



School Bus, Multifunction Bus, and Motor Coach Operator Guide

2025

SCHOOL TRANSPORTATION UNIT

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www.cde.state.co.us/transportation

Introduction

The Colorado Department of Education (CDE) School Transportation Unit issues these guidelines to assist public and charter school districts, service providers, and Boards of Cooperative Educational Services (BOCES) with developing policies and procedures for the transportation of students. These guidelines provide interpretations, suggestions, options, industry standards, best practices, and ideas that are consistent with 1 CCR 301-26 The Colorado Rules for the Operation, Maintenance, and Inspection of School Transportation Vehicles; 1 CCR 301-25 Colorado Minimum Standards Governing School Transportation Vehicles, which promote transportation integrity in school transportation departments. It is our hope that this publication will serve as a resource to assist transportation providers as they work toward compliance with legislation and regulations.

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Unit One – Driver Role and Responsibility

Do you remember one of your school bus drivers by name?

It's interesting how many of us can recall their names, isn't it? School bus drivers had a significant impact and influence on many of our lives during our adolescent years, and you may not have recognized it until this very minute.

Learning to drive a vehicle the size of a school bus is an extremely difficult task, involving knowledge of related information, visual skills, judgments, decisions, and accurate responses. Competent school bus drivers and uniformity in the operation of buses throughout the State of Colorado are imperative to provide efficient, economical transportation with the least amount of risk to our pupils and the public.

The school bus driver is the first representative of the school system to meet the children in the morning and the last to see them at night. They are also some of the most trusted people in our society, noting that parents are placing the safety of their children in the hands of a stranger. While the children are on the bus, their safety is entrusted to you.

School Bus drivers who operate their vehicle(s) on the roadway obeying all traffic laws, exercising extreme caution, following all district, charter, or service provider policies, and adhering to all state and federal requirements while maintaining good order will be appreciated and respected in their community as people who perform a difficult and necessary service.

Each driver has numerous responsibilities, ranging from insignificant tasks to extremely critical decision-making, which may involve the well-being of a passenger or the liability of the school district, charter, or service provider.

The Transportation Team

Each team member involved in pupil transportation is important. Knowing the role and responsibility of each team member will better equip the driver to become a supporting member. A proper understanding of these other roles is important to the driver's subsequent action.

US Department of Transportation – Its mission is to “Serve the United States by ensuring a fast, safe, efficient, accessible, and convenient transportation system that meets our vital national interests and enhances the quality of life of the American people, today and into the future.” It was established by an act of Congress on October 15, 1966, and began operation on April 1, 1967. It is governed by the United States Secretary of Transportation.

National Highway Traffic Safety Administration (NHTSA) – Its mission is to “Save lives, prevent injuries, and reduce vehicle-related crashes.” It is an agency of the US Department of

Transportation charged with writing and enforcing Federal Motor Vehicle Safety Standards (FMVSS), the vehicle identification number (VIN) system, and other safety-related functions.

Federal Motor Vehicle Safety Standards – These standards are legislatively mandated to issue U.S. federal regulations specifying design, construction, performance, and durability requirements for motor vehicles and regulated automobile safety-related components, systems, and design features.

Federal Motor Carrier Safety Administration – Regulates the trucking industry in the United States. The primary mission of the FMCSA is to reduce crashes, injuries, and fatalities involving large trucks and buses.

Colorado Department of Education – Section 42-4-1904 – The State Board of Education, by and with the advice of the executive director of the department, shall adopt and enforce regulations not inconsistent with this article to govern the operation of all school buses used for the transportation of school children and to govern the discharge of passengers from such school buses.

Colorado Department of Education – School Transportation Unit – Its mission is to create a supportive, encouraging learning environment for the school district, charter, and service providers serving Colorado public school children through professional, knowledgeable ideas, utilizing the best resources available to achieve safe transportation programs.

Boards of Cooperative Educational Services (BOCES) – Are agencies that are an extension of the local member school district, charter, or service providers. They exist to supply educational services to two or more school districts, charters, or service providers that alone cannot afford the service or find it advantageous and cost-effective to cooperate with another district, charter, and service provider. They also operate as Special Education Administrative Units, in which Colorado Revised Statutes require a minimum number of students or participants to qualify.

Colorado Public School District, Charter, or Service Provider – Means any public school district, charter, or service provider organized pursuant to law. (Article 30 of Title 22 of Colorado Revised Statutes) or a board of cooperative services (BOCES) organized pursuant to Article 5 of Title 22 of Colorado Revised Statutes. They provide and administer the pupil transportation system for eligible pupils living within the school district, charter, or service provider boundaries.

Public Charter Schools – Means a public school that enters into a charter contract pursuant to the provisions of this part 1 (Section 22-30.5-103(2) of the Colorado Revised Statutes.

Colorado Charter School Institute – Means a statewide public charter school authorizer.

School Board – Create, adopt, and administer school board policies.

Superintendent – An administrator or manager in charge of a school district or charter.

Principals – An educator who has executive authority over a school. The principal may manage problems that arise on the bus which involve pupils from their building.

Teacher – A person who teaches or instructs as a profession. An important person to share open and honest communication regarding student needs.

Transportation Director/Supervisor – Provides direct administration and supervision to all pupil transportation personnel and operations.

Fleet Director/Supervisor – Provides direct administration and supervision to all pupil transportation mechanics/technicians, vehicles, maintenance, purchasing, and inspections.

Mechanic/Technician – Provides maintenance and repair of all machinery, vehicles, and equipment used in the operations of school transportation operations.

Dispatcher – Provides direct communication and relays essential information between school transportation vehicles and operators regarding student transportation.

Pupils – The reason for us being here. They are young students who are learning under the supervision of a teacher. Conduct themselves in an acceptable manner so the bus driver can conduct their tasks in a safe and efficient manner.

Parents – Responsible for having pupils prepared to arrive at the bus stop on time. Provide support by expecting that each child conduct him/herself in an appropriate manner while on the bus.

Chaperone – Any adult present to maintain order or propriety at an activity of young people.

Coaches – Train athletes or teams of athletes. May drive school transportation vehicles on activity trips.

Laws, Rules, Regulations, Policies, and Recommendations

It is important for school bus drivers to understand the differences, but it is most important that they develop a positive attitude in accepting and obeying all laws, rules/regulations, policies, and recommendations as a mandatory part of their support as part of the pupil transportation team.

The law is a requirement that has been passed by a legislative body and signed by the Chief Executive. At the Federal level, the legislative body is Congress. At the State level, it is the state legislature. Laws/statutes are requirements that must be obeyed. The Colorado Revised Statutes are an example of a state statute, and the Individuals with Disabilities Education Act (IDEA) is an example of a federal law.

Rules and Regulations are synonymous terms for requirements adopted by an executive department with the authority to establish rules for carrying out the program. A definite procedure must be followed when adopting administrative rules. When adopted, the rules have the same effect as though they were laws. They are requirements that must be obeyed. The Colorado Department of Education's Annual Inspection/Operation Rules for School Transportation and the Colorado Minimum Standards Governing School Transportation Vehicles are examples of Rules.

A policy is a course of action, guiding principle, or procedure adopted by any authoritative body that is expedient, prudent, or advantageous. Policies are principles or procedures that one is expected to follow and should follow, but they are not absolutely mandated as a law or rule. School boards may have policies and procedures at the local school district, charter, or service provider level related to the pupil transportation program. A school, charter, or service provider policy example is a student discipline policy or dress code policy.

A recommendation is a statement giving advice or counsel. Any organization or individual might recommend some type of action. Recommendations are especially important because if you fail to follow a manufacturer's recommendation, you may void warranties and cause unnecessary injury. An example of an important manufacturing recommendation is the use, placement, and maintenance of Child Safety Restraint Systems (CSRS). The manufacturer recommends that students are not seated in the seat directly behind a student who is in a CSRS unless they are also restrained. If you do not follow a recommendation, you may increase your risk of liability.

The Professional School Bus Driver

Do not ever say, "I'm just the Bus Driver!" Instead, you should say, "I am a Professional School Bus Driver!"

Being a school bus driver is not something that anyone can do. In addition to all the specialized training required, there are so many other important qualities that a school bus driver must possess. For instance, we are required to drive a large vehicle in every possible weather condition imaginable, drive over all types of terrain from the plains to the mountains, control traffic flow, be on time at every stop, maintain the order of possibly up to 70 students - that are seated behind us, and our only means to see them is via a small mirror over our head. That is not a job for just anyone! You are special.

A commercial driver's license (CDL) provides every school bus driver with appropriate on-the-road training. In addition to the CDL license, there are other requirements, including drug and alcohol testing and passing a DOT medical examination. Training must also include the ability of the school bus driver to work successfully with students. Every school bus driver has an immeasurable influence on a student through attitude, ethics, respect, and personality. School bus drivers are well-trained. The school bus driver profession is unique in comparison to the

usual CDL driver. Every driver has an immense responsibility to passengers, parents, the community, school administrators, teachers, and peers.

Your Personal Pre-Trip

The personal pre-trip is just as important as the vehicle pre-trip. Factors that influence a driver's well-being are physical, emotional, and mental attitudes. Stress in any of these areas can affect driving performance. Under physical, emotional, or mental stress, a driver may have trouble concentrating and may experience slowed reaction time.

Be Well-Rested – Fatigue is one of the major contributing factors to crashes. A well-rested driver is more alert to emergencies and less likely to misjudge speed and distance. A driver who gets an adequate amount of rest is also less likely to overreact to stress created by traffic and passengers.

Physical Health – Both illness and the medicine to combat it can interfere with concentration, coordination, and decision-making abilities. Medications, such as cold treatments, may cause more problems with driving ability than the illness itself. Behind the wheel of a school transportation vehicle is no place to combat the flu.

Proper Dress – Clothing contributes to both safety and the driver's professional image. Loose clothing, drawstrings, unsecured long hair, and jewelry may get caught in equipment. Shoes with smooth soles or spiked heels may cause ankle injuries or slipping and falling on uneven or slick surfaces. Clothing and footwear must be appropriate for road and weather conditions.

As a school transportation vehicle operator, your footwear should be firm and stable, with no open toes or heels, and should fit securely to the foot. Remember, clothing that is provocative and advertises drugs, tobacco, alcohol, or sex should not be worn.

Drugs and/or Alcohol – The possession or use of any drugs or alcohol while driving is prohibited. The use of any drugs or alcohol prior to driving a school transportation vehicle is also prohibited.

Confidence—Confidence is also a factor. Overconfident drivers may take unnecessary chances, while underconfident drivers may not make critical driving decisions in a timely manner.

Emotional and Personal Problems – Driving is no place to rehearse arguments or relive family fights. When such strong emotional events dominate drivers' thoughts, safe driving observations or the ability to make sound decisions are affected.

Mental Health – Generally speaking, the problems that fall into this category do not come suddenly, and while treatable, this usually requires time. Mental health is closely related to emotional upsets and/or physical problems. Being depressed over a lengthy period, with or without apparent reason, may be related to physical factors or brain chemical imbalances that

characterize a mental condition. Drivers experiencing ongoing mental or emotional problems may need help from a professional. Seeking out available resources is the first step.

Self-Esteem – These factors cannot be changed in a brief period, but they do affect driving. Studies show that drivers who lack self-esteem have more crashes.

In conclusion, know when you are “fit and ready” to drive the school vehicle. Know and acknowledge when you need help in becoming “fit and ready” to safely transport students. Safely transporting students is our business.

Five keys to being a successful school transportation vehicle operator:

Competence

Positive Attitude

Communication

Cooperation

Safety Awareness

It is important to be professional in our conduct not only during our workday but also outside of it. How you conduct yourself in public has a direct impact on your school district, charter, or service provider and the public’s impression of you.

You are in a fishbowl. Whether you like it or not, when you work with children, the public and their parents have extremely high expectations of your skills, integrity, and ethics. They expect high-quality, responsible people to care for the safety of their children. Studies show that when students respect leadership, there are significantly fewer incidents of disciplinary issues.

How you represent yourself and your district, charter, or service provider is so very important. Ask yourself these questions daily:

- Am I dressed as a professional driver? (Clean, modest clothing, proper footwear, etc.)
- Is the bus placed in my care, properly cleaned, and maintained?
- Can my employer people count on me to arrive on time at work?
- Can my parents count on me to be at my bus stops on time?
- Can my students count on me to be fair and impartial?
- Am I setting an example of respect to my students by exhibiting respect to others?

- Am I conducting myself in a manner that reflects positively on me and my district/charter or service provider/charter?

If you can answer “yes” to all these questions, then you are well on your way to having a successful experience as a professional school bus driver.

“To be respected, you must first be respectable”

What Are My Responsibilities?

Your responsibilities require a great amount of public contact and also public expectations. You are driving a vehicle with the name of your school district, charter, service provider, or company displayed on it. If something goes wrong on the route, it is likely that your district, charter, or service provider will receive a phone call before you return. As a school bus operator, you offer a transportation service to many different and challenging customers. Who are your customers? The customers riding in your vehicle will include students, who may be very young and may include young adults through age 26. Other customers may include supervisors, teachers, parents, and coaches.

Performance Abilities

- Operate varying sizes and types of school buses used to transport pupils
- Familiarity with the geographic service area of the district, charter, or service provider
- Knowledge of local, state, and federal rules, regulations, ordinances, and laws regarding school bus operation
- Alert with the ability to exercise good judgment concerning emergencies, disabled vehicles, and abnormal driving conditions

Responsibilities

- Follow established schedules/routes
- Maintain appropriate fuel level in the vehicle
- Maintain an acceptable standard of cleanliness of the vehicle
- Monitor mechanical condition by performing daily inspections (pre-trip, in-between, and post-trips). Report deficiencies to the mechanic using Daily Inspection Reports
- Always drive safely and defensively
- Be prepared to conduct emergency evacuation drills
- Report bus crashes and student injuries to the transportation supervisor or his/her designee
- Administer first aid as necessary

- Uphold district/charter or service provider school bus passenger rules and regulations
- Maintain behavior logs as directed by your transportation supervisor or his/her designee
- Prepare and submit Bus Conduct Reports to the transportation supervisor or his/her designee
- Attend parent meetings by the transportation supervisor or his/her designee as requested
- Maintain acceptable communications with your transportation supervisor, staff, and the public
- Exhibit a positive image as a representative of the school district/charter or service provider

Restrictions Regarding Carry-On Items

As the driver of a school bus, whether it be on a route or on an activity trip, it is your responsibility to ensure that all carry-on items are managed and secured. Keep in mind that in the event of a crash, all items that have not been properly secured could become airborne, especially if it involves a rollover.

We all know that students carry a considerable number of items, especially if they are traveling to a sporting event. The best practice in the school transportation industry is that if a student can hold the item(s), then they are permitted to bring it aboard. However, there may be occasions where the item being transported cannot be held by a student. In that situation, it must be properly secured per 1 CCR 301-26 16.2. Items are not permitted to be placed in a seat to the extent that they would extend beyond the height of the seat back. They also cannot be placed in the aisle or in front of any emergency exit.

1 CCR 301-26 Operation Rule 17.0: Transportation of Miscellaneous Items

- 17.1** *A school transportation vehicle operator shall ensure that all carry-on items are properly handled to minimize the danger to all others.*
- 17.2** *All baggage, articles, equipment, or medical supplies (except those held by individual passengers) shall be secured in a manner that assures unrestricted access to all exits by occupants, does not restrict the driver's ability to operate the bus and protects all occupants against injury resulting from falling or displacement of any baggage, article, or equipment. Oxygen cylinders meet this standard if they are both medically necessary and secured to a wheelchair and shall be considered to comply with this subsection, provided they do not impede access to any exit. School districts, charter schools, and service*

providers shall use reasonable care in determining the number of cylinders that may be safely transported at one time.

Chemicals and Cleaning Supplies

CDE has placed restrictions on the quantity and what can be carried in a school transportation vehicle. If you were ever involved in a crash and emergency services were to respond to the scene and found students covered in liquids, they would want to know what that liquid is so they would know how to properly treat it. Again, all of these items must be properly secured to the vehicle.

1 CCR 301-26 Operation Rule 17.0: Transportation of Miscellaneous Items

17.3 *All chemicals and cleaning supplies carried on a school transportation vehicle must meet the following precautions:*

17.03(a) *Container is non-breakable;*

17.03(b) *Container is labeled with contents;*

17.03(c) *Pressurized aerosols are prohibited;*

17.03(d) *Container is secured in a bracket, or in a closed compartment in the driver's area or a compartment on the exterior of the bus; and*

17.03(e) *Containers and quantities of products are no more than 32 ounces in size*

Decorations

We all know that children like decorations; however, the school bus is not the proper place for decorations, particularly if it could potentially block a driver's view or impede an emergency exit.

1 CCR 301-26 Operation Rule 17.0: Transportation of Miscellaneous Items

17.4 *Interior decorations shall not be located within the driver's area (including the space in front of the front barriers, the step-well, dash, walls and ceiling, the windshield, the entry door, the driver's side window, and all windows in front of the front barrier), the first two passenger windows on both sides of the vehicle or all windows on the rear of the vehicle. Other decorations within the passenger compartment shall not;*

17.04(a) *Cover any required lettering;*

17.04(b) *Impede the aisle or any emergency exit;*

17.04(c) Hang from the walls and/or ceiling.

17.5 Per the effective date of these rules, school transportation vehicles owned or leased by the district, charter school, and service provider that are used for student transportation shall not have the windows obstructed in any way by advertising, decorations, or vehicle wraps.

17.05(a) Exception: Tint applied by the vehicle manufacturer to industry standards.

17.05(b) Exception: Route identification is permitted per 1CC 301-26, Rule 17.04

Decorations on the outside of the vehicle are prohibited as well. The Colorado Minimum Standards Governing School Transportation Vehicles 1 CCR 301-25 specify in great detail what exterior color, signage, markings, reflective tape, etc., are permitted on the exterior of a school bus or multifunction bus.

Maximum Driving Time

When calculating your maximum drive/on-duty time, it is important to understand that the total number of hours includes ANY on-duty time for ALL employers. You cannot exceed 10 hours of driving time in one 24-hour period, and you cannot exceed 14 hours of on-duty time in one 24-hour period.

1 CCR 301-26 Operation Rule 18.0: Maximum Driving Time for School Transportation Vehicle Operators

18.1 School transportation vehicle operators, including small vehicle operators, shall not drive (nor shall the school districts, charter schools, or service providers permit or require operators to drive):

18.01(a) In excess of 10 hours or after being on-duty 14 hours until completing 10 hours off duty. This would include on-duty time for all employers. Ten hours off-duty may be consecutive or accumulated in two or more periods of off-duty time, with one period having a minimum of six consecutive hours off-duty.

18.01(b) After being on-duty for more than 70 hours in any seven consecutive days.

18.01(c) In case of emergency, an operator may complete the trip without being in violation if such a trip reasonably could have been completed absent the emergency.

18.2 *In lieu of section 18.00 of these rules, a school district, charter school, or service provider may comply with the Federal Motor Carrier Safety Regulations, 49 CFR section 395.*

18.3 *Definitions:*

18.03(a) *Day – Any 24-consecutive-hour period beginning at the time designated by the school district, charter school, or service provider.*

18.03(b) *On-duty time – Includes all time worked for all employers, including all driving and non-driving duties.*

18.03(c) *Off-duty time – School transportation vehicle operators may consider waiting time (whether compensated time or not) at special events, meal stops, and school-related events as off-duty if the following criteria are met:*

18.03(c)(1) *The operator shall be relieved of all duty and responsibility for the care and custody of the vehicle, its accessories, and students, and*

18.03(c)(2) *The operator shall be at liberty to pursue activities of his/her choice, including leaving the premises on which the bus is located.*

18.4 *All school transportation vehicle operators shall document that they are in compliance with this section, hours of service.*

18.04(a) *An operator's daily log, or equivalent, shall be completed for the trip in the operator's own handwriting when the trip requires a scheduled or unscheduled overnight stay away from the work reporting location.*

Emergency Evacuations

As the driver of a school transportation vehicle, you could potentially be the only adult present if an emergency occurs. As the adult present, all of the students will be looking to you for instructions and leadership in an emergency. Having written documentation that you are conducting evacuations and reading evacuation instructions prior to every activity trip is required per 1 CCR 301-26, 19.0. We will cover emergencies in greater detail in Unit Six.

1 CCR 301-26 Operation Rule 20.0: Emergency Evacuation Drills

20.1 *Emergency evacuation drills shall be conducted with students by all school transportation vehicle route operators, excluding small capacity vehicle*

operators as defined in 301-25, and school transportation paraprofessionals at least twice during each school year.

20.01(a) One drill shall be conducted in the fall and the second drill conducted in the spring.

20.01(b) Substitute and Multifunction operators shall be trained how to conduct the emergency evacuation drills.

20.2 Students on school-related events shall receive emergency evacuation instructions prior to every initial departure.

20.3 School districts, charter schools, and service providers shall maintain records documenting that the required evacuation drills were conducted and/or evacuation instruction was given.

Distracted Driving

Approximately 5,500 people are killed each year on U.S. roadways, and an estimated 448,000 are injured in motor vehicle crashes involving distracted driving (NHTSA Traffic Safety Facts: Distracted Driving).

Effects of distracted driving include slowed perception, which may cause you to be delayed in perceiving or completely failing to perceive an important traffic event; delayed decision-making and improper action, which can cause you to be delayed in taking the proper action or make incorrect inputs to the steering, accelerator or brakes

Evidence suggests that text messaging is even riskier than talking on a cell phone because it requires you to look at a small screen and manipulate the keypad with one's hands.

Texting is the most alarming distraction because it involves both physical and mental distractions simultaneously.

Research indicates that the burden of talking on a cell phone - even if it is hands-free - saps the brain of 39% of the energy it would ordinarily devote to safe driving. Drivers who use a hand-held device are more likely to get into a crash serious enough to cause injury. CRS 42-4-239 is the Colorado statute that makes it a crime for a person 18 years of age or older to text while operating a motor vehicle. A violation of this law is a class 2 traffic misdemeanor that is punishable by a minimum fine of \$300.

The code section states that"

"a person eighteen years of age or older shall not use a wireless telephone for the purpose of engaging in text messaging or other similar forms of manual data entry or transmission while operating a motor vehicle."

- Turn off all communication devices. If you must use a mobile phone, make sure it is within close proximity, operable while you are restrained, has an earpiece or speakerphone function, has voice-activated dialing, or has the hands-free feature. Drivers are not in compliance if they unsafely reach for a mobile phone, even if they intend to use the hands-free function. Do not type or read a text message on a mobile device while driving.
- Familiarize yourself with your vehicle's features and equipment before you get behind the wheel.
- Adjust all vehicle controls and mirrors to your preferences prior to driving.
- Pre-program radio stations and pre-load your favorite CDs.
- Clear the vehicle of any unnecessary objects and secure cargo.
- Review maps, program the GPS, and plan your route before you begin driving.
- Do not attempt to read or write while you drive.
- Avoid eating and drinking while you drive. Leave early to allow yourself time to stop to eat.
- Do not engage in complex or emotionally intense conversations with other occupants.

Check your local district/charter or service provider policy regarding the use of a cell phone while on duty.

School Bus Commercial Operator Requirements

1 CCR 301-26 Operation Rule 5.0: School Transportation Vehicle Operator Requirements

5.1 School transportation vehicle operators driving any vehicle with a capacity of 16 or greater passengers (counting the driver) shall meet or exceed the following requirements:

5.01(a) The operator shall possess a valid commercial driver's license (CDL) with the proper class and endorsements for the size and type of vehicle(s) to be driven and the associated Medical Examination Report required pursuant to the Federal Motor Carrier Safety Regulations, 49 CFR 391.43.

5.01(b) The operator shall be a minimum of 18 years of age.

5.01(c) School districts, charter schools, and service providers shall obtain a motor vehicle record of each operator prior to transporting students and annually thereafter. Upon review, the reviewer shall initial the motor vehicle record. **ANNUALLY******

5.01(d) The operator shall be given and/or have access to the CDE School Bus/Multifunction Bus/Motor Coach Bus Operator Guide prior to

transporting students. A copy of the Certificate of Receipt, signed by the operator, shall be placed in the driver qualification file.

- 5.01(e)** *The operator shall receive a minimum of six hours of in-service training annually. A portion of this annual in-service requirement may occur during the school year. ****ANNUALLY*****
- 5.01(f)** *The operator shall successfully pass a CDE School Bus/Multifunction Bus/Motor Coach Bus Operator written test for the current school year prior to transporting students and annually thereafter. ****ANNUALLY*****
- 5.01(g)** *The operator shall successfully pass a driving performance test including a pre-trip inspection prior to transporting students and annually thereafter. This test shall be conducted in a vehicle that is similar in type and size to the vehicle the applicant is assigned to operate. School districts, charter schools, and service providers have the option to re-test at their discretion. ****ANNUALLY*****
- 5.01(h)** *The operator shall receive pre-service training on the type of vehicle(s) to be driven, the type of duties they may be required to perform, mountain and adverse weather training pursuant to C.R.S. 42-4-1902, mandatory reporter training pursuant to C.R.S. 22-32- 109(1)(z), and student confidentiality laws under C.R.S. 22-1-123 and 22-32-109.3, prior to transporting students.*
- 5.01(i)** *The operator shall have written documentation evidencing that they have received first aid training, including cardiopulmonary resuscitation and universal precautions, within 90 calendar days after initial employment. If the operator holds a current first aid and cardiopulmonary resuscitation certificate, it will meet the requirements of this section. Operators shall receive first aid training and/or re-certification every two (2) years thereafter.*
- 5.01(j)** *The operator shall receive training regarding the proper use of physical restraint and intervention of students, the proper use and maintenance of Child Safety Restraint Systems (CSRS), and proper wheelchair securement when the operator is engaged in transportation involving these systems, and devices, prior to transporting students.*
- 5.01(k)** *Effective February 7, 2022, entry-level commercial operators shall have a copy of their training certificate and training syllabus from a training provider listed on the FMCSA Training Provider Registry (TPR) placed in their qualification file, indicating that they have passed all required FMCSA pre-service training.*

Other Important Information

(8) Employee screenings.

Each board of education shall adopt a policy of making inquiries upon good cause to the Department of Education for the purposes of screening licensed employees and non-licensed employees hired on or after January 1, 1991. Licensed employees employed by school districts on or after January 1, 1991, shall be screened upon good cause to check for any new instances of criminal activity listed in section 22-32-109.9(1)(a). Non-licensed employees employed by a school district on or after January 1, 1991, shall be screened upon good cause to check for any new instances of criminal activity listed in section 22-32-109.8(2)(a).

(9) Immunity.

(a) A school district board of education or a teacher or any other person acting in good faith in accordance with the provisions of subsection (2) of this section in carrying out the powers or duties authorized by said subsection shall be immune from criminal prosecution or civil liability for such actions; except that a teacher or any other person acting willfully or wantonly in violation of said subsection shall not be immune from criminal prosecution or civil liability pursuant to said subsection. A teacher or any other person claiming immunity from criminal prosecution under this paragraph(a) may file a motion that shall be heard prior to trial. At the hearing, the teacher or other person claiming immunity shall bear the burden of establishing the right to immunity by a preponderance of the evidence.

(b) A teacher or any other person acting in good faith and in compliance with the conduct and discipline code adopted by the board of education pursuant to paragraph (a) of subsection (2) of this section shall be immune from civil liability; except that a person acting willfully and wantonly shall not be immune from liability pursuant to this paragraph (b). The court shall dismiss any civil action resulting from actions taken by a teacher or any other person pursuant to the conduct and discipline code adopted by the board of education pursuant to paragraph (a) of subsection (2) of this section upon a finding by the court that the person acted in good faith and in compliance with such conduct and discipline code and was therefore immune from civil liability pursuant to paragraph (a) of this subsection (9). The court shall award court costs and reasonable attorney fees to the prevailing party in such a civil action.

(c) If a teacher or any other person does not claim or is not granted immunity from criminal prosecution pursuant to paragraph (a) of this subsection (9) and a criminal action is brought against a teacher or any other person for actions taken pursuant to the conduct and discipline code adopted by the board of education pursuant to paragraph (a) of subsection (2) of this section, it shall be an affirmative defense in the criminal action that the teacher or such other person was acting in good faith and in compliance with the conduct and discipline code and was not acting in a willful or wanton manner in violation of the conduct and discipline code.

(d) An act of a teacher or any other person shall not be considered child abuse pursuant to sections 18-6-401(1) and 19-1-103(1), C.R.S., if:

(I) The act was performed in good faith and in compliance with the conduct and discipline code adopted by the board of education pursuant to paragraph (a) of subsection (2) of this section; or

(II) The act was an appropriate expression of affection or emotional support, as determined by the board of education.

(e) A teacher or any other person who acts in good faith and in compliance with the conduct and discipline code adopted by the board of education pursuant to paragraph (a) of subsection (2) of this section shall not have his or her contract nonrenewed or be subject to any disciplinary proceedings, including dismissal, as a result of such lawful actions, nor shall the actions of the teacher or other person be reflected in any written evaluation or other personnel record concerning such teacher or other person. A teacher or any other person aggrieved by an alleged violation of this paragraph (e) may file a civil action in the appropriate district court within two years after the alleged violation.

Unit Two – District, Charter, and Service Provider Requirements

District, Charter, and Service Provider Requirements

- Pre-employment drug test
- Develop job descriptions for all transportation positions
- Maintain separate files for each transportation employee
- Document all in-service training (minimum of 6 hours annually)
- Develop written emergency procedures
- Provide medical and behavioral information as it relates to student transportation to transportation staff that have a “legitimate educational interest.”
- Develop a procedure to ensure that students are not left on unattended vehicles
- Ensure all school transportation vehicles that transport students pass the CDE Annual Inspection
- Maintain records of evacuation drills and when evacuation instructions are given prior to activity trips.

Job Description

1 CCR 301-26 Operation Rule 4.0: School District, Charter School, and Service Provider Employment Responsibilities

- 4.1 School districts, charter schools, and service providers shall outline job responsibilities and develop job qualification standards for each school transportation vehicle operator and school transportation paraprofessionals, annual inspector, and school transportation entry-level driver instructor, consistent with federal and state regulations. A copy of these requirements shall be provided to each school transportation vehicle operator, annual inspector, school transportation entry-level driver instructor, and paraprofessional upon employment. A signed copy shall also be maintained in the applicable qualification file.**

Files and Training Documentation

1 CCR 301-26 Operation Rule 4.0: School District, Charter School, and Service Provider Employment Responsibilities

- 4.2 School districts, charter schools, and service providers shall maintain separate files for each school transportation vehicle operator, school transportation paraprofessional, school transportation entry-level driver instructor, and school transportation annual inspector with written documentation evidencing all**

listed requirements indicated in Rule 5.00, Rule 6.00 and Rule 8.00, as applicable. Training documentation shall include the trainer's name, date of the training, description of the training, duration of each topic covered, and the signature of all attendees.

- 4.3 Pursuant to 49 CFR, Part 382, school districts, charter schools, and service providers shall ensure that all employees required to possess a commercial driver's license (CDL) are enrolled in the Federal Motor Carrier Administration Drug and Alcohol Clearinghouse and pursuant to 49 CFR, Part 382.701, in a US DOT-approved drug and alcohol substance abuse testing program. Supervisor Reasonable Suspicion Training is also required.**

Work for More than One District/Charter/Service Provider

1 CCR 301-26 Operation Rule 4.0: School District, Charter School, and Service Provider Employment Responsibilities

4.02(a) If a school transportation vehicle operator, school transportation paraprofessional, or school transportation annual inspector works for more than one school district, charter school, service provider, or operator of an inspection site, each employer shall maintain a file with documentation in accordance with this rule.

Removing an Operator from Service

1 CCR 301-26 Operation Rule 4.0: School District, Charter School, and Service Provider Employment Responsibilities

- 4.4 School districts, charter schools, and service providers shall not permit a school transportation vehicle operator to transport students while the operator's ability or alertness is so impaired, through fatigue, illness, or any other cause, as to make it unsafe for the operator to transport students.**

Written Emergency Procedures

1 CCR 301-26 Operation Rule 4.0: School District, Charter School, and Service Provider Employment Responsibilities

- 4.5 School districts, charter schools, and service providers shall have written emergency procedures and/or contingency plans to be followed in the event of a traffic accident, vehicle breakdown, unexpected school closing, unforeseen route change, or relocation of a student stop in an emergency.**

Child Restraint Systems Training

1 CCR 301-26 Operation Rule 4.0: School District, Charter School, and Service Provider Employment Responsibilities

4.6 *School districts, charter schools, and service providers shall ensure that documentation outlining transportation-related services and requirements, including the required use of Child Safety Restraint Systems and medical and behavioral information as it relates to student transportation, is available to applicable school transportation vehicle operators and paraprofessionals prior to providing transportation services.*

4.06(a) *Any paraprofessional assigned to support IDEA-eligible students must be appropriately and adequately prepared and trained to implement relevant provisions of a student's individualized education program, which may include behavioral intervention, Personalized Learning Systems (PLS), or individualized health care plans pursuant to 34 C.F.R., 300.156.*

Students Left on Unattended Vehicles

1 CCR 301-26 Operation Rule 10.0: Pre-trip/Post-trip Vehicle Inspections

10.4 *School districts, charter schools, and service providers shall have a procedure in place to verify that students are not left on an unattended school transportation vehicle.*

Trailer Inspections

1 CCR 301-26 Operation Rule 12.0: Annual Inspections

12.1 *School districts, charter schools and service providers shall ensure all school transportation vehicles and trailers pursuant to 1 CCR 301-26-R-13.11 have a CDE annual inspection conducted by a CDE certified annual inspector prior to transporting students and annually thereafter.*

Maintenance and Repair

1 CCR 301-26 Operation Rule 13.0: Maintenance and Repair

13.7 *School districts, charter schools, and service providers shall not transport students in a school transportation vehicle that is not in safe and proper operating condition. A school transportation vehicle shall be designated as*

“out-of-service” by a school district, charter schools or service provider, a school transportation annual inspector or the CDE School Transportation Unit.

13.07(a) Any school transportation vehicle discovered to be in an unsafe condition while being operated on the highway, roadway, or private road may be continued in operation only to the nearest place where repairs can safely be affected. Such operation shall be conducted only if it is less hazardous to the public than to permit the vehicle to remain on the highway, roadway, or private road.

Authorized Passengers

1 CCR 301-26 Operation Rule 15.0: Authorized Passengers

- 15.1 Only school district, charter school, or service provider personnel; students enrolled in a school district or charter school; law enforcement officials; or individuals that have received prior authorization from the school district, charter schools or service provider may be passengers on any school transportation vehicle.***
- 15.2 The number of passengers transported on any school transportation vehicle shall not exceed the maximum seating capacity of the vehicle. Small vehicle capacity shall not exceed the number of safety belts as designed by the vehicle manufacturer.***
- 15.3 Passengers shall not be permitted to stand in any school transportation vehicle while the vehicle is in motion. This does not preclude authorized persons (such as school transportation paraprofessionals) from completing their duties as required.***
- 15.4 School districts, charter schools, and service providers shall consider the size of the passengers when determining the number of passengers that can safely occupy a school transportation vehicle seat.***

Route Planning – Student Loading and Discharge

1 CCR 301-26 Operation Rule 19.0: Route Planning – Student Loading and Discharge

- 19.2 The location of student stops shall consider factors including:***
 - 19.02(a) Ages of the students;***
 - 19.02(b) Visibility;***
 - 19.02(c) Lateral clearance;***
 - 19.02(d) Student access; and***

19.02(e) Control of other motorists.

19.02(e)(1) Student stops for Type A Multifunction Buses and school transportation small-capacity vehicles should be located off of the roadway whenever possible.

19.3 School transportation vehicle operators shall stop at least 10 feet away from students at each designated stop. The school transportation vehicle operator shall apply the parking brake and shift the vehicle into neutral or park prior to opening the service door of a bus or the passenger door(s) of a small-capacity vehicle.

19.4 The school transportation vehicle operator shall stop as far to the right of the roadway, highway, or private road as possible before discharging or loading passengers - allowing sufficient area to the right and front of the vehicle but close enough to the right to prevent traffic from passing on the right - so that students may clear the vehicle safely while in sight of the operator.

19.5 Student stops shall not be located on the side of any major thoroughfare whenever access to the destination of the passenger is possible by a road or street which is adjacent to the major thoroughfare.

19.6 School districts, charter schools, and service providers shall ensure that if students are required to cross a roadway, highway or private road on which a student stop is being performed, they are prohibited from crossing a roadway, highway or private road constructed or designed to permit three or more separate lanes of vehicular traffic in either direction or with a median separating multiple lanes of traffic.

19.7 Four-way hazard lamps shall be used on private property such as parking lots.

19.8 Alternating flashing red warning signal lamps shall not be activated within 200 feet of an intersection if the intersection is controlled by a traffic control signal.

19.9 Routes shall be planned as to:

19.09(a) Eliminate, when practical, railroad crossings; and

19.09(b) Have stops be a minimum of 200 feet apart (since alternating flashing amber warning signal lamps must be activated a minimum of 200 feet in advance of the stop on the roadway on which the bus stop will be performed).

19.09(b)(1) Exception: In areas where wildlife may create a high risk of threat to students' safety while they are waiting and/or walking to a student stop, designated stops may be less than 200 feet apart upon detailed written approval by the school district board

of education or governing body of a charter school (or the board's designee). A copy of the written approval shall be kept in the school transportation office and route operators shall be given written notice of the exception and have it indicated on route sheets.

19.10 *In determining the length of routes, school districts, charter schools and service providers must make an effort to minimize student ride times while considering student educational needs, geographic boundaries, terrain, traffic congestion, and financial resources within the district. A local board of education, or the governing body of a charter school, may establish a maximum student ride time.*

19.11 *Pursuant to Section 42-4-1903(2), C.R.S., school transportation vehicle operators are not required to actuate the alternating flashing red warning signal lamps on a school bus*

19.11(a) When the student stop is at a location where the local traffic regulatory authority has by prior written designation declared such actuation unnecessary and no passenger is required to cross the roadway; or

19.11(b) When discharging or loading passengers who require the assistance of a lift device and no passenger is required to cross the roadway.

19.11(c) Further, Type A Multifunction Buses and school transportation small-capacity vehicles do not have the functionality to control traffic. In these instances, the school transportation vehicle operator shall stop as far to the right off the roadway as possible to reduce obstruction to traffic, activate the four-way hazard warning lamps a minimum of 200 feet prior to the student stop, continue to display the four-way hazard warning lamps until the process of discharging or loading passengers has been completed, and deactivate the four-way hazard lamps before resuming motion. Students are prohibited from crossing any lanes of traffic to access the student stop or after disembarking.

19.12 *School transportation vehicle operators shall not relocate a student stop without the approval of the school district, charter school, or service provider.*

Evacuation Drill Documentation

1 CCR 301-26 Operation Rule 20.0: Emergency Evacuation Drills

20.1 *Emergency evacuation drills shall be conducted with students by all school transportation vehicle route operators, excluding small-capacity vehicle*

operators as defined in 301-25. Rule 7.15 and school transportation paraprofessionals at least twice during each school year.

20.01(a) One drill shall be conducted in the fall, and the second drill will be conducted in the spring.

20.01(b) Substitute and Multifunction operators shall be trained on how to conduct the emergency evacuation drills.

20.2 Students on school-related events shall receive emergency evacuation instruction prior to every initial departure.

20.3 School districts, charter schools, and service providers shall maintain records documenting that the required evacuation drills were conducted and/or evacuation instruction was given.

Unit Three – Vehicle Familiarization

Buses come in all shapes and sizes. They can have engines in the front, rear, or middle of the bus. They also vary in the kind of fuel they burn. Fuels can be gasoline, diesel, biodiesel, natural gas, electric, or propane. However, let us look at the legal description of a School Bus, Multi-function Bus, and Motor Coach, per CDE Regulations.

What is a School Transportation Vehicle?

1 CCR 301-25 Minimum Standards 7.0: Definitions

- 7.17 School Transportation Vehicle – Means every motor vehicle that is owned by a school district charter school, or service provider and operated, rented, or leased for the transportation of students to and from school, from school to school, or to school-related events or which is privately owned and operated for compensation provided that such transportation service is sponsored and approved by the local board of education or school’s governing board and operating within the State of Colorado.**

What is a School Bus?

1 CCR 301-25 Minimum Standards 7.0: Definitions

- 7.16 School Bus – Means a passenger motor vehicle that is designed and used to carry more than 12 passengers in addition to the driver and which the Secretary of Transportation determines is likely to be significantly used for the purpose of transporting preprimary, primary, or secondary school students to or from school or an event related to school. School buses are specifically designed for maximum safety.**

What is a Small Capacity Vehicle?

1 CCR 301-25 Minimum Standards 7.0: Definitions

- 7.19 Small Capacity Vehicle – This means a motor vehicle that does not meet the requirements of Type A, B, C, or D school buses designed for general-purpose use. These vehicles (12 passengers including the driver or less) may be used to carry students to and from school, from school to school, or to school-related events, and shall meet or exceed all applicable rules and regulations.**

What is a Motor Coach?

1 CCR 301-25 Minimum Standards 7.0: Definitions

- 7.9** *Motor Coach – is a bus that has a high elevated floor, with a full row of luggage bays found below the main cabin. It also has premium features such as restrooms, reclining seats, power outlets, television, etc.*

What is a Multifunction Bus?

1 CCR 301-25 Minimum Standards 7.0: Definitions

- 7.10** *Multifunction School Activity Bus (MFSAB) - is a type of school bus that is required to meet all FMVSS regulations applicable to school buses, except those requiring the installation of traffic control devices. Pursuant to Rule 6.3, of these rules Type B, C, and D multifunction buses shall not be used for transporting students from home to school or for route purposes.*

7.10(a)Exception: *Per 1 CCR 301-26, 19.1, Type A Multifunction buses may be used to transport students to and from school, school to school for route purposes and activities.*

School Bus Dimensions

Let us look at some of the characteristics of these vehicles, which are particularly important for a driver to be aware of and take extra precautions to avoid associated problems. They are longer, wider, higher, and heavier than automobiles, all of which increase the potential for crash-producing situations.

Length

- A conventional 65-passenger school bus is approximately 35 feet long.
- Buses can be as long as forty-five feet.
- The length of the bus will affect merging with other traffic and changing lanes. A longer gap in traffic is necessary to complete these maneuvers.
- The length of the bus causes problems in knowing when to begin turning the steering wheel for right turns. The rear wheels serve as the pivot point, and if the steering wheel is turned too soon, the rear wheels will go over the curb. If turned too late, the bus will not remain in the correct lane.
- More attention must be paid to avoid bumps and holes in the pavement. Pupils sitting in the rear of the bus are more severely jolted than the driver when the rear wheels ride over these highway defects.
- Drivers should avoid backing up, but on occasion, backing up will be necessary. The length of the bus makes it extremely difficult to see and judge distances to

the rear. There is an approximate 10-foot overhang behind the rear wheels of the bus.

- Pupils sometimes like to play tricks on the driver. If a few pupils sit in the back of the bus and start bouncing up and down, they will cause a bouncing motion of the bus, which may cause steering difficulties.
- When turning right on a narrow two-lane street, the rear of the bus may swing out into the adjoining lane.
- When backing into a parking stall, the rear of the bus may extend up to ten feet beyond the curb before the rear wheels hit the curb. Any tree, pole, or post near the curb could easily be struck before you realize the rear of the bus is beyond the curb.

Width

- A school bus can be approximately 8 ½ feet wide. When the West Coast mirrors are considered, buses are nearly ten ½ feet wide. The width of the bus does not leave much maneuvering room within a lane. Lanes vary in width from 9 feet on some narrow city streets to twelve feet on the interstate system. Drivers must be aware of traffic next to their vehicle in adjacent lanes and fixtures near the edge of the road, which may be struck by the protruding mirrors.
- Another trick a pupil can play on the driver relates to the width of the bus. If pupils sitting on both sides of the bus begin swaying from side to side in a coordinated fashion, they can cause the bus to sway. This further reduces the limited maneuvering room that the bus has in its lane.

