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#### Mitman, Ruth Hemingway

# DEVELOPMENT OF A BEGINNING COURSE FOR MICHIGAN HEAD SCHOOL BUS DRIVERS

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# DEVELOPMENT OF A BEGINNING COURSE FOR MICHIGAN HEAD SCHOOL BUS DRIVERS

Ву

Ruth Hemingway Mitman

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Administration and Curriculum

#### ABSTRACT

# DEVELOPMENT OF A BEGINNING COURSE FOR MICHIGAN HEAD SCHOOL BUS DRIVERS

By

#### Ruth Hemingway Mitman

The purpose of this study was to develop a curriculum for beginning head school bus drivers. This curriculum will provide the head school bus driver with the necessary knowledge and skills to achieve and maintain a safe, efficient and economical pupil transportation system.

Several planning sessions were held to determine target audience, course content, instructional strategies and to critique, revise and refine the curriculum. Following development of the material, the curriculum was pilot tested. Six classes were taught to head school bus drivers to evaluate the effectiveness of the curriculum and to obtain suggestions from participants for possible curriculum revisions.

The two units ultimately selected for inclusion in the curriculum were Technical Information and Leadership Styles.

The Technical Information unit focused on the technical information needed by head school bus drivers to carry out their responsibilities. A Reference Manual was developed to present this technical information.

The Reference Manual contains four sections:

Supervisory Tools
Personnel Management
Fiscal Management
Operations

The Supervisory Tools section provides sources of laws, rules, opinions, court decisions and recommendations that govern or provide guidance for the pupil transportation program. The Personnel Management section is concerned with hiring, training, evaluation and employee records. In the Fiscal Management section are samples of local and Department of Education forms needed for the fiscal management of the pupil transportation program. The Operations section concerns equipment, bus routes, student transportation and energy conservation. Many useful materials, documents and sample forms are included.

The Leadership Styles unit helps head school bus drivers better understand their leadership style to determine if changes are necessary in order to become more effective leaders.

A short, written, objective-type final examination based upon the performance objectives for the Leadership Styles unit was administered at the end of the course. The final examinations indicated an acceptable level of mastery. The average level of mastery ranged from a low of 61% in the fourth Head School Bus Driver course to a high of 84% in the final Head School Bus Driver course.

To John For twenty years of love, support and encouragement

#### ACKNOWLEDGMENTS

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### Chapter I

#### THE NATURE OF THE PROBLEM

Pupil transportation, the moving of students from home to school and back by bus, has become one of the most extensive transportation systems in the United States. The number of children riding school buses has dramatically increased over the last 25 years.

Nationally, in 1957, eleven million children were transported on a regular basis in 171,000 school buses. In 1970, this number had risen to nineteen million children in 240,000 buses. By 1980 the extent of this system had increased to 22.5 million in 330,000 vehicles. 1

Along with this increase in pupil transportation has also come an increase in pupil transportation accidents. In 1957, there were 31 school bus related fatalities and 1,171 injuries resulting from 5,953 reported accidents. By 1970, fatalities had risen to 140 and injuries to 5,400 from 42,000 reported accidents. In 1980, 180 persons were reported killed with 7,600 injuries resulting from 55,000 reported accidents. 4

<sup>1&</sup>quot;Growth of School Transportation in the United States," <u>School</u> Bus Fleet, December/January, 1982, p. 64.

<sup>&</sup>lt;sup>2</sup>National Safety Council, <u>Accident Facts</u> (1968 ed.; Chicago: The Council, 1968), p. 91.

National Safety Council, Accident Facts (1970 ed.; Chicago: The Council, 1970), p. 92.

<sup>&</sup>lt;sup>4</sup>National Safety Council, <u>Accident Facts</u> (1980 ed.; Chicago: The Council, 1980), p. 92.

In Michigan, according to the figures compiled by the Department of State Police, in the academic year 1970-71, there were 919 accidents resulting in 211 injuries and 9 fatalities. In that year a fleet of 10,028 vehicles traveled 83.77 million miles while transporting 793,585 students on a regular basis. By the school year 1979-80, the number of accidents had increased by 63.5% to 1,503 resulting in 298 injuries (an increase of 41%) while fatalities had been cut by more than 50% with 4 deaths recorded. 6

This increase in accidents and injuries cannot be attributed solely to the increase in the size of the fleet or the numbers of pupils transported. In this same period (1979-80), the fleet had increased to 11,001 (9.7%); and miles traveled had increased to 113.75 (35%) million miles, while transporting 963.995 persons (21.5%).

While it is difficult to interpret school bus accident data due to variations between state operations, the lack of uniform reporting and by the lack of standard definition of terms, it is manifest that as school bus usage has rapidly increased, so also have accidents and injuries.

### Statement of Problem

While the Postal Service, inter-/intra-state bus services as well

Department of State Police, Michigan School Bus Accidents, School Year 1970-71 (East Lansing: The Department, 1971), pp. 8, 11.

<sup>&</sup>lt;sup>6</sup>Department of State Police, <u>Michigan School Bus Accidents</u>, <u>School Year 1979-80</u> (East Lansing: The Department, 1980), pp. 8, 18.

<sup>7&</sup>lt;sub>Ibid.</sub>

as other transportation systems were administered centrally, pupil transportation was anything but a monolithic system. In fact, it was a system characterized by decentralization as the responsibility was vested in local school districts. Differences in state and local law, in school district policy, in the very nature of the district, and in the competence of supervisory personnel greatly affected the extent and quality of service provided.

Ultimately, safe and efficient pupil transportation is the responsibility of the local school board but is delegated to the head school bus driver. The roles and functions of local head school bus drivers are many and varied. They must develop, implement and maintain the entire system. They are responsible for recruiting, screening and hiring bus drivers, on-the-road training of new drivers, functioning within a budget, completing a myriad of required forms and reports, dealing with the inevitable day-to-day problems, communicating with personnel, supervising the garage, advising in the purchase of new buses, establishing routes, and coping with emergency situations. Therefore, the job description for head school bus drivers includes an impressive list of skills and experience: personnel manager, educator, bookkeeper, office manager, purchasing agent, specialized vehicle operator, mechanic and public relations expert.

The background and qualifications of head school bus drivers varied. Often, they were chosen from the ranks of former school bus drivers. Others had supervisory backgrounds as former superintendents or principals who had been given this additional responsibility of supervising the bus system. Many were highly qualified bus drivers while others had no behind-the-wheel training or experience. Some had

degrees and experience in management and related areas while others had none.

Given the multiple and varied responsibilities of the head school bus driver, one might expect to find that comprehensive training courses were both required and available. This was not the case in Michigan, even though it is known as the "Motor State" and has the seventh largest state population in the United States. For the one person specifically charged with the overall responsibility of this service system, there was not a single course available. This was in sharp contrast with the situation which existed for school bus drivers. For them there were comprehensive training courses required by law as well as other complimentary programs such as courses in first aid.

Most head school bus drivers are dedicated, hard-working people. However, it can be extremely frustrating and frightening to find oneself in the position of a beginning head school bus driver with the full responsibility of the safe transportation of students, but without the requisite preparation and training.

Training programs for head school bus drivers deserved far more attention than they had received. Substantive, creative and comprehensive educational resources and training for beginning head school bus drivers were urgently needed and must be made available.

In the State of Michigan, there was no extant program for training beginning head school bus drivers in the skills necessary for the daily exercise of the responsibilities of that position. Given the critical nature of their charge, that is, the safe transportation of school children, and given that the State requires training of all persons involved in pupil transportation except those in supervisory

positions, the need for such a training program was manifest.

### Purpose of the Study

The purpose of this study was to develop a curriculum for beginning head school bus drivers. This curriculum was to provide the head school bus driver with the necessary knowledge and skills to help achieve and maintain a safe, efficient and economical pupil transportation system.

#### Method of Procedure

The following general plan was followed to develop and evaluate the curriculum.

- . Conduct planning conference
- . Consult with local resource persons
- . Participate in regional meetings
- . Meet individually with instructional agency representatives
- . Conduct second planning conference
- . Attend regional meetings with school bus supervisors
- . Gather and assess extant curricula
- . Consult with curriculum design specialist
- . Meet individually with instructional agency representatives
- . Conduct third planning conference
- . Conduct fourth planning conference
- . Conduct fifth planning conference
- . Pilot curriculum.
- Teach six classes with analysis of evaluation data and revisions to take place after each class

- . Critique curriculum
- . Write and edit final curriculum

A detailed description of each item in the curriculum development process will be given in Chapter III.

#### Definition of Terms

Head School Bus Driver—the person responsible for safely and efficiently developing, implementing and maintaining a pupil transportation system. There are a variety of titles used to identify this position: head school bus driver, transportation supervisor, and bus supervisor. In some systems this responsibility falls to an assistant superintendent, assistant principal or business manager. Since many of the persons assigned these responsibilities do not have any identification with the pupil transportation program in their title, the neutral phrase head school bus driver was chosen as a descriptive phrase for this position. This term will be used throughout this document to identify the individual who has the overall responsibility for the pupil transportation program.

Instructional agency representatives—those agencies approved to offer instruction to new school bus drivers in Michigan: Central Michigan University, Eastern Michigan University, Western Michigan University, Macomb Intermediate School District, Oakland Schools and Washtenaw Intermediate School District.

School bus--"school bus means every motor vehicle, except station wagons, with a manufacturers' rated seating capacity of 8 or more children owned by a public, private or governmental agency and operated for the transportation of children to or from school, or privately owned

and operated for compensation for the transportation of children to or from school: Provided, That the term school bus shall not include buses operated by a municipally owned transportation system or by a common passenger carrier certificated by the public service commission."

### Delimitation of Study

The study was delimited to the State of Michigan and to beginning head school bus drivers. The developed curriculum was to be taught in a one-day session.

### Organization of Study

Chapter II presents an historical review of pupil transportation, a review of the literature and resources currently available for head school bus drivers, a review of issues in adult education, a description of the instructional design, as well as a description of the model for the development team. Chapter III describes the methods of procedure used in the development of the Beginning School Bus Driver curriculum. In Chapter IV is presented the developed curriculum and Chapter V contains a summary, conclusions and recommendations. A Reference Manual developed as part of the Technical Information unit of the curriculum is found in Appendix F.

<sup>&</sup>lt;sup>8</sup>Michigan, <u>Michigan Vehicle Code</u>, Sec. 257.57 (1980).

#### Chapter II

#### REVIEW OF RELATED LITERATURE

That which follows is more than introductory material. It is a prolegomenon, that which must be set forth before a beginning is made. As the substance of this dissertation was the development of a comprehensive curriculum for head school bus drivers of pupil transportation systems, this chapter deals with those questions and processes which must be understood and accepted before the curriculum can be set forth.

This material is divided into three sections: An Historical Overview of the Development of Pupil Transportation Systems; Literature and Resources Currently Available; and, Theoretical and Practical Is-sues in Developing the Curriculum.

#### An Historical Overview

During the latter half of the nineteenth century, two trends in American public education established the need for the transportation of pupils at public expense.

First, the legislatures of the various states came to realize that the continued development of society demanded that all children receive some education. This realization resulted in the enactment of compulsory attendance laws. The laws having been passed, however, it became clear that it would not be practical to establish schools within walking distance of all children. The only alternative to placing schools close to students' homes was to transport the students from

their homes to their schools. Because individual families could not be expected to provide this transportation, the need for a transportation system at public expense was established.

A second trend, which came as a direct result of the Industrial Revolution, was the consolidation of schools. As the population of rural areas declined, the population of urban areas increased dramatically due to immigration from domestic farms and from abroad. With the concurrent growth of public education, urban schools were thought to offer much greater opportunities for learning than were the tiny institutions in the countryside. The consolidation of rural and village schools was an attempt to concentrate educational resources thus emulating the urban mode. As consolidation proceeded, the distance between the students' homes and schools increased. Laws authorizing and providing for pupil transportation at public expense were the logical response to the need for dealing with this problem of distance.

In 1869, Massachusetts inacted the first law authorizing the use of public funds to carry children to and from school. The vehicles used for this task were, for the most part, horsedrawn wagons and carriages. School districts contracted with farmers or livery stables in their region to provide the power units (horses) and the vehicles. The financial arrangement was usually based upon the number of students transported. Thus, the first pupil transportation system was in place. Within seven years, Vermont followed Massachusetts' lead with Maine and New Hampshire close behind (1880 and 1885 respectively). By 1900, pupil transportation laws had been enacted in eighteen states. By 1919 pupil transportation at public expense was mandated by law in all of the 48 states.

In the boom that followed the Armistice of 1918, two new closely related social trends began to have a dramatic impact upon pupil transportation systems. The first was the availability and acceptance of the automobile as part of American society. In 1910 the appearance of a motor car in the average small town in America caused great excitement but was considered an aberration. However, during the decade of 1910-1920, the automobile became an accepted part of the transportation system throughout this nation. During this decade, the registration figures for vehicles increased from less than half a million to more than one million. In the decade of the '20s, registrations jumped from 9,239,161 to 26,531,999 and in the next 20 years increased to 48,600,505.

The second trend affecting transportation in this period was the proliferation of hard-surfaced roads. Where, until the First World War, it may have been accepted that some roads would be impassable during parts of the winter and spring, the investment of considerable sums of money by individual citizens in private automobiles created the demand for roads that could be used throughout the year. By definition, transportation systems must be large scale social systems as they connect and relate various communities from the smallest to the largest, with one another. An individual farmer or rural community could not hope to finance the building and maintenance of hard-surfaced roads. As a consequence, larger units of government, <u>i.e.</u>, counties, states and the Federal government gradually began to participate in the financing and maintenance of roads.

Surfaced rural roads increased from less than 13% in 1921 to 69% in 1960. Increases in the number of students transported and in the number of registered motor vehicles closely parallel this growth of

surfaced rural roads as is seen in Table 1.

Table 1<sup>9</sup>
Surfaced Roads, Registered Motor Vehicles, and Pupils Transported, for Selected Years

Year	Miles of Surface Rural Roads	Registered Motor Vehicles	Pupils Transported at Public Expense
1921-1922	387,000	10,493,666	594,000
1929-1930	662,000	26,502,508	1,902,826
1939-1940	1,318,000	30,615,087	4,144,161
1949-1950	1,865,000	44,139,951	6,980,689
1959-1960	2,557,000	70,600,787	12,700,989

Since its inception, the pupil transportation system has been undergoing an evolution which has necessitated numerous changes in both policies and procedures. Local pupil transportation service was initiated by local authorities who recognized this need in their own school districts. As in the early stages of any system development, there were no precedents and few state standards or controls. Therefore, the administration of these systems varied considerably, even within the same state. As local administrators began to observe the programs of their neighbors and to learn from the experience of others, they

<sup>&</sup>lt;sup>9</sup>E. Glenn Featherston and D. P. Culp, <u>Pupil Transportation</u> (New York: Harper & Row, 1965), p. 4.

improved their own programs, which in turn, resulted in greater uniformity of policies and procedures.

The single most important reason for the establishment and enforcement of standards on the state level was the responsibility which the state bore for the safety of the pupils being transported. It was of interest to note that two of the earliest standards established for motorized pupil transportation vehicles were the use of safety glass throughout the vehicle and the enforcement of minimum ages for drivers.

Another important factor for the establishment and enforcement of standards was the fact that the states, in whole or in part, funded the systems. In addition to the demand for safety, standards designed to improve the efficiency and economy of the service were soon forthcoming. Many states established controls to eliminate overlapping of bus routes and mandated the most efficient use of both driver and vehicle.

Because of the increased funding from the Federal government and the need for efficiency, there is today a remarkable national uniformity in pupil transportation programs. Federal guidelines for school bus performance established the minimum requirements for all vehicles used in the transportation of public school students.

While there had been a great development in pupil transportation standards, driver training and the efficient and economical use of the system, there had not been equivalent progress in the development of training programs for head school bus drivers. The next section of this chapter will discuss those resources available for the training of head school bus drivers.

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### Available Literature and Resources

The literature available for the initial training and continuing education of head school bus drivers was exceedingly limited. This lack of reference material was noted in a report by Judith de Beaumont of the Highway Safety Research Institute at the University of Michigan. In "Pupil Transportation Safety: A Study of Problems and Potential Solutions," written in 1976, she wrote, "most supervisors are hard working, dedicated individuals. But profound frustrations and disappointments can be created if they must attempt to fulfill their responsibilities without the requisite training. The lack of educational facilities for pupil transportation supervisors in Michigan may be a reflection of the situation in other states. If this is the case, measures need to be taken to develop suitable programs to meet these needs on a wide scale." 10

Through an extensive search for materials through various libraries and the network of pupil transportation professionals in the field, six handbooks and two personnel manuals were found. These fell into two categories:

- 1. Handbooks/manuals which provided general information for head school bus drivers
- Handbooks for head school bus drivers to aid in the selection and training of bus drivers

An Education Resources Information Center (ERIC) search provided no results at all. The inadequacies of what was available will be described

<sup>&</sup>lt;sup>10</sup>Judith de Beaumont, "Pupil Transportation Safety: A Study of Problems and Potential Solutions," (Ann Arbor: Highway Safety Research Institute, 1976), p. 9.

at the end of this section.

# Handbooks/Manuals Which Provided General Information for Head School Bus Drivers

In the first category of publications-handbooks/manuals which provided general information for head school bus drivers - in 1969 the Wisconsin Department of Public Instruction published a document entitled, <a href="Transportation Handbook">Transportation Handbook</a>. This was a major effort to provide school administrators, transportation supervisors, contractors and bus drivers with a convenient reference to assist them in dealing with some of the problems which they faced. This 32 page handbook dealt in a general way with the roles and responsibilities of the supervisor and those of individual drivers. Guidelines were provided for the establishment of rules of behavior for students as well as procedures for the emergency evacuation of school buses. The volume closed with a summary of Wisconsin State Law regarding pupil transportation systems.

In 1975, the National Safety Council developed the handbook, School Transportation, A Guide for Supervisors. 12 This was designed to serve as a working guide for the head school bus driver. It described methods of organizing and administering a school transportation safety program and suggested how various authorities might realize maximum benefits from the National Safety Council's School Transportation Safety Service. Guidelines were provided for establishing maximum safety in

Handbook. (Madison: The Department, 1969).

National Safety Council, <u>School Transportation</u>, <u>A Guide for Supervisors</u>. (Chicago: The Council, 1975).

the routing of buses. In addition, this handbook outlined the responsibilities of state and local administrators for guidance, leadership and support of the total pupil transportation safety program.

In 1976, The Guidebook for School Bus Transportation Supervisors 13 was prepared by Keith Allen of Central Michigan University in conjunction with the American Automobile Association. This manual was designed to bring together information and materials which could aid the head school bus driver in meeting his/her responsibilities. The guidebook was divided into four units: Rider Safety; The School Bus Driver; Fleet Management; and, Standards, Laws and Policies. Unit One, Rider Safety, covered route design, bus stop and loading site guidelines and programs stressing safe ridership. Unit Two, The School Bus Driver, contained information regarding driver recruitment, training and supervision. Vehicle selection and maintenance were the topics covered in Unit Three, Fleet Management. Unit Four discussed Federal and state laws, regulations and policies relating to the operation of pupil transportation systems.

In the late 1970s several groups of transportation supervisors in Michigan developed operational manuals <sup>14</sup> for use in various regions of the state. It was recognized that it was impossible for administrators and supervisors to commit to memory all of the various policies

<sup>13</sup>Keith Allen, <u>Guidebook for School Bus Transportation Supervisors</u>, (Falls Church: American Automobile Association, 1976).

<sup>14</sup> Floyd Smith, Preparing Transportation Reports (Pontiac: Oakland Schools, 1976), and Howard Dashney, Region Twelve Pupil Transportation Operations Manual (Kalamazoo: Kalamazoo Valley Intermediate School District, 1977).

and procedures required for safe and efficient fleet operations. These manuals provided documents for new administrators and supervisors which could be of assistance in carrying out their responsibilities.

Finally, in 1982, the Department of Education of the State of Michigan developed and published a guidebook entitled, <u>Pupil Transportation Information</u>. This reference was developed to assist those persons in Michigan who were responsible for pupil transportation. Topics covered were school bus driver competencies, bus routing, accident reporting, pre-trip inspection, state aid, evacuation drills, and discipline on the school bus.

# Handbooks for Head School Bus Drivers to Aid in the Selection and Training of Bus Drivers

Under the second category of publications for supervisors - aids in the selection and training of bus drivers - several documents dealing solely with the selection and training of school bus drivers were available. The recommendations of the 1964 National Conference on School Transportation were published in the report, Selection, Instruction and Supervision of School Bus Drivers. <sup>16</sup> This report provided a framework of minimum standards and principles for the selection, instruction and, in some cases, the supervision of school bus drivers. The report also outlined some basic qualifications for school bus transportation supervisors and gave limited suggestions on school bus accident reports.

<sup>&</sup>lt;sup>15</sup>Michigan Department of Education, <u>Pupil Transportation</u> Information, (Lansing: The Department, 1982).

<sup>16</sup> National Conference on School Transportation, <u>Selection</u>, <u>Instruction</u>, <u>and Supervision of School Bus Drivers</u>. (Washington, D.C.: National Education Association, 1965).

The <u>Selection and Training of School Bus Drivers</u> by McKnight, McClelland and Berry, a 1971 study under the sponsorship of the National Highway Traffic Safety Administration, described procedures used in developing a set of selection requirements and training objectives for school bus drivers. It was hoped that these requirements and objectives would enable pupil transportation administrators to assure, within the resources available to them, that newly employed drivers met the qualifications required by law.

In addition to the written curricula available to the public, there was at least one workshop regularly offered for head school bus drivers. The Pennsylvania State University College of Education has offered a Pupil Transportation Supervisor Workshop for the past five years. This four-day program was designed to increase the efficiency and effectiveness of pupil transportation systems. Topics covered in the 1981 course included stress management for pupil transportation supervisors, state reimbursement, computerized scheduling, accident analysis and public relations.

In summary, while much of these curricula were dated, the primary difficulty was that none of the existing resources was sufficiently broad in scope. It was noted that the primary emphasis was upon the hiring and training of school bus drivers and, further, that there was a corresponding lack in leadership training, general management skills, and fiscal management skills. The basic educational issue was that there was no comprehensive curriculum available for the continuing

The Selection and Training of School Bus Drivers, (Washington, D.C.: U.S. Department of Transportation, 1971).

education of head school bus drivers.

#### Theoretical and Practical Issues in Developing the Curriculum

The need for a training program for head school bus drivers had been demonstrated. In the development of this curriculum three issues had to be considered:

- Adult Education as the target students were adults.
- Instructional Design to insure the efficient use of resources.
- Team Organization as various people with different backgrounds, experience and responsibilities had to work together.

#### Issues in Adult Education

Until quite recently theories and practices of education were developed with children in mind as the recipients. When adult education programs began to be developed during the 1920s, teachers of adults began experiencing several problems with the theories and practices which had previously been developed. The assumption that the function of pedagogy was to transmit knowledge and skills did not work with adults. Teachers found adults resistant to fact-laden lectures, drills, rote memorization and examinations. For adults education is not the process of transmitting what is already known; but rather, a lifelong process of continuing inquiry.

During the 1960s, a great deal of knowledge about the process of adult learning was accumulated from such disciplines as developmental psychology, gerontology, sociology and anthropology and, in this decade, a theory of adult learning also began to evolve. Adult educators, feeling the need for a label for this new field, coined the term

"andragogy." Originally, Malcolm Knowles defined andragogy as "the art and science of helping adults learn." Knowles expanded this definition and later defined andragogy as "another model of assumptions about learners to be used alongside the pedagogical model of assumptions, thereby providing two alternative models for testing out the assumptions as to their "fit" with particular situations."

In translating this theory into practice, there were two critical factors which had to be considered when developing a curriculum for adults. The first was the role of experience. Adults enter any undertaking with a different background from that of children. Adults have lived longer and have accumulated a greater volume and variety of experience. In addition, they have derived self-identity from their experience. Adults, in many ways, are what they have done.

These differences in experience between adults and children have at least three direct consequences for learning. The first is that in most learning situations adults are themselves a rich resource for learning. Secondly, adults have a richer foundation of experience with which they can relate to new experiences. And, third, adults may be less open-minded as they have acquired a larger number of fixed patterns of thought and behavior.

The second most critical factor to be considered is that of helping adults discover and become interested in meeting their real

<sup>18</sup> Malcolm S. Knowles, The Modern Practice of Adult Education, (Chicago: Follett Publishing Company, 1980), p. 43.

<sup>19</sup> Ibid.

needs. Knowles saw two kinds of needs, which he derived from Maslow's hierarchy of needs, <sup>20</sup> which have meaning for the adult educator engaged in the process of program development: basic needs and educational needs.

The basic needs identified by Knowles included:

The physical needs: These needs are the most easily observed and are the most consciously experienced. The human body provides clear signals when its needs are not being met.

The need of growth: This is perhaps the most basic and universal drive of all. There is evidence that the urge to grow continues throughout normal life. Without some future toward which to grow, life becomes less worthwhile.

The need for security: Here "security" is understood to include both the need for psychological safety and physical safety. One must feel protected (secured) against threat to self-respect and self-image.

The need for new experience: People can become bored with too much routine. Because of this need for new experience, people are motivated to seek new friends, new interests and new ideas.

The need for affection: Everyone wants to be liked. This is the most social of all needs and causes people to seek out individuals with whom they can share interests, experiences, joys and sorrows.

The need for recognition: All human beings need to feel they have worth, that they are admired and respected. This desire motivates people to strive for position of value in their social groups and

<sup>&</sup>lt;sup>20</sup>A. H. Maslow, <u>Motivation</u> and <u>Personality</u>, (New York: Harper and Row, 1970).

communities.

Educators must take these needs into account when designing and teaching courses for adults. They must provide for the physical comfort of their students and be certain that the adult student will perceive a measure of growth. Educators must provide an environment in which adults will feel secure while learning and must expose adult students to new ideas and new ways of doing things. Finally, educators of adults must provide an opportunity for the development of relationships between students and teachers and recognize that all people need a sense of being valued.

Knowles defined an educational need as that which, "people ought to learn for their own good, for the good of the organization, or for the good of society. It is the gap between their present level of competencies and a higher level required for effective performance as defined by themselves, their organization or society." An educational need, therefore, is the distance between an aspiration and a reality.

A crucial element for the adult educator is skill and sensitivity in helping students access their educational needs. There are several sources for obtaining this information:

 From the individuals themselves: Most individuals are aware of some of their needs which can be identified through interviews, group discussion or written questionnaires.

<sup>&</sup>lt;sup>21</sup>Malcolm S. Knowles, <u>The Modern Practice of Adult Education</u>, (Chicago: Follett Publishing Company, 1980), p. 88.

- 2. From people in helping roles: Through interviews or direct questionnaires, useful information regarding the needs of individuals can often be obtained from people to whom they bring their problems, such as social workers, clergy, visiting nurses and physicians.
- 3. From the mass media: Clues regarding changing trends in the patterns of individual needs can often be identified from an analysis of the themes being given prominence in the mass media.
- 4. From professional literature: Professional journals, trade books and textbooks in the fields of adult education, psychology, sociology, anthropology, religion, economics and social work carry articles which yield insights into the needs of adults for continuing self-development.

### The Instructional Design

Because resources are scarce, it is important to develop a curriculum which uses the theory and practice of instructional design.

The instructional design model adopted in the development of this project is that proposed by Robert M. Gagne and Leslie J. Briggs in their book, Principles of Instructional Design. 22 The instructional design process consisted of a series of steps which began with a specification of educational needs and ended with the installation of a curriculum. The steps in the process are listed below. However, it should be realized that the process is iterative, that is, there is continuous teaching and improvement of the instructional product.

<sup>22</sup>Robert M. Gagne and Leslie J. Briggs, <u>Principles of Instructional Design</u>, (New York: Holt, Rinehart and Winston, Inc., 1974).

Steps in the Gagne/Briggs instructional system development model:

"Analysis and identification of needs...

Definition of goals and objectives...

Design of system components...

Analysis of resources required, resources available and constraints...

Selection or development of instructional materials...

Design of student assessment procedures...

Field testing...

Adjustments, revisions and further evaluations...

Operational installation..."23

Analysis and identification of needs: The design of an instructional system results from some perceived need. There may be the need to conduct an existing course more effectively, a need for updating content or methodology or the need to develop a new course. However, the needs must be clearly identified because from these are derived the goals and objectives.

Definition of goals and objectives: It is important to describe goals and objectives for the instructional system. These serve as important guidelines in the development of the instruction and provide the criteria for assessing the efficiency of the product.

Design of the system components: Decisions must be made concerning the types of instructional components to be used. Decisions must be reached regarding:

<sup>&</sup>lt;sup>23</sup>Ibid., p. 213.

The nature of materials for study

The method of studying the materials

The types of activities the learner is to experience

The role of the teacher

Assessment of student performance

Analysis of resources required, resources available and constraints: Each of the components listed in the step above is reviewed in terms of availability of resources and possible constraints.

Selection or development of instructional materials: The selection of appropriate materials is a critical step in the design of a total instructional system. If the curriculum to be designed is an entirely new one, most of the instructional materials will most likely have to be developed rather than purchased. However, if a course is being modified in content or methodology, existing materials may be available.

Design of student assessment procedures: Assessment procedures or measures of student performance have many functions. They aid the teacher in discovering when the student has mastered an objective. They help a teacher detect objectives which students fail to achieve, thus signifying a need for revision of the course content or the methodology. And, finally, they may be used to evaluate the course as a whole.

Field testing: Field tests of the new system should be held in the environment for which the system is intended. The purpose of this field testing is to observe students at work, record questions and concerns they may have and analyze test results in order to improve the system.

Adjustments, revisions and further evaluations: The size of the budget, time schedule and results from earlier field testing determine the number of revisions which can be made. However, this systematic series of evaluations and revisions is a major factor in distinguishing the system's design approach from conventional methods used in planning a course in which feedback data are rarely collected and more rarely used.

Operational installation: After a number of field tests have been conducted and final adjustments and revisions have been made, the new system is installed for widespread adoption and regular use.

# The Function and Management of the Development Team

When a curriculum is the product of several persons who work as a team, the efficiency of the teamwork and the quality of the final product does not come about by chance. They are the result of applying established principles of team organization. The principles were summarized by Uri Merry and Melvin Allerhand in their work <u>Developing</u>

Teams and <u>Organizations</u>. Amorry and Allerhand listed six interventions or basic functions which can be most helpful in the clarification and subsequent definition of team responsibilities. These six interventions were:

"Determining the team's responsibilities...

Dividing responsibilities in a team...

Clarifying responsibility and authority in a team...

Defining and improving managers' jobs...

<sup>24</sup>Uri Merry and Melvin E. Allerhand, <u>Developing Teams and Organizations</u>, (Reading: Addison-Welsey, 1977).

Establishing objectives...

Planning how to attain an objective..."25

Determining the team's responsibilities - There were three purposes to this step: Deciding on the areas of team responsibility; beginning to think in terms of current trends and changes; and initiating new projects and actions. Merry and Allerhand identified this as a critical step for all newly formed groups who have control over what they do.

Dividing responsibilities in a team - The second intervention had four purposes: To divide responsibility among team members; to ensure that someone was responsible for each function; to ease the load of the person in overall charge; and to increase commitment of team members by deepening and strengthening involvement. This step was only suitable for groups which had some division of responsibility among members and which met on a regular basis. Teams are often ineffective because the responsibilities of their constituent members were not clearly defined. Simply stated, the careful application of this intervention will significantly aid in the clarification of the division of labor.

Clarifying responsibility and authority in a team - This intervention was intended for a team with a more complex division of authority and responsibility among its members. If the above functions have been applied properly, areas of responsibility in the first instance will have been defined and team members will have been assigned specific responsibilities. However, after working together for a period of time,

<sup>&</sup>lt;sup>25</sup>Ibid., p. 280.

a complex team may recognize the need to clarify misconceptions, resolve differences in opinion, and negotiate the resolution of differences.

Defining and improving managers' jobs - This process should be used if the structure includes a manager or group of managers who exercise management authority beyond the scope of the team as well as within it. This process was not intended to improve the internal team function or coordination between managers. It was intended to assist in sorting out the conflicting loyalties and demands upon an individual manager or team of managers.

Establishing objectives - This function was intended to assist team members in becoming aware of the value and subsequent importance of establishing clear and precise objectives within their specific sphere of responsibility. This intervention must include assistance in the process of defining objectives for the overall project as well as within areas of individual responsibility. Definition of objectives and striving to attain them will help channel the team members' efforts in the appropriate direction.

Planning how to attain an objective - The last intervention involved learning how to plan a series of activities and events in order to attain a desired objective on time. This process involved the examination of the practical steps which need to be taken, in what order and by what date in order to reach the desired objective.

It may be said that the passage of the 1869 law in Massachusetts which required the transportation of pupils from their homes to their schools marked the beginning of the development of pupil transportation systems in America. Given the scope of this responsibility, the limited resources available to those upon whom this responsibility falls, and

the significant advances in education and the social sciences of the last quarter century, it is important that the shortcomings of the extant curricula for beginning head school bus drivers be redressed.

#### Chapter III

#### METHODS OF PROCEDURE

This chapter describes the methods used to develop and evaluate the Head School Bus Driver Curriculum and evaluation test items.

# Curriculum Development

The following general plan was followed to develop and evaluate the curriculum.

- . Conduct planning conference
- . Consult with local resource persons
- . Participate in regional meetings
- . Meet individually with instructional agency representatives
- . Conduct second planning conference
- . Attend regional meetings with school bus supervisors
- . Gather and assess extant curriculums
- . Consult with curriculum design specialist
- . Meet individually with instructional agency representatives
- . Conduct third planning conference
- . Conduct fourth planning conference
- . Conduct fifth planning conference
- . Pilot curriculum
- Teach six classes with analyses of evaluation data and revisions to take place after each class
- . Critique curriculum.
- . Write and edit final curriculum

# Conduct Planning Conference

On October 9, 1981, a planning conference for the Head School Bus Driver Curriculum was held. Representatives from the agencies presently offering instruction to new school bus drivers were present. These included personnel from Central Michigan University, Eastern/Western Michigan University, Kalamazoo Valley Intermediate School District, Macomb Intermediate School District, Oakland Schools and Washtenaw Intermediate School District. Dr. Lawrence Alexander, a curriculum design specialist from Michigan State University was also present.

During the planning conference, the following topics were suggested for possible inclusion in the Head School Bus Driver Curriculum:

- . Job description for the head school bus driver
- . Required reports and forms
- . Routing
- . Resources for assistance
- . Laws
- . School bus bids
- . Inspections

The conference participants suggested that school bus supervisors be contacted individually and through monthly Michigan Association for Pupil Transportation meetings for additional topic suggestions. The group decided that the Head School Bus Driver course should be a one-day program and should be developed for inexperienced head school bus drivers; those in that position for less than one year.

#### Consult with Local Resource Persons

To gather additional ideas on course content and course structure, meetings were held with several local resource persons including Dr. Lawrence Alexander; Dr. Philip O'Leary, Mr. Duane Smith and Mr. Lawrence Louderback, transportation consultants with the Michigan Department of Education; and Mr. Frederick Vanosdall of the Michigan State University Highway Traffic Safety Programs. Mr. Vanosdall was responsible for developing a course for mid-management school personnel, including transportation supervisors. Obtaining his input was important so the two courses could be developed to complement each other.

Previously received course content suggestions were reviewed with these specialists. As a result of the consultations, the following new topics were added to the list for possible inclusion in the curriculum:

- . Safety specifications
- . School bus inventory
- . State aid for transportation
- . Evacuation drills
- . Stress management

# Participate in Regional Meetings

Several regional school bus supervisor meetings were attended to gather input on possible course content. Approximately 40 Michigan school bus supervisors were in attendance at these meetings. Each participant was asked to list on a sheet of paper the two most critical topics that should be covered in a beginning course for head school bus drivers. These were tabulated and listed in rank order. The ten most frequently suggested topics in decending order were:

- . Supervisor/Driver relationship
- . Routing
- . Reports/Forms

- . Public relations
- . Laws
- . In-service driver training programs
- . Management style
- . Leadership skills
- . Discipline procedures
- . Garage operation

# Meet Individually with Instructional Agency Representatives

Meetings were held with several of the school bus driver instructional agency representatives to review the course content suggestions which had thus far been received. As a result of these meetings, the following curriculum format was developed for presentation at the second planning conference.

Part I Technical Skills

Rules, regulations, reports'

Finances

Vehicle operations and maintenance specifications Hiring practices

Part II

Develop awareness of leadership style

Administer the Styles of Leadership Survey

Show film to explain survey

Group discussion of survey

Practice leadership situations

Feedback

Summary

Evaluation

# Conduct Second Planning Conference

The second planning conference with representatives of the school bus driver instructional agencies, the Michigan Department of Education, the staff of MSU Highway Traffic Safety Programs and Dr. Lawrence Alexander was held on January 29, 1982. An overview of the step-by-step process completed to date was given, and the basic assumptions thus far established for the course were reviewed and confirmed. These assumptions were:

- . The course will be for new head school bus drivers.
- . The course will cover basic technical skills needed by the beginning head school bus driver.
- . The course will address leadership styles.
- . The Beginning Head School Bus Driver Course will be a one-day course.
- . Students for the six training courses will be persons who hold school bus supervisory positions.

The two-part curriculum format, Technical Skills and Leadership Styles, was discussed and modified. It was decided that the Technical Skills section should be in the form of a manual which the students could take back to the job and use as a reference document. Suggestions were made on ways to best organize the manual.

The Leadership section was to address the issue of leadership styles awareness: what types of things do they do best, how do they see themselves as leaders, and how do they score on the survey of leadership styles.

Tentative dates for the six training programs were discussed.

It was hoped that the first and second training programs could be held in late February with the remaining four completed by the middle of June.

Assignments for researching and developing each of the sections were discussed. Each of the instructional agency representatives agreed to develop one or more of the sections of the course. A tentative timetable for the development and review of these sections was agreed upon.

# Attend Regional Meetings with School Bus Supervisors

The proposed curriculum, in outline form, was presented to supervisors at three regional meetings of the Michigan Association for Pupil Transportation held in Grand Rapids, Ann Arbor and Pontiac. These supervisors had an opportunity to review the proposed curriculum and make further suggestions.

The overwhelming reaction from all three groups was quite positive. They felt that such a course was greatly needed and that the basic two-part format was appropriate. They did feel, however, that the course should not be exclusively for beginning head school bus drivers, but should be open to all head school bus drivers.

Several days after these meetings, questionnaires were sent to each of the supervisors. These questionnaires outlined the suggestions which had been made by the three groups of supervisors and asked for additional thoughts and comments.

# Gather and Assess Extant Curriculums

School bus supervisors, school bus driver instructional agency personnel and the school bus consultants of the Michigan Department of Education were asked to send any curriculum resources they had which could help in the overall development of the curriculum. Various books, pamphlets, manuals and other documents were received.

All curriculum resources received were reviewed and evaluated to determine their usefulness to the project. The relevant material was then divided into the various content topics and sent to the instructional agency representative involved in the development of that particular section of the curriculum.

## Consult with Curriculum Design Specialist

Throughout the development of the curriculum, Dr. Lawrence
Alexander was used as a consultant. He assisted in the development, design and modification of the curriculum as well as in the planning and evaluation of the pilot and training courses.

# Meet Individually with Instructional Agency Representatives

Individual meetings were held with the school bus driver instructional agency representatives to assist them in the development of the sections of the curriculum they had agreed to write. Their outlines were reviewed, modified and expanded.

#### Conduct Third Planning Conference

The third planning conference was held on March 12, 1982.

Present were representatives from the school bus driver instructional agencies, Michigan Department of Education, MSU Highway Traffic Safety Programs and Dr. Lawrence Alexander. Following a review of the developmental process to date, the instructional agency representatives presented their expanded section outlines. Suggestions were made for further expansion and refinement. The overall organization of the manual and the teaching strategy to be used were also discussed.

The leadership section was modified to include the topic of decision making. In this section, decision making was to be defined and

important factors in the decision making process were to be identified.

Based on suggested changes in the curriculum content reviewed during the third planning conference, revisions of individual curriculum sections were made by the instructional agency personnel.

## Conduct Fourth Planning Conference

Representatives of the school bus driver instructional agencies presented their revised content sections of the curriculum at the fourth planning conference held on April 7, 1982. Various changes in curriculum content were suggested.

There was considerable discussion on how the reference manual should be taught. It was decided that the information contained in the manual was much too extensive to be taught in a one-day course. Rather, the students should be given a brief overview of what was contained in each section of the manual. After this overview, the students would be given a series of problems. Working in small groups, the students would use the manual to find possible solutions to the problems.

Suggested changes in content and instructional strategy were to be made in each section by the instructional agency representatives before the pilot presentation.

## Conduct Fifth Planning Conference

The final planning conference before the pilot of the curriculum was held on May 3, 1982. During this session the school bus driver instructional agency personnel reviewed revisions and modifications they had made since the last meeting.

Considerable discussion was given to the addition of a general introduction to the course. It was decided that there should be an

introduction and it should include a listing and discussion of the various roles of the head school bus driver and a general overview of the course.

# Pilot Curriculum

The Head School Bus Driver Curriculum was piloted on May 10, 1982. The school bus driver instructional agency representatives taught the sections of the curriculum which they had developed. Representatives from the instructional agencies, Michigan Department of Education, MSU Highway Traffic Safety Programs and Dr. Lawrence Alexander served as the class. After each section was presented there was a critique of the content and instructional strategy used.

It was hoped that the pilot would be completed in one day.

However, the time needed for presentation and critique was such that only half of the curriculum was covered on May 10.

May 18 was then chosen as the pilot completion date. The same format was used on the 18th.

Revisions in curriculum content and instructional strategy were made by the instructional agency personnel based upon suggestions received during the pilot.

# Teach First HSBD Course

The first Head School Bus Driver course was held in Kalamazoo on June 2, 1982. Seventeen transportation supervisors participated in the course. All school bus driver instructional agency representatives were present to teach the sections of the curriculum which they had developed.

The curriculum consisted of two major units dealing with

technical information and leadership styles. The technical information was presented in the morning, and was divided into four topics: supervisory tools, personnel management, fiscal management and operations. Fifty minutes were allotted for the presentation of each of the four topics. Time allocated for the afternoon leadership unit was three hours. The major topics covered were leadership styles and decision making (See Appendix A).

Course student opinion questionnaires were administered for both units following completion of the units (See Appendix B) and a final examination covering material presented in Unit II was administered at the end of the course. No test items were written for Unit I, Technical Information as the purpose of this unit was merely to familiarize the students with the contents and structure of the Reference Manual.

The major difficulty of the first HSBD course as was apparent during the instruction and from the evaluation questionnaires was a lack of sufficient time. All topics in the technical unit needed more time for the material to be presented as planned. Only two of the students felt there was adequate time for questions. Six students suggested a two-day seminar in order to adequately cover the amount of information contained in the curriculum.

All students felt the information contained in the manual was important and useful. Two students felt the manual was too complicated and detailed for the beginning head school bus driver.

All but one student felt that they now understood more about leadership styles and decision making.

Table 2 presents the final exam results for the first HSBD course. This table indicates that seventeen students completed the exam.

Table 2
Final Exam Scores for the First HSBD Course

Unit and Objective	Number of Questions	Mean	Range	Standard Deviation
Unit I			<u> </u>	
No Obj.				
Unit II				
0bj. 1	3	2.4	2	.42
Obj. 2	0			
Obj. 3	5	2.8	2	.67
Obj. 4	0			
Obj. 5	1	•9	1	.11
Obj. 6	2	1.6	1	.23
Obj. 7	6	3.6	3	.88
TOTAL	17	11.2*	9**	2.31

N of students = 17

\*Percent mastery .66

\*\*High score 15 Low score 6 The scores ranged from a high of 15 to a low of 6 for a range of 9.

The mean was 11.2 which represents an average mastery of 66 percent.

The standard deviation was 2.31.

# Teach Second HSBD Course

The second Head School Bus Driver course was held in Grand Rapids on June 17, 1982. Eighteen transportation supervisors participated in the course. Five of the six school bus driver instructional agency representatives were present to teach their sections of the curriculum.

The second HSBD course contained the same two units and the time allocation remained the same as in the first course (See Appendix A). Several additions and deletions were made in the Fiscal Management and Operations sections of the manual. The order of presentation in the afternoon was somewhat different due to various schedule conflicts of the instructors.

Course student opinion questionnaires (See Appendix B) were administered after each unit and a final exam covering information presented in Unit II was administered at the end of the course.

The student opinion questionnaires indicated that the students were very satisfied with the course. All students felt the course was appropriate for the beginning head school bus driver and that the Reference Manual was most helpful. All students indicated that they had gained knowledge in the area of leadership styles and only one student did not understand the decision making process.

While time allocation was still a concern, students in the second HSBD course did not mention the issue as often as did the previous class. Three students suggested a two-day format; however, the

majority indicated that the time allocation was adequate.

Presented in Table 3 are the final exam test results for the second HSBD course. This table indicated that 13 students completed the exam. The range of scores was 6 with a high of 14 and a low of 8. The mean was 11.2 which represents an average mastery of 66 percent. The standard deviation was 1.57.

# Teach Third HSBD Course

The third Head School Bus Driver course was held in Mt. Clemens on June 28, 1982. Nine transportation supervisors attended the course. The curriculum was taught by the school bus driver instructional agency representatives.

The basic curriculum and time allocation remained the same as the first two HSBD courses (See Appendix A). Several duplicate items in the manual were consolidated. The Personnel Management section was shortened as there had been insufficient time to cover the material in the first two HSBD courses. Some of the examples and exercises used in the Leadership unit were changed to better accommodate the smaller size class. Several of these changes were found to be very successful and were incorporated in future classes.

A student opinion questionnaire (See Appendix B) was administered after each unit, and a final examination covering information presented in Unit II was administered at the end of the course.

The student opinion questionnaires indicated the students felt the course was appropriate for beginning head school bus drivers. They believed the manual was quite useful and with further study they felt they could find the information it contained. With the exception of the Personnel Management topic, they felt the time allocated for the various

Table 3
Final Exam Scores for the Second HSBD Course

Unit and Objective	Number of Questions	Mean	Range	Standard Deviation
Unit I				
No Obj.				
Unit II				
Obj. 1	3	2.6	1	.23
Obj. 2	0			
Obj. 3	5	2.3	1	.32
Obj. 4	0			
0bj. 5	1	.9	1	.11
Obj. 6	2	1.7	1	.24
Obj. 7	6	3.5	2	.67
TOTAL	17	11.2*	6**	1.57

N of students = 13

<sup>\*</sup>Percent mastery .66

<sup>\*\*</sup>High score 14 Low score 8

topics was adequate.

ranged from a high of 16 to a low of 7 for a range of 9. The mean score was 12.9. This represents an average mastery of 67 percent. The standard deviation was 2.35. These data are presented in Table 4.

## Teach Fourth HSBD Course

The fourth Head School Bus Driver course was held on June 29, 1982, in Lansing. There were 21 participants with the instruction provided by five representatives of the school bus driver instructional agencies. Since the third and fourth courses were held on successive days, there was no time for changes or modifications of the curriculum. The course again consisted of two units requiring approximately seven hours to teach (See Appendix A).

Course student opinion questionnaires (See Appendix B) were administered after each unit, and a final exam covering information in Unit II was administered at the end of the course.

The student opinion questionnaires indicated that all students felt the course was most appropriate for the beginning head school bus driver. They all felt that the Reference Manual was useful and with the exception of one student felt they could find the information which it contained.

The majority of the participants indicated that there was too little time to adequately cover the material presented. This was particularly true for Unit I. Several suggested a two-day format.

Several participants indicated that the manual could have helped them when they were a beginning supervisor, and others urged the publication of this reference as soon as possible.

Table 4
Final Exam Scores for the Third HSBD Course

Unit and Objective	Number of Questions	Mean	Range	Standard Deviation
Unit I	<del></del>		· · · · · · · · · · · · · · · · · · ·	
No. Obj.				
Unit II				
Obj. 1	3	2.4	1	.33
Obj. 2	1	.5	1	.17
Obj. 3	5	2.3	2	.48
0bj. 4	0		•	
Obj. 5	1	.9	1	.14
Obj. 6	2	1.8	1	.23
Obj. 7	6	4,3	2	.76
0bj. 8	1	.8	1	.12
TOTAL	19	12.9*	9**	2.35

N of students = 8

\*Percent mastery .67

\*\*High score 16 Low score 7 Table 5 presents the results of the final exam. This table indicates that 20 students completed the exam. Exam scores ranged from a high of 16 to a low of 8 for a range of 8. The mean of 12.1 represents an average mastery of 61 percent. The standard deviation was 1.63.

## Teach Fifth HSBD Course

Twenty-one transportation supervisors participated in the fifth Head School Bus Driver course held in Pontiac on July 6, 1982. Four school bus driver instructional agency representatives taught the course.

The same basic two-unit format was used requiring approximately seven hours to teach (See Appendix A). For the fifth course, revisions were made in the Fiscal Management topic. Some material was deleted from this section while other material was moved to other sections. The Operations topic was not taught by the instructional agency representative who had developed it. This was an opportunity to see how well it could be presented by another instructor. The presentation was well received. The order of presentation in Unit II was shifted slightly. These changes were to be evaluated at the end of the six courses before a final format was selected.

The student opinion questionnaires, administered at the end of the course, indicated that all students felt the course was an appropriate one for beginning head school bus drivers, the manual was useful and easy to use and that they had a better understanding of leadership styles and the decision making process.

Time allocation continued to be a concern. Many students requested more time for each unit, especially on the Operations topic.

Table 5
Final Exam Scores for the Fourth HSBD Course

Unit and Objective	Number of Questions	Mean	Range	Standard Deviation
Unit I				
No Obj.				
Unit II				
0bj. 1	3	1.8	1	.20
0bj. 2	1	0.3	1	.13
Obj. 3	5	2.4	1	.31
Obj. 4	0			
Obj. 5	1	1.0	1	.11
0bj. 6	2	1.6	1	.18
0bj. 7	6	4.5	2	.75
Obj. 8	1	.7	1	.13
TOTALS	19	12.1*	8**	1.63

N of students = 20

<sup>\*</sup>Percent mastery .61

<sup>\*\*</sup>High score 16 Low score 8

Presented in Table 6 are the results of the final exam for the fifth HSBD course. This table indicates that 15 students completed the exam. The range of scores was 6 with a high of 17 and a low of 11. The mean was 14.1. This represents an average mastery of 74 percent. The standard deviation was 1.27.

# Teach Sixth HSBD Course

The final Head School Bus Driver course was held in Ithaca on July 12, 1982. Twenty-two transportation supervisors participated. The course was presented by five instructional agency representatives. The course again consisted of two units requiring approximately seven hours to teach (See Appendix A). The curriculum content and time allocation remained basically the same as in the preceding course.

A student opinion questionnaire (See Appendix B) was administered after each unit, and a final exam covering Unit II was administered at the end of the course.

The student opinion questionnaires, which were administered, indicated that the majority of students felt the time allocation was adequate. All participants felt the course was appropriate for the beginning head school bus driver. Several students stated that the need for such a reference manual was great and urged a speedy completion of the project.

Seventeen students completed the final exam. Their scores ranged from a high of 19 to a low of 12 for a range of 7. The mean of 16.8 represents an average mastery of 84 percent. The standard deviation was 1.01. These data are presented in Table 7.

Table 6
Final Exam Scores for the Fifth HSBD Course

Unit and Objective	Number of Questions	Mean	Range	Standard Deviation
Unit I				* <del>* * * * * * * * * * * * * * * * * * </del>
No Obj.				
Unit II				
Obj. 1	. 3	2.6	1	.13
Obj. 2	1	1	0	0
Obj. 3	5	2.7	1	.32
Obj. 4	0			-
Obj. 5	1	1	0	0
Obj. 6	2	1.7	1	.12
Obj. 7	6	4.4	2	.61
0bj. 8	1	•9	1	.15
TOTALS	19	14.1*	6**	1.27

N of students = 15

<sup>\*</sup>Percent mastery .74

<sup>\*\*</sup>High score 17 Low score 11

Table 7
Final Exam Scores for the Sixth HSBD Course

Unit and	Number of			Standard
Objective	Questions	Mean	Range	Deviation
Unit I				
No Obj.				
Unit II			,	
Obj. 1	3	2.6	1	.13
Obj. 2	1	1	0	0
Obj. 3	5	3.5	1	.24
Obj. 4	0		-	
Obj. 5	1	.9	1	.05
Obj. 6	2	1.9	1	.07
Obj. 7	6	5.1	2	.42
Obj. 8	2	1.8	1	.17
TOTALS	20	16.8*	7**	1.01

N of students = 17

\*Percent mastery .84

\*\*High score 19 Low score 12

# Critique Curriculum

A final evaluation session was held at the completion of the six training courses. All but one of the instructional agency representatives were present. Each section of the curriculum was reviewed and changes in content and instructional strategy were made.

The title of the first section of Unit I was changed from Technical Information to Supervisory Tools. The three sub-sections in Personnel Management were expanded to four with the addition of a sub-section entitled Employee Records. The six audit forms found in the Fiscal Management section were updated with the most current forms available. A large number of materials were shifted from the Operations section to Personnel Management. The order of presentation in the Leadership Styles unit was changed. After the experience of the six training courses it was felt that this final order was the most successful.

#### Write and Edit Final Curriculum

To assure similarity in format and style, the author developed the final version of the instructional units and Reference Manual. Each of the six training programs was taped and extensive notes were taken during each presentation. Information gathered from these tapes and notes, and from the final evaluation session was used to write the final version of the curriculum and Reference Manual.

