

South Carolina School Bus Driver's Training Workbook



Issued by the
South Carolina Department of Education

Molly M. Spearman
State Superintendent of Education

Tim Camp, Director
Office of Transportation

Contents

MODULE 1, Practice Test	1
MODULE 2, Practice Test 1: School Bus Inspections.....	3
MODULE 2, Practice Test 2: Driving Fundamentals.....	4
MODULE 2, Practice Test 3: Defensive Driving.....	6
MODULE 2, Intersections: Choosing the Correct Turns	8
MODULE 3, Practice Test	9
MODULE 3, Parts of an S-Cam Brake	12
MODULE 4, Practice Test 1: Loading and Unloading	13
MODULE 4, Practice Test 2: Railroad Crossings	15
MODULE 4, Practice Test 3: Field Trip Procedures.....	17
MODULE 5, Practice Test 1: Emergency Evacuations	18
MODULE 5, Practice Test 2: Accident Procedures.....	19
MODULE 5, Practice Test 3: Critical Situations.....	21
MODULE 5, Triangle Placement Worksheet.....	22
MODULE 6, Practice Test 1: Communicating.....	23
MODULE 6, Practice Test 2: Managing Student Behavior	24
MODULE 6, Disruptive Behavior Worksheet	26
MODULE 7, Practice Test 1: General Guidelines	27
MODULE 7, Practice Test 2: Driver Strategies and Responsibilities	28
IN-SERVICE UNIT 1, Practice Test: Universal Precautions.....	30
IN-SERVICE UNIT 2, Practice Test: First Aid.....	31

Answer Keys

MODULE 1, Practice Test	34
MODULE 2, Practice Test 1: School Bus Inspections.....	34
MODULE 2, Practice Test 2: Driving Fundamentals.....	35
MODULE 2, Practice Test 3: Defensive Driving.....	36
MODULE 2, Intersections: Choosing the Correct Turns	37
MODULE 3, Practice Test	38
MODULE 3, Parts of the S-Cam Brake	38
MODULE 4, Practice Test 1: Loading and Unloading	39
MODULE 4, Practice Test 2: Railroad Crossings	39

MODULE 4, Practice Test 3: Field Trip Procedures	40
MODULE 5, Practice Test 1: Emergency Evacuations	40
MODULE 5, Practice Test 2: Accident Procedures.....	41
MODULE 5, Practice Test 3: Critical Situations.....	42
MODULE 6, Practice Test 1: Communicating.....	42
MODULE 6, Practice Test 2: Managing Student Behavior	42
MODULE 7, Practice Test 1: General Guidelines	43
MODULE 7, Practice Test 2: Driver Strategies and Responsibilities	44
IN-SERVICE UNIT 1, Practice Test: Universal Precautions	44
IN-SERVICE UNIT 2, Practice Test: First Aid.....	45

MODULE 1, Practice Test

1. Name three characteristics of a professional school bus driver:

_____, _____, and _____.

Circle the letter that goes with the best answer:

2. Which of these groups is responsible for funding most of the costs of transporting students?
- A. General Assembly
 - B. Department of Public Safety
 - C. local school districts
 - D. transportation departments
3. Which of these groups is responsible for the safe transportation of students?
- A. lawmakers
 - B. school districts
 - C. Department of Education
 - D. Department of Public Safety
 - E. all of the above
4. Which of these groups is most responsible for ensuring a safe loading and unloading area for students at school?
- A. transportation directors
 - B. principals
 - C. bus drivers
 - D. Department of Public Safety
5. Which of these groups is responsible for mapping bus routes and hiring and training bus drivers?
- A. Department of Public Safety
 - B. school principals
 - C. district transportation personnel
 - D. General Assembly
6. Which of these groups is responsible for reporting overgrowth of trees along the bus route during the school year?
- A. bus drivers
 - B. highway patrol officers
 - C. local transportation officials
 - D. parents

7. Which of the following is NOT a requirement to drive a school bus in this state?
 - A. be at least eighteen years old
 - B. meet height and weight requirements
 - C. pass tests to show you know the laws and can drive a bus
 - D. have a CDL (commercial driver's license)

