



# Question Set 1: Experience and Ability

## Question Set 1 Instructions

The relative experience and qualification of each applicant's proposed team, with respect to the project scope, will be judged and a relative rating assigned. This parameter expresses the general and specific project-related capability of the team and indicates the adequate depth and abilities of the organization which it can draw upon as needed. This will include management, technical, and support staff.

#	Question	Response	Comment
1.0.1	Explain your firm's interest in working on this project, a positive commitment to perform the required work and a description of the firm.	The Transportation Authority (TA) is interested in and 100% committed to continuing to provide transportation services to the City of Pembroke Pines. (City) We have over 25 years experience in providing transportation services, or the service we provide to the City.	
1.0.2	Describe the size of your firm.	In terms of personnel we have 75 employees and operate a fleet of 80 vehicles including school and shuttle buses	
1.0.3	Describe your firm's financial history, strength and stability.	Our company's financial history is sound as we have more than sufficient funds to operate	
1.0.4	Describe your firm's range of activities.	The TA only contracts with the City of Pembroke Pines, so 100% of our day to day operations are dedicated to the City	
1.0.5	Describe the specialized experience and technical competence of the firm with respect to working on School Transportation Services.	The TA specializes in School Transportation Service. We have provided School Transportation Services since 2002 exclusively to the City.	
1.0.6	Describe the specialized experience and technical competence of the firm with respect to working on Community Bus Services.	The TA and owners have in excess of 30 years experience and technical competence in Community Bus Services. We encourage the City to contact our Broward County Transit to verify our commitment to providing excellent service	
1.0.7	Describe the specialized experience and technical competence of the firm with respect to working on Senior Transportation Services.	For the past ten years the TA has provided Senior transportation services to the City	
1.0.8	How has your firm demonstrated adaptability to diverse service models, especially considering the unique requirements of educational transportation, senior shuttles, and community services?	Over the years the TA has been faced with numerous situations that have effected service. During Covid we maintained service that required changing route schedules and times. The service we provided was never effected in an adverse manner.	
1.0.9	Do you have a minimum of five (5) years of experience with similar School and Shuttle Bus Transportation Services? Please provide proof of such experience.	Yes	We are the current transportation provider for the City
1.0.10	The firm or person's must provide information on their proximity to and familiarity with the area in which the project is located.	we have operated our office in the City since 2002. The TA's owner has lived in the City for the past 35 year. Therefore we are very familiar where this project is located	
1.0.11	Explain the availability and access to the firm's top level management personnel.	The TA sole contract for transportation is with the City. Therefore we are always available and accessible to answer any questions or concerns	
1.0.12	Please describe the past record of performance of the firm or person with respect to accessibility to clients, ability to meet schedules, communication and coordination skills.	The TA has an excellent past record performance regarding accessibility to clients, ability to meet schedules, communication and coordination skills. We encourage the City to contact Charter School and Senior Transportation Administration to verify our performance.	
1.0.13	List ongoing contracts/projects with their current status and projected termination dates.	The TA's only contract is with the City of Pembroke Pines with a projected termination date of June 30, 2024	

1.0.14	How does your company plan to cover expenses while waiting for reimbursement from the City for approved expenses?	The TA will cover expenses while waiting for reimbursement from the City as we have done for the past 22 years. We have sufficient funds available to do so.	
1.0.15	Provide a summary of your financial stability and capacity to manage the cash flow associated with the operation of transportation service.	The TA's cash flow is more than sufficient to manage the operations of our contract. This is based on the past 22 years history of capital needs.	
1.0.16	What is your reputation compared to your peers in the market?	We feel the TA's reputation is "peerless". We stand by our reputation that provides safe, timely transportation in clean well maintained vehicles	
1.0.17	What is your reputation like among customers and how have you developed it?	Our customer base is strong in that we have maintained a long service history with our customers. Customer revenue is paid directly to the City.	
1.0.18	How does your service differ from similar competitors? How do you win and retain business?	The TA main objective is to provide excellent service to Charter School Students and to the residents of the City. We make every effort to accommodate passenger requests. Therefore our reputation is vital in winning and retaining business. The TA is dedicated solely to the transportation needs of the City of Pembroke Pines, which is how we retain business.	

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100.00% Complete

## Question Set 2: Previous Experience / References Form

### Question Set 2 Instructions

Provide specific examples of similar contracts for Transportation Services for School systems, Shuttle Bus for Seniors, and Community Service Bus transportation. Provide details on related projects (preferably where the team was the same). References should be from the last five years and should be capable of explaining and confirming your firm's capacity to successfully complete the scope of work outlined herein. As part of the proposal evaluation process, the City may conduct an investigation of references, including a record check or consumer affairs complaints. Proposers' submission of a proposal constitutes acknowledgment of the process and consent to investigate. The City is the sole judge in determining Proposers qualifications.

In regards to the References Form portion, you will have the ability to enter information for 5 different references including the Reference Contact Information and the specific Project Information.

In addition, do not provide City of Pembroke Pines projects as any of your references and do not utilize any current City of Pembroke Pines employees as reference contacts.

#	Question	Response	Comment
<b>Previous Experience</b>			
2.1.1	How many clients have you provided services for?	The TA's only client is the City	
2.1.2	What similar or related projects have you worked on within the past five years?	The TA has only contracted with the City since 2002	
2.1.3	What challenges did you face and how did you overcome them?	The TA has had challenges over the years. Assigning bus stops near students homes, finding the safest stops, adjusting CBS routes to accommodate residents requests and simply listening to all requests transportation to determine their validity. Most of these challenges were handled by going out in the field and actually viewing or inspecting a bus stop before a decision is made. During the two year Covid crises we had to condense and combine bus routes due to reduced attendance. We also added electrosatic cleaning to our bus maintenance program for our entire fleet, reducing the risk of spreading the Covid Virus. We also made available to all riders, masks, if they came to our bus without one. We also placed see through plastic covering	
2.1.4	How many of your clients are repeat clients?	The TA's customer base for Field Trips are 90% repeatable	
2.1.5	How long have you maintained relationships with your clients, and can you share insights into the nature of the collaboration over time?	When the TA began operations in 2002 we brought a client base with us that due to providing excellent service we have maintained until today	
2.1.6	How much of your revenue is derived from managing projects similar to ours?	The only revenue the TA derives is from the City. The TA also provides Field Trips of approximately \$300,000 annually which is billed through the City's Finance System with all revenues the property of the City	
2.1.7	Can you share instances where issues or challenges arose during previous projects, and how your firm addressed and resolved these issues to ensure a successful outcome?	As stated in paragraph 2.1.3 note the challenges that we encountered and successfully addressed	
2.1.8	Highlight key success stories and achievements from your firm's experience in managing transportation services, showcasing positive outcomes and satisfied clients.	the TA's most positive outcome has been our relationship with the City's residents, including students and how we overcame the obstacles presented with the Covid crises. We have also added stops to our CBS routes that have made the City's transportation service available to additional residents	
2.1.9	How would your clients assess your firm's transparency in financial matters, such as billing processes, adherence to budgets, and overall fiscal responsibility?	The TA has always strived to bill clients in a timely manner, stay within the budget agreed with by the City to maintain fiscal responsibility	
<b>Reference #1: Reference Contact Information</b>			
2.2.1	Name of Firm, City, County or Agency	The City of Pembroke Pines Pembroke Pines Broward County	
2.2.2	Address	601 City Center Way Pembroke Pines 33025	

2.2.3	Contact Name	1. Charles Dodge, 2. Jonathan Bonilla, 3. Jay Shechter	
2.2.4	Contact Title	1. City Manager, 2. Assistant City Manager, 3. Community Services Director	
2.2.5	Contact E-mail Address	1. Cdodge@ppines.com 2. J Bonilla@ppines.com 3. Jshechter@ppines.com	
2.2.6	Contact Telephone #	C Dodge 954-431-4884- J Bonilla 954-849-0390 J Shechter 954-261-9149	
<b>Reference #1: Project Information</b>			
2.3.1	Name of Contractor Performing the work	Transportation Authority LLC	The only project the TA is associated with is providing transportation service for the City as we have done since 2002
2.3.2	Name and location of the project	Management and Operations of Transportation Services for the City of Pembroke Pines	
2.3.3	Nature of the firm's responsibility on the project	Richard A Passero	
2.3.4	Project duration	Began in June 2002 thru present	
2.3.5	Completion (Anticipated) Date	June 30, 2024	
2.3.6	Size of project	Manage a fleet of 81 vehicles and 90 employees	
2.3.7	Cost of project	NA	
2.3.8	Work for which staff was responsible	Management and Operations of School Bus, CBS and Senior Transportation Services	
<b>Reference #2: Reference Contact Information</b>			
2.4.1	Name of Firm, City, County or Agency	City of Pembroke Pines Charter High School School	
2.4.2	Address	17189 Sheridan St Pembroke Pines FL 33331	
2.4.3	Contact Name	Peter Bayer	
2.4.4	Contact Title	Principal	
2.4.5	Contact E-mail Address	<a href="mailto:Pbayer@pinescharer.net">Pbayer@pinescharer.net</a>	
2.4.6	Contact Telephone #	954-538-3700	
<b>Reference #2: Project Information</b>			
2.5.1	Name of Contractor Performing the work	NA	
2.5.2	Name and location of the project	NA	Please note the only project the TA has been associated with is providing transportation service to the City of Pembroke Pines Charter Schools, Community Bus System and Senior Transportation Program.
2.5.3	Nature of the firm's responsibility on the project	NA	
2.5.4	Project duration	NA	
2.5.5	Completion (Anticipated) Date	NA	
2.5.6	Size of project	NA	
2.5.7	Cost of project	NS	
2.5.8	Work for which staff was responsible	NA	
<b>Reference #3: Reference Contact Information</b>			
2.6.1	Name of Firm, City, County or Agency	City of Pembroke Pines Charter Middle School	
2.6.2	Address	12350 Sheridan St Pembroke Pines FL 33026	
2.6.3	Contact Name	Sean Chance	
2.6.4	Contact Title	Principal	

2.6.5	Contact E-mail Address	<a href="mailto:Schance@pinescharter.net">Schance@pinescharter.net</a>	
2.6.6	Contact Telephone #	954-322-3300	
<b>Reference #3: Project Information</b>			
2.7.1	Name of Contractor Performing the work	N/A	
2.7.2	Name and location of the project	N/A	
2.7.3	Nature of the firm's responsibility on the project	N/A	
2.7.4	Project duration	N/A	
2.7.5	Completion (Anticipated) Date	N/A	
2.7.6	Size of project	N/A	
2.7.7	Cost of project	N/A	
2.7.8	Work for which staff was responsible	N/A	
<b>Reference #4: Reference Contact Information</b>			
2.8.1	Name of Firm, City, County or Agency	N/A	
2.8.2	Address	N/A	
2.8.3	Contact Name	N/A	
2.8.4	Contact Title	N/A	
2.8.5	Contact E-mail Address	N/A	
2.8.6	Contact Telephone #	N/A	
<b>Reference #4: Project Information</b>			
2.9.1	Name of Contractor Performing the work	N/A	
2.9.2	Name and location of the project	N/A	
2.9.3	Nature of the firm's responsibility on the project	N/A	
2.9.4	Project duration	N/A	
2.9.5	Completion (Anticipated) Date	N/A	
2.9.6	Size of project	N/A	
2.9.7	Cost of project	N/A	
2.9.8	Work for which staff was responsible	N/A	
<b>Reference #5: Reference Contact Information</b>			
2.10.1	Name of Firm, City, County or Agency	N/A	
2.10.2	Address	N/A	
2.10.3	Contact Name	N/A	
2.10.4	Contact Title	N/A	
2.10.5	Contact E-mail Address	N/A	
2.10.6	Contact Telephone #	N/A	
<b>Reference #5: Project Information</b>			
2.11.1	Name of Contractor Performing the work	N/A	

2.11.2	Name and location of the project	N/A	
2.11.3	Nature of the firm's responsibility on the project	N/A	
2.11.4	Project duration	N/A	
2.11.5	Completion (Anticipated) Date	N/A	
2.11.6	Size of project	N/A	
2.11.7	Cost of project	N/A	
2.11.8	Work for which staff was responsible	N/A	

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100.00% Complete

# Question Set 3: Staffing and Training

## Question Set 3 Instructions

Address the critical role of qualified personnel and robust training programs.

#	Question	Response	Comment
<b>Key Personnel Qualifications</b>			
3.1.1	Identify the contact person and supervisory personnel who will work on the projects.	Richard A Passero, Dana Dixon, Jessica Matos	
3.1.2	Provide summaries of key persons to be assigned to the project with emphasis on their qualifications and experience with similar work. Summaries should list qualifications, including education, experience, honors and awards received, and professional associations of which the firm and/or its personnel are members.	R Passero has over 25 years experience in school bus and shuttle transportation. Mr. Passero is very familiar with all state and local filing and employee testing requirements i.e. Broward County School board and Broward County Transit D Dixon has 15 years of Experience as stated above and J Matos has 15 years experience specifically with Broward County Transit related filing requirements	
<b>Driver Qualifications</b>			
3.2.1	What criteria do you use for hiring and retaining drivers? Include details on driver qualifications, experience, and any ongoing training programs.	All drivers pass a pre-hire physical, including beath and alcohol test. Also, all driver must pass a Level 2 Background test. They are also required to drive with a supervisor who determines their driving skills prior to transporting passengers	
<b>Management Structure</b>			
3.3.1	Outline the management structure for overseeing transportation services. Specify roles and responsibilities at various levels within your organization.	R Passero- Responsible for overall operations and management D Dixon Responsible for Safety Training and employees adhering to medical and all other testing requirements. J Matos - Responsible for operations and management of Snior Transportation division	
<b>Staffing</b>			
3.4.1	Describe Proposer's ability to satisfy all of the personnel qualifications. If Proposer cannot currently meet the requirements, explain how Proposer will attain the required key personnel. Key personnel includes all partners, project manager, and other key professional staff, such as a dispatcher, drivers, etc. that will perform work and/or services in this project.	The TA has the ability and has maintained a full complement of all personnel. Office personnel are also qualified school bus drivers and are used as staffing needs are required. School bus drivers are also qualified to drive our senior fleet buses. Also our hourly pay rate is the highest in the County which helps to maintain personnel at the required levels	
3.4.2	Include Proposer's assurance that the key personnel described in its proposal shall be available to perform the services described, and that the Proposer has sufficient reserve personnel to adequately perform the services described in the event of illness, accident, or other unforeseeable events of a similar nature. Describe Proposer's approach to ensure the availability of personnel at all times, including Proposer's contingency plan, if any.	The TA has been performing School Bus Transportation since 2002 and Senior transportation since 2010. During this time we have always met service requirements by requiring office staff to maintain the proper driving requirments and by combinimng senior routes to cover unforseen circumstances	
<b>Staffing Flexibility</b>			
3.5.1	How does your firm manage staffing levels to accommodate fluctuations in demand or unexpected circumstances, ensuring a responsive and reliable service?	The TA keeps a full staff of School Bus drivers during the school year. We offer summer Field Trips for most drivers and allow those who wish not to work for the summer collect Unemployment Benefits unless they are needed to perform Field Trip transportation. Senior Transportaion drivers are offered work for the entire year as their are no fluctuations in driver staffing needs	
<b>Continuing Education Programs</b>			

3.6.1	Describe any continuing education or professional development programs in place for staff, with a focus on keeping them updated on industry best practices and evolving transportation technologies.	All drivers are required to attend in house continuing training classes. The classes are given by either D Dixon or R Passero who are both State of Florida Certified Classroom and Behind the Wheel Trainers
<b>Customer Service Training</b>		
3.7.1	How do you train staff, especially drivers, in customer service skills to ensure a positive and respectful interaction with passengers and the community, while avoiding misconduct?	Drivers are given training in the Class Room and Behind the Wheel by a State Certified Trainer or a Supervisory individual. All proper safety techniques are reviewed including Distracted Driving, Wireless Communications, Wheel Chair Use Student and passenger Management.
<b>State Certified Classroom Instruction &amp; Behind-the-Wheel Trainers</b>		
3.8.1	Please identify any existing staff that would be assigned to this contract that are State Certified Classroom Instruction and Behind-the-Wheel Trainers.	D Dixon R Passero F Thompson
3.8.2	If you don't currently have staff that are State Certified Classroom Instruction and Behind-the-Wheel Trainers, please identify the method in which you plan on utilizing to provide the necessary training to drivers.	N/A
<b>Safety Training Programs</b>		
3.9.1	Provide details on safety training programs for both drivers and support staff, emphasizing protocols for emergency situations and preventive measures. Note – Please upload a copy of the proposer's current training manual describing (See section 1.5.4 for additional information) describing Proposer's training on new and revised procedures. The information shall include but not limited to the following elements: i.Training program: number of hours and training curriculum ii.Training of newly hired drivers iii.Continuing education/training iv.In-service training/on the job training v.Training resources vi.Training instructors	1. Training Programs include mandatory Classroom and Behind the Wheel Training per Broward County School Board and State of Florida requirements 2. School Bus Drivers are given 40 hours of training including 20 hours of classroom and 20 hours combination of behind the wheel observation of a Supervisory driver. Drivers are required to have at least 10 hours of driving with a Supervisor. 3/4. All School Bus drivers are required to attend mandatory Classroom training of 8 hours per year. All Senior drivers are required to attend quarterly classroom training. 5. Training resources are obtained from Broward County School Board training manuals and National Insurance training information 6. All instructors are State of Florida Certified
<b>Employee Satisfaction Measures</b>		
3.10.1	Share strategies for measuring and enhancing employee satisfaction within your organization, emphasizing its impact on service quality.	During our mandatory employee meeting all employees are encouraged to participate in and give their opinions of the curriculum that is being discussed. This helps to ensure that the subject matter is understood
<b>Recruitment Policy</b>		
3.11.1	State Proposer's recruitment policy, procedures, methods and resources utilized for recruiting personnel, including conducting background investigations, verification of applicant's employment history, criminal and civil background checks, etc.	The TA,through Work Force One, "Word of Mouth and a Bonus Program that pays an employee who recruits an individual that works for the TA continually for a 180 day period.The TA requires a potential employee to pass a Level 2 Background check, Pre-hiring physical including drug and alcohol screening and approval from the Broward County School Board for School Bus Drivers. We also verify an applicants past employer status.
3.11.2	Describe the proposer's ability to recruit personnel.	Although locating and hiring quality employees is difficult at times, we have been successful in maintaining route coverage with bu using office personnel that are required to maintain the necessary commercial driving licences.
<b>Turnover Rate and Retention Procedures</b>		

3.12.1	Describe the Proposer's turnover rate and retention procedures implemented by the Proposer.	The TA's turnover rate is approximately 15%.	
<b>Employee Benefit Plan</b>			
3.13.1	Describe the proposer's employee benefit plan, including what health benefits, insurance, retirement plans, paid time off, etc. that the proposer provides to their employees covered under this contract. Note – Please upload a copy of the plan (See section 1.5.4 for additional information).	The TA's employee benefit package is as follows: Health Insurance where employees pay \$50 per month for an employee plan. Company paid Hospital Deductible Plan. Additional family members can be covered by an employee at their expense. 10 paid holidays. Matching 410K Plan. Free Uniforms.	
<b>17 Questions</b>		<b>100.00% Complete</b>	

## Question Set 4: Firm's Understanding and Approach to the Work

### Question Set 4 Instructions

The understanding that the applicant and consultants demonstrate as to the requirements and needs of the project, including an evaluation of the thoroughness demonstrated in analyzing and investigating the scope of the project.

#	Question	Response	Comment
<b>Statement of Understanding</b>			
4.1.1	Provide a narrative statement demonstrating an understanding of the overall intent of this solicitation, as well as the methods used to complete assigned tasks.	The TA completely understands this solicitation as it requires the completion of questions that have been specifically adhered to by the TA since the inception of our contract with the City. All assigned tasks are completed by experience that has been obtained with over 25 years in the transportation industry.	
4.1.2	Please clearly describe all aspects of the project proposed.	This project requires complete management of School Bus and Senior transportation in a safe timely manner on clean well maintained vehicles according to the laws and guidelines of federal, state and local authorities	
4.1.3	Include details of your approach and work plans.	We approach this project with safety, timeliness of transportation, maintenance of equipment and special requests of passengers.	
<b>Quality Assurance Plan</b>			
4.2.1	Describe Proposer's process and role of Proposer's key staff in developing, implementing and maintaining the Proposer's Quality Assurance Plan. Outline Proposer's plan to remediate performance deficiencies.	The TA 's staff continually assess Quality Assurance measuring driver and office staff responses to passenger requests and challenges. After understanding each situation completely and determining the potential effect on operations and passenger's transportation a decision is made whether to implement a change. As deficiencies occur, the TA strives to implement the necessary changes as quickly as practical.	
4.2.2	How do you ensure the quality and safety of your services?	Driver performance is observed by Office Staff Personnel at the schools and passenger bus stops. Driver performance is also reviewed by the use of bus cameras. Also, GPS tracking devices that determine speed violations and maintaining routes within the proper jurisdictions for Senior buses.	
4.2.3	What criteria do you use to measure your quality?	We measure quality by adherence to management standards, passenger and service complaints. To include City, Broward County School Board and Broward County Transit issues, if any.	
4.2.4	How often do you find mistakes or errors in your work and what is done to correct these errors, and what is the average correction time?	Mistakes are not often but occur. Corrections are made in the shortest time period available by discussing the issue with staff or drivers and additional training if deemed necessary.	
<b>Service Customization</b>			
4.3.1	Provide a detailed plan on how your firm will customize transportation services to meet the specific needs of the City's Charter School system.	The TA is continually modifying routes depending on bus capacities and passengers needs. Our experience permits us to make practical and logical changes while maintaining excellent service.	
4.3.2	Provide a detailed plan on how your firm will customize transportation services to meet the specific needs of the City's Shuttle Bus Program for Seniors.	Based on rider, City and Senior Department requests the TA modifies transportation and offers as much transportation services that can be provided based on the size of our fleet and the driving personnel.	

4.3.3	Provide a detailed plan on how your firm will customize transportation services to meet the specific needs of the City's Community Service Bus.	Based on rider and City requests the TA works with Broward County Transit to provide service within the guidelines of City and County requirements. We also meet with local vendors for approval of bus stops in front of their establishments.	
<b>Routing and Scheduling Optimization</b>			
4.4.1	Explain how your firm plans to optimize routing and scheduling to ensure timely and efficient transportation services. Highlight any algorithms or tools used for this purpose.	The TA optimizes routing and scheduling based on our transportation experience and passenger requests. We use routing and student tracking software to maximize these efforts as well as "getting in our cars" and driving routes to observe transportation issues to include bus stop locations.	
<b>Data Analytics for Performance Monitoring</b>			
4.5.1	How do you utilize data analytics to monitor the performance of transportation services? Provide examples of key performance indicators (KPIs) and how they contribute to continuous improvement.	All data that comes to our attention is utilized as we make logical decisions to improve our service.	
<b>Maintenance Management System</b>			
4.6.1	Detail the maintenance management system that you plan to utilize for the Charter School Bus Program ensuring reliability and minimizing downtime. Include preventive maintenance measures and scheduling.	All School Buses are maintained by a State of Florida Certified Mechanic who also oversees two other mechanics. Every 25 work days, school buses are inspected by a Third Party State Certified Inspector with all results of the inspections forwarded to the Broward County School Board for review and approval. Our mechanics are aware of bus maintenance requirements and maintain school buses in a manner that provides sufficient amount of buses to meet service requirements. TA management also monitors bus needs in relation to route coverage.	
4.6.2	Detail the maintenance management system that you plan to utilize for both the Shuttle Bus Programs ensuring reliability and minimizing downtime. Include preventive maintenance measures and scheduling.	The TA management staff monitors bus maintenance as provided by an outside vendor. Continually receiving updates on vehicle repairs, which includes providing maintenance records to the proper agency.	
4.6.3	What feedback have you received from clients regarding the overall quality of maintenance services provided, including factors like safety, efficiency, and customer satisfaction?	The TA considers our customer satisfaction to be of excellent quality in terms of maintenance, safety and efficiency.	
<b>Fuel Efficiency Measures</b>			
4.7.1	Explain measures that would be taken to enhance fuel efficiency to minimize fuel consumption and reduce environmental impact.	The TA's requires that all drivers keep fuel efficiency in mind while performing their daily routes. Such as; keeping passenger doors closed when not in use, keeping windows closed to increase the efficiency of their conditioning system, thus reducing fuel consumption and shutting off engines when stopping for prolonged periods of time.	
<b>Emergency Response Protocols</b>			
4.8.1	Outline the emergency response protocols your firm has in place for various scenarios, ensuring the safety and well-being of passengers and community members.	All drivers are required to contact the office by two way radio in case of accidents or disturbances on a bus. The office will first determine if any injuries occurred and call for an Emergency Response Vehicle, Police or Tow Truck as needed. Then Tao works with the Fire and Police Department ensuring that their personnel is familiar with our vehicles	

4.8.2	Describe your experience in planning for reunification services with clients and/or providing reunification services in the event of a disaster or emergency. If applicable, provide examples of successful reunification efforts in previous transportation management projects.	The TA has worked with and will continually work with the City's Safety Department's, charter school, police Department and Fire Department personnel regarding reunification. All drivers are informed of procedures and locations that have been designated as reunification sites. We have physically shown such sites to all employees. Each school bus also contains the locations of all such reunification sites.
4.8.3	Outline your plan for conducting evacuation drills.	The TA's Supervisory personnel performs Emergency Evacuation Drills on School Buses.
4.8.4	Address the frequency in which evacuation drills will be performed. (For example, address if evacuation drills will be performed at least twice per year, per bus.)	Emergency Evacuation Drills are performed twice per year on all school buses transporting passengers.
4.8.5	Describe how you ensure the participation and preparedness of both drivers and passengers during evacuation drills.	The TA ensures that all passengers are prepared by explaining and describing the potential need to evacuate in an emergency situation. All passengers are instructed how to exit a school bus, besides the front passenger door. Windows that are specifically designed to open via a "hinge" or two ceiling emergency hatches and the driver window are also explained as a potential way of making an exit. Drivers are also trained to leave the vehicle last after every passenger has deboarded by checking every seat for any remaining passenger. Passengers are also instructed on the manner in which to leave the bus by the nearest exit.
<b>Incident Reporting and Analysis</b>		
4.9.1	How do you handle incident reporting and analysis? Provide information on how your firm investigates and learns from safety incidents to continuously improve services.	All drivers are required to prepare an "Incident" Report that describes the nature of a breach of service. This may include passenger behavior. The TA reviews bus video to define the exact nature of the safety issue and then discusses the issue with the proper school personnel.
<b>Accessibility for Vulnerable Populations</b>		
4.10.1	Describe measures taken to ensure the safety and accessibility of transportation services for vulnerable populations, such as seniors or individuals with disabilities.	All drivers are trained and monitored in safely transporting passengers. Drivers take special care in the transportation of individuals with disabilities to include aid in boarding and deboarding buses by offering wheel chair assistance, placing of "walkers" in a safe place on the bus and assistance with packages to include groceries.
<b>Safety Standards</b>		
4.11.1	Detail the safety standards and protocols implemented to ensure the well-being of passengers, drivers, and the community. Include any certifications or safety initiatives your firm follows.	The TA follows safety standards that have been developed by Federal, State, Local governments and organizations that we provide transportation services for.
4.11.2	How often do the vehicles and/or drivers get into accidents, and what is done to address these issues?	Accidents occur in rare instances. We have not incurred an accident to date that has left a passenger with a debilitating injury. All accidents are investigated and drivers are required to have "in house" training relating to the accident and to drive with a supervisor prior to driving a route bus.
<b>Regular Safety Audits</b>		

4.12.1	How often does your firm conduct safety audits, and what are the key components of these audits to ensure ongoing compliance with safety standards?	Safety "audits" are performed on a continuing basis. If it is determined that a driver is not driving in a safe manner a unpaid suspension or termination of employment may be the result.	
4.12.2	How do you assess and analyze loading and unloading zones for safety and efficiency?	The TA analyzes Loading and Unloading Zones by physically inspecting each school campus to determine that requirements are met. Any issues that are determined, such as personal autos interacting with school buses or students crossing paths with school busews are immediately brought to the attention of school administrative personnel.	
4.12.3	Provide examples of how you have optimized loading and unloading zones in previous transportation management projects.	Based our our experience the TA can quickly identify loading and unloading zone current or potential circumstances that may have an adverse effect on safety.	
<b>Adaptability to Changing Demands</b>			
4.13.1	How does your management plan accommodate fluctuations in service demand or unexpected changes, ensuring flexibility and responsiveness to the City's needs?	In the event that School route ridership changes, riders and parents are notified in writing for the need for such a change which may include a pick up or drop off time change. Senior routes change based on passenger requests that bare discussed with City Administrative personnel and BCT to make sure guide;lies are adherred to.	
<b>Regulatory Compliance</b>			
4.14.1	How does your firm ensure compliance with local, state, and federal regulations in transportation services? Share experiences in navigating regulatory requirements.	The TA ensures compliance with local, state, and federal regulations in transportation services. Guidelines are generally very specific. Questionaable requirements are discussed with regulatory personnel to clarify any issues.	
<b>Contractual Compliance</b>			
4.15.1	How does your firm ensure compliance with contractual obligations, and what measures are in place to address any potential breaches or discrepancies?	Contractual obligations are specific. If the TA has any questions we immediately contact City personnel to discuss to ensure that all obligations are adhered to.	
<b>Ethical Business Practices</b>			
4.16.1	How does your firm promote and enforce ethical business practices within the organization, ensuring transparency, integrity, and responsible conduct?	All personnel are required to read indicate understanding of the TA's Policy and Procedures that define what is expected of an employee regading their fellow workers, passengers, school amd City personnel.	
<b>Readiness and Timeline</b>			
4.17.1	Describe Proposer's ability and readiness to begin providing services as requested herein, assuming a start date of June 1st, 2024.	The TA is ready and equipped to continue service on July 1, 2024	
4.17.2	Identify if the proposer anticipates a need to hire additional staff, implement new training schedule, etc., to provide services under this contract. Proposer should include a time-line to get this accomplished.	The TA is ware of it's administrative needs and anticipates to hire/replace one additional office staff member due to retirement of the prior Office Manager.	
<b>Concerns</b>			
4.18.1	Identify any issues or concerns of significance that may be appropriate.	Ensuring sufficient and talented personnel is always a concern in the maintaing the efficiency of operating any business.	
<b>Proposal Effectiveness</b>			

4.19.1	A brief statement must be included which explains why your proposal would be the most effective and beneficial to the City of Pembroke Pines.	The TA's proposal will be the most effective and beneficial to the City based on past performance and successful adherence to the guidelines set forth by the Braoward County School Board, Broward County Transit or all other regulatory agencies that reuire strict complianace..	
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36 Questions

100.00% Complete

## Question Set 5: Contact Information Form

#	Question	Response	Comment
<b>Company Information</b>			
5.1.1	Company Name	Transportation Authority LLC	
5.1.2	Company Address	901Poinciana Drive Pembroke Pines, FL 33025	
<b>Primary Contact for the Project</b>			
5.2.1	Contact Name	Richard A Passero	
5.2.2	Contact Title	President	
5.2.3	Contact E-mail Address	<a href="mailto:Tainc@aol.com">Tainc@aol.com</a>	
5.2.4	Contact Telephone Number	954-214-7421	
<b>Authorized Approver</b>			
5.3.1	Contact Name	Richard A Passero	
5.3.2	Contact Title	President	
5.3.3	Contact E-mail Address	<a href="mailto:Tainc@aol.com">Tainc@aol.com</a>	
5.3.4	Contact Telephone Number	954-214-7421	
10 Questions		100.00% Complete	

## Question Set 6: Proposer's Background Information


#	Question	Response	Comment
<b>Former Business</b>			
6.1.1	Under what former name has your business operated? Include a description of the business.	N/A	
6.1.2	At what address was that business located?	N/A	
<b>Past Failure</b>			
6.2.1	Have you ever failed to complete work awarded to you. If so, when, where and why?	No	
<b>Inspected</b>			
6.3.1	Have you personally inspected the proposed WORK and do you have a complete plan for its performance?	Yes	
<b>Subcontracting</b>			
6.4.1	Will you subcontract any part of this WORK? If you will be subcontracting any part of this work, provide details including a list of each sub-contractor(s) that will perform work in excess of ten percent (10%) of the contract amount and the work that will be performed by each subcontractor(s). (Note: The proposed list of subcontractor(s) may not be amended after award of the contract without the prior written approval of the Contract Administrator, whose approval shall not be reasonably withheld.)	No	
<b>Bankruptcy Petitions</b>			
6.5.1	List and describe all bankruptcy petitions (voluntary or involuntary) which have been filed by or against the Proposer, its parent or subsidiaries or predecessor organizations during the past five (5) years. Include in the description the disposition of each such petition.	N/A	
<b>Bond Claims</b>			
6.6.1	List and describe all successful Bond claims made to your surety(ies) during the last five (5) years. The list and descriptions should include claims against the bond of the Proposer and its predecessor organization(s).	N/A	
<b>Claims, Arbitrations, Administrative Hearings and Lawsuits</b>			
6.7.1	List all claims, arbitrations, administrative hearings and lawsuits brought by or against the Proposer or its predecessor organizations(s) during the last (10) years. The list shall include all case names; case, arbitration or hearing identification numbers; the name of the project over which the dispute arose; and a description of the subject matter of the dispute.	On May 10, 2023 we received a discrimination complaint brought by a former employee thru Florida Commission on Human Rights Case #: FCHR 202341935. The basis of the complaint was against her immediate Supervisor, also a minority. The complaint was dismissed on Nov 6th by the Florida Commission of Human Rights for no Reasonable Cause	
<b>Criminal Proceedings or Hearings</b>			
6.8.1	List and describe all criminal proceedings or hearings concerning business related offenses in which the Proposer, its principals or officers or predecessor organization(s) were defendants.	N/A	
<b>Company Classification</b>			
6.9.1	In regards to the commodities/services proposed, which of the following best classifies your firm? If you selected any options besides "Original Provider" please explain.	Original Provider	
<b>Debarment/Suspension</b>			
6.10.1	Have you ever been debarred or suspended from doing business with any governmental agency? If you have been debarred or suspended from doing business with any governmental agency, please explain.	No	
<b>Similar Experience &amp; Contracts</b>			
6.11.1	Describe the firm's local experience/nature of service with contracts of similar size and complexity, in the previous three (3) years.	The TA has provided management of transportation service for the City since 2002	
<b>12 Questions</b>		<b>100.00% Complete</b>	

## Question Set 7: Vendor Registration Checklist

#	Question	Response	Comment
<b>Vendor Information Form</b>			
7.1.1	Did you submit a completed Vendor Information Form in the Vendor Registration Portal?	Yes	
<b>Form W-9 (Rev. October 2018 or later)</b>			
7.2.1	Did you submit a W-9 Form (Revised October 2018 or later) in the Vendor Registration Portal?	Yes	
<b>Company Profile</b>			
7.3.1	Did you submit your Company Profile Form in the Vendor Registration Portal?	Yes	
<b>Sworn Statement on Public Entity Crimes Form</b>			
7.4.1	Which option did you select on the Sworn Statement on Public Entity Crimes Form?	A) Not Charged / Convicted	
<b>Equal Benefits Certification Form</b>			
7.5.1	Which option did you select on the Equal Benefits Certification Form?	A) Complies	
<b>Vendor Drug-Free Workplace Certification Form</b>			
7.6.1	Which option did you select on the Vendor Drug-Free Workplace Certification Form?	Complies Fully	
<b>Scrutinized Company Certification</b>			
7.7.1	Did you submit a completed Scrutinized Company Certification in the Vendor Registration Portal?	Yes	
<b>E-Verify System Certification Statement</b>			
7.8.1	Did you submit a completed E-Verify System Certification Statement in the Vendor Registration Portal?	Yes	
<b>Veteran Owned Small Business Preference Certification</b>			
7.9.1	Which option did you select on the Veteran Owned Small Business Preference Certification? Note - If certifying that your business is a Veteran Owned Small Business, you must also attach a "Determination Letter" from the U.S. Dept. of Veteran Affairs Center	Veteran Owned Small Business	
<b>Local Business Tax Receipts</b>			
7.10.1	Did you submit your Local Business Tax Receipts in the Vendor Registration Portal?	Yes	
<b>Local Vendor Preference Certificate</b>			
7.11.1	Which option did you select on the Local Vendor Preference Certification? Note - If certifying that your business is a Local Pembroke Pines or Broward County vendor, you must also attach applicable current business tax receipt(s) along with any previous business tax receipts to indicate that the business entity has maintained a permanent place of business for a minimum of one (1) YEAR.	Local Pembroke Pines Vendor	
<b>11 Questions</b>		<b>100.00% Complete</b>	



**NON-COLLUSIVE AFFIDAVIT**

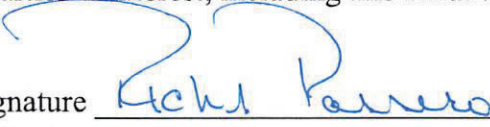
BIDDER is the Owner   
\_\_\_\_\_  
(Owner, Partner, Officer, Representative or Agent)

BIDDER is fully informed respecting the preparation and contents of the attached Bid and of all pertinent circumstances respecting such Bid;

Such Bid is genuine and is not a collusive or sham Bid;

Neither the said BIDDER nor any of its officers, partners, owners, agents, representative, employees or parties in interest, including this affidavit, have in any way colluded, conspired, connived or agreed, directly or indirectly, with any other BIDDER, firm or person to submit a collusive or sham Bid in connection with the Contract for which the attached Bid has been submitted; or to refrain from bidding in connection with such Contract; or have in any manner, directly or indirectly, sought by agreement or collusion, or communications, or conference with any BIDDER, firm, or person to fix the price or prices in the attached Bid or any other BIDDER, or to fix any overhead, profit, or cost element of the Bid Price or the Bid Price of any other BIDDER, or to secure through any collusion conspiracy, connivance, or unlawful agreement any advantage against (Recipient), or any person interested in the proposed Contract;

The price of items quoted in the attached Bid are fair and proper and are not tainted by collusion, conspiracy, connivance, or unlawful agreement on the part of the BIDDER or any other of its agents, representatives, owners, employees or parties in interest, including this affidavit.

Printed Name/Signature 

Title President

Name of Company Transportation Authority LLC



**VENDOR INFORMATION FORM**

<b>MAIN CONTACT INFORMATION</b>			
<b>Company Name (Legal Name as filed with IRS)</b>	<u>Transportation Authority LLC</u>		
<b>Doing Business As (DBA)</b>			
<b>Primary Business Address</b>	<u>1311 SW 87<sup>th</sup> Way</u>		
	<b>City:</b>	<u>Pembroke Pines</u>	
	<b>State:</b>	<u>FL</u>	<b>Zip:</b> <u>33025</u>
	<b>Country:</b>	<u>Broward</u>	
<b>Remit To Address</b>	<u>1311 SW 87<sup>th</sup> Way</u>		
	<b>City:</b>	<u>Pembroke Pines</u>	
	<b>State:</b>	<u>FL</u>	<b>Zip:</b> <u>33025</u>
	<b>Country:</b>	<u>USA</u>	
<b>Order From Address</b>	<u>1311 SW 87<sup>th</sup> Way</u>		
	<b>City:</b>	<u>Pembroke Pines</u>	
	<b>State:</b>	<u>FL</u>	<b>Zip:</b> <u>33025</u>
	<b>Country:</b>	<u>USA</u>	
<b>Foreign Entity (Yes/No)</b>	<u>No</u>		
<b>Telephone Number</b>	<u>954-214-7421</u>		
<b>Primary Company E-mail</b>	<u>tainc@aol.com</u>		
<b>Fax</b>	<u>954-364-4791</u>		
<b>Website</b>	<u>N/A</u>		
<b>DUNS</b>	<u>N/A</u>		
<b>Independent Contractor (Yes/No)</b>	<u>No</u>		
<b>Identification Number</b>	<b>SSN:</b>		<b>FID:</b> <u>45-0476241</u>

<b>GENERAL PAYMENT TERMS</b>		
<b>Discount Percent</b> <small>Defines the discount percentage the vendor extends to your organization.</small>	<b>Days to Discount</b> <small>Number of days which payment must be received to claim the discount percent.</small>	<b>Days to Net</b> <small>Number of days that the vendor allows before requiring net payment.</small>
		<b>30</b>

<b>CONTACT INFORMATION</b>	
<b>Contact Name (First &amp; Last Name)</b>	<u>Richard A Passero</u>
<b>Description/Title/Position</b>	<u>Managing Partner</u>
<b>Phone (Voice)</b>	<u>954-214-7421</u>
<b>Phone (Text)</b>	<u>954-214-7421</u> <b>Opt In (Y/N):</b> <input type="checkbox"/>
<b>Fax</b>	<u>954-364-4791</u>
<b>E-mail</b>	<u>tainc@aol.com</u>

# Request for Taxpayer Identification Number and Certification

Give Form to the requester. Do not send to the IRS.

Go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9) for instructions and the latest information.

Print or type. See Specific Instructions on page 3.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank. <b>Richard A Passeero</b>	
2 Business name/disregarded entity name, if different from above <b>Transportation Authority LLC</b>	
3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only <b>one</b> of the following seven boxes.  <input type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input checked="" type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ <b>S</b> <b>Note:</b> Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is <b>not</b> disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner. <input type="checkbox"/> Other (see instructions) ▶	4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):  Exempt payee code (if any) _____  Exemption from FATCA reporting code (if any) _____  <small>(Applies to accounts maintained outside the U.S.)</small>
5 Address (number, street, and apt. or suite no.) See instructions. <b>1311 Sw 87th Way</b>	Requester's name and address (optional)
6 City, state, and ZIP code <b>Pembroke Pines FL 33025</b>	
7 List account number(s) here (optional)	

## Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

**Note:** If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

<b>Social security number</b>													
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or													
<b>Employer identification number</b>													
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4	5	-	0										
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4	1												

## Part II Certification

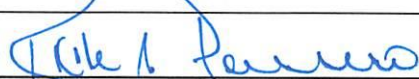
Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

**Certification instructions.** You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here

Signature of U.S. person ▶



Date ▶ **12-14-23**

## General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

**Future developments.** For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9).

## Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.



**COMPANY PROFILE FORM**

Please provide the following information so that the City could better get to know your company's background.

MAIN CONTACT INFORMATION			
Company Name (Legal Name as filed with IRS)	Transportation Authority LLC		
Doing Business As (DBA)			
Primary Business Address	1311 SW 87 <sup>th</sup> Way		
	City:	PEMBROKE Pines	
	State:	FL	Zip: 33025
	Country:	USA	

Organization Background	
Please state the year that you company started its business	2002
Please state the year that your company started providing service under your current business name	2002
What State is your Company Registered In?	Florida

Professional License Information		
License Type	License Number	Expiration

Please list any applicable professional licenses required to perform the services your company offers.

Please Provide a Summary of your Company and What Services you provide
<p>The Transportation Authority LLC ownership has more than 25 years' experience in the transportation industry providing operations, management and maintenance. This experience includes school busing, private organizations to i.e., college designed route structured transportation, municipality route structured transportation and senior transportation.</p> <p>The Transportation Authority currently provides Operational, Management and Maintenance service (excluding maintenance for the Senior fleet) exclusively for the City of Pembroke Pines Charter Schools, Community Bus System and Senior Transportation Program.</p>



City of Pembroke Pines

(OFFICE USE ONLY) Vendor # \_\_\_\_\_

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**SWORN STATEMENT  
ON PUBLIC ENTITY CRIMES  
UNDER FLORIDA STATUTES CHAPTER 287.133(3)(a).**

1. This sworn statement is submitted Richard A Passero  
(name of entity submitting sworn statement) whose business address is  
TransportationAuthorityLLC  
and (if applicable) its Federal Employer Identification Number (FEIN) is  
45-0476241. (If the entity has no FEIN, include the Social Security  
Number of the individual signing this sworn statement: 1.)
  
2. My name is Richard A Passero and my  
(Please print name of individual signing)  
  
relationship to the entity named above is managing partner.
  
3. I understand that a "public entity crime" as defined in Paragraph 287.133(1)(g), Florida Statutes, means a violation of any state or federal law by a person with respect to and directly related to the transaction of business with any public entity or with an agency or political subdivision of any other state or with the United States, including, but not limited to, any bid, proposal, reply, or contract for goods or services, any lease for real property, or any contract for the construction or repair of a public building or public work, involving antitrust, fraud, theft, bribery, collusion, racketeering, conspiracy, or material misrepresentation.
  
4. I understand that a "convicted" or "conviction" as defined in Paragraph 287.133(1)(b), Florida Statutes, means a finding of guilt or a conviction of a public entity crime, with or without an adjudication of guilt, in any federal or state trial court of record relating to charges brought by indictment or information after July 1, 1989, as a result of a jury verdict, nonjury trial, or entry of a plea of guilty or nolo contendere.
  
5. I understand that an "affiliate" as defined in Paragraph 287.133(1)(a), Florida Statutes, means:
  1. A predecessor or successor of a person convicted of a public entity crime: or
  2. An entity under the control of any natural person who is active in the management of the entity and who has been convicted of a public entity crime. The term "affiliate" includes those officers, directors, executives, partners, shareholders, employees, members, and agents who are active in the management of an affiliate. The Cityship by one person of shares constituting a controlling interest in another person, or a pooling of equipment or income among persons when not for fair market value under an arm's length agreement, shall be a prima facie case that one person controls another person. A person who knowingly enters into a



joint venture with a person who has been convicted of a public entity crime in Florida during the preceding 36 months shall be considered an affiliate.

6. I understand that a "person" as defined in Paragraph 287.133(1)(e), Florida Statutes, means any natural person or any entity organized under the laws of any state or of the United States with the legal power to enter into a binding contract and which bids or applies to bid on contracts let by a public entity, or which otherwise transacts or applies to transact business with a public entity, or which otherwise transacts or applies to transact business with a public entity. The term "person" includes those officers, directors, executives, partners, shareholders, employees, members, and agents who are active in management of an entity.

7. Based on information and belief, the statement which I have marked below is true in relation to the entity submitting this sworn statement. **(Please indicate which statement applies.)**

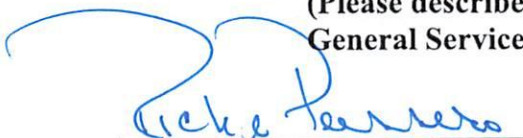
A) Neither the entity submitting this sworn statement, nor any officers, directors, executives, partners, shareholders, employees, members, or agents who are active in management of the entity, nor any affiliate of the entity have been charged with and convicted of a public entity crime subsequent to July 1, 1989.

B) The entity submitting this sworn statement, or one or more of the officers, directors, executives, partners, shareholders, employees, members, or agents who are active in management of the entity, or an affiliate of the entity has been charged with and convicted of a public entity crime subsequent to July 1, 1989, AND **(Please indicate which additional statement applies.)**

B1) There has been a proceeding concerning the conviction before a hearing officer of the State of Florida, Division of Administrative Hearings. The final order entered by the hearing officer did not place the person or affiliate on the convicted vendor list. **(Please attach a copy of the final order.)**

B2) The person or affiliate was placed on the convicted vendor list. There has been a subsequent proceeding before a hearing officer of the State of Florida, Division of Administrative Hearings. The final order entered by the hearing officer determined that it was in the public interest to remove the person or affiliate from the convicted vendor list. **(Please attach a copy of the final order.)**

B3) The person or affiliate has not been placed on the convicted vendor list. **(Please describe any action taken by or pending with the Department of General Services.)**

  
Bidder's Name/Signature

Transportation Authority LLC  
Company

12-14-23  
Date



## EQUAL BENEFITS CERTIFICATION FORM FOR DOMESTIC PARTNERS AND ALL MARRIED COUPLES

Except where federal or state law mandates to the contrary, a Contractor awarded a Contract pursuant to a competitive solicitation shall provide benefits to Domestic Partners and spouses of its employees, irrespective of gender, on the same basis as it provides benefits to employees' spouses in traditional marriages.

The Contractor shall provide the City and/or the City Manager or his/her designee, access to its records for the purpose of audits and/or investigations to ascertain compliance with the provisions of this section, and upon request shall provide evidence that the Contractor is in compliance with the provisions of this section upon each new bid, contract renewal, or when the City Manager has received a complaint or has reason to believe the Contractor may not be in compliance with the provisions of this section. Records shall include but not be limited to providing the City and/or the City Manager or his/her designee with certified copies of the Contractor's records pertaining to its benefits policies and its employment policies and practices.

The Contractor must conspicuously make available to all employees and applicants for employment the following statement:

**“During the performance of a contract with the City of Pembroke Pines, Florida, the Contractor will provide Equal Benefits to its employees with spouses, as defined by Section 35.39 of the City’s Code of Ordinances, and its employees with Domestic Partners and all Married Couples”.**

The posted statement must also include a City contact telephone number and email address which will be provided to each contractor when a covered contract is executed.

### SECTION 1 DEFINITIONS

- 1. Benefits** means the following plan, program or policy provided or offered by a contractor to its employees as part of the employer's total compensation package which may include but is not limited to sick leave, bereavement leave, family medical leave, and health benefits.
- 2. Cash Equivalent** mean the amount of money paid to an employee with a domestic partner or spouse in lieu of providing benefits to the employee's domestic partner or spouse. The cash equivalent is equal to the employer's direct expense of providing benefits to an employee for his or her spouse from a traditional marriage.
- 3. Covered Contract** means a contract between the City and a contractor awarded subsequent to the date when this section becomes effective valued at over \$25,000 or the threshold amount required for competitive bids as required in section 35.18(A) of the Procurement Code.
- 4. Domestic Partner** shall mean any two (2) adults of the same or different sex who have registered as domestic partners with a governmental body pursuant to state or local law authorizing such registration, or with an internal registry maintained by the employer of at



least one of the domestic partners. A contractor may institute an internal registry to allow for the provision of equal benefits to employees with domestic partners who do not register their partnerships pursuant to a governmental body authorizing such registration, or who are located in a jurisdiction where no such governmental domestic partnership registry exists. A contractor that institutes such registry shall not impose criteria for registration that are more stringent than those required for domestic partnership registration by the City of Pembroke Pines.

5. **Equal benefits** means the equality of benefits between employees with spouses and/or dependents of spouses and employees with domestic partners and/or dependents of domestic partners, and/or between spouses of employees and/or dependents of spouses and domestic partners of employees and/or dependents of domestic partners.
6. **Spouse** means one member of a married pair legally married under the laws of any state within the United States of America or any other jurisdiction under which such marriage is legally recognized, irrespective of gender.
7. **Traditional marriage** means a marriage between one man and one woman.

## SECTION 2 CERTIFICATION OF CONTRACTOR

The firm providing a response, by virtue of the signature below, certifies that it is aware of the requirements of Section 35.39 "City Contractors providing Equal Benefits for Domestic Partners and all Married Couples" of the City's Code of Ordinances, and certifies the following (**Check only one box below**):

- A. Contractor currently complies with the requirements of this section; or
- B. Contractor will comply with the conditions of this section at the time of contract award; or
- C. Contractor will not comply with the conditions of this section at the time of contract award:  
or
- D. Contractor does not comply with the conditions of this section because of the following allowable exemption (**Check only one box below**):
  - 1. The Contractor does not provide benefits to employees' spouses in traditional marriages;
  - 2. The Contractor provides an employee the cash equivalent of benefits because the Contractor is unable to provide benefits to employees' Domestic Partners or spouses despite making reasonable efforts to provide them. To meet this exception, the Contractor shall provide a notarized affidavit that it has made reasonable efforts to provide such benefits. The affidavit shall state the efforts taken to provide such benefits and the amount of the cash equivalent. Cash equivalent means the amount of money paid to an employee with a Domestic Partner or spouse rather than providing benefits to the employee's Domestic Partner or spouse. The cash equivalent is equal to the employer's direct expense of providing benefits to an employee's spouse;



3. The Contractor is a religious organization, association, society, or any non-profit charitable or educational institution or organization operated supervised or controlled by or in conjunction with a religious organization, association, or society;

4. The Contractor is a governmental agency;

**The certification shall be signed by an authorized officer of the Contractor. Failure to provide such certification (by checking the appropriate boxes above along with completing the information below) shall result in a Contractor being deemed non-responsive.**

COMPANY NAME: Transportation Authority LLC

AUTHORIZED OFFICER NAME / SIGNATURE: RICHARD A. TASSO Richard Tasso



## VENDOR DRUG-FREE WORKPLACE CERTIFICATION FORM

### SECTION 1 GENERAL TERM

Preference may be given to vendors submitting a certification with their bid/proposal certifying they have a drug-free workplace in accordance with Section 287.087, Florida Statutes. This requirement affects all public entities of the State and becomes effective January 1, 1991. The special condition is as follows:

**IDENTICAL TIE BIDS** - Preference may be given to businesses with drug-free workplace programs. Whenever two or more bids that are equal with respect to price, quality, and service are received by the State or by any political subdivision for the procurement of commodities or contractual services, a bid received from a business that certifies that it has implemented a drugfree workplace program shall be given preference in the award process. Established procedures for processing tie bids will be followed if none of the tied vendors have a drug-free workplace program. In order to have a drug-free workplace program, a business shall:

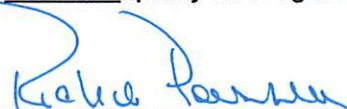
1. Publish a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the workplace and specifying the actions that will be taken against employees for violations of such prohibition.
2. Inform employees about the dangers of drug abuse in the workplace, the business's policy of maintaining a drug-free workplace, any available drug counseling, rehabilitation, and employee assistance programs, and the penalties that may be imposed upon employees for drug abuse violations.
3. Give each employee engaged in providing the commodities or contractual services that are under bid a copy of the statement specified in subsection (1).
4. In the statement specified in subsection (1), notify the employees that, as a condition of working on the commodities or contractual services that are under bid, the employee will abide by the terms of the statement and will notify the employer of any conviction of, or plea of guilty or nolo contendere to, any violation of chapter 893 or of any controlled substance law of the United States or any state, for a violation occurring in the workplace no later than five (5) days after each conviction.
5. Impose a sanction on, or require the satisfactory participation in a drug abuse assistance or rehabilitation program if such is available in the employee's community, by any employee who is so convicted.
6. Make a good faith effort to continue to maintain a drug-free workplace through implementation of this section.

### SECTION 2 AFFIRMATION

Place a check mark here only if affirming bidder **complies fully** with the above requirements for a Drug-Free Workplace.

Place a check mark here only if affirming bidder **does not** meet the requirements for a Drug-Free Workplace.

**Failure to complete this certification at this time (by checking either of the boxes above) shall render the vendor ineligible for Drug-Free Workplace Preference. This form must be completed by/for the proposer; the proposer WILL NOT qualify for Drug-Free Workplace Preference based on their sub-contractors' qualifications.**

  
\_\_\_\_\_  
Authorized Signature

Richard A Passero  
\_\_\_\_\_  
Authorized Signer Name

Transportation Authority  
\_\_\_\_\_  
Company Name



**SCRUTINIZED COMPANY CERTIFICATION  
PURSUANT TO FLORIDA STATUTE § 287.135.**

I, Richard A Passero Managing Partner, on behalf of Transportation Authority LLC,  
Print Name and Title Company Name

certify that Transportation Authority LLC :  
Company Name

1. Does not participate in a boycott of Israel; and
2. Is not on the Scrutinized Companies that Boycott Israel list; and
3. Is not on the Scrutinized Companies with Activities in Sudan List; and
4. Is not on the Scrutinized Companies with Activities in the Iran Petroleum Energy Sector List; and
5. Has not engaged in business operations in Syria.

Submitting a false certification shall be deemed a material breach of contract. The City shall provide notice, in writing, to the Contractor of the City's determination concerning the false certification. The Contractor shall have ninety (90) days following receipt of the notice to respond in writing and demonstrate that the determination of false certification was made in error. If the Contractor does not demonstrate that the City's determination of false certification was made in error then the City shall have the right to terminate the contract and seek civil remedies pursuant to Florida Statute § 287.135.

Section 287.135, Florida Statutes, prohibits the City from: 1) Contracting with companies for goods or services in any amount if at the time of bidding on, submitting a proposal for, or entering into or renewing a contract if the company is on the Scrutinized Companies that Boycott Israel List, created pursuant to Section 215.4725, F.S. or is engaged in a boycott of Israel; and 2) Contracting with companies, for goods or services over \$1,000,000.00 that are on either the Scrutinized Companies with activities in the Iran Petroleum Energy Sector list, created pursuant to s. 215.473, or are engaged in business operations in Syria.

As the person authorized to sign on behalf of the Contractor, I hereby certify that the company identified above in the section entitled "Contractor Name" does not participate in any boycott of Israel, is not listed on the Scrutinized Companies that Boycott Israel List, is not listed on either the Scrutinized Companies with activities in the Iran Petroleum Energy Sector List, and is not engaged in business operations in Syria. I understand that pursuant to section 287.135, Florida Statutes, the submission of a false certification may subject the company to civil penalties, attorney's fees, and/or costs. I further understand that any contract with the City for goods or services may be terminated at the option of the City if the company is found to have submitted a false certification or has been placed on the Scrutinized Companies with Activities in Sudan list or the Scrutinized Companies with Activities in the Iran Petroleum Energy Sector List.

Transportation Authority LLC  
Company Name

Richard A Passero  
Print Name / Signature

Managing Partner  
Title



**E-VERIFY SYSTEM CERTIFICATION STATEMENT  
(UNDER SECTION 448.095, FLORIDA STATUTES)**

1. Definitions:
  - a. **“Contractor”** means a person or entity that has entered or is attempting to enter into a contract with a public employer to provide labor, supplies, or services to such employer in exchange for salary, wages, or other remuneration. “Contractor” includes, but is not limited to, a vendor or consultant.
  - b. **“Subcontractor”** means a person or entity that provides labor, supplies, or services to or for a contractor or another subcontractor in exchange for salary, wages, or other remuneration.
  - c. **“E-Verify system”** means an Internet-based system operated by the United States Department of Homeland Security that allows participating employers to electronically verify the employment eligibility of newly hired employees.
  