After the final drafts of the curriculum and Reference Manual were developed, they were submitted for review and final approval to the respective instructional agency representative who initially developed the material. Suggested changes were made and incorporated into the final products.

## Evaluation Test Item Development

A knowledge test was developed independent of this research.

This test was used as a part of the study.

The evaluation phase of the Head School Bus Driver program progressed through a series of developmental and try-out stages culminating in two final test forms. These stages were the:

- . Generation of items based upon the curriculum
- Review of items for technical quality and item-objective congruence
- . Piloting of items and analysis of participant responses
- . Formulation of final test forms

## Generation of Items Based Upon the Curriculum

The test items for the Head School Bus Driver Curriculum were developed through a process of item generation, review and analysis. In the initial item generation phase of the process, course materials, lecture notes, printed information and training activities were carefully examined. From these sources items were written to measure participants' knowledge and understanding of the performance objectives written for the Leadership Styles unit of the curriculum. No test items were written for the Technical Information unit as the purpose of this unit was merely to familiarize the students with the contents and organizational structure of the Reference Manual.

# Review of Items for Technical Quality and Item-Objective Congruence

When a sufficient number of test items had been generated, the items were subjected to review. The course instructors were given the items to analyze for accuracy and content coverage; and a measurement

specialist checked the items for clarity and technical quality. On the basis of these reviews some items were rewritten and others rejected.

# Piloting of Items and Analysis of Participant Responses

All items that were judged to meet quality and congruence standards were combined to form test Form A. This form was administered to the first two Head School Bus Driver courses and subjected to item analysis provided by the Computer Lab/Scoring Office at Michigan State University. Two additional items were added to test Form A for the next three courses to reflect additions to the curriculum.

It was determined that an alternate form of Form A should be created to allow for multiple testing and comparisons. Test Form B was then created following the process described above. Form B was designed to be content parallel and equivalent to Form A. Test Form B was administered to the final HSBD course and was also subjected to item analysis.

# Formulation of Final Test Forms

Following the final revision of the curriculum, the test forms were again analyzed to determine which items were still appropriate. Those items testing information dropped from the final curriculum were deleted. The final version of Form A has 16 test items and Form B 17 test items. Test Form A, using test results from the forty-three transportation supervisors attending the third, fourth and fifth courses, has a mean of 10.23 and a standard deviation of 1.89. Test Form B, based upon the sixteen transportation supervisors attending the sixth course has a mean of 14.12 and a standard deviation of .99.

### Chapter IV

#### HEAD SCHOOL BUS DRIVER CURRICULUM

The Head School Bus Driver Curriculum is divided into two instructional units:

- . Technical Information
- . Leadership Styles

Six and one-quarter hours are needed to teach the two units.

Additional time is required for registration, orientation, introducing and summarizing the curriculum, student and course evaluations and coffee and lunch breaks. Everything can be scheduled within an eight and a half hour day.

Each unit begins with three pages of introductory information. The first page is the title page and indicates the unit number, title and the amount of time to teach the unit. The second page lists the instructional materials and equipment that must be brought to class and the primary references used to develop the content information. The third page lists the instructional objectives for the unit. For the Technical Information unit purposes, rather than instructional objectives, were listed as it was not the purpose of the unit to teach content information; but rather to familiarize the students with the contents and organizational structure of the Reference Manual which was developed to accompany the curriculum. The Reference Manual

R. E. Gustafson and R. H. Mitman. <u>Volume IX Head School Bus</u>
<u>Driver Reference Manual</u>. (E. Lansing: Highway Traffic Safety Programs, Michigan State University, 1982).

reported in a separate volume.

Following the three introductory pages is the instructional unit. Each unit is several pages long and each page is presented in a two-column format. The left column provides the instructional strategy. It suggests the teaching method that should be used in the presentation of the content information. To assist the instructor, the verb describing the action is both capitalized and underlined.

The right column contains the content information that should be presented. The content is quite extensive and contains all the information the students need to know to satisfactorily meet the objective or purpose. It was not intended that the instructor read the material provided. Instructors should use their own words and add examples and other pertinent information wherever possible.

At the top of the page is the objective or purpose. Whenever an objective or purpose is included, the information on that page and all succeeding pages pertains to that objective/purpose until the next time an objective/purpose appears.

Each unit begins with an introduction. In the introduction, a brief rationale is provided on the importance of students knowing the information. The introduction also highlights the major topics. These topics correspond to and are in the same order as the performance objectives or purposes for the unit.

Following the introduction, each unit is divided into a number of topics. The topics correspond to the performance objectives or purposes for the unit. Each topic begins with a brief introduction and is followed by the content information.

Each unit ends with a one-page summary which highlights the

major topics covered and explains why it is important that head school bus drivers apply the information presented.

Twenty-three transparencies referred to in the curriculum were designed for the curriculum. Masters for the transparencies are included in Appendix D. Each transparency master is coded in the lower right corner with the unit and transparency number.

A copy of the printed material that is to be distributed as part of the course is included in Appendix E.

Following is the curriculum.

# UNIT I

TECHNICAL INFORMATION

#### MATERIALS:

#### Audio-visual:

Transparency series

Printed materials for distribution:

NHTSA-FMVSS Bus Emergency Exit Requirements Enrolled House Bill No. 4124 Ann Arbor Ordinance Processing of Proposed Guidelines and Administrative Rules Attorney General Formal Opinion Location for stopping a bus Attorney General Letter Opinion to the Honorable David Bonoir Judge Orders Pupils Bused in Alpena Pre-Employment Inquiry Guide Personnel Management Problem #1 Personnel Management Problem #2 Personnel Management Problem #3 Personnel Management Problem #4 Operations Problem #1 Operations Problem #2 Operations Problem #3 Operations Problem #4

#### **EQUIPMENT:**

Overhead projector Rolling stand Extension cord Adapter Screen Chalkboard

#### REFERENCES:

Gustafson, R. E. and R. H. Mitman. <u>Volume IX Head School Bus Driver Reference Manual</u>. East Lansing: Highway Traffic Safety Programs, Michigan State University, 1982.

# Technical Information continued

#### **PURPOSES:**

- . To familiarize the student with the Supervisory Tools section of the Reference Manual.
- . To familiarize the student with the Personnel Management section of the Reference Manual.
- . To familiarize the student with the Fiscal Management section of the Reference Manual.
- . To familiarize the student with the Operations section of the Reference Manual.

# Technical Information continued

PURPOSE:	
Instructional Strategy	Content
INTRODUCE unit.	Safe and efficient pupil transportation is the responsibility of the head school bus driver. This one person must direct, implement and maintain the entire system. The roles of the head school bus driver are many and varied. They include:
SHOW transparency #1 and HIGHLIGHT each role.	Safety Director The head school bus driver has the primary responsibility for managing a safe and efficient pupil transportation system.
	Public Relations Director The head school bus driver is the primary spokesperson for the school district on all pupil transportation matters. The head school bus driver comes in contact with a large segment of the general public and must learn to deal with them effectively.
	Office Manager The head school bus driver is an office manager as he/she has total responsibility for the organization of the office and for a good relationship with staff.
	Communications Expert In the business of transportation, the head school bus driver has the constant need to communicate effectively with the public, school administration and the transportation staff.
	Driver In many school districts, the head school bus driver must fill the role of substitute bus driver.
	Driver Trainer The head school bus driver is also responsible for driver

# Technical Information continued

PURPOSE:	
Instructional Strategy	Content
	training. He/she must prepare new drivers so they are able to perform at a prescribed level of safety.
	Educator The head school bus driver is an educator as he/she must provide the staff with a general philosophy of school operation. It is important that the entire staff understand where the administration stands in regard to local issues.
	Evaluator The head school bus driver may be a research specialist by reviewing the total service area and making recommendations on where cost savings can be made.
	Program Planner The head school bus driver must design programs to insure that the entire operation runs smoothly. This includes planning programs for the operation of the garage, for the training of new drivers and for notifying parents that a bus is delayed due to mechanical problems.
	Mechanic It is important that the head school bus driver have some mechanical knowledge. Assistance may be needed in providing the mechanic with additional information or training.
	Purchasing Agent One of the most important roles of the head school bus driver is that of purchasing equipment and materials. Well documented procedures, policies and records are critical in this area.

PURPOSE:	
Inchurchional Church-	Content
Instructional Strategy	CONTRACT
	Referee There are times when it is necessary for the head school bus driver to act as a referee between members of the staff and between the general public and the school district.
	Negotiator As a negotiator, the head school bus driver needs to be familiar with the local contract. He/she must often assist the staff in the area of problem solving.
	Behavioral Management Specialist As a behavioral management specialist, the head school bus driver must have an understanding of the growth and develop- ment patterns of children and adults, how they relate and how they can sup- port and supplement each other.
	Legal Advisor The head school bus driver may be called upon by school administrators for information on laws, regulations, rules and policies regarding the transportation of students by school buses.
	Policy Designer The school district administrative team depends upon the head school bus driver to bring to them recommendations on policies and procedures that can insure the safe and efficient transportation of students.
	Accident Investigator The aim of pupil transportation is movement of students from home to school and back with a low probability of accident involvement. If accidents do occur, it is the responsibility of the head school bus driver to determine if there

PURPOSE:	
Instructional Strategy	Content
SHOW transparency #2 and REVIEW importance of topics to be discussed.	is a pattern of accident involvement and if so, why.  Motivator The head school bus driver should make the transportation staff aware of the important community service they provide. Staff morale is a critical factor in the overall performance of an organization.  Census Expert The census expert role is one of analyzing population distribution. The head school bus driver has the greatest knowledge of where children are and what is changing in the district.  Topics to be discussed:  Supervisory tools.  Personnel management.  Fiscal management.  Operations.

PURPOSE: To familiarize the student with the Supervisory Tools section of the Reference Manual.

Instructional Strategy	Content
INTRODUCE topic.	A successful school transportation operation depends upon the dedication and performance of all those who are associated with it. The overall responsibility of this transportation operation lies with the head school hus driver. In order for head school bus drivers to carry out this responsibility, there are certain supervisory tools which they must be able to identify and use. Before looking at these tools, however, since the head school bus driver serves as a supervisor, it may be well to define supervisor and look at a variety of organizational structures.
<u>DEFINE</u> supervisor.	The dictionary defines supervisor as "one who supervises." The dictionary further defines supervise as "to direct and inspect the performance of workers or work; oversee; superintend."
EXPLAIN variety of organizational structures.	The head school bus driver may have a variety of titles and may report to different supervisory personnel. The primary function of the board of education is that of establishing policy. They also hire the superintendent of schools to run the school district. A part of the superintendent's responsibility is the pupil transportation operation. The superintendent, however, usually delegates this responsibility to the head school bus driver. Depending on the size of the district, the position of the head school bus driver may be part-time or full-time with assistants and other staff members to share the supervisory responsibility.

PURPOSE:	
Instructional Strategy	Content
DRAW on chalkboard blocks representing the Board of Education and the Superintendent.	Board of Education Superintendent
ASK "Who do you report to?"	· •
DRAW additional blocks as answers are received to illustrate variety of organizational structures.	
EXPLAIN goal of supervision.	Regardless of the structure used, the general goal of the head school bus driver is basically the same; to improve the transportation department and make it operate more efficiently. The head school bus driver cannot do this alone. Any successful operation in transportation requires a team effort. This team includes the school superintendent, assistant superintendent, business manager, transportation director, vehicle maintenance and service personnel, teachers, passengers, the public as well as the school bus driver.
<u>DEFINE</u> supervising.	The dictionary defines supervising as directing or inspecting the performance of workers. It is necessary, therefore, to have a set of supervisory tools or guides by which performance can be measured. These tools are constantly changing. It is critical that the head school bus driver remain current and updated.
ASK "What types of super- visory tools are available?" Have students name a few.	

PURPOSE:	
Instructional Strategy	Content
REFER students to page 5 in the Reference Manual. SHOW transparency #3 and DEFINE laws.	Laws: A law is a requirement that has been passed by a legislative body and signed by the chief executive. At the Federal level the legislative body is the Congress. At the state level it is the state legislature. Laws are requirements that must be obeyed.
Have students refer to page 7 in the Reference Manual. Briefly REVIEW how a legis-lative bill becomes law.	
<u>DISTRIBUTE</u> sample copies of:	
"NHTSA-FMVSS Bus Emer- gency Exit Require- ments."	
"Enrolled House Bill No. 4124."	•
"Ann Arbor Ordinance."	·
<u>REVIEW</u> where laws are found.	Where laws are found:
	Federal:
	Uniform Vehicle Code A collection of motor vehicle laws designed to be used by states as a standard for motor vehicle and traffic laws.
	State:
	Michigan Vehicle Code Laws that apply to the sale and use of motor vehicles.
	Michigan Manual of Uniform Traffic

PURPOSE:	
Instructional Strategy	Content
	Control Devices Provides all standards for highway markings, signs and signals.
	Michigan Compiled Laws A compil- ation of all laws in the state of Michigan.
	General School Laws Laws taken from the Michigan Compiled Laws which relate to schools.
	Local:
Have students refer to page 5 in the Reference Manual and <u>DEFINE</u> rules and regulations.	Michigan and Local Public Acts This is an update of the Michigan Compiled Laws. It lists all laws passed in a one-year period.
	Administrative Rules: Rules and regulations are synonymous terms to describe a requirement adopted by an executive department. Generally, Congress or the legislature establishes a program and then gives an appropriate executive department the authority to establish rules for carrying out the program. A definite procedure must be followed when adopting administrative rules. When adopted, the rules have the same effect as though they were laws. They are also requirements that must be obeyed.
	At the Federal level the U.S. Department of Transportation and at the state level the Michigan Department of Education have been given the authority by law to establish administrative rules to carry out pupil transportation programs.

PURPOSE:	
Instructional Strategy	Content
DISTRIBUTE copies of "Processing of Proposed Guide-lines and Administrative Rules and Promulgation of an Administrative Rule".	
	Where Administrative Rules are found:
4	Federal:
	Federal Motor Vehicle Safety Stan- dards Provide for the inclusion of specific safety equipment.
	Highway Safety Program Standards Standards developed by the Federal government in the interest of high- way safety programs.
	State:
	Michigan Administrative Code A compilation of rules which implement laws.
	Michigan Administrative Code Sup- plements A quarterly update of the Michigan Administrative Code.
DEFINE Attorney General Opinions.	Attorney General Opinions: Attorney General Opinions come in two forms: formal opinions and letter opinions. They have the effect of law unless overturned in court or superceded by law.
<u>DISTRIBUTE</u> sample copies of:	
"Attorney General Formal Opinion Location for Stopping a School Bus."	

PURPOSE:	
Instructional Strategy	Content
"Attorney General Letter Opinion to the Honorable David Bonior."	
<u>DEFINE</u> court decisions.	Court Decisions: Local court decisions have a direct bearing on the operation of the schools. It is important that the head school bus driver remain updated in this area.
DISTRIBUTE copies of "Judge Orders Pupils Bused in Alpena."	
<u>DEFINE</u> policies.	Policies: A policy is a course of action, guiding principle or procedure adopted by any authoritative body and is considered to be expedient, prudent, or advantageous. Policies are principles or procedures that one is expected to follow, and should follow, but it is not absolutely mandated as a law or rule.
Have students refer to page 9 in the Reference Manual. REVIEW Lloyd Van Raalte's Preliminary Guide.	This is a guide to help you analyze your policy or to aid you in developing a policy should there not be one in writing.
Have students refer to page 5 in the Reference Manual and <u>DEFINE</u> recommendations.	Recommendations: A recommendation is a statement giving advice or counsel. Any organization or individual might recommend some action. It is strictly advisory. It is not required.
REVIEW where recommendations are found.	Where recommendations are found:  National Minimum Standards for School Buses/National Minimum Guidelines for

PURPOSE:	·
Instructional Strategy	Content
·	School Bus Operations This report presents the minimum standards for school bus construction and operation.
Have students refer to page 11 in the Reference Manual and EXPLAIN purpose of listing.	A summary of the various types of super- visory tools discussed are listed in bibliographic form. This will provide assistance should you wish to purchase these volumes.
DISCUSS where additional legislative information may be obtained.	The Legislative Service Bureau in Lansing provides information on the current status of a bill.
Have students refer to page 13 in the Reference Manual. DISCUSS transportation reporting time line.	This time line chart lists the various types of reporting functions you have. It shows when certain forms are received and when they are due. This can be used as a base on which to add local requirements.

PURPOSE: To familiarize the student with the Personnel Management section of the Reference Manual.

Instructional Strategy	Content
INTRODUCE topic.	Personnel management is one aspect of the pupil transportation operation. Head school bus drivers are responsible for the hiring, training and evaluation of all personnel in their operation. In hiring, the head school bus driver is responsible for identifying those personnel who can competently fill the positions available. The development of these personnel is carried out in the training phase. The evaluation helps determine the outcomes.
<u>DEFINE</u> personnel management.	Personnel management is concerned with all aspects of dealing with human resources in order to accomplish goals efficiently, effectively, expeditiously and with the maximum personal development and satisfaction of the people employed.
EXPLAIN personnel management responsibilities.	In personnel management, the responsi- bilities of the head school bus driver fall in the following areas:
	Recruiting, selecting and advancing employees on the basis of their relative ability, knowledge, and skills.
	Providing equitable and adequate compensation.
	Training employees, as needed, to assure high-quality performance.
	Retraining employees on the basis of the adequacy of their performance, correcting inadequate performance, and separating employees whose inadequate performance cannot be corrected.
I	

PURPOSE:	
Instructional Strategy	Content
	Assuring fair treatment of applicants and employees in all aspects of personnel administration without regard to political affiliation, race, color, national origin, sex or religious creed and with proper regard for their privacy and constitutional rights as citizens.
SHOW transparency #4 and EXPLAIN the organization of the Personnel Management section of the Reference Manual.	The Personnel Management section of the Reference Manual is divided into four subsections: Hiring, Training, Evaluation and Employee Records. The first three sub-sections are divided into two parts. Part one is a content outline which defines the subjects covered, introduces terminology used, outlines specific methods and describes ways of structuring activities. Part two contains specific materials and documents applicable to each of the subsections. There is no content outline for the Employee Records sub-section.
SHOW transparency #5 and REVIEW topics covered in the Hiring content outline of the Reference Manual.	Hiring.  Recruitment.  Definition.  Concerns when hiring.  Hiring process.  Employment Application.  Purpose of application.  Types of information received from application.

PURPOSE:	
Instructional Strategy	Content
	Appropriateness of information collected.
	Employment Interview.
·	Points to be considered in interview.
·	How to conduct an interview.
	Basic questions to be asked in inter- view.
	Unlawful pre-employment questions.
SHOW transparency #6 and REVIEW materials and documents found in the Hiring sub-section of the Reference Manual. Refer students to appropriate page in the Reference Manual.	
Page 23.	School Bus Driver Competency Examinations This is a description of the school bus driver competency examination as authorized by the Superintendent of Public Instruction in accordance with Section 305 of the Michigan Vehicle Code.
Page 33.	Physical Examination Form This form is required of all regular and substitute drivers. It is given to prospective bus drivers by the supervisor. It is to be taken to a physician recommended by the school district.
Page 35.	School Bus Driver Certificate of Medical Fitness This certificate is to be filled

PURPOSE:	
Instructional Strategy	Content
	out and signed by a physician and returned to the local supervisor.
Page 37.	Record of Road Test This form is used for the driver skills road test. Checks are used to record unsatisfactory performance. A more complete Pre-Trip Inspection form is contained in the Michigan School Bus Driver Training Program. A more precise on-street evaluation of driver performance has been developed and is currently being implemented within the state.
Page 39.	Instructions for Completing the DE-5 These instructions explain how the DE-5 is to be completed and where it is to be presented.
Page 41.	Evidence of Driver Experience and Training (DE-5) This form certifies that the school bus driver has completed the required Michigan Department of Education road test.
Page 43.	Application for Employment This is a sample application form which can serve as a guide in the development of employment applications.
DISTRIBUTE copies of "Pre- Employment Inquiry Guide." Then continue with materials and documents in Hiring sub- section of the Reference Manual.	Pre-Employment Inquiry Guide This bro- chure lists lawful and unlawful pre- employment inquiries.

PURPOSE:	
Instructional Strategy	Content
Page 45.	Driving Information This is a sample form for obtaining information concerning a prospective applicant's driving record.
Page 47.	Job Description for School Bus Driver This is a sample job description for a school bus driver which can be used as a guide in developing job descriptions.
Page 49.	Job Description for Master Mechanic This is a sample job description for a mechanic which can be used as a guide in developing job descriptions.
Page 51.	School Bus Mechanic's Job Knowledge Test This test may be used to screen prospective mechanic employees.
SHOW transparency #7 and	Training.
REVIEW topics covered in the Training content outline of the Reference Manual.	Definition.
	Training Plan.
	Why training and development.
	The training program.
	Why you need a training program.
	Where to start.
	Written policy statement. Who conducts training program.
	mile conducts training program.

PURPOSE:	
Instructional Strategy	Content
	Determining training needs and priorities.
	Procedure for administering training program.
	Long-range plans.
	Keeping plan up-to-date.
SHOW transparency #8 and REVIEW materials and documents found in the Training sub-section of the Reference Manual. Refer students to appropriate page in the Reference Manual.	
Page 73.	Michigan School Bus Driver Training Program This is a complete training program for use by local school districts in the training of drivers to operate school buses.
Page 77.	Resources for training programs This provides the head school bus driver with a list of resources for bus driver training including speakers and audio visual aids.
Page 79.	Experienced School Bus Driver Continuing Education This provides a description of the present status of Advanced School Bus Driver Programs in Michigan and offers suggestions of topics for in-service programs.

PURPOSE:	·
Instructional Strategy	Content
SHOW transparency #9 and REVIEW topics covered in the	Evaluation.
Evaluation content outline of the Reference Manual.	Definition of evaluation.
or the neverthee harrages	Performance Appraisal Program.
	Basic function.
	What should an appraisal do for the employer?
	What should an appraisal do for the manager?
	What should an appraisal do for the employees?
	Problems.
	Criteria.
	Types of appraisal systems.
,	Appraisal Interview.
	Preparing for interview.
	Conducting interview.
	Follow-up and continuity.
	Appraise your appraisal system.
REVIEW materials and documents found in the Evaluation sub-section of the Reference Manual. Referstudents to page 89 in the Reference Manual.	Bus Driver Appraisal Form This sample appraisal form can be used to rate the job performance and personal characteristics of a bus driver.

PURPOSE:	
	Content
Instructional Strategy	Content
SHOW transparency #10 and REVIEW materials and documents found in the Employee Records sub-section of the Reference Manual. Referstudents to appropriate page in the Reference Manual.	
Page 95.	Instructions to Update SS 4514A These two pages of instructions detail how the SS 4514A form is to be completed and where and when it is to be sent.
Page 97.	Update of Bus Driver Personnel - SS 4515A Two copies of this printout are sent to each school district. It contains a listing of those bus drivers whose names are on file with the Department of Education as being employed by a particular school district. One copy of this printout is to be checked, updated and returned to the Department of Education by September 1. The second copy is to be kept on file by the local school district.
Page 99.	School Bus Driver Identification This form is to report any changes in the Bus Driver Roster since the submission of SS 4515A. It is critical that this be sent to the Department of Education as changes occur.
Page 101.	Cumulative Record of School Bus Driver This sample form helps a school district maintain an accurate personnel record for each bus driver.

PURPOSE:	
Instructional Strategy	Content
Page 103.	Oral Conversation Form This form can be used to document conversations between the head school bus driver and the bus driver.
Page 105.	Vacation Request Form This is a sample form which can be used for requesting vacation time.
Page 107.	Request for Leave Days This is an example of a form for requesting leave days.
Page 109.	Notice of Resignation This is a sample of a form for giving notice of resignation.
READ personnel problem and EXPLAIN the procedures for solving the problems which are to be distributed.	A personnel problem is going to be read. This is an example of the types of problems head school bus drivers must solve. After the problem is read and discussed, additional personnel problems will be distributed.
	Personnel Problem:
	Develop an employment application appropriate for use by the transportation department. This application should comply with all civil rights and fair employment practices, laws, rules and regulations.
ASK "Define the task to be completed."	An employment application must be designed. This application must comply with all employment rules and regulations.

PURPOSE:	
	,
Instructional Strategy	Content
ASK "Where in the Reference Manual would you look for information and material to aid you in fulfilling this task?"	This information can be found in the Hiring sub-section using the information in the content outline, the sample Application for Employment and the Pre-Employment Inquiry Guide.
<u>DIVIDE</u> the class into four groups.	
DISTRIBUTE copies of a dif- ferent "Personnel Problem" (one through four) to each group.	,
REQUEST each group to read the problem, define the task they must perform and use the Reference Manual to locate materials which could help them in solving the problem.	
At the conclusion of the exercise REQUEST each group to describe their problem and relate solutions chosen by their group.	

PURPOSE: To familiarize the student with the Fiscal Management section of the Reference Manual.

Instructional Strategy	Content
INTRODUCE topic.	Each year the public school districts in Michigan are required to describe vehicle condition, financial expenditures, and the activities of their bus fleets to the Michigan Department of Education. The Department uses these descriptions with other documents filed by the local district, to determine state aid payments to the districts for providing pupil transportation services. Describing fleet activity and providing documentation are the responsibility of the local school district and are generally relegated to the district's transportation department.
	The fiscal management responsibilities associated with being the head school bus driver are less than consistent as one examines large, medium, or small school transportation fleets. In some cases the head school bus driver has full business responsibility while in other situations this is the function of the business manager.
	The Fiscal Management section of the Reference Manual will make available to head school bus drivers, who have full or partial business responsibilities, the appropriate information and forms necessary for completing these tasks.
SHOW transparency #11 and EXPLAIN the organization of the Fiscal Management section of the Reference Manual.	The Fiscal Management section of the Reference Manual is divided into three subsections: sample forms for gathering and summarizing data; forms required by the Department of Education for determining state aid reimbursement; and the R1021-2, an example of the Report of State Aid Reimbursement for Pupil Transportation.

PURPOSE:	
Instructional Strategy	Content
EXPLAIN the purpose of the sample forms.	It is helpful to have a systematic method of collecting and summarizing data. Following are sample forms and guidelines which may be used for the collection of such information. These summary data will be used when completing forms required by the Department of Education. The sample forms may be modified to suit individual needs.
SHOW transparency #12 and REVIEW the sample forms and guidelines and their use. REFER student to appropriate page in the Reference Manual.	
Page 113.	Annual Bus Mileage and Inspection Report On this form is recorded the beginning and ending odometer readings and documents total miles delivered for a given year. Also recorded are inspection of buses by state police.
Page 115.	December 15th Bus Activity Report This form documents the daily activity for a specific bus on the 15th of December.
Page 117.	Fleet Summary This is a summary of fleet activity on December 15th.
Page 119.	Extra Trip Journal By Program This is a log of extra trips listed by program. Extra trips are defined as any trip other than the regular route.

PURPOSE:	
Instructional Strategy	Content
Page 121.	Extra Trip Journal Summary This is a yearly compilation of all extra trips.
Page 123.	Summary of Driver Certification This form is used to record all the information necessary to determine if the driver meets all qualifications to be properly certified.
Page 125.	Map Preparation for Audit Purposes These guidelines provide suggestions for map preparation. Maps are used in the audit process so that ineligible miles can be deducted.
EXPLAIN the purpose of the Department of Education forms.	The Department of Education requires that certain forms be completed and filed in order that reimbursement may be made to the local school districts.
SHOW transparency #13 and REVIEW the Department of Education forms and their use. REFER students to appropriate page in the Reference Manual.	·
Page 127.	DS-4107 The DS-4107, School Bus Inventory, is a computerized printout listing all vehicles belonging to a particular district as of December 15th. The school district receives a copy of this printout from the Department of Education. Deletions and additions should be made on the printout and two copies sent to the intermediate school district by early January.

PURPOSE:	
Instructional Strategy	Content
	Instructions for revising this printout are included.
Page 135.	DS-4159 The DS-4159, School District Bus Route Certification as of December 15th, is a summary of the intermediate school district audited information which is used to substantiate reimbursement. It reports the number of buses and pupils as well as ineligible and total miles. Detailed instructions on how to complete this form are included.
Page 145.	DS-4094 The DS-4094, Transportation Financial Report, is the annual report of school district transportation expense. Reimbursable cost is determined from data reported on this form. Detailed instructions on how to complete this form are included.
Have students refer to page 167 in the Reference Manual. Briefly REVIEW the major line items on the R1021-2 printout.	The R1021-2, Report of State Aid Reimbursement for Pupil Transportation, is the end result of the forms included in this section. This reports the actual reimbursement to the school district.
	Line 1 lists the total voc-tec and regular transportation expense.
	Line 2 deducts statutory limitations.
	Line 3 deducts ineligible bus miles.
	Line 4 deducts ineligible pupils bused.
	Line 5 lists the total reimbursable

PURPOSE:	•
Instructional Strategy	Content
	costs (Voc-Tech and Regular Education Transportation).
	Line 6 is for prior year adjustment.
	Line 7 is the gross allowance (75% of total reimbursement costs prior year adjustment).
	Line 8 shows state aid allowance for Voc-Tech and Regular Education (pro-rated by 56.60282628%).
	Lines 9-13 list costs and deductions relating to special education.
	Line 14 lists the actual amount of state aid to be paid to the school district for general education, vocational education and special education transportation.

PURPOSE: To familiarize the student with the Operations section of the Reference Manual.

Instructional Strategy	Content
INTRODUCE topic.	The term operations refers to those functions which must be performed for the safe and efficient management of a transportation fleet. Operations may be comprised of different components in different school districts. It is important to determine what is included under this term with regard to individual supervisory responsibilities.
SHOW transparency #14 and EXPLAIN the organization of the Operations section of the Reference Manual.	The Operations section of the Reference Manual is divided into four sub-sections: Equipment, Bus Routes, Student Transportation and Energy Conservation. Each subsection contains materials and documents applicable to that particular topic. There are sample forms which can be modified to fit individual needs, Department of Education promulgated rules, recommended procedures and general information designed to help in the day to day operation of a transportation fleet.
EXPLAIN the purpose of the Equipment sub-section of the Reference Manual.	The Equipment sub-section covers the topics of bus specifications, maintenance and pretrip inspections. The purchase of properly selected and equipped school buses is necessary for the safe and efficient operation of the school transportation program. The supervisor must be able to prepare specifications for bus purchase. Proper maintenance will help control fleet accidents and will guarantee dependability, maximum life and peak performance. Pretrip inspections can aid mechanics in locating problems, prolong the life of the vehicle and help insure the safe and efficient transportation of students.

PURPOSE:	
Instructional Strategy	Content
SHOW transparency #15 and REVIEW materials and documents found in the Equipment sub-section of the Reference Manual. REFER students to appropriate page in the Reference Manual.	
Page 171.	Safety Specifications for School Buses This document presents the Department of Education Promulgated Rules for Safety Specifications for School Buses.
Page 177.	Updated School Bus Safety Specifications This is a listing of the new school bus safety specification features effective July 22, 1981.
Page 179.	Specifying Vehicles These are guidelines to be used in the development of specifications for transportation equipment.
Page 183.	School Bus Paint and Lettering This is a list of school bus paint and lettering specifications.
Page 185.	Suggested Planned Maintenance Program The Suggested Planned Maintenance Program describes the maintenance program and gives instructions on how to complete maintenance records forms.
Page 189.	School Bus Maintenance Inspection Guide This form is a sample guide used by the mechanic when performing a maintenance

PURPOSE:	
Instructional Strategy	Content
	inspection.
Page 191.	Maintenance Inspection Schedule This sample form may be used to schedule vehicles for their maintenance inspections.
Page 193.	Pre-Trip Inspection This provides an explanation of the importance of pre-trip inspections and reviews guidelines regarding the operation of unsafe vehicles.
Page 195.	Pre-Trip Inspection Checklist This lists a standardized sequence for performing a pre-trip inspection.
EXPLAIN the purpose of the Bus Routes sub-section of the Reference Manual.	Proper routing is a critical factor in the success of a transportation operation. Route design, map preparation and bus stop selection are addressed in this portion of the Reference Manual.
SHOW transparency #16 and REVIEW materials and documents found in the Bus Routes sub-section of the Reference Manual. REFER students to appropriate page in the Reference Manual.	
Page 197.	Routing Designing These are general guidelines for the preparation of a trans-portation map.
Page 199.	Selecting Bus Stops This is a list of guidelines for selecting safe bus stop

PURPOSE:	
Instructional Strategy	Content
·	locations.
Page 201.	Route Directions This is a sample of routing directions for a particular bus.
EXPLAIN the purpose of the Student Transportation sub-section of the Reference Manual.	Student transportation covers a wide range of topics including bus rider rules and regulations, recommended procedures at railroad crossings, emergency evacuations, accident reporting, special education and field trips.
SHOW transparencies #17 and #18 and REVIEW materials and documents found in the Student Transportation subsection of the Reference Manual. REFER students to appropriate page in the Reference Manual.	,
Page 203.	Dissemination of Information This is a listing of ways information regarding pupil transportation can be disseminated and how each can be used.
Page 205.	Bus Rider Rules and Regulations This is a sample of bus rider rules which can be distributed to parents and reviewed with students.
Page 207.	Emergency Evacuation Drills These are guidelines for conducting emergency evacuation drills.

<b>PURPOSE</b>	:
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Instructional Strategy	Content
Page 209.	School Bus Driver's Report of Dangerous Railroad Crossing This form is used by the school bus driver or head school bus driver to report railroad crossings considered dangerous due to poor visibility or insufficient warning. It is to be sent to the Department of Transportation.
Page 211.	Accident Reporting This is a description of school district responsibilities in reporting to the Department of Education any accidents resulting in fatalities or injuries.
Page 213.	Accident Report This is the Department of Education accident report form.
Page 215.	School Bus Rider Conduct Warning or Suspension Notice This is a sample form which may be used to notify parents of improper conduct on the school bus or of suspension from riding the school bus.
Page 217.	Bus Driver Vehicle Complaint This is a sample form which may be used to report a violation of Section 682 of the Michigan Vehicle Code (passing a stopped school bus).
Page 219.	Field Trip Guidelines This is a sample of suggested field trip guidelines.
Page 221.	Request for Field Trip Transportation This is a sample form requesting permis- sion for a field trip.

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Instructional Strategy	Content
Page 223.	Transportation of Handicapped Persons These are the Michigan Department of Education Promulgated Rules for the Transportation of Handicapped Persons.
Page 227.	Handicap Classifications This is a listing of handicap classifications and their definitions.
Page 231.	Epilepsy This is a brief discussion of epilepsy and suggested driver actions for handling on-board seizures.
Page 233.	Evacuation These are guidelines for the evacuation of special needs persons from the school bus.
Page 235.	Medical Information Card This card provides a rationale for a medical information card and suggests types of information needed. A sample card is included on the reverse side.
Page 237.	Behavior Management With Special Education Students This provides information on restraints, transportation modifications and suspension and appeal procedures for special education students.
EXPLAIN the purpose of the Energy Conservation sub- section of the Reference Manual.	Energy Conservation is an area of major concern in school transportation. This topic affects all aspects of transportation management from general school policy to purchasing equipment to routing to maintenance.

PURPOSE:	
Instructional Strategy	Content
REVIEW material found in the Energy Conservation subsection of the Reference Manual. Have students refer to page 239 in the Reference Manual.	One Hundred-Two Ways to Conserve Energy in School Transportation Systems This is a listing of 102 ways to conserve energy and reduce transportation costs.
REQUEST students to divide into same groups as used earlier.	
DISTRIBUTE copies of a dif- ferent "Operations Problem" (one through four) to each group.	·
REQUEST each group to read the problem, define the task they must perform and use the entire Reference Manual to locate materials which could help them in solving the problem.	
At the conclusion of the exercise <u>REQUEST</u> each group to describe their problem and relate solutions chosen by their group.	

PURPOSE:	
Instructional Strategy	Content
SUMMARIZE unit.	During this unit we reviewed the technical information in the Reference Manual.
	Specifically we reviewed:
	Supervisory tools.
	Personnel management.
	Fiscal management.
	Operations.
	Being able to access the materials and documents contained in the Reference Manual will aid the head school bus driver in maintaining a safe and efficient pupil transportation operation.

#### UNIT II

LEADERSHIP STYLES

3 Hours Classroom

#### Leadership Styles

#### MATERIALS:

Audio-visual:

Transparency series

Printed materials for distribution:

Leadership/Management Style Questionnaire Five Leadership Styles

#### **EQUIPMENT:**

Overhead projector Rolling stand Extension cord Adapter Screen Chalkboard

#### REFERENCES:

Blake, R. R., and Jane S. Mouton. The Managerial Grid. Houston: Gulf Publishing Co., 1964.

Goldenson, Robert M. The Encyclopedia of Human Behavior. New York: Doubleday, 1970, Vol. I.

Hall, Jay, Jerry B. Harvey, and Martha Williams. <u>Styles of Management Inventory</u>. The Woodlands: Teleometrics International, 1973.

#### Leadership Styles continued

#### **OBJECTIVES:**

- . The student will explain the effect of perception on decision making and problem solving.
- . The student will identify his/her leadership style.
- . The student will identify the characteristics which describe each of the five leadership styles.
- . The student will describe leadership styles observed during the leadership demonstration.
- . The student will list five major elements of leadership.
- . The student will describe the self-talk process of decision making.

## Leadership Styles continued

OBJECTIVE:	
Instructional Strategy	Content
INTRODUCE unit.	Head school bus drivers are leaders and their leadership skills are vital to the successful operation of a transportation fleet. The purpose of this unit is to help head school bus drivers better understand their leadership style to determine if changes are necessary to be a more effective leader.
SHOW transparency #1 and REVIEW importance of topics to be discussed.	Topics to be discussed:
	Influences on leadership style.
	Personal leadership styles.
	Characteristics of leadership styles.
	Leadership demonstration.
	Elements of leadership.
	Decision making.
	·
	·

OBJECTIVE: The student will explain the effect of perception on decision making and problem solving.

Instructional Strategy	Content
INTRODUCE topic.	The ability to make decisions and solve problems are important attributes of leadership. These abilities, however, can be adversely affected. To help illustrate this, study the picture that will be projected.
SHOW transparency #2. RE- QUEST students to study the picture for a few moments without discussion.	
ASK the following questions. Have the students WRITE their answers on a piece of paper.	
"How old is this per- son?"	
"Would you hire this person to work for you?"	
"If yes, what position would you consider her for?"	
"If this person lived in your community, in what general area would she reside?"	
WRITE responses to each question on the chalkboard.	
REQUEST the student who responded with the oldest age for the woman to come forward and point out the features of this woman on	

OBJECTIVE: The student will identify his/her leadership style.

Instructional Strategy	Content
INTRODUCE leadership questionnaire.	There are various leadership styles or positions. The questionnaire which is to be distributed will help identify these leadership styles in general and will also identify which style various individuals exhibit.
<u>DISTRIBUTE</u> copies of "Lea- dership/Management Style Questionnaire".	
REQUEST students to read each question and circle the response which best describes how they usually behave.	·
REQUEST students to score the questionnaire.	Directions for scoring:
che quescronnarres	Turn to the Answer Sheet of the Leader- ship/Management Style Profile.
	The questions (1-10) which were just answered are on the far left side of the page.
·	Circle the response chosen (a, b, c, d, or e) for question #1.
·	Above each possible response are two numbers. For example, above responses "a" for question #1 are the numbers "9, 1".
	Write the numbers above the response chosen to question #1 in the two blank columns (labeled "performance, people") at the far right side of the page.
	Repeat this process for all 10

OBJECTIVE:	
Instructional Strategy	Content
	questions.
	Total the performance column and the people column.
	Divide each column by 10 and write this average in the space provided.
REQUEST students to plot their scores on the Manager-	Directions for plotting scores:
ial Grid.	Turn to the Managerial Grid sheet.
	Take the first average score (the performance score) and find the cor-responding number on the horizontal or "concern for work group performance" line of the Managerial Grid.
	Take the second score (the people score) and find the corresponding number on the vertical or "concern for people" line of the Managerial Grid.
	Place a large dot on the grid at the intersecting point of these two lines.
SHOW transparency #3 and PLOT students' scores on the grid.	

OBJECTIVE: The student will identify the characteristics which describe each of the five leadership styles.

Instructional Strategy	Content
INTRODUCE topic.	The questionnaire which you just completed identified five styles of leadership. Each of these styles has particular characteristics which you should be able to identify.
DISTRIBUTE copies of "Five Leadership Styles".	
REVIEW the characteristics of each.	Five Leadership Styles:
or each.	Humanitarian.
	Views communications, both ways, as the heart of good relationships (and is prepared to talk about anything anytime).
	Gives only generalized directions, in anticipation of subordinate's questions and involvement.
	Believes that the best way to handle mistakes and errors is by being supportive and understanding.
	Takes subordinate's complaints seriously, and tries to smooth things over, to see the "silver lining" in everything.
	Takes steps to reduce, eliminate subordinate's hostile feelings, in-cluding making amends in the hope of restoring good feeling.
	Emphasizes subordinate's strengths in performance appraisal sessions and avoids mentioning shortcomings, to compliment rather than criticize.

OBJECTIVE:	
Instructional Strategy	Content
Instructional Strategy	Concent
	Compromiser.
	Facilitates communications while watching for and anticipating problems in the process.
	Gives directions in a general way, but is ready to give specific guidance when requested; avoids putting pressure on subordinates.
	Sees the need to use manuals and established procedures in order to reduce errors and mistakes (which are inevitable).
	Tries to cool hostile feelings through diversion or postponement.
	Manipulates performance reviews in such a way as to make the subordinates recognize own faults and promise to change.
	Abdicator.
	Serves as the conduit of communi- cation between superiors and subor- dinates.
·	Leaves to the subordinates initia- tive to carry out whatever assign- ments were given them.
,	Pretends not seeing errors/mistakes made by subordinates so as not to get involved.
·	Passes on complaints from subordin- ates up the line.

OBJECTIVE:	
Instructional Strategy	Content
	Listens to hostile feelings without reacting to them, on the theory that they will pass by in due time.
	Accepts whatever performance level reached as satisfactory.
	Autocrat.
	Communicates downward only (or receives reports on completion of assignment).
	Gives clear-cut directions, leaving no room for misunderstanding or questions.
	Views errors and mistakes as coming from bad attitudes, and uses disciplinary action to prevent their repetition.
	Looks upon complaints as signs of weakness, and handles them by ig-noring or belittling individuals wh do complain.
	Thinks hostile feelings towards the supervisors are unacceptable, and tries to suppress them.
	Uses performance appraisals for purposes of reward/punishment.
	Effective Manager.
	Communicates in an open, candid manner, with no worry over possible misunderstanding.
	·

OBJECTIVE:	
Instructional Strategy	Content
	Gives directions based on agreed-to work goals/objectives.
	Views errors/mistakes with the idea of finding and eliminating their causes.
	Takes hostile feelings as indications of the presence of some problems.
	Seeks to understand, then deal with complaints.
	Conducts performance reviews by the level of achievement reached in agreed-to areas.

OBJECTIVE: The student will describe leadership styles observed during the leadership demonstration.

Instructional Strategy	Content
INTRODUCE activity.	The following activity will demonstrate one or more of the leadership styles just presented.
EXPLAIN the directions to the class and, in private, to the four individuals chosen to participate in the exercise.	The four people who have just left the room are to complete a task. Carefully observe what happens.  Directions to four individuals:  The four individuals are to return to the room and choose two people who are to come before the class and sit back to back on the floor with their arms locked together. The task to be communicated to the seated students is that they must stand up while their arms remain locked. The four students are to carry out this assignment without any verbal communication.
At the completion of the game ASK the following questions:  "What did you observe?"  "Would it have been easier if they would have talked?"  "What leadership styles did you observe?"  "Was there an abdicator?"	

OBJECTIVE:	
Instructional Strategy	Content
"Was there an autocrat?"	
"What role did the two seated students have?"	
SUMMARIZE what was learned from this demonstration.	The sitting-up activity demonstrated that:
	Different leadership styles are used at different times and under different circumstances.
	Workers must accept some leadership position for task success.
	Clear verbal communication greatly enhances task success.
	Supervisors have the responsibility for assigning leadership positions to workers.
·	Task success requires a cooperative effort.
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OBJECTIVE: The student will list five major elements of leadership.

Instructional Strategy	Content
INTRODUCE topic.	There are certain elements which are common to all leadership styles and which are critical for effective leadership. The questionnaire just completed identified five styles. Each of these styles has particular characteristics which can be identified.
REQUEST students to list on a piece of paper five adjectives that describe their talents, skills and abilities at the time they were hired. What did the person who hired them see to indicate that they were supervisory material?	
REQUEST students to star the number one priority the one thing they feel helped them get the job.	
REQUEST several students to tell what their number one priority item was.	
WRITE responses on chalk- board.	
<u>REVIEW</u> responses.	There are similarities in the responses received. Two important and reoccurring factors are:
	Knowing how to get the job done.
	A good track record of making accurate decisions.

OBJECTIVE:	
Instructional Strategy	Content
REQUEST students to think of someone they know who is an effective leader.	-
ASK "What are some elements of leadership you see in this person."	
<u>DISCUSS</u> responses.	
SHOW transparency #4 and	Five elements of leadership:
DISCUSS five elements of leadership.	Getting people to get the job done.
·	Assisting the staff to reach their potential.
	Making effective decisions.
	Establishing goals and objectives and ways and means of achieving these goals.
	Subscribing to ethical standards.
	·

OBJECTIVE:	The student will decision making.	the	self-talk	process of
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	Contact
Instructional Strategy	Content
INTRODUCE topic.	All aspects of the supervisory role involved problem solving. There are two different positions a leader can take. One is called the problem solving approach. This is strictly coping with day to day problems. The second leadership position is the "what could be" leader. These are the leaders who describe in global form what they want to see happen over the next few years. This requires looking to the future, taking all of the indicators possible, making the best guess at what will happen in the next few years and acting accordingly.
	Whether supervisors take the problem solving approach or the "what could be" approach they will have to make decisions. Decision making is an important part of the job.
SHOW transparency #5 and	Self-talk process:
briefly <u>EXPLAIN</u> process.	The event that has occurred is identi- fied.
	The event is verified by gathering in- formation from various sources.
	As feelings are an important part of the decision making process, the feelings of the supervisor and others must be identified.
	Look at the worst and the best that can happen with a particular choice or decision. Can the worst be tolerated? Can the best be maximized?

OBJECTIVE:	
Instructional Strategy	Content
	Finally make a decision and take action.
ASK several students to identify the most difficult problem they are presently facing.	·
SELECT one of these problems and use it to "run through" the self-talk process.	

OBJECTIVE:	•
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Instructional Strategy	Content
SUMMARIZE unit.	During this unit we discussed the importance of leadership in managing the pupil transportation system.
	Specifically, we reviewed:
	Influences on leadership style.
	Personal leadership styles.
	Characteristics of leadership styles.
	Leadership demonstration.
	Elements of leadership.
	Decision making.
	Head school bus drivers who are aware of their leadership styles and the manner in which they make decisions can make necessary changes and become more effective leaders.
·	

#### Chapter v

#### SUMMARY AND RECOMMENDATIONS

This chapter contains a brief summary of the study, findings, conclusions, recommendations, recommendations for further study and a discussion.

#### Summary of the Study

Safe and efficient pupil transportation is the responsibility of the local head school bus driver. This one person must develop, implement and maintain the entire system.

The background and qualifications of head school bus drivers vary. Many are chosen from the ranks of school bus drivers, whereas, others are assistant superintendents or principals who have been given this additional responsibility. Because of the diverse backgrounds, many new head school bus drivers are highly qualified drivers with behind-the-wheel training and experience; whereas, others have degrees and experience in management and related areas. Only rarely does the beginning head school bus driver possess both school bus driving experience and experience in administration.

Given the multiple and varied responsibilities of the head school bus driver, one might expect to find that comprehensive training courses are both required and available. This is not the case in Michigan. For the one person specifically charged with the overall responsibility of this service system, there is not a single course available.

The purpose of this study was to develop a curriculum for head school bus drivers. This curriculum will provide the head school bus driver with the necessary knowledge and skills to help achieve and maintain a safe, efficient and economical pupil transportation system.

The following procedure was used in the development of the curriculum:

- . Conduct planning conference
- . Consult with local resource persons
- . Participate in regional meetings
- . Meet individually with instructional agency representatives
- . Conduct second planning conference
- . Attend regional meetings with school bus supervisors
- . Gather and access extant curricula
- . Consult with curriculum design specialist
- . Meet individually with instructional agency representatives
- . Conduct third planning conference
- . Conduct fourth planning conference
- . Conduct fifth planning conference
- . Pilot curriculum
- . Teach six classes with analyses of evaluation data and revisions to take place after each class
- . Critique curriculum
- . Write and edit final curriculum

#### Findings

Six classes were taught to head school bus drivers to evaluate the effectiveness of the curriculum and to obtain suggestions from the

participants for possible curriculum revisions.

In each class, the head school bus drivers were provided an opportunity to respond to written student opinion questionnaires to obtain their opinions on the instructional units and manual. Open-ended questions also permitted them to make any further comments.

A short, written, objective-type final examination based upon the performance objectives for the Leadership Styles unit was administered at the end of the course. No questions were included for the Technical Information unit as the intent of this unit was merely to familiarize the participants with the contents and organizational structure of the Reference Manual.

The tabulated data indicated that the course was well-received by the head school bus drivers. The student opinion questionnaires indicated that most of the students felt the course was an appropriate one for beginning head school bus drivers, that the Reference Manual was useful and easy to use and that they had a better understanding of leadership styles and the decision making process. Many of them expressed the need for the Reference Manual and urged that it be made available as soon as possible.

The final examinations indicated an acceptable level of mastery for the Leadership Styles unit. The average level of mastery ranged from a low of 61% in the fourth Head School Bus Driver course to a high of 84% in the final Head School Bus Driver course.

#### Conclusions

Based upon the procedures used to develop the curriculum and the results of the findings of the study, the author would conclude that

the curriculum will provide the head school bus driver with the necessary knowledge and skills to help achieve and maintain a safe, efficient and economical pupil transportation system.

#### Recommendations

Based upon the findings of this study the following recommendations.were made:

- . This curriculum be utilized by the school bus driver instructional agency representatives and/or the Michigan Department of Education as a course for head school bus drivers.
- This course be made available to all beginning and experienced head school bus drivers.
- . The Head School Bus Driver Reference Manual be distributed to all school districts in Michigan. The distribution should take place when the head school bus driver attends the Head School Bus Driver course.
- The curriculum be presented in a one-day session. (Student opinion questionnaires administered during the six training courses, indicated that there was insufficient time allowed for the four sections of Unit I, Technical Information. This was primarily due to the fact that the content information in these four sections was taught as opposed to merely familiarizing the students with the sample materials included in each section. The time allotted for Unit I (3 1/4 hours) is sufficient when it is presented as outlined.)
- . Sufficient quantities of the curriculum and reference manual be reproduced and distributed to current and potential school bus driver instructional agency representatives and the Michigan Department of Education.
- . The transparencies used in the curriculum be professionally made, and sufficient sets be reproduced to accompany the curriculum distributed to current and potential school bus driver instructional agency representatives and the Michigan Department of Education.

The following recommendations were made for the team approach to curriculum development for adults:

. When developing a curriculum for adults, consider the role of experience. Adults have a rich foundation of experience but

also are less open-minded and more likely to have fixed patterns of thought and behavior. A curriculum for adults must also help students discover and meet their basic and educational needs.

- . When developing a curriculum, use the theories and practices of instructional design. Begin with a specification of educational needs, a definition of goals and objectives, and an analysis of resources and instructional methods. After field testing, evaluation and revisions, a curriculum is installed.
- . When the curriculum is the product of several persons, apply principles of team organization. Divide responsibilities among team members, clarify authority within the team, establish objectives and plan a series of activities and events to reach the desired objectives.

#### Recommendations for Further Study

After the curriculum has been in place for a significant period, the author would recommend studies to examine such questions and issues as the following:

- 1. How extensively has the curriculum been used throughout the state?
- 2. Has there been a reduction in school bus accidents and fatalities?
- 3. Has the quality and punctuality of reports to the Department of Education improved?
- 4. Has the public's perception of the safety and efficiency of pupil transportation systems changed?
- 5. How has the curriculum been received by those who have participated in the Head School Bus Driver course?

Given the vast size of the pupil transportation system in America, a socio-political study may well be in order to determine why such low priority is given to the quality of the pupil transportation system, particularly in light of the fact that those served by this system are the young of our nation.

