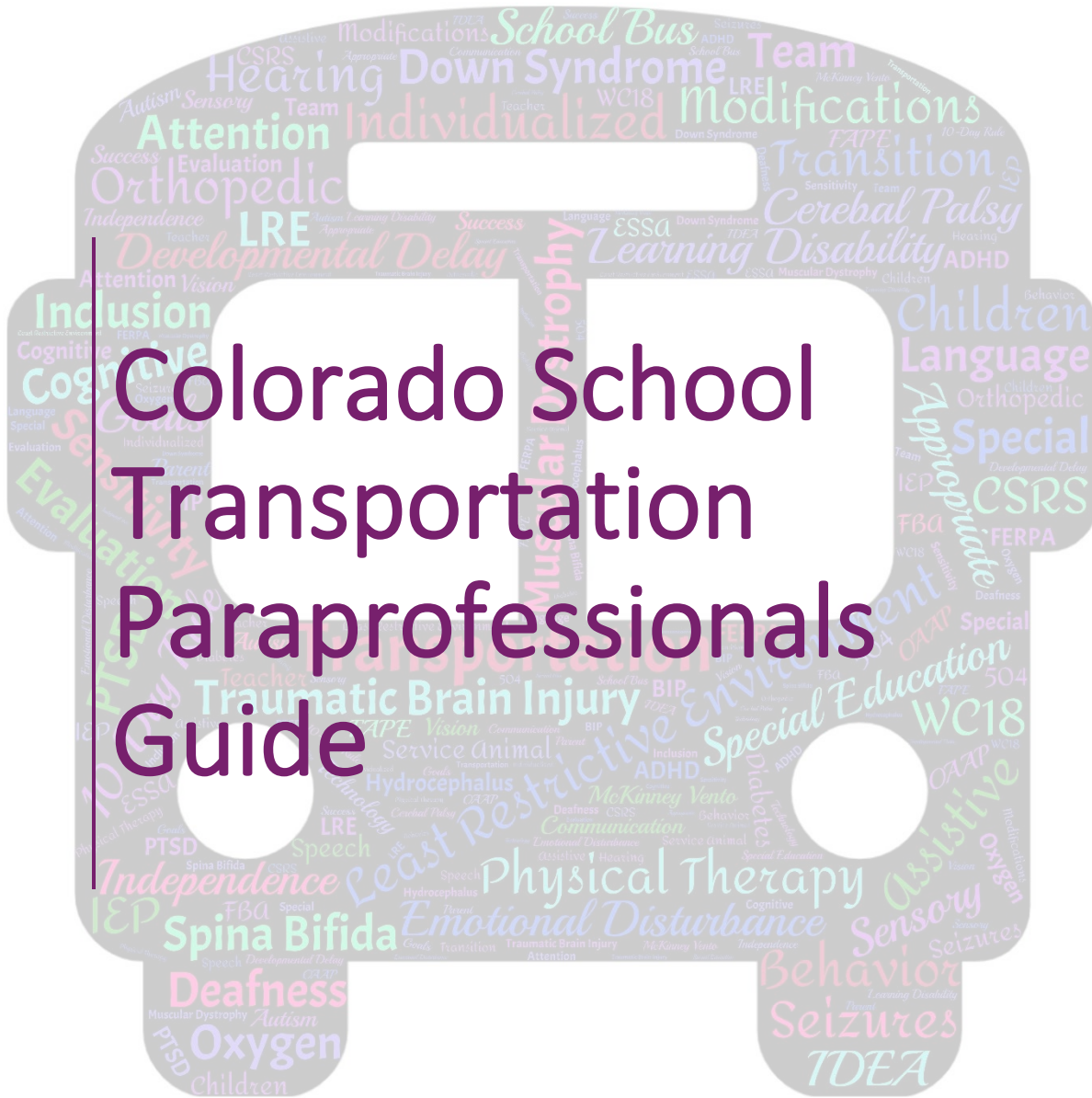




COLORADO

Department of Education



October 2024

SCHOOL TRANSPORTATION UNIT
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Foreword

Special education transportation requires dedicated individuals to play the roles of school bus drivers and paraprofessionals/support professionals. Those in these positions should be genuinely interested in providing this service. Special Education transportation is a challenging and constantly changing environment that can be frustrating yet rewarding. The purpose of this document is to provide guidance to school transportation paraprofessionals regarding the necessary training for success in their roles. Please be advised that individuals providing support to students on the school bus may hold various titles, including Aide, Monitor, Paraprofessional, and Assistant. Throughout this document, these individuals will be denoted as School Transportation Paraprofessionals. As always, please review district policy and procedures before assisting with transporting students with special needs.

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Section 1: Introduction

It's important to note that Special Education transportation is a mandatory service the district provides rather than an optional one. Every school bus driver and paraprofessional involved in this service must carry out their responsibilities in accordance with established district policies and procedures. This ensures that the district complies with the laws governing the education of children with special needs. School transportation operators and paraprofessionals are provided with specific information (such as disabling conditions, medical concerns, medications, doctor information, etc.) crucial for delivering appropriate transportation services. This information is intended for those directly involved in providing this service.

Drivers and Paraprofessionals

The special needs transportation service depends on the efforts of the driver and paraprofessional, who must work together to meet the needs of the students they transport. Both individuals must remember that they are on the school bus to provide a necessary service to these students and are acting on behalf of the District. Therefore, professional behavior is always required; remember that the student comes first.

Conflicts may arise when the driver and paraprofessional hold differing opinions on how things should be managed on the school bus. Resolving this requires open discussion about student management, shared responsibilities, and duties. It's crucial for this dialogue to occur before the school year commences or whenever there is a change in either role. Disagreements and disputes should never be aired in front of the children, parents, or other school staff but should be handled privately or with the help of transportation management. Ideally, the driver and paraprofessional should collaborate as a team for the benefit of the students they transport.

The bus driver is primarily responsible for safely operating the vehicle, while the school transportation paraprofessional supervises the children and assists with loading and unloading students. Consistency and communication of expectations from both adults are critical for behavior management on a bus.

Duties of the School Bus Paraprofessional

School bus paraprofessionals are tasked with accompanying drivers on bus routes to ensure the safe loading and unloading of special needs students. Additionally, they provide supervision for these students during the journey to and from school. The responsibilities of school bus paraprofessionals may encompass, but are not restricted to the following:

1. School bus paraprofessionals will assist the driver in securing special needs students in equipment such as wheelchairs, infant/toddler restraint seats, safety vests, and seat belts.

2. School bus paraprofessionals must understand how to operate all securement devices used on the bus.
3. The school bus paraprofessional and driver should work together as a team when securing wheelchairs in place on the bus. The goal is to ensure the safest possible ride for students with disabilities!
4. School bus paraprofessionals shall understand how to load and unload students according to their disabilities. They will assist the driver in loading and unloading students from the bus, as needed.
5. The school bus paraprofessional is responsible for the safety of the children in his/her care. A school bus paraprofessional should prioritize the safety, health, and well-being of his/her passengers while they are on the bus.
6. School bus paraprofessionals should maintain a professional attitude.
7. School bus paraprofessionals should be patient, firm, fair, and friendly.
8. Safety comes first! When in doubt, do not take chances!
9. School bus paraprofessionals should assist the driver in monitoring student compliance with bus safety rules. A school bus paraprofessional may have additional knowledge of the students' personalities, special needs, and behavior that can be used to work with the driver to assign seating.
10. School bus paraprofessionals should be familiar with the special needs of the students entrusted to their care, particularly as it relates to behavior, and must understand how a student's particular disabilities may influence his/her behavior and conduct on the bus.
11. School bus paraprofessionals also help to provide a means of communication with the bus driver for nonverbal students.
12. School bus paraprofessionals AND drivers should both be responsible for writing misconduct referrals for all students.
13. School bus paraprofessionals should sit on the bus where they can observe the condition and behavior of all students on the bus.
14. School bus paraprofessionals should also be familiar with any special physical/medical needs of the students entrusted in their care. Please check district policy for permission to administer medication to students, but school bus paraprofessionals shall administer first aid up to the limits of their training and ability in accordance with what can reasonably be expected of a prudent person and in accordance with the student's Individualized Education Plan (IEP).
15. All school transportation personnel have a duty to report suspected child abuse and show documented mandatory reporter training pursuant to C.R.S. 22-32- 109(1)(z).
16. School bus paraprofessionals should become familiar with the duties and responsibilities of the bus driver and be ready to assist the driver in the event of an emergency.

17. School bus paraprofessionals must learn and be prepared to assist the driver in the emergency evacuation of students from the school bus.
18. As required by Operation Rule 19.0, school bus drivers and paraprofessionals shall participate in bus emergency evacuation drills at least twice during each school year.
19. School bus paraprofessionals should be familiar with the bus route to which they are assigned and will be prepared to assist a substitute bus driver with getting to and from the stops on the route in the event the regularly assigned driver is not at work or otherwise unavailable.
20. School bus paraprofessionals should maintain a clean, neat appearance and wear securely fastened shoes.
21. Per Operation Rule 14.5 states “use of tobacco products as defined in C.R.S. 18-13-121(5), use or possession of illegal controlled substances, use or possession of alcohol, and use or possession of marijuana or cannabinoid product, except as otherwise allowed by law, aboard any school transportation vehicle shall be prohibited at all times.”
22. Per Operation Rule 5.04(e) a school transportation paraprofessional shall have written documentation evidencing that they have received first aid training, including cardiopulmonary resuscitation and universal precautions, within 90 calendar days after initial employment. If the paraprofessional holds a current first aid and cardiopulmonary resuscitation certificate, it will meet the requirements of this section. School transportation paraprofessionals shall receive first aid training and/or re-certification every two years thereafter.

Professionalism

As an employee of a school district, the school transportation paraprofessional should always strive to maintain a high level of professionalism and dress appropriately for the job to be done. Accessories such as scarves, long necklaces, dangling earrings, loose clothing, or items with drawstrings should be limited as they could cause harm to the school transportation paraprofessional and/or the student in case of an altercation. Personal items such as a purse or wallet, a cell phone, earphones, etc. should be stowed away. Maintain good personal hygiene and avoid personal grooming products with a strong fragrance or scent, as strong scents and smells can have a negative effect on students with sensory items.

Paraprofessional Qualification File

Per Colorado Operation Rule 1 CCR 301-26, each school bus paraprofessional shall have documents evidencing the following:

- 4.1 School districts, charter schools, and service providers shall outline job responsibilities and develop job qualification standards for each school transportation vehicle operator

and school transportation paraprofessionals, annual inspector, and school transportation entry-level driver instructor, consistent with federal and state regulations. A copy of these requirements shall be provided to each school transportation vehicle operator, annual inspector, school transportation entry-level driver instructor, and paraprofessional upon employment. A signed copy shall also be maintained in the applicable qualification file.

- 5.4 A school transportation paraprofessional is a person assigned to assist a school transportation vehicle operator in controlling the behavior of students on the bus and/or ensuring the safety of students getting on and off the school transportation vehicle.
- 5.04(a) The school transportation paraprofessional shall possess a state, government, district, charter, or service provider valid photo identification card.
- 5.04(b) The school transportation paraprofessional shall receive pre-service training for the type of duties they may be required to perform prior to assisting with transporting students. This shall include mandatory reporter training pursuant to C.R.S. 22-32-109(1)(z) and student confidentiality laws under C.R.S. 22-1-123 and 22-32-109.3 prior to transporting students.
- 5.04(c) The school transportation paraprofessional shall be given and/or have access to the CDE Colorado School Transportation Paraprofessional Guide prior to assisting with transporting students. A copy of the Certificate of Receipt, signed by the paraprofessional, shall be placed in the paraprofessional qualification file.
- 5.04(d) The school transportation paraprofessional shall annually complete the CDE Vehicle Operator's Medical Information Form (STU-17). Any yes annotations shall require a doctor's release.
- 5.04(e) The school transportation paraprofessional shall have written documentation evidencing that they have received first aid training, including cardiopulmonary resuscitation and universal precautions, within 90 calendar days of initial employment. If the paraprofessional holds a current first aid and cardiopulmonary resuscitation certificate, it will meet the requirements of this section. School transportation paraprofessionals shall receive first aid training and/or re-certification every two years thereafter.
- 5.6 School transportation vehicle operators and paraprofessionals transporting students with special needs, when transportation is listed as a related service per the student's Individual Education Plan (IEP) or 504 Plan, shall meet the following requirements:

- 5.06(a) Federal mandates pursuant to the Individuals with Disabilities Education Act (IDEA) 34 CFR 300.323(d), and the Family Educational Rights and Privacy Act (FERPA) 34 CFR 99.3(a)(1) require transportation staff that have received confidentiality training to receive information regarding transportation as a related service on an IEP or 504 Plan, as well as other pertinent medical or behavioral information.
- 5.06(b) The operator and paraprofessional shall receive pre-service training specific to transporting students with special needs. Training shall include characteristics of disabling conditions, the utilization of required equipment, techniques for behavior modification and de-escalation, and legal requirements related to special education transportation, in addition to school policies and procedures before transporting students with special needs.
- 5.06(c) The operator and paraprofessional shall receive training on emergency evacuation procedures for students with special needs and assistive devices.
- 5.06(d) The operator and paraprofessional shall receive training on the operation of the power lift, and the proper placement and securement of a wheelchair or mobility device on the power lift.
- 5.06(e) The operator and paraprofessional shall receive training on selecting the correct securement point(s) on wheelchairs, the proper use of the wheelchair tie-down occupant restraint system (WTORS), the proper use of restraints on students, and the proper use of all child safety restraint systems, including the proper maintenance and storage of all assistive devices.

Section 2: Special Needs Laws and More

More information on the following laws and regulations can be found in the Colorado Transporting Students with Special Needs Guide on the Colorado Department of Education School Transportation website. www.cde.state.co.us/transportation

Federal Laws

Americans with Disabilities Act (Public Law 101-136)

The Americans with Disabilities Act (ADA) is a robust civil rights law that mandates equal treatment of persons with disabilities and applies to public organizations. This law specifically targets transportation-related issues. It is worth noting that the ADA does not alter or weaken existing federal regulations that safeguard the rights of individuals with disabilities under Section 504 and IDEA.

The ADA regulations specifically exempt school buses from some of these requirements, but they echo the mandates of Section 504 for access to transportation services. The ADA creates a higher standard of non-discrimination than Section 504 in that it applies regardless of whether federal funding is received.

ADA Amendment Act of 2008

"The Amendments Act was signed into law in September 2008 and became effective on January 1, 2009." ("Questions and Answers on the ADA Amendments Act of 2008 for ... - ed") Congress passed the Amendments Act in part to supersede Supreme Court decisions that had too narrowly interpreted the ADA's definition of a disability.

The Amendments Act serves to amend the ADA and includes a conforming amendment to the Rehabilitation Act of 1973, which impacts the definition of disability in Section 504. Individuals who fall under the umbrella of Section 504 or Title II are safeguarded against discrimination through the application of general nondiscrimination regulatory provisions that encompass program and physical accessibility requirements, in addition to protection against retaliation and harassment. "The Amendments Act does not alter the school district's substantive obligations under Section 504 or Title II." ("Questions and Answers on the ADA Amendments Act of 2008 for ... - ed") Instead, it amends the ADA and Section 504 to broaden the potential class of persons with disabilities protected by the statutes.

The Amendments Act amends only the ADA and, through a conforming amendment, Section 504. The Amendments Act does not amend the IDEA or affect that law's requirements. ("Questions and Answers on the ADA Amendments Act of 2008 for ... - ed")

The Amendments Act does not alter the definition of a disability provided by the ADA or Section 504 but significantly changes how the term "disability" is interpreted.