8. Which of the following is NOT a requirement to keep your school bus driving privileges?
 - A. keep a CDL (commercial driver's license)
 - B. report any conviction of traffic violation to the Department of Public Safety and your school bus supervisor
 - C. pass random tests for drug and alcohol use
 - D. pass an annual physical examination

MODULE 2, Practice Test 1: School Bus Inspections

1. List three reasons why it is important to keep the bus clean and neat:

2. List three reasons why you must inspect the bus before, during, and after operation:

3. What should you listen, look, feel, and smell for while driving the bus? List two items for each:

A. Listen for:

B. Look for:

C. Feel for:

D. Smell for:

4. Number these steps 1 through 5 for the order of the actions you should take in securing the bus to leave it unattended:

- ___ Take the key with you.
___ Set the parking brake.
___ Turn the ignition off.
___ Put the bus in *neutral*.
___ Drain the air tank.

5. If during the pre-trip, during-trip, or post-trip inspection you discover a problem that makes the bus unsafe to drive, what should you do?

6. If you discover a minor problem while conducting your inspections, what should you do?

MODULE 2, Practice Test 2: Driving Fundamentals

Write "T" if the statement is true. Write "F" if the statement is false.

- _____ 1. If your mirrors are properly adjusted, you will be able to see directly in front of the front bumper.
- _____ 2. If your mirrors are properly adjusted, you will be able to see objects 200 feet behind the bus.
- _____ 3. Studies have shown that most mirrors are adjusted by the factory to meet the federal standard and should not be changed.
- _____ 4. The crossover convex mirrors should be adjusted so that the driver can see that the eight-light warning system is working properly.
- _____ 5. Young children who wear neutral colors present a special danger to bus drivers.

Circle the letter that goes with the best answer:

- 6. Poor depth perception
 - A. gets worse with age.
 - B. can cause you to misjudge the speed of another vehicle.
 - C. causes problems at intersections and railroad crossings.
 - D. requires drivers to use reference points.
 - E. all of the above
- 7. What is the one action the driver must always repeat at least twice before putting the bus in motion?
 - A. check emergency brakes
 - B. check hazard lights
 - C. check student-loading signals
 - D. check mirrors
- 8. Joan is going 45 mph when she sees a car stop in front of her. It takes her several seconds to stop her bus. *Most likely* the delay in stopping is caused by
 - A. the time it takes Joan to see, react, and apply the brakes.
 - B. Joan's lack of training to stop quickly.
 - C. Joan's speeding in a school zone.
 - D. brakes that need to be adjusted.
- 9. The driver should be able to estimate a length of 100 feet because
 - A. the bus needs 100 feet to stop if it is going 55 mph.
 - B. the four-way hazard lights should be applied at least 100 to 300 feet before stopping for a railroad crossing or before stopping to back.
 - C. turn signals should be applied at least 100 to 300 feet before the turn.
 - D. both B and C

10. The brakes should be lightly tapped to
- A. warn other drivers that you are planning to slow down or stop.
 - B. test the brakes to see if the air pressure is at the appropriate level.
 - C. warn other drivers that students are boarding the bus.
 - D. all of the above.
11. When making a left turn with two lanes for vehicles turning left, you should turn from the
- A. left-most turning lane.
 - B. right-most turning lane.
12. When making a right turn you must avoid
- A. turning wide as you go into the turn.
 - B. using the right side mirror.
 - C. pulling into the right-most lane.
 - D. turning wide as you complete the turn.
13. When following another vehicle on the open road, your following distance should be
- A. at least 100 feet behind a bus and 300 feet behind a car.
 - B. so that you can see where the rear tires of the other vehicle meet the road.
 - C. 100 feet.
 - D. at least 300 feet behind a bus and at least 4 seconds between your bus and a car.
14. How far should you look ahead when driving on the open road?
- A. 12 to 15 seconds
 - B. about a quarter of a mile
 - C. 6 to 9 seconds
 - D. both A and B

MODULE 2, Practice Test 3: Defensive Driving

Circle the letter that goes with the best answer:

1. Which of the following statements is true about drinking alcohol?
 - A. Younger men and women are less affected by alcohol than people in their 50s and 60s.
 - B. A cup of coffee after late-night drinking will help sober up a person for driving.
 - C. A couple of beers have about the same effect as a couple of shots of whiskey.
 - D. all of the above

2. What is the best way to handle tailgaters?
 - A. Tap lightly on your brake pedal to warn them.
 - B. Speed up slightly so you can put distance between you and the other vehicle.
 - C. Slow down so you can increase your following distance.
 - D. Pull off the road and let faster vehicles pass you.