#### Discussion

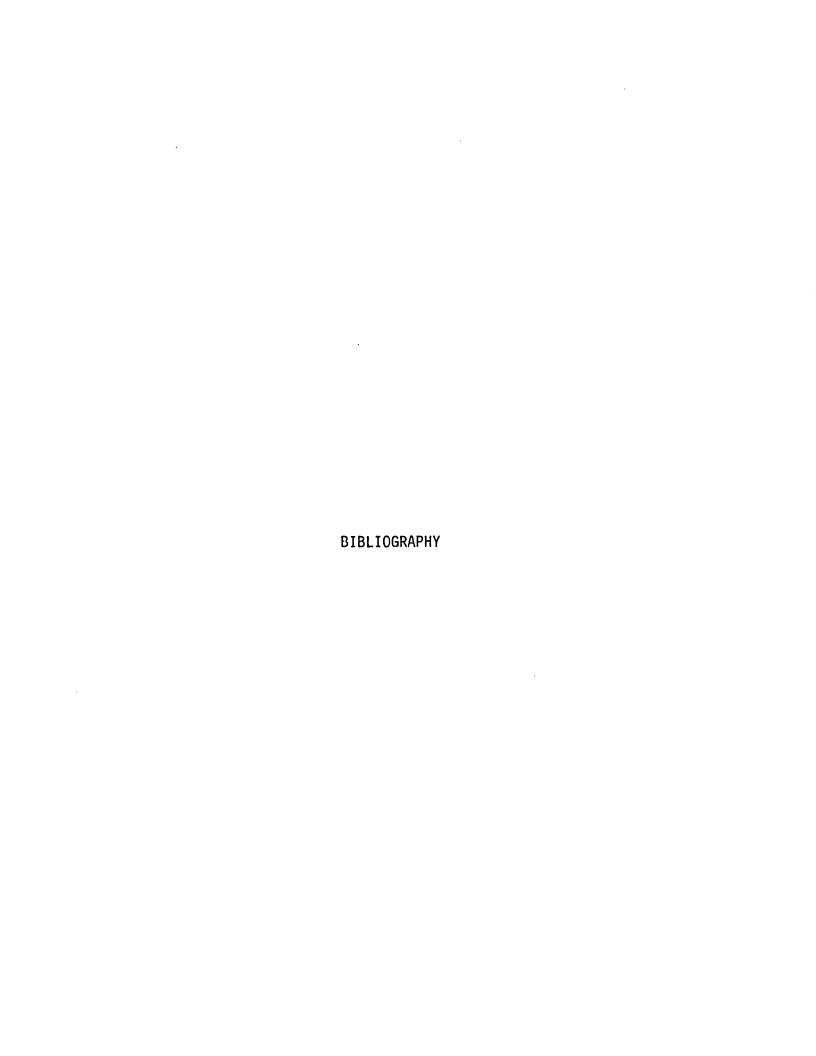
Following the historical study, the review of extant resources and the extensive fieldwork involved in this project, the author is still at a loss to understand why there is such an appalling lack of initial and continuing training of those whose responsibility it is to supervise one of the largest single transportation systems in the United States. When compared, for instance, with the extensive and expensive training programs for military transportation systems or that provided by the United States Postal Service, it is difficult not to become emotional about the matter. The fact that the system under study is charged with the care and safety of the children of this nation makes the problem all the more incomprehensible. One would think that there would be an overwhelming public outcry. The fact is there is not. It may be that the answer lies in the fact that the transportation of pupils is not a single system, even on a statewide basis, but a very loose confederation of systems.

The overall impression I have of those head school bus drivers with whom I have met and worked is that they are truly dedicated to the safe transportation of students to and from school. These men and women have extremely demanding responsibilities placed upon them. However, it should be noted that those head school bus drivers with whom I worked were highly motivated, witness the effort they put forth of participating in this study. It would, however, be an unfortunate error to assume that all supervisory personnel would be so highly motivated.

At the same time, even the most highly motivated supervisory personnel have learned the rudiments of their jobs by trial and error,

through inherited procedures and processes, and with the help of peers to whom they turned for assistance. With the best of these head school bus drivers there is a well-established need for a comprehensive, quality curriculum: with the less and least motivated, there is all the more need. If a comprehensive training program were presented to those who provide such a critical service, gains in the safety and efficiency of the system would be guaranteed.

In conclusion, the greatest reward of this project is the assurance that this is a curriculum which is needed and, more importantly, that it is a curriculum which will be used.



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# APPENDIX A

# HEAD SCHOOL BUS DRIVER TRAINING PROGRAM SCHEDULE

### Head School Bus Driver Training Program

8:30 - 8:45 a.m.	Introduction
8:45 - 9:35 a.m.	Supervisory Tools
9:35 - 10:25 a.m.	Personnel Management
10:25 - 10:45 a.m.	Coffee Break
10:45 - 11:35 a.m.	Fiscal Management
11:35 - 12:25 p.m.	Operations .
12:25 - 1:15 p.m.	Lunch
1:15 - 1:30 p.m.	Evaluation of Manual
1:30 - 4:30 p.m.	Leadership Techniques (with coffee break)
4:30 - 5:00 p.m.	Evaluation

### APPENDIX B

# COURSE EVALUATION STUDENT OPINION QUESTIONNAIRE FORMS

### Course Evaluation

Check appropriate box if you agree

oneck appropriate box 11 you agree										
	Enough time for questions	Enough time for discussion	Good balance between lecture and group participation	Problem exercises helpful	I see how topics relate to the job					
Supervisory Tools										
Personnel Management										
Fiscal Management										
Operations										
Leadership Styles										
Decision Making										

### Time Allocation

UNITS		TIME ALLOCATED							
	TOO MUCH	ADEQUATE	T00	LITTLE					
Supervisory Tools				· · · · · · · · · · · · · · · · · · ·					
Personnel Management									
Fiscal Management									
Operations									
Leadership Styles									
Decision Making	·								
		<u> </u>	GREE	DISAGREE					
I feel this cours ning transporta Comments:	se is appropriate f ition supervisor.	or the begin- -	<del></del>						
The manual is use Comments:	eful.	-	<del></del>	<del></del>					
With further stuc Comments:	anual	<del></del>							
I learned what I leadership styl Comments:	out -	· · · · · · · · · · · · · · · · · · ·							
I understand the Comments:									
What changes would you make in the afternoon									

What changes would you make in the afternoomersession?

-
n
•

	Importance of Topics Usefulness of Infor- Covered in Manual mation in Manual						Amount of Infor- mation in Manual			Accessibility of In- formation in Manual					
	All	Most	Ѕоте	Few	None	All	Most	Some	Little	None	Too Much	Adequate	Too Little	Easy to Find	Hard to Find
Supervisory Tools															
Personnel Management									1					•	
Fiscal Management															
Operations															

What do you like best about the manual?

What changes in the manual would you suggest?

Other comments:

### APPENDIX C

### FINAL EXAMINATIONS

#### HEAD SCHOOL BUS DRIVER COURSE

#### FINAL EXAMINATION

#### Form A

#### DIRECTIONS - READ CAREFULLY!

Choose the best answer to each question and blacken in the corresponding letter on your answer sheet. Answer every question, but mark only one response for each. When you have finished, turn in the test, answer sheet and pencil to the test administrator.

- 1. Which of the following phrases is closest in meaning to the definition of perception?
  - Realistic views
  - b. Individual differences
  - c. False images
- 2. Why did some people in the group see a young woman, and some see an old woman?

  - They were fooled by the picture Some people weren't looking at it correctly
  - Peoples' perceptions were different
- 3. One's perceptions play a
  - a. major
  - b. minor

role in how one views objects and events.

- 4. The purpose of the "Leadership/Management Style Questionnaire" is to
  - a. identify the best leaders/managers.
  - b. provide direction for self-improvement.
  - aid in identifying one's leadership/management style.
  - instruct the group in the principles of effective managing.
- One of the mechanics made a serious error costing the district several hundred dollars. The bus supervisor did not criticize the mechanic, but rather, was supportive and understanding. What leadership style was he/she displaying?
  - a. Humanitarian
  - b. Compromisor
  - c. Abdicator
  - d. Autocrat
  - e. Effective manager

- 6. When a supervisor who employs the compromisor leadership style encounters a situation involving conflicts and hostile feelings, what is he/she likely to do?
  - a. Attempt to resolve the conflict through mutual understanding
  - b. Identify the specific causes of the conflict and eliminate them
  - c. Divert those involved to other tasks and attempt to postpone the conflict
  - d. Ignore the conflict and allow subordinates to work it out by themselves
- 7. One of supervisor John Jones' drivers complained very strongly to John that the transmission on his/her bus was still not shifting properly, though it had been in for repair twice. John told the driver that he/she had a poor attitude and that his/her driving performance had probably caused the problem. What leadership style was John using?
  - a. Humanitarian
  - b. Compromisor
  - c. Autocrat
  - d. Effective manager
- 8. In the situation described above, if John Jones had used the leadership style of <u>abdicator</u>, what should he have done?
  - a. Attempt to smooth things over for the present and assure the driver that the repairs will be made
  - b. Hear the driver out without reacting since the problem will probably pass
  - c. Call the mechanic(s) in and find out the reason for the failure to make the repairs
  - d. Tell the driver that the problem is between he/she and the mechanic and that they should work it out
- 9. How is the effective manager likely to consider hostile feelings on the part of subordinates?
  - a. Unacceptable, evidence of poor discipline
  - b. Unavoidable, natural occurrences in day to day activities
  - c. Understandable, evidence of the presence of underlying problems
- 10. Which of the following is <u>not</u> one of the basic elements of leadership?
  - a. Getting people to get the job done
  - b. Becoming personally involved with subordinates
  - c. Establishing goals and objectives for subordinates
  - d. Assisting the staff to reach their potential

- 11. A supervisor may guide driver's individual development by
  - a. becoming involved in individuals' personal lives.
  - b. providing an opportunity for drivers to achieve developmental goals.
  - c. aiding individuals in developing positive work attitudes.
- 12. Which of the following statements provides the best definition of decision making?
  - a. Identification of viable alternative
  - b. Evaluation of options in terms of an external criterion
  - c. Selection of an option for action
- 13. The most effective means of setting goals for an organization is
  - a. the problem oriented approach.
  - b. the planned program development approach.
  - c. a combination of both approaches.
- 14. T F In the process strategy for decision making, the feelings of the decision maker should not be taken into account.
- 15. T F A supervisor who uses the problem oriented approach to decision making exclusively saves time by eliminating the burden of long range planning.
- 16. In the process strategy for decision making, the purpose of the "Information Verification Process" is to
  - a. collect as much information as possible.
  - b. determine the accuracy of available information.
  - c. identify which information is pertinent to the decision.
  - d. delete irrelevant details that confuse the issue.

# HEAD SCHOOL BUS DRIVER COURSE FINAL EXAMINATION

#### Form A

## Answers

- 1. b
- 2. c
- 3. a
- 4. c
- 5. a
- 6. c
- 7. c
- 8. b
- 9. c
- 10. Б
- 11. b
- 12. c
- 13. c
- 14. F
- 15. F
- 16. b

#### HEAD SCHOOL BUS DRIVER COURSE

#### FINAL EXAMINATION

#### Form B

#### DIRECTIONS - READ CAREFULLY!

Choose the best answer to each question and blacken in the corresponding letter on your answer sheet. Answer every question, but mark only one response for each. When you have finished, turn in the test, answer sheet and pencil to the test administrator.

- 1. When viewing the transparency showing the picture of a woman, why did some people see an old woman while others saw a young woman?
  - a. Some people did not look carefully
  - b. Some people were fooled by the picture
  - c. The perceptions of the two groups were different
- 2. A person's perceptions are \_\_\_\_\_\_ in the way he/she views objects and events.
  - a. important
  - b. unimportant
- 3. What is perception?
  - a. Individual differences in how we view things
  - b. Realistic views of objects and events
  - c. False or misleading impressions
- 4. Why did the group take the "Leadership/Management Style" question
  - a. To teach the group how to be good managers
  - b. To help each supervisor to identify his/her leadership style
  - c. To identify the best leaders
- 5. A driver accidentally backed a bus into another bus on the lot, damaging both buses. The supervisor did not criticize the driver but rather, was supportive and understanding. What leadership style was he/she displaying?
  - a. Humanitarian
  - b. Compromisor
  - c. Abdicator
  - d. Autocrat
  - e. Effective manager

- 6. How is a supervisor who uses the Compromisor leadership style likely to handle a situation involving conflicts and hostile feelings?
  - a. Discuss the problem and attempt to resolve it
  - b. Get to the root of the problem at once
  - c. Give those involved other things to do and try to postpone the conflict
  - d. Ignore the problem and let those involved work it out for themselves
- 7. Supervisor Jane Jones had a mechanic complain that drivers were not performing trip inspections on the buses, and that he was encountering mechanical problems that could have been prevented if reported earlier. Jane told him that he had a bad attitude and that the mechanical problems were probably the result of his faulty work. What leadership style was Jane using?
  - a. Humanitarian
  - b. Compromisor
  - c. Autocrat
  - d. Effective manager
- 8. In the situation described above, what would Jane Jones have done if she had used the leadership style of abdicator?
  - a. Try to calm the mechanic and assure him that she would speak to the drivers
  - b. Let the mechanic "blow off some steam" and let things work out by themselves
  - c. Confront the drivers with the mechanic's complaint
  - d. Tell the mechanic to talk to the drivers himself
- 9. The effective manager is likely to view hostile feelings on the part of subordinates as
  - a. a sign of poor attitude.
  - b. natural occurrences in day to day activities.
  - evidence of underlying problems.
- 10. The purpose of the activity where two persons were asked to sit back to back and then stand up was to demonstrate
  - a. nonverbal communication.
  - b. assertiveness of supervisors.
  - c. different leadership styles.
- 11. What is the most important leadership quality?
  - a. Human relations
  - b. Knowledge of the job
  - c. Organizational skill
  - d. Getting the job done

- 12. It is \_\_\_\_\_ for a supervisor to become involved in drivers' individual development.
  - a. important
  - b. unimportant
- 13. What is decision-making?
  - a. Identifying possible courses of action
  - b. Evaluating possible courses of action
  - c. Selecting one course of action
- 14. In setting goals for an organization, the supervisor performing in the most effective manner is likely to use
  - a. the Planned Program Development Approach.
  - b. the Problem Oriented Approach.
  - c. a combination of both approaches.
- 15. When using the <u>Process Strategy for Decision-Making</u>, the feelings of the decision maker should be
  - a. included.
  - b. excluded.
- 16. Which of the following approaches places greater emphasis on long range planning?
  - a. Problem Oriented Approach
  - b. Planned Program Development Approach
- 17. It is important to include an information verification phase in one's decision making process in order to
  - a. collect all available information.
  - b. determine the accuracy of available information.
  - c. concentrate on the important issues.

# HEAD SCHOOL BUS DRIVER COURSE FINAL EXAMINATION

#### Form B

#### <u>Answers</u>

- 1. c
- 2. a
- 3. a
- 4. b
- 5. a
- 6. c
- 7. c
- 8. b
- 9. c
- 10. c
- 11. d
- 12. a
- 13. c
- 14. c
- 15. a
- 16. b
- 17. b

#### APPENDIX D

# TRANSPARENCY MASTERS FOR THE HEAD SCHOOL BUS DRIVER CURRICULUM

#### CC

#### HEAD SCHOOL BUS DRIVER

#### **ROLES**

SAFETY DIRECTOR

PUBLIC RELATIONS DIRECTOR

OFFICE MANAGER

COMMUNICATIONS EXPERT

DRIVER

DRIVER TRAINER

**EDUCATOR** 

**EVALUATOR** 

PROGRAM PLANNER

**MECHANIC** 

PURCHASING AGENT

REFEREE

**NEGOTIATOR** 

BEHAVIORAL MANAGEMENT SPECIALIST

LEGAL ADVISOR

POLICY DESIGNER

ACCIDENT INVESTIGATOR

MOTIVATOR

CENSUS EXPERT

# TECHNICAL INFORMATION

TOPICS

SUPERVISORY TOOLS

PERSONNEL MANAGEMENT

FISCAL MANAGEMENT

**OPERATIONS** 

# SUPERVISORY TOOLS

LAWS

ADMINISTRATIVE RULES

ATTORNEY GENERAL OPINIONS

COURT DECISIONS

**POLICIES** 

RECOMMENDATIONS

HIRING

CONTENT OUTLINE
MATERIALS AND DOCUMENTS

TRAINING

CONTENT OUTLINE
MATERIALS AND DOCUMENTS

EVALUATION

CONTENT OUTLINE

MATERIALS AND DOCUMENTS

EMPLOYEE RECORDS

MATERIALS AND DOCUMENTS

#### HIRING

#### CONTENT OUTLINE

#### RECRUITMENT

DEFINITION

CONCERNS WHEN HIRING
HIRING PROCESS

#### EMPLOYMENT APPLICATION

PURPOSE OF APPLICATION

TYPES OF INFORMATION RECEIVED FROM APPLICATION

APPROPRIATENESS OF INFORMATION COLLECTED

#### EMPLOYMENT INTERVIEW

POINTS TO BE CONSIDERED IN INTERVIEW
HOW TO CONDUCT AN INTERVIEW
BASIC QUESTIONS TO BE ASKED IN INTERVIEW
UNLAWFUL PRE-EMPLOYMENT QUESTIONS

#### HIRING

#### MATERIALS AND DOCUMENTS

SCHOOL BUS DRIVER COMPETENCY EXAMINATIONS

PHYSICAL EXAMINATION FORM

SCHOOL BUS DRIVER CERTIFICATE OF MEDICAL FITNESS

RECORD OF ROAD TEST

INSTRUCTIONS FOR COMPLETING THE DE-5

EVIDENCE OF DRIVER EXPERIENCE AND TRAINING (DE-5)

APPLICATION FOR EMPLOYMENT

DRIVING INFORMATION

JOB DESCRIPTION FOR SCHOOL BUS DRIVER

JOB DESCRIPTION FOR MASTER MECHANIC

SCHOOL BUS MECHANIC'S JOB KNOWLEDGE TEST

#### TRAINING

#### CONTENT OUTLINE

DEFINITION OF TRAINING

TRAINING PLAN

WHY TRAINING AND DEVELOPMENT
THE TRAINING PROGRAM

NEED FOR TRAINING PROGRAM
WHERE TO START
WRITTEN POLICY STATEMENT
WHO CONDUCTS TRAINING PROGRAM
DETERMINING TRAINING NEEDS AND PRIORITIES
PROCEDURE FOR ADMINISTERING TRAINING PROGRAM
LONG-RANGE PLANS
KEEPING PLAN-UP-TO-DATE

## TRAINING

# MATERIALS AND DOCUMENTS

MICHIGAN SCHOOL BUS DRIVER TRAINING PROGRAM
RESOURCES FOR TRAINING PROGRAMS
EXPERIENCED SCHOOL BUS DRIVER CONTINUING EDUCATION

#### **EVALUATION**

#### CONTENT OUTLINE

#### DEFINITION OF EVALUATION

#### PERFORMANCE APPRAISAL PROGRAM

WHAT SHOULD AN APPRAISAL DO FOR THE EMPLOYER
WHAT SHOULD AN APPRAISAL DO FOR THE MANAGER
WHAT SHOULD AN APPRAISAL DO FOR EMPLOYEES
PROBLEMS
CRITERIA
TYPES OF APPRAISAL SYSTEMS

## APPRAISAL INTERVIEW

PREPARING FOR INTERVIEW

CONDUCTING INTERVIEW

FOLLOW-UP AND CONTINUITY

APPRAISE YOUR APPRAISAL SYSTEM

# PERSONNEL MANAGEMENT EMPLOYEE RECORDS MATERIALS AND DOCUMENTS

INSTRUCTIONS TO UPDATE SS 4514A

UPDATE OF BUS DRIVER PERSONNEL

SCHOOL BUS DRIVER IDENTIFICATION

CUMULATIVE RECORD OF SCHOOL BUS DRIVER

ORAL CONVERSATION FORM

VACATION REQUEST FORM

REQUEST FOR LEAVE DAYS

NOTICE OF RESIGNATION

## FISCAL MANAGEMENT

SAMPLE FORMS FOR GATHERING AND SUMMARIZING DATA

DEPARTMENT OF EDUCATION FORMS

REPORT OF STATE AID REIMBURSEMENT FOR PUPIL TRANSPORTATION

# FISCAL MANAGEMENT SAMPLE FORMS FOR GATHERING AND SUMMARIZING DATA

ANNUAL BUS MILEAGE REPORT

DECEMBER 15TH ACTIVITY REPORT

FLEET SUMMARY

EXTRA TRIP JOURNAL BY PROGRAM

EXTRA TRIP JOURNAL SUMMARY

SUMMARY OF DRIVER CERTIFICATION

MAP PREPARATION FOR AUDIT PURPOSES

#### 1

# FISCAL MANAGEMENT

# DEPARTMENT OF EDUCATION FORMS

DS-4107	SCHOOL	RIIS	INVENTOR	١
カクーユエロ/	JUILUUL	טטע	THAFTHON	

DS-4159 SCHOOL DISTRICT BUS ROUTE CERTIFICATION AS OF DECEMBER 15

DS-4094 TRANSPORTATION FINANCIAL REPORT

**EQUIPMENT** 

**BUS ROUTES** 

STUDENT TRANSPORTATION

**ENERGY CONSERVATION** 

#### **EQUIPMENT**

#### MATERIALS AND DOCUMENTS

SAFETY SPECIFICATIONS FOR SCHOOL BUSES

UPDATED SCHOOL BUS SAFETY SPECIFICATIONS

SPECIFYING VEHICLES

SCHOOL BUS PAINT AND LETTERING

PREVENTIVE MAINTENANCE PROGRAM

SCHOOL BUS MAINTENANCE INSPECTION GUIDE

MAINTENANCE INSPECTION SCHEDULE

PRE-TRIP INSPECTION

PRE-TRIP INSPECTION FORM

BUS ROUTES

MATERIALS AND DOCUMENTS

ROUTE DESIGNING

SELECTING BUS STOPS

ROUTE DIRECTIONS

#### STUDENT TRANSPORTATION

#### MATERIALS AND DOCUMENTS

DISSEMINATION OF INFORMATION

BUS RIDER RULES AND REGULATIONS

**EMERGENCY EVACUATION DRILLS** 

SCHOOL BUS DRIVERS' REPORT OF DANGEROUS RAILROAD CROSSING

ACCIDENT REPORTING

ACCIDENT REPORT

SCHOOL BUS RIDER CONDUCT WARNING OR SUSPENSION NOTICE

BUS DRIVER VEHICLE COMPLAINT

#### STUDENT TRANSPORTATION

# MATERIALS AND DOCUMENTS (CONTINUED)

FIELD TRIP GUIDELINES

REQUEST FOR FIELD TRIP TRANSPORTATION

TRANSPORTATION OF HANDICAPPED PERSONS

HANDICAP CLASSIFICATIONS

**EPILEPSY** 

**EVACUATION** 

MEDICAL INFORMATION CARD

BEHAVIOR MANAGEMENT WITH SPECIAL EDUCATION STUDENTS

#### ິບ

#### LEADERSHIP STYLES

## TOPICS

INFLUENCES ON LEADERSHIP STYLE

PERSONAL LEADERSHIP STYLES

CHARACTERISTICS OF LEADERSHIP STYLES

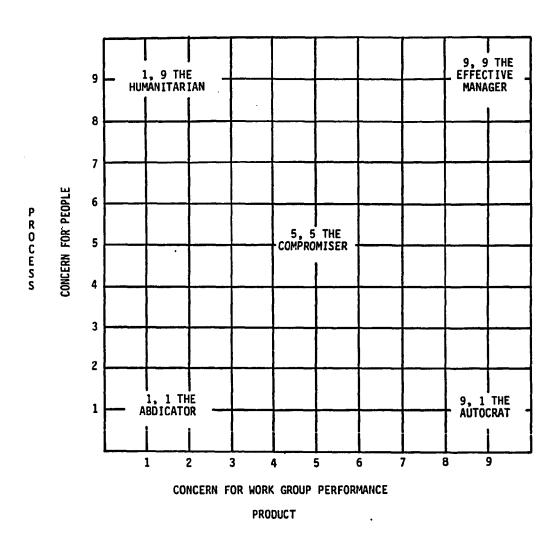
LEADERSHIP DEMONSTRATION

ELEMENTS OF LEADERSHIP

DECISION MAKING



#### THE MANAGERIAL GRID



II-3

#### FIVE ELEMENTS OF LEADERSHIP

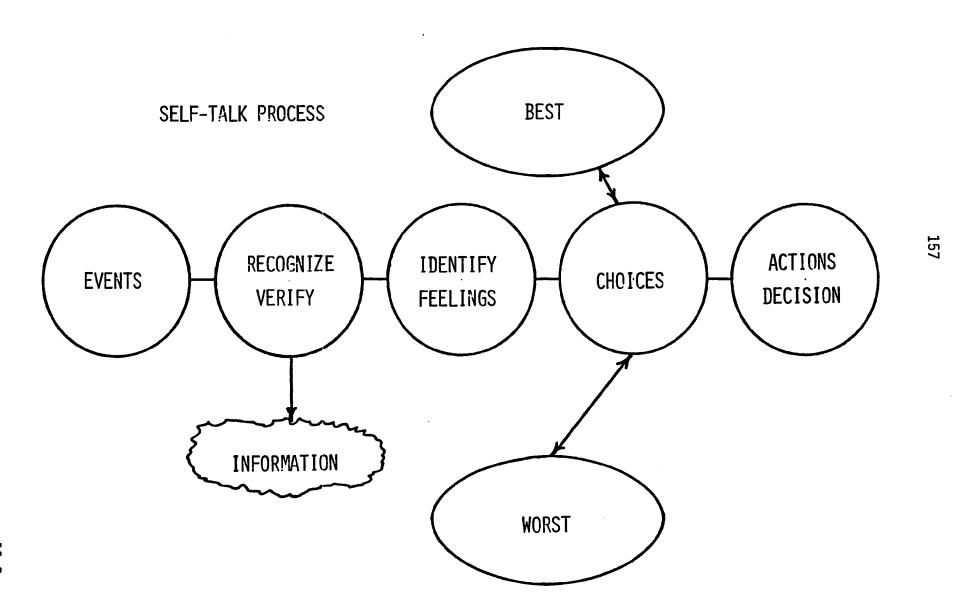
GETTING PEOPLE TO GET THE JOB DONE

ASSISTING THE STAFF TO REACH THEIR POTENTIAL

MAKING EFFECTIVE DECISIONS

ESTABLISHING GOALS AND OBJECTIVES AND WAYS AND MEANS OF ACHIEVING THESE GOALS

SUBSCRIBING TO ETHICAL STANDARDS



#### APPENDIX E

#### MATERIALS FOR DISTRIBUTION

#### **RULES AND REGULATIONS**

buses often operate on rural highways that are bordered by drainage ditches, and that a school bus that leaves the highway and rolls over is likely to come to rest in the right-hand ditch on its right side. When a bus comes to a rest on its side, the emergency door on the rear of the bus is easier to operate, par-ticularly by small children, if it is hinged so that its operation is assisted

gravity.

Chrysler pointed out that the rear emergency door on van-type school buses is often used routinely for loading and unloading passengers. For this reason, Chrysler offers a single rear door that hinges at the left side, so that the door swings out of the way to safely accommodate curb-side loading. In the case of larger buses, routine loading and un-loading does not occur through the rear emergency door.

The NHTSA agrees with Chrysler that The NHTSA agrees with Chrysler that the common practice of curb-side loading through the rear door of van-type school buses justifies a manufacturer option in selecting the side of the door which should be hinged. On balance, the agency considers that the increase in safety for routine curb-side loading through a left-hinged door would outweigh any potential loss of safety benefit for emergency evacuation from a vantype bus that comes to rest on its right side. Accordingly, S5.2.3.1 of the standard is appropriately amended. The agen-cy also takes the opportunity to correct an inadvertent reference to emergency "exist" in S5.2.3.2 when the requirements are actually intended to apply only to an emergency "door." emergency "door."

In a matter unrelated to the Chrysler

in a matter unrelated to the Chryster petition, some uncertainty has arisen over the form of S5.4 as it was revised in Notice 2 to become effective October 26, 1976. Also, the division between buses with a GVWR of 10,000 pounds or less and those with a greater GVWR was imperfectly stated in amending S5.4. For this years, the amending S5.4. For this reason, the amendment of S5.4 is republished in the correct form in this notice. No substantive changes are made in this republication of 85.4.

#### EMERGENCY EXIT AND LABELING PROPOSAL NOTICE 3

At the time the amendments just discussed were published, the MHTSA pub-lished a proposal to clarify certain emer-gency exit labeling for all buses, and to replace the established option for school bus emergency exits with a new option (41 FR 3878, January 27, 1976; Notice 3). Comments were received from the Lanai Comments were received from the Lamia Road Elementary School Parent-Teach-ers Association, Gillig Brothers (Gillig). Chrysler Corporation, Mr. Allen Braslow, Crown Coach Corporation (Crown), and International Harvester (IH). No comment was received from manufacturers of transit or intercity buses, or from the manufacuturers of body-on-chassis school buses. The National Motor Vehicle Safety Council did not comment on this

With regard to emergency exit labeling, Mr. Braslow suggested two labeling changes intended to assist bus occupants,

as well as a requirement for regular testas well as a requirement for regular test-ing of emergency exits in buses in high-way service. While the latter suggestion lies beyond the authority of the agency under the National Trains and Motor Vehicle Safety Act (15 U.S.C. § 1391, et seq.), the agency will consider for future action the suggestion to label all bus with in the same manner achieval. exits in the same manner as school bus exits, as well as the suggestion to de-velop a universal emergency exit insig-nia with diagramatic instructions. For the moment, the agency is limited by the extent of its proposal, and accordingly, makes final the changes as proposed.

makes final the changes as proposed.
Standard No. 217 requires (effective October 26, 1976) school buses to provide either a rear emergency door or two side emergency covir in satisfaction of the emergency exit requirements. In Notice 3, the agency proposed to modify this option to require either provision of a rear emergency door or, at the option of the manufacturer, provision of a left-side emergency door and a "California rear window" exit at the rear of the bus. This type of rear window exit provides a large (16 by 48 inch) opening which is more easily utilized than a side emergency more easily utilized than a side emergency door if a bus has rolled onto its side. In the alternative, the agency proposed that the option to use a rear window exit only be allowed in rear-engine

The two manufacturers of transittype school buses supported the new op-tion, but objected to the alternative propossi that would limit use of the option to rear-engine buses. Both Gillig and Crown build mid-engine school buses with essentially the same configuration as rear-engine buses and consider the as rear-engine buses and consider the rear window exit equally useful in these buses. The agency has considered the mid-engine design and agrees with the argument made by Crown and Gillig. Accordingly, the agency amends the standard as proposed to apply the option to all school buses. Crown Cosch pointed out that the NHTSA proposal to limit rear-window-exit release mechanisms to a single release would necessitate a change in existing hardware. The NHTSA has investigated the available hardware (consisting in all cases of two release mechanisms that are located within 36 inches of each other) and concludes that the only significant safety cludes that the only significant safety hazard in some of the designs is that some require simultaneous operation for release. For this reason, the agency will allow not more than two release mechanisms, provided that the two mecha-nisms do not have to operate simultaneously to effect release. If new designs present a problem of any nature, further rulemaking will be undertaken.

In accordance with recently-enunciated Department of Transportation policy encouraging adequate analysis of the consequences of regulatory action (41 FP. 16201, April 16, 1976), the agency here-with summarizes its evaluation of the economic and other consequences of this proposal on the public and private sectors, including possible loss of safety benefits. The option to hinge some rear emergency doors on the right or left, and

CHAPTER V—NATIONAL HIGHWAY TRAFFIC SAFETY ADMINISTRATION [Docket No. 75-3; Notice 04]

PART 571-FEDERAL MOTOR VEHICLE SAFETY STANDARDS

#### **Bus Emergency Exit Requirements**

This notice amends Standard No. 217. Bus Window Retention and Release, to modify the emergency exit requirements of the standard in response to a petition for reconsideration of recent amendments and after consideration of com-ments on the agency's proposal to specify new performance options and labeling for emergency exits.

#### PETITION FOR RECONSIDERATION OF

The National Highway Traffic Safety Administration (NHTSA) recently amended Standard No. 217 (49 CFR 571.217) to provide emergency exit requirements for school buses (41 FR 3871, January 27, 1976 (Notice 2)). Section Sanuary 21, 1976 (wotter 27), Section 55.2.3.1 of the stundard (as it becomes effective for school buses on October 25, 1976) specifies that a rear emergency door shall be hinged on the right side. Chrysler Corporation has petitioned for econsideration of this provision, asking that a manufacturer option be provided so that the rear emergency door or doors on van-type school buses may be hinged on the right or left.

The purpose of specifying that the rear emergency door hinge to the right is based on the NHTSA finding that school Act No. 90
Public Acts of 1981
Approved by Governor
July 2, 1981

#### STATE OF MICHIGAN 81ST LEGISLATURE REGULAR SESSION OF 1981

Introduced by Reps. Sietsema, Thomas H. Brown and Nash

# **ENROLLED HOUSE BILL No. 4124**

AN ACT to amend section 1343 of Act No. 451 of the Public Acts of 1976, entitled as amended "An act to provide a system of public instruction and elementary and secondary schools; to revise, consolidate, and classify the laws relating to elementary and secondary education; to provide for the classification, organization, regulation, and maintenance of schools, school districts, and intermediate school districts; to prescribe rights, powers, duties, and privileges of schools, school districts, and intermediate school districts; to provide for school elections and to prescribe powers and duties with respect thereto; to provide for the levy and collection of taxes; to provide for the borrowing of money and issuance of bonds and other evidences of indebtedness; to provide for and prescribe the powers and duties of certain boards and officials; to provide for licensure of boarding schools; to prescribe penalties; and to repeal certain acts and parts of acts," being section 380.1343 of the Compiled Laws of 1970.

#### The People of the State of Michigan enact:

- Section 1. Section 1343 of Act No. 451 of the Public Acts of 1976, being section 380.1343 of the Compiled Laws of 1970, is amended to read as follows:
- Sec. 1343. (1) The state board shall promulgate rules for safety specifications for school buses transporting pupils to public and nonpublic schools.
- (2) The department of state police shall inspect each school bus annually, and more frequently in a school district where bus defects have been found, to determine if the bus meets the specifications of the state board. The department of state police may delegate the inspection of school buses to publicly employed inspectors if the inspection complies with this section.
- (3) A bus whose major use is the transportation of school pupils shall carry at least 1 fire extinguisher as a matter of public safety.
- (4) A board of education, employee of a school district, or other person having control over the operation of a school bus shall not operate or permit to be operated a school bus which has not been inspected under this section.
- (5) A school bus shall meet the specifications for school buses prescribed by Act No. 300 of the Public Acts of 1949, as amended, being sections 257.1 to 257.923 of the Michigan Compiled Laws.
- (6) The department of state police shall inspect a new school bus before a school board or intermediate school board accepts delivery of the new school bus. The department of state police shall determine whether the new school bus is acceptable for delivery. The department of state police may delegate the

(64)

(CONTINUED)

#### SAMPLE

Mimeographed by the Clerk's First Heading February 23, 1967 office by order of the Council Passed March 6, 1967

AN ORDINANCE TO AMEND THE CODE OF THE CITY OF ANN ARBOR BY ADDING A NEW SECTION, WHICH NEW SECTION SHALL BE DESIGNATED AS SECTION 10.17 OF CHAPTER 126. TITLE X, OF SAID CODE.

The City of Ann Arbor ordains:

<u>Section 1.</u> That a new section shall be added to Chapter 126 of Title X of the Code of the City of Ann Arbor, which new section shall be designated as 10.17 and which shall read as follows:

- 10.17 PASSING SCHOOL BUS STOPPED TO RECEIVE OR DISCHARGE PASSENGERS; STOPPING ON STREETS AND HIGHWAYS; MEETING BUS ON DIVIDED HIGHWAY; BUS SIGNAL LAMPS AND MARKINGS.
- (a) The driver of a vehicle shall not overtake and pass, or meet and pass, any school bus which has stopped for the purpose of receiving or discharging passengers and which is displaying two (2) alternately flashing red lights as provided herein. All school buses shall be equipped with such signs and/or lights on the back and front thereof, with respect thereto, as shall be approved by the State Highway Commissioner.
- (b) The driver of a vehicle overtaking or meeting any school bus stopped and is displaying two alternately flashing red lights located at the same level, shall bring such overtaking or meeting vehicle to a full stop at least ten feet from the school bus and shall not proceed until the visual signals are no longer actuated. The driver of the school bus, before resuming motion, shall signal stopped traffic to proceed and shall, when resuming motion, proceed in such a manner as to allow congested traffic to disperse by keeping the bus as near to the right side of the road as can be done with safety. Passengers crossing the road upon being discharged from a school bus shall cross in front of the stopped school bus. At an intersection where traffic is controlled by an officer or a traffic stop-and-go signal, the school bus driver shall not display the two alternately flashing red lights, and a vehicle need not be brought to a full stop before passing any such school bus, but may proceed past such school bus at a speed not greater than is reasonable and proper and in no event greater than ten miles per hour, with due caution for the safety of passengers being received or discharged from such school bus. Signs giving notice of this local school bus traffic ordinance shall be posted upon or at the entrances to the City as provided in State Laws.
- (c) All locations at which school buses propose to stop for the purpose of receiving or discharging passengers on a public street or highway shall be approved in writing by the Chief of Police or his delegate, prior to the inclusion of such a stop in the route of any school bus.



# **Joint Committee** on Administrative Rules

# Processing of **Proposed Guidelines** and Administrative Rules

MICHIGAN JOINT LEGISLATIVE COMMITTEE ON ADMINISTRATIVE RULES 4th Floor, Farnum Building • 125 W. Allegan • Lansing, Michigan 48913 • Telephone: (517) 373-6476

In the administrative rules process, a "rule" means a regulation written by a state agency which implements or applies a law. An agency writing rules must meet the requirements of the Administrative Procedures Act (Public Act No. 306 of 1969, as amended) which governs the procedures for processing and publishing rules. When rules are properly processed, they are enforceable on the public and must be

The rules process begins in the Legislature. Before a law is enacted, the Legislature determines whether rules would be beneficial or necessary to implement the law and if so, what state agency should be responsible for writing the rules. The Legislature then, within the statute, grants an agency the authority to promulgate rules. This authority is given due to the agency's experience and technical expertise

An example of a rule is the following. A law is passed giving the Department of Natural Resources the power to make rules to regulate the use of boats on Michigan's inland lakes for the protection of the public. The DNR is requested by a local township to restrict high-speed boating on a lake where there are many swimmers. Under their statutory authority, the DNR may promulgate rules which restrict high-speed boating to certain hours and locations. This rule would then have to be obeyed by the public.

Another example may also be helpful. In 1974, the Michigan Occupational Safety and Health Act (MIOSHA) was enacted. Within this law, the General Industry Standards Commission was authorized to promulgate rules to prevent accidents in places of employment and protect the life and safety of employees. If the Commission finds that a machine such as a drill press is a potential hazard, rules may be promulgated to require handguards to protect the workers.

#### **PROCEDURES**

Because of their importance and effect upon the public, administrative rules must go through a detailed procedure before they become effective. This procedure is designed to allow the maximum of public participation and comment.

#### A. PUBLIC HEARING

If there is a need to write or amend an existing rule, the agency begins the process of promulgating a rule.

Initially, the agency drafts a proposed rule, fixes a date for a public hearing and sends a notice of the hearing and copies of the rule to interested persons, industries, businesses and other groups who may be affected by the rule. Notice may also be published in newspapers.

At the hearing, persons are encouraged to give testimony, make comments or submit suggestions on the proposed rule. Persons unable to attend the hearing are encouraged to make their views known in writing. Any statement received is part of the agency's record and is considered by the agency.

After a public hearing is held, the agency may revise the rule based upon testimony and written comments received. Interested persons may request to be notified of the revisions.

Sen. Doug Ross, Chairman

Rep. Thomas J. Anderson, Vice-Chairman

Sen. James DeSana Sen, Joseph Mack

Sen. John Welborn Sen. Robert D. Young Rep. George Cushingberry

Rep. Charles Mueller

Rep. Michael Griffin

Rep. Charles Varnum

#### B. APPROVAL BY THE LEGISLATIVE SERVICE BUREAU

The rule is sent to the Legislative Service Bureau for approval as to form. This is to assure that the proper format and numbering is used by the agency and that the wording is clear. If approved, a certificate of approval is attached.

#### C. APPROVAL BY THE ATTORNEY GENERAL

After the Legislative Service Bureau approves the proposed rule and attaches its certificate of approval, the rule is sent to the office of the Attorney General for approval as to legality. If the Attorney General approves the rule, a certificate is attached and the rule is returned to the agency. If the Attorney General disapproves, the rule is returned to the agency with objections noted. The agency then makes changes necessary to get approval.

#### D. APPROVAL BY THE JOINT COMMITTEE ON ADMINISTRATIVE RULES

Once the rule is certified by the Legislative Service Bureau and Attorney General, the agency formally transmits it to the Joint Committee on Administrative Rules. The Joint Committee on Administrative Rules is a legislative committee created by statute consisting of 5 representatives and 5 senators. The chairman of the committee is selected every two years rotating between the House and Senate.

The basic responsibility of the committee is to determine if the proposed rule is in keeping with the legislative intent of the authorizing law. The rule may not exceed the powers granted in the law, nor address issues not covered in the law. The committee also examines the potential effect of the rule upon the public or upon business and industry within the state.

The committee meets on a weekly basis when the Legislature is in session. Proposed rules are scheduled for discussion by the committee and notice is sent to persons who have requested it. Again, people may submit comments regarding the rule in person or by letter. Anyone wishing to be notified of consideration of a specific set of rules may contact the committee and be placed on the notification list.

The committee has two months in which to consider the rules and may extend this time to three months if it deems necessary. All action by the committee requires a majority of Senate and House members. In this period a number of things may occur:

- 1. The committee may approve the rule. If approved, a "Certificate of Approval" is attached and the rule is returned to the agency.
- 2. The committee may disapprove the rule. If disapproved, the rule is returned to the agency and the Legislature is informed of the disapproval. The agency may not adopt the rule unless one of the following occurs:
  - a. The Legislature adopts a concurrent resolution approving the rule within 60 days after receiving the report of disapproval.
  - b. The committee subsequently approves the rule.
- 3. If the committee neither approves nor disapproves a rule because of a lack of majority vote for either alternative, the committee may certify an impasse. The rule is returned to the agency and the Legislature is informed of the impasse. The agency may not adopt the rule unless one of the following occurs:
  - a. The Legislature adopts a concurrent resolution approving the rule within 60 days after receiving the report of impasse.
  - b. The committee subsequently approves the rule.
- 4. If the committee neither approves nor disapproves the rule nor certifies an impasse within the time allotted, the committee returns the rule to the agency and causes a concurrent resolution to be introduced in both houses of the Legislature approving the rule. This resolution is placed directly on the calendar of each house. The agency may not adopt the rule unless one of the following occurs:
  - a. The Legislature adopts the concurrent resolution approving the rule within 60 days after its introduction.
  - b. The committee subsequently approves the rule.
- 5. An agency, by leave of the committee, may withdraw the rule, correct any problem in the rule and then transmit to the committee for approval.

#### E. FORMAL ADOPTION OF THE RULE BY THE AGENCY

After the rules have been approved, either by the Joint Committee on Administrative Rules or by resolution of both houses of the Legislature, if the agency wishes to proceed it shall formally adopt the rule and attach a notice or certificate indicating formal adoption of the rule.

#### F. TRANSMITTAL TO THE GOVERNOR

After all approvals are complete, an agency transmits a copy of the rule bearing the required certificates of approval and adoption to the office of the Governor at least 10 days before it files the rule.

## G. FILING WITH THE SECRETARY OF STATE

A rule bearing the required certificates of approval and adoption is then filed with the Secretary of State. The Secretary of State endorses the date and hour of filing of the rule.

#### H. EFFECTIVE DATE

A rule becomes effective on the date fixed in the rule, which may be no earlier than 15 days after filing with the Secretary of State, or if no date is stated, upon publication in the Administrative Code. Often the date fixed in the rule will state: "This rule becomes effective 15 days after filing with the Secretary of State."

#### I. AMENDMENT OR RESCISSION OF A RULE

If any legislator believes that a rule already in effect is unauthorized, not within the legislative intent or is expedient, the legislator may:

- 1. Introduce a concurrent resolution expressing the determination that the rule be amended or rescinded. If the resolution is adopted, the rule is disapproved. However, rejection of the resolution does not constitute legislative approval of the rule.
- 2. Introduce a bill which in effect amends or rescinds the rule.
- 3. Any member of the public may also request an agency to amend or promulgate a rule. The agency does not have to promulgate a rule, but under the law must answer the request in writing, stating its reasons.

#### **OTHER CONCERNS**

#### A. EMERGENCY RULES

If an agency finds that preservation of the public health, safety or welfare requires it, it may promulgate an emergency rule. The Governor must concur in the finding of an emergency. The rule is effective for not more than six months and may be extended an additional six months. The emergency rule has the force and effect of law but does not have to go through the notice and hearing process outlined above nor is it transmitted to the Joint Committee on Administrative Rules. The Legislature may disapprove the emergency rule by a concurrent resolution. An example of an emergency rule is the following: If a certain disease infecting horses is found within Michigan, the Department of Agriculture could promulgate an emergency rule requiring every horse within the state to submit to tests and receive inoculations. The agency would not have to go through the complete rules process but instead would only need the concurrence of the Governor in the finding of an emergency. If the emergency continued to exist, the rule could be renewed and the process could be started to promulgate permanent rules.

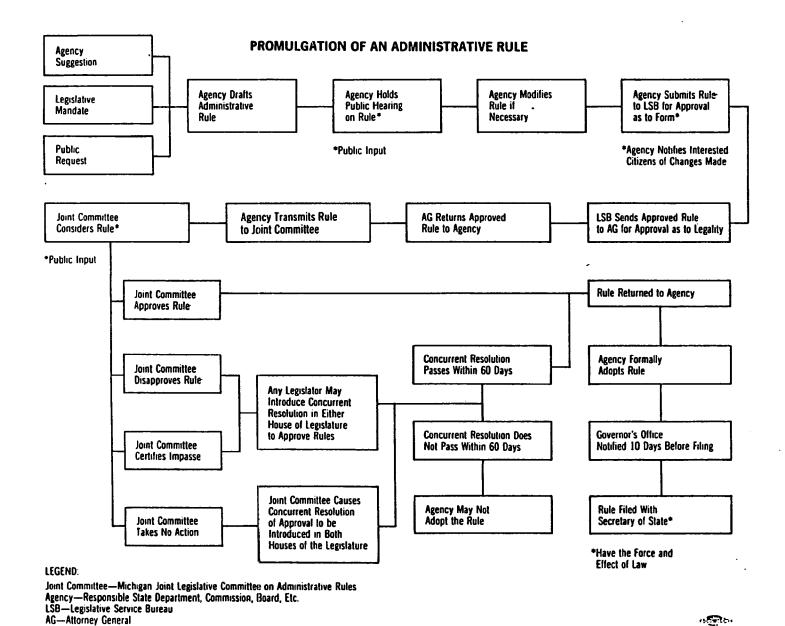
#### **B. GUIDELINES**

Under the law, a state agency can write guidelines to assist its personnel in the administration of laws or rules. Guidelines are binding upon the state agency only; they are not binding upon the public, nor may they be enforced upon the public. An agency may not adopt a guideline in lieu of a rule.

Guidelines are public record and must be sent to the Governor, the Joint Committee on Administrative Rules, the Legislative Service Bureau, and any interested person. Any person may request copies of or notice of guidelines from any department. They also have the right to express their views on guidelines in writing to the department concerned.

#### CONCLUSION

The administrative rules process is detailed, but important. We hope that this pamphlet has been useful to you. Effective government on all levels needs public understanding and input. If you have any questions on any rule in existence or any that have been proposed, please contact the state department concerned or contact the office of the Joint Committee on Administrative Rules, 125 W. Allegan, 4th Floor Farnum Building, Lansing, Michigan 48913, telephone 373-6476 (Area Code 517).



## SAMPLE

## STATE OF MICHIGAN

## FRANK J. KELLEY, ATTORNEY GENERAL

SCHOOL BUSES:

Location for stopping a school bus

SCHOOLS & SCHOOL DISTRICTS: Location for stopping a school bus

The driver of a school bus may not bring a school bus to a stop for the purpose of receiving or discharging school children at a location unless the school bus remains continuously visible to approaching and overtaking vehicles for the entire distance of at least 500 feet in each direction.

Opinion No. 5780

Gerald L. Hough, Director Department of State Police 714 South Harrison Road East Lansing, Michigan

You have requested my opinion on the question whether 1949 PA 300, § 682(3), requires the driver of a school bus to stop the bus for the purpose of receiving or discharging passengers in such a location that the school bus remains in constant view to overtaking and approaching vehicles throughout the 500 feet distance required in the statute.

1949 PA 300, § 682(3); MCLA 257.682; MSA 9.2382, provides as follows:

"A school bus driver shall not stop the bus for the purpose of receiving or discharging passengers unless the bus is clearly visible in its stopped position to approaching or overtaking drivers of vehicles for a distance of at least 500 feet.

DEPORTSON OF A CHORSEN ASSESSED.

STANLEY D. STEINBORN Deputy Attorney General



# FRANK J. KELLEY

LANSING 48913





Hon. David Bonior State Representative Capitol Building Lansing, Michigan

Dear Representative Bonior:

You have requested my opinion as to whether an authorized emergency vehicle, while responding to a life-threatening situation, may proceed past a stopped school bus displaying red flashing lights, after ascertaining the safety of all children, either entering or leaving the bus.

1949 PA 300, § 603, as amended; MCLA 257.603; MSA 9.2303, provides in part:

\*\* \* \*

- "(b) The driver of any authorized emergency vehicle when responding to an emergency call, but not while returning therefrom, may exercise the privileges set forth in this section, but subject to the conditions herein stated.
- "(c) The driver of an authorized emergency vehicle may:

\*\* \* \*

"2. Proceed past a red or stop signal or stop sign, but only after slowing down as may be necessary for safe operation.

\*\* \* \*

"4. Disregard regulations governing direction of movement or turning in specified direction.

\*\* \* \*\*

(CONTINUED)

Representative Bonior 1/1 age 2

1949 PA 300, \$ 682, as amended; MCLA 257.682; MSA 9.3282, further provides in pertinent part that:

...

"(b) The driver of a vehicle overtaking or meeting any school bus which has stopped and is displaying 2 alternately flashing red lights located at the same level shall bring the vehicle to a full stop at least 10 feet from the school bus and shall not proceed until the school bus resumes motion or the visual signals are no longer actuated. . . .

\*\* + \*\*

In addition, 1949 PA 300, \$ 653, as amended; MCLA 257.653; MSA
9.2353, provides in part:

- "(a) Upon the immediate approach of an authorized emergency vehicle equipped with at least 1 lighted flashing, rotating or oscillating lamp exhibiting a red or blue light visible under normal atmospheric condition from a distance of 500 feet to the front of such vehicle and when the driver is giving audible signal by siren, exhaust whistle, or bell:
- "1. The driver of every other vehicle shall yield the right of way and shall immediately drive to a position parallel to and as close as possible to, the righthand edge or curb of the roadway clear of any intersection and shall stop and remain in such position until the authorized emergency vehicle has passed, except when otherwise directed by a police officer.

\*\* \* \*

"(b) This section shall not operate to relieve the driver of an authorized emergency vehicle from the duty to drive with due regard for the safety of all persons using the highway."

Reading the aforementioned sections of the Vehicle Code in harmony with each other, it is my opinion that an authorized emergency vehicle responding to a life-threatening situation may proceed past a stopped school bus displaying red flashing lights, after ascertaining that the safety of the children will not be put in jeopardy.

Very truly yours

F∕V.NK 7. K∷⊸LiY Attornev General

# Judge orders pupils bused in Alpena

BY BOOTH NEWS SERVICE ALPENA - Circuit Judge Joseph P. Swallow today ordered the Alpena schools to reinstate busing.

In his opinion, Swallow said transportation is a necessary ele-ment and guaranteed by the state constitution. The district "must provide transportation to all students for whom it is necessary to participate in the educational process," be ruled.

Swallow cited an Ann Arbor case that found textbooks a necessary part of the state's free education

system.
"...in the Alpena school district of 6,800 students, transportation is a necessary element because the district is one of the largest geographically in the state and some students reside more than 27 miles away from school." Swallow wrote. "...the plaintiffs, have had hardship in transporting kids to school."

The ruling stems from a suit filed Nov. 5 by resident William D. Lintz Jr., who claimed transportation is a "reasonable and necessary ele-ment" of a district's public education system. He sued after voters rejected a busing levy.

Swallow set next Tuesday as the date of a hearing when the school board, co-defendants in the suit, must show why the order should not go into effect.

THE ARM AROUN NEWS . FRIUMY, JUNE 11, 1982

AN CONCENTRATION OF STREET

# School bus service not mandatory, court says

FROM THE ASSOCIATED PRESS

LANSING - Michigan school districts are free to eliminate bus service for their students, the state Court of Appeals says

The appeals court affirmed a Wexford County Circuit Court ruling and rejected all arguments in a lawsuit brought to require Cadillac public schools to provide free bus rides between homes and classes.

The lawsuit, brought by Barbara Sutton on behalf of students in the Cadillac district, contended that transportation was an essential part of a free public school

She also claimed that it was wrong of the district to stop and then start bus service once a tax increase passed.

The appeals court rejected the woman's arguments, finding nothing in the Michigan Constitution requiring school districts to supply free bus rides to students. It also held that the district had the power to allocate money to some services and not to others.

# Pre-Employment Inquiry Guide

# Available from:

# Michigan Department of Civil Rights

State of Michigan Plaza Building 1200 Sixth Avenue Detroit, Michigan 48226 Billie S. Farnum Building 125 West Allegan Street Lansing, Michigan 48913

Problem #1
Topic: Developing a Hiring Plan

You have been hired by the Fairweather Public School District, Fairweather, Michigan, as the Director of the Transportation Department. In this capacity you report directly to the assistant superintendent for non-instructional programs. The district has an enrollment of 3,200 K-12 students approximately 75% of whom are bused daily.

