive a motor vehicle as defined in KRS 281A. and 49 C.F.R. 391.41(b). In accordance with the Federal Motor Carrier Safety Regulations (391.41 - 391.49) and with knowledge of his duties, I find him qualified under the regulations ☐ Qualified ONLY with corrective lenses ☐ Qualified ONLY with hearing aid.

A copy of this examination is on file in my office at: _____

ADDRESS _____

DATE OF EXAM _____

NAME OF EXAMINING DOCTOR (PRINT) _____

SIGNATURE OF DOCTOR _____

SIGNATURE OF DRIVER _____

ADDRESS OF DRIVER _____

PHYSICIAN'S CERTIFICATE

I hereby certify that _____
has been examined by me in accordance with the Kentucky Administrative Regulations concerning the
physical fitness requirements for school bus drivers and in accordance with the particular items shown
on Form TC94-95 **MEDICAL EXAMINATION REPORT FOR SCHOOL BUS DRIVERS AND
SUBSTITUTE SCHOOL BUS DRIVERS**. which is on file in my office.

In my opinion, the above named person is physically and emotionally

QUALIFIED _____ DISQUALIFIED _____

to perform the duties of a school bus driver.

Qualified only while wearing glasses: Yes _____ No _____

Other qualification restrictions: _____

Physician's Signature M.D.

Date

Physician's Address

EXAMINING PHYSICIAN: Send this sheet to the Board of Education. This sheet will serve as the
official record of your examination of the above named person.

KDE/DCC APPROVED 2300-080

KENTUCKY DEPARTMENT OF EDUCATION

CRIMINAL RECORD CHECK - RELEASE AUTHORIZATION

I HEREBY AUTHORIZE THE KENTUCKY STATE POLICE TO SEARCH THEIR RECORDS FOR CONVICTIONS OF PLEAS OF GUILTY FOR SEX CRIMES AS PRESCRIBED AND DEFINED BY KRS 17.160 AND 17.165, WHICH THEY MAY HAVE REGARDING ME.

THIS INFORMATION SHALL BE RELEASED TO: _____
AGENCY NAME AND ADDRESS

SAID INFORMATION SHALL BE USED FOR CONSIDERATION IN DETERMINING IF I QUALIFY FOR EMPLOYMENT/VOLUNTEER WORK FOR THE: _____
AGENCY NAME AND ADDRESS

I VOLUNTARILY RELEASE THE KENTUCKY STATE POLICE AND EACH OF ITS OFFICERS, AGENTS AND EMPLOYEES, FROM ANY AND ALL LIABILITY OR DAMAGES RESULTING FROM THE RELEASE OF ANY AND ALL INFORMATION.

SIGNATURE: _____ DATE: _____ WITNESS: _____

THUMB PRINT (RIGHT)

EMPLOYEE/VOLUNTEER INFORMATION

NAME: _____
LAST FIRST MIDDLE

SEX _____ RACE _____ DATE OF BIRTH _____ SSN# _____

CITIES OF PREVIOUS RESIDENCE _____

SCARS, MARKS, AMPUTATIONS _____

INSTRUCTIONS:

1. EMPLOYING AGENCIES SHOULD ENSURE ALL APPLICATION INFORMATION IS COMPLETED.
2. EMPLOYING AGENCIES SHOULD ENSURE THAT A LEGIBLE INKED IMPRESSION OF THE RIGHT THUMB OF THE SUBJECT IS PLACED IN THE SPACE MARKED "THUMB PRINT".
3. EMPLOYING AGENCIES SHOULD FORWARD A CHECK, MADE PAYABLE TO THE KENTUCKY STATE TREASURER, IN THE AMOUNT OF \$4.00 FOR EACH SUBMITTED FORM.
4. REQUESTS SHOULD BE ACCOMPANIED BY TWO (2), STAMPED ENVELOPES - ONE BEARING THE NAME AND ADDRESS OF THE EMPLOYER AND THE OTHER BEARING THE NAME AND ADDRESS OF THE APPLICANT.
5. RETURN FORM TO:
KENTUCKY STATE POLICE
RECORDS SECTION
1250 LOUISVILLE ROAD
FRANKFORT, KY 40601

SUPPLEMENT TO TC 94-95

School bus drivers must be tested for Tuberculosis upon initial employment.

Tuberculin Test required: Yes _____ No _____

Tuberculin:

Positive _____ (if positive) X-Ray Positive _____

Negative _____ Negative _____

COMMERCIAL DRIVERS LICENSE PROGRAM

Congress passed the Commercial Motor Vehicle Act on October 26, 1986. The states were required to implement their programs no later than April 1, 1992.

Kentucky State Law requires that all commercial drivers be properly licensed for classification of vehicle that they are to drive. The Division of Pupil Transportation through local driver trainer instructors has developed a set of guidelines and procedures to expedite the process of obtaining the proper permits. Detailed training curriculum is contained in the School Bus Driver Instructors Manual.

The following is a brief description of the process.

A Kentucky school bus driver may walk in off the street and take the written test(s) provided they have the following materials in their possession:

1. Completed application-Form TC 94-32 (this may be obtained from your Circuit Court Clerk's Office or Licensing Testing Center after December 1, 1990).
2. Employee/Applicant Certification-Form TC 94-36 is available also after December 1, 1990. The driver (applicant) fills out the first part and the employer fills out the second part.
3. A valid Kentucky operator's license.
4. D.O.T. medical card - small white wallet size card. All persons applying for a Class B CDL with an "S" endorsement will be exempt from drug testing as part of their annual physical exam. In order to get this card, the doctor must fill out medical examination Form TC 94-35. The local school districts are responsible for the reproduction of Form TC 94-35, and the printing of the white wallet size cards.
5. \$9.00 - application and testing fee.

The applicant will then take a vision test and the three (3) required written tests. These tests being General Knowledge, Air Brakes and Passenger Endorsement. Upon successful completion of these tests (80% on each) the applicant will be issued a permit and may then continue driving with their permit/license. After July 1, 1991, all CDL applicants must take the Skills Test (Grandfathered). When the applicants are ready to take the Skills Test, the applicant must contact the state certified third party examiner in their district to set up an appointment to take their Skills Tests. Upon successful completion, the applicant should return to the Circuit Court Clerk's Office or License Testing Center to be issued their CDL. The fee for this at the time of return is as follows:

\$8.00 - if 08-12 months used off cost with "S" restriction only of operator's license.

\$9.00 - if 13-24 months used off of operator's license.

\$10.00 - if 25-36 months used off of operator's license.

\$11.00 - if 37-48 months used off of operator's license.

The applicant must hold their permit a minimum of ten (10) days after they take the written exams before taking the skills test.

If a school district has a group of twenty (20) or more applicants to take the written tests, the examiners will come to the district for the administration of these tests.

At the present time, the status for those applicants who do not read or read with retention is: to take the written test, and if they fail then apply to the Circuit Court Clerk to take the verbal test. Some sites around the state will mechanically test these applicants.

If you have any questions about Commercial Driver Licensing, Please call the Division of Pupil Transportation at (502) 564-4718.

CHAPTER 4

PUPIL MANAGEMENT AND CONTROL

The one area in pupil transportation that can cause serious problems for the transportation supervisor, bus driver, and the school system, is student behavior. Very little has been written about student control in the various publications which are available to pupil transportation directors. It is probably the most complex and demanding phase of the pupil transportation system, as well as the hardest to satisfactorily handle. Student behavior on school buses will become a serious problem for bus drivers, Directors of Transportation, Superintendents and the school Board if not properly and timely corrected.

The best way to correct student behavior problems is to ensure that behavior problems do not arise. A clear and definite understanding of what is expected on the part of all parties concerned is vital. All rules and regulations concerning student behavior should be well known and clearly understood by (1) bus drivers; (2) students; (3) parents; (4) administrators and teachers; and (5) Board of Education members.

BOARD OF EDUCATIONS' RESPONSIBILITIES

The local Board of Education must set the tone for the safe transportation of children. Clear and concise policy statements must be made and adopted by the Board of Education. Board policy must cover the rules and regulations governing student conduct, spell out the responsibility of each individual concerned, and procedures for suspension of bus riding privileges.

In setting Board Policy it is important to cover all aspects of pupil management. Policy must cover:

1. Who is eligible for transportation.
2. Rules of conduct for pupils riding the bus (both regular runs and activity trips).

PRINCIPAL'S RESPONSIBILITY

In order for bus drivers to effectively perform their duties, the principal or person designated by the local Board of Education must assume the responsibility of enforcing rules and regulations concerning transportation of pupils. 702 KAR 5:050 ensures that supervision and discipline of students takes place and is located in Appendix A.

TEACHER'S RESPONSIBILITIES

702 KAR 5:040 mandates that students be instructed in school safety at least annually and four (4) times annually in evacuation procedures. (See Conducting Emergency Evacuation Drills - Chapter 2.) Teachers have a golden opportunity to reinforce safety instruction and material in the classroom. LESSONS can be geared around transportation according to grade level. Students can be asked to write compositions expressing feelings, reactions and concerns about transportation. Class discussions are beneficial. Tours of bus compounds may be available through the transportation director. Resource people could be used. Films are available from the Kentucky Department of Education. The opportunities are endless. It just takes a little imagination and a great deal of effort. Teachers can do some seemingly small things that will help to prevent accidents.

1. Dismiss students on time. For students running to catch a bus, safety is probably the last thought on their mind.
2. Teachers should not expect students to carry bulky projects or instruments that might block aisles. Pets, either live or preserved animals, should never be carried on the bus.
3. Clip or staple papers together, especially for younger elementary students. A vast majority of accidents occur outside the bus when students chase a dropped paper that is blowing around.
4. Speak positively to students about transportation safety.
5. Teachers should have a good knowledge of local rules and regulations regarding transportation.
6. Strive to help administrative officials enforce rules regarding transportation.

STUDENT RESPONSIBILITIES 702 KAR 5:090, (located in Appendix A)

Students must bear their share of responsibility for safety while passengers on school buses. The privilege of any student to ride a school bus is conditioned upon their good behavior and observance of the rules and regulations set forth by the local Board of Education. Certain levels of conduct are expected of any and all students riding the bus. All students shall conduct themselves in a manner conducive to the safe transportation of all. No conduct will be tolerated that will in any way cause distraction of a driver's attention that might result in unsafe operation of the bus. Students are expected to respect the authority of the bus driver and obey their instructions. If the following rules are followed, all concerned can expect to have a safe bus trip.

While Waiting To Board The Bus

1. Arrive at your assigned bus stop five (5) minutes ahead of the bus. The driver cannot wait for you.
2. Do not play in the path of traffic and stand well away from the road when the bus approaches.
3. Do not damage other people's property while waiting for the bus.
4. Avoid making excessive noise.
5. Fighting at bus stops and on the way to and from school is subject to local Board disciplinary action.
6. Never run alongside the bus when the bus is moving. Wait until the bus stops and then walk to the door and board the bus in an orderly manner. DO NOT PUSH OR SHOVE.

While Riding On The Bus

1. Obey the driver's instructions. The driver of a school bus is in complete charge of students while they are on the bus. Complaints regarding discipline on the bus should be taken to the principal.
2. The driver has the authority to assign seats.
3. Students shall remain properly seated while the bus is in motion.
4. Never extend arms, legs or head outside the bus.
5. Refrain from talking to the driver except in an emergency.
6. Pets and animals are not permitted on the bus at any time.
7. No one shall tamper with any equipment or operate any part of the bus.
8. Do not mar or deface the bus. Students caught damaging bus equipment will be subject to disciplinary action and/or restitution.
9. There is to be no fighting or profanity on the bus or any loud disturbances.
10. Students must not wave or shout at pedestrians or occupants of other vehicles. Do not throw objects from bus windows.
11. Do not throw waste paper or objects on the floor. Eating or drinking is not permitted.

12. Use of tobacco products or drugs is prohibited.
13. Students are required to ride their assigned bus, unless they have written approval from the principal or his/her designee.

PARENT'S RESPONSIBILITIES

Progress has been made in the improvement of safety and safety awareness in the transportation of students. However, one critical area that has not been explored to the fullest extent, is that of parents and guardians of the students. Safety awareness must begin and be consistently reinforced at home. The following points are suggested for parents:

1. Familiarize themselves with local school and Board of Education policies and procedures pertaining to riding a bus. Know their child's bus number.
2. Parents should try to establish the exact time their child should be at the bus stop in the morning (not too early and not too late). They should also recognize the dangers of students playing at the edge of a busy highway.
3. Warn their children of the dangers of strangers who appear friendly and hang around bus stops.
4. Bad weather is the most likely cause for bus delays. Dress children properly for bad weather. Warn children that motorists will have more difficulty seeing them in bad weather, thus more caution is necessary.
5. Provide their child with a school bag to carry all their school supplies. Loose papers are a serious hazard.
6. Stress the importance of remaining properly seated and reasonably quiet while aboard the bus.
7. Familiarize them with emergency procedures and danger zones around the bus and suggest they discuss these zones with their children.
8. Make sure children know their names, addresses and phone numbers.
9. Parents should explain to their child that situations aboard the bus may not always be familiar. The bus might have to take an alternative route, a substitute may be driving the bus, or occasionally another bus might be used. If the child is confused, they need to be encouraged, it is O.K. to ask the driver questions.

10. Parents should also support local Board policies. If they do not know what goes on, ask for a meeting with appropriate school officials.
11. Check for baggy clothing, drawstrings, backpack straps and any other object that could become entangled in the school bus handrail or service door area.

SCHOOL BUS DRIVER'S RESPONSIBILITIES

The conduct of students on a bus has a direct relationship to their safety. The position should be taken that no act or conduct that distracts the driver from safely maneuvering the school bus through traffic and operating the bus safely will be condoned or tolerated. Swift and firm action must be taken by the driver to solve and correct these problems.

One of the first steps a school bus driver can take toward controlling student behavior is to set a proper example. The driver should always practice good driving habits, take a personal interest in the job, keep abreast of all advancements that take place in pupil transportation and take excellent care of the equipment.

Secondly, the attitude toward the job and toward the students is critical. The driver must realize that it is more important to be "respected" by the students than to be "liked" by them. Students can accept and will conform to rules and regulations which are fairly, firmly and consistently enforced. Letting some students get away with breaking the rules in order to be nice so that they will like you is a sure way for the school bus driver to have trouble! This tactic will result in all students losing respect for the driver.

Most of the general public and, to a degree, school bus drivers feel that a school bus driver needs only to be trained to drive the bus safely. There is much more to the job as a school bus driver than that. A school bus driver may be the best defensive driver on the road. They may understand and obey all traffic laws. They may attend all training sessions available. They may be a model employee. They may keep their bus in excellent condition - BUT, if they refuse to get out of the driver's seat and get involved in solving the behavior problems on their bus, they are less than a professional school bus driver.

The word "involved" is a key word in the training of good school bus drivers. What the driver learns during the training sessions is of little value unless the driver is willing to come to grips with each problem as it arises. Continued neglect of the problem of profanity, heads out of windows, an older student slapping a younger student and the smell of cigarette smoke will cause these problems to grow

until they become a major crisis. Parents and the general public are greatly concerned for the safety of their children.

Prompt attention to the small problems in a fair, firm and consistent manner will keep them from becoming a major concern.

How do we get drivers to be involved? First, the driver must have a clear and concise understanding as to their responsibility to the school district, students and their parents. Second, the driver must be taught the procedures to be used in carrying out the driver's responsibilities. This will be of little value, however, if the drivers lack the motivation to use what they have learned.

There are several methods that can be used to motivate people. First, is by example. Those in management must show enthusiasm and purpose in what they are doing. The driver needs to apply this in their relationship with the students. If the driver is untidy, dirty and ill-tempered, then the driver sets a poor example which most assuredly will be reflected in the conduct of the students who ride their bus.

Second, is pride in doing a good job. Management must establish goals and standards to be met to instill pride in accomplishing these goals. Recognition for a job well done is vital. Make the drivers feel they have done well and are considered professionals.

Third, enforced motivation is less desirable, but usually very effective and is to be used when all other methods fail. It is simply laying it out on the line to the school bus driver that the disciplinary action will be taken if the problem is not corrected. Responsible supervision and leadership along with a good training program creates an atmosphere leading to driver motivation.

A school bus driver's ability to control students is closely related to the image the driver presents, not only to the students but to the community as a whole. Parent confidence in the transportation program and the school bus driver is greatly influenced by the image the driver projects.

Being a good safe driver who uses good judgment in handling problems is fair, firm and consistent in giving equal treatment to all and keeps the bus on schedule will projecting a very positive image.

Characteristics that drivers should realize about individual student behavior that will help them understand student problems, moods and individual differences are:

1. Students generally would like to be older than they are and free of adult control.
2. Students like to be recognized for favorable traits or abilities.

3. To be recognized, students will sometimes cause problems.
4. Being singled out before a group or loaded bus for disciplinary reasons is disliked by students. It is very poor form of discipline and will cause more trouble.
5. Students like to be considered as equals by adults. Some positive discipline procedures for drivers to use in maintaining a consistent, well disciplined bus are:
 - a. Good drivers know their equipment well.
 - b. Knowledge of district procedures for discipline problems is a must. Also, drivers must consistently follow these procedures.
 - c. Have a good working relationship with students.
 - d. The driver who can inform parents of discipline problems with diplomacy can solve problems through this procedure.
 - e. Keep school officials aware of discipline problems, offer suggestions for improving discipline and also being willing to accept suggestions from officials.
 - f. A list of students who ride each bus should be maintained.
 - g. Know the students - a good driver knows the names of all their students.

25 Suggestions For Improving The Driver's Image And Make Student Management Easier

1. Never give an order you do not mean to enforce.
2. The response of the child is an action. Give your command to stimulate action, not check it. Say "Do this," rather than "Don't do that." Suggest an action which can successfully be obeyed.
3. Give a child time for reaction.
4. Have a reason for what you ask a child to do, and when possible, take time to give the reason - they will see the point if you can.
5. Be honest in what you say and do. A child's faith in you is a great help.
6. Be fair. It isn't punishment, but injustice that makes a child rebel against you.