3. Which of the following statements is true about driving and weather?
 - A. On a wet road, you should reduce your speed by one-third.
 - B. On a snow-filled road, you should reduce your speed by half.
 - C. When the road is icy, you will likely have difficulty taking off, steering, and stopping.
 - D. all of the above

4. When driving down a long, steep road you should always
 - A. reduce your speed by half.
 - B. use the braking effect of the engine.
 - C. shift to a low gear if you are going too fast.
 - D. use steady pressure on the brake pedal.

5. When driving at night you should
 - A. drive with your headlights on low beam to reduce the glare.
 - B. keep your eyes focused on the right edge of the road.
 - C. drive with high beam headlights anytime it is legal and safe.
 - D. keep your dashboard lights as bright as you can.

6. Which of the following might cause your bus to hydroplane?
 - A. driving too fast for conditions
 - B. underinflated tires
 - C. tires that have very little tread
 - D. all of the above
 - E. none of the above

7. You are driving at night with your headlights on low beam. You can see about 200 feet ahead. You should drive no faster than
 - A. the speed that will allow you to stop within 200 feet.
 - B. the speed limit.
 - C. ten miles under the speed limit.
 - D. the speed that will allow you to stop within 100 feet.

8. Brake fade is
 - A. the time between when you decide to stop and the actual stop.
 - B. when you have to apply more and more pressure to the pedal to get the same braking power.
 - C. lack of braking power due to loss of brake compressor.
 - D. brakes losing their ability to stop because the brake drum needs tightening.

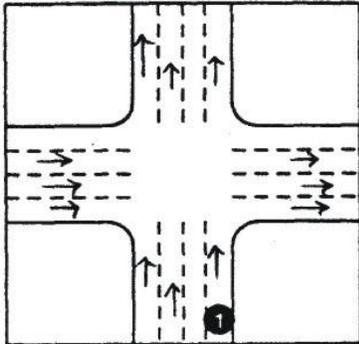
9. You are crossing an overpass, hit ice, and the rear end of your bus starts skidding toward the left lane. What should you do?
 - A. Lightly apply brakes and hold the steering wheel tightly.
 - B. Take your foot off the accelerator and turn the steering wheel clockwise.
 - C. Turn the steering wheel left, counter steer, and keep your foot off the accelerator and brake.
 - D. Turn your steering wheel left and speed up slightly.

10. Which is the slickest road surface?
 - A. a surface with wet ice or wet snow
 - B. a paved surface with heavy rainfall
 - C. a surface with dry, packed snow
 - D. a surface with dry ice

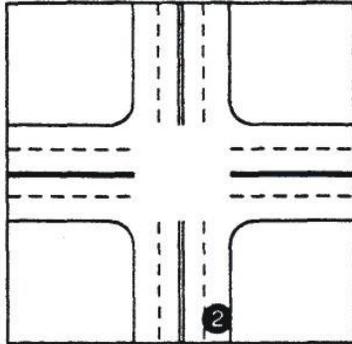
11. Your bus is stopped at a red light when you hear an EMS siren. The light turns green. You may proceed through the intersection
 - A. immediately, as long as you do not see the EMS vehicle.
 - B. if a police officer signals you to do so.
 - C. once the EMS vehicle has passed through the intersection and you see that the way is clear.
 - D. both B and C

MODULE 2, Intersections: Choosing the Correct Turns

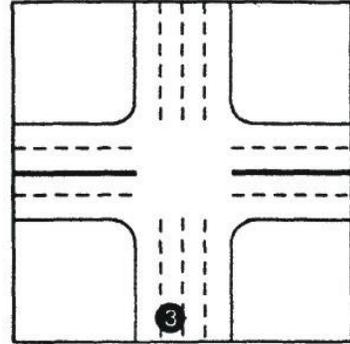
Choose the correct path of travel for the turn described under each picture. Draw a line with an arrow from the circled number to the location where you would finish the turn.