The transportation department is responsible for inter-building delivery, grounds and exterior maintenance as well as pupil transportation. When fully staffed the department employs 50 people. This includes 35 full-time school bus drivers, 7 substitutes, 1 mechanic and a secretary/dispatcher in the pupil transportation section. The grounds and exterior maintenance group includes a truck driver, delivery van driver, 3 mowers with grounds maintenance skills and 1 technician with skills in the areas of carpentry, electrical wiring and general electricity, landscaping and general plumbing.

The assistant superintendent informs you that during the last 3 years it has been difficult to recruit employees necessary to adequately staff the transportation department. Consequently the department has high staff turnover, low productivity and poor staff morale. Your first assignment as transportation director will be to develop a hiring plan that will result in the recruitment of employees with the skills needed by the transportation department.

Problem #2
Topic: Job Interviews

You have been hired by the Fairweather Public School District, Fairweather, Michigan, as the Director of the Transportation Department. In this capacity you report directly to the assistant superintendent for non-instructional programs. The district has an enrollment of 3,200 K-12 students approximately 75% of whom are bused daily.

The transportation department is responsible for inter-building delivery, grounds and exterior maintenance as well as pupil transportation. When fully staffed the department employs 50 people. This includes 35 full-time school bus drivers, 7 substitutes, 1 mechanic and a secretary/dispatcher in the pupil transportation section. The grounds and exterior maintenance group includes a truck driver, delivery van driver, 3 mowers with grounds maintenance skills and 1 technician with skills in the areas of carpentry, electrical wiring and general electricity, landscaping and general plumbing.

The assistant superintendent informs you that during the last 3 years it has been difficult to recruit employees necessary to adequately staff the transportation department. Consequently the department has high staff turnover, low productivity and poor staff morale. Your first assignment as transportation director will be to develop the questions and format for a job interview for two of the following job categories:

- 1. special education bus driver
- 2. school bus driver
- 3. secretary/dispatcher
- 4. mechanic
- 5. technician

Problem #3
Topic: Determining Training Needs and Priorities

You have been hired by the Fairweather Public School District, Fairweather, Michigan, as the Director of the Transportation Department. In this capacity you report directly to the assistant superintendent for non-instructional programs. The district has an enrollment of 3,200 K-12 students approximately 75% of whom are bused daily.

The transportation department is responsible for inter-building delivery, grounds and exterior maintenance as well as pupil transportation. When fully staffed the department employs 50 people. This includes 35 full-time school bus drivers, 7 substitutes, 1 mechanic and a secretary/dispatcher in the pupil transportation section. The grounds and exterior maintenance group includes a truck driver, delivery van driver, 3 mowers with grounds maintenance skills and 1 technician with skills in the areas of carpentry, electrical wiring and general electricity, landscaping and general plumbing.

The assistant superintendent informs you that during the last 3 years it has been difficult to recruit employees necessary to adequately staff the transportation department. Consequently the department has high staff turnover, low productivity and poor staff morale. Your first assignment as transportation director will be to identify a procedure by which you will be able to identify the training needs of your department's personnel. Also, determine how you will prioritize these training needs so they can be effectively and efficiently met in a timely fashion.

Problem #4
Topic: Personnel Evaluation/Appraisal

You have been hired by the Fairweather Public School District, Fairweather, Michigan, as the Director of the Transportation Department. In this capacity you report directly to the assistant superintendent for non-instructional programs. The district has an enrollment of 3,200 K-12 students approximately 75% of whom are bused daily.

The transportation department is responsible for inter-building delivery, grounds and exterior maintenance as well as pupil transportation. When fully staffed the department employs 50 people. This includes 35 full-time school bus drivers, 7 substitutes, 1 mechanic and a secretary/dispatcher in the pupil transportation section. The grounds and exterior maintenance group includes a truck driver, delivery van driver, 3 mowers with grounds maintenance skills and 1 technician with skills in the areas of carpentry, electrical wiring and general electricity, landscaping and general plumbing.

The assistant superintendent informs you that during the last 3 years it has been very difficult to determine if the transportation department is making the best use of its personnel. As a result the department has experienced labor/management difficulties, the loss of some experienced employees and a disproportionate rise in personnel costs compared to other departments within the district and other districts in the state. Your first assignment as transportation director will be to develop personnel performance appraisal formats for the job categories included in the transportation department.

School bus driver (general education)
School bus driver (special education)
Driver (truck and delivery van)
Secretary/dispatcher
Vehicle mechanic
Grounds maintenance (mowers/maintenance)
Grounds technician

# Problem #1

A new driver checks the oil in the engine by dipstick and determines a quart is needed. With good intent it is inadvertently added to the radiator. What is your course of action?

# Problem #2

On a field trip to a distant city to visit a certain facility, the trip leader discovers that the facility is closed and asks the driver to take them to a different spot and location not on the trip itinerary. What should the driver do since the supervisor cannot be reached?

# Problem #3

You know from the records that some of your drivers waste fuel by their driving methods. How can you get them to try to be more fuel saving conscious?

# Problem #4

Someone calls in and says that one of your buses has a left headlight that goes on and off as the bus bumps along over the road. The pretrip form shows an ok check on the headlights. Your course of action?

#### Leadership/Management Style Questionnaire

This questionnaire has been designed in order to help you evaluate your leadership or management style. It is not a test. There are not "right" or "wrong" answers. Simply read each of the questions and circle the letter of the response you choose. More than one of the responses may describe your behavior, but choose the one that best describes how you usually behave. If you have no questions, you may begin.

- 1. When it comes to the setting of goals for my work group, I:
  - (a) Set the goals myself and then clearly communicate them to my subordinates.
  - (b) Let each of my subordinates set his or her own goals.

(c) Generally avoid setting such goals if I can.(d) Get my subordinates' ideas and try to strike a balance between their needs and the needs of the organization.

- (e) Work with my subordinates and search for ways that we can meet their needs while making a maximum contribution to the organization.
- 2. In organizing the work for my group, I:
  - (a) Try to do what is easiest for, and most acceptable to, everyone concerned.
  - (b) Attempt to balance, as much as possible, the needs of the or-ganization and the desires of my subordinates.
  - (c) Am primarily concerned that my subordinates' time and abilities are fully utilized.
  - (d) Try to maximize the achievement of both the organization's goals and the goals of my subordinates.
  - (e) Am primarily concerned that my subordinates find their work interesting and meaningful.
- 3. When delegating authority and responsibility, I delegate:

(a) Little authority but clearly place responsibility.

- (b) As much as possible always considering the needs and abilities of subordinates.
- (c) Conservatively, trying to minimize the likelihood of failure for myself and subordinates.
- (d) As much as possible to subordinates and other work groups.
- (e) Primarily according to my subordinate's willingness to accept delegation.

- 4. When participating in the selection of the people who will report directly to me, I look for people:
  - (a) Who will add something extra to my group and its performance.
     (b) Who can contribute to the meeting of the group's goals while working smoothly with other group members.
     (c) Who will not "rock the boat."

- (d) Who will be accepted by and work smoothly with other group members. To me, these are the things that matter most.
- (e) Who can contribute to the work group's goals. To me this is the only thing that really matters.
- 5. When it comes to authorizing funds and/or time for the training and development of the people who report to me, I:
  - (a) Support such activities to the fullest extent possible. If my subordinates feel that they can benefit from the training, it is OK with me.
  - (b) Readily support that which leads to the acquisition of immediatelyuseful skills. The other stuff I approve only if my people really insist on it.
  - (c) Approve as little as possible. I am forced to approve some of the training but we don't need a lot of fancy new ideas being brought into my agency.
  - (d) Am interested in both their short-term and long-term development, but I am concerned that their time and my agency's money are invested wisely.
  - (e) Support that which leads to the acquisition of immediately-useful skills. I refuse to release their time and/or my agency's funds for the other stuff.
- 6. When I issue orders and directives to my subordinates I:
  - (a) Expect them to respect my position and obey the orders with little question.
  - (b) Do so reluctantly and try to accommodate their ideas and feelings as much as possible.
  - (c) Simply relay to them the orders given to me by higher levels of command.
  - (d) Frequently try to "sell" the orders by explaining the reasons for them.
  - (e) Do so infrequently and expect them to direct their own efforts toward goals that we have agreed upon.
- 7. In measuring and feeding-back performance evaluation data to subordinates:
  - (a) I try to measure their performance closely and precisely. I tell them when their performance does not meet standards.
  - (b) I seldom measure performance as this is destructive. I concentrate on feeding-back positive data.
  - (c) I have little interest in measuring or feeding-back such data to subordinates. I avoid doing so if I can.

- (d) I try to measure performance fairly. I feed back positive and negative data but try to soften the impact of the latter.
- (e) I measure and expect my subordinates to measure themselves against mutually agreed upon goals. I feed back all relevant data.
- 8. When my subordinates violate our organization's policies or work rules, I usually:
  - (a) Give them the benefit of a doubt, but I do take or recommend disciplinary actions when my people are clearly guilty of such violations.
  - (b) Counsel them on a personal and informal basis and try to protect
  - them from formal disciplinary actions or penalties.

    (c) Avoid taking any actions and do so only if such violations seem likely to come to the attention of my supervisors.
  - (d) Move in promptly and recommend the proper penalty. Prompt actions and stiff penalties are the keys to preventing such violations.
  - (e) Take or recommend the least severe disciplinary action that will encourage subordinates to avoid such violations in the future.
- 9. When my subordinates have differing points of view about actions that the group should take, I:
  - (a) Search for a fair compromise between persons with conflicting points-of-view.
  - (b) Point out that conflict is destructive and generally decide the issue in question myself.
  - (c) Try to get the reasons for the conflict out on the table and resolved while working toward the best decision.
  - (d) Close off discussion and let the matter drop or else make the decision myself.
  - (e) Try to smooth over the conflict so that no one's feelings are hurt.
- 10. When I communicate with my subordinates I:
  - (a) Do so only when absolutely necessary and only on work-related
  - (b) Prefer to do so in a personal and informal way and we generally talk about each other's feelings, interests, and the like.(c) Do so in a formal way (preferably in writing) and on work-related
  - matters only.
  - (d) Do so as necessary both formally and informally and on personal as well as work-related matters.
  - (e) Stress the need for open and honest communication about anything that might affect their attitudes and/or the group's performance.

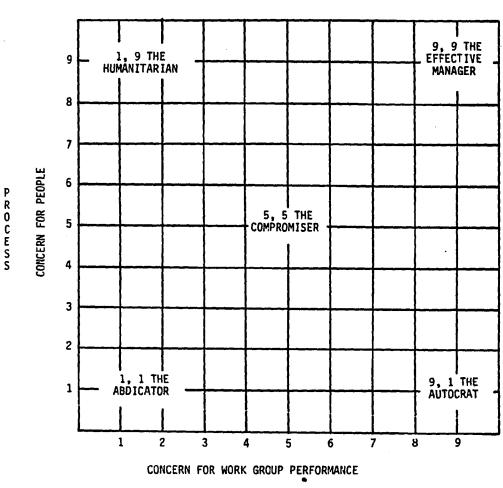
# LEADERSHIP/MANAGEMENT STYLE PROFILE

When Performing The Following Management	Your Leadership Management Style Tends To Be:					Concern For Work Group	
Functions:	9,1	1,9	1,1	5,5	9,9	Perf., People	
1. Setting work group goals	a	b	С	d	е	,	
2. Organizing work of subordin-ates	С	е	a	b	d	,	
3. Delegating authority and responsibility	a	e	d	С	b	<b>,</b>	
4. Selecting subordinates	е	d	С	b	a	,	
5. Training and developing subor-dinates	e	a	С	þ	d	,	
6. Giving orders and directives	a	b	c	d	e	,	
7. Evaluating subordinates' performance	a	b	С	d	е	,	
8. Taking dis- ciplinary actions	d	b	С	a	e	,	
9. Resolving conflict	b	е	d	a	С	,	
10. Communicating with subordinates	С	b	a	đ	е	,	

Personnel Management Program Service MICHIGAN STATE UNIVERSITY

TOTALS	 •	
AVERAGE	 ,	

# THE MANAGERIAL GRID



PRODUCT

# Five Leadership Styles

#### Humanitarian.

Views communications, both ways, as the heart of good relationships (and is prepared to talk about anything anytime).

Gives only generalized directions, in anticipation of subordinate's questions and involvement.

Believes that the best way to handle mistakes and errors is by being supportive and understanding.

Takes subordinate's complaints seriously, and tries to smooth things over, to see the "silver lining" in everything.

Takes steps to reduce, eliminate subordinate's hostile feelings, including making amends in the hope of restoring good feeling.

Emphasizes subordinate's strengths in performance appraisal sessions and avoids mentioning shortcomings, to compliment rather than criticize.

# Compromiser.

Facilitates communications while watching for and anticipating problems in the process.

Gives directions in a general way, but is ready to give specific quidance when requested; avoids putting pressure on subordinates.

Sees the need to use manuals and established procedures in order to reduce errors and mistakes (which are inevitable).

Tries to cool hostile feelings through diversion or postponement.

Manipulates performance reviews in such a way as to make the subordinates recognize own faults and promise to change.

## Abdicator.

Serves as the conduit of communication between superiors and subordinates.

Leaves to the subordinates' initiative to carry out whatever assignments were given them.

Pretends not seeing errors/mistakes made by subordinates so as not to get involved.

Passes on complaints from subordinates up the line.

Listens to hostile feelings without reacting to them, on the theory that they will pass by in due time.

Accepts whatever performance level reached as satisfactory.

#### Autocrat.

Communicates downward only (or receives reports on completion of assignment).

Gives clear-cut directions, leaving no room for misunderstanding or questions.

Views errors and mistakes as coming from bad attitudes, and uses disciplinary action to prevent their repetition.

Looks upon complaints as signs of weakness, and handles them by ignoring or belittling individuals who do complain.

Thinks hostile feelings towards the supervisors are unacceptable, and tries to suppress them.

Uses performance appraisals for purposes of reward/punishment.

## Effective Manager.

Communicates in an open, candid manner, with no worry over possible misunderstanding.

Gives directions based on agreed-to work goals/objectives.

Views errors/mistakes with the idea of finding and eliminating their causes.

Takes hostile feelings as indications of the presence of some problems.

Seeks to understand, then deal with complaints.

Conducts performance reviews by the level of achievement reached in agreed-to areas.

# APPENDIX F

# HEAD SCHOOL BUS DRIVER REFERENCE MANUAL

# The Head School Bus Driver Reference Manual

This appendix will serve as the Head School Bus Driver Reference Manual. It is an integral part of the Head School Bus Driver Curriculum and is used in conjunction with the Technical Information unit of the curriculum.

HEAD SCHOOL BUS DRIVER REFERENCE MANUAL

Ruth Hemingway Mitman

#### PREFACE

This Reference Manual for pupil transportation programs is an outgrowth of the development of the Head School Bus Driver Curriculum.  $^{\rm 1}$ 

During the development of the Head School Bus Driver Curriculum it was evident that one of the focuses of the curriculum would have to be on technical information needed by head school bus drivers to carry out their responsibilities. It was also apparent that there was too much technical information to be taught and learned in one short course. The development of a Reference Manual appeared to be the best solution to provide the technical information without having to take an inordinate amount of time to teach it. Furthermore, students attending the Head School Bus Driver course would be able to take with them a guide which they would be able to refer to whenever questions arose.

State approved school bus driver instructional agencies were involved in the development of the Reference Manual. This included Central and Eastern/Western Michigan Universities and Kalamazoo Valley, Macomb, Oakland and Washtenaw Intermediate School Districts. A curriculum design specialist from Michigan State University and representatives from the Michigan Department of Education also provided guidance on its development and organization.

The developed Reference Manual contains four sections:

- . Supervisory Tools
- . Personnel Management
- . Fiscal Management
- . Operations

The <u>Supervisory Tools</u> section provides sources of laws, rules, opinions, court decisions and recommendations that govern or provide guidance for the pupil transportation program. The <u>Personnel Management</u> section is concerned with hiring, training, evaluation and employee records. Samples of useful documents are included in this section. In the <u>Fiscal Management</u> section are samples of local and Department of Education forms needed for fiscal management of the pupil transportation program. The <u>Operations</u> section concerns equipment, bus routes, student transportation and energy conservation. Many useful materials, documents and sample forms are included.

<sup>&</sup>lt;sup>1</sup>R. E. Gustafson, R. H. Mitman and T. J. VanSusteren. <u>Volume</u>

<u>VIII Head School Bus Driver Curriculum</u>. (East Lansing: Highway Traffic Safety Programs, Michigan State University, 1982).

The Reference Manual also contains an extensive bibliography of references useful to head school bus drivers.

One hundred-eight transportation supervisors were familiarized with the content and structure of the Reference Manual during the six classes taught to evaluate the Head School Bus Driver Curriculum. The tabulated data from the student opinion questionnaires indicated the manual was well received. Many students indicated how needed the manual was and urged that it be completed and made available as soon as possible.

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# HEAD SCHOOL BUS DRIVER REFERENCE MANUAL

# SECTION I

# SUPERVISORY TOOLS

#### SUPERVISORY TOOLS

Laws:

A law is a requirement that has been passed by a legislative body and signed by the chief executive. At the Federal level the legislative body is the Congress. At the state level it is the state legislature. Laws are requirements that must be obeyed.

Administrative Rules:

Rules and regulations are synonymous terms to describe a requirement adopted by an executive department. Generally, Congress or the legislature establishes a program and then gives an appropriate executive department the authority to establish rules for carrying out the program. A definite procedure must be followed when adopting administrative rules. When adopted, the rules have the same effect as though they were laws. They are also requirements that must be obeyed.

Attorney General Opinions:

Attorney General Opinions come in two forms: formal opinions and letter opinions. They have the effect of law unless overturned in court or superceded by law.

Court Decisions:

Local court decisions have a direct bearing on the operation of the schools. It is important that the transportation supervisor remain updated in this area.

Policies:

A policy is a course of action, guiding principle or procedure adopted by any authoritative body and is considered to be expedient, prudent, or advantageous. Policies are principles or procedures that one is expected to follow, and should follow, but it is not absolutely mandated as a law or rule.

Recommendations:

A recommendation is a statement giving advice or counsel. Any organization or individual might recommend some action. It is strictly advisory. It is not required.

# PRELIMINARY GUIDE

# Lloyd Van Raalte, M.D.E.

Board of Education policies are the foundation for transportation in your district. They are essential.

# They should tell you:

- A. Will the district is transporting children
- B. WHO is eligible to be transported
- C. HOW it is to be done
- D. WHAT the service limits of transportation are relating to the:
  - 1. Maximum allowable walking distance to bus route
  - 2. Maximum allowable travel time to or from school
  - 3. Conditions for which exceptions may be made
  - 4. Use of school buses for purposes other than transportation to and from school

# E. WHO is responsible for:

- 1. Administration and supervision and operation of the transportation program
- 2. Development of regulations and procedures
- 3. Pupil Safety and conduct at or on the way to a bus stop, on the bus, and on school property waiting for or leaving the bus
- 4. Transportation for a pupil suspended from riding
- 5. Establishing an appeal procedure

# F. WHAT authority is given for:

- 1. Pupil discipline?
- 2. Temporary suspension from riding?
- 3. Long term suspension from riding?
- 4. Evaluating requests for modification of services?
- G. Any other and needed information for which no basis can be found in policy or law.

# SUPERVISORY TCOLS - RESOURCES

# Laws:

## Federal:

National Committee on Uniform Traffic Laws and Ordinances. <u>Uniform Vehicle Code and Model Traffic Ordinance</u>. Washington, D.C.: The Committee, 1979.

# State:

Michigan. Michigan Vehicle Code. (1980).

Michigan Department of State Highways. Michigan Manual of Uniform Traffic Control Devices. Lansing, 1978.

Michigan. Michigan Compiled Laws. (1979).

Michigan. General School Laws. (1976).

# Local:

Michigan. Public and Local Acts of the Legislature of the State of Michigan. (1977).

# Administrative Rules:

# Federal:

- U.S. Department of Transportation, National Highway Traffic Safety Administration. Federal Motor Vehicle Safety Standards and Regulations. Washington, D.C.: The Department, 1972.
- U.S. Department of Transportation, National Highway Traffic Safety Administration. <u>Highway Safety Program Standards</u>. Washington, D.C.: The Department, 1968.

# State:

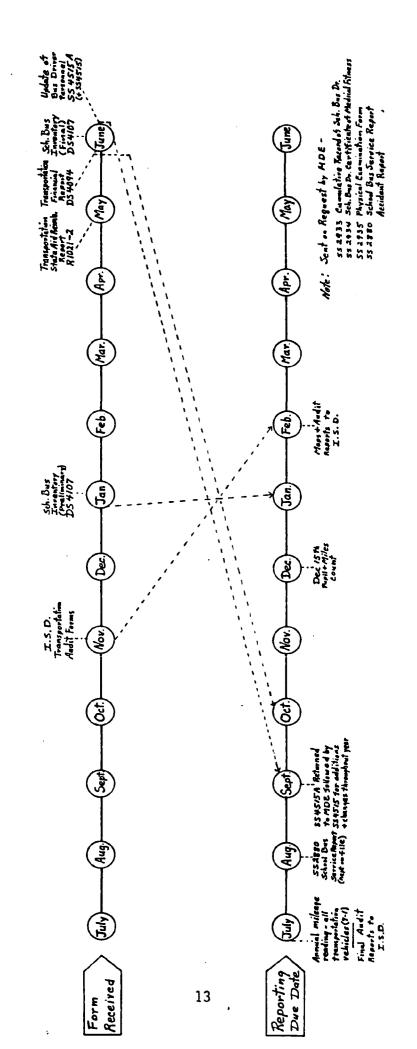
Michigan Legislative Council. <u>Michigan Administrative Code</u>. Lansing: The Council, 1979.

Michigan Legislative Service Bureau. Michigan Administrative Code Supplements. Lansing: Department of Management and Budget, 1981.

# Recommendations:

National Conference on School Transportation. National Minimum Standards For School Buses; National Minimum Guidelines For School Bus Operations. Chicago: National Safety Council, 1980.

TRANSPORTATION REPORTING TIME LINE



# SECTION II

# PERSONNEL MANAGEMENT

### HIRING

# I. Recruitment

- A. Definition: Recruitment is the process through which you attract suitable applicants, with this goal: to obtain the best qualified person for the job.
- B. Concerns when hiring:
  - 1. What type of applicant is needed/desired?
  - 2. How many applications are needed/desired?
  - 3. Now, next few months, annually?
  - 4. Where will they work?

# C. Hiring process:

- 1. Determine future human resource needs.
  - a. What staff is needed.
  - b. When are they needed.
  - Having a choice of applicants ultimately makes it possible to improve quality and productivity.
  - d. Identify trends likely to influence the size and composition of the department's work force.
  - e. Consider:
    - (1) Changes in client population.
    - (2) Activities and services required.
    - (3) Job demand.
    - (4) Work environment influences type of worker.
    - (5) Retrain existing staff.
    - (6) Staff retirement, percentage of staff, early separation.
    - (7) Turnover rates, factors influencing turnover.
    - (8) Labor supply and demand by job category.
- 2. Establish ways and means to meet human resource needs.

- a. Joint efforts can be made to plan recruitment effort.
- Seek input from other managers, supervisory employees, personnel staff.
- 3. Carry out plan (methods).
  - a. Contact MAPT.
  - Advertise in mass media.
  - c. Contact bargaining agency.
  - d. Public employment services.
  - e. Ask existing employers and other managers.
  - f. Contact other school districts that recruit for similarly qualified individuals.
  - g. Contact community based organizations.
  - h. Cooperation and coordination with personnel department and staff is most important to successful hiring.
- 4. Resources for attracting applicants.
  - a. Advertising.
    - (1) Radio.
    - (2) Television.
    - (3) Newspaper.
    - (4) Professional trade journals.
  - b. Mailing list.
  - c. Professional or trade organizations.
    - (1) MAPT regional meetings.
    - (2) MAPT state conference.
  - d. Community action groups.
    - (1) Personal representation.
    - (2) Speeches.
    - (3) Announcements.

- e. Employment offices or agencies.
  - (1) Letters.
  - (2) Announcements.
  - (3) Listings.
- f. Schools.
  - (1) Announcements.
  - (2) Placement office.
- g. Your employees.
  - (1) Announcements.
  - (2) Letters.
  - (3) Newsletter.
  - (4) Word-of-mouth.
- h. Personal contacts.
  - (1) Announcements.
  - (2) Letters.
- II. Employment Application.
  - A. Purpose of application:
    - 1. Permanent written record.
    - 2. Necessary information prior to interview.
    - 3. Data for both personnel, office and department records.
    - 4. Screening tool.
    - 5. Source of references.
    - Recruitment evaluation.
  - B. Additional types of information received from application:
    - 1. Education and training.
    - 2. Work experience.
    - Military service/schools.

- 4. Supplemental skills.
- 5. Health (specifically related to job).
- 6. Criminal convictions.
- C. Appropriateness of information collected.
  - 1. Is this entry necessary? Is it job related?
  - 2. Is this item useful in determining the applicant's qualifications?
  - 3. Is this item based on an analysis of the class or position to be filled?
  - 4. Has an analysis been made of the usefulness of this item for most positions or only some positions?
  - 5. Is the application the best way and the best time to obtain this information?
  - 6. Do the forms to be filled out upon appointment duplicate some of the information asked for on the application? If so, should some of the information be deferred to the other form?
  - 7. What is the track record on reliability of information obtained on the application for screening items?
  - 8. Does the question violate any applicable federal, state or local laws or rules?

# III. Employment Interview

- A. Points to be considered in the interview.
  - 1. Determine the limits of your authority. Can you make a job offer or are you screening for a higher authority?
  - 2. Know the job you are hiring for.
  - 3. Know what kind of person is needed, as well as the skills, knowledge and experience required.
  - Know what salary range and benefits the job offers and what will be expected.
  - 5. Allow adequate time for the interview.
- B. How to conduct an interview.
  - 1. Review the application.

- 2. Encourage the applicant to talk.
- 3. Use open-ended, rather than closed questions. Open-ended questions can't be answered with a simple yes or no. Closed answers can be answered with a yes or no.
- 4. Avoid controversy.
- 5. Avoid leading or suggestive questions.
- 6. Follow up on key thoughts.
- Constantly make observations.
- 8. Be honest.
- C. Five basic questions to be included in an employment interview.
  - 1. Tell us why you are interested in this position; what do you feel this position has to offer you?
  - 2. Putting modesty aside, what do you think you have to offer to this position? (Encourage the candidate to relate this to his/her past work experiences).
  - 3. What specific situations can you tell us about in which you were required to use tact and diplomacy? How did you handle the matter?
  - 4. What qualities and characteristics would you expect to find in an employee in a position like this one? Why do you think these qualities are necessary?
  - 5. What do you believe are your personal weaknesses? What have you done to correct or control these?
- D. What should <u>not</u> be considered part of an interview.
  - 1. See Pre-Employment Inquiry Guide.

# SCHOOL BUS DRIVER COMPETENCY EXAMINATIONS\*

Since the general public welfare and the special interests of pupils and their families demand control measures designed to certify at least an acceptable minimum of driving skill and knowledge on the part of any individual seeking employment as a school bus driver, the sizing up process will begin with the applicants initial interview for the school bus driver position.

To maintain compliance with Act No. 300 of Public Acts of 1939, Section 305, local school districts must ensure that before any person drives a school bus, he or she has complied with required license endorsement, physical and driver competence examinations. No one shall be assigned or permitted to operate a school bus while transporting pupils, unless that driver is properly certified. The following competency examinations have been approved by the State Board of Education and authorized for use by local school districts. Adherence to these competency tests will ensure that the district is in compliance with the law.

Each transporting school district shall maintain a school bus driver qualification file for each school bus driver it employs. This qualification file shall include adequate documentation to substantiate driver competency compliance.

Section 257.305, a person, whether licensed under this act or not, who is 17 years of age or less, shall not drive a motor vehicle while in use as a school bus for the transportation of pupils. Before driving a school bus, a person shall pass physical and driver competence examinations as authorized by the superintendent of public instruction. The tests shall be made available annually in each of the intermediate school districts. A person regularly employed as a school bus driver shall not drive a motor vehicle while in use as a school bus without possessing a valid chauffeur's license and a class 3 endorsement under Section 257.312e.

# PHYSICAL EXAMINATION

Section 316a. All regular drivers and substitute drivers of school buses shall meet the following qualifications:

- a) The driver shall be in good physical and mental health, be able-bodied, free from communicable disease, and strong enough physically to handle the bus with ease.
- b) As evidence of his or her physical fitness and mental alertness, the driver shall submit, not less than once each 5 years, to a physical examination by a reputable physician designated by the local board of education, and

<sup>\*</sup>Michigan Department of Education, <u>Pupil Transportation Information</u>, (Lansing: Michigan Department of Education, 1982), pp. 1-4, 7-10, 13.

he or she shall present the physician's certificate to the employing school board or the superintendent of the school to which the pupils are being transported. A superintendent who has reason to believe that a driver is not physically qualified to drive a school bus may require a physical examination for that driver at more frequent intervals.

- c) A record of each employed school bus driver, together with a physician's certificate shall be maintained in the office of the local school superintendent. In case of a primary school district, the record and certificate shall be filed with the intermediate school superintendent on forms prescribed by the superintendent of public instruction.
- d) No person shall smoke on a school bus within 1 hour of the use of the bus by pupils.

A physical examination certifying the physical fitness of a school bus driver, reported on form SS 2934, will be held effective for a period of 5 years unless a physical examination given at a later date reveals that the driver is physically unqualified to drive a school bus. The examination shall be in accordance with Physical Examination form SS 2935. A failure of the examination terminates driver eligibility as of date of test. The decision of the examining physician will be final. An unsuccessful applicant may request another physical at any time if he or she believes that circumstances surrounding disqualification have been changed.

Regulation R325.898 of the Michigan Department of Public Health requires school employees to be examined for tuberculosis every three (3) years. A statement of freedom from communicable tuberculosis shall be made a part of the school bus driver file.

# Name Address Birthdate The above named individual is free from Communicable Tuberculosis in accordance with Regulation R 325.898 of the Michigan Department of Public Health. Signature Address Date

R 325.898. School personnel.

Rule 8. (1) The school board, or other governing body or individual, of a public, private, parochial, or nursery school, or day care center, shall require a statement of freedom from communicable tuberculosis as a condition of entering its employment for all full- and part-time personnel, or day-to-day substitutes, employed by the board.

(2) The statement shall be on a form provided by the department of public health, completed in full, and signed by a physician licensed to practice in Michigan or by a local health department official. The statement shall be valid for 3 years from the date of signing.

(3) Employees shall hold a valid statement during their period of employment.
(4) A photocopy of the statement shall be filed with the employee's personnel record and shall be available for examination by public health department personnel.

Note to Physicians:

Evidence of freedom from Communicable Tuberculosis may be based on any one or more of the following: skin test, X-ray, sputum, present or past adequate chemotherapy or chemoprophylaxis.

Statement of freedom from communicable tuberculosis cards (K-708) are available at your local county health department offices.

# DRIVING RECORD

A school district shall not employ any person as a school bus driver who has accumulated 7 or more points on his or her driving record in the two years preceding employment. A school district official shall not knowingly continue employment as a school bus driver during any part of any succeeding school year a person who has accumulated 7 or more points on his or her driving record in the two years preceding a check of points, or is under suspension or revocation by the Michigan Department of State. The following procedures will be utilized to assist you in complying with this section of the driver competencies:

- 1) A data processing update of bus driver personnel, as carried on Michigan Department of Education records, (SS4515A), will be forwarded to each school district annually. The Transportation Supervisor shall delete names of personnel no longer employed and add new names by showing complete name, (First, Middle, and Last names), driver license number and prefix (12 digits) and the numerical date of birth. Return updated copy to the Driver Safety Program, Michigan Department of Education.
- 2) School districts shall use Michigan Department of Education form (SS4515), School Bus Driver Identification, as necessary during the school year to add new drivers, delete the names of previously employed drivers no longer employed or change information originally provided for existing drivers.

This procedure is to assure a continuous school bus driver roster with the Michigan Department of State Driver Record files. Copies of these component updates on file at the school district will constitute compliance with school bus driver record checks. The Michigan Department of State will advise the Department of Education as records reveal a driver to be under suspension, revocation, or a total of 7 points are indicated. As new drivers are added to this roster via (SS4515), a driving record for that person will be made available to the employing school district. Thereafter, this new driver's name will join those other school bus drivers on the computer scanner (School Bus Driver) until deleted.

Form SS4515 is a vital link in our ability to maintain an up-to-date school bus driver roster with the Michigan Department of State Driver Record Files. Complete all columns for each entry and assure that the Action Code Column has one of the following codes:

- A -- To ADD NEW drivers. Use this code to ADD only those who have <u>ACTUALLY</u> been employed
- C -- To CHANGE existing driver data.
- D -- To DELETE previously employed drivers.
- R -- To obtain driver record. Use this code for NEW bus driver applicants (potential employees).

During the school bus driver recruitment and selection period, it is intended that the Code "R" be used to obtain requisite driver record information of potential employees. Subsequent driver employment shall be identified by submitting another SS4515 using the Code "A" that indicates only persons who become actual driver employees.

# DRIVER SKILLS TEST

Section 257.312e (1). Except as provided in subsections (6) and (7), a person, before operating a single vehicle weighing over 24,000 pounds gross vehicle weight, shall procure a class 1 endorsement on his or her operator's or chauffeur's license. A person, before operating a combination of vehicles weighing over 24,000 pounds gross vehicle weight or a vehicle towing a vehicle weighing over 10,000 pounds gross vehicle weight, shall procure a class 2 endorsement on his or her operator's or chauffeur's license. A person, before operating a bus or school bus, shall procure a class 3 endorsement on his or her operator's or chauffeur's license. The license shall be issued, suspended, revoked, cancelled, or renewed in accordance with this act.

Section 257.306 (5). The secretary of state, upon receiving proper application from a person who is 18 years of age or older and who

holds a valid operator's or chauffeur's license, may issue a temporary instruction permit entitling the person while carrying the permit to drive the type or general class of vehicle requiring a class 1, class 2, or class 3 endorsement under section 312e upon the streets and highways, for a period of 150 days, but only when accompanied by a licensed adult operator or chauffeur who is licensed as a driver for the type of general class of vehicle being driven and who is actually occupying a seat beside the driver, or behind the driver if the permittee is driving a bus or school bus.

This section of law provides school districts an opportunity to develop a pre-employment training period for school bus driver applicants. Drivers with the temporary instruction permit shall not be allowed to operate a school bus while transporting pupils. The accompanying licensed driver shall, at all times, have visual audio contact with applicant and positioned in a manner as to provide immediate access to the driver compartment and vehicle controls.

Section 257.312f (1). Before a person, who shall be at least 18 years of age, is issued a class 1, class 2, or class 3 endorsement on an operator's or chauffeur's license, the person shall pass an examination as provided in this section. Each written examination given an applicant for a class 1, class 2, or class 3 endorsement on an operator's or chauffeur's license shall include subjects designed to cover the type or general class of vehicle to be operated. A person shall pass an examination which shall include a driving test designed to test the competency of the applicant for an original class 1, class 2, or class 3 endorsement on an operator's or chauffeur's license to drive that type or general class of vehicle upon the highways of this state with safety to that person and other persons and property.

All applicants for driving a school bus should be required to show a satisfactory knowledge of state and local motor vehicle regulations; traffic laws and ordinances; traffic signs, signals and roadway markings; and driving techniques, including knowledge of the effects of physical laws on vehicle control. They should also be required to show satisfactory proficiency in the skills necessary in all phases of school bus operation. In many cases, driver applicants will need basic training for the purpose of making the candidate reasonably compatible with what is known about the specific skills and abilities needed by school bus drivers.

A Michigan Department of Education approved driving skills test shall be successfully passed before a person may drive a school bus being used to transport passengers. The test, when passed, will be accepted as adequate evidence of experience and will be held effective until the expiration date of the driver chauffeur's license, unless a driving skills examination administered at a later date reveals that the driver has become unqualified to safely operate a school bus. This driving skills test shall be administered during a period of not more than 90 days prior to employment as a beginning school bus driver.

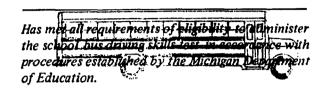
To continue to be eligible to drive a school bus, a school bus driver shall pass a driving skills test administered not more than 90 days before the expiration of the driver's chauffeur's license. Failure of the driving skills road test shall immediately terminate the driver's eligibility to drive. The driver may be given instruction and at a later date, no sooner than 15 days, be given a second driving skills test. The second test may, on request of the driver, be administered by an examiner other than the one who gave the first test. The second test will be considered as meeting the requirements of an appeal from the first decision. The failure of the second test will be final for that school year.

The driving skills test shall be administered in accordance with procedures established by the Pupil Transportation Unit of the Michigan Department of Education only by persons authorized through the Intermediate School District who have been officially accredited with proper credentials as prescribed by School Support Services. Examiners employed by a local school district shall not be assigned to test a driver employed or to be employed by that district. The Intermediate District Superintendent will be responsible for the supervision and coordination of the school bus driver skills testing procedures. Intermediate superintendents are asked to limit examiner personnel to that number necessary to adequately serve their area of responsibility.

# Driving Skills Test Examiners Shall Have:

- 1) The written recommendation of a transportation supervisor or school administrator who is knowledgeable concerning the candidates character and emotional stability. Applicants shall have satisfactory knowledge of state and local motor vehicle regulations. Have experience in safety inspection, safety promotions, training or combinations of experience and education, preferably in the area of school bus transportation which could provide knowledge, skills and abilities necessary to fulfill examiner responsibilities.
- 2) Applicants' driving record (if licensed) does not indicate a mandatory suspension or revocation of driving privilege.
- 3) Officially accredited with proper credentials, as prescribed by the Michigan Department of Education, School Support Services, Traffic Safety Programs.

# STATE OF MICHIGAN SCHOOL BUS DRIVER COMPETENCY PROGRAM



School Year

Supervisor, Safety & Traffic Programs

# Administering the Road Test:

- 1) Be sure that the driver has a valid license. The number shall be recorded. The license to be checked for restrictions due to physical condition.
- 2) Endeavor to put the driver at ease with a friendly approach prior to the start of the test. Introduce yourself to person to be examined.
- 3) Explain the objectives of the test and your responsibility as the road test examiner. Urge the driver to do the best and safest driving job possible. The driver will not be "tricked" or asked to do anything in violation of the law or sound safe driving principles.
- 4) Give necessary directions and instructions in sufficient time to permit the driver to perform required maneuvers in a safe and legal manner.
- 5) Give drivers an opportunity to ask any questions they may have before the start of the test.
- 6) Use only a clean bus which meets Michigan minimum specifications and requirements of the Michigan Vehicle Code. The school bus shall have a valid Michigan State Police inspection sticker.
- 7) As this is a test, the driver will not be allowed to use or refer to the test form after testing has begun.
- 8) Only the applicant and the examiner will be in the vehicle during the road test. The examiner is to observe the driver's knowledge of traffic rules and regulations, use of defensive driving techniques and skill in vehicle operation.

- 9) The road test examiner shall be prepared to discuss with applicant those deficiencies noted in operation and recommendations for corrections.
- 10) When the road test is terminated, the examiner shall complete form as to the mechanical and manipulative skill of the driver. The remark section should be used to provide additional information such as emotion, anger, worry and general attitude that can affect safe operation of a school bus.
- 11) The examiner's signature as to satisfactory or unsatisfactory performance indicates the considered opinion of the examiner that the tested driver possesses sufficient or insufficient driving skill to operate safely the type of vehicle test driven.
- 12) To be of maximum effectiveness, it is recommended that all road tests be conducted over a pre-planned route designed to represent all skills outlined in the record of road test forms. Ample time shall be allotted to include briefing, pre-trip inspection, actual driving performance on the route and for discussion of road test results.

# Driving Skills Road Test Procedures:

While giving the road test, the examiner will use the Michigan Department of Education Road Test Form SM 2879. The tested driver will be graded as unsatisfactory if he/she fails to comply with the provisions of the Michigan Vehicle Code and related laws concerning the ownership and use of vehicles on the streets and highways, or receives fourteen (14) or more checks on the form for unsatisfactory performance.

The charges for this examination shall be determined by the intermediate school district and payable by the district requesting the road test. No person may be tested except those referred for testing by an agency employing school bus drivers.

With the termination of the road test, the examiner shall complete the Michigan Department of Education Record of Road Test (form SM2879), and the Department of State Evidence of Driving Experience (form DE-5) as required.

A driver who may feel aggrieved because of a failure in the driving skill or the driver record phase of the competency examination may address an appeal to:

Dr. Philip J. O'Leary
Safety and Traffic Programs
Michigan Department of Education
Box 30008
Lansing, Michigan 48909

The appeal shall set forth the circumstances of the failure and cause for appeal. The decision of the physician as to physical competence in accordance with standards set forth in U.S. Department of Transportation, Federal Highway Administration, Motor Carrier Safety Regulation 390.41-CFR is final.

# NEW SCHOOL BUS DRIVER SAFETY EDUCATION

Sec. 305a. A driver of a public or nonpublic school bus shall have in his or her possession a certificate stating that he or she has been enrolled in or has completed a course in school bus safety education. The course shall be approved by the superintendent of public instruction and shall be provided by an intermediate school district or a state university. The cost of the course of instruction and the compensation of the driver during the course of instruction shall be reimbursed by the state on an equal basis for public and nonpublic schools as provided for by the department of education. The certificate of enrollment or completion of the course shall be prescribed by the superintendent of public instruction and completed by an instructor of the course. Failure to complete the course shall be reported by the instructor to the department of education and to the school which employs the bus driver. A driver who fails to complete the course within the school year in which he or she is enrolled shall not be permitted to drive a bus. This section shall not be construed to apply to employees or transportation equipment operators of commercial bus companies engaged in the regular business of carrying passengers for hire.



STATE OF MICHIGAN Department of Education Certificate of Enrollment

This is to certify that

is enrolled in a MICHIGAN SCHOOL BUS DRIVER SAFETY EDUCATION Course as required by Section 305A of the Michigan Vehicle Code. This Certificate of Enrollment expires June 30, 19

Signed	Commo Instructor
	Course Instructor



STATE OF MICHIGAN Department of Education Certificate of Course Completion

This is to certify that

has satisfactorily completed a MICHIGAN SCHOOL BUS DRIVER SAFETY EDUCATION Course and has met the requirements of Section 305A of the Michigan Vehicle Code.

Date of Completion

Course Instructor

Every new/beginning school bus driver is required to enroll in and subsequently complete a course in bus driver education. The objectives of the course shall be safety, economy and uniformity of school bus operation. Course curriculum and instructional agencies shall be approved by the superintendent of public instruction.

Certificates of course enrollment are available from approved instructional agencies. All new drivers must have certificates of enrollment before they drive. The issuing of certificates of enrollment

for the Michigan School Bus Driver Education Course one following the other without an intervening issuance of a certificate of course completion by any course instructor is not approved.

Certificates of course completion shall be made available to the driver student at the conclusion of the course. Certificates of course completion do not expire. Drivers should be made aware that the certificate is permanent and provide care accordingly.

# EXPERIENCED SCHOOL BUS DRIVER CONTINUING EDUCATION:

Public Act 112 effective July 17, 1981 eliminated the mandate for the annual advanced school bus driver education program under the direction of the Michigan Department of Education. After completing the beginning school bus driver education course, school bus drivers shall reinforce and expand their learning experience through in-service instruction provided under the supervision of the local board of education and/or employer.

Instructors for in-service programs may be other drivers, fleet supervisors, administrators or other persons knowledgeable and skilled enough in the art of teaching and communication to impart knowledge and further develop skills in the driver student. Emphasis placed on particular topics of instruction may be varied to address individual or driver group needs unique to specific application or procedures. Local district policy, types of equipment, size of fleets, geographic features of an area and weather conditions may all have a bearing on what emphasis is applied during any given in-service program.

In-service training programs for school bus drivers is not reimbursable.

Michigan Department of Education SAFETY AND TRAFFIC EDUCATION UNIT P. O. Box 30008 Lansing, Michigan 48909

#### 88-2935 2-70

# PHYSICAL EXAMINATION FORM

(Meets Department of Transportation Requirements)

PURPOSE: This form is intended to serve as a guide for medical examiners to meet the requirements of Act 74 of the Public Acts of 1972. The medical examiner may require additional facts before issuing the bus driver a medical fitness certificate. Under Michigan Laws, the medical examiner must be a doctor of Medicine or a doctor of Osteopathy. Please return the Certificate of Medical Fitness to the employing school district. Please retain this form.

To Be Filled in I	By Examining Physician (Please Print):	New Certification
Driver's Name		Recertification
Soc. Sec. No	Date of Birth	
Health History: Yes No	ey disease	Yee No  Head or spinal injuries  Seizures, fits, convulsions, or fainting  Extensive confinement by lilness or injury  Any other nervous disorder  Suffering from any other disease  Permanent defect from illness, disease or injury
If answer to any	of the above is yes, explain:	
General appeara	nce and development: Good	Fair Poor
Vision:	☐ Without corrective lenses ☐ Qualified o	Left 20/
Hearing:	Right earLeft ear	
Audiometric test: Throat: Thorax:	Heart If organic disease is present, is it fully comp Blood pressure: Systolic Pulse: Before exercise	Diastolic Immediately after exercise
Abdomen:		Tenderness is truss worm?
Gastrointestinal: Genito-Urinary: Reflexes:	Ulceration or other disease Scars Urethral disched like the like th	arge L
Extremities:	Upper Lower	Spine
Laboratory and Other Special Findings:	Other Laboratory Data (Serology, etc.)	Sugar
I certify that I have qualified under the	re examined the above named applicant in acc e regulations.	cordance with the attached instructions and find him/her
☐Must wear com	sctive lenses. DateSigna	

SS 2934 7-79

# SCHOOL BUS DRIVER CERTIFICATE OF MEDICAL FITNESS (as required by Act No. 117 P.A. 1957)

This is to certify that I have this date examined

of \_\_\_\_\_\_ and find her/him to be free from any ailment, disease or defect that might affect her/his ability to operate a school bus safely.

Date \_\_\_\_\_\_ Signed \_\_\_\_\_\_\_\_

# DEPT. OF TRANSPORTATION PHYSICAL QUALIFICATIONS & EXAMINATIONS OF DRIVERS

A person is physically qualified to drive a motor vehicle who:

- (1) Has no loss of a foot, a leg, a hand, or an arm:
- (2) Has no impairment of the use of a foot, a leg, a hand, fingers, or an arm, and no other structural defect or limitation, which is likely to interfere with her/his ability to control and safely drive a motor vahicle:
- (3) Has no established medical history or clinical diagnosis of diabetes mellitus currently requiring insulin for control:
- (4) Has no current clinical diagnosis of myocardial infarction, angina pectoris, coronary insufficiency, thrombosis, or any other cardiovascular disease of a variety known to be accompanied by syncope, dyspnea, collapse, or congestive cardiac failure:
- (5) Has no established medical history or clinical diagnosis of a respiratory dysfunction likely to interfere with her/his ability to control and drive a motor vehicle safety;
- (6) Has no clinical diagnosis of high blood pressure likely to interfere with her/his ability to operate a motor vehicle safely:
- (7) Has no established medical history of clinical diagnosis of rheumatic, arthritic, orthopedic, muscular, neuromuscular, or vascular disease which interferes with her/his ability to control and operate a motor vehicle safely;
- (8) Has no established medical history or clinical diagnosis of epilepsy or anyother condition which is likely to cause loss of consciousness or any loss of ability to control a motor vehicle;
- (9) Has no mental, nervous, organic or functional disease or psychiatric disorder likely to interfere with her/his ability to drive a motor vehicle safely;
- (10) Has distant visual acuity of at least 20/40 (Snellen) in each eye without corrective lenses or visual acuity separately corrected to 20/40 (Snellen) or better with corrective lenses, distant binocular acuity of at least 20/40 (Snellen) in both eyes with or without corrective lenses, field of vision of at least 70° in the horizontal meridian of each eye, and the ability to recognize the colors of traffic signals and devices showing standard red, green, and amber;
- (11) First perceives a forced whispered voice at not less than 5 feet in the better ear without use of a hearing aid, or, if tested by use of an audiometric device, does not have a loss greater than 25-30 decibels at 500 Hz, 1,000 Hz, and 2,000 Hz in the better ear without a hearing aid;
- (12) Does not use amphetaminek narcotic, or any habit-forming drug; and
- (13) Has no current clinical diagnosis of alcoholism.

# Michigan Department of Education Safety & Traffic Unit

# RECORD OF ROAD TEST

SM 2879

5/79 (Check only those items on which the driver's performance is unsatisfactory. Explain unsatisfactory items under Remarks. Retain in driver's personnel file for a minimum of 4 years.)

Oriver's Name:		School District:	
Oriver License No.:	State _	Vehicle Type:	
/isual_Check of Vehicle		Exterior Vehicle Inspection (cont.)	
Fluid Leaks		Emergency Door (Exterior)	
Engine Compartment (General	<del></del>	Gas Cap	
Condition/Appearance)			
		Vehicle Operation	
nterior Vehicle Inspection		Driver Seat Adjustment	
Service Brake Warning		Seat Belt (Driver)	
Light/Buzzer		Driver's Window & Windshield	
Warning System (horn)	<del></del>	Service Door (Condition/Operation)	
Alternator/Generator Warning		Smooth Start	
		Knowledge of Transmission	
Light			
Ammeter Gauge		Brake Use	
Voltmeter Gauge		Clutch Use	
Oil Pressure Warning Light		Upshifting > Manual Trans.	
Oil Pressure Gauge		Downshifting	
Water Temperature Gauge		Mirror Use	
Fuel Gauge		<b>.</b>	
Vacuum/Air Pressure Gauge		Steering and Turning	
Safety Equipment:		Right Turns	
Fire Extinguisher		Left Turns	
First Aid Kit		Lane Change	
Fuses		Turnarounds (2 point turn)	
Reflectors		• • •	
Parking Brake Use (Stall Test)		Stops for Loading-Unloading	
Step Light		Alternating Light Use	
Directional/Brake Lights		Bus Position	
Seat Check (Passengers)		Mirror Use	
Interior Cleanliness		Traffic Dispersal	
Emergency Door/Buzzer (Interior)		Training bropersur	
Windshield Washer & Wipers		Railroad Crossing	
Interior Lights		Stop Distance	
Mirror Adjustment	<del></del>	Look/Listen	
minut Aujus diene		Use of Transmission (auto./man.)	
Subordon Vahiela Inspection		ose of transmission (auto./man./	
xterior Vehicle Inspection		Emandancy Stan	
Lights:		Emergency Stop	
Warning Lights (Hazard)	<del></del>	Modulated Control Use	
Alternating Stoplights		Daaldaa	
Clearance Lights		Backing	
Head/Tail Lights		Perpendicular	
Wheels:		Parallel	
Lug Nuts		Angle	
Axle Studs	<del></del>	Mirror Use	
Grease Leak			
Tires:		Disabled Vehicle	
Inflation		Fuses & Reflector Use (Stake Out)	
Wear			
Mirrors		Driver Performance	
Windows		Satisfactory	
Exhaust System (Broken	<del></del>	Unsatisfactory	
Hangers/Leaks)		· · · · · · · · · · · · · · · · · · ·	
· •	<del></del>		
Remarks:			

Instructions for completing the Michigan Department of State form (DE-5) Evidence of Driving Experience or Training

In accordance with Public Act 139 of 1978, persons making application for their original chauffeur's license and class 3 endorsement must present to the Secretary of State a completed DE-5 form as evidence of driving experience. Only Michigan Department of Education approved skill test examiners are authorized to sign this Evidence of Driving Experience form.

- Part 1: This section is for the applicant's name, birthdate, address and license number as shown on their driver license.
- Part 2: Check the appropriate box to indicate the type of vehicle used during the road test.
- Part 3: Information given in this section is pertinent to the <u>Department of Education</u>. Enter the applicant's name road tested, the date and make of power unit. No other entries are necessary.

The name and address of firm (school district), signature of the skills test examiner with date and telephone number will complete part 3. No other entries are necessary.

- Part 4: This section is for the signature of the applicant, dated, to affirm the information furnished. Form is then presented to the Michigan Department of State when application is made for class endorsement and original chauffeur's license.
- Part 5: Part 5 is for use by the Michigan Department of State. <u>DO NOT WRITE IN THIS</u> <u>SECTION</u>.

# CLASSIFIED ENDORSEMENT WAIVER EVIDENCE OF DRIVING EXPERIENCE OR TRAINING

Pursuant to Section 257.312f. (1) of the Michigan Vehicle Code, this form is an application for a classified endorsement road test waiver.