7. Be friendly. Always show an interest in what they are doing.
8. Commend good qualities and actions.
9. Try to be constructive, not repressive, in all dealings with children.
10. Remember that a sense of humor is extremely valuable.
11. Never strike a child. It may seem to be the easiest way, but it only aggravates the problem.
12. Do not judge misconduct on how annoying it is to you.
13. Never take your personal feelings and prejudices out on the children.
14. Maintain poise at all times. Keep your temper in check.
15. Remember - "The tongue is the only keen-edged tool which grows sharper with constant use." Do not nag, bluff or be officious.
16. Look for the good qualities. Every child has them.
17. Do not "pick" on every little thing a child does. Sometimes it is wiser to overlook some things.
18. Bear in mind that misbehavior is seldom willful. There usually is cause and it may be in yourself or some other influence outside the child.
19. Listen for suggestions and complaints from each of the children.
20. Follow-up on cases which have been disciplined. Be certain that you still have the respect and confidence of the child.
21. Be fair, firm and consistent in all that you do.
22. Always set a good example yourself.
23. Intelligence in handling youth consists of thinking faster than they do. If they can out-think you, you are not using your maturity. You should see possibilities coming before they happen. This is the secret of good leadership.
24. Defiance to established procedure comes from failure in some adults to keep the situation in hand. If there is a danger of a direct break, the child should not be forced. An adult's will should never be pitted against that of a child. It is far wiser to give some simple direction that will be mechanically obeyed and pick up the reins of control in a quiet way.
25. Never hold a child up to public ridicule. It is the surest way of creating a discipline problem.

CHAPTER 5

TRANSPORTATION OF SPECIAL NEEDS PUPILS

Transportation of special needs students poses an entirely different set of concerns for pupil transportation personnel. Pupil transportation personnel are vital to the educational programs available for special needs children. The pupil transportation supervisor must be involved from the beginning in determining the needs and methods to be used when transportation is to be provided for special needs students. Transportation of special needs students may or may not require specialized equipment.

It is very important that pupil transportation personnel be made aware of the requirements imposed by law in regard to providing the related service of transportation.

SECTION 504 OF P.L. 93-112 AND P.L. 94-142

The two (2) laws that govern the education and training of special needs students.

Section 504 states: "No otherwise qualified special needs individual in the United States...shall solely by reason of his need, 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 special needs persons or guardians, except where such costs are imposed on all others.

94-142 states: "The Education of all Handicapped Children Act, signed into law in 1975, is unique in several of its provisions. It requires development of an Individualized Education Program (IEP) for each handicapped student and requires that each person involved in any aspect of a special needs child's special education program be appropriately and adequately trained." Special needs is defined in P.L. 94-142 as: "Specially designed instruction, at no cost to parents or guardians, to meet the unique needs of a special needs child, including classroom instruction, instruction in physical education, home instruction and instruction in hospitals and institutions.

P.L. 94-112

Requires that transportation be provided as a related service if a child requires such service in order to benefit from special education. Transportation is defined as:

- (i) "Travel to and from school and between schools.
- (ii) Travel in and around school building, and

- (iii) Specialized equipment (such as special or adapted buses, lifts and ramps),
if required to provide special transportation for a special needs child (121a.13)”

Deciding When Transportation As A Related Service Is Important

The director/supervisor of pupil transportation must be in on this decision. These guidelines should be used to determine if transportation is a required related service:

1. If a child is not identified as needing special education, there can be no related services and special student transportation is not covered under P.L. 94-142.
2. If a child is identified as needing special education and transportation as a related service, then provision of this service must be without cost to the parents.
3. The need for special education does not automatically authorize the need for transportation. This is an IEP Committee pupil transportation personnel decision.
4. Each transportation service situation should be examined independently by pupil transportation personnel and an IEP Committee. School district procedures should be developed in line with Federal and state requirements.

Written procedures for deciding the need for transportation as a related service should be developed. This should ensure that decisions are consistent. Individual cases should be determined in accordance with the procedures outlines.

Two (2) situations which require a determination are:

- (1) If a student resides within the prescribed walking distance to a school but, due to the nature of the special needs condition the student cannot safely reach the school, then transportation service is an appropriate related service recommendation.
- (2) If an emotionally special needs student has been suspended or transferred from a school to which the student previously walked and is being sent to a school which exceeds the prescribed walking distance, this student should now be provided transportation as a related service.

SBARC ROLE

The method of providing transportation for handicapped students should rest with the director/supervisor of pupil transportation with input from the School Based Admissions and Release

Committee (SBARC). The SBARC should make a comprehensive inventory of the pupil's needs as they relate to transportation.

1. The type of vehicle must be determined in advance. Some students may need to be transported in wheelchairs, or may require a specially-designed car seat or vest to provide torso and/or head support.
2. Significant medical problems should be documented, especially the possibility of seizures, etc.
3. Alternate emergency drop-off points and telephone numbers of specified contact persons shall be obtained.
4. Late registration or placement of a student into a different program after school begins usually affects routing and time schedules of one or all students on the bus. Several days time may be required before all schedule adjustments are made and possibly effect the start of transportation services for a particular student. A minimum of five school days planning time is usually required. Changes should not be made late in the school year unless absolutely necessary.

Additionally, the SBARC must be familiar with state statutes, state and local regulations and policies for special needs transportation and should communicate to parents and/or guardians the statutes and policies in order to promote support and understanding of the transportation program.

In dealing with the SBARC and parents, the following topics should be covered:

VEHICLE OWNERSHIP

P.L. 94-142 does not specify ownership requirements. A variety of options are available to provide transportation. A local school district can accommodate special needs students' transportation needs by: (1) owning the transportation vehicles; (2) contracting for transportation services (public and private); (3) renting transportation vehicles; (4) sharing of ownership of vehicles; or (5) reimbursement of a private carrier. Transportation ownership demands vary throughout the various local school districts.

LENGTH OF THE RIDE

Neither P.L. 94-142 nor Section 504 provides regulations on the length of the school bus ride to receive special needs services. This matter is to be addressed by local school systems. The maximum length of the ride should be determined on an individual basis and reviewed periodically. These factors should be considered in determining the length of the ride: (1) location of the home to assigned school, (2) nature of the special needs (possibly necessitating a distant school placement), (3) rush hour traffic in urban areas, and (4) other unique situations requiring special arrangements.

LOCATION OF PICK-UP AND DROP-OFF POINTS

P.L. 94-142 and Section 504 do not establish requirements regarding pick-up and drop-off locations. Each school district should have a written procedure regarding pick-up and drop-off practices. When special transportation services are required, the local school district should be responsible for picking up special needs students at the residence of their parents or guardians unless prior alternate arrangements are mutually agreed upon. In addition, parents or guardians should be responsible for getting the special needs child to the driver or curbside and for meeting the vehicle at the end of the school day at the drop-off point. Deviations because of individual circumstances should be agreed upon on an individual basis as noted on the IEP. Location of loading and unloading sites for students with special needs conditions may require alterations from standard operating procedures. In addition, there should be a written procedure on how to handle the situation when no authorized person is available to receive the student.

COST

Transportation must be provided at no charge to a special needs student if this service is required. Insufficient transportation funds is never a valid reason to deny this related service to a special needs person. When a local school system approves the placement of a special needs student in a program it does not operate, it must ensure that transportation is provided at no cost to the parents. If the school system and parent agree that the parent will transport the child to a public or non-public school, this agreement should provide for reimbursement to the parent. P.L. 94-142 and Section 504 do not set a reimbursement schedule. Most state and local education agencies use typical employee travel reimbursement tables to determine the amount of payment. General cost issues should be worked out prior to service delivery. The school system should check to make certain that parents providing transportation have a valid license and meet individual state insurance provisions. When a special needs student is placed in a (distant) residential facility for educational purposes, P.L. 94-142 does not set a standard for the number of allowed trips home. At minimum, most school systems provide transportation at the beginning and end of the school term and for scheduled school holidays and/or recesses. It is the responsibility of local school districts to have written procedures defining this area. The number of trips home should be stated on the student's IEP. Disputes regarding transportation cost, length of the ride and location of pick-up and drop-off points could be the subject of due process hearings.

TYPE OF VEHICLE

P.L. 94-142 and Section 504 do not specify the type of vehicle on which special needs education students should be transported. P.L. 94-142 states: "Specialized equipment (such as special or

adapted buses, lifts and ramps), if required to provide special transportation. Special needs students may be transported on a variety of vehicles which include:

1. Standard School Bus
2. Minibus
3. Commercial Carrier Bus (only if placed in a situation located outside the local school district)
4. Private Vehicle
5. School Bus with Adapted Equipment (lift, etc.)

The vehicle choice will be made by the director/supervisor of pupil transportation based on input from the SBARC. The choice will be entered on the IEP.

ASSISTIVE DEVICES

Assistive devices include crutches, canes, walkers, braces and wheelchairs. Special needs students who use assistive devices require careful individual consideration. A qualified member of the IEP committee should address the use of an assistive device as it pertains to the transportation vehicle when procedures (adaptations) beyond standard equipment are recommended. Adaptive procedures should be explicitly defined on the IEP. An example of this would be the use of safety belt or vest to hold a child securely in a position to conform with a physician's prescription. The securing of a child in the wheelchair must be determined and the parent shall ensure that the method used meets the approval of the local school district. The local school district should be able to use various types of adaptive equipment to ensure that the child has a safe ride.

EMERGENCIES

School bus drivers and aides should be familiar with the students they transport and the characteristics of the special needs conditions associated with these individuals. Learning about individual special needs students, will aid in proper identification of what is, or is not, an emergency situation. It is important that drivers and aides be instructed to respond appropriately to each situation. Adequate training could possibly eliminate potential danger. Student emergency cards should be carried on the school bus. Parents should complete an emergency card annually and approve the use of this information.

EVACUATION DRILLS

It is essential to have a written plan for emergency evacuations, and for those students who use assistive devices and/or wheelchairs. Evacuation procedures should be well known and rehearsed by drivers and aides to assure competent handling of both ambulatory and non-ambulatory students if an emergency situation should arise. Drivers and aides should be able to evacuate all passengers through all available exits with or without the use of a hydraulic lift. Written directions should be posted near all mechanical apparatuses requiring special operating skills and knowledge. Special needs students with physical, emotional and mental limitations should be familiarized with safe and organized evacuation procedures. Regardless of whether special needs students ride a regular bus or specially adapted buses, they should be instructed to function within their individual capabilities. These procedures should be written and practiced with periodic drills. A written plan should include: (1) emergency stop location, (2) phone locations if there is no two way radio system and (3) charted (shortest) routes to hospitals. A seating chart with student photographs should be available for non-verbal students. Photographs should also be attached to emergency cards. This is a necessary precaution for situations in which a driver could be incapacitated or unable to identify students.

TRAINING OF PERSONNEL

The school district's liability for transporting special needs students increases if school personnel are not trained. Training should be conducted on a regular basis. In-service training for drivers of special needs buses should include, but is not limited to:

1. Characteristics of special needs conditions
2. Behavior management techniques
3. Seating selection/assignment methods
4. Schedule management
5. Care and management of assistive devices
6. Communication with parents and students
7. Special evacuation procedures
8. Emergency management procedures
9. First aid training to include CPR

10. Loading and unloading procedures

11. Disciplinary procedures

SPECIAL NEEDS STUDENT MANAGEMENT

Behavior management is the shared responsibility of both driver and aide. The driver or aide servicing special needs students requires knowledge and skill in managing special situations. Appropriate behavior management is necessary to ensure safe transit. An effective driver and aide team is one that provides for a systematic arrangement of the vehicle environment allowing maximum opportunity for the exhibiting of appropriate student behavior. This can only be done after there is a clear understanding about each of the eleven (11) special needs conditions, and how each condition may or may not be directly related to the need for specific behavior management intervention.

Deaf students may or may not require special transportation services. The transporters of deaf students should be familiar with total communication if this is the student's primary method of communication. This is one appropriate way to facilitate both rapport and safety. Paper and pencil allows for communication with older deaf students.

Hard of hearing students can be transported on regular vehicles; however, the transporter of this population should receive special training in effective communication. Deaf and hard of hearing students must understand expected bus behavior prior to being transported.

Mentally retarded students range from mildly to profoundly intellectually limited. Transportation service needs are dependent on the student's independent level of functioning as well as the location of the school. Simple and clear instructions are a necessity. Realistic expectations should be set up to avoid frustration for the transporter, student and parent(s).

Multi-handicapped students may or may not be ambulatory. These students require careful transportation because of their limited independence and/or severe mobility limitations. This population often requires close supervision and special consideration to ensure maximum school bus safety.

Orthopedically impaired students require special transportation services to meet individual mobility and safety needs. A carefully designed program that outlines such transportation and appropriate use of adequate equipment is essential.

Other health impaired students include those with asthma, heart conditions, etc., who require individual consideration. Most often these students are not visible to the driver. These students may utilize the regular school bus or may need specifically prescribed adaptations.

Seriously emotionally disturbed children may require special transportation. In some instances, an aide is needed to manage inappropriate student behavior. Transporters of these students should receive extensive behavior management training.

Specific learning disability students rarely require special school bus transportation unless they are attending a special school, but many require patience and understanding because of language and information processing problems.

Speech impaired students do not require special school transportation because of their special needs, though transportation may be required because of the school's location.

Visually impaired students may or may not require special transportation; however some students may need assistance when moving about on the school bus to maximize safety.

Deaf/blind students require special consideration to maximize mobility, safety and communication. Transporters should receive very specific training in mobility orientation and in total communication.

It is important that drivers, aides and transportation personnel know what to expect from each student. The desired appropriate behavior may be achieved by:

1. establishing a daily routine;
2. driver and aide functioning as a cooperative team;
3. minimizing the number of bus rules as much as safely possible;
4. making sure students have the ability to understand the rules;
5. communicating on the level of the student;
6. rewarding appropriate behavior with attention and praise; and/or
7. handling problems in a consistent manner and within school system guidelines.

AIDES TASKS AND DUTIES

Aides should be placed on vehicles that transport students who demonstrate behavior(s) which could disrupt the driver. The aide would be able to perform the following tasks:

1. Management behavior

2. Manage seating
3. Operate the lift system
4. Supervise assistive devices usage
5. Load and unload students
6. Assist with emergency management
7. Assist with evacuation procedures
8. Implement special IEP services
9. Communicate effectively with students
10. Communicate and establish positive relationships with parents.

The job description of both the driver and aide should be spelled out in detail so that each knows their role.

First Aid Training

First aid training is a must for both driver and aide. At a minimum, each should be trained in first aid by successful completion of a recognized first aid course (example - American Red Cross). Each should also be certified to use CPR.

Disciplinary And Suspension Procedures

Special needs students, like all students, are subject to disciplinary action(s) pursuant to the written rules of state and local education agencies. However, school bus disciplinary or suspension action should require an IEP committee review when this service is being provided as a related service. Since a special needs student may not be subjected to punitive action solely on the basis of being special needs, the problem that arises is determining the relationship between the proposed disciplinary action and the special needs condition. When the behavior for which the student is to be removed from the transportation service is the result of the student's special needs condition, the student cannot be deprived of access to special education. This is not to say that, if the behavior is of danger to the driver, aide and/or other students, transportation may not be interrupted. However, it is recommended that an interruption in this service would necessitate an "emergency" IEP meeting to determine the relationship of the behavior causing disciplinary action to the child's special needs condition, and to determine alternative transportation services or methods.

It is suggested that the suspension of the privilege of riding a school bus not exceed five (5) school days for each incident. Should a suspension of transportation services exceed five (5) school days, the child and parents must be provided with procedural safeguards, and an IEP meeting should be called to determine if the student's special needs was a significant cause of the behavior that prompted the disciplinary action. If the determination is "yes," then the suspension should be rescinded. If the special needs was not a significant cause of the behavior, then the student should be subject to the disciplinary procedures which apply to all students who commit the same act. Written procedures should be developed to cover this process.

RULES AND REGULATIONS FOR PROVIDING TRANSPORTATION FOR SPECIAL NEEDS STUDENTS

These rules and regulations should be given serious consideration by the local school system as it transports special needs students. Much, if not all, of these rules and regulations should be adopted as local board policy. The local board policy for the transportation of special needs students should be as follows:

1. Director/Supervisor of Transportation Responsibilities
2. Teacher Responsibilities
3. Parent or Caretaker Responsibilities
4. Qualifications for Special Needs School Bus Drivers
5. Qualifications for Aides
6. Driver and Bus Aide Responsibilities
7. Loading and Unloading Responsibilities
8. Communication Equipment for Buses
9. Transportation of Medication
10. Emergency Information Card
11. Discipline of Students

DIRECTOR/SUPERVISOR OF TRANSPORTATION RESPONSIBILITIES

The director/supervisor of transportation is responsible for implementing the policies set by the local Board of Education, and for promoting public understanding of, and support for, the school system's special needs transportation program. The director/supervisor shall ensure that the following policies and procedures are implemented and followed:

Loading And Unloading

A.M. Unloading: Principal or designee should be on site at the morning unloading area. The bus driver or aide will not be allowed to leave special needs students **unattended**.

P.M. Dismissal: Principal or designee should have the students ready at dismissal time. The bus driver will not be required to wait more than five (5) minutes. The driver and/or aide will not be allowed to leave the bus unattended to search for unaccounted students. Once the bus has departed, the driver will not be required to return to the school. The principal or designee will be required to make other arrangements for the student to be transported home.

The local school district shall develop a policy relative to bus suspension procedures.

Upon receiving a written complaint, the appropriate school official should respond as soon as possible. An immediate response to a problem will be of great benefit to all concerned.

Suspension from the bus does not mean that a student is suspended from school (the parent or caretaker will be responsible for transporting the student to and from school).

In the event that it is necessary to suspend a student from school as well as the bus, the local Board policy on long and short-term suspension of special needs students will apply.

The school district administration should designate a persons(s) to be available until all special needs buses have completed their trips and all students have been properly delivered. All drivers are to be informed of person(s) who have been designated to take custody of unattended students.