2. Effective January 1, 2021, Contractors, shall register with and use the E-verify system in order to verify the work authorization status of all newly hired employees. Contractor shall register for and utilize the U.S. Department of Homeland Security’s E-Verify System to verify the employment eligibility of:
  - a. All persons employed by a Contractor to perform employment duties within Florida during the term of the contract; and
  - b. All persons (including subvendors/subconsultants/subcontractors) assigned by Contractor to perform work pursuant to the contract with the City of Pembroke Pines. The Contractor acknowledges and agrees that registration and use of the U.S. Department of Homeland Security’s E-Verify System during the term of the contract is a condition of the contract with the City of Pembroke Pines; and
  - c. Should vendor become the successful Contractor awarded for the above-named project, by entering into the contract, the Contractor shall comply with the provisions of Section 448.095, Fla. Stat., “Employment Eligibility,” as amended from time to time. This includes, but is not limited to registration and utilization of the E-Verify System to verify the work authorization status of all newly hired employees. Contractor shall also require all subcontractors to provide an affidavit attesting that the subcontractor does not employ, contract with, or subcontract with, an unauthorized alien. The Contractor shall maintain a copy of such affidavit for the duration of the contract.
  
3. Contract Termination
  - a. If the City has a good faith belief that a person or entity with which it is contracting has knowingly violated s. 448.09 (1) Fla. Stat., the contract shall be terminated.
  - b. If the City has a good faith belief that a subcontractor knowingly violated s. 448.095 (2), but the Contractor otherwise complied with s. 448.095 (2) Fla. Stat., shall promptly notify the Contractor and order the Contractor to immediately terminate the contract with the subcontractor.
  - c. A contract terminated under subparagraph a) or b) is not a breach of contract and may not be considered as such.
  - d. Any challenge to termination under this provision must be filed in the Circuit Court no later than 20 calendar days after the date of termination.
  - e. If the contract is terminated for a violation of the statute by the Contractor, the Contractor may not be awarded a public contract for a period of 1 year after the date of termination.

Transportation Authority LLC

COMPANY NAME: \_\_\_\_\_

Richard A Passero

PRINTED NAME / AUTHORIZED SIGNATURE: \_\_\_\_\_



## VETERAN OWNED SMALL BUSINESS (VOSB) PREFERENCE CERTIFICATION

### SECTION 1 GENERAL TERM

#### VETERAN OWNED SMALL BUSINESS (VOSB) PREFERENCE

The evaluation of competitive bids is subject to section 35.37 of the City's Procurement Procedures which, except where contrary to federal and state law, or any other funding source requirements, provides that preference be given to veteran owned small businesses. To satisfy this requirement, the vendor shall affirm in writing its compliance with the following objective criteria as of the bid or proposal submission date stated in the solicitation. A veteran owned small business shall be defined as:

1. "Veteran Owned Small Business" shall mean a business entity which has received a "Determination Letter" from the United States Department of Veteran Affairs Center for Verification and Evaluation notifying the business that they have been approved as a Veteran Owned Small Business (VOSB).

A preference of two and a half percent (2.5%) of the total evaluation point, or two and a half percent (2.5%) of the total price, shall be given to the **Veteran Owned Small Business (VOSB)**. This shall mean that if a **VOSB** submits a bid/quote that is within 2.5% of the lowest price submitted by any vendor, the **VOSB** shall have an option to submit another bid which is at least 1% lower than the lowest responsive bid/quote. If the **VOSB** submits a bid which is at least 1% lower than that lowest responsive bid/quote, then the award will go to the **VOSB**. If not, the award will be made to the vendor that submits the lowest responsive bid/quote. If the lowest responsive and responsible bidder IS a "**Local Pembroke Pines Vendor**" (LPPV) or a "**Local Broward County Vendor**" (LBCV) as established in Section 35.36 of the City's Code of Ordinances, entitled "Local Vendor Preference", then the award will be made to that vendor and no other bidders will be given an opportunity to submit additional bids as described herein.

If there is a LPPV, a LBCV, and a **VOSB** participating in the same bid solicitation and all three vendors qualify to submit a second bid, the LPPV will be given first option. If the LPPV cannot beat the lowest bid received by at least 1%, an opportunity will be given to the LBCV. If the LBCV cannot beat the lowest bid by at least 1%, an opportunity will be given to the **VOSB**. If the **VOSB** cannot beat the lowest bid by at least 1%, then the bid will be awarded to the lowest bidder.

If multiple **VOSBs** submit bids/quotes which are within 2.5% of the lowest bid/quote and there are no LPPV or LBCV as described in Section 35.36 of the City's Code of Ordinance, entitled "Local Vendor Preference", then all **VOSBs** will be asked to submit a **Best and Final Offer (BAFO)**. The award will be made to the **VOSB** submitting the lowest **BAFO** providing that that **BAFO** is at least 1% lower than the lowest bid/quote received in the original solicitation. If no **VOSB** can beat the lowest bid/quote by at least 1%, then the award will be made to the lowest responsive bidder.

#### COMPARISON OF QUALIFICATIONS

The preferences established in no way prohibit the right of the City to compare quality of supplies or services for purchase and to compare qualifications, character, responsibility and fitness of all persons, firms or corporations submitting bids or proposals. Further, the preference established in no way prohibit the right of the city from giving any other preference permitted by law instead of the preferences granted, nor prohibit the city to select the bid or proposal which is the most responsible and in the best interests of the city.

### SECTION 2 AFFIRMATION

#### VETERAN OWNED SMALL BUSINESS (VOSB) PREFERENCE CERTIFICATION:

Place a check mark here only if affirming bidder meets requirements above as a Veteran Owned Small Business. In addition, the bidder must attach the "Determination Letter" from the U.S. Dept. of Veteran Affairs Center.

Place a check mark here only if affirming bidder does not meet the requirements above as a VOSB.

Failure to complete this certification at this time (by checking either of the boxes above) shall render the vendor ineligible for VOSB Preference. This form must be completed by/for the proposer; the proposer WILL NOT qualify for VOSB Preference based on their sub-contractors' qualifications.

COMPANY NAME: Transportation Authority LLC

PRINTED NAME / AUTHORIZED SIGNATURE: RICHARD \* PASSERO *Richard Passero*

**Local Business Tax Certificate**

In the event the business to which this receipt was issued changes hands, the receipt will become null and void. An application for a new receipt must be made.

**Business Name:** TRANSPORTATION AUTHORITY INC.

**Business Location:** 901 POINCIANA DR  
PEMBROKE PINES, FL 33025-4559

**Account Number:** 10007560-2022-1

**Business Description:** TRANSPORTATION MANAGEMENT

**Receipt Expiration:** Expires on 9/30/2024 12:00:00 AM

**Business Classifications**

UNC-Unclassified

SIGN-Sign



**Local Business Tax Certificate**

In the event the business to which this receipt was issued changes hands, the receipt will become null and void. An application for a new receipt must be made.

**Business Name:** TRANSPORTATION AUTHORITY INC.

**Business Location:** 901 POINCIANA DR  
PEMBROKE PINES, FL 33025-4559

**Account Number:** 10007560-2022-1

**Business Description:** TRANSPORTATION MANAGEMENT

**Receipt Expiration:** Expires on 9/30/2023

**Business Classifications**

UNC-Unclassified

# BROWARD COUNTY LOCAL BUSINESS TAX RECEIPT

115 S. Andrews Ave., Rm. A-100, Ft. Lauderdale, FL 33301-1895 – 954-831-4000

**VALID OCTOBER 1, 2022 THROUGH SEPTEMBER 30, 2023**

**DBA:**  
**Business Name:** TRANSPORTATION AUTHORITY INC

**Receipt #:** 326-4289  
**Business Type:** COURIER/TRANSPORT/DLVRY/TOWING  
(TRANSPORTATION MGNT)

**Owner Name:** RICHARD A PASSERO  
**Business Location:** 901 POINCIANA DR  
PEMBROKE PINES  
**Business Phone:** 954-364-4790

**Business Opened:** 07/01/2002  
**State/County/Cert/Reg:**  
**Exemption Code:**

**Rooms**                      **Seats**                      **Employees**                      **Machines**                      **Professionals**  
30

For Vending Business Only						
Number of Machines:				Vending Type:		
Tax Amount	Transfer Fee	NSF Fee	Penalty	Prior Years	Collection Cost	Total Paid
150.00	0.00	0.00	0.00	0.00	0.00	150.00

**THIS RECEIPT MUST BE POSTED CONSPICUOUSLY IN YOUR PLACE OF BUSINESS**

**THIS BECOMES A TAX RECEIPT**

**WHEN VALIDATED**

This tax is levied for the privilege of doing business within Broward County and is non-regulatory in nature. You must meet all County and/or Municipality planning and zoning requirements. This Business Tax Receipt must be transferred when the business is sold, business name has changed or you have moved the business location. This receipt does not indicate that the business is legal or that it is in compliance with State or local laws and regulations.

**Mailing Address:**

RICHARD A PASSERO  
901 POINCIANA DR  
PEMBROKE PINES, FL 33025

**Receipt #** 03C-21-00006110  
**Paid** 08/22/2022 150.00

**2022 - 2023**



## LOCAL VENDOR PREFERENCE CERTIFICATION

### SECTION 1 GENERAL TERM

#### LOCAL PREFERENCE

The evaluation of competitive bids is subject to section 35.36 of the City's Procurement Procedures which, except where contrary to federal and state law, or any other funding source requirements, provides that preference be given to local businesses. To satisfy this requirement, the vendor shall affirm in writing its compliance with either of the following objective criteria as of the bid or proposal submission date stated in the solicitation. A local business shall be defined as:

1. "Local Pembroke Pines Vendor" shall mean a business entity which has maintained a permanent place of business with full-time employees within the City limits for a minimum of one (1) year prior to the date of issuance of a bid or proposal solicitation. The permanent place of business may not be a post office box. The business location must actually distribute goods or services from that location. In addition, the business must have a current business tax receipt from the City of Pembroke Pines.

**OR;**

2. "Local Broward County Vendor" shall mean or business entity which has maintained a permanent place of business with full-time employees within the Broward County limits for a minimum of one (1) year prior to the date of issuance of a bid or proposal solicitation. The permanent place of business may not be a post office box. The business location must actually distribute goods or services from that location. In addition, the business must have a current business tax receipt from the Broward County or the city within Broward County where the business resides.

A preference of five percent (5%) of the total evaluation point, or five percent (5%) of the total price, shall be given to the **Local Pembroke Pines Vendor(s)**; A preference of two and a half percent (2.5%) of the total evaluation point for local, or two and a half percent (2.5%) of the total price, shall be given to the **Local Broward County Vendor(s)**.

#### COMPARISON OF QUALIFICATIONS

The preferences established in no way prohibit the right of the City to compare quality of supplies or services for purchase and to compare qualifications, character, responsibility and fitness of all persons, firms or corporations submitting bids or proposals. Further, the preference established in no way prohibit the right of the city from giving any other preference permitted by law instead of the preferences granted, nor prohibit the city to select the bid or proposal which is the most responsible and in the best interests of the city.

### SECTION 2 AFFIRMATION

#### LOCAL PREFERENCE CERTIFICATION:

- Place a check mark here only if affirming bidder meets requirements above as a Local Pembroke Pines Vendor. In addition, the business must attach a current business tax receipt from the City of Pembroke Pines along with any previous business tax receipts to indicate that the business entity has maintained a permanent place of business for a minimum of one (1) year.
- Place a check mark here only if affirming bidder meets requirements above as a Local Broward County Vendor. In addition, the business must attach a current business tax receipt from the Broward County or the city within Broward County where the business resides along with any previous business tax receipts to indicate that the business entity has maintained a permanent place of business for a minimum of one (1) year.
- Place a check mark here only if affirming bidder does not meet the requirements above as a Local Vendor.

**Failure to complete this certification at this time (by checking either of the boxes above) shall render the vendor ineligible for Local Preference. This form must be completed by/for the proposer; the proposer WILL NOT qualify for Local Vendor Preference based on their sub-contractors' qualifications.**

COMPANY NAME: Transportation Authority LLC

PRINTED NAME / AUTHORIZED SIGNATURE:

Richard A. Passero *Richard Passero*



[Department of State](#) / [Division of Corporations](#) / [Search Records](#) / [Search by Entity Name](#) /

## Detail by Entity Name

Florida Limited Liability Company  
THE TRANSPORTATION AUTHORITY, LLC

### Filing Information

<b>Document Number</b>	L09000115587
<b>FEI/EIN Number</b>	45-0476241
<b>Date Filed</b>	12/03/2009
<b>Effective Date</b>	04/17/2002
<b>State</b>	FL
<b>Status</b>	ACTIVE
<b>Last Event</b>	CONVERSION
<b>Event Date Filed</b>	12/03/2009
<b>Event Effective Date</b>	12/04/2009

### Principal Address

1311 SW 87TH WAY  
PEMBROKE PINES, FL 33025

### Mailing Address

1311 SW 87TH WAY  
PEMBROKE PINES, FL 33025

### Registered Agent Name & Address

Passero, Richard Anthony, Sr.  
1311 SW 87th Way  
Pembroke Pines, FL 33025

Name Changed: 03/05/2019

Address Changed: 01/18/2020

### Authorized Person(s) Detail

#### **Name & Address**

Title P

PASSERO, RICHARD A  
1311 SW 87TH WAY  
PEMBROKE PINES, FL 33025

### Annual Reports

Report Year	Filed Date
2021	01/12/2021
2022	02/25/2022
2023	01/31/2023

**Document Images**

<a href="#">01/31/2023 -- ANNUAL REPORT</a>	<a href="#">View image in PDF format</a>
<a href="#">02/25/2022 -- ANNUAL REPORT</a>	<a href="#">View image in PDF format</a>
<a href="#">01/12/2021 -- ANNUAL REPORT</a>	<a href="#">View image in PDF format</a>
<a href="#">01/18/2020 -- ANNUAL REPORT</a>	<a href="#">View image in PDF format</a>
<a href="#">03/05/2019 -- ANNUAL REPORT</a>	<a href="#">View image in PDF format</a>
<a href="#">01/12/2018 -- ANNUAL REPORT</a>	<a href="#">View image in PDF format</a>
<a href="#">04/03/2017 -- ANNUAL REPORT</a>	<a href="#">View image in PDF format</a>
<a href="#">02/03/2016 -- ANNUAL REPORT</a>	<a href="#">View image in PDF format</a>
<a href="#">01/20/2015 -- ANNUAL REPORT</a>	<a href="#">View image in PDF format</a>
<a href="#">02/26/2014 -- ANNUAL REPORT</a>	<a href="#">View image in PDF format</a>
<a href="#">01/28/2013 -- ANNUAL REPORT</a>	<a href="#">View image in PDF format</a>
<a href="#">02/09/2012 -- ANNUAL REPORT</a>	<a href="#">View image in PDF format</a>
<a href="#">03/15/2011 -- ANNUAL REPORT</a>	<a href="#">View image in PDF format</a>
<a href="#">01/25/2010 -- ANNUAL REPORT</a>	<a href="#">View image in PDF format</a>
<a href="#">12/03/2009 -- Florida Limited Liability</a>	<a href="#">View image in PDF format</a>



**Department of Veterans Affairs**  
 5460 Reno Corporate Dr  
 Reno, Nevada 89511

December 21, 2023

RICHARD A PASSERO  
 1311 SW 87TH WAY  
 PEMBROKE PINES FL 33025

In Reply Refer To: 354/RCC/NXP  
 CSS XXXXX0975  
 Passero R A

Dear Richard A Passero:

The following certificate is furnished for use in establishing civil service preference.

This is to certify that the records of the Department of Veterans Affairs disclose that Richard A Passero served on active duty and was separated under honorable conditions from the Armed Forces with no service connected disabilities.

**Do You Have Questions or Need Assistance?**

If you have any questions, you may contact us by telephone, email or letter.

If you	Here is what to do.
Telephone	Call us at 1-800-827-1000. If you use a Telecommunications Device for the Deaf (TDD), the number is 711.
Use the Internet	<a href="http://www.VA.gov">www.VA.gov</a> - "ask a question"
Write	Put your full name and VA file number on the letter. Please send all correspondence to the address below:  <div style="text-align: center;">           Department of Veterans Affairs            Claims Intake Center            PO Box 4444            Janesville, WI 53547-4444            Toll Free Fax: 844-531-7818            DID Fax: 248-524-4260         </div>

With sincere regard for the Veteran's service,

RO Director  
 VA Regional Office

To email us visit [www.VA.gov](http://www.VA.gov)- "ask a question"

## **Transportation Authority – Policy and Procedure**

The list of policies and procedures as outlined below is meant to be a general representation of guidelines that you are expected to meet while employed by the Transportation Authority. No list, summary or book could contain all necessary and pertinent information of expected safe driving techniques during the workday. Therefore, you are expected to exert good judgment when it comes to safe driving and keeping the well fare of our passengers in the forefront of your decision making while operating a school bus or when making a decision that may affect the safety of a rider.

### **Employee Absence/Lateness**

- Unapproved absence the day before or day after or portion of, forfeit Holiday pay
- All Time Off requests must be approved in advance and in the case of a doctor's appointment, a doctor's note must be submitted upon your return. A "Time Off" request is just that, a request and is not automatic permission to take a work day off unless for illness or a family/personal emergency.
- Excessive absence or lateness may result in F/T to P/T Status, 90 day probation status or termination of employment or a time change in your route time.
- If you call out in the AM, you are expected to be present in the PM.
- If you come in late, you are subject to be sent home and your route covered by another driver.
- Three consecutive sick days require a doctor's note clearing you to return to work. More than one unapproved absence occurrence in three (3) consecutive months is considered excessive.
- You must call the office and speak to a staff member. Leaving a message on the answering machine or having someone else call is unacceptable.
- All employees violating the above policy will be subject to the company's Disciplinary Policy, which may include write up, suspension without pay and or termination of employment.
- Please remember that it is very difficult to provide an excellent level of service without a full staff of drivers. Absence and lateness create an un-do hardship on the staff when attempting to cover routes.

### **Timecards**

- No timecards are to be "punched" for another employee, with no exceptions.
- Timecard approvals are authorized and punched only by Dana or Rich, no exceptions. No other employee may write on any timecard.

### **No call No show**

- Three-day suspension or termination of employment

### **Bus Maintenance**

- Pre-Trip to be prepared daily.
- Weeks Pre-Trips submitted each Friday PM to office.

- Buses swept daily or be subject to suspension or termination.
- Inform office if bus is overly messy (office to contact school)
- No eating or drinking while driving No sleeping while waiting for students.
- Bus walk through to be performed at last rider stop (AM & PM)
- All bus engines and A/C units to be turned off until ten minutes before loading Drivers to wait in building or ALL in one bus with engine and A/C on.
- Two-way radio – company business only, make sure volume is “on”. Do not “step” on anyone.
- Drivers will be held personally responsible and will be required to repay Transportation Authority (City of Pembroke Pines) for any and all damages caused to company vehicles or equipment (for instance: shop tools, two-way radios, mirrors) due to negligence; i.e driving carelessly or fueling a diesel vehicle with gas or fueling a gas vehicle with diesel fuel. If the Transportation Authority agrees, with employee to accept repayment in the form of a payroll deduction and the employee leaves employment for any reason whatsoever, any balance due will be withheld from the employee’s last payroll check, via the “Authorization for Payroll Deduction” form.

## **Reaxium**

Reaxium tablets have been installed in each bus. You will be given, if not already, verbal, and written instructions to its operation. All students are required to scan their badge upon entering and leaving the bus or twice per AM and PM trip. If they do not have their badge you must manually “check” them in and write down their name.

## **Wireless Communication Plan & Procedure**

All employees must adhere to the following regarding communication equipment.

A “wireless communication device” is an electronic or electrical device capable of remote communication. Examples include cell phones, personal digital assistants (PDAs) and portable (commonly called laptop computers.) and or I Pads

A “personal wireless communication device” is an electronic or electrical device that was not provided by your employer for business purposes.

Use of a wireless communications device means use of a mobile telephone or other electronic or electrical device, hands-on or hands-free, to conduct an oral communication; to place or receive a telephone call; to send or read electronic mail or a text message; to play a game; to navigate the Internet; to play, or listen to a video; to play, view or listen to a television broadcast; to play or listen to music; or to execute a computational function. Use of an electronic or electrical device that enhances the individual’s physical ability to perform, such as a hearing aid, is not included in this definition.

1. Wireless communication devices issued to the driver by the employer for business related purposes:
  - a. May be used only in the case of emergency situations.
  - b. May be used only when vehicle is not in motion or after vehicle comes to a complete stop and pulls over to a safe location
2. The use of personal wireless communication devices are prohibited while the transit vehicle is in motion.
3. All personal wireless communications devices must be turned off with any earpieces removed from the operators' ear while occupying the driver's seat.
4. All drivers will undergo the training program "Curbing Transit Operator Distracted Driving Training" developed in coordination with the Florida Department of Transportation and the United States Department of Transportation Safety Institute once per year.

**Cell Phone/Telephone** – Every employee must have a cell or home number in order to maintain employment.

- Employee to notify office of change of telephone number and address
- Cell phone usage, while driving or seated in a bus, will result in termination of employment. Keep cell in off position until route is completed and back at base.
- Taking pictures of students or any other bus riders at any time while working will result in immediate termination of employment, no exceptions.

**Uniforms – to be worn in yard, bus and office at all times.**

- Approved uniform shirts must be worn daily or driver will be sent home.
- Shoes – No flip flops/strapped back/no open toes (no more than a two (2) inch heel)
- Pants – Neat, no tears, to be worn at waste level. Skirts/dresses & shorts – knee length

**Personal Autos**

- Park in driver parking lot (unless on an evening trip) one spot only
- Do not drive personal vehicle to office prior to checking in or checking out for the day (park bus and then check out)

**School Bus Stops**

- Become familiar with those students that walk home alone or are met by a family member at the drop off stop
- All buses must stop either in front of or beyond an intersection by 50 feet and 200 feet, respectively, if practical or safe when picking up or dropping off passengers
- In the case of a personal emergency (bathroom), while driving you must call the office if you intend to stop prior to arriving at the office. If there are students on

your bus, you cannot leave students unattended at any time. If you are seen making an unauthorized stop, (have not called the office) you may receive a three day suspension without pay or your employment may be terminated.

### **Unattended Children**

- Do not leave a child at a bus stop unattended. If the person who usually picks up the child is not there, do not let the child off the bus. Call the office (with the Child's name and grade) for instructions which generally means to take the child back to the school.

### **Student Pick up and drop off.**

- At no time may a child be allowed off of the bus, once boarded, unless in the case of leaving school, an authorized school representative is present and gives approval. The driver must call the Transportation Office so office personnel at the school can be advised to have an aide go to the bus where a student is requesting to leave so they may accompany the student to the restroom, etc. At any other time while on route a child may only be allowed to exit the bus at an authorized bus stop or to a known family member unless the child, to the best of your knowledge, walks home on their own.

### **Route Directions**

- Route Start and Completion time is determined. This is what your payroll will be based on. See Dana if you have a question about your route time.
- If you have any problem on your route, such as traffic, weather conditions or other reason that causes you to complete the route after the assigned time, have the office approve your timecard on that day (you must call in at the time of the incident).
- If you do not have your Timecard Approved, on that day, you will be paid at the assigned Route Time.
- Route Time includes 15 min for Pre-trip inspection (AM & PM) and Sweep Time.
- Pick up and drop off time as listed in route directions.
- Make corrections, as necessary and inform the "office" immediately.
- Only drive your route as per the route directions. If you feel that you have a more efficient way of completing your route notify Dana or Rich with your suggestion. Do not change the manner in which you drive your route without specific approval from Dana or Rich

### **Bus Walk Through**

- All bus drivers are required to perform a walk through in their bus immediately after the final student has been dropped off.
- Do not drive anywhere to perform the walk through; it must be done immediately upon the last rider leaving the bus in the morning and for all afternoon routes, including Field Trips.
- If it is determined that a driver has not performed the walk through to look for sleepers or articles left on the bus, normal discipline actions will be enforced.

- First offense – One-day suspension without pay.
- Second offense – Three-day suspension without pay.
- Third offense – Termination of employment
- If a child is left on any vehicle, due to non-performance of a walk through, employment will be terminated immediately.
- A bus walk thru must be completed, to look for “sleepers”, lunch boxes, etc. upon drop off at the school or at the last drop off stop.
- Upon parking your bus, you must disengage the ChildCheckmate” system.

### **Bus Front and Back Door**

- Drivers are required to lock all bus doors upon the completion of each morning and afternoon route or any time a bus is parked. Doors are also required to be locked when leaving a bus during a Field Trip
- All drivers are required to sweep their bus clean after the completion of their route or Field Trip

### **Field Trips**

- Read Field Trip thoroughly when you receive the form. Make sure you understand directions. Ask questions, if necessary.
- Make sure customer approval signature appears on Field Trip Form and Trip End time. If you submit a Field Trip that does not contain the customer approval signature and date you will not be paid until you go back to the customer, on your own time, to retrieve signature.
- Hand in Field Trip each day. If the office is closed, put paperwork and keys in the Trip Box located at building entry gate.
- Stay with group while on Field Trip unless the group leader and the office know you are leaving to have some lunch. If you do not have a cell phone you must stay with the group or bus, you can not leave without the office having the ability to contact you, NO EXCEPTIONS
- Depending on the length, time, or day of a Field Trip you may be required to take an un-paid lunch or dinner break during the trip.
- Driver to explain Emergency procedures and sign Field Trip Form as done.

### **Air Conditioning**

- While waiting at school for PM riders, either shut engine and A/C or have one bus engine running with all drivers waiting in bus for dismissal.
- When waiting at a Field Trip location (the bus is parked and not moving), for riders to return to your bus, the air conditioning must be turned off. If the air conditioning is not turned off the battery may drain and cause the engine to shut off or prohibit the restarting of the engine.
- If it is brought to my attention that any driver, chooses to run the air-conditioning, in violation of the above policy, they will be terminated from employment.
- Please respect your bus as if it is your own. If you do, it will operate efficiently and make your job more pleasurable.

### **Bullying/Fighting**

- All drivers to keep aware of Bullying situations that arise on the school bus or as riders wait to enter bus or leave. Report all instances to the office.
- If a fight breaks out on your school bus: Pull over, call office and explain the problem, give exact location of your bus. The office will call the authorities. Do not intervene in the fight. Tell the participants to "stop" and tell everyone else to "get back".

### **Drivers**

- Make sure your license, medical cards and vendor badges are current and in your possession each day. Vendor badges must be worn each day.
- Must request "Time Off" two weeks in advance by use of "Time Off Request" Form
- Any disrespect to supervisors, office staff, mechanics, fellow drivers, or any school personnel, children or parents may result in immediate termination of employment.
- All drivers are required to greet boarding passengers with "Hello" and wish them a good day when they leave.
- No unapproved stops to take care of personal issues.
- Enter and exit through the front of the building only.
- Respect Chain of Command; Dispatch, Supervisors, Manager
- Notify Office immediately if an injury is sustained at work,
- Respect all MPH signs on Roads, Schools, and Field Trip locations. School and Bus parking lots normally do not exceed 5 MPH.

### **Other:**

- No personal use of fax, copier, or any office equipment without the express consent of Rich or Dana
- Down Bus. If a bus is "down" for any reason i.e. inspection or repair do not give Dispatch a hard time, accept another bus without complaining
- High School PM pick up: Do not "hold" spots for another bus
- PM drivers that clock in at 1:00 pm will leave base at 1:15 pm, drivers that clock in at 1:15 pm will leave at 1:30 pm
- Bus "Write Up" forms for problem student riders are to be prepared by driver. This is your responsibility, and you are not to "forget" about the problem for another day. Do not ask Dispatch to write up the issue. If you need help with the "Write Up" ask.
- Keep aware of bus fuel. Leave your bus on the fuel line only if it is below one half full, unless you will be going on a Field Trip

Sign, that you have read and acknowledged the Company's **Policies and Procedures and Non-Harassment Policy** as described herein. Also, you will ask Management (either Rich Passero or Dana Dixon) for a further explanation on any item that you do not fully understand.

\_\_\_\_\_ (Print)  
Read and understood,  
Driver Signature

\_\_\_\_\_ (Signature)

\_\_\_\_\_  
Date

Copy to Driver

Updated Aug 2023

Copy of signed signature page to be placed in employee file

## **Non-Harassment Policy**

It is **Transportation Authority's** policy to prohibit intentional and unintentional harassment of or against job applicants, contractors, interns, volunteers or employees by another employee, supervisor, vendor, customer or any third party on the basis of actual or perceived race, color, creed, religion, national origin, ancestry, citizenship status, age, sex or gender (including pregnancy, childbirth and pregnancy-related conditions), gender identity or expression (including transgender status), sexual orientation, marital status, military service and veteran status, physical or mental disability, genetic information or any other characteristic protected by applicable federal, state or local laws (referred to as "protected characteristics"). Such conduct will not be tolerated by **Transportation Authority**.

The purpose of this policy is not to regulate our employees' personal morality, but to ensure that no one harasses another individual in the workplace, including while on Company premises, while on Company business (whether or not on Company premises) or while representing the Company. In addition to being a violation of this policy, harassment or retaliation based on any protected characteristic as defined by applicable federal, state, or local laws also is unlawful. For example, sexual harassment and retaliation against an individual because the individual filed a complaint of sexual harassment or because an individual aided, assisted or testified in an investigation or proceeding involving a complaint of sexual harassment as defined by applicable federal, state, or local laws are unlawful.

### **Harassment Defined**

Harassment generally is defined in this policy as unwelcome verbal, visual or physical conduct that denigrates or shows hostility or aversion towards an individual because of any actual or perceived protected characteristic or has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

Harassment can be verbal (including slurs, jokes, insults, epithets, gestures or teasing), visual (including offensive posters, symbols, cartoons, drawings, computer displays, text messages, social media posts or e-mails) or physical conduct (including physically threatening another, blocking someone's way, etc.). Such conduct violates this policy, even if it does not rise to the level of a violation of applicable federal, state or local laws. Because it is difficult to define unlawful harassment, employees are expected to behave at all times in a manner consistent with the intended purpose of this policy.

### **Sexual Harassment Defined**

Sexual harassment can include all of the above actions, as well as other unwelcome conduct, such as unwelcome or unsolicited sexual advances, requests for sexual favors, conversations regarding sexual activities and other verbal, visual or physical conduct of a sexual nature when:

- submission to that conduct or those advances or requests is made either explicitly or implicitly a term or condition of an individual's employment; or

- submission to or rejection of the conduct or advances or requests by an individual is used as the basis for employment decisions affecting the individual; or
- the conduct or advances or requests have the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

Examples of conduct that violate this policy include:

1. unwelcome flirtations, leering, whistling, touching, pinching, assault, blocking normal movement;
2. requests for sexual favors or demands for sexual favors in exchange for favorable treatment;
3. obscene or vulgar gestures, posters or comments;
4. sexual jokes or comments about a person's body, sexual prowess or sexual deficiencies;
5. propositions or suggestive or insulting comments of a sexual nature;
6. derogatory cartoons, posters and drawings;
7. sexually-explicit e-mails, text messages or voicemails;
8. uninvited touching of a sexual nature;
9. unwelcome sexually-related comments;
10. conversation about one's own or someone else's sex life;
11. conduct or comments consistently targeted at only one gender, even if the content is not sexual; and
12. teasing or other conduct directed toward a person because of the person's gender.

### **Reporting Procedures**

If the employee has been subjected to or witnessed conduct which violates this policy, the employee should immediately report the matter to the **Dana Dixon**. If the employee is unable for any reason to contact this person, or if the employee has not received an initial response within five (5) business days after reporting any incident of what the employee perceives to be harassment, the employee should contact **Richard Passero**. If the person toward whom the complaint is directed is one of the individuals indicated above, the employee should contact **Richard Passero**.

### **Investigation Procedures**

Every report of perceived harassment will be fully investigated, and corrective action will be taken where appropriate. All complaints will be kept confidential to the extent possible, but confidentiality cannot be guaranteed. All employees must cooperate with all investigations conducted pursuant to this policy.

### **Retaliation Prohibited**

In addition, the Company will not allow any form of retaliation against individuals who report unwelcome conduct to management or who cooperate in the investigations of such reports in accordance with this policy. If the employee has been subjected to any such retaliation, the

employee should report it in the same manner in which the employee would report a claim of perceived harassment under this policy.

Violation of this policy including any improper retaliatory conduct will result in disciplinary action, up to and including termination.

## Transportation Authority LLC

### Benefit Program:

#### School Bus Transportation Department:

- Nine Paid Holidays –
- Health Insurance – Employee's pay \$50 per month toward premium.
- Uniforms- Uniforms are provided at no cost.
- Office staff and Mechanic receive one week vacation after one year of employment and two weeks after five years of employment.
- Matching (2%) 401 K Plan

#### Senior Transportation Department:

- Nine Paid Holidays
- Health Insurance – Employee's pay \$50 per month toward premium.
- Uniforms- Uniforms are provided at no cost.
- Office staff and drivers receive one week vacation after one year of employment and two weeks after five years of employment.
- Matching (2%) 401 K Plan

# **Basic School Bus Operator Curriculum**

# Acknowledgments

We would like to recognize and show our sincere appreciation to the Florida Association for Pupil Transportation School Bus Operator Curriculum Committee and the Operations Committee for their dedication and cooperation in completing this project and updating a document of this magnitude.

## **Florida Association for Pupil Transportation School Bus Operator Curriculum Committee:**

Jack Shelton-Chairman  
Malcolm Murphy  
Hugh Mills  
Benny Moore  
Joan Rickle  
Blanche Young  
Rebecca Pressley  
Leonard Conway  
Dearl Seelinger

## **Florida Association for Pupil Transportation Operations Committee:**

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Julie Murphy-Seminole School District  
Billie Fitzgerald-Broward School District  
Louise Piper-St. Lucie School District  
Mike Connors-Escambia School District  
Nancy Blackwelder-Pinellas School District  
Linda Fultz-Citrus School District  
Mike Livingston-Brevard School District  
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Alex Miller-Miami-Dade School District  
Ronnie H. McCallister-Florida Department of Education  
L. Kay Kanupp-Florida Department of Education

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# Course Guide:

## Basic School Bus Operator Curriculum

### Using the Curriculum

The Florida Department of Education's Basic School Bus Operator Curriculum was developed to provide a comprehensive course for beginning school bus operators to promote the state's goal of providing safe, efficient, and dependable student transportation services. This curriculum seeks to promote uniformity of instruction to provide a standard learning experience across the state. It is intended to be a framework to teach the 20 hours of classroom instruction required for every new school bus operator.

This curriculum was designed to be as flexible as possible to accommodate local school district procedures. Instructors should review the course content and customize the materials to satisfy local district policies.

Instructors should use all resources available to get each participant involved in the learning process. The curriculum's content, performance objectives, and learning experiences are designed to promote the acquisition of driving skills and the knowledge necessary for safe school bus operations.

### Format

The curriculum is divided into 14 units, each of which deals with a specific aspect of student transportation. Each unit has an introductory page containing the unit number, title, and an overview of the unit, including the following:

- Audio-Visual Materials – a list of available audio-visual materials that support the unit. (Most videos can be borrowed from the Department of Education's Student Transportation Management library.)
- Equipment – equipment needed to teach the unit.
- References – list of all sources referred to throughout the unit.
- Optional Strategies – unique presentation ideas to vary delivery of instruction.
- Objectives – information the operator should understand after the unit has been taught.

The remaining pages of each unit contain the core content presented in a PowerPoint format. The top of the page is the PowerPoint slide presented to the participants. The bottom of the page provides the content the instructor should teach. There are strategies suggested to encourage participant involvement; whenever possible, we encourage the trainers to further illustrate information with examples.

There is a sample test included for each unit, along with all pertinent transportation rules and laws. For each unit test, school districts are encouraged to add questions about the local district policies and procedures that have been presented.

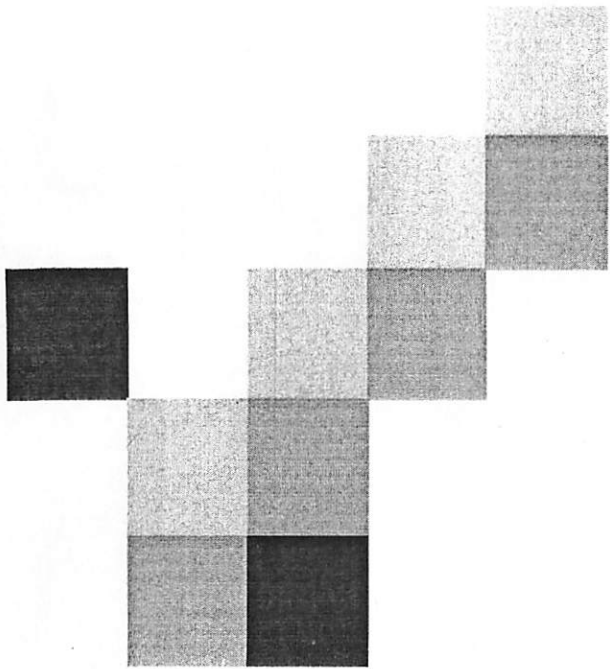
## **Continued Learning**

After completing this course, school bus operators are expected to reinforce and expand their learning through periodic in-service instruction.

The School Transportation Management Section of the Florida Department of Education is willing to assist in the required annual in-service instruction for school bus operators on an as-needed basis.

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# UNIT I

## SCHOOL BUS OPERATOR ROLES AND RESPONSIBILITIES

# BUS DRIVER

IS JUST A JOB TITLE



OUR JOB IS



Nurse, Counselor, Baby sitter



Truant officer



Friend, Nanny, Coach



Mentor



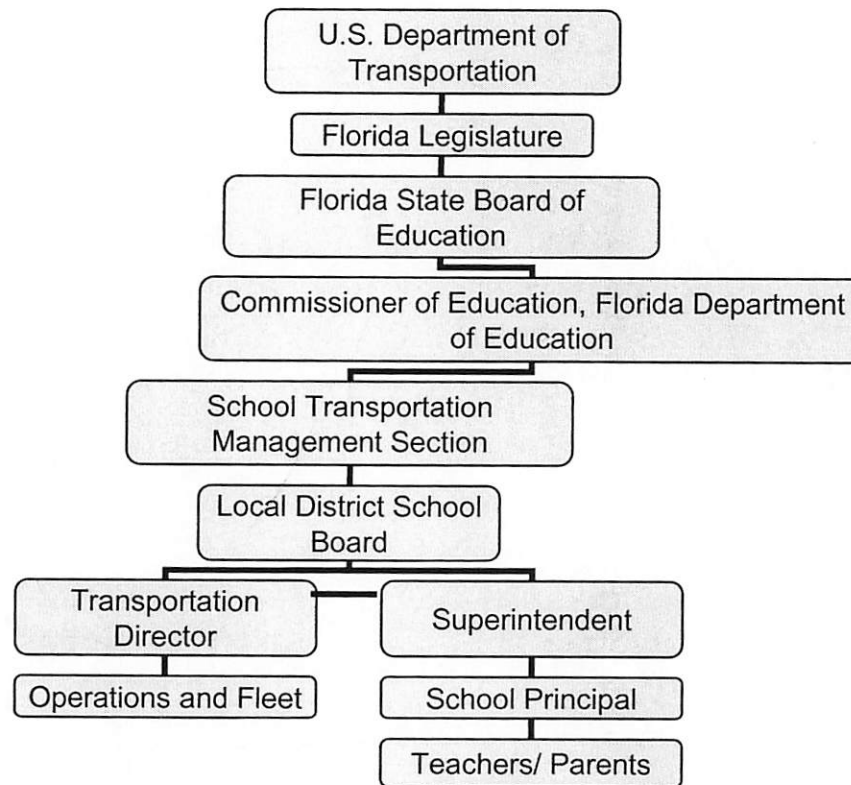
# Operator Roles and Responsibilities

## Topics to be discussed:

- Responsibilities of the student transportation team members
- Requirements for becoming a school bus operator
- Types of requirements governing student transportation
  - Laws
  - Rules/ Regulations
  - Policies
  - Recommendations
- Gaining and maintaining professional status

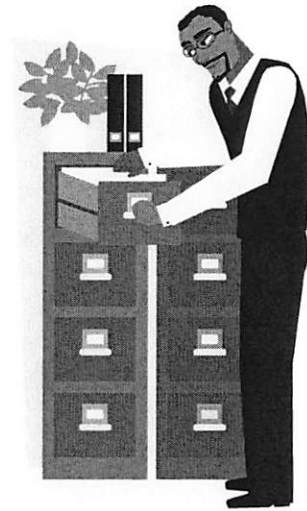


# The Transportation Team National and State



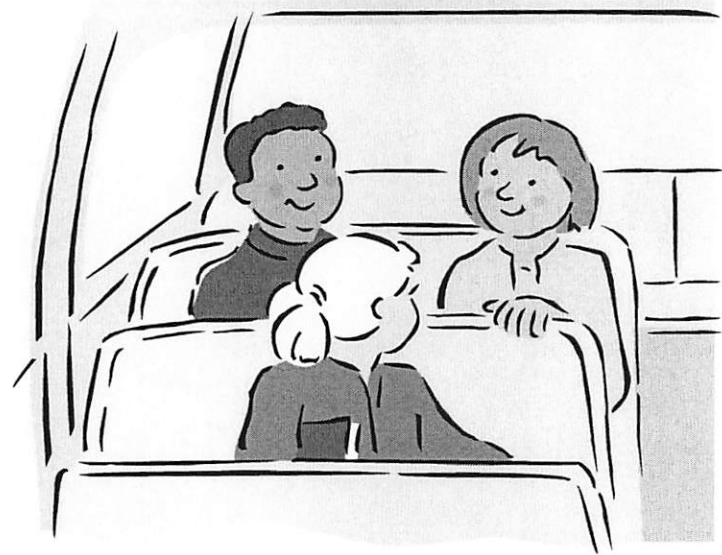
# The Local Transportation Team

- Transportation Directors
- Service Managers/Technicians
- Route Coordinators
- Bus Operators



# The Local Transportation Team (continued)

- Attendants
- Students
- Parents
- Chaperones



# Requirements for Becoming a School Bus Operator

## A school bus operator must:

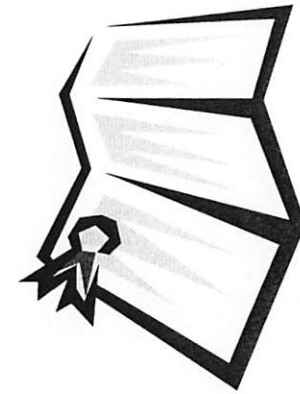
- have at least five years of licensed driving experience.
- undergo a criminal background check.
- hold a valid Commercial Drivers License with a Passenger and School Bus endorsement.
- complete 40 hours of training with at least 20 hours in a classroom and at least eight hours behind the wheel.
- be capable of completing written forms and reports.
- pass the district's dexterity test.
- pass a physical exam that demonstrates that he/she is:
  - ◆ in good physical and mental health, and
  - ◆ able-bodied.

[6A-3.0141, FAC, Employment of School Bus Drivers]



# Requirements for Becoming a School Bus Operator (continued)

- possess a Certificate of Training from the Department of Education issued by the district.
- submit to the required drug testing program conducted for all employees who hold a Commercial Drivers License, including:
  - pre-employment testing,
  - random testing,
  - post-accident testing,
  - reasonable suspicion testing, and
  - return-to-duty testing.



# Laws and Rules/Regulations

## LAWS:

Requirements established by a legislative body that must be followed.

## RULES/REGULATIONS:

Guidelines established by an administrative department that must be followed.



# Policies and Recommendations



## POLICIES:

Local requirements that are not enforced by a federal or state agency.

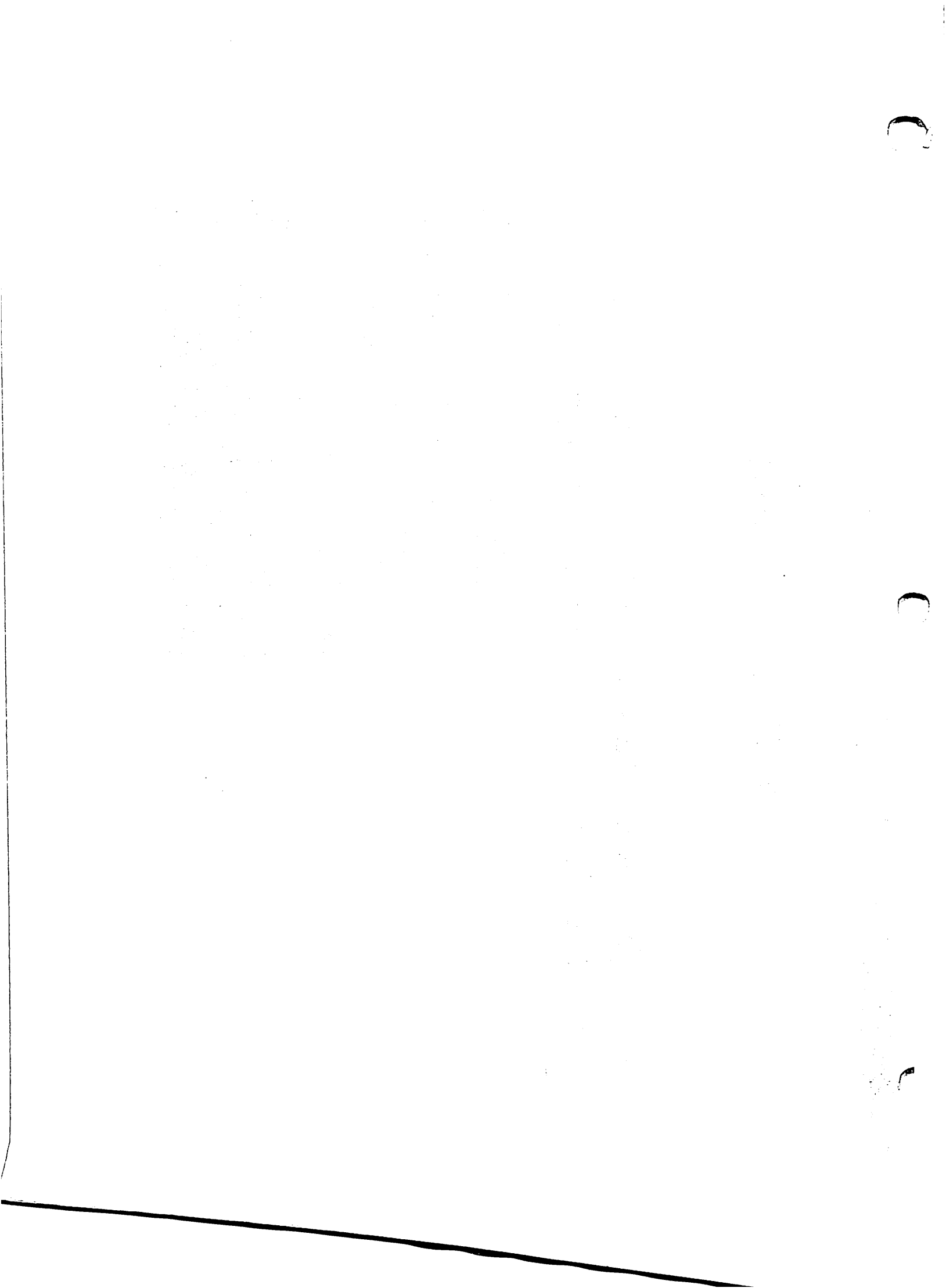
## RECOMMENDATIONS:

Guidelines that should be followed.

# Professionalism

A school bus operator should exhibit traits that are characteristic of all professionals.





# Summary

We reviewed:

- Student Transportation Team Members
- Requirements for School Bus Operators
- Requirements for Student Transportation
- Professionalism

UNIT 1 TEST

1. Every year a school bus operator must do which of the following to be certified to drive a bus in Florida:
  - a. Complete a physical, eight hours of safety training, and a written application for employment
  - b. Complete eight hours of safety training, a dexterity test, and a written test
  - c. Complete a physical, eight hours of safety training, and a dexterity test
  - d. Complete a dexterity test, a written test, and a physical
  
2. Which of the following are not members of the transportation team?
  - a. Parents
  - b. Principals
  - c. Technicians
  - d. School Custodians
  
3. The major goal of a school bus operator is a safe ride for each and every student every time.
  - a. True
  - b. False
  
4. The roles and responsibilities of a school bus operator are many and varied. Which is not a role or responsibility?
  - a. Drive only in good physical and mental condition
  - b. Obey all laws, rules, regulations, and policies
  - c. Complete all appropriate bus inspections
  - d. Serve cookies and punch each morning
  
5. What kind of license does a person have to possess to operate a school bus?
  - a. Class A CDL
  - b. Class B CDL with a P endorsement
  - c. Class B CDL with a P & S endorsement
  - d. Class D CDL
  
6. Are school bus operators required to be drug and alcohol tested?
  - a. No
  - b. Yes
  
7. A school bus driver is not a professional person.
  - a. True
  - b. False

8. Driving a school bus is just like driving a car.

- a. True
- b. False

9. How wide is the body of the school bus?

- a. 7 ½ feet
- b. 8 feet
- c. 8 ½ feet
- d. 9 feet

10. How important are mirrors on the school bus?

- a. You can drive without them
- b. Very important

8. Driving a school bus is just like driving a car.

- a. True
- b. False

9. How wide is the body of the school bus?

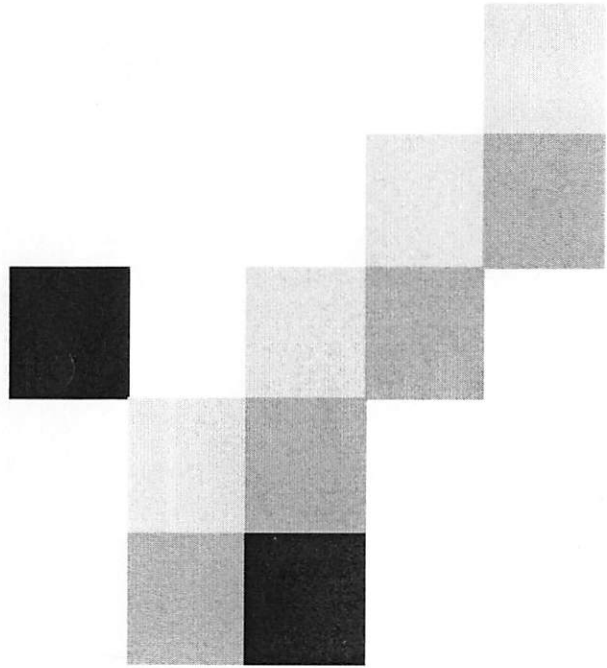
- a. 7 ½ feet
- b. 8 feet
- c. 8 ½ feet
- d. 9 feet

10. How important are mirrors on the school bus?

- a. You can drive without them
- b. Very important

UNIT II TEST

1. The length of a bus will affect:
  - a. Travel over bridges and on overpasses
  - b. Turning, merging, and changing lanes
  - c. Turning and swaying
  - d. Loading small children
  
2. How wide is a standard school bus?
  - a. 8 feet with mirrors
  - b. 13 feet with mirrors
  - c. 7 feet with mirrors
  - d. 10 feet with mirrors
  
3. A 65 passenger conventional school bus is approximately how long?
  - a. 40 feet
  - b. 65 feet
  - c. 35 feet
  - d. 75 feet
  
4. You can stop a loaded bus as fast as you can an empty bus.
  - a. True
  - b. False
  
5. Which area listed below is not a danger zone?
  - a. Immediately in front of the bus
  - b. On top of the bus
  - c. Driver's side of the bus
  - d. Right side of the bus
  
6. The height of a school bus (excluding antennas and other equipment) is:
  - a. 8-9 feet
  - b. 9-10 feet
  - c. 10-11 feet
  - d. 9-11 feet
  
7. A school bus operator does not need to know much about the physical dimensions e.g., (size, weight) of the bus:
  - a. True
  - b. False



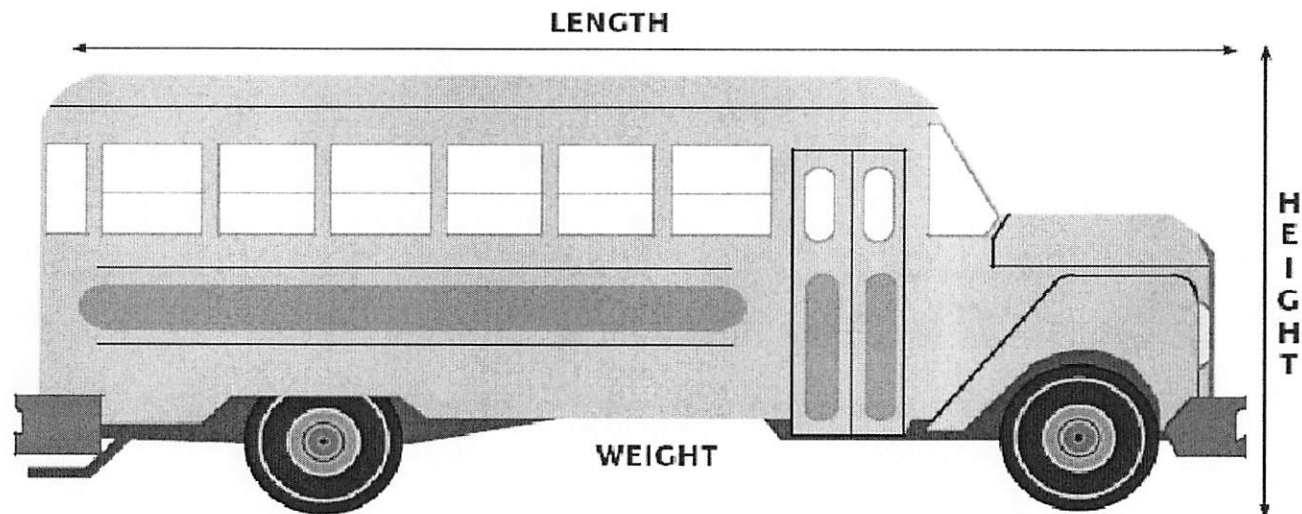
## UNIT II

**BECOMING FAMILIAR WITH  
THE SCHOOL BUS VEHICLE**

# Becoming Familiar with the School Bus Vehicle

## Topics to be discussed:

- Legal Descriptions
- Physical Characteristics
- Danger Zones



# What is a School Bus?

“...A ‘school bus’ is a motor vehicle regularly used for the transportation of pre-kindergarten disability program and kindergarten through grade 12 students of the public schools to and from school or to and from school activities

and

owned, operated, rented, contracted, or leased by any district school board...”