The Education for all Handicapped Children Act of 1975 (Public Law 94-142)

This legislation ensures that children with disabilities receive a free and appropriate public education (FAPE), which includes specialized support services. The law outlines specific procedures for identifying and assessing students with disabilities. It mandates that they be educated in the least restrictive environment (LRE) possible alongside their non-disabled peers whenever feasible.

Section 504 of the Rehabilitation Act of 1973 (Public Law 93-112)

Section 504 is a part of the Rehabilitation Act of 1973, which combined the Civil Rights Act of 1964 and The Education Amendments of 1972 (Title VI, Title VII, and Title IX). This applies to any organization that receives federal financial assistance, including public/charter schools. The law, in part, states that no otherwise qualified individual with a disability shall, solely by reason of their disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

The Office of Civil Rights (OCR) within the U.S. Department of Education is responsible for enforcing Section 504.

Section 504 and the ADA define disability as

- (1) a physical or mental impairment that substantially limits a major life activity.
- (2) a record of such an impairment; or
- (3) being regarded as having such an impairment.

Section 504 regulations require a school district/charter to provide a “free appropriate public education” (FAPE) to each qualified student with a disability who is in the school district’s/charter’s jurisdictions, regardless of the nature or severity of the disability. Under 504, a disabled student’s right to transportation is based solely on the need to travel to and from school to access special education and related services. Section 504’s definition of disability is broader than IDEA’s definition.

Because Section 504 preceded the enactment of the ADA by nearly 20 years, Section 504 has generally been the basis for disability protections in the nation’s public schools and is often the foundation for transportation complaints. Service disputes have included, but not been limited to, access to school transportation services, length of ride, transportation costs to parents, loss of instructional time, and suspension of transportation. The law requires a case-by-case analysis but assumes that students with disabilities will be provided integrated transportation with their non-disabled peers. This is referred to as the “Least Restrictive Environment” (LRE).

Free Appropriate Public Education (FAPE)

The cornerstone of the IDEA is the entitlement of each eligible child with a disability to a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet the child's unique needs and that prepare the child for further education, employment, and independent living.

"Under the IDEA, the primary vehicle for providing FAPE is through an appropriately developed Individualized Education Program (IEP) that is based on the individual needs of the child."

("UNITED STATES DEPARTMENT OF EDUCATION") An IEP must consider a child's present levels of academic achievement and functional performance and the impact of that child's disability on their involvement and progress in the general education curriculum.

Family Education Rights and Privacy Act (FERPA)

FERPA is a federal law that protects student education records' privacy and provides directions on how student information can be shared. FERPA permits school officials to receive relevant student information at the school's discretion.

Operation Rule 5.06(a) Federal mandates pursuant to the Individuals with Disabilities Education Act (IDEA) 34 C.F.R. 300.323(d), and the Family Educational Rights and Privacy Act (FERPA) 34 C.F.R., 99.3(a)(1) require transportation staff that have received confidentiality training to receive information regarding transportation as a related service on an IEP or 504 Plan, as well as other pertinent medical or behavioral information.

Individuals with Disabilities Education Act (IDEA)

The IDEA Act requires transportation as necessary to assist a child with disabilities in benefiting from special education. This is also required when the child must be able to access FAPE. Transportation services are provided in conformity with an Individualized Education Plan (IEP) for each eligible student.

Transportation services include:

- Travel to and from school
- Travel in and around school buildings,
- Specialized equipment to make transportation viable (Lift bus or vehicle with a ramp).

FAPE includes specially designed instruction and related services that must be made available to all children with disabilities between the ages of 3 and 21. In the State of Colorado, "Schools must ensure equal access to that rewarding experience for students with disabilities.

Extracurricular athletics, including club, intramural, or interscholastic (e.g., freshman, junior

varsity, varsity), are a vital component of an overall education program.” (“UNITED STATES DEPARTMENT OF EDUCATION”)

Under IDEA, decisions for service delivery are based on the child’s needs and must be made on a case-by-case basis. To be eligible under IDEA, a child needs to possess one of 13 disabilities.

Individualized Education Plan (IEP)

Students with unique or special needs are eligible for special education services. Those needs and how they will be addressed are directed by the student’s Individualized Education Program (IEP). The Individualized Education Program (IEP) is a legal and binding agreement between the school district, the student, and the student’s family. The IEP specifies the particular services and duration of services that the student will receive. Transportation is one of the services included in the IEP, and it may involve the need for a bus attendant and adaptive or assistive equipment. It is crucial for service providers to adhere to the services outlined in the IEP. It must include:

- A statement of the specific special education and related services, supplementary aids and services, and program modifications or supports for school personnel to be provided, as more fully described in the regulations.

Transportation as a Related Service

What does transportation as a related service consist of? A related service that includes travel to and from or between schools; travel in and around school buildings; and specialized equipment if required to provide transportation to a child with a disability.

Transportation is provided as a related service for students with disabilities if a student cannot get to school in the same manner as peers without disabilities or is placed at a school other than his/her neighborhood school. Transportation services include travel to and from school and between schools. Services may also include the provision of specialized equipment, such as special or adapted buses, lifts, and/or specialized child restraint systems. If additional support on the bus is required due to the medical, behavioral, or other needs of the student, that support will be listed in the IEP.

Decisions regarding transportation services are to be made on an individual basis. The IEP Team should indicate the decision by checking the appropriate box on the Special Considerations page. If the student requires transportation, justification for this related service must be included. Here are some transportation accommodations that may be found in the IEP.

- Door-to-door and curb-to-curb do not mean the same thing.
- Adult Release – the student must be met by, or in the view of an adult, both at home and at school.

- Adaptive/Assistive Equipment – if required, is defined in the student’s IEP

Individualized Education Plan Team (IEP Team)

As a school bus paraprofessional, there may be times, based on the student’s eligibility determination, in which your presence is requested to be part of an IEP team/meeting. This invitation is at the discretion of the parent or the agency and may also include other individuals who have knowledge or special expertise regarding the child, which includes related services personnel as appropriate. (“eCFR: 34 CFR 300.321 -- IEP Team.”)

Least Restrictive Environment (LRE)

Integrated transportation is the presumption for students with disabilities. The rights of children with disabilities to ride with their non-disabled peers should be applied to the maximum extent possible and consistent with the practice of safe transportation. When it is necessary to transport a child with disabilities on a school bus separate from their non-disabled peers, the IEP team should first consider supplementary aids and services, such as providing a paraprofessional on the school bus with so that the student can ride with their non-disabled peers. Decisions about riding on a school bus that serves exclusively children with disabilities should only be made on a case-by-case basis, based upon a review of a child’s individual special needs.

Every Student Succeeds Act (ESSA)

ESSA is the reauthorization of the Elementary and Secondary Education Act (ESEA) and the replacement of the No Child Left Behind (NCLB) Act. This law now requires states to ensure certain protections for students in foster care, addressing the role of state and local education agencies in supporting school stability and collaborating with child welfare agencies. Thus, it ensures that all children have a fair, equal, and significant opportunity to obtain a high-quality education.

McKinney-Vento Act

The McKinney–Vento Homeless Assistance Act of 1987 is a United States federal law that provides federal money for homeless shelter programs. It was the first significant federal legislative response to homelessness and was passed by the United States Congress and signed into law by President Ronald Reagan on July 22, 1987. The act has been reauthorized several times over the years.

The Act uses the following definition for homeless children: "individuals who lack a fixed, regular, and adequate nighttime residence." The Act then goes on to give examples of children who would fall under this definition:

- Children sharing housing due to economic hardship or loss of housing.
- Children living in "motels, hotels, trailer parks, or campgrounds due to lack of alternative accommodations."
- Children living in "emergency or transitional shelters."
- Children whose primary nighttime residence is not ordinarily used as a regular sleeping accommodation (e.g., park benches, etc.)
- Children living in "cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations..."

The McKinney-Vento Act also ensures homeless children transportation to and from school free of charge, allowing children to attend their school of origin (last school enrolled or the school they attended when they first became homeless) regardless of what district the family resides in. It further requires schools to register homeless children even if they lack normally required documents, such as immunization records or proof of residence.

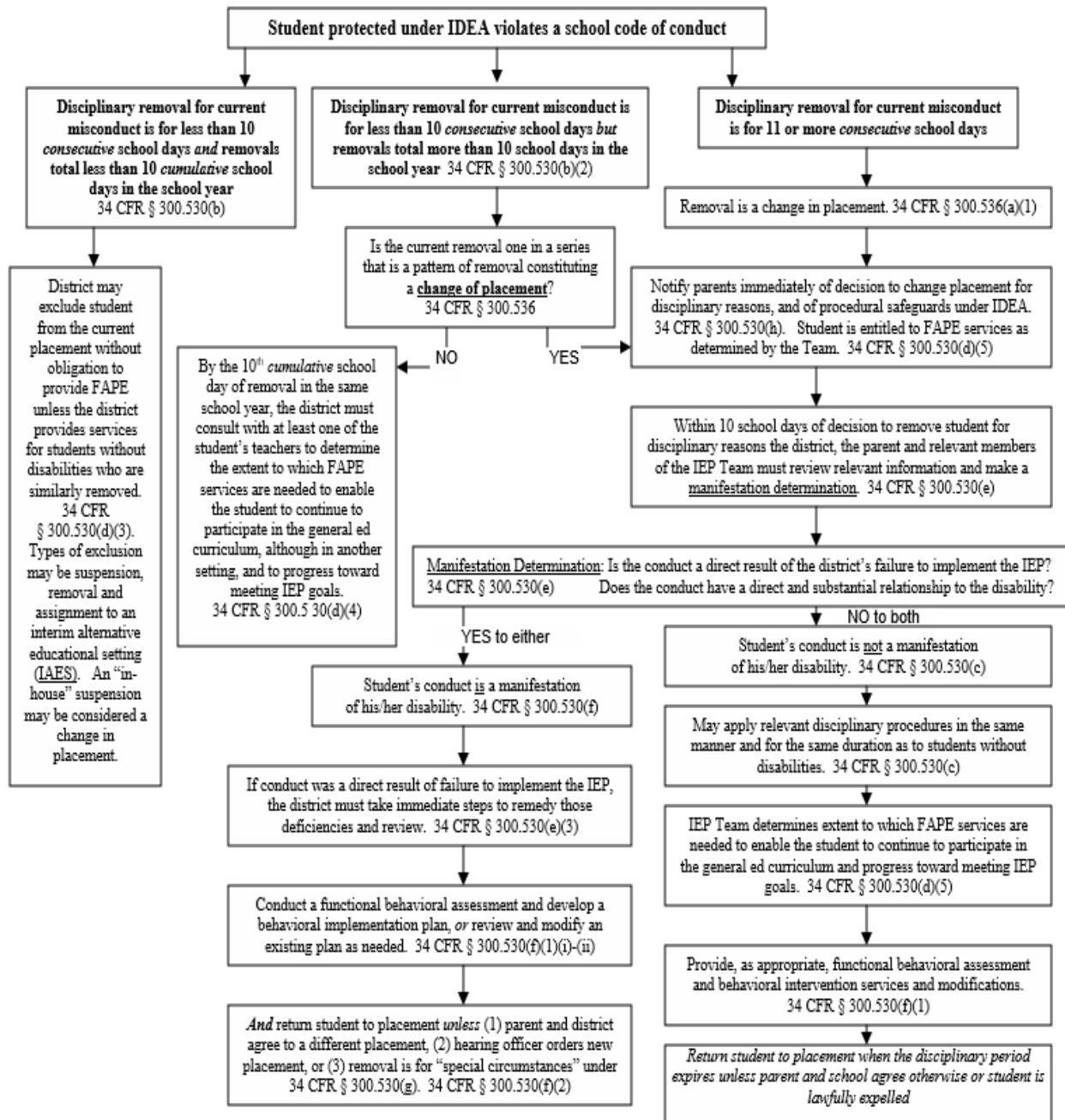
10-Day Rule: Suspension/Expulsion

School safety and school transportation safety is important to school personnel and parents. The IDEA and its regulations incorporate prior court decisions and Department policy. The following information is adapted from ***Legal Rules***, written by Peggy Burns, and published by Roseann Schwaderer, September 2006:

“Disabled students can receive the same consequences for behavior infractions as their non-disabled peers until the district gets to the point of removal from school for more than ten consecutive days. It is necessary to count bus suspensions toward these ten days if transportation is a related service for the student in question and if the student does not otherwise get to school. When the district exceeds ten days of suspension, a manifestation determination review must occur.”

Under IDEA 2004, nothing has changed regarding the first ten days of suspension. Thereafter, however, absent a direct connection between the conduct violation and the student’s disability, the student can be removed so long as educational services are provided. Also, longer exclusion is now possible if the student inflicts serious bodily injury upon another person.

10-Day Rule Flow Chart



Extended School Year (ESY)

An extended school year is a program that targets goals and objectives in the areas where the student would likely regress in a substantial way without services. It is different from “summer school.” It is provided to prevent any interruption in the student’s ability to maintain skills he/she has learned. Courts have held that if a student regresses so severely that he/she cannot regain skills lost over a summer vacation in a reasonable period, then an extended school year may be required.

If a student needs an extended school year program to implement an IEP, and transportation is listed as a related service on the IEP, then free transportation service will need to be continued through the duration of the extended school year.

Colorado Laws

Article 10 of the Children’s Code

According to Article 10 of the Children’s Code, any school official or employee who has reasonable cause to know or suspect, or who witnesses a child being subjected to circumstances that would result in abuse or neglect or suspects abuse or neglect, is to report it. In addition to whatever is required by local school board policy, a report is to be made and submitted by the individual to the Department of Human Services in the jurisdiction that the child resides in. Any person who willfully violates these provisions can be prosecuted. School officials or employees reporting in good faith are immune from liability, both civil and criminal, according to C.R.S. Section §19-10-110 of the Children’s Code.

Child abuse is defined as non-accidental physical or mental injury caused by the acts or omissions of the child’s parents or caretakers. Child abuse and neglect include cases in which a child is in need of services because the child’s parent, legal guardian, or custodian fails to take the same actions to provide adequate food, clothing, shelter, medical care, or supervision that a prudent parent would take.

Title 22: Education – Section 22-32-109.1(z) – Board of Education – Specific Duties – Mandatory Reporting

- (z) To provide for a periodic in-service program for all district teachers and staff which shall provide information about the “Child Protection Act of 1987”, part 3 of article 3 of title 19 C.R.S., instruction designed to assist teachers in recognizing child abuse or neglect, and instruction designed to provide teachers and staff with information on how to report suspected incidents of child abuse or neglect and how to assist the child-victim and his/her family.

School transportation operators and paraprofessionals are considered mandated reporters as defined by the Colorado Revised Statute 22-32-109(1)(z). Mandatory reporters must immediately report suspected child abuse and maltreatment when they have "reasonable cause to believe" that a child known to them, in their professional or official capacity, is being mistreated.

You can address your concerns about specific students with your immediate supervisor, who will assist you in the reporting process and provide mandatory reporter training.

Title 22: Education – Section 22-32-109.3 – Board of Education – Specific Duties – Student Records

- (1) Except as otherwise provided in subsections (2) and (3) of this section, each school district, as required under section 24-72-204(3) C.R.S., shall maintain the confidentiality of the addresses and telephone numbers of students enrolled in public elementary and secondary schools within the school district and any medical, psychological, sociological, and scholastic achievement data collected concerning individual students.
- (2) Notwithstanding the provisions of subsection (1) of this section, the address and telephone number and any medical, psychological, sociological, and scholastic achievement data concerning any student are released only under the following conditions:
 - a. As provided in section 24-72-204(3) C.R.S.
 - b. To district or municipal court personnel, the division of youth services, county departments of human or social services, the youthful offender system, and any other juvenile justice agency within fifteen days after receipt by the school district of a court order authorizing the release of such information.