TEACHER RESPONSIBILITIES

Safe and successful bus operation can be enhanced through regular and continuing education of all persons involved in the special needs transportation process. The teacher, together with the bus driver and/or the bus aide, make students aware of their responsibilities on the bus. With careful planning the special needs school bus can be a valuable extension of the classroom experience.

Be familiar with state and local policies on special needs transportation.

Communicate to parents, caretakers and students the state and local policies and regulations for special needs transportation in order to promote understanding and support for the school system's special needs transportation program.

Communicate regularly with the bus driver and/or bus aide regarding the special needs of students.

Supply information to the driver and/or bus aide regarding behavior modification so that consistence can be maintained. The teacher should explain techniques which work with specific students, realizing that the bus is an entirely different setting.

Discuss the teacher's expectations for bus behavior with the drier before the school bus term begins. This should be done in order to clarify the teacher's and bus driver's expectations for the student's behavior. Follow established procedures for loading and unloading students. Have the students ready at dismissal time.

Load all students at one designated time in the afternoon. When students straggle out of the classroom over a long period of time, students on the bus become restless and disruptive behaviors can be the result. Coordinate loading times with other teachers if there are several special needs programs in the school.

Distribute classroom materials in the classroom before the students get on the bus to return home. Distributing materials on the bus creates an atmosphere of confusion.

Notify the driver when a parent has picked up a student from school so that the driver does not have an unnecessary delay. Notify the bus driver when a parent brings a student to school late. Advanced notice to the driver will reduce the possibility of a student being inadvertently left at school.

There are no storage areas on school buses, therefore, rewards given in the classroom should be of a nature that would not require assistance from either the driver or aide in transporting them.

Tell the driver what kind of day the student has had, especially if it has been bad. This helps alert the driver to a potential problem. It is most effective to tell the driver quietly in front of the students, so that the student realizes that the driver is aware and can make an adjustment. It may be helpful to seat a student in a different location on the bus.

Instruct the students on required bus behavior and school bus safety as a part of classroom

discussions and activities. The teacher should assist the student to develop an attitude of respect and courtesy toward the driver and bus aide.

Give the bus driver adequate notice concerning any changes in pick-up or drop-off addresses.

Refrain from asking the bus driver to change the route pattern and pick-up or dismissal times, as the driver is not allowed to change or modify bus routes.

PARENT OR CARETAKER RESPONSIBILITIES

Have your student ready to board the bus when the bus arrives and be with the student at the bus stop.

Encourage your child to obey safety rules and regulations and encourage proper bus behavior.

When the student is delivered to the assigned address at the end of each school day, the driver will NOT be allowed to leave the student unattended. Parents are responsible for making arrangements to have a designated person receive the student. A parent or caretaker may request permission to leave the student unattended in writing from local school officials.

Have all necessary supplies, materials or medications, etc., in a pouch or a packet labeled with the student's name. In consideration of student safety, large articles which block the aisles, emergency door or service door of the school bus will not be allowed on the bus. Exception: Physical Aid Equipment, such as canes, walkers, braces, etc., if properly secured.

Do not allow students to drink or eat food on the bus. The danger of a student choking on food is a high risk factor.

Know where the student is to be picked up each morning and delivered in the afternoon. In the event that the student needs assistance to get to or from, on or off the bus, the parent should cooperate by making arrangements for bringing the student to the bus and for picking up the student on the return trip.

In the event that the student does not plan to attend school on a specified day, the parent/caretaker shall:

notify the bus driver and/or appropriate school official one full school day in advance;

inform the bus driver when the bus arrives at the student's home; or

use a pre-arranged signal with the driver.

Prepare a student emergency information card as required by this regulation. This card includes emergency phone numbers and/or addresses of responsible person to be contacted in case of an emergency.

Give at least a five (5) full school days notice concerning any changes in pick-up or drop-off address. The driver is not allowed to change or modify a bus route. Do not ask a driver to violate this policy.

Make plans to transport their student in the event of a bus suspension.

QUALIFICATIONS FOR SPECIAL NEEDS SCHOOL BUS DRIVERS

A driver of a special needs vehicle shall meet the same qualifications and licensing requirements as a regular driver.

Special needs bus drivers are required to attend a special needs transportation course, and an approved first aid course.

Special needs drivers shall be required to attend other special training programs as designated by the local district.

QUALIFICATIONS FOR BUS AIDES

Aides will attend special needs training programs and a first aid course as determined by the local school district.

Aides shall be a minimum of eighteen (18) years of age.

Aides shall attend all training programs given relating to the transportation of special needs pupils.

DRIVER AND BUS AIDE RESPONSIBILITIES

The following rules and regulations are applicable to drivers and aides. They serve as guidelines for the operation of special needs transportation programs. The driver and aide shall:

Obey all regular school bus operational regulations (unless exceptions are specified) state and local policies and traffic laws.

Maintain and keep current transportation confidential emergency cards and other required reports. This information is to be maintained in accordance with the Family Education and Privacy Act, and state and local special needs regulations.

Refrain from administering any medications except, when a signed consent is given by the parents, caretaker, or doctor with the prescribed information relating to the name of the medication, dosage, etc.

Withhold from a student any type of food (candy, gum, soft drink, etc.).

Exercise patience, understanding and mature judgment in working with a special needs student.

Communicate effectively with parents and school staff.

Utilize and safely operate the special equipment needed for each student's seating, loading and unloading.

Know the safest and most direct route to a hospital or recognized medical center.

Arrange the seating of students, where possible, to prevent emotional or physical disturbance (but allow "normal" interaction between students). The special needs teacher for these students may be of great assistance in these situations.

Explain bus rules to students and enforce them, remember:

- be firm - but gentle;
- be patient - but persistent (fair); and
- always be consistent.

Maintain discipline and report to the proper school authorities and/or parents any unusual episodes, attitudes, etc., immediately and in detail, because they may have medical implications. Any student who is a threat to the safety of the other students, themselves and/or the driver should not be permitted to ride the bus. Administrative procedures will be followed when exclusion of a child is considered.

Be willing to learn how to care for each student under the many circumstances that might occur while the students are on the bus. Eye contact usually reveals problems that may occur.

Know the appropriate procedures to take in case of a traffic accident or a breakdown.

Maintain the bus schedule for pick-up and delivery of students as safety will permit.

Adhere to an established route unless there is an emergency.

Make sure that a student is not left unattended on the bus or at the P.M. drop-off point. If no such authority has been granted, the driver follows the local district's procedure for handling the situation.

Communicate with school personnel and parents when a student is on medication, and establish what possible effects the medication will have on the student being transported.

Record when each student is behaving abnormally for their condition and advise the appropriate officials accordingly.

Assist each student in meeting therapeutic needs as indicated by appropriate school personnel such as learning to get on and off without assistance.

In addition to the above request, the special needs aide shall:

assist in the loading and unloading;

maintain control of students while on the bus;

take care of any special needs of the students while they are on the bus; and

assist the bus driver in times of need and during emergencies.

Loading And Unloading Students

Normally, the bus driver will follow the same loading and unloading procedures as for regular transportation.

The type and severity of the exception will usually determine where the actual bus stop will be located, within the following guidelines:

Students who cannot be left unattended will be loaded and unloaded in front of each student's home or pick-up/drop-off point.

Other students may be able to walk to and from the bus stop, and this may be required as part of their therapy. Written directions shall be provided to the driver by the parent or caretaker and the school district.

The bus stop will be determined by the school officials upon recommendation from the doctor, special needs administrators and parents.

If an aide is not utilized to load and unload, the bus driver shall:

Stop the engine, set the parking brake, put the transmission in first or reverse gear, or in the "park" position, and remove the keys before getting out of the driver's seat.

Learn to handle special equipment that the student must use, such as crutches, braces, wheelchairs, etc., during loading, unloading and securing.

Take care at all times to keep all students on the bus while others are being loaded or unloaded.

Safety devices will be used when required. (For the emotionally disturbed or hyperactive child, seat belts may represent unpleasant restraints. A cooperative effort by the driver to explain how to use them comfortably and safely will minimize the student's concern.)

Utilize safe and correct lifting techniques for students who must be physically lifted on or off the bus.

TRANSPORTATION OF MEDICATION

The driver and/or aide may accept the transportation of medication, pursuant to local Board policy, from the parent and/or caretaker; however, the driver should have a form which is dated and should sign the acceptance for the medication, from the parent.

A secure compartment must be provided for the driver to store medications.

Upon arrival at the student's destination, the person receiving the medication from the driver, should sign the acceptance.

All medications must be clearly identified with the student's name.

EMERGENCY INFORMATION CARD

In order for the driver and/or aide to be generally informed by local school officials concerning the physical, mental and/or emotional disabilities of each student, a Confidential Emergency Card will be provided on each student. A 5" X 8" card is recommended and must be kept on the bus. A local school district may require that a copy be retained at the transportation office, as well.

Each card shall include, but is not limited to, the following information:

1. Student's name, date of birth and school.
2. Parent's name.
3. Address, with loading and unloading instruction for a.m. and p.m.
4. Home telephone and emergency telephone numbers, i.e. doctor, parent(s) and teacher.
5. Nature of child's requirements as it pertains to transportation needs, and special bus provisions.
6. Suggested steps to be taken by the driver, or the aide, in the event of illness, seizures, etc., while riding the bus.
7. Emergency medical information, medication(s) student is taking, and special instruction for attending physician.
8. Individual student special loading and unloading requirements pursuant to those conditions identified in the student individual education program (IEP).
9. Individual student special handling requirements during emergency evacuation pursuant to those conditions identified in the students IEP.

These cards must be treated as confidential records.

Discipline Of Students

The following suggested procedure will protect the pupil's rights and maintain order on the bus:

The driver and the aide should attempt to handle infractions through discussions with pupils and/or re-assignment of seats. (Sometimes a call to the parents will improve behavior.)

First offenses require, at the minimum, a notification to the pupil and parent(s) by phone or in person. Second or subsequent offenses or infractions of the rules may require a conference with the pupil, parents, driver and school administrator(s) and could result in a suspension of the pupil's bus riding privileges.

In case of serious or recurring misconduct, a pupil's bus riding privileges may be promptly suspended for acts which jeopardize the safe operation of the bus and/or the safety of the other students on board.

AREAS OF SCHOOL SYSTEM, DRIVER/AIDE LIABILITY SPECIAL NEEDS STUDENTS

In the area of liability each school district should review its operation of the pupil transportation program which deals with transporting special needs students. Assuming that the driver/aide knows and obeys all the laws, rules, regulations and policies and that the driver/aide has been properly trained and supervised, the following threats to liability should be considered in transporting special needs/disruptive students:

Conflict between parents and driver/aide for the actual services to be provided the student. This must be solved by spelling out in detail and in writing just what is to be provided.

Conflict between driver and aide for role and responsibility in providing service. This must be spelled out and understood before making assignments.

Conflict between vehicle operators and building principal for loading, unloading, behavior management, school site supervision and control, reporting behavior infractions while in transit and many other events spill over into difficulty of managing students, and reduce respect between school personnel and driver/aides, and between parents and the school. This can be avoided by establishing, on a building by building basis, what standards are in force, who does what and when, and spelling out each area of responsibility.

Use of substitute drivers to transport special needs students leads to conflicts with all parties if things go wrong. This can be avoided by training substitute drivers to transport special needs students and having them be familiar with the students they will transport.

Driver operation of the vehicle may include liability increasing activities such as:

1. Backing out of any driveway.
2. Pulling a bus out of a residential driveway.

3. Requiring driver/aide to enter doorway of parent to pick-up child in private home.
4. Requiring parents (siblings) to board the bus to secure the student.
5. Permitting students or parents to use hydraulic lift or other school vehicle equipment.
6. Permitting students to seat and secure themselves or each other.
7. Unauthorized departure of student out of the emergency door, side door or windows.
8. Hot pursuit of unauthorized student departure by driver/aide in the vehicle, or on foot, where the route varies from the regular bus route.
9. Tolerating the use by students and parents of defective, damaged, and/or dirty adaptive personal equipment (wheelchairs, crutches, braces, walkers, etc.) during transit.
10. Dropping off students whose parents are not at home or who claim their parents to be home and subsequently leave the home without driver/aide knowledge or permission.
11. Dropping off students to sites other than their home without prior written permission.
12. Failure of the driver/aide to report suspected abuse-neglect situations to their students.
13. Failure to stop injury or damage of student passengers by other students.
14. Failing to render first aid to students in transit or rendering more first aid than the driver/aide is trained for.

Avoidance of the conditions and events listed above and effective training of drivers/aides in pre-service, and in-service training will reduce school district liability.

CHAPTER 6

MAINTENANCE

A careful examination of school bus fleets indicates that the most efficient and successful pupil transportation programs are a result of a commitment to a comprehensive, well-planned vehicle maintenance program. The maintenance of vehicles is done on a schedule and is preventative in nature. While it may appear that scheduled maintenance increases the overall operating cost, the opposite is true because preventative maintenance, properly applied, will ensure that a vehicle is safer to operate, experiences fewer costly road failures, and is overall more reliable and economical to operate than a vehicle maintained on a demand basis. This method allows for the planning of work schedules which more efficiently uses service personnel and allows for a more accurate forecast of maintenance cost which is vital when making out annual budgets. The maintenance program outlined in this chapter will ultimately lead to cost effectiveness. Although the record keeping requirements seem burdensome, it will become second nature after a while and will provide the needed information on which to make sound decisions and provide safe, efficient and economical transportation for your school system.

OBJECTIVE

Provide Kentucky school districts with a uniform systematic maintenance management system designed to:

- maintain all transportation vehicles in safe operating condition;
- maintain all transportation vehicles on a cost effective basis;
- provide a cost accounting system for all maintenance and transportation expenses;
- provide methods of purchasing;
- generate reports necessary for cost accounting, audit trail, inventory, purchasing and all other statistical needs; and
- identify maintenance facility needs.

All of the above objectives can be met with the following maintenance management system. However, the same objectives can be met with other systems using other forms or a combination of forms. All other maintenance management systems employed must generate the same information as the suggested system generates.

702 KAR 5:030 - Section 2

The superintendent (or his designee) shall require that a safety inspection be made on each school bus, owned and operated by the board or contracted to the board, at least once each month that the district's schools are in session. This inspection shall be made by a state approved inspector. If upon inspection a school bus is found to be in unsafe operating condition, the superintendent (or his designee) shall withhold the bus from operation until the required repairs are made. The superintendent shall be responsible for keeping the records of the bus safety inspections on file and shall be responsible for certifying, to the Division of Pupil Transportation at least once each month, that each school bus used during that month has received the proper safety inspection.

702 KAR 5:040 - Section 5

The board shall make provisions for the mechanical maintenance of the district's school buses and shall maintain these buses in safe operating condition.

702 KAR 5:080 - Section 25

The driver shall make a pre-trip inspection of the bus and operating equipment each time the bus is used for the transportation of pupils.

INSTRUCTIONS FOR SCHOOL BUS MAINTENANCE MANAGEMENT SYSTEM

Purpose

Proper and cost efficient maintenance can only be achieved through the use of a quality school bus maintenance management system. The intent of the school bus maintenance management system is to provide all Kentucky school districts with a similar plan of school bus maintenance.

The maintenance plan encompasses service writing, inventory control, data collection and data processing. Components of maintenance management systems are:

Work Order	Preventative Maintenance Reports
Service Run Requests	Parts Inventories
Purchase Orders	Scheduled Repairs
Daily Fuel and Mileage Reports	Individual Vehicle Folders
Financial Reports	Data Processing Reports

INSTRUCTIONS TO IMPLEMENT MAINTENANCE MANAGEMENT SYSTEMS

The director/supervisor of pupil transportation coordinates and instructs maintenance personnel as to proper application of maintenance management systems and the control process necessary to ensure the efficient use of maintenance systems. The school bus maintenance facility must be staffed in a manner conducive to employment of a maintenance management system.

Staffing

Proper implementation of the maintenance management system requires staffing arrangements in the manner of:

Service Manager	Lead Technician/Inspector Technician
-----------------	--------------------------------------

To cost effectively perform school bus maintenance, other staffing needs may result:

Parts Manager	Service Writer	Clerks
Parts Personnel	Inspector	Auto Body Workers

Copies of these job descriptions are contained in the Kentucky Local District Classification Plan.

Work Order

The work order is a three-part (3) form which is to be completed at the time work is performed on any vehicle. Initial work order writing is to be performed by the service manager with the hard copy distributed to the mechanic performing the work. A vehicle out-of-service ticket is to be affixed to the steering wheel of any vehicle restricted from use for need of preventative maintenance, inspection or repair. The out-of-service ticket shall remain with the vehicle until required work is performed, at which time, the ticket will be removed and become part of the work order supporting documentation.

PREVENTATIVE MAINTENANCE INSPECTION REPORTS

The PMIR (Preventative Maintenance Inspection Report) control system is designed to give shop management (Director of Vehicle Maintenance and Garage Foreman) a method of scheduling and controlling the necessary cycles of maintenance inspections performed. Refer to INSTRUCTIONS FOR PREVENTATIVE MAINTENANCE.

Driver Inspection

School bus drivers shall be responsible for the completion of a driver inspection report each day the bus is placed into service. Repair work indicated as a result of the driver inspection report will flow back through the maintenance management system via a work order.

All bus drivers are required by the Commercial Drivers License Act and Kentucky Administration Regulation, 702 KAR 5:080, to perform daily pre-trip inspections to their vehicles and to report promptly, in writing, any defects discovered that might affect the safety of the vehicle operation or result in mechanical breakdown.

NOTE: The form must be kept daily and used as documentation of driver inspection or used as needed for reporting defects and driver requests for maintenance.

Service Run Request

All service runs shall require completion of a service run request compiled into a monthly service run summary. Work generated by service runs shall be documented by a work order. Monthly totals will be reported to the Division of Pupil Transportation on the VIC-1 Form.

Parts Inventory

All school bus maintenance facilities should have an inventory of those school bus parts whose flow generates the need for stock requirements. Inventory control shall be accomplished by a perpetual inventory system with parts entry and removal recorded daily. A fiscal inventory is required bi-annually, on June 30th and December 31st.