Section 1006.25(1), Florida Statutes



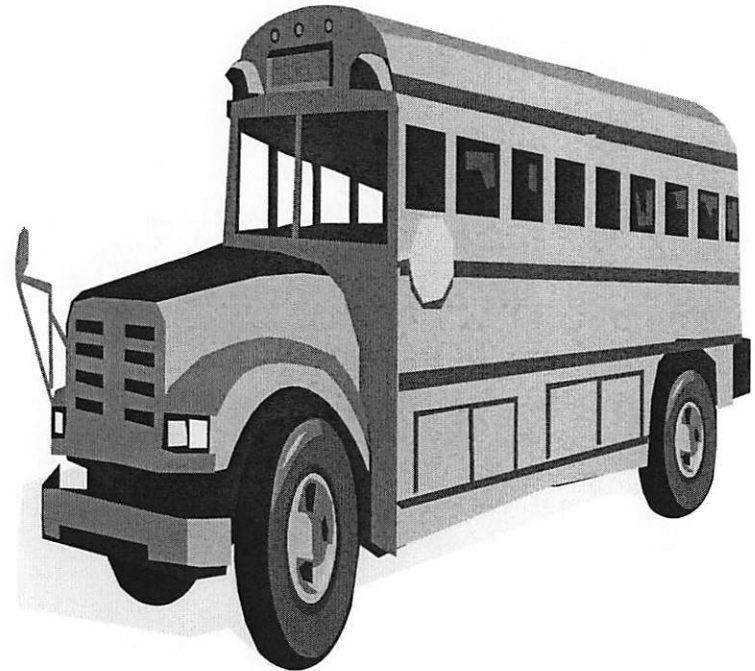
# Challenges caused by width:

- Maneuvering in a lane

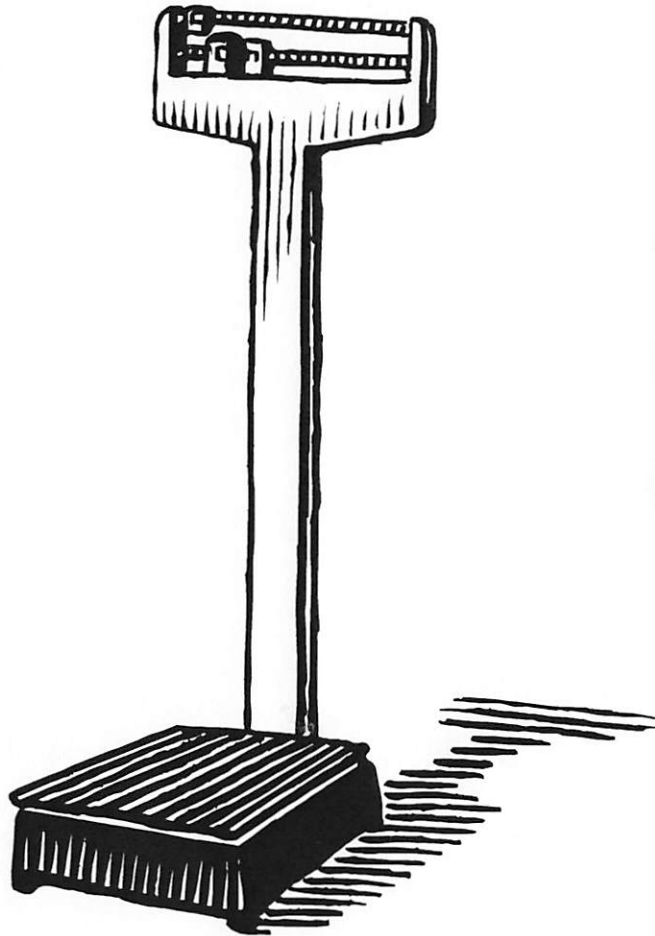


## Challenges caused by height:

- Maneuvering under canopies at school loading zones/ overpasses
- Steering due to high center of gravity

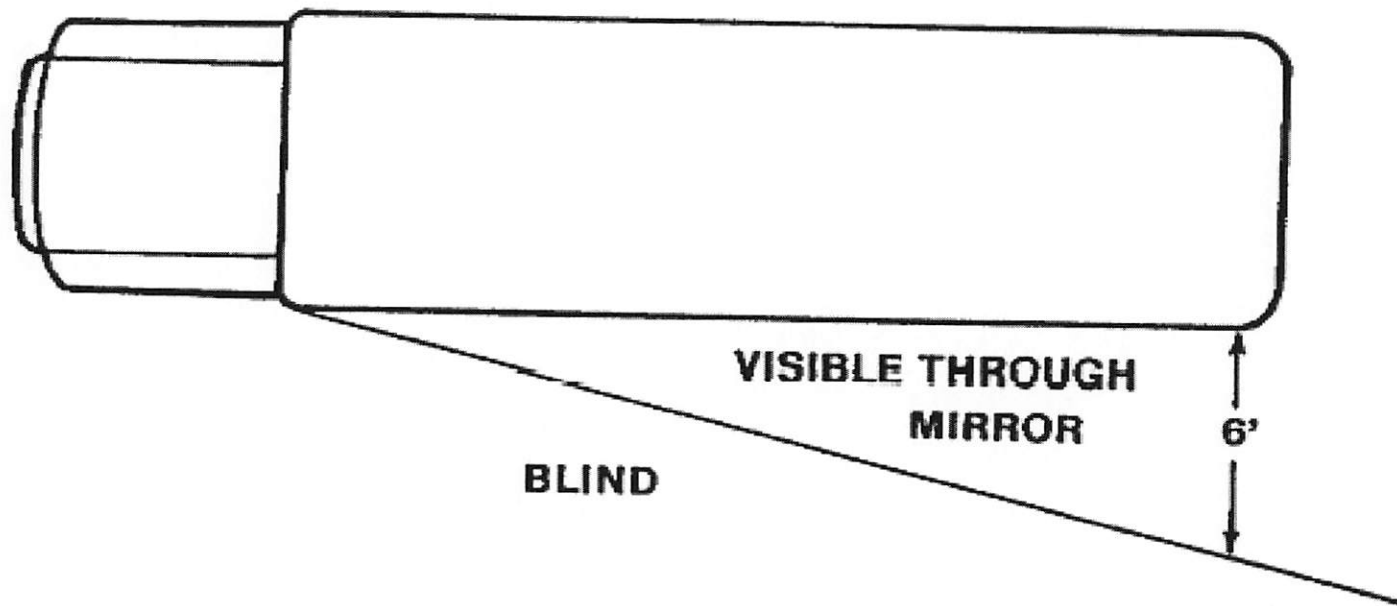


# Challenges caused by weight:

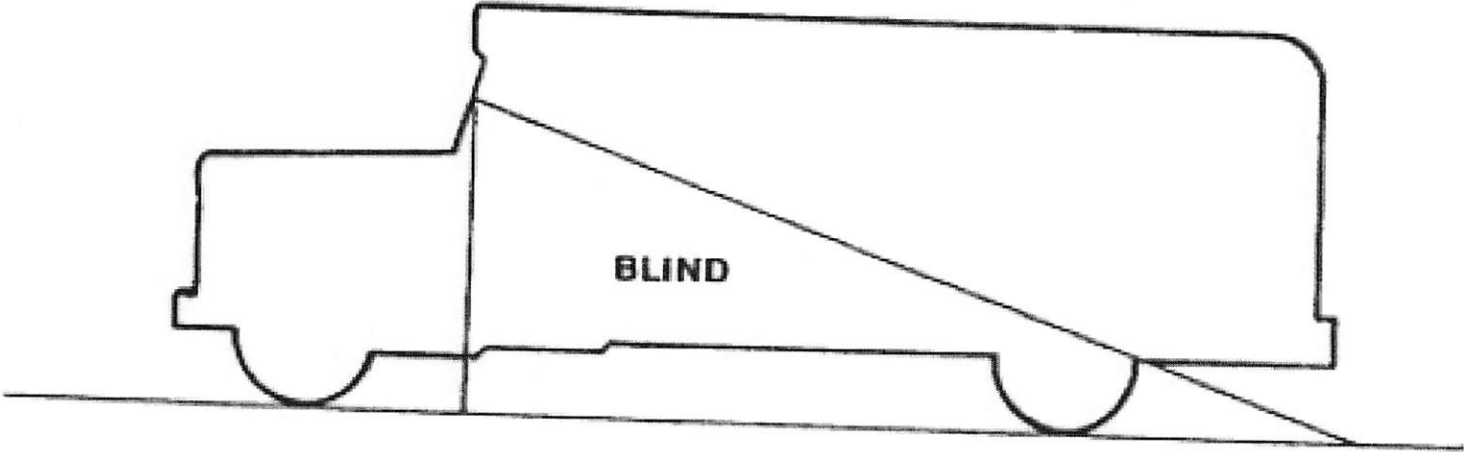


- Crossing bridges
- Acceleration
- Braking distance

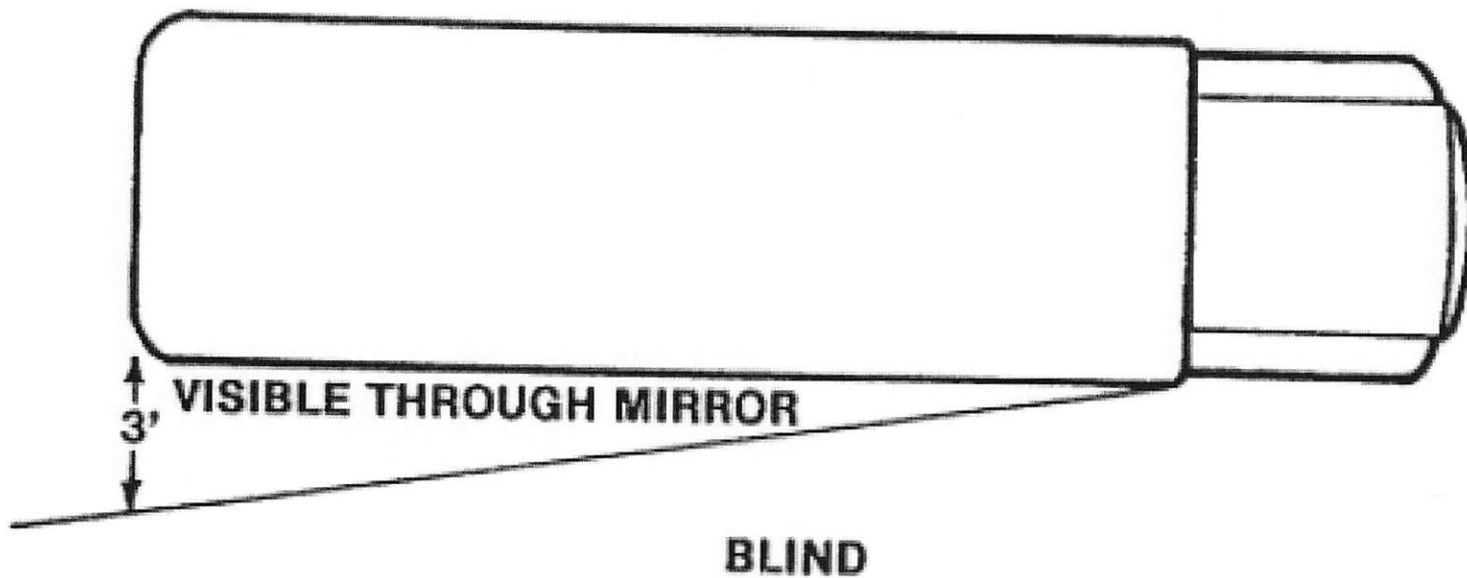
# Blind Spot—Left Side Horizontal



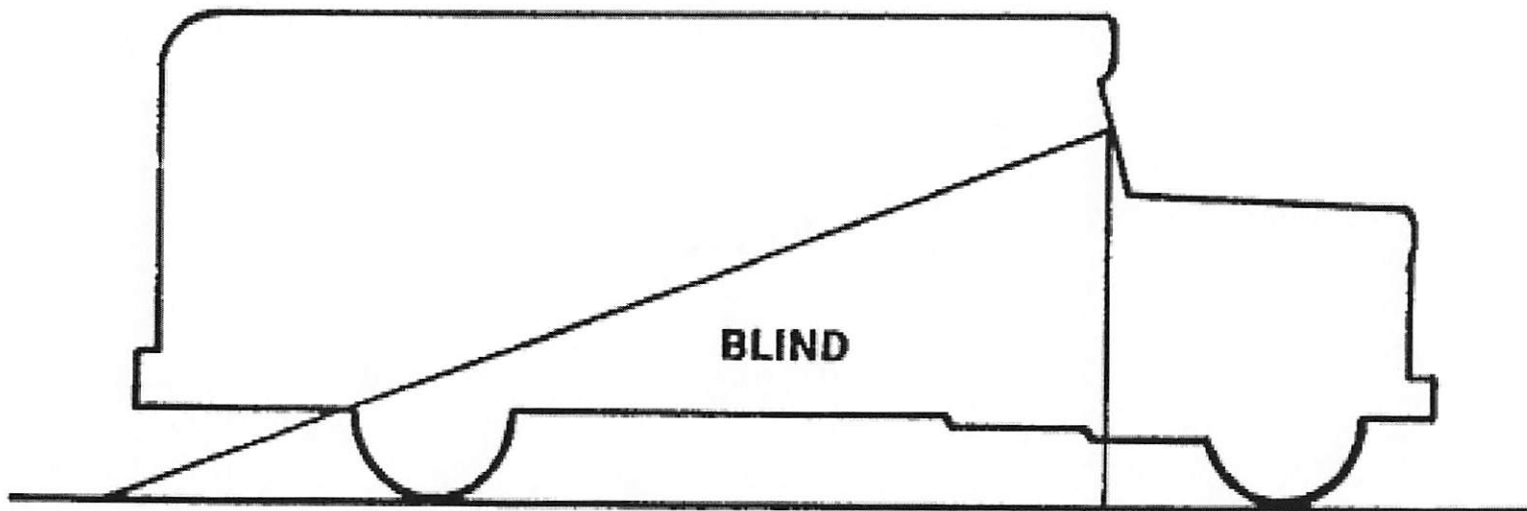
# Blind Spot—Left Side Vertical



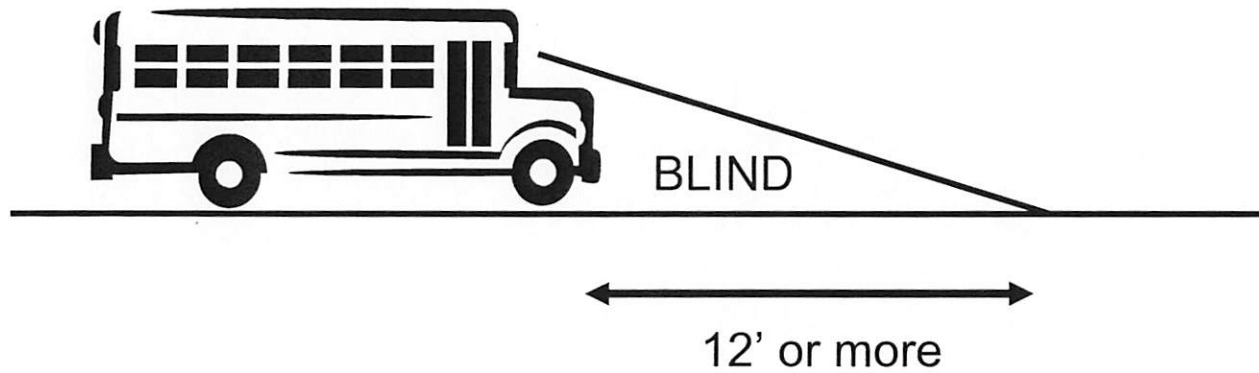
# Blind Spot—Right Side Horizontal



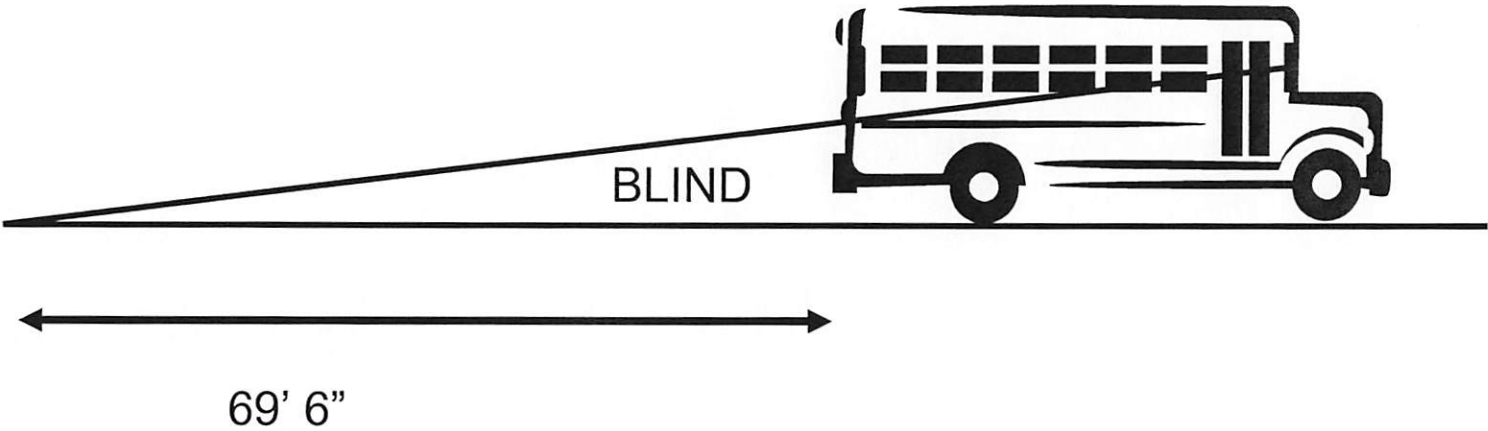
# Blind Spot—Right Side Vertical



# Blind Spot—Front



# Blind Spot—Rear





# Summary

We reviewed:

- Legal definitions
- Physical characteristics
- Danger zones

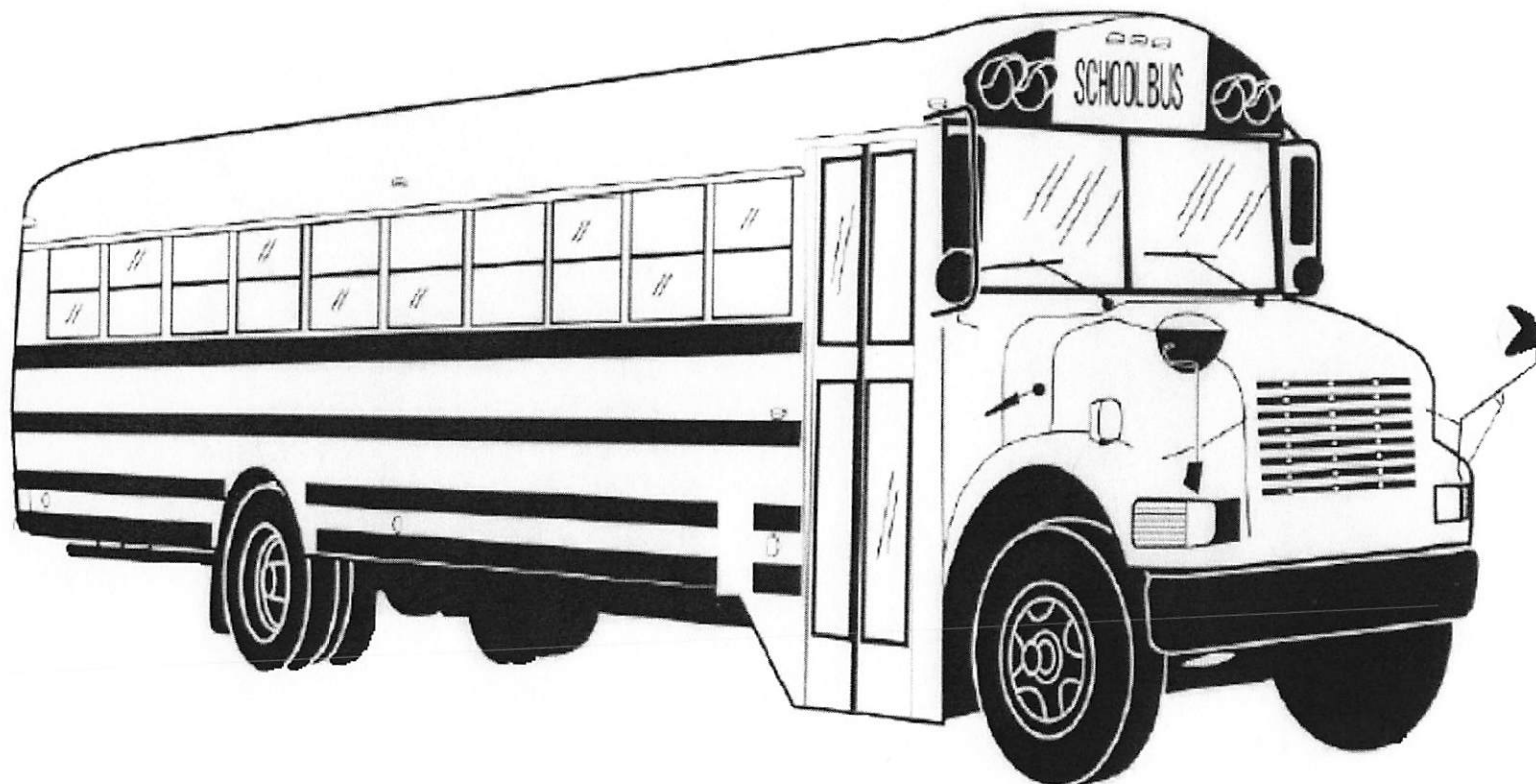
# Type A



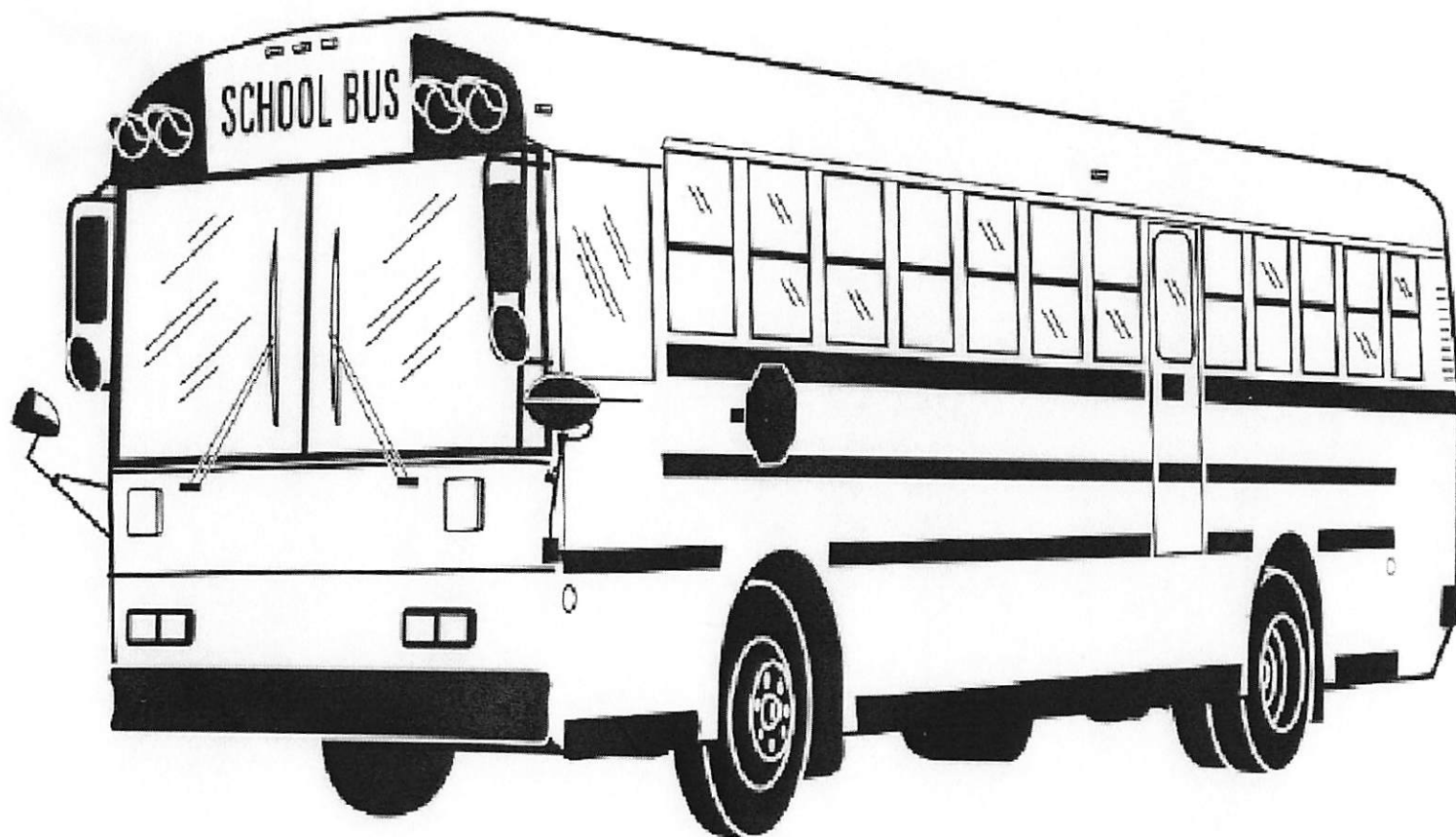
# Type B



# Type C

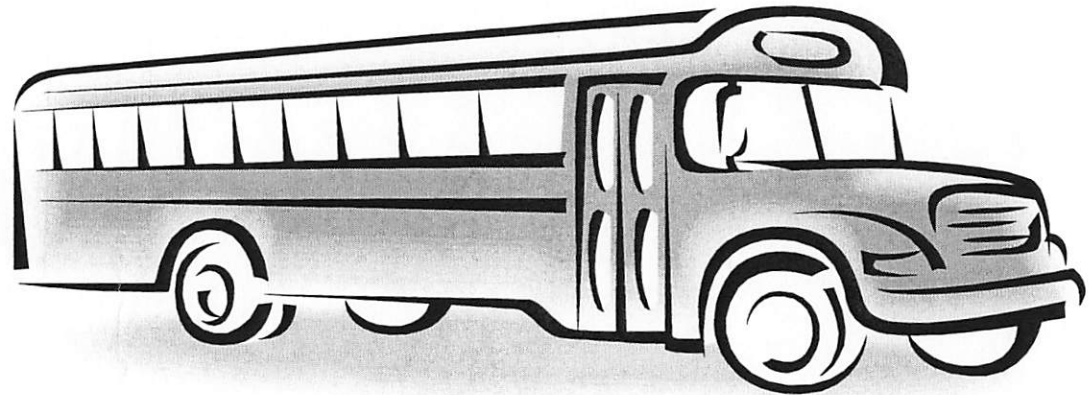


# Type D



## **Challenges caused by length:**

- Merging
- Turning
- Bumps
- Backing
- Parking



UNIT II TEST

1. The length of a bus will affect:
  - a. Travel over bridges and on overpasses
  - b. Turning, merging, and changing lanes
  - c. Turning and swaying
  - d. Loading small children
  
2. How wide is a standard school bus?
  - a. 8 feet with mirrors
  - b. 13 feet with mirrors
  - c. 7 feet with mirrors
  - d. 10 feet with mirrors
  
3. A 65 passenger conventional school bus is approximately how long?
  - a. 40 feet
  - b. 65 feet
  - c. 35 feet
  - d. 75 feet
  
4. You can stop a loaded bus as fast as you can an empty bus.
  - a. True
  - b. False
  
5. Which area listed below is not a danger zone?
  - a. Immediately in front of the bus
  - b. On top of the bus
  - c. Driver's side of the bus
  - d. Right side of the bus
  
6. The height of a school bus (excluding antennas and other equipment) is:
  - a. 8-9 feet
  - b. 9-10 feet
  - c. 10-11 feet
  - d. 9-11 feet
  
7. A school bus operator does not need to know much about the physical dimensions e.g., (size, weight) of the bus:
  - a. True
  - b. False

8. Driving a school bus is just like driving a car.

- a. True
- b. False

9. How wide is the body of the school bus?

- a. 7 ½ feet
- b. 8 feet
- c. 8 ½ feet
- d. 9 feet

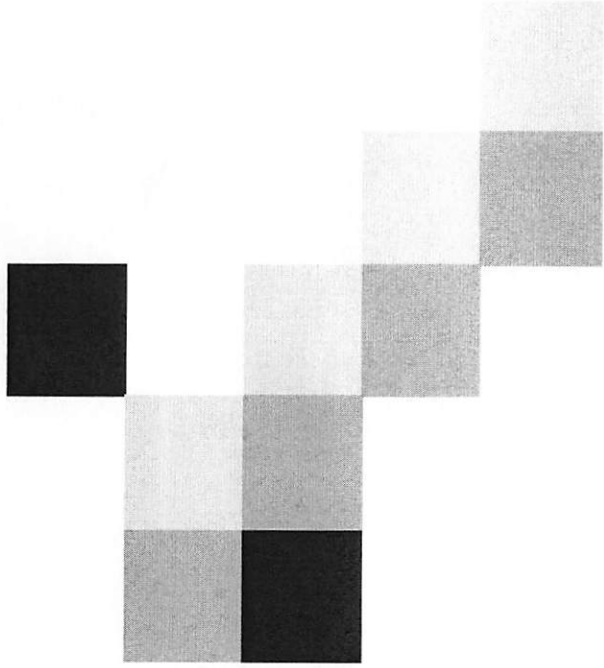
10. How important are mirrors on the school bus?

- a. You can drive without them
- b. Very important



# UNIT III

## SCHOOL BUS VEHICLE INSPECTIONS



# UNIT III

## SCHOOL BUS VEHICLE INSPECTIONS

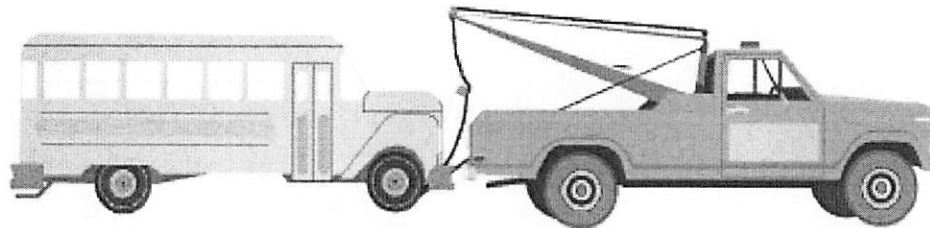
# Vehicle Inspection Topics

- Reasons for performing inspections
- Types of vehicle inspections
- Common unsafe conditions
- Pre-trip inspection procedure
- Between-trip inspection procedure
- Post-trip inspection procedure
- Reporting unsafe conditions



# Why Should I Conduct Inspections?

- Safety of passengers
- Legally required (State Board of Education Rules)
- Reduce frustration to driver
- Prevent breakdowns
- Eliminate/reduce delay and inconvenience to passengers
- Prolong life of the bus/reduce transportation costs

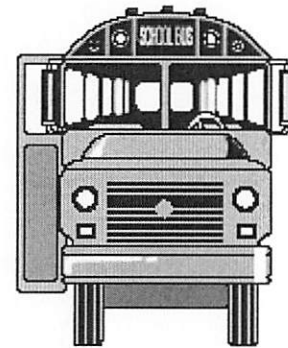


# Department of Education Inspection Requirements

Rule 6A-3.0171 (2)(e) 3.t., FAC

Responsibilities of the school bus driver:

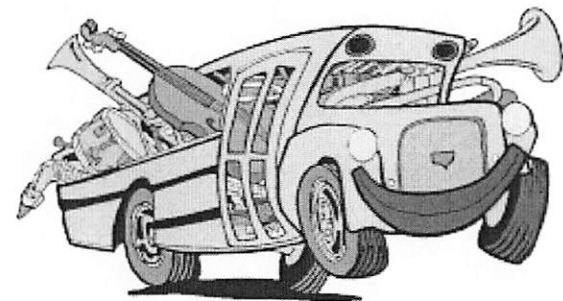
To inspect the bus at least daily prior to the beginning of the first daily trip or more often as required by the school district and to report any defect affecting safety or economy of operation immediately to authorized service personnel. The inspection shall include all items identified in the procedures related to the mandatory daily inspection in the Basic School Bus Driver Curriculum.



# Driving Unsafe Vehicles

An operator shall not drive or move a vehicle that:

- Is in such an unsafe condition as to endanger a person
- Does not contain all the required equipment in proper condition
- Is equipped in violation of the vehicle specifications



# Types of Vehicle Inspections:

- Required monthly inspections by garage technicians
- Pre-trip
- Between-trip
- Post-trip
- Commercial Drivers License pre-trip





# Common Safety Concerns

- Body condition
- First aid kits
- Noisy exhaust
- Pupil warning lights
- Parking brakes
- Tire tread
- Steps
- Steering lash
- Clearance lights
- Emergency door
- Stop/ tail lights
- Defrosters
- Service brakes
- Wipers
- Seats
- Service door
- Mirrors

# Operator Responsibility for Pre-Trip Inspection

- Follow regular procedures
- Use the district's approved checklist
- Check inside and outside the bus
- Listen to the engine
- Check the gauges
- Report all defects

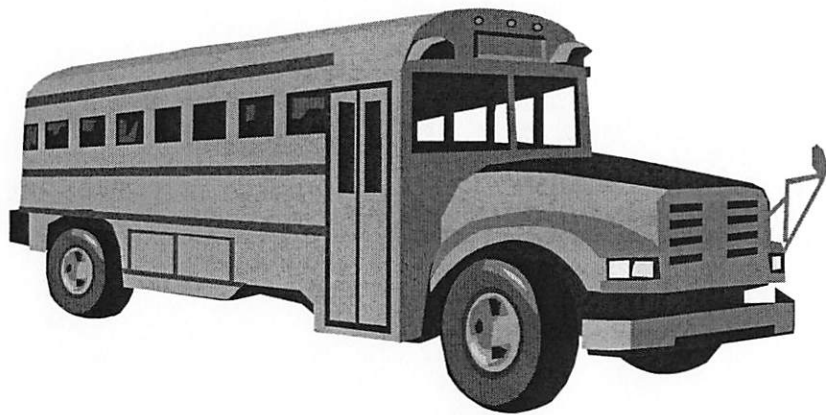


# Major Components of the Pre-trip inspection

- Approach to the vehicle
- Engine compartment
- Operator's compartment
- Outside walk-around
- Inside check
- Final outside check
- Departure

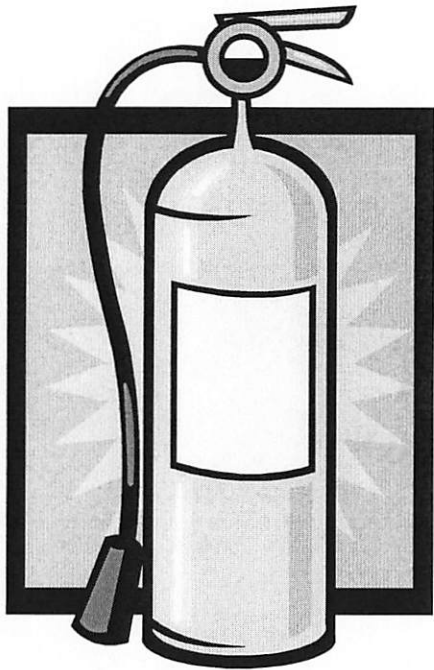


# Approach to the Vehicle:



- Look for fluid leaks on the ground
- Observe the bus's physical appearance
- Check for vandalism or tampering

# Operator's compartment check:



- Service door area
- Fire extinguisher
- Reflective Triangles
- First aid kit

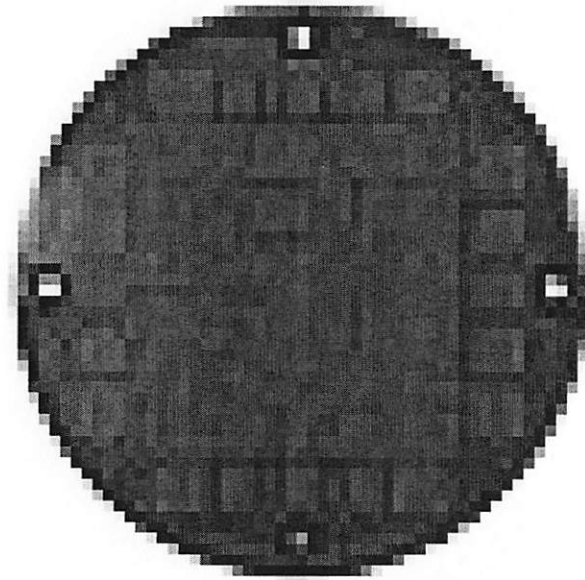
# Operator's compartment check: (continued)



- Body fluid clean-up kit
- Operator's seat area
- Gauges and warning lights
- Mirror adjustment

# Operator's compartment check: (continued)

- Warning devices for the brake system
- Remaining components of the operator compartment
- Light indicators





# Outside walk-around:

## After stepping off of the bus

### Right Side:

- Check the right side exterior rear-view mirror to ensure it is secure.
- Check the right front tire and wheel. Check the tread, inflation, and condition of the tire. Check the condition of the wheels including lug nuts. Shiny or rusty spots may indicate looseness.
- Grease streaks on the wheel may indicate problems with the wheel seal.
- Check that the crosswalk mirror(s) on the right front bumper is/are secure.
- Check to ensure that the right turn signal is undamaged, clean, and flashing.
- Check the clear and amber lights (should be illuminated).
- Check the cleanliness and the condition of the side reflectors, both amber and red.
- Check the bus body for damage.
- Check the condition and cleanliness of all windows.



# **Outside walk-around: (continued)**

## Front:

- Check to ensure that the student stoplights (red) are clean and alternately flashing.
- Student crossing arm (when equipped) should be extended.
- High beam headlights should be undamaged, clean, and working.
- Lettering should be legible.
- Front clearance and identification (ID) lights (amber) should be undamaged, clean, and working.
- Check fuel tank area, ensuring that there are no leaks and that the cap is tight.

# Outside walk-around: (continued)

Left side:

- Check to ensure that the left turn signal is undamaged, clean, and flashing.
- Check that the crosswalk mirror(s) on the left front bumper is/are secure.
- Check the left front tire and the wheel in the same manner as the right side.
- Front stop arm should be extended and red lights flashing.
- Clearance lights (amber) should be illuminated.
- Check the condition and cleanliness of all windows.
- Check the cleanliness and the condition of the side reflectors (amber and red).
- Check security of battery door.
- Lettering should be legible.
- Left side emergency door (if equipped) should open easily and buzzer should be operational.
- Check bus body for damage.
- Rear stop arm (if equipped) should be extended and red lights flashing.
- Check left rear tires and wheels. Check tread, inflation, and condition of tires.

# Outside walk-around: (continued)

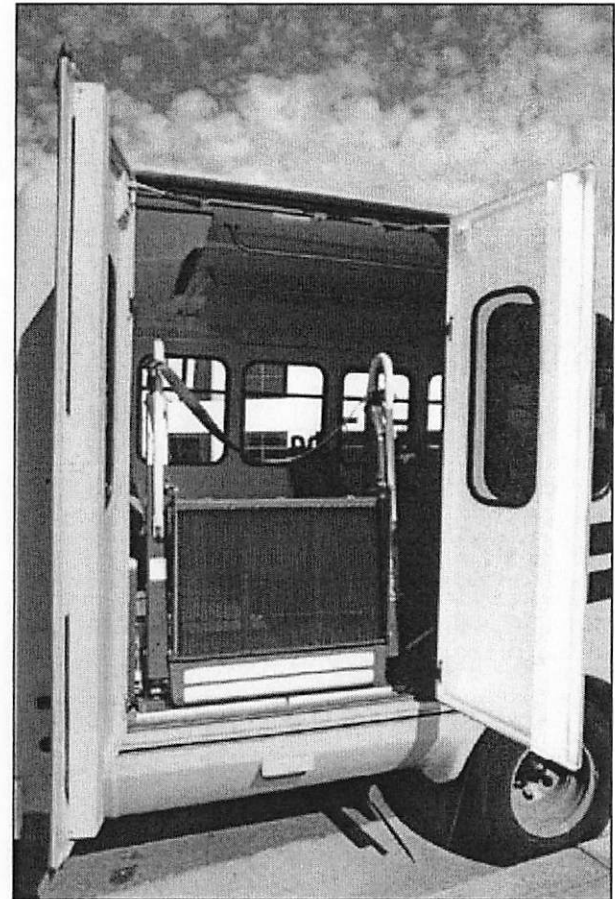
## Rear of vehicle:

- Check to ensure that the red student warning lights are clean and flashing.
- Rear clearance lights and ID lights (red) should be undamaged, clean, and working.
- Taillights should be undamaged, clean, and working.
- Left turn signal should be undamaged, clean, and flashing.
- Roof-mounted white flashing strobe light should be operating.
- License plate should be clean.
- License plate lights should be clean and working.
- Reflectors (red) should be present and undamaged.
- Lettering should be legible.
- Rear emergency door must open wide and with ease. Listen for buzzer. Hold-open device (if equipped) must function properly.
- Check exhaust and tailpipe for obstruction, security, and damage (collapsed or bent).

# Outside walk-around: (continued)

## Lift Buses

- Open the lift door to ensure it opens easily and fully and check the hold-open strap or chain.
- Operate the lift through one full cycle (unfold or deploy, down, up, fold, or stow) and check security of all components, including handrails, belt strap (if equipped) and platform end barrier (roll stop).



# Inside check:

## Inside check:

- Close the door so that the student warning lights can be checked.
- Turn off the 4-way hazard lights and turn on the left turn signal.
- Use a stick to block the brake pedal.
- Cancel the red student warning lights and activate the amber student warning lights.

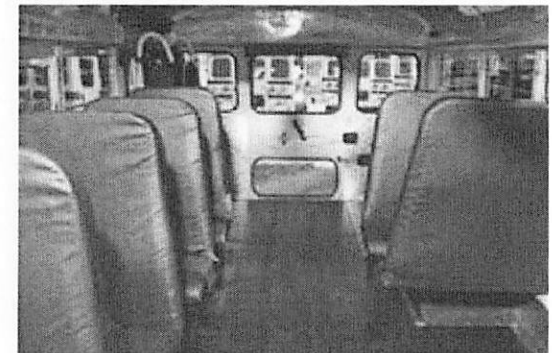
## Operator's area:

- Look out the windshield and check operation of the left turn signal and the front amber student warning lights.
- Turn off the left turn signal and turn on the right turn signal.
- Switch the headlights to low beam.
- Turn off the 8-light system and turn off master switch.

# Inside check: (continued)

Walk down the aisle:

- Check the general cleanliness of the bus.
- Check the seat bottoms and backs for security and damage.
- Check the lap belts (if applicable). The operator should inspect all lap belts to ensure they are operable and secure. If repairs are needed, report to the service technicians as soon as possible.
- If the bus is equipped with additional emergency exits (left side door, push out windows, or roof hatches) check to ensure that they open and that the appropriate buzzers (side windows and door) are operational.
- If the bus is equipped with a wheelchair lift, ensure that there are no loose or missing parts or padding.
- Open the rear emergency door, listen for the buzzer and look outside.
- While looking out, check the operation of the rear amber student warning lights, left turn signal, and brake lights. Close the door and walk back up the aisle.
- Check the seats on the way back up the aisle.



30-inch aisle width

## Final Outside:

- Check the right turn signals, front and rear.
- Check the low beam headlights.



## Departure:

- Fasten your seat belt properly.
- Turn off the right turn signal.
- If district policy or lighting conditions require, leave the headlights on.
- Recheck all the gauges.
- Release the parking brake and perform two moving brake checks to ensure that the bus does not pull in either direction when the brakes are applied.
- Complete all the required paperwork.

# Vehicle Inspection

It is a requirement of State Board of Education rule and Florida law that a school bus operator shall drive a bus only when the operator's seat belt is securely buckled.

“It is unlawful for any person to operate a motor vehicle in this state unless the person is restrained by a safety belt.”

Section 316.614(4)(b), F.S.



# During the Trip Inspection While En Route



- Is the engine running properly?
- Check the steering.
- Are there any unusual sounds?
- Are there any unusual odors?
- Constantly check all the gauges.

# Between-Trip Inspection

## After Each Run

While sitting at the school



- Check for vandalism.
- Check for materials the students may have left.
- Check for sleeping children throughout the bus after every trip.
- Clean out refuse.
- Obtain any needed supplies or forms.
- Secure the vehicle if not going out on a run immediately.



# Post-Trip Inspection

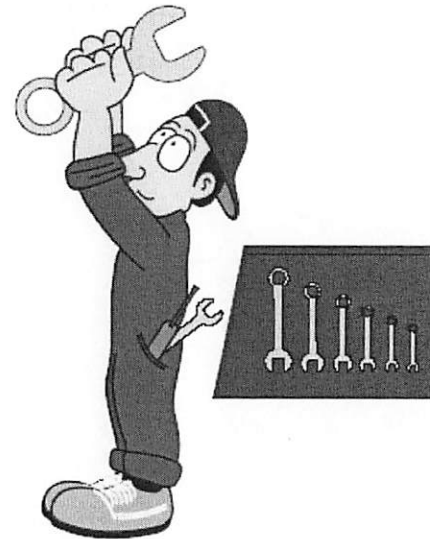
- Check for sleeping children throughout the bus, including under seats.
- Refuel vehicle and record mileage and amount of fuel taken in, as district procedures may require.
- Park bus in designated location.
- Clean interior of the vehicle.
- Check for needed supplies.
- Secure the vehicle.
- Close the windows and doors.
- Remove the key if not parked in the compound.  
(Local policy may differ).
- Remove other equipment according to local policy.
- Turn in all necessary paperwork and records required by local policy.

# Vehicle Inspection

6A-3.0171(2)(e)3.s., FAC,

Responsibilities of the school bus driver:

To cooperate with duly authorized school officials, mechanics and other personnel in the mechanical maintenance and repair of bus in overcoming hazards which threaten the safety or efficiency of service.



# Summary

We reviewed:

- Reasons for performing inspections
- Types of vehicle inspections
- Common unsafe conditions
- Pre-trip inspection procedure
- Between-trip inspection procedure
- Post-trip inspection procedure
- Reporting unsafe conditions

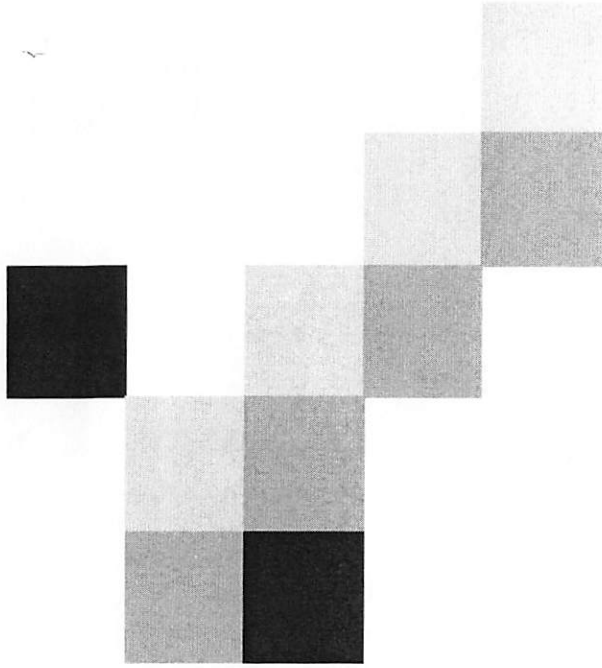
## UNIT III TEST

1. State law or rule requires a school bus operator to do a pre-trip inspection.
  - a. True
  - b. False
2. It is not necessary for the operator to wear a seat belt properly at all times.
  - a. True
  - b. False
3. When is the post-trip inspection made?
  - a. Start of the trip
  - b. Middle of the trip
  - c. End of the trip
  - d. None of the above
4. Who inspects buses monthly or at least every 30 school days?
  - a. Driver
  - b. Technicians
  - c. Highway patrol
  - d. Governor
5. What types of inspections must be made every time the bus is used?
  - a. Pre-trip and post-trip
  - b. Pre-trip only
  - c. Pre-trip, between-trip, and post-trip
  - d. Post-trip only
6. Conditions which present an immediate danger to passengers are to be reported:
  - a. Never
  - b. In writing during the next inspection
  - c. By the end of the day, before the next trip
  - d. Immediately
7. How many types of inspections are there?
  - a. 2
  - b. 3
  - c. 4
  - d. 5

**8. District Question**

**9. District Question**

**10. District Question**



# UNIT IV

## SCHOOL BUS VEHICLE OPERATIONS

# Vehicle Operations

## Topics to be discussed:

- IDPE process
- Safe following distances
- Railroad crossings
- Reporting dangerous railroad crossings
- Right-of-way
- Passing
- How to position your school bus
- Fuel economy and reduced idling



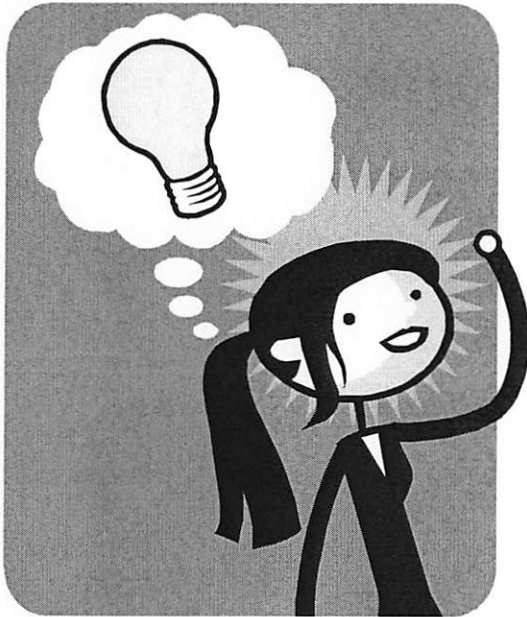
# IPDE

**I**dentify the relevant clues.

**P**redict their significance.



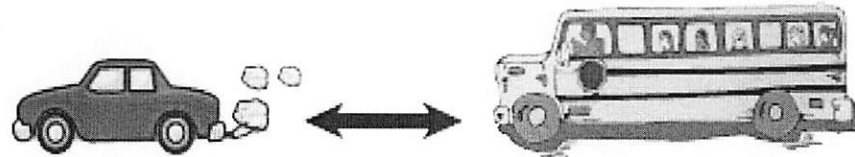
# IPDE



**D**ecide what to do.

**E**xecute your decision.

# Following Distances



Maintain legal following distance.

Obey basic speed law.

Allow 300 feet when following other buses outside of the city.

Allow 100 feet between buses when leaving school grounds.

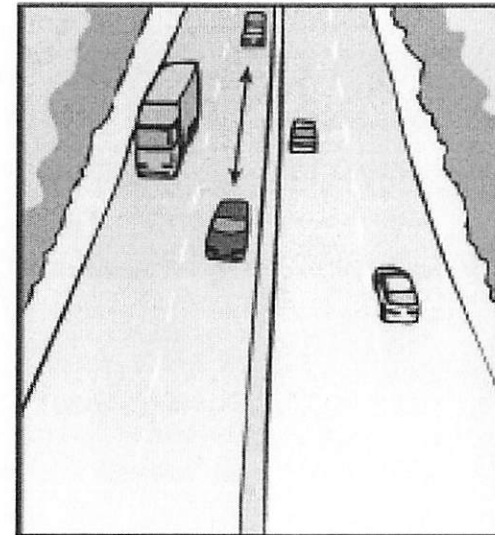
Provide vehicle separation by timed interval.

# Legal Following Distance

The driver of a motor vehicle shall not follow another vehicle more closely than is reasonable and prudent, having due regard for the:

Speed of such vehicles  
and the traffic upon,  
and the condition of, the highway

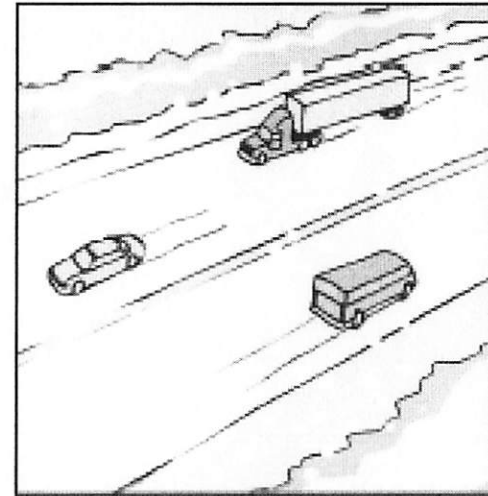
Section 316.0895, F.S.



# Basic Speed Law

No person shall drive a vehicle on a highway at a speed greater than is reasonable and prudent under the conditions and having regard to the actual and potential hazards then existing.

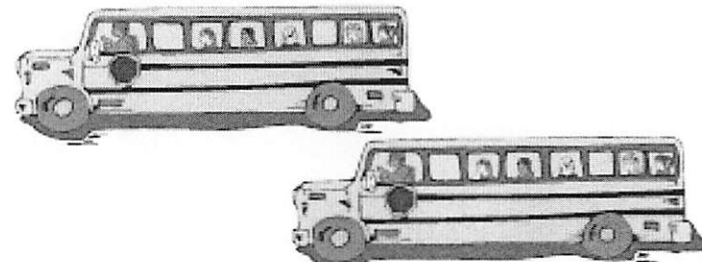
Section 316.183, F.S.



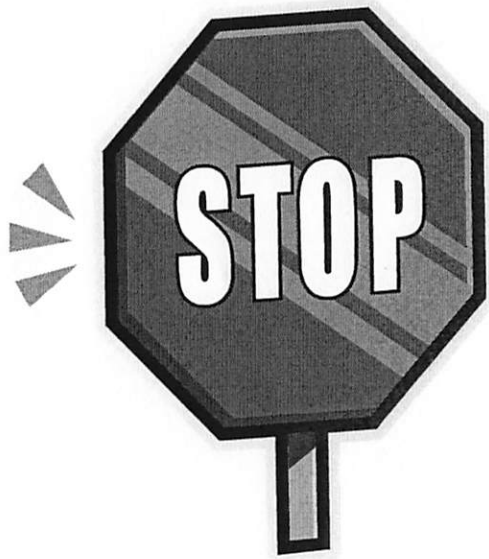
# Following Another Bus

(2) It is unlawful for the driver of any motor truck, motor truck drawing another vehicle, or vehicle towing another vehicle or trailer, when traveling upon a roadway outside of a business or residence district, to follow within 300 feet of another motor truck, motor truck drawing another vehicle, or vehicle towing another vehicle or trailer. The provisions of this subsection shall not be construed to prevent overtaking and passing nor shall the same apply upon any lane specially designated for use by motor trucks or other slow-moving vehicles.

Section 316.0895, F.S.



# Railroad Crossings



LOOK



LISTEN

# Single Track Crossing

Deactivate the master switch at least 150' before the crossing and activate the 4-way flashers.

Stop—no closer than 15 feet and no more than 50 feet away from the nearest rail.

Shift to neutral or park and set parking brake.

Observe. Ensure there is sufficient space beyond the farthest rail for the bus to completely clear the crossing. There may be an intersection, stopped traffic, or any other potential obstruction after the crossing.

Look. Open service door and operator window. Look both ways.

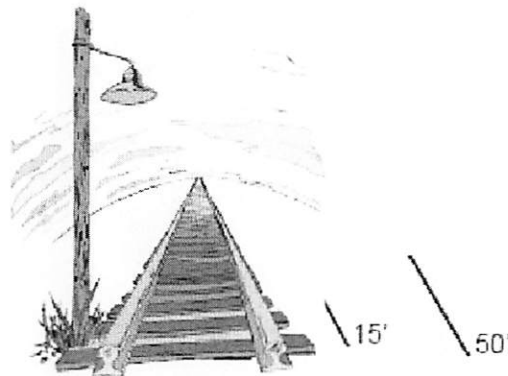
Listen. Shut off noisy equipment and quiet passengers. (Use the noise shutoff switch if the bus is so equipped).

Close door.

Start (when it is safe) in normal driving gear.

Proceed and do not change gears or hesitate until across all tracks.

Deactivate the hazard lights, deactivate the noise shutoff switch, and activate the master switch.



# Multi-track Crossing

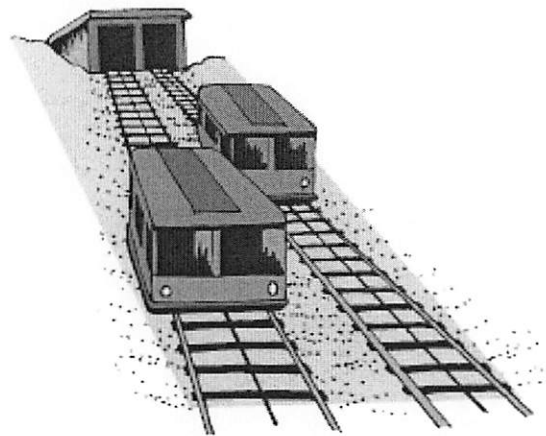
Determine whether you must stop for a second set of tracks.

Make sure no train is approaching on any side of the tracks.

After a train passes, wait until the other tracks become visible before proceeding.

Start (when it is safe) in normal driving gear.

Proceed and do not change gears or hesitate until across all tracks.



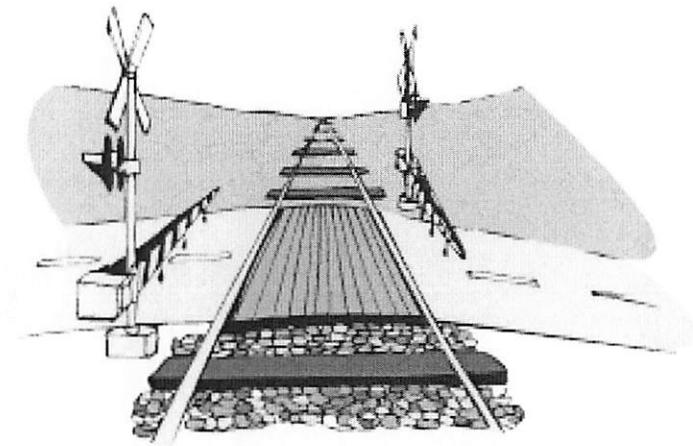
# Railroad Crossing Gates or Barriers

Operators shall not drive a vehicle:

- Through**
- Around**
- Under**

A crossing gate or barrier at a railroad crossing while gate or barrier is:

- Closed**
- Being opened**
- Being closed**



# Reporting Dangerous Railroad Crossings

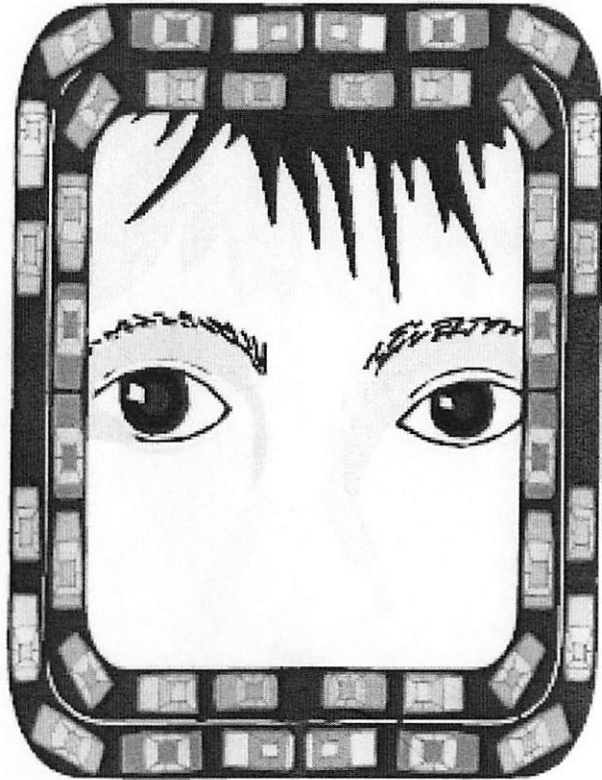


Be sure problem is reportable.

Fill out form.

Turn in report to supervisor.

# Smith System



Aim high in steering.

Keep your eyes moving.

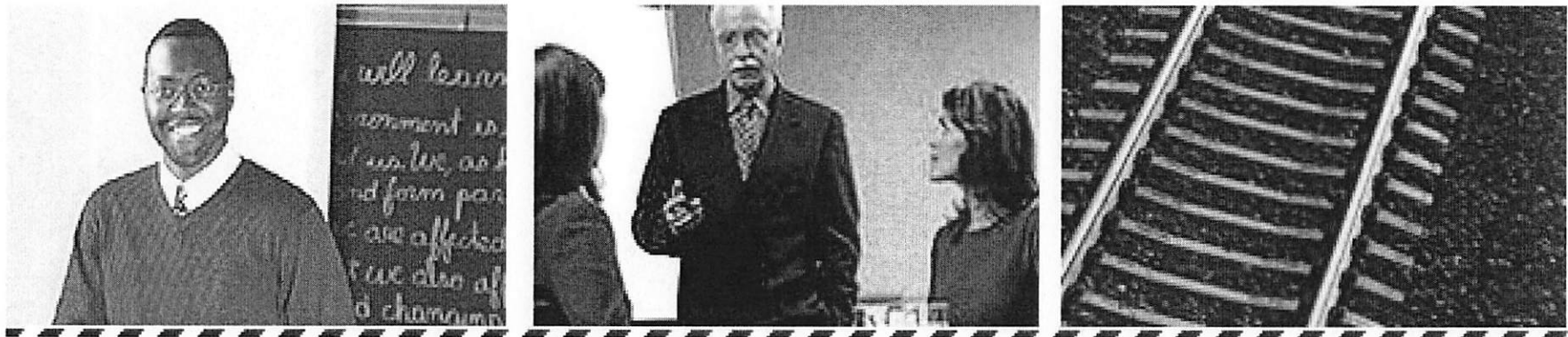
Get the big picture.

Make sure others see you.

Leave yourself out.



We're making communities safer. **»HELP US DO MORE**



Education • Enforcement • Engineering

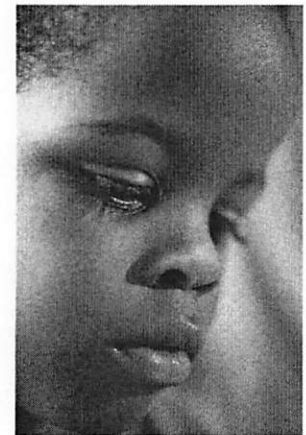


## “Precious Cargo”

We're making communities safer. [»HELP US DO MORE](#)

The following slide presentation, “Precious Cargo,” highlights a number of problems and procedures for highway/rail crossings. During the presentation pay particular attention to the topics listed on this slide.