Notwithstanding the provisions of subsection (1) of this section, either the principal of a school, or such principal's designee, or, if the student is enrolled in a public school, the superintendent of a school district in which the student is enrolled, or such superintendent's designee, shall provide attendance and disciplinary records to a criminal justice agency pursuant to the provisions of section 19-1-303(2) C.R.S.

School transportation paraprofessionals should be considerate and respectful of all students' needs. Information about students must be kept confidential and should not be shared with other drivers or paraprofessionals unless there is a legitimate educational interest, and should never be shared with individuals outside of transportation who are not directly associated with the student. It's important not to have unprofessional discussions about students with your driver in front of other students, staff, or parents. Concerns pertaining to students should be

communicated to the relevant transportation staff members, who will subsequently escalate the information to any necessary district personnel.

Commonly Used Acronyms

A	AAMVA	American Association of Motor Vehicle Administrators
	AAV	Allowable Alternative Vehicle
	ADA	Americans with Disabilities Act
	ADD	Attention Deficit Disorder
	ADHD	Attention Deficit Hyperactivity Disorder
	AED	Automated External Defibrillator
	ASD	Autism Spectrum Disorder
	ASL	American Sign Language
B	BD	Behavioral Disorder
	BIP	Behavioral Intervention Plan
C	CAPTA	Child Abuse Prevention and Treatment Act
	CFR	Code of Federal Regulations
	CP	Cerebral Palsy
	CSRS	Child Safety Restraint System
	CSS	Child Safety Seat
	CWA	Child Welfare Agency
D	DB	Deaf-Blind
	DD	Developmental Delay/Disability
E	EC	Early Childhood
	ECSE	Early Childhood Special Education
	ED	Emotional Disturbance
	EI	Early Intervention
	ESA	Educational Service Agency
	ESEA	Elementary and Secondary Education Act
	ESL	English as a Second Language

	ESSA	Every Student Succeeds Act
	ESY	Extended School Year
F	FAPE	Free Appropriate Public Education
	FBA	Functional Behavior Analysis
	FERPA	Family Educational Rights and Privacy Act
	FMCSR	Federal Motor Carrier Safety Regulations
	FMVSS	Federal Motor Vehicle Safety Standards
G	GE	General Education
	GEPA	General Education Provisions Act
H	HoH	Hard of Hearing
	HHS	Health and Human Services
	HS	Head Start
I	ID	Intellectual Disability
	IDEA	Individuals with Disabilities Education Act
	IEE	Independent Education Evaluation
	IEP	Individualized Education Plan
	IFSP	Individualized Family Service Plan
	ISP	Individualized Service Plan
	ITP	Individualized Transportation Plan
J	JJ	Juvenile Justice
K	KEA	Kindergarten Entry Assessment
L	LD	Learning Disability
	LEA	Local Education Agency
	LEP	Limited English Proficiency
	LRE	Least Restrictive Environment
M	MTSS	Multi-Tiered System of Support

N	NCLB	No Child Left Behind
	NE	Natural Environment
O	OCR	Office for Civil Rights
	OEL	Office of Early Learning
	OESE	Office of Elementary and Secondary Education
	OHI	Other Health Impairment
	OPE	Office of Post-Secondary Education
	OSEP	Office of Special Education Programs
	OSERS	Office of Special Education and Rehabilitative Services
	OT	Occupational Therapy
P	Part B	IDEA Part B Program for children aged three through 21
	Part C	IDEA Part C Early Intervention Program for children birth through age 2
	PBIS	Positive Behavioral Interventions and Supports
	PPT	Planning and Placement Team
	PT	Physical Therapy
	PWN	Prior Written Notice
S	SEA	State Education Agency
	SEL	Social Emotional Learning
	SLD	Specific Learning Disability
	SLP	Speech Language Pathologist
	SPED	Special Education
T	TBI	Traumatic Brain Injury
U	USC	United States Code
V	VI	Visual Impairment
	VR	Vocational Rehabilitation
Numerical	504	Rehabilitation Act of 1973 . Enforced by Office for Civil Rights.

Section 3: Loading and Unloading Students

Transportation Considerations in the IEP

The student's IEP or 504 Plan is critical in determining their transportation needs. In some cases, it may request the presence of a student transportation paraprofessional on the bus to assist the child. It is equally important to ensure that the school transportation operator and paraprofessional are fully aware of all the requirements listed in the IEP or 504. While not an exhaustive list, here are a few topics to consider.

- Where is the bus stop going to be located?
- Is there an adult release, which states that the student(s) must be met by an adult at the school and the bus stop?
- What type of vehicle (bus, bus with a power lift, van, car, etc.) is needed to correctly accommodate the student(s) needs as listed in the IEP or 504?
- Is there a "time in transit" listed on the IEP stating the student's bus ride duration?

Loading and Unloading Students

During the loading and unloading of students, all members of the school transportation staff share a collective responsibility. While individual responsibilities may vary depending on district policy, specific circumstances, and the unique needs of the students, the team's commitment remains unwavering. The determination of any requisite adaptive equipment, accommodations, and support is contingent upon the student's Individualized Education Program (IEP) or 504 Plan. For example, some students may need assistance navigating the bus stairs and/or getting into their seats. However, it is crucial to communicate consistently with the student and communicate any planned actions or movements before any intended movements are started.

School Bus Stops

As the school bus stop is the most dangerous time of a student's entire school day, the school transportation paraprofessional should assist the driver in loading and unloading students who utilize adaptive equipment and assist with student management.

Some school districts may have specific loading and unloading procedures for both non-ambulatory and ambulatory students with special needs. Check with your district policies and procedures for more information on what is expected of a school transportation paraprofessional in that district. Principal issues to address when evaluating each student stop are the following:

- How is the assistive equipment used for boarding purposes?
 - Can the equipment be used through the service door, or is the use of the power lift required?

- Who will be outside of the vehicle operating the lift?
 - Where does the person outside the vehicle stand as the wheelchair platform is raised and lowered?
- What duties will the person inside the vehicle be required to perform during loading and unloading procedures?
- Providing assistance to students who physically cannot navigate the service door steps by themselves.
- Providing assistance to students who may have to cross the street.
- Providing assistance to students who are visually impaired.
- The school transportation paraprofessional should greet the student at the top of the bus steps with the driver to determine if the student needs assistance.

Securing the Load Area

Safely loading students onto the school bus using a power lift requires a little more awareness and preparation than simply utilizing the service door.

Four Tips to Remember

- Park the bus where there is a level loading area
- Be sure to avoid curbs or other obstacles
- Set the parking brake on the bus
- Secure the lift door

Loading a Passenger using a Power Lift

When loading a passenger, start by positioning the power lift platform at ground level and fully extending the outer barrier. Then, either position the manual chair with the student facing away from the vehicle, or have the student move the power chair onto the lift platform, facing away from the vehicle, but within the yellow boundaries. Next, secure the wheelchair brakes or turn off the power on powered chairs, fasten the handrail belt if available, and have the passenger hold the lift handrails, if possible, for added support. Once you are clear of the lift, press and hold the up switch on the pendant control. When activated, the outer barrier will rotate to the upright and locked position, and the platform will rise to the level of the vehicle floor. The lift will stop automatically once it reaches the floor level, and the inner barrier will rotate to the horizontal or bridging position. Once the lift has stopped, reconnect power to the power chairs or release the wheelchair brakes, and then move the passenger into the vehicle compartment.

School Bus Wheelchair Lift Loading Tips

- Ensure the wheelchair is facing away from the school bus and back onto the power lift platform
- Ensure the wheelchair brakes are securely locked
- Ensure the power lift platform is flat against the ground before attempting to load the student onto the lift.
- Always keep one hand on the wheelchair to ensure it doesn't move or begin to roll.

Manual Operation of a Power Lift

In the rare event that your vehicle encounters power or equipment issues, the manual backup system can safely and effectively operate your power lift. It's crucial to carefully follow all manufacturer instructions and illustrations for any steps that deviate from standard lift operations. Prior to attempting manual operation, take the time to become acquainted with the location and function of the backup system components.

Emergency Evacuations

There would be no time to explain the evacuation plan in an emergency. School transportation operators, paraprofessionals, and students must be aware of what to do ahead of time. A bus carrying special needs students, particularly students who are physically disabled, would be evacuated in an emergency only when absolutely necessary in order to preserve life. Some students may be unable to participate fully in an evacuation drill due to their disabilities, please evaluate the students on the vehicle to determine if a mock evacuation is needed. Decisions should still be made as to how these students can be evacuated in an actual emergency, and those decisions should be documented and reviewed by the driver and paraprofessional.

Per Colorado Operation Rule 1 CCR 301-26, Section 20.0

20.0 Emergency Evacuation Drills

20.1 Emergency evacuation drills shall be conducted with students by all school transportation vehicle route operators, excluding small capacity vehicle operators as defined in 1 CCR 301-25, and school transportation paraprofessionals at least twice during each school year.

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

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

- 20.2 Students on school-related events shall receive emergency evacuation instructions prior to every initial departure.
- 20.3 School districts, charter schools, and service providers shall maintain records documenting that the required evacuation drills were conducted and/or evacuation instruction was given.

Preparing a Plan

School transportation operators and paraprofessionals should have extensive conversations about the evacuation plan they write. These individuals should be familiar with each student's medical or disabling condition, especially if the condition might be a factor to consider in an emergency evacuation.

- Evaluate each student and his/her equipment individually in terms of how quickly they can be removed from the bus.
- Determine what quick-release methods might be used with all adaptive/assistive equipment on the bus.
- Evaluate the size of each student
 - Is the combined weight of the student and equipment too heavy to lift out of the emergency door?
- If the power lift is inoperable, how would you evacuate students who use wheelchairs?
- Which student(s), if any, can assist you in an evacuation?
- Which student(s) tend to wander or need a higher level of monitoring?
- Does the school transportation operator or paraprofessional have a medical concern that would prevent them from removing a student from a wheelchair if the power lift is rendered inoperable?
- Evaluate the seating location of all students. Where each student is seated on the bus, combined with the type of assistive device that s/he might require, will impact the emergency evacuation plan.
- If a student requires life support equipment or medical care procedures, know the length of time of survival if such services are interrupted or delayed during the evacuation process.
- What precautions should be taken if there is oxygen on the bus?
- What are the procedures for a service animal on board during an emergency?
- What special challenges might you face?

General Emergency Evacuation Procedures

Advise your passengers in a calm but firm voice that it is necessary to evacuate the bus. Use language that your students will understand. School transportation paraprofessionals should be

trained and comfortable using any communication devices in the school transportation vehicle if the driver cannot do so. It is also important to note safe pull-off or possible evacuation locations along the route that is traveled.

Be aware of each student's needs and abilities and assist them accordingly. Once the students are evacuated from the bus, find a safe location for the students to wait at least 100 feet upwind from the bus.

- Above all – remain calm
- Secure the vehicle (all drills)
- Put the transmission in neutral (automatic), reverse (manual), or park (if so equipped)
- Set the parking brake
- Turn off the engine
- Turn on 4-way hazard lamps (if operable)
- Evaluate the situation
 - Is evacuation necessary?
 - Are there any injuries?
 - Which exit is best to use?
- Determine which door is best to use for the evacuation
- Determine a safe waiting area
- Notify the proper authorities
- Know the number of students on the bus

Section 4: Communication

Communicating with Students with Special Needs

It's important to remember that there might be several factors to consider when communicating with students with disabilities. A lack of familiarity could lead to assumptions and unexamined attitudes that hinder effective communication. Students with disabilities may have limited experience in expressing their needs, as the system often relies on parents, school counselors, and teachers to manage this. Many students with disabilities have faced stigma related to being labeled as "disabled" and may feel anxious about how they will be perceived. It's crucial to understand that their hesitancy or lack of clarity in communication is not due to a desire to avoid the conversation or gain an unfair advantage but rather stems from the unfamiliar territory they may find themselves in. The bottom line? Treat people with disabilities with the same respect and consideration you treat others.

General Tips for School Transportation Operators and Paraprofessionals

- Be patient.
- Do not raise your voice.
- Speak slowly, firmly, and clearly.
- Do not show anger or frustration.
- Use simple vocabulary.
- Keep rules and limits at a minimum.
- Observe closely.
- Demonstrate with your hands what you want the student to do.
- Have a written emergency evacuation plan; go over it orally with your students; practice it twice a year only on school grounds. A mock evacuation may take place instead of a physical evacuation depending on the students on the bus.

Specific Tips for School Transportation Operators and Paraprofessionals

Students with Hearing Impairments:

- Face the student(s) when you speak
- Write simple notes
- Point or demonstrate
- Basic sign language may be helpful

Students with Visual Impairments:

- Call the student by name
- Give clear directions for what you want done
- Talk with the teacher or parent for specific tips.

Students with Intellectual Disabilities:

- Use simple vocabulary
- Give short, clear directions
- Demonstrate what needs to be done

Students with Orthopedic Impairments:

- Check to see if there are any adaptations, such as positioning or securement
- Selective seating may be helpful
- Have a plan ready for evacuation purposes

Students with Behavioral Disorders:

- Check and work closely with the teacher(s) on a behavior management plan
- Selective seating may be required

Students with Speech/Language Impairments:

- Listen carefully
- Ask the student to write you a note
- Use gestures
- Use simple vocabulary
- Find out if the student uses any technology for assistance
- Add picture cues

Working with Interpreters

Interpreters are crucial in facilitating communication between individuals who speak different languages, including sign language. By conveying messages in another language, interpreters consider cultural context, nuances, and the appropriate register. It's important to note that interpreters remain impartial participants and do not provide counseling, advice, or personal interpretations.

Federal law mandates that parents and guardians of students in U.S. schools receive information in a language that they comprehend. This is often called "language access" and entails ensuring that parents and guardians have meaningful access to information and services, irrespective of their proficiency in spoken or written English, through interpreting (oral) and translation (written).

Tips for Working With Interpreters on the School Bus

- Never ask an interpreter not to sign something. This is considered to be extremely rude.

- Do not stand between the student and the interpreter.
- Look at the student when talking, not the person signing/interpreting.
- Speak slowly and clearly
- Try to avoid using acronyms, but if there is no other option, define what the acronym means.
- Explain technical terminology

Communicating with Parents

Interaction with parents or guardians is inevitable when working with students. School transportation operators and paraprofessionals must communicate with respect. Communication is not just the act of speaking but the art of actively listening. When you listen well, you learn more about the children and their families and get the full benefit of parents' in-depth knowledge of their child(ren).

Tips for Keeping Open Lines of Communication with Parents

Be Warm

- A little friendliness can go a long way, especially concerning parent communication. Be warm, welcoming, and encouraging if you communicate via email, text, or in person. When you see parents in person, smile, shake their hands, and make eye contact.

Be Positive

- Effective communication between parents and transportation staff starts with positivity. When contacting a student's parent or guardian, if the conversation is about a student's behavior, discuss the positive and the concern. Start out by stating the positives. Like friendliness, a little positivity goes a long way.

Foster a Sense of Trust

- The foundation of effective communication with parents also begins with trust. When conversing with parents, reassure them that all discussions are confidential and that you have the student's best interests in mind as a school transportation paraprofessional.

Communicate Often

- Make sure to communicate often! A common mistake school transportation staff often make is simply not communicating enough or only reaching out when there is

a problem. Communicating often with parents reduces the chance of alarm when the parent does hear from you.

Communicate in Forms that Work for the Parent

- One size does not necessarily fit all. There are many ways to communicate between parents and school transportation staff, from apps, message boards, and email to social media, texting, and phone calls. Check with your district on the methods approved for use and discuss those options with the parents.

Ask Questions...and Listen!!

- When talking to parents, ask questions! Ask not just about health or behavior concerns but also about the student's interests, likes, and dislikes. Listen and absorb the information provided, and then ask follow-up questions!