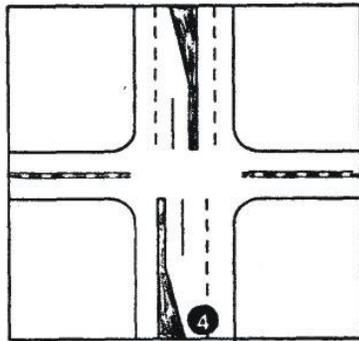
Make a right turn



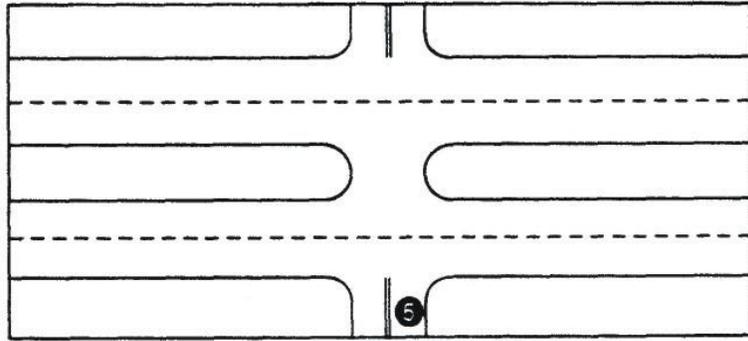
Make a left turn



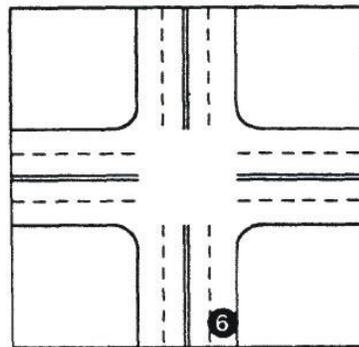
Make a left turn



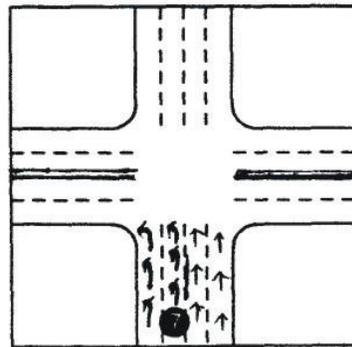
Make a left turn



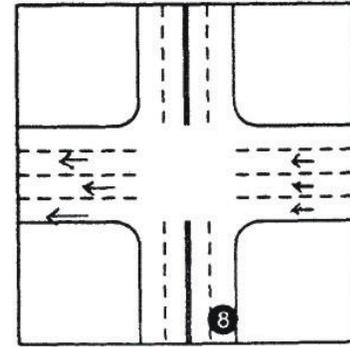
Make a left turn



Make a right turn



Make a left turn



Make a left turn

MODULE 3, Practice Test

Circle the letter that goes with the best answer:

1. The low air pressure warning system (red light and buzzer) will activate when the psi drops below
 - A. 60 psi.
 - B. 100 psi.
 - C. 40 psi.
 - D. 20 psi.

2. If the low air pressure warning should come on, you
 - A. can proceed with your run because the second system will operate until the brakes are serviced.
 - B. should use your parking brake to stop immediately.
 - C. should allow the emergency braking system to stop the bus for you.
 - D. none of the above
 - E. only B and C

3. During normal driving conditions the parking brakes are held away from the drum by
 - A. the S-cam.
 - B. air pressure.
 - C. your brake pedal.
 - D. the emergency braking system.

4. Proper brake adjustment is necessary for
 - A. the low pressure warning light system to activate.
 - B. the service brakes to work properly.
 - C. the parking and emergency brake systems to work properly.
 - D. all of the above
 - E. only B and C

5. Emergency brakes on a bus with air brakes are activated by the
 - A. loss of air pressure.
 - B. driver's pushing a knob.
 - C. service brake pedal.
 - D. hydraulic pressure.

6. The service brakes are activated by the
 - A. emergency braking system.
 - B. driver's pushing a knob on the dashboard.
 - C. driver's pressing on the brake pedal with his or her foot.
 - D. parking brake lever.

7. The emergency braking system will stop the bus when the air pressure
 - A. drops below 60 psi.
 - B. builds past 125 psi.
 - C. warning light comes on.
 - D. drops between 20 and 45 psi.