Height

- A school bus is 9 to 11 feet high. The height of the bus is of concern when going under overpasses and canopies. Height clearances are generally posted on the bridge or canopy. Close attention should be paid to them. Related to the height of the school bus is its high center of gravity. The bus floor is 3 feet or more above the ground. This high center of gravity makes the vehicle unstable and prone to tip over.
- When the bus is fully loaded, the center of gravity is even higher because the bus seats are 1 ½ feet above the floor. This additional weight high in the bus makes the bus even more prone to tip over. Standees further increase the problem.
- Bus bumpers and skirting are approximately 18 to 26 inches high. Low bumpers and skirting, along with the long rear overhang, causes problems when going up or down short, steep grades such as driveways. This is especially likely to occur when the bus is loaded. Low bumpers and skirting, along with the low undercarriage of the bus, can also cause a problem when backing into a parking

area. As the rear overhang extends beyond the curb, it could scrape objects hidden in the grass.

- The bottom step is approximately fourteen inches from the ground. The height of the step makes it difficult for young children to climb. There is always the danger that, in lifting their legs so high and trying to pull themselves up, they might slip and slide under the bus.
- An unloaded conventional or transit school bus weighs 6 to 10 tons. When loaded, this weight increases to 10 to 14 tons. The total load weight includes the bus's weight, the number and weight of the passengers, and any equipment, luggage, or baggage.
- The weight of the bus is of concern when crossing bridges. Axle weights are generally posted on the bridges. A bridge should never be crossed if the axle weight of the bus exceeds the weight restriction.
- Weight affects acceleration and stopping ability. It takes longer to increase speed in a school bus than in an automobile. This is important to remember in any situation requiring acceleration, such as starting from a stop or during maneuvers such as merging or passing.
- The heavier the vehicle, the longer it takes to stop. Buses cannot stop as fast as automobiles, so it is extremely important to have adequate space between your vehicle and the vehicle in front of you, take your foot off the gas pedal, and begin the stopping procedure sooner.

Characteristics by School Bus Vehicle Type

	Conventional	Transit
Length	30 – 40 ft	35 – 45 ft
Height	9 – 11 ft	9 – 11 ft
Weight (Unloaded)	6 tons (12,000 lbs.)	7 tons (14,000 lbs.)
Weight (Loaded)	10 tons (20,000 lbs.)	12 tons (24,000 lbs.)
Axle (Unloaded)	3.5 tons (7,000 lbs.)	5 tons (10,000 lbs.)
Axle (Loaded)	5 tons (10,000 lbs.)	7 tons (14,000 lbs.)
Width (Body)	8 ½ ft (102 inches)	8 ½ ft (102 inches)
Width (Operational)	10 – 12 ½ ft	10 – 12 ½ ft
Capacity	11 – 78	48 – 90
Wheelbase	20 – 22 ft	22 – 24 ft

Blind Spots and Danger Zones

A few locations ahead, behind, and to the sides of school buses are particularly dangerous because they are hidden from the driver's direct view. Drivers must be aware of these locations and know how to adjust and use their mirrors to avoid any dangers within these blind spots.

One danger zone is immediately in front of the bus. The blind spot in front of the vehicle extends much further in a conventional vehicle than in a transit vehicle because the hood of a conventional vehicle is so high and sticks out several feet in front of the driver. In both types of vehicles, however, there is a blind spot immediately in front of the vehicle.

In either type of vehicle, the blind spot extends depending on the driver's eye level when sitting in the driver's seat. The lower the eye level, the longer the blind spot. Any object below the driver's viewing angle cannot be directly seen by the driver.

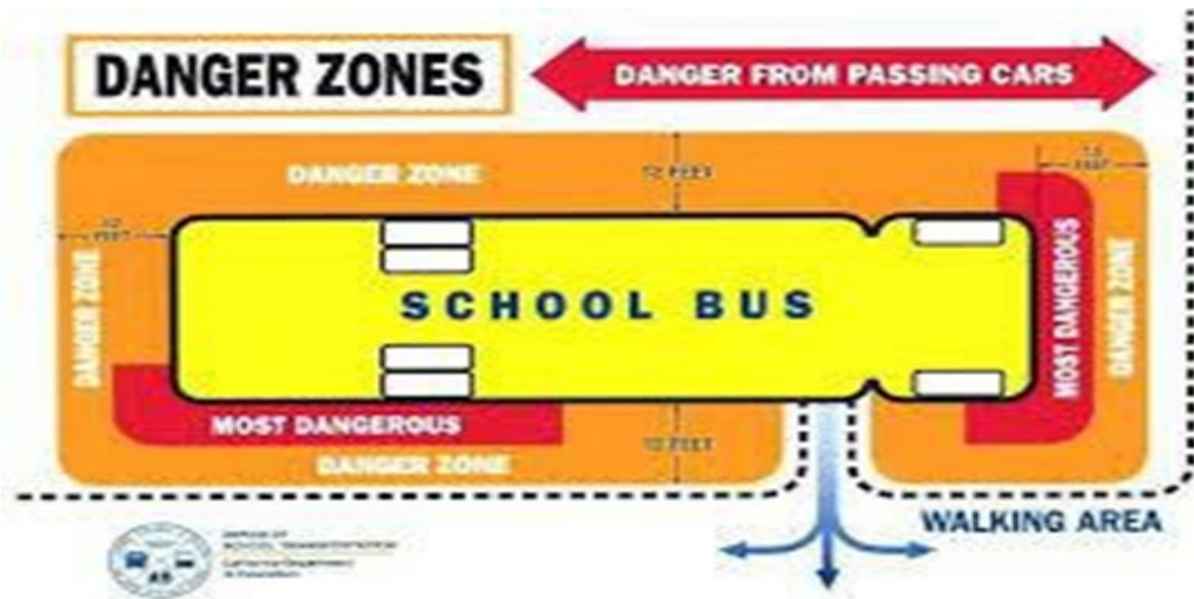
A second danger zone is directly behind the vehicle. The inside mirror is intended to be adjusted so the driver can observe the passengers, not traffic, directly behind the vehicle. Therefore, there is a blind spot directly behind the vehicle that cannot be seen with either outside mirror.

A third danger zone is on the driver's side of the vehicle. The blind spot on this side is created by the fact that the driver cannot see directly below the window level. How far the blind spot extends will also vary depending on the driver's eye level when sitting in the driver's seat. Any object below this angle cannot be seen directly by the driver.

The final danger zone is on the passenger side of the vehicle. This blind spot is also created by the driver not being able to see directly below the window level. The blind spot on the passenger side, however, will extend further to the side of the vehicle than on the driver's side of the vehicle because the driver is sitting further away from the window.

The greatest danger area on this side of the vehicle is directly in front of the front and rear wheels, where pupils may be struck by the vehicle.

The distance the blind spot extends will also vary depending on the driver's eye level when sitting in the driver's seat. Any object below this angle cannot be directly seen by the driver.



Mirror Laws

1 CCR 301-25 Minimum Standards 32.0

32.1 Exterior mirrors shall meet FMVSS 111.

Guidelines for Mirror Adjustments

Using the front crossover mirror, you should be able to see:

- The entire area in front of the bus from the front bumper at ground level to a point where direct vision is possible. Direct vision and mirror view vision should overlap.
- The right and left front tires touching the ground.
- The area from the front of the bus to the service door.

Using the right convex mirror, you should be able to see:

- The entire side of the bus up to the mirror mounts.
- The front of the rear tires touching the ground.
- At least one traffic lane on either side of the bus.

Using the left convex mirror, you should be able to see:

- The entire side of the bus up to the mirror mounts.
- The front of the rear tires touching the ground.
- At least one traffic lane on either side of the bus.

Using the side flat mirrors (West Coast), you should be able to see:

- The side of the bus in the edge of the mirror but not enough to enable you to count the windows.
- Parallel to the sides of the bus, at least on the traffic lane
- The ground within approximately 6 inches of the rear dual wheel Approximately four (4) bus lengths behind the bus

Remember: Your side flat mirrors (West Coast), when adjusted and properly used, will give you a wider viewing area, but they also create blind spots that can hide a vehicle as large as a semi-truck. When approaching an intersection, be cautious and lean towards the steering wheel to peer around the mirrors to see if traffic has cleared.

Inside Rear-View Mirror

- The top of the rear window in the top of the mirror.
- All the students, including the heads of the students directly behind you.

Unit Four – Vehicle Inspections

Vehicle Inspection is a term given to the process of a recommended, systematized sequential procedure for inspecting a vehicle's condition to transport passengers.

During the inspection, drivers try to locate possible mechanical, electrical, and/or other conditions by feeling, touching, looking, listening, and/or smelling, which may cause an interruption of timely service or a collision. Even though many school districts/charter and service providers perform inspections differently, the procedures are basically the same. Performing the inspection is an implied driver's duty.

NEVER attempt to operate a defective vehicle!

Why should I perform Inspections?

The transportation of students is a sensitive job requiring concern for safety and liability. State Statute – **Model Traffic Code for Colorado 2020**

202. Unsafe vehicles - penalty – identification plates.

- (1) *It is unlawful for any person to drive or move or for the owner to cause or knowingly permit to be driven or moved on any highway any vehicle or combination of vehicles which is in such unsafe condition as to endanger any person, or which does not contain those parts or is not at all times equipped with such lamps and other equipment in proper condition and adjustment as required in this section and sections 204 to 231 and part 3 of this Code, or which is equipped in any manner in violation of said sections and part 3 or for any person to do any act forbidden or fail to perform any act required under said sections and part 3.***

203. Unsafe vehicles - spot inspections.

- (1) *Uniformed police officers, at any time upon reasonable cause, may require the driver of a vehicle to stop and submit such vehicle and its equipment to an inspection and such test with reference thereto as may be appropriate. The fact that a vehicle is an older model vehicle shall not alone constitute reasonable cause. In the event such vehicle is found to be in an unsafe condition or the required equipment is not present or is not in proper repair and adjustment, the officer may give a written notice and issue a summons to the driver. Said notice shall require that such vehicle be placed in safe condition and properly equipped or that its equipment be placed in proper repair and adjustment, the particulars of which shall be specified on said notice.***

- (2) In the event any such vehicle is, in the reasonable judgment of such police officer, in such condition that further operation would be hazardous, the officer may require, in addition to the instructions set forth in subsection (1) of this section, that the vehicle be moved at the operator's expense and not operated under its own power or that it be driven to the nearest garage or other place of safety.**

Safety

Safety is the most important reason you inspect your vehicle. Good inspections provide safety for you and for other road users. A vehicle defect found during an inspection could save you problems later. You could have a breakdown on the road that will cost time and dollars, or even worse, cause a crash because of the defect. School officials and parents trust us to ensure the safety of their children while they are in our care. If you did not perform your pre-trip and a child was injured due to a malfunction of your vehicle that you may have discovered during the course of a pre-trip, how would you explain to that parent why you did not perform your duties as required?

Prevent Breakdowns

A vehicle inspection can, if done properly, prevent breakdowns. You are trying to prevent a breakdown by maintaining your bus in its best condition. By using a prepared checklist, many items can be checked to determine if the bus is safe and ready to drive.

Preventing breakdowns can eliminate frustration. For instance, checking the fan belt can reduce its potential to break while on a route. This will eliminate the frustration of having to wait for repairs or a bus replacement during the bus run.

Every breakdown, regardless of the severity, puts you and your students in potentially unsafe circumstances. Anytime a vehicle is along the edge of a roadway, it creates a hazard for other motorists, and a school bus on the shoulder will have more than the usual number of people stopping and asking if you need assistance, thus creating an even bigger hazard.

When a school vehicle has a breakdown, it causes great anxiety to some of our younger students, and if you have any medically fragile students, it could be life-threatening. For instance, consider the student who is a severe diabetic and needs medication at particular times, and you are delayed for a substantial amount of time due to a breakdown that could **have been prevented by doing a thorough pre-trip.**

Reduce Delays

Repairing worn and broken parts not only eliminates frustrations for you but also eliminates delays for your passengers. When students do not arrive on time at their destination, problems are caused for the students, teachers, and parents.

When students do not arrive on time, the phones in the transportation department start to ring “off the walls”! Many families depend on their students to arrive within a specific period due to work schedules and after-school events. In the morning, when a bus runs late, it could make parents late for work, which causes them unnecessary stress and conflict, or worse yet, exposes students to potential threats from wildlife, the environment, and potential predators.

Prolong Vehicle Life

The daily inspection will help keep the bus in good working order. This, in turn, will prolong the life of the bus and reduce transportation costs.

Types of Vehicle Inspections

1 CCR 301-26 Operation Rule 10.0: Pre-Trip/Post-Trip Vehicle Inspections

- 10.1** *Each school transportation vehicle shall have a daily pre-trip and post-trip inspection performed and documented by the school transportation vehicle operator or other transportation employee authorized by the school district, charter school, or service provider. A daily pre-trip inspection shall be completed prior to a vehicle being placed in service. A daily post-trip inspection shall be completed at the end of the daily operation of each vehicle.*
- 10.2** *The pre-trip and post-trip inspection requirements for school transportation vehicles, other than small capacity vehicles, shall include at a minimum all items listed on the CDE School Transportation Vehicle (School Bus/Multifunction Bus/Motor Coach Bus) – Pre-Trip and Post-Trip Requirements Form (STU-9).*
- 10.3** *The pre-trip and post-trip inspection requirements for school transportation small-capacity vehicles shall include at a minimum all items listed on the CDE School Transportation Vehicle (Small-Capacity Vehicle) – Pre-Trip and Post-Trip Requirements Form (STU-8).*
- 10.4** *School districts, charter schools, and service providers shall have a procedure in place to verify that students are not left on an unattended school transportation vehicle.*

Pre-Trip

One of the most important inspections is the one that you perform as a school bus driver. During this inspection, you will check every component listed on your pre-trip inspection form to determine if your bus is ready for operation.

You have already reviewed the reason for conducting the inspection and found that they are both legally required and also required by the local school district/charter and service providers.

You must report defects immediately as soon as you become aware of them. You have a responsibility to drive a safe bus. Mechanics cannot make necessary repairs, nor do they know something needs repair unless they receive appropriate feedback from you.

Your district/charter and service provider must keep pre-trip inspection forms for at least six months. The forms must be filled out completely and carefully, and each form should have a full driver's signature.

You may want to consider keeping a copy of your pre-trip inspections to verify that you have completed the pre-trip inspection in the event it is ever questioned by supervision.

Your trainer will go over the specific items of the pre-trip inspection, what should be checked, how it is checked, and how to determine if it is defective.

Between Trips

After you complete a bus run or have released your students at an event and have some layover time, you should perform a Between Trip Inspection. There are several items that should be checked. Check for pupils remaining on the bus. The possibility of leaving a child on the bus after a completed bus route is not acceptable and has potentially serious safety ramifications. This preventable problem can be addressed with an effective policy that requires drivers to check their bus before they exit it at the end of their route. **See 1 CCR 301.26**

Operation Rule, 10.4.

- Check for adequate fuel
- Check for vandalism of seats, walls, windows, etc., that may have occurred during the trip
- Check for anything that should not be on the bus, such as a bag or package that might look suspicious
- Check for materials that pupils may have left behind
- Pick up trash on the floor, sweep if needed
- Secure the bus if not going out on a run immediately

Post-Trip

When you complete your final run for the day a few things should be checked to secure the vehicle and get ready for the next day. In addition to items listed on the STU-8 and STU-9 the Post Trip Inspections may include:

- Check for students remaining in the vehicle.
- Refuel the vehicle.
- Record mileage and amount of fuel taken in
- Check for needed supplies
- Clean vehicle interior

The heaviest amounts of dirt are brought to your vehicle in the morning when students have been waiting outside to board. If you sweep your vehicle after your morning run, in the afternoon, all you have to do is pick up any trash and do a quick sweep, and your vehicle will look neat and clean all day long. Studies show that school buses that are kept clean demonstrate to students that the driver takes pride in caring for the vehicle, and, in return, students will take better care of it as well. It also shows that in buses that are well-kept, drivers have fewer discipline issues.

- Park the vehicle in the designated location
- Secure the vehicle
- Close windows and door
- Remove the key (follow your district/charter and service provider procedures)
- Remove other equipment, if required
- Turn in items left in the vehicle
- Turn in all necessary paperwork and records

CDE School Transportation Assistance Review (STAR)

The CDE School Transportation Unit conducts on-site reviews of all district/charter and service provider vehicle inspections and garage operations. During that review, CDE will randomly do a visual inspection of school transportation vehicles to determine any potential non-compliant concerns with the vehicles and required documentation. It will also review any non-compliant concerns with annual inspectors and inspections performed for the district/charter and service provider either by in-house technicians or outside CDE-approved inspection sites. During the visual inspection, if CDE determines that a vehicle(s) has defects that are listed in the CDE Out of Service Criteria or other defects determined to be potentially dangerous, the vehicle will be placed Out of Service until all repairs have been completed.

Some of the most common items found during STAR reviews:

- First Aid Kit – Missing and/or missing items
- Seats – padding broken down; seat bottoms not secured
- Clean Up Kit – Missing and/or missing items
- Instructional stickers by emergency exits peeling or missing
- Lack of documentation
- Unsecured items in the passenger compartment

- Cleaning supplies, unmarked, unsecured (not permitted to hang on the inside of wastebasket)
- Electrical Systems/Lights – headlights, taillights, inoperative or with broken lenses
- Emergency exits - hard to open due to lack of inspection, buzzers not working

The school transportation vehicle operator should discover ALL of the items listed by performing a thorough pre-trip, between-trip, and/or post-trip inspection.

Maintenance and Repair

1 CCR 301-26 Operation Rule 13.0: Maintenance and Repair

- 13.1** *School districts, charter schools and service providers must ensure all school transportation vehicles are systematically inspected, maintained and repaired by a qualified mechanic to ensure that school transportation vehicles are in safe and proper operating condition.*
- 13.2** *School districts, charter schools and service providers shall have a system to document preventative maintenance, reported defects and repairs made to school transportation vehicles.*
- 13.3** *School districts, charter schools and service providers shall maintain separate files for each school transportation vehicle with documentation of all annual inspections, all preventative maintenance and all reported damage, defects or deficiencies and the corresponding repair and maintenance performed.*
- 13.4** *Any identified damage, defect or deficiency of a school transportation vehicle must be reported to the school district, charter schools or service provider, if it:*
 - 13.04(a)** *Could affect the safety of operation of the school transportation vehicle;*
 - 13.04(b)** *Could result in a mechanical breakdown of the school transportation vehicle;*
 - 13.04(c)** *Results in noncompliance with Colorado Minimum Standards Governing School Transportation Vehicles (1 CCR 301-25) and/or manufacturer's specifications.*
- 13.5** *Documentation for reported defects must include all the following:*
 - 12.05(a)** *The name of the school district, charter school or service provider;*

13.05(b) Date and time the report was submitted;

13.05(c) All damage, defects or deficiencies of the school transportation vehicle; and

13.05(d) The name of the individual who prepared the report.

13.6 Following a reported damage, defect, or deficiency of a school transportation vehicle, school districts, charter schools and service providers or a representative agent must repair the reported damage, defects or deficiencies or document that no repair is necessary, ensuring that the vehicle is in safe and proper operating condition prior to transporting students.

13.7 School districts, charter schools, and service providers shall not transport students in a school transportation vehicle that is not in safe and proper operating condition. A school transportation vehicle shall be designated as “out-of-service” by a school district, charter schools or service provider, a school transportation annual inspector or the CDE School Transportation Unit.

13.07(a) Any school transportation vehicle discovered to be in an unsafe condition while being operated on the highway, roadway, or private road may be continued in operation only to the nearest place where repairs can safely be affected. Such operation shall be conducted only if it is less hazardous to the public than to permit the vehicle to remain on the highway, roadway, or private road.

13.8 Following a school transportation vehicle being placed “out-of-service,” a school district, charter school, service provider or a representative agent must make required repairs, ensuring that the vehicle is in safe and proper operating condition prior to transporting students. In the event of being placed “out-of-service” during an annual inspection, the school transportation vehicle must successfully pass a CDE annual inspection prior to transporting students.

Unit Five – Vehicle Operations

Driving a school bus takes a great deal of skill and understanding of procedures relating to vehicle operations and laws, or “Rules of the Road” that we must follow. There is an extremely high expectation from the public that we should be nothing short of the absolute best drivers on the road because we are transporting members of their families. It is important to follow ALL traffic laws not only when you are driving a school bus but in your private vehicle as well. How you drive your private vehicle is more than likely how you will drive your school bus.

A Defensive Driver Has These Five Characteristics

- Knowledge – know traffic laws, recognize hazards, avoid collisions, and act correctly and in a timely fashion.
- Alertness – aware of your own physical and mental conditions that could affect your driving skills.
- Foresight – the ability to anticipate and prepare for hazards, sizing up traffic situations as far ahead as possible, and changes in the driving situation that could be a threat to your safety.
- Judgment – look for alertness in any traffic situation, passing when safe, not making risky maneuvers, and being in control of your behavior.
- Skill – having the ability to operate a vehicle properly and safely. Being able to make turns, change gears, and pass safely and legally.

The Three A’s of Defensive Driving

Attitude

Awareness

Actions

Attitude – Your First Defense

Most traffic crashes are caused by poor driver performance, which is usually caused by a poor attitude. Keep a positive attitude.

Your attitude affects

- How an individual may drive
- Reaction time
- How passengers behave
- Level of alertness
- In short, how a driver performs behind the wheel

Make your first defense a positive attitude

- Before you start your day, adjust your attitude
- Leave your personal baggage at home
- If you are running late, relax and get positive
- Know you are a good driver

What happens when driving down the road and some careless driver cuts you off, or tailgates, or drives erratically in your direction – even waves a fist or a gun? Road rage! What do you do?

Steer clear of it!!

- You cannot control another person's attitude, only your own
- Never take a driver's behavior personally
- Avoid eye contact
- Stay within the posted speed limit
- Keep at a safe distance from other vehicles
- Use your horn sparingly
- If you must, count to ten
- Get your students to school or home safely
- If necessary and safe, pull off (if the aggressive driver follows, do not stop)

Awareness – Expect the Unexpected

Stay alert; be aware and prepared for anything. After you have been driving a route for a while, you get used to the road conditions and traffic flow. Never get too comfortable. Stay alert; expect the unexpected. Be ready for situations that may change without notice; there usually is not much time to think it out.

- Driving conditions can change
- Traffic patterns can change
- The route can change
- Student's behavior can be unpredictable
- The vehicle can have an unexpected problem
- The time it takes to get from Point A to point B can vary

Stay alert, be aware, and be prepared for anything – even before pulling out of the lot.

- Find out about road conditions before departure
- Listen to morning and afternoon weather and traffic reports
- Talk to the supervisor and other drivers about road hazards
- If a substitute or new driver, ask about safety hazards before the first run
- If new to the area, study local maps
- Before the start of a route, do a proper pre-trip inspection of the vehicle.

Awareness reminds you that children are apt to do the craziest things at the worst possible times.

Actions – Take Control of Safety

Defensive drivers act; they do not react. Take action to make sure you and your passengers stay safe. Keep in mind you are responsible for the most precious cargo there is.

- When you act, you are in control of what you do
- When you react, you respond impulsively to others' behavior
- When you think of action, think of control
- That is the goal

Basic Rules of Defensive Driving

- Always wear your seatbelt
- See it, predict it, act upon it
- Evaluate the “big picture” 15 seconds ahead
- Scan mirrors every five to eight seconds
- Use the “four-second rule” when following other vehicles
- Know your peripheral vision = 180 degrees of visibility
- The goal is to see 360° - use mirrors to see what cannot be seen when turning your head
- Keep your eyes moving
- Always allow yourself an out
- Stay within the posted speed limits
- Signal all turns and lane changes
- Never tailgate
- Keep a safe distance between your vehicle and the vehicle in front of you
- Avoid other drivers' blind spots – the rear and sides of a car and directly behind a truck
- Make sure other drivers see you
- Turn your head when making lane changes to check blind spots
- When passing, signal lane changes
- Check both rear and oncoming traffic
- If you can see an oncoming vehicle, do not risk passing
- Be especially cautious when visibility is reduced
- On hills, dips, and curves, decrease your speed
- Stay to the right in case an approaching driver is in the center of the road
- Be aware of faded green lights

Five Keys to Driving Safely

- Aim high in steering – Look ahead 12 – 15 seconds
- Get the Big Picture – See what is going on around you
- Keep your eyes moving – Mirrors, mirrors, mirrors
- Leave yourself an out – Plan ahead, have a cushion
- Make sure they see you – Eye contact, horn, touching brakes

Standard Operating Procedures

Please follow your district, charter, or service provider vehicle operating procedures.

Getting Ready to Drive - After completing the pre-trip inspection, it is time to position yourself for driving.

- Become familiar with all controls and lights on the vehicle.
- Adjust the settings to enable you to reach and operate the panel and floor controls easily and comfortably.
- Check all mirrors for an optimum rear vision of traffic behind the vehicle for proper vision to both sides and across the front of the vehicle.
- Properly fasten and adjust the seat belt.
- If the vehicle is equipped with a manual transmission, review the shift pattern.

Starting the Engine - The procedure used to start a vehicle engine must become a routine matter. It must incorporate principles of safety and be performed in conjunction with good engine preventative maintenance practices.

- Ensure the parking brake is set to keep the vehicle from moving.
- Depress the clutch pedal (standard transmission).
- Shift the gear lever into a neutral position (standard/automatic).
- Turn on the ignition key to complete the electric circuits.
- In vehicles with a diesel engine and glow plugs or air inlet heaters, wait until the indicator light has shut off before engaging the starter. These components must warm up to the proper temperature before the engine will start.
- Allow the vehicle to cycle through computer set-up, or “Wait to Start” (if equipped), and ABS light, if so equipped.
- Turn the key further to engage the starter.
- Use accelerator sparingly
- Warm up the engine without racing the engine. Check with the service technician for proper rpm during warm-up time as authorized by your district/charter or service provider.
- Check instrument gauges, ensuring they are registering properly.

Shifting an Automatic Transmission

- Most school buses are equipped with an automatic transmission.
- Depress the foot brake before releasing the parking brake.
- Move the selector lever or push-button selector to the drive position.
- The drive position will be sufficient on level terrain and without a load.
- With a load and/or uneven terrain, a position of the lower range will be necessary.
- Release the parking brake.
- Release the foot brake and depress the accelerator (prevent rolling).

Manual shifting up or down the gear range or staying in a gear may be necessary depending upon load and/or terrain. When going down a hill, shift into gear or the next lowest gear that would be used going up the hill. Shift one gear at a time without lugging the engine.

Read the manufacturer's manual or ask the service technician for recommended gear selection. Always emphasize proper gear usage and encourage the driver to practice using the gears.

Transmission shifting procedures should follow district, charter, service provider, fleet, and owner manual procedures.

In the lower ranges (1, 2, and 3), the transmission will not shift up above the highest gear selected unless the recommended engine-governed speed for that gear is exceeded. Do not exceed the governed engine speed.

Shifting a Standard Transmission

Shifting gears is a phase of vehicle driving that requires skill and practice. You must learn the correct range of speed (or tachometer range) when changing gears upward or downward. You must also shift the gears without losing your view of the road. Many school buses have synchromesh standard transmissions. Generally, vehicles are equipped with either four- or five-speed standard transmissions.

- Learn the gear positions and shift patterns.
- Check the chart on the shift lever or on the dash.
- Depress the clutch pedal.
- Shift the gear lever into the starting position. With average terrain and load, this should be first or second gear. Check district/charter or service provider procedures.
- Never start out in a gear higher than second, as this places undue load and wear on the engine and clutch.
- Drivers must always be aware of the gear they are in.
- Depress the foot brake.

- Release the parking brake.
- Release the clutch gradually to the friction point and hold. You will, at this point, have the clutch just at the point of friction and the foot brake ready to release. The friction point is when the clutch starts to engage, and the vehicle begins to move.
- Release the foot brake.
- Hold the friction point and slightly depress the accelerator, increasing the power to prevent stalling.

Release the clutch.

- Slowly and gradually release the clutch to the remainder of the pedal travel while slowly increasing acceleration.
- Remove the foot from the clutch pedal completely.
- Increase to proper rpm before shifting to the next higher gear.

Shift to the next higher gear.

- Depress the clutch pedal and release the accelerator.
- Shift to the next higher gear.
- Release the clutch smoothly and more quickly than in starting gear. Depress the accelerator smoothly and quickly.
- Prevent the loss of vehicle speed.
- Do not race the engine and slip the clutch.
- Remove the foot from the clutch pedal completely.
- Proceed in this gear until proper vehicle speed is reached for shifting to the next higher gear.
- Repeat until the vehicle is in cruising gear.
- Skipping a gear when shifting up or downshifting causes undue engine and clutch wear.

NEVER SKIP A GEAR!

- Shift up or down as necessary to prevent engine lugging or excessive rpm.
- If you are in doubt and/or using your brakes too much, shift to the next lower gear.

When going down a hill, shift into the gear that would be used going up the hill or one gear lower. Ratios vary according to equipment. Check district/charter or service provider procedures for proper shifting speeds and rpm.

Refer to Unit 6, Adverse and Mountain Weather

- Approximate miles per hour (mph) before shifting up or downshifting (mph may vary slightly depending on the make of the engine, transmission, gear ratio, and terrain.)
- Never allow the vehicle to “coast” in neutral.

Allowing your vehicle to coast in neutral is against state law (42-4- 1009, C.R.S., Coasting prohibited). This practice can result in severe transmission damage. Use the proper shifting pattern and speeds for your standard transmission.

Safety Restraints and Safety Belt Use

The greatest lifesaving and injury-reducing safety device drivers have on the bus for their own protection is the safety belt. However, if you do not use it, you are not only exposing yourself, your passengers, and other motorists to danger, but you are also violating the law. Not only are you required to wear your seat belt, but as the school bus driver, you are also responsible for ensuring that the passengers you transport are properly secured in their safety belts and/or safety restraint devices.

1 CCR 301-26 Operation Rule 5.0: School Transportation Vehicle Operator Requirements

5.01(j) The operator shall receive training regarding the proper use and maintenance of Child Safety Restraint Systems (CSRS) and proper wheelchair securement when the operator is engaged in transportation involving these systems and devices prior to transporting students.

1 CCR 301-26 Operation Rule 16.0: Safety Restraints

16.1 A school transportation vehicle operator shall have the safety belt fastened, worn correctly, and properly adjusted prior to the school transportation vehicle being placed in motion

National Association of State Director of Pupil Transportation School Bus Seat Capacity Position Paper 1999

The National Highway Traffic Safety Association recommends that all passengers be seated entirely within the confines of the school bus seats while the bus is in motion. Federal motor vehicle safety standard No. 222, "School Bus Passenger Seating and Crash Protection" requires that the interior of large buses provide occupant protection so that children are protected without the need to buckle-up. Occupant crash protection is provided by a protective envelope consisting of strong, closely spaced seats that have energy-absorbing seat backs.

Persons not sitting or sitting partially outside of the school bus seats will not be afforded the occupant protection provided by the school bus seats.

A manufacturer's seating capacity in school buses can vary depending on the vehicle. They normally set the capacity limits based on three students per seat. So, for three students to fit in each seat, they would have to be elementary students who are quite small.

Attempting to put three secondary or high school students in one seat would make it extremely uncomfortable for the students and more than likely cause one of them to have their feet in the aisle, producing a trip hazard and reducing the use of compartmentalization. If you believe that your bus is overloaded, check with your supervisor to see what can be done to reduce your student count. Also, check your district/charter and service provider policy regarding "in-use" capacity.

Delineators

Delineator Posts: Posts that are interstate green with colored delineators. They are in elevated-risk and informational areas of roadways to convey a variety of messages to motorists. Below are some specifics on delineators.

Delineator Panels: Retro-reflective panels that are striped markers consisting of a vertical rectangle with alternating black and yellow stripes sloping downward at an angle of 45 degrees toward the side of the obstruction on which traffic is to pass. These types of delineators can be seen on the end of guardrails, on bridges, etc.

Delineator: A retro-reflective device mounted above the roadway surface and along the side of the roadway in a series to indicate the alignment of the roadway, especially at night or in adverse weather.

Three Amber Front Delineators

These are designed to warn the motorist of existing objects. These objects may not always be in the roadway but are close enough to the edge of the road, to be a potential hazard. Typically, they are near underpass piers, bridge abutments, guardrails, and culvert heads. If a guardrail approach end is not flared, there will be a Type III delineator immediately in advance of the approach end.

Two White Front and One Red Back Delineators

These are designed to warn motorists of acceleration and deceleration lanes ahead. The red reflector is for warning motorists of the wrong way.

Two Amber Front and One Red Back Delineators

These are normally installed in medians for left-turn deceleration lanes.

One Blue Front Delineator

These are for Department of Transportation maintenance crew workers. These are installed at the bridge joints.

Three Green Front Delineators

These are for Department of Transportation maintenance workers. These are installed in front of approaching guardrails with flare ends, not on bridges. They can be found in front of curb heads.

Red Delineators

Runaway truck ramps are bordered on each side by red delineators spaced not more than fifty feet apart.

Traffic Control Devices

Standardized traffic controls are used to control and guide driver behavior. Most school bus drivers will be familiar with these devices because of their experience with driving automobiles. This section will briefly review all types of traffic control devices, highlighting some of the less understood, newer devices. Traffic signs can convey many diverse types of messages to the driver. They inform the driver of laws, warn of hazards ahead, or provide information and guidance.

Standard Colors

Red	Stop or prohibition
Green	Movements permitted, direction, guidance
Blue	Motorist services guidance
Yellow	General Warning
Black	Regulation
White	Regulation
Orange	Construction and maintenance warning
Brown	Public recreation and scenic guidance

Standard Shapes

Octagon	Stop
Horizontal Rectangle	Guidance Information
Diamond	General Warning
Pentagon	School Warning
Pennant	No Passing Warning
Vertical Rectangle	Regulatory except for Stop/Yield
Equilateral Triangle	Yield
Round	Advance Warning for Railroad Crossing

Regulatory Signs

Regulatory signs inform highway users of traffic laws or regulations. They are typically **rectangular with a black legend on a white background**, but other colors and shapes are also used. The two most common regulatory signs indicate right-of-way: the stop sign and yield sign.

Regulatory signs are used to control speeds, such as maximum and minimum speed limits and turning movements. For example, you may recognize these signs with a red circle and a slash mark, which means “no” or “do not.”

Regulatory signs control parking. When parking is prohibited, the parking signs have red lettering, such as “No Parking at Any Time,” “No Stopping Standing or Parking,” or “No Parking, Bus Stop.” When parking is permitted, the lettering is green, such as “One Hour Parking.”

Regulatory signs can also supplement information given by traffic signals, such as “Stop Here on Red” or “Crosswalk.” Finally, regulatory signs are used for a variety of other controls, such as providing the axle weight limit (GVWR) or “Road Closed to Through Traffic.”

Warning Signs

Warning signs inform the driver of situations ahead that may require extra care. **They are yellow with black lettering and generally diamond-shaped.** Warning signs can show changes in horizontal alignments, such as turns, curves, and winding roads. Distinct types of intersections ahead are indicated symbolically. These signs can indicate crossroads or “T” and “Y” intersections. Advance warnings for traffic control devices can be provided.

Sometimes, a written message is used, such as “Stop Ahead,” or a picture of the device ahead is used, such as a yield sign or traffic signal.

Warning signs are used to show converging traffic lanes, such as the symbolic merge sign or the message or symbolic sign showing that the right lane ends. They are also used to indicate

narrow roadways, such as “Road Narrows” or “One Lane Bridge.” Changes in highway design are also shown on warning signs. Examples include divided highway ahead, divided highway ends, or two-way traffic.

Traffic engineers are increasing the use of roundabouts. Drivers must pay particular attention to both warning signs and pavement indicators in these areas. If the driver becomes confused in these areas, the driver must not stop at the roundabout. The driver should proceed to a connecting road to re-route.

Warning signs can also indicate highway grades, advance warning of railroad crossings, and roadway surface conditions, such as bumps, soft shoulders, and slippery conditions. They also show various kinds of entrances and crossings, such as truck entrances, deer crossings, and bicycle crossings.

Warning signs are used to indicate advisory speeds, such as exit and ramp speeds.

A special type of warning sign is the pennant-shaped “No Passing Zone” sign. When used, it is on the left side of the road and is used in conjunction with the regulatory “Do Not Pass” sign.

Finally, school signs are special warning signs that utilize the pentagon shape. These indicate the school area and school crossing.

Guide Signs

Guide signs are the third major classification of traffic signs. They guide drivers along streets and highways, inform them of intersecting routes, or direct them to their destination, be it a city, river, park, or similar type of destination. **Guide signs are generally rectangular and have a white message on a green background.** On conventional roads and streets, black messages on white backgrounds are frequently used as an alternative. In addition, distinct colors and shapes are used for special purposes.

Guide signs indicate highway junctions, the direction of a highway, alternate routes, the end of a numbered route, and temporary routes. A variety of advance route turn arrows and directional arrows are common guide signs. Two of the most typical guide signs are the familiar destination and mileage signs. On some interchanges, symbolic destination signs are used. A special type of guide sign is used for recreation areas. These signs have a white message on a brown background.

Another special guide sign is the service sign. These are white messages on a blue background. They illustrate the location of a phone or hospital and indicate that there are no barriers to the handicapped.

Other service signs indicate gas, food, lodging, or camping, either through symbolic or message signs. Mileposts are another form of guide sign. Mileage always runs from south to north or west to east and begins at the state line or at a junction where the route begins. Guide signs are also used to show the locations of airports, bus stations, and train stations.

Finally, special panels reading “Exit Only” advise drivers of an imminent lane-end situation. These signs use the warning sign combination of black letters on a yellow background. Highway construction and maintenance signs fall into the same three major classifications as other signs: regulatory, warning, and guide signs. Regulatory signs used in construction and maintenance zones use the normal standard colors, shapes, and messages.

Warning guide signs also use standardized shapes and messages but are distinctive in the black letters used on an orange background. Typical construction and maintenance warning signs warn of construction or a detour ahead. They can also warn of roadwork, shoulder work, or a survey crew ahead. Typical construction and maintenance guide signs provide information on the length of a construction or maintenance zone or the direction of a detour.

Electronic Traffic Signals

These are valuable devices for controlling traffic and assigning right-of-way. Traffic signals relay messages primarily using colors; therefore, the meaning of the colors has been standardized.

- A steady circular green signal permits traffic to proceed if it is safe to do so.
- A steady circular yellow signal always follows a circular green signal or green arrow and warns that the red signal is about to be shown. Drivers must stop if it is possible, and safe to do so.
- A steady circular red signal means to stop, and remain stopped until a green signal is shown, and it is safe to proceed.
- A steady green arrow may be used instead of a steady circular green signal. The driver is permitted to proceed in the direction(s) of the arrow(s) if it is safe to do so.
- A flashing circular red signal means stop and remain stopped until it is safe to proceed. Flashing red signals are used at particularly dangerous locations.
- A flashing circular yellow signal is a warning of a hazardous location. Drivers may proceed through but should use extreme caution.

Road Markings

Like traffic signs and signals, roadway markings have a definite purpose and convey a special meaning. In some cases, they supplement the regulations and warnings conveyed on traffic signs and signals. In other instances, they are used alone as there is no other way to communicate this information effectively. Roadway markings are standardized according to color and type of line.

- White lines delineate the separation of traffic flows in the same direction.
- Yellow lines delineate the separation of traffic flows in the opposite direction.

- Broken lines are permissive in nature. When traffic permits, broken lines may be crossed.
- Solid lines are restrictive in nature. Generally, they are not to be crossed.
- Double solid lines indicate maximum restriction. They are not to be crossed.
- Broken white lines separate traffic lanes moving in the same direction when the roadway has more than one lane of traffic moving in the same direction. Drivers are to drive between the lines and not straddle the lines. When traffic permits, broken white lines may be crossed to change lanes.
- A solid white line is used to mark the edge of the roadway/pavement.
- Pavement edge lines should not be crossed at moderate to high speeds. They may be crossed, however, at slow speeds when it is necessary to pull off onto the shoulder. When solid white lines separate lanes of traffic moving in the same direction, it is recommended to not cross lanes.
- Broken yellow lines separate traffic moving in the opposite direction. When the broken yellow line is on the driver's side of the road, it may be crossed if oncoming traffic permits.
- Solid yellow lines also separate traffic moving in the opposite direction. When the solid yellow line is on the driver's side of the road, it must not be crossed.
- A solid and broken yellow line used together is to delineate a left turn lane. The left turn lane is marked on both sides by both a solid and broken yellow line. Drivers turning left must turn from this lane.
- A double solid yellow line is used to indicate that traffic from both directions is prohibited from crossing.
- White arrows are used to show the direction of travel for a given lane.
- Pavement markings are sometimes used to delineate pedestrian crosswalks. These are marked by solid white lines. When lines are used, they run all the way across the pavement. If a stop is required, drivers must stop before crossing the pedestrian crosswalk.
- Pavement markings are also sometimes used to delineate where a driver is to stop. These stop lines are wide, solid white lines painted across a traffic lane. If used in conjunction with a painted pedestrian crosswalk, the stop line will come before the crosswalk. Drivers must stop before the stop line if a stop is required.

Controlling Speed

Driving too fast to control the vehicle is a major cause of fatal crashes. You must adjust your speed to driving conditions. These include traction, curves, visibility, traffic, and hills.

Stopping Distance - There are three things that add up to the total stopping distance:

Perception Distance + Reaction Distance + Braking Distance = Total Stopping Distance

Perception Distance—This is the distance your vehicle travels from the time your eyes see a hazard until your brain recognizes it. The perception time for an alert driver is about 3/4 seconds. At 55 mph, you travel 60 feet in 3/4 seconds.

Reaction Distance—This is the distance traveled from the time your brain tells your foot to move from the accelerator until your foot is pushing the brake pedal. The average driver has a reaction time of 3/4 seconds, which accounts for an additional sixty feet traveled at 55 mph.

Braking Distance – This is the distance that it takes to stop once the brakes are applied. At 55 mph, on dry pavement with good brakes, a heavy vehicle can take about 170 feet to stop, about four and a half seconds. For vehicles equipped with air brakes, allow an additional ½ seconds for the air to flow through the lines to the brakes. At 55 mph, this equals thirty-two feet. This is known as “air brake lag distance.”

Total Stopping Distance – At 55 mph, it will take about five seconds to stop, and your vehicle will travel about the distance of a football field.

Hydraulic Brakes - (PD + RD + BD) 60 + 60 + 170 = 290 feet.

Air Brakes - (PD + RD + BD +LD) 60 + 60 + 170 + 32 = 322 feet.

Effect of Speed on Stopping Distance—Whenever you double speed, it takes about four times as long to stop, and the vehicle will have four times the destructive power if it crashes. High speeds greatly increase stopping distances.

By slowing down a little, it will greatly reduce your braking distance.

Speed and Curves - Drivers must adjust their speed for curves in the road. If you take a curve too fast, two things can happen. The wheels can lose traction and continue straight ahead, causing the vehicle to skid off the road, or the wheels may keep their traction, causing the vehicle to roll over. Tests have shown that vehicles with a high center of gravity can roll over at the posted speed limit for a curve.

- Slow to a safe speed before you enter a curve. Braking in a curve is dangerous.
- Slow down as needed. Do not exceed the posted speed limit for the curve. To help maintain control, drive in a gear that allows a slight acceleration through the curve.