Purchase Orders

All purchase of school bus parts should be the responsibility of the service manager, or his designee, with parts purchases accomplished by means of assigned and numbered three-part (3) purchase order requests. Payment will be disallowed on any purchase not verified by purchase orders and signed invoices.

Daily Fuel and Mileage Reports

A log of vehicle fuel and oil usage, showing current mileage, shall be completed and filed as part of the maintenance management system.

Individual Vehicle Folders

The maintenance copy of the work order and all of the aforementioned supporting documents should be filed in the individual maintenance folder with the history of the vehicles and vehicle repairs recorded on the folder cover. Individual vehicle folders are to be retained in the maintenance facility and will serve as cost accounting documentation to qualify for pupil transportation cost reimbursement. The preventative maintenance management system will generate necessary financial and data processing reports. Reports which can be generated by the preventative maintenance management system are:

Data Processing Reports

Preventative Maintenance Inspection Reports

Inspection Reports

Fuel Usage Reports

Maintenance Cost Reports

Inventory Control

Summary of A, B, C, D Inspections

Individual Vehicle Reports

Individual Vehicle Summary By Repair Type and Work Code

Parts and Supplies Order Schedule

Preventative Maintenance Inspection Schedule

Fleet Summary Reports

Fleet Summary By Repair Type and Work Code

Model Summary Reports

Model Summary By Repair Type and Work Code

SUMMARY

Although it might be time consuming, a Comprehensive Maintenance System is the key to keeping school buses running economically and efficiently. To be effective, a maintenance system must focus on preventing problems. This means frequent checks of all buses, routine preventative work for mechanics, and replacing parts that are worn out. Preventative maintenance means that buses are less likely to have major breakdowns on the road. A preventative maintenance schedule means lower term costs.

As a minimum, your bus maintenance program should include the following:

- documented pre-trip inspections by drivers;
- scheduled preventative maintenance inspections;
- service intervals that are no greater than manufacturer's recommendations;
- documented monthly safety inspections by a State Approved School Bus Inspector;
- records of repair and parts cost;
- records of fuel and oil use; and
- individual vehicle history and maintenance file.

Preventative Maintenance Inspection Reports

Kentucky Administrative Regulation, 702 KAR 5:030, requires that a safety inspection be made on each school bus at least once a month when schools are in session. Scheduled servicing and thorough periodic inspections by state approved school bus inspectors should be carried out in accordance with the recommendations of the manufacturers' service manuals, making allowance for any unusual operating conditions. Since all vehicles are designed and constructed to operate within specific limitations, each district must establish strict service intervals that will achieve optimum safety, vehicle longevity and cost savings. In no instance should maintenance intervals be greater than the manufacturers' recommendations. The service interval for all vehicle components, not being the same, necessitates categorizing group components into separate service intervals. This can be done by identifying and grouping the components needing service or inspection more frequent than those with the next higher frequency rate and so on until the entire fleet has been scheduled for service and/or inspection.

The following preventative maintenance and safety inspection system is designed to give shop management an improved method for scheduling and controlling the necessary cycles of inspection and maintenance.

PLEASE NOTE:

Inspection A, when complete, will serve as documentation for the required monthly safety inspection. Inspections B, C and D are shown with suggested mileage intervals (refer to manufacturer's recommendations for actual requirements). The type and interval for a Preventative Maintenance and Safety Inspection schedule will be as follows:

<u>TYPE</u>	<u>INTERVAL</u>
Inspection A - Safety Inspection/Brake Adjustment	Monthly
Inspection B - Inspection A plus Oil Change	3,000 miles gasoline 6,000 miles diesel
Inspection C - Inspection A and B plus Tune-up (gasoline powered units only)	12,000 miles
Inspection D - A, B and C plus Transmission	24,000 miles

MAINTENANCE MANAGEMENT AND COST ACCOUNTING FORMS

While the system of maintenance records may be tailored to the needs and capabilities of the individual school transportation operation, the number of reports and records needed will depend upon the size of the operation and the number of persons associated with it. Preparation of any record should be justified by the use made of it. No record should be kept which does not contribute directly to the efficient management of school transportation operation. Reports which can be generated by the maintenance management system are:

Data Processing Reports

Preventative Maintenance Inspection Reports

Inspection Reports

Fuel Usage Reports

Maintenance Cost Reports

Inventory Control

Summary of A, B, C, D Inspections

Individual Vehicle Reports

Individual Vehicle Summary By Repair Type and Work Code

Parts and Supplies Order Schedule

Preventative Maintenance Inspection Schedule

Fleet Summary Reports

Fleet Summary By Repair Type and Work Code

Model Summary Reports

Model Summary By Repair Type and Work Code

EXAMPLE FORMS USED WITH MAINTENANCE SYSTEM

While individual forms may differ from district to district, it is important that the information gathered be consistent. The following are examples of forms that maybe used with the maintenance management system:

INSTRUCTIONS FOR PREVENTATIVE MAINTENANCE INSPECTION REPORTS

Inspection Schedule		
Number	Type	Operation to Perform
1-1	A B C D	Check oil.
1-2	A B C D	Check choke cable operation - lubricate.
1-3	A B C D	Check ignition switch - start bus.
1-4	A B C D	Check noise, idle, knocks, missing, smoke, etc.
1-5	A B C D	Check governor for response and seal intact. <u>See foreman if seal is broken.</u>
1-6	A B C D	Check oil pressure response.
1-7	A B C D	Inspect gauges for response.
1-8	A B C D	Check for leaks and drain, check moisture ejector operation.
1-9	A B C D	Record build-up time of air pressure from 50 to 90 pounds. At first engine idle, it should not exceed five (5) minutes.
1-10	A B C D	Check for free play, travel and wear.
1-11	A B C D	Check clutch disengagement with engine running, push pedal to floor and shift into low gear.
1-12	A B C D	Driver test - Check items 13 through 16.
1-13	A B C D	Shift transmission through shift pattern.
1-14	A B C D	Check horn operation.
1-15	A B C D	Check steering action.
1-16	A B C D	Test brake performance.
1-17	A B C D	Check operation and lubricate.
1-18	A B C D	Check washer operation.
1-19	A B C D	Check operation, blades and arm tension.
1-20	A B C D	Check windshield and vent glass.
1-21	A B C D	Check operation.
1-22	A B C D	Check engine shutdown.
1-23	A B C D	Check air bleed off.
1-24	A B C D	Check all lights and dimmer switch.
1-25	C D	Clean engine and accessories.
2-0 REAR AXLE		
2-1	A B C D	Inspect for leaks and loose bolts.
2-2	A B C D	Check leaks.
2-3	A B C D	Check fluid level and magnetic plug.
2-4	D	Drain and refill.
2-4	A B C D	Check operation and leaks.
2-5	A B C D	Inspect bracket at front spring, pins and bushings.
2-6	A B C D	Inspect rear spring bracket pins, bushing and shackles.
2-7	A B C D	Inspect for operation.
2-8	A B	Inspect U-bolts.
	C D	Tighten U-bolts.
2-9	A B C D	Inspect rebound clips.
2-10	A B C D	Inspect center bolts.
2-11	A B C D	Inspect spring leaves.
2-12	A B C D	Inspect axle housing for damage.
2-13	A B C D	Inspect brake lines, hose and connections.
2-14	D	Inspect lining - Record percent remaining.

Inspection Schedule		
Number	Type	Operation to Perform
2-15	C D	Inspect backing plate for looseness and damage.
2-16	C D	Check for proper operation.
2-17	D	Inspect for damage and wear.
2-18	D	Clean and inspect bearings.
2-19	D	Inspect seals.
2-20	D	Inspect hub and drum.
2-21	D	Inspect wedge or cam and rollers.
2-22	A B C D	Check adjustment - Adjust properly.
2-23	D	Pull brake drums, inspect linings, drums and hardware.
2-24	D	Check condition and operation.
3-0 DRIVE LINES		
3-1	A B C D	Inspect yokes and splines for wear.
3-2	A B C D	Inspect flange bolts for looseness.
3-3	A B C D	Inspect universal joints for wear - Lubricate.
3-4	A B C D	Inspect for wear, loose or cracked mountings.
4-0 CHASSIS FRAME AND FUEL		
4-1	A B C D	Inspect for damage and looseness.
4-2	A B C D	Inspect for damage and leaks.
4-3	A B C D	Inspect for damage and leaks.
4-4	A B C D	Inspect for condition and looseness.
4-5	A B C D	Inspect fuel and brake line fittings for leaks, routing, friction and wear.
4-6	A	Check for leaks.
	B	Change oil filter.
	C D	Change air and fuel filters.
4-7	A B C D	Inspect air lines and hangers.
4-8	A B C D	Inspect splash guards.
4-9	C D	Inspect bolts and tighten.
4-10	C D	Inspect fuel tank and straps.
4-11	D	Inspect frame rails for looseness and cracks.
4-12	D	Inspect cross members for looseness and cracks.
4-13	D	Inspect brackets for looseness and cracks.
5-0 TRANSMISSION		
5-1	A B C D	Check for leaks at seals, covers and plugs.
5-2	A B C	Check for correct fluid level.
	D	Change transmission fluid and filter.
5-3	A B C	Inspect auxiliary filter.
	D	Change filter.
5-4	A B C	Inspect linkage.
	D	Remove and inspect magnetic plug-Check linkage for proper adjustment.
5-5	A B C D	Check modulator.
5-6	C D	Inspect breather and clean.
5-7	D	Inspect and tighten mounting.
5-8	D	Visual inspection.

Inspection Schedule

Number	Type	Operation to Perform
6-0		CLUTCH
6-1	A B C D	Check mechanical clearance.
6-2	A B C D	Inspect return spring for wear.
6-3	B	Grease throw-out bearing.
6-4	C D	Inspect linkage for alignment and wear. Lubricate threads.
6-5	D	Inspect plate thickness- Record as percent of thickness.
6-6	D	Inspect Throw-out bearing clearance.
6-7	D	Visual inspection.
7-0		FRONT AXLE
7-1	A B C D	Check for proper operation.
7-2	A B C D	Inspect for leaks and mountings.
7-3	A B C	Check adjustment - Adjust properly
	D	Inspect lining - Record percent remaining.
7-4	A B C D	Inspect brake hose and connections for routing, damage, and leaks.
7-5	A B C D	Inspect for looseness and damage.
7-6	A B C D	Inspect tie rods and ends for looseness and damage.
7-7	A B C D	Inspect front axle.
7-8	A B C D	Inspect spring leaves.
7-9	A B C D	Inspect front spring center bolts.
7-10	A B C D	Inspect front spring rebound clips.
7-11	A B C	Inspect U-bolts.
	D	Tighten U-bolts.
7-12	A B C D	Inspect front spring shackles, pins, bushings, and brackets.
7-13	A B C D	Check operation - Inspect for leaks and bushings.
7-14	A B C D	Inspect thrust bearing.
7-15	A B C D	Inspect shims.
7-16	B C D	Change oil.
7-17	B C D	Grease thoroughly.
7-18	C D	Check kingpin play.
7-19	D	Inspect seals.
7-20	D	Clean and inspect bearings.
7-21	D	Inspect hub and drum.
7-22	D	Inspect wheel cylinders or cam and rollers.
7-23	D	Clean and inspect spindle.
7-24	D	Clean grease drains.
7-25	D	Pull brake drums, inspect lining, drums and hardware.
8-0		ENGINE
8-1	A B C D	Check for water leaks - condition and level.
8-2	A B C D	Inspect steering gear and U-joints.
8-3	A B C D	Loosen or remove and inspect fan belts.
8-4	A B C D	Check for fuel leaks - routing and condition.
8-5	A B C D	Inspect and lubricate heat rise.
8-6	A B C D	Inspect exhaust flanges for cracks and looseness.
8-7	A B C D	Check governor RPM's with dwell tach gauge or separate tach. Adjust if necessary; reseal. Use foreman.
8-8	A B C D	Check for oil leaks as you inspect.

Inspection Schedule		
Number	Type	Operation to Perform
8-9	A B C D	Note oil pressure at idle - During road test.
8-10	A B C D	Test and record voltage range.
8-11	A B C D	Check call level.
8-12	C D	Test and record regulated amps and volts.
8-13	C D	Test starter draw.
8-14	C D	Remove and inspect air cleaner.
8-15	C D	Inspect crankcase ventilation.
8-16	C D	Inspect radiator mountings.
8-17	C D	Inspect water pump and bearings with belts loosened.
8-18	C D	Inspect alternator and bearings with belts loosened.
8-19	C D	Inspect fan assembly and bearings with belts loosened.
8-20	C D	Inspect for play and alignment.
8-21	C D	Check power steering pump.
8-22	C D	Check compressor.
8-23	C D	Clean or replace fuel filter. Check fuel pump pressure.
8-24	C D	Inspect smoke control system.
8-25	C D	Inspect manifolds for cracks and looseness.
8-26	C D	Inspect engine mounts.
8-27	C D	Remove, inspect or replace spark plugs.
8-28	C D	Take engine compression test.
8-29	C D	Inspect distributor - Replace points and condenser-wires for electric ignition.
8-30	C D	Inspect wiring, routing and condition.
8-31	C D	Test coil primary voltage.
8-32	C D	Set timing.
8-33	C D	Inspect carburetor operation.
8-34	C D	Take combustion analyzer readings.
8-35	C D	Check thermostat.
8-36	C D	Test coolant.
8-37	C D	Road test one mile.
8-38	C D	Visual inspection.
8-39	C D	Check operation.
8-40	C D	Check operation.
8-41	D	Per manufacturer's recommendation.
9-0 CAB AND BODY		
9-1	A B C D	Check grab handles and mirrors.
9-2	A B C D	Inspect for damage.
9-3	A B C D	Inspect for damage.
9-4	A B C D	Inspect for damage - Lubricate hinges.
9-5	A B C D	Inspect seals and weather stripping for wear.
9-6	A B C D	Inspect under-dash wiring.
9-7	A B C D	Inspect seats, mountings, belts and upholstery.
9-8	A B C D	Inspect emergency and safety equipment conditions.
9-9	A B C D	Inspect bay doors and cables on lift buses.
9-10	B C D	Per manufacturer's recommendation.
9-11	A B C D	Inspect for damage.

Inspection Schedule		
Number	Type	Operation to Perform
9-12	A B C D	Inspect front, rear, and side panels for damage.
9-13	A B C D	Inspect front and rear bumpers.
9-14	A B C D	Inspect license plate and light.
9-15	A B C D	Inspect fuel tank cap.
9-16	A B C D	Inspect for alignment, damage and adjustment.
9-17	A B C D	Check stop arm for damage and operation.
9-18	C D	Lubricate speedometer cables.
9-19	C D	Check pedal shift side - Play for brake, accelerator.
9-20	C D	Inspect and clean.
9-21	C D	Wash.
9-22	A B C D	Visual inspection.
10-0	PARKING BRAKE	
10-1	A B C D	Inspect linkage for wear and adjustment.
10-2	A B C D	Inspect cable for routing and wear - Lubricate.
10-3	D	Inspect lining and check adjustment.
10-4	D	Check parking brake valve.
11-0	WHEELS AND TIRES	
11-1	A B C	Visually check front end alignment.
	D	Machine check front end alignment.
11-2	A B C D	Inspect wheel and lock ring for cracks and rust.
11-3	A B C D	Inspect for missing, broken or loose.
11-4	D	Check tire balance - Spin wheel.
11-5	D	Check wheel stops for proper adjustment.
11-6	A B C D	Check air pressure and tread depth - Inflate to specifications. Probe
thru		tires.
11-11		

PREVENTATIVE MAINTENANCE INSPECTION REPORT

DATE / / MECHANIC VEHICLE NUMBER

ODOMETER _____ In space after each item indicate condition as follows:

() Item is O.K. (O) Adjustment Made (X) Repairs Needed (Write Up on Work Order)

No.	ITEM	No.	ITEM	No.	ITEM
-----	------	-----	------	-----	------

ROAD TEST ON LOT

ROAD TEST ON LOT							
1-1	Engine Oil (Quarts Low)		1-9	Air Pressure Build Up		1-17	Parking Brake
1-2	Choke Cable		1-10	Pedals & Pads		1-18	Windshield Washers
1-3	Ignition Switch		1-11	Clutch Disengagement		1-19	Windshield Wipers
1-4	Engine Operation		1-12	Drive Test (On Lot)		1-20	Glass
1-5	Governor		1-13	Transmission Shift		1-21	Heater & Defroster
1-6	Oil Pressure		1-14	Horn		1-22	Shutdown Operation
1-7	Instruments		1-15	Steering Play		1-23	Air Bleed Off
1-8	Air Tanks		1-16	Brake Performance		1-24	Lights & Reflectors

REAR AXLE

2-1	Differential		2-6	Shackles		2-11	Spring Leaves	
2-2	Pinion Seal		2-7	Breathers		2-12	Axle Housings	
2-3	Fluid Level (Pts.)		2-8	U Bolts		2-13	Brake Lines & Connections	
2-4	Shock Absorbers & Linkage		2-9	Rebound Clips		2-14	Brake Adjustments	
2-5	Brackets		2-10	Center Bolts				

DRIVE LINES

CHASSIS FRAME & FUEL

3-1	Yokes & Splines	4-1	Tail Pipe	4-5	Lines & Fittings
3-2	Flange Bolts	4-2	Muffler	4-6	Air-Fuel-Oil Filters
3-3	Universal Joints	4-3	Exhaust Pipe	4-7	Air Lines & Hangers
3-4	Center Bearings	4-4	Hangers	4-8	Splash Guards

TRANSMISSION

FRONT AXLE

FRONT WHEEL							
5-1	Leaks		7-1	Slack Adjusters		7-9	Center Bolts
5-2	Fluid Level (Pts.)		7-2	Brake Chambers		7-10	Rebound Clips
5-3	Auxiliary Filter		7-3	Brake Adjustment		7-11	U Bolts
5-4	Shift Linkage		7-4	Brake Lines & Connections		7-12	Shackles & Brackets
5-5	Modulator		7-5	Backing Plates		7-13	Shock Absorbers & Linkage
	CLUTCH		7-6	Tie Rods & Ends		7-14	Thrust Bearing
6-1	Mechanical (" Clear)		7-7	Axle		7-15	Shims
6-2	Return Spring		7-8	Spring Leaves			