Don't Make Assumptions

- No school transportation operator or paraprofessional should make assumptions about a student's home life. Follow the training provided by the district/company regarding mandatory reporting, and any other policies and procedures that may be in place if you have a concern about a student's home life.

Section 5: Child Safety Restraint Systems

Using Child Safety Restraint Systems

There are three “crashes” in any given collision. Please note that all objects (person or not, secured or not) move with the same speed upon impact.

- The Vehicle Crash—This is the first crash in any collision. During a front-end collision, the vehicle absorbs the impact over a very short period of time, around 1/10 of a second. The front end takes in some of the crash forces and helps cushion the rest of the vehicle, allowing the passenger compartment to come to a more gradual stop.
- The Human Crash—This is the second crash. In the event of a crash, the vehicle's occupants continue to move forward at the vehicle's original speed until they collide with the steering wheel, seat belt, or another part of the vehicle's interior, or another person. When an occupant collides with another person in the vehicle there is a secondary impact known as the person-to-person impact. This can occur when unsecured occupants collide with each other or when an unsecured occupant collides with a secured occupant. Both types of impacts can result in serious injuries.
- The Internal Crash – This is the third crash. During a collision, the third crash occurs when the occupant's body comes to a complete stop, but the internal organs continue to move forward at the vehicle's original speed. This can result in the organs hitting each other or the skeletal system, causing serious or fatal injuries.

Various safety restraint systems, such as seatbelts, car seats, safety securement vests, integrated and free-standing seats with five-point securement systems, and wheelchair securements, can be used in school transportation. It is important to note that all equipment has weight, height, or waist circumference limits, and each piece/set carries an expiration date. Always ensure that the equipment fits the student properly and that all manufacturer's directions for installation, securement, maintenance, and storage are followed. Always talk to the child and tell them what you will do before doing it. This may be repetitive, but it is extremely important.

Large school buses use a passive restraint system known as “compartmentalization,” which combines a high, padded seat back and narrow seat spacing, creating a compartment within which each occupant is confined in severe vehicle crashes. It protects the passenger by reducing the crash forces on the occupants. This passive restraint system also uses the reinforced steel construction of the school bus body and the large size that raises the height of the vehicle. The National Traffic Safety Board (NTSB) and the National Academy of Sciences (NAS) have confirmed the effectiveness of "compartmentalization" through independent studies conducted.

For a more detailed list and information on the items listed in this guide, please refer to the [Colorado Transporting Students with Special Needs Guide](#).

Wheelchair Securements



Wheelchairs must be forward-facing. All four-point securement systems are designed to be used with the wheelchair facing forward and are crash-tested that way. Since January 1994, all new school buses manufactured with wheelchair securement systems have forward-facing systems. Wheelchair securement positions are inherently safer, and wheelchairs and the human body are better capable of surviving a frontal crash when facing forward.

Sled/Crash tests show that side-facing wheelchairs are unstable and often collapse. Lap and shoulder belt restraint systems are designed to be most effective in the frontal impact position, and wheelchairs are believed to be stronger in frontal loading conditions as opposed to side loading positions. (“In-Service Safety Series - Transporting Students with Special Needs”) The placement of wheelchairs at the back of the vehicle raises concerns about the rougher ride for students and the distance from the driver to those students. The possibility that the driver might not be able to monitor them adequately must be considered before adopting this seating arrangement.

WC-18

Implemented in December 2015, WC-18 aims to promote the design, testing, installation, and use of WTORS (Wheelchair Tiedown and Occupant Restraint Systems) that can effectively protect wheelchair occupants in frontal crashes. Since WTORS manufacturers cannot guarantee how end users apply their products and the vehicles they are installed in, WC-18 requires a certain level of crashworthiness for all types and sizes of vehicles. In all cases, WTORS must include a restraint system with both a pelvic belt and at least one shoulder belt. Testing supports that this is the most effective method for reducing injuries and fatalities in various crash scenarios.



Image of a WC-18 Wheelchair decal

WC-19

WC-19 is a commonly used term when discussing wheelchairs and their use in school buses. It refers to a voluntary industry standard for designing, testing, and labeling wheelchairs that are suitable for use as seats in motor vehicles. If a wheelchair is WC-19 compliant, that means that the wheelchair has:

- Four permanently attached and labeled securement points that can withstand the forces of a 30 mph, 20g frontal impact.
- Specific securement point geometry that will accept a securement strap end-fitting hook.
- A clear path of travel that allows proper placement of vehicle-mounted occupant safety belts next to the skeletal parts of the body.
- Anchor points for an option wheelchair anchored pelvic safety belt, that is designed to withstand a 30 mph, 20g frontal impact, that has a standard interface on it that allows it to connect to a vehicle-anchored shoulder belt.



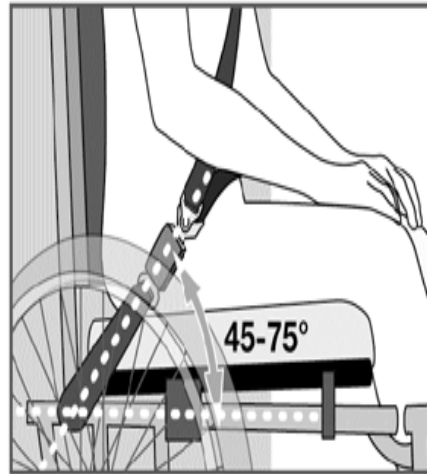
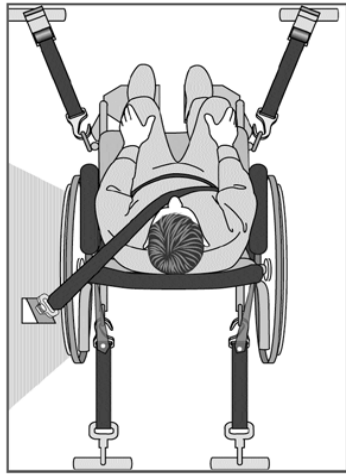
Image of a wheelchair securement point with hook symbol

<https://www.qstraint.com/qnews/wc18-19-benefits-of-wheelchair-securement-standards/>

Securing the Wheelchair

To protect the rider during a crash or sudden braking, and to minimize the likelihood of injury caused by contact with the vehicle, a seatbelt system with both pelvic and upper torso belts must be used when securing a wheelchair in a school bus. Make sure:

- Always position the wheelchair and rider facing forward in the vehicle. Most sudden stops are in a forward direction and most crashes are frontal. In emergency stopping situations, the student is thrust in the direction that the school bus is traveling. The forward-facing student will bend forward rather than sideward, reducing the risk of significant injury.
- The shoulder belt **must** be attached to the vehicle. Depending on whether the wheelchair is WC-19 compliant, the lap belt can be attached to the wheelchair 4-point system or to the vehicle.
- When securing a WC-19 wheelchair, attach the four tie-down straps to the securement points provided on the wheelchair. Tighten the straps and remove all slack.
- If you do not have a WC19 wheelchair, it is best to attach the tie-down straps to welded junctions of the wheelchair frame or to other structural areas where the frame is fastened together with hardened steel bolts indicated by six raised lines or bumps on the bolt head.
- **Do not attach tie-downs to adjustable, moving, or removable parts of the wheelchair, such as armrests, footrests, and wheels.**
- When securing non-WC-19 wheelchairs, choose structural securement points as close to the seat surface as possible to provide greater wheelchair stability during travel. It is best if the rear securement points are high enough to result in angles of the rear tie-down straps between 30 and 45 degrees to the horizontal.
- If you have a non-WC-19 wheelchair with a tilt seat, attach both the front and rear straps to either the seat frame or the base frame. Mixing wheelchair securement points between the seat and base can result in the tie-down straps becoming slack if the angle of the seat changes during a crash.
- It is best if floor anchor points for rear tie-down straps are located directly behind the rear securement points on the wheelchair. If possible, the front tie-down straps should anchor to the floor at points spaced wider than the wheelchair to increase lateral stability during travel.



Securing the Student in the Wheelchair

In addition to securing the wheelchair, it is particularly important to provide effective restraint for the wheelchair user with a crash-tested lap and shoulder belt or with a child restraint harness/vest.

- The lap belt should be placed low across the front of the pelvis near the upper thighs, not high over the abdomen. When possible, the lap belt should be angled between 45 and 75 degrees from the wheelchair seat base when viewed from the side.
- A diagonal shoulder belt should cross the middle of the shoulder and the center of the chest and should connect to the lap belt near the hip of the wheelchair rider. The upper shoulder-belt anchor point, or D-ring guide, should be anchored above and behind the top of the occupant's shoulder so that the belt is in good contact with the shoulder and chest while traveling.
- Newer WC19 wheelchairs offer the option of a crash-tested lap belt that is anchored to the wheelchair frame. If the wheelchair has an onboard crash-tested lap belt, complete the belt system by attaching the lower end of a shoulder belt to the lap belt.



Other Notes

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

To avoid misuse of a wheelchair, consider the following:

- Is the wheelchair suitable for securement in a motor vehicle?
- If the child is to be transported in the wheelchair, has it been secured facing forward, with four tie-downs attached to the frame and adjusted to be tight?
- If the wheelchair is WC-19 compliant with an integrated lap belt, are the four tie-downs WC-18 compliant?
- Has the child in the wheelchair been restrained with a separate lap and shoulder belt system that fits correctly?

- Can the child be moved to a vehicle seat and be secured with a restraint system or use compartmentalization?

Five-point Restraint Systems

There are many “special” conditions and a number of different options for restraint systems. The choice should be made by the IEP team, which should include the parents, school transportation staff (driver and paraprofessional, or director), physical or occupational therapists, and/or the school nurse. Districts should not have parents supply restraint systems for their children. If the restraint system is used for transportation, it must be provided at no cost to the parent. Most small children with disabilities can be comfortably and securely restrained in conventional car seats. These seats are easily obtained and relatively inexpensive. Passenger considerations when selecting child safety seats (CSRS):

- Height and weight
- Degree of support needed for trunk and/or head.
- Control of extremities if needed.
- Medical needs to lie flat or in a semi-reclined position.
- Need for supervision.
- Behavioral characteristics
- The child’s ability to get out of usual restraint systems.
- Vehicle constraints

Securing the CSRS in a school bus:

- CSRS must meet FMVSS 213 if intended for children under 50 pounds (many safety seats meet this standard for children up to 65 pounds; some special positioning seats do, also).
- CSRS must fit within the confines of the school bus seat when oriented forward or rearward, depending on the weight of the child. (80% of CSRS must fit on the school bus seat.)
- CSRS must be able to be reclined if the child's condition requires it.
- If the safety seat requires it, the school transportation vehicle must be able to accommodate an added tether.

Using Child Safety Restraint Systems Correctly

The correct use of any restraint system must be understood by parents, bus drivers, paraprofessionals, and any other transportation and school staff members who may need to help secure the child properly. A copy of the manufacturer's instructions should be kept on file in the district for reference. The improper installation of child safety seats is a prevalent issue among individuals lacking proper training, including parents, paraprofessionals, and drivers. It is essential to provide training and ensure that the installation of child safety restraint systems is performed by qualified transportation staff, as incorrect installation can result in significant consequences. Children can be thrown partially or completely out of their restraint system and be seriously injured. Drivers must have an understanding of the problems associated with misuse and be able to ensure that their passengers are not only buckled up but also correctly restrained. Training is essential.

To avoid misuse of safety seats and vests, consider the following:

- Is the infant under 20 pounds facing the rear of the bus?
- Is the angle of recline appropriate for the child's size, orientation, and condition?
- Is the safety belt in the correct place and pulled tight?
- Are additional anchors, as required by the manufacturer, secured?
- Is the vest placed over the shoulders and snug?
- Are shoulder straps in the correct restraint system slots at the shoulders?
- Is the vest doubled back through the adjuster slide if this mechanism is used?
- Is the safety seat or vest under recall?
- Is the safety seat or vest checked regularly for wear and tear or other problems that interfere with effectiveness?
- Is the child in a heavy winter jacket/coat that must be removed for proper securement fit?

Safety Harness/Vest Use

The safety vest system, which may include a padded shield as well as straps, must be used correctly in order to hold the child in place. Make sure:

- The straps are placed on the shoulders and remain there.
- The straps are snugly fitted; they will have to be adjusted from child to child if a number of children use the safety vest system.

- The vest adjuster keeps the safety vest snug; if a single metal slide is used, the end of the strap must be doubled back through the slide to prevent slippage.
- The vest retainer clip (a plastic piece that holds the two shoulder straps in place) is at armpit level. Some safety vests/seats do not use this clip; check the instructions.



Image of EZ-On Maxx II Vest



Image of Besi Universal Vest

Seat Restraints



Image of Besi ProTech 4



Image of IMMI Safeguard STAR seat



Image of CE White Seat Restraint

It is recommended that heavy coats be removed before securing a child in a restraint system so that the belt(s) contact the body through minimal layers of clothing.

Section 6: Student Health Concerns and Tips

Student Health Concerns and Tips

Individuals with Disabilities Education Act (IDEA) defines a “child with a disability” as a child who is evaluated in accordance with sections 300.304 through 300.311 as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as “emotional disturbance”), and orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.

Autism

Autism is a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, adversely affecting a child’s educational performance. Children with autism may exhibit any of the following characteristics:

- Obsessively repetitive activities and stereotyped movements – rock back and forth repeatedly or exhibit rhythmic head and foot movements.
- Can be self-abusive – banging their heads, slapping, pinching, poking, or biting themselves.
- Unusual responses to sensory inputs, such as an exaggerated response to sound, are examples of sensory processing issues.
- May exhibit a wide range of intellectual and behavioral differences.
- Can be extremely withdrawn and do not communicate at all, or may communicate in bizarre and meaningless manners.
- May exhibit periodic emotional outbursts.
- May be hyperactive or may exhibit lethargy.
- May exhibit abnormal responses to objects – exaggerated fears.

What Does This Mean for Transportation?

- Children with autism are often sensitive or may be resistant to changes in daily routines. Changing buses, drivers, or paraprofessionals may trigger or have a strong effect on a child with autism.
- When giving direction to a student with autism, use short, familiar phrases, such as “Quiet voice.” Discuss with teachers and parents for a list of commonly used phrases.
- In sudden emergencies such as a bus evacuation, a child with autism may resist evacuating the bus.

- It is essential for drivers and paraprofessionals to consciously ignore behaviors that don't jeopardize safety. An established daily routine can minimize inappropriate behaviors.
- When safety is at risk and intervention is needed, simple one- or two-word directions are usually most effective in correcting unsafe behavior. Use a quiet, gentle, but firm voice.
- Do not provide complex choices to children with autism. It can cause confusion and upset them.
- A small object to hold may sometimes calm a child with autism. Distracting a student is often the most successful form of intervention.
- "Storyboards" identifying key locations along the bus route can sometimes alleviate fears, especially when changes on the route occur.
- If drivers or paraprofessionals will be out of the office and away from the vehicle, communicating with the parents may help to avoid conflicts later.
- A well-thought-out and regularly practiced evacuation plan is essential.

Deaf-Blindness (D/B)

Deaf-Blindness is the loss of both hearing and vision, which severely impacts development and communication. These students may need assistance boarding and disembarking the school bus and should be made to feel as secure as possible once seated.

Some children may have hearing and/or visual impairments, but the combination may cause such severe communication and other developmental and educational needs they cannot be accommodated in special education programs solely for children with deafness or for children with blindness. Try to work with a mobility specialist and the student to best determine the methods of assistance.

What Does This Mean for Transportation?

- Drivers and paraprofessionals should learn the signals for help, distress, toileting needs, illness, and any other daily events that may occur on a bus, as signaling may be the only method of communication for these children.
- Consider seating students who are deaf-blind close to the bus door for ease of exit/entry and to avoid people or items that may block access to the aisle.
- Avoid seat reassignment for behavior management to ensure a consistent orientation route from the stairwell to their seat.