- Hazards of highway/rail grade crossings
- Responsibilities of agencies and persons involved
- Cause of highway/rail grade crossing accidents
- Reducing highway/rail grade crossing accidents
- State laws involving highway/rail grade crossings
- Situations that cause unsafe conditions at railroad tracks
- Stalling on the tracks
- Danger of double tracks



# Unsafe Operators at Railroad Crossings

- The operator who has a heavy foot and drives too fast for conditions.
- The daydreamer who does not pay attention. In about one out of three highway/rail grade crossing accidents, the motorist runs into the train.
- The operator who overdrives his/her headlights (the operator is traveling at a speed which will not allow adequate reaction time to objects as they become illuminated by the headlights).
- The operator who is overly tired and dozes at the wheel.
- The operator who has become complacent and thinks he/she knows when a train will be coming. **Any time is train time.**
- The impatient operator who drives around the gates.
- The follow-the-leader operator who does not look before crossing train tracks. Operators should never drive onto the tracks unless they can see for themselves that the track is clear.

# Right-of-Way Situations

## Intersections

Vehicles already in intersection

Approaching at approximately same time

When facing yield, stop, or merge sign

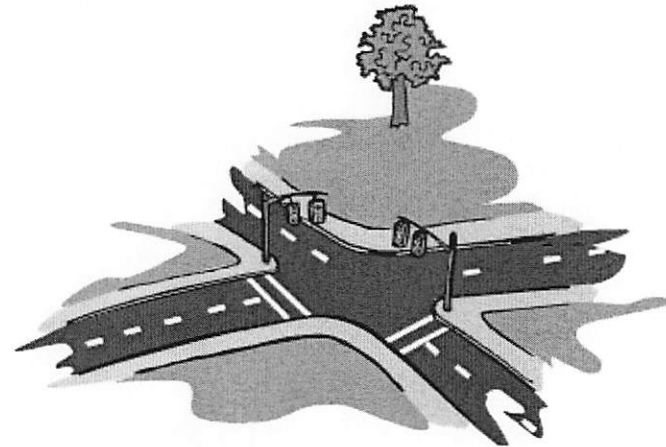
Emergency vehicles

Funeral processions

Traffic control signals

Turning left

Entering highway from alley, private road, or driveway

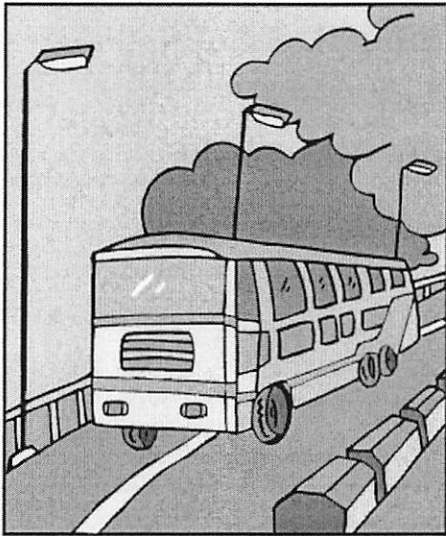


# Driving Left of Center Permitted

- When overtaking another vehicle moving in the same direction and safe to do so
- When right lane is closed to traffic—after yielding to oncoming traffic
- When roadways have two or more lanes moving in the same direction
- One-way roadways
- Multi-lane, two-way roadways



# Passing on Left Prohibited



Sections:

316.082

316.083

316.084

Florida Statutes

- When left lane is not clearly visible or free of oncoming traffic for a sufficient distance to pass without interfering with the safe movement of oncoming vehicles or vehicle being passed
- When approaching crest of hill or on a curve when there is insufficient sight distance
- Within 100 feet of an intersection, railroad crossing, or bridge
- When there are traffic control devices, signs, or markings prohibiting passing
- Solid yellow line in your lane
- “Do not pass” signs are posted

# Passing on Right Permitted

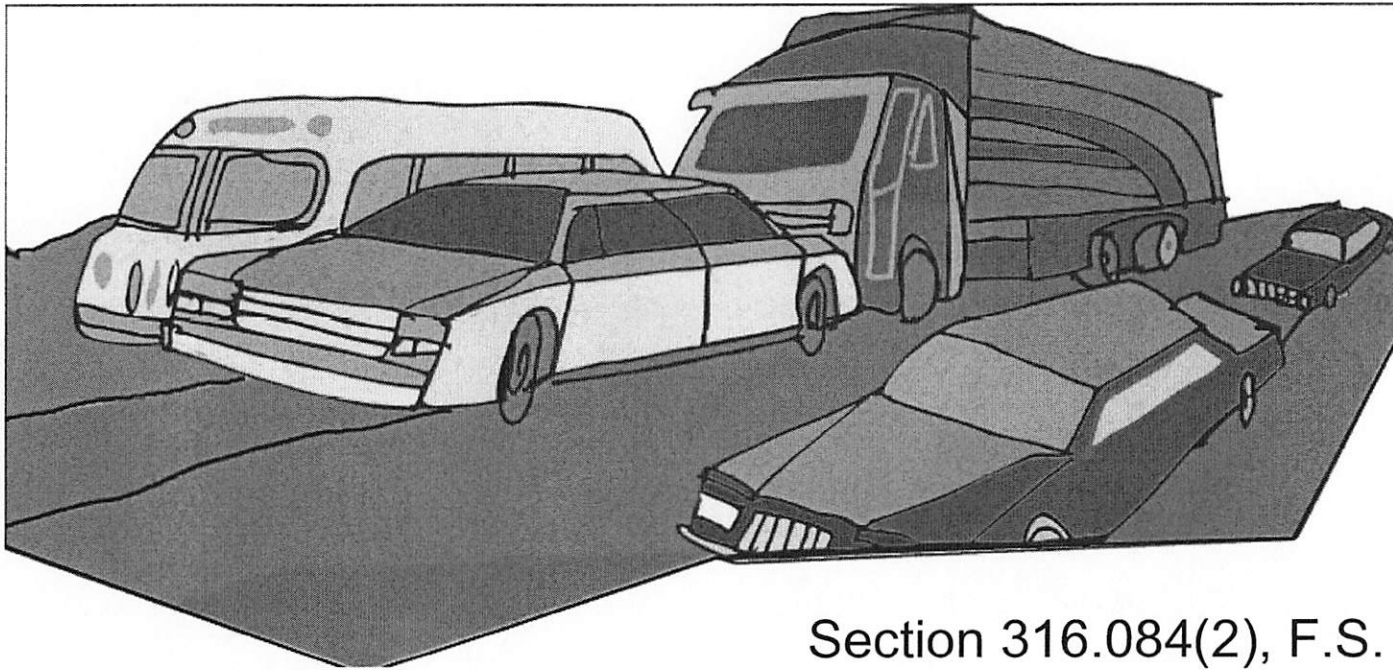
- When vehicle being overtaken is making or about to make a left turn, and,
- When there are two or more lanes of traffic moving in the same direction, or,
- When on a one-way street where there are two more lanes of traffic moving in the same direction



Section 316.084(1), F.S.

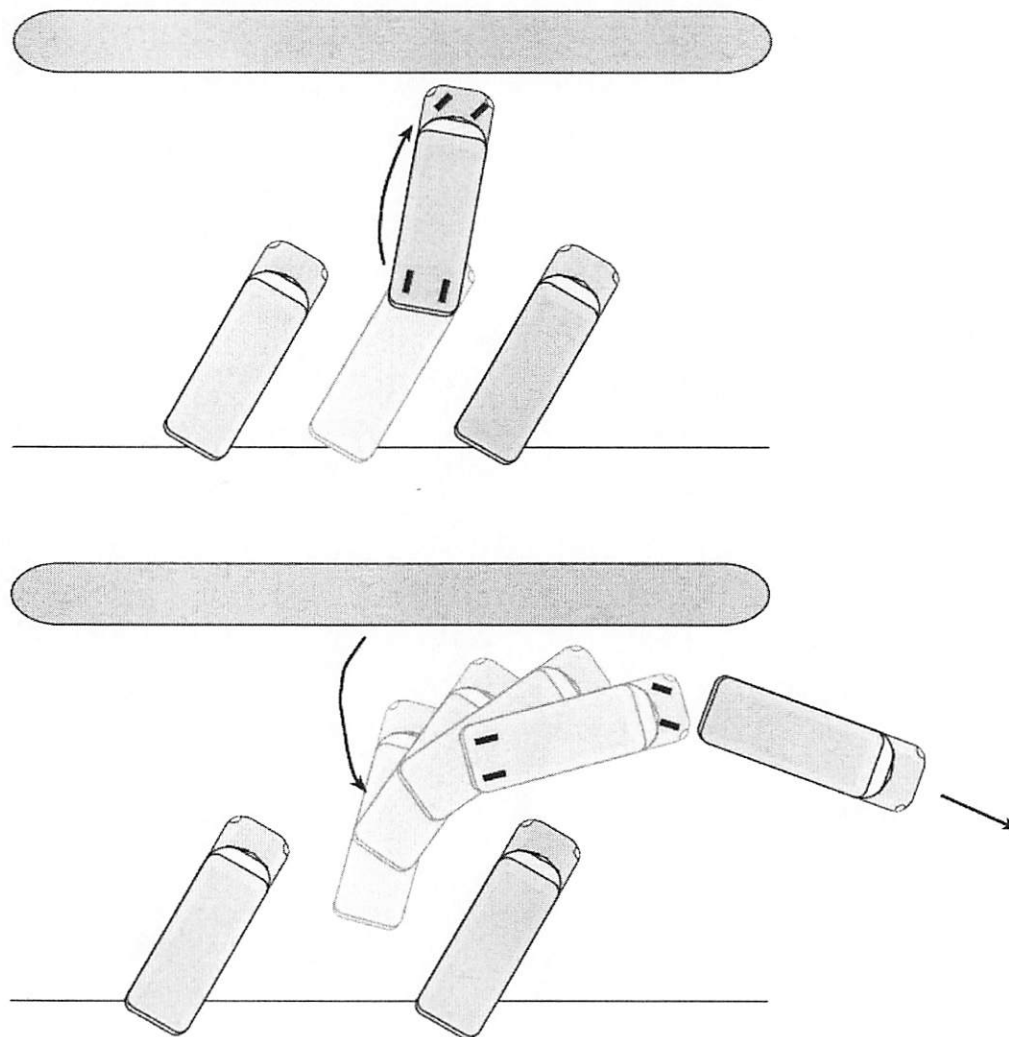
# Passing on Right Prohibited

When the driver must drive off the pavement or main traveled portion of the roadway

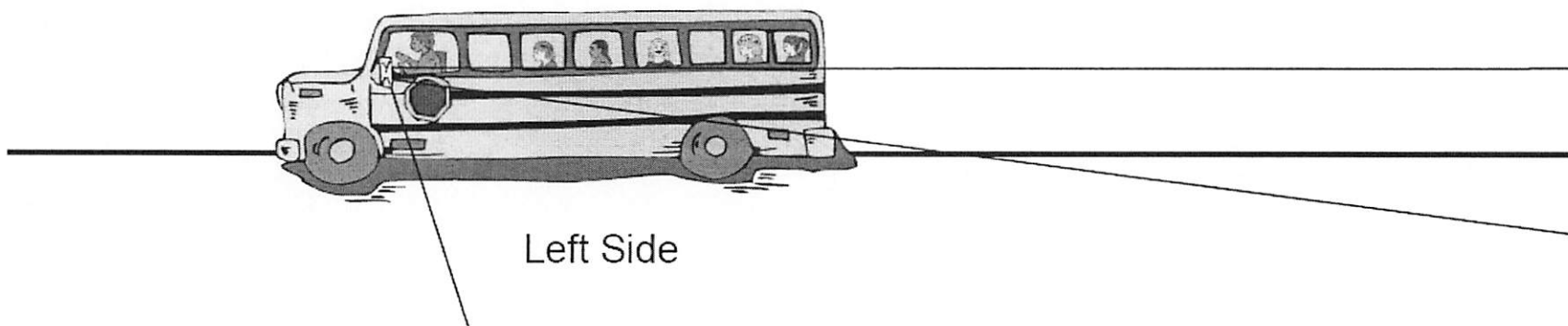
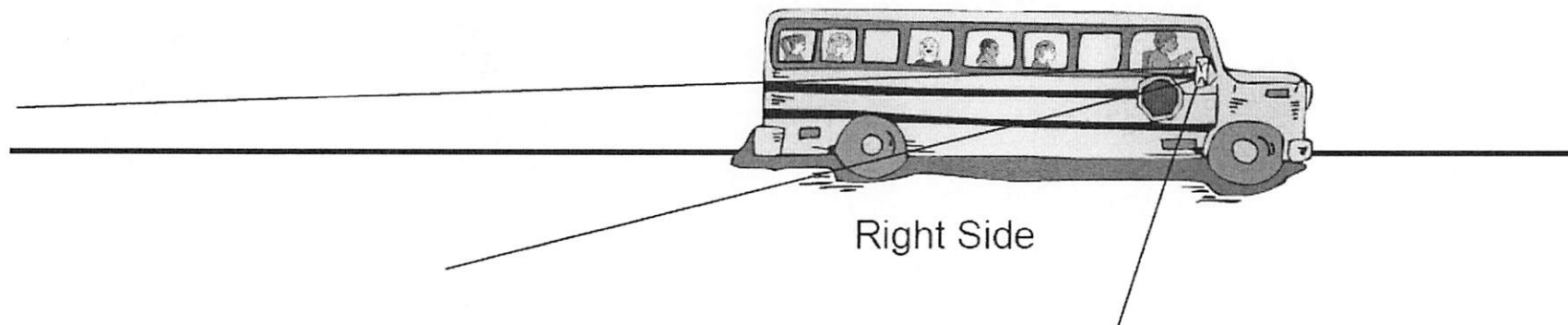


Section 316.084(2), F.S.

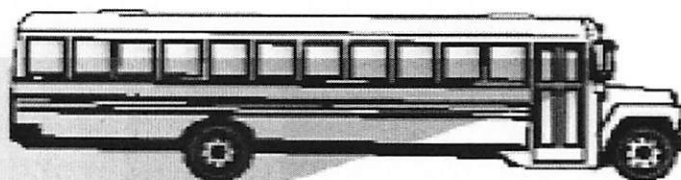
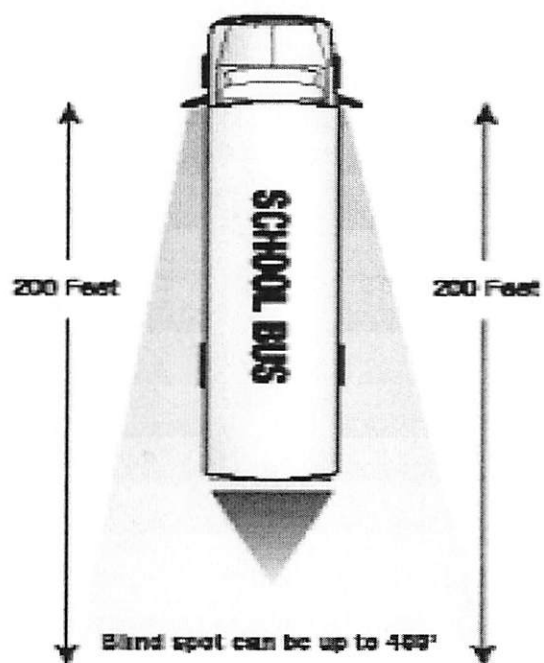
# Bus Leaving a Parking Space



# Mirror Adjustment

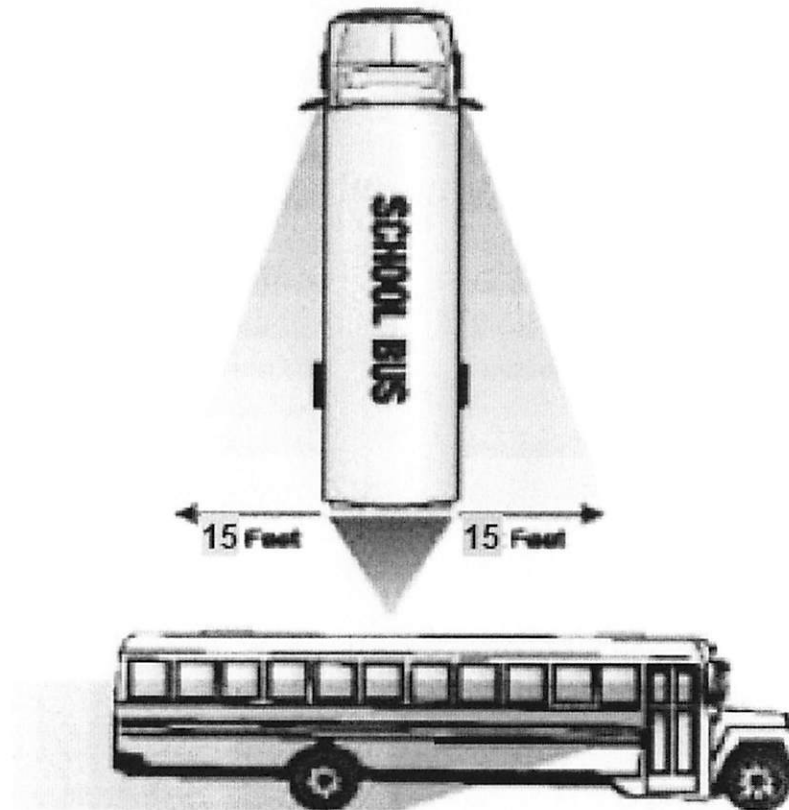


## LEFT AND RIGHT SIDE FLAT MIRRORS



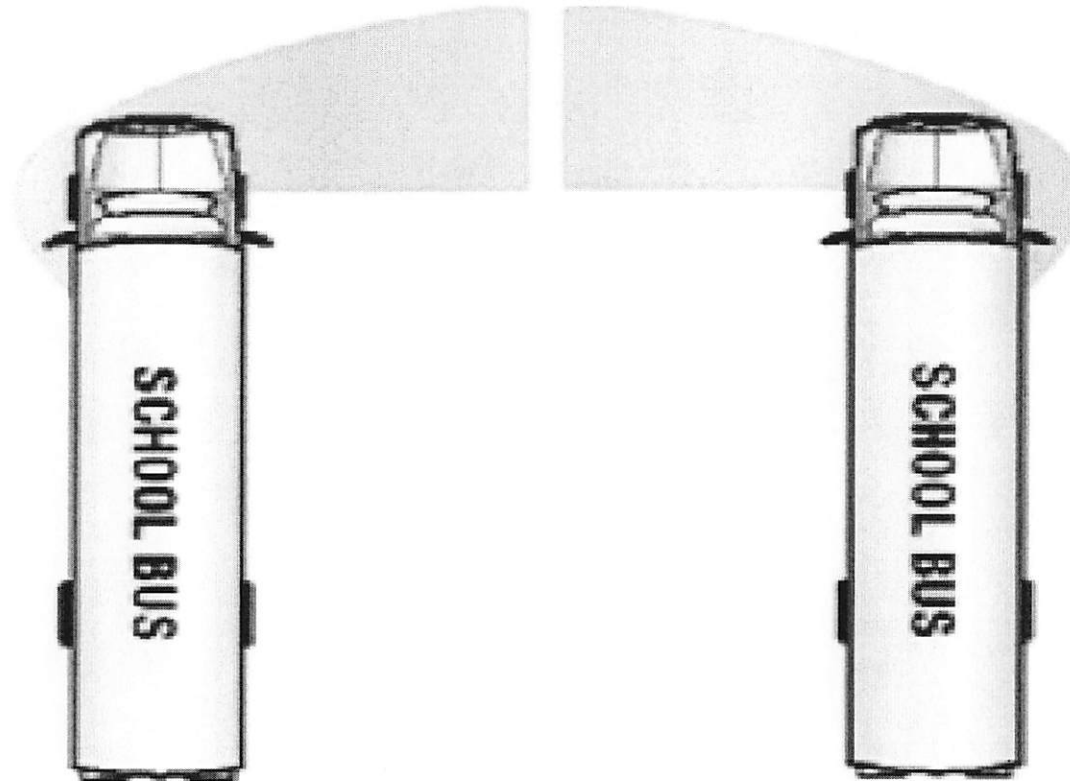
May use in conjunction with the left and right side convex mirrors to obtain desired visibility.

## LEFT AND RIGHT SIDE CONVEX MIRRORS



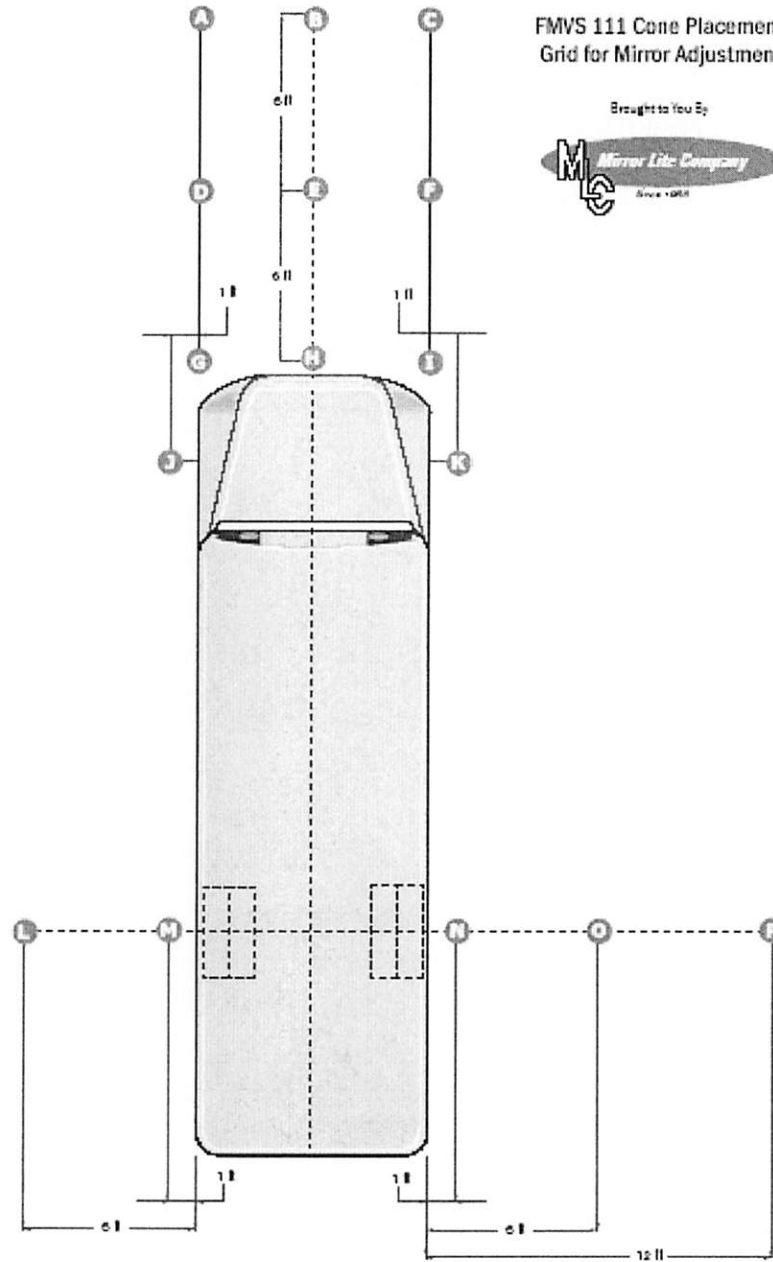
May use in conjunction with the left and right side standard (flat) mirrors to obtain desired visibility.

# Outside Left and Right Side Cross View Mirrors



FMVS 111 Cone Placement  
Grid for Mirror Adjustment

Brought to you by



# View Obstructions

Proper use of mirrors is critical to safe driving, but operators should also be aware of hazards posed by objects that can block their view of other motorists, bicyclists, and pedestrians. View obstructions can include:

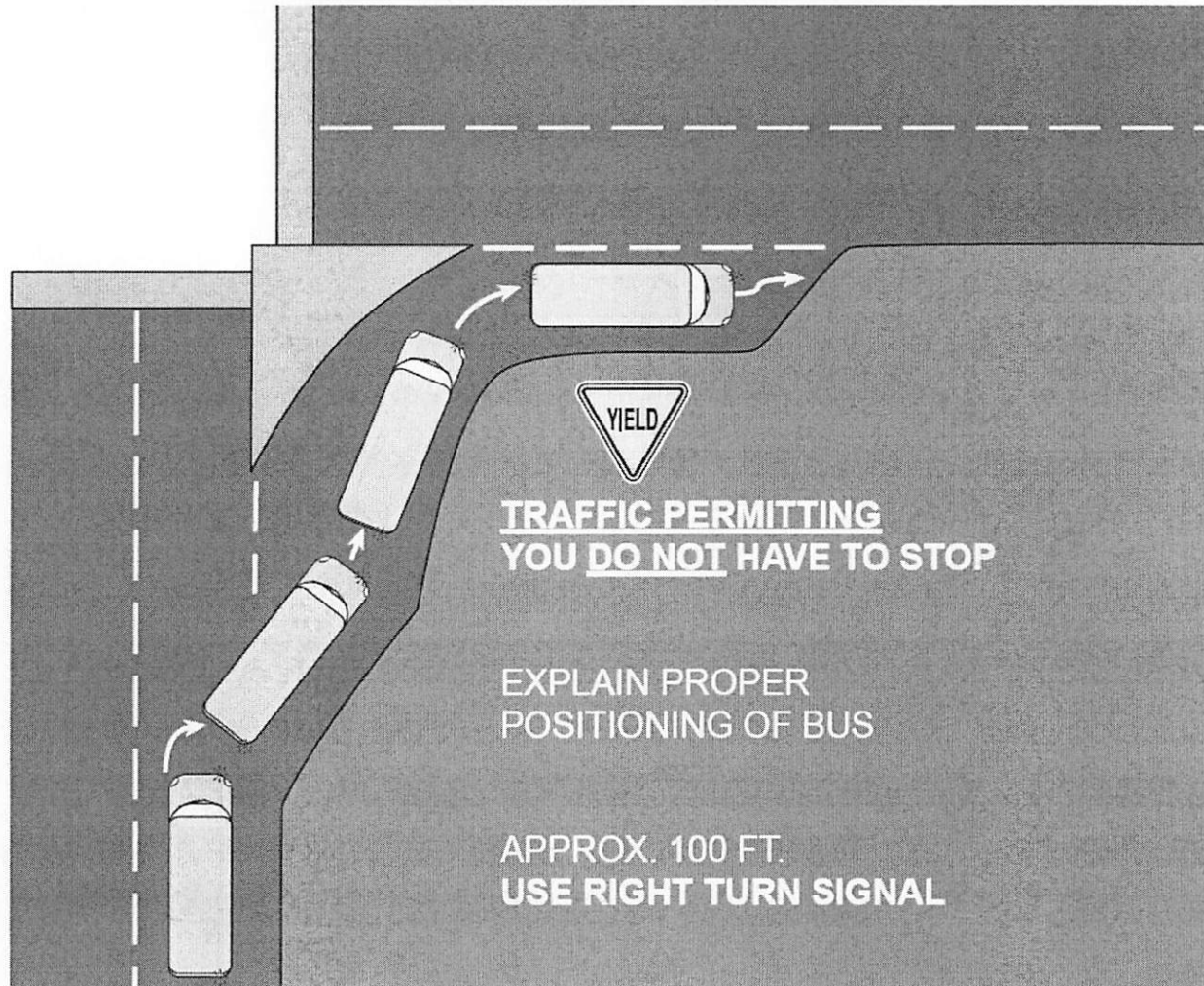
- The bus mirrors themselves.
- Bus corner posts.
- Improperly placed bus route signs, brooms, misadjusted visor, or other objects.
- Signs, vehicles, or objects outside bus.

# Avoiding View Obstructions

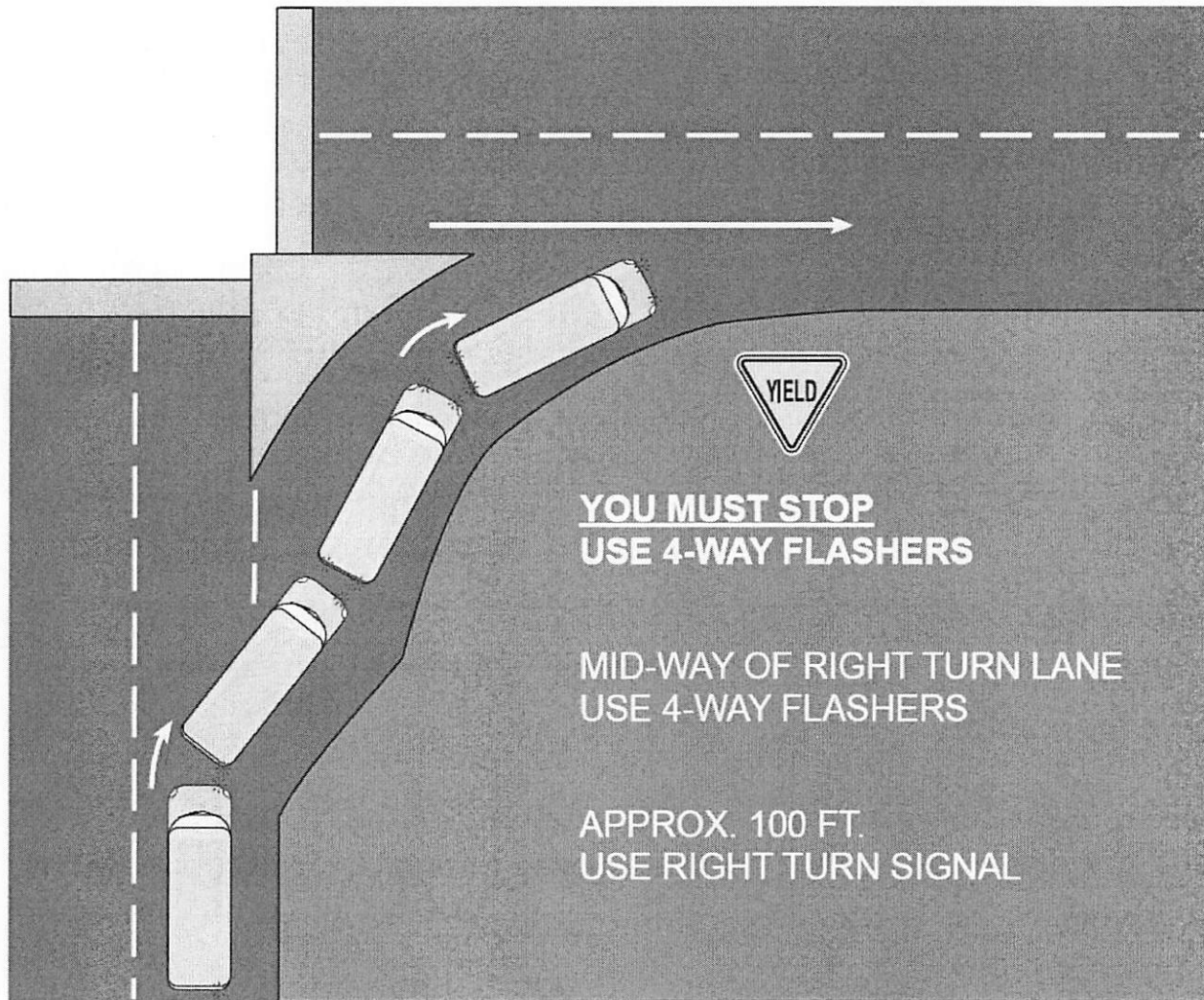
To avoid the hazard of failing to see moving vehicles, pedestrians, or other hazards due to view obstructions, the bus operator must:

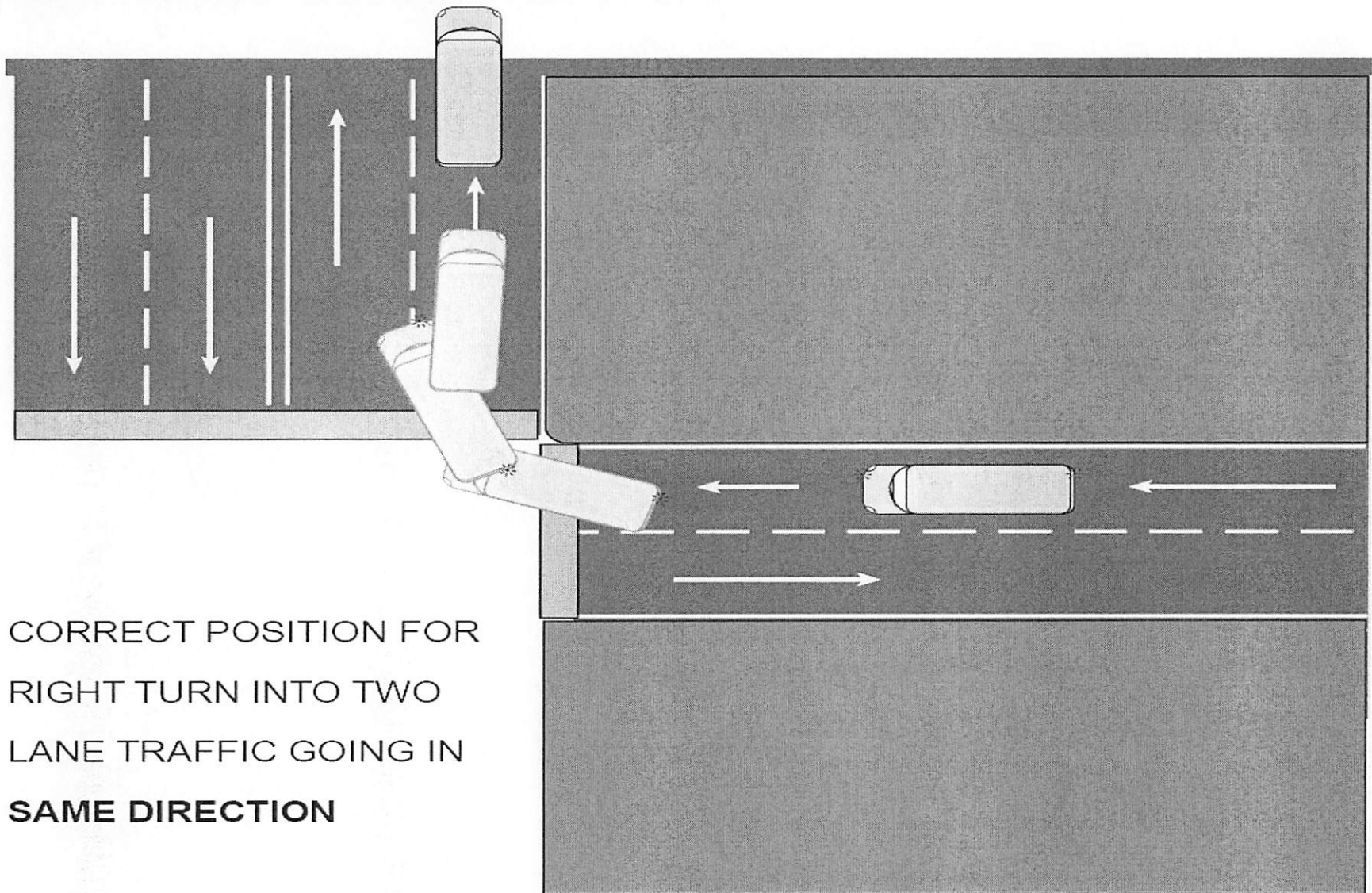
- Ensure there are no unauthorized items blocking the windshield, side windows, or door glass.
- Ensure windshield wipers are in good condition and operating properly.
- Move forward, backward, and side to side in the seat, as needed to see everything around and approaching the bus, especially at intersections.
- Be aware that the greatest hazard posed by view obstruction is not seeing other vehicles or pedestrians approaching the bus from the left or the right.

# Right Turn with Yield Sign and Acceleration Lane



# Right Turn with Yield Sign

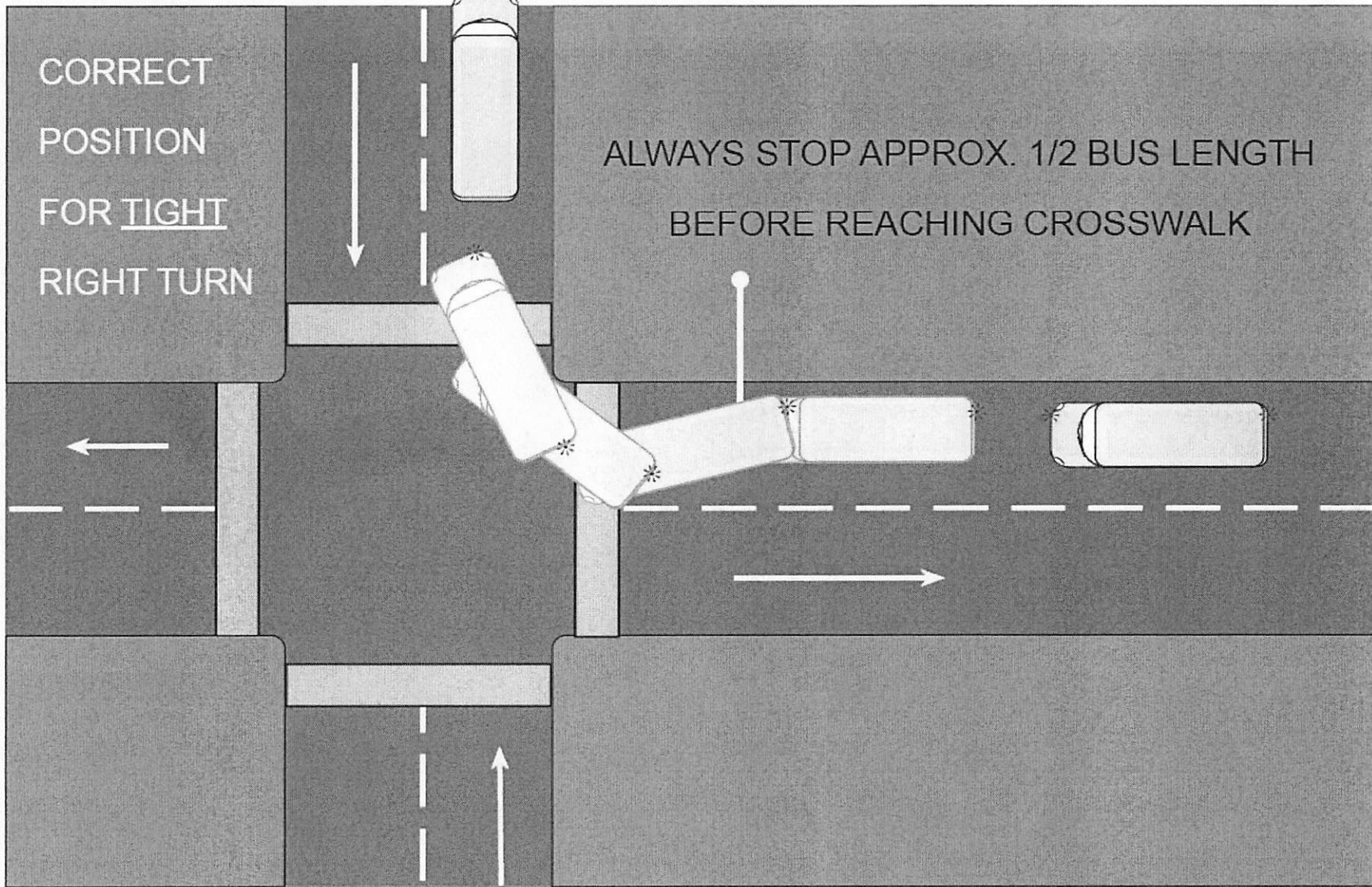


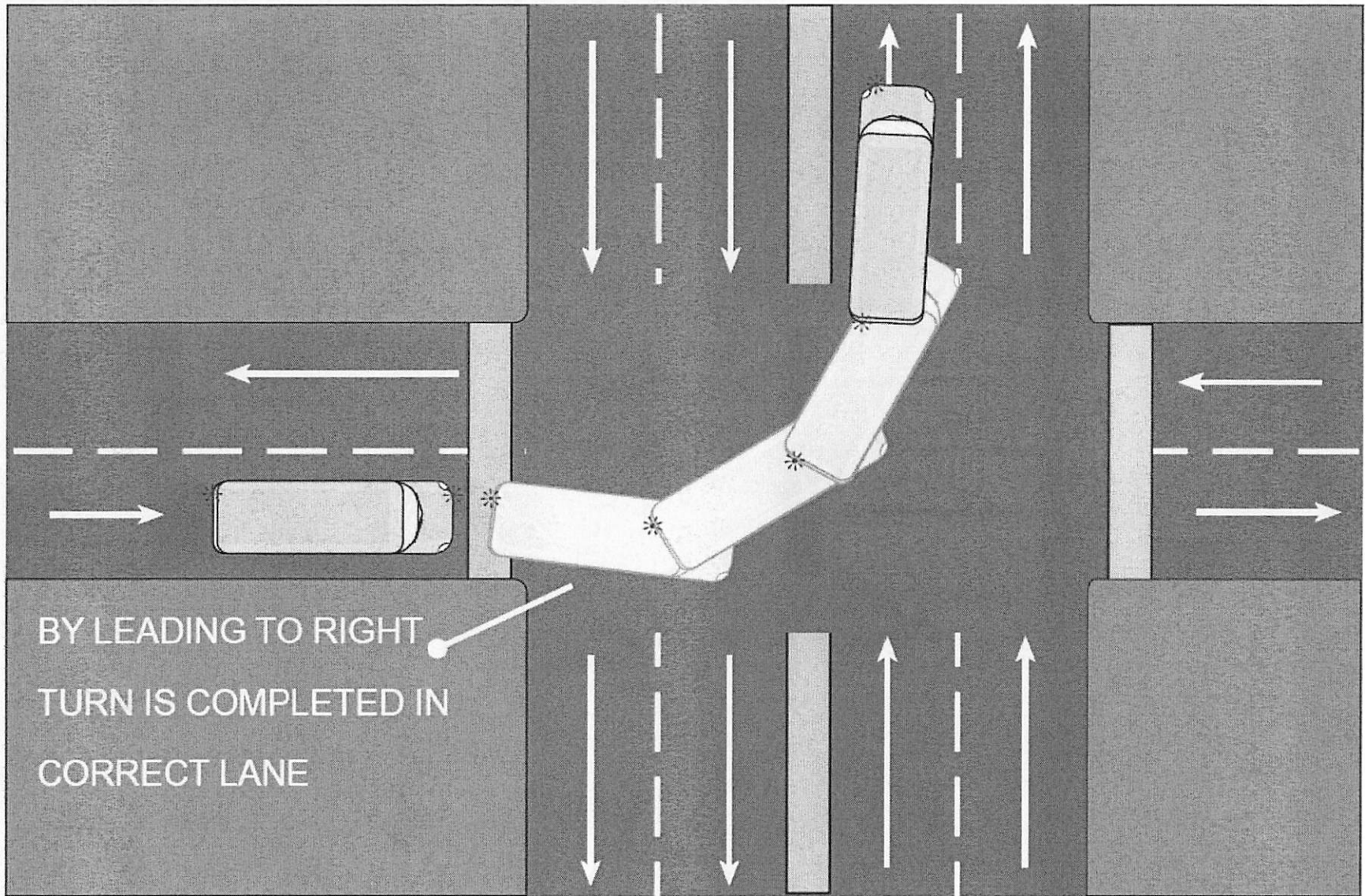


CORRECT POSITION FOR  
RIGHT TURN INTO TWO  
LANE TRAFFIC GOING IN  
**SAME DIRECTION**

CORRECT  
POSITION  
FOR TIGHT  
RIGHT TURN

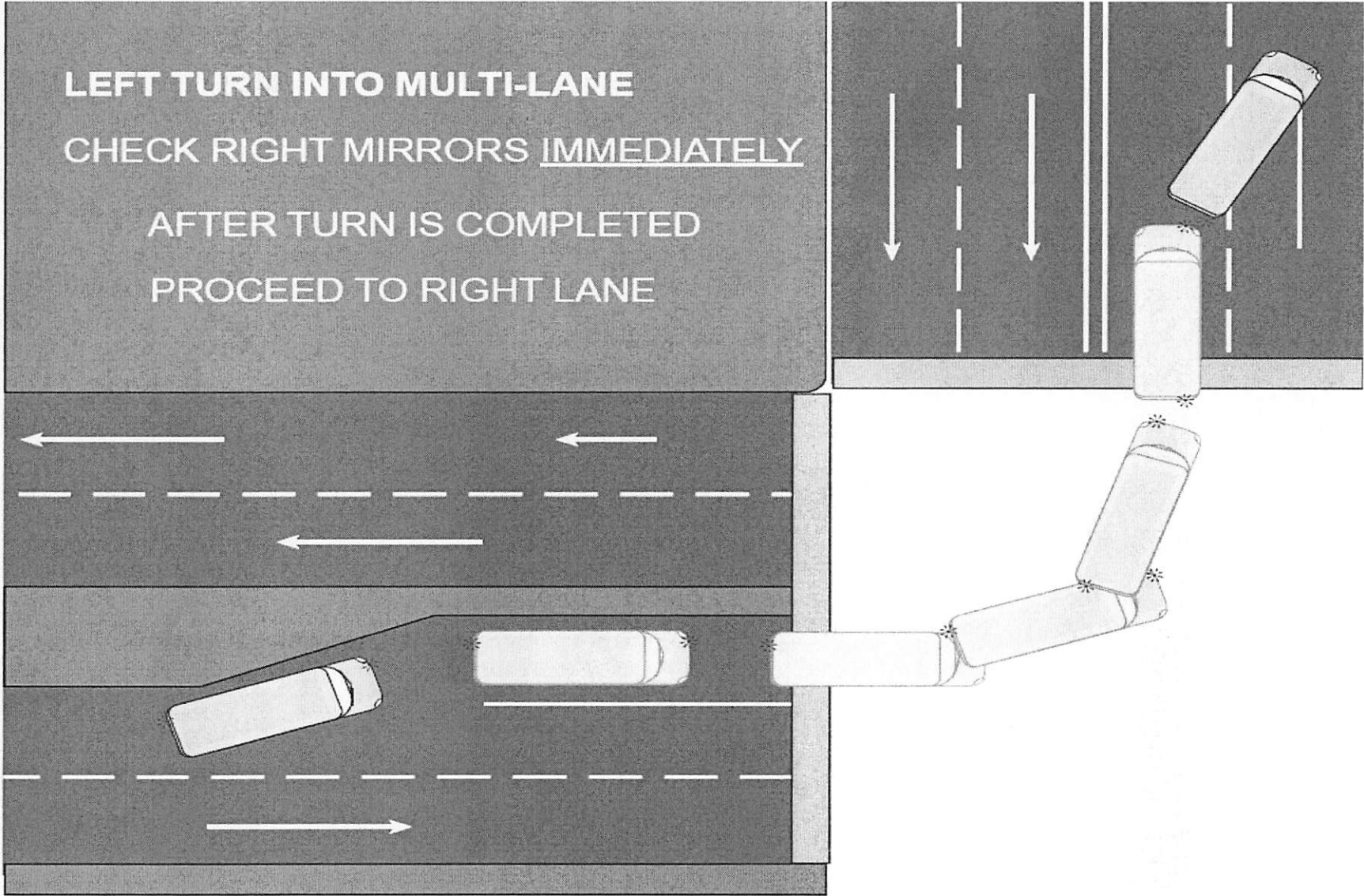
ALWAYS STOP APPROX. 1/2 BUS LENGTH  
BEFORE REACHING CROSSWALK

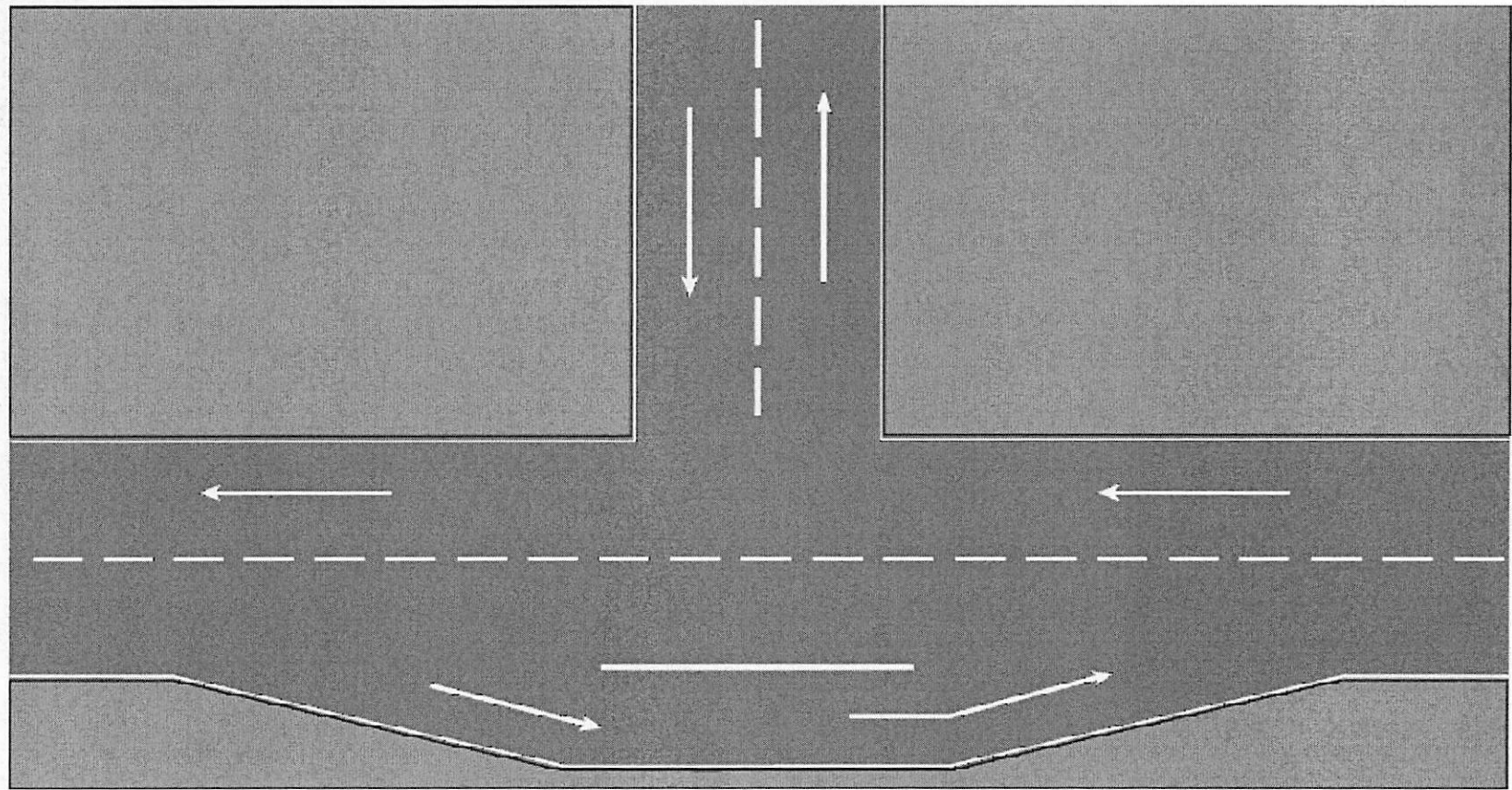




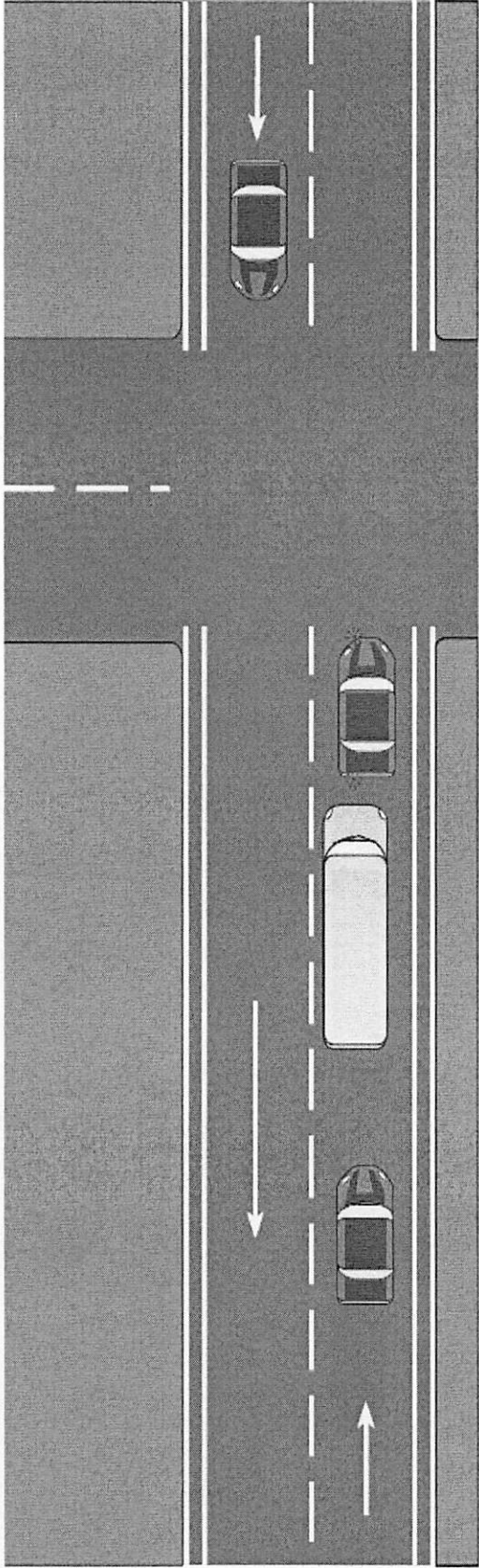


LEFT TURN INTO MULTI-LANE  
CHECK RIGHT MIRRORS IMMEDIATELY  
AFTER TURN IS COMPLETED  
PROCEED TO RIGHT LANE

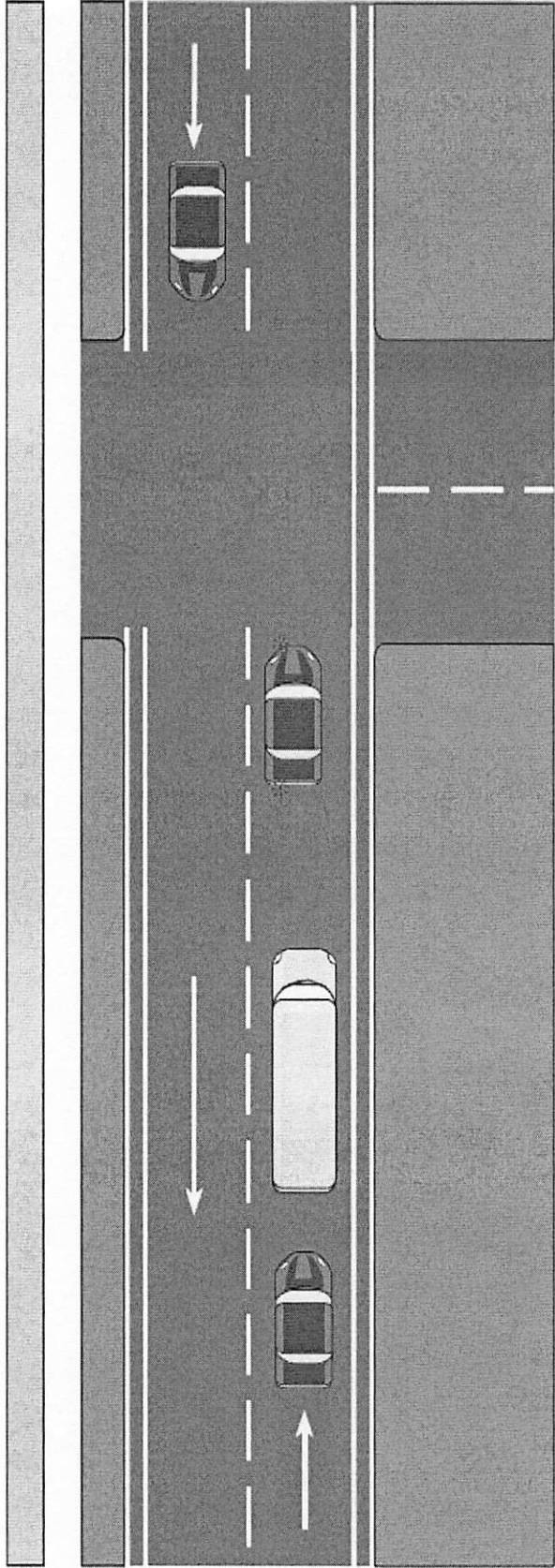




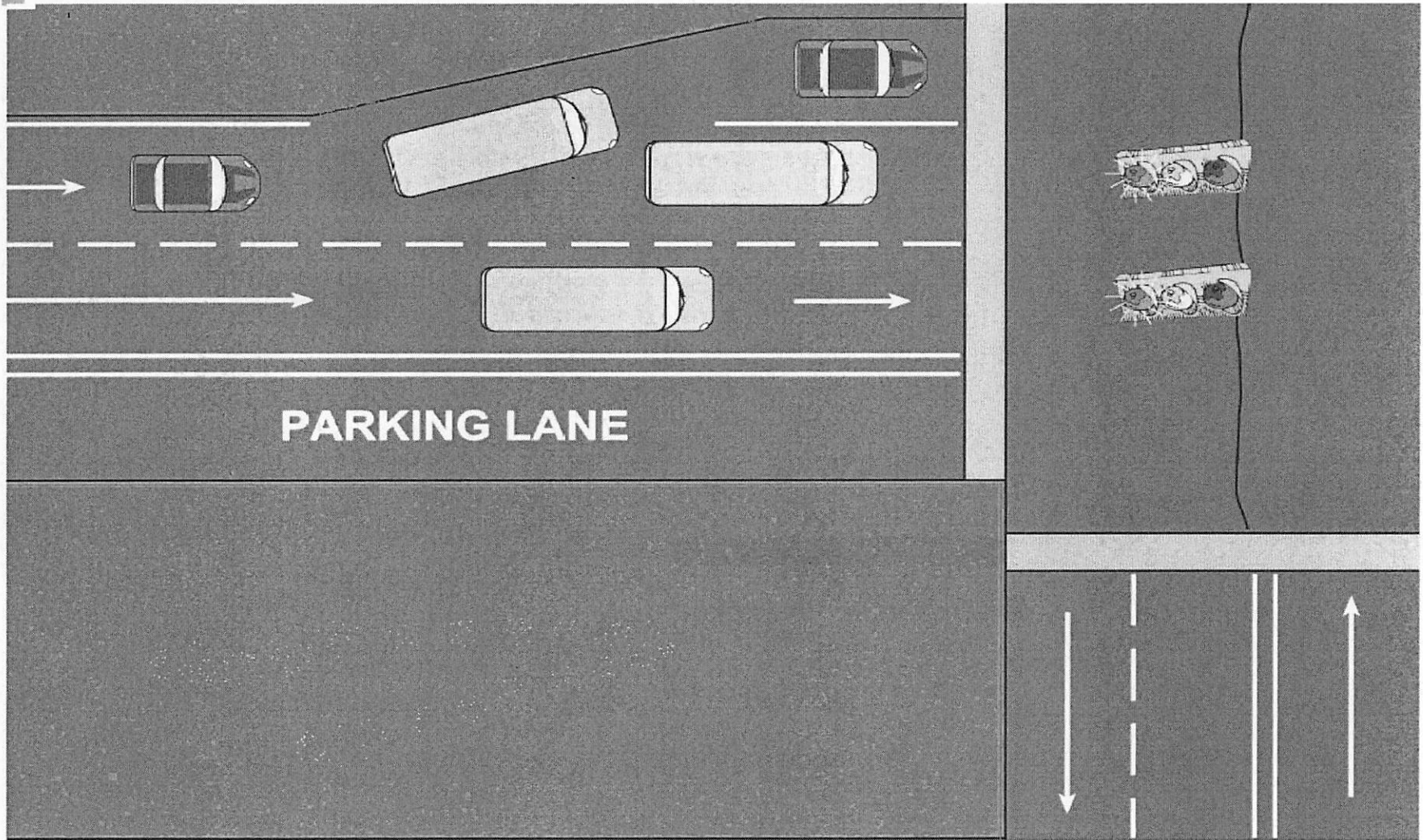
EXPLAIN PROPER  
MANUEVER AND  
**USE OF MIRRORS**



1



2



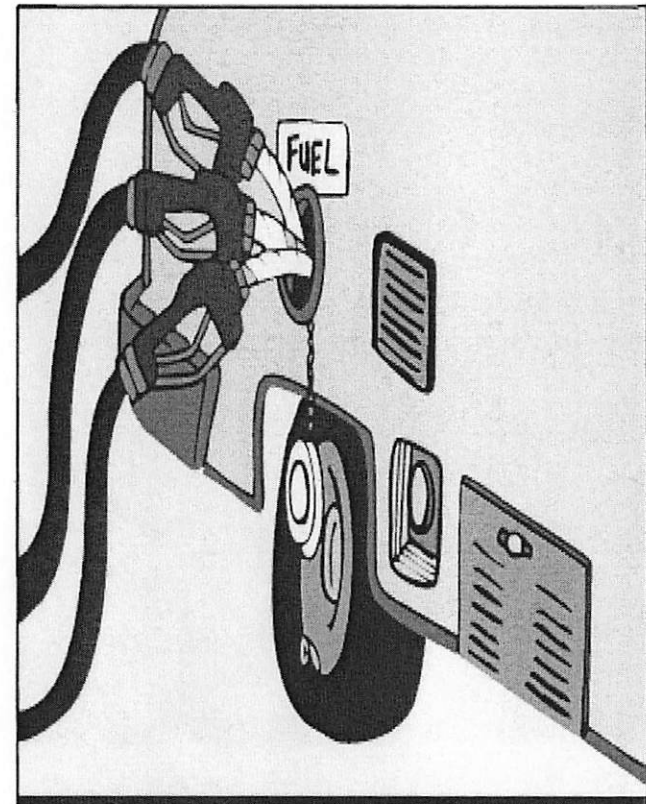
PARKING LANE

# THINK

USE CAUTION WHEN ENTERING INTERSECTION  
WITH TRAFFIC LIGHT

# Fuel Conservation Techniques

- Limit warm-up time.
- Reduce or eliminate prolonged idling.
- Start and stop smoothly.
- Do not top off fuel tank (allow for expansion).
- Maintain correct tire pressure.
- Maintain smooth and steady driving, acceleration, and braking.