Reminder – The posted advisory speed is normally set for cars, not buses.

Speed and Distance Ahead - You should always be able to stop within the distance you can see ahead. Fog, rain, or other conditions may require a slower speed to enable you to stop within that distance. At night, you cannot see as far ahead with low beams as you can with high beams. When using low beams, slow down.

Caution – Never outdrive the range of what your headlights illuminate.

Speed and Traffic Flow—If possible, drive at the speed of the traffic without traveling at an illegal or unsafe speed. Maintain a safe following distance.

A common reason a driver may exceed the speed limit is to save time. Anyone trying to drive faster than the speed of traffic will not be able to save much time. The risks involved are not worth it. Going faster than the speed of other traffic results in:

- Frequently passing other vehicles, thus increasing the chance of a crash.
- Fatigue also increases the chance of a crash.

When driving on a highway with a posted speed limit of 75 mph, the bus should be 5 mph to 10 mph below the speed limit.

Speed on Downgrades - Traveling at an appropriate speed is the most important thing when descending long, steep hills safely. If you do not go slowly enough, overuse of the brakes can cause them to become so hot (brake fade) that they will not slow the vehicle down. Shift the transmission to a lower gear and check the brakes before starting down the grade. Pay attention to warning signs for long downhill grades ahead.

Proper Braking Techniques - Remember: The use of brakes/retarders on a long and/or steep downgrade is only a supplement to the braking effect of the engine. Once the vehicle is in the proper low gear, apply the retarder if equipped. The following is the proper braking technique:

- Downshift the transmission prior to the crest of the hill.
- Be in the proper gear.
- Apply the brakes/retarder hard enough to feel a definite slowdown.
- When speed has been reduced to approximately five mph below your “safe” speed, release the brakes. (This brake application should last for about three to five seconds).
- When your speed has increased to the “safe” speed, repeat steps two and three. For example, if the “safe” speed is 40 mph, you would not apply the brakes until the speed reaches 40 mph. You now apply the brakes hard enough to gradually reduce the speed to 35 mph and then release the brakes. Repeat this as often as necessary until you have reached the end of the downgrade.

- If braking is occurring often, the bus is not in a low enough gear.

Basic Speed Law

Model Traffic Code for Colorado

Part 11 – Speed Regulations

- (1) *No person shall drive a vehicle on a highway at a speed greater than is **reasonable and prudent** under the conditions then existing.*
- (2) *Except when a special hazard exists that requires a lower speed, the following speeds shall be lawful:*
 - (a) *Twenty miles per hour on narrow, winding mountain highways or on blind curves;*
 - (b) *Twenty-five miles per hour in any business district, as defined in section 42-1-102(11), C.R.S.;*
 - (c) *Thirty miles per hour in any residence district, as defined in section 42-1-2(80), C.R.S.;*
 - (d) *Forty miles per hour on open mountain highways;*
 - (e) *Forty-five miles per hour for all single rear axle vehicles in the business of transporting trash that exceed twenty thousand pounds, where higher speeds are posted, when said vehicle is loaded as an exempted vehicle pursuant to section 507(3);*
 - (f) *Fifty-five miles per hour on other open highways which are not on the interstate system, as defined in section 43-2-101 (2), C.R.S., and are not surfaced, four-lane freeways or expressways;*
 - (g) *Sixty-five miles per hour on surfaced, four-lane highways which are on the interstate system, as defined in section 43-2-101 (2), C.R.S., or are freeways or expressways;*
 - (h) *Any speed not in excess of a speed limit designated by an official traffic control device.*
- (3) *No driver of a vehicle shall fail to decrease the speed of such vehicle from an otherwise lawful speed to a reasonable and prudent speed when a special hazard exists with respect to pedestrians or other traffic or by reason of weather or highway conditions.*
- (4) *Notwithstanding paragraphs (a), (b), and (c) of subsection (2) of this section, any city or town may by ordinance adopt absolute speed limits as the*

maximum lawful speed limits in its jurisdiction, and such speed limits shall not be subject to the provisions of subsection (4) of this section.

(b) Notwithstanding any other provisions of this section, no person shall drive a vehicle on a highway at a speed in excess of a maximum lawful speed limit of seventy-five miles per hour.

The posted speed limit" would also include the speed indicated on any advisory speed signs.

The term "reasonable" refers to a person who possesses sound judgment and acts in a fair and sensible manner. It is often used to describe a situation where no one with a sensible mind would object. Other synonyms include rational, logical, fair, fair-minded, just and equitable. The word can also be used to indicate something that is appropriate or moderate, such as the use of reasonable force by a police officer to gain entry. In this context, "reasonable" means that the action taken is within reason, practicable, and sensible.

"Prudent" refers to acting with care and thought for the future. For instance, no wise or well-judged money manager would authorize a loan without first knowing its purpose. Synonyms for "prudent" include "sensible," and "well-advised." It's important to keep in mind that the person determining whether your speed was reasonable and prudent is the one to pay attention to!

Your idea of reasonable may not be the same as their idea of reasonable. Always err on the side of safety and reduce your speed!!!!

When on school grounds, you should always be going at an extremely low speed, even creeping, due to the high volume of people in the general vicinity. If a student were to dart out in front of your vehicle or slip off the curb, would you be able to stop?

SLOW DOWN ON SCHOOL PROPERTY!

The main reason drivers exceed speed limits is to save time. However, anyone trying to drive faster than the speed of traffic will not be able to save much time. The risks involved are not worth it. If you go faster than the speed of other traffic, you will have to keep passing other vehicles. This increases the chance of a crash, and it is more tiring. Fatigue increases the chance of a crash. Going with the flow of traffic is safer and easier.

Right Turn

Making a Right Turn

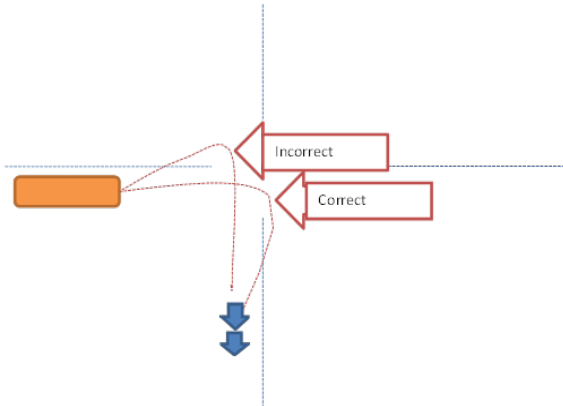
- Activate the right turn signal at least one hundred feet before the desired turning point (200 feet when traveling over 40 mph).
- Reduce speed and downshift standard transmission to the proper gear needed to execute the turn.

- Position the vehicle in the proper lane. Use the outermost lane for double/triple turns.
- When required, stop at the point of entry into the intersection, at a sign, signal, or crosswalk line (with wheels straight).
- Check for a clear right-of-way. Check traffic 3 times (left, right, left), prior to executing your turn look for:
 - Traffic signals, signs, pedestrians, or vehicles.
 - Check the right and left mirrors.
 - Yield the right-of-way to vehicles already on the road.
 - Turning vehicles must yield the right of way to pedestrians in a crosswalk.
- Look for a suitable gap in traffic, and when safe, accelerate smoothly into the lane.
- If stopping is necessary, keep the front wheels straight and the brake pedal depressed. This activates the brake lights and prevents rolling. If struck from the rear, this will keep your vehicle from being pushed into the traffic lane. Do a traffic check using both outside mirrors before proceeding.

Check again for both bicyclists and pedestrians before completing the turn.

Execute the turn.

- Drive into the intersection and make the turn smoothly and without strain on the engine.
- Never shift gears during a turn. You should downshift prior to making the turn.
- Check left and right mirrors while executing the turn. Check the left mirror for the tail swing.
- Enter the proper lane and cancel the turn signal if necessary.
- After completing a right turn upon a multiple-lane highway, resume proper speed; check traffic in both outside mirrors.
- If you are driving a bus that cannot make a right turn without swinging into another lane, turn wide as you complete the turn, as shown in the diagram below. Look to the right and left to determine whether there are vehicles in motion on the roadway to be entered.



Left Turn

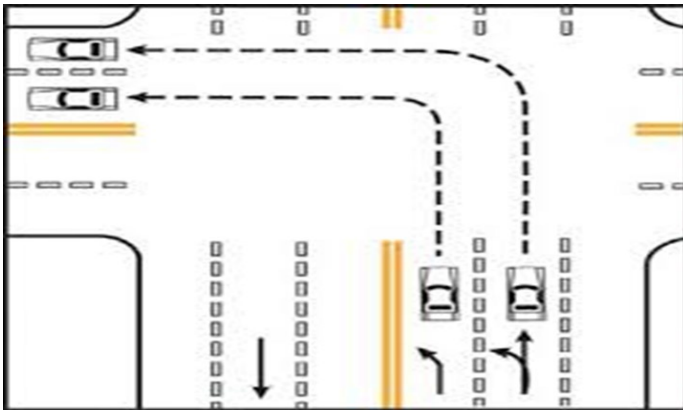
Making a Left Turn

- Activate the left turn signal at least 100 feet before the desired turning point (200 feet when traveling over 40 mph).
- Reduce speed and downshift standard transmission to the proper gear needed to execute the turn.
- Position the vehicle in the proper lane. Use the outermost lane for double/triple turns.
- When required, stop at the point of entry into the intersection, at a sign, signal, or crosswalk line (with wheels straight).
- Check for clear right-of-way. Check traffic three times (left, right, left), prior to executing your turn. Check for:
 - Traffic signals, signs, pedestrians, or vehicles.
 - Check the right and left mirrors.
 - Yield the right-of-way to vehicles already on the road.
 - Turning vehicles must yield the right of way to pedestrians in a crosswalk.
- Look for a suitable gap in traffic and when safe, accelerate smoothly into the lane.
- If stopping is necessary, keep the front wheels straight and the brake pedal depressed. This activates the brake lights and prevents rolling. If struck from the rear, this will keep your vehicle from being pushed into the oncoming traffic lane. Do a traffic check using both outside mirrors before proceeding.

Check again for both bicyclists and pedestrians before completing the turn

Execute the turn.

- Drive straight approximately halfway into the intersection, and make turns smoothly and without strain on the engine.
- Never shift gears during a turn. You should downshift prior to making the turn.
- Check left and right mirrors while executing the turn. Check the right mirror for the tail swing.
- Enter the proper lane and cancel the turn signal if necessary.
- After completing a left turn upon a multiple-lane highway, resume proper speed, check traffic in both outside mirrors, activate the right turn signal, and move into the right lane as soon as it is safe to do so.



Important: If in doubt, ALWAYS yield the right-of-way. Never take it!

Crossing Intersections

- Observe traffic ahead, to the left, and to the right at least three times when approaching an intersection.
- Cover the brake pedal to be prepared to brake if needed.
- Watch for any vehicles that are approaching the intersection.
- Watch for approaching vehicles that are signaling but may not be turning.
- When stopped and your vision is obscured by buildings, trees, parked vehicles, or blind spots created by parts of your vehicle, stop at the intersection and lean forward or back in your seat to eliminate the blind spots before proceeding.
- Always yield the right-of-way.

- Check traffic using all outside mirrors.

C.R.S. 42-4-802

Drivers must yield the right-of-way to pedestrians when a pedestrian is entering the roadway within a crosswalk without dedicated traffic signals. Drivers can enter the crosswalk to continue driving if the pedestrian is on the other side of the crosswalk, but not if they are so close that they would feel endangered by the vehicle's passing.

Lane Use and Position on the Roadway

- Center vehicle in the proper lane. Do not encroach on other lanes.
- The shoulder or parking lane is only for stopping and parking.
- When there is more than one lane for traffic going the same direction, travel in the farthest right driving lane unless passing or turning to the left.
- When following other vehicles, drive at a safe distance behind.

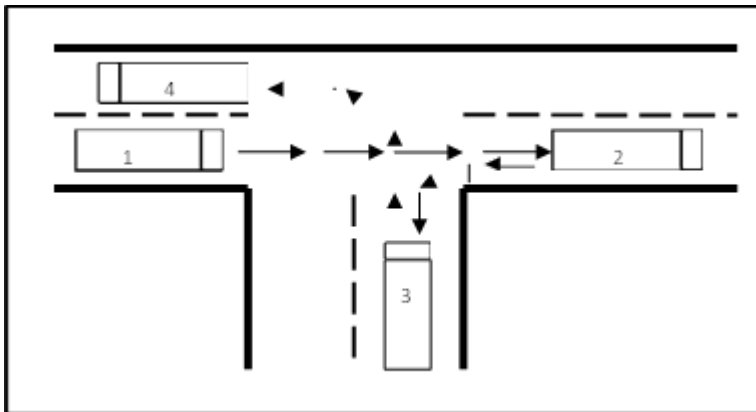
Changing Lanes

- Look for traffic behind and beside you before deciding to change lanes. Do not change lanes in or near an intersection. Any person who violates any provision of this section commits a Class A traffic infraction.
- Move your head enough and lean forward or back in the seat to eliminate any blind spots.
- On a multi-lane road, look for vehicles about to enter the new lane from an adjacent lane.
- Check all mirrors to observe any vehicles passing, closing fast from the rear, or vehicles about to enter the new lane. Use the proper turn signal 100 feet (200 feet if going over 40 mph) before lane change (allow the signal to flash at least three times).
- Ensure the proper following distance from the vehicle in the lane you are changing into. Ensure at least one- and one-half bus lengths following distance for the vehicle that will be behind you. When a vehicle is attempting to pass the bus, and an oncoming vehicle is too close for the passing vehicle to complete the pass, consider:
- Slowing the bus to allow the passing vehicle to safely pass before the oncoming vehicle reaches or

- As a last resort, move the bus to the shoulder, parking lane. Leave the roadway only if doing so does not create a hazard for vehicles or passengers.

Executing a Back-Up Turnaround

- Tap the brake to activate the brake signal well in advance of turnaround.
- Use four-way hazard lights and tap the horn before backing.
- Stop the bus in the proper position on the roadway.
- One bus length beyond the road to be used. (Position 2)
- There should be good visibility in either direction.
- Before backing, check traffic to the front and rear.
- If possible, have traffic pass the bus before backing.
- Back off the main roadway into the least traveled roadway or driveway. Use right and left mirrors. (Position 3)
- Pull forward to re-enter main roadway. (Position 4)
- ALWAYS have students **inside the vehicle** while making a backup turnaround.



Backing in a Straight Line

Careful planning can minimize the need for backing; however, there are situations that require backing maneuvers. A bus driver must be able to back into a given space without allowing the bus to scrape or hit stationary objects. This maneuver must be made safely and without interfering with other traffic.

- Stop the bus in the correct position to begin the backing maneuver.
- Direct a responsible person, if available, to stand outside, near rear of bus in plain view of the driver, to signal for safe backing.

- Check the mirrors to make certain the way is clear.
- Honk horn or use audible warning device and activate four-way hazard lamps before backing.
- Using the mirrors, back slowly and smoothly in a straight line.
- Stop at desired point.
- Follow district/charter or service provider procedures.

1 CCR 301-26 Operation Rule 14.0: Operation of a School Transportation Vehicle

14.9 *The school transportation vehicle operator shall use extreme caution when backing. Before backing on a roadway, highway or private property, the horn or audible warning device shall be sounded and four-way hazard lamps actuated or there shall be a person outside the vehicle giving direction.*

14.09(a) *Backing a school transportation vehicle when students are outside of the vehicle at a student stop is prohibited.*

42-4-1211(1) (a) (b), (2) C.R.S. Limitations on backing

The driver of a vehicle, whether on public property or private property which is used by the general public for parking purposes, shall not back the same unless such movement can be made with safety and without interfering with other traffic.

The driver of a vehicle shall not back the same upon any shoulder or roadway of any controlled-access highway.

Any person who violates any provision of this section commits a Class A traffic infraction.

Following Distances

Colorado Commercial Driver Manual - Of all the space around your vehicle, it is the area ahead of the vehicle – the space you are driving into – that is most important.

The Need for Space Ahead. You need space ahead in case you must suddenly stop. According to crash reports, the vehicle that trucks and buses most often run into is the one in front of them. The most frequent cause is following too closely.

Remember, if the vehicle ahead of you is smaller than yours, it can stop faster than you can. If you follow too closely, you may crash.

How Much Space? How much space should you keep in front of you? One good rule says you need at least one second for every 10 feet of vehicle length at speeds below 40 mph. At greater speeds, you must add one second for safety. For example, if you are driving a 40-foot vehicle, you should leave four seconds between you and the vehicle ahead. In a 60-foot rig, you will

need six seconds. Over 40 mph, you would need five seconds for a 40-foot vehicle and seven seconds for a 60-foot vehicle.

Heavy Vehicle Formula

For timed intervals, the following distance

- One second is required for every 10 feet of vehicle length at speeds under 40 MPH
- Above 40 MPH, use the same formula, then add one second for the additional speed
- For example: 40-foot truck (under 40 mph) = four seconds 50-foot truck (above 40 mph) = six seconds 60-foot truck (under 40 mph) = six seconds

To know how much space you have, wait until the vehicle ahead passes a shadow on the road, a pavement marking, or some other clear landmark. Then count off the seconds like this: “one thousand and-one, one thousand-and-two,” and so on, until you reach the same spot. Compare your count with the rule of one second for every ten feet of length. If you are driving a 40-foot truck and only counted to two seconds, you are too close. Drop back a little and count again until you have four seconds of the following distance (or five seconds if you are going over 40 mph). After a little practice, you will know how far back you should be. Remember to add one second for speeds above 40 mph. Also, remember that when the road is slippery, you need much more space to stop.

Managing Your Space

To drive safely, you need space all around your vehicle. When things go wrong, space gives you time to think and act.

Managing space is essential to be adequately prepared for when something goes wrong. While this is true for all drivers, it is especially important for drivers of large vehicles, as large vehicles take up more space and require more space for stopping and turning.

Ahead - Of all the space around your vehicle, it is the area ahead of the vehicle (the space you are driving into) that is most important. At least a 15-second lead time can help with planning for an upcoming problem. You need space ahead in case you must stop suddenly. According to crash reports, the vehicle that buses most often run into is the one in front of them. The most frequent cause for this type of crash is following too closely. Remember, if the vehicle ahead of you is smaller than yours, it can stop faster than you can.

When stopped at an intersection behind another vehicle, allow extra space between vehicles by waiting four seconds before you start out.

How much space should you keep in front? You need at least one second for every 10 feet of vehicle length at speeds below 40 mph. At greater speeds, you must add one second for safety.

For example, if you are driving a 40-foot bus, you should leave four seconds between you and the vehicle ahead (five seconds if traveling over 40 mph).

To know how much space you have, wait until the vehicle ahead passes a shadow on the road, a pavement marking, or some other clear landmark. Count off the seconds like this, “one thousand-and-one, one thousand-and-two,” and so on, until your front bumper reaches the same spot. Compare your count with the rule of one second for every 10 feet of length. If you are driving a 40-foot bus and count to two seconds, you are following too closely. Drop back a little and count again until you have four seconds of the following distance (five seconds if you are traveling over 40 mph). After practicing, you will know how far back you should be. Remember, adverse road conditions increase stopping distance.

When stopped behind another vehicle at a traffic light or stop sign, remain far enough behind that vehicle to see where its tires meet the pavement.

Proper mirror use is essential in a large vehicle like a school bus. You should check the side mirrors, both left and right, regularly and often, every five to eight seconds. Inadequate surveillance is a major cause of crashes.

Look Far Enough Ahead

- Scan far enough ahead to be able to react safely to situations
- Look ahead along your intended path of travel for about 12 to 15 seconds
- At lower speeds, this is about one city block
- At highway speeds, this is about one-quarter of a mile
- When following a large vehicle, allow additional space so you may have a greater range of sight

Get the Big Picture

- Eyes should be constantly on the move to obtain the “big picture” by using all mirrors
- Look ahead; use the left side, right side, and student management mirrors every five to eight seconds to check traffic
- Shift your attention back and forth, near and far

Traffic

- Look for vehicles coming onto the highway, into your lane, or turning
- Watch for brake lights from slowing vehicles

- See far enough ahead to enable you to adjust your speed or change lanes if necessary to avoid a problem

Hills and Curves

- Look for hills, curves, or anything that may make slowing or changing lanes necessary
- When driving uphill in a school bus, watch for traffic in all directions, paying attention to the sides and rear of the vehicle
- Do mirror checks often and use four-way hazard lights if traveling under 25 mph
- Activate your hazard lights if the speed of your vehicle impedes the normal flow of traffic
- When going around a curve, check your mirrors to be sure the rear of the vehicle is tracking correctly in your lane and not encroaching into the other lane

Traffic Signals and Signs

- Pay attention to traffic signals and signs
- If a light has been green for a long time (stale green), it will probably change before you get there; start slowing down and be ready to stop
- A crosswalk signal with a flashing hand is an indication the light is about to change
- Traffic signs may alert you to road conditions indicating the need to change speed or lanes

Lane Changes, Turns, Merging, and Tight Maneuvers

- Scan mirrors thoroughly before changing speed or direction
- A minimum of six mirror checks should be performed during lane changes, turns, merges, and tight maneuvers
- Check both left and right outside mirrors prior to, during, and at the completion of the maneuver

Behind (Tailgaters) – You cannot prevent other vehicles from following you too closely; however, there are a few things you can do to reduce some of the risks they create.

- Slow down – Reduce your speed slowly. By reducing your speed, you reduce risk. If you are traveling at a slower speed, and they want to pass...let them.

- Increase your following distance – When you slow down, you should also increase the distance between your vehicle and the vehicle in front of you. This will give you more room to avoid a sudden stop and reduce the possibility of being struck from behind.
- Avoid sudden changes – Signal early. Give them time to react if you are turning.
- Do Not Play Tricks – Flashing your taillights or applying your brakes suddenly will not do anything but escalate your frustration and increase the possibility of injury to your passengers.

Below - Many drivers forget about the clearance space under their vehicles. Under-storage compartments may lower the clearance of the vehicle. Drainage channels and other depressions across roads can cause the long rear overhang of school buses to drag. Cross such depressions carefully.

On occasion, animals and other debris may be in the roadway. Know how much clearance you have between your vehicle and the roadway. Do not take the chance that your vehicle could get hung up or, worse yet, have considerable damage done to your undercarriage.

DO NOT attempt to cross floodwaters, no matter the depth; turn around and find a different route.

Overhead – If you have any reason to doubt that you have ample overhead clearance under a bridge or overpass, go a different route. Warnings for low clearance are normally posted - so be alert. Overhead clearances can also be an issue with building overhangs, trees, branches, and overhead wires. When in doubt, double-check or go a different route. If you discover low-hanging branches, notify your supervisor about the unsafe condition and document it.

Know the height of your bus. (This changes when vents and roof hatches are added and opened).

Sides – The average school bus is 8½ feet without mirrors; add mirrors, and you are now at least 10 feet wide. The average width of a lane on a roadway is approximately nine - twelve feet wide. Due to the size of your vehicle in comparison to the lane, you have little room for error. It is important to keep your vehicle centered in the lane as much as possible. Driving too close to the centerline or to the edge of the road can create additional hazards for pedestrians, mailboxes, and other motorists to list just a few.

When driving a Type B and D school bus, when the engine is behind the windshield, be extremely mindful of your lane position. Often, the driver's seat is located up against the driver-side wall of the bus instead of having a control panel width of several inches between you and the wall. Because of the positioning of the driver seat, your perception will be different, and you may need to "hug" the centerline to ensure that your tires are not dropping off the roadway.

Do not drive a Type B or D vehicle until you have received training in these vehicles. They require different skills, particularly when making turns.

Avoid when possible, driving alongside other vehicles. Do not travel in their blind spot, move forward, or drop back to make sure that they can see you. When exiting tunnels, you can experience intense winds that can make it difficult to stay in your lane. Be alert and prepared.

Turns – As mentioned above Type B and Type D school buses have a completely different turning space than what would be considered the conventional school bus. When the front wheels are located behind the windshield the turning radius is significantly changed. As always, it is especially important for you to be able to see where your rear duals are touching the ground to ensure that you are clearing curbs, poles, and other permanent structures along the roadside and at intersections. Large vehicles often take wide turns and off-track because of their size. Some basic rules are.

- Turn slow – give yourself time to avoid hazards and respond appropriately
- Keep the rear of your vehicle close to the curb – this will prevent other vehicles from trying to pass on the right.
- Signal Early – the more notice the better

Do not turn wide to the left as you start a right turn, other drivers may think you are turning left. If you must cross into the oncoming lane to make a turn, watch out for vehicles coming toward you. Give them room to go by or to stop. However, do not back up for them, there may be vehicles behind you.

When there are two lanes turning, make sure you stay in your lane and turn into the correct lane.

Starting and Stopping on a Hill

Standard Transmission

Stopping on a hill (upgrade)

- Check traffic in all directions using mirrors
- Use a retarder, if equipped, to slow the vehicle
- Apply the service brake lightly for a smooth stop and hold (See Unit Seven, Maintaining Vehicle Control with the Retarder.)
- Allow extra distance between the bus and the vehicle ahead
- Depress clutch with the left foot. Apply the parking brake before shifting into neutral

Starting on a hill (upgrade)

- Check traffic in all directions using ALL mirrors
- With the park brake set and left foot on the clutch, place the transmission in gear; let the clutch out slowly to the friction point
- Hold the clutch at the friction point
- Release the parking brake with enough acceleration to hold the weight of the bus without drifting backward
- Release the clutch until completely engaged to pull the bus smoothly up the hill.
- Check traffic using all outside mirrors

Stopping on a hill (downgrade)

- Check traffic in all directions using mirrors
- Downshift and use engine compression to reduce speed.
- Use a retarder or engine brake, if equipped, to slow the vehicle
- Apply steady pressure to the service brake pedal as needed to bring the vehicle to a smooth stop

Reminder: When stopped, always give the vehicle in front of you plenty of room. You should be able to see the rear wheels where they meet the pavement. This will give an advanced warning when it begins to move. This applies whenever stopped in traffic. There should be a minimum of 15 feet of distance between the vehicles.

Automatic Transmission

Stopping on a hill (upgrade)

- Check traffic in all directions using ALL outside mirrors
- Take your foot off the accelerator
- Use a retarder, if equipped to slow the vehicle
- Apply the service brake lightly for a smooth stop, hold
- Allow extra distance between the bus and the vehicle ahead
- Apply the parking brake

Starting on a hill (upgrade)

- Check traffic in all directions. Make eye contact with other drivers and pedestrians. Use all outside mirrors
- Place the transmission in gear
- Accelerate slightly, and release the parking brake, keeping the vehicle from rolling back

Stopping on a hill (downgrade)

- Check traffic in all directions using ALL outside mirrors
- Take your foot off the accelerator
- Downshift and use the engine compression to reduce speed
- Use a retarder, if equipped to slow the vehicle
- Brake smoothly and evenly
- Apply the parking brake if needed

Overtaking and Passing

When overtaking or passing other vehicles, follow these steps:

- Check traffic signs and markings to determine if passing is allowed
- Check traffic using mirrors, making sure there is no oncoming traffic or traffic from behind preparing to pass
- Make sure any vehicles ahead of you that are passing have completed their pass, your view of the road ahead is clear, and an acceptable gap is present
- Activate the left turn signal at least 100 feet (200 feet if going over 40 mph) before executing passing maneuver (allow the signal to flash at least three times)
- When clear, pull smoothly into the passing lane. Cancel the left turn signal
- Move smoothly past the vehicle at a safe speed within the speed limit
- Activate right turn signal
- Move back into the right lane when at least one and one-half bus lengths ahead of the passed vehicle.
- After returning to the lane, perform another traffic check
- Cancel the right turn signal

- Use extra caution when:
 - The vehicle to be passed is towing a trailer, has an open trunk lid, ice or snow on the rear window, or objects in the rear window that may restrict the view
 - If the vehicle in front of you is about to pull out and pass
 - While being passed, the vehicle moves laterally toward the bus
 - The driver of the other vehicle appears inattentive
 - There is reduced visibility due to weather conditions
 - Passing a large vehicle - Remember, they have blind spots.
 - When there is an intersection or a driveway
 - Do not pass when the driver of the lead vehicle is:
 - Signaling or otherwise indicating a left or right turn, or changing lanes preparing to pass
 - Decelerating suddenly
 - Passing pedestrians, cyclists, or animals
 - Being passed by another vehicle
 - Weaving or wandering

Roundabouts

- Observe the lane use recommendations on signs as you approach the roundabout. Yield to traffic in the roundabout
- Slow the vehicle
- Maneuver the vehicle at the posted speed limit- or lower
- If the loop is too small for the vehicle to be able to stay in one lane, once the circle is clear, use the center of the two lanes combined
- If the loop is too small for the vehicle to go through, a different route must be found
- It is illegal for a vehicle to go through a roundabout in the wrong direction
Check mirrors often
- Signal to exit

Slowing down allows motorists in adjoining lanes to clear the roundabout and make entry and exit maneuvers easier and safer.

Stopping and Parking the Vehicle

Stopping a school bus smoothly and safely is one sign of a professional driver. A professional driver always keeps the vehicle under control. A professional driver knows that braking distances increase greatly as the speed and weight of the vehicle increase. By using correct stopping procedures, the maintenance costs of the braking system will be reduced.

Vehicle weight and road conditions affect stopping distances. A fully loaded bus may need eight times the stopping distance on snow or ice as compared to an empty bus on a dry road.

Stopping in low gear or at 10 mph and less:

- Depress the clutch pedal and release the accelerator (standard transmission)
- Apply the service brake gradually by increasing the pressure
- Reduce brake pressure slightly (not completely) just before coming to a stop to prevent jerking
- Shift the gear lever into the neutral position, release clutch and remove the foot from the clutch pedal (standard transmission)

Stopping when in cruising gear:

- Release the accelerator and depress the service brake pedal
- When proper rpm is obtained, downshift to the next lower gear
- This reduces heat buildup in the brake systems and extends the life of the brakes (standard transmission)

Retarders:

- Some vehicles have “retarders” that provide another way of slowing a vehicle.
- Retarders reduce brake usage and excessive wear on the brakes.
- There are diverse types of retarders.
- The retarder should be used to slow the bus.
- Apply the service brake if greater slowing or stopping is needed.

Parking the vehicle:

- Shift into low gear on level terrain or upgrade and reverse gear on downgrade (standard transmission)

- Use normal stopping/parking procedures for vehicles with an automatic transmission
- Turn the wheels into the curb
- If there is no curb, turn the wheels to the right

The direction you turn the wheels depends on whether you are facing uphill or downhill and if there is a curb.

- Set the parking brake
- Turn off the ignition and remove the ignition key
- Release the clutch and take your foot off the service brake (standard transmission)

Railroad Crossing Procedures

Reminder: Scan the whole area as you approach the crossing. If there is a person lingering near the tracks who appears suspicious, quickly open your door and shut it immediately. DO NOT speak to anyone other than an officer or properly identified railroad personnel.

1 CCR 301-26 Operation Rule 19.0: Route Planning – Student Loading and Discharge

19.13 Pursuant to 42-4-707 C.R.S., School transportation vehicle operators of School Buses, Multifunction Buses and Motor Coach Buses, whether transporting students or not, shall apply the following procedures during the process of approaching, stopping and crossing railroad tracks:

19.13(a) Activate the four-way hazard lamps not less than 200 feet from the railroad crossing to alert other motorists of the pending stop for the crossing;

19.13(b) Stop the bus within 50 feet but not less than 15 feet from the nearest rail of the railway;

19.13(c) When stopped, the bus shall be as far to the right of the roadway as possible and shall not form two lanes of traffic unless the highway is marked for four or more lanes of traffic; and

19.13(d) Use a prearranged signal to alert students to the need for quiet aboard the bus when approaching railroad tracks. Turn off all noise making equipment (fans, heater, radio, etc.)

19.14 After quietness aboard the stopped bus has been achieved, bus operators shall open the service door and operator window. The bus operator shall listen and

look in both directions along the track(s) for any approaching train(s) and for signals indicating the approach of a train or on-track equipment.

19.14(a) If the tracks are clear, the bus operator shall close the service door and may then proceed in a gear low enough to permit crossing the tracks without having to manually shift gears. The bus operator shall cancel the four-way hazard lamps after the bus has cleared the tracks.

19.14(b) When two or more tracks are to be crossed, the bus operator shall not stop a second time unless the bus is completely clear of the first crossing, with at least 15 feet clearance in the front and at least 15 feet clearance to the rear.

19.14(c) Before crossing the tracks, the bus operator shall verify that there is enough space after the tracks for the bus plus 15 feet if it is necessary to stop after crossing the tracks.

19.15 School transportation vehicle operators of School Buses, Multifunction Buses and Motor Coach Buses are not required to stop at crossings controlled only by a red, amber, green traffic control signal when it is in the green position, or when the crossing is controlled by a police officer or human flag person, or when the crossing is marked with an official "exempt" sign placed on the railroad crossing light post or cross bucks post.

Be especially alert at multi-track crossings. Be aware that mechanical failure of traffic control devices can occur.

Light Rail Track Crossing Procedures

General Information

The Regional Transportation District (RTD) has added Light Rail Transit to its bus fleet in the Denver Metropolitan area. Light Rail Vehicles are six-axle, articulated, bidirectional rail vehicles that are electrically powered using overhead wires. The light rail tracks in and around the Denver downtown area are points of extreme danger.

School transportation vehicle operators must exercise the utmost care when approaching, traveling alongside, and crossing light rail tracks.

The RTD light rail tracks are not a distance away from the road like most railroad tracks. They are, in most cases, a part of the same street motorists are on. The light rail tracks run parallel to traffic, traveling in the same direction as traffic or against the traffic flow. There are several locations where the RTD light rail tracks cross major streets.

Light Rail Vehicles (LRVs) may approach from either direction since they are bi-directional. Pay attention to all sets of tracks. Even though a train may have left the crossing on one track, another train may be approaching on another track. The Light Rail Vehicles are noticeably quiet

and appear to be traveling slower than they are. Each car weighs forty tons and is equipped with a bell, an emergency siren, and three bright lights that can be seen two to three blocks away. Two of the lights are in the 'normal' headlight positions and the third is in the middle, at the top of the LRV. LRVs have turn signals to indicate which direction they are turning.

In most cases, there are no physical barriers such as curbs or medians separating the vehicle traffic from the LRV rails. The rails are set in concrete and are a lighter color than the asphalt on the street. Certain weather and light conditions will reduce the visibility of this subtle difference. In some areas the tracks are close to parking areas. Motorists can become confused as to where to park.

Warning Signs

A yellow, diamond shaped warning sign with a black symbol of a streetcar indicates the location of the LRV tracks.



At intersections or by the tracks, these signs have a black bi-directional arrow below the streetcar symbol. Before intersections, these signs have the term 'AHEAD' below the streetcar symbol.



Procedures for Light Rail Crossings

Treat light rail crossings as a railroad crossing except for the use of the hazard lights only when necessary as they are not recommended or required.

- Instruct students to be quiet when stopping at an LRV crossing. Turn down the radio.
- Flash the brake lights if required to stop.

- Stopping on the tracks is unsafe and unlawful.
- Always observe the 'Stop Here on Red' sign and the white safety stripe (stop line) location
- Traffic light-controlled intersections govern both the motorist and the LRV. Treat these locations like any other traffic light-controlled intersection. Look and listen in the appropriate directions for LRVs, motorists, and pedestrians before crossing the tracks.
- At stop sign-controlled intersections, the Department of Education recommends that a school bus operator, when stopped, open the driver's side window and service door.
- Look and listen in both directions for LRVs, motorists, and pedestrians. Close the service door before crossing the tracks.
- Never cross the light rail tracks until the entire vehicle's length can safely clear the tracks.
- Never back across the light rail tracks.

School transportation operators should not park their vehicles near a light rail track or crossing. When parking near light rail be sure you have a safe loading and unloading area, you will not get hit by the train, and you are not blocking the view of the tracks.

Driving at Night

Driving at night creates a greater risk for drivers. Hazards are not as visible as during daylight hours, so there is less time to respond. Drivers caught by surprise are less able to avoid a crash. Three factors that affect night driving are the driver, the roadway, and the vehicle.

Driver Conditions - People cannot see as sharply at night or in dim light. Also, the eyes need time to adjust to seeing in dim light. Most people have noticed this when walking into a dark movie theater. Drivers can be blinded for a brief time by bright light. Some drivers are especially bothered by glare. People have been temporarily blinded by the high beams of an oncoming vehicle. It can take several seconds to recover from glare. Even two seconds of glare blindness can be dangerous. A vehicle going 55 mph will travel more than half the distance of a football field during that time. Avoid experiencing glare blindness by looking to the right side of the road when someone coming toward you has very bright lights.

Fatigue and lack of alertness may increase at night. The body's need for sleep is beyond a person's control. Most people are less alert at night, especially after midnight. This is particularly true if you have been driving for a long time. Drivers may not react as quickly to

hazards, increasing the chance of a crash. When you are sleepy, the only safe cure is to get off the road and get some sleep. If you do not, you are risking your life and the lives of others.

Roadway Conditions - In the daytime, there is usually enough light to see well. This is not true at night. Some areas may have bright streetlights; others will have poor lighting. On most roads, you will have to depend entirely on your headlights.

Less light means you will not be able to see hazards as well. Road users who do not have lights are hard to see. There are many crashes at night involving pedestrians, joggers, bicyclists, and animals.

Even when there are lights, the road scene can be confusing. Traffic signals and hazards can be hard to see against the background of signs, shop windows, and other lights. Use a slower speed when lighting is poor or confusing so you can stop within the distance you can see ahead.

Vehicle Conditions - At night, your headlights will usually be the main source of light enabling you to see and others to see you. Visibility is not as good at night with your headlights as in the daylight. Low beams allow you visibility of about 250 feet while high beams allow about 350-500 feet. Adjust your speed to keep stopping distance within sight distance (The ability to stop within the range of your headlights.)

Night driving can be more dangerous if you have problems with your headlights. Dirty headlights may give only half the light they should. This cuts down your ability to see, and it makes it harder for others to see you. Make sure all lights are clean and working properly. Headlights can be out of adjustment. If they do not point in the right direction, they do not give you a good view and can blind other drivers. Have a qualified person make sure they are adjusted properly.

For you to be seen easily, the following must be clean and working properly:

- Reflectors
- Turn signals
- Clearance lights
- Taillights
- Headlights
- Brake lights
- Reflective tape

At night, your turn signals and brake lights are even more important for communicating to other drivers what you intend to do. Make sure they are clean and working properly.

It is essential at night to have a clean windshield and mirrors. Bright lights at night can cause dirt on the windshield or mirrors to create a glare of its own, blocking your view.

Most people have experienced driving toward the sun just as it has risen or is about to set and found that they can barely see through a windshield that appears alright in the middle of the day. Clean the windshield on the inside and outside for safe driving at night.

Deaths from vehicle collisions occur three times more often in the evening, so pay special attention while driving in the late afternoon, early evening, and early morning hours.

Dangers

- Visibility may be reduced.
- Peripheral vision is not as sharp.
- Darkness impairs your ability to judge distances, movements, and colors.
- More likely to become sleepy.
- Night blindness makes objects appear further away.
- Depth perception in mirrors is distorted.
- Slow down and drive with greater caution.

Precautionary Measures

- Before starting to drive at night, give your eyes an extra five minutes to adjust to the dark.
- Properly pre-trip your vehicle and know the location of your switches.
- Never wear sunglasses when driving in low light conditions.
- CDE requires headlights to be on when the vehicle is in operation.
- Slow down and leave at least three hundred feet between you and the vehicle ahead of you.
- Dim the lights before they cause glare for other drivers; within five hundred feet of an oncoming vehicle and within 500 feet of a vehicle in front of you.
- Use high beams when you can. Some drivers make the mistake of always using low beams. This seriously cuts down on their ability to see ahead. Use high beams when it is safe and legal to do so.
- Do not look directly at the high beams of an approaching vehicle – look forward and slightly to the right.

- Flip your rearview mirror to the night position to reduce glare when driving a smaller vehicle.
- Light inside the vehicle makes it harder to see outside. Keep the interior light off and adjust the instrument lights as low as possible and still be able to read the gauges.
- Stop driving if you are sleepy. People often do not realize how close they are to falling asleep. You are in a dangerous condition. The only safe cure is to sleep.

Right-of-Way

At an uncontrolled intersection, the vehicle on the right has the right-of-way. Left-turn traffic must yield to all other traffic except when a left-turn arrow is present.

42-4-108 C.R.S. Public officers to obey provisions - exceptions for emergency vehicles.

- (1) The provisions of this article applicable to the drivers of vehicles upon the highways shall apply to the drivers of all vehicles owned or operated by the United States, this state, or any county, city, town, district, or other political subdivision of the state, subject to such specific exceptions as are set forth in this article with reference to authorized emergency vehicles.***
- (2) The driver of an authorized emergency vehicle, when responding to an emergency call, or when in pursuit of an actual or suspected violator of the law, or when responding to but not upon returning from a fire alarm, may exercise the privileges set forth in this section, but subject to the conditions stated in this article. The driver of a Colorado Revised Statutes 2013 284 Title 42 authorized emergency vehicle may:***
 - (a) Park or stand, irrespective of the provisions of this title.***
 - (b) Proceed past a red or stop signal or stop sign, but only after slowing down as may be necessary for safe operation.***
 - (c) Exceed the lawful speeds set forth in section 42-4-1101 (2) or exceed the maximum lawful speed limits set forth in section 42-4-1101 (8) so long as said driver does not endanger life or property.***
 - (d) Disregard regulations governing directions of movement or turning in specified directions.***
- (3) The exemptions and conditions provided in paragraphs (b) to (d), in their entirety, of subsection (2) of this section for an authorized emergency vehicle shall continue to apply to section 24-10-106 (1) (a), C.R.S., only when such vehicle is making use of audible or visual signals meeting the requirements of section 42-4-213, and the exemption granted in paragraph (a) of subsection (2)***

of this section shall apply only when such vehicle is making use of visual signals meeting the requirements of section 42-4-213 unless using such visual signals would cause an obstruction to the normal flow of traffic; except that an authorized emergency vehicle being operated as a police vehicle while in actual pursuit of a suspected violator of any provision of this title need not display or make use of audible or visual signals so long as such pursuit is being made to obtain verification of or evidence of the guilt of the suspected violator. Nothing in this section shall be construed to require an emergency vehicle to make use of audible signals when such vehicle is not moving, whether or not the vehicle is occupied.

- (4) The provisions of this section shall not relieve the driver of an authorized emergency vehicle from the duty to drive with due regard for the safety of all persons, nor shall such provisions protect the driver from the consequences of such driver's reckless disregard for the safety of others.*
- (5) The state motor vehicle licensing agency shall designate any particular vehicle as an authorized emergency vehicle upon a finding that the designation of that vehicle is necessary to the preservation of life or property or to the execution of emergency governmental functions. Such designation shall be in writing, and the written designation shall be carried in the vehicle at all times, but failure to carry the written designation shall not affect the status of the vehicle as an authorized emergency vehicle.*

Hazards on the Road

A hazard is any road condition or road user (driver, bicyclist, pedestrian, animal) that may create a danger. Recognizing a hazard allows you time to be prepared and ready to react if an emergency develops.

Always Have a Plan - A professional driver is constantly looking for hazards. Many hazards turn into emergencies. Being watchful and prepared to act will give you time to plan a way out of an emergency. Always have an escape route.

Following are examples of hazards to be aware of –

Animals - Wild animals or domestic livestock may be on or next to the roadway and are very unpredictable. Swerving to avoid them can cause loss of control of your vehicle. Ninety percent of deer/vehicle collisions occur between dusk and dawn.

Bicycles – Bicycles, especially when ridden by children, can be unpredictable. Give them plenty of room when passing.