-							
Ē -	APPLICANT'S NAMEBIRTH DATE						
Applicant Part 1	ADDRESSMI. ZIP						
₹	MICHIGAN DRIVER LICENSE NO						
cant	The applicant drives the following type(s) of vehicle:						
Employer or Applicant Part 2	A single vehicle weighing over 24,000 lbs. gross vehicle weight (Class 1)						
Part 2	☐ A vehicle towing a vehicle weighing over 10,000 lbs. gross vehicle weight (Class 2)						
loyel F	☐ A combination of vehicles weighing over 24,000 lbs. gross vehicle weight (Class 2)						
	☐ A bus or school bus (Class 3)						
Truck School	In my opinion, is fully qualified to safely operate						
k Sc	In my opinion, is fully qualified to safely operate (applicant's name) the type of vehicle or combination of vehicles indicated above having been:						
ž	(check one)						
Ī	given a road test under my supervision on						
frict 3	in a trailer						
Part							
School District Part 3	employed for this principal purpose from to to month, day, year to month, day, year (minimum 30 days).						
	Business name and address:						
yer	Signature of Examiner or Employer Date						
Employer	TitleTelephone No. ( )						
ž 4	I hereby declare and affirm that, to the best of my knowledge and belief, the information furnished hereon is true and correct.						
Applicant Part 4	Signature of ApplicantDate						
₹	(Present this form when making application at the Secretary of State field office.)						
	(To be completed only by the Department of State)						
<u>~</u>	YEAR MAKEOF POWER UNIT LICENSE PLATE NO						
SOS Only Part 5	☐ A VALID DRIVER LICENSE ISSUED BY THE STATE OF						
ပ္ကို မှ	LICENSE NO CLASS						
<b>U</b> J	$\hfill\square$ ATTACHED IS A COPY OF CERTIFICATE OF DRIVER'S DOT OR MPSC ROAD TEST ISSUED WITHIN THE LAST THREE YEARS.						
	DE-S (7/80) MICHIGAN DEPARTMENT OF STATE						

-Station Stamp-

# APPLICATION FOR EMPLOYMENT

This form must be fille	ed out completely	. All informati	on will be tre	eated as confidential
Application is void af	<u>ter one year - un</u>	less renewed by	letter.	
NAME:			[	DATE:
ADDRESS: Street				
	<del>-</del>			•
PERSON TO BE NOTIFIED	IN CASE OF EMERGE	NCY:		
ADDRESS:				PHONE:
Have you passed your e	ighteenth birthda	y? Yes	No	
Are you a U.S. Citizen	? Yes	No SOCIAL	SECURITY NUM	BER:
IS ANY ADDITIONAL INFO	explain			
SKILLS: Shorthand _	wpm。	ypingwpm.	Acct.	or Bkkp?
ARE YOU AVAILABLE FOR				
LIST THE OFFICE MACHIN	ES YOU CAN USE WI	TH PROFICIENCY:_		
U.S. MILITARY SERVICE:	Have you ever s	erved in the Arm	ed Forces of	the United States?
	Entered:	Discharged:	Highest Ra	ank/Rating Held:
Branch of Service	Date	Dat	e	
Type of Discharge:		(Includ	le Verification	n)
HIGH SCHOOL/COLLEGE NAME AND ADDRESS	NO. YRS. ATTENDED	DID YOU GRADUATE?	DEGREE	3
		<del></del>		
Are you a student at t	he present time?	<u> </u>		•
Type of Employment Des				
Hourly wage rate expec	ted	Date	available:	
Referred by:				<del> </del>
Are you interested in	vear-around emplo	vment? Yes	No Pa	rt-Time?
Do you have any impair your ability to do the	ments, physical,	mental, or medic	al, which wou	ld interfere with
	<del> </del>			
Have you ever collecte	·			
WHEN: FROM W	HOM:	WHY:		·

If now employed,	may we inquire of your (	employer?	Yes	No
PRESENT OR LAST P	OSITION: Name of Compa	ny:		Address:
Dates Employed:	Salary:	per	Name of	Supervisor:
Your duties:	Reason for leaving		··	
Phone:	Reason for leaving	:	···	
TOTALIST TOOTT TOT.	Traine or company.			
Dates Employed:	Salary:	per	Name of	f Supervisor
			·,	
Phone:	Reason for leaving	:		•
FORMER POSITION:	Name of Company:			Address:
				Supervisor
Your Duties:	· · · · · · · · · · · · · · · · · · ·		<del></del>	<del></del>
Phone:	Reason for leaving	:	······································	
	nal list if necessary.			
Have you ever been	n convicted of a felony	or misde details:_	meanor other	than a minor traffic vio-
	ony charges pending aga	inst you?	Yes	No If yes, give details:
	ES (Not Relatives)			
Name	Address		<del></del>	Business
Name	Address			Business
to the best o contained here termination o contingent upon tainment as o claims will be I hereby authorganizations all informatiground include personal hist institutions, bility for daily, or assoc release infor	f my knowledge and under ein may serve as the bar f employment. In addition compliance with any of Schools. I under f this date as listed in a made following employment, and individuals having on from their files or of ing, but not limited to ory, disciplinary action Schools for the and organizations, ind mages of whatever kind, iation because of compl	rstand the sis for rion, I fue condition derstand nethis appended to the country of the conditions, generally officividually which maiance wit to comply	at any falsejection of lly understas, rules, or that prior of plication is employers, t informatic rees pertain and athler, police, or ial use. I and collecty at any tith this author with it.	polication is true and correct ification of the information said application and/or and that my employment is regulations required by the experience and education atcomplete, and no additional law enforcement authorities, on concerning me to release ning to my personal backtic achievement, attendance, rother records to the hereby release all persons, tively, from any and all liame result to me, my heirs, famorization and request to should there be any question
Signature			Date	

# DRIVING INFORMATION

NAME_	1155				-0.0	
	LAST		FIRST	•	FULL MIDDLE NAM	E
ADDRE:	SSNIMBER	STREET	<del> </del>	CITY	STATE	ZIP CODE
/Δc cl	hown on license			CITT	SINIL	ZIF CODE
						•
					RE ISSUED	
				DAT	E OF BIRTH	
TYPE:	Operator Chauffeur Cycle Restricted Financial Res	ponsibility		Res	trictions:	
List	the tickets you	have receiv	ed for t	raffic viola	itions in the last	three (3) years:
DATE			PLACE		<u>OFFENSE</u>	
years	the accidents y; give full parined, etc.	ou have been ticulars inc	involve luding d	d in (regard ate of occur	dless of fault) in rrence, place of oc	the past three (3) ccurrence, injuries
there	eby give author of, to release t/conviction re	any and all	the State informat	of Michigar ion concern	n, or any politica ing my driving and,	subdivision for criminal
DATE			<del></del>	SIGNATURE		

# JOB DESCRIPTION FOR SCHOOL BUS DRIVER

# Specific Responsibilities

- 1. Conduct pre-trip inspection of school bus prior to every trip.
- Use established routes and designated bus stops.
- 3. Operate bus on approved time schedule.
- 4. Report bus accidents and pupil injuries to authorities.
- 5. Conduct emergency evacuation drills in keeping with school policies.
- 6. Instruct riders regarding being responsible passengers.
- 7. Drive defensively under varying traffic conditions and inclement weather.
- 8. Drive with safety of students as first priority.
- Report personal absences in time for supervisor to secure substitute driver.
- 10. Perform bus housekeeping duties inside and out.
- 11. Fill gas tank and add oil if necessary.
- 12. Report bus defects to supervisor.
- 13. Establish favorable working relationships with other drivers, maintenance personnel, teachers, students, principals and total school staff.
- 14. Exhibit positive image as loyal representative of school district.

# Specific Performance Abilities

- 1. Operate all vehicle types used in transporting pupils in school district.
- 2. Identify with geographic service area of school district.
- 3. Demonstrate knowledge of rules and regulations promulgated by local, state and federal authorities.
- 4. Demonstrate knowledge of state laws and local ordinances.
- 5. Deal with exuberant behavioral characteristics of youthful riders.
- 6. Administer disciplinary procedures in keeping with school policies.
- Be alert and exercise good judgment concerning emergencies, disabled vehicles and irregular special request by parents of riders.

# Special Legal Requirements to be Met

- 1. Meet school bus driver certification requirements:
  - a. minimum hours of instruction.
  - b. satisfactorily pass knowledge examination.
- 2. Meet state requirements for appropriate licensing.
- 3. Meet state physical examination requirements.
- 4. Meet local or state standards for driving test.
- 5. Meet local or state standards for driver record check.

# JOB DESCRIPTION FOR MASTER MECHANIC

JOB SUMMARY: Maintains school system vehicles in safe, operating con-

dition in conformity with local, county and state require-

ments.

REPORTS TO: Director of Transportation through Garage Supervisor

# MAJOR DUTIES AND RESPONSIBILITIES:

1. Is directly responsible to Garage Supervisor.

- 2. Must be able to perform all major duties and responsibilities of "A" mechanics, "B" mechanics and "C" mechanics classifications and in addition must be able to perform all repairs needed on any vehicle in the school system and be certified in all areas of repair required by the State or school system.
- 3. Must be able to gas weld and electric weld and make repairs on vehicle air conditioning systems and recharge air systems.
- 4. Must be able to be the "Lead Mechanic" when he is the senior mechanic on duty, in the Garage Supervisor's absence.
- 5. Must be responsible for protecting school system property and securing all buildings and yards under transportation control.
- 6. Must attend all required schools and stay certified in all State required areas to maintain classification.
- 7. Performs other tasks as directed by immediate supervisor.

TERMS OF EMPLOYMENT: 12 month year willing to work afternoon 8 hours per day and on adjusted shifts

EVALUATION: A formal performance evaluation will be performed at least once each year. Informal evaluation is continuous.

WAGE SCALE: As per agreed step on Garage Personnel Wage Scale.

# SCHOOL BUS MECHANIC'S\*

# Job Knowledge Test

The Job Knowledge Test may be used for whatever purpose you may feel would be most beneficial to you and for the school bus mechanics who maintain your fleet. This test may also be used to test prospective mechanic employees.

There are 100 questions, each with an equal grading value of 1%. A 90% score is excellent, 80% very good, 70% better than average, 60% need further training and 55% or below unsatisfactory.

<sup>\*</sup>Developed by Michigan Department of Education

# SCHOOL BUS MECHANIC'S

# JOB KNOWLEDGE TEST

# Answer Sheet

ENGINE		AIR BRAKES		74 - T	79 <b>-</b> F
1 - b	6 <b>-</b> c	43 - b	47 <b>-</b> c	75 <b>-</b> F	80 <b>-</b> F
2 - c	7 <b>-</b> b	44 - a	48 <b>–</b> d	76 <b>-</b> T	81 <b>-</b> F
3 - c	8 <b>-</b> c	45 <b>-</b> d	49 <b>-</b> c	77 <b>-</b> T	82 <b>-</b> F
4 - b	9 <b>-</b> b	46 - d	50 <b>-</b> b	78 <b>-</b> F	83 <b>-</b> T
5 - d	10 - c	TRANSMISSI	ONS		84 <b>-</b> F
CARBURE'	TION	51 - c	52 <b>-</b> b		85 <b>-</b> F
11 - a	15 - b	FUELS, OIL	S AND LUBRICATION	GENERAL	
12 - c	16 - c	53 - c	57 <b>-</b> d	86 - T	94 <b>-</b> F
13 - a	17 - b	54 - d	58 <b>-</b> a	87 <b>-</b> F	95 <b>-</b> T
14 - d		55 - b	59 <b>-</b> b	88 <b>-</b> T	96 <b>-</b> F
ELECTRI	CAL	56 - d		89 <b>-</b> F	97 <b>-</b> T
18 - b	27 - a	COOLING SY	STEMS	90 <b>-</b> F	98 <b>-</b> T
19 - b	28 <b>-</b> d	60 - d	63 <b>-</b> a	91 - T	99 - T
20 - a	29 - a	61 - a	64 <b>-</b> c	92 - T	100 - T
21 - a	30 - a	62 <b>-</b> a		93 <b>-</b> T	
22 - c	31 - b	SHOP TOOLS EQUIPMENT	AND		
23 - a	32 - d	·	68 <b>-</b> c		
24 - b	33 - c				
25 - d	34 - a		69 - a		
26 - a			70 <b>-</b> b		
HYDRAUL	IC BRAKES	SAFETY			
35 <b>-</b> c	39 <b>-</b> a	71 – T			
36 <b>-</b> d	40 <b>-</b> a	72 <b>-</b> T			
37 - a	40 - d 41 - d	73 <b>-</b> F	•		
3/ <b>-</b> d	41 - u	52	2		

# **ENGINE**

- 1. One cause of poor oil mileage may be the result of too much:
  - a. crankshaft end play.
  - b. intake valve guide clearance.
  - c. exhaust valve guide clearance.
  - d. valve tappet clearance.
- When making a compression test on an engine, it is important that you:
  - a. turn on the ignition.
  - b. remove every other spark plug.
  - c. remove all spark plugs.
  - d. remove oil breather cap.
- 3. If the timing light flashes before the timing marks line up with the pointer reference mark, the timing is:
  - a. too late.
  - b. correct.
  - c. too early.
  - d. grounded.
- 4. If timing mark will not remain stationary, it can mean:
  - a. worn spark plugs.
  - b. badly worn distributor.
  - c. faulty condenser.
  - d. low voltage.
- 5. After operation, if the spark plug insulator is in the proper heat range, color should be:
  - a. grey.
  - b. white.
  - c. black.
  - d. brown.
- 6. When installing spark plug wires in the distributor cap, besides the firing order you must also know:
  - a. compression ratio.
  - b. piston displacement.
  - c. rotation.
  - d. governor setting.
- 7. What is the purpose of the intake manifold heating device?
  - a. Provide heat for the driver
  - b. Help to vaporize the fuel
  - c. Preheat the engine oil
  - d. Maintain an even engine temperature

- 8. An increase in compression when oil is put into a cylinder indicates:
  - a. loose wrist pin.
  - b. bent rod.
  - c. worn rings.
  - d. blown head gasket.
- 9. The condenser in the ignition circuit:
  - a. converts gas to a vapor.
  - b. reduces arcing at the contact points
  - c. controls polarity.
  - d. regulates voltage.
- 10. A cracked intake manifold causes:
  - a. rich mixture.
  - b. noticeable drop in oil pressure.
  - c. engine skips and misses.
  - d. hot running engine.

# **CARBURETION**

- 11. The carburetor throttle valve regulates engine speed by:
  - a. controlling mixture to cylinders.
  - b. its governor.
  - c. axle ratio.
  - d. vacuum control.
- 12. When operating under a heavy road load or wide open throttle, the power system of a carburetor must be able to supply:
  - a. leaner mixture.
  - b. more vacuum.
  - c. richer mixture.
  - d. more pressure.
- 13. The accelerating pump is designed to:
  - a. overcome lag in fuel response.
  - b. increase fuel mileage.
  - c. balance air/fuel ratio.
  - d. increase air flow.
- 14. The automatic choke is calibrated to respond to engine heat through the use of:
  - a. thermostat.
  - b. by-pass valve.
  - c. a choke unloader.
  - d. two metals of two different coefficients of expansion.

- 15. A clogged fuel tank vent will cause:
  - a. vapor lock.
  - b. high-speed failure.
  - c. faculty fuel gauge.
  - d. low-speed failure.
- 16. A high oil level in the oil-bath air-cleaner will not only restrict the flow of air but will:
  - a. cause carbon deposits.
  - b. cause oil to lose viscosity.
  - c. affect engine performance.
  - d. over-cool the carburetor.
- 17. A dirty or partially clogged air cleaner will:
  - a. increase fuel efficiency.
  - b. decrease fuel efficiency.
  - c. do no harm.
  - d. stall the engine.

# **ELECTRICAL**

- 18. An ampere is:
  - a. an instrument.
  - b. measure of current.
  - c. a magnetic pole.
  - d. measure of efficiency.
- 19. A conductor is:
  - a. made of glass.
  - b. substance or body that transmits electricity.
  - c. one who collects fares.
  - d. a safety device.
- 20. The charging current for storage batteries must be:
  - a. direct current.
  - b. alternating current.
  - c. magnetic current.
  - d. rotating current.
- 21. Each battery cell is constructed so that positive and negative plates are:
  - a. placed alternately to each other.
  - b. not placed alternately to each other.
  - c. reversed end for end.
  - d. welded together.

- 22. Battery electrolyte is a solution of:
  - a. lead peroxide and water.
  - b. hydrophobia and water.
  - c. sulphuric acid and water.
  - d. potash and water.
- 23. Battery hydrometer values are more reliable when:
  - a. added water has been thoroughly mixed by charging.
  - b. immediately after the addition of water.
  - c. engine is idling.
  - d. battery is cold.
- 24. An electrically oversize battery provides:
  - a. more volts.
  - b. longer life.
  - c. brighter lights.
  - d. less starter draw.
- 25. When replacing battery cable terminals it is good practice to:
  - a. reverse polarity.
  - b. rough-file tapered posts.
  - c. hammer terminals onto battery posts.
  - d. grease with a mineral grease or petrolatum.
- 26. If the polarity is reversed, where an alternating system is used:
  - a. the rectifier diodes will be irreparably damaged.
  - b. the engine won't start.
  - c. the engine "kicks back".
  - d. the engine stalls at high speed.
- 27. The need for adding excessive water to a battery generally indicates:
  - a. a charging system out of adjustment.
  - b. excessive idling.
  - c. high rpm.
  - d. low amperage.
- 28. To clean regulator points, use:
  - a. gasoline.
  - b. rat-tail file.
  - c. emery cloth.
  - d. non-metallic sandpaper.
- 29. When a battery increases in temperature its output capacity:
  - a. gets better.
  - b. doesn't vary.
  - c. gets worse.
  - d. shifts from positive to negative.

- 30. The automotive lead-acid battery can be charged only by:
  - a. direct current.
  - b. alternating current.
  - c. combination of both.
  - d. vacuum tube.
- 31. A source of charging problems can be determined from a visual check of:
  - a. corrosion at terminals.
  - b. water usage.
  - c. voltage.
  - d. amperes.
- 32. The proper setting of a voltage regulator for a 12-volt system is:
  - a. 12.5 volts.
  - b. 13.5 volts.
  - c. 14.5 volts.
  - d. best setting for average conditions.
- 33. The regulator voltage setting is heavily dependent on:
  - a. vehicle weight.
  - b. vehicle size.
  - c. vehicle duty.
  - d. terrain.
- 34. The regulator is placed in the charging system to:
  - a. protect alternator and battery.
  - b. protect the ignition system.
  - c. protect the starter.
  - d. protect current.

### HYDRAULIC BRAKES

- 35. Overheating a brake drum produces abnormal thermal expansion and may cause:
  - a. tight brake.
  - b. grabbing brake.
  - c. loss of pedal reserve.
  - d. high pedal.
- 36. Air in the hydraulic system causes:
  - a. sticking master cylinder.
  - b. sticking wheel cylinder.
  - c. a spongy primary shoe.
  - d. a spongy brake pedal.

- 37. Although a leak past the primary cup in the master cylinder will not show as an external evidence, it will eventually lead to:
  - a. sudden complete loss of braking.
  - b. blocking reservoir air vent.
  - c. Scored cylinder.
  - d. Blocked by-pass port.
- 38. The "split" hydraulic brake system is:
  - a. sudden complete loss of braking.
  - b. two-shoe application.
  - c. vacuum over hydraulic.
  - d. two separate braking systems.
- 39. Cleaning of hydraulic parts should be done with:
  - a. denatured alcohol.
  - b. kerosene.
  - c. mineral-base solvent.
  - d. carbon tetrachloride.
- 40. Brake fluids manufactured for sale in interstate commerce must comply with:
  - a. federal standards.
  - b. state standards.
  - c. ASTM.
  - d. API.
- 41. "Bleeding" is an essential procedure in order to provide:
  - a. compressible bubbles.
  - b. a free-flowing liquid.
  - c. a backstop.
  - d. a solid column of non-compressible fluid.
- 42. A driver complains of pushing hard on brake pedal, but getting little response. The cause most likely is:
  - a. wrong brake fluid.
  - b. grease on linings and drums.
  - c. low on fluid.
  - d. worn anchor pins.

#### AIR BRAKES

- 43. The heart of any air brake system is:
  - a. the governor.
  - b. the air compressor.
  - c. two-way control valve.
  - d. tractor protection valve.

- 44. What is the function of the governor?
  - a. Maintain minimum and maximum air pressures
  - b. Controls speed of compressor
  - c. Controls air to diaphragm
  - d. Controls air to relay valve
- 45. If we don't drain water from air tank reservoirs it will:
  - a. overcool brake system.
  - b. affect the brake lining.
  - c. displace air and lower tank capacity.
  - d. freeze, contaminate and cause problems.
- 46. It's good maintenance practice to open drain cocks and drain tanks:
  - a. once a week.
  - b. every two weeks.
  - c. once a month.
  - d. daily.
- 47. If the low air pressure warning device comes "on", while driving, the best thing to do is:
  - a. head for garage.
  - b. speed up compressor.
  - c. stop immediately.
  - d. drive slow.
- 48. "Fanning" the brake pedal:
  - a. cools the brakes.
  - b. prevents grabbing.
  - c. saves air and shortens stopping distance.
  - d. wastes air and increases stopping distance.
- 49. Why is it a good idea to change both diaphragms in chambers on the same axle, when one has failed?
  - a. Maintain push rod length
  - b. Keep size uniform
  - c. If one is bad, don't trust the other
  - d. Maintain brake balance
- 50. What is the advantage of locating a relay valve near rear wheel brake chambers on long wheel-base trucks, tractors, and buses?
  - a. To delay operation of rear brakes
  - b. To speed up operation of rear brakes
  - c. Apply rear brakes first
  - d. Need less air pressure

#### TRANSMISSIONS

- 51. A transmission gear that jumps out of speed can be traced to:
  - a. shifting lever.
  - b. reverse idler.
  - c. worn gears.
  - d. worn thrust washers.
- 52. If the gear box develops a hum it is generally a sign of:
  - a. bad syncromesh.
  - b. little or no oil in gear box.
  - c. loose propeller shaft.
  - d. bad pilot bearing.

## FUELS, OILS, LUBRICATION

- 53. A measure of a gasoline's volatility indicates its ability to:
  - a. knock under load.
  - b. burn slower.
  - c. start readily.
  - d. burn faster.
- 54. Crankcase dilution is caused by:
  - a. initial boiling point.
  - b. end boiling point.
  - c. lean mixture.
  - d. unburned gasoline.
- 55. Carburetor icing generally takes place:
  - a. in main jet.
  - at throttle valve.
  - c. at inlet valve.
  - d. automatic choke.
- 56. Oil companies change fuel volatility periodically:
  - a. to overcome shinkage.
  - b. to improve mileage.
  - c. to compensate for wear and tear.
  - d. to compensate for seasonal changes.
- 57. Viscosity is a measure of an oil's"
  - a. service classification.
  - b. lubricating quality.
  - c. long life.
  - d. resistance to flow.

- 58. The toughest service for a gasoline engine is:
  - a. stop-and-go driving.
  - b. line haul service.
  - c. hill climbing.
  - d. high speed driving.
- 59. American Petroleum Institute (API) gear lubricant designations are designed:
  - a. to promote sales.
  - b. to help in selection of correct gear lube.
  - c. for longer life.
  - d. for wear protection.

### **COOLING SYSTEMS**

- 60. The function of a thermostat in the cooling system is to:
  - a. heat the cab.
  - b. decrease operating temperature.
  - c. increase operating temperature.
  - d. control operating temperature.
- 61. The reason for fins on radiator tubes is to:
  - a. increase the effective cooling area.
  - b. hold back cold air from engine.
  - c. direct flow of air.
  - d. protect tubes from damage.
- 62. When a thermostat fails in the open position:
  - a. the engine runs too cold.
  - b. the engine runs too hot.
  - c. the by-pass valve takes over.
  - d. it increases circulation.
- 63. A high percentage of sludge found in rocker arm cover and oil pan indicates:
  - a. operating temperature too cold.
  - b. operating temperature too hot.
  - c. incorrect motor oil.
  - d. high detergent oil.
- 64. Rust in a cooling system is usually formed by:
  - a. water and heat.
  - b. iron and grease.
  - c. iron, heat, and oxygen.
  - d. iron, water, and oxygen.

## SHOP TOOLS AND EQUIPMENT

- 65. The purpose of a torque wrench is to:
  - a. measure bolt size.
  - b. loosen tight bolts.
  - c. test strength of bolts and nuts.
  - d. tighten bolts and nuts properly.
- 66. In threading a hole, the proper tool to use is:
  - a. reamer.
  - b. bit.
  - c. tap.
  - d. die.
- 67. The recommended tool to measure the inside of a cylinder is:
  - a. outside caliper.
  - b. inside caliper.
  - c. inside micrometer.
  - d. steel rule.
- 68. A chassis dynamometer:
  - a. will straighten frames.
  - b. is an electronic analyzer.
  - c. simulates road driving conditions.
  - d. measures forces of work.
- 69. The best tool for checking the cooling system is a:
  - a. radiator and pressure-cap tester.
  - b. warm pump gage.
  - c. flow meter.
  - d. thermostat.
- 70. It is dangerous to use a file:
  - a. unless it is double-cut.
  - b. without a handle.
  - c. unless it is single-cut.
  - d. unless it is half-round.

## SAFETY

71. To prevent an injury, you must first prevent unsafe acts and correct safe conditions:

True

False

	•
72.	Poor shop layout can be a major cause of injuries to shop personnel:
	True
	False
73.	Good housekeeping concerns only top management and therefore doesn't affect the individual employee:
	True
	False
74.	A good safety record depends on how well each and every worker applies himself to his job:
	True
	False
75.	It is more effective to train shop personnel to avoid physical hazards or unprotected machines than to install proper protection:
	True
	False
76.	Reporting unsafe shop conditions is everybody's business:
	True
	False
77.	Most shop injuries are the result of employee carelessness:
	True
	False
78.	Loose clothing is not necessarily an accident risk around moving machinery:
	True
	False
79.	Every job has its risks so it's safe to say that all serious injuries cannot be prevented:
	True
	False

80. It's a waste of time to report minor injuries if first aid treatment has been given:

True

False

81. The carbon tetrachloride type of fire extinguisher, prescribed in the emergency equipment section of the Bureau of Motor Carrier Safety, is best for fighting electrical fires:

True

False

82. If a worker is careful and watches what he is doing there is no need to wear glasses where required in certain types of shop situations:

True

False

83. All electrical tools should be grounded:

True

False

84. A hydraulic or mechanical jack in good working order is just as safe as using rigid jacks:

True

False

85. The most efficient method for hand-cleaning an engine is with a volatile liquid:

True

False

86. A planned maintenance program is intended to keep a vehicle in satisfactory operating condition at the lowest possible cost:

True

False

87.	The number of road failures is not necessarily an indication of the effectiveness of a maintenance program:
	True
	False
88.	A good mechanic must discipline himself to thoroughness and diligence:
	True
	False
89.	The history files of vehicles are not as important as work orders:
	True
	False
90.	It's a waste of time to keep records on individual pieces of equipment or components to pinpoint those having high maintenance costs:
	True
	False
91.	Costs come from repair orders:
	True
	False
92.	Personnel attitudes are very important to efficiency:
	True
	False
93.	A most common enemy to maintenance is dirt:
	True
	False
94.	The best mechanic is an efficient parts changer:
	True
	False

	•
95.	Driver attitude toward equipment improves in direct proportion to a good maintenance attitude:
	True
	False
96.	Front cross view mirrors are not required on forward control school buses:
	True
	False
97.	Tires which have less than 2/32 of an inch of tread, measured in more than two grooves, shall not be approved:
	True
	False
98.	Rapid wear in the center of the tire tread is caused by over-inflation:
	True
	False
99.	The school bus driver's driving habits will greatly affect the life of tires and brake linings:
	True
	False
100.	A voltmeter gauge is a required instrument on every school bus used in Michigan beginning with 1972 models:
	True
	False

#### TRAINING

I. Definition: Training is a tool for management to develop human resources, to carry out the organization's mission.

## · II. Training Plan

- A. Why training and development
  - Needed skills are often not available in the local labor market.
  - 2. Advances cause existing skills to become obsolete.
  - 3. Staff is asked to use and work with complex equipment.
  - 4. Retrain employees to work with new equipment materials.
  - 5. Job categories are becoming more complex.
  - 6. Trained employees are more efficient.

## B. The training program

- 1. Why you need a training program
  - a. A training plan provides a logical approach to training in your agency. This will ensure that your goals and procedures for implementing them are consistent. Put it in writing to get management approval and support. The written plan will then serve as a working guide for your staff.
  - b. Before undertaking any training and developmental programs, make sure you have (1) analyzed the situation, (2) identified and have a clear understanding as to the role training and development will play, and (3) established attainable goals and objectives.

### 2. Where to start

- a. Basic personnel philosophy -- It is composed of your agency's overall personnel philosophy, your personal views as a professional administrator and the administrative concepts followed in your agency.
- b. Top management support -- Talk with the top executive in your agency. Try to get this official to express his involvement and support of the training program and to get this across to his staff and top operating officials. If you do not get such outright evidence of support, try a sales campaign. Don't give up too easily. You must have executive support to make your plan succeed.

## c. A training system

- (1) Identifying training and development needs.
- (2) Collecting and analyzing job data.
- (3) Selecting and writing training objectives.
- (4) Constructing evaluative instruments and criterion measures.
- (5) Selecting and sequencing course content.
- (6) Selecting and using training strategies.
- (7) Selecting training aids.
- (8) Determining equipment requirements.
- (9) Producing training documents.
- (10) Selecting instructors.
- (11) Selecting trainees.
- (12) Evaluating training systems.
- (13) Following up on participants.

## 3. Written policy statement

- a. How to develop an agency policy statement
  - (1) Start with a draft statement. If you have a training advisory group, let them compose it.
  - (2) Ask managers and employees for their ideas.
  - (3) Revamp the draft statement on the basis of management's and employees' views.
  - (4) Share final draft with other members of district management team.
  - (5) At the same time, send copies to any organizations that officially represent your employees, asking for their recommendations.
  - (6) Prepare the final draft for the superintendent's review and signature.

### b. Contents

- (1) Keep the statement brief, if you want people to read and understand it.
- (2) The statement should define classes of employees covered and kinds of training.
- (3) In addition the policy statement should include sections on who is responsible for training and instruction to the employee.
- 4. Who conducts training program
  - a. Transportation supervisor.
  - b. Other local school district resources.
  - c. Community resources.
  - d. Instructional agencies.
  - e. Bargaining agent.
- 5. Determining training needs and priorities
  - a. Your transportation plan should provide a realistic way of ascertaining the needs of employees, the needs of the agency, and other factors -- such as changing technology -- that will dictate the training to be offered.
  - b. Sources of information
    - Program plans -- for expansion, construction, technological change.
    - (2) Pending legislation that will affect the agency mission.
    - (3) Personnel records and workforce data.
    - (4) Employee performance appraisals and career plans.
    - (5) Employee unions.
    - (6) Productivity.
    - (7) Job enrichment and personal growth.
    - (8) Systematic needs survey.
- Procedure for administering a training program

- a. An important part of the training plan is the operating procedure in offering and arranging training.
- b. Specify a step-by-step process covering everything that must occur. State in concrete terms:
  - (1) Who authorizes: the what, how, when.
  - (2) Who acts and when.
  - (3) Channels of approval and action.
  - (4) What forms to use and their disposition.
  - (5) Records to be kept.
  - (6) Steps in program design.
  - (7) Securing, storage, and issue of services and supplies.
  - (8) Notifications and reports.
  - (9) Time factors.
  - (10) Rules of conduct for instructors and trainees.
  - (11) Rules governing credit given for training, for purposes of promotion and related personnel actions.

#### 7. Long-range plans

a. It's not enough to have plans that provide only for meeting entry level requirements and skills, maintenance types of training, or prepare only for your immediate needs. You must do more than fight brushfires. Consider what is ahead for your agency two, five, even ten years down the track. Is your workforce aging, so that you must expect many retirements during that period? Is your agency expanding, like a school system or a fire system in a burgeoning suburb? Are the skills needed in the future scarce in the labor market and do they take years to develop? Tie your training plan in with all the other agency plans -- expansion plans, changeover plans, manpower plans, etc. -- in a way that covers training on a controlled time basis. Then you will be able to meet both short-range operating needs and long-range requirements.

### Keeping plan up-to-date

a. You don't need to write the entire plan in detail, but it is a good idea at least to outline it and keep the outline

on file. Review it every year with your staff, the training committee and top management to decide whether the plan is working effectively and how it needs to be changed. Assess the results of training and developmental activities in terms of meeting on-going requirements such as skills training, supervisory training, orientation, and staff development.

## MICHIGAN SCHOOL BUS DRIVER TRAINING PROGRAM\*

The Michigan School Bus Driver Training Program is a set of standardized lessons which are to be used by local school districts in training drivers to operate school buses. Use of this program will assure more uniform statewide driver performance as drivers will receive instruction in basic driver tasks and proper driving procedures and will have sufficient on-street experience to carry out these tasks in a safe and efficient manner.

The School Bus Driver Training Program is divided into five sections:

- . Organizing the School Bus Driver Training Program
- . Training Sessions
- . Instructor's Guide
- . School Bus Skill Tests
- . Knowledge Test Items

Section I, <u>Organizing the School Bus Driver Training Program</u>, provides organizational concepts to bus driver trainers in order to help them organize the instructional program. Most new drivers require a considerable amount of direction, but a well prepared instructor is also a necessity. Preparations will make the task of the instructor easier by defining the roles of everyone involved in the training process.

Whether the training program uses a team approach involving the transportation supervisor, driver trainer, and experienced drivers or

<sup>\*</sup>R. E. Gustafson, C. G. Bower, D. L. Smith, <u>Volume VII School</u>
<u>Bus Driver Training Program and Technical Report.</u> (E. Lansing: Highway
<u>Traffic Safety Programs</u>, Michigan State University, 1982).

relies upon one instructor, the concepts of the program should remain the same. Three general concepts are presented in this section:

- . General Considerations for School Bus Driver Instructors
- . Student Orientation to the Training Program
- . Progressing Toward Competency

Each of these concept areas contains recommendations that should be incorporated into a well organized training program.

Section II, <u>Training Sessions</u>, contains six lesson plans. These lesson plans are to be used by the instructor as the basis for teaching students the operation and control of the school bus. Each of the six open-ended plans are independent, yet given in a sequence. The lessons cover topics such as the introduction to the vehicle, inspection, basic and advanced operating skills, and special operational requirements. The advanced skills are divided into instructional components in rural, residential, and urban environments.

Section III, <u>Instructor's Guide</u>, provides the content material for each Lesson Plan. There is a corresponding guide for each Lesson Plan, providing the detailed information instructors must know to teach from the Lesson Plans. The guides include Lesson Objectives, Recommendations on Teaching Techniques, Description of Key Words, Evaluation Procedures, Route Planning, and Preparation for the Next Lesson. The driving task descriptions are an integral part of the Instructor's Guides. They provide information on the Purpose, Terminal Objective, Enabling Objective(s), and Content information for each of the driving tasks included. Other instructor considerations presented in this section concern time limits for lessons, lesson sequencing, establishing a proper student mental set, pre-trip inspections, record keeping

and instructor liability.

A series of driving skills tests is presented in Section IV, School Bus Skills Tests. The skills test described and illustrated in this section covers the basic maneuvers of a school bus that were presented in the lesson plans. Instructions and diagrams are provided for each driving maneuver. Every driver should be able to successfully perform these tasks before scheduling the on-street test with an examiner. The purpose of the testing is to insure that the student has attained the level of driving skill necessary to safely operate the school bus.

Section V, <u>Knowledge Test Items</u>, presents test items to evaluate mastery of the enabling objectives for the driving tasks. These items can be used in several ways:

- . Selected items can be used to determine if the student knows the step-by-step procedures and regulations governing the maneuvers prior to the driving lesson. Requiring students to know this information before the driving lesson enables the instructor to make the most efficient use of the driving time.
- . Selected items can be used after each driving lesson as a review of the regulations and procedures practiced during the lesson.
- . Items can be selected to form a final examination. If used in conjunction with the skills test, the instructor will have an evaluation of the driver's competency in both knowledge and skill to determine mastery of the training program.

Questions presented here are of four types: true/false, multiple choice, sequencing and short answer. The items have content validity, but have not been analyzed for reliability, level of difficulty or reading level. The questions are grouped by driving task in the order in which they appear in the driving lessons. Correct answers are indicated for each question.

## RESOURCES FOR TRAINING PROGRAMS \*

### **RESOURCE PERSONS AND AGENCIES**

- 1. Superintendent of education.
- Driver education teacher.
- Insurance representative.
- Enforcement representative:
  - a. Local.b. State.
- State highway engineer.
- County road commissioner.
- Railroad official.
- 8. Civil Defense representative.
- School principal.
- 10. School guidance and counseling representative.
- Fire department representative.
- Representative of body and chassis companies.
- Representative from county health department. 13.
- Safety and traffic engineering personnel from local or state automobile 14. clubs.
- 15. Others, depending on type of community.

#### AUDIO AND/OR VISUAL RESOURCES

- 1. Tape recordings of speeches, readings or interviews (Example: "You Are the Jury" -- tape recordings of accident analysis; class discussions and followed with conclusion by professional).
- Overhead projector with transparencies -- locally purchased or prepared.
   Opaque projector -- for graphs, statistics, other information not de-
- signed for reproduction.
- Chalkboard, bulletin board, flip charts, posters.
- 5. Large map of district service area -- helpful aid for immediate reference to routes.
- 6. Filmstrips -- contact local or state safety agencies for catalogs.
- Training films -- check distribution catalogs.
- Slide films:
  - a. Purchased slides.
  - b. Local shots of problems or t
- 8mm films -- on short single subject (home-type movie).
- Worksheets for problem analysis.
- Objective tests for evaluation and discussion.
- Driver handbook or rules, etc. 12.
- Pamphlets -- complimentary and generous supply.
- State motor vehicle code. 14.
- 15. State bus driver handbook.
- 16. Local board policies, rules and regulations.
- 17. State and local accident facts.
- 18. Manufacturers manual for each bus.

<sup>\*</sup>Keith Allen, <u>Guidebook for School Bus Transportation Supervisors</u> (Falls Church: American Automobile Association, 1976), p. 96.

## EXPERIENCED SCHOOL BUS DRIVER CONTINUING EDUCATION:

Public Act 112 effective July 17, 1981 eliminated the mandate for the annual advanced school bus driver education programs under the direction of the Michigan Department of Education. After completing the beginning school bus driver education course, school bus drivers shall reinforce and expand their learning experience through periodic in-service instruction as provided under the supervision of the local board of education and/or employer. As a condition of employment, school bus drivers should be expected to attend board sponsored refresher training to insure their continued understanding of all policies, rules and regulations pertinent to your operations and keep their performance efficient and safe.

Instructors for in-service programs may be other drivers, fleet supervisors, administrators or other persons knowledgeable and skilled enough in the art of teaching and communication to impart knowledge and further develop skills in the driver student. Emphasis placed on particular topics of instruction may be varied to address individual or driver group needs unique to specific application or procedures. Local district policy, types of equipment, size of fleets, geographic features of an area and weather conditions may all have a bearing on what emphasis is applied during any given in-service program. The school bus can be used effectively in demonstrating essential lessons, and school personnel from principals and teachers to pupils can add much to the meaning of subjects taken into consideration. The superintendent of public instruction is expected to make periodic reviews of in-service program content, instruction, driver attendance and offer such advisory services as may be requested. Material that should be covered in these classes, in general, will include:

- 1) Review of initial beginning driver program material, as experience indicates it is needed.
- 2) Instructions covering the operation of new equipment.
- Handling of new operating problems.
- 4) Changes in policies, laws and regulations.
- 5) Periodic first aid refresher training.
- 6) Periodic fire extinguisher training and use of emergency lighting equipment for the disabled bus.
- Review of student conduct and emergency evacuation procedures.
- 8) Review of pre-trip inspection procedures.
- Review of procedures to follow in the event of accident or emergency.

<sup>\*</sup>Michigan Department of Education, Pupil Transportation Handbook, (Lansing: Michigan Department of Education, 1982) pp. 14-15.

Remedial training may be required to improve the performance of drivers whose records indicate they are having problems. The need for this type of training is indicated for any driver:

- 1) Who becomes involved in preventable accidents.
- When they fail to solve pupil behavior problems.
- 3) When they abuse the vehicle.
- 4) When they are discourteous to others.
- 5) When they fail to operate reasonably close to schedule.
- 6) When frequent complaints are received about their attitude or performance.
- 7) When personal problems show up in changes of personal habits.
- Q. When must school bus drivers attend a course of instruction in school bus safety education?
- A. All new hired school bus drivers must enroll, attend and complete a course in school bus safety education within the school year in which they are enrolled.
  - EXAMPLE: An "ENROLLMENT CARD" issued in August 1981 shall be valid until June 30, 1982, unless the driver completes required hours of safety instruction before June 30, 1982, and is issued a "COMPLETION CARD". If the driver does not complete the necessary hours of safety instruction prior to the expiration of an "ENROLLMENT CARD", a renewal of the "ENROLLMENT CARD" is not permitted.
- Q. What if a school bus driver leaves employment and returns at a later date?
- A. Employers shall be assured of school bus driver competency prior to reinstatement after any leave of absence or employment interruption.
- Q. What about annual workshops for the Advanced School Bus Drivers?
- A. On July 17, 1981 Public Act 122 eliminated the mandatory provision for Advanced School Bus Driver Programs.
- Q. Are School Bus Driver Safety Education Programs reimbursed?
- A. <u>YES</u> The cost of the course of instruction and the compensation of the NEW driver attending the Beginning Driver course is reimbursed.
  - NO There is no reimbursement for in-service and/or advanced school bus driver education programs.

#### **EVALUATION**

I. Definition: Evaluation is the manager's/supervisor's way of determining if the organization is accomplishing its mission, how it is accomplishing its mission, and if necessary, how it might alter activities to improve upon its performance.

## II. Performance Appraisal Program

### A. Basic function

- 1. Some sort of performance appraisal is an inevitable part of any employer-employee relationship. The mere fact that an employer continues to pay an employee's salary week after week indicates that the employer has appraised the employee's performance and found it satisfactory. Unfortunately, sometimes it may only mean that the employer has not consciously assessed the employee's job performance and found it to be unsatisfactory.
- B. What should an appraisal do for the employer?
  - Serve as a tool to achieve maximum efficiency in human resource utilization.
  - 2. Measure the overall effectiveness of staff in terms of the agency's programs and goals.
  - 3. Provide a key element in program analysis.
  - 4. Serve as a basis for merit salary increases.
  - 5. Serve as a check on recruitment and hiring practices.
- C. What should an appraisal do for the manager?
  - 1. Enable the manager to pinpoint weak spots in the operation.
  - 2. Help to evaluate supervisors' ability.
  - 3. Identify employees with supervisory and leadership potential.
  - 4. Improve work performance by ensuring that both supervisors and employees really know what the employee is supposed to be doing.
  - 5. Identify training needs.
  - 6. Provide a check on proper placement.
  - 7. Determine employee morale.

## D. What should an appraisal do for employees?

- 1. Let them know how well they are doing, what strengths and weaknesses are showing up on the job.
- 2. Improve morale by letting them know where they stand.
- 3. Recognize good work.
- 4. Serve as a warning to below-standard employees.

## E. Problems

- 1. Performance appraisal is time-consuming. Keep the procedures, as well as any format used, as simple as they can be made while serving the purpose of the appraisal.
- 2. To be accepted by employees, an appraisal system must be fair in its structure and its application by managers.
- 3. Establish criteria which are job-related and specific.
- 4. Avoid making judgments on personality factors except where they are directly related to job performance.
- 5. The best worker may not be very friendly with the boss.
- 6. Supervisors should not be influenced by an employee's personality.
- 7. Employees should be fully informed of the purpose of performance appraisal and what it means to them.
- Some provision for appeal of a formal rating should be established.
- 9. A performance appraisal system should confine itself to the relationship with the employer.
- Performance appraisal should be a continuing concern of management.

#### F. Criteria

- 1. The criteria you choose for your appraisal system should be closely tied to the purposes you want the system to serve.
- Through the use of meaningful criteria, a good appraisal program minimizes personal favoritism and snap judgments in considering employees for promotion, provides an objective, analytical basis for personnel decisions, and helps define the elements of successful job performance.

## 3. Types of criteria

- a. Unilaterally developed criteria -- Since performance appraisal is a management tool, the responsibility for development and administration of a plan is wholly a management prerogative.
  - (1) Criteria should be related to work standards.
  - (2) Criteria can be common to all jobs or specifically related to certain jobs.
  - (3) Consideration should be given to the number of factors on which the employee is rated.
  - (4) Criteria should have some objective basis other than just comparison with other employees.
  - (5) Performance appraisal can be quantified by the use of numerical values for each factor.
  - (6) Factors can be weighted differently for different jobs.
  - (7) Criteria should be related to the objectives of the program.
  - (8) Base your criteria on factual information.
  - (9) Criteria should be specific enough to point up weaknesses in selection and placement practices, training and employee motivation.
  - (10) Define your criteria so that staff will have a clear and uniform understanding of what you mean by such terms as "resourcefulness," "judgement" or "job knowledge".
- b. Jointly developed criteria -- One way to achieve better employee understanding of the work process and good performance is to bring the employee in on the planning of the performance appraisal system, especially on the selection of criteria. While the final decision of criteria rests with management, it is not inappropriate to enlist the cooperation of employees.
  - (1) Each employee must find motivation with himself.
  - (2) No one knows a job better than the person who is doing it.
  - (3) The employee normally wants to know where he stands.

- (4) Soliciting the employee's ideas on performance helps develop better communication between the supervisor and the employee.
- (5) The employee's concept of performance can help reveal his own ambitions and developmental needs.

## G. Types of appraisal systems

- 1. Narrative or essay appraisal
  - a. The rater describes the employee's job performance.
  - b. It has the advantage of being more informal than a checklist or other evaluation form.
  - c. Is best understood when there is ample opportunity for discussion between the parties involved.
  - d. It is one of the more subjective rating methods.

#### 2. Checklist

a. This method involves sets of statements or factors relating to certain elements of work performance such as work quality, work quantity, attitude toward others, supervisory ability.

## 3. Ranking

- The rank order system is one of the simpler techniques for performance appraisal, involving direct comparison of employees with one another. It's especially effective when rating small groups of employees performing the same job, and is probably the best means known for nominating employees for promotion, awards, or making similar decisions about employees.
- b. The objective in ranking is to distinguish between better and poorer employees by spreading ratings evenly over a scale from best to poorest.

## 4. Two-way exchange of expectations

a. This is a method for arriving at an understanding between supervisor and employee of job requirements and how they will be fulfilled. An exchange of expectations differs from traditional performance evaluation in three important respects. First, an exchange of expectations may be performed whenever the supervisor or the subordinate feels there is a need to carry it out; the exchanges needn't be formal. Second, the subordinate and the supervisor discuss their expectations of one another. Third, this

method isn't limited to past performance -- even though past performance is used to assess future needs. It can include personal work relations between supervisor and employee and a full-scale review of career aspirations. This method of evaluation may be used for any job at any level in the organization. However, it's particularly useful in managerial jobs where standards of performance are difficult to set because of the dynamic nature of the work.

- b. In the exchange, a face-to-face discussion usually takes place between the supervisor and subordinate.
- c. Primary responsibility for establishing a meaningful dialogue in a two-way exchange rests with the supervisor, who must make certain the process is a two-way street.

## III. Appraisal Interview

- A. Preparing for appraisal interview
  - 1. Even if it isn't an integral part of the method your organization selects, the appraisal interview is the heart of performance appraisal. It is the moment of truth, when supervisor and employee confront each other face to face, sometimes for the first time in a year, to have open and frank discussion of the employee's relationship with the employer. If the performance appraisal system does nothing more than improve communication between the supervisor and employee, it is worthwhile.
  - 2. Tips on preparation for appraisal interview
    - a. When the appraisal method used is keyed to a form, the form should be the basis for the appraisal interview. Give the blank form to employees ahead of time.
    - b. Take a positive approach to appraisal.
    - c. Discussions should be job-centered.
    - d. Supervisors should listen as well as talk.
    - e. Employees should be prepared for their interviews.
- B. Conducting the appraisal interview
  - 1. Start interviews off on positive notes by praising employees for something they do well.
  - Put employees at ease.
  - 3. Listen.

- 4. Don't interrupt.
- 5. Avoid arguments.
- 6. Take a positive approach.
- 7. Be constructive; tell them what they can do to improve.
- 8. Keep the focus on the job.
- 9. Don't rush employees out, but conclude interviews when they've passed the point of diminishing returns.
- 10. The object of the interview is the improvement of the general effectiveness of the entire workforce in achieving agency goals and carrying out the agency's program.
- 11. Employees are entitled to know what they are doing wrong or where they fall short of performance standards.
- 12. Appraisal interviews are ideal opportunities to discuss employee development.

## C. Follow-up and continuity

- Fully utilize the results of your performance appraisal system. It can serve to reveal and pinpoint problems and to get at their root causes. Performance appraisal is basically diagnostic, rather than therapeutic.
- 2. To get your money's worth out of an appraisal system you must get feedback from it, and follow up on its findings. Furthermore, the system is not going to run itself once you put it in motion, but requires continuing attention to make sure that it is doing what it is supposed to do.

### D. Appraise your appraisal system

 Your performance appraisal system should be related to your agency goals and job requirements. As they change and develop, your appraisal system should also. Look into how well the system is meeting the agency's needs, and how it could improve.

## 2. Keep in mind:

- a. Even a good appraisal system tends to go stale.
- b. A good time to evaluate your program might be right after the annual appraisal interviews, when the process is fresh in everyone's mind.
- c. Look for feedback from supervisors and employees on the appraisal program.

- d. Be willing to revise your goals for performance appraisal if they prove unrealistic.
- e. Continually reconsider your objectives even when you appear to be achieving them.

## SAMPLE

## INSTRUCTIONS

## BUS DRIVER APPRAISAL FORM

These instructions are to be used in conjunction with the Bus Driver Appraisal Form to assess performance. In Sections I and II a 10-point scale is used to rate performance by placing an "X" at the appropriate point on the scale beside each item being assessed. A rating of 0-5 indicates that change in that area is needed and the supervisor and Bus Driver should meet to discuss ways of improving his/her performance. Section III is the overall assessment of the employee's performance over the time span covered and general recommendations and comments by the supervisor. Each individual section allows for specific comments by the supervisor.

### DEFINITIONS

## SECTION I - JOB PERFORMANCE

- A. Pre-check of bus Consider whether the employee completes the pre-check including checking of: engine compartment, under vehicle leaks, gauges, warning systems, lights, safety equipment, mirrors, windows, tires and wheels, doors, exhaust system, seats, seat belts, gas cap, battery box, windshield wipers and washers, and proper warm-up (5 minute idle).
- B. Driving record Consider the driving record over the appraisal period including accumulated points and violations.
- C. Driving habits Consider the driving habits of the employee including: use of clutch, up and down shifting properly, brake use, speed, smooth starts and stops, lane use, turn arounds, use of seat belt, tail-gating, excessive time with engine running.
- D. Ability to control students while driving Consider the ability of the employee to control students including: noise level, do students remain seated, quiet at railroad crossing, and general behavior of students.
- E. Use of radio Consider proper use of radio, i.e. idle conversation, answer base promptly when called, report radio repairs when needed, knowledge of 10-codes, use of 10-codes.
- F. Proper use of warning lights Knowledge of state law, judgement of 200 feet, observing traffic before opening door and signal to students of proper time to cross road, use of turn signals, allowing traffic to pass before pulling back in traffic.

- G. Proper procedure at railroad crossing Stop distance, look and listen, open door/window, and use of transmission.
- H. Loading/Unloading of bus Pull to right when possible, use of mirrors before opening door, use of right signal before stop, use of flashers.
- I. Observe speed limits Posted speed, speed according to conditions.
- J. Shows patience when driving Defensive driving, courtesy to other drivers.
- K. Ability to control bus Distance between vehicle and vehicle ahead, smooth stops, proper merging with other traffic, turns without hitting curb, parking ability, and judgement of distance.
- L. Care of bus general cleanliness, reporting of needed repairs, and proper emergency equipment.
- M. Record keeping Route descriptions kept updated, mileage reports in on time, student lists updated on time, and other reports timely and accurate.

## SECTION II - PERSONAL CHARACTERISTICS

- A. Ability to work with others Employee's cooperation, self-control, tact, working relations influence overall job effectiveness.
- B. Ability to carry out responsibilities Productive work habits, following trip board procedures, reports done timely and accurately, knowledge of/obtaining directions for trips.
- C. Initiative Energy, drive displayed in completing assignments, willingness to help other drivers and/or dispatcher.
- D. Neatness Influence of neatness and orderliness on quality of job performance.
- E. Punctuality and attendance With respect to performance of work and working relationships with others.

## SECTION III - CONCLUSION AND RECOMMENDATIONS

This section is intended as a critique of the foregoing and an overall summary of abilities and/or shortcomings of the employee. Should contain any pertinent comments concerning employee's performance.

## BUS DRIVER APPRAISAL

Name	eAppraisal Period								
	Initial Probationary 🔲 Final Probationary 🔲			Yearly Appraisal					
	I. JOB PERFORMANCE								
		Low		High					
Α.	Pre check of bus	L	5	10	NA NA				
В.	Driving record	L	5	10	NA NA				
C.	Driving habits	0	5	10	-NA				
D.	Ability to control students while driving.	0	5	10	NA NA				
E.	Use of radio	L0	5	10	NA				
F.	Proper use of warning lights	0	5	10	NA NA				
G.	Proper procedure at railroad crossings	L	5	10	-NA				
н.	Loading/Unloading of bus	L	5	10	NA				
I.	Observe speed limits	0	5	10	-NA				
J.	Shows patience when driving	0	5	10	NA				
Κ.	Ability to control bus	L	5	10	NA NA				
L.	Care of bus	L	5	10	NA				
M.	Record keeping	L	5	10	NA				
N.		L	5	10	NA				
<b>T</b> .	Recommendations and/or comments: 91 ,								

# II. PERSONAL CHARACTERISTICS

		Low	High
Α.	Ability to work with others	0 5	10
В.	Ability to carry out responsibilities	<u> </u>	
C.	Initiative	0 5	10
D.	Neatness	L	10
E.	Punctuality and attendance	0 5 L 5	10
F.		0 5	13
	Recommendations and/or Comments:		10
	III. CONCLUSIONS AND REC	COMMENDATIONS	
Α.	Overall Appraisal: Excellent		quate
В.	Conditional Recommendations for Improvement:	Unsatisfactory	***************************************
	· · · · · · · · · · · · · · · · · · ·		
mer cog	I understand that my signature is at with the appraisal but indicates I had not been suppraised in the concerning this appraisal.	not intended to indicate ave read the appraisal with my evaluator and	ate my agree- . I re- d attach

Employee

Date

Evaluator

### BUS DRIVER APPRAISAL PROCEDURE

When completing the Bus Driver Appraisal Form the following procedures should be followed:

## I. Probationary Employees

- A. During the first week of employment, the Supervisor should meet with the employee and explain the expectations of the job.
- B. The initial probationary appraisal should be completed by the end of the first thirty (30) days of employment.
- C. The Supervisor/Evaluator should discuss the initial probationary appraisal and make recommendations/commendations in the appropriate areas.
- D. The second probationary appraisal should be completed by the end of the fifty-seventh (57) day of employment.
- E. New employees have a sixty (60) day probationary period and recommendations of termination must be received by the Personnel Office 48 hours prior to the 60th calendar day.