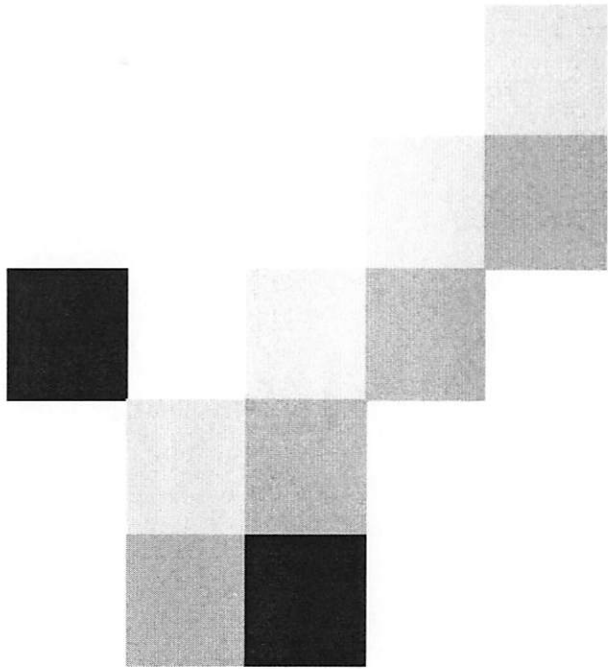
# Summary

We reviewed:

- IDPE process
- Safe following distances
- Railroad crossings
- Reporting dangerous railroad crossings
- Right-of-way
- Passing
- How to position your school bus
- Fuel economy and reduced idling

## UNIT IV TEST

1. To become a professional, it is important that operators learn everything they can about the procedures and laws that govern their driving tasks.
  - a. True
  - b. False
2. What does the "I" stand for in IPDE?
  - a. Instrument panel
  - b. Intentions
  - c. Identify
  - d. Information
3. One of the seeing habits in the Smith System is "get the big picture."
  - a. True
  - b. False
4. It is a good safety practice to maintain at least 500 feet between buses leaving school grounds.
  - a. True
  - b. False
5. A school bus must stop at a railroad track at least two feet before the tracks.
  - a. True
  - b. False
6. Operation Lifesaver stresses the three E's of highway safety: education, enforcement, and engineering.
  - a. True
  - b. False
7. An emergency vehicle cannot pass a stopped school bus when the bus is displaying its alternating flashing red lights.
  - a. True
  - b. False
8. District Question
9. District Question
10. District Question

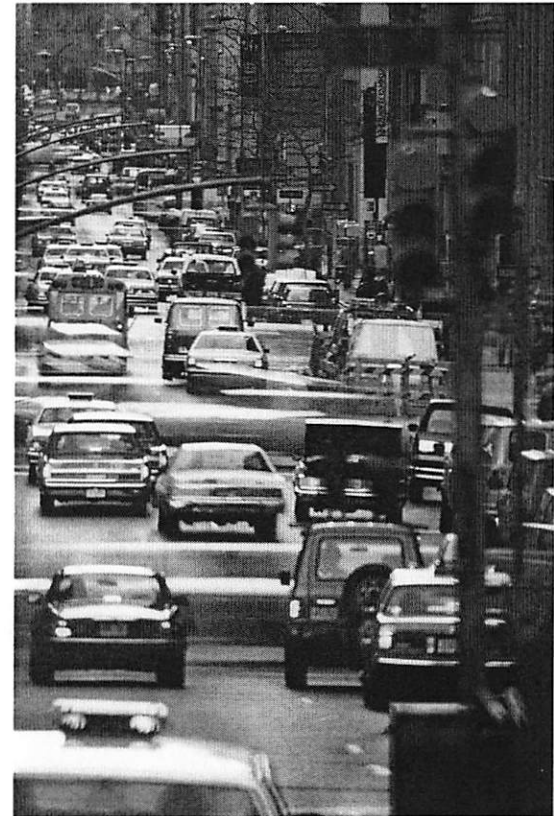


# UNIT V

## SCHOOL BUS TRAFFIC CONTROL DEVICES

# Topics to be discussed:

- Traffic Signs
- Traffic Signals
- Roadway Markings





# **Traffic Signals (normal traffic light)**

## RED

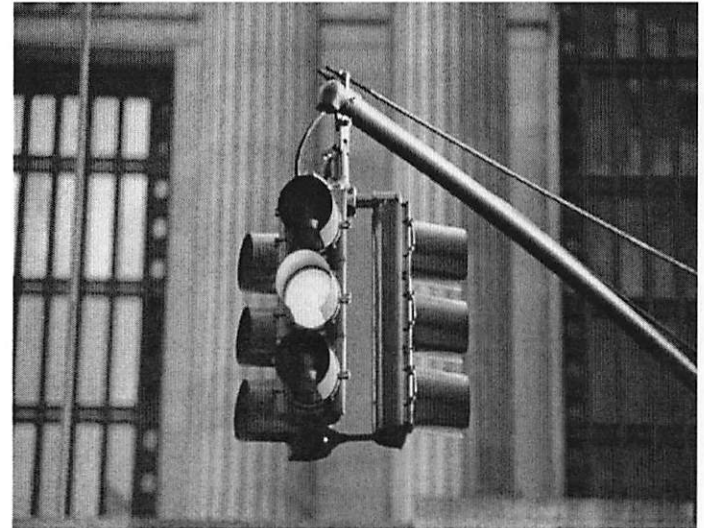
- Come to complete stop at stop line or before crosswalk or intersection.
- After stopping, you may turn right on red at most intersections if the way is clear.
- Some school districts have local policies that prohibit right turns on red by bus operators.
- Some intersections display “NO TURN ON RED,” which you must obey.

# Traffic Signals

## (normal traffic light)

### YELLOW

- Stop if you can do so safely.
- The light will soon be red.



### GREEN

- Go, but only if intersection is clear.
- If turning left, wait for gap in oncoming traffic to complete turn.

# Traffic Signals (lighted arrows)



## RED ARROW

- Come to a complete stop at marked stop line or before crosswalk or intersection.
- After stopping, you may turn right on red arrow at most intersections if the way is clear. Local school district policy may prohibit this practice.
- Some intersections display a “NO TURN ON RED” sign, which you must obey.

## YELLOW ARROW

- Stop if you can do so safely.
- The light will soon be red.
- Means the same as yellow light, but applies only to movement in the direction of arrow.

## GREEN ARROW

- A green arrow, pointing right or left, means you may make a turn in the direction of the arrow if you are in the proper lane for the turn, after yielding the right-of-way to vehicles and pedestrians, even if a red light is showing at the same time.



# **Traffic Signals (lane signals)**

Lane signals are used:

- When the direction of the flow of traffic changes.
- To show that a tollbooth is open or closed.
- To show which lanes are opened or closed.
- You must never drive in a lane under a red X.
- A yellow X means that your lane signal is going to change to red. Prepare to leave the lane safely.
- You may drive in lanes beneath a green arrow, but you must also obey all other signs and signals.



# **Traffic Signs-Standard Colors & Shapes**

There are eight shapes and eight colors of traffic signs. Each shape and each color has an exact meaning, so you must acquaint yourself with all of them.

# Traffic Signs- Colors



GREEN: Guide, directional information



RED: Stop, yield, do not enter, or wrong way



BLUE: Motorist services guidance. Also used to identify parking spaces for drivers with disabilities



ORANGE: Construction and maintenance warning



BROWN: Public recreation areas and scenic guidance

YELLOW: General warning

*meaning PARKS  
/ Caution light*



WHITE: Regulatory



BLACK: Regulatory

*SPEED SIGNS  
meaning it is followed  
by a state law*

# Traffic Signs-Standard Shapes



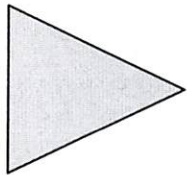
OCTAGON: Exclusively for stop signs



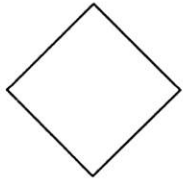
HORIZONTAL RECTANGLE: Generally for guide signs



TRIANGLE: Exclusively for yield signs



PENNANT: Advance warning of no passing zones

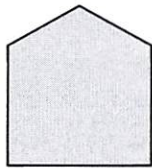


DIAMOND: Exclusively to warn of existing or possible hazards

# Traffic Signs-Standard Shapes (continued)



VERTICAL RECTANGLE: Generally for regulatory signs



PENTAGON: School advance warning and school crossing signs



ROUND: Railroad advance warning signs



CROSSBUCK: Railroad crossing

# Warning Signs



**Narrow Bridge.** The bridge is wide enough to accommodate two lanes of traffic, but with very little clearance.



**Dip.** There is a low place in the road. Go slowly and be ready to stop if the dip is filled with water.



**Soft shoulder.** The dirt on the side of the road is soft. Don't leave the pavement except in an emergency.



**One lane bridge.** The bridge is wide enough for only one vehicle at a time. Make sure the bridge is clear of oncoming traffic before you cross.



**Pavement ends.** Road surface ahead changes from a hard surfaced pavement to a low-type surface or earth road.

# Warning Signs



**Slippery when wet.** In wet weather, drive slowly. Do not speed up or brake quickly. Make sharp turns at a very slow speed.



**Divided Highway Ahead.** The highway ahead is divided into two one-way roadways. Keep to the right.



**Divided highway ends.** The divided highway on which you were traveling ends 350 to 500 feet ahead. You will then be on a roadway with two-way traffic. Keep to the right.



**Low clearance.** Do not enter if your vehicle is taller than the height listed on the sign.



**Bicycle crossing.** Warns you in advance that a bikeway crosses the roadway ahead.



**Merging traffic.** You are coming to a point where another traffic lane joins the one you are on. Watch for other traffic and be ready to yield the right-of-way when necessary.



**Pedestrian crossing.** Watch for people crossing the street. Slow down and proceed with caution. Pedestrians always have the right-of-way.

# Warning Signs



**Stop sign ahead.** When you come to this sign, slow down to be ready to stop at the stop sign.



**Right curve.** Slow your speed and keep well to the left. The road will curve to the right.



**Double curve.** The road will curve to the right, then to the left. Slow your speed, keep to the right, and do not pass.



**Truck Crossing.** Watch for trucks entering or crossing the highway.



**Winding Road.** There are several curves ahead. Drive slowly and carefully.



**Side Road.** Another road enters the highway from the direction shown. Watch for traffic from that direction.



**Right Turn.** The road will make a sharp turn to the right. Slow your speed, keep to the right, and do not pass other vehicles.



**Reduction of lanes.** There will be fewer lanes ahead. Traffic must merge left. Drivers in the left lane should allow others to merge smoothly. Right lane ends.

# Warning Signs



**Cross road.** A road crosses the main highway ahead. Look to the left and right for other traffic.



**Hill/downgrade.** Slow down and be ready to shift to lower gear to control speed and save brakes.



**Yield Ahead.** Warning of yield sign ahead. Slow down and be prepared to stop at yield sign or adjust speed to traffic.



**Traffic signal ahead.** Warning of traffic signals at intersection ahead. Slow down; poor visibility is likely.



**Two-way traffic ahead.** The one-way street or roadway ahead ends. You will then be facing oncoming traffic.



**Animal crossing.** The animal pictured on the sign is common in this area. Watch for this species crossing the road, particularly during twilight and nighttime hours.

# Regulatory Signs



You cannot make a complete turn to go in the opposite direction where this sign is displayed.



You must not make a right turn at this intersection.



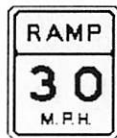
50 miles per hour is the top speed you can travel in this area. Rain or other conditions may require you to go slower.



You cannot go straight ahead. You must turn either to the right or left.



You are going the wrong way on an expressway exit ramp. Do not drive past this sign. Turn around immediately.



This sign lists the maximum recommended safe speed for an entrance or exit on an expressway. Slow down to no more than whatever speed is shown.

# Regulatory Signs



You may not turn right or left during the red light. You must wait for the signal to turn green.



A diamond-shaped marking shows that a lane is reserved for certain purposes or certain vehicles. The lanes are usually reserved for buses or car-pool vehicles during rush hour traffic. Other diamond signs are used to designate bicycle lanes.



The center lane is shared for left turns in both directions of travel. You may not travel a significant distance in this lane.



A divided highway is ahead. Stay on the right side of the divider.

# Regulatory Signs



Parking only for vehicles displaying an official permit and transporting a person with disabilities.



You must not pass any other vehicles going in the same direction as you, while you are in this area.



When you have passed this sign, you are reminded to pass other vehicles with care.



Traffic in left lane must turn left at the intersection ahead.



Stopping permitted only for emergencies.



You are approaching an area where a reduced speed zone has been established.



At the intersection ahead, traffic in left lane must turn left and traffic in adjoining lane may turn left or continue straight ahead.

# Regulatory Signs



This marks a one-way roadway with traffic coming toward you. You must not enter the one-way roadway at this point.



You must not turn either to the right or to the left at the intersection.



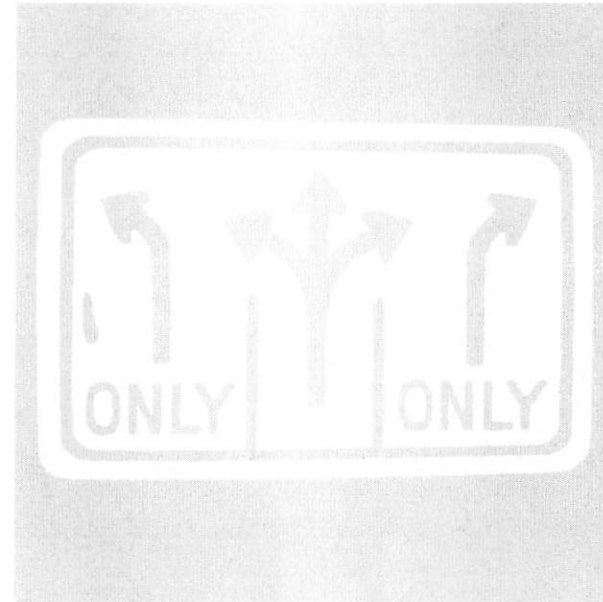
If you park, you must always park off the pavement of the highway.



When entering a right turn lane, motorists may conflict with bicycles. Always yield.

# Guide Signs

- Rectangular in shape
- White messages on green background
- Black messages on white backgrounds
- Different colors and shapes for special purposes



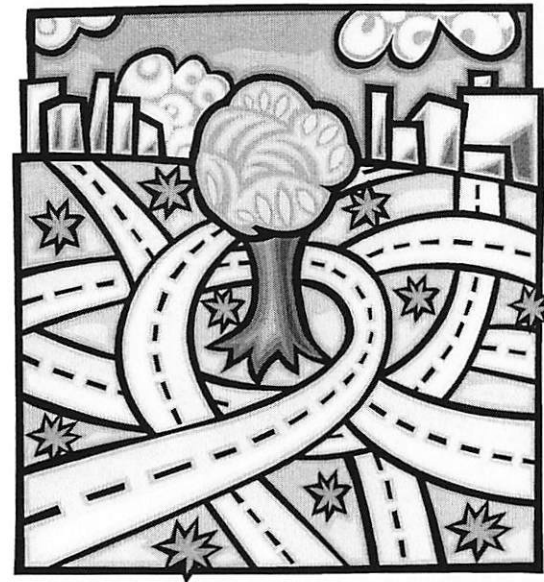


# Guide Signs

- Route markers (interstate system)
- Route turn arrows and directional arrows
- Familiar destination
- Mileage signs
- Recreation areas
- Service signs
- Locations of airports, bus stations, and train stations

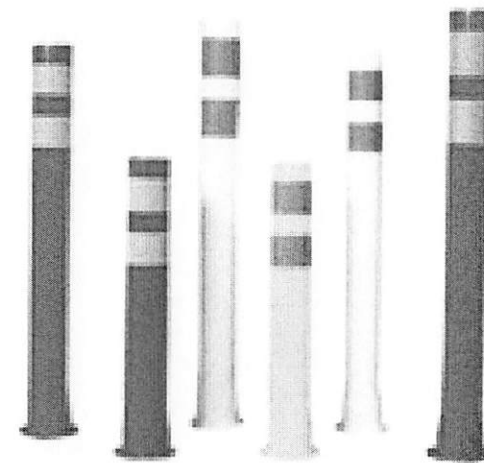
# Roadway Markings

- Broken lines
- Solid lines
- Double solid lines
- White arrows



# Roadway Markings (continued)

## ■ Crosswalk Markings



## ■ Delineators

- White
- Yellow
- Red

# Construction and Maintenance Traffic Control Signs



Various traffic control devices are used in road construction and maintenance work areas to direct drivers and pedestrians safely through the work site and to provide for the safety of highway workers.



Be prepared to reduce your speed and use caution when directed to do so by a sign, flagger, and/or police officer.

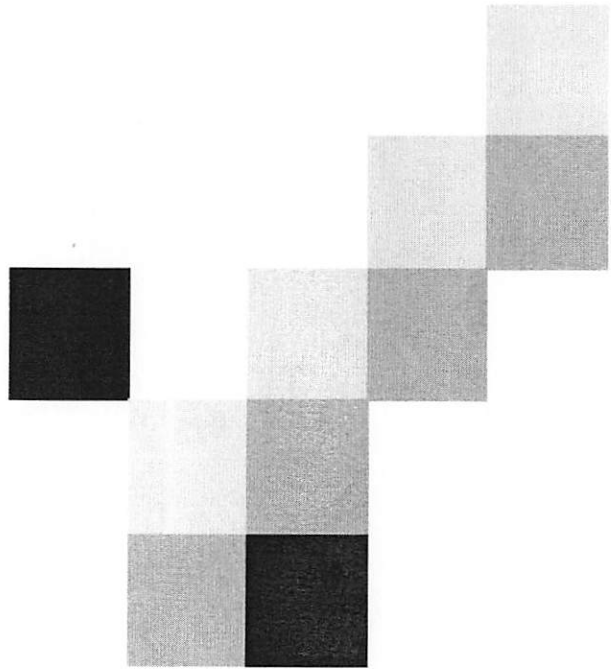


Construction and maintenance signs are used to notify drivers of unusual or potentially dangerous conditions in or near work areas. Most signs used in highway and street work areas are diamond shaped.

# Summary

We reviewed:

- Traffic signs
- Traffic signals
- Roadway markings



# UNIT VIII

## LOADING AND UNLOADING SCHOOL BUS PASSENGERS

# Topics to be discussed:

Requirements for stop locations

Proper and improper use of alternating flashing red lights

Loading passengers

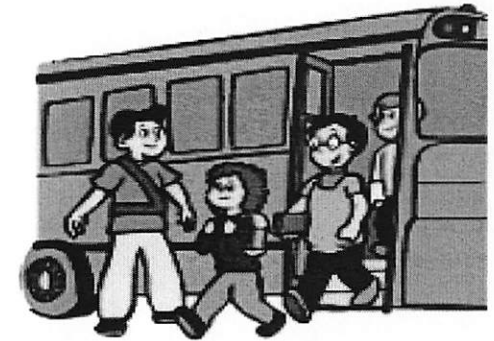
- On highway and street
- On school and private property
- At a turnaround stop

Unloading passengers

- On a highway or street
- On school and private property
- At a turnaround stop

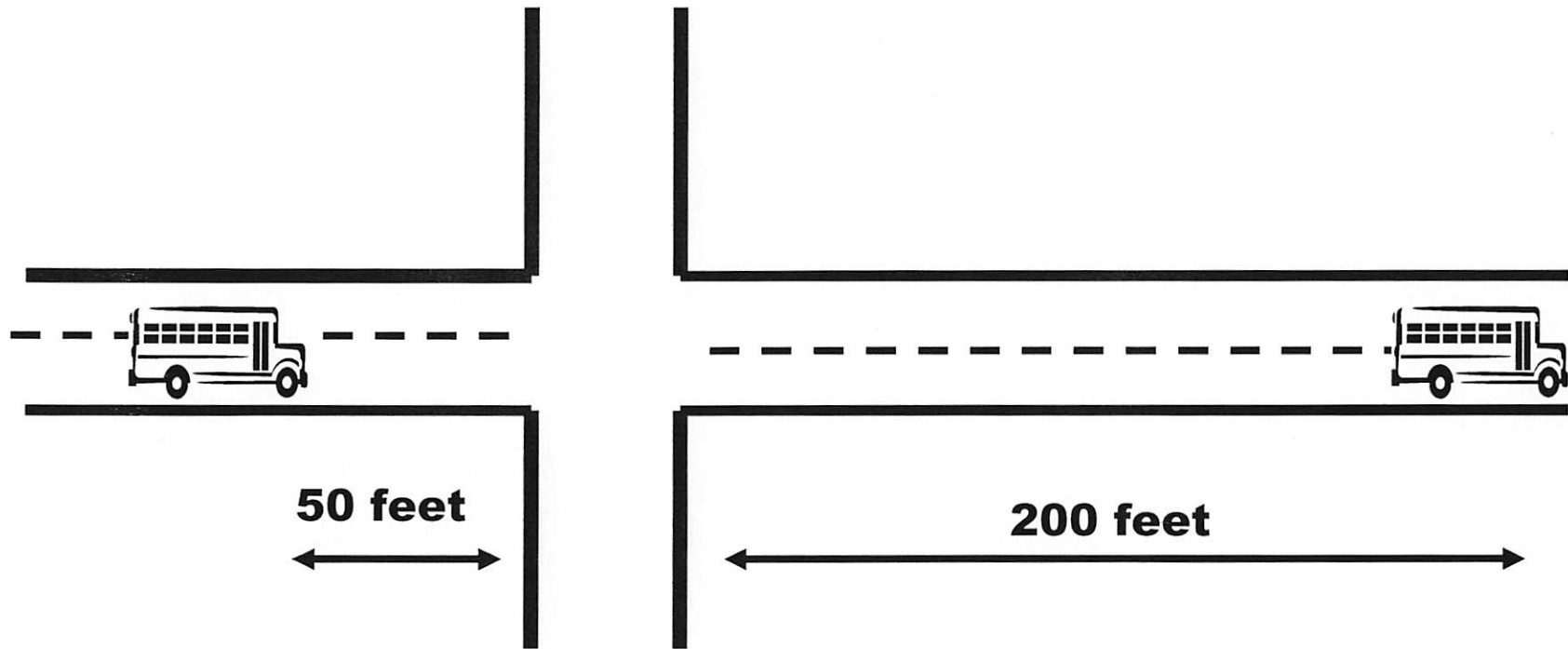
Reporting motorists who illegally pass

Maintaining accurate time schedule



# Stops Near Intersections

Bus stops should be located at least 50 feet before entering an intersection and at least 200 feet following an intersection, maintaining 200 feet of uninterrupted visibility between the front and rear of the bus and other motorists.



# Establishing Stop Locations

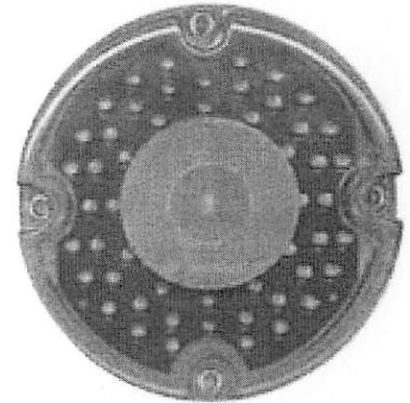
- There must be 200 feet of uninterrupted visibility between the front and rear of the bus and other motorists.
- Stops should be located 200 feet following an intersection or 50 feet from the corner before entering an intersection.
- Stops must be at least 200 feet apart. It is recommended that there be no more than four stops per mile.
- Students should have room to wait in safety off the roadway.
- The safest place for students to wait in safety may be on the side of the roadway opposite the pickup point.
- Establish or change stops only with supervisor's permission.



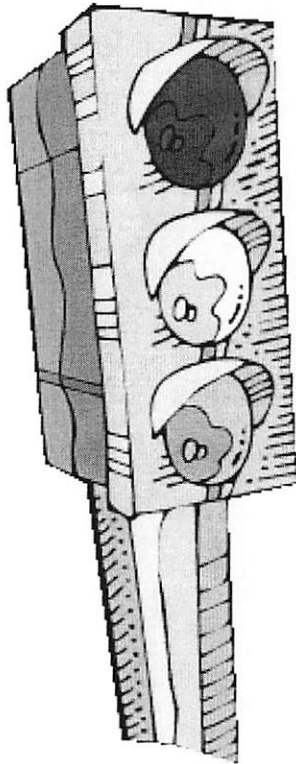
# Proper Use of Alternating Flashing Amber Lights

The alternating flashing amber lights are to be:

- used as a warning that a bus is approaching a student stop,
- operational—two front and two rear,
- visible for 500 feet in sunlight,
- activated only by the operator,
- activated at least 200 feet in advance of the stop, and
- deactivated once the bus is stopped and the stop arm is activated with its flashing red lights.



# Improper Use of Alternating Flashing Red Lights



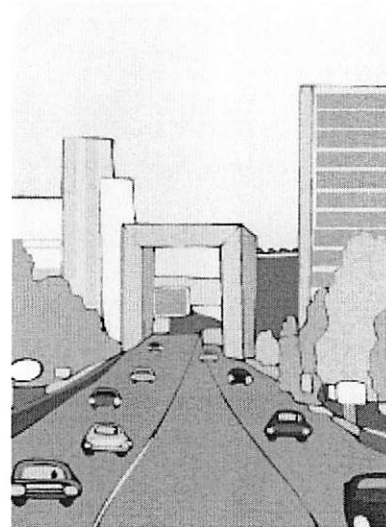
The alternating flashing red lights are:

- not used at an intersection where traffic is controlled by an officer or a traffic signal,
- not used for reasons other than loading and unloading school children,
- not used on school or private property,
- not used in driveways,
- not used while backing,
- not used in making turns or turnarounds,
- not used while stopping at railroad crossings,
- not used for driving in fog or inclement weather, and
- not used to assist another bus operator who is loading and unloading passengers.

# Roadway

ROADWAY.--That portion of a highway improved, designed, or ordinarily used for vehicular travel, exclusive of the berm or shoulder. In the event a highway includes two or more separate roadways, the term "roadway" as used herein refers to any such roadway separately, but not to all such roadways collectively.

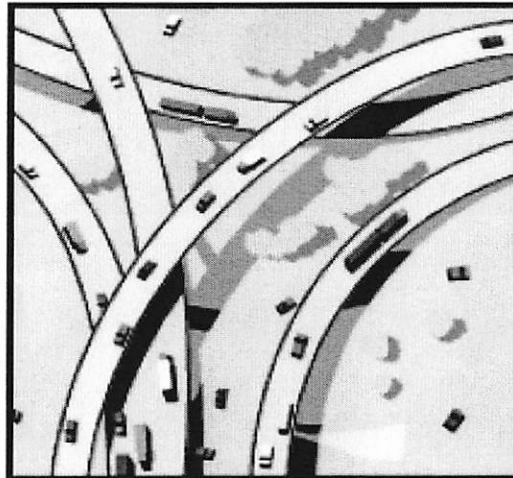
Section 316.003(42), F.S.



# Highway or Street

The entire width between the boundary lines of every way or place of whatever nature when any part thereof is open to the use of the public for purposes of vehicular traffic;

Section 316.003(53)(a), F.S.



# Safe Stopping Procedure

**To perform a safe stop, school bus operators must:**

- Instruct students in safe loading procedures (see your supervisor for guidance).
- Activate amber warning lights 200 feet before stopping.
- Stop a safe distance (at least 12 feet) from any students outside the bus.
- When stopped, deactivate amber lights and activate red warning lights, stop arms, and bumper cross arm.
- Look for pedestrians, traffic, and other hazards before, during, and after coming to a stop and make sure all traffic has stopped.
- Engage parking brake and place transmission in neutral position.



# Loading Passengers on the Highway or Street

- Raise hand toward students outside the bus (open palm) to indicate "stop."
- Make eye contact and count students.
- Check mirrors and look for moving traffic and hazards.
- When safe, open door and signal students to board. When safe, signal students who must cross road by pointing to them (two fingers extended, thumb down) and then pointing to where you want them to go. *Avoid sweeping motion that may confuse motorists.*
- In case of danger, use horn or public address (PA) system to signal students to clear roadway.
- When all students are on bus, close door, count students, and ensure they are seated.
- Deactivate warning lights and check all mirrors.
- Check traffic and proceed on route when safe.



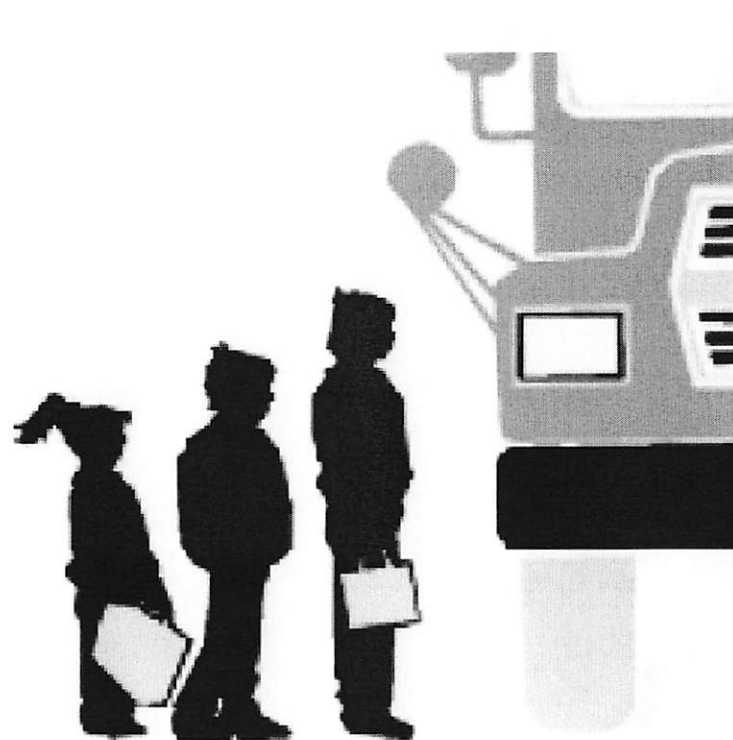
# Orderly Loading

Have students:

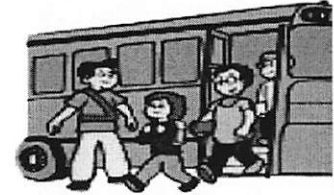
- arrive on time,
- wait in “single file” or in an orderly group,
- stand back until bus is stopped,
- help young passengers get on first,
- use hand rails when entering bus, and
- move directly to their seats.

Operator should:

- close door and check that students are seated,
- look for stragglers, and
- beware of dropped items.



# Unloading Passengers on the Highway or Street



- Instruct students about the following safety procedures:
  - Move well away from side of bus after leaving.
  - Do not get mail from roadside box until bus has left.
- Students who cross the road should be instructed in the following additional safety procedures:
  - take at least 12 steps in front of the bus before starting across the roadway (so operator can see student's feet);
  - wait for proper signal from operator before crossing;
  - stop at traffic side of bus and look left, right, and left again; cross only if approaching traffic has stopped;
  - walk across roadway; and
  - do not stop or return if an item is dropped. The bus operator will take responsibility for retrieving object if possible (check local policy).
- Unloading procedure:
  - Check right and left mirrors and look ahead to be sure all traffic has stopped.
  - Tell students when it is safe to stand up and proceed toward the door.
  - Open door and count children as they exit the bus.
  - Make sure students move at least 12 feet away from the side of the bus and remain in your view.
  - When safe, signal to any students who must cross the road by pointing to them (two fingers extended, thumb down) and then pointing to where they should go. *Avoid sweeping motion that may confuse motorists.*
  - In case of danger, use horn or PA system to signal students to clear roadway.
  - Count students again and ensure all are a safe distance from the bus.
  - Close door and check all mirrors carefully, especially right-hand mirrors (for students who do not cross the road) to ensure they are away from the bus.
  - Deactivate warning lights. Proceed when safe and all children are accounted for and safely away from the bus.

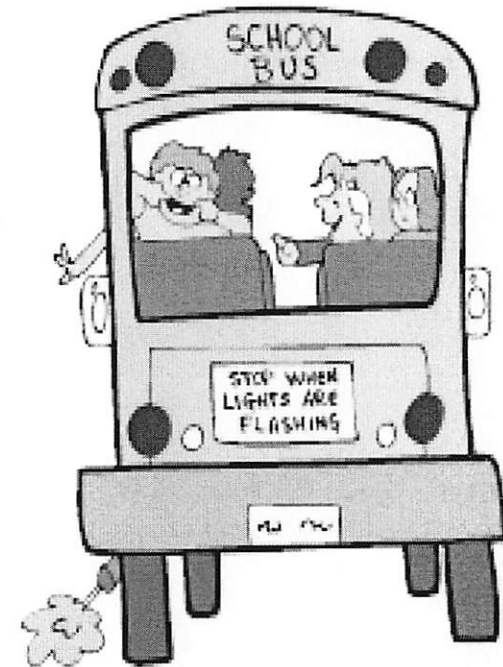
# Deactivating Alternating Flashing Red Lights

Before resuming motion:

- Deactivate flashing red lights
- Permit stopped traffic to proceed

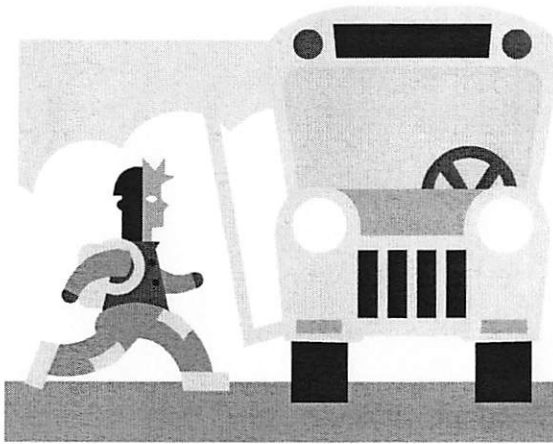
When resuming motion:

- Allow congested traffic to disperse by keeping bus as near to the right side of the road as can be done with safety and remain on the roadway



# **Special Dangers of Loading and Unloading**

## *Dropped or Forgotten Objects*



**As a bus driver, if you are concerned with a bus stop location or hazardous condition along your route, it is your responsibility to advise your supervisor of the situation as soon as possible.**

- Always focus on students as they approach/leave the bus and watch for any who disappear from sight.
- Students may drop an object near the bus during loading or unloading. Stopping to pick up the object or returning to pick up the object may cause the student to disappear from the driver's sight at a very dangerous moment.
- Students should be told to leave any dropped object and move to a point of safety out of the danger zones and attempt to get the driver's attention to retrieve the object.

# Loading on School or Private Property

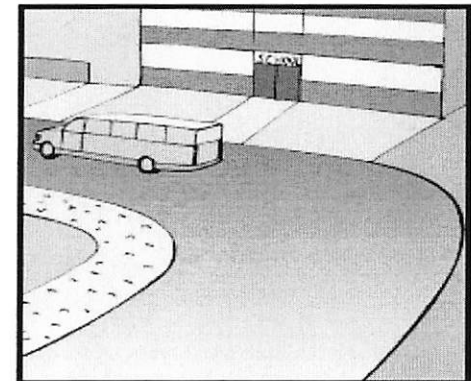
## Precautions:

- Approach loading area cautiously and slowly. Warn others by using alternating flashing lights.
- If students run toward the bus, stop as soon as possible.
- Stand by the door to assist students if conditions require it.
- Students should approach loading area in an orderly manner and form a single file line.
- An adult other than the operator should supervise the students before they board the bus (if possible).



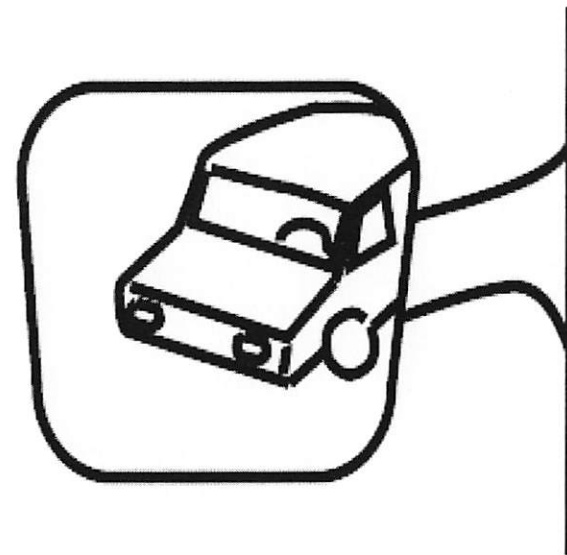
# Loading on School or Private Property (continued)

- Park in a designated loading area.
- Apply brake and shift to neutral position; set parking brake.
- Turn off ignition switch and remove key if leaving the bus.
- Signal for students to enter the bus.
- Instruct students to use handrail and be seated immediately.
- Check area around the bus to see that it is safe to move the bus.
- Check mirrors and prepare to leave.
- Once started, do not stop for stragglers.
- Stop before entering the roadway from private property.



# Loading at a Turnaround Stop

- Load students before backing. (Important!)
- Check mirrors and secure responsible visual assistance if possible before backing—always remember that there is an area in back of your bus that you cannot see.
- Back into the driveway or street for turnaround.



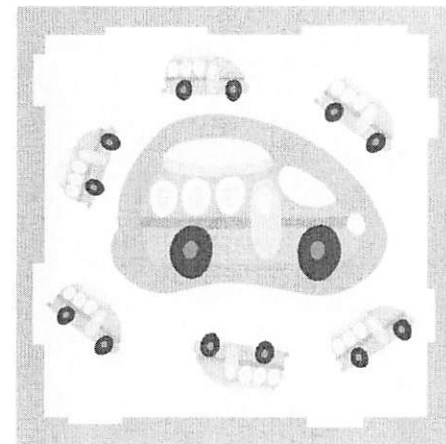
# Unloading on School or Private Property

- Approach the unloading area carefully.
- Drive buses in a counterclockwise direction in front of school or unloading point.
- Park your bus, if possible, at a designated unloading or sidewalk area so that students do not have to cross between other vehicles or across driving areas.
- Apply brake and shift to neutral or park; set parking brake.
- Turn off engine.
- Open door and instruct students to use handrail.



# Unloading at a Turnaround Stop

- Check mirrors and secure responsible visual assistance, if possible, before backing for turnaround. Always perform turnaround before allowing students to leave the bus.
- After turnaround, activate flashing amber lights at least 200 feet in advance of the stop, check mirrors, bring bus to a stop, and activate stop arm and red flashing student lights.
- If the turnaround stop is on a private driveway or property where you cannot use the alternating flashing red lights, you may want to use your hazard warning lights.
- Complete backing maneuver.
- Unload passengers.



# Department of Education Recommendation

## Leaving Bus:

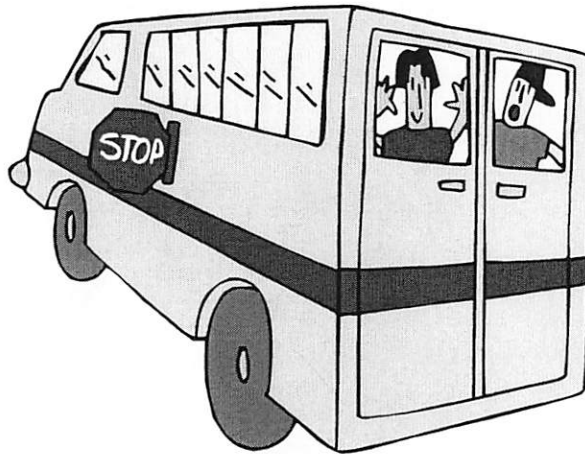
- If the operator must leave the bus because of an emergency or to check the exterior when children are inside, he or she shall set the parking brake, remove the ignition key, use the appropriate emergency equipment, and assure that disciplined behavior will be maintained.
- The operator shall not leave the immediate vicinity of a bus if there are student passengers aboard.



# Department of Education Recommendation

## Backing:

- Backing of the school bus shall be avoided (if possible).
- When backing maneuvers cannot be avoided, children shall be retained inside the bus.
- If there are children outside the bus, no backing maneuver shall be made unless a competent adult observer is on hand to direct the maneuver.



# Procedures for Reporting Violations by Motorists

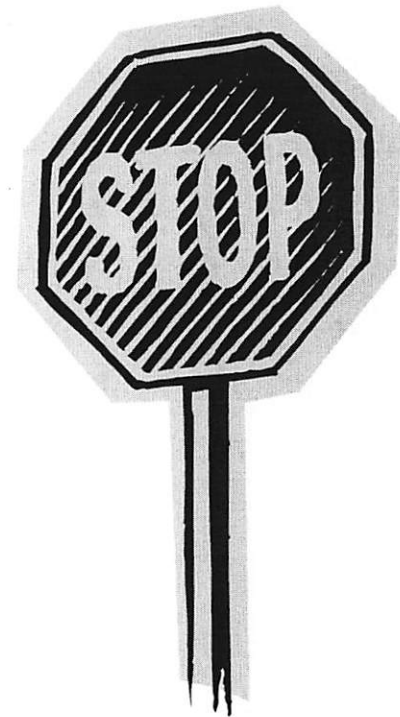
- Be sure the operator has violated the law before reporting an incident.
- Record the vehicle license number and other pertinent information.
- Identify the operator and vehicle, if possible.
- Personally deliver the information to your supervisor (you are the complaining witness).
- File complaint the day an incident occurs or as soon as possible.
- Be prepared for a possible court appearance as the complaining witness.



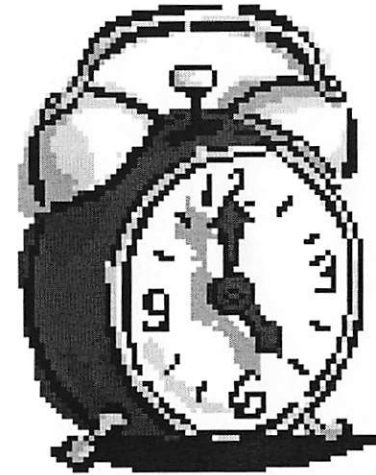
# Illegal Passing

A motorist has passed illegally if:

- Your alternating flashing amber lights were activated at least 200 feet before stopping to load or unload.
- Your alternating flashing red lights were activated at the time the motorist passed.
- Your bus was completely stopped at the time the motorist passed.
- Vehicle operators meeting a stopped school bus on a highway divided by an unpaved median strip of five feet or more or a physical barrier do not need to stop.



# Reasons for Maintaining Accurate Time Schedule



- Promoting good public relations.
- Delivering students to school on time.
- Early arrival can cause the students to miss the bus or be exposed to serious injury while running to catch the bus.
- Late arrival can expose the students to pedestrian traffic accidents and severe weather problems while waiting at the stop, and can inconvenience the teacher.

# Summary

Requirements for stop locations

Proper and improper use of alternating flashing red lights

Loading passengers

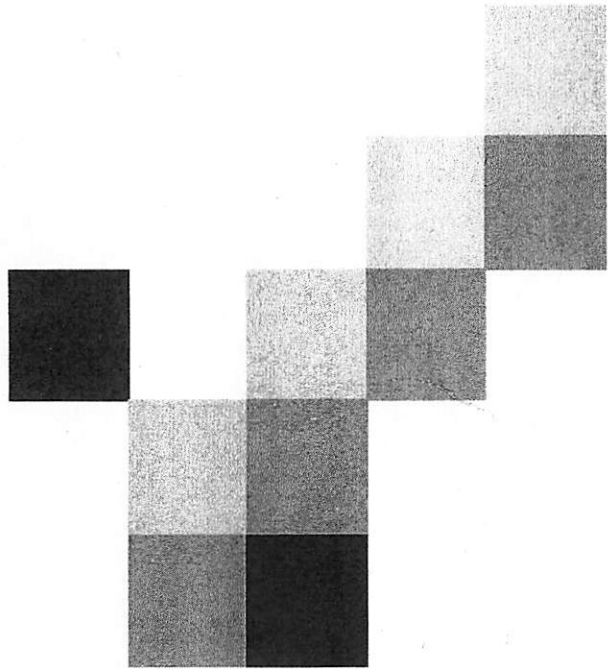
- On highway and street
- On school and private property
- At a turnaround stop

Unloading passengers

- On a highway or street
- On school and private property
- At a turnaround stop

Reporting motorists who illegally pass

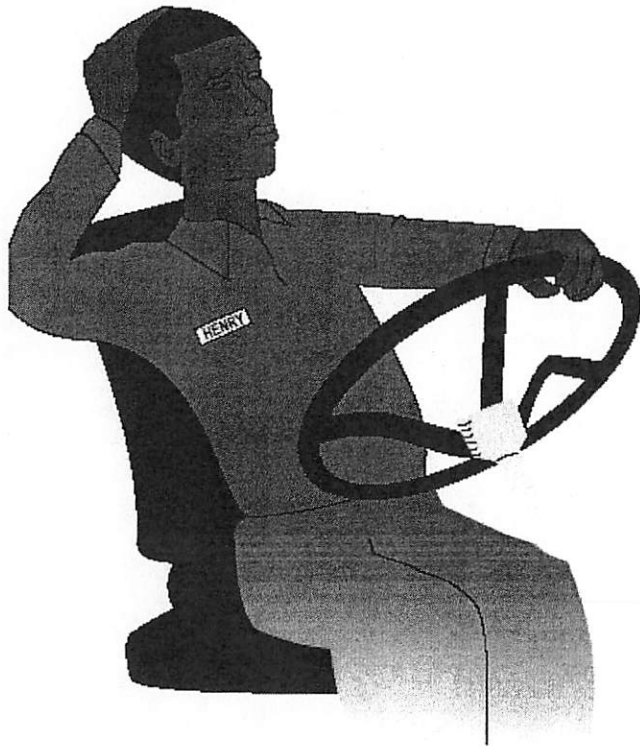
Maintaining accurate time schedule



## UNIT VI

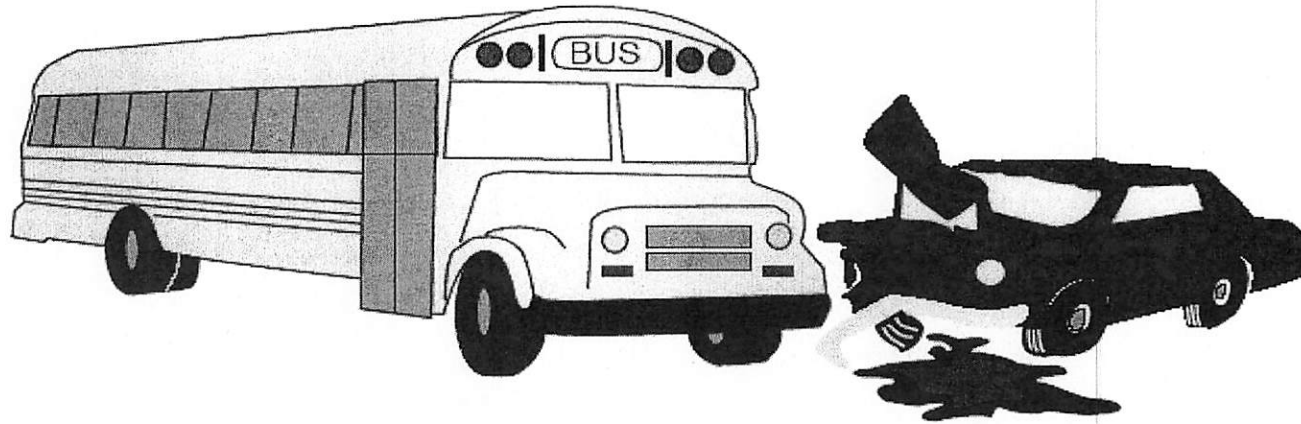
# SCHOOL BUS CRITICAL SITUATIONS

# Topics:



- Responses to critical situations
- Preventing and correcting:
  - traction loss
  - loss of brakes
  - steering failure
  - tire blowout
  - headlight failure
  - accelerator sticking
  - engine overheating
- Classifications of fire
- School bus evacuation procedures

# Critical Situation



- Driver action
- Roadway situation = COLLISION
- Vehicle malfunction



# How Quick on the Draw are You?

## Directions:

- Form teams of two
- Each team must have a watch with a second hand
- One game sheet per team
- Touch numbered squares in sequence
- Time each attempt
- Three attempts per player
- Record time for each attempt

12	9	5
10	8	2
3	11	7
4	6	1

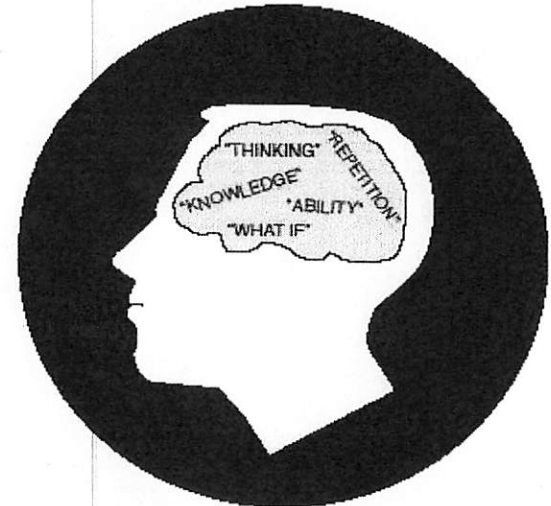
# Why Drivers Respond the Way They Do

- Surprise causes hasty action
- Surprise leads to panic/ fear
- Drivers become confused when panicking
- Correct action must be *learned* in advance



# How Drivers Can Improve

- Thinking reduces panic
- Ability depends upon driver mind set
- Knowledge and practice reduce surprise
- “What if” is good practice
- Repetition reduces surprise





# Driver Safety Formula

Skill

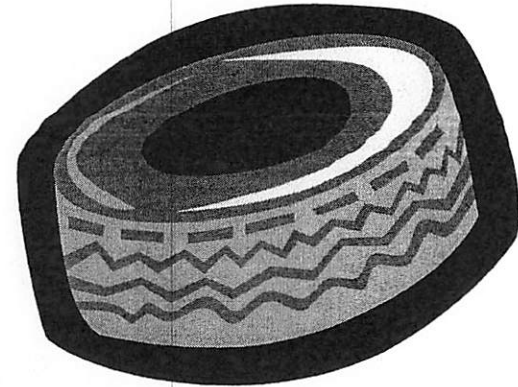
- + Knowledge
- + Conditioning
- + Concentration

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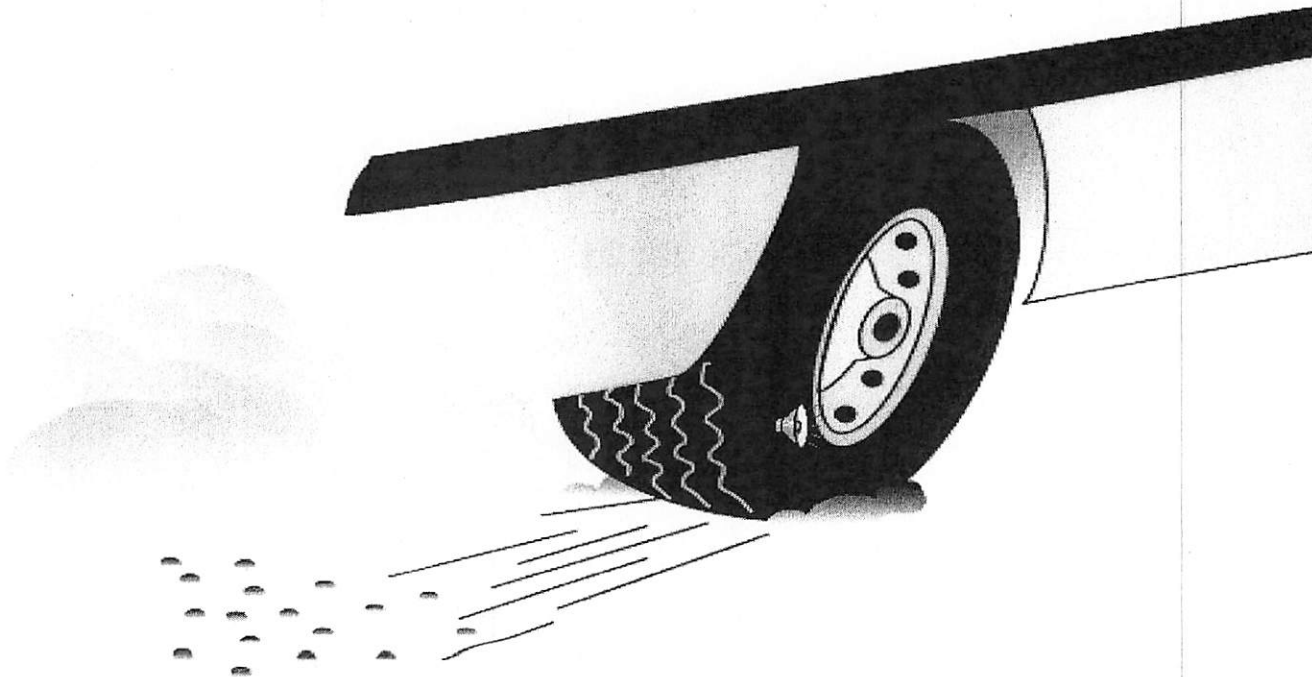
= Reduction in critical situations

# Traction Loss

Traction is important to starting, stopping, and turning any vehicle. When traction is reduced or lost completely, the driver is confronted with a critical situation.



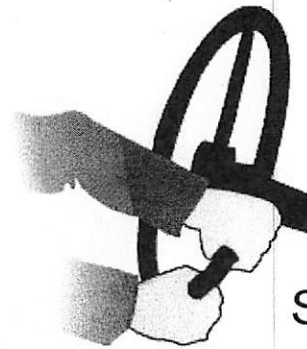
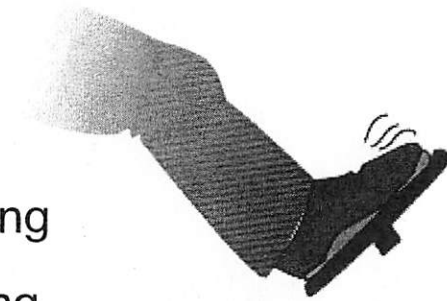
# What is Traction Loss?