42-4-1008.5, C.R.S. – Crowding or threatening bicyclist. The driver of a motor vehicle shall not, in a careless and imprudent manner, drive the vehicle unnecessarily close to, toward, or near

a bicyclist. Any person who violates subsection (1) of this section commits careless driving as described in 42-4-1402.

Children - Children may not be looking for traffic and may create a hazard. They see traffic from a vastly distinct perspective. Always expect the unexpected.

Conflicts - Conflicts are hazardous conditions. When a change in speed and/or direction to avoid hitting other vehicles occurs, a conflict with other vehicles may be created. Conflicts occur at intersections where vehicles meet, at merge areas (such as on and off ramps), and where there are forced lane changes (such as the end of a lane, forcing a move to another lane of traffic). Other situations include slow-moving or stalled traffic in the roadway and crash scenes. Watch for drivers who conflict with others. Depending on the way they react to the situation, it may put them in conflict with you.

Confused drivers - A slow, confused driver often changes direction suddenly or may stop without warning. Tourists may be unfamiliar with the area near freeways or major intersections. Hesitation, driving very slowly, frequent use of brakes, or stopping quickly may indicate the driver is looking for a street or house number.

Crash scenes - People involved in a crash are distracted and may not be observant of oncoming traffic. Often at the scene of a crash, people run across the roadway without looking, while passing motorists tend to slow down or stop suddenly. You must also be alert for emergency vehicles and equipment arriving at the scene.

Disabled vehicle - Be especially alert when approaching a disabled vehicle stopped along the roadway. Drivers changing a tire or checking the engine may not pay attention to roadway traffic.

Distracted people - People who are distracted in some way present a hazard for drivers. Pedestrians and bicyclists may be distracted by wearing portable stereos with headsets, having their back to the traffic, looking elsewhere, or hurrying to get out of the inclement weather. Drivers or pedestrians talking on cell phones or texting may not be paying attention.

Drivers in a hurry - Drivers in a hurry may feel your school bus is preventing them from getting to their destination on time. They may pass you without leaving a safe gap in the oncoming traffic, or they may cut too close in front of you, causing you to brake suddenly. Drivers of postal vehicles and local delivery vehicles are often in a hurry stepping out of their vehicle or re-entering the flow of traffic.

Drivers Under the Influence - Motorists under the influence of drugs or alcohol are a hazard to themselves and to motorists. Be especially alert around closing times for sporting events or nightclubs. Watch for drivers who have trouble staying in their lane, do not maintain a constant speed, stop without reason, or show other signs of being under the influence of alcohol or drugs.

Drop-offs - Uneven pavement and the shoulder of the road present a road hazard. If the tires of the vehicle drop off the edge of the pavement, it could cause the vehicle to tilt, hitting roadside objects. It may also be difficult to steer the vehicle back onto the roadway.

Fallen objects - Avoid objects that have fallen onto the roadway. Hitting an object may cause damage to, or loss of control of, the vehicle.

Impaired drivers - An impaired driver may be sleepy, ill, or under the influence of drugs, alcohol, or medications. Some of the signs to look for are weaving, erratic speed, and inappropriate stops.

Obstructed views - Be alert for drivers of vehicles with the rear window blocked. Their view may be limited or obstructed.

On/off ramps - Many freeway and turnpike on and off ramps have posted speed limit signs. These should be considered maximum speeds for large vehicles. Use special caution on downhill and curved parts of the ramp. Entrance and exit ramps may be short and can exit to the left instead of to the right.

Parked vehicles - Parked vehicles can be a hazard. Watch brake lights, backup lights, exhaust fumes, front wheels turned to the traffic side of the road, and other clues that might indicate the driver is about to move the vehicle.

Potholes – These can develop quickly, especially in the spring. Hitting potholes may cause loss of steering control and damage to the bus.

Shopping areas - People in and around shopping areas are often not watching closely because they are looking for a certain store or looking into store windows. They may be carrying packages, talking to a companion, or supervising one or more children.

Trucks – Be cautious when driving around large trucks, especially in hazardous road and weather conditions. Avoid tailgating a truck. Trucks need twice as much stopping distance. Never pull out in front of a truck or cut a truck off.

Do not drive in a truck's blind spot. Drive where you can be seen. Trucks have a deep blind spot directly in front of the cab, off to the right and left sides, and to the immediate back. These blind spots make up what is called the NO-ZONE.

Never drive in a truck's NO-ZONE.

Remember: If you cannot see the driver's face in the truck side-view mirrors or cannot see the whole cab in your rear-view mirror when you are in front of the truck, then you are in a truck's NO-ZONE and must adjust the vehicle position as soon as possible.

Work zones - Work zones with construction vehicles and workers require caution and courtesy on the driver's part. Lanes may be narrow and uneven. Keep your eyes focused ahead and use your four-way hazard lamps to warn drivers behind you of the need for caution.

Use of Hazard Warning Lights

Under certain circumstances, operators may use their hazard warning lights to provide an extra margin of safety while transporting students or during route while conducting student stops in a school transportation vehicle.

Slowing Down - Warn drivers behind you when you need to slow down. A few light taps on the brake pedal to flash the brake lights will warn drivers behind you. Use the four-way hazard lamps when you are driving less than 25 mph when in an area with a higher posted speed limit or are stopped. Warn other drivers in the following situations:

Trouble ahead - The size of your vehicle may make it hard for drivers behind you to see hazards ahead. If you see a hazard that will require slowing down, warn the drivers behind by flashing your brake lights.

Tight turns - Most car drivers do not know how slow you must go to make a tight turn in a large vehicle. Give drivers behind you a warning by braking early and slowing gradually.

Stopping on the road - When stopping on the road for any reason other than student stops, warn drivers behind you by activating your brake lights, turn signals, or hazard lights. Do not stop suddenly.

When parked at the side of the road - After pulling off the traveled portion of the road and stopping, activate the four-way hazard lamps. This is especially important at night. Do not trust the taillights to give warning. Drivers have crashed into the rear of a parked vehicle because they thought it was moving normally. If you must stop on a road or the shoulder of a road, place the reflective triangles appropriately as soon as possible. See Unit Eleven, Emergencies.

Driving Slowly - Drivers often do not realize how fast they are catching up to a slow-moving vehicle until they are remarkably close. In Colorado, if you are a traffic hazard, such as stopping at a railroad crossing, traveling under 25 mph on a highway or interstate, or parked, you must use the four-way hazard lamps to alert other drivers. Do not use the hazard lamps otherwise. (Laws regarding the use of hazard lamps differ from one state to another. Check the laws of other states where you might drive.)

Required Use of Hazard Warning Lights

1 CCR 301-26 Operation Rule 14.0: Operation of a School Transportation Vehicle

- 14.8** *A school transportation vehicle operator may use the strobe, in addition to the four-way hazard lamps, to warn other motorists that the vehicle is not in motion or is being operated at a speed of twenty-five miles per hour or less.*
- 14.9** *The school transportation vehicle operator shall use extreme caution when backing. Before backing on a roadway, highway or private property, the horn*

or audible warning device shall be sounded and four-way hazard lamps actuated or there shall be a person outside the vehicle giving direction

1 CCR 301-26 Operation Rule 19.0: Route Planning – Student Loading and Discharge

19.7 *Four-way hazard lamps shall be used on private property such as parking lots*

19.11 *Pursuant to Section 42-4-1903(2), C.R.S., school transportation vehicle operators are not required to actuate the alternating flashing red warning signal lamps on a school bus*

19.11(a) *When the student stop is at a location where the local traffic regulatory authority has by prior written designation declared such actuation unnecessary and no passenger is required to cross the roadway;or*

19.11(b) *When discharging or loading passengers who require the assistance of a lift device and no passenger is required to cross the roadway.*

19.11(c) *Further, Type A Multifunction Buses with 15 or fewer passenger capacity (counting the driver) and school transportation small vehicles do not have the functionality to control traffic. In these instances, the school transportation vehicle operator shall stop as far to the right off the roadway as possible to reduce obstruction to traffic, activate the four-way hazard warning lamps a minimum of 200 feet prior to the student stop, continue to display the four-way hazard warning lamps until the process of discharging or loading passengers has been completed, and deactivate the four-way hazard lamps before resuming motion. Students are prohibited from crossing any lanes of traffic to access the student stop or after disembarking.*

19.12 *School transportation vehicle operators shall not relocate a student stop without the approval of the school district, charter school, or service provider*

19.13 *Pursuant to 42-4-707 C.R.S., School transportation vehicle operators of School Buses, Multifunction Buses and Motor Coach Buses, whether transporting students or not, shall apply the following procedures during the process of approaching, stopping and crossing railroad tracks:*

19.13(a) *Activate the four-way hazard lamps not less than 200 feet from the railroad crossing to alert other motorists of the pending stop for the crossing;*

19.13(b) *Stop the bus within 50 feet but not less than 15 feet from the nearest rail of the railway;*

19.13(c) *When stopped, the bus shall be as far to the right of the roadway as possible and shall not form two lanes of traffic unless the highway is marked for four or more lanes of traffic; and*

19.13(d) Use a prearranged signal to alert students to the need for quiet aboard the bus when approaching railroad tracks. Turn off all noise making equipment (fans, heater, radio, etc.)

19.14 After quietness aboard the stopped bus has been achieved, bus operators shall open the service door and operator window. The bus operator shall listen and look in both directions along the track(s) for any approaching train(s) and for signals indicating the approach of a train or on-track equipment.

19.14(a) If the tracks are clear, the bus operator shall close the service door and may then proceed in a gear low enough to permit crossing the tracks without having to manually shift gears. The bus operator shall cancel the four-way hazard lamps after the bus has cleared the tracks.

Model Traffic Code for Colorado

Part 2 – Equipment – 230. Emergency lighting equipment – who must carry

(2) Whenever a motor vehicle referred to in subsection (1) of this section is stopped upon the traveled portion of a highway or the shoulder of a highway for any cause other than necessary traffic stops, the driver of the stopped motor vehicle shall immediately activate the vehicular hazard warning signal flashers and continue the flashing until the driver places the bidirectional emergency reflective triangles as directed in subsection (3) of this section.

Communicating

Signaling - Other drivers do not know what you are going to do until you tell them. Therefore, signaling is important for safety. Situations that require signaling include turning, lane changing, slowing, stopping, passing, and parking.

Directional Signals - Directional signals are used to communicate with surrounding traffic when you are going to perform a maneuver that requires a change in your path of travel. Three good rules for using turn signals are:

Signal early - Signal well before the maneuver you are about to execute. It is the best way to keep others from trying to pass you.

The signal should be activated:

- at least 100 feet before the maneuver when the speed limit is 40 mph or less
- at least 200 feet when the speed limit is over 40 mph

Signal continuously - You need both hands on the wheel to complete the maneuver safely.

Cancel signal - When you have finished the maneuver and established your desired path of travel, cancel the signal.

Lane Changes - Activate the turn signal before changing lanes. Change lanes slowly and smoothly. Perform traffic checks prior to, during, and after executing lane changes. If changing several lanes, “take possession” of each lane prior to proceeding to the next lane.

Passing - Whenever you are about to pass a vehicle, pedestrian, or bicyclist, assume they do not see or hear you. They could suddenly move in front of you. At night, flash your headlights from low to high beam and back. Drive carefully to avoid a crash.

When It is Hard to See - At dawn or dusk, or in rain or snow, you need to make your vehicle more visible. If you are having trouble seeing other vehicles, other drivers may have trouble seeing you. Leave the headlights on low beams; high beams can bother people in the daytime as well as at night.

Horn - Using the horn can let others know you are there and may help to avoid a crash. Use your horn when needed. However, it can startle others and could be dangerous when used unnecessarily.

Eye Contact - By establishing eye contact, you have a better indication that the other driver or pedestrian sees you. Do not rely on eye contact alone.

Do Not Direct Traffic - Some drivers try to help others by signaling when it is safe to pass or to pull out into the traffic lane. Do not do this. Directing traffic may cause a crash, and you could be held liable.

Road Rage

The main characterization of road rage is a brief period of irrationality. When this occurs, drivers experience exaggerated anger, irritation, aggravation, and impatience! These emotions lead to impaired judgment, saying or doing things they may later regret, engaging in risky driving behaviors, and attempting to punish or retaliate against the offending driver.

How to Avoid Road Rage

- Avoid eye contact – aggressive motorists may feel challenged if you stare them down.
- Do not cut in front of a motorist no matter how big of a hurry you are in
- Allow fellow motorists to cut in during a traffic jam
- In rural areas, pull over to allow a motorist to pass if several cars pile up behind you
- Do not stay in the fast lane
- Do not allow your students to aggravate fellow drivers such as making obscene gestures

- Do not tailgate – always maintain a safe distance from the vehicle in front of you
- Use your horn sparingly – if you must get the attention of someone in a non-emergency, tap your horn lightly.

Horns and Warning Devices

42-4-224, 5 (b) C.R.S. Horns or warning devices (excerpt)

(b) The driver of a snowplow, while engaged in the removal or control of snow and ice on any highway open to traffic and while displaying the required flashing yellow warning lights as provided by section 42-4-214, shall not be charged with any violation of the provisions of this article relating to parking or standing, turning, backing, or yielding the right-of-way. These exemptions shall not relieve the driver of a snowplow from the duty to drive with due regard for the safety of all persons, nor shall these exemptions protect the driver of a snowplow from the consequences of a reckless or careless Colorado Revised Statutes 2013 322 Title 42 disregard for the safety of others.

(6) Any person who violates any provision of this section commits a class B traffic infraction. 42-4-108, C.R.S.

- If you are stopped at a student stop to unload, and an emergency vehicle is approaching:
- Keep the students on the bus if possible.
- If the students are still on the bus, cancel your eight-ways and activate your hazards.
- If students are already off the bus, signal them about the emergency vehicle and try to keep them clear.
- Leave the eight-ways on if the students have exited the bus. If you turn them off, traffic will begin to flow and could cause an even more dangerous situation.
- Let the operator of the emergency vehicle make the decision when it is safe for him to proceed.

Remember, keeping the students safe is your number one priority.

Headlights

Headlights - A vehicle must have headlights with high and low beams. State statute requires that headlights must be on between the hours of sunset and sunrise. **See 1 CCR 301-26, 14.3.**

1 CCR 301-26 Operation Rule 13.0: Operation of a School Transportation Vehicle

- 14.3** *A school transportation vehicle's headlights shall be activated while the vehicle is in operation.*

Federal Motor Carrier Safety Administration – Mobile Phone Restriction Rules for Commercial Motor Vehicle Drivers

Part 392 – Driving of Commercial Motor Vehicles

392.82: Using a hand-held mobile telephone.

(a)

- (1)** *No driver shall use a hand-held mobile telephone while driving a CMV.*
- (2)** *No motor carrier shall allow or require its drivers to use a hand-held mobile telephone while driving a CMV.*

(b) *Definitions. For the purpose of this section only, driving means operating a commercial motor vehicle on a highway, including while temporarily stationary because of traffic, a traffic control device, or other momentary delays. Driving does not include operating a commercial motor vehicle when the driver has moved the vehicle to the side of, or off, a highway and has halted in a location where the vehicle can safely remain stationary.*

(c) *Emergency exception. Using a hand-held mobile telephone is permissible by drivers of a CMV when necessary to communicate with law enforcement officials or other emergency services.*

Additional Operation of a School Transportation Vehicle Rules

1 CCR 301-26 Operation Rule 14.0: Operation of a School Transportation Vehicle

- 14.1** *A school transportation vehicle shall not be operated in a manner that is unsafe, or likely to cause an accident, or likely to damage the vehicle.*
- 14.2** *A school transportation vehicle shall not be placed in motion on a roadway, highway or private road with the passenger entry door/service door open.*
- 14.4** *A school transportation vehicle shall not be fueled while students are on board, except in instances when unloading the students would present a greater hazard or peril to their safety.*

- 14.5** *Use of tobacco products as defined in Section 18-13-121(5), C.R.S., use or possession of illegal controlled substances, use or possession of alcohol and use or possession of marijuana or cannabinoid product, except as otherwise allowed by law, aboard any school transportation vehicle shall be prohibited at all times.*
- 14.6** *A school transportation vehicle operator shall not consume food unless the vehicle is stopped at a safe location with the park/emergency brake set.*
- 14.7** *When a school transportation vehicle is equipped with a roof mounted strobe lamp, the use of the strobe lamp is permitted only when the vehicle presents a hazard to other motorists, such as loading or unloading students in inclement weather or to enhance the visibility of the vehicle when barriers inhibit such visibility.*
- 14.8** *A school transportation vehicle operator may use the strobe, in addition to the four-way hazard lamps, to warn other motorists that the vehicle is not in motion or is being operated at a speed of twenty-five miles per hour or less.*
- 14.9** *The school transportation vehicle operator shall use extreme caution when backing. Before backing on a roadway, highway or private property, the horn or audible warning device shall be sounded and four-way hazard lamps actuated or there shall be a person outside the vehicle giving direction.*
- 13.09(a)** *Backing a school transportation vehicle when students are outside of the vehicle at a student stop is prohibited.*
- 14.10** *A Type A, B, C, and D School Bus, Multifunction Bus and Motor Coach Bus shall not be operated with a trailer or other vehicle attached while students are being transported.*
- 14.11** *School transportation small vehicles, with a manufacturer-assigned capacity of 12 or fewer passengers (counting the driver), may tow trailers while students are being transported to the extent that trailering is a necessary component of a school district or charter school sponsored program.*

1 CCR 301-26 Operation Rule 15.0: Authorized Passengers

- 15.1** *Only school district, charter school, or service provider personnel; students enrolled in a school district or charter school; law enforcement officials; or individuals that have received prior authorization from the school district, charter schools or service provider may be passengers on any school transportation vehicle.*
- 15.2** *The number of passengers transported on any school transportation vehicle shall not exceed the maximum seating capacity of the vehicle. Small vehicle*

capacity shall not exceed the number of safety belts as designed by the vehicle manufacturer.

- 15.3** *Passengers shall not be permitted to stand in any school transportation vehicle while the vehicle is in motion. This does not preclude authorized persons (such as school transportation paraprofessionals) from completing their duties as required.*
- 15.4** *School districts, charter schools, and service providers shall consider the size of the passengers when determining the number of passengers that can safely occupy a school transportation vehicle seat.*

Unit Six – Adverse Weather and Mountain Driving

This unit includes information on adverse weather conditions, driving techniques, and information pertinent to school bus driving in all weather conditions experienced in Colorado. Becoming aware of the effects of the conditions will provide the understanding required to respond correctly. Should you slow down, pull over, or decide to reschedule? Safety must be the driver's primary concern.

Wind

Intense winds pose significant challenges to a school bus's handling. Steering becomes more difficult, and staying within the travel lane is a struggle during high winds. Wind gusts can exert pressure on the side of the bus, leading to sideways thrust. In extreme cases, roof hatches have been known to pop open and tear off, highlighting the severity of the situation.

Overcompensated steering can cause the bus to tip over or leave the travel lane. Wind may blow around debris that can hit the bus, causing damage or injuries.

High winds increase just before and at the beginning of a change in the weather. Visibility can be severely impaired during thunderstorms, dust storms, and blizzards. Operators should be cautious when crossing bridges and overpasses, driving between hills, exiting tunnels, on open straightaways, and passing high-profile vehicles.

Tips for driving in intense winds:

- Grip – Keep a firm grip on the steering wheel. Anticipate the wind gusts.
- Speed Reduction – Reduce speed to lessen the effect of the wind or pull off the road and wait.
- Pull Over – Pull onto a solid shoulder, side road, or parking lot.
- Call – Contact your dispatch/school district to convey the situation and ask for further instructions.
- Observe Surroundings – Watch for blowing debris, falling trees, or downed power lines. Reduced visibility may occur from blowing dust, sand, or snow.
- Prepare – Always be prepared for the unexpected.

Tornados

A tornado is a violently rotating column of air. In the northern hemisphere, tornados rotate counterclockwise. They develop in warm, moist air before an eastward-moving cold front. Most

tornados move southwest to northeast. The average forward speed of a tornado is 30 mph, but it can be up to 70 mph.

When the temperature is between 65 and 84 degrees, and the dew point is above 50, the dangers of a tornado are at their highest. Tornadoes often accompany severe thunderstorms.

Tornados are common in eastern Colorado. Though rare, tornados are possible in the mountains, foothills, and western valleys.

Tornado Signs:

- Green-colored sky
- Hail
- Wall Cloud
- Funnel Cloud

Many say a tornado sounds like a freight train approaching. If it does not appear to be moving, a tornado may be coming toward you. If you are on the bus and see a tornado, evacuate to a safe location, preferably a building.

When in a building, go to an interior room or basement, away from windows, and have all passengers sit and cover their heads with their hands.

When in the direct path of a sighted tornado and shelter in a building is unavailable and an evacuation is ordered, escort passengers to a nearby ditch, culvert, or depression. Direct all passengers to lie face down on the ground with their hands covering their heads. They should be far enough away so the bus cannot topple on them.

Avoid areas subject to flash floods. Never go under a bridge or overpass, which can become the equivalent of a wind tunnel.

Micro and Macro Bursts

Microbursts and macro bursts are intense, localized downdrafts of air that spread on the ground, causing rapid changes in wind direction and speed. They can produce winds of more than 100 mph, which can cause severe damage.

A macro burst can cause more damage to a widespread area than a microburst. They are hard to detect, so be careful when thunderstorms and high winds are in the area. Keep a tight grip on the steering wheel, and pay attention to weather watches and warnings.

Rain

When it starts to rain, the water mixes with oil and other road grime, making the road very slippery. Standing water on the roadway may lead to additional challenges like hydroplaning.

Lightning

Sudden storms can produce lightning. If a severe storm produces lightning, the safest place is in the bus. Avoid touching metal objects or pulling over in high-risk areas (canyons, near power lines, or tall trees).

Water on Roadways

Water on brake drums will reduce braking efficiency. A light application of the brakes can prevent excessive water between the drum and brake pads. During excessively wet conditions or after passing through standing water, it may be necessary to apply the brakes slightly for a short distance to dry them out and restore normal braking.

Hydroplaning

Hydroplaning can occur on any wet road surface, but the first ten minutes of a light rain can be the most dangerous. When a tire encounters more water than it can scatter, water pressure in the front of the wheel pushes water under it, thus separating the tire from the road surface with a thin film of water. The result is loss of traction, steering, braking, and power control.

How to avoid hydroplaning:

- Slow down when roads are wet. The faster the speed, the harder it is for tires to scatter water properly.
- Stay away from puddles and standing water.
- Do not use cruise control if equipped.
- Drive in a lower gear.
- Avoid hard braking.
- Try to avoid making sharp or quick turns.

Never drive in flowing water, as the depth and force of the current is unknown. Dangers may not be visible. There may be debris, downed power lines, or washed-out portions of the road.

Slippery Surfaces

Bus braking or steering cannot occur unless there is traction. Road conditions may reduce traction and require slower speeds. When slick road conditions exist, it will take longer to stop, and it will be harder to steer the bus without skidding.

Slippery surfaces can more than double stopping distances.

Common Slippery Surfaces:

- Shaded areas – Shady parts of the road may remain icy and slippery long after open areas have melted and dried.
- Bridges – When the temperature drops, bridges freeze before roads. Be especially careful when the temperature is at or near freezing (32° F).
- Snow – Various types of snow offer different levels of traction. The most traction can be obtained from dry, granular snow or very cold snow. Occasionally, packed snow may give better traction than freshly fallen snow. When temperatures fluctuate around freezing, the danger of driving increases because the road surface may be covered with snow camouflaging ice or have ice-coated snow, reducing traction. The roads are most hazardous when the snow or ice begins to melt. It is important to exercise extra caution when driving on packed snow or icy roads, especially when the temperature outside is close to freezing (32° F).
- Black Ice – When the temperature drops below freezing, but the road looks wet, it may be covered in black ice. This thin, transparent layer of glaze ice can occur anywhere but is more common in high-traffic intersections and areas exposed to wind. It is most prevalent during the early morning hours, especially after snowmelt on the roadways, and it can refreeze overnight when the temperature drops below freezing. Black ice can also form when roadways are slick from rain, and temperatures drop below freezing overnight. It can take you by surprise, so slow down and exercise extra caution.
- Hail – Like ice, hail provides a unique set of hazardous circumstances. Hail on the roadways can produce an extraordinarily slippery and uneven road surface, and large hail can break windshields and windows. If you are experiencing hail, finding a low-risk parking spot that is covered, if possible, is often an excellent idea, so wait it out rather than risk breaking windows.
- Mud and Mudslides – Wet, non-paved, or paved roads with excessive mud can be slippery and virtually impassable.
- Heat – Excessive heat may cause the tar in the road pavement to rise to the surface. These areas can become soft or slippery.

- Other – Anti-icing and de-icing materials used on roadways to improve traction (i.e., gravel, magnesium chloride, and salt). In some instances, these materials can decrease traction

Skids

A skid happens when a vehicle's tires lose traction on the road. Some common ways this can happen are:

- Over-braking – Either braking too hard and locking up the wheels or using the retarder when the road is slippery.
- Over-steering – When the operator turns the wheels sharper than the vehicle can turn at a given moment.
- Over-acceleration – When the drive wheels spin due to too much power sent from the operator.
- Driving too fast – Serious skids result from driving too fast for road conditions. Operators who adjust their driving to the conditions do not over-accelerate and do not have to over-brake or over-steer from gaining too much speed.

Drive-wheel Skids

This is the most common skid and happens when the rear wheels lose traction through excessive braking or acceleration. Rear wheel braking skids occur when the rear wheels (drive tires) lock. This usually happens on slippery surfaces. Because locked wheels have less traction than rolling wheels, the rear wheels usually slide sideways in an attempt to “catch up” with the front wheels (steer tires). In a bus, the vehicle will slide sideways into a “spin out.”

To correct a drive-wheel skid:

- Stop accelerating.
- Stop braking to allow the rear wheels to roll again.
- Turn in the direction of the skid by looking where you want the bus to go.
- Counter-steer after control of the bus resumes by turning the steering wheel in the direction desired.

Front-Wheel Skids

Driving too fast and having inadequate tread depth on the front tires causes most front-wheel skids. In this type of skid, the front of the bus tends to go in a straight line regardless of how much the steering wheel is turned. This causes extreme difficulty (if not impossibility) when steering around a curve or turn.

To correct a front-wheel skid:

- Release the accelerator
- Do not brake. This will allow the front wheels to turn again and regain traction.
- Learning to stay off the brake and react quickly during a skid takes a lot of practice. The best place to practice this is on a large driving range or "skid pad."

Winter Driving

Weather conditions can be unpredictable, placing extra demands on the bus and operator. Always be prepared for winter roads and adjust speed to the existing conditions.

Three key elements to safe winter driving are:

Stay alert

Slow down

Stay in control

Drive according to highway and weather conditions. Some bridges and overpasses in Colorado are heated or have de-icing sprayers, creating an abrupt change in road conditions. Scan ahead and be aware of these locations.

In winter, and especially during poor weather conditions, it takes longer to stop on a slippery road. To avoid sudden braking situations, it is important to leave plenty of space between the bus and the vehicle ahead. A guide to safe spacing in these conditions is to double the "four—five-second rule."

Using a lower gear than you normally would for the type of road helps the driver maintain control of the vehicle in winter driving conditions.

Be aware that snow on the road may be slippery, drifting, or hard-packed. It can also be smooth, soft, rutted, or slick-tracked. A slick track happens when traffic has packed the snow enough to cause icy conditions. Because the bus usually tracks wider than the preceding vehicles that formed the hard pack, ruts, or slick tracks, maintaining control may be difficult. Rather than allowing the bus to sway back and forth between the two narrow tracks or ruts, adjust lane positioning to ride in the untracked snow within the lane. Riding outside of the tracks or ruts will help to maintain speed and steering control.

Wet snow can cause slushy roads. Heavy slush can build up in the bus's wheel wells and affect steering. Remember to look ahead to recognize hazards in plenty of time to respond.

Reduced Visibility

School Bus Operators can expect to experience all the following driving hazards that may result in reduced visibility. The most important response is to slow down. Maintain a speed that allows safe continuation in these conditions:

- Fog
- Sun
- Dust
- Rain
- Snow
- Debris
- Smoke
- Terrain
- Hail/Graupel Darkness
- Light variations
- Vegetation

Additional Hints and Reminders:

- Check road conditions prior to departure.
- Speed should be conservative when conditions are less than perfect.
- Maintain a speed that allows you to stop quickly in the event of the unexpected.
- Know your limits and the bus's limits. Pull off to a safe location rather than continuing in adverse or unsafe conditions.
- Test traction and braking ability in a safe location free from traffic or other hazards.
- False shoulders exist in all seasons (i.e., snow, tall grasses, and heavy rains). Be aware of your surroundings at all times.
- Increase the following distance.

Mountain Driving

Mountain driving presents unique situations that require greater attention to the same driving skills and expertise expected of all school transportation vehicle operators.

Steep grades, winding roads, blind curves, falling rocks, wildlife, sightseeing motorists, bicyclists, and unpredictable weather can present additional risks and consequences. There is a reduced margin for error, and minor mistakes can develop into major problems. Mountain driving requires an elevated level of concentration and respect for the terrain.

This section focuses on maintaining control, transmission and retarder usage, braking, pitch and grade, chains, and other skills for safe school bus operation in the mountains. CDE recommends frequent skill refresher training for mountain drivers.

C.R.S. 42-4-1901 (1)(a)

- (a) Except as provided in paragraph (a) of subsection (2) of this section, passengers of any school bus being used on mountainous terrain by any school district of the state shall not occupy the front row of seats and any seats located next to the emergency doors of such school bus during the period of such use. For purposes of this section, mountainous terrain shall include, but shall not be limited to, any road or street which the Department of Transportation has designated as being located on mountainous terrain.**

On and after July 1, 1992, the driver of any school vehicle as defined in section 42-1-102 (88.5) owned or operated by or for any school district in this state shall have successfully completed training, approved by the Department of Education concerning driving on mountainous terrain, as defined in section 42-4-1901 (3) (a), and driving in adverse weather.

1 CCR 301-26 Operation Rule 5.0: School Transportation Vehicle Operators

For CDL School Transportation Vehicle Operators

- 5.01(h) The operator shall receive pre-service training on the type of vehicle(s) to be driven, the type of duties they may be required to perform, mountain and adverse weather training pursuant to C.R.S. 42-4-1902, mandatory reporter training pursuant to C.R.S. 22-32- 109(1)(z), and student confidentiality laws under C.R.S. 22-1-123 and 22-32-109.3, prior to transporting students.**

For Non-Commercial Small Vehicle Route and Activity School Transportation Operators

- 5.02(i) The operator shall receive pre-service training on the type of vehicle(s) to be driven, the type of duties they may be required to perform, mountain and adverse weather training pursuant to C.R.S. 42-4-1902, mandatory reporter training pursuant to C.R.S. 22-32- 109(1)(z), and student confidentiality laws under C.R.S. 22-1-123 and 22-32-109.3 prior to transporting students.**

- 5.03(g) The operator shall receive pre-service training on the type of vehicle(s) to be driven, the type of duties they may be required to perform,**

mountain and adverse weather training pursuant to C.R.S 42-4-1902, mandatory reporter training pursuant to C.R.S. 22-32- 109(1)(z), and student confidentiality laws under C.R.S. 22-1-123 and 22-32-109.3, prior to transporting students.

Target Speed

Target speed is the speed a driver determines is safe for a driving condition. When the bus speed increases above the target speed, the driver slows to 5 mph below the target speed and allows the bus speed to increase naturally back to the target speed. Repeat this process as needed. If this process happens often, the driver has not shifted down to a gear that will provide the engine compression to hold the vehicle at or below the target speed.

Maintaining Control

To maintain control of a school bus on steep mountainous terrain, follow the steps below for safe control:

- Engine Compression/Transmission
- Retarder Use (if equipped)

Service Brake Use

A driver is in control when the school bus is kept at a safe road and engine speed. A safe school bus speed is either at or below the posted limit. The bus manufacturer determines safe engine speed or revolutions per minute (rpms).

Engine Compression/Transmission

Engine compression is the first source of braking power, even if the bus is equipped with a retarder. When coming down a long, steep grade, descend in a gear that is low enough to climb that same grade. On steeper grades and/or with a loaded bus, use at least one gear lower. Be aware that if the engine reaches maximum rpms, automatic transmissions can up-shift, even when manually locked in gear.

Select the proper gear for the grade before starting to descend, and keep the bus in that gear until the bottom of the grade. This will prevent the possibility of not being able to shift into the next lower gear if needed. This is especially important with a standard transmission. Maintain the manufacturer's recommended rpm range for the gear selected to avoid over-revving or lugging, which may damage the engine.

Discuss recommended RPM ranges for all types of buses in the fleet with your technicians/mechanics.

Retarders

The retarder is designed to slow the bus to maintain a safe speed. The retarder will not completely stop the bus. Use the retarder for all slowing needs. Proper use of the retarder will improve safety and save money by avoiding wear on the bus's braking system.

Retarders control only the rear wheels, giving the driver complete control of the steering system. Some retarders work in reverse as well as forward gears, helping to prevent the service brake from overheating. The retarder can overheat when used for long periods. Cool the retarder by discontinuing use for 10 minutes at a minimum of 15 mph before stopping the bus. Use only the service brakes in this cool-down period.

Electromagnetic

The most common type of retarder is electromagnetic. Mounted on the driveshaft of the bus, this retarder slows the driveline to the rear tires using electromagnetic forces. These retarders have four positions of braking. Positions one and two are the most used. Use positions three and four only for short amounts of time due to the drain it places on the battery system. When an emergency stop is required, activate the hand control from the "off" position to the fourth position in one single action. Activation of electromagnetic retarders can also occur with the engine off as long as there is a source of electrical power on older models.

NEVER DRIVE AGAINST A RETARDER! It will overheat and can cause a fire.

Stop and Go Traffic Use

Use positions one and two for normal slowing and three and four for firmer or emergency slowing. When it becomes necessary to slow down, release the accelerator and apply the retarder hand control to the desired position. To come to a complete stop, apply the service brake. Switch the retarder hand control to the "off" position when no longer needed.

Downhill Descent Use

Use the retarder to reduce speed and allow engine compression to keep the bus at a safe speed. Listen to the engine and watch the gauges for speed to increase; apply the retarder until five mph below the target speed. If the need for a fourth position occurs, the bus is in too high of a gear. Slow the bus using the service brakes and shift the transmission to a lower gear.

Slippery Road Conditions

Use the retarder cautiously in the first position to slow the bus on slippery roads. Before shifting into position one, make sure the engine rpms are low to minimize the torque from suddenly going to the rear wheels. Over-retarding on slippery roads can break the traction of the rear wheels. If this happens, disengage the hand control. As soon as the bus regains traction, you can lightly accelerate to pull out of a skid. If the use of the retarder is still needed, use it cautiously. The operator has little control when the retarder system is electronically hooked into the service brake system. It is best to turn the retarder switch off when slippery conditions exist.

Hydraulic

Hydraulic retarders are fluid braking systems that decrease the speed of the bus by slowing the automatic transmission. Brake application or accelerator release activates this type of retarder. There is generally no other type of control. The hydraulic retarder does not have the four positions of braking as the electromagnetic retarder does. These retarders have a variety of styles and positions. Please refer to your bus operation manual for detailed instructions.

With all hydraulic retarders, avoid continuous use as the transmission can overheat. The transmission retarder will not function if the engine is off.

Engine/Exhaust Brakes

These systems are optional auxiliary braking systems that assist but do not replace the service brake system. Both brakes perform in the same manner. The engine brake is inside the engine, and the exhaust brake is in the exhaust system. The engine or exhaust brake switch, located on the control panel (in combination with the accelerator or brake pedals), allows the driver maximum use of the engine or exhaust brake. The exhaust brake is a butterfly valve mounted in the exhaust manifold pipe. An air cylinder shuts the butterfly valve when there is a release of the accelerator, and the brake switch is in the “on” position. This restricts the flow of the exhaust gases and retards the engine. This retarding action carries throughout the engine and drivetrain, slowing the bus and reducing the need for frequent service brake applications.

When using it on a steep grade, make sure that the brake switch is in the “on” position. Once there is a release of the accelerator pedal, the retarder will come on. While going down the grade, use a gear low enough to descend safely with minimum application of the service brakes. As a general guideline, use the same gear as you would to ascend that same hill. Do not allow the engine to exceed its governed speed, or serious engine damage could result. Apply the service brakes to reduce the engine rpms. Shift into a lower gear to make a slower descent.

Engine or Exhaust Brake Operating Characteristics

Operators will experience the following when engine or exhaust brakes are in operation:

- Exhaust smoke will appear normal.
- Engine temperature will remain in the normal operating range.
- Road speed during descents will decrease.

Vehicle weight and grade of the decline will affect the amount of braking force required to slow the bus. If the bus is equipped with these types of brakes, the operator may not always be able to feel the retarding force; however, it is preventing the bus from gaining speed.

It is important to engage the different stages of the secondary braking system prior to the requirement or the need for additional braking to have the feel of the braking action.

Service Brakes

In mountain driving, the force of gravity plays a key role. Gravity will make the bus speed up when going down steep grades. The heavier the load, the faster the bus will gain speed. Go slowly enough to avoid the use of the service brakes to maintain a safe speed. Prolonged use of the service brake causes brake “fade” (less stopping power). Brake fade occurs when heat build-up causes the brake lining to glaze or deteriorate at high temperatures. This decreases or eliminates the effectiveness of the brakes and, in extreme cases, can cause a fire. Never exceed a safe, controlled speed. For long downhill grades, maintain safe speed by effectively using engine compression and the retarder (if so equipped). This helps ensure minimal use of the service brakes. Use the service brakes intermittently, with enough time between applications to keep the linings, drums, and/or rotors cool.

Pass Checks

Pass checks are a frequent practice in mountainous states. Although they are not required by law, they are incredibly wise as a precautionary measure.

- Pull over at a safe location prior to beginning a descent.
- As you enter the parking area, apply firm pressure on the brakes checking for proper stopping and that the bus does not pull.
- Do a walk around to ensure all the lights are working.
- Stop at each wheel and feel the hub for signs of heat.
- Look at the slack adjusters to ensure they are all indicating proper adjustment.
- Look at all tires for damage and proper inflation.

- Return to the driver's seat and place the bus in the proper gear to descend the downgrade.

When approaching a downgrade where a full check of the vehicle is not possible, prior to reaching the apex of the hill, firmly apply the brakes to feel for proper brake response and no pulling in either direction. Shift down to the proper gear prior to the apex of the hill.

Pullouts

Use pullouts to allow traffic backed up behind the bus to pass safely. If a pull-out is large enough, maneuver the front of the bus so that you can look over your shoulder for oncoming traffic before reentering the roadway. Do not rely solely on the mirror if the opportunity to square off and look exists.

Terrain

One of the hardest techniques to learn may be reading terrain. Maintain a safe scanning distance and scan the entire area for changes in grade, upcoming curves, wildlife, and traffic. When possible, look through the trees beyond the curve before entering.

Tips for Reading Terrain

- Whitewater – indicates a steep grade
- Objects that seem to change size rapidly – indicate a steep grade
- Canyon walls that appear to close in ahead of the bus – indicate a possible narrow road ahead
- Do not blindly follow the traffic ahead of you – other drivers may misinterpret the terrain.

One of the hardest techniques to learn may be reading terrain. Maintain a safe scanning distance and scan the entire area for changes in grade, upcoming curves, wildlife, and traffic. When possible, look through the trees beyond the curve before entering.

Pitch and Grade

Pitch and grade affect how mountain drivers maneuver through curves. Long, wide curves in the mountains may remain slippery for continuous periods of time due to the pitch of the road or the position of the sun. During a downhill curve, the bus may accelerate on its own. Do not brake in a turn, especially during adverse conditions. Apply the retarder or service brake (depending on conditions) well in advance of the curve and allow the speed of the bus to decrease gradually. Once the bus has reached the apex of the turn, gradually accelerate. This

helps the bus track correctly through the lane. Braking through a turn may cause the bus to skid and make control difficult.

When approaching curves, notice how the road pitches from side to side in relation to the curve and the grade. Often, the operator can drive at a higher speed if the curve maintains a pitch that follows the direction of the turn (on-camber) than if the curve is flat or off-camber. The amount of acceleration out of the curve will depend on the degree of pitch. A skid can occur by accelerating too early when negotiating curves with a relatively flat pitch.

Speed

Slow to a safe speed before entering any curve. Braking in a curve is dangerous because it is easier to lock the wheels and cause a skid. Do not exceed the posted speed limit for the curve. Since the posted speed limit is for small vehicles, the bus speed should be 5-10 mph below the posted limit. To help maintain control, be in a gear that will allow slight acceleration through the curve. When entering a curve while going downhill, allow gravity to provide slight acceleration.

Lane Position

Watching the lane position will help avoid head-on collisions. On tight curves, especially switchbacks, watch the tail swing. Stay centered in the lane to keep a safe clearance on all sides of the bus. Hugging the outside of a curve increases the chance of dropping a tire off the paved portion of the road onto a soft shoulder. Hugging the inside of a curve places your mirrors into the space of other motorists. If possible, adjust the speed and space to avoid driving alongside another vehicle in a curve on a multilane highway. On a right-hand curve, move as far to the outside of the lane as possible. It is essential to pay attention to where the right rear tires are in relation to the pavement. On-coming traffic tends to take their half out of the middle when negotiating a left-hand curve.

Overhead

Be aware of rocks that overhang the road. Off-tracking brings the center of the bus closer to the overhanging objects. When entering a tunnel, be aware of the curve of the edges and top. The vehicle height may fit through the middle but not on the outer edges.

Chains

Chaining is crucial to mountain driving in adverse weather. The Department of Transportation requires the use of chains on commercial motor vehicles on many mountain passes. The two

most common types of chains are automatic and conventional. There are several methods for installation. Below are some commonly used methods and tips for safely chaining a bus.

Automatic Chains

These chains permanently fasten to the rear suspension of the bus. They activate from a dashboard switch that opens an electric over-air solenoid mounted on the frame rail. Air

pressure from the buses on board air brake system or an auxiliary air source flows to two air cylinders that lower two chain wheels down until they contact the tire sidewall. The friction between the tire and the chain wheel causes the chain wheel to rotate. Each chain wheel has lengths of chain attached to it. The centrifugal force created causes the chains to flail out and pass between the tire and road surface to enhance traction in snow and ice. The additional traction also reduces stopping distance in these same slippery conditions. When in the “off” position, the solenoid exhausts the air in the cylinder, and the spring in the cylinder returns the chains to the retracted position.

Advantages:

- This increases safety, as the bus is always equipped and has quick access on short notice. The typical engagement time is two seconds.
- Automatic chains dramatically reduce the time spent installing conventional chains, increasing the productivity of the operator. More importantly, routes can remain on schedule.
- Automatic chains can eliminate body damage caused by broken conventional chains, which at times can be a mission-disabling failure.
- Hauling force, acceleration, and stopping distance
- The operator may lower or raise automatic chains at any time during speeds less than 30 mph.

Disadvantages:

- The operator must realize that this system is not a “fix-all” (avoid a false sense of security).
- Operator activation is required.
- The system, per design, is limited to ice and a maximum of up to four inches of snow.
- In deep snow conditions, the operator may still have to install conventional chains.

- To avoid damage, do not raise the chains if the bus is not in motion. If the chains are raised when not in motion, damage can occur to the chains, arm mechanism, and air system.

Conventional Chains

The operator must install and remove conventional chains. Always plan ahead when chaining is a possibility. If there is any doubt about traction, it is best to chain up to avoid safety issues.

When determining locations to install and remove conventional chains, always find a safe location that is out of the way of traffic. If passengers are on board, they should remain inside the bus. Make sure the engine is off, and the brake is set so the bus will not move.