In space after each item indicate condition as follows:

() Item is O.K. (O) Adjustment Made (X) Repairs Needed (Write Up on Work Order)

No.	ITEM	No.	ITEM	No.	ITEM
-----	------	-----	------	-----	------

ENGINE

8-1	Water Leaks	8-6	Exhaust Flanges	8-10	Battery Voltage Range (H to 1)
8-2	Steering Gear & U Joints	8-7	Governor (RPM)		(.V) to (.V)
8-3	Fan Belts	8-8	Oil Leaks	8-11	Battery Cell Level
8-4	Fuel Leaks	8-9	Oil Pressure		
8-5	Heat Riser				

CAB AND BODY

9-1	Grab Handles & Mirrors	9-7	Seat Belts & Upholstery	9-13	Bumpers
9-2	Steps & Stepwell	9-8	Emergency & Safety Equipment	9-14	License Place & Light
9-3	Doors & Stops	9-9	Bay Doors & Cables	9-15	Fuel Tank Cap
9-4	Handles & Hinges	9-10	Inspect Wiring Loom	9-16	Hood & Latches
9-5	Seals & Weather Stripping	9-11	Fenders	9-17	Stop Arm
9-6	Under-Dash Wiring	9-12	Front, Rear & Side Panels		

WHEELS AND TIRES

11-1	Alignment	11-2	Wheels & Lock Rims	11-3	Lugs & Studs
------	-----------	------	--------------------	------	--------------

TIRE PRESSURE

	Depth/Pressure		Depth/Pressure		
11-6	Left Steering	11-9	Right Steering		
11-7	Left O. Drive	11-10	Right O. Drive		
11-8	Left I. Drive	11-11	Right R. Drive		

DATE / / MECHANIC VEHICLE NUMBER

ODOMETER _____ In space after each item indicate condition as follows:
 () Item is O.K. (O) Adjustment Made (X) Repairs Needed (Write Up on Work Order)

ROAD TEST ON LOT	
1	2
3	4
5	6
7	8
9	10
11	12
13	14
15	16
17	18
19	20
21	22
23	24
25	26
27	28
29	30
31	32
33	34
35	36
37	38
39	40
41	42
43	44
45	46
47	48
49	50
51	52
53	54
55	56
57	58
59	60
61	62
63	64
65	66
67	68
69	70
71	72
73	74
75	76
77	78
79	80
81	82
83	84
85	86
87	88
89	90
91	92
93	94
95	96
97	98
99	100

ROAD TEST ON LOT							
1-1	Engine Oil (Quarts Low)		1-9	Air Pressure Build Up		1-17	Parking Brake
1-2	Choke Cable		1-10	Pedals & Pads		1-18	Windshield Washers
1-3	Ignition Switch		1-11	Clutch Disengagement		1-19	Windshield Wipers
1-4	Engine Operation		1-12	Drive Test (On Lot)		1-20	Glass
1-5	Governor		1-13	Transmission Shift		1-21	Heater & Defroster
1-6	Oil Pressure		1-14	Horn		1-22	Shutdown Operation
1-7	Instruments		1-15	Steering Play		1-23	Air Bleed Off
1-8	Air Tanks		1-16	Brake Performance		1-24	Lights & Reflectors

REAR AXLE									
2-1	Differential		2-6	Shackles		2-11	Spring Leaves		
2-2	Pinion Seal		2-7	Breathers		2-12	Axle Housings		
2-3	Fluid Level (Pts.)		2-8	U Bolts		2-13	Brake Lines & Connections		
2-4	Shock Absorbers & Linkage		2-9	Rebound Clips		2-14	Brake Adjustments		
2-5	Brackets		2-10	Center Bolts					

CHASSIS FRAME & FUEL							
3-1	Yokes & Splines		4-1	Tail Pipe		4-5	Lines & Fittings
3-2	Flange Bolts		4-2	Muffler		4-6	Air-Fuel-Oil Filters
3-3	Universal Joints		4-3	Exhaust Pipe		4-7	Air Lines & Hangers
3-4	Center Bearings		4-4	Hangers		4-8	Splash Guards

FRONT AXLE							
5-1	Leaks		7-1	Slack Adjusters		7-9	Center Bolts
5-2	Fluid Level (Pts.)		7-2	Brake Chambers		7-10	Rebound Clips
5-3	Auxiliary Filter		7-3	Brake Adjustment		7-11	U Bolts
5-4	Shift Linkage		7-4	Brake Lines & Connections		7-12	Shackles & Brackets
5-5	Modulator		7-5	Backing Plates		7-13	Shock Absorbers & Linkage
	CLUTCH		7-6	Tie Rods & Ends		7-14	Thrust Bearing
6-1	Mechanical (" Clear)		7-7	Axle		7-15	Shims
6-2	Return Spring		7-8	Spring Leaves		7-16	Change Oil
6-3	Bearing					7-17	Grease All Fittings

In space after each item indicate condition as follows:

() Item is O.K. (O) Adjustment Made (X) Repairs Needed (Write Up on Work Order)

No.	ITEM	No.	ITEM	No.	ITEM
ENGINE					
8-1	Water Leaks	8-6	Exhaust Flanges	8-10	Battery Voltage Range (H to L)
8-2	Steering Gear & U Joints	8-7	Governor (RPM)		(.V) to (.V)
8-3	Fan Belts	8-8	Oil Leaks	8-11	Battery Cell Level
8-4	Fuel Leaks	8-9	Oil Pressure		
8-5	Heat Riser				
CAB AND BODY					
9-1	Grab Handles & Mirrors	9-7	Seat Belts & Upholstery	9-13	Bumpers
9-2	Steps & Stepwell	9-8	Emergency & Safety Equipment	9-14	License Place & Light
9-3	Doors & Stops	9-9	Bay Doors & Cables	9-15	Fuel Tank Cap
9-4	Handles & Hinges	9-10	Inspect Wiring Loom	9-16	Hood & Latches
9-5	Seals & Weather Stripping	9-11	Fenders	9-17	Stop Arm
9-6	Under-Dash Wiring	9-12	Front, Rear & Side Panels		
WHEELS AND TIRES					
11-1	Alignment	11-2	Wheels & Lock Rims	11-3	Lugs & Studs
TIRE PRESSURE					
	Depth/Pressure		Depth/Pressure		
11-6	Left Steering	11-9	Right Steering		
11-7	Left O. Drive	11-10	Right O. Drive		
11-8	Left I. Drive	11-11	Right R. Drive		

PREVENTATIVE MAINTENANCE INSPECTION REPORT

DATE 1 / 1 MECHANIC _____ VEHICLE NUMBER _____

ODOMETER _____ In space after each item indicate condition as follows:

() Item is O.K. (O) Adjustment Made (X) Repairs Needed (Write Up on Work Order)

No.	ITEM	No.	ITEM	No.	ITEM
ROAD TEST ON LOT					
1-1	Engine Oil (Quarts Low)	1-9	Air Pressure Build Up	1-17	Parking Brake
1-2	Choke Cable	1-10	Pedals & Pads	1-18	Windshield Washers
1-3	Ignition Switch	1-11	Clutch Disengagement	1-19	Windshield Wipers
1-4	Engine Operation	1-12	Drive Test (On Lot)	1-20	Glass
1-5	Governor	1-13	Transmission Shift	1-21	Heater & Defroster
1-6	Oil Pressure	1-14	Horn	1-22	Shutdown Operation
1-7	Instruments	1-15	Steering Play	1-23	Air Bleed Off
1-8	Air Tanks	1-16	Brake Performance	1-24	Lights & Reflectors
REAR AXLE					
2-1	Differential	2-6	Shackles	2-11	Spring Leaves
2-2	Pinion Seal	2-7	Breathers	2-12	Axle Housings
2-3	Fluid Level (Pts.)	2-8	U Bolts	2-13	Brake Lines & Connections
2-4	Shock Absorbers & Linkage	2-9	Rebound Clips	2-14	Brake Adjustments
2-5	Brackets	2-10	Center Bolts	2-15	Backing Plates
DRIVE LINES			CHASSIS FRAME & FUEL		
3-1	Yokes & Splines	4-1	Tail Pipe	4-6	Air-Fuel-Oil Filters
3-2	Flange Bolts	4-2	Muffler	4-7	Air Lines & Hangers
3-3	Universal Joints	4-3	Exhaust Pipe	4-8	Splash Guards
3-4	Center Bearings	4-4	Hangers	4-9	Mounting Bolts
		4-5	Lines & Fittings	4-10	Fuel Tank & Straps
TRANSMISSION			CLUTCH		
5-1	Leaks	5-5	Modulator	6-1	Mechanical (" Clear)
5-2	Fluid Level (Pts.)	5-6	Breather	6-2	Return Spring
5-3	Auxiliary Filter			6-3	Bearing
5-4	Shift Linkage			6-4	Linkage

In space after each item indicate condition as follows:

() Item is O.K. (O) Adjustment Made (X) Repairs Needed (Write Up on Work Order)

No.	ITEM	No.	ITEM	No.	ITEM
FRONT AXLE					
7-1	Slack Adjusters	7-7	Axle	7-13	Shock Absorbers & Linkage
7-2	Brake Chambers	7-8	Spring Leaves	7-14	Thrust Bearing
7-3	Brake Adjustment	7-9	Center Bolts	7-15	Shims
7-4	Brake Lines & Connections	7-10	Rebound Clips	7-16	Change Oil
7-5	Backing Plates	7-11	U Bolts	7-17	Grease All Fittings
7-6	Tie Rods & Ends	7-12	Shackles & Brackets	7-18	King Pin

ENGINE					
8-1	Water Leaks	8-14	Air Cleaner	8-28	Engine Compression
8-2	Steering Gear & U Joints	8-15	Crankcase/Ventilation		1 2 3 4
8-3	Fan Belts	8-16	Radiator Mountings		5 6 7 8
8-4	Fuel Leaks	8-17	Water Pump Bearings	8-29	Distributor
8-5	Heat Riser	8-18	Alternator & Bearings	8-30	Wiring
8-6	Exhaust Flanges	8-19	Fan Assembly & Bearings	8-31	Coil (Primary Volt.)
8-7	Governor (RPM)	8-20	Vibration Dampener	8-32	Timing
8-8	Oil Leaks	8-21	Power Steering Pump	8-33	Carburetor
8-9	Oil Pressure	8-22	Compressor	8-34	Air Fuel Ratio
8-10	Battery Voltage Range (H to l)	8-23	Fuel Pump	8-35	Thermostat
	(.V) to (.V)	8-24	Smoke Control System	8-36	Anti-Freeze
8-11	Battery Cell Level	8-25	Manifolds	8-37	Road Test
8-12	Alt./Reg. (Volts. Amps)	8-26	Engine Mounts		
8-13	Starter Draw (AMPS)	8-27	Spark Plugs		

CAB AND BODY					
9-1	Grab Handles & Mirrors	9-8	Emergency & Safety Equipment	9-15	Fuel Tank Cap
9-2	Steps & Stepwell	9-9	Bay Doors & Cables	9-16	Hood & Latches
9-3	Doors & Stops	9-10	Inspect wiring loom	9-17	Stop Arm
9-4	Handles & Hinges	9-11	Fenders	9-18	Speedometer Cable
9-5	Seals & Weather Stripping	9-12	Front, Rear & Side Panels	9-19	Pedal Shaft Side Play
9-6	Under-dash Wiring	9-13	Bumpers		
9-7	Seat Belts & Upholstery	9-14	License Place & Light		

PARKING BRAKE					
10-1	Linkage	10-2	Cable		

WHEELS AND TIRES			TIRE PRESSURE		
11-1	Alignment		Depth/Pressure		Depth/Pressure
11-2	Wheels & Lock Rims	11-6	Left Steering	11-9	Right Steering
11-3	Lugs & Studs	11-7	Left O. Drive	11-10	Right O. Drive
		11-8	Left I. Drive	11-11	Right R. Drive

PREVENTATIVE MAINTENANCE INSPECTION REPORT

DATE / / MECHANIC VEHICLE NUMBER

ODOMETER _____ In space after each item indicate condition as follows:

() Item is O.K. (O) Adjustment Made (X) Repairs Needed (Write Up on Work Order)

No.	ITEM	No.	ITEM	No.	ITEM
-----	------	-----	------	-----	------

ROAD TEST ON LOT

ROAD TEST ON LOT									
1-1	Engine Oil (Quarts Low)		1-10	Pedals & Pads		1-19	Windshield Wipers		
1-2	Choke Cable		1-11	Clutch Disengagement		1-20	Glass		
1-3	Ignition Switch		1-12	Drive Test (On Lot)		1-21	Heater & Defroster		
1-4	Engine Operation		1-13	Transmission Shift		1-22	Shutdown Operation		
1-5	Governor		1-14	Horn		1-23	Air Bleed Off		
1-6	Oil Pressure		1-15	Steering Play		1-24	Lights & Reflectors		
1-7	Instruments		1-16	Brake Performance		1-24	Clean & Accessories		
1-8	Air Tanks		1-17	Parking Brake					
1-9	Air Pressure Build Up		1-18	Windshield Washers					

REAR AXLE

2-1	Differential		2-8	U Bolts		2-15	Backing Plates	
2-2	Pinion Seal		2-9	Rebound Clips		2-16	Slack Adjusters	
2-3	Fluid Level (Pts.)		2-10	Center Bolts		2-17	Axle Shafts & Spindles	
2-4	Shock Absorbers & Linkage		2-11	Spring Leaves		2-18	Wheel Bearings	
2-5	Brackets		2-12	Axle Housings		2-19	Seals	
2-6	Shackles		2-13	Brake Lines & Connections		2-20	Hubs & Drums	
2-7	Breathers		2-14	Brake Lining		2-21	Wheel Cylinders	

DRIVE LINES

CHASSIS FRAME & FUEL

CHASSIS FRAME & FUEL	
3-1	Yokes & Splines
3-2	Flange Bolts
3-3	Universal Joints
3-4	Center Bearings
4-1	Tail Pipe
4-2	Muffler
4-3	Exhaust Pipe
4-4	Hangers
4-5	Lines & Fittings
4-6	Air-Fuel-Oil Filters
4-7	Air Lines & Hangers
4-8	Splash Guards
4-9	Mounting Bolts
4-10	Fuel Tank & Straps
4-11	Frame Rails
4-12	Cross Members
4-13	Brackets

TRANSMISSION

CLUTCH

TRANSMISSION			CLUTCH		
5-1	Leaks		6-1	Mechanical (" Clear)	
5-2	Fluid Level (Pts.)		6-2	Return Spring	
5-3	Auxiliary Filter		6-3	Bearing	
5-4	Shift Linkage		6-4	Linkage	
5-5	Modulator		6-5	Plate Thickness ()	
5-6	Breather		6-6	T. O. Bearing Clearance	
5-7	Mountings		6-7	Clutch Cable	

In space after each item indicate condition as follows:

() Item is O.K. (O) Adjustment Made (X) Repairs Needed (Write Up on Work Order)

No.	ITEM	No.	ITEM	No.	ITEM
FRONT AXLE					
7-1	Slack Adjusters	7-9	Center Bolts	7-17	Grease All Fittings
7-2	Brake Chambers	7-10	Rebound Clips	7-18	King Pin
7-3	Brake Adjustment	7-11	U Bolts	7-19	Seals
7-4	Brake Lines & Connections	7-12	Shackles & Brackets	7-20	Bearings
7-5	Backing Plates	7-13	Shock Absorbers & Linkage	7-21	Hubs and Drums
7-6	Tie Rods & Ends	7-14	Thrust Bearing	7-22	Wheel Cylinders
7-7	Axle	7-15	Shims	7-23	Spindles
7-8	Spring Leaves	7-16	Change Oil	7-24	Grease Drains
ENGINE					
8-1	Water Leaks	8-14	Air Cleaner	8-28	Engine Compression
8-2	Steering Gear & U Joints	8-15	Crankcase/Ventilation		1 2 3 4
8-3	Fan Belts	8-16	Radiator Mountings		5 6 7 8
8-4	Fuel Leaks	8-17	Water Pump Bearings	8-29	Distributor
8-5	Heat Riser	8-18	Alternator & Bearings	8-30	Wiring
8-6	Exhaust Flanges	8-19	Fan Assembly & Bearings	8-31	Coil (Primary Volt.)
8-7	Governor (RPM)	8-20	Vibration Dampener	8-32	Timing
8-8	Oil Leaks	8-21	Power Steering Pump	8-33	Carburetor
8-9	Oil Pressure	8-22	Compressor	8-34	Air Fuel Ratio
8-10	Battery Voltage Range (H to 1)	8-23	Fuel Pump	8-35	Thermostat
	(.V) to (.V)	8-24	Smoke Control System	8-36	Anti-Freeze
8-11	Battery Cell Level	8-25	Manifolds	8-37	Road Test
8-12	Alt./Reg. (Volts. Amps)	8-26	Engine Mounts		
8-13	Starter Draw (AMPS)	8-27	Spark Plugs		
CAB AND BODY					
9-1	Grab Handles & Mirrors	9-8	Emergency & Safety Equipment	9-15	Fuel Tank Cap
9-2	Steps & Stepwell	9-9	Bay Doors & Cables	9-16	Hood & Latches
9-3	Doors & Stops	9-10	Inspect wiring loom	9-17	Stop Arm
9-4	Handles & Hinges	9-11	Fenders	9-18	Speedometer Cable
9-5	Seals & Weather Stripping	9-12	Front, Rear & Side Panels	9-19	Pedal Shaft Side Play
9-6	Under-Dash Wiring	9-13	Bumpers		
9-7	Seat Belts & Upholstery	9-14	License Place & Light		
PARKING BRAKE					
10-1	Linkage	10-3	Lining & Adjustments		
10-2	Cable	10-4	Parking Brake Valve		
WHEELS AND TIRES			TIRE PRESSURE		
11-1	Alignment		Depth/Pressure		Depth/Pressure
11-2	Wheels & Lock Rims	11-6	Left Steering	11-9	Right Steering
11-3	Lugs & Studs	11-7	Left O. Drive	11-10	Right O. Drive
11-4	Tire Balance	11-8	Left I. Drive	11-11	Right R. Drive
11-5	Wheel/Axle Stops				