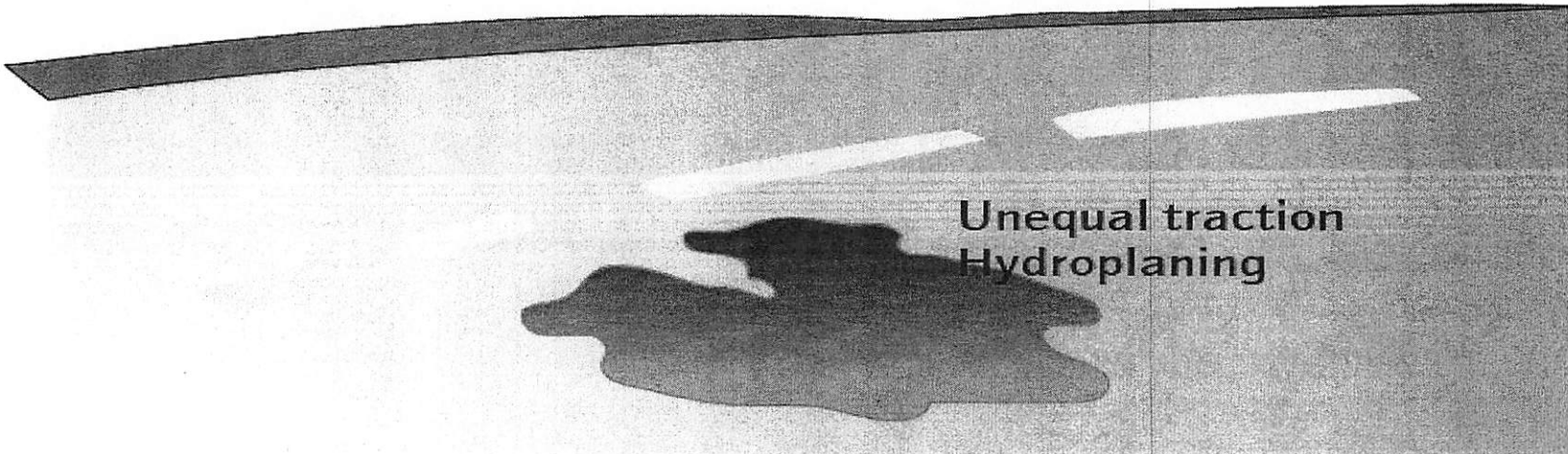
Traction loss occurs when tires lose their rolling grip on the road surface, resulting in partial or total loss of vehicle control.

# Causes of Traction Loss

Overpowering  
Overbraking



Steering and speed



Unequal traction  
Hydroplaning



# Minimizing Traction Loss

- Keep brakes and tires in good working order
- Increase sight distance and react to hazards well in advance
- Match speed conditions
- Avoid overpowering, over braking, and over steering
- Stay off highway when conditions are hazardous



# **Traction Loss Summary**

A competent driver rarely allows his vehicle to lose traction, but—if it does, he possesses the capability to cope effectively with the situation.



# **Potential Vehicle Malfunctions**

- Loss of brakes
- Steering failure
- Tire blowout
- Headlight failure
- Accelerator sticking
- Engine overheating

# Loss of Brakes

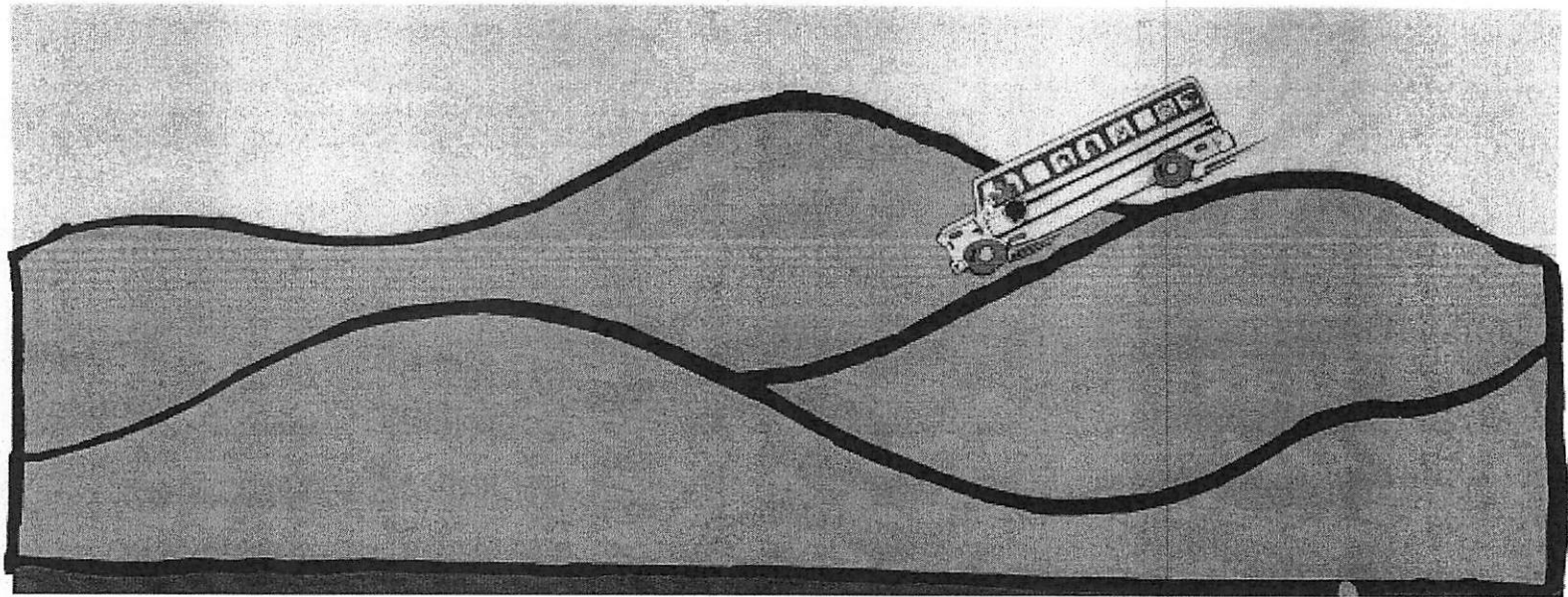
Indicated by signal from buzzer, air pressure gauge

## Correction:

Use engine as brake; down shift.

Continue application of brake pedal.

Get off road and stop immediately.



# Steering Failure



## Correction:

Grip wheel firmly—get off road

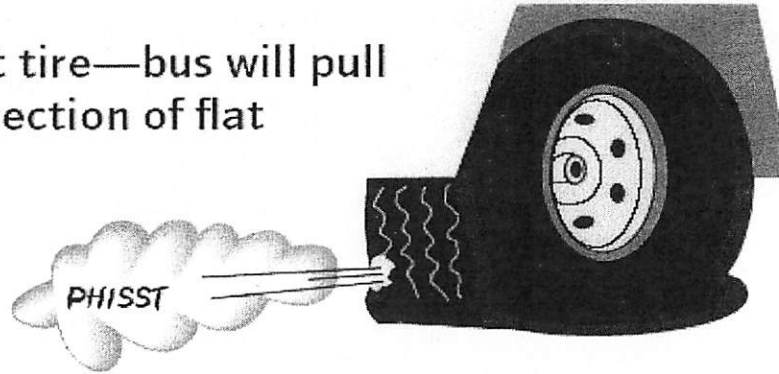
No wheel response—stop bus quickly and safely

Evacuate passengers (if warranted)

Secure area

# Tire blowout

Front tire—bus will pull  
in direction of flat



Rear tire—rear of bus will  
swerve or sway violently

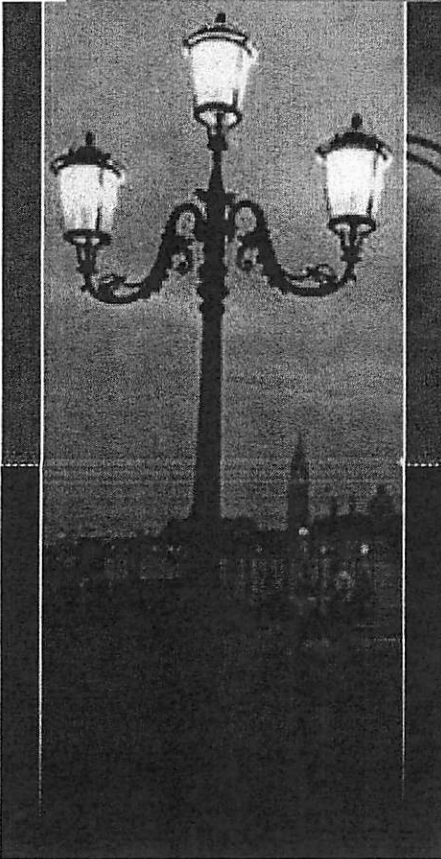
## Correction:

- Grip wheel firmly
- Release accelerator
- Steady braking—do not lock wheels
- Move off roadway
- Secure vehicle

## Headlight Failure

Turn on parking/ auxiliary lights

Turn on emergency flashers, brake lights, right turn signal.



Slow down

Stay on path

Look for escape

Look for something to orient you

# Accelerator Sticking

- Apply brakes
- Shift to neutral
- Steer off roadway
- Turn off engine after stopping bus

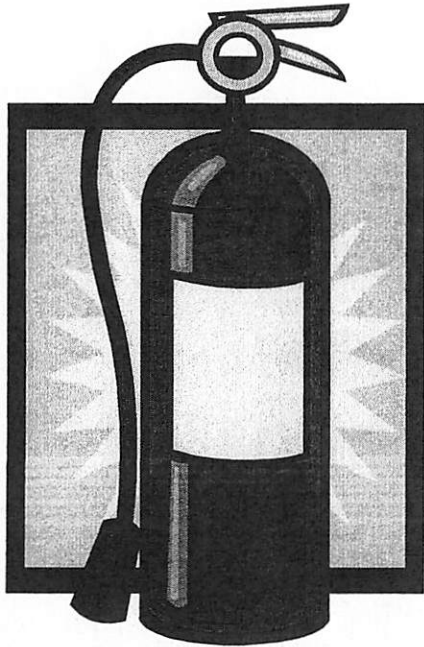


# Engine Overheating



- Pull off road
- Shift to neutral—run engine at fast idle
- Stop engine if it does not cool
- Call for assistance

# Emergency Equipment and Emergency Procedures



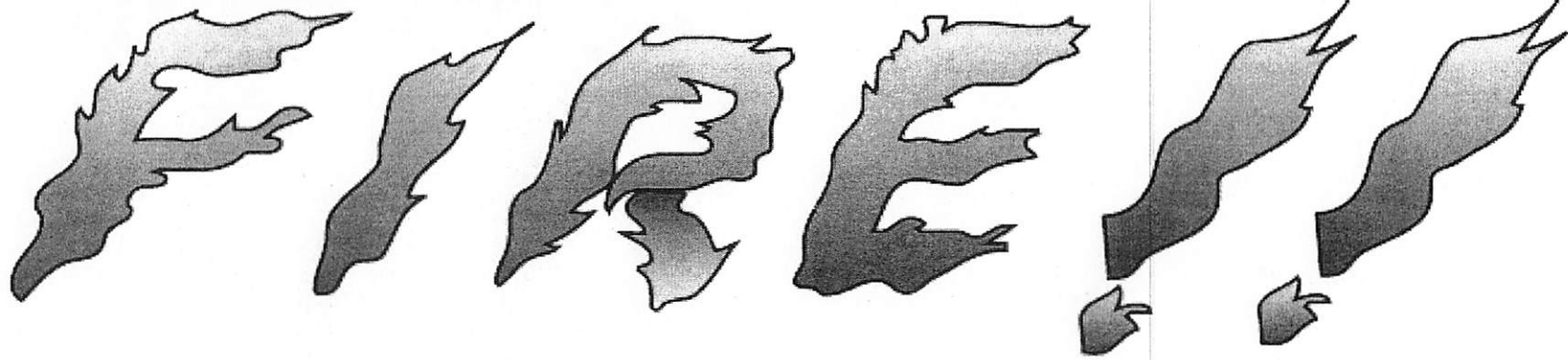
## Topics:

Fire extinguishers

Reflectors

Evacuations

Stakeouts

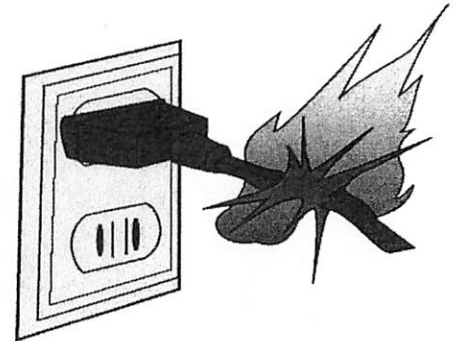
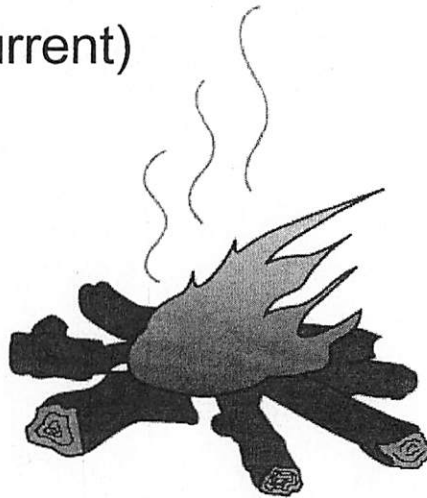


**Type:**

A (Ashes)

B (Barrels)

C (Current)



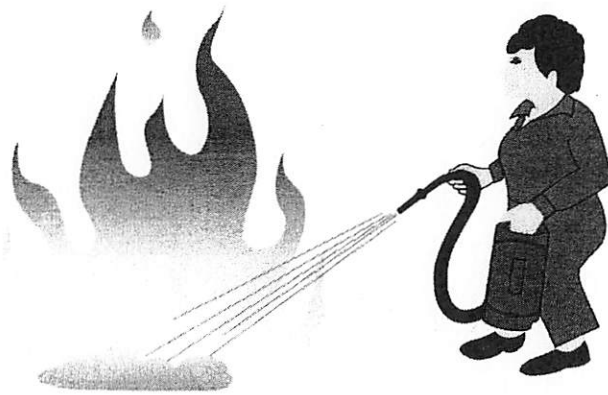
**Source:**

Combustible materials

Flammable liquids

Electrical

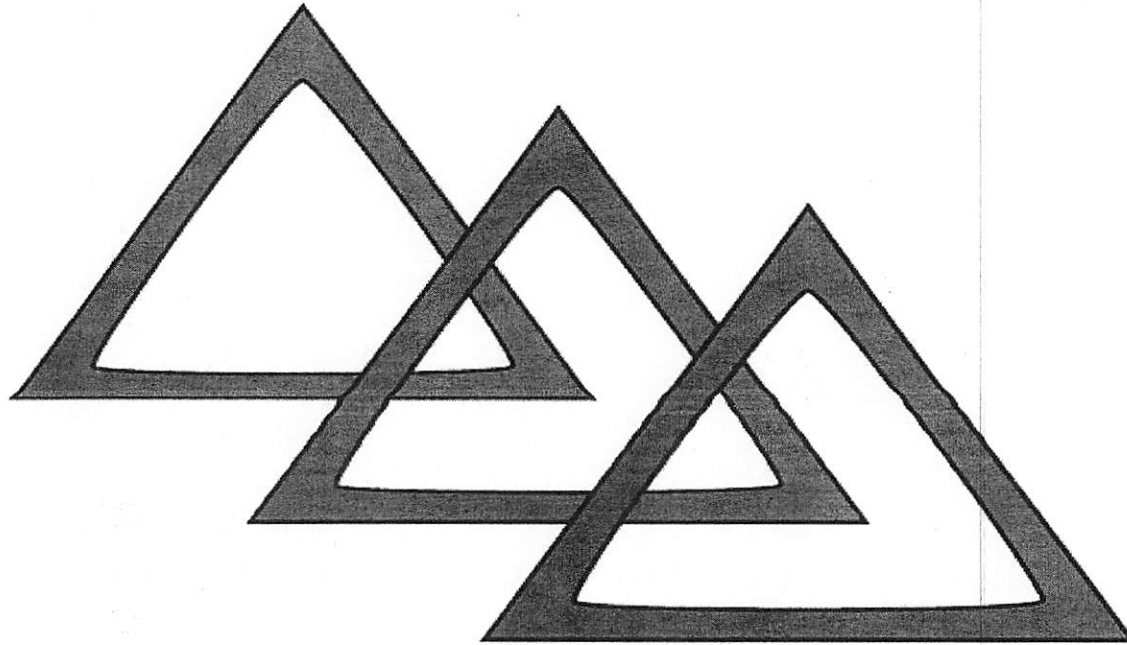
# Fire Extinguisher Operation



- Pull pin—use twisting motion
- Hold in upright position
- Squeeze trigger lever
- Direct at base of fire—use side to side motion

# Required Warning Devices

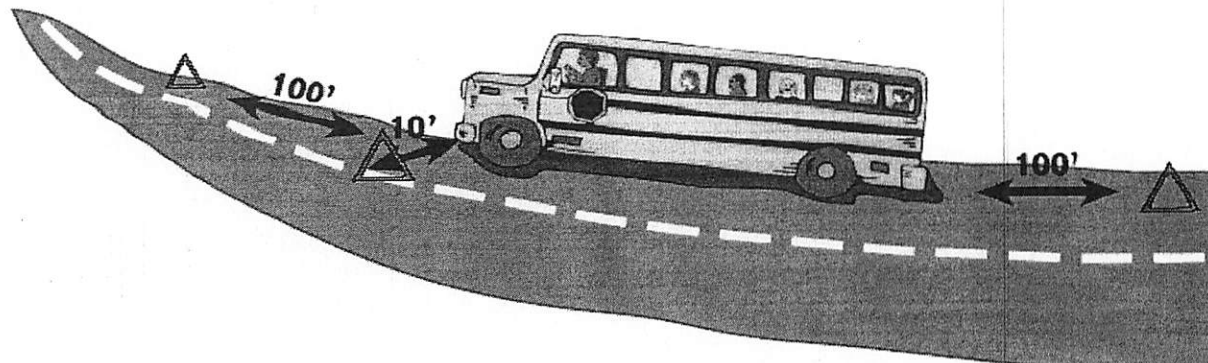
3 Bidirectional emergency reflective triangles



# Vehicle Stakeout

## Requirements

- Bidirectional emergency reflective triangles
- Placed as follows:
  - One 100' in front of the bus in center of lane occupied by the bus
  - One 100' to the rear of the bus in center of lane occupied by the bus
  - One at the traffic side of the bus either 10' to the front or rear of the bus

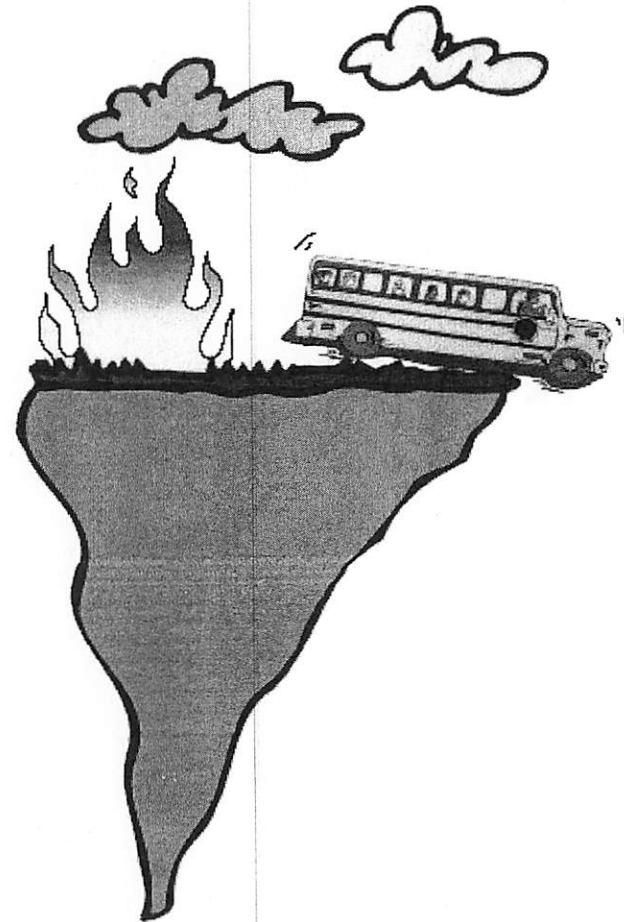


# Reasons for Evacuation

Fire

Potential Fire

Vehicle in dangerous  
position





# **School Bus Evacuation**

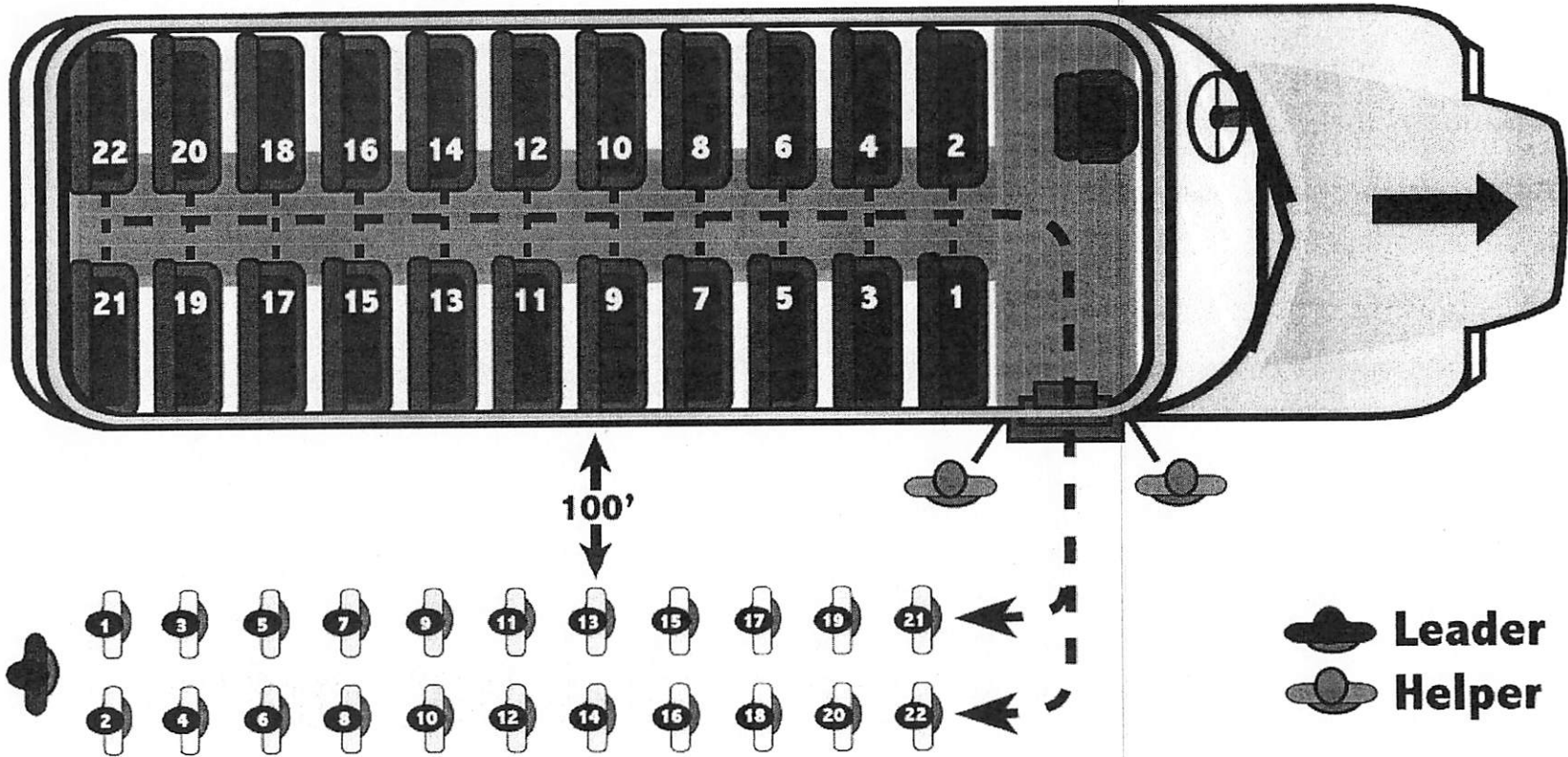
**Film**

## **Emergency School Bus Evacuation**

### **Points of interest:**

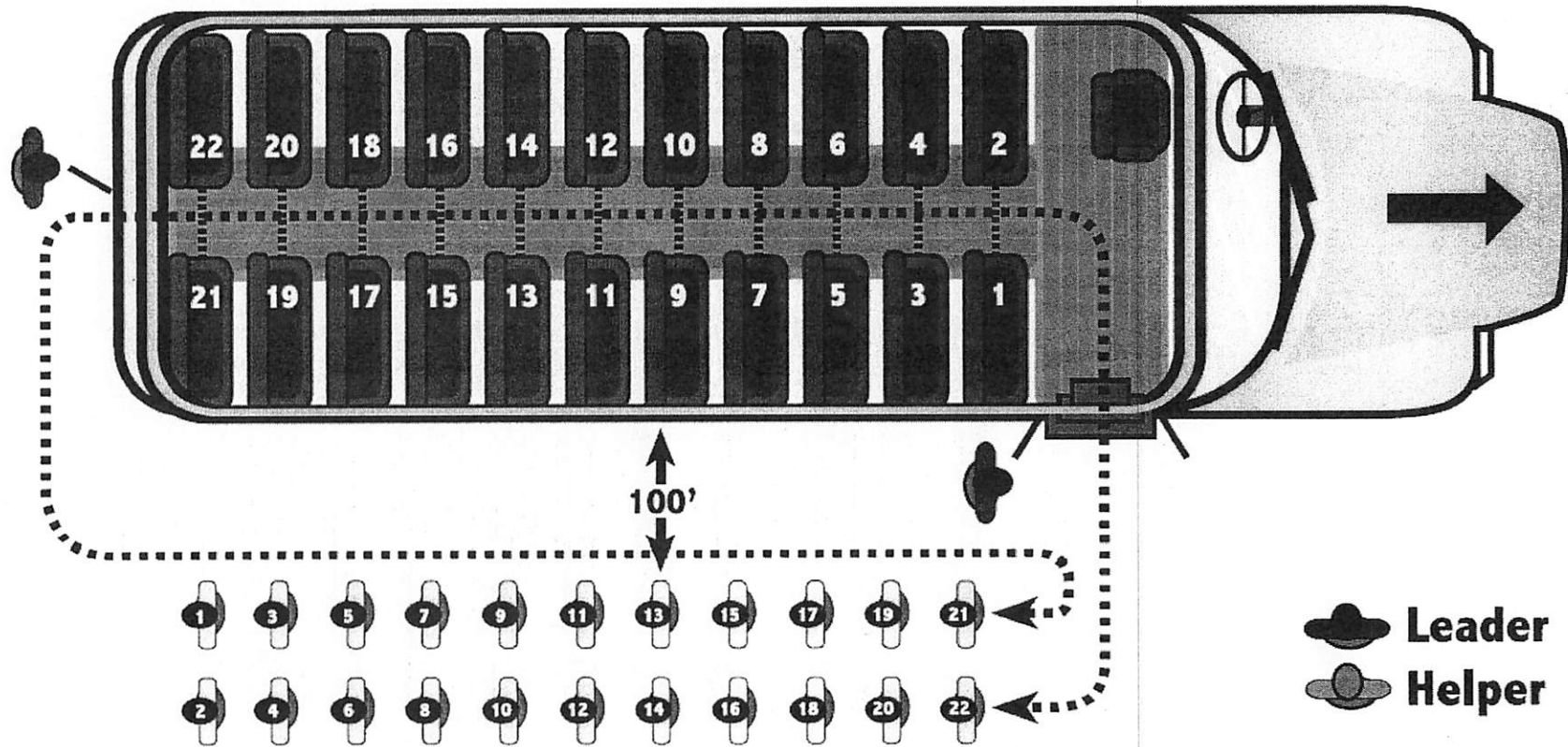
- Three evacuation methods
- Driver's role
- Leader's and helper's role
- Distance students move away from bus

# Front Door Evacuation



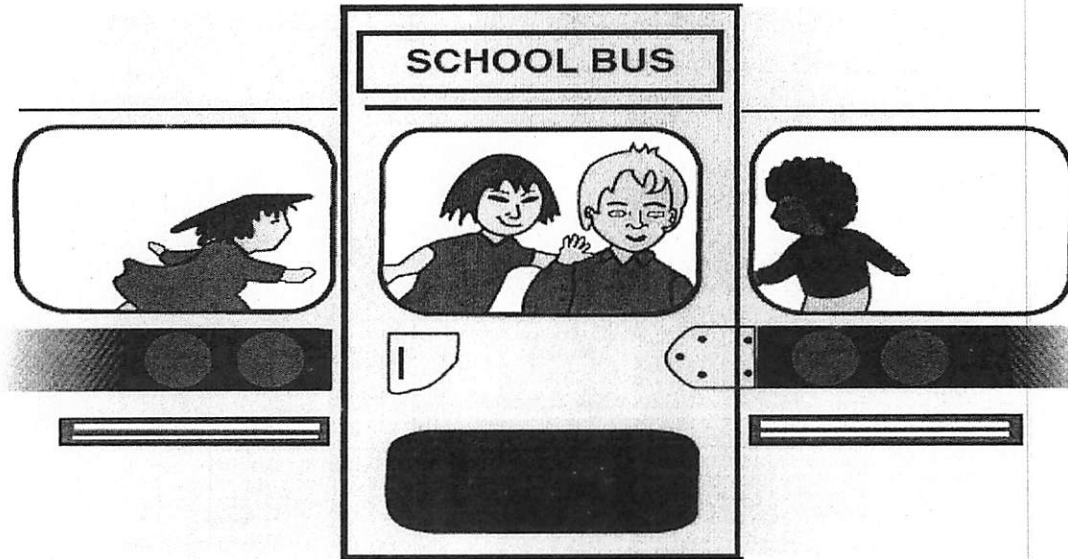


# Front and Rear Door Evacuation



# Department of Education Requirement

## Evacuation Drills



A school bus driver shall know how to conduct an emergency bus evacuation.

# Special Needs Evacuation

- Lift Evacuation
- Ramp Evacuation
- Blanket Drag/Carry
- Removal from Wheelchair



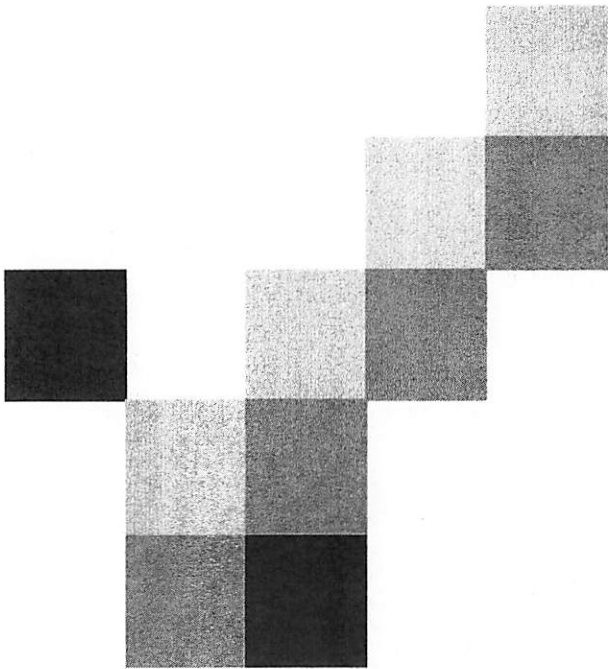


# Summary

- Responses to critical situations
- Preventing and correcting:
  - traction loss
  - loss of brakes
  - steering failure
  - tire blowout
  - headlight failure
  - accelerator sticking
  - engine overheating
- Classifications of fire
- School bus evacuation procedures

## UNIT VI TEST

1. Over accelerating, over braking, miscalculating turns, and maneuvering over unequal road surfaces are all major causes of traction loss.
  - a. True
  - b. False
2. Operators have no control over a bus if it is hydroplaning.
  - a. True
  - b. False
3. When a front tire blows out, the wheel will turn in the direction of the flat tire.
  - a. True
  - b. False
4. If steam is visible from the front of the bus, the bus will last long enough to get to the nearest available water.
  - a. True
  - b. False
5. There are three major types of fires.
  - a. True
  - b. False
6. It is not necessary to carry any kind of fire extinguisher on the bus; it is just a safety precaution.
  - a. True
  - b. False
7. District Question
8. District Question
9. District Question
10. District Question



# UNIT VII

## SCHOOL BUS CRASH PROCEDURES

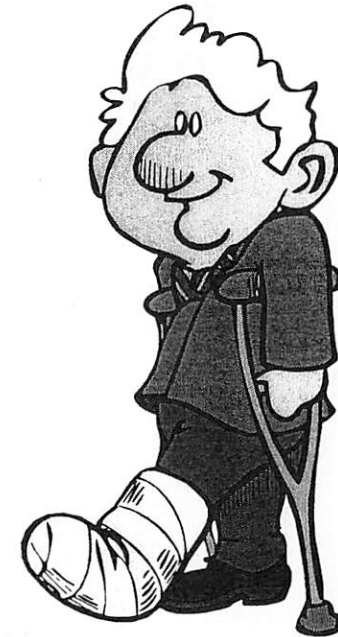
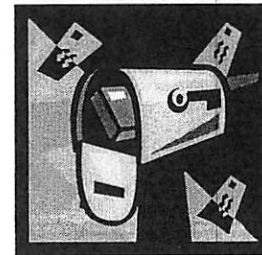
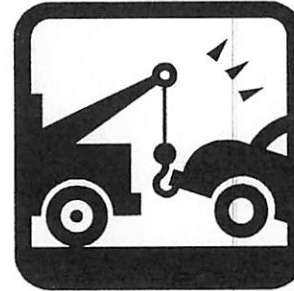
# Topics to be discussed:

- Crash types/differences
- Responsibility to stop
- Exchanging information
- Rendering aid
- Reports
- Penalties

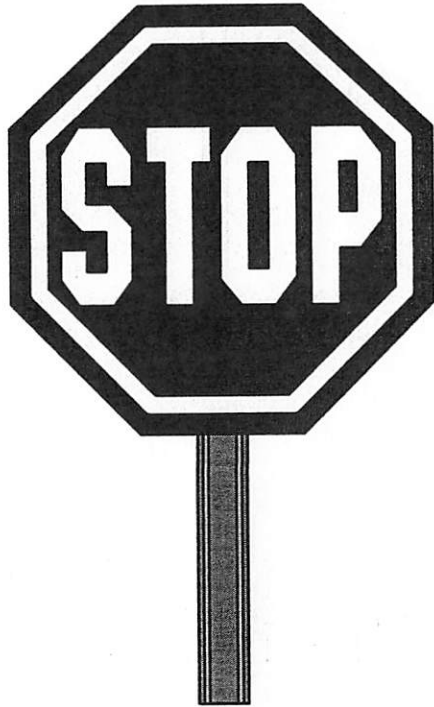


# Types of Crashes

- Crashes involving damage to a vehicle or property
- Crashes involving death or personal injuries
- Crashes involving unattended vehicles or property



# Responsibility to Stop



Penalties for not stopping after incurring a crash include revocation of operator's license.



# Exchange of Information



The bus operator must give his or her name, address, and vehicle registration number, and exhibit license to police officer investigating crash.

# Rendering Basic First Aid



Bus operators should not render first aid beyond that for which they have been trained.

# Reporting Accidents



Florida Traffic Law requires that crashes be reported to the police.

# Reporting Accidents (continued)

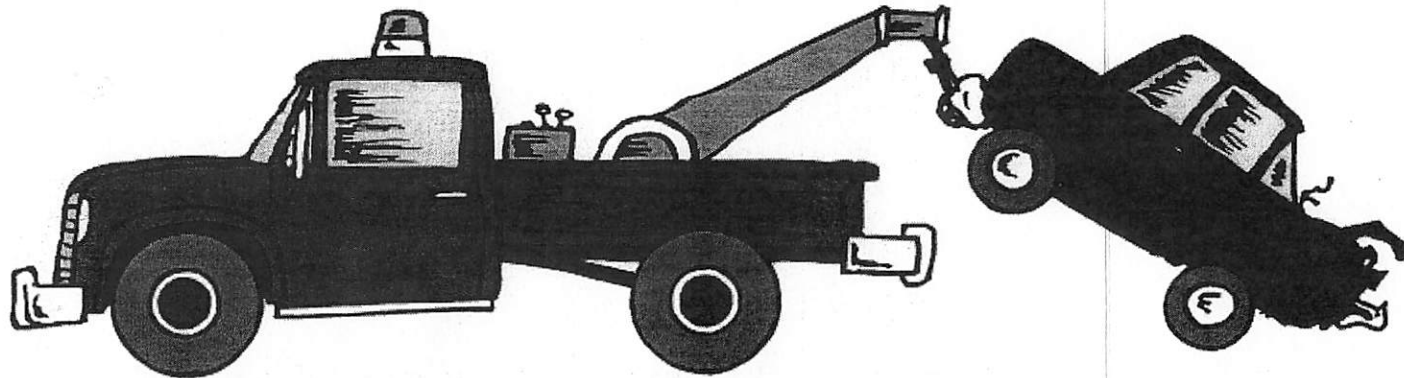


The Florida Department of Education requires that all crashes involving personal injury or property damage, no matter how small, be reported to the operator's supervisor.

# Florida Traffic Law Regarding Unattended Vehicles or Fixed Object Crashes

Section 316.063(1), F.S.

The driver must immediately stop and notify duly authorized police. If a damaged vehicle is obstructing traffic, the driver should make every reasonable effort to move the vehicle or have it moved.

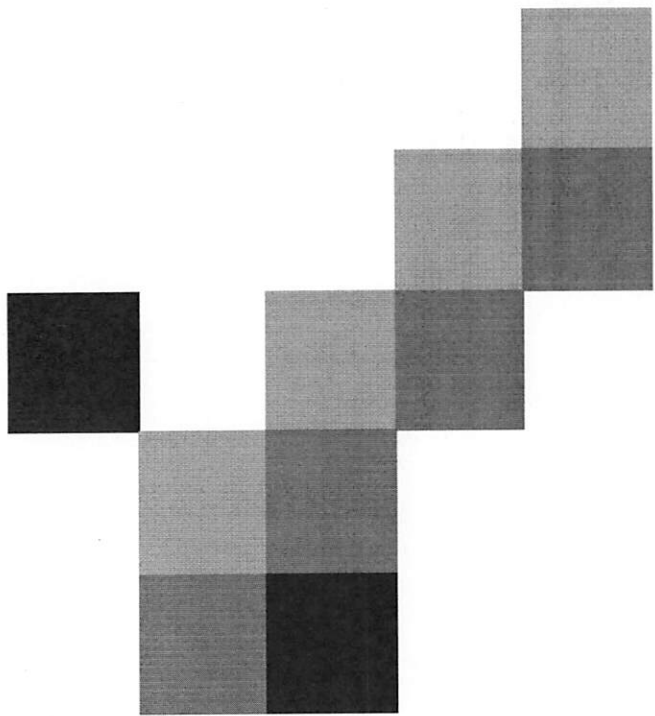


# **summary**

- Crash types/differences
- Responsibility to stop
- Exchanging information
- Rendering aid
- Reports
- Penalties

## UNIT VII TEST

1. All crashes are non-preventable.
    - a. True
    - b. False
  2. What is a preventable crash?
    - a. Any crash in which the driver failed to do everything reasonable to prevent it
    - b. There are no preventable crashes
    - c. One for which you are not charged
    - d. None of the above
  3. Operators must report all crashes to their supervisor.
    - a. True
    - b. False
  4. After the crash is over, you should
    - a. Blame the other driver
    - b. Be calm, courteous, and cooperative
    - c. Be accurate and factual with the police
    - d. Only B and C
  5. As an operator, you must, after striking an attended vehicle
    - a. Check for injuries
    - b. Contact the police
    - c. Contact your supervisor
    - d. All of the above
  6. If, after a crash, your bus is obstructing traffic, state law says you must make every reasonable effort to move your vehicle.
    - a. True
    - b. False
  7. District Question
  8. District Question
  9. District Question
  10. District Question
-



# UNIT VIII

## LOADING AND UNLOADING SCHOOL BUS PASSENGERS

# Topics to be discussed:

Requirements for stop locations

Proper and improper use of alternating flashing red lights

Loading passengers

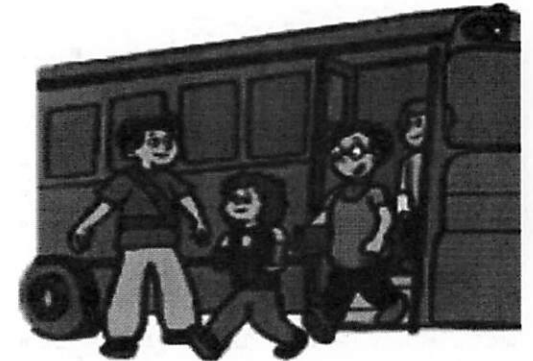
- On highway and street
- On school and private property
- At a turnaround stop

Unloading passengers

- On a highway or street
- On school and private property
- At a turnaround stop

Reporting motorists who illegally pass

Maintaining accurate time schedule



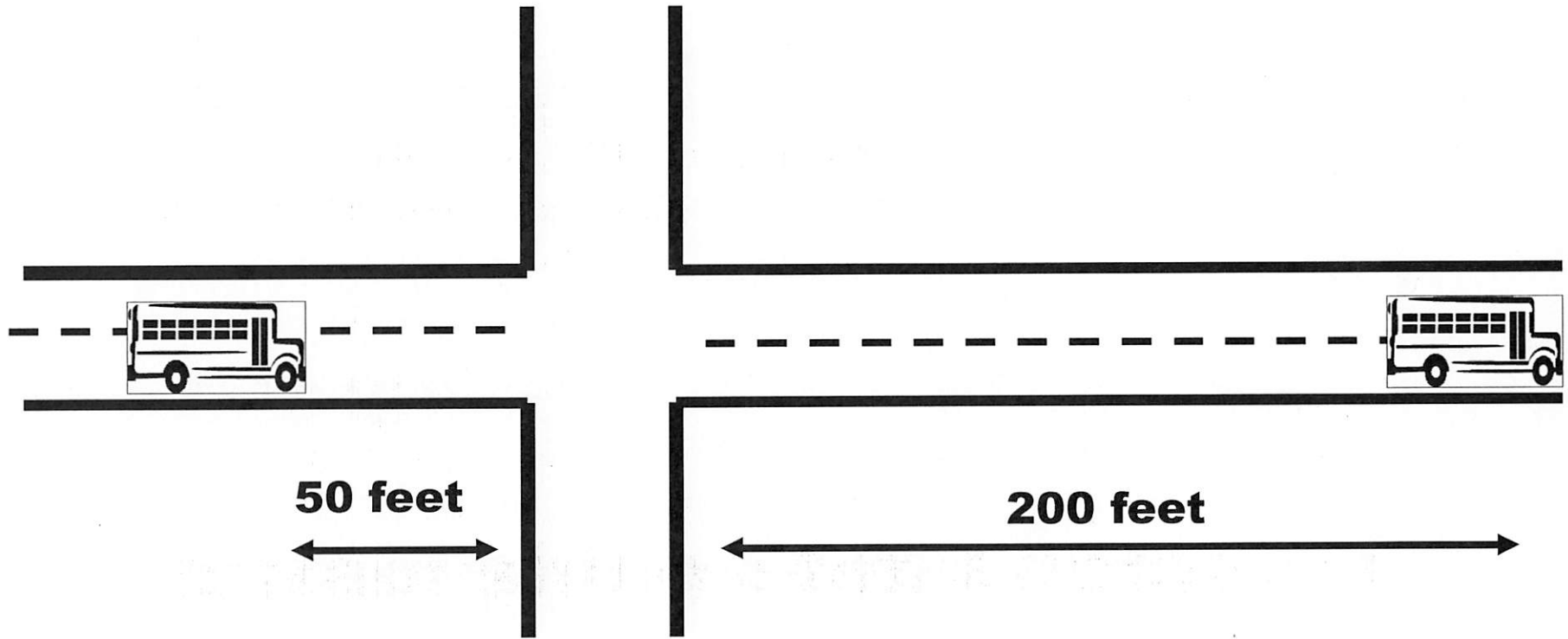
# Establishing Stop Locations

- There must be 200 feet of uninterrupted visibility between the front and rear of the bus and other motorists.
- Stops should be located 200 feet following an intersection or 50 feet from the corner before entering an intersection.
- Stops must be at least 200 feet apart. It is recommended that there be no more than four stops per mile.
- Students should have room to wait in safety off the roadway.
- The safest place for students to wait in safety may be on the side of the roadway opposite the pickup point.
- Establish or change stops only with supervisor's permission.



# Stops Near Intersections

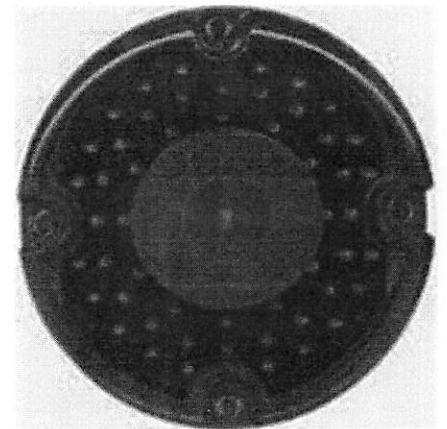
Bus stops should be located at least 50 feet before entering an intersection and at least 200 feet following an intersection, maintaining 200 feet of uninterrupted visibility between the front and rear of the bus and other motorists.



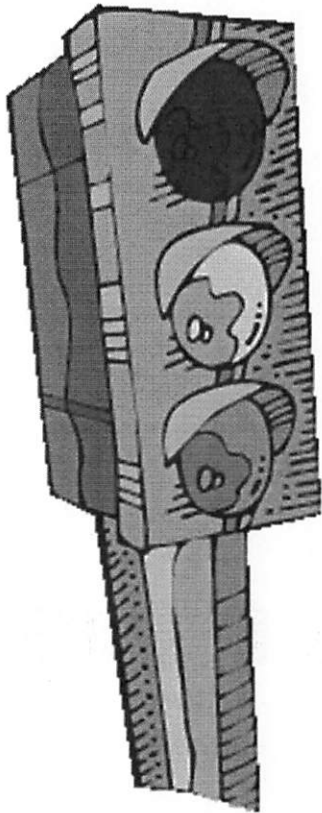
# Proper Use of Alternating Flashing Amber Lights

The alternating flashing amber lights are to be:

- used as a warning that a bus is approaching a student stop,
- operational—two front and two rear,
- visible for 500 feet in sunlight,
- activated only by the operator,
- activated at least 200 feet in advance of the stop, and
- deactivated once the bus is stopped and the stop arm is activated with its flashing red lights.



# Improper Use of Alternating Flashing Red Lights



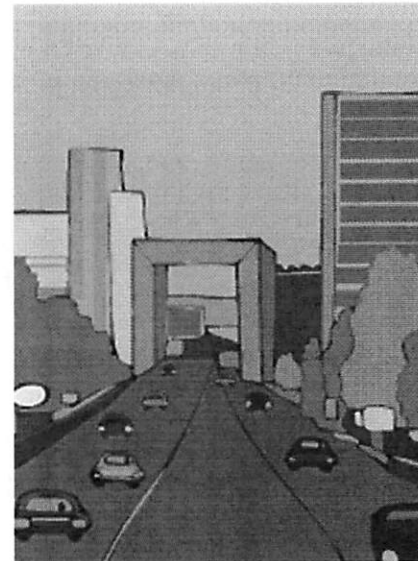
The alternating flashing red lights are:

- not used at an intersection where traffic is controlled by an officer or a traffic signal,
- not used for reasons other than loading and unloading school children,
- not used on school or private property,
- not used in driveways,
- not used while backing,
- not used in making turns or turnarounds,
- not used while stopping at railroad crossings,
- not used for driving in fog or inclement weather, and
- not used to assist another bus operator who is loading and unloading passengers.

# Roadway

ROADWAY.--That portion of a highway improved, designed, or ordinarily used for vehicular travel, exclusive of the berm or shoulder. In the event a highway includes two or more separate roadways, the term "roadway" as used herein refers to any such roadway separately, but not to all such roadways collectively.

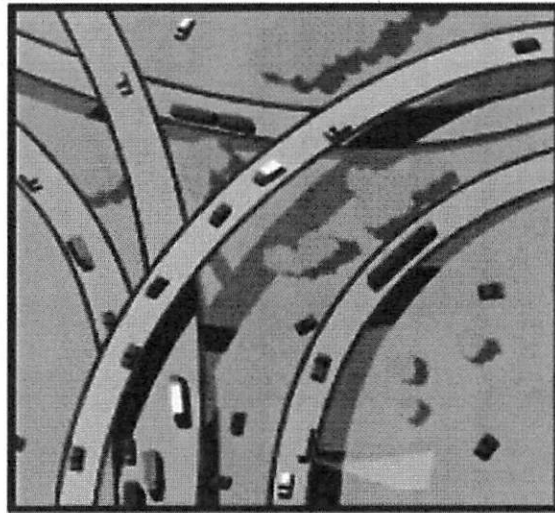
Section 316.003(42), F.S.



# Highway or Street

The entire width between the boundary lines of every way or place of whatever nature when any part thereof is open to the use of the public for purposes of vehicular traffic;

Section 316.003(53)(a), F.S.



# Safe Stopping Procedure

**To perform a safe stop, school bus operators must:**

- Instruct students in safe loading procedures (see your supervisor for guidance).
- Activate amber warning lights 200 feet before stopping.
- Stop a safe distance (at least 12 feet) from any students outside the bus.
- When stopped, deactivate amber lights and activate red warning lights, stop arms, and bumper cross arm.
- Look for pedestrians, traffic, and other hazards before, during, and after coming to a stop and make sure all traffic has stopped.
- Engage parking brake and place transmission in neutral position.



# Loading Passengers on the Highway or Street

- Raise hand toward students outside the bus (open palm) to indicate "stop."
- Make eye contact and count students.
- Check mirrors and look for moving traffic and hazards.
- When safe, open door and signal students to board. When safe, signal students who must cross road by pointing to them (two fingers extended, thumb down) and then pointing to where you want them to go. *Avoid sweeping motion that may confuse motorists.*
- In case of danger, use horn or public address (PA) system to signal students to clear roadway.
- When all students are on bus, close door, count students, and ensure they are seated.
- Deactivate warning lights and check all mirrors.
- Check traffic and proceed on route when safe.



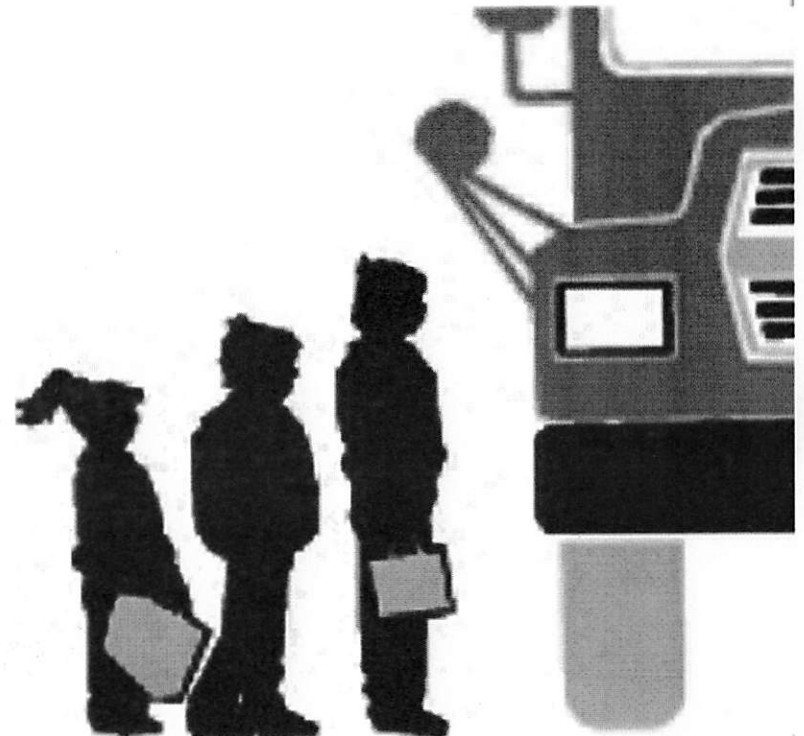
# Orderly Loading

Have students:

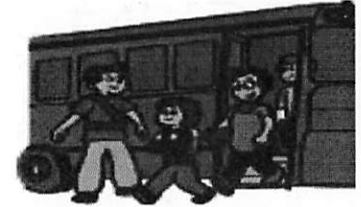
- arrive on time,
- wait in “single file” or in an orderly group,
- stand back until bus is stopped,
- help young passengers get on first,
- use hand rails when entering bus, and
- move directly to their seats.

Operator should:

- close door and check that students are seated,
- look for stragglers, and
- beware of dropped items.



# Unloading Passengers on the Highway or Street



- Instruct students about the following safety procedures:
  - Move well away from side of bus after leaving.
  - Do not get mail from roadside box until bus has left.
- Students who cross the road should be instructed in the following additional safety procedures:
  - take at least 12 steps in front of the bus before starting across the roadway (so operator can see student's feet);
  - wait for proper signal from operator before crossing;
  - stop at traffic side of bus and look left, right, and left again; cross only if approaching traffic has stopped;
  - walk across roadway; and
  - do not stop or return if an item is dropped. The bus operator will take responsibility for retrieving object if possible (check local policy).
- Unloading procedure:
  - Check right and left mirrors and look ahead to be sure all traffic has stopped.
  - Tell students when it is safe to stand up and proceed toward the door.
  - Open door and count children as they exit the bus.
  - Make sure students move at least 12 feet away from the side of the bus and remain in your view.
  - When safe, signal to any students who must cross the road by pointing to them (two fingers extended, thumb down) and then pointing to where they should go. *Avoid sweeping motion that may confuse motorists.*
  - In case of danger, use horn or PA system to signal students to clear roadway.
  - Count students again and ensure all are a safe distance from the bus.
  - Close door and check all mirrors carefully, especially right-hand mirrors (for students who do not cross the road) to ensure they are away from the bus.
  - Deactivate warning lights. Proceed when safe and all children are accounted for and safely away from the bus.

# Deactivating Alternating Flashing Red Lights

Before resuming motion:

- Deactivate flashing red lights
- Permit stopped traffic to proceed

When resuming motion:

- Allow congested traffic to disperse by keeping bus as near to the right side of the road as can be done with safety and remain on the roadway



# Special Dangers of Loading and Unloading *Dropped or Forgotten Objects*



**As a bus driver, if you are concerned with a bus stop location or hazardous condition along your route, it is your responsibility to advise your supervisor of the situation as soon as possible.**

- Always focus on students as they approach/leave the bus and watch for any who disappear from sight.
- Students may drop an object near the bus during loading or unloading. Stopping to pick up the object or returning to pick up the object may cause the student to disappear from the driver's sight at a very dangerous moment.
- Students should be told to leave any dropped object and move to a point of safety out of the danger zones and attempt to get the driver's attention to retrieve the object.

# Loading on School or Private Property

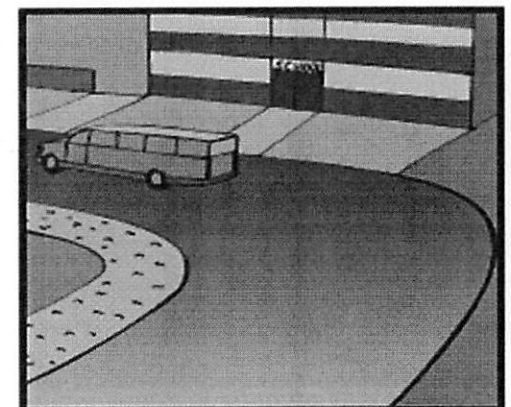
## Precautions:

- Approach loading area cautiously and slowly. Warn others by using alternating flashing lights.
- If students run toward the bus, stop as soon as possible.
- Stand by the door to assist students if conditions require it.
- Students should approach loading area in an orderly manner and form a single file line.
- An adult other than the operator should supervise the students before they board the bus (if possible).



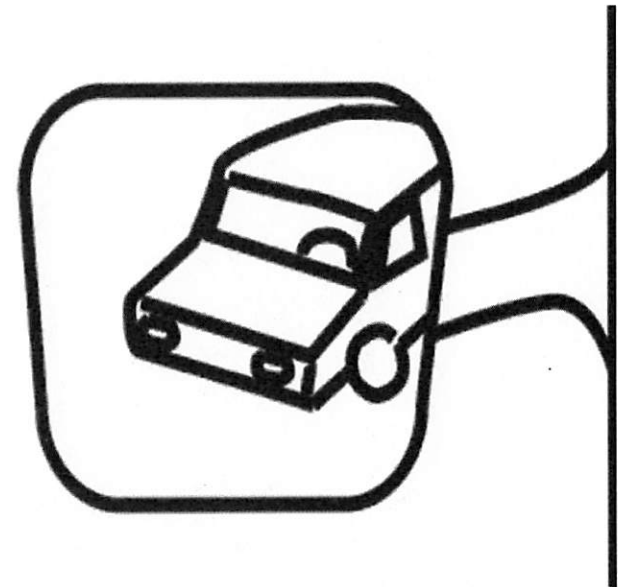
# Loading on School or Private Property (continued)

- Park in a designated loading area.
- Apply brake and shift to neutral position; set parking brake.
- Turn off ignition switch and remove key if leaving the bus.
- Signal for students to enter the bus.
- Instruct students to use handrail and be seated immediately.
- Check area around the bus to see that it is safe to move the bus.
- Check mirrors and prepare to leave.
- Once started, do not stop for stragglers.
- Stop before entering the roadway from private property.



# Loading at a Turnaround Stop

- Load students before backing. (Important!)
- Check mirrors and secure responsible visual assistance if possible before backing—always remember that there is an area in back of your bus that you cannot see.
- Back into the driveway or street for turnaround.