Chaining Steps:

- Operator Preparation - Stretch muscles before lifting chains.
- Lay chains out on the ground to confirm that they are lying correctly, with each side parallel. If not, straighten them to ensure that all reinforcement bars will face the road surface instead of gouging into the tire.

Choose the proper chaining method to use

- Drape over the tire (Recommended in most circumstances).
- Hooks on the inside, clasps on the outside, cross-links perpendicular to the tire, and all reinforcement bars on cross-links facing away from the tire.
- Roll the bus over chains. Determine the optimal direction to roll (forward or backward) by assessing which direction has the most room.
- Avoid rolling over the hook and clasp the end of the chain, if possible. If on a slope, always make sure the operator is on the upward side of the tire when fastening chains.
- Place a mark on one side of the front passenger door and drive the bus with the front
- wheels straight until the opposite side of the entry door is lined up with the mark.
- Fasten the chains. The inside hooks should be fastened first. Do not hook on the end link. The identical number of links on the inner hook and outside clasp is ideal for fastening the chains.
- Attach the stretchers/tighteners on the outside of the tire.
- Drive forward 50- 100 yards, remove the stretchers, tighten the chains, and reattach the tighteners.

In-place chaining (usually done if the bus is unable to move)

- Drape the chains over tire so that the cross-links at the bottom do not hinder the effort to fasten the inside hook to the chain link.
- Use a chain tightener or coat hanger to guide the link between the dual tires to fasten the chain link with the inside hook.
- Pull the chains as tight as possible. A good tip is to use your knee against the tire to spare using only your back. Fasten the chains with the outside clasp and attach the tighteners.
- When the bus has moved and is out of danger, remove the tighteners, readjust the chains, fasten both the inside hook and outside clasp, and reattach the tighteners.
- Remember that chain traction is limited when the bus is empty. Never drive over 30 mph when chains are installed on the tires.

Removal Steps:

- Remove conventional chains only when the road surface provides safe traction without the use of chains.
- Find a safe area away from traffic and keep the students on the bus.
- Remove the tightener.
- Loosen the outer clasp.
- Unhook the inner hook first to prevent the chains from dropping between freezing wheels.
- Drive over the chains in a manner that prevents the tires from running over clasps or hooks.
- Stretch the chains out to check for broken or badly worn links. Bundle chains for storage.
- Place the tightener perpendicular to the cross-links and pull each individual link over the tightener while inspecting the condition of each link.
- Fasten the tightener at the ends and place it in the desired storage area.

If you are unsure about the condition of any part of the chains, take them to a mechanic or other repairperson for inspection and/or replacement.

Additional Tips

- Carry additional tighteners in case of breakage.
- Inspect and install all chains in the fall to ensure the proper condition and fit.

- Every element of a chain is a moving part. Check for broken chain links and verify the hooks and clasps are in good operating condition.
- Label all chains with paint to confirm they are the proper ones for that particular bus, and add this check to the daily pre-trip inspection.
- If the installation of new tires occurs on the bus, always check the chains for the proper size.

Emergency Stops

The bus's braking systems are mechanical and can fail. The following emergency-stopping procedures are to be demonstrated and practiced during on-the-road (hands-on) training. These simulations will prepare the operator for cases in which any or all braking systems fail. Except where noted, use a road or highway with little or no traffic and good visibility for the simulations.

Every Which Way Simulation

This simulation is to practice when there is a need to stop the bus when the service brakes fail to operate. The operator will experience the use of all available means to stop a bus. Shift down to the first gear of the automatic transmission, set the retarder to the fourth position, and pull the parking brake. As the bus slows, the transmission will automatically downshift. In a standard transmission, the operator will downshift through the sequence as the engine speed slows.

Full Four-Wheel Lock Simulation

This simulation is to be practiced when the service brakes are functioning and the engine is running. The operator will experience the forces involved in the severe use of the brakes. The operator will get the feel of a bus skidding. At 25 mph, the driver will release their grip on the steering wheel and press hard on the brake pedal. Note any tendency of the bus to pull right or left. Make sure there is room on both sides of the lane for the bus to pull in either direction.

Retarder Stop Simulation

This simulation is to practice when the engine stalls, the parking brake is broken, and there are hot fading brakes (engine failure in which the automatic transmission is inoperable). Use the electric retarder to slow the bus. Let up on the accelerator and place the retarder in position four. When slowed to an idle, shift the transmission into neutral and use a soft shoulder to stop.

Park Brake Simulation

This simulation is to practice when the service brakes and retarder are inoperable with the speed too fast for downshifting to slow the bus. Depending on the service brake defect, the parking brake may be inoperable or already set due to a loss of air pressure. Select a flat, straight portion of the road with a full-width shoulder lane where the bus can pull completely out of the travel lane. At highway speed, turn on the hazard lamps, let up on the accelerator, pull the parking brake, and carefully pull the bus into the shoulder lane as it slows to a stop.

Ride-It-Out Simulation

This simulation is to practice when the retarder is inoperable or not present, the parking brake is broken and hot, the brakes are fading, and the engine is running.

Simulate stopping a bus without the use of brakes or a retarder. Select a downgrade that will allow the bus transmission, when placed in the highest gear, to maintain the approximate posted speed limit. The downgrade should decrease for safe simulation of the procedure. At the top of the descent, let up on the accelerator, put the gear selector in first (if automatic), and ride out the descent. As the bus slows, the transmission will automatically downshift. In a standard transmission, the operator will downshift through the sequence as the engine and road speed slow. Turn on the hazard lamps at 25 mph and pull into the shoulder lane. At an idle in first gear, pull the right-side wheels into the soft shoulder dirt, shift the transmission into neutral, and allow the bus to stop.

Escape Ramps

To stop runaway vehicles safely without injuring operators or passengers, escape ramps are on many steep mountain grades. These ramps use a long bed of loose soft material (pea gravel) to slow a runaway vehicle, sometimes in combination with an upgrade. The operator should know all escape ramp locations on any assigned route. Signs show operators where ramps are located. Escape ramps save lives and equipment. Use them if the bus has lost all forms of braking.

CDOT Fact Sheet — Traction Law and Passenger Vehicle Chain Law Traction Law (Code 15)

<https://www.codot.gov/travel/winter-driving/tractionlaw>

During winter storms or when conditions require, CDOT will implement the Passenger Vehicle Traction Law. CDOT can implement Passenger Vehicle Traction and Chain Laws on any state highway. During a Traction Law, all motorists are required to have EITHER:

- 4WD or AWD vehicle and 3/16" tread depth

- Tires with a mud and snow designation (M+S icon) and 3/16" tread depth
- Winter tires (mountain-snowflake icon) and 3/16" tread depth
- Tires with an all-weather rating by the manufacturer and 3/16" tread depth
- Chains or an approved alternative traction device

Passenger Vehicle Chain Law (Code 16) — Chain Up or Stay Off

The Passenger Vehicle Chain Law imposes the most restrictive requirements during inclement weather. All passenger vehicles must have chains or alternate traction devices (ATDs) on two or more drive tires. This applies to every two/four/all-wheel drive passenger vehicle in the affected area.

Fines

Motorists driving with inadequate equipment when a Traction Law or Chain Law is in effect could be fined more than \$130.

If a motorist blocks the roadway because they have inadequate equipment when a Traction Law or Chain Law is in effect, he/she could be fined more than \$650.

Test Your Tread

Find out if your tires are safe for winter driving by doing the Quarter Test:

- Insert a quarter upside down into your tire tread, with Washington's head going in first.
- If the top of the head is covered by the tread, you are good to go.
- If the top of his head is visible at any point around the tire (test multiple points), you cannot drive when a Traction Law is called — you also likely need new tires.

Traffic Facts

At 60 MPH on snowy pavement, winter tires require 310 ft. to stop, while all-season tires require more than double that (668 ft.).

In 2014, unprepared motorists caused one of the worst traffic delays on the I-70 Mountain Corridor. Twenty-two vehicles spun out and caused crashes, and 19 of those vehicles had worn tires.

Traffic crashes — not volume — account for as much as 60% of all traffic delays.

A crash that only takes 10 minutes to clear can delay traffic for an hour.

Other Considerations

Motorists/Bicycles

Sightseeing motorists and/or tourists may drift to either side of the roadway. Many motorists are also uncomfortable driving on mountain roads. They may fear driving toward the outside of the lane and crowding the center of the road. Pay attention to other vehicles' tire-to-ground contact, which indicates their exact position in their lane. Be aware that motorists may park on mountain shoulders, around curves, and walk on the roadway.

More people are riding bicycles in the mountains. In most cases, they ride in the traffic lane. Bicycles, especially when ridden by children, can be unpredictable. Give them plenty of room when passing.

42-4-1008.5, C.R.S. – Crowding or threatening bicyclist.

The driver of a motor vehicle shall not, in a careless and imprudent manner, drive the vehicle unnecessarily close to, toward, or near a bicyclist.

Any person who violates subsection (1) of this section commits careless driving as described in 42-4-1402, C.R.S.

Never outdrive your ability to stop in the distance you can see

Passenger Well-Being

When planning a mountain trip and driving in the mountains, think about your passengers. When was the last break for them to stretch their legs? Take stretch breaks, as needed, in safe pullout areas.

Remember that many passengers suffer from motion or carsickness. Have these passengers sit up front with one or more windows open for fresh air. If known ahead of time, discuss other remedies with parents/guardians. Slowing down more in curves may help these individuals. The driver may feel comfortable with the speed on winding roads; however, they should watch the passengers in the rear of the bus to determine if they are comfortable as well.

Anyone can suffer from altitude sickness. Make sure they drink fluids, remain quiet (sitting or lying down), and get to a lower altitude as soon as possible.

Driver Care

When driving long distances, note that operators may experience fatigue or minor aches and pains. Be sure before leaving to position the bus seat so the back is completely against the seat

back with feet flat on the floor. Consider using a lumbar roll or rolled-up towel between the lower back and seat back. Adjust the seat up or down so the hips are slightly higher than the knees. The back of the knees should not rest on the edge of the seat. Adjust the seat forward or back so the knees are at a slight bend when fully pushing the pedals. Arms should comfortably reach the steering wheel and controls with minimal leaning or twisting.

Remember to adjust the mirrors to avoid twisting or placing the body in an uncomfortable or awkward position. To combat fatigue, perform stretches before and after driving.

Unit Seven – Crashes and Emergency Procedures

It is vital that all school bus drivers, bus paraprofessionals, and students recognize the possibility of facing a crisis at some point. Be it a collision, fire, or any other calamity, having an emergency plan in place and being aware of the appropriate protocol can avert chaos and anxiety. This preparation has the potential to save lives.

Colorado Move Over Law

Title 42-4-705

- ***(1) Upon the immediate approach of an authorized emergency vehicle making use of audible or visual signals meeting the requirements of section 42-4-213 or 42-4-222, the driver of every other vehicle shall yield the right-of-way and where possible shall immediately clear the farthest left-hand lane lawfully available to through traffic and shall drive to a position parallel to, and as close as possible to, the right-hand edge or curb of a roadway clear of any intersection and shall stop and remain in that position until the authorized emergency vehicle has passed, except when otherwise directed by a police officer.***

- ***(2)***
 - ***(a) A driver in a motor vehicle shall exhibit due care and caution and proceed as described in subsections (2)(b) and (2)(c) of this section when approaching or passing:***
 - ***(I) A stationary authorized emergency vehicle, including a port of entry vehicle, that is giving a visual signal by means of flashing, rotating, or oscillating red, blue, or white lights as permitted by section 42-4-213 or 42-4-222;***
 - ***(II) A stationary towing carrier vehicle that is giving a visual signal by means of flashing, rotating, or oscillating yellow lights;***
 - ***(III) A stationary public utility service vehicle that is operated by a public utility, as defined in section 39-4-101 or 40-1-103, or an authorized contractor of the public utility and that is giving a visual signal by means of flashing, rotating, or oscillating amber lights; or***
 - ***(IV) A stationary motor vehicle giving a hazard signal by displaying alternately flashing lights or displaying warning lights.***
 - ***(b) On a highway with at least two adjacent lanes proceeding in the same direction on the same side of the highway where a stationary vehicle described in subsection (2)(a) of this section is located, the driver of an approaching or passing vehicle shall proceed with due care and caution and yield the right-of-way by moving into a lane at least one moving lane apart from the stationary vehicle described in subsection (2)(a) of this section unless directed otherwise by a peace officer or other authorized emergency personnel. If movement to an adjacent moving lane is not possible due to weather, road conditions, or the***

immediate presence of vehicular or pedestrian traffic, the driver of the approaching motor vehicle shall proceed in the manner described in subsection (2)(c) of this section.

- **(c)**
 - **(I) On a highway that does not have at least two adjacent lanes proceeding in the same direction on the same side of the highway where a stationary vehicle described in subsection (2)(a) of this section is located, or if movement by the driver of the approaching motor vehicle into an adjacent moving lane, as described in subsection (2)(b) of this section, is not possible, the driver of an approaching motor vehicle shall reduce and maintain a safe speed with regard to the location of the stationary vehicle described in subsection (2)(a) of this section; weather conditions; road conditions; and vehicular or pedestrian traffic and proceed with due care and caution, or as directed by a peace officer or other authorized emergency personnel.**
 - **(II) For the purposes of this subsection (2)(c), the following speeds are presumed to be safe unless the speeds are unsafe for the conditions as provided in section 42-4-1101 (1) and (3):**
 - **(A) If the speed limit is less than forty-five miles per hour, twenty-five miles per hour or less; or**
 - **(B) If the speed limit is forty-five miles per hour or more, twenty miles per hour less than the speed limit.**
- **(2.5)**
 - **(a) A driver in a vehicle that is approaching or passing a maintenance, repair, or construction vehicle that is moving at less than twenty miles per hour shall exhibit due care and caution and proceed as described in paragraphs (b) and (c) of this subsection (2.5).**
 - **(b) On a highway with at least two adjacent lanes proceeding in the same direction on the same side of the highway where a stationary or slow-moving maintenance, repair, or construction vehicle is located, the driver of an approaching or passing vehicle shall proceed with due care and caution and yield the right-of-way by moving into a lane at least one moving lane apart from the vehicle, unless directed otherwise by a peace officer or other authorized emergency personnel. If movement to an adjacent moving lane is not possible due to weather, road conditions, or the immediate presence of vehicular or pedestrian traffic, the driver of the approaching vehicle shall proceed in the manner described in paragraph (c) of this subsection (2.5).**
 - **(c) On a highway that does not have at least two adjacent lanes proceeding in the same direction on the same side of the highway where a stationary or slow-moving maintenance, repair, or construction vehicle is located, or if movement by the driver of the approaching vehicle into an adjacent moving lane, as described in paragraph (b) of this subsection (2.5), is not possible, the driver of an approaching vehicle shall reduce and maintain a safe speed with regard to**

the location of the stationary or slow-moving maintenance, repair, or construction vehicle, weather conditions, road conditions, and vehicular or pedestrian traffic, and shall proceed with due care and caution, or as directed by a peace officer or other authorized emergency personnel.

- ***(2.6) A driver in a vehicle that is approaching or passing a motor vehicle where the tires are being equipped with chains on the side of the highway shall exhibit due care and caution and proceed as described in subsection (2) of this section. The driver of a motor vehicle that is being equipped with chains shall give a hazard signal by displaying alternately flashing lights or displaying warning lights.***

- ***(3)***
 - ***(a) Any person who violates subsection (1) of this section commits a class A traffic infraction.***
 - ***(b)***
 - ***(I) Except as otherwise provided in subsections (3)(b)(II) and (3)(b)(III) of this section, any person who violates subsection (2), (2.5), or (2.6) of this section commits careless driving as described in section 42-4-1402.***
 - ***(II) If the person violates subsection (2) of this section and the person's actions are the proximate cause of bodily injury to another person, the person commits a class 1 traffic misdemeanor.***
 - ***(III) If the person violates subsection (2) of this section and the person's actions are the proximate cause of the death of another person, the person commits a class 6 felony and shall be punished as described in section 18-1.3-401.***

Amended by 2023 Ch. 19, § 1, eff. 8/7/2023.

Crashes

When you encounter a crash, use caution and continue moving. Staying too long at an accident can cause another crash and put the drivers behind you at risk.

- Remain alert and briefly size up the crash scene.
- Resist the urge to rubberneck.
- Begin braking early to warn other drivers to slow down, but do not stop completely.
- Be prepared in case you are involved in an accident or are stopped by law enforcement.
 - Always carry your driver's license and medical card.

Do not move the bus unless instructed by a law enforcement officer/fire department or as posted.

Never admit fault, but cooperate with the investigating officer. Provisions will need to be made for transporting children to their homes or schools.

In the event that your school transportation vehicle is involved in a crash, the driver should follow your district policy. Your district policy may include

- Stop and secure the vehicle immediately. ALWAYS ON THE SAME SIDE AS THE CRASH –NEVER ON THE OTHER SIDE OF THE LANE.
- Activate 4-way hazard lights, if operable.
- Remain at the scene of the crash (there is a severe penalty for any person convicted of leaving the scene of the crash).
- Make certain all passengers are safe. If it is determined that it is unsafe to keep passengers inside the school transportation vehicle, evacuate the passengers to a safe place away from traffic.
- Notify the proper law enforcement authority and school administrator immediately. If necessary, request emergency medical assistance. On accident alert days, follow the reporting procedures as set out by the local law enforcement agency.
- Check for injuries; render any person injured in the crash reasonable assistance.

Remember: Never do more than you are trained to do.

- Remain alert regarding fire or the possibility of fire in any of the vehicles involved in the crash.
- Check for a ruptured fuel tank and fuel lines.
- Check for an electrical fire.
- Check for hot tires that may catch fire. This is caused by metal rubbing against a tire from impact to the final resting place.
- Mark the scene with emergency reflective triangles as required by Colorado State Statute (within 10 minutes) as specified earlier in this unit if possible.
- Information such as names, license numbers, registration numbers, location, time, road and weather conditions, insurance information, and witnesses should be obtained and accurately written down.
- If possible, a transportation staff member should be at the scene to render assistance and take pictures.

Documents

If involved in an accident, the investigating officer may ask the driver to provide:

- Appropriate driver license
- DOT medical card

- Proof of insurance
- Vehicle registration
- Pre-trip documentation
- Current CDE Affidavit of Annual Inspection Emergency Packet

Your District/charter and service provider may also require additional information.

- Seating Charts
- Exchange of Information Form
- Witness Information Form

Emergency Planning

1 CCR 301-26 Operation Rule 4.0: School District, Charter, and Service Provider Responsibilities

- 4.5 School districts, charter schools and service providers shall have written emergency procedures and/or contingency plans to be followed in the event of a traffic accident, vehicle breakdown, unexpected school closing, unforeseen route change, or relocation of a student stop in an emergency.**

1 CCR 301-26 Operation Rule 10.0: Pre-trip/Post-trip Vehicle Inspections

- 10.1 Each school transportation vehicle shall have a daily pre-trip and post-trip inspection performed and documented by the school transportation vehicle operator or other transportation employee authorized by the school district, charter school, or service provider. A daily pre-trip inspection shall be completed prior to a vehicle being placed in service. A daily post-trip inspection shall be completed at the end of the daily operation of each vehicle.**

Pre-trip your vehicle

The best deterrent from a breakdown is to inspect your vehicle and do a thorough pre-trip prior to departing on the trip, as required per the rule. If a defect is found, it is best to find it while you are still at the district/charter and service provider rather than fifty miles up on a mountain highway. For the same reasons, make sure you do an additional pre-trip prior to leaving for your return trip.

Emergency Contact Information

Before you depart on your trip, make sure you have the following contact information:

- Driver Supervisor or District/charter and service provider designee phone numbers (work and cell)
- District/charter and service provider office hours

- After-hour numbers for a mechanic, principals, supervisors for your district/charter, and service provider
- Depending on district/charter and service provider policy, a copy of the CDE Emergency Contact List on board would provide you with other outside districts/charters and service providers' contact information if you ever need mutual aid due to a breakdown or accident.

Medical Emergencies

What is the district/charter and service provider/service provider policy if a student or driver should become ill on the trip? Do any of the passengers have any medical concerns that you should be aware of? Epilepsy? Allergy to bees? Double-check with your trip sponsor to see if they have been given this information prior to departure.

Vehicle Information and Supplies

Prior to departing make sure that the vehicle you will be driving has a current CDE Annual Inspection Affidavit inside the vehicle, registration, and current proof of insurance. Make sure that you have adequate cleaning supplies, trash bags, etc.

Staking Out Your Vehicle

Emergency Triangles

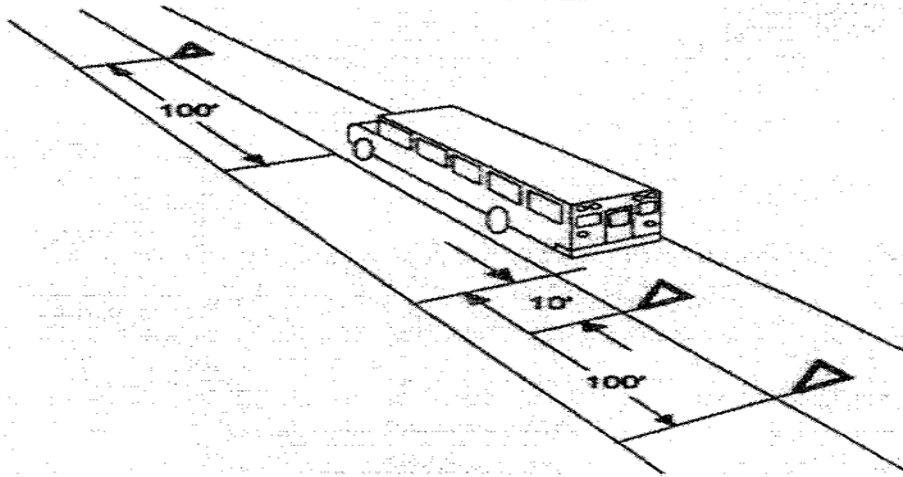
Each school transportation vehicle is equipped with three emergency reflective triangles. In case of a breakdown, accident, or other emergencies, the driver, paraprofessional, or qualified individual will place the triangles, as the law requires.

When you pull off the road and stop, activate the 4-way hazard lamps. Taillights may not provide adequate warning to motorists. Drivers have crashed into the rear of a parked vehicle because they thought it was moving normally.

If you must stop on a road or shoulder of a road, set your emergency reflective triangles within 10 minutes.

Placement should be at the following locations:

- On the traffic side of the vehicle, within ten feet from the front or rear corners to mark the location of the vehicle.
- About one hundred feet behind and ahead of the vehicle, on the shoulder or in the lane in which you are stopped. (See figure on the next page).

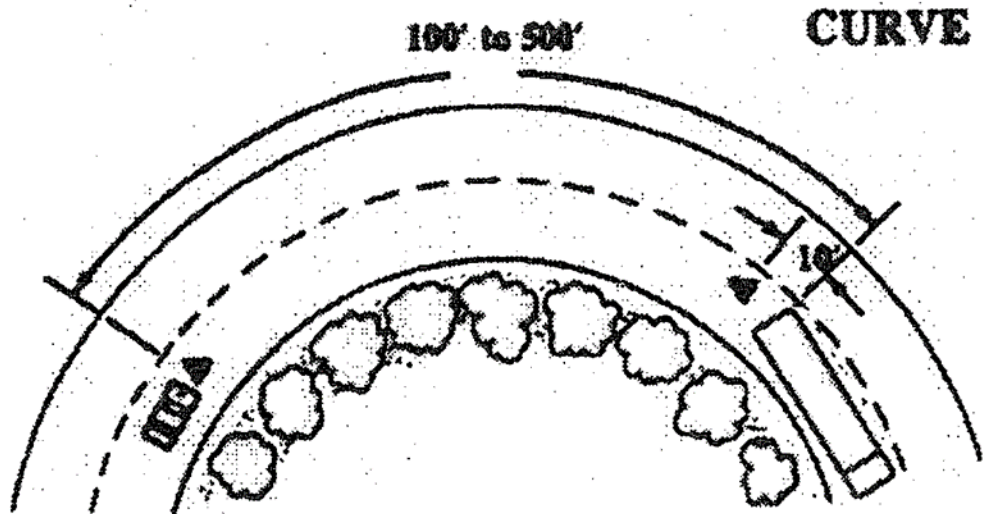
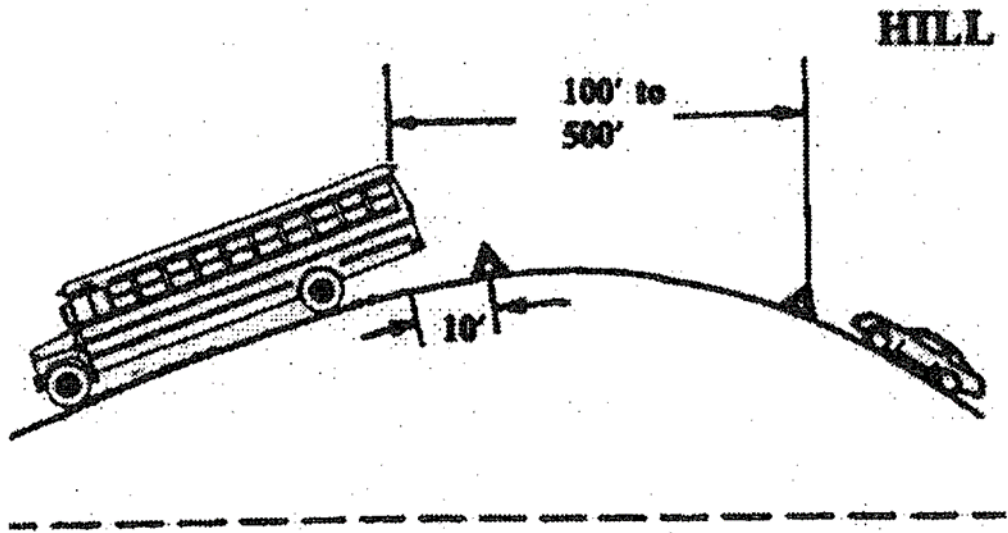


When placing the triangles, hold an assembled triangle toward the oncoming traffic. This enhances safety by increasing visibility to other drivers (especially at night).

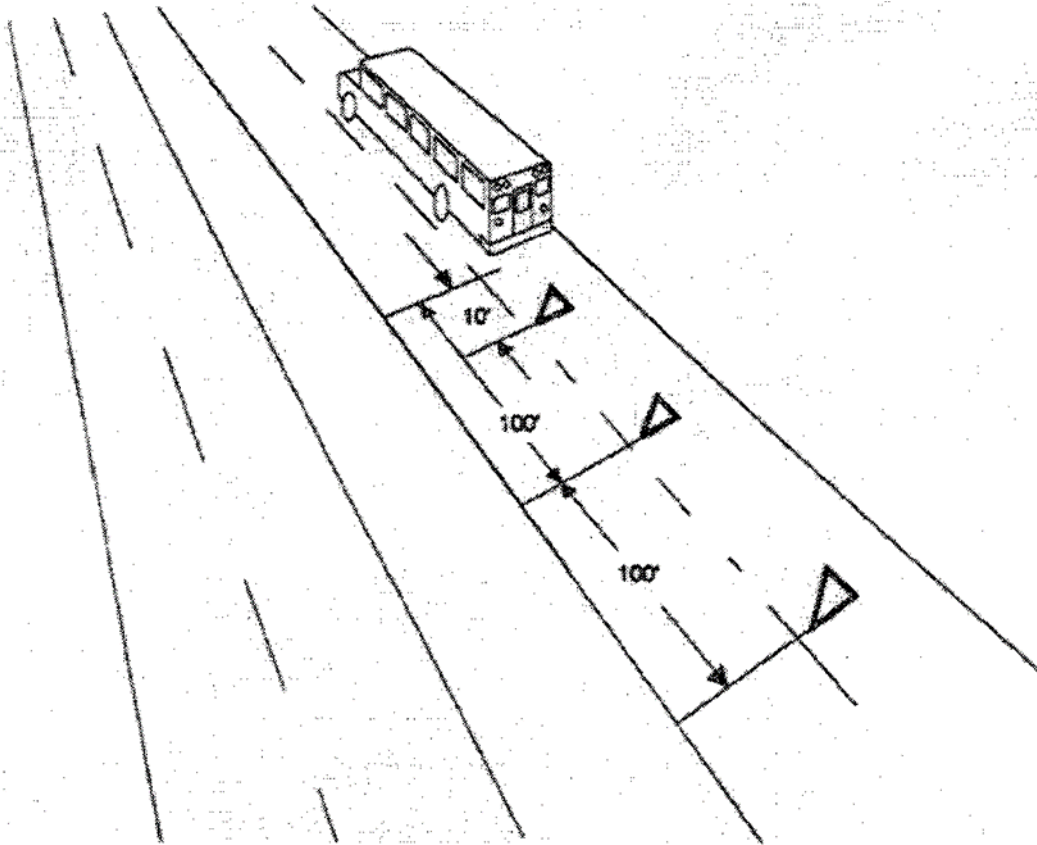
When the triangles are unfolded for use, the weighted base must be turned so it makes a cross with the bottom of the triangle to keep the triangle from tipping over.

Back beyond any hill, curve, or other obstruction that prevents other drivers from seeing the vehicle within five hundred feet. (See figure below).

Reminder: If the line of sight is obstructed due to a hill or curve, move the rearmost triangle to a point giving adequate warning.



If you must stop on or by a one-way or divided highway, place warning devices ten feet, one hundred feet, and two hundred feet toward the approaching traffic. (See figure below)



The safety of the students is your first priority!

1 CCR 301-25 Minimum Standards 20.0: Emergency Equipment

20.1 All school transportation vehicles, except for small capacity vehicles, shall be equipped with at least one pressurized, 5-pound, dry-chemical fire extinguisher, with a total rating of not less than 2A10BC. The operating mechanism shall be sealed with a type of seal that will not interfere with the use of the fire extinguisher.

20.01(a) The fire extinguisher shall be securely mounted in an extinguisher bracket (automotive type) and located in full view of and readily accessible to the driver within the cab, or in a location plainly indicated by appropriate signage. A pressure gauge shall be so mounted on the extinguisher as to be easily read without removing the extinguisher from its mounted position.

20.01(b) Fire extinguishers shall be inspected annually for charging and certification to standards by a certified fire extinguisher technician.

Fire Extinguisher Operation

- Hold the extinguisher upright. It should not be held on its side when operating.
- Twist and pull the safety pin, breaking the seal.
- Squeeze the handle to discharge the powder. Aim at the base of the fire closest to you and progress forward, moving the discharge cone from side to side in a sweeping motion.
- Turn the extinguisher on and off as desired to control the fire.
- After use, report the extinguisher for replacement or recharge.

Never open the hood when an engine fire occurs; it could cause a flashback. Do your best to direct the fire extinguisher stream through the grill or under the fenders.

If possible, stand upwind from burning material to prevent standing in smoke and heat. Avoid standing near areas of flammable, unburned materials that could catch fire in a flashback.

The fire extinguisher is to help you safely evacuate students from a burning vehicle. It does not have sufficient capacity to extinguish a major vehicle fire.

School Bus Emergency Evacuations

Planning for emergencies and knowing what to do at the time of an emergency will prevent panic and confusion. When a large number of passengers are moving rapidly to evacuate a bus, there is always the possibility of panic and injury. The safety of the students is your first priority. In the majority of emergency situations, the bus is the safest place for the passengers unless extenuating circumstances warrant evacuation from the bus.

The following are examples of serious types of emergencies that may require emergency evacuation. In most cases, the front door evacuation is the safest.

For all types of emergencies, it is imperative that you remain calm.

DO NOT PANIC!

Front-end Crash

- Determine which of the exits may be used.
- Check for any serious injuries.
- Look for fire.

Rear-end Crash

- Follow the same procedures for a front-end crash.
- Do not use the rear exit.
- Look for fire.

Broadside Crash

- Determine which exit may be used.
- Follow the same procedures as for front/rear-end accidents.

Rollover Crash

- Use the rear exit, roof hatches, if available, and windows along the top if they are free of broken glass.
- If a fire does not exist and the bus is not lying on the front door side, this exit may also be used.
- Follow the steps outlined for front/rear-end evacuation.

Fire

- Follow the evacuation procedures outlined for rear-end and front-end crash.
- Use the exit furthest from the fire.
- Many injuries are caused by panic rather than by fire itself. This can be avoided if everyone stays calm.

Railroad Crossing

- Use front-end or rear-end crash evacuation procedures.
- Stay clear of all traffic, and keep students in a group.
- DO NOT re-enter the bus.
- Have students move away from tracks, in the direction of the oncoming train at a 45° angle from the tracks. This is important because if a train were to hit a disabled school bus it will push it down the tracks.

Blizzard (visibility zero)

Remember, it is warmer inside than out.

Flood waters

- Do not drive through water rushing across the roadway unless instructed to do so by a law enforcement officer.
- If the vehicle stalls during a water crossing, notify dispatch.
- Evacuate passengers if situation warrants. What is the safest option for the students?
- Under no circumstances should any student move another student who is injured without the permission of the bus driver or emergency responder attending the accident.

It is a good idea for your students to know:

- The location of the first aid kits
- How to shut off the engine
- How to set the park brake; unless disabilities of students preclude this.

The emergency evacuation drill should be as close to the real thing as possible. The drill should be discussed with the students prior to the day of the drill. The drill should follow the evacuation procedures for the appropriate exit(s) used.

If there are potential language barriers, drivers should be made aware of it so they can prepare ahead of time to address the situation.

General Procedures for Evacuations

1 CCR 301-26 Operation Rule 20.0: Emergency Evacuation Drills

20.1 *Emergency evacuation drills shall be conducted with students by all school transportation vehicle route operators, excluding small capacity vehicle operators as defined in 301-25, Rule 7.15 and school transportation paraprofessionals at least twice during each school year.*

20.01(a) *One drill shall be conducted in the fall, and the second drill will be conducted in the spring.*

20.01(b) *Substitute and Multifunction operators shall be trained on how to conduct the emergency evacuation drills.*

20.2 *Students on school related events shall receive emergency evacuation instruction prior to every initial departure.*

20.3 *School districts, charter schools, and service providers shall maintain records documenting that the required evacuation drills were conducted and/or evacuation instruction was given.*

Follow these general procedures in any evacuation:

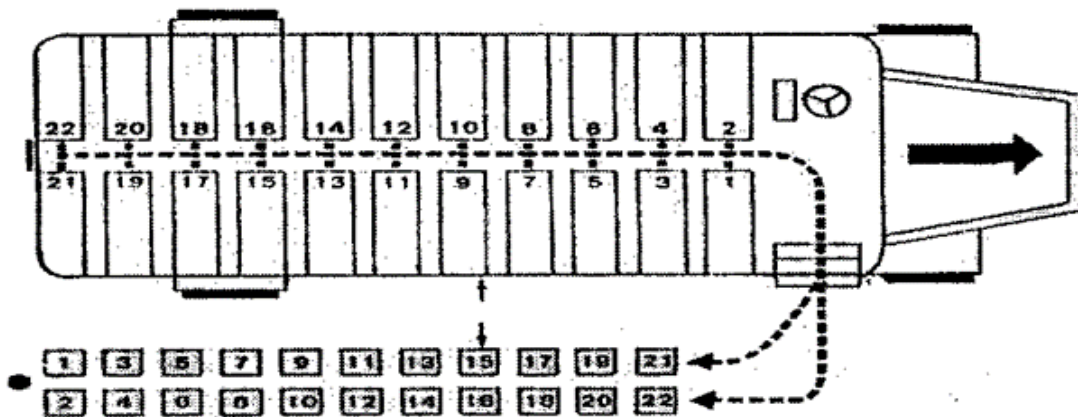
Above all—remain calm.

- Secure Vehicle (all drills)
 - Put the transmission in neutral (automatic), reverse (manual), or park if so equipped.
 - Set the parking brake.
- Turn off the engine.
- Turn on 4-way hazard lamps (if operable).
- Evaluate the situation.
 - Is evacuation necessary?
 - Injuries?

- Which exit is best to use?
- Determine which door is best to use for the evacuation.
- Determine a safe waiting area.
- Notify the proper authorities.
- Know the number of students on the bus.

Emergency Evacuation Using Front Door

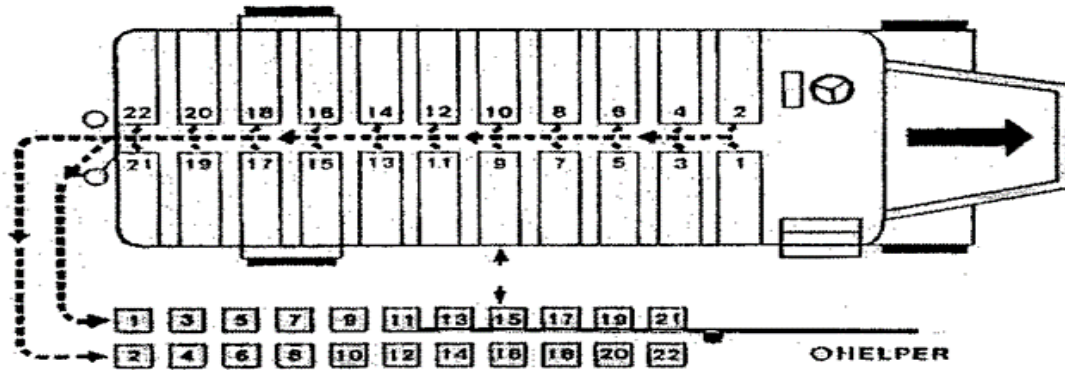
- Notify the proper authorities and school administrators as soon as possible.
- A driver should stand and face students.
- Get students' attention - speak clearly and concisely.
- Announce - "Remain seated, emergency evacuation, front door."
- Tell students the location of the safe waiting area, at least one hundred feet or more from the bus and the roadway.
- All belongings are to be left on the bus.
- Evacuate the bus by dismissing students. The driver should move back down the aisle, dismissing the students row by row.
- If possible, give the first aid kit(s) to the first two responsible students exiting the bus.
- Do not impede the flow of the students exiting.
- Begin at the front of the bus, starting at the right side; alternate side-to-side, row by row, until students have exited the bus.
- Check each seat as you move back to the front of the bus to make sure all students have evacuated the bus.
- Account for all students.
- Render first aid if necessary.



Emergency Evacuation Using Rear Door

Use the rear door when a front door evacuation is impossible or unsafe to use, or when it is imperative to evacuate as quickly as possible by using the rear exits.

- Notify the proper authorities and school administrators as soon as possible.
- Announce, “Remain seated, emergency evacuation, rear door.” Tell students the location of the safe waiting area.
- All belongings are to be left on the bus.
- Assign two (2) “helpers” to assist students. Have them “sit” on the floor at the emergency door and “scoot” out of the door onto the ground. One helper is positioned with their back to the emergency door, so the door will not swing against the students. The other helper is positioned on the other side of the door area.
- Helpers need to hold a hand open, palm upward, and extended for the student to place his/her hand on it. The other hand will support the upper part of the arm of the student to minimize the possibility of the student falling forward.
- Helpers are particularly important in preventing injuries when exiting the bus from the rear door.
- Evacuate the bus by dismissing students. **The driver will move backward from the rear row of seats, dismissing students row by row.**
- Begin at the back row and continue to the front; alternate side-to-side, row-by-row, until students have exited the bus. If possible, give the first aid kit(s) to the last two responsible students when they are out of the bus.
- Students should sit at the rear door, and then scoot through the door onto the ground with the helper’s assistance.
- Students should walk to the safe waiting area.
- Check all seats for students as you move toward the back of the bus.
- Have the helpers “assist” you out of the rear of the bus.
- Account for all students.
- Render first aid, as necessary.



Emergency Evacuation Using the Front & Rear Doors (Combined)

Follow procedures outlined for both the front door and rear door evacuations. (Driver will not be able to dismiss the rows.)

- The fastest method for bus evacuation is the combined evacuation, using the front and rear doors.
- Separate students at the halfway mark of the bus (approximately sixth from the rear), and have the front half exit out of the front door and the back half out the back door.

Emergency Evacuation Using the Side Door

Follow the above procedures for a rear door evacuation with the following exception to dismissing the students:

- Begin at the seat nearest the exit, approximately sixth from the rear. Work to the rear alternating side-to-side (a closed space), then return to the seat immediately in front of the rear side exit and work to the front alternating side to side.
- Using a side door exit is a more difficult evacuation procedure because of the height of the door from the ground. With small children, you might have to assist them from the door to the ground.

Emergency Evacuation Using Windows and Roof Hatches

If the front, rear, and side door exits are blocked, there are two other ways to get out of the bus if needed.

Side Windows

Side window exits are designed for use when all other exits are blocked or inoperable. Instructions for opening the window are posted next to the window.

- If the bus is upright – two people need to hold each side of the window up to prevent it from falling down on students as they exit.
- Two students should exit first to assist other students as they exit. Students should exit with their feet first and place their feet on the rub rail approximately halfway down the outside of the bus, and the helpers will assist them the remainder of the way.
- If the bus is lying on its side, then the side windows can be opened like a hatch and flipped all the way open.
- Two helpers exit first to assist students from the bus to the ground. Students can then crawl out, down the top of the bus to avoid the undercarriage of the bus.

Roof Hatches

Roof hatch evacuations are your last resort. Like a side window evacuation, these are intended to be used when all other exits are blocked or inoperable.

- The instructions to open the hatches are posted on the hatch itself.
- Two helpers should get out first by flipping the hatch all the way open.
- Depending on the position of the vehicle, they may need to pull students up and assist them to the ground.

Emergency Evacuation - Students with Special Needs

Exceptional care should be taken to plan for students with special needs who are riding on the bus. Know the procedures to be followed to safely evacuate each student.

- It is advisable to talk to parents or guardians of students with disabilities to carefully plan for an emergency evacuation.
- Teachers and school staff who work with these students can also help communicate the individual needs of each child. The Colorado Department of Education has guidelines for preparing an evacuation plan.
- Responsible students may be assigned to help a student with special needs get to a safe area away from the bus, traffic, and other dangers. The plan should address each student's characteristics and abilities.
- A written plan should be developed, maintained with the route sheet, and kept confidential. All drivers should be familiar with where the plan is located and review it prior to departing on a route or trip.
- When possible, make sure to include students with special needs in the discussion, as well as have them participate in the actual drill. If you wish to include students with special needs in the drill, get permission from parents/guardians.
- Stand, facing students, and tell them they are having an emergency evacuation drill.

- Remind students to leave books, lunches, etc., on the bus.

The most important thing to take note of during a drill is how the students exit the bus: calmly, orderly, and following directions.

When the drill is over, have the students get back on the bus. Spend a few moments discussing the drill. Point out the positive things that occurred and discuss ways to improve the drill.

For additional information regarding evacuating special needs students check out the Transporting Students with Special Needs Guide found on the CDE website.

Safety Equipment

1 CCR 301-25 Minimum Standards 20.0: Emergency Equipment

20.3 First Aid Kit: All school transportation vehicles shall carry one first aid kit which shall be securely mounted in full view of the driver or with the location plainly indicated by appropriate signage. Additional kits may be installed. The kit(s) shall be mounted for easy removal.

20.03(a) The kit shall be sealed. The seal verifies the integrity of the contents without opening the kit. The seal shall be designed to allow easy access to the kit's contents. If zip ties are used to seal the kit, they must be breakaway zip ties.

20.03(b) Consideration should be given to replacing items in the First Aid Kit every 36 months due to the breakdown of materials.