PARTS TICKET

WORK ORDER NO. _____

BOARD OF EDUCATION

[illegible]

SEE BACK FOR ADDITIONAL PARTS

TOTAL PARTS



ACCESSORIES - TIRES AND TUBES

ACCESSORIES - TIRES AND TUBES		

TOTAL ACCESSORIES



Sample Parts Ticket

BOARD OF EDUCATION

OUT OF SERVICE

VEHICLE NO. _____

DATE IN ____/____/____ TIME _____

MECHANIC'S NAME _____

REASON (OTHER THAN P. M.) _____

CHECK FOR P.M. COMPLETION C ☐

RETURN TO SHOP D ☐

ATTACH TO WORK ORDER NO. _____

REPAIRED BY _____

DATE OUT ____/____/____ TIME _____

SHOP COPY

Sample Out of Service Tag

DRIVER INSPECTION REPORT

Bus Number _____ Driver _____
Odometer _____ Time _____ Date _____

☐ OK-BRAKES

_____ Adjust Emergency
_____ Adjust Foot
_____ Grabs
_____ No Air Pressure

☐ OK-ELECTRICAL

_____ Battery _____ Starter
_____ Brake Light _____ Taillight
_____ Clearance Light
_____ Directional
_____ Headlights
_____ Heater & Defroster
_____ Horn
_____ Instrument Panel
_____ Rear Door & Brake Buzzer
_____ Stop Arm Light

☐ OK-METER

_____ Knocks _____ Smokes
_____ Missing _____ Won't Idle
_____ No Oil Pressure
_____ No Power
_____ Overheats

☐ OK-COOLING SYSTEM

_____ Fan Belt
_____ Heater Leaks
_____ Radiator Leaks

☐ OK-FRONT OR REAR DOOR

_____ Defective

☐ OK-SEATS (CIRCLE)

_____ Slashed 1111111111
_____ Broken 1111111111

☐ OK-DIFFERENTIAL

_____ Defective

☐ OK-GLASS

_____ Mirror
_____ Window

☐ OK-STEERING

_____ Binds
_____ Excessive Play
_____ Shimmies

☐ OK-FIRE EXTINGUISHER

_____ Missing
_____ Incomplete

☐ OK-TRANSMISSION

_____ Defective
_____ Missing

☐ OK-WARNING REFLECT

_____ Broken

☐ OK-FIRST AID KIT

_____ Missing
_____ Incomplete

☐ OK-TIRES & WHEELS

_____ Steering
_____ Drive

☐ OK-WINDSHIELD WIPER

_____ Defective

☐ OK-WINDSHIELD WASH

_____ Defective

☐ There is no new damage today.

☐ There is new damage today.

Bus is ☐ Safe ☐ Unsafe to drive today

Remarks _____

Mechanic Making Repairs _____ Date _____

Sample Driver Inspection Report

Board of Education

SERVICE RUN REQUEST

Service Run Mileage:		Request No.	
Bus No:	Time:	Date:	
Location:			
Time of Next Run:		Loaded:	Empty:
Driver's Report:			
Mechanic:			
Mechanic's Report:			
Parts Used:			

Sample Service Run Request

MONTHLY SERVICE RUN SUMMARY

BOARD OF EDUCATION

MONTH _____, 19__

[illegible]

SAMPLE:

[illegible]

SAMPLE PERPETUAL PARTS INVENTORY CARD

BOARD OF EDUCATION

PHYSICAL PARTS INVENTORY

Month: _____ Day: _____ 19 _____

[illegible]

Inventory to be priced at current cost.

Sample Physical Parts Inventory Form

VEHICLE FUEL REPORT

Odometer Previous No. _____

[illegible]

TOTALS

SAMPLE VEHICLE FUEL REPORT

MONTHLY REPORT - FUEL CONSUMPTION

Month: _____, 19____

BUS NUMBER	OIL QUARTS	FUEL GALLONS	ODOMETER MONTH END	ODOMETER PREV. MO.	MILES TRAVELED	MILES/ GALLON
TOTALS						

6-32

YEAR:

[illegible]

BOARD OF EDUCATION

Educational and Extra Curricular Trip Invoices

NAME OF DRIVER _____ BUS NUMBER _____
DATE OF TRIP _____
SCHOOL _____ DEPARTMENT _____
DESTINATION _____
MILEAGE - DEPARTMENT _____
MILEAGE - RETURN _____ TOTAL MILES TRAVELED _____
TIME DEPARTURE _____ TIME RETURN _____
DRIVING TIME _____ = _____
Hours X Rate
WAITING TIME _____ = _____
Hours X Rate
TOTAL AMOUNT DUE DRIVER _____
DRIVER'S SIGNATURE _____
APPROVED FOR PAYMENT BY _____
Director of Transportation

3 Copies

Director of Transportation - White
Principal - Yellow
Driver - Pink

Sample Trip Invoice

PM INSPECTION MASTER SCHEDULE

Week of _____ 19____

[illegible]

MONTHLY SERVICE RUN SUMMARY
SCHOOL DISTRICT

Month _____ 19____

System No	Description	Total Last Month	Total This Month	Year To Date
01	Cab Heating, Venting, A.C.			
02	Cab Interior & Exterior			
03	Instruments			
11	Front Axle			
12	Rear Axle			
13	Brake System			
14	Frame (Chassis)			
15	Steering System			
16	Suspension			
17	Tires			
18	Wheels, Rims, Hubs			
23	Clutch and Controls			
24	Drive Line			
26	Transmission			
31	Electrical Charging			
32	Engine Starting			
33	Electrical Ignition			
34	Electrical Lighting			
41	Air Intake System			
42	Cooling System			
43	Exhaust System			
44	Fuel System			
45	Power Plant			
61	Power Plant			
62	Lift			
	Out of Fuel			
	Not at Location			
	Run Cancelled			
	No Problem Found			
	Accident			
	Fire			
	Other			

Total Service Runs

Fleet Total X

Total Service Runs vs. Fleet Total

Service Run Total 01-62

01-62 vs. Fleet Total

Service Run Total O/F - Other

Out-Fuel - Other vs. Fleet Total

DRIVER INSPECTION REPORT

DRIVER SIGNATURE _____

DATE _____

M _____
T _____
W _____
T _____
F _____

SCHOOL DISTRICT _____
COMPOUND NO. _____
BUS NO. _____

MECHANIC SIGNATURE _____
DATE _____

<p>M T W T F OK - DIFFERENTIAL Defective</p>	<p>M T W T F OK - TRANSMISSION Defective</p>	<p>M T W T F OK - TIRES & WHEELS Steering _____ Drive _____</p>	<p>M T W T F OK - GLASS Mirror _____ Window _____</p>
<p>M T W T F OK - EXHAUST Defective</p>	<p>M T W T F OK - FRONT OR REAR DOOR Defective</p>	<p>M T W T F OK - WINDSHIELD WASHER Defective</p>	<p>M T W T F OK - WINDSHIELD WIPER Defective</p>
<p>M T W T F OK - FIRST AID KIT Missing _____ Incomplete _____</p>	<p>M T W T F OK - WARNING REFLECT Broken _____ Missing _____</p>	<p>M T W T F OK - SEATS (Circle) Slashed Broken </p>	<p>M T W T F OK - COOLING SYSTEM Fan Belt _____ Radiator _____ Heater Leaks _____</p>
<p>M T W T F OK - BRAKES Adjust Emergency _____ Adjust Foot _____ Grabs _____ No Air Pressure _____</p>	<p>M T W T F OK - MOTOR Knocks _____ Smokes _____ Missing _____ Won't Idle _____ No Power _____ Overheats _____ No Oil Pressure _____</p>	<p>M T W T F OK - STEERING Binds _____ Excessive Play _____ Shimmies _____</p>	<p>M T W T F OK - FIRE EXTINGUISHER</p>
<p>M T W T F OK - ELECTRICAL Battery _____ Starter _____ Brake Light _____ Taillight _____ Clearance Light _____ Horn _____ Directionals _____ Headlights _____ Heater & Defroster _____ Instrument Panel _____ Rear Door & Brake Buzzer _____ Stop Arm & Light _____</p>	<p>M T W T F BUS IS SAFE UNSAFE TO DRIVE TODAY _____</p>	<p>REMARKS: _____ _____ _____ _____ _____ _____</p>	

SCHOOL DISTRICT

VEHICLE MILEAGE REPORT

Tuesday, _____ 19 _____

Attendant _____

Compound _____

VEHICLE NUMBER	MILEAGE	VEHICLE NUMBER	MILEAGE	VEHICLE NUMBER	MILEAGE	VEHICLE NUMBER	MILEAGE

INSTRUCTIONS:

- (1) This report is to be filled out Tuesday by the Compound Attendant on the second shift. Record miles only - **do not record tenths.**
- (2) This report is to be picked up by the Compound Foreman by 10:00 a.m. Wednesday.
- (3) This report is to be delivered to MIS by 12:00 noon on Wednesday.

NEW VEHICLE INSPECTION REPORT

SCHOOLS DISTRICT

DATE ____/____/____ MECHANIC _____ VEHICLE NUMBER _____

ODOMETER _____ In space after each item indicate condition as follows:

() Item is O.K. (0) Adjustments Made (X) Repairs Needed
(W) Item needs warranty work (Write up on work order)

SYS.	NO.	ITEM	SYS.	NO.	ITEM	SYS.	NO.	ITEM
------	-----	------	------	-----	------	------	-----	------

ROAD TEST ON LOT

45	1-1	Engine Oil (Qts.)	13	1-9	Air Pressure Build Up	13	1-17	Parking Brake
44	1-2	Choke Cable	02	1-10	Pedals Y Pads	02	1-18	Windshield Washers
33	1-3	Ignition Switch	23	1-11	Clutch Disengagement	02	1-19	Windshield Wipers
45	1-4	Engine Operation	45	1-12	Drive Test (On Lot)	02	1-20	Glass
44	1-5	Governor	26	1-13	Transmission Shift	01	1-21	Heater & Defroster
03	1-6	Oil Pressure	02	1-14	Horn	45	1-22	Shutdown Operation
03	1-7	Instruments	15	1-15	Steering Play	13	1-23	Air Bleed Off
13	1-8	Air Tank (Drain)	13	1-16	Brake Performance	34	1-24	Lights & Reflectors

REAR AXLE

12	1-2	Differential	16	2-6	Shackles	16	2-11	Spring Leaves
12	2-2	Pinion Seal	12	2-7	Breathers	12	2-12	Axle Housings
12	2-3	Fluid Level (Pts.)	16	2-8	U Bolts	13	2-13	Brake Lines & Connections
	2-4	Shock Absorbers & Linkage	16	2-9	Rebound Clips	13	2-22	Brake Adjustment
	2-5	Brackets	16	2-20	Center Bolts	13	2-24	Brake Chamber

DRIVE LINES

CHASSIS

FRAME & FUEL

24	3-1	Yokes & Splines	43	4-1	Tail Pipe	44	4-5	Lines & Fittings
24	3-2	Flange Bolts	43	4-2	Muffler	45	4-6	Air-Fuel-Oil Filters
24	3-3	Universal Joints	43	4-3	Exhaust Pipe	13	4-7	Air Lines & Hangers
24	3-4	Center Bearings	43	4-4	Hangers	02	4-8	Splash Guards
						02	4-9	Mounting Bolts

TRANSMISSION

FRONT AXLE

26	5-1	Leaks	13	7-1	Slack Adjusters	16	7-9	Center Bolts
26	5-2	Fluid Level (Qts.)	13	7-2	Brake Chambers	16	7-10	Rebound Clips
26	5-3	Auxiliary Filter	13	7-3	Brake Adjustment	16	7-11	U Bolts
26	5-4	Shift Linkage	13	7-4	Brake Lines & Connections	16	7-12	Shackles & Brackets
26	5-5	Modulator & Cooler	13	7-5	Backing Plates	16	7-13	Shock Absorbers & Linkage
26		Cooler Lines	15	7-6	Tie Rods & Ends	16	7-14	K. P. Bearing
		CLUTCH	11	7-7	Axle	16	7-15	Shims
23	6-1	Mechanical (" Clear)	16	7-8	Spring Leaves	45	7-16	Change Oil
23	6-2	Return Spring				16	7-17	Grease All Fittings
23	6-3	Bearing						

NOTE: CHECK PARKING BRAKE ON BACK OF THIS SHEET.

SCHOOL BUS MAINTENANCE FACILITY

A properly designed and equipped school bus maintenance facility must be adopted for quality cost effective school bus maintenance.

702 KAR 1:001 Chapter 4 (Facilities Management) is the authority governing school bus maintenance facility construction.

PLANNING THE SCHOOL BUS GARAGE

When planning a school bus maintenance facility, careful consideration must be given to the following factors influencing the decision to build or construct:

1. cost of services being provided by local garages;
2. availability of facilities for a maintenance garage;
3. availability of maintenance personnel;
4. other machine and tool maintenance costs; (All schools need repair and maintenance of tractors, trucks, cars, mowers, etc. Savings can be made by servicing such equipment in a garage.)
5. the amount of self-maintenance to be performed; (Small districts may want to contract major maintenance work but money can be saved by following a preventative maintenance program. Larger districts would save more with a complete self-maintenance program.)
6. number and size of buses for the present and foreseeable future;
7. number of service bays and type of service to be provided such as maintenance, repairs, tires, wash, etc.;
8. heating, electrical, ventilation and utility services needed; and

9. the location and type of fuel storage tanks to meet the State Fire Marshall's regulations and Federal regulations regarding underground storage tanks.

GENERAL DESIGN OF BUS GARAGE

The general design of a school bus garage, as indicated below, is not a cut-and-dry procedure, but a basic approach that can be tailored to suit conditions in school districts statewide.

1. Walls, partitions and roofs should be of approved fire resistive materials.
2. Garages should be constructed to provide a minimum inside unobstructed height of sixteen (16') feet.
3. A bus garage should be planned with a series of bays with each bay to house a bus and served by an overhead door.
4. Repair and wash stalls should not be less than twenty (20') feet wide.
5. Minimum depth of garage should be fifty (50') feet and bays should be in tandem. The depth should be at least one-hundred (100') feet. See attached chart for more information.
6. A wash stall should be separated from a repair bay by a masonry wall of sufficient height.
7. A concrete or metal threshold for entrance doors is essential. A concrete apron of adequate size and slope should be provided in front of each entrance door.
8. Floors should be concrete, reinforced with wire mesh, and properly pitched to floor drains. Concrete floors should be trowled, sealed and contain a hardener to prevent chipping and grease penetration.
9. Roof structures must be of sufficient strength.
10. Storage spaces for parts and supplies should be provided. If a fleet of considerable size is maintained, there should be a separate stockroom for parts. This room should be large enough for a desk and file space.
11. Lavatory and toilet facilities should be provided for mechanics and drivers.
12. It is practical to have a waiting room for drivers adjacent to the office area which can be used in combination as a classroom for driver training purposes.

FACILITY EQUIPMENT

Facility equipment should include, but is not limited to:

1. One repair bay equipped with a hydraulic lift. If a lift is used, it should be a dual type with at least 35,000 pound capacity. The ceiling height minimum of sixteen (16') feet for the bay used for the lift should be sufficient to allow lift of the bus for proper working height.
2. The heating plant should provide for a minimum temperature of fifty (50°) degrees inside when zero (0°) degrees outside.
3. Wash stalls should be fitted with hot and cold water hose bibs and drains with sewer traps.
4. Repair bays should be equipped with an exhaust pipe with flexible connection to remove engine exhaust fumes from the garage.
5. An air compressor should be of sufficient size to meet requirement of the garage's pneumatic equipment.
6. Fuel and oil service facilities should be convenient both to the buses and the office.
7. Liberal allowance must be made for both natural and artificial lighting of repair bays. Yard lights mounted on the building may be required.
8. Electrical service to the garage should be 220 volt, three-phase (3) as a minimum.
9. An eye wash and shower should be installed for mechanic's safety from corrosive materials and should include a shop first-aid kit.

CONTRACTED MAINTENANCE SERVICES

If a district chooses to contract its maintenance services, there should be a written agreement negotiated between the parties regarding extension of services, warranty of services and charges for services. Legal restrictions placed upon the districts regarding bidding and purchasing should be considered when negotiating maintenance services. Various contracted services available to districts are:

Local service station: These usually offer only limited service such as fueling, tires, inspections, lubrications, minor part replacements and parking facilities. Districts with limited spare vehicles should take into consideration that service stations are not always able to render immediate service.

Local independent garages or dealers: May be able to provide services equal to a general repair center.

Other school districts: Those that own and operate their own maintenance facility may accept contract work.

Municipal, county or state shops: State highway and county road shops may offer fueling facilities more economically than other non-governmental agencies.

Specialized services: Shops specializing in items such as repair of upholstery, body damage repairs, painting and replacement of glass may offer the most economical service.

If a district contracts for maintenance service, it will be necessary to establish an adequate record keeping system. For instance, this would prevent excess mileage driving to and from a shop for minor repairs when other items could be performed at the same time. Regardless of fleet size or level at which a district operates, a staff member must be available to coordinate all inspections, service, preventative maintenance and other major repairs.