Deafness

"Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance." ("Sec. 300.8 (c) (3) - Individuals with Disabilities Education Act")

What Does This Mean for Transportation?

- Drivers and paraprofessionals will need to gain the student's attention prior to giving instructions.
- Look directly at the student, maintain eye contact, and speak clearly, naturally, and slowly.
- Repetition, when done verbatim, facial expressions, and gestures can also help with communication.
- Ask parents and teachers what the best way is to communicate with the student.
- If the student communicates with sign language, attempting to learn a couple of useful 'signs' the student will understand.

Emotional Disturbance (ED)

Emotional Disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, that adversely affects a child's educational performance. ("Sec. 300.8 (c) (4) - Individuals with Disabilities Education Act")

- An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- An inability to build or maintain satisfactory interpersonal relationships with peers or teachers.
- Inappropriate types of behavior or feelings under normal circumstances.
- A general pervasive mood of unhappiness or depression.
- A tendency to develop physical symptoms or fears associated with personal or school problems.

Emotional disturbance includes schizophrenia. The term does NOT apply to children who are socially maladjusted unless it is determined that they have an emotional disturbance under paragraph (c)(4)(i) section 300.8.

What Does This Mean for Transportation?

- Transporting students with emotional disturbances can be a challenge. Problems during the bus ride can include the following:
 - Failure to stay seated
 - Name calling and cursing
 - Hitting and fighting
 - Spitting
 - Screaming
 - Threatening and harassment of other students and/or transportation staff
 - Inappropriately exiting the bus (e.g., jumping out of the emergency door, etc.)
- If a child with emotional disturbances acts out, drivers and paraprofessionals should try to avoid taking things personally or getting trapped in a conflict spiral in which adult anger and frustration fuel worsening behavior.
- Use their names, learn interests, show respect, honesty, caring, and trust.
- Establish key safety rules, communicate them clearly and the consequences of not following them, and enforce them fairly and consistently.
- Learn non-verbal cues to anticipate potential incidents.
- A structured daily routine coordinated with the student's classroom program may help to maintain positive behavior on the bus.
- Students with emotional disturbances will have a Behavioral Intervention Plan (BIP). Refer to techniques to use and what to avoid as guidance to working with undesired behaviors.

Hearing Impairments

Students with hearing impairments, including deafness, experience significant hearing loss that hinders the development of speech, language, and academic skills. These students may receive education through alternative communication methods such as sign language or lip reading. Depending on their individualized education program (IEP), they may be placed in specialized programs for the deaf or in mainstream classrooms with support from an interpreter or other accommodations.

Hearing impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of Deafness. ("Sec. 300.8 (c) (5) - Individuals with Disabilities Education Act")

What Does This Mean for Transportation?

- Making eye contact is essential when communicating with students who are hearing impaired.

- A bus evacuation plan should include a method of getting the immediate attention of these students, such as using the interior lights or other pre-determined signals.

Intellectual Disability (ID)

Intellectual disability means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance. The term "intellectual disability" was formerly termed "mental retardation."

What Does This Mean for Transportation?

- The extent to which transportation services need to be adjusted for intellectually disabled students depends on factors such as their level of independence, ability to follow directions, capacity to memorize and retain safety rules, and their day-to-day age-appropriate self-help and adaptive behavior skills.
- When giving instructions to a student with intellectual disability, allow additional time to comply.
- Students with intellectual disabilities may exhibit any of the following tendencies:
 - May try to move around the bus.
 - May initiate inappropriate physical or verbal contact with other students (e.g., poking, slapping, teasing, name-calling, tripping, etc.)
 - Limited judgment about what is appropriate.
- Consistency and routine are essential.
- Drivers and paraprofessionals should speak softly and firmly, be friendly, and give short, simple directions.
- Expectations should be directly related to the student's functional ability.
- Independence is often a key goal for children who are intellectually disabled, and drivers and paraprofessionals can often play an important role in helping to meet these goals.

Multiple Disabilities

Multiple Disabilities means concomitant impairments (such as intellectual disability-blindness or intellectual disability-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.

These students often have very limited communication skills and may need help in self-care.

What Does This Mean for Transportation?

- Often requires specialized transportation, especially if one of the impairments is an orthopedic impairment.
- It is important to obtain specific guidance for severely impaired students from knowledgeable individuals such as parents, teachers, physical therapists, etc.
- They may also need assistance boarding and physically disembarking the bus and frequent monitoring during the ride.

Orthopedic Impairments (OI)

"Orthopedic impairment means a severe orthopedic impairment that adversely affects a child's educational performance." ("Sec. 300.8 (c) (8) - Individuals with Disabilities Education Act") The term includes impairments caused by congenital anomalies (e.g., deformity or absence of limbs), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

While students with orthopedic impairments may require the use of adaptive equipment, their physical disability does not indicate an intellectual impairment.

What Does This Mean for Transportation?

- These students may use wheelchairs or other assistive equipment that requires the use of a bus with a lift.
- It is important for drivers and paraprofessionals to receive the information and training necessary to ensure the safe transportation of these students and their equipment.
- Students with an orthopedic impairment may need specialized seating requirements on the bus, depending on the impairment.

Cerebral Palsy (CP)

Cerebral Palsy (CP) refers to a group of neurological disorders that appear in infancy or early childhood and permanently affect body movement and muscle coordination. CP is caused by damage to or abnormalities inside the developing brain that disrupt the brain's ability to control movement and maintain posture and balance. "The term cerebral refers to the brain; palsy refers to the loss or impairment of motor function." ("Cerebral Palsy - National Institute of Neurological Disorders and Stroke")

Cerebral Palsy is the leading cause of childhood disabilities in the U.S., but it doesn't always cause profound disabilities. Some with mild CP may not need any assistance or may have slight problems, such as difficulty walking, while a person with severe CP might need special

equipment or lifelong care. The disorder isn't progressive, and there is no cure, but supportive treatments, medications, and surgery can help many individuals improve their motor skills and ability to communicate with the world.

Different Types of Cerebral Palsy

- Spastic – this is the most common. Individuals with spastic cerebral palsy have stiff muscles and awkward movements. They cannot react quickly and may need additional time to respond or follow directions.
- Dyskinetic – is characterized by slow and uncontrollable writhing or jerky movements of the hands, feet, arms, or legs. "Hyperactivity in the muscles of the face and tongue makes some children grimace or drool." ("Cerebral Palsy - National Institute of Neurological Disorders and Stroke") They may have tremors, and their balance is often poor.
- Ataxic – affects balance and depth perception. These students have poor coordination, disturbed balance, and depth perception. Children with ataxic cerebral palsy will walk with their legs far apart and their arms out for balance.

What Does This Mean for Transportation?

- If a child struggles to walk, assistance for traversing up and down stairs will be required.
- These students may have trouble sitting upright on a moving bus. Seat belts and child safety restraint systems are required if the student is seated on a bus seat.
- It is best to minimize sudden movements and loud noises, as they may worsen movement disorders, especially for students with spasticity.
- Unless in an emergency, never adjust braces, wheelchairs, or occupant restraints.
- These students may have seizure activity, follow district procedures for seizure protocols.
- These students may have difficulty controlling the movement of their arms. Care should be given when the student is loading or unloading on the bus.
- Speech may be slurred and hard to understand.
- Some students with CP may have a tracheotomy. These students should be seated on the bus, away from the lift, to avoid exposure to dust and airborne irritants.
- Students with CP may have little to no head control, especially on a moving bus. Let the Occupational Therapist or Physical Therapist know what happens on the bus for guidance on how to work with these students.

Muscular Dystrophy (MD)

Muscular dystrophy (MD) refers to a group of genetic diseases that cause progressive weakness and degeneration of skeletal muscles. These disorders (of which there are more than 30) vary in age of onset, severity, and pattern of the affected muscles and fibers. (“Muscular Dystrophy | National Institute of Neurological Disorders and ...”) All forms of MD grow worse over time as muscles progressively degenerate and weaken. Over time, individuals with muscular dystrophy may eventually lose their ability to walk. MD is not contagious and cannot be caused by injury or activity.

Duchenne muscular dystrophy (DMD) is the most common childhood form of MD. Because inheritance is caused by a mutation on the X chromosome, DMD primarily affects boys, although girls who carry the defective gene may show some symptoms. Progressive weakness and muscle wasting (a decrease in muscle strength and size) caused by degenerating muscle fibers begins in the upper legs and pelvis before spreading into the upper arms. (“Muscular Dystrophy | National Institute of Neurological Disorders and ...”)

What Does This Mean for Transportation?

- Students with MD may have a very precarious balance and will need help loading and unloading on the bus.
- If a student with MD does fall, assistance will be needed to help them get back up.
- As the disability progresses, strength in the back muscles deteriorates, making sitting up straight during the bus ride very difficult.
- Because of the student’s positioning in and use of a wheelchair, drivers and paraprofessionals are required to have training on wheelchair securements.
- Should lifting be required, special care is to be taken as the student may not have the ability to assist and may have a tendency to slip through one’s arms.

Osteogenesis Imperfecta

Osteogenesis imperfecta (OI) is a genetic or heritable disease in which bones fracture (break) easily, often with no obvious cause or minimal injury. OI is also known as brittle bone disease, and the symptoms can range from mild with only a few fractures to severe with many medical complications. There are at least eight different types of the disease, and the types vary greatly, both within and between types.

What Does This Mean for Transportation?

- These students may utilize various assistive/adaptive equipment (e.g., walkers, braces, wheelchairs, crutches, etc.).

- Drivers and paraprofessionals must be alert to the possibility of fractures and should remember that a fracture could happen spontaneously in these students.
- If it is believed that a fracture has occurred, students should not be moved until the parents or paramedics can be contacted.
- Drivers and paraprofessionals should be aware of the student's reactions to heat and cold. Students with OI have a tendency to have increased perspiration and may not be able to handle warmer temperatures.
- Students with OI have a possibility of gradually developing a hearing impairment.

Spina Bifida and Spinal Cord Injuries

Spina bifida is a birth disorder that involves the incomplete development of the spine before birth. Spinal cord injuries are usually caused by traumatic damage to the spinal cord (e.g., a car accident). In both Spina bifida and spinal cord injuries, the brain sends out messages for the muscles to move. However, these messages reach a "dead end" at the level of the defect or injury.

Children with spina bifida may also have hydrocephalus or enlargement of the head caused by fluid accumulation in the brain; these students may have a shunt in place to assist in draining fluids.

What Does This Mean for Transportation?

- May lack sensation in their legs and will not be aware of temperature changes on bus seats.
- If a loss of sensation in the legs is present, the child may not be aware that their feet have fallen off of the foot pedals of the wheelchair.
- If the student has a shunt, care must be taken to position the shoulder section of the occupant restraint system correctly.
- Directions may need to be repeated.
- A student with spina bifida or a spinal cord injury may have bladder or bowel paralysis. Tact and consideration must be given to preserve integrity.

Spinal Muscular Atrophy (SMA)

Spinal muscular atrophy (SMA) is a group of hereditary diseases affecting the motor neurons instead of muscle fibers. Motor neurons are specialized nerve cells in the brain and spinal cord that control movement in the arms, legs, face, chest, throat, and tongue, as well as skeletal muscle activity, including muscles used for speaking, walking, swallowing, and breathing. The skeletal muscle weakness caused by SMA is often more severe in the trunk (chest) and upper leg and arm muscles than in the muscles of the hands and feet. People with SMA experience respiratory infections, scoliosis, and joint contractures (chronic shortening of muscles and

tendons). Traditionally, there are five types of this form of SMA, which are classified based on the average age of onset and severity of symptoms. (“Spinal Muscular Atrophy | National Institute of Neurological Disorders ...”) Motor function is more greatly impacted when symptoms begin at an earlier age.

What Does This Mean for Transportation?

- SMA is not normally paired with intellectual disabilities or cognitive struggle.
- Due to muscle weakness, a student with SMA is often placed in a wheelchair at an early age.
- A student with SMA may have difficulty maintaining an upright trunk while on a moving bus.
- Students with SMA should be placed as close as possible to a paraprofessional when riding the bus as they may have severe weakness of the neck muscles and could have extreme difficulty holding up their head.
- As SMA progresses, a student may have difficulty in lifting their arms, and may ask for help should their arms fall off of the wheelchair armrests.

Other Health Impairments

Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and adversely affects a child’s educational performance.

Attention Deficit Disorder (ADD, ADHD)

Children with attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD) may exhibit some or all of the following characteristics:

- Short attention span – difficulty focusing
- Poor memory
- Disorganization
- Poor impulse control
- Restlessness
- Incessant talking
- Incessant activity

Unlike children with ADHD, children with ADD are not clinically hyperactive. ADD and ADHD are not considered separate disability categories but are included under IDEA's "Other Health Impairments."

What Does This Mean for Transportation?

- Inability to stay seated – these children may move impulsively around the bus.
- Difficulty following directions for a protracted period of time. The child may comply with the direction of "stay seated" at first, but after time may start moving around.
- Dangerous behavior getting on or off the bus.
- Stimulating other students. Because of the influence of hyperactivity, these children may unknowingly raise the energy level of other students on the bus.
- A child's medication, if present, may not have taken effect by the time they are picked up in the morning or may have worn off by the time of the afternoon route.
- Because a child with ADD or ADHD does not have an outward appearance of a disability, it may be difficult to remember that the exhibited behavior is a manifestation of the disability.
- Clear and concise directions work best.
- Repetition and consistency are important when working with children with ADD/ADHD.
- Assigned seats work as effective student management.

Activities or distractions may keep students occupied during the route.

Seizures

A seizure is a burst of uncontrolled electrical activity between brain cells that causes temporary abnormalities in muscle tone or movements (e.g., stiffness, twitching or limpness), behaviors, sensations, or states of awareness.

Seizures are not all alike. A seizure can be a single event due to an acute cause, such as medication. When a person has recurring seizures, this is known as epilepsy. Focal seizures are also called partial seizures since they begin in one area of the brain. These can spread to other areas, causing mild or severe symptoms, depending on how much of the brain becomes involved. ("Types of Seizures | Johns Hopkins Medicine")

What Does This Mean for Transportation?

- Drivers and paraprofessionals should know the school/district seizure plan or policy.
- Know what a "typical" seizure looks like for the child.
- Have a Transportation Seizure plan.

- If the school/district policy allows, drivers and paraprofessionals should receive training on seizure medication and when and how to administer the medication.
- Contact the dispatch/transportation department to inform them of the situation, giving the bus's current location in its route.

Sample Seizure Plan

ABC School District Transportation Seizure Plan (EXAMPLE)

Student Name: _____ Date: _____

Seizure Actions for Bus Drivers

- Keep calm and reassure other people or students who may be nearby.
- Do NOT hold the person down or try to stop their movements.
- Time the seizure with a watch.
- Clear the area around the person of anything hard or sharp.
- Loosen ties or anything around the neck to ease breathing.
- Turn the person onto their side.
- Put something flat and soft under their head.
- Do NOT force the mouth open with any hard implements or fingers.
- Stay with the person until the seizure ends naturally
- Be friendly and reassuring as consciousness returns.
- Stay with the student.

A seizure is generally considered an emergency when:

- Convulsive (tonic-clonic/grand mal) seizure lasts more than 5 minutes.
- The student has repeated seizures without regaining consciousness.
- The student is injured or has diabetes.
- The student has a first-time seizure.
- The student has difficulty breathing.

Please contact the school nurse for more information.