## II. Non-Probationary Employees

- A. By October 1 the Supervisor should notify each employee to be evaluated of the expectations for the current school year.
- B. A mid-year appraisal or progress report may be made by the supervisor.
- C. All appraisals should be submitted to the Personnel Office by June 1 for Bus Driver employees.
- D. Appraisals sent to the Personnel Office should be signed by the Evaluator and employee.
- III. Evaluators may use informational sheets (i.e., checklists) to assist in completing the appraisal form.
  - IV. All appraisals should be forwarded after signing to the Personnel Office. Employees who have conditional or unsatisfactory ratings should be brought to the attention of the Personnel Office immediately.
    - V. Blank slots may be used by Evaluators for items chosen by the Evaluator.
- VI. Employees may attach comments to the appraisal form to be placed in his/her file with the appraisal.

#### STATE OF MICHIGAN



## DEPARTMENT OF EDUCATION

Lansing, Michigan 48909

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#### Dear Superintendent:

Enclosed is the SS4515A, "Update of School Bus Driver Personnel." Would you please follow the below listed procedures and return one copy of the report to the Supervisor, Safety and Traffic Programs, Michigan Department of Education, P.O. Box 30008, Lansing, Michigan 48909.

#### INSTRUCTIONS TO UPDATE SS 4515A

- The SS4515A enclosed consists of two seperate sections. Section 1 lists individuals employed currently by your unit based on previous correspondence from you to the Traffic & Safety Program, Michigan Department of Education. Section 2 provides space for you to record new drivers or to reflect corrections to the license numbers of employed drivers listed in Section 1.
- 2. It has become increasingly important to assure that the correct license numbers are recorded for each employed individual. This will enable the Traffic & Safety Program to more expeditiously advise your unit of drivers whose driving record indicate an accumulation of 7 or more violation points for the last two years. Currently employed drivers who have or will be making a "change in name" will very likely be issued a new license number.
- 3. Review your school district roster in detail.
  - a) If a listed bus driver will not be employed by your school unit next year, circle the Action Code Letter D which appears to the left of the driver's license number.
  - b) If a listed bus driver will be employed by you next year, but has an incorrect name and/or birthdate, circle the Action Code Letter <u>C</u> which appears to the left of the

# Superintendent Pg. 2

driver's license number and record immediately beneath the incorrect name or birthdate the corrections. If the name change resulted in the issuance of a new license number, use procedure C below, not Procedure B.

- c) If a listed bus driver will be employed by your school next year but has an incorrect driver license number or has hal a name change resulting in the issuance of a new driver's license number.
  - Circle the Action Code Letter D
     appearing to the left of the involved
     driver's license number as listed in
     Section I.
  - Complete a Section II entry for the driver, providing the correct driver license number as well as the name and birthdate.
- d) To identify the indivduals who will be employed the coming school year who do not appear at all within Section I, complete a Section II entry for each such driver.

Changes to your school bus driver roster and requests for driving records following submission of form SS4515A shall be listed on form SS4515. School Bus Driver Identification, and sent to the Michigan Department of Education, Pupil Transportation Unit, Box 30008, Lansing, Michigan 48909.

If you have any questions regarding the procedures previously listed, please do not hesitate to contact Dr. Philip O'Leary at 517/373-3314. Your cooperation in accomplishing these procedures and returning the document to Dr. O'Leary by September 1, will be greatly appreciated.

Sincerely,

Acting Director

School Support Services

PJO/DAS/jj Enclosures SS-4515-A J0128

# DRIVER SAFETY PROGRAM MICHIGAN DEPARTMENT OF EDUCATION BOX 30008 LANSING MICH 48909

UPDATE OF BUS DRIVER PERSONNEL FOR THE SCHOOL YEAR 198
SCHOOL UNIT CODE/NAME
LISTED BELOW ARE BUS DRIVING PERSONNEL OUR FILES INDICATE ARE EMPLOYED BY YOUR SCHOOL DISTRICT.
PLEASE TAKE NECESSARY ACTION TO UPDATE THIS LISTING. (SEE ATTACHED COVER LETTER FOR UPDATING PROCEDURES.)
DIRECT QUESTIONS REGARDING THIS FORM TO DR. PHILIP O'LEARY AT (517) 373-3314.
MAILING INSTRUCTIONS: RETURN ONE COPY BY SEPTEMBER 1, 198_ TO THE STATE ADDRESS INDICATED ABOVE.
SECTION ICURRENT ROSTER
ACTION * DRIVER LICENSE NO. * DRIVER NAME (FIRST MIDDLE LAST) * BIRTH DATE
C D * * * * *
C D * * * * *
C D * * * * *
C D * * * *
C D *
SECTION II
PLEASE RECORD BELOW DRIVERS WHO WILL BE EMPLOYED 198 - WHO ARE NOT LISTED IN SECTION I WITH AN INCORRECT LICENSE NO WHO ARE NOT LISTED IN SECTION .
ACTION * DRIVER LICENSE NO. * DRIVER NAME (FIRST MIDDLE LAST) * BIRTH DATE
A * * * * * * * * * * * * * * * * * * *
A * * * * * * *
A * * * * * * * *
A * * * * * * * *

\$\$-4515 6/79

Michigan Department of Education PUPIL TRANSPORTATION UNIT Box 30008 Lansing, Michigan 48909

Direct questions regarding this form to Dr. Philip O'Leary at (517) 373-3314.

#### SCHOOL BUS DRIVER IDENTIFICATION

EDUCATIONAL AGENCY	Legal Name of School District	District Code No.	Telephone — Area Code/Local No.
AGENCY	Address	City	Zip Code

PURPOSE: To report changes to your Bus Driver Roster following the submission of SM-4515-A, "Update of Bus Driver Personnel for the School Year."

MAILING INSTRUCTIONS: Return ONE copy to the STATE address indicated above.

CODING INSTRUCTIONS: The form is used to ADD new drivers, DELETE the names of previously employed drivers no longer employed by your unit, CHANGE the information originally provided for existing drivers and/or to OBTAIN DRIVING RECORDS. Complete all columns for each entry, and assure that the Action Code column has one of the following codes:

- 1) "A" to ADD new driver
- 2) "D" to DELETE previously employed driver
  3) "C" to CHANGE existing driver's data
  4, "R" to OBTAIN DRIVING RECORD

SCHOOL RIIS DRIVER IDENTIFICATION (Include Regular and Substitute Drivers)

ACTION CODE	MICHIGAN DRIVER LICENSE		NAM	NAME		DATE OF BIRTH (Numerical)		
CODE	Prefix	Number	first	middle	fast	Mo.	Day	Yes
	<del> </del>							┢╾
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Dete	Contact Person	 (Signature)	Telephone Area Code/Local No.

	CUMULATIVE RECORD OF SCHOO	BUS DRIVER	
SCHOOL DISTRICTADDRESS		NAME OF DRIVER	

Regular Driver	Yes No		Substitute Driv	er Yes	No
School Year	Date of Employment	Date of Medical Exam.	Date of X-Ray	Name of Examining Physician	Chauffeur License Number
19					
19					
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### ORAL CONVERSATION FORM

On this date	
I had a conversation with (dri	ver's name)
regarding (state problem)	
and have been assured that sai	d problem is being resolved.
	Supervisor
	Bus Driver

### VACATION REQUEST FORM

EMPLOYEE'S NAME	DAYS ACCRUED	
DAY(S) REQUESTED		··· · · · · · · · · · · · · · · ·
	Employee's Signature	Date
	Supervisor's Signature	Date
APPROVEDNo. of Days	Asst. Supt. for Instruction & Personnel	Date
Balance of Vacation Days Remaining		

### REQUEST FOR LEAVE DAY(S)

WORK LOCATION
IS SUBSTITUTE NEEDED? YES NO
III. Bereavement Leave  IV. Vacation  V. Jury Duty
VI. Other
reason for business leave. onfidential. Principal's/Supervisor's Initial
Date
·
Date
al Date
## day(s) Jury Duty day(s) ## day(s) Other day(s) ## day(s) Deduct day(s) ## day(s) Pay ## day(s)

#### NOTICE OF RESIGNATION

Name	Work Location
Job Classification	Shift
Effective Date	
Reason for termination	
	Signature
	Date

### SECTION III

### FISCAL MANAGEMENT

#### ANNUAL BUS MILEAGE AND INSPECTION REPORT

nspecting Officer's Initials	Bus Number 4107 Order	Vehicle Status	Odometer Reading July 1,	Odometer Reading July 1,	Odometer Miles Travele During School Yeer (Total
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L				TOTAL	
by certify	TIFICATION: that the odome lool district.	eter readings an	d mileage on this report a		L
			SUPERINTENDENT OF SC	HOOLS OR AGENT	
s to serve a	ERTIFICATION is certification t	hat the buses a	sbove by my initials have I f Education Requirements	peen inspected by the Mic	:higan State Police and hav

DIRECTIONS: Attach this Activity Report to the corresponding Bus Maps and send to the ISD by the second Friday in February.

BUS NUMBER	
SCHOOL DISTRICT	
SCHOOL YEAR	

DESTINATION LISTING	Disallowed	44 44					SPECIAL EDUCATION				N	voc	ATIONA	FED. ED.			
Description of all daily travel of the bus	(by ISD)	Miles	Pupils	Over/ Under	Non-Pub/ Non-Res	Map Miles (by ISD)	Miles	Ailes Pupils Over		ils Over 53 Under		Miles	Pupils	Non-Pub/ Non-Res	Miles	Pupils	
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TOTALS				/	1					/				\_/			

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DIRECTIONS: This summary should accompany the maps and corresponding Dec. 15th Bus Activity Reports, and be sent to the ISD by the second Friday in February.

SCHOOL DISTRICT		
SOUGOL VEAD	PAGE OF	

Bus No.	Disallowed		GENERAL	EDUCATION		Disallowed		SPECI	AL E	DUCATION		VOCAT	IONAL ED	UCATION	FEDER	RAL ED.
4107 Order	Map Miles (by ISD)	Miles	Pupils	Over/Under	Non-Pub/ Non-Res	Map Miles (by ISD)	Miles	Pu 52	oils 53	Over/Under	Non-Res.	Miles	Pupils	Non-Pub/ Non-Res	Miles	Pupils
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CERTIFICATION: I hereby certify that the information in this transportation audit report is true and correct and substantiated by maps submitted to the Superintendent of the Intermediate School District with pupil count as of December 15.

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#### **EXTRA TRIP JOURNAL BY PROGRAM**

DIRECTIONS: Use separate sheet for each program code,
List each trip by program code, and file with the ISD by the second Friday in July.

GE	General Education Field Trips: Education Field Trips	VE Vocational Education Field Trips FED Federal Program (Headstart) Field Trips	
	Athletic Transfer to Events Bilingual Education Field Trips Band Trips	CAMP Camp Transportation (2 Days or More) MONTH/YEAR	
	Alternative Ed. for Pregnant Persons Community Recreation Trips	MISC Miscellaneous Other Mileage — mileage for which a charge may be made such as: PAGEOF Senior Citizen Trips	
SE	Special Education Field Trips: All Special Ed. Field Trips	Spectator Trips and, Non-Mandatory Non-Credit Events	

DATE	BUS NO.	PROGRAM	POINT OF ORIGIN	DESTINATION	PURPOSE	ODOMETE
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#### **EXTRA TRIP JOURNAL SUMMARY**

	:	DISTRICT
	•	SCHOOL YEAR
CODE:		MILEAGE
GE	GENERAL EDUCATION FIELD TRIPS: EDUCATION FIELD TRIPS ATHLETIC TRANSFER TO EVENTS	
	BILINGUAL EDUCATION FIELD TRIPS BAND TRIPS ALTERNATIVE ED. FOR PREGNANT PERSONS	
	COMMUNITY RECREATION TRIPS	
SE	SPECIAL EDUCATION FIELD TRIPS: ALL SPECIAL ED. FIELD TRIPS	
VE ·	VOCATIONAL EDUCATION FIELD TRIPS	
FED	FEDERAL PROGRAM (HEADSTART) FIELD TRIPS	••••
CAMP	CAMP TRANSPORTATION (2 DAYS OR MORE)	
MISC	MISCELLANEOUS OTHER MILEAGE IS MILEAGE FOR WH CHARGE MAY BE MADE SUCH AS: SENIOR CITIZEN TRIPS	HICH A
	SPECTATOR TRIPS AND, NON-MANDATORY NON-CREDIT EVENTS	·····
	SCHOOL YEAR	TOTAL
that the	information submitted herein is true and correct to the best of my kno	wledge.
	SUPERINTENDENT OF SCHOOLS	

Audit Form 5

10/82

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#### **SUMMARY OF DRIVER CERTIFICATION**

DIRECTIONS:	1.	This report in preliminary form should be sent to the ISD by the second Friday in February and the updated
		final form with additional drivers added, to be filed with the ISD by the second Friday in July.

- Briefly indicate at the end of the report the circumstance of any regular driver who did not drive for a period of time during the year. (Such as sick leave, vacation, disqualification, etc. Give dates).
- 3. Record newly hired drivers on a separate page.
  4. Dates in columns 4, 5, 6, 9, 10, and 12 must be before first driving date (col. 3).

DISTRICT	
SCHOOL YEAR	PAGE OF

	DRIVER'S NAME:  4 OF ALL SHIVERS WHO TO  BURING THE SCHOOL VER	AR .	(+) BUS MUMBER ASSIGNED OR (SUB.)	fz) TERMINATION DATE IP NO LONGER DRIVING SCHOOL GUS	(2) PIRST DRIVING BATE IN SCHOOL VEAR WITH FUPILS	[4] DATE PAGEED PHYSICAL ERAM	(a) DATE PASSED TO ENAM	(4) DATE CLASE 1 OR 3 CMAUPPEURS LICENSE ISSUED OR RENEWED		(s) PREVIOUS CMAUPPEURS LICENSE EXPIRATION DATE OR [NEW OR.]	(0) DATE PARRED LAST BHILL ERAM	(10)  18SUE BATE OP ENROLLMENT CERTIFICATE (NEW DR.)	CERTIFICATE	DATE OF	(13)  DATE MDE/MDS COMPIRM. ORIVER PTS. BELOW-7
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I certify that the information submitted herein is true and correct to the best of my knowledge.	
DATE DATE	SUPERINTENDENT OF SCHOOLS OR AGENT

#### MAP PREPARATION FOR AUDIT PURPOSES

Following are some suggestions for preparation of transportation maps used in the auditing process:

#### A. Drawing route maps:

- Approved district maps must be used to show all the daily movements of each bus. Mark school buildings and bus storage lots/ compounds on the maps.
- 2. Prepare a map for each bus showing all routes traveled for mileage check. Use a separate map for take home if mileage or path of travel is different from the pick-up. Identify the bus garage or starting point and each school served by the bus. (NOTE: audit maps must be retained for three years)
- 3. All routes traveled should be color coded for ease of reading, for example:
  - a. Use red for high school routes (also when combined with lower grades)
  - b. Use blue for Jr. High or middle school routes. (also when combined with lower grades)
  - c. Use green for elementary routes
  - d. Use orange for kindergarten routes
  - e. Use purple for shuttles
  - f. Use tan for special education
- 4. Use soft, sharpened, colored pencils or sharp pointed nylon tip liquid pens.
- 5. Use a ruler when marking straight lines and draw on or as near the road traveled as possible.
- 6. Indicate direction or movement of the vehicle with arrows at the beginning of the route, at the school and along the route.
- 7. Show all mileage covered by the bus each day even though some travel may be disallowed.
- 8. Summarize the pick-up activity of the bus and the mileage traveled in the upper or lower right hand corner of the map.
- Number all maps for each bus in ordered sequence of bus movement.
- 10. Submit maps in order as shown on the Fleet Summary form.

#### B. Indicating pupil stops:

- 1. Indicate all stops on each pick-up map by a corresponding color dot as close to the stop as possible.
- 2. Indicate all stops on take home route if different than the stops on the pick-up map.

#### C. Special route drawings:

1. Vocational Education: If a bus interrupts in district runs to

transport pupils to a vocational education center, draw the route to the edge of the map and make a note on the map explaining the run and out-of-district mileage.

- 2. <u>Kindergarten:</u> Draw an <u>orange</u> line from the start of a kindergarten run to the completion. Combination pick-up and return runs should be indicated on the summary sheet as a "combination kindergarten run."
- 3. Shuttles: Draw a purple line from the starting point to the school of delivery. Shuttles can be scheduled for several purposes and may be identified as:
  - a. SE A special education shuttle.
  - b. ST A shared time shuttle.
  - c. NP A shuttle to transfer non-public pupils from the public school to the non-public school or return.
  - d. GE A shuttle to transport pupils from school of attendance to another school in the district for a class that is not provided in the school of attendance.
- 4. <u>Special education</u>: Special education pupils may be transported in a variety of manners:
  - a. Integrated with the general education pupil in the general fleet buses.
  - b. Special run pick up run exclusively made for special education pupils by general fleet vehicles, which make other exclusive general education runs.
  - c. Special education fleet vehicles are used exclusively for special education routes.
- 5. Pre-school: can be identified as:
  - a. HS Headstart
  - b. SE Special education pre-school
  - c. Pre-S Pre-school transportation to nurseries, etc.
- 6. <u>Bilingual</u>: May be drawn in the color that is appropriate for the grade level.
- 7. Alternative Education: May be described as:
  - a. AEPP Alternative education for pregnant persons.
  - AE Alternative education for pupils having serious problems coping with the normal school environment.
- 8. <u>Contracted Services</u>: Vehicles are generally special contracted vehicles used exclusively for special education and privately owned or common carrier.

#### STATE OF MICHIGAN



### DEPARTMENT OF EDUCATION

Lansing, Michigan 48909

December 15, 1981

STATE BOARD OF EDUCATION
BARBARA ROBERTS MASON
President
NORMAN OTTO STOCKMEYER, SR.
Vice President
DR. GUMECINDO SALAS
Secretury
BARBARA DUMOUCHELLE
Treatwer
JOHN WATANEN, JR.
NASSE Delegate
SILVERENIA Q. KANOYTON
ANNETTA MILLER
DR. EDMUND F. VANDETTE
GOVERNOR
WILLIAM G. MILLIKEN
Ex-Officio

#### Dear Superintendent:

Enclosed find Form DS-4107, "School Bus Inventory," for updating the Department's records on your school bus inventory. These data are needed for reimbursement purposes under Chapter 7 of the State Aid Act.

The local school district will return TWO copies of Form DS-4107 to the intermediate school district by January 12, 1982.

If you have any questions, please call Harriet Cook at (517) 373-3350. We appreciate your continuing cooperation.

Sincerely,

Robert Hornberger

Director

Department Services

RH:wh

**Enclosures** 

#### INSTRUCTIONS FOR REVISING THE PRELIMINARY SCHOOL BUS INVENTORY

Enclosed form DS-4107, School Bus Inventory - Preliminary Printout is for you to revise based upon the buses you owned or operated on December 15, 1981.

As you review the inventory listing, you will note some characters in the printed Engine Numbers are underlined. Underlined characters are alphabetics and are so highlighted to avoid confusion with similar looking numbers (S and 5, B and 8, D, O and O(zero), etc.) Please employ this procedure for highlighting the alphabetic characters of the Engine Number column in any revisions you make.

#### PROCEDURES FOR RECORDING REVISIONS

#### ADDING NEW OR UNRECORDED VEHICLES

- Record data on the blank lines provided at the end of the printout in red pencil. If not enough space, attach a separate page. Complete data in columns 1 through 9. (Complete attachment
- before filling in cost of vehicle.)
- c. Use appropriate code (R, S, L, E, N or V) in column 9.

#### CODE DEFINITIONS

- (R) Regular Vehicles used daily in transporting regular pupils to and from the school which they attend. Vehicles used for regular and Special Education or Vocational Education transportation shall be coded (R) Regular.
- (S) Spare - Vehicles held in reserve to be used as replacement of vehicles used on daily routes. Any spares used as Special Education spares should be indicated Special Education.
- (L) Leased Vehicles contracted for and rented from outside sources. These vehicles could be operated by district or by a contractor. Column 8 should be left blank for all types of leased vehicles.
- (E) Special Education Vehicles used EXCLUSIVELY for transportation of Special Education Pupils to and from approved Special Education Programs.
- (N) Non-Eligible Vehicles Vehicles used EXCLUSIVELY in the transportation of pupils to and from the school which they attend on routes which are ineligible for state aid reimbursements or a school bus which is no longer operated in the transportation of pupils but has not been disposed.

- (V) Vocational Education Vehicles used EXCLUSIVELY for trans-portation of students to approved Secondary Vo-cational Education Area Centers.
- d. Write "ADD" in left margin to left of Bus Number Column.
- .2. DELETING VEHICLES NO LONGER OWNED OR OPERATED
  - Run a red line through data from columns 1 through 9. Please be

  - certain that the vehicle engine number remains readable.
    Write "DELETE" to the left of the Bus Number Column.
    Indicate to the right of column 9 how the school bus was disposed. (scrapped sold trade in, etc.) If sold indicate which school bus purchase the proceeds of the sale were applied. Please be certain to explain each deletion.

#### 3. CORRECTIONS TO LISTED VEHICLES

- Run a red line through any incorrect data in columns 1 through 9. Please be certain that the engine number remains readable.
- Record correct data in red pencil under the incorrect or lined out data.
- Write "CHANGE" to the left of the Bus Number Column.

If no revisions are required to the vehicle inventory listing, please write "NO CORRECTIONS REQUIRED" to the right of the School District Name.

Sign and mail form DS-4107 as follows: DISTRICT - SEND ORIGINAL AND 1 COPY TO YOUR INTERMEDIATE DISTRICT BY JANUARY 15, 1982.

> INTERMEDIATE DISTRICT - SEND ORIGINAL TO:

MICHIGAN DEPARTMENT OF EDUCATION, DEPARTMENT SERVICES, P.O. BOX 30008, LANSING, MICHIGAN 48909, BY JANUARY 22, 1982.

Name of School	School Code Number
Attachment when new buses are added	to inventory.
To eliminate changes in costs of bus is to be filled out for each new bus	es in subsequent years, this attachment added to your fleet.
1. Bus Number	
2. Engine Number	
3. Base cost of bus. Include both	cost of body and chassis.
4. Cost of two way radio. Inis is	included in the cost of bus only when
years because a radio has been a	bus. Cost cannot be changed in later
5. Interest. Include any interest	charges for financing bus
6. Total cost of bus. Lines 3, 4,	and 5 added.
*7. Deduction. Amounts received fro	m the sale of old buses in the nre-
vious year must be deducted here	la
<ol><li>Cost for Amortization. This is of Vehicle) of DS 4107.</li></ol>	the amount to be put in column 8 (cost
Rus Number	Bus Number
Bus Number Engine Number Base Cost of Bus Cost of Radio Interest Total Cost Deduction	Engine Number
Base Cost of Bus	Base Cost of Bus
Cost of Radio	Cost of Radio
Interest	Interest
Total Cost	Total Cost
Deduction	Deduction
Total Cost Deduction Cost for Amortization	Cost for Amortization
Bus Number	Bus Number
Bus Number Engine Number Base Cost of Bus Cost of Radio	Bus Number Engine Number Base Cost of Bus
Base Cost of Bus	Base Cost of Bus
Cost of Radio	Cost of Radio
IIILETESL	III LEI ES L
Total Cost	Total Cost
Deduction	Total Cost Deduction
Total Cost Deduction Cost for Amortization	Cost for Amortization
Bus Number	Bus Number
Bus Number Engine Number Base Cost of Bus Cost of Radio	Bus Number Engine Number Base Cost of Bus
Base Cost of Bus	Base Cost of Bus
Cost of Radio	Cost of Radio
IIILEIESL	III LET ES L
Total Cost	Total Cost
Deduction	Deduction
Total Cost Deduction Cost for Amortization	
*The transportation rules provide: the actual cost of the bus, plus in chase, <u>less trade-in allowances or</u> equally divided over a seven year p	"Depreciation of a school bus shall be terest on funds borrowed for the pur- amounts received for buses replaced eriod. (R340.276(1))"

#### 06-21-82

#### MICHIGAN DEPARTMENT OF EDUCATION DEPARTMENT SERVICES BOX 3000B, LANSING, MICH. 48909 SCHOOL BUS INVENTORY

PROG SO603 PAGE 1

DS 4107 FINAL

SCHOOL CODE..... SCHOOL DISTRICT NAME

SCHOOL BUS NO. (1)	MAKE OF BUS CHASSIS (2)	BUS OR VEHIGLE ENGINE NUMBER (3)	YEAR BUS PURCHASED (4)	YEAR BUS MANUF. (5)	MAKE OF VEHICLE BODY (6)	PUPIL CAPACITY (7)	COST OF VEHICLE (8)	VEHICLE STATUS (9)	AMORT ANNUAL	IZAT ION TOTAL
1	INTERNATIONAL	BA172KHB24729	80	80	BLUEBIRD	66	26,318	R	3,759	7,518
2	INTERNATIONAL	BA172KHB24762	80	80	BLUEBIRD	66	26,318	R	3,759	7,518
3	INTERNATIONAL	BA172KHB24795	80	80	BLUEBIRD	66	26,318	R	3,759	7,518
10	INTERNATIONAL	1HVBA1727BHB29423	81	81	BLUEBIRD	66	33,978	R	4,854	4,854
11	INTERNATIONAL	1HVBA1728BHB29429	61	81	BLUEBIRD	66	33,978	R	4,854	4,854
12	INTERNATIONAL	1HVBA1722BHB29409	81	81	BLUEBIRD	66	33,978	R	4,854	4,854
13	INTERNATIONAL	1HVBA1720BHB29442	81	81	BLUEBIRD	66	33,978	R	4,854	4,854
14	INTERNATIONAL	1HVBA1728BHB29432	81	81	BLUEBIRD	66	33,978	R	4,854	4,854
15	INTERNATIONAL	1HVBA1720BHB29411	81	81	BLUEBIRD	66	33,978	R	4,854	4,854
16	INTERNATIONAL	1HVBA1723BHB29418	81	81	<b>BLUEBIRD</b>	66	33,978	R	4,854	4,854
17	INTERNATIONAL	1HVBA1723BHB29399	81	81	BLUEBIRD	66	33,978	R	4,854	4,854
90	INTERNATIONAL	BA 172JHB2B363	79	79	BLUEBIRD	66	23,568	R	3,366	10,098
91	INTERNATIONAL	BA172JHB28376	79	79	BLUEBIRD	66	23,568	R	3,366	10,098
92	INTERNATIONAL	BA 172JHB28387	79	79	BLUEBIRD	66	23,568	R	3,366	10,098
93	INTERNATIONAL	BA172JH828399	79	79	BLUEBIRD	66	23,568	R	3,366	10,098
94	INTERNATIONAL	BA 172JHB284 10	79	79	BLUEBIRD	66	23,568	R	3,366	10,098

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#### MICHIGAN DEPARTMENT OF EDUCATION DEPARTMENT SERVICES BOX 30008, LANSING, MICH. 48909 SCHOOL BUS INVENTORY

PROG SO603

PAGE 2

SCHOOL CODE..... SCHOOL DISTRICT NAME

06-21-82

DS 4107 FINAL

SCHOOL SUS NO.	MAKE OF BUS CHASSIS (2)	BUS OR VEHICLE ENGINE NUMBER (3)	YEAR BUS PURCHASED (4)	YEAR BUS MANUF. (5)	MAKE OF VEHICLE BODY (6)	PUPIL CAPACITY (7)	COST OF VEHICLE (8)	VEHICLE STATUS (9)	AMORT: ANNUAL	IZATION TOTAL
95	INTERNATIONAL	BA172JHB28422	79	79	BLUEBIRD	66	23,568	R	3,366	10,098
96	INTERNATIONAL	BA172JHB28431	7 <del>9</del>	79	BLUEBIRD	66	23,568	R	3,366	10,098
97	INTERNAT IONAL	BA172JHB28497	79	79	BLUEBIRD	66	23,568	R	3,366	10,098
98	INTERNATIONAL	BA172JHB28512	79	79	BLUEBIRD	66	23,568	R	3,366	10,098
52	INTERNATIONAL	D0832EHA41090	75	75	WAYNE	66	13,070	S	1,867	13,069
58	INTERNATIONAL	D0832EHA41045	75	75	WAYNE	66	13,070	S	1,867	13,069
510	INTERNATIONAL	D0832EHA41039	75	75	WAYNE	66	13,070	S	1,867	13,069
3A	FORD	8X94T173224	78	78	STA WAGON	9	4,688	٧	669	2,676

DISTRICT TOTALS		ANNUAL AMORTIZATION AMOUNT	
REGULARS	20		80,403
SPARES	3		5,601
LEASED	0		
VOC ED BUSES	1		669
SPECIAL EDUCATION	0		(
NON-ELIGIBLE BUSES	0		
DEPREC IATED OUT	0		

# BUS ROUTE CERTIFICATION FORM DS-4159 INSTRUCTIONS

Following are the instructions for completing the form DS-4159, Bus Route Certification.

#### General Instructions

- 1. Check the box in the upper right hand corner to indicate whether it is:
  - (a) Report of transportation provided by owned or leased school district vehicles; or
  - (b) Report of transportation provided by private contractor.

    If the district transports pupils on its own buses and also contracts for pupil transportation, two reports properly identified are to be submitted.
- 2. The count day will be December 15, unless it falls on a day when scheduled classes are not held. If December 15 falls on a non-scheduled school day, use the next scheduled day after December 15 for the count day. If you believe that the specified count day cannot provide requested information for a typical school day, permission to use another day must be secured from the pupil transportation section of School Support Services (517/373-3314).
- For a definition of Section 52 and Section 53 Special Education students refer to State School Aid, Article 5 on Special Education.
- 4. Detail work sheets should be made and kept by the intermediate district for three (3) years, along with the supportive and verification data supplied by each constituent district. These worksheets and records will be subject to audit by the Department of Education.

- The total of the miles shown in each column on line 2 must be the same as the total fleet mileage.
- 6. The total of the extra trip miles shown in each column on line 4 must be the same as the total extra trip miles. This total must agree with the log of all extra trips kept by the district.
- 7. The Bus Route Certification must be in triplicate with the following distribution:

Original: Michigan Department of Education

Department Services

P.O. Box 30008

Lansing, Michigan 48909

Copy: To transporting district

Copy: To Intermediate district

8. The Certification must be signed by the intermediate superintendent or designated representative.

#### Instructions for Recording Mileage Data on Lines 1 Through 4:

- 1. Use the proper column. All miles traveled must be recorded in the column applicable for their classification:
  - (a) The miles traveled for any bus run or portion of a bus run scheduled for Regular General Education pupils must be recorded in the Regular General Education column, even if students in other classifications or programs are also on the bus.
  - (b) The miles traveled for any bus run or portion of a bus run that is <u>exclusively</u> for Special Education students must be recorded in the applicable Section 52 or Section 53 Special Education column. If Section 52 and Section 53 pupils are commingled on the same run, record all mileage for that run in the Section 52 column.

- (c) The miles traveled for any bus run or portion of a bus run that is exclusively for Vocational Education pupils must be recorded in the Vocational Education column.
- (d) The miles traveled for any bus run, or portion of a bus run that is exclusively for Federal Programs, must be recorded in the Federal Programs column.
- (e) The miles traveled for any bus run or portion of a bus run that is used to transport any combination of special education pupils, vocational education pupils, or pupils attending a Federal program, must be recorded in the column that pertains to the majority of pupils on that run. If a majority of the bused students are in Special Education list them in the Section 52 column.
- (f) The miles traveled for any bus run or portion of a bus run that is not operated for or in direct support of regular, special, or vocational education and is not for a federally funded program, is to be recorded in the Miscellaneous Other column. Mileage reported in this column is not be be recorded as "extra trip" miles in any other column.

Examples of mileage properly recorded as Miscellaneous Other are senior citizen trips; trips for non mandatory, non credit events; trips for spectators only.

<u>Do not</u> record in the Miscellaneous Other column, mileage for school bus driver training, bus servicing, etc. - (This mileage is to be included with the total miles in the column applicable to the prime status of the bus.) Also, exclude from this column mileage for educational field trips and transportation

for participants to an athletic contest. These are considered as transportation for regular, vocational, or special education purposes, and are reported as extra trip miles in the appropriate column.

- (g) All miles traveled for miscellaneous other purposes are considered to be extra trip miles for miscellaneous other purposes. The number of miles shown on line 2 and line 4 in "Miscellaneous Other" column will be the same.
- 2. Miles traveled are to be recorded on lines 1 through 4 as follows: Line 1 - Total Miles Traveled on Count Day. This is the total of the scheduled miles as driven on the count day and shown on the maps or other suitable reports filed with the intermediate superintendent. Do not include on this line any extra trip miles. All scheduled disallowed miles must be included. Odometer readings should be used to establish this mileage. Each amount for the Regular General Education, Section 52 Special Education, Section 53 Special Education, Vocational Education, Federal Programs and Miscellaneous Other columns must be the appropriate totals from your detail pages.

Line 2 - Total Miles Traveled During School Year. The amounts in each column will be the total of all miles of all buses, including spares, traveled during the school year for that purpose identified by the column heading. These will include extra trip and disallowed miles. NOTE: Use odometer readings from each bus on July 1 A.M. every year to determine the Grand Total Fleet Mileage. The total of the miles shown in each column on Line 2 when summed should equal the Grand Total Fleet Mileage.

Line 3 - Total Disallowed Miles For School Year. These amounts in

each column will be determined by the intermediate auditor in accordance with instructions for audit of route maps or other suitable reports filed by the local district. (This will apply only to transportation for Regular General Education provided during 1981-82.)

Line 4 - Total Extra Trip Miles During School Year. Mileage is determined from a log that must be kept by each transporting district. It is to be recorded on this line in the appropriate column based on the prime purpose of each extra trip.

#### Instructions for Recording Pupil Data on Lines 5 Through 8

- Use the proper column All pupils by actual count of those scheduled for transportation on the count day are to be recorded in the appropriate column.
  - (a) When pupils in special education or Federal programs receive all of their transportation on runs where they are commingled with regular general education pupils, they are to be included as regular education pupils in the total recorded in the Regular General Education column and not in any other column.
  - (b) When a pupil enrolled in vocational education, special education, and/or a federal program is provided transportation in part on a scheduled run where the pupil is commingled with regular education pupils and in part on a run exclusively for pupils enrolled in vocational, special education, and/or a federal program, the pupil is to be included in the total shown in both appropriate columns.
- Pupils are recorded on lines 5 through 8 as follows:
   Line 5 Total Pupils Scheduled for Transportation on Count Day.
   This will include eligible, ineligible, nonpublic and non-resident

pupils.

<u>Line 6</u> - <u>Total Ineligible Pupils Scheduled for Transportation on the Count Day.</u>

<u>Line 7 - Total Nonpublic Pupils Scheduled for Transportation on the Count Day.</u>

<u>Line 8 - Total Non-resident Pupils Scheduled for Transportation on</u> the Count Day.

#### Instructions for Recording Bus Data on Lines 9 Through 11

- A bus is to be recorded in the column representing its major use except a bus that is used on a regular general education run should be included in the Regular General Education column. A specific bus may not be shown in more than one column.
- 2. A bus is to be included in the totals on lines 9 through 11 as follows:

\*Line 9 - Number of Owned Buses on Scheduled Routes.

\*Line 10 - Number of Leased Buses on Scheduled Routes.

\*Line 11 - Number of Owned and Leased Spare Buses.

\*NOTE: The number of buses shown on line 9, 10, and 11 must agree with the number of buses recorded on constituent's "final bus inventory", DS-4107 (Final.) If not, please attach explanation.

#### Important Notice

This form must be submitted on time. Section 162 of the State School Aid Act provides:

A district which fails through the negligence of the district's officers to file reports in accordance with Article 15 (Section 152 of the State Aid Act) shall forfeit that proportion of funds to which the district would otherwise be entitled under this act as the delay in the reports bear to the school term as required by law for the district.

Unless this form is received by the Michigan Department of Education by September 1, 1982, the provisions of Section 162 of the state aid act will be applied to your school district.

#### MILEAGE COMPUTATION

Rule 340.273, Section (1), requires that a school district provide its intermediate superintendent for each bus providing pupil transportation for which aid is requested, the fleet number of the bus and the miles it travels each day transporting pupils to and from school. This information is requested for all buses including those exclusively used for special education and vocational education transportation. Because map errors have, in some cases, resulted in reimbursement loss to local districts and total mileage data has not been available for special education or vocational education travel, it is requested that each district supply the intermediate superintendent the following information for each bus as operated December 15. (If the bus or bus fleet does not operate a typical schedule due to cancellation of classes and/or temporary detour, a more typical alternate date as close as possible to December 15 should be used. Local districts should identify the alternate date and the reason for its selection.)

The intermediate auditor  $\underline{may}$  elect to accept this data for determination of total daily mileage instead of measuring the mapped route. If it appears that a significant difference exists between this data and the maps as filed, the auditor should determine the cause. Odometer error can be verified by using another vehicle to travel the same route.

If the bus is used for no special trips on December 15 and only one kind (Regular, or Special Education, or Vocational Education) of transportation, provide the following:

bus #	Odometer reading Start of First Run Total miles driven December 15
	Bus use charged to (Regular, Special, Voc. Education)
If the bus portation:	is used for special trips or for more than one kind of trans-
Bus #	Odometer reading End of Last Trip Odometer reading Start of First Trip Total miles driven
	Odometer miles included for Reg. Educ. Odometer miles included for Spec. Educ. Odometer miles included for Voc. Educ. Odometer miles for Special Trips other miles traveled

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DS-4159 6/82

#### Michigan Department of Education DEPARTMENT SERVICES Box 30008, Lansing, Michigan 48909

Direct questions regarding this form to Harriet Cook at (517) 373–3350 or Philip O'Leary at (517) 373-3314.

#### 1981-82 SCHOOL DISTRICT BUS ROUTE CERTIFICATION AS OF DECEMBER 15, 1981

		NOT	NOTE: Complete a separate form for each type of transportation checked at the right.				Check ONE only)  Report of transportation provided by owned or leased school district vehicles.  Report of transportation provided by PRIVATE contractor.			
	Legal Name of School District	District Code N	0.	Telephone	Area Code/Local	No.				
LOCAL EDUCATIONAL		<del> </del>			<del> </del>					
AGENCY				Zip Code	Zip Code					
IAILING INST	RUCTIONS Return ONE copy by SEPTEMBER 1. Send ONE copy to transporting distric				Sec. 53	Voc. Education	Federal Program	Misc. Other		
		Code	Education	Education	Education	Edocation	Trans.	Other		
I. Total Miles	Traveled on Count Day	072	<u> </u>			<u> </u>				
	Traveled During School Year	070	1				<u> </u>			
	lowed Miles for School Year	075	<del>-</del>	<b></b>	· · · · · · · · · · · · · · · · · · ·	<del> </del>	ļ	<del></del>		
	Trip Miles During School Year	080	<del></del>							
	s Scheduled for Transportation on Count Day	050				<del> </del>				
	tible Pupils Scheduled for Transportation on Count D		<u> </u>	ļ						
	ublic Pupils Scheduled for Transportation on Count I sident Pupils Scheduled for Transportation on Count		<del></del>	ļ		<del> </del>	<del> </del>			
	<del></del>		<del> </del>	<u> </u>		<del>                                     </del>	<del>                                     </del>			
	Owned Buses on Scheduled Routes (from DS-4107)	039	<del> </del>	<b></b>		<del> </del>	<del></del>	<del></del>		
O. Number of Leased Buses on Scheduled Routes (from DS-4107)			<del>{</del>	<del>{</del>		<del></del>	<del></del>			
Number of Owned and Leased Spare Buses (from DS-4107)     Control Total (For STATE Use Only)			+			<del> </del>				
		099	<u></u>			<u> </u>				
. TOTAL FL										
	Fleet Miles (Sum of Line 2)									
	Extra Trip Miles (Sum of Line 4)									
3. Total Days	Buses Operated During School Year									
. CERTIFICA	ATION: I certify that I have in my office bus route: bus routes indicated on the maps or other a knowledge and belief.									
Date	Intermediate School District Superintendent or Authorized Official					(Signature)		•		
Contact Person				Telephone	•					
Area Code/Local Number										

## 1981-82 TRANSPORTATION FINANCIAL REPORT INSTRUCTIONS DS-4094

#### GENERAL INSTRUCTIONS

- 1. All amounts should be rounded to the nearest dollar. Do not report cents.
- Reimbursement for pupil transportation will be made from Columns 6 and 7. (Column 5 is reimbursed on the DS-4096.)
- Page 1, Column 1 amount adjusted by the Column 3 amount must equal Column
   The sum of Columns 5 through 7 must equal Column 4.
- 4. Exhibit A (Checklist for Reimbursable Costs), Exhibit B (Special Instructions for Transfers Between Districts), and Exhibit C (Examples of Itemizing on Schedules) accompany instructions.
- 5. Make additional copies of Schedule 1 and 2, if necessary.
- 6. The requested detail on Schedule 1 is to support amounts in lines 3, 4, 6, 8 and 12. (See Exhibit C.)
- 7. Class codes used in Schedule 2 should be taken from the classification box (lower.left) on page 3. Add Additional classifications and codes if appropriate. Explain data entered on Page 1 (for each column which has an entry), Lines 7, 14, 15, 17, 18, 19 and 20. (See Exhibits B and C.)
- Read carefully the instructions for Lines 14, 15, 18 and 19 if transfer amounts are recorded on these lines. (See Exhibits B and C.)
- Gas tax must not be included in this report. The gas tax must be recorded as a receivable from another governmental agency.
- 10. Amounts for non-pupil transportation costs included by error in Column 1
  (function 255) must be removed from the lines of expenditure in Column 3.

  Examples: Employee salaries in non-pupil transportation activities, insurance, parts and repairs, gasoline and supplies for various non-pupil transportation cars and equipment such as driver education, operation and maintenance and administrative vehicles, tractors, lawn mowers and snowplows. (See Exhibit A.)
- 11. Amounts that are reported under function 255 (transportation) on Form B (DS-4169) which are <u>ineligible for reimbursement</u> are to be deducted out in Column 3. Examples: bus loading aides, employee benefits, garage rental. (See Exhibit A.)
- 12. Personnel performing other duties as well as pupil transportation must be prorated based on documented time schedules.
- 13. Allocation must be made on a prorata share of pupil transportation costs, to each program or activity reflected in Columns 5 through 7 by line item. An appropriate allocation basis should be selected for the various types of costs: miles, buses, pupils, employees, square footage, or other means. All records used in the preparation of this report including allocation schedules must be kept for three years for audit purposes.

#### COLUMN INSTRUCTIONS

- Column 1. Initial Amounts: The amount as shown on the June 30, Form DS-4169
  (Form B). Total on Line 13 should agree with the total amount shown for function 255 Pupil Transportation Services.
- Column 2. Adjustment Account Numbers: The function number for accounts in which were recorded costs that are proper pupil transportation costs and should be added to the report.
- Column 3. Adjustment Amounts: This is the amount of adjustment(s) necessary to determine the proper cost for a given line. Costs that are included in pupil transportation accounts which are either pupil transportation costs which are ineligible for reimbursement or non-pupil transportation costs must be deducted from the report. If more than one (1) item per line is added or deducted, please detail on Schedule 1. Reductions shall be shown in brackets. (See Exhibit C.)
- Column 4. Adjusted Amounts: This is the total pupil transportation expense of the district. All non-pupil transportation costs have been excluded from the report at this point in the report preparation. Every line item amount in Column 4 must be properly distributable or allocable in the appropriate Columns 5 through 7.
- Column 5. Special Education-Section 53: The amounts in this column are for transporting special education Section 53 pupils. If you believe you have Section 53 pupils please read carefully pages 6 and 7 of these instructions.
- Column 6. Special Education-Section 52: The amounts in this column are for all allowable special education transportation costs other than the transportation of Section 53 pupils. These costs are reimbursable under the transportation allowance of the State School Aid Act (Section 71). The cost of transporting a Section 52 pupil cannot exceed \$2,500 unless written approval is obtained from the Director, Safety and Traffic Section, Michigan Department of Education. Amounts in excess of \$2,500 for a Section 52 pupils' transportation are to be subtracted out in Column 3 and not shown in Column 6 unless the written approval is obtained. Field trip miles must be reported on the DS-4159 as extra trip miles and will be included in the per mile deduction made for extra trip miles.
- Column 7. Vocational Education and Regular Education: The amounts in this column are for the balance of the allowable costs for pupil transportation. Average per mile costs will be deducted by the state for extra trip miles and disallowed miles. Average per pupil costs will be used by the state for the deduction required by the rules for ineligible pupils. All federal program miles and miscellaneous other miles reported on the DS-4159 will be considered extra trip miles and included in the per mile deduction made for extra trip miles.

#### LINE INSTRUCTIONS

#### EXPENDITURES UNDER STATUTORY LIMITATIONS

- Line 1. Salaries Supervision: Include only the salary paid to an employee or employees for that portion of their time devoted to supervising all transportation. This could include only one (1) person for 100% of their time or one or more persons, such as assistants, for less than 100% of their time. It cannot include any of the superintendent's salary for any time devoted to transportation or transportation supervision, even when the superintendent is responsible for all of it.
- Line 2. Salaries Secretary/Clerical: Salaries of school district personnel for only that portion of their time devoted to transportation secretarial and clerical duties and responsibilities.
- Line 3. Garage Operation: Salaries, purchased services, supplies and materials and other expense for the garage operation which includes school district mechanics and garage employees, bus repair parts, supplies for bus garage, and maintenance of buses at private garages. The Transportation Checklist Exhibit A should be reviewed to determine reimbursable and non-reimbursable expenses. The applicable numbers in the rule reference column are 2418.3, 2449.0, 2451.0 and 2432.5.
- Line 4. Purchased Services Rental School Buses: Expenditures to rent or lease all transportation vehicles, without option to buy, and the rental of two-way radios (not C.B.'s) used in all owned and rented or leased vehicles. The vehicles included in this account must reconcile with the leased vehicles shown on the bus inventory (DS-4107). Give the number of vehicles and the amount paid. If two-way radios are rented, give the number rented and the amount paid.

#### OTHER EXPENSES

- Line 5. Salaries Bus Drivers: Salaries of school district personnel for only their time involved in driving school buses, including salaries paid to drivers and prospective drivers while being instructed.
- Line 6. Salaries Other: The salaries of bus attendants for transportation.
- Line 7. Purchased Services Pupil Transportation: Expenditures to persons or agencies for transporting all students to and from school. This includes pupils driving themselves, parents driving groups of children, including their own, or driving only their own children. Also include expenditures for public carrier transportation, private school carriers, and travel allowance paid to pupils. Do not include contracted maintenance nor rental of buses. The total amount and number of pupils transported must be detailed on Schedule 2 or each and every individual or agency paid. If any amount is paid for personal/private vehicle(s), then fill out lines 20 and 21. Schedule 3 must be completed if any personal/private vehicle transportation applies to the Vocational Education/Regular column and total from Schedule 3 used on Line 21, Column 7.

- Line 8. Purchased Services Other: Expenditures eligible for reimbursement including data processing for pupil routing (completed Page 8 must be included with report) approved by the Safety and Traffic Section, Michigan Department of Education; staff travel expense; advertising; rental of bus driver uniforms; insurance on school buses; school bus driver education programs; driver physicals; and other contracted allowable purchased services. Review the Transportation Checklist Exhibit A to determine expenditures eligible for reimbursement.
- Line 9. Gasoline, Oil and Grease: Expenditures for gasoline, oil and grease for the operation of pupil transportation vehicles. A school district must not include the amount of gas tax in this report.
- Line 10. Tires, Tubes, and Batteries: Expenditures eligible for reimbursement for tires, tubes and batteries only.
- Line 11. Bus Amortization: That amount of amortization charged to transportation for the year for the use or loss in value of busing vehicles.

  Column 4 must be the same amount as on the final bus inventory report,

  DS-4107 unless you can prove the DS-4107 is in error.
- Line 12. Other Expense Miscellaneous: Expenditures which are eligible for reimbursement under this category, such as dues and fees, tolls, bus driver awards, and licenses. Review Transportation Checklist Exhibit A.
- Line 13. The totals of Lines 1 through 12 for all amount columns.

#### TRANSFERS TO OTHER DISTRICTS\*

- Line 14. Pupil Transportation: The total amount paid or due to other school districts for transportation services. The school district which makes a payment or owes for pupil transportation services provided by another school district will record the payment or payable as an Outgoing Transfer in the school district financial records. The billing from the school district providing the service shall be itemized. Those costs which are ineligible must be deducted in Column 3. The eligible expenditures will go into Column 4 and be distributed to Column 5, 6 or 7.
- Line 15. Other: If the transfer to another district is for bus repairs, operations or maintenance, the billing shall show the amount of charges for the various expense items (labor, supplies, parts, gas, oil, grease, etc.). A negative entry will be placed in Column 3 on the transfer line and the eligible expenditures will be shown as positive entries and distributed to Lines 1 through 12, Column 3.
- Line 16. Total Expenses and Transfers: Line 13 plus Lines 14 and 15 in Column
  1. Line 15 amounts are offset in Column 3 and distributed to the
  proper expense line; therefore, in Column 4 Line 16 total expenses
  would be Line 13 plus Line 14.

<sup>\*</sup>Please read Exhibit B if you have transfers.

#### REVENUE

Line 17. All Sources: Revenue received or due from non-residents for pupil transportation. The full cost of transportation as well as tuition must be charged to non-residents who attend your schools. C.E.T.A. funds for transportation salaries must be shown as revenue in Column 1 and offset in Column 3. Salary expense reimbursed by the C.E.T.A. funds is reduced by the same amount as the revenue. Title I, Headstart and C.E.T.A. revenue for transporting pupils is not to be shown. The miles for these programs should be shown under Federal miles on DS-4159 and will be considered extra trip miles and the per mile reduction applied.

#### INCOMING TRANSFERS\*

- Line 18. Pupil Transportation: The total amount received or receivable from another school district for pupil transportation services provided must be recorded on this line. To properly allocate the transfer based on the billing, an amount will be placed in Column 3 for the ineligible amount of the billing. The balance of the billing will go in Column 4 and then will be distributed to Columns 5, 6 or 7 and will reduce the allowable expenditures on this report.
- Line 19. Other: The total amount received or receivable from another school district for bus repairs, operation, or maintenance must be entered on this line. To properly allocate the amount of transfer, a positive amount must be placed in Column 3 and the appropriate expenditure lines abated (negative entries) for eligible expenditures, Lines 1 through 12, Column 3.
- Line 20. Less Family Car Expense: Total reimbursement expenses included on Line 7 paid to individuals for transporting students by family car for your district.
- Line 21. Plus Family Car Expenses Allowable: Column 1 is the total allowable reimbursement computed in Schedule 3 for Regular and Vocational—Technical students plus the payments made for Special Education pupils transported by family vehicle for your district. Schedule 3 does not have to be completed for Special Education students. Line 21 will exactly offset Line 20 in the Special Education columns.
- Line 22. Net Reimbursable Expenses: Line 16 less Lines 17, 18 and 20 plus Line 21 equals Line 22. The amounts on Line 22 in Columns 6 and 7 are the amounts eligible for reimbursement from Section 71 Funds.

<sup>\*</sup>Please read Exhibit B if you have transfers.

## SPECIAL INSTRUCTIONS FOR DS-4094, COLUMN 5, SECTION 53 PROGRAMS

- Programs for the following students qualify for 100% reimbursement under Section 53 of the State School Aid Act for the 1981-82 school year:
  - a. Residents of institutions operated by the Department of Mental Health;
  - Residents of nursing homes whose education programs are approved by the Department of Education - Section 53 Nursing Homes;
  - c. Residents of homes for the developmentally disabled which are leased or operated under contract with the Department of Mental Health (residents of homes under contract with the Department of Social Services do not qualify under this provision);
  - d. Pupils placed in a district by the parent for the purpose of seeking a suitable home where the parent does not reside in the same intermediate district as the pupil; and
  - e. Pupils placed under the community placement program of a court or state agency if the pupils were residents of another intermediate district at the time they came under jurisdiction of the court or state agency.
- The number of students enrolled on the Fourth Friday count will be the basis for calculating Section 53 costs.
- 3. As indicated in Section 53 (1) of the State School Aid Act, "only those costs that are clearly and directly attributable to educational programs for pupils described in this section (Section 53), and that would not in fact have been incurred if the pupils were not being educated in the district or intermediate district, shall be reimbursed under this section." Administrative costs related to operating the program including costs related to directors of special education, special education supervisors, special education building principals, secretarial support staff, cost of operating the bus garage and other administrative costs normally incurred by the district are not chargable to Section 53. Program costs that can be reimbursed by federal funds are not to be charged to Section 53.
- 4. Transportation for Section 53 students is eligible for reimbursement under Section 53. Districts which are charging transportation cost against Section 53 must include the cost on the DS-4094. The district may add to the total shown on the DS-4094 the percentage of bus driver fringe benefits that are ascribed to Section 53 and place the total cost on page 4, line 28 of the DS-4096.