INSTRUCTIONS FOR NEW VEHICLE INSPECTION REPORTS

All operations are to be performed by manufacturer's service manual procedures and specifications which include the following:

1. change oil and oil filter;
2. lube all grease fittings;
3. change transmission auxiliary filter;
4. check and correct all fluid levels;
5. check brake chamber rod adjustment and for dragging;
6. drain fuel water separator;
7. check all lines and hoses for routing and type;
8. check accelerator linkage and adjustment;
9. check air bag height;
10. check battery cable routing;
11. seal battery cables;
12. check all doors and exits for fit and operation;
13. check alignment;
14. aim head lights;

15. check overall appearance;
16. torque all U-bolts;
17. check for missing items specified in specifications manual;
18. check lift ground;
19. check lift cable routing and length;
20. check amp draw of lift while loaded;
21. install license plate;
22. send to body shop;
23. see other operations to perform for "N" inspection in following pages; and
24. check lift control cable for length and routing.

NOTE: All warranty items use Code 003 for repair type on work order. Report all warranty items to the local dealer.

NEW SCHOOL BUS PROCUREMENT OVERVIEW

KRS 156.152 requires the chief state school officer to secure price contract agreements for the purchase of school buses by all district boards of education in cooperation with the Finance and Administration Cabinet. In order to meet this provision, the Division of Pupil Transportation in cooperation with the Division of Purchases, annually sends out invitations to bid to pre-qualified bidders to secure the best and lowest contract price.

KRS 156.153 defines a school bus as a vehicle which meets the standards and specifications for school buses approved by the Kentucky Board of Education. Specifications are revised annually by a committee of local district superintendents, directors, mechanics and driver training instructors. This committee recommends changes to the Kentucky Board of Education. If the changes are approved, they carry the force of law.

KRS 156.154 requires the chief state school officer to make available to all district boards of education full information respecting price contract agreements.

The Division of Pupil Transportation will send this information to each district superintendent in the form of a Purchase Authorization Form (PA-1, Regular School Buses; PA-2 Special Needs buses). A purchase authorization is a contract between a district board and the chief state school

officer and is binding upon execution by the Division of Pupil Transportation. Purchase packages will be mailed in the fall of the year for delivery in the spring. Exact dates are dependent on contract provisions and vendor production schedules and may vary from year to year.

When a Purchase Authorization is received by the Division of Pupil Transportation, an order is created and forwarded to the chassis and/or body company. A copy of the order will be sent to each district to confirm that the order has been placed and a copy is retained by the Division of Pupil Transportation. Orders received before the late date are bonded for performance by the vendors to minimize risk to district boards.

Units are piloted before production begins to ensure full compliance with the Kentucky Minimum Specifications and only units in compliance may be used to transport Kentucky school children (702 KAR 5:060 Section 4 and 5). Changes in specifications by district personnel require approval by the Director of the Division of Pupil Transportation. This provision is designed to minimize liability incurred by the district Board of Education.

CHAPTER 7

PURCHASING

Purchasing in a Kentucky school district represents the expenditure of a large portion of its budget. Although needs and requirements may vary from district to district, this chapter is intended to furnish districts with guidelines and procedures which can be adopted or adapted as individual situations may dictate. The principles set forth here can be applied to all purchasing in general, even though this particular chapter addresses itself solely to transportation purchasing.

FUNDAMENTAL CONCEPTS

It is mandatory that officials charged with purchasing responsibility conduct all aspects of procurement on the basis of sound business principles. Transactions should be fair and contribute toward good relations with staff, community and suppliers. The purchasing function can assist the educational program in achieving goals through procurement of needed supplies, services and equipment. In carrying out its responsibility, the purchasing can achieve both efficiency and economy. The fundamental concepts of any procurement program should be based on the following:

- buy the quality standard for the purpose required;
- have the product or service available at the time and place requested;
- purchase on the most feasible and economical basis; and
- purchase from the lowest responsible bidder or supplier meeting the required specifications;

ESTABLISH AUTHORITY

The Local Board of Education should appoint or designate the person or persons to whom the procurement functions are delegated. The administration of the school purchasing function is often the responsibility of a school official who fulfills other roles for the school. In the smaller school districts, the purchasing responsibility may be combined with other assignments, such as a director/supervisor or transportation director, assistant superintendent or superintendent.

SUGGESTED BOARD POLICIES

Procurement of supplies and services is one of the major business responsibilities of the local Board. The mechanical functions of procurement may be delegated. However, under law, the Board has the sole authority and responsibility for all purchase contracts of the district.

Some suggested policies to be established by the local Board of Education are as follows:

1. The duties of purchasing should be assigned to designated individual(s).
2. The officials charged with purchasing should be familiar with, and perform all activities within, the limitations prescribed by law, legal opinions, and in accordance with Board policies.
3. Every transaction between a buyer and a seller involving the transfer of property should be maintained on a contract or purchase order with adequate supporting records.
4. Approval of purchase orders should be recorded in the minutes of the Board, as well as in bid tabulations, awards and contracts.

PURCHASING FUNCTIONS

The purchasing function encompasses the entire transaction, beginning with the initiation of a regulation and ending with the approval of the invoice for payment. Some control factors which precede the purchasing functions are:

- budget allocations;
- establishment of standard list;
- ordering schedule; and
- obtaining necessary approvals.

The purchasing transaction is completed when the items requisitioned have been received in good condition and the supplier has paid the proper amount.

The basic functions of procurement are:

- requisitioning;
- specifications preparation; and
- bidding.

Requisitioning

It is recommended that a written request be initiated in accordance with established local

Board of Education procedures. Information to properly identify the items being requested should be included, and provisions should be made for the approval of the requisition.

Once approved, the requisition is processed for purchasing via one of five of the following methods:

- telephone quotation;
- written quotations;
- formal bids;
- negotiated bids; or
- purchase of state price contracts.

Upon approval, a purchase order or contract may be issued. If possible, the requisitioner should be provided a copy of the purchase order to verify the items being purchased, the terms, the conditions of purchase and expected delivery date.

SPECIFICATIONS PREPARATION

The Association of School Business Officials of the United States and Canada describes a specification as, "A description of the goods or services to be purchased in terms of the minimum acceptable physical characteristics, as well as the terms and conditions relating to delivery and performance."

Writing good specifications is an exacting assignment. They may be written by the director or supervisor of pupil transportation. A poor specification, one which is worded in broad and general terms, usually attracts quotations from a large number of suppliers and is likely to invite marginal or unreliable bidders. Good specifications go a long way in eliminating this problem and, when enforced, protect the school district.

Many times school suppliers are asked to help in the preparation of specifications. In such instances, care should be taken to see that other companies are not eliminated from bidding.

There are three (3) types of specifications commonly used. They are:

- brand name with number;

- the general description or performance desired (e.g., volume of air displacement, temperature range and others); and
- the complete description.

Brand Name with Number

Brand name with number should be used only if there is a qualifying statement, such as, "or equal" or "for specification purposes only." Brands that are used as specifications should be well known among all suppliers. Catalogs should be available which list the specified items with number and general descriptions. The bid form should provide a space for a bidder to write in the particular brand and the number he/she is bidding if quoting other than the one listed on the specification. An advantage of this type of specification is that it requires a minimum of time to prepare. Suppliers are usually brand conscious; therefore, it is easy for them to determine exactly the quality and type of material being bid.

On the negative side, such specifications may be challenged on the basis that bids have to be evaluated subjectively. Another criticism might be that the brands listed are those favored by the school district.

When the school district has predetermined the quality desired, only qualified items should be considered. In doubtful situations, a detailed description should be requested. It should also be stipulated that any item not meeting all aspects of the specification should be fully described and the item identified as an alternate bid.

General Description

This specification involves the use of brand names and numbers in a general manner which is intended to indicate the quality desired. This approach has considerable merit because it indicates the degree of workmanship and a brief description to indicate size, color, material, etc. If certain general descriptions are listed on the specifications, they should be included in the brand specified.

The Complete Description

The complete description specification should be used when large quantities of exact requirements have significance. Such specification requires considerable research and knowledge on the part of the writer to ensure that needed characteristics or qualities have been included. When a formal bid is required, a complete and detailed specification should be prepared.

BIDDING

The third step in the procurement function concerns receiving bids. The Kentucky Revised Statutes, and court decisions and opinions of the Kentucky Attorney General, direct school districts to follow certain procedures in the purchase of materials and services. Though many statutes regulate purchasing, the most important of these are the Model Procurement Code KAS 45A Section 1 and KRS 424.260 Section 2. KRS 424.260, Section 2 states:

“Except where a statute specifically fixes a larger sum as the minimum for a requirement of advertisement for bids, no city, county or district, or board of commission of a city or county, may make a contract, lease or other agreement for materials, supplies and equipment (except perishable meat, fish and vegetables) or for contractual services other than professional, involving an expenditure of ten thousand dollars (\$10,000) without first making newspaper advertisement for bids. Provided, however, that this requirement shall not apply in an emergency if the chief executive officer of such city, county or district has duly certified that an emergency exists, and has filed a copy of such certificate with the chief financial officer of such city, county or district”.

For bidding to be of the greatest benefit to a school district, the school district must be careful to adopt business practices and methods that conform to legal requirements. This means writing bid conditions and specifications which are in the best interest of the district, and securing sealed bids for those materials and services which are to be purchased. Efforts should be made to secure a minimum of at least three (3) bids to ensure more competition and better prices.

When to Bid

If it can be determined that items or categories of items will exceed a cost of \$10,000, then these items should be bid. Such items must be bid even if the items purchased will be delivered to more than one location within the district so long as, collectively, the purchase to be made exceeds or will exceed \$10,000.

When a lack of storage facilities or other circumstances make it impractical to receive the total quantity at one delivery, the conditions in the bid may specify staggered deliveries. Although, in such instances, it would probably be better from a record keeping standpoint to bid the item(s) more than once a year, thereby allowing one check per contract period.

METHODS OF SECURING PRICE INFORMATION

Telephone or Verbal Quotations

This is least desired and should be used only in rare situations when goods and services are urgently needed. At least two (2) quotations are recommended and they should be kept on file.

Written Quotations

These are frequently used to secure prices on small quantity purchases and items of limited competition. At least two (2) quotations are recommended and they should be kept on file.

Note: The above described quotations would not qualify as methods for securing prices where formal sealed bids are required by law.

Formal Sealed Bids

This method is the most commonly used in Kentucky school districts. Sealed bids should provide for:

- complete specifications and terms or conditions;
- prompt return, normally within two (2) weeks;
- at least three (3) prospective bidders; and
- advertisement of the bids in accordance with KRS 424.130(b) and provision for public opening at a designated date, time and place.

Negotiated Prices

While not frequently used in the procurement of supplies and materials for school systems, they may be utilized to obtain service contracts in which the full extent of work or the materials required is unknown, and the specifications cannot be predetermined.

GENERAL BID CONDITIONS

The general stipulations which govern bid procedures should clearly be defined. A formal proposal or invitation to bid should include:

- general conditions and requirements;

- the basic specifications; and
- bid form.

It is important to state conditions under which the school district will receive bids. The general condition should consider any or all of the following:

1. name and quantity of the items being bid;
2. date, time and place bids are to be received and opened;
3. directions as to where bid invitations and bid forms may be obtained;
4. requirements for bid security and/or bid bonds;
5. instructions for signing of the bid forms;
6. tax exemption statement, if applicable;
7. the basis for acceptance of alternate bids;
8. delivery instructions to include f.o.b. point, drayage, packing and shipping charges;
9. trade-in terms, if applicable;
10. instructions on how to fill out the bid forms;
11. requirements as to samples;
12. instructions regarding the purchase of foreign made items;
13. how contracts are to be awarded;
14. pricing instructions such as, unit price, all or none basis, or by groups; (Procedures for price increases must be spelled out.)
15. length of time bid price is to remain firm;
16. or equal clause; and
17. a statement that the local Board has the right to accept or reject all proposals.

CONTRACTS AND PURCHASE ORDERS

The school district should provide the vendor with a written contract or purchase order which lists all aspects pertaining to the purchase of items as shown. The award should be made to the lowest responsible bidder meeting all specifications. In cases where formal bids have been received, official action by the Board should precede such award and preparation of the purchase order. The typed purchase order should show complete specifications for each item listed, or if this is too lengthy, a statement should be included to the effect that, "The materials and services furnished herewith will be in accordance with the specifications and conditions as listed on Bid No..." If all information is not shown on the purchase order, be sure that the requisitioner has a copy of the complete bid proposal, including specifications for checking receipt of materials ordered.

Follow-up Procedure

Contract with the vendor may need to be made to ensure expected delivery dates. Follow-up is especially important when late delivery of materials may hinder the school program. An efficient follow-up procedure should include the assignment of responsibility to a designated individual, special purpose forms, a tickler filing system and prompt advice of material receipts.

Receiving Procedure

The requisitioner is responsible for the proper receipt of goods and services, if such material is designated for delivery to him/her. Immediately upon receipt, goods and services should be checked for condition, quality and quantity as stated on the contract or purchase order. This function can be accomplished by having the packing list or invoice signed, or completion of a preprinted receiving ticket, either of which may be forwarded to the central office for substantiation of delivery. The supplier's invoice may then be processed for payment.

Quality Control and Testing

The official having purchasing responsibility should check to make sure items purchased conform to the standard of quality desired. This can be done by:

- comparative sample;
- the use test; and/or
- laboratory test and analysis.

It is important to note, at this point, that the best specifications and bid procedures are meaningless unless deliveries are in full compliance with the specifications and/or purchase order. Deliveries, therefore, must be certified before payments can be made and care should be exercised to ensure that the items received are those ordered.

CHECK POINTS FOR INSPECTION AND QUALITY CONTROL

Some suggested guide points to be observed are:

- check for accurate count;
- sampling and testing if deemed necessary;
- check for breakage or shortage;
- compare items received against the specifications on the purchase order or the bid contract; and
- if a laboratory test is required, make arrangements immediately and advise the parties concerned.

PAYMENT PROCEDURE

The final step in the procurement function is to pay the correct amount for the items purchased and received in accordance with the contract or purchase order. In all instances, cash discounts should be taken, if applicable. The basic steps in the procurement function and the responsibility for action are as follows:

Requisitioning - Initiated by the user, sent to the official charged with purchasing

responsibility and copy retained by the school.

Specifications - Prepared in detail setting forth minimum acceptable physical characteristics as well as terms and conditions relating to delivery and performance.

Bids or Quotations - Received, checked and tabulated by the central office and recommendations for formal award made to the Board of Education.

Contract or Purchase Order - Signed by the designated Board official or Superintendent

Follow-up - Expediting done to ensure delivery on time.

Receiving - The requisitioner signs receipt or delivery ticket and sends to the central office indicating quantity and quality of material received.

Quality Control and Testing - The method of checking to see that items purchased comply with the specifications.

Invoice or Proof of Payment - Approved by the person requesting material or service and forwarded to the treasurer for payment.

CHAPTER 8

BUS INSURANCE

LEGAL REQUIREMENTS

The following Kentucky Revised Statutes requires the Local Education Agency to buy insurance for school buses:

KRS 160.310 Board to Provide Insurance for School Buses

Each local Board of Education may set aside funds to provide for liability and indemnity insurance against the negligence of the drivers or operators of school buses, other motor vehicles and mobile equipment owned or operated by the Board. If the transportation of pupils is left out under contract, the contract shall require the contractor to carry indemnity or liability insurance against negligence in such amount as the Board designates. In either case, the indemnity board or insurance policy shall be issued by some surety or insurance company authorized to transact business in this state and shall bind the company to pay any final judgment not to exceed the limits of the policy rendered against the insured for loss or damage to property of any school child or death or injury of any school child or other person.

The following Kentucky Administrative Regulation sets the guidelines and requirements for bus insurance:

702 KAR 5:070 - Liability Insurance for Buses

Section 1. Each district board of education that owns and operates any or all the school buses that transport the district's pupils to and from school shall purchase liability or indemnity insurance for these school buses. The coverage limits shall be at least the minimum amounts recommended by the Division of Pupil Transportation.

Section 2. When some or all of the district's pupils are transported on school buses or other vehicles contracted to the board, the board shall enter into an agreement with the contractor whereby liability or indemnity insurance for these vehicles may be secured at fleet rates. The insurance coverage limits on the contract vehicles shall be at least the minimum amounts recommended by the Division of Pupil Transportation.

Section 3. The Kentucky Standard School Bus Endorsement, adopted by the Kentucky Board of Education and furnished by the Chief State School Officer to insurers who have been awarded

school bus insurance coverage shall be attached to and become part of the school bus insurance contract after having been signed by an official of the insuring company having the proper corporate authority.

There are four (4) essential items that one must remember from reading the KRS's and KAR's. These items are:

- LEA's must insure their bus fleet with indemnity or liability insurance.
- Principle of Indemnity: a general legal principle related to insurance which holds that the individual recovering under an insurance where in prior to the loss.
Liability: a debt of responsibility; an obligation which may arise by a contract made or a tort committed.
- LEA's must insure all contract carriers that transport children.
- LEA's must insure their bus fleet and contract carriers with the benefits prescribed by the Department of Education, Division of Pupil Transportation. Once coverage has been obtained, the Kentucky Standard School Bus Endorsement must be signed by an authorized official of the insuring company and attached to the basic contract.

VEHICLE TYPES

As mentioned in another section of this manual, the Department of Education reimburses the LEA's for insurance coverage. However, the Department of Education does not reimburse local LEA's for the cost of non-pupil transportation related vehicles. Therefore, the following definitions are used to determine which insurance will be reimbursed. Vehicle definitions for insurance reimbursement are:

School Buses - Vehicles designed to carry nine (9) or more passengers to and from school or school activities which meet the KENTUCKY MINIMUM SPECIFICATIONS for school buses.

Other Student Carriers - Vehicles owned or contracted by the Board designed to carry less than nine (9) passengers and are used to transport pupil in special situations.

Service Vehicles - Vehicles directly related to the pupil transportation program.

Vehicles Not Related to Pupil Transportation - Vehicles owned by the Board but are not used in the transportation of pupils. (e.g. driver education vehicles, vans, service vehicles not related to transportation, tractors, bulldozers, 4-wheel drive vehicles and administrative vehicles.)

It is very important that these four (4) classifications of vehicles be remembered. Knowledge of these four (4) classifications is needed when filling out the "Invitation to Bid on School Transportation Insurance Forms".