Tourette's Syndrome

Tourette syndrome (TS) is a neurological disorder that can cause sudden, involuntary, and uncontrolled rapid and repeated movements or vocal sounds, known as tics. TS is classified as one of a group of disorders of the developing nervous system called tic disorders. The motor or vocal tics associated with TS can come and go over time, varying in type, frequency, location, and severity. ("Tourette Syndrome - National Institute of Neurological Disorders and Stroke") Individuals with tics are unable to prevent their occurrence. The initial symptoms typically

emerge between the ages of 5 and 10 years, generally starting in the head and neck region and potentially progressing to involve the muscles in the torso, arms, and legs. Motor tics generally manifest before the development of vocal tics.

Tourette syndrome is more prevalent in boys than in girls. While most individuals with TS experience the most severe tic symptoms in their early teens, these tics typically diminish and become more controllable by late adolescence or early adulthood.

A tic may exacerbate in response to excitement or anxiety and ameliorate during periods of calm, focused activities. Certain experiences have the potential to incite or exacerbate tics.

What Does This Mean for Transportation?

- Discuss with parents and teachers to find out about the special needs of these students, including triggers or how to manage when tics are exacerbated.
- Some students may wear medical identification tags specifying care and limitations.

Specific Learning Disability

Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

What Does This Mean for Transportation?

- Communicate with parents and teachers to establish the best way to work with these students.

Speech-Language Impairment (SI)

Speech or language impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

What Does This Mean for Transportation?

- These students may have difficulty communicating clearly.
- Listen attentively and repeat what you thought was said.
- Be patient!!!

- Watch a student’s reaction to your response.
- Ask yes or no questions.
- Utilize an alternative form of communication, such as pen and paper.

Traumatic Brain Injury (TBI)

Traumatic brain injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child’s educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.

What Does This Mean for Transportation?

- A student with a TBI may have trouble with balance and coordination and, therefore, should be supervised when walking up and down bus stairs.
- Allow for additional time – up to 60 seconds in some cases – for a student with a TBI to respond to directions.
- Due to the injury, these students may also have seizures. Drivers and paraprofessionals should know the school/district seizure policy or procedure.
- It is extremely important to practice emergency evacuation drills with these students as short-term memory may be affected, and following directions could be challenged.
- Because the brain is healing from the injury, changes may occur at varying rates. Never assume that things are going to “stay the same.”

Visual Impairments

Visual impairment, including blindness, means an impairment in vision that, even with correction, adversely affects a child’s educational performance. The term includes both partial sight and blindness. (“Sec. 300.8 (c) (13) - Individuals with Disabilities Education Act”) Most students in this category will have normal intelligence and learn well when appropriate techniques are employed.

What Does This Mean for Transportation?

- Students with visual impairments will need assistance loading and unloading from the school bus.
- These students will function best in a setting with an assigned seat.

- Practicing emergency evacuation drills is essential to orienting and familiarizing these students with their environment.
- These students may use a cane, a walker, a service animal, or other mobility device.

Section 7: Addendum



Certification of Receipt and Understanding

I, _____ (Please Print), certify that I have been given and/or have access to the 2024-2025 Colorado Department of Education School Transportation Paraprofessional Guide.

I hereby certify that I have read and understand the Colorado Rules for the Operation, Maintenance, and Inspection of School Transportation Vehicles 1 CCR 301- 26.

I understand that I am responsible, pursuant to these rules, to operate within the Rules outlined in 1 CCR 301-26 and the laws of the State of Colorado as applicable to my job responsibilities.

I understand that I am required to receive training and provide all the documentation required per the School Transportation Paraprofessional Requirements indicated in 1 CCR 301-26, 4204-R-5.4, 5.5, and 5.6, which apply to my job responsibilities.

Driver Signature _____ Date _____

School District/Charter/Service provider _____

Trainer(s) Name _____ (Please Print)

Trainer(s) Signature _____



COLORADO

Department of Education

EFFECTIVE OCTOBER 30, 2024

COLORADO RULES FOR THE OPERATION, MAINTENANCE, AND INSPECTION OF SCHOOL TRANSPORTATION VEHICLES

1 CCR 301-26

1.0 Statement of Basis and Purpose

- 1.1** Colorado law provides for the State Board of Education to adopt and enforce regulations governing the safe operation of school buses and school transportation vehicles used for the transportation of students pursuant to Sections 22-51-108 and 42-4-1904, C.R.S.
- 1.2** The purpose of these rules is to adopt and enforce regulations governing the reasonable and adequate standards of safety for the operation, maintenance, and inspection of school transportation vehicles that promote the welfare of the students and afford reasonable protection to the public. These rules are designed to align with federal laws and standards, state laws and standards, reflect current industry practices, and incorporate recommendations from school districts, charter schools, and service provider transportation professionals.
- 1.3** The Commissioner, or designee, may provide an exemption to the Rules for the Operation, Maintenance, and Inspection of School Transportation Vehicles to the extent the Commissioner finds an exemption to be appropriate.

2.0 Applicability of Rules

- 2.1** These rules and regulations apply to the operation, maintenance, and inspection of all public school transportation conducted by:
- 2.01(a) A school district, charter school, or service provider for routes (home to school, school to school, and school to home); and
- 2.01(b) A school district, charter school, or service provider for activity trips (school-related events);

2.01(c) As used in these Rules, “service provider” means a company or individual that exclusively transports students from home to school, school to school, and school-related events that is hired by a school district or charter school.

2.2 These rules are not intended to include:

- 2.02(a) Private motor vehicles used exclusively to carry members of the owner’s household.
- 2.02(b) Transportation arrangements not authorized by the school district, charter school, or service provider, including but not limited to sharing of actual gasoline expense or participation in a car-pool;
- 2.02(c) The operations of vehicles in bona fide emergencies consistent with policies of the local board of education;
- 2.02(d) Transportation conducted by an individual for activity trips (school-related events), including parent volunteers and coaches or teachers using a private motor vehicle; or
- 2.02(e) Transportation provided by a company or individual as part of their operation as a common carrier (RTD, taxi, limousine, etc.) or transportation network company operating pursuant to Section 40-10.1-602, C.R.S, under the jurisdiction of the US Department of Transportation or the Public Utilities Commission; except that such service providers (other than public transit) that are contracted to provide route transportation carrying 12 or more students per route shall comply with these Rules without regard to the operator’s status as a common carrier.

2.3 These rules shall not preclude a school district, charter school, or service provider from establishing a more rigid standard or policy when deemed necessary by the local board of education or service provider.

3.0 Non-Compliance

3.1 CDE will perform periodic School Transportation Advisory Reviews (STAR) of school districts, charter schools, and service providers to evaluate and assist with compliance with these rules.

- 3.01(a) CDE will provide school districts, charter schools, and service providers with written notification of the STAR findings.

3.01(b) Upon receipt of the written notification of STAR findings, school districts, charter schools, and service providers shall respond in writing to outline corrective actions if necessary.

3.2 CDE shall revoke or suspend the certificate for a school transportation annual inspector, school transportation annual inspector hands-on tester, school transportation entry-level driver instructor, CDE ELDT hands-on trainer, or inspection site under the following circumstances:

3.02(a) A school transportation annual inspector, school transportation annual inspector hands-on tester, school transportation entry-level driver instructor, CDE ELDT hands-on trainer, or inspection site does not meet the requirements outlined in these rules; or

3.02(b) School transportation annual inspections, school transportation entry-level driver instruction, or hands-on training and tests have not been properly conducted.

4.0 School District, Charter School, and Service Provider Responsibilities

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

4.2 School districts, charter schools, and service providers shall maintain separate files for each school transportation vehicle operator, school transportation paraprofessional, school transportation entry-level driver instructor, and school transportation annual inspector with written documentation evidencing all listed requirements indicated in Rule 5.00, Rule 6.00, Rule 7.00, and Rule 8.00, as applicable. Training documentation shall include the trainer's name, date of the training, description of the training, duration of each topic covered, and the signature of all attendees.

- 4.02(a) If a school transportation vehicle operator, school transportation paraprofessional, or school transportation annual inspector works for more than one school district, charter school, service provider, or operator of an inspection site, each employer shall maintain a file with documentation in accordance with this rule.
- 4.3** Pursuant to 49 CFR, Part 382, school districts, charter schools, and service providers shall ensure that all employees required to possess a commercial driver’s license (CDL) are enrolled in the Federal Motor Carrier Administration Drug and Alcohol Clearinghouse and in a US DOT-approved drug and alcohol substance abuse testing program. Supervisor Reasonable Suspicion Training is also required.
- 4.4** School districts, charter schools, and service providers shall not permit a school transportation vehicle operator to transport students while the operator’s ability or alertness is so impaired, through fatigue, illness, or any other cause, as to make it unsafe for the operator to transport students.
- 4.5** School districts, charter schools, and service providers shall have written emergency procedures and/or contingency plans to be followed in the event of a traffic accident, vehicle breakdown, unexpected school closing, unforeseen route change, or relocation of a student stop in an emergency.
- 4.6** School districts, charter schools, and service providers shall ensure that documentation outlining transportation-related services and requirements, including required use of Child Safety Restraint Systems and medical and behavioral information as it relates to student transportation, is available to applicable school transportation vehicle operators and paraprofessionals prior to providing transportation services.
- 4.06(a) Any paraprofessional assigned to support IDEA-eligible students must be appropriately and adequately prepared and trained to implement relevant provisions of a student’s individualized education program, which may include behavioral intervention, Personalized Learning Systems (PLS), or individualized health care plans pursuant to 34 CFR 300.156.

- 4.7** Pursuant to 49 CFR, Part 380, 380.601, effective February 7, 2022, school districts, charter schools, and service providers shall ensure that all entry-level school transportation operators required to possess a commercial driver’s license (CDL) receive pre-service training in compliance with the FMCSA theory and behind-the-wheel training curricula via an entity listed on the FMCSA Training Provider Registry (TPR).
- 4.8** Service providers shall register with the Colorado Department of Education, School Transportation Unit, certifying that only school transportation vehicles meeting or exceeding Colorado Minimum Standards will be leased, rented, or used in contracted service to a school district, or charter school, providing transportation from home to school, school to school, and to school-related events in Colorado. There shall be no fee to register. Service providers are required to renew their registration every five years.
- 4.9** School districts, charter schools, and service providers shall require all transportation directors or other supervisory position(s) responsible for direct oversight of any aspects of transportation personnel, training, record keeping, fleet operations and maintenance, general operations, and policies to attend the CDE New to Transportation Class within the first 12 months of employment.
- 4.10** School districts, charter schools, and service providers shall conduct criminal background checks pursuant to Section 22-32-122(4), C.R.S. on all supervisors, trainers, drivers, paraprofessionals, technicians, and dispatchers. Additionally, backgrounds may be checked through driving records and employment history as applicable.
- 4.11** School districts, charter schools, and service providers are encouraged to utilize cameras on school transportation vehicles. When cameras are in use, districts, charter schools, and service providers should develop policies and procedures for reviewing, storing, retaining, and requesting access to the recordings.

5.0 School Transportation Vehicle Operations Requirements

- 5.1** School transportation vehicle operators driving any vehicle with a capacity of 16 or greater passengers (counting the driver) shall meet or exceed the following requirements:
- 5.01(a) The operator shall possess a valid commercial driver’s license (CDL) with the proper class and endorsement for the size and type of vehicle(s) to be driven and the associated Medical Examination Report required pursuant to the Federal Motor Carrier Safety Regulations, 49 CFR 391.43.

- 5.01(b) The operator shall be a minimum of 18 years of age.
- 5.01(c) School districts, charter schools, and service providers shall obtain a motor vehicle record of each operator prior to transporting students and annually thereafter. Upon review, the reviewer shall initial the motor vehicle record.
- 5.01(d) The operator shall be given and/or have access to the CDE School Bus/Multifunction Bus/Motor Coach Bus Operator Guide prior to transporting students. A copy of the Certificate of Receipt, signed by the operator, shall be placed in the driver qualification file.
- 5.01(e) The operator shall receive a minimum of six hours of in-service training annually. A portion of this annual in-service requirement may occur during the school year.
- 5.01(f) The operator shall successfully pass a CDE School Bus/Multifunction Bus/Motor Coach Bus Operator written test for the current school year prior to transporting students and annually thereafter.
- 5.01(g) The operator shall successfully pass a driver performance test, including a pre-trip inspection, prior to transporting students and annually thereafter. This test shall be conducted in a vehicle that is similar in type and size to the vehicle the applicant is assigned to operate. School districts, charter schools, and service providers have the option to re-test at their discretion.
- 5.01(h) The operator shall receive pre-service training on the type of vehicle(s) to be driven, the type of duties they may be required to perform, mountain and adverse weather training pursuant to Section 42-4-1902, C.R.S., mandatory reporter training pursuant to Section 22-32-109(1)(z), C.R.S, and student confidentiality laws under Sections 22-1-123 and 22-32-109.3, C.R.S., prior to transporting students.
- 5.01(i) The operator shall have written documentation evidencing that they have received first aid training, including cardiopulmonary resuscitation and universal precautions, within 90 calendar days after initial employment. If the operator holds a current first aid and cardiopulmonary resuscitation certificate, it will meet the requirements of this section. Operators shall receive first aid training and/or recertification training every two years thereafter

- 5.01(j) The operator shall receive training regarding the proper use of physical restraint and intervention of students, the proper use and maintenance of Child Safety Restraint Systems (CSRS), and proper wheelchair securement when the operator is engaged in transportation involving these systems and devices, prior to transporting students.
- 5.01(k) Effective February 7, 2022, entry-level commercial operators shall have a copy of their training certificate(s) and training syllabus from a training provider listed on the FMCSA Training Provider Registry (TPR) placed in their qualification file, indicating that they have passed all required FMCSA pre-service training.

5.2 School transportation vehicle route operators (transporting students to and from school or from school to school) driving vehicles with a capacity of 15 or fewer passengers (counting the driver), including Type A Multifunction Bus and Small-Capacity Vehicles, shall meet or exceed the following requirements:

- 5.02(a) The operator shall possess a valid driver's license. A commercial license is not required for this class of vehicle.
- 5.02(b) The operator shall be a minimum of 18 years of age.
- 5.02(c) The operator shall annually complete the CDE Vehicle Operator's Medical Information Form (STU-17). Any yes annotations shall require a doctor's release.
- 5.02(d) School districts, charter schools, and service providers shall obtain a motor vehicle record of each operator prior to transporting students and annually thereafter. Upon review, the reviewer shall initial the motor vehicle record.
- 5.02(e) The operator shall be given and/or have access to the CDE Type A Multifunction Bus/ Small-Capacity Vehicle Route Driver Guide prior to transporting students. A copy of the Certificate of Receipt, signed by the operator, shall be placed in the driver qualification file.
- 5.02(f) The operator shall receive a minimum of six hours of in-service training annually. A portion of this annual in-service requirement may occur during the school year.

- 5.02(g) The operator shall successfully pass a CDE Type A Multifunction Bus/Small-Capacity Vehicle Route Operator written test for the current school year prior to transporting students and annually thereafter.
- 5.02(h) The operator shall pass a driving performance test, including a pre-trip inspection, prior to transporting students and annually thereafter. This test shall be conducted in a vehicle that is similar in type and size to the vehicle the applicant is assigned to operate. School districts, charter schools, and service providers have the option to re-test at their discretion.
- 5.02(i) The operator shall receive pre-service training on the type of vehicle(s) to be driven, the type of duties they may be required to perform, mountain and adverse weather training pursuant to Section 42-4-1902, C.R.S., mandatory reporter training pursuant to Section 22-32-109(1)(z), C.R.S. and student confidentiality laws under Sections 22-1-123 and 22-32-109.3, C.R.S., prior to transporting students.
- 5.02(j) The operator shall have written documentation evidencing that they have received first aid training, including cardiopulmonary resuscitation and universal precautions, within 90 calendar days after initial employment. If the operator holds a current first aid and cardiopulmonary resuscitation certificate, it will meet the requirements of this section. Operators shall receive first aid training and/or recertification training every two years thereafter.
- 5.02(k) The operator shall receive training regarding the proper use of physical restraint and intervention of students, the proper use and maintenance of Child Safety Restraint Systems (CSRS), and proper wheelchair securement when the operator is engaged in transportation involving these systems and devices, prior to transporting students.