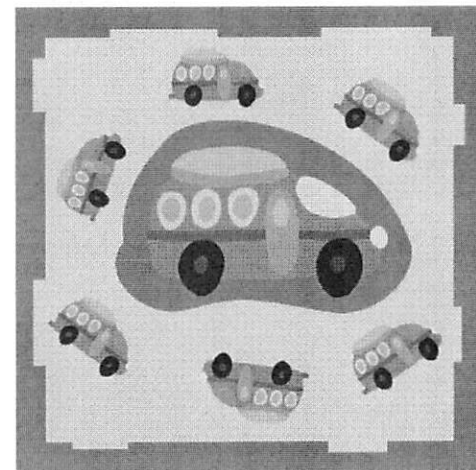
# Unloading on School or Private Property

- Approach the unloading area carefully.
- Drive buses in a counterclockwise direction in front of school or unloading point.
- Park your bus, if possible, at a designated unloading or sidewalk area so that students do not have to cross between other vehicles or across driving areas.
- Apply brake and shift to neutral or park; set parking brake.
- Turn off engine.
- Open door and instruct students to use handrail.



# Unloading at a Turnaround Stop

- Check mirrors and secure responsible visual assistance, if possible, before backing for turnaround. Always perform turnaround before allowing students to leave the bus.
- After turnaround, activate flashing amber lights at least 200 feet in advance of the stop, check mirrors, bring bus to a stop, and activate stop arm and red flashing student lights.
- If the turnaround stop is on a private driveway or property where you cannot use the alternating flashing red lights, you may want to use your hazard warning lights.
- Complete backing maneuver.
- Unload passengers.



# Department of Education Recommendation

## Leaving Bus:

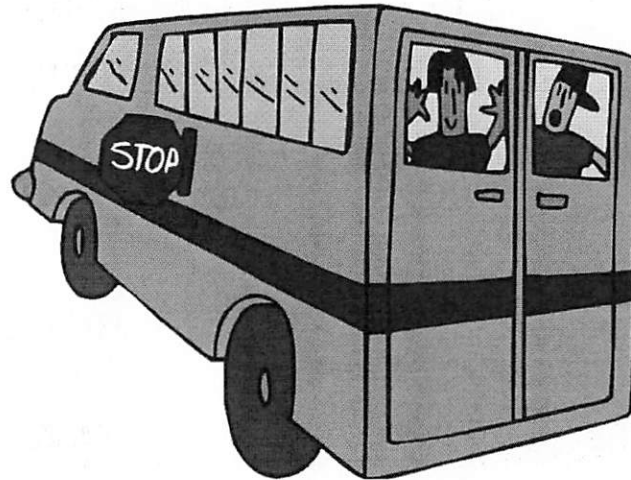
- If the operator must leave the bus because of an emergency or to check the exterior when children are inside, he or she shall set the parking brake, remove the ignition key, use the appropriate emergency equipment, and assure that disciplined behavior will be maintained.
- The operator shall not leave the immediate vicinity of a bus if there are student passengers aboard.



# Department of Education Recommendation

## Backing:

- Backing of the school bus shall be avoided (if possible).
- When backing maneuvers cannot be avoided, children shall be retained inside the bus.
- If there are children outside the bus, no backing maneuver shall be made unless a competent adult observer is on hand to direct the maneuver.



# Procedures for Reporting Violations by Motorists

- Be sure the operator has violated the law before reporting an incident.
- Record the vehicle license number and other pertinent information.
- Identify the operator and vehicle, if possible.
- Personally deliver the information to your supervisor (you are the complaining witness).
- File complaint the day an incident occurs or as soon as possible.
- Be prepared for a possible court appearance as the complaining witness.



# Illegal Passing

A motorist has passed illegally if:

- Your alternating flashing amber lights were activated at least 200 feet before stopping to load or unload.
- Your alternating flashing red lights were activated at the time the motorist passed.
- Your bus was completely stopped at the time the motorist passed.
- Vehicle operators meeting a stopped school bus on a highway divided by an unpaved median strip of five feet or more or a physical barrier do not need to stop.



# Reasons for Maintaining Accurate Time Schedule



- Promoting good public relations.
- Delivering students to school on time.
- Early arrival can cause the students to miss the bus or be exposed to serious injury while running to catch the bus.
- Late arrival can expose the students to pedestrian traffic accidents and severe weather problems while waiting at the stop, and can inconvenience the teacher.



# Summary

Requirements for stop locations

Proper and improper use of alternating flashing red lights

Loading passengers

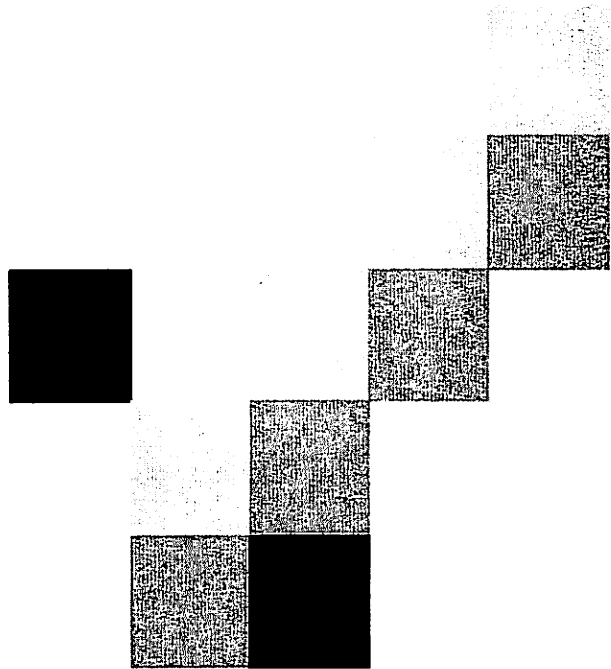
- On highway and street
- On school and private property
- At a turnaround stop

Unloading passengers

- On a highway or street
- On school and private property
- At a turnaround stop

Reporting motorists who illegally pass

Maintaining accurate time schedule



# UNIT IX

## SCHOOL BUS PASSENGER MANAGEMENT

Students' misbehavior on buses is one of the biggest problems confronting school bus operators.



Tips to remember:

- Keep a positive attitude when dealing with students.
- Be sympathetic in understanding pupils' problems, moods, and individual differences.
- Learn the art of effective communication.

# Topics to be discussed:

- The three R's
- Student discipline suggestions
- Today's young people
- General stages of human development
- Motivators of behavior  
(Desires - Fears - Drives)
- Problems are opportunities
- Negative roadblock messages
- Positive operator actions
- Team responsibilities



# “The Three R’s”



- Rules - Clear, defined expectations about behavior.
- Reason - Situations must be dealt with in a reasonable manner.
- Rapport - Build a positive relationship with the students.



# **Suggestions for Maintaining Student Discipline**

1. Never give an order you do not intend to enforce.
2. Give your command to stimulate action, not to check it. Say, “do this” rather than “don’t do that.”
3. Give the child time to react.
4. Have a reason for asking a child for a specific action and, when possible, take time to explain the reason. Most rules can be tied to safety. If possible, give the logic tied to safety behind the rule.
5. Be honest in what you say and do. A child’s faith in you is a great help.
6. Be fair; it isn’t punishment but injustice that makes a child rebel.
7. Be friendly and always show an interest in what students are doing.
8. Commend good qualities and actions.
9. Try to be constructive, not repressive, in all dealings with children.
10. Remember that a sense of humor is extremely valuable.

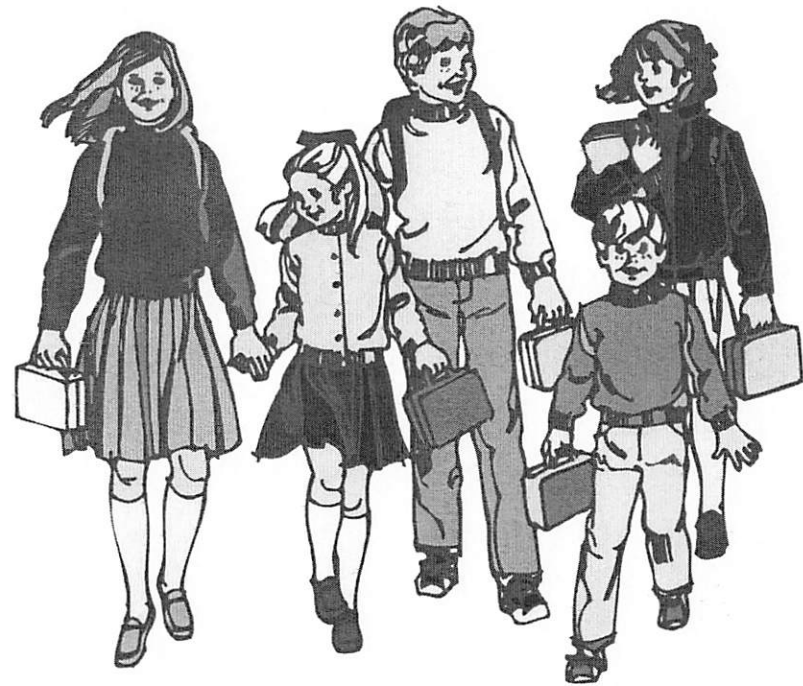


## **Suggestions for Maintaining Student Discipline (continued)**

11. Never strike a child.
12. Do not judge misconduct by how it annoys you.
13. Do not take personal feelings and prejudice out on children.
14. Do not lose your temper.
15. Look for good qualities; all children have them.
16. Do not nag or bluff.
17. Do not pick on every little thing a child does. Sometimes it is wiser to overlook little things.
18. Listen for suggestions and complaints from children.
19. Set a good example yourself.
20. Intelligence in handling youth consists of thinking faster than they do. If they can out-think you, you are not using your maturity and the advantage of your broader education. You should see possibilities in situations before they become problems. This is the secret of leadership.

# Today's Young People

- Young people grow rapidly socially, emotionally, physically, and intellectually.
- Young people may exhibit these behaviors:
  - impulsiveness
  - physical activity
  - intuitiveness
  - independence



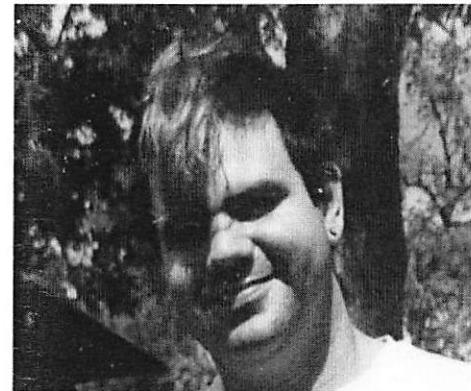
# General Stages of Development



- Birth - Age 4: The first four years of life are a “sensual period” when basic needs are provided.
- Ages 4-6: Children are developing relationships in which they need to feel a part of the family unit.
- Ages 6-11: During these years, the child will reach out and explore.

# General Stages of Development (continued)

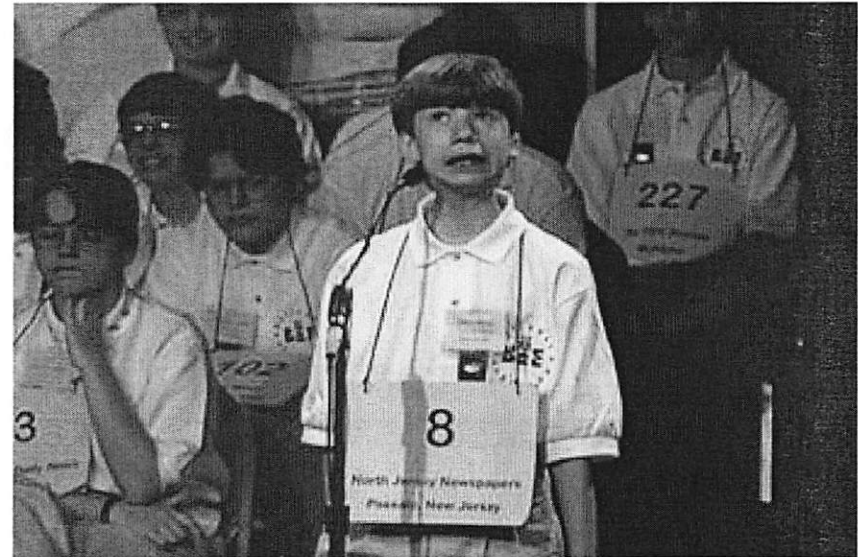
- Ages 9-15: Children are very concerned with looks, clothing, and style.
- Ages 16-18: These young adults are trying to declare independence from the peer group and establish their own unique identity.



# Behavioral Controls

## ■ Desires

- Fair, consistent treatment
- Admiration
- Winning
- Acceptance
- Respect
- Courtesy



# Behavioral Controls



## ■ Fears

- Rejection
- Being excluded
- Public ridicule
- Physical abuse



# Behavioral Controls

## ■ Drives

- Many young people need to be viewed as leaders.
- Young people like to have fun.
- Young people like things that stimulate the body or senses.
- Young people may go to great lengths to gain security.



When dealing with people, remember:

- All people are special.
- Social behavior is learned.
- People are not owned.
- Students have feelings.
- Students can reason.

## **Problems Are Opportunities!**



# Negative Roadblock Messages

- **Solution messages**
  - *Hidden messages*
  
- **Put-down messages**
  - *Hidden messages*
  
- **Indirect messages**
  - *Hidden messages*



# Positive Operator Actions:



- Be confident and in control.
- Be warm and helpful to the students.
- Smile and be friendly.
- Look and listen for clues to passengers' problems.
- Present students with choices.
- Be firm but never overstep moral or legal limits.

# School Bus Passenger Management

The Department of Education recommends that the school bus operator follow the disciplinary procedure provided by his supervisor. The bus operator has no authority to slap, spank, or abuse any child. Children who break the rules should be reported to the school's principal before any disciplinary action is taken.



# Team Responsibilities:

- Operator -direct responsibility.
- Transportation Supervisor -provides support and guidance to the operator.
- Administrator -follows through and acts on disciplinary problems.
- Teachers -assists the operator in better understanding of students.
- Parents or Guardians -legally responsible for the behavior of their children.
- Students -follow the rules and regulations.



***It takes the whole team working together!***

# Summary

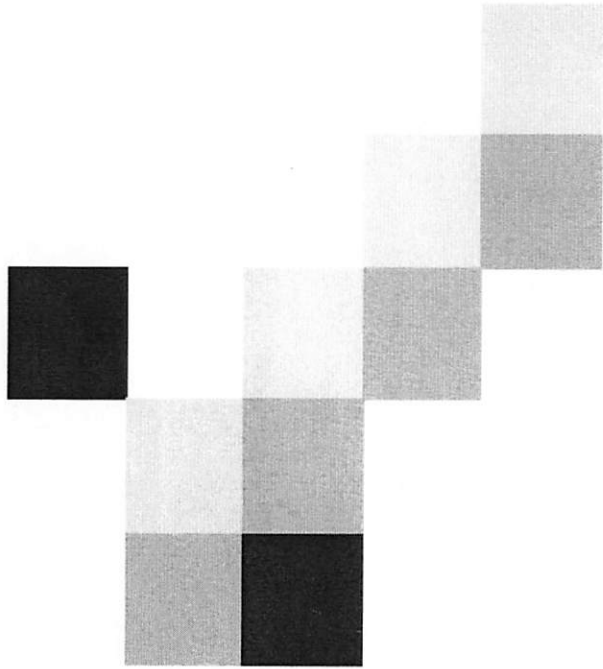
- The three R's
- Student discipline suggestions
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- General stages of human development
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(Desires - Fears - Drives)
- Problems are opportunities
- Negative roadblock messages
- Positive operator actions
- Team responsibilities

## UNIT IX TEST

1. The biggest problem that a school bus operator will confront is student discipline.
  - a. True
  - b. False
2. Always board the school bus with a bad attitude and the students will listen to every direction.
  - a. True
  - b. False
3. The three "R's" of passenger management are rules, rapport, and reason.
  - a. True
  - b. False
4. As they develop, young people may exhibit impulsive, physical, intuitive, and independent behaviors.
  - a. True
  - b. False
5. Behavior is affected by emotional concerns such as winning, being viewed as a failure, and insecurity.
  - a. True
  - b. False

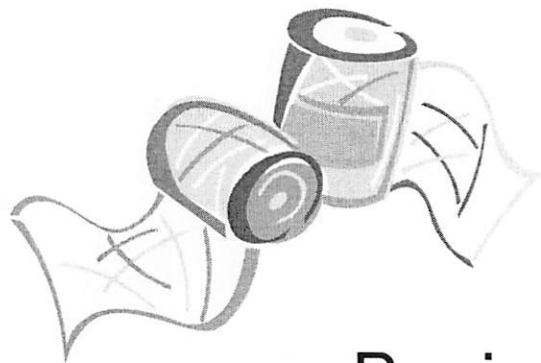
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6. All children are special in their own way and much bad behavior is caused by negative experiences and the challenges of growing up.
  - a. True
  - b. False
7. District Question
8. District Question
9. District Question
10. District Question



# UNIT X

## FIRST AID TRAINING FOR THE SCHOOL BUS OPERATOR



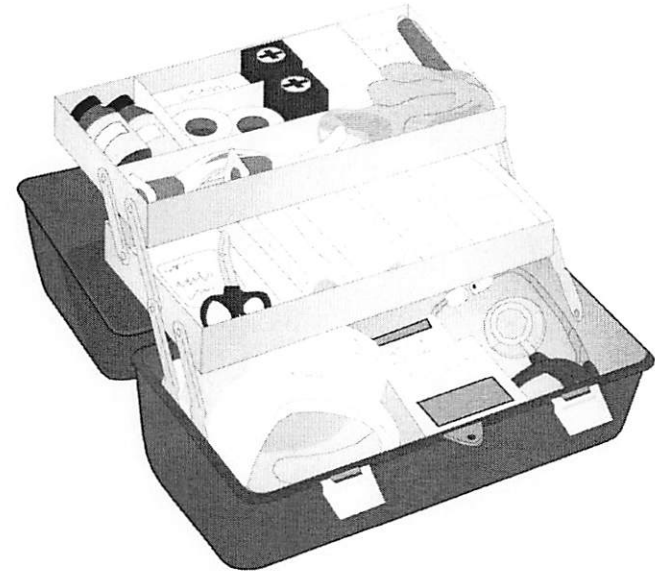
## **Topics to be discussed:**

- Basic Principles
- Good Samaritan Act
- Body Fluid Cleanup Procedures
- Heat Illness
- Eye Injuries
- Wounds/Nosebleeds
- Fainting



# Basic Principles

- First aid procedures apply only to immediate temporary needs.
- Accepted first aid procedures only should be used. We are not medical doctors, so only minimal first aid should be administered.
- It is important to remain calm when administering first aid.
- Injuries vary in seriousness. Make good decisions.
- Every bus should be equipped with a first aid kit and body fluid cleanup kit, complete with step-by-step directions.



# Good Samaritan Act

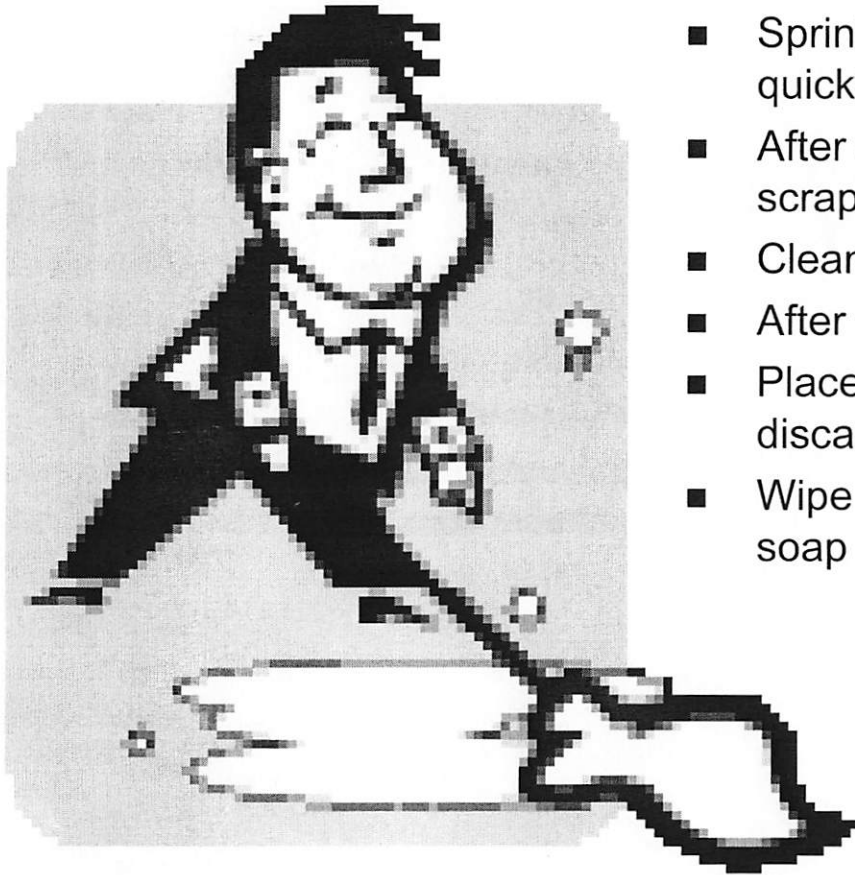
768.13(2)(a), F.S.

Any person, including those licensed to practice medicine, who gratuitously and in good faith renders emergency care or treatment either in direct response to emergency situations related to and arising out of a public health emergency declared pursuant to s. 381.00315, a state of emergency which has been declared pursuant to s. 252.36 or at the scene of an emergency outside of a hospital, doctor's office, or other place having proper medical equipment, ***without objection of the injured victim*** or victims thereof, **shall not be held liable** for any civil damages as a result of such care or treatment or as a result of any act or failure to act in providing or arranging further medical treatment where the person acts as an ordinary reasonably prudent person would have acted under the same or similar circumstances.

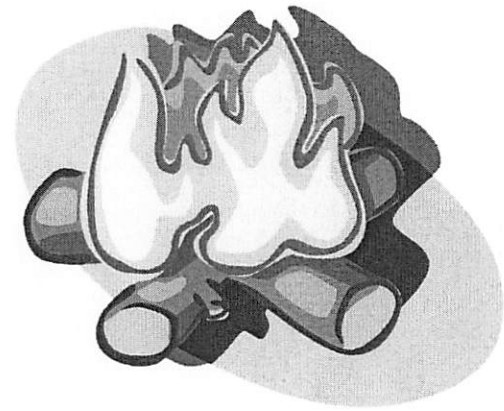
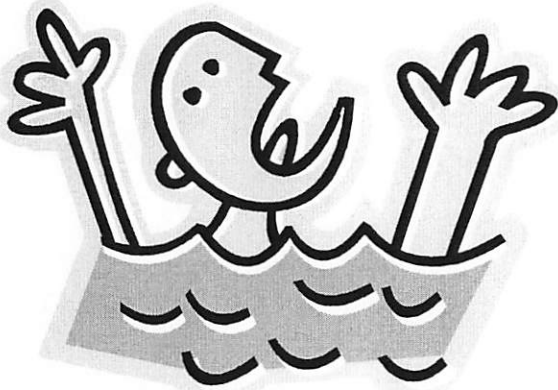
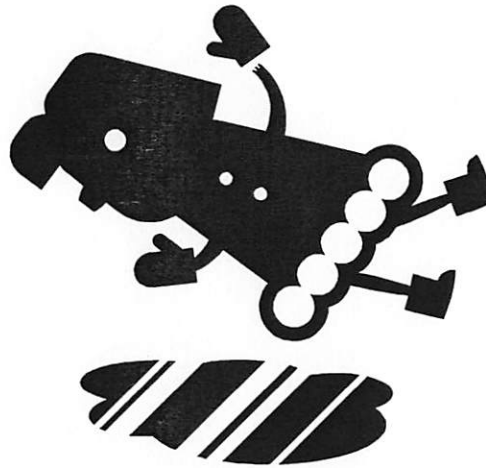
# Bodily Fluid Cleanup Procedures

Procedures for cleaning a body fluid spill:

- Students should be moved away from the contaminated area.
- Put on disposable gloves.
- Sprinkle absorbent material over spilled area. Liquid will quickly congeal for safer handling.
- After one minute, remove gelled material with scoop and scraper. Carefully place in discard bag from kit.
- Clean away solids with absorbent towel.
- After the spill is removed apply disinfectant from the kit.
- Place all contaminated materials (including gloves) in discard bag. Seal and dispose of bag properly.
- Wipe hands with anti-microbial hand wipe. Wash with soap and running water as soon as possible.
  - If possible, the student's clothing and other soiled, non-disposable items should be placed in a plastic bag and sent home with the student.



# Five Leading Causes of Unintentional Deaths:



# Heat Illness

## Signs-Early Stages

- Cool, moist, pale, or flushed skin
- Headache, nausea, dizziness
- Weakness, exhaustion
- Heavy sweating

## Signs-Late Stages

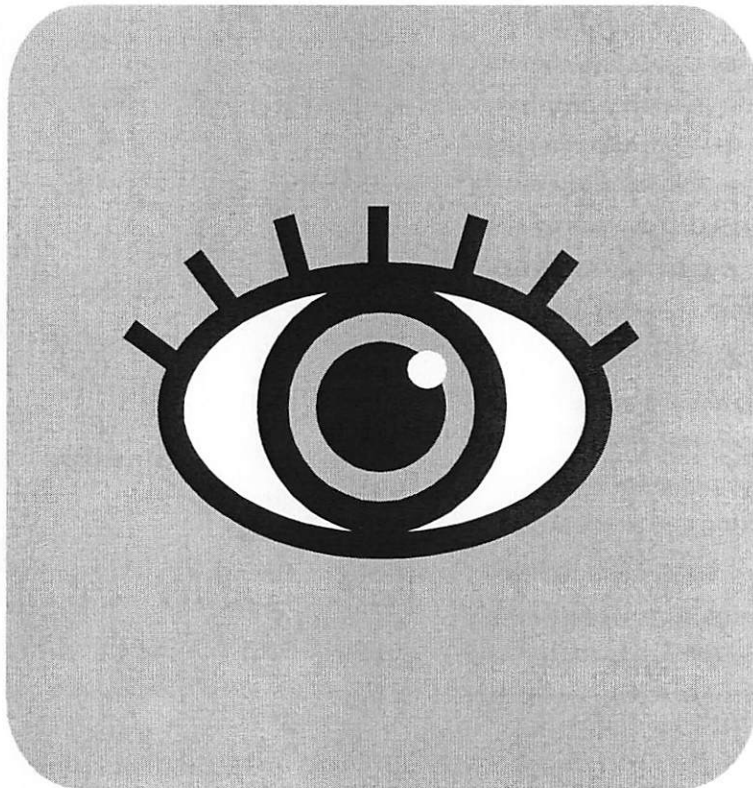
- Red, hot, dry skin
- Changes in level of consciousness
- Vomiting

## Care

- Get the victim out of the heat. Move victim to a cool place. Loosen tight clothing.
- Remove perspiration-soaked clothing.
- Apply cool wet cloths to the skin.
- Fan the victim.
- If victim is conscious, give him cool water to drink.
- If person refuses water, vomits, or starts to lose consciousness:
  - Send someone to call for an ambulance.
  - Place person on side.
  - Continue to cool by placing ice or cold packs on person's wrists, ankles, groin, neck, and in armpits.
  - Continue to check breathing and pulse.



# Eye Injuries



- When you can feel something in your eye, take your upper eyelid and pull it down over the bottom lid and let the natural tearing process rinse out the foreign matter. If this does not help, rinse eye with water until matter is removed. If object is still in eye, seek medical help. Wrap both eyes. Reassure victim.
- If an object is embedded in an eyeball, **never remove the object.** Place a cone-shaped article over the eye and object, wrap with clean dressing, and get medical help.
- When chemicals are spilled or splashed into the eyes, rinse with water for at least 15 minutes. Seek medical attention.

# Wounds/Nosebleeds

## Wounds Care

Put on latex gloves.

Cover the wound with dressing and press firmly against the wound with hand.

If possible, elevate wounded area above the level of the heart.

Cover dressing with a roller bandage to maintain pressure.

Apply additional dressing, as needed.

### **If bleeding does not stop:**

Apply additional dressings and bandage.

Squeeze the nearby artery against the bone underneath

Arm: Inside of the upper arm, between the shoulder and elbow.

Leg: Crease at the front of the hip, in the groin.



## Nosebleed Care

Put on latex gloves.

Have person lean slightly forward.

Pinch the nostrils together for about 10 minutes.

Apply an ice pack to the bridge of the nose.

### **If bleeding does not stop:**

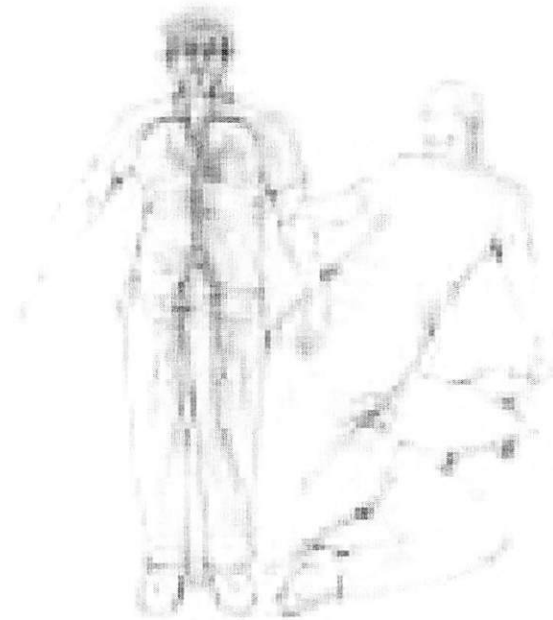
Apply pressure on upper lip just beneath nose.

# Fainting

Fainting is a temporary loss of consciousness. It may indicate a more serious condition. Never give an unconscious victim anything to eat or drink.

## Care

- If the victim does not have a head, back, or neck injury, place the victim on his back.
- Elevate the feet 12 inches and loosen any restrictive clothing, such as belts, ties, or collars.
- Check breathing and pulse.
- Do not give victim anything to eat or drink.

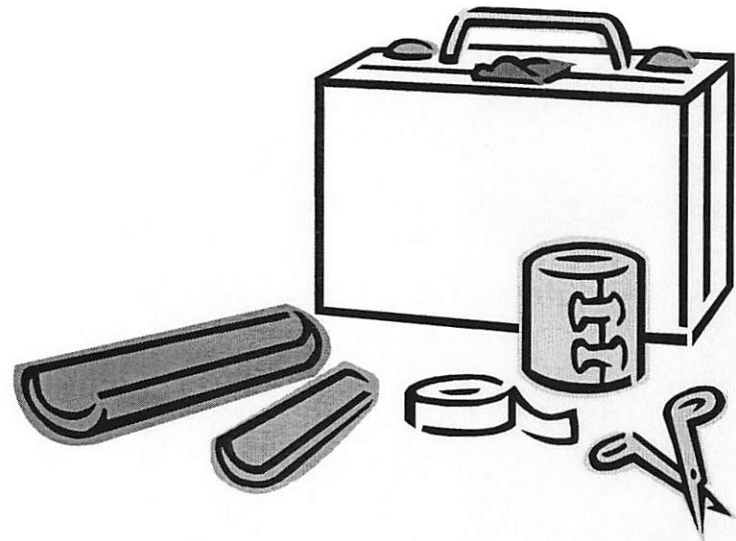


# Think Safety

- Be alert and avoid potentially harmful conditions or activities that increase your injury risk.
- Take precautions, such as wearing appropriate protective devices – helmets, padding, and eye wear. Buckle up when driving or riding in motor vehicles.
- When handling sharp items found on the bus, use extreme care.

# Summary

- Basic Principles
- Good Samaritan Act
- Body Fluid Cleanup Procedures
- Heat Illness
- Eye Injuries
- Wounds/Nosebleeds
- Fainting



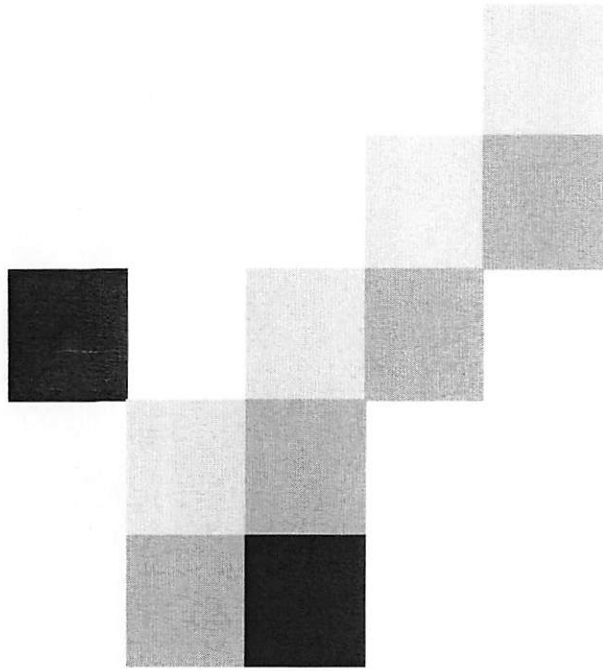
## UNIT X TEST

1. In emergency situations, the driver should wait until help arrives before assisting the injured individual.
  - a. True
  - b. False
2. Common sense and a few rules are the keys to effective first aid.
  - a. True
  - b. False
3. Shock often accompanies severe injury or emotional distress.
  - a. True
  - b. False
4. Fainting can be controlled.
  - a. True
  - b. False
5. Drivers of school buses in Florida should study first aid procedures to help prevent death or permanent injury to
  - a. Anyone that requires it
  - b. The driver himself
  - c. The bus passengers
  - d. All of the above
6. Which of these would be considered first aid topics:
  - a. Heat Illness
  - b. Bleeding
  - c. How to handle a fight
  - d. "A" and "B" are correct
7. First aid procedures should be applied
  - a. Only to immediate temporary needs
  - b. To save a life
  - c. In all situations
  - d. "A" and "B" are correct

8. The proper procedure for treating fainting consists of
- a. Keep victim lying down
  - b. Elevate victim's legs if there are no broken bones
  - c. Keep victim's head lower than trunk of body
  - d. All of the above

9. District Question

10. District Question



# UNIT XI

## STUDENTS WITH SPECIAL NEEDS

# All students are special!

This chapter focuses on students with special transportation needs and how to prepare yourself and the bus for your daily trips.



# Learner Outcomes

- Identify the two federal laws that protect students with disabilities.
- Identify the Florida laws and rules that cover transportation requirements for students.
- Explain the following definitions from the Individuals with Disabilities Education Act (IDEA):
  - \*Child with a disability
  - \*Special education
  - \*Related services
  - \*LRE
  - \*IEP
  - \*FAPE
  - \*Transportation
  - \*LEA



## **Learner Outcomes (continued)**

- Identify types of disabilities and the associated characteristics of students with these disabilities.
- Identify effective communication skills.
- Demonstrate the ability to appropriately load, secure, and unload a student in a wheelchair.
- Identify when to evacuate a bus and the essential components to include in a bus evacuation plan for a “special needs” bus.

# Individuals with Disabilities Education Act (IDEA)

- IDEA is the nation's special needs education law.
- IDEA's two primary objectives are:
  1. Assure that students with disabilities are provided the same access to public education in the same educational setting as their non-disabled peers to the maximum extent possible, and
  2. Provide educational services appropriate to meet students' individual needs.





# **Free Appropriate Public Education (FAPE)**

- The centerpiece of IDEA is the FAPE concept.
- FAPE means that students with disabilities are entitled to a free education that is appropriate to their age and abilities.



# **Transportation as a Related Service**

- Transportation is one of the many related services that a child with a disability may need;
- The definition of “transportation as a related service” means:
  - travel to and from school and between schools;
  - travel in and around school buildings; and
  - specialized equipment (such as special or adapted buses, lifts, and ramps), if required, to provide special transportation for a child with a disability.

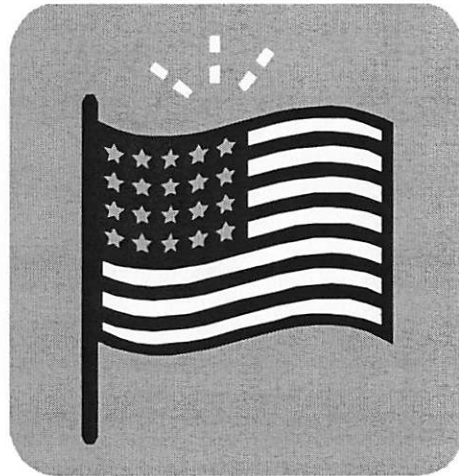


## **Section 504 of the Rehabilitation Act of 1973**

- Section 504 prohibits discrimination on the basis of disability.
- A school district has the following obligations for eligible 504 students:
  - provide a free appropriate public education;
  - educate with non-handicapped students to the maximum extent appropriate;
  - develop procedures for the identification of all handicapped students; and
  - develop evaluation and classification procedures.
- Students who meet 504 eligibility may or may not have a written “504 plan,” but the district must provide the necessary transportation accommodations for these students.

# **U.S. Office for Civil Rights**

The Office for Civil Rights is in place to protect the rights of students and to ensure that school districts are complying with the law.



## **Chapter 1006, Part I, Section E, F.S.**

Addresses the transportation requirements for all of Florida's public school children.

## **Chapter 6A-3, FAC**

Provides detailed requirements for school districts providing transportation services.

### **Rule 6A-3.0121, FAC**

Specifies district and parental responsibilities for transporting students, including those with special needs.





# **Family Education Rights and Privacy Act (FERPA) on Confidentiality**

- FERPA is the federal law that protects students' privacy.
- FERPA requires parental permission for others to access a student's education records except for "school officials" who have a "legitimate education interest."
- Transportation personnel are considered "school officials" in their role as related services providers.
- Section 1002.22(1), F.S., also addresses confidentiality.

# More Definitions under IDEA

## Child with a Disability:

- A child who has been evaluated by the State as having an impairment for which the child needs special education and related services.

## Special Education:

- “[S]pecially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability...”





## **Individual Education Plan (IEP)**

- Written statement for a student with a disability designed to meet his/her unique educational needs.

## **Local Educational Agency (LEA)**

- The local educational agency is the school district; each IEP team should have an LEA representative who can determine the district's available resources and vouch for the district's implementation of the IEP.

## **Individual Family Support Plans (IFSPs)**

- A plan written for a child, birth to three years. Family involvement is required.

## **Least Restrictive Environment (LRE)**

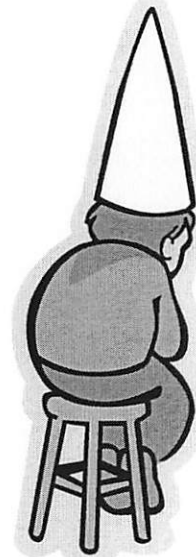
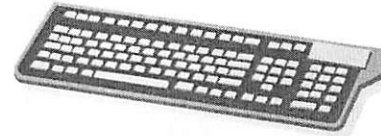
- Students with disabilities must be educated with their non-disabled peers to the maximum extent possible. This includes transportation services.

# Special Factors



The IEP team must consider the following special factors when developing the IEP for each student:

- behavior
- English proficiency
- vision skills
- communication needs
- assistive technology needs



Any of these factors could impact transportation services for the student.



# Specialized Transportation

A student is eligible to receive weighted state funding if he/she meets one of the following criteria. The special need must be documented on the student's IEP and correlate to his/her disability:

- requires use of medical equipment;
- has a medical condition requiring special transportation;
- requires an attendant (aide or a monitor);
- requires a shortened school day due to his/her disability; or
- is assigned to a school out of district to access the appropriate special education program.

# Disabilities recognized in Florida

## Communication

- Autistic
- Speech / Language Impaired

## Sensory

- Deaf / Hearing Impaired
- Visually Impaired
- Dual Sensory Impaired

## Cognitive

- Educable Mentally Handicapped
- Trainable Mentally Handicapped
- Profoundly Mentally Handicapped
- Traumatic Brain Injured

## Physical

- Physically Impaired
- Other Health Impairments
- Orthopedically Impaired

## Behavior

- Emotionally Handicapped
- Severely Emotionally Disturbed

## Processing

- Specific Learning Disabilities
- Developmentally Delayed



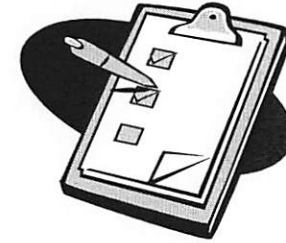
# **Autism Spectrum Disorder**

## ***Challenges . . .***

- Difficulty in using and understanding language.
- Poorly developed social skills.
- Heightened or depressed sensitivity to sound, sight, taste, touch or smell.
- Repetitive behaviors may stimulate senses.
- Difficulty with changes to surroundings/routine.
- Uneven skill development; superior strengths with significant delays.
- May display aggression, self injury, or withdrawal.

## ***Strategies . . .***

- Give clear, simple directions; use verbal and visual cues.
- Try to maintain structure and routine.
- Seat next to positive role model.
- Encourage and praise positive behavior.
- Because characteristics vary, talk with the teacher and parent to understand student's strengths and weaknesses.
- Remember that the student may be hypersensitive to touch, smell, noise level, etc.
- Close supervision is necessary for these students because they often do not recognize danger in their environment.





# **Developmental Delay (DD)**

## ***Challenges***

- This category of eligibility applies to children between the ages of three and five years.
- Children with developmental delays have a delay in one or more of the following areas:
  - adaptive skills/self help;
  - cognitive development;
  - communication;
  - social/emotional skills; and/or
  - physical development including fine, gross, or perceptual motor skills.

# Developmental Delay *Strategies . . .*

- Keep your language and rules simple.
- Assign the student a seat up front, if possible.
- Make sure you have the appropriate safety equipment for the child's age, weight, and height.
- Be sensitive to the child's age – he or she is young and will act like a young person.
- Be sensitive to the child's special needs, whether they reflect a physical, communication, emotional/social, or mental developmental delay.



# Hearing Impaired/Deaf



## *Challenges*

- Will have varying levels of hearing loss.
- Deaf students may communicate through sign language.
- Hearing impaired students may use speech, sign language, or both.
- Students receive information by listening, lip reading, gestures, and/or facial expressions.
- May have difficulty learning vocabulary, grammar, and idiomatic expressions.

## *Strategies*

- Make sure the student sees your face when speaking.
- Don't raise your voice when speaking; you may have to use different words to convey the message.
- Knowing a few basic "signs" is very helpful.
- Written notes are helpful with older students.
- The student's speech will become more understandable with time.

# Visually Impaired



## *Challenges*

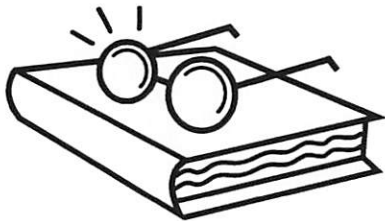
- Will have varying levels of sight.
- May rely on visual, auditory, and/or tactile senses for learning.
- May have underdeveloped social skills.
- May not understand nonverbal cues.

## *Strategies*

- Use your voice clearly to orient and guide the student.
- May need to seat the student near the door.
- If the student is sensitive to light, avoid seating next to window.
- Allow the student to be as independent as possible.
- Notify student of any changes to the bus stop area, including a different bus that may have different height of steps to climb.
- Never leave him/her alone.

# Dual Sensory Impaired (DSI) *Challenges*

- Have both visual and hearing loss.
- Not necessarily completely deaf or blind.
- Combination sensory loss creates serious impairment of the student's ability to acquire information, communicate, and function within the environment.
- Communication and mobility are often affected.





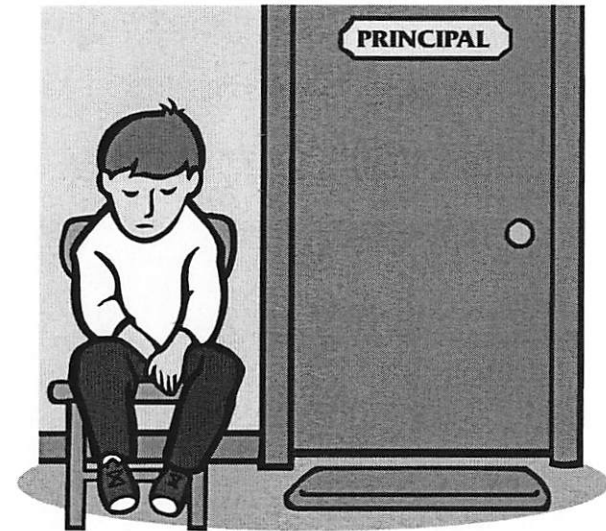
# Dual Sensory Impaired *Strategies*

- These students are generally compliant; misbehavior may come from frustration and the inability to communicate their wants and needs.
- Routine and consistency in their daily lives are very beneficial.
- Assign a seat for the student.
- Seek advice from parents and teachers on how to communicate with the student.
- Check with the teacher regarding unusual behaviors and whether to allow them to continue or to intervene (stop them).
- Seek advice from the district's Orientation and Mobility Specialist or the student's Vision Teacher.
- **These students must be closely supervised because they are at increased risk due to their impairments.**

# Emotional Handicaps

## *Challenges . . .*

- Restless, hyperactive, fidgety.
- Inability to stay seated.
- Short attention span.
- Inappropriate language (name calling, profanity).
- Aggression: hitting, fighting; self-injurious behavior.
- Trouble following directions.
- Resistant to discipline, defiant, destructive, hard to manage.
- Inappropriate conduct: lying, stealing, cruelty.
- Temperamental--extreme emotions and feelings.
- These students usually are seeking attention, acceptance, and love, but often alienate people because of their behaviors.



# ***Strategies . . .***

- Establish rapport with the student; learn his/her interests.
- Catch the student being good!
- Assign seating, if needed.
- Display a positive, professional attitude.
- Learn the student's non-verbal cues.
- Defuse situations early on; react calmly when the student misbehaves.
- Communicate with the teacher to bridge the gap from the classroom to the bus. Develop a consistent behavioral plan.



# Mental Handicaps

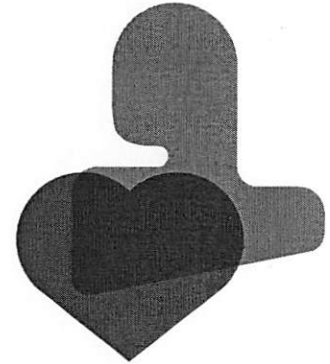
## *Challenges . . .*

- Will have varying functional levels.
- Short attention span.
- Poor ability to generalize.
- May have poor communication skills-- speech, understanding, and expressing language.
- Usually have poor self-care skills.
- May have inappropriate social skills (overly friendly, aggressive).
- May have physical impairments.
- May have uncontrolled motor movements (striking out of arms and legs).



## ***Strategies . . .***

- Interact with a sincere, caring approach.
- Keep directions simple and clear; repeat often.
- Match expectations with functional levels.
- Praise the student for good behavior.
- Communicate with parents and teachers to better understand the students.
- TMH/PMH students may need restraints (vests, wheelchairs). Be sure to provide training for the driver and attendant on the student's specific needs.
- If student has communication device, provide training for the driver and attendant.
- Supervise TMH/PMH students closely; they may have medical conditions that need monitoring.



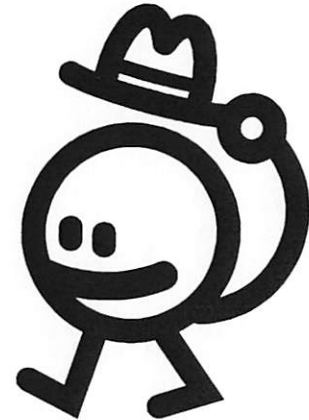


# **Specific Learning Disabled *Challenges . . .***

- Difficulty following directions.
- May have communication difficulties
  - Understanding others or expressing self.
- Look “normal”; disability is hidden.
- May display hyperactivity, inattention, and perceptual coordination problems.
- May display impulsiveness, low tolerance for frustration.
- May have poor social skills.

# ***Strategies . . .***

- Establish trusting and respectful relationships.
- Use simple and clear directions; may need to use one-step directions due to the student's processing difficulties.
- Allow the student time to respond to your directions.
- Capitalize on the student's strengths.
- Intervene early when "situations" begin.
- Keep calm when dealing with the student's behavior.
- Use praise and encouragement.





## **Physically Impaired *Challenges***

There are three disability categories that fall under the “Physically Impaired” category:

- Orthopedically Impaired (OI)
- Traumatic Brain Injury (TBI)
- Other Health Impaired (OHI)

## Orthopedically Impaired *Challenges . . .*

- Students with severe skeletal, muscular, or neuromuscular impairment, such as cerebral palsy, amputations, etc.
- They have limited strength, vitality, or alertness due to chronic or acute health problems.
- They may need:
  - Physical assistance
  - Specialized seating
  - Adaptive equipment



# ***Strategies . . .***

- Communicate regularly with the parents and teachers.
- Establish good relationships with students; treat students with respect.
- Allow the students to do as much as possible for themselves.
- Be sure to provide all staff training in securement/adaptive devices.
- Access available resources as needed, such as the student's Occupational Therapist (OT) or Physical Therapist (PT).





# Traumatic Brain Injury *Challenges . . .*

- Open or closed head injuries may result in impairments in one or more of the following areas:

cognition;

memory;

reasoning;

judgment;

perceptual and motor abilities;

psychosocial behavior;

information processing;

language;

attention;

abstract thinking;

problem-solving;

sensory;

physical functions;

speech.



## ***Strategies . . .***

- These students may display disruptive behaviors – non-compliance, aggression, poor social skills.
- They may display mood swings, impulsivity, and poor judgment.
- Be patient and sensitive to the needs of these students.
- Seek assistance from the teacher/parents about how to handle the student's specific needs and behaviors.



# **Other Health Impairments**

## ***Challenges***

- Other Health Impairments (OHI) means having limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, asthma, sickle cell anemia, hemophilia, epilepsy, leukemia, diabetes, and others that adversely affect a child's educational performance.
- In 1997, attention deficit disorder (ADD) and attention deficit hyperactivity disorder (ADHD) were included in the definition of "Other Health Impairments."



## ***Strategies . . .***

- Be patient and sensitive to the needs of these students.
- Seek assistance from the teacher/parents about how to handle the student's specific needs.
- The school nurse or other health providers can share information and provide training on an as-needed basis.

# **ADD & ADHD**

## ***Challenges . . .***

### **Attention Span**

- Short
- Does not listen when spoken to
- Does not follow instructions
- Easily distracted; loses things
- Forgetful

### **Hyperactivity**

- Fidgets; squirms in seat
- Gets out of seat
- Talks excessively, loudly

### **Impulsivity**

- Difficulty waiting for turn
- Interrupts/intrudes on others

### **Other Concerns**

- Medication issues
- Doesn't handle changes well
- Easily frustrated; stress/fatigue increase poor behavior

# ***Strategies . . .***

- Give clear rules and maintain routines.
- Praise immediately any positive behavior.
- Find ways to encourage the student.
- Give step-by-step directions; make sure that the student is following the directions.
- Allow the student to have an activity on the bus to channel his/her energy.
- Remain calm; be patient; avoid debating with the student.
- Avoid ridicule and criticism (ADD/ADHD students have difficulty maintaining control).
- Separate challenging students; assign seats.
- Talk with the teacher and parents to learn effective strategies.





# **Medically Fragile Students**

## ***Challenges . . .***

- Varying severity of medical problems;  
could be life-threatening
- Often dependent on medical equipment
- Often requires additional staff on the bus  
(nurse, monitor)
- Specialized training may be required
- Do Not Resuscitate Orders (DNR)
  - Follow the district policy

## ***Strategies . . .***

- Provide 1:1 staff, when necessary (as determined by the IEP team).
- Monitor closely during bus ride.
- Provide staff with training.
- Communicate regularly with other caretakers.
- Develop detailed evacuation plans.
- Create staff support systems.  
Monitor staff stress levels.





# **Speech and Language Impaired *Challenges***

## Language Impaired

- Students who are language impaired have difficulty either understanding language or expressing themselves.
- Often these students also lack social skills and may not understand facial expressions, idiomatic expressions, or sarcasm.
- Students with a severe language impairment often have a learning disability, also.



# **Speech Impaired *Challenges***

- These students may have an impairment in one of the following areas:
  - articulation (problems with pronunciation of sounds and words, e.g., “wabbit for rabbit”)
  - fluency (stuttering)
  - voice (abnormal quality, pitch, loudness, resonance, or duration)
  
- Most speech impairments are correctable and students need services for only a short period of time.
  
- The student with a speech impairment may appear no different from other students visually or physically.



## ***Strategies . . .***

- Keep the bus rules and instructions simple.
- Recognize that it is difficult for language impaired students to handle a series of instructions.
- Allow the student time to process your instructions before responding.



## ***When working with students with special needs . . .***

- Remember that each student is an *individual*.
- While they may have similar characteristics, respect their *uniqueness*.
- Collaborate with teachers, parents, and other staff to provide the best and safest transportation services possible!

# Effective Behavior Management for All Students

- Keep rules to a minimum – 4-6 max!
- Establish rules and consequences for misbehavior on the first day.
- Enforce rules consistently and fairly.
- Give clear, concise directions.
- Use a calm, quiet, gentle voice.
- Encourage and praise positive behavior –  
Catch students doing good!



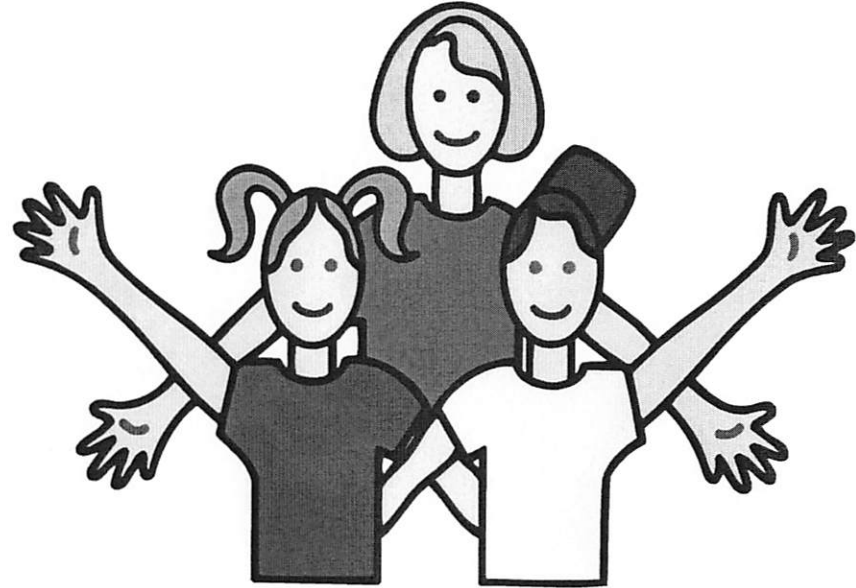
# Communication

## Nonverbal Communication

- voice tone, volume, and rate
- body positioning, facial expressions, and gestures
- personal space

## Active Listening

- Give speaker your attention.
- Maintain eye contact.
- Acknowledge the message.
- Show empathy, if appropriate.
- Ask what can be done.



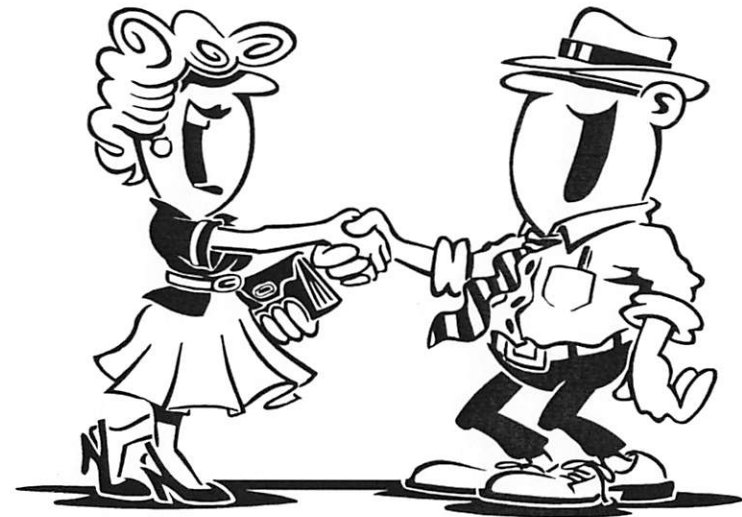
# Communication

## Communication with Students

- Develop a positive relationship with each student.
- Keep instructions simple. Repeat them if necessary.
- Make sure students understand what you are saying.

## Communication with Parents

- Respect parents.
- Share positive information.
- Allow parents to share concerns.
- Communicate on a regular basis.



## Communication with School

- Collaborate with school personnel.
- Communicate regularly.

# Assistive Equipment

Some students with disabilities require assistive equipment and/or devices during the school day or when being transported on the school bus.

Some common types of supportive equipment include:

- Wheelchairs
- Walkers
- Oxygen



## Loading the wheelchair

- Position one person inside the bus to operate the lift; have the other person stay outside the bus to assist the student onto the lift.
- Secure the door.
- Lower the lift.
- Load the student by backing the chair onto the lift.
- Set the wheel locks.
- Check for clearance.
- Raise the lift; have the person on the ground hold onto the chair while the lift is being raised.
- The person inside the bus will pull the wheelchair off the lift into the bus.



## Unloading the wheelchair

- When unloading a wheelchair, reverse the procedures for loading.

# Power Wheelchairs

Power wheelchairs are loaded like manual wheelchairs except for the following:

- The power is switched off at the joystick before operating the lift.
- The wheel locks are engaged.
- For some chairs, the gears on the motors must be disengaged so that the adult can manually push the wheelchair onto the lift.
- The gears on the motors should be re-engaged to set the internal locking mechanism while the wheelchair is on the lift.
- The gears need to be disengaged to manually pull the power wheelchair into the bus.