Contents of the 24-Unit First Aid Kit:

Item Unit(s)

Adhesive Tape	1
1-inch adhesive bandage	2
2-inch bandage compress	1
3-inch bandage compress	1
4-inch bandage compress	1
3-inch x 3-inch plain gauze pads	1
Gauze roller bandage 2-inch wide	2
Plain absorbent gauze – ½ square yard	4
Plain absorbent gauze – 24-inch x 72-inch	3

<i>Triangular bandages</i>	4
<i>Scissors, tweezers</i>	1
<i>Space Rescue Blanket</i>	1
<i>Non-latex disposable pair of gloves, pair.</i>	1
<i>CPR mask for mouth-to-mouth airway</i>	1

Moisture and dustproof kit of sufficient capacity to store the required items.

Caution: Be aware that people can be allergic to latex. Never administer medicines, ointments, sprays, or other chemicals.

Body Fluid Cleanup Kits

The body fluids of all persons should be treated as if they contain infectious agents (germs). The term “body fluids” includes blood, semen, drainage from scrapes and cuts, feces, urine, vomit, respiratory secretions (e.g. nasal discharge), and saliva. Contact with body fluids presents a risk of infection with a variety of germs. However, in general, the risk is very low and dependent on a variety of factors, including the type of fluid with which contact is made. Put on disposable gloves prior to the cleanup process. Body fluids must be contained or removed immediately, using established district/charter and service provider procedures. Wash the contacted area with warm, soapy water as soon as possible.

1 CCR 301-25 Minimum Standards 20.0: Emergency Equipment

20.5 *Body fluid cleanup kit: All school transportation vehicles shall have one removable body fluid clean-up kit accessible to the driver, within the cab, or in a location plainly indicated by appropriate signage.*

<i>Contents of Body Fluid Cleanup Kit:</i>	<i>Item Unit(s)</i>
<i>Antiseptic towelette</i>	1
<i>Disinfectant towelette</i>	1
<i>Absorbing powder (capable of ½ gallon absorption)</i>	1
<i>Non-latex disposable pair of gloves, pair</i>	1
<i>Disposable wiper towels</i>	2
<i>Disposable scoop bag with closure mechanism and scraper</i>	
<i>Moisture and dustproof container of sufficient capacity to store the required items.</i>	

20.5(a) Consideration should be given to replacing items in the Body Fluid Clean-Up Kit every 36 months due to the breakdown of materials.

Items to be disposed of must be placed in the scoop bag and secured in a hazardous materials (hazmat) container. A second bag is required if items must be placed in a container other than an approved hazmat receptacle. Replenish supplies as soon as possible after they are used.

1 CCR 301-25 Minimum Standards 20.0: Emergency Equipment

20.4 Emergency Reflectors: All school transportation vehicles shall carry three bidirectional emergency triangle reflectors in compliance with C.R.S. 42-4-230, and with FMVSS 125, contained in a securely mounted case easily accessible to the driver or in a location plainly indicated by appropriate markings.

20.6 All school transportation vehicles shall be equipped with one durable webbing cutter having a full width handgrip and a protected blade. The cutter shall be mounted in a location accessible to the seated driver.

20.06(a) Seat belt cutters shall be replaced after they have been used, or if there is any sign of rust or corrosion on the blade.

20.7 Emergency equipment shall be securely mounted, clearly visible or in a location plainly indicated by appropriate signage.

Optional Emergency Equipment may include:

- Blankets
- two-way radio, cellular phone
- Emergency information forms
- Crash checklist
- Student list
- Flashlight
- Disposable mask
- Bag of salt, kitty litter, or sand

Unit Eight – Transporting Students and Activity Trips

The loading and unloading of passengers present the driver with tremendous responsibilities and require the use of sound judgment. As a driver, you play a crucial role in executing the proper procedures for interacting with other vehicular traffic, directing pupils crossing the roadway, and managing pupils who are loading and unloading from the bus.

This unit deals with the proper use of the alternately flashing student lights and hazard warning lights and the procedures for safe passenger loading and unloading.

Learning and using these procedures will not only assist you in safely transporting your passengers to and from school but also help you mitigate potential risks. At this point, students and drivers are exposed to many hazards. It's crucial to understand that ignoring these procedures could result in severe injury or death to one or more of your passengers or other highway users.

Proper uses of the alternately flashing red lights include:

- Activated only by the driver
- Required if school pupils must cross the roadway
- Used only when stopped or stopping on a highway, street, or private road
- Used only for the purpose of receiving or discharging school pupils
- Alternately, flashing red lights must be deactivated before resuming motion.

Improper uses of the alternately flashing red lights include:

- Not used for reasons other than loading or unloading school pupils
- Not used on private property, including driveways
- Not used while backing or used in making turns or turnarounds
- Not used when stopping at railroad crossings
- Not used for inclement weather driving

When loading and unloading:

- **Never take your eyes off what is happening outside the bus.**
- **Count children as they enter/exit.**
- **Make sure you know the location of each student and make sure they are a safe distance from the bus before pulling away once you unloaded at the bus stop.**
- **If you cannot locate a child, check your mirrors. DO NOT MOVE!!**
- **If you still cannot find the child, secure the bus.**
- **Check around and under your vehicle.**
- **DO NOT Move until you have located the child.**

Section 42-4-1903

School buses – stops-signs-passing

(1)

(a) *The driver of a motor vehicle upon any highway, road, or street, upon meeting or overtaking from either direction any school bus that has stopped, shall stop the vehicle at least twenty feet before reaching the school bus if visual signal lights as specified in subsection (2) of this section have been actuated on the school bus. The driver shall not proceed until the visual signal lights are no longer being actuated. The driver of a motor vehicle shall stop when a school bus that is not required to be equipped with visual signal lights by subsection (2) of this section stops to receive or discharge school children.*

(b) (I) *A driver of any school bus who observes a violation of paragraph (a) of this subsection (1) shall notify the driver's school district transportation dispatcher. The school bus driver shall provide the school district transportation dispatcher with the color, basic description, and license plate number of the vehicle involved in the violation, information pertaining to the identity of the alleged violator, and the time and the approximate location at which the violation occurred. Any school district transportation dispatcher who has received information by a school bus driver concerning a violation of paragraph (a) of this subsection (1) shall provide such information to the appropriate law enforcement agency or agencies.*

(II) *A law enforcement agency may issue a citation on the basis of the information supplied to it pursuant to subparagraph (I) of this paragraph (b) to the driver of the vehicle involved in the violation.*

(2)

(a) *Every school bus as defined in section 42-1-102 (88), other than a small passenger-type vehicle having a seating capacity of not more than fifteen, used for the transportation of schoolchildren shall:*

(I) *Bear upon the front and rear of such school bus plainly visible and legible signs containing the words "SCHOOL BUS" in letters not less than eight inches in height; and*

(II) *Display eight visual signal lights meeting the requirements of 49 CFR 571.108 or its successor regulation.*

- (b) (I) The red visual signal lights shall be actuated by the driver of the school bus whenever the school bus is stopped for the purpose of receiving or discharging schoolchildren, is stopped because it is behind another school bus that is receiving or discharging passengers, or, except as provided in subsection (4) of this section, is stopped because it has met a school bus traveling in a different direction that is receiving or discharging passengers and at no other time; but such lights need not be actuated when a school bus is stopped at locations where the local traffic regulatory authority has by prior written designation declared such actuation unnecessary.**
- (II) A school bus shall be exempt from the provisions of subparagraph (I) of this paragraph (b) when stopped for the purpose of discharging or loading passengers who require the assistance of a lift device only when no passenger is required to cross the roadway. Such buses shall stop as far to the right off the roadway as possible to reduce obstruction to traffic.**
- (c) The alternating flashing yellow lights shall be actuated at least two hundred feet prior to the point where the bus is to be stopped for the purpose of receiving or discharging schoolchildren and the red lights shall be actuated only at the time the bus is actually stopped.**
- (3) Every school bus used for the transportation of schoolchildren, except those small passenger-type vehicles described in subsection (1) of this section, shall be equipped with school bus pedestrian safety devices that comply with 49 CFR 571.131 or its successor regulation.**
- (4) The driver of a vehicle upon a highway with separate roadways need not stop upon meeting or passing a school bus which is on a different roadway. For the purposes of this section, "highway with separate roadways" means a highway that is divided into two or more roadways by a depressed, raised, or painted median or other intervening space serving as a clearly indicated dividing section or island.**
- (5) Every school bus shall stop as far to the right of the roadway as possible before discharging or loading passengers; except that the school bus may block the lane of traffic when a passenger being received or discharged is required to cross the roadway. When possible, a school bus shall not stop where the visibility is obscured for a distance of two hundred feet either way from the bus. The driver of a school bus that has stopped shall allow time for any vehicles that have stopped behind the school bus to pass the school bus, if such passing is legally permissible where the school bus is stopped, after the visual signal lights, if any, are no longer being displayed or actuated and after all children who have embarked or disembarked from the bus are safe from traffic.**

(6)

(a) Except as provided in paragraph (b) of this subsection (6), any person who violates any provision of paragraph (a) of subsection (1) of this section commits a class 2 misdemeanor traffic offense.

(b) Any person who violates the provisions of paragraph (a) of subsection (1) of this section commits a class 1 misdemeanor traffic offense if such person has been convicted within the previous five years of a violation of paragraph (a) of subsection (1) of this section.

(7) The provisions of this section shall not apply in the case of public transportation programs for pupil transportation under section 22-51-104 (1) (c), C.R.S.

Section 42-4-1904

Regulations for school buses – regulations on discharge of passengers – penalty – exception

(1) The state board of education, by and with the advice of the executive director of the department, shall adopt and enforce regulations not inconsistent with this article to govern the operation of all school buses used for the transportation of schoolchildren and to govern the discharge of passengers from such school buses.

Such regulations shall prohibit the driver of any school bus used for the transportation of schoolchildren from discharging any passenger from the school bus which will result in the passenger's immediately crossing a major thoroughfare, except for two-lane highways when such crossing can be done in a safe manner, as determined by the local school board in consultation with the local traffic regulatory authority, and shall prohibit the discharging or loading of passengers from the school bus onto the side of any major thoroughfare whenever access to the destination of the passenger is possible by the use of a road or street which is adjacent to the major thoroughfare. For the purposes of this section, a "major thoroughfare" means a freeway, any U.S. highway outside any incorporated limit, interstate highway, or highway with four or more lanes, or a highway or road with a median separating multiple lanes of traffic. Every person operating a school bus or responsible for or in control of the operation of school buses shall be subject to said regulations.

(2) Any person operating a school bus under contract with a school district who fails to comply with any of said regulations is guilty of breach of contract, and such contract shall be cancelled after notice and hearing by the responsible officers of such district.

(3) Any person who violates any provision of this section is guilty of a misdemeanor and, upon conviction thereof, shall be punished by a fine of not less than five dollars nor

more than one hundred dollars, or by imprisonment in the county jail for not more than one year, or by both such fine and imprisonment.

- (4) *The provisions of this section shall not apply in the case of public transportation programs for pupil transportation under section 22-51-104 (1) (c), C.R.S.***

1 CCR 301-26

19.0 Route Planning – Student Loading and Discharge

19.1 *School transportation small capacity vehicles, Type A Multifunction Buses and School Buses (Types A, B, C, and D) may be used to transport students to and from school. Multifunction Buses Type B, C, D, and Motor Coach Buses shall not be used to transport students to and from school.*

19.2 *The location of student stops shall consider factors including:*

19.02(a) *Ages of the students;*

19.02(b) *Visibility;*

19.02(c) *Lateral clearance;*

19.02(d) *Student access; and*

19.02(e) *Control of other motorists.*

19.02(e)(1) *Student stops for Type A Multifunction Buses and school transportation small capacity vehicles should be located off of the roadway whenever possible.*

19.3 *School transportation vehicle operators shall stop at least 10 feet away from students at each designated stop. The school transportation vehicle operator shall apply the parking brake and shift the vehicle into neutral or park prior to opening the service door of a bus or the passenger door(s) of a small capacity vehicle.*

19.4 *The school transportation vehicle operator shall stop as far to the right of the roadway, highway or private road as possible before discharging or loading passengers - allowing sufficient area to the right and front of the vehicle but close enough to the right to prevent traffic from passing on the right - so that students may clear the vehicle safely while in sight of the operator.*

18.04(a) *Exception: The school transportation vehicle operator may block the lane of traffic when passengers being received or discharged are required to cross the roadway.*

- 19.5 Student stops shall not be located on the side of any major thoroughfare whenever access to the destination of the passenger is possible by a road or street which is adjacent to the major thoroughfare.**
- 19.6 School districts, charter schools and service providers shall ensure that if students are required to cross a roadway, highway or private road on which a student stop is being performed, they are prohibited from crossing a roadway, highway or private road constructed or designed to permit three or more separate lanes of vehicular traffic in either direction or with a median separating multiple lanes of traffic.**
- 19.7 Four-way hazard lamps shall be used on private property such as parking lots.**
- 19.8 Alternating flashing red warning signal lamps shall not be activated within 200 feet of an intersection if the intersection is controlled by a traffic control signal.**
- 19.9 Routes shall be planned as to:**
- 19.09(a) Eliminate, when practical, railroad crossings; and**
 - 19.09(b) Have stops be a minimum of 200 feet apart (since alternating flashing amber warning signal lamps must be activated a minimum of 200 feet in advance of the stop on the roadway on which the bus stop will be performed).**
 - 19.09(b)(1) Exception: In areas where wildlife may create a high risk of threat to students' safety while they are waiting and/or walking to a student stop, designated stops may be less than 200 feet apart upon detailed written approval by the school district board of education or governing body of a charter school (or the board's designee). A copy of the written approval shall be kept in the school transportation office, and route operators shall be given written notice of the exception and have it indicated on route sheets.**
- 19.10 In determining the length of routes, school districts, charter schools, and service providers must make an effort to minimize student ride times while considering student educational needs, geographic boundaries, terrain, traffic congestion, and financial resources within the district. A local board of education or the governing body of a charter school may establish a maximum student ride time.**
- 19.11 Pursuant to Section 42-4-1903(2), C.R.S., school transportation vehicle operators are not required to actuate the alternating flashing red warning signal lamps on a school bus.**
- 19.11(a) When the student stop is at a location where the local traffic regulatory authority has by prior written designation declared such actuation unnecessary and**

19.11(b) When discharging or loading passengers who require the assistance of a lift device and no passenger is required to cross the roadway.

19.11(c) Further, Type A Multifunction Buses and school transportation small-capacity vehicles do not have the functionality to control traffic. In these instances, the school transportation vehicle operator shall stop as far to the right off the roadway as possible to reduce obstruction to traffic, activate the four-way hazard warning lamps a minimum of 200 feet prior to the student stop, continue to display the four-way hazard warning lamps until the process of discharging or loading passengers has been completed, and deactivate the four-way hazard lamps before resuming motion. Students are prohibited from crossing any lanes of traffic to access the student stop or after disembarking.

19.12 School transportation vehicle operators shall not relocate a student stop without the approval of the school district, charter school, or service provider.

19.13 Pursuant to 42-4-707 C.R.S., School transportation vehicle operators of School Buses, Multifunction Buses, and Motor Coach Buses, whether transporting students or not, shall apply the following procedures during the process of approaching, stopping, and crossing railroad tracks:

19.13(a) Activate the four-way hazard lamps not less than 200 feet from the railroad crossing to alert other motorists of the pending stop for the crossing;

19.13(b) Stop the bus within 50 feet but not less than 15 feet from the nearest rail of the railway;

19.13(c) When stopped, the bus shall be as far to the right of the roadway as possible and shall not form two lanes of traffic unless the highway is marked for four or more lanes of traffic; and 18.13(d) Use a prearranged signal to alert students to the need for quiet aboard the bus when approaching railroad tracks. Turn off all noise-making equipment (fans, heater, radio, etc.)

19.14 After quietness aboard the stopped bus has been achieved, bus operators shall open the service door and operator window. The bus operator shall listen and look in both directions along the track(s) for any approaching train(s) and for signals indicating the approach of a train or on-track equipment.

19.14(a) If the tracks are clear, the bus operator shall close the service door and may then proceed in a gear low enough to permit crossing the tracks without having to manually shift gears. The bus operator shall cancel the four-way hazard lamps after the bus has cleared the tracks.

19.14(b) When two or more tracks are to be crossed, the bus operator shall not stop a second time unless the bus is completely clear of the first crossing, with at least 15 feet clearance in the front and at least 15 feet clearance to the rear.

19.14(c) Before crossing the tracks, the bus operator shall verify that there is enough space after the tracks for the bus plus 15 feet if it is necessary to stop after crossing the tracks.

19.15 School transportation vehicle operators of School Buses, Multifunction Buses and Motor Coach Buses are not required to stop at crossings controlled

19.15(a) Only by a red, amber, green traffic control signal when it is in the green position;

19.15(b) Or when the crossing is controlled by a police officer or human flag person;

19.15(c) Or when the crossing is marked with an official "exempt" sign placed on the railroad crossing light post or cross bucks post.

Loading Procedure Steps

Students should wait in a designated location for the school bus, facing the bus as it approaches. Students should board the bus only when signaled by the driver. Monitor all mirrors continuously. There is a safe technique for making stops that protects all involved. These steps should be practiced in the same sequence, so they become a habit.

1. Check mirrors and traffic. Students will be loading soon, and we must scan the traffic scene to locate students and traffic hazards. A mistake here could be tragic!
2. Apply brakes lightly and slow down. As you approach the bus stop, you must have your bus under control. Slowing down gradually will give you the control you need in case someone runs out in front of your bus.
3. Activate alternately flashing amber lights at least two hundred feet in advance on the roadway on which the bus stop will be performed.
 - a. Driving an eight-light system bus means that the amber lights come on when you activate the switch and the red lights come on when you open the service door. Remember that 200 feet is the minimum distance. You may activate your lights earlier. Always watch for other large vehicles that take additional distance to stop. Give them enough distance to stop or let them pass before you activate your lights.
4. Turn on the right turn signal indicator about 100-300 feet or approximately 3-5 seconds before pulling over.
5. Do not pull closer than 10 feet to waiting pupils.

- a. Stop short of the line of waiting students for their safety. You must teach your students to stay back ten feet from the bus and wait for your signal to board the bus. In winter weather, your bus could also slide during the stopping procedure. Train your students well for their survival.
6. If pupils do not cross the road to get to their home or to the bus.
 - a. Stop the bus as far to the right of the roadway or private road as practicable. It is important to consider a safe place where pupils will wait for the school bus.
7. If pupils cross the road to get to their home or to the bus, you may stop the bus on the roadway or private road.

Per Section 42-4-1903, "the school bus may block the lane of traffic when a passenger being received or discharged is required to cross the roadway "for the safety of your pupils who are being boarded or discharged from the bus.

Do not signal for students to cross the road until all traffic is at a complete stop!!!

8. Apply the parking brake and shift the bus to neutral.
 - a. It is possible that your foot could slip off the brake and the bus could move. Place your bus in neutral or park **and** set the parking brake at every student stop.
9. Check mirrors and traffic.
 - a. Check to see what the traffic around your bus is doing before you open your door. Hopefully, all traffic has stopped or is stopping for your bus.
10. Open the door.
 - a. The eight-light system will change amber lights to red as a signal for students to enter the bus. Pupils crossing the road may require an additional signal.
11. Have students enter or leave the bus in an orderly manner.
 - a. This is the most dangerous step in our loading and unloading procedure. You must account for every student. More than half of all school bus rider fatalities are pupils struck by the bus which they were entering or leaving. Drivers are responsible for the safety of all their pupils, including those who must cross the roadway or street. Instruct pupils in the safe use of the handrail. Count the students as they get off the bus and count them again as they move away from the bus. It is especially important to count and track students who must cross the road at the bus stop.

Be sure all students are accounted for. COUNT THEM AND TRACK THEM!!

Procedure for students:

- **Use handrails when boarding vehicles.**
 - **Students should go directly to their seats.**
 - **Remain seated when the bus is moving.**
12. Check to see that students are seated and close the door.
 - a. This will deactivate the red lights on the eight-light system buses.
 - b. Students may fall if you start up before they are seated. Do not rush the seating procedure. Remember that small children may take considerable time to enter the bus, and climbing the steps is a major event. Help them if you can!
 13. Allow traffic to clear, where practicable.
 - a. If it is possible, you are required by law (see below) to allow stopped traffic to clear. Failure to allow traffic to clear may result in a motorist trying to pass unsafely because they do not want to get trapped behind your bus.

Section 42-4-1903 (5) ... The driver of a school bus that has stopped shall allow time for any vehicles that have stopped behind the school bus to pass the school bus, if such passing is legally permissible where the school bus is stopped, after the visual signal lights, if any, are no longer being displayed or actuated and after all children who have embarked or disembarked from the bus are safe from traffic.

14. Check mirrors and traffic.
15. Turn on the left turn signal.
16. Checking all mirrors again.
 - a. Allowing congested traffic to disperse.
17. When it is safe, move the bus to enter the traffic flow and continue the route.
 - a. Your stop procedure is almost complete, and you must move back into traffic.
18. Enter the traffic lane.
 - a. Everything looks good, and it is time to get back on the road. A second look in the mirrors may help to avoid a collision.

This order must be followed at all student stops:

- **The brake is set.**
- **The transmission shifted to neutral or park.**

- **The door is open with a stop arm out.**

Reverse procedure for leaving the stop

“The brake is the first thing on and the last thing off!!”

At the Bus Stop

If a backing turnaround is required on the route, load students onto the bus before backing into turnaround. Unload students after making the turnaround. When making a backing turnaround, students should always remain seated. Use extra caution.

Do not impede the regular flow of traffic. If a build-up occurs behind you, display professional courtesy. If possible, pull to the side of the road only if a vehicle can safely go around.

Allow vehicles to pass.

Check traffic using all outside mirrors.

Resume position on the road.

Unloading Procedure Steps

Unloading students poses additional problems. Follow loading procedures with these additions:

You are responsible for the safety of all students crossing the roadway regardless of grade level.

1. When completely stopped, give the vehicles behind you a chance to react by activating the flashing red warning lights before you open the door.
2. Students should stay seated until the door opens fully.
3. Do not allow students to get off the school bus until all traffic has completely stopped.
4. A backing turnaround must be completed before students are unloaded.
5. Do not allow enough room on the right for a motorist to squeeze between the bus and the curb or edge of the pavement for students who are not crossing. Protect your door!
6. Students shall be instructed to walk approximately ten (10) feet in front of the school bus and wait for the operator’s signal before crossing the roadway.
7. Check traffic in both directions before signaling students to cross a roadway.
 - a. **When it is safe to cross, establish eye contact with the student(s), and give the pre-arranged signal for crossing.**

- b. **The signal should be clear enough that motorists will not mistake it as a signal to proceed.**
 - c. **Students are to be instructed to stop one additional time at the corner of the bus prior to crossing the centerline, look both ways, and proceed when it is safe to do so.**
 - d. **Use the outside P.A. system if it is available. Follow district/charter or service provider procedures.**
8. While performing this operation, remember you are not a traffic officer and have no rights other than those of a regular motorist. Do not signal any motorist to do anything.
 9. When students have safely crossed the road, and/or cleared the unloading zone, count students; cancel the flashing red warning lights by closing the door.
 10. **Count your students; know the location of each of them prior to resuming operation.**
 - a. **DO NOT MOVE UNTIL YOU KNOW WHERE EVERY STUDENT IS!**
 11. If a driver of a motor vehicle violates the stop arm law, follow district/charter or service provider procedure for reporting.
 12. Use safe procedures to allow stopped traffic to move.
 13. Place transmission in gear.
 14. Release the parking brake.
 15. If the students are crossing, the bus may be toward the center of the lane – no need for a turn signal.
 16. Check traffic using all outside mirrors.
 17. When safe, gradually resume the correct position on the roadway and continue.

When unloading students on school grounds, bus stops should be planned so that students get off on the curbside without having to cross in front of traffic.

School bus loading zones should be in a separate area from parent drop-off areas when possible.

Stop Arm Violators 42-4-1903

(1)

- (a) *The driver of a motor vehicle upon any highway, road, or street, upon meeting or overtaking from either direction any school bus that has stopped, shall stop the vehicle at least twenty feet before reaching the school bus if visual signal***

lights as specified in subsection (2) of this section have been actuated on the school bus. The driver shall not proceed until the visual signal lights are no longer being actuated. The driver of a motor vehicle shall stop when a school bus that is not required to be equipped with visual signal lights by subsection (2) of this section stops to receive or discharge schoolchildren.

(b) (I) A driver of any school bus who observes a violation of paragraph (a) of this subsection (1) shall notify the driver's school district transportation dispatcher. The school bus driver shall provide the school district transportation dispatcher with the color, basic description, and license plate number of the vehicle involved in the violation, information pertaining to the identity of the alleged violator, and the time and the approximate location at which the violation occurred. Any school district transportation dispatcher who has received information by a school bus driver concerning a violation of paragraph (a) of this subsection (1) shall provide such information to the appropriate law enforcement agency or agencies.

(II) A law enforcement agency may issue a citation on the basis of the information supplied to it pursuant to subparagraph (I) of this paragraph (b) to the driver of the vehicle involved in the violation.

School bus drivers are professional drivers and should never “trap” a motorist. If stopping at an intersection, allow traffic to clear the intersection prior to activating the stop arm and red lights. A school bus operator should always perform the requirements of the position in a professional manner.

Some important observations to attempt to make if someone disregards your stop arm:

- Location – closest intersection, landmark
- Time of day
- The direction bus is headed
- The direction the car is headed
- What type of car? (Sedan, SUV, heavy truck, small truck)
- Color of vehicle
- Description of driver – do the best you can
- License plate (State, number, color)
- Other contributing factors – damage to the vehicle

Report Route Hazards

If, during the process of performing your route, you notice something that has become a hazard follow district/charter or service provider procedures for reporting such incidents. This could be a snowbank that is too high to see over, a tree in the road, construction, etc.

These hazards and the corrective action may need to be listed on the route description for the substitute driver.

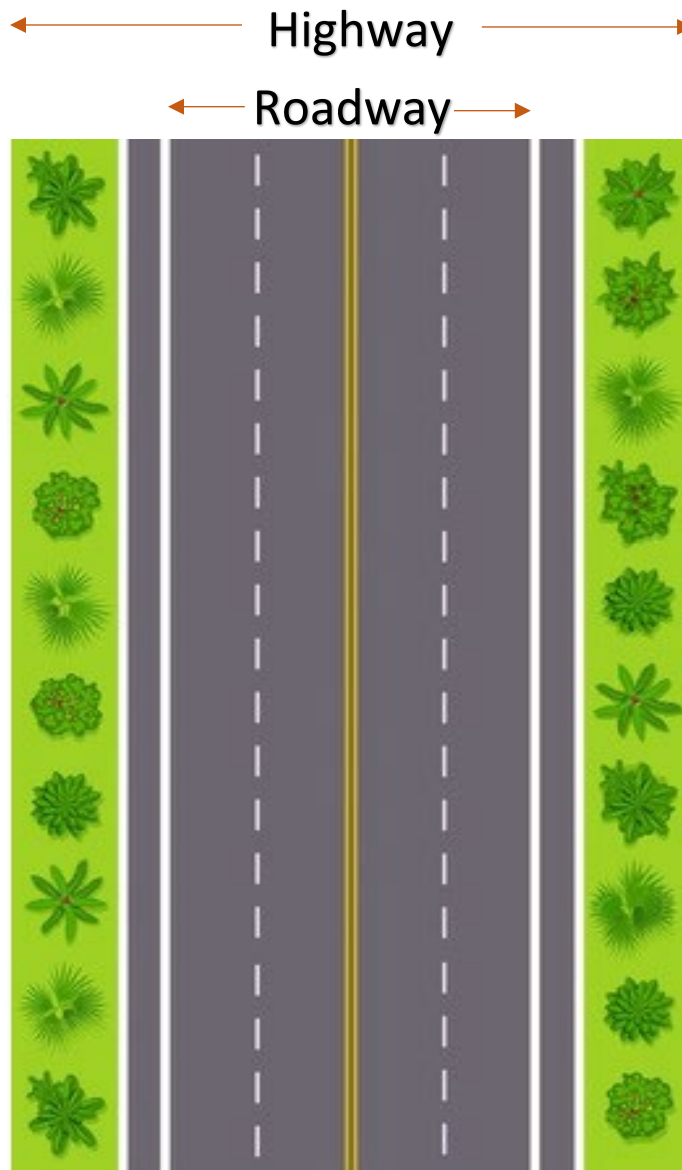
Review the district/charter or service provider procedure on reporting route hazards and how to determine when a change is warranted. The driver shall never change a stop without following district/charter or service provider procedures.

1 CCR 301-26

19.12 School transportation vehicle operators shall not relocate a student stop without the approval of the school district or service provider.

NEVER, NEVER change a bus stop location without following district/charter or service provider procedures.

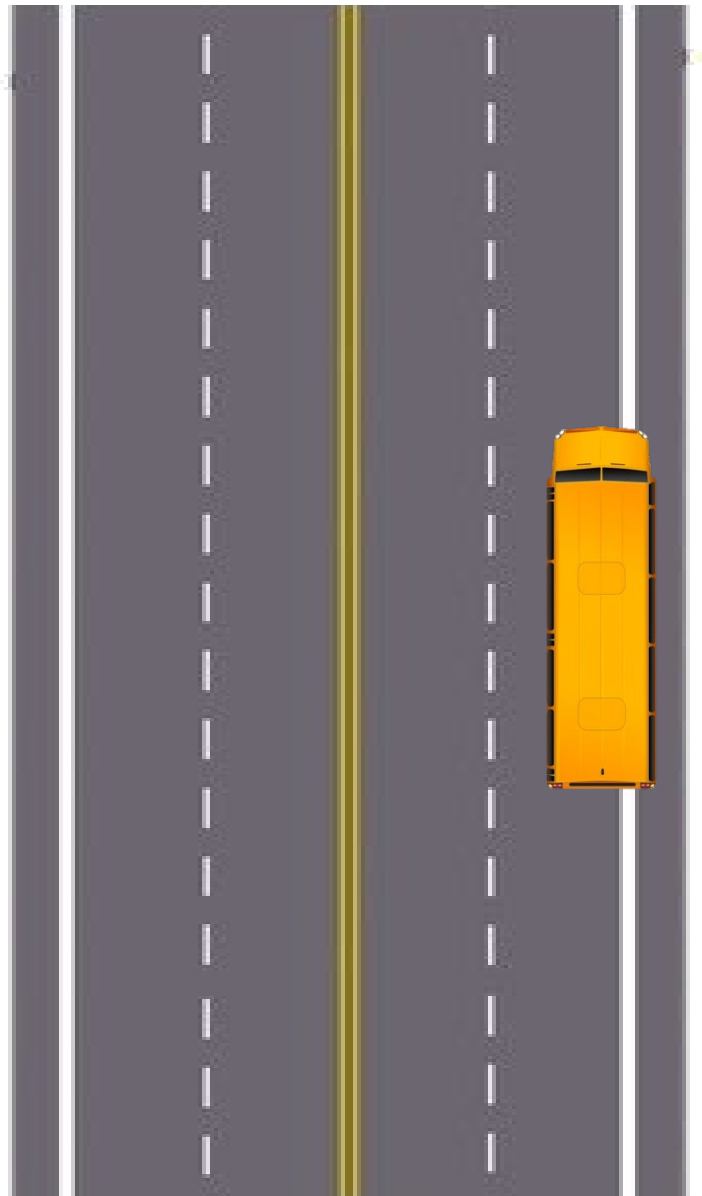
Highway and Roadway



“Highway” means the entire width between the boundary lines of every way publicly maintained when any part thereof is open to the use of the public for purposes of vehicular travel or the entire width of every way declared to be a public highway by any law of this state. [§42-1-102(43), C.R.S.] “Highway” includes bridges on the roadway and culverts, sluices, drains, ditches, waterways, embankments, retaining walls, trees, shrubs, and fences along or upon the same and within the right-of-way. [§ 43-1-203(1), C.R.S.]

“Roadway” means that portion of a highway improved, designed, or ordinarily used for vehicular travel, exclusive of the sidewalk, berm, or shoulder even though such sidewalk, berm, or shoulder is used by persons riding bicycles or other human-powered vehicles and exclusive of that portion of a highway designated for exclusive use as a bicycle path or reserved for the exclusive use of bicycles, human-powered vehicles, or pedestrians. In the event that a highway includes two or more separate roadways, “roadway” refers to any such roadway separately but not to all such roadways collectively.

School Bus Loading Stop – Student Not Crossing

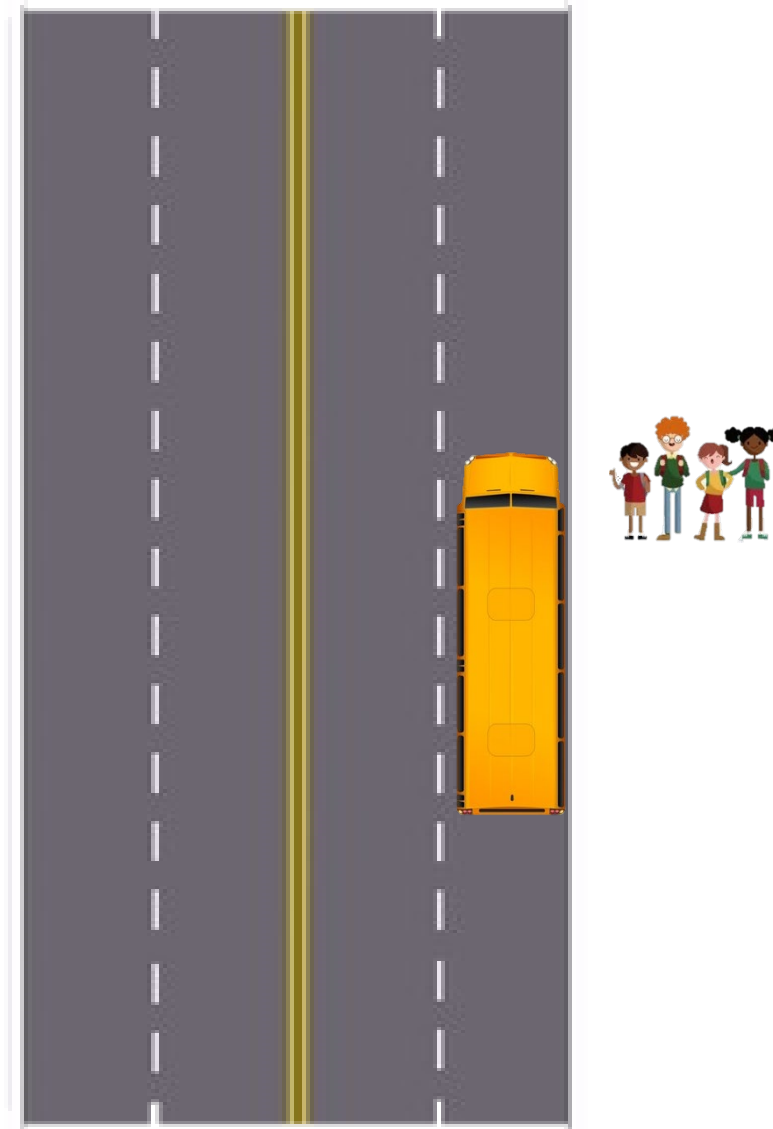


School Bus Loading Stop – Student(s) **NOT** Crossing

Paved road with paved shoulder

- 19.04 The school transportation vehicle operator shall stop as far to the right of the roadway, highway or private road as possible before discharging or loading passengers, allowing sufficient area to the right and front of the vehicle but close enough to the right to prevent traffic from passing on the right so students may clear the vehicle safely while in sight of the operator.

School Bus Loading Stop – Student Not Crossing

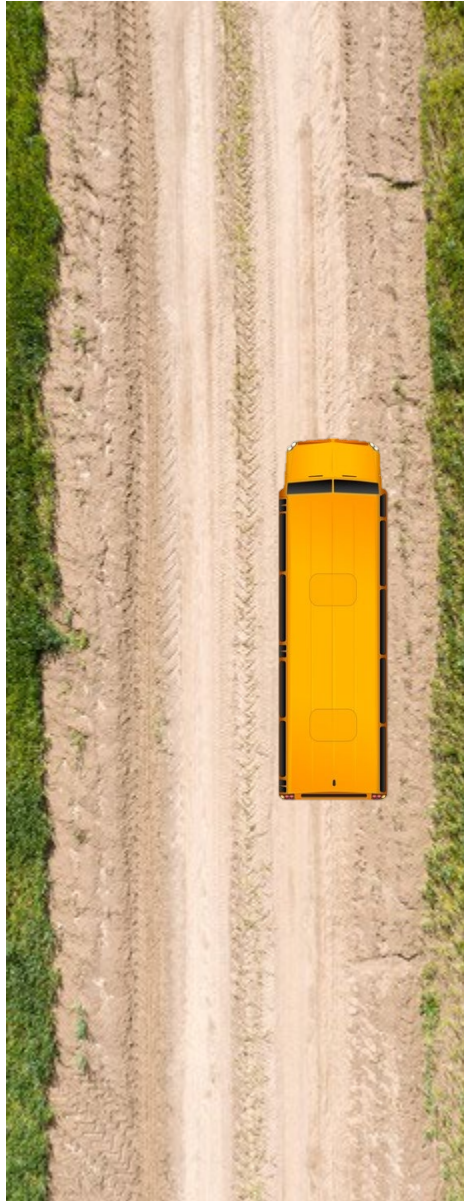


School Bus Stop – Student(s) **NOT** Crossing

Paved Road – No Shoulder

- 19.04 The school transportation vehicle operator shall stop as far to the right of the roadway, highway or private road as possible before discharging or loading passengers, allowing sufficient area to the right and front of the vehicle but close enough to the right to prevent traffic from passing on the right so students may clear the vehicle safely while in sight of the operator.

School Bus Loading Stop – Student Not Crossing

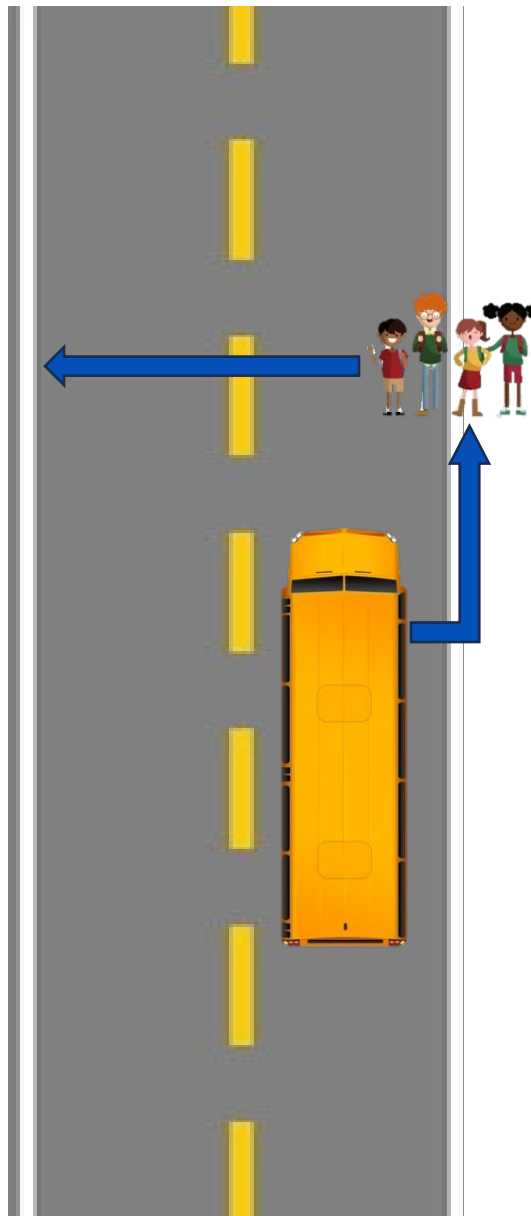


School Bus Stop – Student(s) **NOT** Crossing

Dirt Road – No Shoulder

19.04 The school transportation vehicle operator shall stop as far to the right of the roadway, highway or private road as possible before discharging or loading passengers, allowing sufficient area to the right and front of the vehicle but close enough to the right to prevent traffic from passing on the right so students may clear the vehicle safely while in sight of the operator.

School Bus Loading Stop – Student Crossing

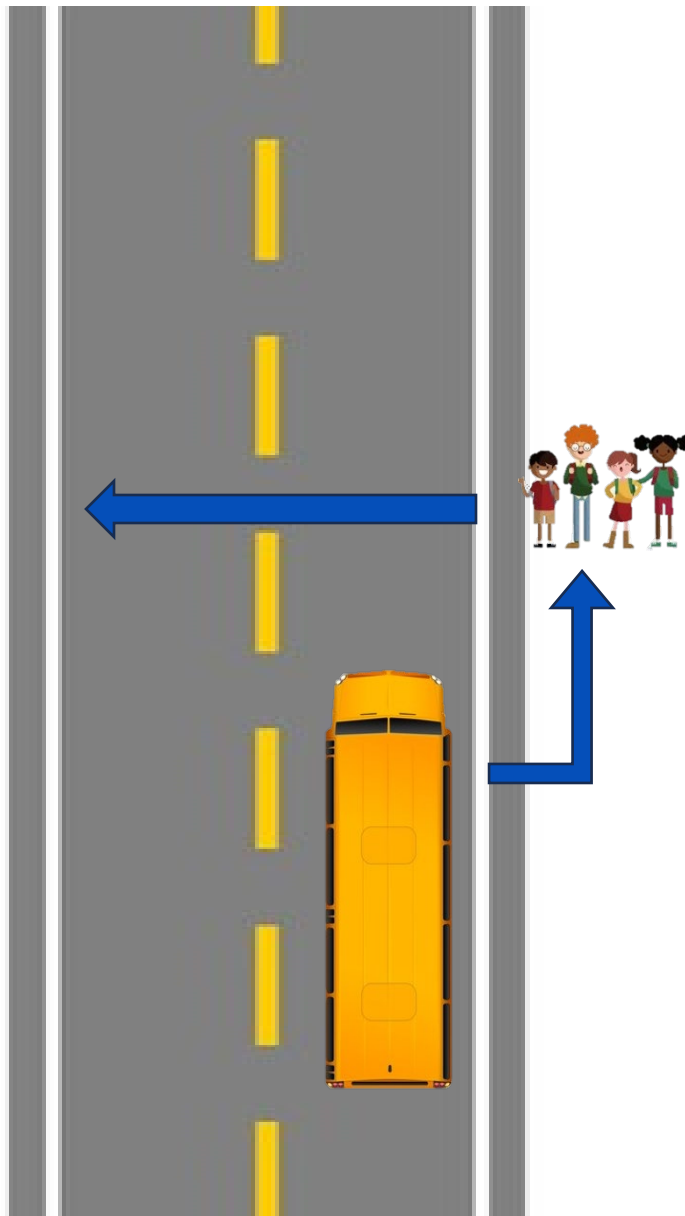


School Bus Stop – Student(s) Crossing

Paved Road – No Shoulder

19.04(a) Exception: The school transportation vehicle operator may block the lane of traffic when passengers being received or discharged are required to cross the roadway.