5.3 School transportation vehicle operators, other than route operators, driving vehicles with a capacity of 15 or fewer passengers (counting the driver), including Type A Multifunction Bus and Small-Capacity Vehicle, shall meet or exceed the following requirements:

- 5.03(a) The operator shall possess a valid driver’s license. A commercial license is not required for this class of vehicle.
- 5.03(b) The operator shall be a minimum of 18 years of age.

- 5.03(c) School districts, charter schools, and service providers shall obtain a motor vehicle record of each operator prior to transporting students and annually thereafter. Upon review, the reviewer shall initial the motor vehicle record.
- 5.03(d) The operator shall be given and/or have access to the CDE Type A Multifunction Bus/ Small-Capacity Vehicle Operator Guide prior to transporting students. A copy of the Certificate of Receipt, signed by the operator, shall be placed in the driver qualification file.
- 5.03(e) The operator shall successfully pass a Type A CDE Multifunction Bus/Small-Capacity Vehicle Operator written test for the current school year prior to transporting students and annually thereafter.
- 5.03(f) The operator shall annually complete the CDE Vehicle Operator's Medical Information Form (STU-17). Any yes annotation shall require a doctor's release.
- 5.03(g) The operator shall receive pre-service training on the type of vehicle(s) to be driven, the type of duties they may be required to perform, mountain and adverse weather training pursuant to Section 42-4-1902, C.R.S, mandatory reporter training pursuant to Section 22-32-109(1)(z), C.R.S, and student confidentiality laws under Sections 22-1-123 and 22-32-109.3, C.R.S, prior to transporting students.
- 5.03(h) The operator shall be given and/or have access to first aid information, including cardiopulmonary resuscitation and universal precautions.
- 5.03(i) The operator shall pass an initial driving performance test, including a pre-trip inspection, prior to transporting students. This test shall be conducted in a vehicle that is similar in type and size to the vehicle the applicant is assigned to operate. School districts, charter schools, and service providers have the option to re-test at their discretion.
- 5.03(j) Prior to driving a school transportation vehicle pursuant to Rule 14.11, of these rules, operators shall receive training or provide verifiable experience of towing a trailer.

5.03(k) The operator shall receive training regarding the proper use of physical restraint and intervention of students, the proper use and maintenance of Child Safety Restraint Systems (CSRS), and proper wheelchair securement when the operator is engaged in transportation involving these systems and devices before transporting students.

5.4 A school transportation paraprofessional is a person assigned to assist a school transportation vehicle operator in controlling the behavior of students on the bus and/or ensuring the safety of students getting on and off the school transportation vehicle.

5.04(a) The school transportation paraprofessional shall possess a state, government, district, charter, or service provider valid photo identification card.

5.04(b) The school transportation paraprofessional shall receive pre-service training for the type of duties they may be required to perform prior to assisting with transporting students. This shall include mandatory reporter training pursuant to Section 22-32-109(1)(z), C.R.S. and student confidentiality laws under Sections 22-1-123 and 22-32-109.3, C.R.S.

5.04(c) The school transportation paraprofessional shall be given and/or have access to the CDE Colorado School Transportation Paraprofessional Guide prior to assisting with transporting students. A copy of the Certificate of Receipt, signed by the paraprofessional, shall be placed in the paraprofessional qualification file.

5.04(d) The school transportation paraprofessional shall annually complete the CDE Vehicle Operator's Medical Information Form (STU-17). Any yes annotations shall require a doctor's release.

5.04(e) The school transportation paraprofessional shall have written documentation evidencing that they have received first aid training, including cardiopulmonary resuscitation and universal precautions, within 90 calendar days after initial employment. If the paraprofessional holds a current first aid and cardiopulmonary resuscitation certificate, it will meet the requirements of this section. School transportation paraprofessionals shall receive first aid training and/or re-certification every two years thereafter.

- 5.5** School transportation vehicle operators and school transportation paraprofessionals are required to be able to perform all essential functions including emergency evacuations when transporting students as determined by the school district, charter school, or service provider job qualification standards.
- 5.05(a) The employing school district, charter school, or service provider has the authority to require at any time a medical evaluation of a school transportation vehicle operator or school transportation paraprofessional for any condition that could impair the employee’s ability to operate a vehicle safely, assist the student(s) as required by their position, and/or perform other required job duties, and may take appropriate action on the outcome of such evaluation.
- 5.05(b) School transportation vehicle operators and school transportation paraprofessionals that have medical conditions that result in temporary loss of performance abilities shall provide return-to-work documentation from their physician, and any other requirements per school district, charter school, or service provider policy to the employing school district/service provide prior to returning to their assigned duties.
- 5.6** School transportation vehicle operators and paraprofessionals transporting students with special needs, when transportation is listed as a related service per the student’s Individual Education Plan (IEP) or 504 Plan, shall meet the following requirements:
- 5.06(a) Federal mandates pursuant to the Individuals with Disabilities Education Act (IDEA) 34 CFR 300.323(d), and the Family Educational Rights and Privacy Act (FERPA) 34 CFR 99.3(a)(1) require transportation staff that have received confidentiality training to receive information regarding transportation as a related service on an IEP or 504 Plan, as well as other pertinent medical or behavioral information.
- 5.06(b) The operator and paraprofessional shall receive pre-service training specific to transporting students with special needs. Training shall include characteristics of disabling conditions, the utilization of required equipment, techniques for behavior modification and de-escalation, and legal requirements related to special education transportation, in addition to district, charter, and service provider policies and procedures before transporting students with special needs.

- 5.06(c) The operator and paraprofessional shall receive training on emergency evacuation procedures for students with special needs and assistive devices.
- 5.06(d) The operator and paraprofessional shall receive training on the operation of the power lift, and the proper placement and securement of a wheelchair or mobility device on the power lift.
- 5.06(e) The operator and paraprofessional shall receive training on selecting the correct securement point(s) on wheelchairs, the proper use of the wheelchair tie-down occupant restraint system (WTORS), the proper use of restraints on students, and the proper use of all Child Safety Restraint Systems (CSRS), including the proper maintenance and storage of all assistive and securement devices.

6.0 School Transportation Entry-Level Driver Instructor Requirements

- 6.1** A CDE school transportation entry-level driver instructor is a person qualified to teach either the theory and/or the behind-the-wheel curriculum, pursuant to 49 CFR, 380, Appendix B, C, and D.
- 6.2** Pursuant to 49 CFR, 380.605, the CDE school transportation entry-level theory instructor shall (1) possess a valid commercial driver’s license with a Class B (or higher), School Bus and Passenger endorsements; and (2) have two years of verifiable experience operating a school transportation vehicle requiring a commercial operator’s license with a Class B (or higher), School Bus and Passenger endorsements in the State of Colorado.
 - 6.02(a) Exception: A theory instructor is not required to hold a CDL of the same (or higher) class, and with all endorsements necessary to operate the CMV for which training is to be provided, if the instructor previously held a CDL of the same (or higher) class and complies with the other requirements set forth in this section.
- 6.3** The CDE school transportation entry-level driver theory instructor shall successfully complete the CDE entry-level theory instructor program initially, and every three years thereafter pass the CDE School Transportation Entry-Level Theory Instructor Recertification Written Test.
- 6.4** Pursuant to 49 CFR, 380.605, the CDE school transportation entry-level behind-the-wheel instructor shall (1) possess a valid commercial driver’s license with a Class B (or higher), and School Bus and Passenger endorsements; and (2) have two years of

verifiable experience operating a school transportation vehicle requiring a commercial operator's license with a Class B (or higher), and School Bus and Passenger endorsements in the State of Colorado.

- 6.04(a) Exception: A behind-the-wheel instructor who provides training solely on a range that is not a public road is not required to hold a CDL of the same (or higher) class and with all endorsements necessary to operate the CMV for which training is to be provided, as long as the instructor previously held a CDL of the same (or higher) class, and with all endorsements necessary to operate the CMV for which training is to be provided and complies with the other requirements set forth in this section.
- 6.5** The CDE school transportation entry-level driver behind-the-wheel instructor shall successfully complete the CDE entry-level behind-the-wheel instructor program initially, and every three years thereafter, pass the CDE School Transportation Entry-Level Behind-the-Wheel Instructor Recertification Written Test.
- 6.6** If any of the above requirements become invalid, the school transportation entry-level driver theory and/or behind-the-wheel instructor certificate will be invalid until the requirement(s) are made valid.
- 6.7** An entity on the Training Provider Registry shall submit the CDE Entry-Level School Transportation Instructor Recertification Form (STU-5 and STU-6) to CDE, verifying that all applicable instructor requirements have been satisfied. CDE will then re-issue the applicable Instructor Certificate.
- 6.8** If a school transportation entry-level driver instructor has an expired certificate, the certificate can be recertified as follows:
 - 6.08(a) If the certificate has been expired less than six months, then the applicable CDE School Transportation Entry-Level Driver Instructor Recertification Written Test(s) is required.
 - 6.08(b) If the certificate has been expired between six and 12 months, then the applicable CDE School Transportation Entry-Level Driver Instructor Program Written Test(s) is required.
 - 6.08(c) If the certificate has been expired for more than one year, then the instructor must retake and pass the applicable CDE School Transportation Entry-Level Driver Instructor Program(s).

7.0 CDE Entry-Level Driver Training (ELDT) Hands-On Trainer

7.1 A CDE ELDT Hands-On Trainer is a person qualified to provide appropriate training and evaluation to prospective School Transportation ELDT Instructor candidates.

7.2 CDE ELDT Hands-On Trainers shall meet the following requirements:

- 7.02(a) The CDE ELDT Hands-On Trainer shall have maintained a CDE ELDT Instructor certificate for a minimum of two years.
- 7.02(b) The CDE ELDT Hands-On Trainer shall satisfactorily complete the CDE ELDT Hands-On Trainer instruction class.
- 7.02(c) The CDE ELDT Hands-On Trainer shall train at least two ELDT Trainers every three years or attend a CDE ELDT Hands-On Trainer class to recertify as a CDE ELDT Hands-On Trainer.
- 7.02(d) The CDE ELDT Hands-On Trainer candidate shall submit a CDE Application for Certification or Recertification of CDE ELDT Hands-On Trainer Form (STU-14 New form) verifying that the above criteria have been satisfied. CDE will then issue a CDE ELDT Hands-On Trainer Certificate.

7.3 If any of the above requirements become invalid, the Hands-On Trainer certificate is invalid until the requirement(s) are made valid by retaking the training class listed in 7.02(b).

8.0 School Transportation Annual Inspector Requirements

8.1 A school transportation annual inspector is a person qualified to perform annual inspections on a school transportation vehicle to confirm the vehicle complies with CDE regulations.

8.2 School transportation annual inspectors shall meet or exceed the following requirements:

- 8.02(a) The school transportation annual inspector shall possess a valid driver's license with the proper class and endorsements for the size and type of the vehicle(s) to be inspected.
- 8.02(b) The school transportation annual inspector shall provide to the school district, charter school, or service provider a Brake Inspector Qualification Certificate Meeting the requirements of the Federal Motor Carrier Safety Regulations, 49 CFR 396.25.

- 8.02(c) The school transportation annual inspector shall have at least two years of verifiable experience in the maintenance of light, medium, or heavy-duty vehicles.
 - 8.02(d) The school transportation annual inspector shall successfully pass the CDE initial hands-on performance test proctored by a certified school transportation annual inspector hands-on tester.
 - 8.02(e) The school transportation annual inspector shall successfully pass the CDE annual inspector qualification written test initially and every three years thereafter pass a CDE annual inspector recertification written test.
 - 8.02(e)(1) When the test is given in paper format, a representative of the school district, Charter school, or service provider, other than a school transportation annual inspector candidate, shall grade the written test.
 - 8.02(f) The school transportation annual inspector shall have training on the maintenance of electric vehicles prior to inspecting an electric vehicle.
- 8.3** A school district, charter school, service provider, or operator of an inspection site may submit a CDE application for CDE Annual Inspector Qualification or Recertification form (STU-20) to CDE verifying that the above requirements have been satisfied. CDE will then issue an Annual Inspector Certificate.
- 8.4** If any of the above requirements become invalid, the annual inspector certificate is invalid until the requirement(s) is made valid.
- 8.5** If a school transportation annual inspector has an expired certificate, the certificate can be recertified as follows:
- 8.05(a) If the certificate has been expired for less than six months, then the CDE Annual Inspector Recertification Written Test is required.
 - 8.05(b) If the certificate has been expired between six to 12 months, then the CDE Annual Inspector Qualification Written Test is required
 - 8.05(c) If the certificate has been expired for more than one year, then both the CDE Annual Inspector Qualification Written Test and the CDE hands-on performance test are required.

9.0 Annual Inspector Hands-On Tester

9.1 A School transportation annual inspector hands-on tester is a person qualified to proctor hands-on tests to annual inspector candidates.

9.2 School transportation annual inspector hands-on testers shall meet or exceed the following requirements:

9.02(a) The School transportation annual inspector hands-on tester shall have a current CDE Annual Inspector certificate and maintained it for a minimum of two years.

9.02(b) The school transportation annual inspector hands-on tester shall have satisfactorily completed a CDE school transportation annual inspector hands-on tester training.

9.02(c) The school transportation annual inspector hands-on testers shall have completed a minimum of four hours of verifiable medium/heavy brake system training in the last three years or have maintained an ASE School Bus or Medium/Heavy Duty Truck or Transit Bus Brake Certification.

9.02(d) The school transportation annual inspector hands-on tester candidate shall submit a CDE Application for the Qualification/Recertification of a CDE Annual Inspector Hands-On Tester Form (STU-30) verifying that the above criteria have been satisfied. CDE will then issue an Annual Inspector Hands-On Tester Certificate.

9.02(e) The school transportation annual inspector hands-on tester shall conduct at least two hands-on tests every three years or attend a CDE school transportation annual inspector hands-on recertification training to recertify as a school transportation annual inspector hands-on tester.

9.3 If any of the above requirements become invalid, the hands-on tester certificate is invalid until the requirement(s) is made valid by retaking the tester training class in Rule 9.02(b), of these rules.

10.0 Pre-trip/Post-trip Vehicle Inspections

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

placed in service. A daily post-trip inspection shall be completed at the end of the daily operation of each vehicle.

- 10.2** The pre-trip and post-trip inspection requirements for school transportation vehicles, other than small-capacity vehicles, shall include, at a minimum, all items listed on the CDE School Transportation Vehicle (School Bus/Multifunction Bus/Motor Coach Bus) – Pre-Trip and Post-Trip Requirements Form (STU-9).
- 10.3** The pre-trip and post-trip inspection requirements for school transportation small-capacity vehicles shall include, at a minimum, all items listed on the CDE School Transportation Vehicle (Small-Capacity Vehicle) - Pre-Trip and Post-Trip Requirements Form (STU-8).
- 10.4** School districts, charter schools, and service providers shall have a procedure in place to verify that students are not left on an unattended school transportation vehicle.

11.0 Inspection Site Certification

- 11.1** A CDE Inspection Site Certificate is required at each facility/location where annual inspections for school transportation vehicles are performed.
- 11.2** The inspection site shall meet or exceed the following criteria to acquire and maintain an inspection site certificate:
 - 11.02(a) The inspection site shall be large enough to accommodate the vehicle, equipment, and tools necessary to perform the inspection.
 - 11.02(b) The inspection site shall have a floor surface or pad adequate to safely support the maximum weight of the largest vehicle to be inspected.
 - 11.02(c) The inspection site shall have adequate lighting and ventilation.
 - 11.02(d) The inspection site or inspector shall, at the time of inspection, have the equipment and tools necessary to properly complete the annual inspection.
 - 11.02(e) The inspection site or inspector shall have tools designed and calibrated to take accurate readings of appropriate measurements, such as brakes and tires.