**POWER WHEELCHAIRS SHOULD NOT BE DRIVEN ON OR OFF THE BUS LIFT WHEN IT IS IN A RAISED POSITION.**

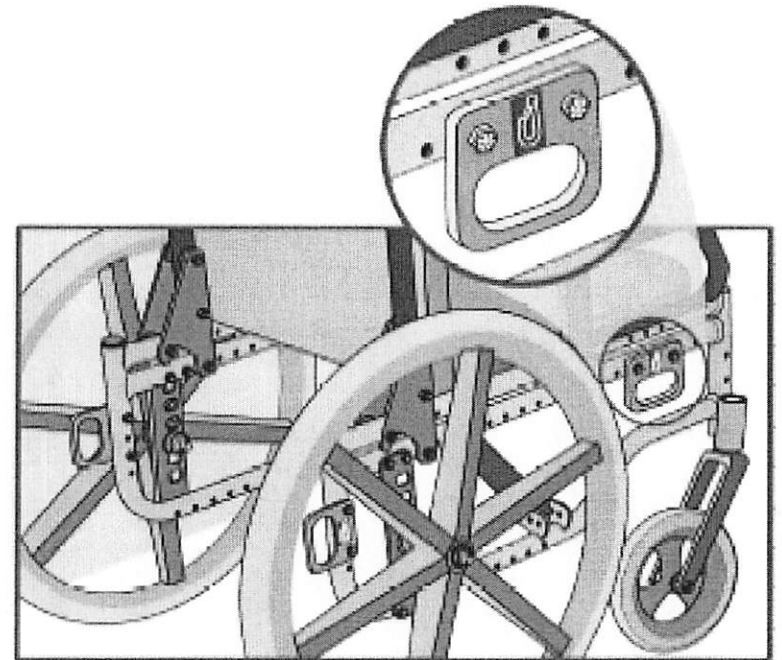
# Wheelchair Tiedown Occupant Restraint System (WTORS)

- It is important to use a complete WTORS to secure the wheelchair and provide the wheelchair occupant with a properly designed and tested seatbelt system.
- Always use a WTORS that has been crash tested.
- To protect the occupant, a seatbelt system with both pelvic and upper torso belts must be used.



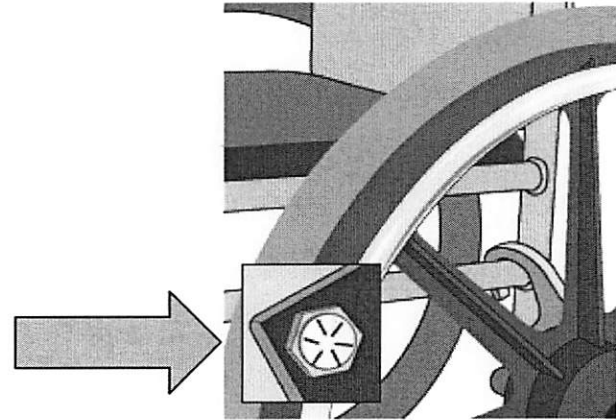
# WC 19/ Transit Wheelchair

- It is best if you have a wheelchair that has been designed and tested for use as a seat in motor vehicles, often referred to as a WC19 wheelchair or a transit wheelchair. These wheelchairs comply with ANSI/RESNA WC19, a voluntary standard developed by safety and rehabilitation experts. Wheelchairs that meet the design and performance requirements of this standard will be labeled to show that they comply with WC19.
- Most importantly, a WC19 wheelchair has four crash-tested securement points to which tiedown straps and hooks can be easily attached. These points are clearly marked with a hook symbol.
- If a WC19 wheelchair is not available, the next best choice is a wheelchair with an accessible metal frame to which tiedown straps and hooks can be attached at frame junctions.



# WTORS

- It is best to attach the tiedown straps to welded junctions of the wheelchair frame or to other structural areas where the frame is fastened together with hardened steel bolts indicated by six raised lines or bumps on the bolt head.
- **Do not attach tiedowns to adjustable, moving, or removable parts of the wheelchair such as armrests, footrests, and wheels.**
- When securing non-WC19 wheelchairs, choose structural securement points as close to the seat surface as possible to provide greater wheelchair stability during travel.
- It is best if the rear securement points are high enough to result in angles of the rear tiedown straps between 30 and 45 degrees to the horizontal.
- Mixing wheelchair securement points between the seat and base can result in the tiedown straps becoming slack if the angle of the seat changes during a crash.

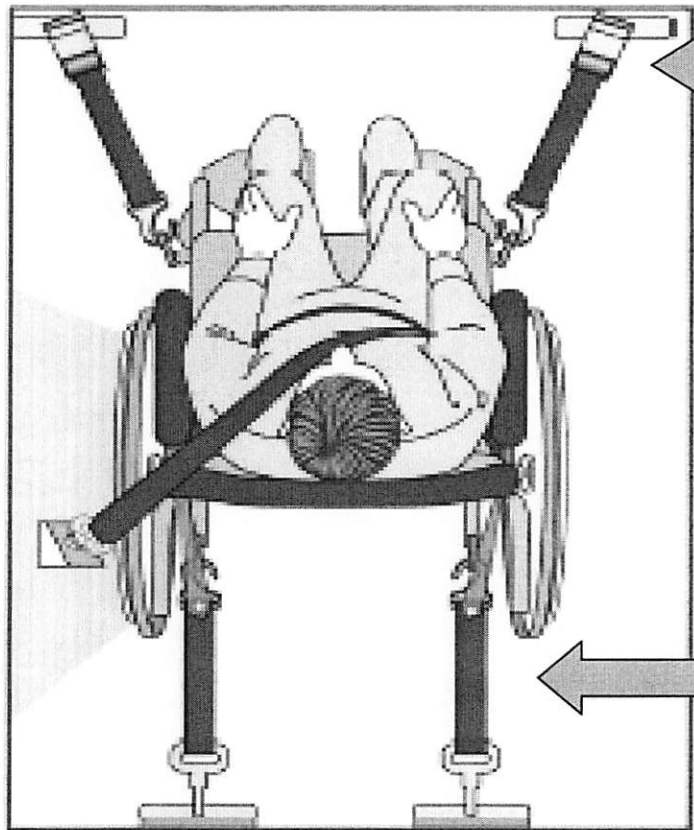




## **Securing the Wheelchair**

- Center the wheelchair between the tracks.
- Set the wheel locks on both sides.
- The front straps and rear straps should be the same type; do not interchange systems.
- When securing wheelchairs, use four straps.
- If the wheelchair and occupant exceed 275 lbs, two additional rear straps may be used.

# Wheelchair Securement System



- The front tiedown straps should anchor to the floor at points that are spaced wider than the wheelchair to increase lateral stability during travel.
- It is best if the floor anchor points for the rear tiedown straps are located directly behind the rear securement points on the wheelchair.



## **Rear Straps**

- Hook the rear straps first in the inner tracks.
- Secure the straps at a 30 to 60 degree angle (45 degree angle is the best).
- Secure the upper part of the strap into the lowest point of the wheelchair on a secure part of the frame.
- Secure to a structurally firm location on the frame.
- After securing the straps, release the wheelchair locks and pull the straps tight.
- Reset the wheelchair locks.

# Front Straps

- Hook the front straps in the outer tracks.
- Secure the straps at a 30 to 60 degree angle (45 degree angle is best).
- Secure the upper part of the strap into the lowest forward point of the wheelchair on a secure part of the frame.
- Tighten straps.



# Tilt 'n Space Wheelchair

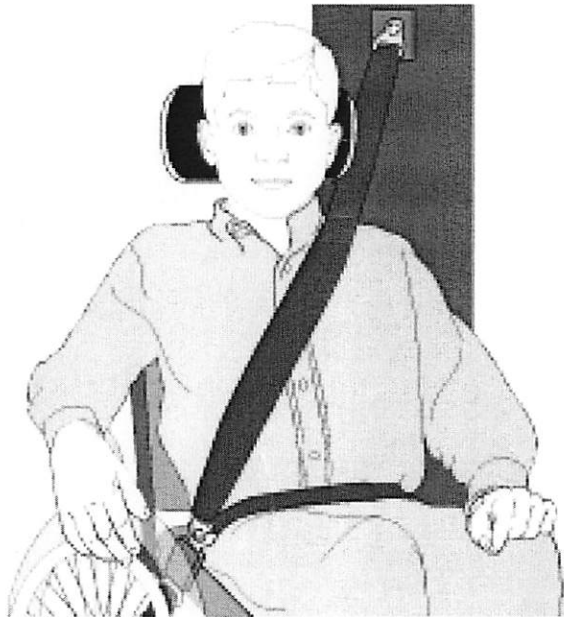


With a tilt 'n space wheelchair, make sure to attach both the front and rear straps to either the seat frame or to the base frame.

# Occupant Securement System

- Hook the lap belt adjustment straps to the back floor tracks. Usually they will hook behind the rear straps.
- Insert the side lap belt pelvic strap and secure it to the lap belt adjustment straps.
- Lap belt should be low and snug across the pelvis.
- Tighten the lap belt at the bottom and then tighten the shoulder harness.
- The shoulder harness should be over the shoulder and across the upper chest-- NOT ACROSS THE NECK.
- Check the student for comfort.

# Occupant Securement Straps



- A diagonal shoulder belt should cross the middle of the shoulder and the center of the chest and should connect to the lap belt near the hip of the rider.
- The lap belt should be low and snug across the pelvis.

## Other Important Points

- Read and follow all manufacturers' instructions.
- It is best to ride with the wheelchair backrest positioned at an angle of 30 degrees or less to the vertical. If a greater recline angle is needed, the shoulder belt anchor point should be moved rearward along the vehicle sidewall so the belt maintains contact with the occupant's shoulder and chest.
- Maximize the clear space around the rider to reduce the possibility of contact with vehicle components and other passengers in a crash. Cover vehicle components that are close to the rider with dense padding.
- Check WTORS equipment regularly and replace worn or broken components. Keep anchorage track free of dirt and debris.
- If a WTORS and wheelchair have been involved in a vehicle crash, check with the manufacturers to determine if the equipment needs to be repaired or replaced.



## **Other Important Points (continued)**

- If possible, remove hard trays and secure them elsewhere in the vehicle to reduce the chance of rider injury from contact with the tray. Consider the use of foam trays instead of rigid trays during transit. If it is not possible to remove a hard tray, place dense padding between the rider and the tray and make sure that the tray is securely attached to the wheelchair so it will not break loose and cause injury to other occupants in a crash.
- A properly positioned headrest can help protect the neck in a rear impact.
- If it is necessary to use a head and neck support during travel, soft neck collars are safer than stiff collars or head straps, which could cause neck injury in a crash. The soft collar should not be attached to the seating system.
- Secure medical and other equipment to the wheelchair or vehicle to prevent it from breaking loose and causing injuries in a crash.

# Oxygen Securement

Some students may need oxygen to assist them with breathing difficulties. Oxygen is safe for transporting on the school bus with proper planning and securement.

If the oxygen is attached to the wheelchair, remove it prior to transporting.

- One tank per student if possible.
- No need for a placard.
- Never put equipment in head impact zone.
- Have a backup plan in case of breakdowns or accidents. A spare bus should be equipped to transport the oxygen.



# Seizures

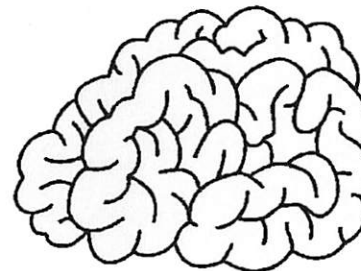
Seizures may occur with ESE students. Drivers should be able to recognize the types of seizures and know what type of action to take when a student has a seizure.

## Absence seizures (petit mal seizures)

- lapse of consciousness - glassy stare
- no response - may sit, stand, or walk
- fidget with clothing aimlessly
- appear to be drugged
- smack lips

## Generalized tonic clonic seizures (grand mal)

- violent shaking
- loss of consciousness; last two to five minutes



## Actions to take:

- Turn student on side.
- Refrain from restraining student.
- Remove harmful objects from area.
- Loosen clothing.
- Note length of seizure and motor activity.
- Note behavior after seizure.



# **Emergency Information**

- Emergency information for students with disabilities should be maintained on the bus. The information should be updated at least annually or more often as changes occur. Information should include parent, emergency contact, and general student information, as well as specific needs and limitations of each student.
- According to s. 1006.063(6), F.S., each district school board shall establish emergency procedures in accordance with s.381.0056(5) for life threatening emergencies.



# Evacuations

## **When to Evacuate:**

- Evacuations should not be performed automatically after every collision or incident. For instance, after most “fender-bender” bus crashes, children will usually be safer inside the bus until emergency help arrives.

## **Reasons for an Emergency Evacuation:**

- Fire or smoke on the bus
- Suspected fire (smelling something hot or noticing a strong fuel smell)
- Inoperable bus in danger of being hit by other vehicles (i.e., on a railroad track, on the edge of an embankment, under the brink of a hill, on a sharp curve, heavy fog conditions)
- Flooding conditions

# Specific Bus Evacuation Plan

- Each bus operator should have a specific evacuation plan for his/her bus that addresses the individual needs of each student on the bus.
- The bus operator should have a diagram of his/her bus and include the following in the plan:
  - Names of each student and seat location;
  - Next to the student's name, indicate the following information, as appropriate:
    - Child Safety Restraint System
    - Hearing or Visually Impaired or Non-verbal
    - Other special needs that would affect the student's ability to safely evacuate the bus

# Specific Bus Evacuation Plan

The plan should include the best method of evacuation for each student (may need input from teacher, physical therapist, and/or parent), such as:

- Student walks with/without assistance,
- Remove student from wheelchair for evacuation,
- Student should be carried or dragged,  
(Dragging is usually more effective than lifting or carrying heavier students. A blanket or coat can be used for dragging.)
- More than one adult will be needed to carry or drag the student, or
- Keep the student in wheelchair for evacuation.

**If a student is non-ambulatory, the bus operator and attendant should receive special training on how to safely evacuate the student.**

# Evacuation Drills

- The purpose of school bus evacuation drills is for the bus operator, bus attendant, and each student riding the bus to understand and practice what to do in case of an emergency.
- Evacuation drills should be held at least two times per year with the times and dates of such drills coordinated between the transportation department and school principals.
- All students are required to participate in the drills unless their disability would prevent their participation.
- Parents should be notified of the drills in case they may want to be at the school during the drill.

# Websites for Student Transportation

- DOE memorandums, reports, and other documents related to transportation

<http://info.fldoe.org/docushare/dsweb/View/Collection-100>

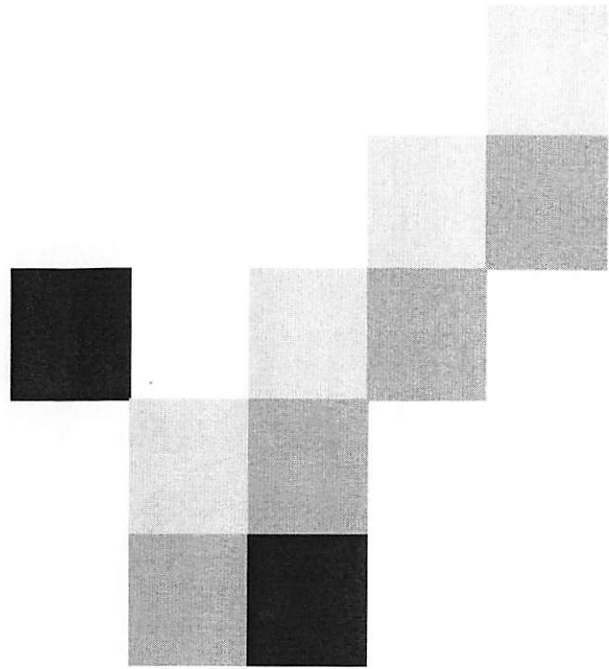
- Safe Ride Brochure

[http://www.travelsafer.org/RideSafe\\_Web.pdf](http://www.travelsafer.org/RideSafe_Web.pdf)

## UNIT XI TEST

1. Students may have special needs, and the school bus driver should be informed of the students' needs and receive appropriate training.
  - a. True
  - b. False
  
2. FAPE means that a child with a disability will receive a free appropriate public education – an education that does not cost his family money and will meet his/her specific needs.
  - a. True
  - b. False
  
3. The Family Education Rights and Privacy Act (FERPA) and the Florida law regarding student records allow school bus drivers to view the students' records because they are "school officials" with a "legitimate educational interest" to have information to safely transport the students.
  - a. True
  - b. False
  
4. An effective communicator will use "active listening" skills.
  - a. True
  - b. False
  
5. If one of your students has a seizure, you should
  - a. Remain calm
  - b. Remove harmful objects from the area
  - c. Note length of seizure and motor activity
  - d. All of the above
  
6. Students with disabilities should never be included on a bus with their non-disabled peers.
  - a. True
  - b. False
  
7. With students who are mentally impaired, the driver should
  - a. Use clear, simple directions
  - b. Repeat statements if necessary
  - c. Be consistent and firm when dealing with them
  - d. All of the above

8. With students who misbehave on the bus, the driver should do the following:
- a. Enforce the rules consistently and fairly
  - b. Encourage and praise positive behavior – catch the student being good
  - c. Defuse situations early on; look for nonverbal cues that the student is going to “blow”
  - d. All of the above
9. Students who are transported in wheelchairs do not have to wear the lap/shoulder belts if they don't want to.
- a. True
  - b. False
10. District Question



## UNIT XII

SCHOOL BUS PASSENGER  
FIELD AND ACTIVITY TRIPS

# Topics to be discussed:

Prior planning can prevent unexpected problems

- Route Planning
- Emergency Preparations
- Extra Risks
- Responsibilities
- Problem Causing Situations



# Route planning

- ❑ Plan routes in sufficient detail so that travel times can be reasonably estimated.
- ❑ Plan stops for food, fuel, and comfort.
- ❑ Be familiar with the route. Know where bridges and tunnels are located. Provide maps.
- ❑ Consider tolls and who will pay them.
- ❑ Know where bus parking is located.
- ❑ Discuss final considerations or special instructions.



# Emergency Preparation

- Emergency phone numbers
- Insurance information
- Vehicle registration
- Extra clothing in case of inclement weather
- Radio or cellular phone
- Medical information on students
- Evacuation procedures





# Extra Risks

Field and activity trips can pose a greater risk to student safety than routine travel between home and school for several reasons, including:

- Drivers are often unfamiliar with the route.
- Driving speeds are usually higher.
- Trips often take place at night.
- There is greater potential for fatigue.
- Students are often not regular bus riders and may be unfamiliar with safety rules.
- Students and chaperons can be distracted by the excitement of the event or competition they are attending.

# Responsibilities

## Typical groups and group leaders

- Team/Coach
- Class/Teacher
- Group/Chaperon



**Responsibility is shared by the operator and group leader.**

### Operator responsibilities

- Obeying all safety regulations
- Reviewing bus rules
- Controlling emergency situations
- Reviewing emergency evacuation plan with all passengers before each trip
- Maintaining safe vehicle condition

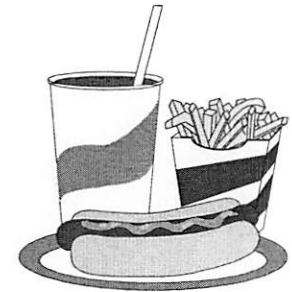
### Group leader responsibilities

- Relaying trip plans
- Providing passenger information
- Supervising at food stops
- Field trip activity
- Head counts/Assembly of students
- Passenger instructions
- Assisting with emergency evacuations and instructions

# Responsibilities

## Joint Responsibilities of Group Leaders and Operators

- Select rest, food, and fuel stops
- Maintain passenger control
- Ensure that all aisles are clear and items secured
- Aisles must never be blocked with coolers and equipment (Rule 6A-3.0171, FAC)



## Student Responsibilities

- To conduct themselves in the same manner as they conduct themselves in the classroom

# Problem-Causing Situations

- Plan sufficient rest stops
- Expect the passengers to be excited
- Discuss rules and expectations with group leaders before departing on trip



# Fatigue

- Operators should plan to have sufficient rest and comfort stops.
- There should be no more than 90 minutes of driving between stops.



# Excitability

- Operators should recognize that this will occur because of the nature of the trip.
- An opportunity should be provided for students to vent some of this excitement before it becomes a problem.
- The group leader or chaperon should handle problems arising from this situation.



# Depression

- Operators should recognize that this condition could occur and call it to the attention of the group leader or chaperon.
- The group leader or chaperon should be alert for this condition and deal with it on a one-to-one basis with the affected student.



# Discomfort

- The operator should be alert to conditions that could lead to student discomfort.
- The temperature of the bus should be closely monitored and sufficient fresh air should be provided.
- The operator should be aware of the students who have specific medical conditions requiring climate control (heat or air conditioning).



# Misunderstanding Guidelines



- Operators should discuss with the group leader or the chaperon the guidelines to be followed during the field trip.
- The group leader or chaperon should discuss guidelines with the students before the trip begins.

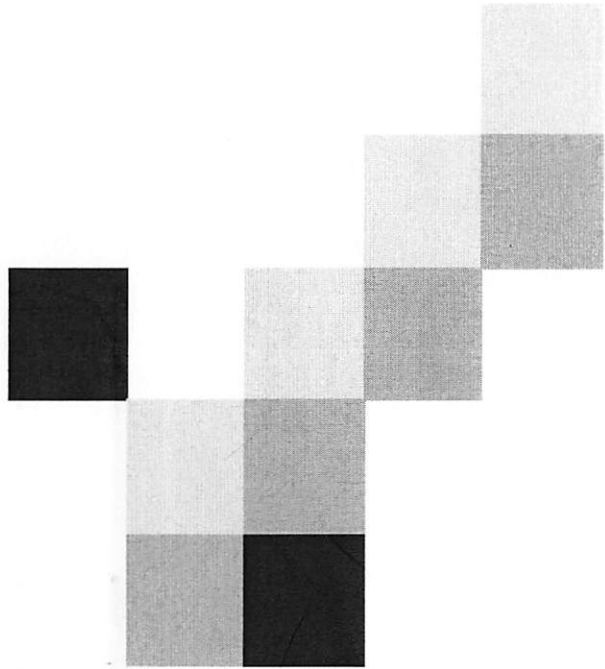
# Summary

- Route planning
- Emergency preparations
- Extra risks
- Responsibilities
- Problem-causing situations

## UNIT XII TEST

1. Who is in charge on the school bus field trip?
  - a. Principal
  - b. School Bus Operator
  - c. Superintendent
  - d. Teacher
  
2. If the field trip is scheduled to leave at 9:00 am, the operator should arrive at the pick-up location when?
  - a. 1 Hour early
  - b. 30 minutes early
  - c. 15 minutes early
  - d. At scheduled time
  
3. The person or persons responsible for the safety of the students while on the trip is the sponsor of the trip.
  - a. True
  - b. False
  
4. Name one way to prevent operator fatigue:  

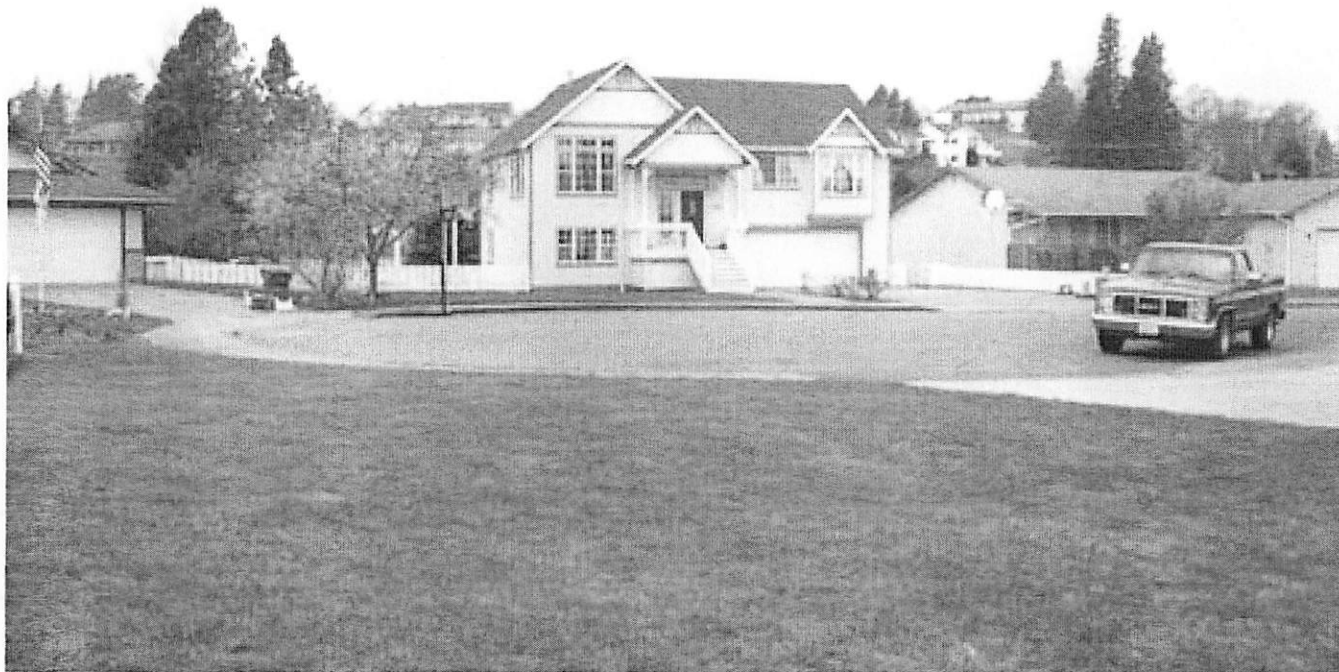
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5. Maintaining passenger control is the responsibility of the bus operators and chaperons.
  - a. True
  - b. False
  
6. Toll charges are the responsibility of the school bus operator.
  - a. True
  - b. False
  
7. Special stops along the way should be planned in advance.
  - a. True
  - b. False
  
8. When estimating travel time, what situations should be considered?
  - a. Bridges and tunnels
  - b. Irate motorists
  - c. Green-colored vehicles
  - d. Other school buses



# UNIT XIII

SCHOOL BUS DRIVER  
BEHIND-THE-WHEEL TRAINING

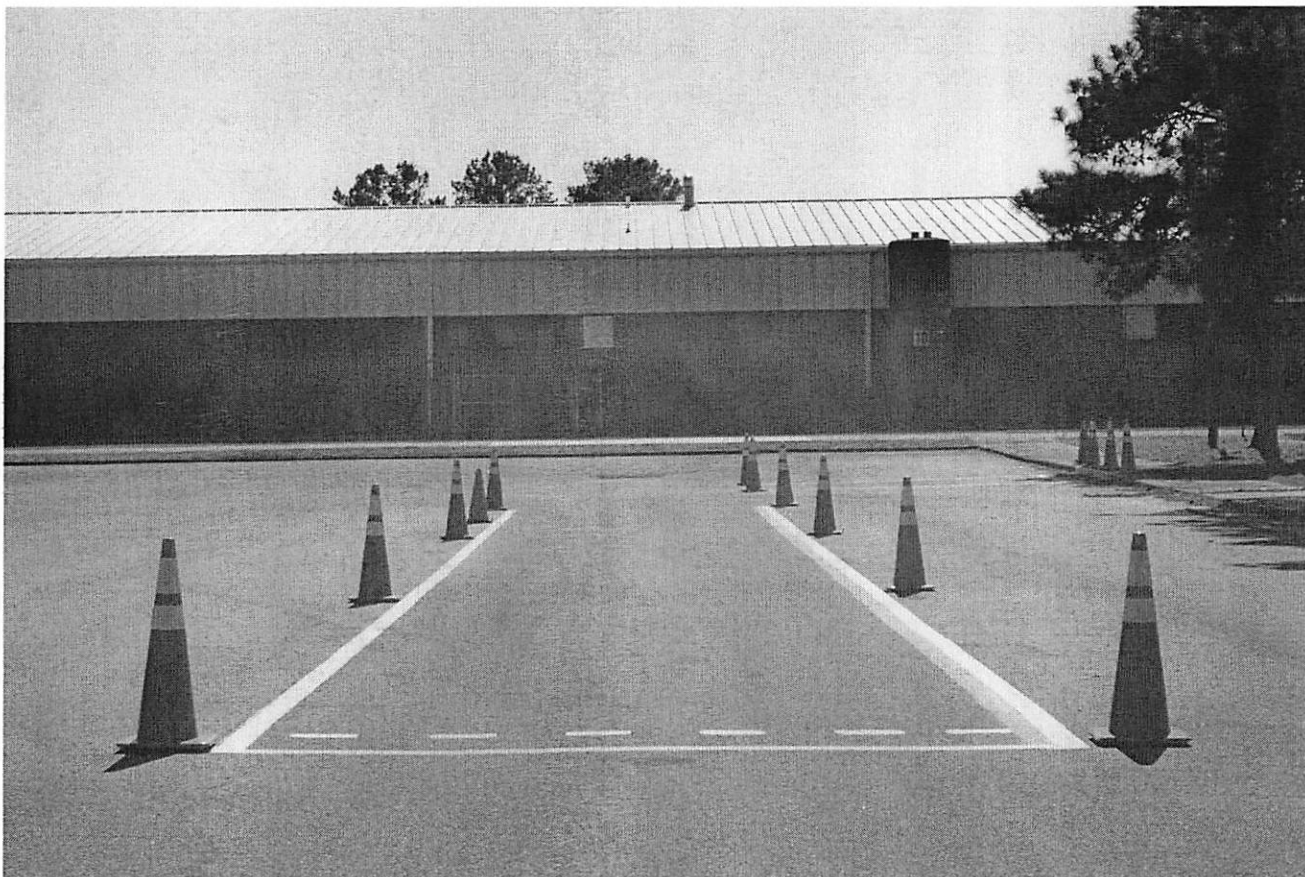
# Cul-de-sac



# Passing



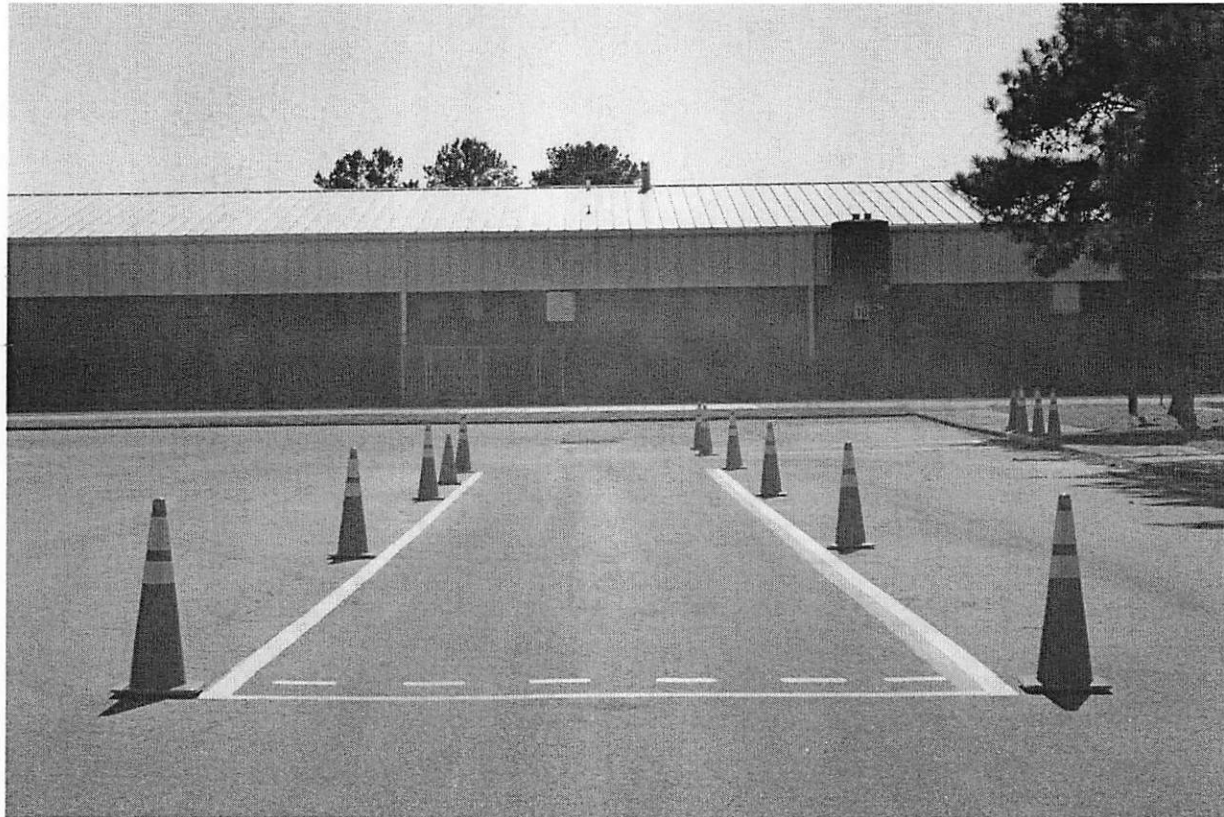
# Driving in a Straight Line



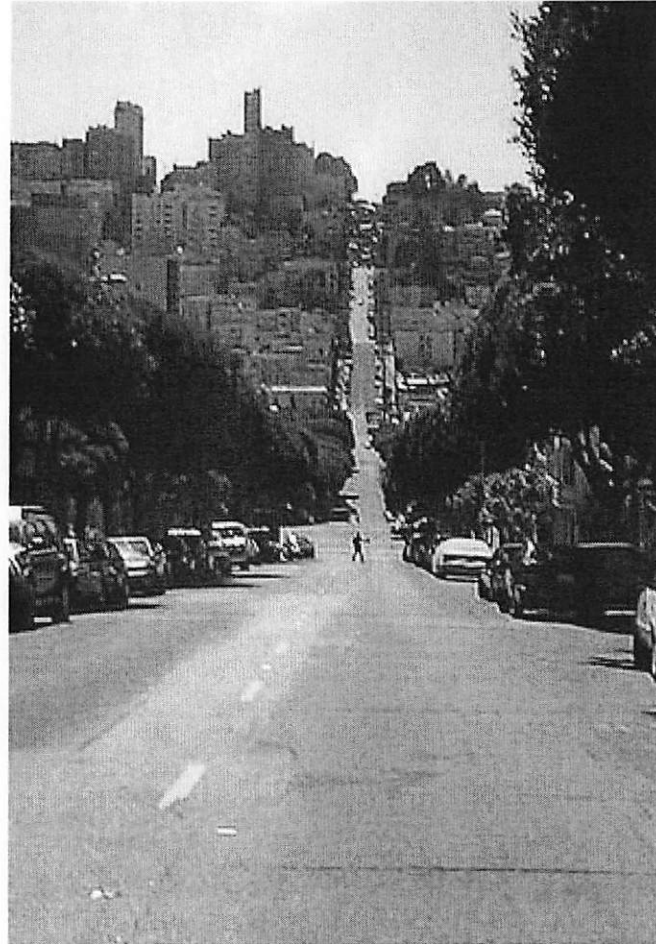
# Width Reduction



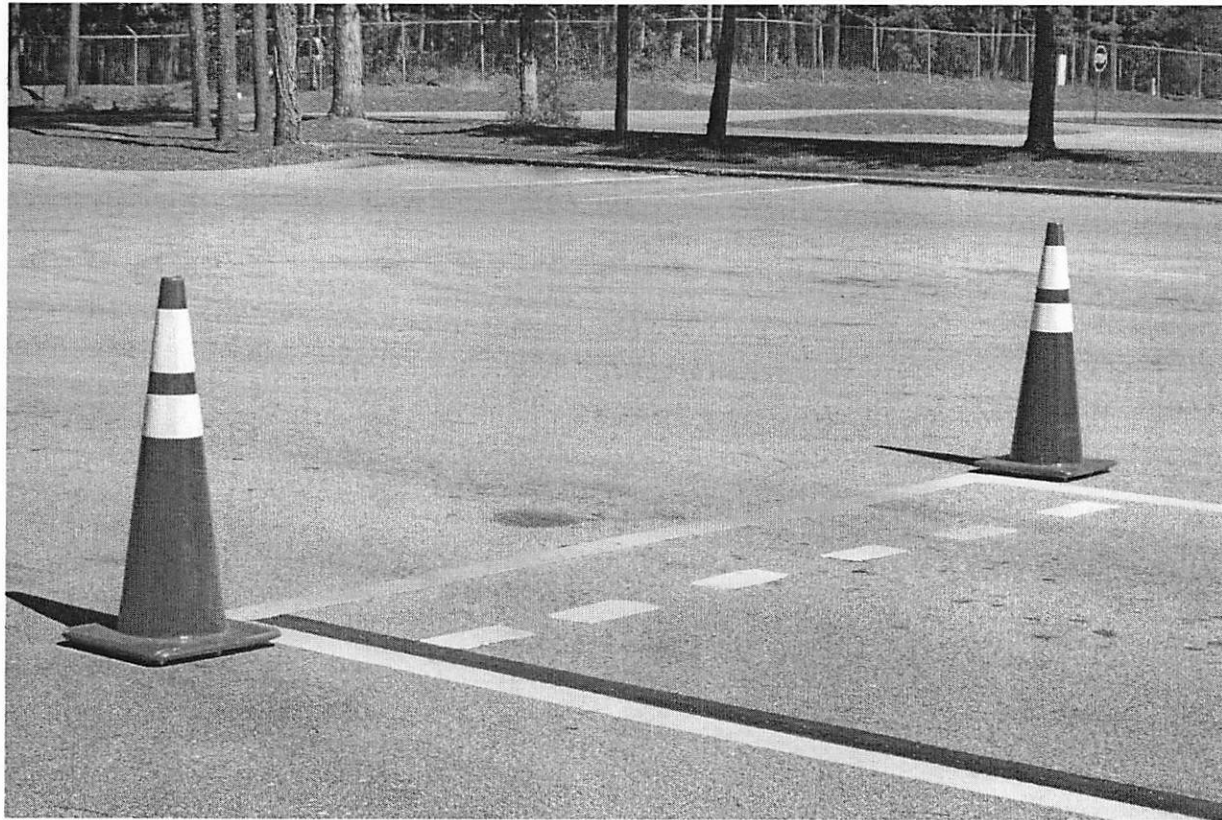
# Applying Brakes



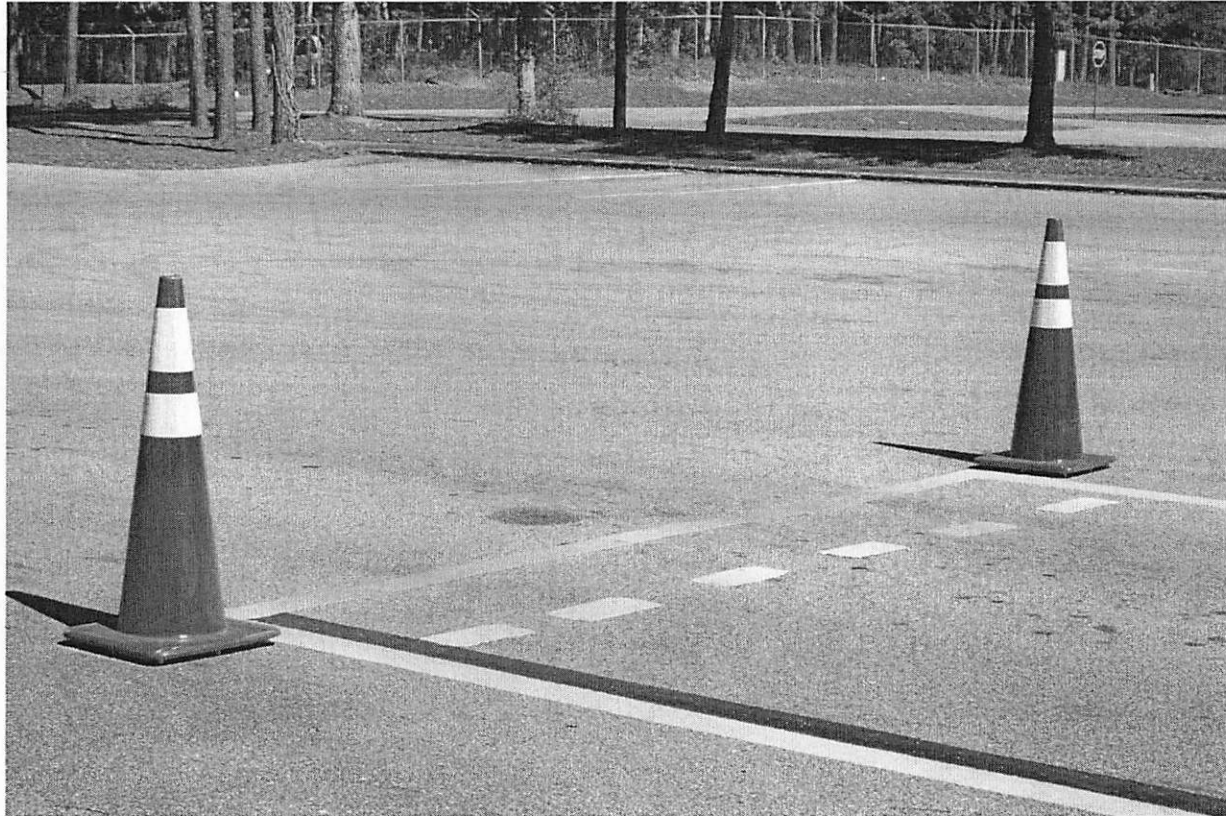
# Starting and Stopping on a Grade



# Judging Distances



# Judging Distances and Reacting Appropriately



# Steering Effectively



# Reverse



# Turnarounds



# Right and Left Turns



# Student Stops



# Railroad Grade Crossing



# Intersections





# **Steep Inclines and Declines**

Review the Following Procedures:

## Downgrade

1. Stay to the right.
2. Check mirrors for traffic control.
3. Proceed along downgrade in a lower gear.
4. Snub brakes to maintain vehicle speed five mph lower than posted speed limit.

## Upgrade

1. Stay to the right.
2. Check mirrors.
3. Proceed along upgrade in a lower gear. At top of grade, test brakes.

## Bottom of Grade

1. Shift to drive.

# Route

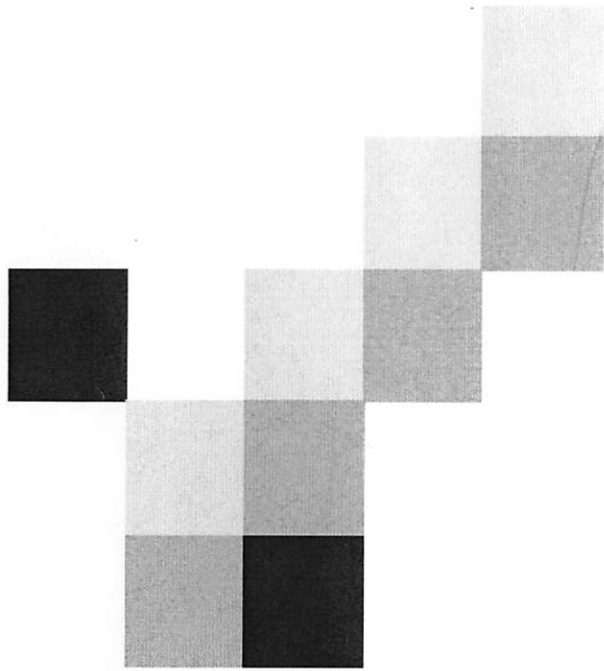


# Summary

- As training progresses, the trainee should experience different types of road and traffic conditions such as freeway, rural, urban, and night driving. The trainee also should become familiar with special hazards, such as steep grades, bad curves, or other characteristics of the locality that might affect the operation of the school bus. This experience should include practice driving on school grounds, at school loading zones, and leaving different school sites.
- In addition, the trainee should have experience driving different types of buses, including van conversions and larger buses with different transmissions, brakes, and engines.

## UNIT XIII TEST

1. An "8 and 2" position on a steering wheel is permitted.
  - a. True
  - b. False
2. The trainee will experience different types of road and traffic conditions.
  - a. True
  - b. False
3. Before turning around at a school bus stop, an operator should always load the students first.
  - a. True
  - b. False
4. Approximately 25 percent of crashes involving school buses occur at intersections each year.
  - a. True
  - b. False
5. The most potentially dangerous school bus crash is one involving a school bus and a moving train.
  - a. True
  - b. False
6. Backing the bus or using reverse is suggested anytime.
  - a. True
  - b. False
7. 15-20 percent of school bus crashes occur while vehicles are being operated in reverse.
  - a. True
  - b. False
8. District Question
9. District Question



# UNIT XIV

## COMMERCIAL DRIVERS LICENSE PRE-TRIP INSPECTION

# Requirements to obtain a Class B Commercial Driver's License:

To obtain this license four written tests are required:

- General Knowledge
- Air Brakes
- Passenger
- School Bus

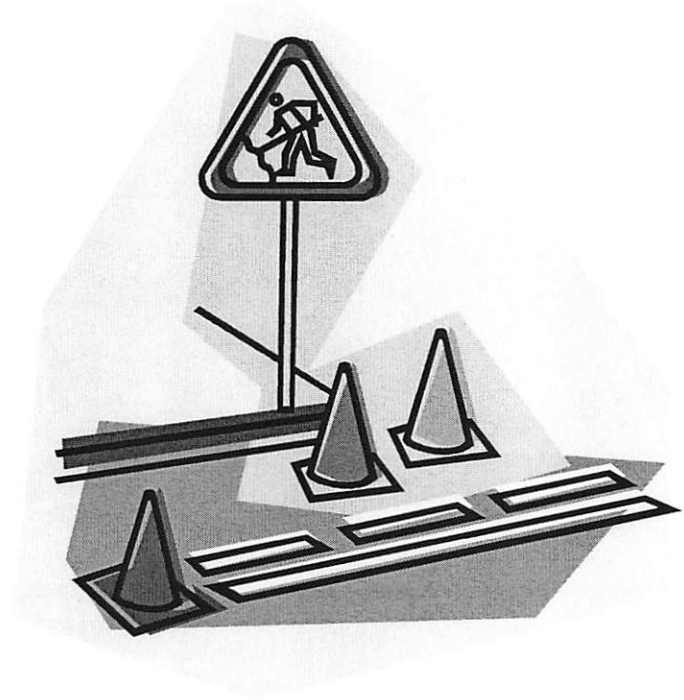


After passing these tests, a six-month temporary permit will be issued.

# Requirements to obtain a Class B Commercial Driver's License:

These tests consist of:

- Pre-Trip Inspection
- Basic Control Skills
- Road Test



# PRE-TRIP INSPECTION

The operator must be familiar with specified mechanical parts that may cause the bus to be unsafe for operation. Operators will be tested on their ability to name selected items and explain in detail the condition of the items.

The following steps should be followed when performing the pre-trip test:

- 1) Inspect the engine compartment.
- 2) Perform the in-vehicle checks.
- 3) Shut down the engine.
- 4) Perform the external inspection. (For the external inspection, an operator has to inspect one side of the vehicle.)





# **PRE-TRIP INSPECTION**

Each of the following items must be checked:

## **LEAKS (Engine compartment)**

- Description: Fluid leaks from engine.
- Check for any fluids that have leaked under the bus.

## **POWER STEERING FLUID**

- Description: Hydraulic fluid for assisting steering action to front wheels.
- With engine stopped, operator states he or she will pull out dipstick and check fluid level.

## **OIL LEVEL**

- Description: Dipstick used to measure amount of oil for engine lubrication.
- With engine stopped, pull out dipstick and check the level of the oil.

## **COOLANT LEVEL**

- Description: Cools the engine.
- Check reservoir or remove the radiator cap and check level. Do not remove the cap if a sight glass is available.



## **PRE-TRIP INSPECTION**

Each of the following items must be checked:

### **ENGINE COMPARTMENT BELTS**

- Function: Drives the alternator, maintains air pressure in brake system, and drives water pump
- Check the following belts for snugness (up to 3/4 inch play at center of belt), cracks, or frays:
  - Power steering belt
  - Water pump belt
  - Alternator belt
  - Air compressor belt

#### Notes:

- If any of the components listed above are not belt driven, you must tell the tester which component(s) are not belt driven.
- Make sure all components are operating properly, are not damaged or leaking, and are mounted securely.

# PRE-TRIP INSPECTION

Each of the following items must be checked:

## **FRAME (front & rear)**

- Function: Structural member for supporting vehicle body over wheels.
- Ensure no cracks or bends in longitudinal frame are visible. No loose, cracked, bent, broken, or missing cross members.

## **SPRINGS (front & rear)**

- Function: Leaf or coil springs for dampening wheel vibration forces created by rolling over road surfaces.
- Check for broken or missing leaves or leaves that have shifted and are in contact with a tire, rim, brake drum, frame, or body. For coil spring, driver looks for broken or distorted spring.

## **SPRING MOUNTS (front & rear)**

- Function: All brackets, bolts, and bushings used for attaching spring to axle and vehicle frame.
- Check for cracked or broken spring hangers or broken, missing, or loose bolts. Also, check for missing or damaged bushings or broken, loose, or missing axle mounting parts.

## **SHOCK ABSORBERS (front & rear)**

- Function: Hydraulically operated units used for dampening wheel vibration forces created by rolling over road surfaces.
- Check that shock absorbers are properly attached to both the axle and the frame. Make sure they are not leaking or bent.



# PRE-TRIP INSPECTION

Each of the following items must be checked:

## STEERING BOX

- Function: Contains mechanism that transforms steering column action into wheel turning action.
- Check for missing bolts, nuts, and cotter keys. Also check for leaks or damage to hoses.

## BRAKE CHAMBERS (front & rear)

- Function: Converts air pressure to mechanical force to operate wheel brakes.
- Check for cracks, dents, and secure mounting.

## STEERING LINKAGE

- Function: Transmits steering action from steering box to wheels.
- Check connecting links, arms, and rods for cracks. Make sure joint sockets are not worn or loose. Check for loose or missing nuts or bolts.

## BRAKE HOSES (front & rear)

- Function: Carries air or hydraulic fluid to wheel brake assemblies.
- Check for cracked, worn, or frayed hoses and confirm couplings are secure.

# PRE-TRIP INSPECTION

Each of the following items must be checked:

## **SLACK ADJUSTERS (front & rear)**

- Function: Linkage from brake chamber to brake shoe to activate brakes.
- Check for broken, loose, or missing parts. The angle between the push rod and adjuster arm should be a little over 90 degrees when brakes are released and not less than 90 degrees when brakes are applied. When pulled by hand, brake rod should move no more than approximately one inch.

## **BRAKE DRUMS (front & rear)**

- Function: Brake shoes rub on inside of drum to slow vehicle down.
- Check for cracks, dents, or holes. Make sure there are no loose or missing bolts and brake linings (where visible) are not worn dangerously thin.

## **RIMS (front & rear)**

- Function: Retains tires on wheels.
- Check for bent or damaged rims. Rims should not have welding repairs or rust trails that indicate the rim is loose on the wheel.

## **TIRES (front & rear)**

- Function: Road wheel tires.
- Check tread depth for a minimum of 4/32 inch on front tires and 2/32 inch for rear tires. Check inflation with a pressure gauge. Make sure tread is evenly worn, with no cuts or other damage to tread or walls. Valve stem and cap should be in good condition. Front tires may not be retreads.

# PRE-TRIP INSPECTION

Each of the following items must be checked:

## **HUB OIL SEALS (front & rear)**

- Function: Seals in lubrication for wheel hub.
- Check wheel hub oil seal for leakage and, if sight glass is present, check level.

## **EXHAUST SYSTEM**

- Function: External piping for conducting combustion gases from engine.
- Check for secure mounting. Make sure there are no cracks, holes, severe dents, or leakage.

## **SPACERS**

- Function: Axle collar between dual wheels to keep wheels evenly separated.
- Check that tires are evenly spread and not touching one another and that nothing is wedged between tires. Some buses will not have spacers. Make sure there are no foreign objects between the wheels.

## **SPLASH GUARDS**

- Function: Used to prevent road materials from being thrown by vehicle tires.
- If equipped, check that splash guards or mud flaps are not damaged and are mounted securely.

## **BATTERY BOX**

- Function: Battery and box or cage that holds battery in place.
- Wherever located, see that battery(ies) are secure, connections are tight, and cell caps are present. Battery connections should not show signs of excessive corrosion. Battery box and cover (or door) must be secure.

# PRE-TRIP INSPECTION

Each of the following items must be checked:

## LIGHTS (Front)

- Function: Headlights, directional signals, emergency flashers, clearance lights, and identification lights.
- Check that all lights illuminate and are clean. Headlights must function on high and low beam, with no cracked or missing lenses.

## LIGHTS AND REFLECTORS

- Function: Lights and reflectors used to show vehicle clearances.
- Check that reflectors are clean and none are missing or cracked. The proper color is red on rear and amber elsewhere. Clearance lights must be in working order, with none missing or cracked. The proper color is red on rear and amber elsewhere.

## DIRECTIONAL AND BRAKE LIGHTS (Rear)

- Function: Brake lights, directional signals, and emergency flashers.
- Check that all the lights are working, with no missing or cracked lenses.

## PASSENGER ENTRY

- Function: Bus door used for normal entry or exit.
- Check door for proper operation. Entry steps should be clear and tread should not be worn or loose. Step well light must be operational and not cracked.

## MIRRORS

- Function: Side mirrors for rear view of traffic.
- Check for proper adjustment, cleanliness, cracks, or loose fittings.

# PRE-TRIP INSPECTION

Each of the following items must be checked:

## FUEL TANK

- Function: Holds the fuel.
- Check that tank is secure, with no leaks or damage.

## GEARSHIFT

- Function: Disengages engine from drive train so vehicle will not move; reduces load on starting motor.
- On automatic transmission, the selector should be in park or neutral, whichever is applicable.

## OIL PRESSURE

- Function: Ensures that engine oil pressure is adequate.
- Check that oil pressure is building and the gauge shows increasing or normal oil pressure.

## AMPMETER/VOLTMETER

- Function: Shows if alternator is functioning.
- With the engine running, the driver must check that the gauge shows that the alternator is charging.

## AIR BUZZER SOUND

- Function: Alarm for low air pressure.
- Check if air pressure is low. The low air pressure warning will sound immediately after the engine starts but before the air compressor has built up pressure. The driver should let air pressure build to governed cut-off pressure, which should occur between 100 & 125 psi. The low air pressure warning should stop when the air pressure gets to 60 psi or more.

# PRE-TRIP INSPECTION

Each of the following items must be checked:

## WIPERS

- Function: Cleans precipitation from windshield.
- Check for rubber on blades and that wipers are in working order.

## LIGHTING INDICATORS

- Description: Dashboard indicator lights for signals, flashers, and low/high headlight beams.
- Check to ensure all are working properly.

## HEATER/DEFROSTERS

- Function: Heats cab or passenger compartment and prevents frost or condensation from forming on windshield.
- Check that heater/defroster works on high and low settings.

## STEERING PLAY

- Description: Amount of movement in the steering wheel.
- Power steering- With engine running, check to see that steering has less than 5-10 degrees of movement in the steering wheel.

## WINDSHIELD

- Check for cracks, dirt, illegal stickers, or other obstructions of view.

## HORN

- Description: Air or electrical horn
- Check to ensure that horn is working.

# PRE-TRIP INSPECTION

Each of the following items must be checked:

## **SAFETY EMERGENCY EQUIPMENT**

- Function: Equipment used during a breakdown or at a crash scene.
- Check for:
  - Electrical fuses located in glove box. (Must be mentioned on the test.)
  - Three red reflectors in good working order and securely mounted in the driver's compartment area.
  - A fire extinguisher with a current inspection sticker/tag that is properly rated and charged, with the indicator in the green, and that is securely mounted in the driver's compartment area.

## **PARKING BRAKE**

- Function: Brake that is applied when vehicle is parked.
- Check that brake will hold when set. Driver should set brake and gently try pulling it forward.

## **PASSENGER EMERGENCY EXITS**

- Function: Emergency doors, roof hatches, or push out windows used in emergency evacuations.
- Check that all exits will open and close securely. Doors must be checked by opening from inside and outside and warning buzzers must be operative.

## **PASSENGER SEATING**

- Function: Seats that are used to transport passengers.
- Check for broken frames, seats securely mounted to the floor, and secure seat bottoms.
- Seatbelts (if applicable) must be checked in each seat for working condition of the latches. Check to make sure they are not cut or frayed. There should be one for each passenger.

## PRE-TRIP INSPECTION

Each of the following items must be checked:

### AIR BRAKE CHECK

- Function: The air brake check determines that all parts of the air brake system are operable.
- Perform the following in order listed.
  - Allow air pressure to build to governed cut-out pressure (100 to 125 psi).
  - With engine off and key in the "on" position, wheels chocked, and parking brake released, fully apply foot brake and check to see if air pressure drops more than three psi in one minute. This is the leak check.
  - Start fanning off the air pressure by rapidly applying and releasing the foot brake. Low air pressure warning alarm should activate before air pressure drops to below 60 psi. This is the alarm check.
  - Continue to fan off the air pressure. At approximately 40 psi pressure, the spring brake push-pull valve should pop out. This is the button check.

# Basic Control Skills

- RIGHT TURN
- STRAIGHT-LINE BACKING
- ALLEY DOCK
- CONVENTIONAL PARALLEL PARKING





# Road Test

The road test will follow a pre-determined route and will contain the following scored maneuvers:

- Four left and four right turns
- Section of urban driving
- A through and a stopped intersection
- A railroad crossing
- Driving along curves
- Driving on an expressway
- Downgrade and upgrade
- Stopping on downgrade and upgrade
- Underpass or bridge
- Traffic checks
- Speed
- Usage of lanes
- Turning short/wide
- Stopping and following distance
- Proper gear usage
- Use of signals
- General driving habits



# Summary

- Requirements to Obtain a Class B CDL with P and S endorsements
- Pre-trip Inspection
- Basic Control Skills
- Road Test

## UNIT XIV TEST

1. To operate a school bus, a driver must have the following endorsements:
  - a. Passenger, School Bus, and Hazardous Material
  - b. Passenger, Air Brake, and School Bus
  - c. Passenger
  - d. No endorsement needed, just the Class B license
2. During the pre-trip inspection test, the driver should inspect both sides of the vehicle.
  - a. True
  - b. False
3. The temporary permit is good for:
  - a. 6 months
  - b. 12 months
  - c. 3 months
  - d. 6 weeks
4. To obtain a CDL the driver must pass how many behind-the-wheel tests?
  - a. 2
  - b. 3
  - c. 1
  - d. Only the written test must be passed
5. The basic control skills test consists of a driver naming mechanical items on the bus.
  - a. True
  - b. False
6. When checking the alternator belt the rate of slippage cannot be in excess of:
  - a. 3/8 inch
  - b. 1/8 inch
  - c. 3/4 inch
  - d. Slippage is normal and does not matter.
7. The proper amount of tread for the front tires is:
  - a. 4/33
  - b. 3/43
  - c. 4/32
  - d. 2/32
8. The air pressure cut-off should occur between 100 & 150 psi.
  - a. True
  - b. False

9. You are allowed to ask questions before starting the test, but not during the test.
- a. True
  - b. False
10. How many items are on the pre-trip inspection?
- a. 67
  - b. 47
  - c. 53
  - d. 58