School Bus Loading Stop – Student Crossing

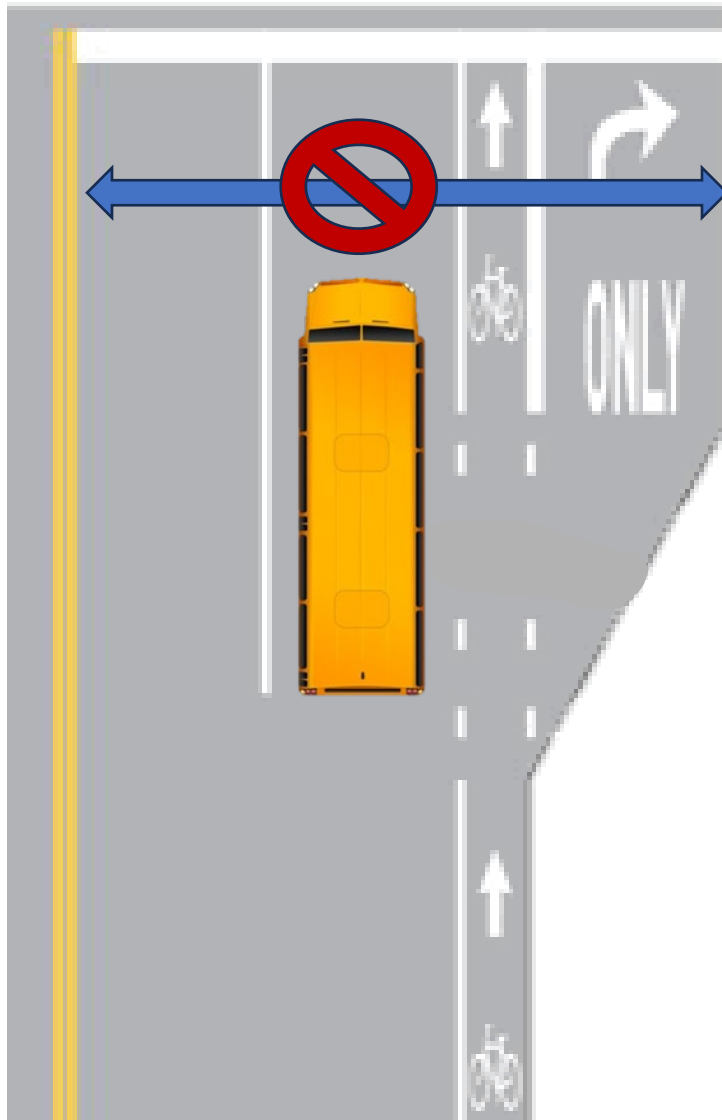


School Bus Stop – Student(s) Crossing

Paved Road – Paved Shoulder

19.04(a) Exception: The school transportation vehicle operator may block the lane of traffic when passengers being received or discharged are required to cross the roadway.

School Bus Loading Stop – Student Crossing

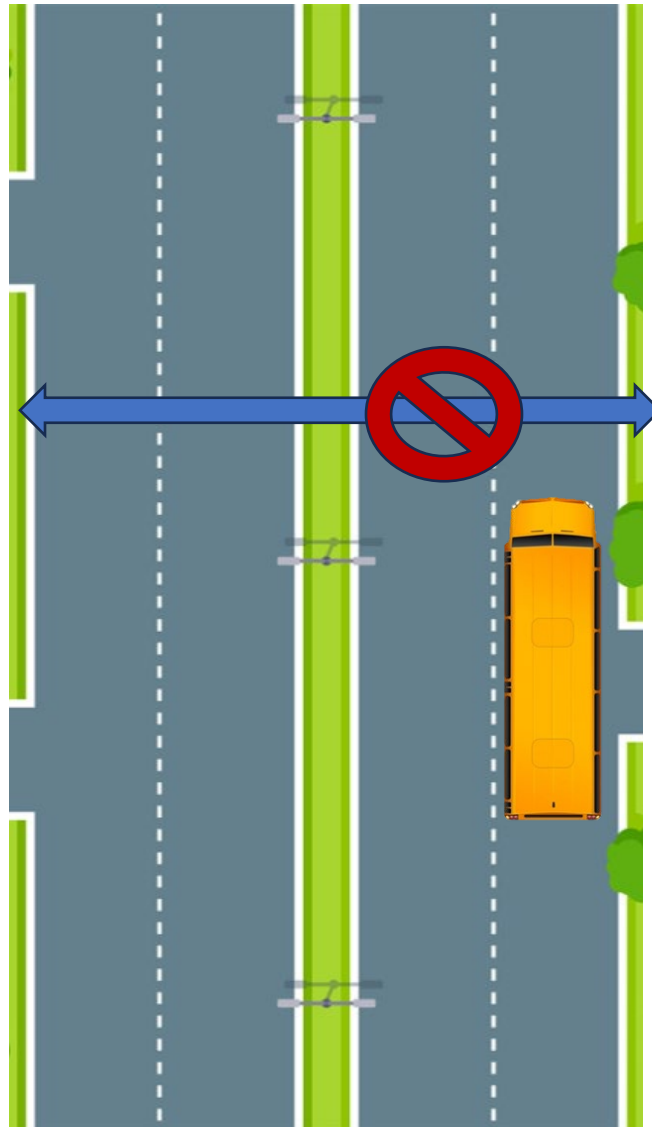


School Bus Stop - Student Crossing

Prohibited – More than 2 lanes

“If students are required to cross a roadway, highway, or private road on which a student stop is being performed, they are prohibited from crossing a roadway, highway or private road constructed or designed to permit three or more separate lanes of vehicular traffic in either direction or with a median separating multiple lanes of traffic. This does not include crossing the roadway, highway or private road with the assistance of a traffic controls signal or with the assistance of a crossing guard.”

School Bus Loading Stop – Student Crossing



School Bus Stop - Student Crossing

Prohibited – Median

“If students are required to cross a roadway, highway, or private road on which a student stop is being performed, they are prohibited from crossing a roadway, highway or private road constructed or designed to permit three or more separate lanes of vehicular traffic in either direction or with a median separating multiple lanes of traffic. This does not include crossing the roadway, highway or private road with the assistance of a traffic controls signal or with the assistance of a crossing guard.”

Field/Activity Trips

An activity trip is an exciting and special experience for our students. Most activity trips involve bus transportation, and it is important that transportation providers are aware of the challenges. Challenges, such as selecting the wrong route, running out of fuel, or arriving late to your destination, can occur. In addition, pupil problems can develop because of inadequate food or rest stops. The best way to ensure a safe and happy trip is through pre-planning.

Most activity trips will take the driver out of the local district/charter or service provider service area. If problems occur, the driver will probably have a tougher time getting assistance. Problems, therefore, take on a more critical nature. Without proper planning, minor problems can become major problems.

Most school transportation operators drive the same streets and roads every day. One of the potential challenges arises when the rural driver is asked to drive a vehicle in a different environment, such as in a metro area like Denver or Colorado Springs. The same challenge holds true for the driver who may be familiar with metro driving and is asked to drive on mountainous terrain. Therefore, route planning is critical.

Route Planning

The State of Colorado has many diverse geographical challenges, from the plains to the mountains, rapidly changing weather conditions, wildlife, etc. Therefore, it is absolutely critical that the school transportation vehicle operator be prepared for anything that could potentially take place. Make sure you consult with your supervisor to ensure that you have all the details of the trip and to ask questions.

Departure Times and Locations

When the school transportation department schedules a trip, they do their best to estimate the punch-in, departure, arrival, and return times. As a driver, it is especially important that you try to maintain the estimated time schedule.

Know the exact location and time that you will be picking up the students who will be transported on the trip.

Plan your route

Technology today can give you excellent directions and maps. Determine the route you plan to take, considering road conditions, tolls (who is expected to pay for the toll), traffic congestion, weather, hazards, tunnels, etc. Have an alternate route in mind, just in case you need to use it.

Depart on time

Now we know that there are occasions when you may leave the pick-up location late by no fault of the driver. If you are running late, there should be enough time “built-in” to the transport time to give you a few minutes of flexibility. DO NOT SPEED!!! If the sponsor is late and tells you to “get us there on time,” do your best but do not violate the law and risk your license because the sponsor ran late.

Additional stops?

Determine with the trip advisor if there will be any additional stops for food and restroom use on your way to the event or on your return trip. Follow your district/charter or service provider policy when it comes to permitting students to eat in school transportation vehicles. Some suggestions are not to permit canned beverages or soda fountain beverages that do not have sealable lids. Make sure your passengers know where the trash container is and request that they use it. For your comfort and the comfort of your passengers, it is suggested that there should be no more than 90 minutes between stops.

Know the exact location of your destination

If this is your first time at the location, you may consider looking online to view where the entrances and exits are to the facility.

Drop-off and pick-up locations at the event

Before you arrive, ask the trip advisor where they would like to unload students and the exact location and approximate time you need to be there to load students. These times are often not set in stone, as an athletic event may take longer than expected because it went into overtime. Make sure you are there on time and waiting for your students with a vehicle that has already had a pre-trip inspection and the heat/air conditioning is already on. Do not make them wait for you!

Where will you park?

Depending on the size of the vehicle you are driving, finding adequate parking can be a nightmare. Will there be a charge for parking? Will the location support your vehicle’s weight? Is there easy access in and out of the parking spot? Could you get pinned in? Can you adequately secure the vehicle? At some events, there will be a designated area for school transportation parking.

What is expected of the driver?

Is the driver expected to stay at the destination? Be available if threatening weather is a possibility. Is the driver welcome to accompany the group? Make sure you give the trip advisor your phone number or a means to contact you in the event of an emergency prior to leaving the destination site. Make an agreement as to the exact time the driver should return

to depart. Refer to your district/charter or service provider policy regarding the expectations of the driver and vehicle once you arrive at your activity destination.

Do not leave until all passengers are on board

Make sure that all passengers are accounted for prior to departing. The trip advisor is responsible for the student count and assuring that all the students are on board before departing.

Returning to District/Charter or Service Provider

Once you arrive back to the district/charter or service provider and students are unloading, be polite and ask them to clean up as much trash as possible. Make sure that all students are out of the vehicle and that they have not left any personal belongings in the vehicle. Follow your district/charter or service provider policies regarding fueling, paperwork, and of course the cleanliness of the vehicle.

One of the most common complaints of operators is that when they were preparing to take an activity trip, they arrived to find that the previous driver had left the vehicle in an unsatisfactory condition. Trash on the floor, empty drink bottles/cans, and food spilled on the seats and floor, and they must depart in a few minutes. Put yourself in their position; is that how you would want to find a vehicle that you were planning to use? Even if your district/charter or service provider does not require you to clean the vehicle, be polite and pick up as much as you can.

Leave your vehicle in the condition that you would want to find it if you were the next person using the same vehicle... the next person might be you!!

The Chaperone/Sponsor Responsibilities

Sponsors are responsible for maintaining order on the bus and accounting for students. The driver will find students who are not familiar with ridership rules and there may be excited behavior due to the nature of the trip. Review district/charter or service provider procedures regarding student management during special trips. A student roster is highly suggested.

Sponsors should assist with

- Keeping the bus clean
- When the destination has been reached, make certain all passengers know which school bus, and at what time they are to board for the return trip.
- Check that no passenger(s) board the bus at any time unless authorized by you or by a sponsor. Only authorized passengers can ride the bus.

Make sure your chaperone/sponsor knows what their responsibilities are. Double-check your district/charter or service provider policy, but they may include the following.

Communicating

- Trip plans
- Special student needs
- Providing passenger information
- Assisting in maintaining passenger control

Supervising

- Rest stops
- Food stops
- Field trip activity
 - Assembly of students and head counts
 - Passenger instruction

Behavior Problems and Concerns

Concerns may arise while on a field trip due to the nature and length of the trip. Unless adequate plans are made and precautions are taken, passenger behavior problems will arise. The following conditions should be identified:

Fatigue

Trip organizers and drivers should plan enough rest and comfort stops to avoid problems arising from fatigue. It is recommended that there be approximately 90 minutes between stops.

Excitability

Trip organizers and drivers should recognize that passengers may get excited due to the nature of the trip. An opportunity should be provided for pupils to vent some of this excitement before an effort is made to restrain them. The group leaders or chaperones should manage problems arising from this situation.

Discomfort

The driver should be alert for conditions that may lead to a pupil's discomfort. The temperature of the bus should be closely monitored, and sufficient fresh air be provided to the passengers.

Guidelines

Trip organizers and drivers should discuss guidelines to be followed during the trip. Some school districts, charters, or service providers provide written guidelines to trip organizers for review before trips are booked. The group leader or chaperone should discuss these guidelines with passengers before the trip begins.

Making a trip into a congested city or area that a driver is unfamiliar with can be a frightening experience for the small city or rural school bus driver. It does not have to be. Rural districts, charters, or service providers can help their employees overcome this apprehension with three easy procedures.

- The first helpful activity is to have a driver lesson plan in place that addresses the topic of a trip to an unfamiliar, busy city.
- The second is to have resources available for the actual trip.
- The third is to have a process set up to gather feedback from drivers who make these trips, building resources and helpful hints for future reference

The school district, charter, or service provider documentation should provide the following information:

- Destination and date.
- Nature and purpose of the trip.
- Departure and expected return times.
- The number of passengers to be transported.
- Equipment to be transported.
- Rest stops and overnight arrangements (if applicable).
- Authorized signature and school contact.

When the trip is completed, fill out a district/charter or service provider activity/field trip report or the documentation required by district/charter or service provider procedure. Items may include mileage, student list, the actual number of passengers, time departed/returned, and problems that were encountered, if any, which can be on the form.

Resources for the Trip

- Call ahead to the destination. Prepare a small notebook with phone numbers and the name of the person to contact upon arrival. Do not stop with just one phone number.

Obtain the department's dispatcher number, the mechanic's number, and the number of the school that will be your destination.

- Request area maps and a suggested route to the destination from the sponsoring district/charter or service provider. Plan more than one route in case of unexpected detours.
- Most major urban districts, charters, and service providers have computerized scheduling systems in place which might help generate a detailed map of the destination area.
- Obtain information regarding road closures.
- Create an "Over-the-Road" packet. Include the Emergency Service List from CDE.
- During winter months, carry a bag of salt, sand, or kitty litter to help provide traction in an emergency.
- Per school district/charter or service provider procedures, consider having extra tools, hoses, belts, bolts, flashlights, etc., which could be used in case of a minor breakdown.
- Review school/charter/service provider procedures regarding securing the school transportation vehicle when unattended.
- Use stress-relieving techniques and take unscheduled rest breaks if needed. For instance, stop and secure the bus, get out, and walk around outside. The back is particularly vulnerable to injury when driving or working around school buses. A few factors include sitting for lengthy periods of time, the vibration of the vehicle, having to lean over seats to put up windows, and lifting and pushing heavy objects such as wheelchairs. All of these contribute to the driver's susceptibility to back injuries. A little care can go a long way toward keeping drivers on the job and out of pain.
- While driving, sit up straight in the seat with your back and legs at a 90-degree angle. There should be a slight gap between the top, the front portion of the seat bottom, and the back of the leg. Change position or shift weight every 15 to 20 minutes. Lean forward to operate the door mechanism. Practicing these posture habits will help keep your back healthy and happy.

Building a Library of Resources

- Document knowledge and experience gained from each trip.
- Assemble maps, resources, and a list of contacts.
- Create a checklist of helpful techniques used and things that were overlooked that should be included on the next trip.

- Document feedback regarding the vehicle driven, itinerary used, and passengers serviced.

New Driver Trip Training

Build a training session that compares the hazards in the local area to what a driver might expect in an urban area. Driving on a trip is different from driving a regular route.

The hazards may be different, yet the driver's awareness, needs, and defensive driving techniques will be quite similar.

- Establish a skills course of maneuvers the driver might encounter in the city. For example, parallel parking and tight right turn.
- Implement basic map reading skills, stress-relieving techniques, and a good understanding of emergency procedures.
- Include information regarding procedures for on-ramps with traffic lights, multi-lane highway usage, Denver Light Rail, and turning on a red light after stopping.
- Review the hours-of-service rules.
- Have a good procedure in place to develop itineraries to be utilized by the department and school bus drivers.
- Develop a plan to assist new drivers regarding some of the things they may encounter, such as
 - Minor maintenance issue
 - Vehicle breakdown
 - Specialized training
 - An unfamiliar route
 - Railroad crossing

Storage of Large and Oversized Equipment

The equipment must be stored or secured to reduce the danger to a minimum in case of an emergency stop or a crash. The driver must make a reasonable and prudent determination that all carry-on items are properly managed to minimize the danger to all others.

Store band instruments and other sizable items in the storage compartment under the bus, if so equipped. If there is no under-storage area, make sure the items are stored and secured away from the front and rear doors, are not stacked above seat back height, and are out of the aisle.

Other options may include an equipment truck, cargo van, or a second bus as an equipment bus.

Emergency evacuation instructions shall be given prior to departure. Instruction should include the use of roof hatches, emergency doors, and emergency windows.

DO NOT EVER BLOCK THE EMERGENCY DOOR(S) OR WINDOWS.

17.0 Transportation of Miscellaneous Items

17.1 A school transportation vehicle operator shall ensure that all carry-on items are properly handled in order to minimize the danger to all others.

17.2 All baggage, articles, equipment, or medical supplies (except those held by individual passengers) shall be secured in a manner that assures unrestricted access to all exits by occupants, does not restrict the driver's ability to operate the bus and protects all occupants against injury resulting from falling or displacement of any baggage, article, or equipment. Oxygen cylinders meet this standard if they are both medically necessary and secured to a wheelchair and shall be considered to comply with this subsection, provided they do not impede access to any exit. School districts, charter schools, and service providers shall use reasonable care in determining the number of cylinders that may be safely transported at one time.

17.3 All chemicals and cleaning supplies carried on a school transportation vehicle must meet the following precautions:

17.03(a) Container is non-breakable;

17.03(b) Container is labeled with contents;

17.03(c) Pressurized aerosols are prohibited;

17.03(d) Container is secured in a bracket, or in a closed compartment in the driver's area or a compartment on the exterior of the bus; and

17.03(e) Containers and quantities of products are no more than 32 ounces in size.

17.4 Interior decorations shall not be located within the driver's area (including the space in front of the front barriers, the step-well, dash, walls and ceiling, the windshield, the entry door, the driver's side window, and all windows in front of the front barrier), the first two passenger windows on both sides of the vehicle or all windows on the rear of the vehicle. Other decorations within the passenger compartment shall not;

17.04(a) Cover any required lettering;

17.04(b) Impede the aisle or any emergency exit;

17.04(c) Hang from the walls and/or ceiling.

17.5 Per the effective date of these rules, school transportation vehicles owned or leased by the district, charter school, and service provider that are used for student transportation shall not have the windows obstructed in any way by advertising, decorations, or vehicle wraps.

17.05(a) Exception: Tint applied by the vehicle manufacturer to industry standards.

17.05(b) Exception: Route identification is permitted per 1CC 301-26, Rule 17.04

18.0 Maximum Driving Time for School Transportation Vehicle Operators

18.1 School transportation vehicle operators, including small-capacity vehicle operators, shall not drive (nor shall the school districts, charter schools, or service providers permit or require operators to drive):

18.01(a) In excess of 10 hours or after being on-duty 14 hours until completing 10 hours off duty. This would include on-duty time for all employers. Ten hours off-duty may be consecutive or accumulated in two or more periods of off-duty time with one period having a minimum of six consecutive hours off-duty.

18.01(b) After being on-duty for more than 70 hours in any seven consecutive days.

18.01(c) In case of emergency, an operator may complete the trip without being in violation if such trip reasonably could have been completed absent the emergency.

18.2 In lieu of section 18.00 of these rules, a school district, charter school, or service provider may comply with the Federal Motor Carrier Safety Regulations, 49 CFR section 395.

18.3 Definitions:

18.03(a) Day - Means any 24-consecutive hour period beginning at the time designated by the school district, charter school, or service provider.

18.03(b) On-duty time - Includes all time worked for all employers, including all driving and non-driving duties.

18.03(c) Off-duty time - School transportation vehicle operators may consider waiting time (whether compensated time or not) at special events, meal stops, and school-related events as off-duty if the following criteria are met:

18.03(c)(1) The operator shall be relieved of all duty and responsibility for the care and custody of the vehicle, its accessories, and students, and

18.03(c)(2) The operator shall be at liberty to pursue activities of his/her choice, including leaving the premises on which the bus is located.

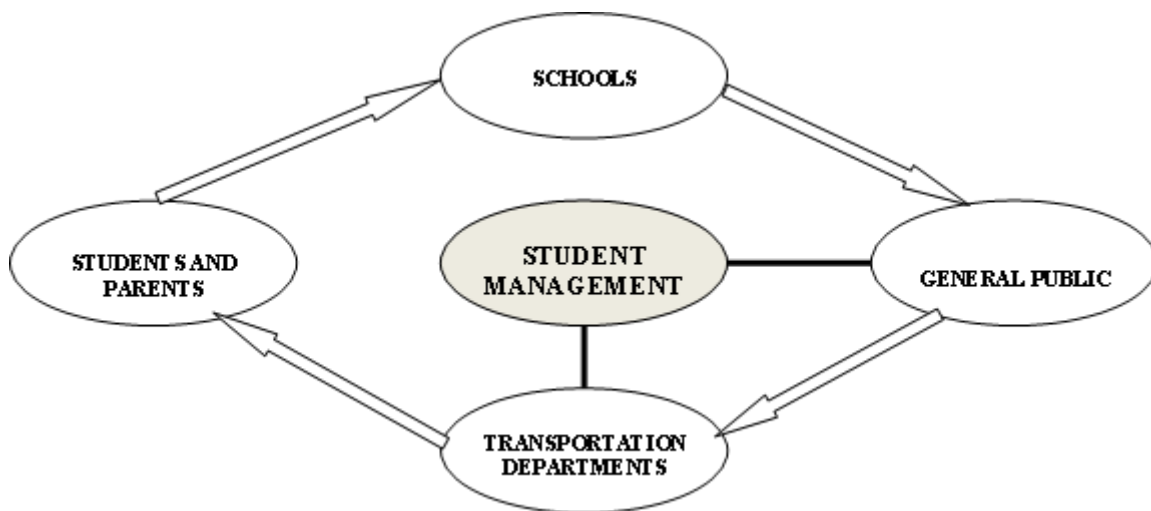
18.4 All school transportation vehicle operators shall document that they are in compliance with this section, hours of service.

18.04(a) An operator's daily log, or equivalent, shall be completed for the trip in the operator's own handwriting when the trip requires a scheduled or unscheduled overnight stay away from the work reporting location.

Unit Nine – Student Management

The objective of student management is to ensure a safe bus ride by allowing the driver's attention to be on operating the vehicle.

For the school bus driver to safely operate the bus, it is essential that the student passengers behave in a controlled manner. The school bus must be looked upon as an extension of the classroom. Student management for the driver will encompass a wide variety of child psychology, adolescent behavior patterns, and student management techniques. Unlike the teacher, whose classroom environment is more defined and with only one specific age group, the school bus driver will be in close contact with a variety of elementary, junior high, and senior high age groups. Student management will encompass the following interdependent segments.



Each of these segments should communicate both needs and problems to find solutions.

The Role of the Schools

Schools should include programs of instruction to improve the student's safety at school bus stops and on the bus.

All school staff should be familiar with school district/charter or service provider policies on student discipline, rules and regulations for student behavior, misconduct procedures, and special trip sponsor procedures.

1 CCR 301-26

4.6 School districts, charter schools, and service providers shall ensure that documentation outlining transportation-related services and requirements, including required use of Child Safety Restraint Systems and medical and behavioral information as it relates to student transportation, is available to applicable school transportation vehicle operators and paraprofessionals prior to providing transportation services.

The Role of the Transportation Department Personnel

Supervisor of Transportation - The supervisor should provide avenues for cooperative problem solving which includes all levels of school district/charter or service provider personnel, parents, and students. Rules for students and school bus drivers should be established and administered uniformly. An awareness of new techniques, equipment, child psychology, and behavioral patterns of children is important. A training program, including pre and in-service, should be developed, implemented, and constantly reviewed.

School Bus Driver - The school day for the transported student begins and ends with the bus. The driver needs to exhibit self-control and professionalism and have a plan to establish appropriate behavior. Consistency is necessary for success. The school bus driver is responsible for the health, safety, and welfare of all passengers. Inappropriate student conduct will require the combined efforts of the driver, the transportation department, and school administrators. Drivers should have the attitude that driving a safe bus is most important. A student should not prevent the operator from driving a safe bus. The other passengers must be assured of a safe and pleasant bus ride.

Discipline on school buses is probably the biggest problem confronting school bus drivers today. The attitude of the driver should be consistent using the following:

- Firm - Be prepared to follow through. Avoid giving a directive that you cannot enforce.
- Fair - Be consistent in disciplining students.
- Friendly - Be approachable to the students while keeping in mind that you, the driver, are in charge.

Understanding the principles of child psychology will help avoid trouble before it begins. Overlooking the violations of conduct of one student will cause you to lose the respect of the other students.

Be careful to strike a happy medium by not being too lenient or too harsh. Both extremes are equally poor for the morale of the school bus riders. Loud talking on the bus is a problem that requires a lot of patience, but absolute silence is not a healthy atmosphere. Issuing a directive does not complete the teaching process. A directive must be patiently and constantly repeated.

It seems the minority (undisciplined) riders set the pace for the majority.

Know each driver is working for an educational system whose job is training the minds of students. Too frequently students are expected to be finished products with adult attitudes and this simply is not the case. Strive to build morale and cooperation with the students on the bus. In the course of time, student morale will be a great help in controlling the worst offenders. When students discover that improper conduct is not acceptable, offenders will hesitate to do these things which causes them to lose prestige among their fellow students.

When speaking to an offender, speak in a friendly manner but with a firm voice. There should be no anger involved. Do not let personal problems reflect themselves in your mood or judgment while dealing with the students. If discipline is necessary, move the student to a seat near the front. Never put a student off the bus to walk home. Emphasize the disciplinary action that will be taken and that if it is not corrected to an acceptable level, the student may have his privilege of riding the bus taken away.

Think before you act!!

Tips on maintaining discipline:

- Be friendly. Have a sense of humor.
- Be sincere in your work.
- Set firm, clear rules.
- Never give a directive you do not intend to enforce.
- Do not give a directive you cannot enforce.
- Do not pick on every little thing. Commend good behavior.
- Set a good example. Look for good qualities.
- Be firm, fair, and friendly.
- Be consistent.
- Say “Do this,” rather than “Don’t do that.” Be positive.
- Offer choices with the possible consequence.
- Keep your “cool.”
- Have a positive attitude.
- Know district/charter or service provider policies for reporting problems.
- Be assertive: the driver is in charge.
- Never strike or touch a student.

Do not become a constant mirror watcher. Safe driving requires your attention to be on the road.

The Role of Students and Parents - Students of all age groups are obligated by the expressed privilege granted by the Board of Education to ride the public school bus and obey and conform to the safety and behavioral rules of the school district/charter or service provider.

The parents of the students are obligated to instruct their children to cooperate with the school bus driver in accordance with the safety and behavioral rules of the school district/charter or service provider.

Parents often do not accept the fact that their child has misbehaved at school or on the bus.

The Role of the General Public - The public must obey the Colorado State Statutes. Also, they are to promote the safety of school-age children as pedestrians and transportation users of the roads of Colorado.

The schools and the transportation department should provide a program of public information. The objective of communicating to the parents and public is to state district/charter or service provider policies and procedures for safe student transportation.

Student Safety and Behavior Rules - The key to a safe, well-regulated bus is for the students to provide the school bus driver with an atmosphere that will allow the driver to direct special attention to safe driving. The school bus driver provides the students with a standard of uniformity when applying the rules of the district/charter or service provider. District/charter or service provider rules may vary but should be consistent with state regulations. The set of rules should be brief and limited to no more than 10 rules.

Students should follow directions the first time they are given. The rules should be posted in the front of the bus.

A copy of the rules could be sent to each student, and parent/guardian with a form to be returned with both signatures indicating the rules were read and understood.

Sample Bus Rules:

- Students are required to follow the bus driver's instructions.
- Students should arrive at the bus stop five minutes prior to the scheduled stop time.
- Before crossing, establish eye contact with the driver. When the safe signal is given, stop again at the corner of the bus and look both ways. Cross when it is safe to do so.
- Cross 10 feet in front of the bus.
- Stay seated, facing the front while the bus is moving.
- Students shall not open or close windows without permission.
- Heads, arms, and objects must always be kept inside the bus.
- Keep hands, feet, and belongings to yourself.
- Any behavior which jeopardizes the safety of the passengers or driver is prohibited.

- Use of drugs, and alcohol, exiting the rear door, inflicting bodily harm, vandalism, and littering are prohibited.
- Use your quiet, classroom voice
- Obscene or foul language or gestures will not be tolerated.
- Students must be quiet at railroad crossings.
- Respect others.

Reporting Unacceptable Behavior

Each district/charter and service provider should have a policy and procedure for reporting unacceptable behavior. Student behavior that is inconsistent with desired safe behavior is reported as either major or minor incidents. Student misconduct forms are filled out by the driver and returned to the transportation supervisor or designee for initial screening. The driver should report behavior only after attempting to solve the problem within his/her own capabilities. The transportation supervisor or designee determines the decision whether the reported misbehavior will be identified as minor or major.

Student due process:

- Have a set process or procedure.
- Make sure it is written.
- Make sure the driver, student riders, and parents are familiar with the policy.

Bullying

Bullying is an act of repeated aggressive behavior to intentionally hurt another person, physically or mentally. It comprises repeated acts over time that involve a real or perceived imbalance of power, with the more powerful individual or group abusing those who are less powerful. The power imbalance may be social power and/or physical power. The victim of bullying is sometimes referred to as a target. Bullying is characterized by an individual behaving in a certain way to gain power over another person. Bullying may be emotional, physical, or verbal.

Refer to your district/charter or service provider's Safe School Plan for information on bullying.

Consequences

Any course of action or consequences in student management must be uniform but flexible enough to fit the conditions and circumstances of the violation and the individual(s) involved. Consequences may include, but are not limited to:

- A student was warned by the driver (driver to student conference)
- Assigned seat

- Parents notified (per district/charter or service provider policy)
- Assignment of students to “remedial tasks” at school or on the bus. Follow district/charter or service provider policy or procedure.
- Principal, parent, student, driver conference.
- Withdrawal of transportation services.

Good behavior should be rewarded. Do something the students like, and which is appropriate for the age level.

Rewards may include:

- Verbal Praise
- Note to Parents, we always send notes home for bad behavior – wouldn’t it be nice to send one of praise?
- First in line, first off the bus
- Special seat (window, next to a friend)
- Awards, e.g., smiley face stickers, etc.

Do not provide edible treats to students as a reward. There may be allergies the driver is not aware of. The parents may not approve of a certain type of treat.

Always follow district/charter and service provider procedures when disciplining or rewarding students.

Harassment

Harassment Definition: A course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose under the United States Code Title 18 Subsection 1514(c) 1.

The same procedures for dealing with any type of harassment apply as are described below for dealing with sexual harassment.

Sexual Harassment

Sexual Harassment Definition - “Unwelcome sexual advances, requests for sexual favors, or other sex-based verbal or physical conduct where (1) submission to such conduct is explicitly or implicitly made a term or condition of the individual’s education; or (2) such conduct has the purpose or effect of unreasonably interfering with the individual’s education by creating an intimidating, hostile or offensive environment.” (Letter of finding by Dr. Battles, West Hartford Board of Education, June 8, 1993).

The school bus is a unique environment in which verbal abuse and harassment can easily take place. A student being harassed has no place to escape unwelcome behavior. It is important

for the bus driver and paraprofessional to be aware of such behavior and take appropriate action. Any form of harassment described below is impermissible, and by law, the school district/charter or service provider must take action to stop it. No student should be subjected to behaviors that are intimidating, offensive, or threatening. Such behaviors may be identified as harassment based on:

- Gender
- Ethnic background
- Religion
- National origin
- Race
- Disability

Review District/Charter and Service Provider Policy Regarding Sexual Harassment. **Keep in mind that both boys and girls can be the victims of sexual harassment.** When students are exposed to inappropriate sexual behavior, assume it is unwelcome, even if the student does not act like it is. Keep in mind that even if the student being harassed is not affected or pretends not to be affected, other students on the bus may be suffering the effects of the inappropriate behavior. Students can become uncomfortable and dread getting on the bus.

Three steps the driver and paraprofessional should take:

1. Identify Sexual Harassment

Some examples of verbal and physical sexual harassment are:

- Conveying rumors or making suggestive comments about a student's sexual activity
- Calling students names of a sexual nature
- Obscene gestures, including male students grabbing their own genitals and/or rubbing themselves in a sexually suggestive manner
- Sexual molestation
- Use of sexually explicit language, like slang terms for parts of the anatomy
- "Mooring" a student with the express intent to refer to bust size
- Creating graffiti that uses explicit sexual language to describe and degrade members of the opposite sex
- Unwelcome touching, pinching, or restraining of students by students of the opposite sex, regardless of the ages of the students
- Exposing private parts
- Flipping up skirts or snapping bras
- Threatening unwanted sexual activity
- Students subjecting other students to continual teasing or to lewd remarks about their anatomy

- Offering students money to perform sex acts and other propositions of a sexual nature
- Off-color jokes
- Sexually harassing drawings and other “art” work
- Simulating sex acts
- “Sexting” or taking and sending pictures of an indecent nature are also forms of sexual harassment and are punishable as child pornography. Sexting is the act of sending sexually explicit messages or photographs, primarily between mobile phones. The term was first popularized around 2005 and is a combination of the words sex and texting.

2. **Take Action**

When sexual harassment has been identified, it is necessary to accurately document what has happened and to immediately report the incident(s) to the appropriate district/charter or service provider administrator. An investigation by the district/charter or service provider administrator should follow a report of sexual harassment. Following is a list of what should be reported:

- Age of victim(s).
- Details of conduct they observed or were told.
- How long the conduct had been going on, according to the information they have?
- How long did an incident last?
- Whether the victim is subjected to the same activity repeatedly or if the offender varies his/her approach.
- Whether or not others joined in the harassing conduct.
- Whether conduct is directed at one student or more than one
- Names, addresses, and phone numbers of everyone who has spoken with you about the conduct.
- Names of anyone whose names have come up in discussions about the conduct.
- Any information you have that will facilitate a thorough investigation and fair assessment of what happened and any actions necessary to be undertaken.

3. **Follow Up**

- Continue monitoring the situation. Report to the appropriate administrators if efforts to end the harassment are not working. Remember, the bottom line is that the harassment must be stopped.
- It is not easy to get students to listen to and obey the bus rules. What works for one school and age group may not work for another. They are all different. Your

attitude will let the students know that you mean business and that you are in control. If you let them think they have gotten the best of you, you have lost control. When students can push your buttons, you have a major safety problem.

Take Control of Passengers

Clearly convey the rules at the beginning of the year or the first opportunity. Let the students know what the expectations are for behavior on the bus. Always follow through with the consequences that have been presented. Always approach the students with the behavior that is expected. Do not approach the behavior that is not wanted. Using a positive approach is far more successful than a negative approach.

Smile😊

Smile😊

Smile😊

Smile😊

- Tell them the rules and why they need to obey them.
- When they obey, praise them.
- When they disobey, make sure you take appropriate action according to your district/charter or service provider policy.
- Never lose your cool.
- If they do not listen, stop the bus.
- Speak to the troublemakers alone.
- If they still do not listen, follow your school district/charter or service provider policy.
- Gain their respect by staying positive.

ADDENDUM



Certification of Receipt and Understanding

I, _____ (Please Print) certify that I have been given and/or have access to the Colorado Department of Education School Bus, Multifunction and Motor Coach Operator Guide 2025.

I hereby certify that I have read and understand the Colorado Rules for the Operation, Maintenance and Inspection of School Transportation Vehicles 1 CCR 301- 26.

I understand that I am responsible, pursuant to these rules, to operate a school transportation vehicle within the Rules set forth in 1 CCR 301-26 and the laws of the State of Colorado as applicable to my job responsibilities.

I understand that I am required to receive training and provide all the documentation required per the School Transportation Vehicle Operator Requirements indicated in 1 CCR 301-26, 4204-R-5.00 that are applicable to my job responsibilities.

Driver Signature _____ Date _____

School District/Charter/Service provider _____

Trainer(s) Name _____ (Please Print)

Trainer(s) Signature _____



	ROUTE District Charter Third-Party Owned 16 or more passenger GVWR greater than 26,001 lbs.	ROUTE District Charter Third-Party Owned 16 or more passenger GVWR less than 26,001 lbs.	ROUTE District Charter Third-Party Owned Ttype A Small Capacity 15 or less passenger GVWR less than 26,001 lbs.	ACTIVITY District Charter Third-Party Owned Multifunction 16 or more passenger GVWR greater than 26,001 lbs.	ACTIVITY District Charter Third-Party Owned Multifunction 16 or more passenger GVWR less than 26,001 lbs.	ACTIVITY District Charter Third-Party Owned Type A Multifunction 15 or less passenger GVWR less than 26,001 lbs.	ACTIVITY District/Charter/ Third-Party Owned Less than 12 Passengers GVWR less than 26,0012 lbs.	ACTIVITY District Charter Third-Party Owned Motorcoach 16 or more passenger GVWR greater than 26,001 lbs.
Required Background Check	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Required License	CDL	CDL	Valid Operator	CDL	CDL	Valid Operator	Valid Operator	CDL
Required CDL Class	B	C	N/A	B	C	N/A	N/A	B
Required CDL Endorsements and Restrictions	"P" Passenger "S" School Bus "M" Restriction	"P" Passenger "S" School Bus "M" Restriction	N/A	"P" Passenger "S" School Bus "M" Restriction	"P" Passenger "S" School Bus "M" Restriction	N/A	N/A	"P" Passenger "S" School Bus "M" Restriction
Require MVR Pre-Employment and Annually	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Pre-Employment D & A Testing	Yes	Yes	District/Charter/ Contractor Policy	Yes	Yes	District/Charter/ Contractor Policy	District/Charter/ Contractor Policy	Yes
FMCSA D & A Clearinghouse	Yes	Yes	N/A	Yes	Yes	N/A	N/A	Yes
Required D & A Substance Abuse Training	Yes	Yes	District/Charter/ Contractor Policy	Yes	Yes	District/Charter/ Contractor Policy	District/Charter/ Contractor Policy	Yes
Required FMCSA D & A Random Testing	Yes	Yes	District/Charter/ Contractor Policy	Yes	Yes	District/Charter/ Contractor Policy	District/Charter/ Contractor Policy	Yes
Required Medical Form	USDOT Physical	USDOT Physical	STU-17	USDOT Physical	USDOT Physical	STU-17	STU-17	USDOT Physical

DEPARTMENT OF EDUCATION

Colorado State Board of Education

COLORADO RULES FOR THE OPERATION, MAINTENANCE, AND INSPECTION OF SCHOOL TRANSPORTATION VEHICLES

1 CCR 301-26

1.0 Statement of Basis and Purpose

- 1.1 Colorado law provides for the State Board of Education to adopt and enforce regulations governing the safe operation of school buses and school transportation vehicles used for the transportation of students pursuant to C.R.S. 22-51-108 and 42-4-1904.
- 1.2 The purpose of these rules is to adopt and enforce regulations governing the reasonable and adequate standards of safety for the operation, maintenance, and inspection of school transportation vehicles that promote the welfare of the students and afford reasonable protection to the public. These rules are designed to align with federal laws and standards, state laws and standards, reflect current industry practices, and incorporate recommendations from school districts, charter schools, and service provider transportation professionals.
- 1.3 The Commissioner, or designee, may provide an exemption to the Rules for the Operation, Maintenance, and Inspection of School Transportation Vehicles to the extent the Commissioner finds an exemption to be appropriate.

2.0 Applicability of Rules

- 2.1 These rules and regulations apply to the operation, maintenance, and inspection of all public-school transportation conducted by:
 - 2.01(a) A school district, charter school, or service provider for routes (home to school, school to school, and school to home); and
 - 2.01(b) A school district, charter school, or service provider for activity trips (school-related events).
 - 2.01(c) As used in these Rules, “service provider” means a company or individual that exclusively transports students from home to school, school to school, and school-related events that is hired by a school district or charter school.
- 2.2 These rules are not intended to include:
 - 2.02(a) Private motor vehicles used exclusively to carry members of the owner’s household.
 - 2.02(b) Transportation arrangements not authorized by the school district, charter school, or service provider, including but not limited to sharing of actual gasoline expense or participation in a car-pool;

- 2.02(c) The operations of vehicles in bona fide emergencies consistent with policies of the local board of education;
 - 2.02(d) Transportation conducted by an individual for activity trips (school-related events), including parent volunteers and coaches or teachers using a private motor vehicle; or
 - 2.02(e) Transportation provided by a company or individual as part of their operation as a common carrier (RTD, taxi, limousine, etc.) or transportation network company operating pursuant to C.R.S. 40-10.1-602, under the jurisdiction of the US Department of Transportation or the Public Utilities Commission; except that such service providers (other than public transit) that are contracted to provide route transportation carrying 12 or more students per route shall comply with these Rules without regard to the operator's status as a common carrier.
- 2.3 These rules shall not preclude a school district, charter school, or service provider from establishing a more rigid standard or policy when deemed necessary by the local board of education or service provider.
- 3.0 Non-Compliance**
- 3.1 CDE will perform periodic School Transportation Advisory Reviews (STAR) of school districts, charter schools, and service providers to evaluate and assist with compliance with these rules.
- 3.01(a) CDE will provide school districts, charter schools, and service providers with written notification of the STAR findings.
 - 3.01(b) Upon receipt of the written notification of STAR findings, school districts, charter schools, and service providers shall respond in writing to outline corrective actions if necessary.
- 3.2 CDE shall revoke or suspend the certificate for a school transportation annual inspector, school transportation annual inspector hands-on tester, school transportation entry-level driver instructor, CDE ELDT hands-on trainer, or inspection site under the following circumstances:
- 3.02(a) A school transportation annual inspector, school transportation annual inspector hands-on tester, school transportation entry-level driver instructor, CDE ELDT hands-on trainer, or inspection site does not meet the requirements outlined in these rules: or
 - 3.02(b) School transportation annual inspections, school transportation entry-level driver instruction, or hands-on training and tests have not been properly conducted.

4.0 School District, Charter School, and Service Provider Responsibilities

- 4.1 School districts, charter schools, and service providers shall outline job responsibilities and develop job qualification standards for each school transportation vehicle operator and school transportation paraprofessionals, annual inspector, and school transportation entry-level driver instructor, consistent with federal and state regulations. A copy of these requirements shall be provided to each school transportation vehicle operator, annual inspector, school transportation entry-level driver instructor, and paraprofessional upon employment. A signed copy shall also be maintained in the applicable qualification file.
- 4.2 School districts, charter schools, and service providers shall maintain separate files for each school transportation vehicle operator, school transportation paraprofessional, school transportation entry-level driver instructor, and school transportation annual inspector with written documentation evidencing all listed requirements indicated in Rule 5.00, Rule 6.00, Rule 7.00, and Rule 8.00, as applicable. Training documentation shall include the trainer's name, date of the training, description of the training, duration of each topic covered, and the signature of all attendees.
- 4.02(a) If a school transportation vehicle operator, school transportation paraprofessional, or school transportation annual inspector works for more than one school district, charter school, service provider, or operator of an inspection site, each employer shall maintain a file with documentation in accordance with this rule.
- 4.3 Pursuant to 49 C.F.R., Part 382, school districts, charter schools, and service providers shall ensure that all employees required to possess a commercial driver's license (CDL) are enrolled in the Federal Motor Carrier Administration Drug and Alcohol Clearinghouse, and in a US DOT- approved drug and alcohol substance abuse testing program. Supervisor Reasonable Suspicion Training is also required.
- 4.4 School districts, charter schools, and service providers shall not permit a school transportation vehicle operator to transport students while the operator's ability or alertness is so impaired, through fatigue, illness, or any other cause, as to make it unsafe for the operator to transport students.
- 4.5 School districts, charter schools, and service providers shall have written emergency procedures and/or contingency plans to be followed in the event of a traffic accident, vehicle breakdown, unexpected school closing, unforeseen route change, or relocation of a student stop in an emergency.
- 4.6 School districts, charter schools, and service providers shall ensure that documentation outlining transportation-related services and requirements, including required use of Child Safety Restraint Systems and medical and behavioral information as it relates to student transportation, is available to applicable school transportation vehicle operators and paraprofessionals prior to providing transportation services.