11.3 The operator of an inspection site shall submit a request for an inspection site certificate on the CDE Application for Inspecting Site Certification Form (STU-22) that the above criteria have been satisfied.

11.4 The operator of an inspection site shall post the CDE Inspection Site Certificate at the inspection site.

12.0 Annual Inspection

12.1 School districts, charter schools, and service providers shall ensure all school transportation vehicles and trailers, pursuant to Rule 14.11, of these rules, have a CDE annual inspection conducted by a CDE-certified annual inspector prior to transporting students and annually thereafter.

12.01(a) Recently purchased school transportation vehicles shall successfully pass a CDE annual inspection prior to transporting students, and then annually thereafter.

12.2 Annual inspection results shall be documented on the CDE Affidavit of Annual Inspection for School Transportation Vehicles Form (STU-25).

12.02(a) A copy of the current Affidavit must be maintained inside the vehicle, and a copy must be placed in the vehicle file.

12.3 All annual inspection criteria of school transportation vehicles must meet or exceed the manufacturer's specifications. The annual inspection shall be documented and shall include, at a minimum, all fields listed on the CDE Annual Inspection and Preventive Maintenance Requirements Form (STU-26).

12.4 All annual inspection criteria of trailers must meet or exceed the manufacturer's specifications and shall include, at a minimum, all fields listed on the CDE Trailer Annual Inspection and Preventive Maintenance Requirements Form (STU-27).

12.5 During the annual inspection, all four wheels shall be pulled for a full inspection of the foundation brake system. The three exceptions are:

12.05(a) School transportation vehicles with less than 4,000 miles since the previous annual inspection shall have two wheels (one front and one rear) pulled that are different from those pulled for the previous inspection.

- 12.05(b) School transportation vehicles equipped with a retarder meeting the definition outlined in 1 CCR 301.25 Rule 7.18, shall have two wheels (one front and one rear) pulled that are different from those pulled for the previous inspection.
- 12.05(c) Trailers shall have 50% of the wheels pulled different from those pulled for the previous inspection.

13.0 Maintenance and Repair

13.1 School districts, charter schools, and service providers must ensure all school transportation vehicles are systematically inspected, maintained, and repaired by a qualified mechanic to ensure that school transportation vehicles are in safe and proper operating condition.

13.2 School districts, charter schools, and service providers shall have a system to document preventative maintenance, reported defects, and repairs made to school transportation vehicles.

13.3 School districts, charter schools, and service providers shall maintain separate files for each school transportation vehicle with documentation of all annual inspections, all preventative maintenance, and all reported damage, defects, or deficiencies and the corresponding repair and maintenance performed.

13.4 Any identified damage, defect, or deficiency of a school transportation vehicle must be reported to the school district, charter schools, or service provider if it:

13.04(a) Could affect the safety of operation of the school transportation vehicle;

13.04(b) Could result in a mechanical breakdown of the school transportation vehicle;

13.04(c) Results in noncompliance with Colorado Minimum Standards Governing School Transportation Vehicles (1 CCR 301-25) and/or manufacturer's specifications.

13.5 Documentation for reported defects must include all the following:

13.05(a) The name of the school district, charter school, or service provider;

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

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

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

- 13.6** Following a reported damage, defect, or deficiency of a school transportation vehicle, school districts, charter schools, and service providers or a representative agent must repair the reported damage, defects, or deficiencies or document that no repair is necessary, ensuring that the vehicle is in safe and proper operating condition prior to transporting students.
- 13.7** School districts, charter schools, and service providers shall not transport students in a school transportation vehicle that is not in safe and proper operating condition. A school transportation vehicle shall be designated as “out-of-service” by a school district, charter schools or service provider, a school transportation annual inspector, or the CDE School Transportation Unit.
- 13.07(a) Any school transportation vehicle discovered to be in an unsafe condition while being operated on the highway, roadway, or private road may be continued in operation only to the nearest place where repairs can safely be affected. Such operation shall be conducted only if it is less hazardous to the public than to permit the vehicle to remain on the highway, roadway, or private road.
- 13.8** Following a school transportation vehicle being placed “out-of-service,” a school district, charter school, service provider, or a representative agent must make required repairs, ensuring that the vehicle is in safe and proper operating condition prior to transporting students. In the event of being placed “out-of-service” during an annual inspection, the school transportation vehicle must successfully pass a CDE annual inspection prior to transporting students.
- 13.9** The preventative maintenance inspection on air drum brake systems shall include, at a minimum, that the brake rod travel has been measured and documented. The applied pressure method shall be used.
- 13.09(a) The inspection interval shall not exceed 4,000 miles for buses equipped with a manual slack adjuster air brake system.
- 13.09(b) The inspection interval shall not exceed 6,000 miles for buses equipped with an automatic slack adjuster air brake system.
- 13.10** The preventive maintenance inspection interval of air disc brake systems shall not exceed 6,000 miles and shall include, at a minimum; inspection and documentation of:
- 13.10(a) The pad thickness by checking the mechanical wear indicators.

- 13.10(b) The visible part of the rotors for cracks, excessive wear, damage, etc.
 - 13.10(c) The running clearance. If the caliper has no movement or appears to move greater than the distances indicated by the manufacturer, then a full wheel removal inspection will be necessary.
- 13.11** The preventive maintenance inspection interval of hydraulic brake systems shall not exceed 6,000 miles and shall include, at a minimum, inspection and documentation of:
- 13.11(a) Proper parking brake operation;
 - 13.11(b) Proper brake fluid level and clarity;
 - 13.11(c) Adequate pedal reserve;
 - 13.11(d) Proper hydraulic/vacuum assist operation; and
 - 13.11(e) Visual inspection for brake fluid leakage.
- 13.12** If brake adjustment or repair is needed, the work shall be completed by or supervised by a DOT or equivalent qualified brake inspector, meeting the requirements of the Federal Motor Carrier Safety Regulations, 49 CFR 396.25.
- 13.13** If maintenance or repair work is needed on an electric vehicle, the work shall be completed by or supervised by a qualified mechanic with appropriate training in the maintenance and repair of electric vehicles.

14.0 Operation of a School Transportation Vehicle

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

- 14.5** Use of tobacco products as defined in Section 18-13-121(5), C.R.S., use or possession of illegal controlled substances, use or possession of alcohol, and use or possession of marijuana or cannabinoid product, except as otherwise allowed by law, aboard any school transportation vehicle shall be prohibited at all times.
- 14.6** A school transportation vehicle operator shall not consume food unless the vehicle is stopped at a safe location with the park/emergency brake set.
- 14.7** When a school transportation vehicle is equipped with a roof-mounted strobe lamp, the use of the strobe lamp is permitted only when the vehicle presents a hazard to other motorists, such as loading or unloading students in inclement weather, or to enhance the visibility of the vehicle when barriers inhibit such visibility.
- 14.8** A school transportation vehicle operator may use the strobe, in addition to the four-way hazard lamps, to warn other motorists that the vehicle is not in motion or is being operated at a speed of 25 miles per hour or less.
- 14.9** The school transportation vehicle operator shall use extreme caution when backing. Before backing on a roadway, highway, or private property, the horn or audible warning device shall be sounded, and four-way hazard lamps actuated or there shall be a person outside the vehicle giving direction.
- 14.09(a) Backing a school transportation vehicle when students are outside of the vehicle at a student stop is prohibited.
- 14.10** A Type A, B, C, and D School Bus, Multifunction Bus, and Motor Coach Bus shall not be operated with a trailer or other vehicle attached while students are being transported.
- 14.11** School transportation small-capacity vehicles, with a manufacturer-assigned capacity of 12 or fewer passengers (counting the driver), may tow trailers while students are being transported to the extent that trailering is a necessary component of a school district or charter school-sponsored program.

15.0 Authorized Passengers

- 15.1** Only school district, charter school, or service provider personnel; students enrolled in a school district or charter school; law enforcement officials; or individuals that have received prior authorization from the school district, charter schools, or service provider may be passengers on any school transportation vehicle.

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

16.0 Safety Restraints

- 16.1** A school transportation vehicle operator shall have the safety belt fastened, worn correctly, and properly adjusted prior to the school transportation vehicle being placed in motion.
- 16.2** All passengers in a school transportation vehicle under 10,000 lbs. GVWR shall have their safety belts fastened, worn correctly, and properly adjusted prior to the school transportation vehicle being placed in motion.

17.0 Transportation of Miscellaneous Items

- 17.1** A school transportation vehicle operator shall ensure that all carry-on items are properly handled to minimize the danger to all others.
- 17.2** All baggage, articles, equipment, or medical supplies (except those held by individual passengers) shall be secured in a manner that assures unrestricted access to all exits by occupants, does not restrict the driver's ability to operate the bus and/or protects all occupants against injury resulting from falling or displacement of any baggage, article, or equipment. Oxygen cylinders meet this standard if they are both medically necessary and/or secured to a wheelchair, and shall be considered to comply with this subsection, provided they do not impede access to any exit. School districts, charter schools, and service providers shall use reasonable care in determining the number of cylinders that may be safely transported at one time.
- 17.3** All chemicals and cleaning supplies carried on a school transportation vehicle must meet the following precautions:
 - 17.03(a) Container is non-breakable;

- 17.03(b) Container is labeled with contents;
- 17.03(c) Pressurized aerosols are prohibited;
- 17.03(d) Container is secured in a bracket, or in a closed compartment in the driver's area or a compartment on the exterior of the bus; and
- 17.03(e) Containers and quantities of products are no more than 32 ounces in size.

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

- 17.04(a) Cover any required lettering;
- 17.04(b) Impede the aisle or any emergency exit;
- 17.04(c) Hang from the walls and/or ceiling.

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

- 17.05(a) Exception: Tint applied by the vehicle manufacturer to industry standards.
- 17.05(b) Exception: Route identification is permitted per Rule 17.04 of these rules.

18.0 Maximum Driving Time for School Transportation Vehicle Operators

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

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

- 18.01(b) After being on-duty for more than 70 hours in any seven consecutive days.
- 18.01(c) In case of emergency, an operator may complete the trip without being in violation if such a trip reasonably could have been completed absent the emergency.

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

18.3 Definitions:

- 18.03(a) Day - Means any 24-consecutive hour period beginning at the time designated by the school district, charter school, or service provider.
- 18.03(b) On-duty time - Includes all time worked for all employers, including all driving and non-driving duties.
- 18.03(c) Off-duty time - School transportation vehicle operators may consider waiting time (whether compensated time or not) at special events, meal stops, and school-related events as off-duty if the following criteria are met:
 - 18.03(c)(1) The operator shall be relieved of all duty and responsibility for the care and custody of the vehicle, its accessories, and students, and
 - 18.03(c)(2) The operator shall be at liberty to pursue activities of his/her choice, including leaving the premises on which the bus is located.

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

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

19.0 Route Planning - Student Loading and Discharge

19.1 School transportation small-capacity vehicles, Type A Multifunction Buses, and School Buses (Types A, B, C, and D) may be used to transport students. Multifunction Buses Type B, C, D, and Motor Coach Buses shall not be used to transport students to and from school.

19.2 The location of student stops shall consider factors including:

19.02(a) Ages of the students;

19.02(b) Visibility;

19.02(c) Lateral clearance;

19.02(d) Student access; and

19.02(e) Control of other motorists

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

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

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

19.04(a) Exception: The school transportation vehicle operator may block the lane of traffic when passengers being received or discharged are required to cross the roadway.

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

19.6 School districts, charter schools, and service providers shall ensure that if students are required to cross a roadway, highway, or private road on which a student stop is being performed, they are prohibited from crossing a roadway, highway, or private

road constructed or designed to permit three or more separate lanes of vehicular traffic in either direction or with a median separating multiple lanes of traffic.

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

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

19.9 Routes shall be planned as to:

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

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

19.09(b)(1) Exception: In areas where wildlife may create a high risk of threat to students' safety while they are waiting and/or walking to a student stop, designated stops may be less than 200 feet apart upon detailed written approval by the school district board of education or governing body of a charter school (or the board's designee). A copy of the written approval shall be kept in the school transportation office, and route operators shall be given written notice of the exception and have it indicated on route sheets.

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

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

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

- 19.11(b) When discharging or loading passengers who require the assistance of a lift device and no passenger is required to cross the roadway.
- 19.11(c) Further, Type A Multifunction Buses and school transportation small-capacity vehicles do not have the functionality to control traffic. In these instances, the school transportation vehicle operator shall stop as far to the right off the roadway as possible to reduce obstruction to traffic, activate the four-way hazard warning lamps a minimum of 200 feet prior to the student stop, continue to display the four-way hazard warning lamps until the process of discharging or loading passengers has been completed, and deactivate the four-way hazard lamps before resuming motion. Students are prohibited from crossing any lanes of traffic to access the student stop or after disembarking.
- 19.12** School transportation vehicle operators shall not relocate a student stop without the approval of the school district, charter school, or service provider.
- 19.13** Pursuant to Section 42-4-707, C.R.S., school transportation vehicle operators of School Buses, Multifunction Buses, and Motor Coach Buses, whether transporting students or not, shall apply the following procedures during the process of approaching, stopping, and crossing railroad tracks:
 - 19.13(a) Activate the four-way hazard lamps not less than 200 feet from the railroad crossing to alert other motorists of the pending stop for the crossing;
 - 19.13(b) Stop the bus within 50 feet but not less than 15 feet from the nearest rail of the railway;
 - 19.13(c) When stopped, the bus shall be as far to the right of the roadway as possible and shall not form two lanes of traffic unless the highway is marked for four or more lanes of traffic; and
 - 19.13(d) Use a prearranged signal to alert students to the need for quiet aboard the bus when approaching railroad tracks. Turn off all noise-making equipment (fans, heater, radio, etc.)
- 19.14** After quietness aboard the stopped bus has been achieved, bus operators shall open the service door and operator window. The bus operator shall listen and look in both directions along the track(s) for any approaching train(s) and for

signals indicating the approach of a train or on-track equipment.

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

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

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

19.15 School transportation vehicle operators of School Buses, Multifunction Buses, and Motor Coach Buses are not required to stop at crossings controlled:

19.15(a) Only by a red, amber, or green traffic control signal when it is in the green position,

19.15(b) Or when the crossing is controlled by a police officer or human flag person,

19.15(c) Or when the crossing is marked with an official "exempt" sign placed on the railroad crossing light post or cross bucks post.

20.0 Emergency Evacuation Drills

20.1 Emergency evacuation drills shall be conducted with students by all school transportation vehicle route operators, excluding small-capacity vehicle operators as defined in 1 CCR 301-25, and school transportation paraprofessionals at least twice during each school year.

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

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

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

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

21.0 Incorporation by Reference

21.1 The foregoing rules incorporate by reference several sections and appendices from the Federal Motor Carrier Safety Regulations, 49 CFR, Parts 380, 382, 391, 395, and 396 (as codified as of June 30, 2024). They also incorporate by reference select sections of Volume 34 of the Code of Federal Regulations. The foregoing rules do not incorporate by reference any later amendment or editions to the Federal Motor Carrier Safety Regulations or to the cited sections of 34 C.F.R. The Federal Motor Carrier Safety Regulations and the cited sections of 34 C.F.R. are available at <https://www.ecfr.gov/>. They are also available for public inspection during regular business hours from the Colorado Department of Education, 201 E. Colfax Ave., Denver, Colorado 80203.