The district may not include in the reimbursement a proration of the salaries for supervisors, clerical staff, garage operations or purchased services (rental of school buses) unless the district clearly shows they incurred additional administration costs directly related to transportation of Section 53 students. Districts claiming costs in any of these categories must attach to the DS-4096 respective rationale supporting the costs as clearly and directly attributable to the transportation of Section 53 students.

Districts may prorate transportation costs for Section 53 students in any of the following ways.

- a. Direct Cost Method Districts contracting for transportation with other districts or private carriers can charge the actual contracted expense for each Section 53 student where costs are billed on a student-by-student basis.
- b. Percent of Ridership Under this method the district will take the total number of students who rode the bus and divide this into the number of Section 53 students to determine the percentage of costs attributable to Section 53. The district will be able to multiply this percentage by the expenses for the bus included on lines 5 through 12 on the DS-4094.

# TRANSFER AUTHORIZATION FOR THE COSTS OF CONTRACTED COMPUTER GENERATED OR COMPUTER ASSISTED ROUTING AND REPORTING SERVICES

District. Numbe	ri
authorized when reporting transportation expenses incu 19 - 19 on DS-4094 to include the costs incurred routing and reporting services in accounts, as designa from the account used to record this expenditure on Fo Report" is to be accomplished using columns 1 through DS-4094 Transportation Financial Report instructions.	for contracted computer ted below. Transfer rm B, "Annual Financial
The total amount paid may be reported by includin	g:
*Line #	Amount
1 s in account 116X for Supervisors	
2 % in account 162X for Clerical	
8% in account 42XX for Equipment Rental	
8 in account 32XX for Travel Expense	
3% in account 3900 for Supplies & Material	
TOTAL AMOUNT INCLUDED	
Complete the amount column showing the amount you account, for contracted computer routing reporting ser OF THIS AUTHORIZATION TO FORM DS-4094 TRANSPORTATION F	vices and ATTACH A COPY
Director Safety & Michigan Departmen	
···	

<sup>\*</sup>Line number on DS-4094 to be used.

# MICHIGAN DEPARTMENT OF EDUCATION DEPARTMENT SERVICES TRANSPORTATION CHECKLIST - 1981-82

Items	Reimb.	Non- Reimb.	Acct. No.	Line No.	Rule Ref.
1000 SALARIES					
Supervisor	x		1160	, <b>1</b>	2418.1
Transfer of salary from any other management area performing duties of supervisor of transportation					
when there is no supervisor of transportation	x		var	1	2418.1
Transfer of salary from any other management area	<del></del> .				
when there is a supervisor of transportation		x	var	N/A	N/A
Superintendent as supervisor of transportation		X	1110	N/A	N/A
Secretary - Clerical	X		_1160	2	2428.0
Transfer of salary from any other clerical area					
performing duties in transportation area	x		var	2	2428.0
Bus Loading Aides		x	1630	N/A	N/A
Bus Attendants	х		16 30	6	2418.4
Crossing Guards		х	1660	N/A	N/A
Security Guards as garage employee	Х		1660	3	2418.3
Mechanics	х		1550	3	2418.3
Bus Drivers	Х		1610	5	2418.2
Garage Employees	X		1670	3	2418.3
Transfer of custodial & maintenance salaries for					
work done in transportation	x		1640	3	2418.3
2000 EMPLOYEE BENEFITS					
Retirement		x	2820	N/A	N/A
Social Security		Х	2830	N/A	N/A
Insurances		X	2100	N/A	N/A

Items	Reimb.	Non- Reimb.	Acct. No.	Line No.	Rule Ref.
2 (011)	ACCESSO.	ACTING:			102.
00 & 4000 PURCHASED SERVICES					
3100 Professional Technical					
Survey of bus route systems		X	3150	N/A	N/A
Data Processing for pupil routing not approved	1	X	3160	N/A	N/A_
Data Processing for pupil routing approved					-
by Safety & Traffic Section	X		3160	Refer	to Examp
Legal fees for attorneys		X	3170	N/A	N/A
Physicals for bus drivers	Х		3190	8	2469.0
Computer Costs		X	3160	N/A	N/A
3200 Travel Expense Staff					
Meals of bus drivers on field trips and					
attending bus driver training	_ X		3220	8	2461.0
Mileage and conference costs for transpor-					
tation supervisors, mechanics, drivers,					
clerks in the performance of their duties					
and in their own instruction	x		3210	8	2461.0
3300 Pupil Transportation					
Passes for children to ride buses	х		3320	7	2459.0
3400 Communications					
Telephone - including mobile phone	×		3410	3	2451.0
Postage	×		3430	3	2451.0
3500 Advertising		<del></del>			
Recruitment advertisements for transpor-		<del></del>			
tation staff	x		3510	8	2469.0
3600 Printing and Binding		······································	<del></del>		
Maps - Printing, including computer prepared	x	<del></del>	3600	3	2451.0
3800 Utilities and Services					
Electric, heat and water	×		3800	3	2451.0
Waste and Trash Disposal	×	·	3840	3	2451.0
Rubbish and junk pickup	X		3840	3	2451.0
3900 Insurance					
Public Liability, property damage, collision,					
comprehensive, medical payments (bus)	x		3930	8	2465.0
Building Insurance	<del></del>	х	3920	N/A	N/A
Personal Property		<del></del>	3920	N/A	N/A

		Non-	Acct.	Line	Rule
I tems	Reimb.	Reimb.	No.	No.	Ref.
4100 Repairs and Maintenance					
Building Repairs (Garage)	X		4110	3	2469.0
Improvements and/or addition to garages		X	4110	N/A	N/A
Improvements to bus parking lots		X	4110	N/A	N/A
Repairs for bus parking lots	Х		4110	3	2469.0
Water pump and/or well repair for garage	Х		4120	3	2451.0
Repairs for gas pumps	Х		4120	3	2451.0
Servicing time clocks (Garage)	Х		4120	3	2432.5
Replace garage door	Х		4120	3	2469.0
Furnace repair (Garage)	X		4120	3	2469.0
Bus repair at a private garage	х		4150	3	2432.5
Bus body repair work by a private body shop	х		4150	3	2432.5
Bus lettering by a contractor	Х		4150	3	2432.5
Maintenance of bus radios by a radio shop	Х		4150	3	2432.5
Maintenance agreement for two way radios	Х		4150	3	2432.5
Repairs of bus seats and other damage	х		4150	3	2432.5
Torch welding by private contractor	х		4150	3	2432.5
Wrecker or towing service	Х		4150	3	2432.5
Repairs and other related expenses for driver					,
ed cars and/or other service vehicles		x	4160	N/A	N/A
Cost of repairs to buses not covered by					
insurance (\$100 deductible)	x		4150	3	2432.5
4200 Rentals					
Rental of garage and storage places		х	4210	N/A	N/A
Rental of machine tools	Х		4220	3	2462.0
Bus garage alarm system	х		4220	3	2451.0
Xerox copier pro-rated costs for transpor-					
tation only	x		4220	3	2451.0
Rental of fifth wheel	х	<del></del>	4220	3	2451.0
Crane charges for movement of equipment		х	4220	N/A	N/A
Bulldozer		х	4220	N/A	N/A
Bus(es) - (Do not include maintenance/repairs			<del></del>		
gasoline, oil, insurance, etc.)	x		4250	4	2462.0
Two way radios - including base station and		· · · · · · · · · · · · · · · · · · ·			
antenna (do not include radio telephone					
services)	х		4250	4	2462.0
Rental of food trucks		x	4260	N/A	N/A
Rental of pickup as garage expense	х		4260	3	2469.0
Rental of driver training car	·	x	4260	N/A	N/A
Inservice films	X	· · · · · · · · · · · · · · · · · · ·	4290	8	2469.0

		Non.	Acct.	Line	Rule
Items	Reimb.	Reimb.	No.	No.	Ref.
4900 Other Purchased Services		· · · · · · · · · · · · · · · · · · ·		<del></del>	
Safety programs for pupils by I.S.D. or					
Univ. staff	-	<u> </u>	4900	N/A	N/A
Snow plowing of bus parking lot	X		4900	3	2432.5
Washing and cleaning of buses by private					
contractors	<u> </u>		4900	3	2432.5
Laundry charge - mechanics uniforms, shop					
towels, etc.	x		4900	3	2451.0
Pest Control for garage or buses	X		4900	3	2469.0
Jackets and/or uniforms for drivers, in-					
cluding upkeep (contract with laundry					
service)	X		4900	8	2459.0
00 SUPPLIES AND MATERIALS 5700 Transportation Supplies					
Gasoline, Oil and Grease	x		5710	9	2447.0
Headlights, Thermostats, Bus parts	х		5730	3	2449.0
Anti-freeze, De-icers	х		5790	3	2451.0
Brake pin puller	х	<del></del>	5790	3	2451.0
City director	х	<del></del>	5790	3	2451.0
Cleaning material for buses	х		5790	3	2451.0
Custodial supplies, soap, shop towels, mops,					
brooms, scrub brushes, window cleaner, shop					
aprons, etc.	x		5790	3	2451.0
Electric drop cords and reels (if replace-					
ment of original equipment)	х		5790	3	2451.0
Freight charges for supplies - not equipment	х		5790	3	2451.0
Fire extinguishers (refills and service)	х		5790	3	2451.0
First aid supplies	X		5790	3	2451.0
Lumber - parts storage	х		5790	3	2451.0
Repair parts for garage equipment	х		5790	3	2451.0
Signal flags	Х		5 790	3	2451.0
Small tools - wrench, etc.	х		5790	3	2451.0
Welding supplies including goggles	х		5790	3	2451.0
Bus stop signs		X	5790	N/A	N/A
School Bus loading signs		Х	5790	N/A	N/A
Time Clock		Х	5790	N/A	N/A
Time Cards rack		X	5790	N/A	N/A
Cassettes or tapes for T.V.'s		Х	5900	N/A	N/A
Office supplies, forms and records	X		5900	3	2459.0

Items	Reimb.	Non- Reimb.	Acct. No.	Line No.	Rule Ref.
000 CAPITAL OUTLAY					
Purchase of new equipment or replacement equipment		x	6400	N/A	N/A
Purchase and installation of photo cells in bus					
parking lot		x	6400	N/A	N/A
Oil Tank		x	6400	N/A	N/A
000 other expenses		<del></del>		<del> </del>	
Interest on bus purchases (must be included in					
purchase price of bus)		х	7200	N/A	N/A
Tickets for ferries	×	<del></del>	7400	12	2461.
Toll Road fees			7400	12	2461.
Driver licenses	X		7400	12	2461.
License fee to operate two way radios		<del></del>	7400	12	2469.
Boiler licenses		X	7400	N/A	N/A
Uncollected taxes		х	7600	N/A	N/A
Gasoline credit card fee	х		7900	8	2451.
Award dinners or banquets		X	7900	N/A	N/A
Classes and/or competency exams (Fees)	х		7900	12	2469.
Driver Safety program	х		7900	12	2469.
Bus driver awards	х		7900	12	2469.
Subscriptions relating to pupil transportation					
management	x		7900	12	2469.
Traffic fine and/or court costs		х	7900	N/A	N/A
Mail box		Х	7900	N/A	N/A
Watch dog supplies for garage and bus lot	х		7900	12	2469.
000 OTHER TRANSACTIONS					
Loss on sale of buses		×	8000	N/A	N/A

# TRANSFERS BETWEEN SCHOOL DISTRICTS FOR PUPIL TRANSPORTATION

### Transfers can be of two types.

- A. For transporting pupils.
- B. For maintenance, operation and repair of pupil transportation vehicles.
- A. For transporting pupils.
  - Transporting district will bill district of residence showing at least two subtotals: (a) allowable expenses; (b) unallowable expenses. (fringe benefits, etc.)
  - 2. Transporting district will show amount received from district of residence in Column 1 on Line 18 as a negative amount. In Column 3 this will be reduced by unallowable expenses entered as a positive. Line 18, Column 4 will then show only the reimbursement for the allowable expenses and this amount will be carried to the proper Column 5, 6 or 7. The result will be a proper cost for per bus limitations and a proper net amount for state reimbursement.
  - 3. District of residence will pay the billing or set up a payable showing at least the two subtotals: (a) allowable expenses; (b) unallowable expenses. (fringe benefits, etc.) The total amount will be in Column 1 on Line 14. The district will reduce this amount by the unallowable expenses in Column 3. Column 4 will then show only the reimbursable amount to be carried to the proper Column 5, 6 or 7.
- B. For maintenance, operation and repair of pupil transportation vehicles.
  - District doing the maintenance, operation or repairs bills the district owning the buses showing a breakdown by category: (a) garage operation, (b) gas, oil and grease, (c) supplies and materials - other, (d) fringe benefits, etc. The district will have the amount received in Column 1, Line 19 as a negative amount. This is to be offset with a positive amount in Column 3, Line 19, and all of the expense categories listed (garage operations, etc.) are to be reduced by entering in Column 3 the proper amount from the billing as negative amounts.
  - 2. District owning the buses will pay the bill or set up a payable and this will be shown on Line 15, Column 1. This amount will be offset in Column 3, Line 15 and the expenses will be shown on their proper expenditure lines based on the billing. (garage operations, etc.) The result will be a proper cost for per bus limitations and a proper net amount for state reimbursement.
  - Districts operating I.S.D. buses for special education runs are to use this method of billing and reporting when miles are counted on I.S.D. DS-4159 (Bus Route Certification).

# EXAMPLES OF ITEMIZING ON SCHEDULES:

ACCOUNT NUMBER	SPECIFIC TITLE OR SPECIFIC PURPOSE	THUCHA
	Line 3	
1550	Mechanic \$15,700	
1900	Contracted Repairs 6,800	
5790	Parts 5,600	
	Column 1, Line 3 Total	\$28,100
254-3800	Utilities 3,700	
254-1640	Custodial Salary 1,200	
254-4110	Repairs to Garage 800	
4260	(from line 4) rental of pickup for garage use 400	
	Cost of repairs to Driver Ed vehicles (non reimb) (1.500)	
	Column 3, Line 3 Total	4,600
	Column 4, Line 3 Total	\$32,700
	Line 4	
1120	Rental of radios (5) 2,000	
	Rental of pickup 400	
	Column 1, Line 4 Total	2,400
	to line 3 - rental of pickup (400)	
	Column 3, Line 4 Total	(400)
	Column 4, Line 4 Total	2,000

200012	EXPENDITURE TO	TOTAL NUMBER OF PUPILS TRANSPORTED Living less Living more than 14 than 14 AMOUNT				Column	CLASS
ACCOUNT NUMBER	OR REVENUE FROM			AMOUNT		Number from	(See
		miles from school	miles from school	EXPENDITURE (Outgoing)	REVENUE (Incoming)	Page 1	codes Below
3300	Parent of Special Ed pupil			420		6	FV
3300	Vocational Ed Students		3	450		7	FV
3310	Special Transp.		5	6.400		6	PC
	Line 7 Total			7,270			
410 8220	Blank Sch. (Accrued 81-82)		6	2,000		7	LD
	Blank Sch. (Balance 80-81)			64			
	Line 14 Total			2,064			
512	Blank Sch. (Accrued 81-82)		4		1,600	7	LD

CLASSIFICATION (Above Class Code)	●CODE
Private Vehicle	P.V.
Family Vehicle	F.V.
Private Contractor	P.C.
Public Transportation (inc. Taxi)	P.T.
Pupil Allowance	P.A.
Intermediate District	I.D.
Another Local District	L.D.
Own District Students	0.5.
Senior Citizens	s.c.
	T

(Attach additional pages, if necessary.)

			Column 7.)
WITES	NO OF	VMC0W1	MAXIMUM S

MILES PROM SCHOOL	NO. OF PUPILS	AMOUNT REIMBURSED PER PUPIL	MAXIMUM STATE ALLOWANCE (Col. 2 x Col. 3)
(1)	(2)	(3)	(4)
0-15		x 0.00	.00
14-2		x \$47.00	.00
2-3		x \$53.00	.00
3-4		x \$60.00	00
4-5		x \$67.00	.00
5-6	1	× \$73.00	73.00
Over 6	2	x \$80.00	160.00
TOTALS .	3		233.00

\*TOTAL PUPILS SHOULD AGREE WITH SCHEDULE 2 ACCOUNT NUMBER 255 133X (PUPILS TRANSPORTED BY FAMILY VEHICLE) DECEMBER 15 PUPIL COUNT.

Direct questions regarding this form to Harriet Cook at (517) 373-3350.

# 1981-82 TRANSPORTATION FINANCIAL REPORT

	Legal Name of School District	District Code No.	Telephone - Area Code Local No.
EDUCATIONAL AGENCY	<b>-</b>	1	i i
AGENCY			

MAILING INSTRUCTIONS: DISTRICT - Send TWO completed copies to your intermediate superintendent by OCTOBER 1, 1982. INTERMEDIATE DISTRICT - Retain ONE copy for your file and send the other to the STATE address indicated above by OCTOBER 15, 1982.

SEE LINE AND COLUMN INSTRUCTIONS FOR COMPLETING THIS REPORT. (Round to Nearest Dollar)

7-2	DESCRIPTION	Initial Amounts	Adjustment Account Number	Adjustment Amounts	Adjusted Amounts Col 1 + Col 3	Special Education Section 53	Special Education Section 52	Voc-Tech. Ed. & Regular
Ē		(1)	(2)	(3)	(4)	(5)	(6)	(7)
L	EXPENSES UNDER STATUTORY LIMITATIONS			44.0				
$oldsymbol{\sqcup}$	Salaries—Supervision			L				
2	Salaries—Secretary/Clerical							
3	Garage Operation *			<u> </u>				
4	Purchased Services—Rental School Buses*							
	OTHER EXPENSES:							
5	Salaries-Bus Drivers							
6	Salaries – Other *				l			
7	Purchased Services—Pupil Transportation **				<u> </u>			
8	Purchased Services-Other *							
9	asoline, Oil and Grease							
10	ires, Tubes and Batteries							
11	Bus Amortization (DS-4107)							
12	Other Expense-Miscellaneous®							
13	TOTAL EXPENSES (Lines 1-12)							
	TRANSFERS TO OTHER DISTRICTS							
14	Pupil Transportation **			( )				
15	Other**			( )				
16	TOTAL EXPENSES AND TRANSFERS							
17	REVENUE-ALL SOURCES **	( )			(	)	( )	( )
	INCOMING TRANSFERS:							
18	Pupil Transportation **	( )			()	( )	( )	( )
19	Other <sup>##</sup>	( )						
	OTHER:							
20	Less: Family Car Expense®® (from Line 7)	()			<u> </u>			
21	Plus: Family Car Expense Allowable							
22	NET REIMBURSABLE EXPENSES							

•	Explain	on	Schedule	1
**	Explain	90	Schedule	2
			Schedule	
				•

CERTIFICATION: I certify that the information submitted on this report is true and correct to the best of my knowledge. This report was prepared in cooperation with the Business staff and the costs reported are proper charges to pupil transportation. All records and schedules (including prorations) used in the preparation of this report will be kept for three years for audit purposes.

Date	Authorized Official	(Signature)
	<del></del>	•
	Contact Person	Telephone
		Area Code/Local No.

DS-4094 (Page 2)	District Code No.	
· -	<del>- 1.1.1.</del>	—

NOTES: I. Explain data entered on Page I, Column 4, Lines 3, 4, 6, 8, and 12.

2. For additional blank copies, duplicate this page.

SCHEDULE 1 - SPECIFIC DATA (Round all amounts to the nearest dollar.)

ACCOUNT NUMBER	SPECIFIC TITLE OR SPECIFIC PURPOSE	AMOUNT
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(Attach additional pages, if necessary)

DS-409	14
(Page	3)

District Code				
District Code	No.			l

SCHEDULE 2 NOTES: 1. Explain data entered on Page I, (for each column which has an entry) Lines 7, 14, 15, 17, 18, 19 and 20. 2. For additional blank copies, duplicate this page.

SCHEDULE 2 - TRANSFERS - INCOMING AND OUTGOING (Round all amounts to the nearest dollar.)

ACCOUNT	EXPENDITURE TO OR	TOTAL NUMBE TRANSP	R OF PUPILS ORTED	AMO		Column Number	CLASS
NUMBER	REVENUE FROM (Name or Identification)	than I'; miles from school	Living more than I <sup>1</sup> 2 miles from school	EXPENDITURE (Outgoing)	REVENUE (Incoming)	from Page I	(See Codes Below
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CLASSIFICATION (Above Class Code)	● CODE
Private Vehicle	PV
Family Vehicle	۴۷
Private Contractor	PC
Public Transportation (inc. Taxi)	P.T
Pupit Allowance	P.A
Intermediate District	I D
Another Local District	L D.
Own District Students	O S.
Senior Citizens	S.C.
vate Vehicle mily Vehicle livate Contractor blic Transportation (inc. Taxi) spil Allowance ermediate District other Local District on District Students	

(Attach additional pages, if necessary.)

SCHEDULE 3 - FAMILY VEHICLE - COL. (7) (Explain Page 1, Line 21, Column 7.)

(Explain Page I, Line 21, Column 7.7									
MILES FROM SCHOOL	NO. OF PUPILS	AMOUNT REIMBURSED PER PUPIL	MAXIMUM STATE ALLOWANCE (Col. 2 x Col. 3)						
		l	(4)						
0-11:		× 0.00	,00						
112-2		x \$47.00	.00						
2-3		× \$53.00	.00						
3-4		x \$60.00	.00						
4-5		x \$67.00	.00						
5-6		x \$73.00	.00						
Over 6		x \$80.00	.00						
TOTALS	•		.00						

TO TAL PUPILS SHOULD AGREE WITH SCHEDULE CACCOUNT NUMBER 256 193X (PUPILS THANSPORTED BY FAMILY VEHICLE) DECEMBER 15 PUPIL COUNT.

\*\*TRANSFER THE AMOUNT IN COLUMN (4) TO LINE 21, COLUMN (7) OF PAGE 1-

DP R1021-2 06-08-82 YEAR OF DATA 80-81

# MICHIGAN DEPARTMENT OF EDUCATION DEPARTMENT SERVICES BOX 30008, LANSING, MICHIGAN 48909

# 1981-82 REPORT OF STATE AID REIMBURSEMENT FOR PUPIL TRANSPORTATION

	1901-02 REPORT OF STATE ALD RELE	BURSEMENT FOR PUPIL TRANSPORTATIO	41
SCH	OOL NUMBER OOL NAME	BUSES ON SCHEDULED ROUTES OWNED/LEASED SPARE BUSES	
1.	NET VOC TECH & REGULAR TRANSPORTATION (DS 4094 LINE 24, COLUMN 7)	EXPENSES 1,103,342.0	0 (1)
_		REPORTED STATUTORY EXPENSES AMOUNT MAXIMUM DISALLOWE	i D
2.	LESS STATUTORY LIMITATIONS: A. TRANSPORTATION SUPERVISOR B. GARAGE OPERATIONS C. SECRETARIAL AND CLERICAL D. * TOTAL EXPENSES DISALLOWED PER ST	29,069 36,528 0 219,328 167,731 51,597 28,034 16,588 11,446 TATUTORY LIMITS 63,043.0	00 (2D)
3.	LESS DISALLOWED AND EXTRA TRIP MILES ( * COST BASE 1 AMOUNT USED IS 1,103,342 TOTAL MILES FOR YEAR 751,062 COSTS PER MILE  A. DISALLOWED MILES (DS 4159) (1). DISALLOWED MILES 34,764 (2). DEDUCTION AMOUNT 51,103 B. EXTRA TRIP MILES (DS 4159) (1). EXTRA TRIP MILES 102,823 (2). DEDUCTION AMOUNT 151,149 C. * TOTAL PER MILE DEDUCTIONS (3A2 F	DS 4159)	
	(2). DEDUCTION AMOUNT 51,103 B. EXTRA TRIP MILES (DS 4159)	3.08	(3A2)
	(1). EXTRA TRIP MILES 102,823 (2). DEDUCTION AMOUNT 151,149 C. * TOTAL PER MILE DEDUCTIONS (3A2 F	3 0.81 °LUS 3B2) 202,252.8	(3B2) 39 (3C)
4.	*COST BASE 2 AMOUNT USED IS 901,089 TOTAL PUPILS SCHEDULED 7,659 25% OF COSTS PER PUPIL 29	DUCTION (DS 4159) 9 (EQUALS COST BASE 1 LESS 3C) 1 9.44	
	B. * DEDUCTION AMOUNT FOR INELIGIBLE	PUPILS 20,666.8	
5.	REIMBURSABLE VOC TECH & REGULAR EXPENS (EQUALS LINE 1 LESS 2D LESS 3C LESS 48	) \	
; . 3 .	PRIOR YEAR ADJUSTMENTS GROSS ALLOWANCE (75% OF LINES 5 AND 6 STATE AID ALLOWANCE FOR VOC TECH & REC (PRORATION OF LINE 7 BY 56.50282628%	0.0 SUM) 613,034.4 GULAR 346,381.7	00 (6) 42 (7) 77 (8)
	NET SECTION 52 SPECIAL EDUCATION COSTS (DS 4094 LINE 24, COLUMN 6)	5 493,045.0	
	LESS EXTRA TRIP MILES DEDUCTION  * COST BASE 3 AMOUNT USED IS 488,849 TOTAL MILES FOR YEAR 317,939 COSTS PER MILE	200.	
	A. EXTRA TRIP MILES (DS4159)6,066 B. DEDUCTION AMOUNT REIMBURSABLE SECTION 52 SPECIAL EDUCA GROSS ALLOWANCE (75% OF LINE 11) STATE AID ALLOWANCE FOR SECTION 52 (PRORATION OF LINE 12 BY 49.67120574)	9,341.0	64 (10B)

526,577.74 (14)

14. TOTAL STATE AID ALLOWANCES (LINE 8 PLUS LINE 13)

SECTION IV

**OPERATIONS** 

### DEPARTMENT OF EDUCATION

### STATE BOARD OF EDUCATION

# SAFETY SPECIFICATIONS FOR SCHOOL BUSES

Filed with the Secretary of State on July 7, 1981
These rules take effect 15 days after filing with the Secretary of State.

(By authority conferred on the state board of education by section 1343 of Act No. 451 of the Public Acts of 1976, as amended, being g380.1343 of the Michigan Compiled Laws)

R 340.1202 to R 340.1213, R 340.1215, and R 340.1216 of the Michigan Administrative Code, appearing on pages 399 to 402 of the 1978 Annual Supplement to the Code, are amended to read as follows:

# R 340.1201 Definitions.

Rule 1. As used in these rules:

- (a) "Model year" means the year of manufacture.
- (b) "Passenger van" means a motor vehicle designed to carry not more than 16 passengers, built on a truck chassis, and registered and titled by the secretary of state as a station wagon.
- (c) "School bus" means a motor vehicle, other than a station wagon or passenger van, with a manufacturer's rated seating capacity of 17 or more passengers, used for the transportation of school pupils to and from school or related events, which either is owned by a local school district, a local act school district, or an intermediate school district or, if privately owned, is transporting school pupils under a contract with a local school district, a local act school district, or an intermediate school district. There are 2 types of school buses:
- (i) A "type I school bus" means a school bus with a gross vehicle weight rating of more than 10,000 pounds.
- (ii) A "type II school bus" means a school bus with a gross vehicle weight rating of 10,000 pounds or less.
- (d) "Station wagon" means a motor vehicle designed to carry not more than 10 passengers and built on a passenger vehicle chassis, in which the seating arrangement extends the full width of the interior of the vehicle.
- (e) "Year" and "annually" mean a fiscal year beginning July 1 and ending June 30.
- R 340.1202 Adoption by reference; minimum standards for school bus; additional equipment.
- Rule 2. (1) The minimum standards for a school bus promulgated by the national commission on safety education, revised edition of 1964, apply to buses manufactured from 1966 to 1971, and the revision of 1970 applies to buses manufactured from 1972 to September 30, 1978. These standards are adopted herein by reference. Copies of the standards are available from the Department of Education, School Support Services, P.O. Box 30008, Lansing, Michigan 48909 at no cost and from the National Commission on Safety Education, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 at a cost of \$1.00.

Specifications prescribed in the board of education's rules, effective September 18, 1978, apply to buses manufactured between October 1, 1978, and the effective date of these rules.

- (2) A school bus that is operated by a municipally owned transportation system or by a common passenger carrier certificated by the public service commission shall comply with these rules. A bus that is operated by a municipally owned transportation system or by a common passenger carrier certificated by the public service commission, for an extracurricular event or a trip lease, is not required to be painted school bus chrome yellow or identified as a school bus.
- (3) The standards set forth in these rules are minimum safety specifications. Additional safety equipment may be installed if approved by the department of education.
- R 340.1203 Painting and lettering specifications; exception.
- Rule 3. (1) A school bus that is delivered to a contractor or a school district after March 1970 shall be painted as specified in section 1344 of Act No. 451 of the Public Acts of 1976, as amended, being §380.1344 of the Michigan Compiled Laws. Specifications for school bus lettering are available from the Michigan Department of Education, School Support Services, P.O. Box 30008, Lansing, Michigan 48909.
- (2) As an exception to the specifications, animal pictures, cartoon figures, and similar insignia may be affixed to the bus in a temporary manner near the entrance door to assist in identifying the bus route.
  - (3) A school bus shall be painted as follows:
- (a) The body, cowl, hood, and fenders shall be national school bus chrome yellow. The hood may be non-glare school bus chrome yellow.
- (b) The bumper, body trim, wheels, and lettering shall be black. The wheel rims shall be grey, black, or natural, as provided by the manufacturer.
  - (c) The wheel covers, if painted, shall be black.
  - (d) The grill, if not chrome, shall be national school bus chrome yellow.
  - (e) The mirrors, if painted, shall be black or yellow.
- (f) Exterior mounted equipment, if painted, shall be black or yellow. The equipment shall be approved by the department of education.

# R 340.1204 Required equipment.

- Rule 4. (1) A school bus shall have, in operating condition, all equipment required by Act No. 300 of the Public Acts of 1949, as amended, being §257.1 et seq. of the Michigan Compiled Laws, and section 1344 of Act No. 451 of the Public Acts of 1976, as amended, being §380.1344 of the Michigan Compiled Laws.
- (2) A type I school bus shall have an outside body width of not more than 96 inches; an outside overall length of not more than 40 feet; and an inside height of not less than 72 inches, aisle floor surface to ceiling. A type II school bus shall have an outside body width of not more than 96 inches and an inside height of not less than 60 inches, aisle floor surface to ceiling.
- (3) A bus floor shall be made of metal at least equal in strength to 14-gauge steel and shall be constructed and maintained so that exhaust gases cannot enter the bus. The floor, including wheelhousing, shall be covered and maintained with 1/8-inch smooth rubber. The aisles shall be covered and maintained with 3/16-inch ribbed rubber. The rib aisle shall continue to the stepwell. Metal longitudinal strips shall be applied to

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the aisle seams. Floors shall be coved to the walls. All closures between the body and the engine compartment shall be fitted with gaskets which effectively prevent the gas from entering the body. The bus body floor, cross members, and skirts shall be completely undercoated. A transmission inspection plate, if any, need not be rubber-covered, but shall be firmly attached and fitted with a gasket. Plywood floors are optional.

- (4) Sedan-type doors shall not be used on type I school buses. When a jackknife-type service door is used, it shall fold forward toward the front of the bus. If a split-type service door is used, it shall open outward. Sedan-type doors may be used on service entrances of type II buses. The steps of a service door entrance shall be covered with 3/16-inch molded ribbed rubber or other nonslip surface.
  - (5) An emergency exit shall be provided as follows:
- (a) Type I school bus: The upper and lower portion of the central rear emergency door shall be equipped with approved safety glass. The door shall be hinged on the right side and the door handle shall be located on the extreme left. Piano hinges shall not be used on rear emergency doors. There shall be no exterior steps leading to the emergency door. Rear engine school buses shall be equipped with a left side emergency exit and a rear emergency window exit over the engine compartment. Piano hinges are permitted on the rear emergency window exit.
- (b) Type II school bus: Subdivision (a) of this subrule applies to type II buses, except that body gauge metal may be substituted for safety glass in the lower portion of the rear emergency door and double rear emergency doors may be used. A double rear emergency door shall have a 3-point latch.
- (c) An emergency door may be locked if a key-actuated ignition interlock system is used which prevents the engine from starting while the emergency door is locked and if the emergency door is protected from locking while the bus is in motion.
- (6) A bus body shall be lined with fiberglass or a comparable nonsettling, nonabsorbent insulation.
  - (7) Book racks shall not be installed in a school bus.
- (8) The electrical system shall be 12-volt direct current provided through an alternator with a minimum 100-amp rating and a minimum battery storage capacity of 500 cold cranking amps with a gasoline engine, or 900 cold cranking amps with a diesel engine, and provided in 1 12-volt battery, 2 12-volt batteries, or 2 6-volt batteries. There shall not be an opening through the floor of the bus to service the battery.
- (9) A sound equipment speaker in the passenger compartment, if installed, shall be flush-mounted.
- (10) School buses that are equipped to be propelled by liquid propane gas shall comply with the "Standards for the Storage & Handling of Liquefied Petroleum Gas" of the national fire protection association. The standards are adopted by reference in these rules and are available from the National Fire Protection Association, Inc., 470 Atlantic Avenue, Boston, Mass. 02210 at a cost of \$5.50.

# R 340.1212 Brake system.

Rule 12. A school bus that is equipped with an air brake system shall be equipped with an emergency stopping system designed and constructed to permit modulated control of brake application and release and to prevent release by the driver unless energy is available for reapplication.

The air brake system shall be provided with an electrically heated moisture ejector on each air reservoir or shall be provided with an after cooler type air dryer with an electrically heated purge valve. The use of moisture ejectors together with an air dryer is optional. Each air reservoir in the system shall be equipped with a manual petcock valve on the bottom of the tank. If the automatic moisture ejection valve is equipped with a manual drain control or built-in petcock, a separate manual petcock is not required. The air reservoir tanks shall be mounted on the chassis frame with not less than 15 inches of clearence between the ground and the lowest part of the tank or tank component.

# R 340.1213 Lights and signals.

- Rule 13. (1) A school bus that is manufactured after the effective date of these rules shall be equipped with class A turn signal lights. These lights shall be independent units equipped with a 4-way hazard warning switch to cause simultaneous flashing of turn signal lights when needed as a vehicular traffic hazard warning. On type I conventional school buses, the front turn signal lights shall be double-faced and fender-mounted. On forward control school buses, the front turn signal lights shall be as provided by the vehicle manufacturer.
- (2) Alternately flashing red lights shall comply with section 682 of Act No. 300 of the Public Acts of 1949, as amended, being §257.682 of the Michigan Compiled Laws. They shall be controlled by a manually operated switch. A black area shall be provided around the alternately flashing red lights. Lights indicating alternately flashing light operation shall be visible to the driver. Hoods around the alternately flashing red lights are optional.
- (3) The location of all exterior lights and signals shall comply with Act No. 300 of the Public Acts of 1949, as amended.
  - (4) Taillights and signals shall be positioned as follows:
- (a) Two red 7-inch diameter combination stop-taillights shall be mounted on the rear of a bus at a height of not less than 15, or more than 72, inches above the surface upon which the unloaded bus rests and shall be positioned as far apart as practicable.
- (b) Turn signals at the rear of a bus shall be 7 inches in diameter with amber lenses, or with amber lenses incorporating the shape of an arrow, and shall be mounted on the same level and outboard of the stoptaillight combination. Type II school buses with double rear emergency doors may incorporate the rear turn signal in the stop-tail unit.
- (c) School buses may also be equipped as an option with an oscillating, rotating or flashing light mounted on the center line of the roof of the bus approximately 6 feet from the rear of the vehicle which displays a white light to the front, sides and rear of the bus which may be actuated by the driver only for use in inclement weather such as fog, rain, or snow.
- R 340.1214. Windshields; wipers, washers, and glass.
- Rule 14. (1) A school bus shall be equipped with 2 windshield wipers and 2 windshield washers. A washer reservoir shall be 70 ounces or more.
- (2) A windshield shall be slanted to prevent glare and large enough to permit the driver to see the road clearly.
  - (3) All glass shall be safety glass.

R 340.1215 Mirrors.

- A rearview mirror, convex in shape and not less than 75 inches in diameter, shall be firmly mounted on each front fender to provide localized vision along each side of, and adjacent to, a school bus.
- On a forward control bus without\_front fenders, a 7½ inch or larger convex mirror shall be firmly mounted to provide localized vision along the right side of a school bus and a similar mirror shall be mounted to provide localized vision along the left side of a school bus.
- (3) A mirror, convex in shape and not less than 7½ inches in diameter, shall be firmly mounted at hood or fender top height in front of a bus in conformity with section 682 of Act No. 300 of the Public Acts of 1949, as amended.
- (4) The interior mirror shall be clear view, tempered safety glass with a reflective surface of 6 inches in height by 30 inches in width for type I buses, and shall be metal-backed and framed. It shall have rounded corners and padded edges. Interior mirrors for type II buses shall have a reflective surface of 6 inches in height by 15 inches in width and shall be protected by framing and padding as for type I buses.
- (5) Sun shades, if installed, shall be mounted so that the mounting brackets are not likely to cause injury in the event of an accident.
- R 340.1216. Fire extinguisher; first aid kit; reflectors and fusees. Rule 16. (1) A school bus shall be equipped with at least 1, 2A-10BC dry chemical fire extinguisher, or its equivalent, which is approved by underwriters' laboratories, incorporated and which has an aluminum, brass, or bronze valve. The extinguisher shall be mounted securely in an accessible place in the driver's compartment and shall be in satisfactory operating condition at all times.
- A bus shall be equipped with a first aid kit which shall be firmly mounted with a quick release bracket in an accessible location in the driver's compartment and which shall contain, at a minimum, all of the following:
  - (a) Bandage compress (sterile gauze pads), 4-inch......2 packages.
  - (b) Bandage compress (sterile gauze pads), 2-inch............2 packages.

  - (d) Triangular bandage with 2 safety pins, 40-inch.....l package.
  - (e) Roll gauze......l package.
- (f) Elastic bandage, 3-inch.....l package.
- Antiseptics and burn ointments shall not be included, except as required by the public service commission.
- A bus shall be equipped with 3 bidirectional emergency reflective triangles which are properly cased and securely mounted and 3 redburning fusees which are capable of burning not less than 15 minutes and which are properly cased and securely mounted in the driver's compartment. Fusees and reflectors shall comply with the standards set forth in Act No. 300 of the Public Acts of 1949, as amended.
- R 340.1221--R 340.1226. Rescinded.
- R 340.1231. Inspection of school bus.
- Rule 31. Inspection of a school bus may be accomplished at any time, at any location, on or off a school district site, and as frequently as the department of state police deems necessary to secure passenger

safety. A bus may be rejected by the inspecting state police official for further use in transportation of school children if it does not meet the requirements of these rules or if the conditions for rejection of a school bus are not corrected while the official is present. However, if a bus is deemed to be safe for operation even though in unsatisfactory condition, the official may determine that not more than 60 days shall be allowed to effect a specific repair.

- R 340.1202 (1) The "National School Bus Standards" of 1970 apply to Michigan school buses manufactured up to September 30, 1978. Michigan has not adopted the 1980 National Standards due to the adoption of the Headlee Amendment.
  - (2) "School buses" owned by municipally owned transportation systems must meet all of these rules.
  - (3) These rules are MINIMUM requirements. Additional "SAFETY" equipment must be approved by the Department of Education.
- R 340.1203 Non-glare yellow hoods are optional.
- R 340.1211 (c) An emergency door may be locked <u>only if</u> the locking device is the ignition interlock system that prevents the engine from being started when the emergency door is locked.
  - (10) This Rule <u>requires</u> all I.P buses to comply with the National Fire Protection Association Standards. These Standards are also required through Rules promulgated by the State Fire Marshal.
- R 340.1212

  Buses of <u>ALL</u> sizes are permitted to be equipped with hydraulic brakes if manufactured after <u>July 1, 1981</u>. A bus chassis manufactured before this date and fitted with a body of 60 passengers or larger capacity must have air brakes; no exception.

Air dryers may be used in place of or in conjunction with moisture ejectors.

- R 340.1213 The double faced side mounted turn signal is no longer required on forward control school buses (TRANSIT TYPE AND VAN FRONT END CONVERSION TYPE).

  The grille mounted turn signal is sufficient.
  - (2) The alternating red lights are to be activated by a "manual switch". The wiring of the switch is not addressed. The usual wiring is through the ignition switch so that when the ignition is off the lights cannot be activated. Also, when the key is out of the ignition (weekends), the lights cannot be activated.
  - (3) (c) Strobe lights are optional.
- R 340.1215 Interior mirrors shall be "TEMPERED" glass. Each mirror will be marked as tempered. Glass is cut before it is tempered and every piece is etched. We do not want single sheet vanity glass. A broken mirror will fall out of the frame and land in the driver's lap. That is an exciting experience!!!

## SPECIFYING VEHICLES

The safe, efficient and economical operation of a school transportation system depends, in large measure, on the type of transportation equipment purchased by the local school board. This equipment must meet the specific needs of the local community.

Following are guidelines for developing specifications for transportation equipment.

Several tools which can be used to arrive at vehicle specifications are:

- Chassis manufacturer data books
- Body manufacturer data books
- Michigan's minimum school bus specification requirements
- National minimum school bus standards
- Your local policies, needs and preferences

The route length, hours of operation, climate conditions in which the vehicle needs to operate and the terrain and roads that will be traveled are important factors to consider before writing specifications.

Some areas for consideration are:

- I. The Chassis package
- II. The Body package
- III. The special equipment/needs and/or accessories

# I. CHASSIS:

# A. Engine:

- 1. V-8, in-line 6 or other
- 2. Size and type diesel, gas, cylinders, etc.
- 3. Front, mid, or rear mount (puller or pusher)
- Cooling system water, oil, radiator, modulated cooling fan, etc.
- 5. Exhaust system mufflers
- 6. Etc.

# B. Drive train:

- 1. Transmission and ratios stick, automatic, synchromesh, etc.
- 2. Drive shaft bearings
- 3. Differential -
- 4. Rear axle and ratios
- 5. Etc.

# C. Braking system:

- 1. Air
- Hydraulic drum or disc

- 3. Accessories
- 4. Etc.

# D. Suspension system:

- 1. Front and rear
- Leaf type or other
- 3. Tires and wheels types and sizes, duals or singles, etc.
- 4. Etc.

# E. Steering system:

- Power assist
- Steering wheel
- 3. Etc.

# F. Weight and/or payload considerations:

- 1. Passenger weight under Federal law, each passenger is figured at 120 lbs. and the driver is figured at 150 lbs.
- Wheel base shorter wheel base may be necessary for congested traffic areas or narrow streets or sharper turns. Shorter wheel base may be more agile in close quarter maneuvering
- Weight reductions less weight means better fuel economy
- 4. Weight restrictions road and bridge weight limits

# G. Fuel considerations:

- 1. Cost of different fuels; cost of installing a different fuel storage and pumping system; availability of fuels, etc.
- 2. Miles per gallon records
- 3. Weather conditions
- Vehicle tanks size, weight, locations; ease of refueling; travel distance; etc.

# H. Electrical system:

- Heavy duty wiring
- 2. Heavy duty equipment batteries; etc.

# II. BODY:

- A. Brand; style; size; capacity; color
  - 1. Conventional body
  - 2. Transit or flat nosed body
- B. Seating arrangements
- C. Emergency exits
- D. Control panels operational ease
- E. Service door driver operated or power operated

- F. Lighting system components; clearance lights; reflectors; etc.
- G. Mirrors
- H. Windshields; washers; wipers
- I. Servicability hood type; ease of maintenance; etc.
- J. Painting names; numbers; etc.

# III. SPECIAL EQUIPMENT/CONSIDERATIONS:

- A. Lifts; wheel chair slots and anchors
- B. Energy saving devices
- C. Accessories such as governors, hour meters, tachometers, etc.
- D. Standard equipment such as heaters, defrosters, defoggers, turn indicators, back up lights, etc.
- E. Emergency equipment and accessories such as backing alarms; 2-way radios; intercom p.a. system; "presence" warning devices; fire extinguishers, reflectors or triangles, etc.

# SCHOOL BUS PAINT AND LETTERING \*

To include lettering, numbers and other insignia as well as color and design.

# I. COLORING

Shall be painted as specified in Section 1344, Public Acts 451 of 1976.

- A. Body, cowl, hood and fenders shall be National School Bus Chrome Yellow.
- B. Bumpers, body trim, wheels and lettering shall be black.
- C. Wheel rims shall be gray, black or natural, as provided by the manufacturer.
- D. Wheel covers, if painted, shall be black.
- E. The grill, if painted, shall be National School Bus Chrome Yellow.
- F. Mirrors, if painted, shall be black or yellow.
- G. There shall be a 3 inch black area around overhead flashing lights.
- H. Lettering and numbers shall conform to Michigan School Bus Standards.
- I. Temporary insignia such as cartoons and animals may be affixed to the bus in a temporary manner.

# II. LETTERING:

Size and placement of markings.

Fleet identification - (a) Fleet identification number shall be displayed in 6 inch figures on the front side near marker at roof line; back side near marker at roof line; to be visible from the side of the bus. (b) Fleet identification shall be displayed in 3 inch figure numbers displayed in right front cowl and right near opposite license plate; to be visible from the front and rear of bus.

School District - (a) The name of the school district shall be displayed on the front above the grill opening and on the rear below the upper emergency door glass in 2 inch letters.

Emergency Door - The words "Emergency Door" shall be displayed on the rear of the bus on the emergency door above the upper glass in 2 inch letters if space permits. If space does not permit the lettering to be on the door, then the lettering may be placed on the header over the emergency door in 2 inch letters.

School Bus - The words "School Bus" shall be displayed on the front and on the rear of the bus between the two (2) alternating red flashers in 8 inch letters.

<sup>\*</sup>Michigan Department of Education, <u>Safety Handbook For School</u> Transportation <u>Supervisors and School Bus Mechanics</u>, (Lansing: Michigan Department of Education, 1979) pp. 49, 72, 88-89.

# SUGGESTED PLANNED MAINTENANCE PROGRAM\*

# INTRODUCTION

The careful examination of school bus operations illustrates that the most efficient and successful operations credit that success to a large degree to their commitment to a comprehensive planned vehicle maintenance program.

While, at first, it may appear as though scheduled maintenance increases overall cost -- just the opposite is true. Why? Because preventive maintenance properly applied will assure that a vehicle is safer to operate, experiencing fewer costly road failures and is overall more reliable and economical to operate than the vehicle maintained on a demand basis. This method also allows you to plan the work schedule of service personnel more efficiently and to more accurately forecast maintenance costs so vital when budgeting your annual needs.

This program has been developed to assist you in the promotion of school bus safety, and we urge you to take advantage by applying this plan. The sample forms in this section may be duplicated for your use or may be used to improve your present system.

# WHAT KIND OF INSPECTIONS ARE OFFERED?

While the foundation of a preventive maintenance program is a sound inspection system, it is important that operators and maintenance personnel understand that no basic inspection can take into account all of the variables of vehicle application or component make-up. Therefore, it is necessary to tailor inspections to the specific application if all of the benefits of preventive maintenance are to be realized.

The School Bus Maintenance Guide is based on a three-basic inspection concept. The system recognizes that certain services, for example, lubrication, are required more often than engine analysis and pressure testing the cooling system. Other items such as inspecting and lubricating wheel bearings should be performed less frequently.

Each of the inspections is keyed with a numbered column heading. Inspection begins by roadtesting the bus and moves through other areas of the vehicle such as under vehicle, under hood, inside and outside of the unit. The No. 2 inspection is more extensive than the No. 1 inspection; as it includes all of the No. 1 checks, plus additional necessary operations. The No. 3 inspection is the most detailed and includes each of the operations of the No. 1 and No. 2 inspections, plus equally important inspections and operations.

<sup>\*</sup>Developed by International Harvester Inc. and revised by the Michigan Department of Education.

# HOW FREQUENTLY ARE INSPECTIONS MADE?

The basic goal in scheduling inspections is to plan them at intervals that will neither "underservice" nor "overservice" the bus. Many factors must be considered when developing the intervals. For example, the terrain and routes travelled, mileage per day and month, miles per trip, round trip time, numbers of trips per day, driver's efficiency, road speeds, minimum maintenance requirements for particular components as specified by the vehicle manufacturer and all applicable ordinances. These are just a few of the variables which may affect the decision of timing. In each case, a value judgement must be made considering the effects of all of the known variables. The benefit of local experience with the particular model in your operation or a similar operation will be invaluable. Your daily driver report is another very good source of information and must be a key element of your inspection system.

To begin, however, a No. 1 inspection should be performed at the vehicle manufacturer's recommended oil change period, but not exceeding one (1) month's operation. A No. 2 inspection should be timed to coincide with the vehicle manufacturer's recommended ignition system and performance check periods or, at least, semi-annually. The No. 3 inspection should be performed at the vehicle manufacturer's recommended wheel bearing inspection lubrication time, but, at least, once annually. It must be remembered that these suggestions are for the typical operation and local conditions such as consistent stop-and-go driving, high mileage or other severe operating conditions may dictate more frequent inspections and/or judgments.

# WHAT SHOULD BE DONE AT EACH INSPECTION?

We have presented a basic inspection guide which calls for specific inspections and adjustments or repairs at given intervals. This guide is flexible within safe limits and will permit tailoring to meet the demands of unusual operating conditions.

For instance, an analysis of your operation may indicate a specific operation -- such as inspecting the air cleaner -- should be done more frequently because of extremely dusty conditions. In those instances, the inspection guide should be modified by adding the operation in one of the inspection blanks.

Or, the analysis may indicate that checking the belt condition can safely be done less often than recommended for the average bus operation. In that case, the "All Drive Belts for Condition, Adj. & Alignment" can be shaded out in the No. 2 inspection box.

Properly executed scheduled maintenance provides the basis for efficiency in operation and more importantly a foundation for safe operation. Therefore, the frequency of a given operation, for example, brake inspection, should not be decreased from recommended levels if it might

compromise safe vehicle operation.

Furthermore, additional inspections may be required in order to properly maintain added accessories, such as a carburetor de-icing system or a two-way radio.

These items can be added in the blank spaces on the inspection form.

# HOW ARE PREVENTIVE MAINTENANCE FORMS USED?

When you begin the preventive maintenance program, you will decide on all of the options we have discussed. As you do this, a master copy of the Maintenance Inspection Guide should be prepared. To support this, a master Maintenance Inspection Schedule should be completed which enables you to quickly determine when a vehicle is due an inspection and you are then better prepared to plan vehicle scheduling.

Each time a bus is brought in for inspection, a Maintenance Inspection Guide is prepared from the master for use by the serviceman who will actually do the work. As the serviceman performs the inspection, he will insert the applicable symbol in each square so you can be sure nothing will be overlooked.

If he finds a need for a repair or an adjustment, he will insert the proper code -- either the symbol 0 or symbol X in the check block. At the conclusion of the inspection, you should be notified of additional work required so you can authorize the work necessary -- before it grows into a more costly repair. When repairs or adjustments are not required, a check ( / ) mark is shown.

To conclude the package, all completed inspection forms, repair orders and appropriate daily reports should be maintained in a vehicle history folder.

This is then used to summarize the repair history and provides a basis for constant review and analysis of your inspection needs.

# CONSIDER THAT:

- A PM program is only effective when rigidly applied -- the inspection form won't maintain the bus -- only a qualified informed serviceman can.
- Following the manufacturer's recommendations in applicable operators and service manuals is a MUST.
- The preventive maintenance plan you decide upon must fit the vehicle and operating conditions and should be modified when the equipment or operating conditions change.

- Use of quality lubricants specified by the equipment manufacturer will return that investment with dividends in performance.
- All forms described are available through your International Truck dealer or branch.