- 4.06(a) Any paraprofessional assigned to support IDEA-eligible students must be appropriately and adequately prepared and trained to implement relevant provisions of a student's individualized education program, which may include behavioral intervention, Personalized Learning Systems (PLS), or individualized health care plans pursuant to 34 C.F.R., 300.156.
- 4.7 Pursuant to 49 C.F.R., Part 380, 380.601, effective February 7, 2022, school districts, charter schools, and service providers shall ensure that all entry-level school transportation operators required to possess a commercial driver's license (CDL) receive pre-service training in compliance with the FMCSA theory and behind-the-wheel training curricula via an entity listed on the FMCSA Training Provider Registry (TPR).
- 4.8 Service providers shall register with the Colorado Department of Education, School Transportation Unit, certifying that only school transportation vehicles meeting or exceeding Colorado Minimum Standards will be leased, rented, or used in contracted service to a school district, or charter school, providing transportation from home to school, school to school, and to school-related events in Colorado. There shall be no fee to register. Service providers are required to renew their registration every five years.
- 4.9 School districts, charter schools, and service providers shall require all transportation directors or other supervisory position(s) responsible for direct oversight of any aspects of transportation personnel, training, record keeping, fleet operations and maintenance, general operations, and policies to attend the CDE New to Transportation Class within the first 12 months of employment.
- 4.10 School districts, charter schools, and service providers shall conduct background checks pursuant to Section 22-32-122(4) C.R.S. or Section 22-32-109.8, whichever is applicable, on all supervisors, trainers, drivers, paraprofessionals, technicians, and dispatchers. Additionally, backgrounds may be checked through driving records, and employment history as applicable.
- 4.11 School districts, charter schools, and service providers are encouraged to utilize cameras on school transportation vehicles. When cameras are in use, districts, charter schools, and service providers should develop policies and procedures for reviewing, storing, retaining, and requesting access to the recordings.

5.0 School Transportation Vehicle Operations Requirements

- 5.1 School transportation vehicle operators driving any vehicle with a capacity of 16 or greater passengers (counting the driver) shall meet or exceed the following requirements:
- 5.01(a) The operator shall possess a valid commercial driver's license (CDL) with the proper class and endorsement for the size and type of vehicle(s) to be driven and the associated Medical Examination Report required pursuant to the Federal Motor Carrier Safety Regulations, 49 C.F.R. 391.43.
- 5.01(b) The operator shall be a minimum of 18 years of age.

- 5.01(c) School districts, charter schools, and service providers shall obtain a motor vehicle record of each operator prior to transporting students and annually thereafter. Upon review, the reviewer shall initial the motor vehicle record.
- 5.01(d) The operator shall be given and/or have access to the CDE School Bus/Multifunction Bus/Motor Coach Bus Operator Guide prior to transporting students. A copy of the Certificate of Receipt, signed by the operator, shall be placed in the driver qualification file.
- 5.01(e) The operator shall receive a minimum of six hours of in-service training annually. A portion of this annual in-service requirement may occur during the school year.
- 5.01(f) The operator shall successfully pass a CDE School Bus/Multifunction Bus/Motor Coach Bus Operator written test for the current school year prior to transporting students and annually thereafter.
- 5.01(g) The operator shall successfully pass a driver performance test, including a pre-trip inspection, prior to transporting students and annually thereafter. This test shall be conducted in a vehicle that is similar in type and size to the vehicle the applicant is assigned to operate. School districts, charter schools, and service providers have the option to re-test at their discretion.
- 5.01(h) The operator shall receive pre-service training on the type of vehicle(s) to be driven, the type of duties they may be required to perform, mountain and adverse weather training pursuant to C.R.S. 42-4-1902, mandatory reporter training pursuant to C.R.S. 22-32-109(1)(z), and student confidentiality laws under C.R.S. 22-1-123 and 22-32-109.3, prior to transporting students.
- 5.01(i) The operator shall have written documentation evidencing that they have received first aid training, including cardiopulmonary resuscitation and universal precautions, within 90 calendar days after initial employment. If the operator holds a current first aid and cardiopulmonary resuscitation certificate, it will meet the requirements of this section. Operators shall receive first aid training and/or recertification training every two years thereafter.
- 5.01(j) The operator shall receive training regarding the proper use of physical restraints and intervention of students, the proper use and maintenance of Child Safety Restraint Systems (CSRS), and proper wheelchair securement when the operator is engaged in transportation involving these systems and devices, prior to transporting students.
- 5.01(k) Effective February 7, 2022, entry-level commercial operators shall have a copy of their training certificate(s) and training syllabus from a training provider listed on the FMCSA Training Provider Registry (TPR) placed in

their qualification file, indicating that they have passed all required FMCSA pre-service training.

- 5.2 School transportation vehicle route operators (transporting students to and from school or from school to school) driving vehicles with a capacity of 15 or fewer passengers (counting the driver), including Type A Multifunction Bus and Small-Capacity Vehicles, shall meet or exceed the following requirements:
- 5.02(a) The operator shall possess a valid driver's license. A commercial license is not required for this class of vehicle.
 - 5.02(b) The operator shall be a minimum of 18 years of age.
 - 5.02(c) The operator shall annually complete the CDE Vehicle Operator's Medical Information Form (STU-17). Any yes annotations shall require a doctor's release.
 - 5.02(d) School districts, charter schools, and service providers shall obtain a motor vehicle record of each operator prior to transporting students and annually thereafter. Upon review, the reviewer shall initial the motor vehicle record.
 - 5.02(e) The operator shall be given and/or have access to the CDE Type A Multifunction Bus/ Small-Capacity Vehicle Route Driver Guide prior to transporting students. A copy of the Certificate of Receipt, signed by the operator, shall be placed in the driver qualification file.
 - 5.02(f) The operator shall receive a minimum of six hours of in-service training annually. A portion of this annual in-service requirement may occur during the school year.
 - 5.02(g) The operator shall successfully pass a CDE Type A Multifunction Bus/Small-Capacity Vehicle Route Operator written test for the current school year prior to transporting students and annually thereafter.
 - 5.02(h) The operator shall pass a driving performance test, including a pre-trip inspection, prior to transporting students and annually thereafter. This test shall be conducted in a vehicle that is similar in type and size to the vehicle the applicant is assigned to operate. School districts, charter schools, and service providers have the option to re-test at their discretion.
 - 5.02(i) The operator shall receive pre-service training on the type of vehicle(s) to be driven, the type of duties they may be required to perform, mountain and adverse weather training pursuant to C.R.S. 42-4-1902, mandatory reporter training pursuant to C.R.S. 22-32-109(1)(z), and student confidentiality laws under C.R.S. 22-1-123 and 22-32-109.3, prior to transporting students.
 - 5.02(j) The operator shall have written documentation evidencing that they have received first aid training, including cardiopulmonary resuscitation and

universal precautions, within 90 calendar days after initial employment. If the operator holds a current first aid and cardiopulmonary resuscitation certificate, it will meet the requirements of this section. Operators shall receive first aid training and/or recertification training every two years thereafter.

- 5.02(k) The operator shall receive training regarding the proper use of physical restraint and intervention of students, the proper use and maintenance of Child Safety Restraint Systems (CSRS), and proper wheelchair securement when the operator is engaged in transportation involving these systems and devices, prior to transporting students.
- 5.3 School transportation vehicle operators, other than route operators, driving vehicles with a capacity of 15 or fewer passengers (counting the driver), including Type A Multifunction Bus and Small-Capacity Vehicle, shall meet or exceed the following requirements:
- 5.03(a) The operator shall possess a valid driver's license. A commercial license is not required for this class of vehicle.
- 5.03(b) The operator shall be a minimum of 18 years of age.
- 5.03(c) School districts, charter schools, and service providers shall obtain a motor vehicle record of each operator prior to transporting students and annually thereafter. Upon review, the reviewer shall initial the motor vehicle record.
- 5.03(d) The operator shall be given and/or have access to the CDE Type A Multifunction Bus/ Small-Capacity Vehicle Operator Guide prior to transporting students. A copy of the Certificate of Receipt, signed by the operator, shall be placed in the driver qualification file.
- 5.03(e) The operator shall successfully pass a Type A CDE Multifunction Bus/Small-Capacity Vehicle Operator written test for the current school year prior to transporting students and annually thereafter.
- 5.03(f) The operator shall annually complete the CDE Vehicle Operator's Medical Information Form (STU-17). Any yes annotation shall require a doctor's release.
- 5.03(g) The operator shall receive pre-service training on the type of vehicle(s) to be driven, the type of duties they may be required to perform, mountain and adverse weather training pursuant to C.R.S. 42-4-1902, mandatory reporter training pursuant to C.R.S. 22-32-109(1)(z), and student confidentiality laws under C.R.S. 22-1-123 and 22-32-109.3, prior to transporting students.
- 5.03(h) The operator shall be given and/or have access to first aid information, including cardiopulmonary resuscitation and universal precautions.

- 5.03(i) The operator shall pass an initial driving performance test, including a pre-trip inspection, prior to transporting students. This test shall be conducted in a vehicle that is similar in type and size to the vehicle the applicant is assigned to operate. School districts, charter schools, and service providers have the option to re-test at their discretion.
 - 5.03(j) Prior to driving a school transportation vehicle pursuant to 1 CCR 301-26, operators shall receive training or provide verifiable experience of towing a trailer.
 - 5.03(k) The operator shall receive training regarding the proper use of physical restraint and intervention of students, the proper use and maintenance of Child Safety Restraint Systems (CSRS), and proper wheelchair securement when the operator is engaged in transportation involving these systems and devices before transporting students.
- 5.4 A school transportation paraprofessional is a person assigned to assist a school transportation vehicle operator in controlling the behavior of students on the bus and/or ensuring the safety of students getting on and off the school transportation vehicle.
- 5.04(a) The school transportation paraprofessional shall possess a state, government, district, charter, or service provider valid photo identification card.
 - 5.04(b) The school transportation paraprofessional shall receive pre-service training for the type of duties they may be required to perform prior to assisting with transporting students. This shall include mandatory reporter training pursuant to C.R.S. 22-32-109(1)(z) and student confidentiality laws under C.R.S. 22-1-123 and 22-32-109.3,
 - 5.04(c) The school transportation paraprofessional shall be given and/or have access to the CDE Colorado School Transportation Paraprofessional Guide prior to assisting with transporting students. A copy of the Certificate of Receipt, signed by the paraprofessional, shall be placed in the paraprofessional qualification file.
 - 5.04(d) The school transportation paraprofessional shall annually complete the CDE Paraprofessional Medical Information Form (STU-11).
 - 5.04(e) The school transportation paraprofessional shall have written documentation evidencing that they have received first aid training, including cardiopulmonary resuscitation and universal precautions, within 90 calendar days after initial employment. If the paraprofessional holds a current first aid and cardiopulmonary resuscitation certificate, it will meet the requirements of this section. School transportation paraprofessionals

shall receive first aid training and/or re-certification every two years thereafter.

- 5.5 School transportation vehicle operators and school transportation paraprofessionals are required to be able to perform all essential functions including emergency evacuations when transporting students as determined by the school district, charter school, or service provider job qualification standards.
- 5.05(a) The employing school district, charter school, or service provider has the authority to require at any time a medical evaluation or a physician release of a school transportation vehicle operator or school transportation paraprofessional for any condition that could impair the employee's ability to operate a vehicle safely, assist the student(s) as required by their position, and/or perform other required job duties, and may take appropriate action on the outcome of such evaluation.
- 5.05(b) School transportation vehicle operators and school transportation paraprofessionals that have medical conditions that result in temporary loss of performance abilities shall provide return-to-work documentation from their physician, and any other requirements per school district, charter school, or service provider policy to the employing school district/service provider prior to returning to their assigned duties.
- 5.6 School transportation vehicle operators and paraprofessionals transporting students with special needs, when transportation is listed as a related service per the student's Individual Education Plan (IEP) or 504 Plan, shall meet the following requirements:
- 5.06(a) Federal mandates pursuant to the Individuals with Disabilities Education Act (IDEA) 34 C.F.R. 300.323(d), and the Family Educational Rights and Privacy Act (FERPA) 34 C.F.R., 99.3(a)(1) require transportation staff that have received confidentiality training to receive information regarding transportation as a related service on an IEP or 504 Plan, as well as other pertinent medical or behavioral information.
- 5.06(b) The operator and paraprofessional shall receive pre-service training specific to transporting students with special needs. Training shall include characteristics of disabling conditions, the utilization of required equipment, techniques for behavior modification and de-escalation, and legal requirements related to special education transportation, in addition to district, charter, and service provider policies and procedures before transporting students with special needs.
- 5.06(c) The operator and paraprofessional shall receive training on emergency evacuation procedures for students with special needs and assistive devices.

- 5.06(d) The operator and paraprofessional shall receive training on the operation of the power lift, and the proper placement and securement of a wheelchair or mobility device on the power lift.
- 5.06(e) The operator and paraprofessional shall receive training on selecting the correct securement point(s) on wheelchairs, the proper use of the wheelchair tie-down occupant restraint system (WTORS), the proper use of restraints on students, and the proper use of all Child Safety Restraint Systems (CSRS), including the proper maintenance and storage of all assistive and securement devices.

6.0 School Transportation Entry-Level Driver Instructor Requirements

- 6.1 A CDE school transportation entry-level driver instructor is a person qualified to teach either the theory and/or the behind-the-wheel curriculum, pursuant to 49 C.F.R., 380, Appendix B, C, and D.
- 6.2 Pursuant to 49 C.F.R., 380.605, the CDE school transportation entry-level theory instructor shall (1) possess a valid commercial driver's license with a Class B (or higher), School Bus and Passenger endorsements; and (2) have two years of verifiable experience operating a school transportation vehicle requiring a commercial operator's license with a Class B (or higher), School Bus and Passenger endorsements in the State of Colorado.
 - 6.02(a) Exception: A theory instructor is not required to hold a CDL of the same (or higher) class, and with all endorsements necessary to operate the CMV for which training is to be provided, if the instructor previously held a CDL of the same (or higher) class and complies with the other requirements set forth in this section.
- 6.3 The CDE school transportation entry-level driver theory instructor shall successfully complete the CDE entry-level theory instructor program initially, and every three years thereafter pass the CDE School Transportation Entry-Level Theory Instructor Recertification Written Test.
- 6.4 Pursuant to 49 C.F.R., 380.605, the CDE school transportation entry-level behind-the-wheel instructor shall (1) possess a valid commercial driver's license with a Class B (or higher), and School Bus and Passenger endorsements; and (2) have two years of verifiable experience operating a school transportation vehicle requiring a commercial operator's license with a Class B (or higher), and School Bus and Passenger endorsements in the State of Colorado.
 - 6.04(a) Exception: A behind-the-wheel instructor who provides training solely on a range that is not a public road is not required to hold a CDL of the same (or higher) class and with all endorsements necessary to operate the CMV for which training is to be provided, as long as the instructor previously held a

CDL of the same (or higher) class, and with all endorsements necessary to operate the CMV for which training is to be provided and complies with the other requirements set forth in this section.

- 6.5 The CDE school transportation entry-level driver behind-the-wheel instructor shall successfully complete the CDE entry-level behind-the-wheel instructor program initially, and every three years thereafter, pass the CDE School Transportation Entry-Level Behind-the-Wheel Instructor Recertification Written Test.
- 6.6 If any of the above requirements become invalid, the school transportation entry-level driver theory, and/or behind-the-wheel instructor certificate is invalid until the requirement(s) is made valid.
- 6.7 An entity on the Training Provider Registry shall submit the CDE Entry-Level School Transportation Instructor Recertification Form (STU-5 and STU-6) to CDE, verifying that all applicable instructor requirements have been satisfied. CDE will then re-issue the applicable Instructor Certificate.
- 6.8 If a school transportation entry-level driver instructor has an expired certificate, the certificate can be recertified as follows:
 - 6.08(a) If the certificate has been expired less than six months, then the applicable CDE School Transportation Entry-Level Driver Instructor Recertification Written Test(s) is required.
 - 6.08(b) If the certificate has been expired between six and 12 months, then the applicable CDE School Transportation Entry-Level Driver Instructor Program Written Test(s) is required.
 - 6.08(c) If the certificate has been expired for more than one year, then the instructor must retake and pass the applicable CDE School Transportation Entry-Level Driver Instructor Program(s).

7.0 CDE Entry-Level Driver Training (ELDT) Hands-On Trainer

- 7.1 A CDE ELDT Hands-On Trainer is a person qualified to provide appropriate training and evaluation to prospective School Transportation ELDT Instructor candidates.
- 7.2 CDE ELDT Hands-On Trainers shall meet the following requirements:
 - 7.02(a) The CDE ELDT Hands-On Trainer shall have maintained a CDE ELDT Instructor certificate for a minimum of two years.
 - 7.02(b) The CDE ELDT Hands-On Trainer shall satisfactorily complete the CDE ELDT Hands-On Trainer instruction class.

- 7.02(c) The CDE ELDT Hands-On Trainer shall train at least two ELDT Trainers every three years or attend a CDE ELDT Hands-On Trainer class to recertify as a CDE ELDT Hands-On Trainer.
- 7.02(d) The CDE ELDT Hands-On Trainer candidate shall submit a CDE Application for Certification or Recertification of CDE ELDT Hands-On Trainer Form (STU-14 New form) verifying that the above criteria have been satisfied. CDE will then issue a CDE ELDT Hands-On Trainer Certificate.
- 7.3 If any of the above requirements become invalid, the Hands-On Trainer certificate is invalid until the requirement(s) are made valid by retaking the training class listed in 7.02(b).

8.0 School Transportation Annual Inspector Requirements

- 8.1 A school transportation annual inspector is a person qualified to perform annual inspections on a school transportation vehicle to confirm the vehicle complies with CDE regulations.
- 8.2 School transportation annual inspectors shall meet or exceed the following requirements:
 - 8.02(a) The school transportation annual inspector shall possess a valid driver's license with the proper class and endorsements for the size and type of the vehicle(s) to be inspected.
 - 8.02(b) The school transportation annual inspector shall provide to the school district, charter school, or service provider a Brake Inspector Qualification Certificate Meeting the requirements of the Federal Motor Carrier Safety Regulations, 49 C.F.R., 396.25.
 - 8.02(c) The school transportation annual inspector shall have at least two years of verifiable experience in the maintenance of light, medium, or heavy-duty vehicles.
 - 8.02(d) The school transportation annual inspector shall successfully pass the CDE initial hands-on performance test proctored by a certified school transportation annual inspector hands-on tester.
 - 8.02(e) The school transportation annual inspector shall successfully pass the CDE annual inspector qualification written test initially and every three years thereafter pass a CDE annual inspector recertification written test.
 - 8.02(e)(1) When the test is given in paper format, a representative of the school district, charter school, or service provider, other

than a school transportation annual inspector candidate, shall grade the written test.

- 8.02(f) The school transportation annual inspector shall have training on the maintenance of electric vehicles prior to inspecting an electric vehicle.
- 8.3 A school district, charter school, service provider, or operator of an inspection site may submit a CDE application for CDE Annual Inspector Qualification or Recertification form (STU-20) to CDE verifying that the above requirements have been satisfied. CDE will then issue an Annual Inspector Certificate.
- 8.4 If any of the above requirements become invalid, the annual inspector certificate is invalid until the requirement(s) is made valid.
- 8.5 If a school transportation annual inspector has an expired certificate, the certificate can be recertified as follows:
 - 8.05(a) If the certificate has been expired for less than six months, then the CDE Annual Inspector Recertification Written Test is required.
 - 8.05(b) If the certificate has been expired between six to 12 months, then the CDE Annual Inspector Qualification Written Test is required
 - 8.05(c) If the certificate has been expired for more than one year, then both the CDE Annual Inspector Qualification Written Test and the CDE hands-on performance test are required.
- 9.0 Annual Inspector Hands-On Tester**
- 9.1 A School transportation annual inspector hands-on tester is a person qualified to proctor hands-on tests to annual inspector candidates.
- 9.2 School transportation annual inspector hands-on testers shall meet or exceed the following requirements:
 - 9.02(a) The School transportation annual inspector hands-on tester shall have a current CDE Annual Inspector certificate and maintained it for a minimum of two years.
 - 9.02(b) The school transportation annual inspector hands-on tester shall have satisfactorily completed a CDE school transportation annual inspector hands-on tester training.
 - 9.02(c) The school transportation annual inspector hands-on testers shall have completed a minimum of four hours of verifiable medium/heavy brake system training in the last three years or have maintained an ASE School Bus or Medium/Heavy Duty Truck or Transit Bus Brake Certification.

- 9.02(d) The school transportation annual inspector hands-on tester candidate shall submit a CDE Application for the Qualification/Recertification of a CDE Annual Inspector Hands-On Tester Form (STU-30) verifying that the above criteria have been satisfied. CDE will then issue an Annual Inspector Hands-On Tester Certificate.
- 9.02(e) The school transportation annual inspector hands-on tester shall conduct at least two hands-on tests every three years or attend a CDE school transportation annual inspector hands-on recertification training to recertify as a school transportation annual inspector hands-on tester.
- 9.3 If any of the above requirements become invalid, the hands-on tester certificate is invalid until the requirement(s) is made valid by retaking the tester training class in rule 9.02(b).

10.0 Pre-trip/Post-trip Vehicle Inspections

- 10.1 Each school transportation vehicle shall have a daily pre-trip and post-trip inspection performed and documented by the school transportation vehicle operator or other transportation employee authorized by the school district, charter school, or service provider. A daily pre-trip inspection shall be completed prior to a vehicle being placed in service. A daily post-trip inspection shall be completed at the end of the daily operation of each vehicle.
- 10.2 The pre-trip and post-trip inspection requirements for school transportation vehicles, other than small-capacity vehicles, shall include, at a minimum, all items listed on the CDE School Transportation Vehicle (School Bus/Multifunction Bus/Motor Coach Bus) – Pre-Trip and Post-Trip Requirements Form (STU-9).
- 10.3 The pre-trip and post-trip inspection requirements for school transportation small-capacity vehicles shall include, at a minimum, all items listed on the CDE School Transportation Vehicle (Small-Capacity Vehicle) - Pre-Trip and Post-Trip Requirements Form (STU-8).
- 10.4 School districts, charter schools, and service providers shall have a procedure in place to verify that students are not left on an unattended school transportation vehicle.

11.0 Inspection Site Certification

- 11.1 A CDE Inspection Site Certificate is required at each facility/location where annual inspections for school transportation vehicles are performed.
- 11.2 The inspection site shall meet or exceed the following criteria to acquire and maintain an inspection site certificate:
- 11.02(a) The inspection site shall be large enough to accommodate the vehicle, equipment, and tools necessary to perform the inspection.

- 11.02(b) The inspection site shall have a floor surface or pad adequate to safely support the maximum weight of the largest vehicle to be inspected.
 - 11.02(c) The inspection site shall have adequate lighting and ventilation.
 - 11.02(d) The inspection site or inspector shall, at the time of inspection, have the equipment and tools necessary to properly complete the annual inspection.
 - 11.02(e) The inspection site or inspector shall have tools designed and calibrated to take accurate readings of appropriate measurements, such as brakes and tires.
- 11.3 The operator of an inspection site shall submit a request for an inspection site certificate on the CDE Application for Inspecting Site Certification Form (STU-22) that the above criteria have been satisfied.
- 11.4 The operator of an inspection site shall post the CDE Inspection Site Certificate at the inspection site.
- 12.0 Annual Inspection**
- 12.1 School districts, charter schools, and service providers shall ensure all school transportation vehicles and trailers, pursuant to 1 CCR 301-26 have a CDE annual inspection conducted by a CDE-certified annual inspector prior to transporting students and annually thereafter.
- 12.01(a) Recently purchased school transportation vehicles shall successfully pass a CDE annual inspection prior to transporting students, and then annually thereafter.
- 12.2 Annual inspection results shall be documented on the CDE Affidavit of Annual Inspection for School Transportation Vehicles Form (STU-25).
- 12.02(a) A copy of the current Affidavit must be maintained inside the vehicle, and a copy must be placed in the vehicle file.
- 12.3 All annual inspection criteria of school transportation vehicles must meet or exceed the manufacturer's specifications. The annual inspection shall be documented and shall include, at a minimum, all fields listed on the CDE Annual Inspection and Preventive Maintenance Requirements Form (STU-26).
- 12.4 All annual inspection criteria of trailers must meet or exceed the manufacturer's specifications and shall include, at a minimum, all fields listed on the CDE Trailer Annual Inspection and Preventive Maintenance Requirements Form (STU-27).
- 12.5 During the annual inspection, all four wheels shall be pulled for a full inspection of the foundation brake system. The three exceptions are:

- 12.05(a) School transportation vehicles with less than 4,000 miles since the previous annual inspection shall have two wheels (one front and one rear) pulled that are different from those pulled for the previous inspection.
- 12.05(b) School transportation vehicles equipped with a retarder meeting the specifications outlined in 1 CCR 301-25, shall have two wheels (one front and one rear) pulled that are different from those pulled for the previous inspection.
- 12.05(c) Trailers, pursuant to 1 CCR 301-26-13.11, shall have 50% of the wheels pulled different from those pulled for the previous inspection.

13.0 Maintenance and Repair

- 13.1 School districts, charter schools, and service providers must ensure all school transportation vehicles are systematically inspected, maintained, and repaired by a qualified mechanic to ensure that school transportation vehicles are in safe and proper operating condition.
- 13.2 School districts, charter schools, and service providers shall have a system to document preventative maintenance, reported defects, and repairs made to school transportation vehicles.
- 13.3 School districts, charter schools, and service providers shall maintain separate files for each school transportation vehicle with documentation of all annual inspections, all preventative maintenance, and all reported damage, defects, or deficiencies and the corresponding repair and maintenance performed.
- 13.4 Any identified damage, defect, or deficiency of a school transportation vehicle must be reported to the school district, charter schools, or service provider if it:
 - 13.04(a) Could affect the safety of operation of the school transportation vehicle;
 - 13.04(b) Could result in a mechanical breakdown of the school transportation vehicle;
 - 13.04(c) Results in noncompliance with Colorado Minimum Standards Governing School Transportation Vehicles (1 CCR 301-25) and/or manufacturer's specifications.
- 13.5 Documentation for reported defects must include all the following:
 - 13.05(a) The name of the school district, charter school, or service provider;
 - 13.05(b) Date and time the report was submitted;

- 13.05(c) All damage, defects, or deficiencies of the school transportation vehicle;
- 13.05(d) The name of the individual who prepared the report.
- 13.6 Following a reported damage, defect, or deficiency of a school transportation vehicle, school districts, charter schools, and service providers or a representative agent must repair the reported damage, defects, or deficiencies or document that no repair is necessary, ensuring that the vehicle is in safe and proper operating condition prior to transporting students.
- 13.7 School districts, charter schools, and service providers shall not transport students in a school transportation vehicle that is not in safe and proper operating condition. A school transportation vehicle shall be designated as “out-of-service” by a school district, charter schools or service provider, a school transportation annual inspector, or the CDE School Transportation Unit.
 - 13.07(a) Any school transportation vehicle discovered to be in an unsafe condition while being operated on the highway, roadway, or private road may be continued in operation only to the nearest place where repairs can safely be affected. Such operation shall be conducted only if it is less hazardous to the public than to permit the vehicle to remain on the highway, roadway, or private road.
- 13.8 Following a school transportation vehicle being placed “out-of-service,” a school district, charter school, service provider, or a representative agent must make required repairs, ensuring that the vehicle is in safe and proper operating condition prior to transporting students. In the event of being placed “out-of-service” during an annual inspection, the school transportation vehicle must successfully pass a CDE annual inspection prior to transporting students.
- 13.9 The preventative maintenance inspection on air drum brake systems shall include, at a minimum, that the brake rod travel has been measured and documented. The applied pressure method shall be used.
 - 13.09(a) The inspection interval shall not exceed 4,000 miles for buses equipped with a manual slack adjuster air brake system.
 - 13.09(b) The inspection interval shall not exceed 6,000 miles for buses equipped with an automatic slack adjuster air brake system.
- 13.10 The preventive maintenance inspection interval of air disc brake systems shall not exceed 6,000 miles and shall include, at a minimum; inspection and documentation of:
 - 13.10(a) The pad thickness by checking the mechanical wear indicators.
 - 13.10(b) The visible part of the rotors for cracks, excessive wear, damage, etc.

- 13.10(c) The running clearance. If the caliper has no movement or appears to move greater than the distances indicated by the manufacturer, then a full wheel removal inspection will be necessary.
- 13.11 The preventive maintenance inspection interval of hydraulic brake systems shall not exceed 6,000 miles and shall include, at a minimum, inspection and documentation of:
 - 13.11(a) Proper parking brake operation;
 - 13.11(b) Proper brake fluid level and clarity;
 - 13.11(c) Adequate pedal reserve;
 - 13.11(d) Proper hydraulic/vacuum assist operation; and
 - 13.11(e) Visual inspection for brake fluid leakage.
- 13.12 If brake adjustment or repair is needed, the work shall be completed by or supervised by a DOT or equivalent qualified brake inspector, meeting the requirements of the Federal Motor Carrier Safety Regulations, 49 C.F.R.,396.25.
- 13.13 If maintenance or repair work is needed on an electric vehicle, the work shall be completed by or supervised by a qualified mechanic with appropriate training in the maintenance and repair of electric vehicles.

14.0 Operation of a School Transportation Vehicle

- 14.1 A school transportation vehicle shall not be operated in a manner that is unsafe, likely to cause an accident, or likely to damage the vehicle.
- 14.2 A school transportation vehicle shall not be placed in motion on a roadway, highway, or private road with the passenger entry door/service door open.
- 14.3 A school transportation vehicle's headlights shall be activated while the vehicle is in operation.
- 14.4 A school transportation vehicle shall not be fueled while students are on board, except in instances when unloading the students would present a greater hazard or peril to their safety.
- 14.5 Use of tobacco products as defined in C.R.S. 18-13-121(5), use or possession of illegal controlled substances, use or possession of alcohol, and use or possession of marijuana or cannabinoid product, except as otherwise allowed by law, aboard any school transportation vehicle shall be prohibited at all times.
- 14.6 A school transportation vehicle operator shall not consume food unless the vehicle is stopped at a safe location with the park/emergency brake set.

- 14.7 When a school transportation vehicle is equipped with a roof-mounted strobe lamp, the use of the strobe lamp is permitted only when the vehicle presents a hazard to other motorists, such as loading or unloading students in inclement weather, or to enhance the visibility of the vehicle when barriers inhibit such visibility.
- 14.8 A school transportation vehicle operator may use the strobe, in addition to the four-way hazard lamps, to warn other motorists that the vehicle is not in motion or is being operated at a speed of 25 miles per hour or less.
- 14.9 The school transportation vehicle operator shall use extreme caution when backing. Before backing on a roadway, or highway, or private property, the horn or audible warning device shall be sounded, and four-way hazard lamps actuated or there shall be a person outside the vehicle giving direction.
- 14.09(a) Backing a school transportation vehicle when students are outside of the vehicle at a student stop is prohibited.
- 14.10 A Type A, B, C, and D School Bus, Multifunction Bus, and Motor Coach Bus shall not be operated with a trailer or other vehicle attached while students are being transported.
- 14.11 School transportation small-capacity vehicles, with a manufacturer-assigned capacity of 12 or fewer passengers (counting the driver), may tow trailers while students are being transported to the extent that trailering is a necessary component of a school district or charter school sponsored program.

15.0 Authorized Passengers

- 15.1 Only school district, charter school, or service provider personnel; students enrolled in a school district or charter school; law enforcement officials; or individuals that have received prior authorization from the school district, charter schools, or service provider may be passengers on any school transportation vehicle.
- 15.2 The number of passengers transported on any school transportation vehicle shall not exceed the maximum seating capacity of the vehicle. Small vehicle capacity shall not exceed the number of safety belts as designed by the vehicle manufacturer.
- 15.3 Passengers shall not be permitted to stand in any school transportation vehicle while the vehicle is in motion. This does not preclude authorized persons (such as school transportation paraprofessionals) from completing their duties as required.
- 15.4 School districts, charter schools, and service providers shall consider the size of the passengers when determining the number of passengers that can safely occupy a school transportation vehicle seat.

16.0 Safety Restraints

- 16.1 A school transportation vehicle operator shall have the safety belt fastened, worn correctly, and properly adjusted prior to the school transportation vehicle being placed in motion.
- 16.2 All passengers in a school transportation vehicle under 10,000 lbs. GVWR shall have their safety belts fastened, worn correctly, and properly adjusted prior to the school transportation vehicle being placed in motion.

17.0 Transportation of Miscellaneous Items

- 17.1 A school transportation vehicle operator shall ensure that all carry-on items are properly handled to minimize the danger to all others.
- 17.2 All baggage, articles, equipment, or medical supplies (except those held by individual passengers) shall be secured in a manner that assures unrestricted access to all exits by occupants, does not restrict the driver's ability to operate the bus and/or protects all occupants against injury resulting from falling or displacement of any baggage, article, or equipment. Oxygen cylinders that are medically necessary meet this standard if they are securely attached to a wheelchair, or otherwise secured in the vehicle and do not impede access to any exit. School districts, charter schools, and service providers shall use reasonable care in determining the number of cylinders that may be safely transported at one time.
- 17.3 All chemicals and cleaning supplies carried on a school transportation vehicle must meet the following precautions:
 - 17.03(a) Container is non-breakable;
 - 17.03(b) Container is labeled with contents;
 - 17.03(c) Pressurized aerosols are prohibited;
 - 17.03(d) Container is secured in a bracket, or in a closed compartment in the driver's area or a compartment on the exterior of the bus; and
 - 17.03(e) Containers and quantities of products are no more than 32 ounces in size.
- 17.4 Interior decorations shall not be located within the driver's area (including the space in front of the front barriers, the step-well, dash, walls and ceiling, the windshield, the entry door, the driver's side window, and all windows in front of the front barrier), the first two passenger windows on both sides of the vehicle or all windows on the rear of the vehicle. Other decorations within the passenger compartment shall not:
 - 17.04(a) Cover any required lettering;
 - 17.04(b) Impede the aisle or any emergency exit;

17.04(c) Hang from the walls and/or ceiling.

17.5 Per the effective date of these rules, school transportation vehicles owned or leased by the district, charter school, and service provider that are used for student transportation shall not have the windows obstructed in any way by advertising, decorations, or vehicle wraps.

17.05(a) Exception: Tint applied by the vehicle manufacturer to industry standards.

17.05(b) Exception: Route identification is permitted per 1CC 301-26, rule 17.04 of these rules.

18.0 Maximum Driving Time for School Transportation Vehicle Operators

18.1 School transportation vehicle operators, including small-capacity vehicle operators, shall not drive (nor shall the school districts, charter schools, or service providers permit or require operators to drive):

18.01(a) In excess of 10 hours or after being on-duty 14 hours until completing 10 hours off-duty. This would include on-duty time for all employers. Ten hours off-duty may be consecutive or accumulated in two or more periods of off-duty time, with one period having a minimum of six consecutive hours off-duty.

18.01(b) After being on-duty for more than 70 hours in any seven consecutive days.

18.01(c) In case of emergency, an operator may complete the trip without being in violation if such a trip reasonably could have been completed absent the emergency.

18.2 In lieu of section 18.00 of these rules, a school district, charter school, or service provider may comply with the Federal Motor Carrier Safety Regulations, 49 C.F.R. 395.

18.3 Definitions:

18.03(a) Day - Means any 24-consecutive hour period beginning at the time designated by the school district, charter school, or service provider.

18.03(b) On-duty time - Includes all time worked for all employers, including all driving and non-driving duties.

18.03(c) Off-duty time - School transportation vehicle operators may consider waiting time (whether compensated time or not) at special events, meal stops, and school-related events as off-duty if the following criteria are met:

18.03(c)(1) The operator shall be relieved of all duty and responsibility for the care and custody of the vehicle, its accessories, and students, and

18.03(c)(2) The operator shall be at liberty to pursue activities of his/her choice, including leaving the premises on which the bus is located.

18.4 All school transportation vehicle operators shall document that they are in compliance with this section, hours of service.

18.04(a) An operator's daily log, or equivalent, shall be completed for the trip in the operator's own handwriting when the trip requires a scheduled or unscheduled overnight stay away from the work reporting location.

19.0 Route Planning - Student Loading and Discharge

19.1 School transportation small-capacity vehicles, Type A Multifunction Buses, and School Buses (Types A, B, C, and D) may be used to transport students. Multifunction Buses Type B, C, D, and Motor Coach Buses shall not be used to transport students to and from school.

19.2 The location of student stops shall consider factors including:

19.02(a) Ages of the students;

19.02(b) Visibility;

19.02(c) Lateral clearance;

19.02(d) Student access; and

19.02(e) Control of other motorists

19.02(e)(1) Student stops for Type A Multifunction Buses and school transportation small-capacity vehicles should be located off the roadway whenever possible.

19.3 School transportation vehicle operators shall stop at least 10 feet away from students at each designated stop. The school transportation vehicle operator shall apply the parking brake and shift the vehicle into neutral or park prior to opening the service door of a bus or the passenger door(s) of a small-capacity vehicle.

19.4 The school transportation vehicle operator shall stop as far to the right of the roadway, highway, or private road as possible before discharging or loading passengers - allowing sufficient area to the right and front of the vehicle but close enough to the right to prevent traffic from passing on the right - so that students may clear the vehicle safely while in sight of the operator.

- 19.04(a) Exception: The school transportation vehicle operator may block the lane of traffic when passengers being received or discharged are required to cross the roadway.
- 19.5 Student stops shall not be located on the side of any major thoroughfare whenever access to the destination of the passenger is possible by a road or street which is adjacent to the major thoroughfare.
- 19.6 School districts, charter schools, and service providers shall ensure that if students are required to cross a roadway, highway, or private road on which a student stop is being performed, they are prohibited from crossing a roadway, highway, or private road constructed or designed to permit three or more separate lanes of vehicular traffic in either direction or with a median separating multiple lanes of traffic.
- 19.7 Four-way hazard lamps shall be used on private property such as parking lots.
- 19.8 Alternating flashing red warning signal lamps shall not be activated within 200 feet of an intersection if the intersection is controlled by a traffic control signal.
- 19.9 Routes shall be planned as to:
- 19.09(a) Eliminate, when practical, railroad crossings; and
 - 19.09(b) Have stops be a minimum of 200 feet apart (since alternating flashing amber warning signal lamps must be activated a minimum of 200 feet in advance of the stop on the roadway on which the bus stop will be performed).
 - 19.09(b)(1) Exception: In areas where wildlife may create a high risk of threat to students' safety while they are waiting and/or walking to a student stop, designated stops may be less than 200 feet apart upon detailed written approval by the school district board of education or governing body of a charter school (or the board's designee). A copy of the written approval shall be kept in the school transportation office, and route operators shall be given written notice of the exception and have it indicated on route sheets.
- 19.10 In determining the length of routes, school districts, charter schools, and service providers must make an effort to minimize student ride times while considering student educational needs, geographic boundaries, terrain, traffic congestion, and financial resources within the district. A local board of education, or the governing body of a charter school, may establish a maximum student ride time.
- 19.11 Pursuant to C.R.S. 42-4-1903(2), school transportation vehicle operators are not required to actuate the alternating flashing red warning signal lamps on a school bus:

- 19.11(a) When the student stop is at a location where the local traffic regulatory authority has by prior written designation declared such actuation unnecessary and no passenger is required to cross the roadway; or
 - 19.11(b) When discharging or loading passengers who require the assistance of a lift device and no passenger is required to cross the roadway.
 - 19.11(c) Further, Type A Multifunction Buses and school transportation small-capacity vehicles do not have the functionality to control traffic. In these instances, the school transportation vehicle operator shall stop as far to the right off the roadway as possible to reduce obstruction to traffic, activate the four-way hazard warning lamps a minimum of 200 feet prior to the student stop, continue to display the four-way hazard warning lamps until the process of discharging or loading passengers has been completed, and deactivate the four-way hazard lamps before resuming motion. Students are prohibited from crossing any lanes of traffic to access the student stop or after disembarking.
- 19.12 School transportation vehicle operators shall not relocate a student stop without the approval of the school district, charter school, or service provider.
- 19.13 Pursuant to C.R.S. 42-4-707, School transportation vehicle operators of School Buses, Multifunction Buses, and Motor Coach Buses, whether transporting students or not, shall apply the following procedures during the process of approaching, stopping, and crossing railroad tracks:
- 19.13(a) Activate the four-way hazard lamps not less than 200 feet from the railroad crossing to alert other motorists of the pending stop for the crossing;
 - 19.13(b) Stop the bus within 50 feet but not less than 15 feet from the nearest rail of the railway;
 - 19.13(c) When stopped, the bus shall be as far to the right of the roadway as possible and shall not form two lanes of traffic unless the highway is marked for four or more lanes of traffic; and
 - 19.13(d) Use a prearranged signal to alert students to the need for quiet aboard the bus when approaching railroad tracks. Turn off all noise-making equipment (fans, heater, radio, etc.)
- 19.14 After quietness aboard the stopped bus has been achieved, bus operators shall open the service door and operator window. The bus operator shall listen and look in both directions along the track(s) for any approaching train(s) and for signals indicating the approach of a train or on-track equipment.

- 19.14(a) If the tracks are clear, the bus operator shall close the service door and may then proceed in a gear low enough to permit crossing the tracks without having to manually shift gears. The bus operator shall cancel the four-way hazard lamps after the bus has cleared the tracks.
 - 19.14(b) When two or more tracks are to be crossed, the bus operator shall not stop a second time unless the bus is completely clear of the first crossing, with at least 15 feet clearance in the front and at least 15 feet clearance to the rear.
 - 19.14(c) Before crossing the tracks, the bus operator shall verify that there is enough space after the tracks for the bus plus 15 feet if it is necessary to stop after crossing the tracks.
- 19.15 School transportation vehicle operators of School Buses, Multifunction Buses, and Motor Coach Buses are not required to stop at crossings controlled:
- 19.15(a) Only by a red, amber, or green traffic control signal when it is in the green position;
 - 19.15(b) Or when the crossing is controlled by a police officer or human flag person;
 - 19.15(c) Or when the crossing is marked with an official “exempt” sign placed on the railroad crossing light post or cross bucks post.

20.0 Emergency Evacuation Drills

- 20.1 Emergency evacuation drills shall be conducted with students by all school transportation vehicle route operators, excluding small-capacity vehicle operators as defined in 1 CCR 301-25, and school transportation paraprofessionals at least twice during each school year.
- 20.01(a) One drill shall be conducted in the fall, and the second drill conducted in the spring.
 - 20.01(b) Substitute and Multifunction operators shall be trained on how to conduct emergency evacuation drills.
- 20.2 Students on school-related events shall receive emergency evacuation instructions prior to every initial departure.
- 20.3 School districts, charter schools, and service providers shall maintain records documenting that the required evacuation drills were conducted and/or evacuation instruction was given.

21.0 Incorporation by Reference

- 21.1 The foregoing rules incorporate by reference several sections and appendices from the Federal Motor Carrier Safety Regulations, 49 C.F.R., Parts 380, 382, 391, 395, and 396 (as codified as of June 30, 2024). They also incorporate by reference select sections of Volume 34 of the Code of Federal Regulations. The foregoing rules do not incorporate by reference any later amendment or editions to the Federal Motor Carrier Safety Regulations or to the cited sections of 34 C.F.R. The Federal Motor Carrier Safety Regulations and the cited sections of 34 C.F.R. are available at <https://www.ecfr.gov/>. They are also available for public inspection during regular business hours from the Colorado Department of Education, 201 E. Colfax Ave., Denver, Colorado 80203.