COVERAGE LIMITS

The Department of Education, Division of Pupil Transportation, have set the following Minimum Coverage Limits:

Property Damage Each Accident	\$ 100,000
Bodily Injury Liability Per Person	\$ 250,000
Bodily Injury Liability Per Bus Load	\$ 2,000,000
Uninsured Motorist Coverage	Allowable Limit Per Person Per Accident
"No Fault" Coverage Per Person	\$ 50,000

Other Student Carriers

Property Damage Each Accident	\$ 100,000
Bodily Injury Liability Per Person	\$ 250,000
Bodily Injury Liability Per Bus Load	\$ 1,000,000
Uninsured Motorist Coverage	Allowable Limit Per Person Per Accident
"No Fault" Coverage Per Person	\$ 50,000

Also, if your district decides to bid "single limit coverage," the Department of Education, Division of Pupil Transportation, has set \$2,000,000 as the minimum. The single limit coverage is applied to the total bodily injury and/or property damage claim. Meaning, that for any accident there would be

no separation of coverage from bodily injury and property damage, all claims up to \$2,000,000 would be combined and paid.

CONTRACT AND PRIVATELY OWNED CARRIER ENDORSEMENT

Endorsements are needed for contract or privately owned carriers; these endorsements must be on file in the Board's central office. The procedure to follow with contract drivers is as follows:

1. Have the contract driver fill out the appropriate form.
2. Send a copy of the completed form to your insurance company and/or insurance agent.
3. When a change in contract or privately owned carrier occurs, you should:
 - a. contact your insurance company and/or insurance agent to give them the following information;
 - name of driver to be added, make and type of vehicle and vehicle serial number
 - name of driver to be deleted, make and type of vehicle and vehicle serial number
 - b. have drivers fill out the necessary forms, file the contract endorsement and send a copy to your company.

INSURANCE FOR OTHER BOARD VEHICLES

At the time your district bids its bus fleet insurance, your district might want to bid all Board vehicles as one (1) package. This can be done in one (1) of two (2) ways.

Bid all vehicles at Department of Education, Division of Pupil Transportation minimum standards, or bid non-pupil transportation vehicles at the minimum financial responsibility standards. To bid non-pupil transportation vehicles this way, just add an addendum to your bid that states all non-pupil transportation vehicles will be covered for the following amount. Since the Department of Insurance's minimum standards change frequently, to find the minimum requirements when your district bids its

vehicle insurance, you should contact the following:

Department of Insurance
State Risk and Insurance Service
Frankfort, KY 40601
(502) 564-6055

ADDITIONAL COVERAGE "OTHER" PURCHASES

Leased Car Insurance

This coverage is for vehicles leased by the Board and used by Board employees (for example: the Board leases a four-wheel (4) drive vehicle to transport children)

Collision Coverage

Collision Insurance covers damage to the Board's vehicles caused by collision or upset, regardless of who is to blame for the accident. A deductible, that portion of the damage the Board pays, can be requested by the policyholder.

Comprehensive Coverage

Comprehensive insurance covers damage to the Board's vehicles from losses other than by collision or upset. Comprehensive losses result from fire, theft, vandalism, flood, falling objects, colliding with a bird or animal, etc. Glass breakage is included under comprehensive coverage. If this coverage is purchased with a deductible, that deductible cannot apply to glass breakage in the windshield, doors and windows and the glass or other materials used in the lights required on automobiles.

OBTAINING COVERAGE

The Department of Education (Division of Pupil Transportation and Insurance Services) strongly recommend that all districts bid their fleet insurance. In obtaining fleet coverage, the following steps should be followed:

1. One hundred and twenty (120) to ninety (90) days before your district's coverage is to expire, start procedures to bid insurance. Preliminary procedures include:
 - a. updating and completing Part III of the "Invitation to Bid on School Transportation Vehicle Insurance;"

- b. completing Part I of the "Invitation to Bid on School Transportation Vehicle insurance;" and
 - c. deciding what riders or addendum's to add to your policy (e.g. Hired Car Insurance or state minimum coverage standards for non-pupil transportation vehicles).
2. Once Parts I and III are completed, sixty (60) to eighty (80) days before coverage is to expire, your district should advertise for bid, in accordance with exiting laws and regulations, utilizing newspapers with large circulation. Give the name and address of the local Board plus a contact person and telephone number.
3. Once bids are solicited, give all bidders at least thirty (30) days to respond but make sure bids are returned at least thirty (30) days before you present coverage expires.
4. Once bids are returned, have a public opening of bids to record quotes. Also, analyze the bids to make sure each bidder covered what you asked for. Pay particular attention to the exclusion section of the policies.
5. Once your district decides on a company, send the completed form to the Division of Pupil Transportation and a copy to the Division of Finance, Audit Branch. Once the Division of Pupil Transportation receives the completed "Invitation to Bid Form," the Division will send the Kentucky Standard School Bus Endorsement to the home office of the insurance company for signature and completion.
6. Once you receive a signed copy of the Kentucky Standard School Bus Endorsement, attach it to your policy. Remember, during the year, keep your policy updated as to changes in buses, contracts, or privately owned vehicles used.

SOURCES OF INFORMATION

If questions should arise during the year concerning fleet insurance, the following numbers can be called to obtain assistance:

Questions concerning BUS SPECIFICATIONS:

Division of Pupil Transportation (502) 564-4718

Questions concerning BUS BIDDING PROCEDURES AND GENERAL INSURANCE questions:

Division of Finance, Audit Branch (502) 564-2459

Specific questions concerning INSURANCE:

Department of Insurance

State Risk and Insurance Services (502) 564-6055

CHAPTER 9

ACCOUNTING AND REPORTING

KRS 157.370 sets forth the basic statutory framework by which local school districts are to be reimbursed from the fund to Support Educational Excellence in Kentucky (SEEK) for transportation costs. 702 KAR 5:020, Program Cost Calculation, sets out the method and steps for completion of the district's transportation program cost calculation.

TRANSPORTATION FUNDING FORMULA

Pupil transportation funding, under the Kentucky SEEK, is based on a cost/density formula. Number of pupils transported per square mile served and the actual cost are the basis for determining transportation allotments. The intent of the transportation formula is to pay school districts for their public school pupils who live one mile or more from school (T-1 pupils) on the basis of what the average cost of T-1 pupils is for districts having similar transported pupil density. The basic premise of this program is that districts with equal transported pupil density per square mile of areas served should have approximate equal costs per pupil per day. For example, it would be expected that a district transporting twenty (20) pupils per square mile would have a lower cost per pupil than a district transporting only five (5) pupils per square mile. Facts attest to the basic validity of this premise. Consistently, over the years, smooth graphs have been constructed showing that, on the average, as transported pupil density increases, cost per pupil decreases.

Allocating state funding for pupil transportation on the basis of average cost adjusted for density provides an incentive for efficiency by local school districts. If actual cost per pupil is less than the predicted cost, the district gets a "bonus" for effective operations. If it is larger, they must provide more local funds. The formula causes administrators to compare their operations with districts having a similar density to identify possible cost savings.

Two (2) calculations are made each school year by the Division of Pupil Transportation to determine each school district's allotment for transporting pupils to and from school, and two (2) bulletins are issued by the Department of Education explaining those cost calculations.

The first bulletin, "Pupil Transportation Tentative Calculations," provides school districts with specific information concerning the method by which each district's formula adjusted transportation cost is calculated. The formula adjusted cost serves as the basis for making each district's final cost calculation for transportation.

The second bulletin, "Pupil Transportation Growth and Final Calculation," shows each district's calculation for growth in (T-1) pupils and the final calculated pupil transportation costs. The final calculated cost serves as the basis for state allotments to districts for providing transportation service.

FACTORS AFFECTING THE FUNDING FORMULA

Transporting Expenditures

Pupil Transportation costs used in the transportation formula are taken from each district's "Annual Report - Financial, Form F-55", as submitted to the Division of School Management and Audit. Expenditures for the administration of pupil transportation services are recorded under the 2700 Series in the Munis Accounting System.

Receipts

Reimbursements for the cost of transportation from sources other than the SEEK allotment where the expenditures have been recorded in the transportation account are deducted from the total transportation cost used in the transportation formula. These reimbursements can come from local, state and federal sources. It is very important that they are recorded in the proper receipt codes.

Density

The density factor used in the transportation cost formula is obtained by dividing the average daily pupils transported by the square miles served in each school district. Average daily attendance transported is taken from each District's Annual Statistical Report as submitted to the Pupil Personnel Branch. Square miles served is taken from the bus route maps submitted by each school district to the Division of Pupil Transportation each year.

Bus Depreciation

Whenever a school district purchases a school bus that meets the "Kentucky Minimum Specifications for School Buses," the district is eligible for reimbursement for the cost of the bus through the annual depreciation schedule. The amount to be added to a district's transportation program cost for vehicle depreciation is determined as shown in the table below:

<u>YEARS</u>	<u>DEPRECIATION RATE</u>
1 - 2	12% of the state bid price
3 - 8	10% of the state bid price

9 - 10	8% of the state bid price
11-14	6% of the state bid price

Whenever a school district purchases a used school bus of a model year that would place it within the depreciation schedule, the depreciation amount will be based on the purchase price and calculated for each year for which the bus remains within the applicable depreciation schedule. In no case can the annual amount of depreciation calculated for a used school bus exceed the amount calculated for a bus of the same model year and capacity that was purchased new through the state bid price contract plan. The annual depreciation for a new school bus purchased by local bid cannot exceed the amount calculated for a bus of the same capacity and model that was purchased new through the state bid price contract plan.

Any new or used school bus purchased by a local Board of Education, company or individual cannot be used to transport pupils to and from school or related events until it has been approved by the Division of Pupil Transportation as meeting the "Kentucky Minimum Specifications for School Buses" in effect on the date of manufacture.

Anytime a school district purchases a school bus, contracts for a bus, or disposes of a bus, it should update its school bus inventory which is maintained by the Division of Pupil Transportation.

VOCATIONAL TRANSPORTATION REIMBURSEMENT

KRS 157.370 (8) requires a local school district to be reimbursed separately from the SEEK Program for the cost of transporting pupils from a parent school to a vocational-technical school or to a vocational education center. 702 KAR 5:110 establishes the terms under which reimbursement will be paid to those districts that transport their secondary school pupils to vocational school or vocational training sites and establishes the reimbursement limits. At the beginning of each school year, school districts will receive an "Application to Receive Reimbursement for Transporting Pupils to Kentucky Vocational Schools" (Form VT-1) which must be completed and submitted to the Division of Pupil Transportation if the district provides vocational transportation. The division will approve all applications for transportation to vocational schools located one-half (1/2) mile or more from the parent school or to vocational training sites located one-half (1/2) or more from the vocational training school. A vocational training site can be described as a place other than a vocational school where pupils receive "hands-on" training as a part of their basic vocational instructional program. For example; carpentry, masonry and electrical classes may be involved in building a structure located several miles from the vocational school, or health career classes may require regular transportation to a hospital for training. Funding is not available under this program for reimbursement for the cost of field trips for vocational classes such as tours of industrial facilities, medical facilities, construction sites, etc. Such trips will not be approved for reimbursement.

For each calendar month that a district provides vocational transportation, a "District's Monthly Claim" (Form VT-2) must be submitted to the Division of Pupil Transportation in order for the district to receive reimbursement. The monthly claim form certifies the number of days pupils were transported to each vocational school or vocational training site, and the average number of pupils transported each day. Based on this information and the figures submitted on the district's application, the division will calculate the amount of reimbursement the district should receive for vocational training.

Reimbursement for vocational transportation will be based on the average cost per mile for county school districts, exclusively of driver's cost, for the previous school year and the district's hourly pay rate for drivers in the regular transportation program.

DEAF AND BLIND TRANSPORTATION REIMBURSEMENT

KRS 157.280 (3) requires each local school district to provide for transportation of its resident pupils who are enrolled in the Kentucky Schools for the Deaf and Blind, as resident pupils, to and from school on a regularly scheduled basis, at intervals of not less than once per week. A separate appropriation has been provided for reimbursement of school districts for the cost of this transportation. KRS 157.280 (4) allows each school district to provide for transportation of its resident pupils who are enrolled in the Kentucky Schools for the Deaf and Blind as day school pupils, to and from school on a daily basis. This law also requires the state to reimburse school districts for this daily transportation from foundation program transportation funds at the same rate per trip that is calculated for resident pupils.

Kentucky Administrative Regulation, 702 KAR 5:120, establishes the method for determining the rate of reimbursement for providing transportation for pupils enrolled in the Kentucky Schools for the Deaf and Blind.

Near the end of each school year, the Division will provide each school district with the necessary forms for certifying to the Commissioner of Education the number of trips it provided for each child enrolled in the Kentucky Schools for the Deaf and Blind.

REPORTING

Accident Reports. The following Kentucky Administrative Regulation relates to reporting school bus accidents.

702 KAR 5:020. Superintendent's responsibilities. Section 4. The superintendent shall be responsible for making reports on a monthly basis to the Division of Pupil Transportation on all school bus accidents that happen to the district's buses during the month.

Any accident involving a school bus should be reported within ten (10) working days to the Division of Pupil Transportation if the accident results in any of the following:

Property damage

Personal injury or fatality to:

- Occupants in the bus (pupils, drivers, or other persons).
- Occupants of any other vehicle involved in the accident.
- Non-Occupants of the bus or other vehicle (pupils in the loading or unloading zone, pedestrians, bystanders, etc.).

The following forms should be used when reporting accidents:

2500-1015 8-87 - School Bus Accident Report. To be used to report any school bus related accident which meets the above conditions.

Reporting of Fatal School Bus Accidents to the Division of Pupil Transportation. Any school bus related accident resulting in a fatality should be reported as soon as possible, by telephone, to the Division of Pupil Transportation at (502) 564-4718. Personnel in the division will make an on-site investigation of such accidents and will make a written report to the Commissioner of Education.

Reporting of Fatal School Bus Accidents to the National Response Center

When a school bus collision results in the fatal injury of one or more school bus occupants, or bus occupants are injured so critically that death seems imminent, the investigating police agency should report the collision as soon as possible, by telephone, to the National Response Center in Washington DC at (800) 424-8802 or 8803.

The National Highway Traffic Safety Administration (NHTSA) will dispatch an accident investigation team to each accident selected for investigation. Prompt notification of the National Response Center about each such collision will be appreciated. It is desired that investigators have an opportunity to examine the accident site, the involved vehicles and their occupants before perishable information at the scene has been destroyed. The police agencies having jurisdiction are not expected to "hold" the scene of the accidents for the Federal accident investigation team. The team will not interfere with or supersede the agency having original jurisdiction. It is desired that this will be a cooperative effort.

INSTRUCTIONS FOR USING THE SCHOOL BUS ACCIDENT REPORT FORM

Purpose

To compile accurate, uniform and reliable information about school bus accidents so that problems and trends can be identified and needed safety programs can be developed.

Information you provide in this Uniform School Bus Accident Report Form will be required to complete the National Safety Council's "Annual Summary of School Bus Accidents." Please answer every question and promptly file this report with the proper state authorities.

Who should complete this form:

The person designated by state or local jurisdiction.

This form should be filled out WHETHER PUPILS ARE PRESENT OR NOT if the accident you are reporting involves ANY amounts or property damage, personal injury or fatality to:

- a. occupants in the bus (pupils, drivers or other persons);
- b. occupants of any vehicle(s) involved in the accident; or
- c. non-occupants of the school bus or other vehicle (e.g., students in the loading or unloading zone, pedestrian bystanders, etc.).

Definitions

Accident: That occurrence in a sequence of events which usually produces unintended injury, death or property damage.

Bus: A motor vehicle with motor power, except a trailer, designed for carrying more than nine (9) persons. (Code of Federal Regulations, Title 49, Transportation.)

Driver: The person driving the school bus.

Intersection: An area which: (1) contains a crossing or connection of two or more roadways not classified as driver access; and (2) is embraced within the prolongation of the lateral curb lines or, if none, the lateral boundary lines of the roadways. Where the distance along the roadway between two (2) areas meeting these criteria is less than ten (10) meters (or 33'), the two (2) areas and roadway connecting them are considered to be part of a single intersection. (Classification of Motor Vehicles Traffic Accidents, ANSI D16.1, American National Standards Institute.)

Loading and Unloading Zone: Any place the school bus stops to load or unload pupil passengers.

Pupil: A person who attends an educational institution.

School Bus: A bus is sold, or introduced in interstate commerce, for purposes that include carrying students to and from school or related events, but does not include a bus designated and sold for operation as a common carrier in urban transportation (Code of Federal Regulations, Title 49, Transportation).

There are four (4) types of school buses:

Type A - A conversion body constructed and installed upon a van-type compact truck or front section vehicle, with a gross vehicle weight rating of 10,000 pounds or less designed for carrying more than nine (9) persons.

Type B - A conversion or body constructed and installed upon a van of front sectioned chassis, or stripped chassis, with a gross vehicle weight rating of more than 10,000 pounds, designed for carrying more than nine (9) persons. Part of the engine is beneath and/or behind the windshield beside the driver's seat. The entrance door is behind the front wheels.

Type C - A body installed upon a flat back cowl chassis with a gross vehicle weight rating of more than 10,000 pounds, designed for carrying more than nine (9) persons. All of the engine is in front of the windshield and the entrance door is behind the front wheels.

Type D - A body installed upon a chassis, with the engine mounted in the front, mid-ship, or rear, with a gross vehicle weight rating of more than 10,000 pounds, designed to carry more than nine (9) persons. The engine may be behind the windshield and beside the driver's seat; it may be at the rear of the bus, behind the rear wheels; or mid-ship between the front and rear axles. The entrance door is ahead of the front wheels.

Other: Any other person.

APPENDIX A

KENTUCKY

ADMINISTRATIVE

REGULATIONS

SEE YOUR KENTUCKY ADMINISTRATIVE REGULATIONS BOOKLET

CONTAINING REGULATIONS, PROMULGATED BY ADMINISTRATIVE AGENCIES OF
THE COMMONWEALTH OF KENTUCKY PERTAINING TO KENTUCKY SCHOOLS AND
PUPIL TRANSPORTATION.