CTS-1019 Maintenance History Folder CTS-1127 School Bus Maintenance Inspection Guide CTS-1120M Maintenance Inspection Schedule





NOTE:	SERVICEMAN IS TO INSPECT, MAKE MINOR ADJUSTMENTS, TIGHTEN, AND ADD REQUIRED FLUIDS ON ALL OPERATIONS.  REPORT ANY UNLISTED ITEMS REQUIRING			MENTS, TIGHTEN, AND ADD REQUIRED CUSTOMER: ADDRESS:				HASSIS NO:			FLEET NO.	JOB TICKET NO		
Z	ATTENTION. CONSULT APPLICABLE S INFORMATION FOR ADJUSTMENTS SPECIFICATIONS.					1								
					INSPECTION CODE: √- OK X - ADJUSTED 0 - REP.	AIR	<b>S</b> R	EQ	VIR	ED				
	ROAD TEST INSPECTION	1	2	3	ROAD TEST INSPECTION (Cont'd.)	1	2	3		UNE	ER VEHICLE INSPECTI	ON (Cont'd )	1	2 3
C	eck cranking motor operation.				Check for unusual noise, rettles, vibrations or excessive movement, i.e., toose/broken	Γ			L		el and air tank mounting.		Ц	
a	seck choke, accelerator & hand throttle operation.				engine mounts, etc.		L	L	L		sccumulation from air tan gine and transmission mo		Ц	_
CI	eck service brake: pedal free travel, adequate	f	-	П	Check engine performance and governor operation.	L	L	L	1		es or deterioration.	Dura Dies con	ÍΙ	_ [ '
l	pedal height, booster operation (hydraulic) and brake action/operation (not erratic, etc.),				Check seels at shift lever, accelerator, clutch linkage, etc.	_			┌	Record fro	ont wheel toe-in (correct a	s required)		
<del></del>	edjusted as required. HYDRAULIC & AIR.  YDRAULIC:	-	┝	Н	Check for improperty henging hoses or wiring in cab.	Π	Γ	Γ	L		spring brake chambers. —		Ź	1
1	Check operation of system failure warning lamp and low vacuum warning	١			UNDER VEHICLE INSPECTION TRAISE FRONT END		ļ		ĺ	and dif	ensmission mounting and iferential mounting and pi		N	
l	device (visible and audible) if applicable.				Inspect all brake, fuel, cooling and lubricant lines and fittings and electrical wiring for proper routing.		l		H		enemission and differentis	<u> </u>		$\mathcal{H}$
A	AIR: Check system build time - depleted to fully charged system with angine at fest idle maximum of 4 minutes. Governor cut of bs., cut				clearance and clemping, signs of chaffing,	1	ı		L		nt and filter.		14	4
					kinking deterioration or leekage.	╀	╀	╀	╄		ont and reer spring U-bolt ment from fuel tank(s).	s to spec.	K	4
ŀ			⊢	$\vdash$	Inspect engine, transmission, differential and steering gear for fluid leakage and	l	i				R HOOD LENGINE OFF	LINSPECTION		<u> </u>
L	inRbs.	L	L		proper lubricant level and breathers clear.		l		┍	Inspect re	diator core for demage, le			
	With fully charged system, engine off and full brake application - observe				Lubricate chassis and accessories (refer to fubrication dispram).	Γ	Γ	Τ	1-	Obstru	ction. Jant level and anti-freeze	in sesson.	Н	
l	gauge - loss must not exceed 1 lb. per minute in 2 minute test.	111			Change engine oil and filter(s).		╁	十	†	Check and	correct bettery electroly		$\vdash$	
	Check low air pressure werning lamp and audible alarm - must operate at	Τ	Γ		Inspect king pins for excessive weer and front wheel beering for looseness.	Τ	T	T	1	each o	ell. Ittery terminal, cables and	hold down	$\vdash$	+
	and below 60 P.S.I.				Inspect entire steering system for looseness			✝	1_	condit				$\perp$
	Make operational checks of anti-lock system and monitoring lamp.				or damage, cotter pins, lock bolts and nuts intact and stops properly adjusted.					Inspect all require	drive belts for condition d.	-adjust as		
a	neck parking brake operation - adjust as required.				Inspect front and reer springs, shackles, shocks and frame brackets, X members and fasteners		Γ			house,	brake, fuel, cooling and i lines and fittings and elec	trical		
C	neck all glass and door and glass controls.	П			for looseness or damage.	╄	╀	╄	4		for proper routing, clears no, signs of chefing, kinki		i '	
C	neck operation of instruments, lighting and indicator famps.		Γ		Inspect exhaust system for leakage or looseness and proper support.	$\perp$	L	Ļ	ᅪ		sering column, clamp bolt sel joints.	s and		
a	neck clutch pedal free travel and action - adjust as required.		Γ		Impect axle pinion and transmission flange for looseness.	$\perp$	L	$\downarrow$	╁	Check-co	rrect brake mester cylind AULIC BRAKES.	er fluid level—		$\top$
a	neck operation of horn, windshield wipers, heater and defroster.	Г	1	Γ	Inspect propeller sheft(s) for demage, U-joints, center bearing(s), and guards for excessive				L		el filter element.		$\mathbf{Z}$	
C	neck steering for excessive backlash, effort or abnormal operation.	T	T	T	wear or demage.  Inspect clutch release bearing clearance	+	+	╀	[ ]	Service air (dry ty	cleaner or replace air clear rpe).	ner element		
	neck transmission and controls for proper	+-		-	(hydraulic operated).	4	+	╀	Г	Service cr	enkcase ventilation system	1.		
	operation.				Inspect body to frame clamps & cowl hold-down bolts for looseness.						ylinder balance, compress est. (exhaust performance			

CONTINUE ON REVERSE SIDE

# MAINTENANCE INSPECTION SCHEDULE

#.	CUS	TOMER				
	CIT	Y, STATE, ZI	P		DATE	
MODEL CHASSIS			ENGINE No.	TRUCK No.		
			INSPECTION NO.	3	HISPECTION NO. 2	INSPECTION NO. 3
	/ALS — MILES OR MC			HOURS	HOUR	HOURS
	SCHEPULE				RICORD	
inspection Number	Recommended Mileage or Manth	Det	• Actual	Date	Job Ticket Number	Remerks
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\*Change angine of \*\*Change analys filter element

CTS-1120M

# PRE-TRIP INSPECTION \*

The preventive maintenance program shall include a definite system for performing an inspection prior to each trip and reporting the results.

Regardless of the engineering skill or workmanship put into a school bus, it cannot continue to deliver maximum safety, economy and dependability unless it is adequately maintained. Although the repair of school buses are wisely left to a skilled mechanic, the individual driver can do much to aid the mechanic in locating any trouble and often prolong the life of the school bus by periodic and frequent inspections. The pre-trip inspection will insure that the bus is in condition to make its run. It will also serve to detect the need for repairs or adjustments when conditions are of a minor nature.

All school bus drivers shall pre-trip their bus completely before placing it in operation and a written report shall be made to show that each safety related item has been inspected. The report shall also indicate those items which appear defective, or are in doubt, and require further inspection by a trained maintenance man. No school bus shall be permitted to transport pupils if the pre-trip inspection indicates any defects which will affect the safe operation of the school bus.

The pre-trip inspection form shall be submitted to the transportation supervisor and kept on file at least 12 months.

If the pre-trip inspection reveals that the school bus is safe to operate, however, a defect or malfunction occurs during the use of the vehicle, the driver will complete a vehicle condition report and submit to the transportation supervisor at the completion of the trip.

# UNSAFE OPERATIONS FORBIDDEN

No school district shall permit or require a driver to drive any motor vehicle revealed by inspection or operation to be in such condition that its operation would be hazardous or likely to result in a breakdown of the vehicle nor shall any driver drive any motor vehicle which by reason of its mechanical condition is so imminently hazardous to operate as to be likely to cause an accident or a breakdown of the vehicle.

257.683 Equipment, condition, inspection (MSA 9.2383)

Sec. 683. (a) It is a misdemeanor for any person to drive or move or for the owner to cause or knowingly permit to be driven or moved on any highway any vehicle or combination of vehicles which is in such unsafe condition as to endanger any person, or which does not contain those parts or is not at all times equipped with such lamps

<sup>\*</sup>Michigan Department of Education, <u>Pupil Transportation Information</u>, (Lansing: Michigan Department of Education, 1982) p. 30.

and other equipment in proper condition and adjustment as required, in this chapter, or which is equipped in any manner in violation of this chapter, or for any person to do any act forbidden or fail to perform any act required under this chapter.

(b) Any police officer shall be authorized on reasonable

(b) Any police officer shall be authorized on reasonable grounds shown to stop any motor vehicle and inspect the same, and if any defects in equipment are found, to arrest the driver in the manner

provided in this chapter.

# PRE-TRIP INSPECTION CHECKLIST\*

Approach to Vehicle Fluid Leaks Physical Appearance Engine Compartment General Appearance Fluids Belts Wiring Hoses		Front Alternating Flashing Red Lights Lettering Left Turn Signal High Beam Headlights Windshields Wiper Blades Left Side	
Driver's Compartment Service Door Area Fire Extinguisher Fusees Reflective Triangles First Aid Kit Driver's Seat Area		West Coast and Convex Mirrors Cross Over Mirror Left Front Tire and Wheel Reflectors Clearance Lights Battery Door	
Mirror Adjustment Door Operation Ammeter Gauge Alternator/Generator Warning Light Voltmeter Gauge Oil Pressure Gauge		Lettering Left Rear Tire and Wheel Emergency Door Rear Alternating Flashing Red Lights Clearance Lights	
Oil Pressure Warning Light Vacuum/Air Pressure Gauge Water Temperature Gauge Fuel Gauge		Brake Lights Left Turn Signal License Plates and Light Lettering Emergency Door Exhaust Right Side	
Horn Defroster Fans Heater Fans Windshield Washers and Wipers Step Well Lamps Ceiling Lamps		Right Rear Tire and Wheel Reflectors Clearance Lights Lettering Fuel Tank Caps Inside Check	
Alternating Flashing Red Lights Indicator Left Turn Signal Indicator Clearance Lights High Beam Headlight Indicator Service Brake Warning		Right Turn Signal Indicator Aisle Walk Down General Cleanliness Seats and Seat Backs Windows Rear Emergency Door and Buzzer	
Light/Buzzer Parking Brake Stall Test Outside Walk-Around Right Front Right Front Tire and Wheel West Coast and Convex	_	Rear Right Turn Signal Final Outside Check Low Beam Headlights Front Hazard Lights Front Right Turn Signal Rear Hazard Lights	
Mirrors		Service Brake Stop Test	

 $<sup>\</sup>star Based$  upon the procedure taught in the Beginning School Bus Driver Curriculum.

# ROUTE DESIGNING

The design of bus routes should be undertaken only after board policy on types of routes, method of service and basic scheduling have been established. The basic approaches to safe pupil transportation require the same tools and knowledge whether in a large or a small district. The sophistication of planning and design is left to each individual supervisor.

The most important tool needed for route design is an <u>adequate</u> <u>map</u> or a series of maps of the transportation service area. Student information available from a school census is worthless unless it can be shown graphically on a base map. A display map showing the location of schools, student residences, proposed or established bus stops, classes of highways and roadways, major traffic controls and recognized safety hazards should be in every transportation office. It may also be helpful to have a map in the drivers' lounge.

Following is an outline for the preparation of a school district transportation map:

# A. Map considerations:

- Be current and to scale.
- The scale size can be anywhere from two to eight inches per mile, depending on the population density.
- 3. It should indicate manmade and natural physical features, including planned as well as present features.
- 4. Roadways need to be clearly identified.
- 5. School service area boundaries should be outlined on the map.

# B. What to do:

- Secure the map(s) from the following agencies:
  - a. Local or county planning agencies.
  - b. Highway planning agencies.
  - c. County engineering departments.
  - d. State highway departments.
  - e. Map making businesses.
- 2. Have the map(s) enlarged to your desired scale by:
  - a. Blueprint companies.
  - b. Printing firms or businesses.
  - c. Highway departments.
- 3. Information to be added to the map:
  - a. School service boundaries.
  - b. School locations.

- c. Pupil residences and/or bus stops.
- d. Highway construction zones or detours.
- e. Special arrangements such as one-way streets; road load limits; bridge limitations; etc. (you may wish to have a separate notebook for each route to record special information about that route).
- 4. Pinpoint students who need to be transportated by:
  - a. Using a variety of colored map pins or flags.
  - Using a variety of colored felt tip pens.
  - c. Using a variety of colored threads or darning yarns.
  - d. Using different or larger pins or flags to pinpoint the individual school buildings, etc.

While most of these procedures are self-explanatory, some further discussion might be helpful. The actual preparation of the map(s) should be preceded by mounting it on a composition board that will easily accept the map pins. Also the map should be covered with plastic sheeting (laminating if possible) or sprayed with a plastic coating. Many stationary stores or art supply houses carry these items. Protecting maps in this manner keeps them clean and makes them reusable. Residence locations can be shown by colored map pins or proposed stops can be shown in this manner; routes under study can be shown with colored tape or water-based eraseable colored markers. Map tacks or pins are available in a wide range of colors, shapes and sizes as well as with distinctive markings. Their use makes it possible to code each student by the school to which he/she is assigned. Pre-school children's locations can also be added to the map late each semester to aid in planning changes. The flexibility provided by reusable maps and accessories is an invaluable asset.

In many cases, the first routes developed will be trial routes. These should be field tested and reviewed with experienced bus drivers and local traffic authorities. This field check and analysis may suggest changes that would not be apparent from an "office" review of the route maps. Additional adjustments will suggest themselves after school opens and the bus fleet has been in operation for a few days and had a chance to "run" the routes.

#### SELECTING BUS STOPS.

- 1. Avoid stops on hills, curves, near bridges or at intersections and in congested and high speed traffic areas.
- 2. At a stop, be sure the vehicle can be fully and completely seen from both directions at a distance of 400 feet (as of April of 1982) even when stopped on the shoulder of the roadway.
- 3. Eliminate as many left turn situations as possible.
- 4. Avoid "crossover" situations. If possible, pick up and discharge passengers on their residence side of the roadway.
- 5. Plan not more than 4 stops per mile and not closer than 200 feet from an intersection.
- 6. Try to "group" students at one location instead of making many separate stops. Off-road waiting zones may be necessary for some situations.
- 7. Discourage the use of transfering students from one bus to another.
- 8. Refrain from going into trailer parks or subdivisions. Establish stops at or near the main entrances.
- 9. Establish policies outlining safe practices at stop locations for the students and drivers.
- 10. Periodically reexamine established stops to determine if any changes have occurred which would constitute a safety hazard. Encourage drivers to report unsafe conditions.
- Encourage drivers to be consistent and punctual. Late buses encourage unsuitable behavior by the waiting groups.
- 12. Be certain that riders at each stop have a safe waiting location.
- 13. Avoid the use of turn-arounds at stop locations.
- 14. Avoid backing when possible.
- 15. Consider hazardous walking conditions when determining stop locations.
- 16. If students must cross, have them cross in front of the bus and in full view of the driver.

# SAMPLE ROUTE DIRECTIONS

DKIAEK	DATE		PAGE NO.		
BUS NO.	ROUTE NO		BUILDING		
START ON/AT	HEADING N.S.E.	W. AT			
DESCRIPTION	STOP NO.	PICK UP	TIME	COMMENTS	
LT, RT, TA, INTO, CIR on	J J				
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#### DISSEMINATION OF INFORMATION\*

In the operation of a school transportation system, it is necessary to keep those who are in charge of the operation, as well as pupils and parents, informed regarding the operational procedures. The school system must ensure that the channels of communication operate in such a way as to disseminate information speedily and effectively. The school system must also ensure that all inquiries, requests, suggestions, and recommendations are given prompt and appropriate attention and that they are handled efficiently.

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

Method of Dissemination of Information	Example of Purposes for Which Used
Bulletins	To explain the school system's transportation policy to school administrators, teachers, drivers, parents, students, and others associated with the operation.
Meetings	To provide an opportunity for those associated with the school transportation operation to share their views regarding a more effective operation.
Public Press	To inform parents of policy changes, routes, stops, and schedule changes; and of the safety record of the operation.
Conferences	To discuss with each driver solutions to disciplinary problems that arise, new or revised policy decisions that affect drivers, contractors, etc.
Circular letters	To inform parents of new routes that are planned or of changes that are to be made in routes, stops, and schedules.
Telephone calls	To provide quick contact between bus drivers and the school, or between parents and the school in the event of emergency situations.
Radio, Television	To inform the public of the procedures schools will follow in cases of severe weather conditions.

<sup>\*</sup>Michigan Department of Education, <u>Pupil Transportation Information</u>, (Lansing: Michigan Department of Education, 1982) p. 22.

Method of Dissemination of Information	Example of Purposes for Which Used
Letters	To reply to inquiries made by parents and others regarding transportation policy and procedure.
Public address system	To instruct students regarding rules and regulations they are to follow while waiting for and while riding in the bus.

# SAMPLE

#### BUS RIDER RULES AND REGULATIONS

To the parents of children riding school buses:

The rules and regulations listed below are the result of careful study based upon the experiences we have had in the operation of a school bus system. Cooperation and courtesy in following these suggestions will permit us to better serve your child. Please go over the rules with your children so they will know what is expected of them when they ride the bus.

- 1. Be on time at designated bus stops. Buses cannot wait for tardy pupils.
- 2. Obey the driver's suggestions. Help the driver to assure safety at all times.
- 3. Expect to walk some distance to a bus stop as required by State regulations.
- 4. Stay off roadway while waiting for bus. Form a line to get on the bus.
- 5. Cross in front of bus when crossing road or highway. DO NOT CROSS IN BACK OF BUS.
- 6. Remain seated while bus is in motion. Wait until bus has come to a complete stop before attempting to enter or leave the bus. Enter or leave the bus only through the front door, except in case of emergency.
- 7. Do not leave the bus without the driver's consent, except at home or school. No unauthorized stops will be made.
- 8. Occupy any seat assigned by the driver. Keep feet out of aisles, off of seats and back of seats.
- 9. Sit three in a seat by filling back seats first when conditions require it.
- 10. All buses will be required to seat sixty-six (66) passengers whenever necessary.
- 11. Musical instruments must be held by the owner. Do not leave them in aisles or at front or rear emergency door.
- 12. Sit erect with your feet on the floor. Keep head, arms and hands inside bus.

- 13. Observe classroom conduct. Avoid unnecessary disturbing noises. The driver should not be distracted while bus is in motion. Do not shout at passing persons or vehicles.
- 14. Be courteous. Use no profane or vulgar language.
- 15. Help keep bus clean. No gum chewing, no eating, no pop. NO SMOKING ON BUS!
- 16. Be considerate of small children.
- 17. Inform driver when absence is expected from school.
- 18. FIGHTING -- PUSHING AND SHOVING will not be tolerated.
- 19. Report any damage you observe to the driver. Damage to the interior or exterior of the bus will result in payment for damages and in suspended bus riding privileges.
- 20. Remember, school bus transportation is a privilege, not a right.

The principal or coordinator of transportation may suspend pupils from riding when such action is advisable.

## **EMERGENCY EVACUATION DRILLS\***

A school bus may be involved in different types of "Emergency Situations" where evacuation of the entire pupil load is necessary. Due to the increased number of pupils being transported in present day traffic with a potential increase in accident hazards, there is need to instruct pupils to vacate a school bus in case of an emergency. Since the bus driver is responsible for the pupils, he/she must direct the emergency drills.

Safety of children is most important and must be considered first.

The school bus driver <u>shall</u> know how to conduct an emergency drill (bus evacuation) and <u>should</u> conduct bus evacuation drills on a school site every <u>60</u> days. This is a Michigan Department of Education recommendation.

The school bus driver shall at all times maintain a clear and unobstructed path to emergency equipment and exits from the vehicle.

No books, chairs, seats, instruments, equipment or any articles shall be transported in the school bus driver's compartment or placed in the school bus aisles.

There are several different drills:

- a. Everyone exits through the emergency door.
- b. Everyone exits through the front entrance (service door).
- c. The passengers in the front half of the bus exit through the front door and the rear half exit through the emergency door.

The emergency door on the school bus shall only be opened for an emergency evacuation drill and during the bus driver's pre-trip inspection.

Do not permit children to take lunch boxes, books, etc. with them when they leave the bus.

The pupils should go to a distance of at least 100 feet from the bus and traffic and remain in a group until given further instruction from the bus driver. All children should be given an opportunity to participate, including those children who ride a bus on special trips.

Students should be cautioned:

- a. to move carefully, but go quickly.
- b. do not shove or push -- take your turn.
- c. be quiet and orderly.

<sup>\*</sup>Michigan Department of Education, <u>Pupil Transportation Information</u>, (Lansing: Michigan Department of Education, 1982) pp. 32-33.

- d. duck your head as you jump through the emergency door.
- e. bend your knees as you jump.

There should be helpers standing on the ground to assist with an extended hand.

Responsible pupils should be assigned to open the emergency door and assist younger pupils from the bus.

The driver should stay in the bus during the evacuation to be sure that the emergency brake is set, the ignition is off, and the transmission is in neutral.

All evacuation drills conducted as required by Department of Education regulations shall be properly evaluated by persons responsible for pupil transportation. Each school district shall maintain a file of all drills with the following minimum information:

- a. date.
- b. where held.
- c. bus driver.
- d. supervised by.
- e. number of students -- grades -- or age group.
- f. time necessary to evacuate bus.
- q. remarks section.

SS-2741 8/78

#### Department of State Highways and Transportation RAIL SAFETY SECTION Highways Building 8 ox 30050, Lansing, Michigan 48909

(DUPLICATE THIS FORM AS NECESSARY.)

## SCHOOL BUS DRIVER'S REPORT OF DANGEROUS RAILROAD CROSSING

PURPOSE: To facilitate the reporting of hazardous railroad crossing to the proper authority. Legal Name of School District District Code No. Telephone - Area Code/Local No. MAILING INSTRUCTIONS: Return ONE copy to the STATE address indicated above. Retain ONE copy for your record. I. LOCATION OF DANGEROUS RAILROAD CROSSING Name of Railroad Approximate Street Number Name of Street Section Number Location County Township Crossing 2. IS THERE CROSSING PROTECTION? YES (If you checked "YES," please describe.) ☐ NO 3. DESCRIBE THE HAZARD: 4. HAZARD WAS FIRST OBSERVED: \_ 5. NAME OF PERSON REPORTING THE HAZARD: \_ Superintendent or Authorized Official

Telephone Number

#### ACCIDENT REPORTING\*

It shall be the responsibility of every school district to immediately notify the Department of Education, School Support Services, Pupil Transportation Unit of any <u>fatal</u> or <u>injury</u> accident in which school buses or pupil passengers are involved. This notification shall include the most reliable information available as follows:

- a. Date and time of accident.
- b. Location of the accident.
- c. School District, bus involved, other vehicle/vehicles involved.
- d. Name of school bus driver.
- e. Name, age of all persons killed or injured.
- f. Brief description of the accident.
- g. Name of person making report.
- h. Telephone number at which person making report can be reached.
- Police agency conducting investigation.

In addition to this verbal notification, the superintendent of the school district whose bus was involved, shall submit an accident report to the Department of Education, School Support Services, Pupil Transportation Unit within 10 days from the time of the accident.

This report may be either a copy of the State of Michigan official accident report from the investigating police agency or submitted on the Department of Education accident report form.

A record of all school bus accidents should be maintained with the local school district. Accurate and complete accident recording is a sound basis for the adjustment or expansion of accident prevention programs. Unless the various problems of operating school buses in traffic can be identified, it is very difficult to take proper corrective action. Accident investigation reports have little use if they are merely placed in files and forgotten. Records will indicate which school bus drivers seldom error and those who make frequent driving errors. Factual data from accident records and opinions expressed by those who review the accidents provides the guide to corrective action; individual coaching, a reprimand, praise, reward or discipline.

Therefore, the primary purpose of an accident reporting, recording, and analysis system is to determine all the factors contributing to accidents in order to eliminate as many of these causes as possible. When a transporting school district cannot tell whether its accident experience is getting better or worse, the accident prevention activity has hit "rock bottom."

It has been well established that a person who has had frequent motor vehicle accidents in the past will continue to have frequent accidents in the future. The ability of a person to avoid accidents is largely a result of the driver's natural ability, strengthened with in-service training and conditioned by good supervision.

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<sup>\*</sup>Michigan Department of Education, <u>Pupil Transportation Information</u>, (Lansing: Michigan Department of Education, 1982) p. 31.

1 Copy - Dept. of Education 1 Copy - Intermediate Supt. 1 Copy - Your files

# DEPARTMENT OF EDUCATION School Management Services

# ACCIDENT REPORT

		ratal ( )	Injury ( ) Prop. I	Dam. ( )	
chool	District		Signature of School	Superintendent	Date
ey an	d Date of Accident	Time of Accid	Jeni	Reported By	County
CALIC	n (Street or Highway)				CHA
s Re	port Made By Police?	Investig		<del></del>	<del></del>
	No	State P		County Sheriff	
re To Yes _	raffic Citations Issued?		To Whom?		What Charge?
	Year	Make	Туре		Reg. No.
	Parts of Veh. Damaged	Vehicl	ed to	Ву:	
<b>3</b> =					State
or Pupil		St. or RR			
5 8	Driver's	cation Certificate	Ope	(City, County, State r Lic. Chauf, Li	
	Lic. Siete	Number	Spec	ify Restrictions	(Mo., Day, Yea
Venicie no. 4: Padestrian or Bicycle	Owner	Vehicl Remov St. or RR	ed to		State
۵.	Driver's Lic. State	Number	Spec	ify Restrictions	(Mo., Day, Year
Name Draw Show Vehi Pede	INDICATE ON T  Theavy lines to show streets  Primary pointing north  I veh, and ped, thus: cles> 1 2  strians 0 ←  I angle of collision	HIS DIAGRAM WHAT HAPP	indicate North by arrow	REMARKS /	AND RECOMMENDATIONS
1				Use back for more	extensive remarks or diagram.

# SAMPLE SCHOOL BUS RIDER CONDUCT WARNING OR SUSPENSION NOTICE

STUDENTS NAME		SCHO	)OL	
DATE ISSUED	R	OUTE #CONDUCT	WARNINGSUSPENSION	
THE FOLLOWING	G <u>CHECKED</u> SAFETY RULES HAV	'E NOT BEEN FOLLOWE	D AND NEED TO BE CORRECT	TED.
VERY NOISY	IMPROPER LANGUAGEBOTHE	RS OTHERS CONTINUALLY	REFUSED TO SHOW BUS ID	
WILL NOT FOLLO	W DIRECTIONSWINDOW MIS	USETHROWING, PU	SHING, CROWDING, RUSHING _	<del></del> :
UNSAFE CONDUC	CT AT BUS STOPLIGHTING MA	TCHESFIGHTING	VANDALISMSMOKING_	
TAMPERING WIT	H EMERGENCY EQUIPMENT	_ OTHER UNSAFE CONDUC	T	
DRIVER'S COMM	ENTS:	<del></del>		
		<u> </u>		
CONDUCT			BUS DRIVER because of student afety of your child. I appreciate	
	cooperation in helping to corre	ct the problems indicated	above. To assure that you have	seen
	this report, your child will not bus driver with your signature.	be allowed to ride the	bus until this form is returned t	o the
DRIVER'S SIGNA	TURE			
PARENT OR GUA	RDIAN'S SIGNATURE		DATE	
*****	***********	******	**************************************	****
SUSPENS ON		•	ded from the school bus by the or repeated or serious safety hazard	
NOTICE	student may not return to the	school bus until approved	to do so by the school principa	i. <u>To</u>
	form is returned to the bus drive		t be allowed to ride the bus unti- the principals signature.	il this
DRIVER'S SIGNA	TURE		<u> </u>	
PARENT OR GUA	RDIAN'S SIGNATURE		DATE	
STUDENT NAME	may return to the school bu	us on	DATE	
PRINCIPAL'S SIG	NATURE		Transportation office phone #	

# SAMPLE BUS DRIVER VEHICLE COMPLAINT

OCCURRENCE Date	Direction Bus Traveling NSEW  A.M.  P.M. Direction Auto Traveling NSEW			
Location:	City, Village or Township			
ALLEGED OF	FFENDER'S VEHICLE			
	License No. Make or Model Color  Number of Occupants Can identify driver; Yes No Name of driver (if known)			
ALLEGED OF	FFENSE			
	Vehicle passing stopped bus in process of loading or unloading passengers.			
	Other:			
COMMENTS				
COMPLAINANT				
	Bus driver			

#### NOTE TO DRIVER (Instructions for following up Complaint):

Make sure the above Complaint is filled out as fully as possible.
 Contact the nearest police agency as soon as possible and relay the above information to it. (a) If incident occurred in a city or other incorporated municipality, the policy agency therein should be contacted; (b) If incident occurred in an unincorporated with the policy agency therein should be contacted; (b) If incident occurred in an unincorporated with the policy agency therein should be contacted; (b) If incident occurred in an unincorporated with the policy agency therein should be contacted; (c) If incident occurred in an unincorporated with the policy agency therein should be contacted; (b) If incident occurred in an unincorporated with the policy agency agency as soon as possible and relay the above information to it.

porated area (i.e. township), contact either State Police or Sheriff Department.

3. If the Prosecutor authorizes a warrant, you will be requested by the investigating policy agency to sign a formal Complaint before the Magistrate or District Judge in the county where the alleged complaint occurred.

# SAMPLE

#### FIELD TRIP GUIDELINES

- Routing shall be the responsibility of the Director of Transportation.
- 2. There will be a minimum of one professional staff member per bus, who will be in charge of the trip.
- 3. All students shall be picked up and discharged at a central point determined by the staff members with the approval of the principal prior to the trip. There will be no exceptions.
- 4. In case of a bus breakdown or other emergency on the highway, the radio system should be used to establish contact for assistance.
- 5. The principal should establish an emergency contact person and telephone number.
- 6. The teacher will be expected to carry out all aspects of the approved plan without fail.
- 7. Failure of a teacher to follow these guidelines may result in refusal of approval for future trips requested by said teacher.
- 8. Bus drivers shall be required to remain with the group at all times.

# SAMPLE REQUEST FOR FIELD TRIP TRANSPORTATION

SCH00L		GROUP	
TRIP DATE		DESTINATION	
DEPARTURE TIME FROM SCHOOL			
NUMBER OF PASSENGE		(S)	
# OF WHEELCHAIRS	# 0	DF CAR SEATS	
DATE	SIGNATURE OF TEACHER	SIGNATURE OF PRINCIPAL	
	TRANSPORTATION CE	ENTER	
REQUEST APPROV	ZED NOT APPROVE	ED REASON	
DATE	OFFICIAL	TITLE	

#### DEPARTMENT OF EDUCATION

#### STATE BOARD OF EDUCATION

#### PROMULGATED RULES FOR TRANSPORTATION OF HANDICAPPED PERSONS

Filed with the Secretary of State on August 5, 1982.

These rules take effect 15 days after filing with the Secretary of State.

(By authority conferred on the state board of education by sections 1701 and 1703 of Act No. 451 of the Public Acts of 1976, as amended, and section 9 of Act No. 94 of the Public Acts of 1979, as amended, being \$\xi\_380.1701\$, 380.1703, and 388.1609 of the Michigan Compiled Laws)

#### R 380.51 Definitions.

Rule 1. As used in these rules:

- (a) "Additional transportation services" means transportation services in excess of the distances established by local board policy for transportation to a regular school program.
- (b) "Specialized transportation services" means transportation services provided in vehicles with or without the equipment necessary for the adequate and safe transportation of special education students.
- R 380.52 Eligibility for transportation services.
- Rule 2. A handicapped person shall be eligible for transportation services provided for regular pupils and for additional transportation services or specialized transportation services, or both, when it is necessary for a handicapped person to attend approved special education programs or services.
- R 380.53 Educational planning committee; establishment of additional or specialized transportation services.
- Rule 3. (1) Additional transportation services or specialized transportation services, or both, shall be established by the individualized educational planning committee.
- (2) The individualized educational planning committee shall include the transportation director or designee if deemed necessary by the superintendent or designee at the time the individualized educational planning committee is scheduled.
- (3) In establishing additional or specialized transportation services, the committee shall consider the nature of the handicap condition which must be accommodated by specialized transportation services.
- R.380.54 Annual review of need for additional or specialized transportation service.
- Rule 4. The special education director and transportation director shall review annually the need for additional transportation services or specialized transportation services, or both.
- R 380.55 Coordination or provision of transportation services. Rule 5. The intermediate school district shall coordinate or provide for additional transportation or specialized transportation, or both, of an eligible handicapped person, as determined by the individualized

educational planning committee specifications, which are designed to meet the transportation needs of these students to programs located either inside or outside the boundaries of the local school district in which the person resides. The plan for coordinated additional transportation services or specialized transportation services, or both, shall be included within the intermediate school district's plan for delivery of special education programs and services. The services included in the plan may be provided by any local school district, intermediate school district, private contractor, or any combination thereof, in order to receive state school aid for additional transportation or specialized transportation, or both.

- R 380.56 Eligibility for state school aid for transportation of handicapped persons.
- Rule 6. (1) A school district is not eligible for state school aid for transportation of handicapped persons unless the school bus route or other transportation service is approved by the intermediate school district superintendent or designee prior to the implementation of service.
- (2) Temporary approval for a period of not more than 30 days may be granted to permit development and evaluation of alternative routes or services.
- (3) Approval may be withdrawn for a route or service if there is a reduction in the number of persons served and if those remaining can be properly served by another existing route. Approval may be withdrawn for a route or service if an alternate route or service would significantly improve services.
- (4) If approval is withdrawn for any reason stated in subrules (2) and (3) of this rule, a vehicle owned or leased by a district that was used on an approved route may be continued on the inventory for that year as if the route were continued for the balance of that year. Other costs incurred after withdrawal of approval are not eligible for reimbursement.
- R 380.57 Authorization of overlapping or duplicate routes or services prohibited; exception.
- Rule 7. The intermediate superintendent shall not authorize a school bus route or other transportation service that unnecessarily overlaps or duplicates routes or services provided by the same or any other school district, unless there are instances when a specialized vehicle is needed to transport a handicapped student who would otherwise not be able to participate in an appropriate educational program.
- R 380.58 Intermediate superintendent; maintenance of information of services required.
- Rule 8. The intermediate superintendent shall maintain maps or other suitable descriptions of all regularly scheduled additional transportation services or specialized transportation services, or both, provided for handicapped persons attending each approved program for the handicapped. This information shall be reviewed at least annually by the intermediate superintendent or his or her designee.
- R 380.59 State school aid; prohibited allotments.
- Rule 9. State school aid for transportation shall not be allotted for the following:

- (a) Additional transportation service or specialized transportation service, or both, for a handicapped person in excess of that which is necessary to permit the handicapped person to attend the nearest available approved program or service for persons with similar unique needs in accordance with the least restrictive environment provisions of the law and the decisions of the individualized educational planning committee.
- (b) Transportation of handicapped persons to or from field trips or recreational and athletic activities.

#### R 380.60 Mileage log.

Rule 10. The superintendent of a district providing additional transportation services or specialized transportation services, or both, which are eligible for state school aid and which are provided with school-owned vehicles shall keep a log showing the total miles driven and expenditures attributed to the eligible miles.

R 380.61 Billing of charges for ineligible transportation.

Rule ll. If ineligible transportation is provided by a private contractor, the charges for this transportation shall be billed separately and the paying district shall maintain a record of all such payments.

#### HANDICAP CLASSIFICATIONS

There are several physical and mental conditions which may affect the learning capabilities of an individual. Handicap conditions can be grouped into physical, mental, emotional or social disabilities. Some individuals could have a combination of these conditions.

To help you understand the children you transport better, the abbreviations, what the abbreviations mean and the definition of that condition follow:

E.I. (Emotionally Impaired) Disruptive, have temper outbursts or frequently are disobedient or are withdrawn, may be unable to function in a regular classroom. May be physically abusive or tend to withdraw from others. Sometimes exhibit symptoms of psychosis, schizoprenia or autism.

Be observant, the emotionally disturbed child may send out sparks before he erupts. Aggressive behavior may be a cry for attention so give attention when he <u>is not</u> aggressive. If the behavior becomes so out of control that it distracts you from your driving, you should stop the bus immediately. It is a privilege, not a right, to ride the school bus. Be firm, but fair. Smile when you are correcting.

- E.M.I. (Educably Mentally Impaired) One with a below average learning capability. I.Q. will generally range between 50 and 70. Frequently may have difficulty socializing or dealing with new situations.
- H.I. (Hearing Impaired) Those who suffer a loss of hearing of any degree. They are sometimes referred to as hard-of-hearing or deaf.

The hard-of-hearing child will have difficulty understanding conversational speech even though they may be wearing hearing aids. They may turn off the hearing aid if conditions become too loud or uncomfortable. They may often tire more quickly than other children since they are straining to understand with their eyes what they miss through their lack of hearing. They may hear better on some days than on others.

The distance from the driver and the level of noise will interfere with the ability to understand, so each hard-of-hearing child could have a "buddy" in the vehicle who can help with directions and instructions from the driver.

For the driver this means:

- Speak naturally. Do not exaggerate, overemphasize or speak loudly.
- Keep your hands away from your face while speaking. Make sure the child sees your face when you are talking.
- Make sure that the child understands, not just listens, when you give directions or make requests.
- If the child misunderstands, restate the question or statement in other words. Some words are difficult to "see" since they require no lip movement.
- L.D. (Learning Disabled) Have major differences between their intellectual ability and their actual academic achievement. Sometimes they have social and behavioral problems. They experience difficulty learning to read, write or do math.

In the learning disabled the emotional reactions are often extreme. Overactivity and impuslive behavior are commonly found in this type of child. Keep rules to a very minimum and resign yourself to infinite patience and persistence.

P.O.H.I. (Physically or Otherwise Health Impaired) Those who are limited by physical or health conditions to such a degree that special facilities and/or services are needed.

The physically handicapped condition can be further divided into:

- Severely Children who are mobile only with a wheelchair. A hydraulic lift is used to load and unload the person.
- Moderately Children who can walk with crutches or a walker.

  Most can walk to and from the vehicle with little
  help, but should be closely supervised.
- Slightly Few cases of the physically handicapped fall into this category because most will be integrated into a regular classroom. If you do transport this type of child, supervise him/her to and from the vehicle.

If it is necessary to lift a child who cannot assist you, be aware that this type of child has a tendency to "slip through" one's arms. Get a good grip on his/her trunk and support the head if necessary. Encourage independence in the child by allowing them to do as much as they can for themselves.

- PP.I. (Pre-Primary Impaired) A child from 3 to 5 years old that is developing significantly slower than an average child should and who does not fit the present categories of disabilities.
- S.M.I. (Severely Mentally Impaired) Have the potential for basic selfcare and mobility only and will always need close supervision.

- Sp./L.I. (Speech and Language Impaired) Unable to understand or use functional language which may interfere with learning or social adjustment. Persons can be recognized by rate of speech, loudness or quality of speech and articulation or distortions of sounds.
- S.X.I. (Severely Multiply Impaired) Those who are moderately to severely mentally impaired and who in addition, have physical handicaps such that they cannot now or may never walk. They have a combination of one or more of the other single handicap conditions.
- T.M.I. (Trainable Mentally Impaired) Have potential for self-care, social adjustment and usefulness within their community. Always will need some form of supervision. May be able, as adults, to perform some unskilled tasks or work in a sheltered workshop.

It is not unusual for the trainable child to have a history of seizures or other disorders. Some are overly excitable; others may be quite fearful. Some have little or no speech and many have poor eye-hand coordination and poor control of arms or legs. Praise, practice and patience are the key words to remember.

V.I. (Visually Impaired) Have problems seeing. May be partially sighted or even blind. Visual acuity will be 20/70 or less in the better eye, after correction or they may have a restricted peripheral field of vision of not more than 20 degrees.

The children with total vision losses or severe vision losses will be using a long white cane. Driver should instruct the passenger to hold their cane in an upright manner resting the tip on the floor while the person is seated, so as not to endanger the other passengers. They should be seated near the front of the bus in view of the driver and must be closely supervised to and from the vehicle. These children should be encouraged to do as much as possible for themselves.

#### **EPILEPSY**

Epilepsy involves adjustment on the part of the child and his family and because epilepsy is a chronic disorder, many children may have to learn to live with the possibility of lifelong seizures. Although the majority of children with epilepsy are well controlled with medication, and some may even outgrow seizures, none can look forward to a cure. This must be accepted without pity, both by the individual and by the school bus driver. We should not expect less in behavior because the child has seizures. A child may still be fearful about having another seizure but the fear will be lessened if the child feels that adequate care during and acceptance after it will be given. What causes seizures to occur is still somewhat unknown. During most seizures all semblance of self control is lost.

No one can predict when a seizure will happen. Here are some suggestions for driver action or response in handling an on-board seizure:

- Pull off the road at a safe location.
- Remain calm. Use voice control.
- Gently prevent the child from further injury by supporting head in your hands so that it does not collide with near objects. Let the body flail and do not try to control its movements.
- Place nothing between the person's teeth.
- After the seizure, allow the person to rest, possibly supported by another passenger. While resting, an excessive amount of saliva may flow from the mouth, therefore position the head so the individual will not choke on the saliva.
- Inform your supervisor. (Be sure you know what your local district directs you to do in this situation).

#### **EVACUATION**

It is certainly hoped that you will never have to evacuate special needs persons from your vehicle. However, the following will serve as guidelines should this become necessary.

- Know when you should evacuate
  - + Check with your supervisor.
  - + What are your local policy guidelines?
  - + At what point in any given emergency or circumstance should you decide to evacuate?
- Know where the vehicle's emergency equipment is located and learn how to use it.
- Know your passengers -- who would be most stable in a crisis and most able to help.
- Know your own response to a given situation and above all remain calm. Use a low, strong slow speaking voice.
- Practice evacuation drills if local policy permits.
- If you do evacuate, have the passengers remove to a location at least 100 feet from the vehicle and <u>sit down</u>.
  - + Visually handicapped children need clear verbal instructions and a helping hand.
  - + Hearing impaired children should be taught the basic signs for emergency information.
  - + Orthopedically handicapped children may need to be carried.

#### MEDICAL INFORMATION CARD

It is important that an information card for each passenger be carried on the bus, perhaps in a separate section of the route book, which contains medical information pertinent to that particular passenger. Sources for this kind of information are supervisors, appropriate school officials and/or parents. Once the information has been obtained it must be kept confidential for the protection of the student. A spare copy of each passenger's card should be kept in the transportation office. Updating this information should be a cooperative effort between supervisor, officials, driver and parent. Suggestions for the kind of information that may be listed are:

- Name of child.
- Address of child.
- Photograph.
- Phone number and an alternate number for an emergency.
- Disability(s).
- Directions for driver to follow for an emergency.
- Emergency health care information -- what to do.
- Medication that the student uses.
- Child's doctor and phone number.
- Any special information about the child that would be helpful in an emergency.

See reverse for sample

needed.

TRANS	TRANSPORTATION INFORMATION CARD Date		
Name	BD ·	Home Phone	
Address			
Father's work phone	Mother's work	phone	
Name, address and phone of eme	rgency drop-off:		
Prosthetic devices needed for			
Medical Considerations:			
Behavioral Considerations:			
This information is for the us Return this form to the Transp			

# SAMPLE

#### BEHAVIOR MANAGEMENT WITH SPECIAL EDUCATION STUDENTS

## Restraints and Behavior Management

- Regular seat belts will be used by all students while the vehicle is in motion.
- 2. Sometimes it is necessary to restrain youngsters while they ride buses. Restraints may be used for the physical support of a student or to help insure his safety, the safety of other students and drivers.
- 3. Students who leave their seats or become abusive of themselves or others will have temporary special restraints designed with verbal approval of parent or guardian. The parent or guardian will be given the option of attending a conference within ten (10) working days to determine the most appropriate transportation method. The conference shall include the parents, bus driver, school administrator and a physical or occupational therapist.
- 4. In addition to regular seat belts, restraints may include backward buckling seat belts, parachute harnesses (isolation), "Y" harnesses, trunk support devices and car seats.
- 5. When a student's behavior is unmanageable in spite of restraints and behavior management techniques, the suspension procedure may be initiated. This procedure may be initiated as a natural consequence of inappropriate behavior; to protect the student, other students, the driver or equipment; or to provide time to help the student make the adjustment to transportation services.

# Modifications to School District Transportation

1. Parents or agencies may be contracted to transport students.

# Suspension Procedures

- 1. Suspensions from transportation will be initiated by the transportation supervisor on the recommendation of the bus driver, the school principal, or cooperating agencies (Department of Social Services, etc.). A preliminary investigation of the facts included in any complaint of alleged student misconduct shall be made by the transportation supervisor. The transportation supervisor may, after investigating the facts, place the student on short-term suspension not to exceed 5 days.
- 2. The student's parents, guardians, agency caseworker, the Department of Operational Programs, and the building principal shall be notified of all suspensions before they are imposed.

- 3. A conference will be called when a student repeatedly displays inappropriate behavior.
- 4. The principal will provide a management plan.
  - a. The principal will gather data and design a management program. The behavioral psychologist may be consulted in developing the plan.
  - b. The principal and transportation supervisor will be responsible for the implementation of the management program in cooperation with the parent or guardian.
  - c. If a need for restraints or a management plan is indicated, and the parent or guardian is unwilling to have them used, the parent or guardian will have the responsibility of transporting the student to and from the school program at his own expense.
- 5. A follow-up program will be conducted by the transportation manager at a time specified in the management program to see if the student's behavior is appropriate. If student behavior is not improved and still is threatening to the student, other students, staff or property, a long-term suspension, not to exceed a total of 10 days may be initiated by the transportation supervisor.
- 6. If, after the above steps are followed, the student's behavior is such that he cannot be tolerated on the bus, the expulsion procedure may be initiated.

# Appeal Procedure

- 1. The implementation of the above policy and procedures may be appealed to the superintendent in writing. The superintendent will respond, in writing, within ten calendar days.
- 2. The superintendent's decision may be appealed to the board of education. The appeal shall be directed to the superintendent of schools in writing. The appeal will be heard at the next regular meeting of said board and a final decision will be made within 21 days of said hearing.

# ONE HUNDRED-TWO WAYS TO CONSERVE ENERGY IN SCHOOL TRANSPORTATION SYSTEMS\*

Energy conservation in school transportation is a major area of concern to the education community. Since the energy crisis began, school transportation managers have initiated efforts to reduce the amount of fuel required to operate their fleets. Rapidly escalating fuel prices and limited school budgets are forcing a strong stand for conserving energy.

Listed below are 102 ways transportation managers can conserve energy and reduce transportation costs.

## A. Transportation Policy

- 1. Coordinate school calendars and start and dismissal times between schools of each school system.
- 2. Eliminate staggered dismissal times in the same building.
- 3. Increase requirements for walking distances to school and to bus stops.
- 4. Establish pick-up and dismissal schedules at schools to support maximum vehicle utilizations.
- 5. Eliminate buses for detention students.
- 6. Limit student parking, encourage high school pupils to ride school buses, form car pools, etc.
- 7. Establish maximum distance for co-curricular trips (60 miles round trip).
- 8. Utilize public mass transit where feasible to avoid duplication of service.
- 9. Establish travel restrictions for school sponsored activities supporting athletic teams (cheerleader, band, pep clubs, etc.)
- 10. Eliminate buses for athletic team practices.

# B. School Bus Operation: Activity and Field Trips

- 1. Reduce, consolidate or eliminate all but the most necessary athletic contests.
- Reduce, consolidate or eliminate all but the most necessary cocurricular trips.

<sup>\*</sup>Michigan Department of Commerce, Energy Administration. <u>Focus</u> on <u>Energy - A School Transportation Handbook</u>. Lansing: The Department, 1979.

- 3. Combine co-curricular and athletic trips for more than one school.
- 4. Have districts share buses when feasible.
- Establish minimum and maximum distances for all trips.
- Limit co-curricular trips to full bus loads only.
- 7. Combine athletic schedules so several games can be played at the same location.
- 8. Eliminate buses for transportation of students involved in after-school activities and for extra curricular activities for small groups.
- 9. Contract with parents to provide transportation when feasible.
- 10. Utilize public transportation on return trips where feasible rather than return school buses to schools or homes.

# C. School Bus Operation: General

- 1. Lengthen distances between pick-up points.
- 2. Establish collection points.
- Plan stops on level instead of on grades.
- 4. Consolidate loads.
- 5. Plan routes to make as many right-hand turns as possible to save on idling time, where safety permits.
- 6. Use intercoms on buses to reduce stops for controlling discipline.
- 7. Use trip recorders to record and monitor driver and vehicle operation for speed control where problems occur.
- 8. Use smallest available vehicle for long distance, light-load runs.
- 9. Install two-way radios to direct operation or redirection of buses to avoid unnecessary stops and route miles.
- 10. Route buses to stay on main roads as much as possible.

# D. School Bus Routing and Scheduling

- 1. Fill buses to legal capacity.
- 2. When replacing buses or expanding fleet, purchase buses with capacities to provide balanced fleet utilization.
- 3. Utilize proven updating routing techniques, either by hand or computer or maintain maximum vehicle utilization at all times.

- a. Evaluate current system.
- b. Revise system to reduce mileage, stops, and student riding time and distance.
- c. Review policy and revise where needed.
- 4. Consolidate inter-district transportation systems when possible to meet special transportation demands.
- Develop an alternate routing plan for implementation in emergencies and fuel shortages (weather, etc.)

# E. School Bus Operation: The Driver

- 1. Retain experienced drivers as long as possible.
- 2. Re-educate bus drivers toward better fuel economy.
- 3. Reduce warm-up time on buses to 2 minutes, initially, and 3 minutes prior to starting routes. Driver should dress warmer rather than running engines at full idle to heat buses.
- 4. Drive slowly the first few miles until vehicle warms up.
- 5. Avoid full throttle operation. Drive at steady speeds.
- 6. Avoid the "red line" even in shifting gears.
- 7. Drive slowly back to bus garage. Turn corners slowly, drive next to center line on curves.
- 8. Reduce speed limit to as low as practical.
- 9. Avoid courtesy stops (unauthorized).
- 10. Train new drivers on existing runs while bus is "deadheading."
- 11. Use simulators to reduce behind-the-wheel training in vehicles.
- Increase frequency of driver in-service programs.
- 13. Hold joint workshops with drivers and mechanics to improve transportation operation.
- 14. Use driver incentive system for reducing vehicle fuel consumption.
- 15. Review driver times and routes. Determine most efficient vehicle utilization, layover and storage plan to determine miles for school as well as personal vehicles.
- 16. Keep foot off accelerator when the bus is approaching a stop or is stopped and off brakes when in motion. Reduce braking by anticipating stops.

# F. School Bus Maintenance

- 1. Tune and maintain engines, plugs, points, timing.
- 2. Maintain clean pollution controls.
- 3. Keep gas tanks full to avoid excessive evaporation.
- 4. Avoid fuel spillage when refueling buses. Do not "over fill." Do not fill to top of filler tube.
- 5. Replace buses that use excessive amounts of fuel as soon as economically feasible.
- 6. Keep fuel storage tanks locked with one person in charge of fueling of buses and other school vehicles.
- 7. Keep accurate bus records for maintenance and fuel consumption.
- 8. Analyze cost data, make management decisions to maximize savings and efficiency.
- 9. Inventory all parts and supplies and order on a planned-need basis, with best price and based on past experiences. (reduces "parts chasing")
- 10. If possible, in winter keep all buses under cover rather than allowing drivers to take them home.
- 11. Use engine warmers for easier starts. Utilize automatic timers to minimize use of warmers.
- 12. Maintain clean oil and air filters.
- 13. Keep automatic choke clean. A sticking choke will waste fuel. Chemical cleaners save costly down time.
- 14. Keep air-fuel mixture of carburetor precisely adjusted.
- 15. Regulate oil change with engine tune-up.
- 16. Use manufacturer's recommended weight of oil. A heavier oil will force the engine to use more fuel, too light will not provide the protection required.
- 17. Check tire balance and wheel alignment to avoid "drag" which will use more fuel and shorten tire life.
- 18. Check radiator thermostat. A defective thermostat may prolong engine warm-up, increasing fuel consumption.
- 19. Use proper octane rated fuel. Using wrong octane will result in plug foul-up and reduction of mileage. Using a higher octane than required is a waste of money.

- 20. Use engine analyzing equipment to assure maximum efficiency.
- 21. Make full utilization of service manuals and maintenance bulletins to keep updated on maintenance techniques.
- . 22. Take full advantage of free maintenance training clinics conducted by skilled instructors.
  - 23. Keep brakes properly adjusted.
  - 24. Repair engine oil leaks.
  - 25. Install radiator shutters for retaining engine heat.
  - 26. Install radial tires.
  - 27. Retrofit with electronic ignition system.
  - 28. Properly utilize proven fuel and oil additives.
  - 29. Maintain proper tire pressure on a regular basis. Proper tire inflation is essential to fuel economy and tire wear.
  - 30. Utilize new techniques such as rubber suspension systems, wheel balancers, tire pressure equalizers, solid state ignition, etc.

# G. Transportation Office and Garage

- 1. Maintain lighting fixtures (a clean fixture in good working order can deliver up to 50 percent more light).
- 2. Clean walls and ceilings and/or paint with light flat or semigloss finish.
- 3. Turn off all lights and other electrical equipment when not in use.
- 4. Reduce exterior lighting to lowest level consistent with good security and safety.
- Perform janitorial services earlier so that electricity may be turned off earlier.
- Check all equipment and motors. Adjust belts for proper tension; turn off when not in use.
- 7. Limit the use of electrical space heaters.
- 8. Tighten and clean all electrical connections from the circuit breakers back through the transformers to the main switch. (Should be done annually by an experienced electrician when building power is off).
- 9. Consider the installation of photo cell controllers to turn exterior lights on and off.

- 10. Concentrate evening work/meetings in a single heating/cooling zone instead of heating or cooling the whole office or garage.
- 11. Clean up heat exchanger and heating coil surfaces for better heat transfer, change filters at regular intervals, clean fan blades and damper blades.
- 12. Request visitors and staff to avoid waste of energy by opening windows, or holding doors open.
- 13. Consider the installation of added insulation to building walls and ceilings to decrease heat transfer.
- 14. Consider the installation of insulating glass in place of single pane glass.
- 15. Consider the installation of weather-stripping, caulking, automatic door closers, etc., to decrease infiltration of outside air.
- 16. Close off all unnecessary openings--unused exhaust fans, broken windows, structural openings.
- 17. Replace grossly oversized motors. Motors operate more efficiently near rated capacity and with a better power factor.
- 18. Utilize blower system to circulate warm air from the ceiling to floor of work areas.
- 19. Remove thermostats located near doors, windows or heat producing sources.
- 20. Reduce thermostat setting on weekends, holidays and at night.
- 21. Install large fuel storage capacities, 10,000 gallons or larger.

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