8. For proper brake adjustment, the driver must
 - A. consult the air pressure supply gauge(s) often.
 - B. drain the air brakes at least every week.
 - C. be sure to use controlled or stab braking on hills.
 - D. see that the play in the slack adjuster is within limits.

9. *Controlled braking* means that the driver
 - A. uses low gears to control the speed of the bus going down steep hills.
 - B. applies the brakes all the way without locking the wheels, if the wheels lock, then reapplies the brakes as soon as possible.
 - C. controls both the speed and direction of the bus by using strong pressure on the pedal.
 - D. applies the brakes all the way and releases them when the wheels lock up.

10. All vehicles with air brakes have these three systems:
 - A. emergency brakes, parking brakes, and service brakes.
 - B. S-cam brakes, spring brakes, and emergency brakes.
 - C. parking brakes, brake pedal, and service brakes.
 - D. brake pedal, dual emergency brakes, and alcohol evaporators.

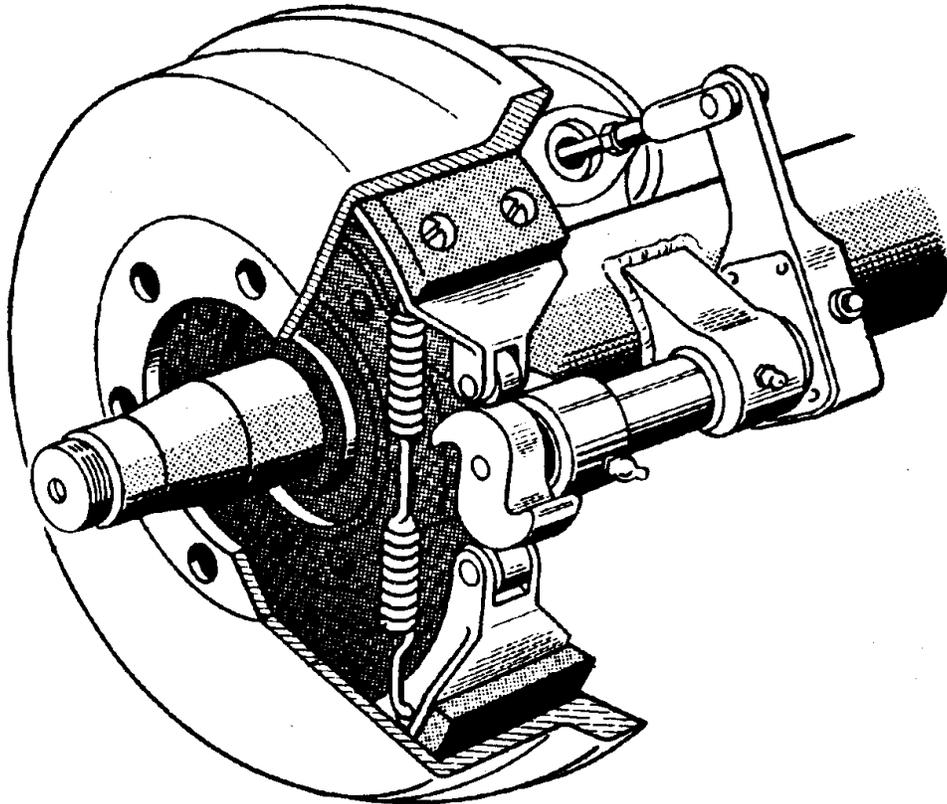
11. When the air pressure warning light comes on, the driver should
 - A. deploy the emergency brake system and find a safe place to stop.
 - B. use the service brakes to stop immediately in a safe area.
 - C. use the parking brake and brake pedal to stop the bus in a safe place.
 - D. use a low gear, pump the brakes to increase pressure, and turn on the four-way flashers.

12. Joan is driving her bus on a city street when the air pressure warning system activates. She is only a few minutes from the school, so she continues driving. As the air pressure continues to drop, Joan knows that
 - A. the bus will stop immediately and suddenly, even if she does not want it to stop.
 - B. she must call maintenance before starting a new run, to have them pump in more air pressure.
 - C. she will have to use her parking brakes to stop if the service brakes stop working.
 - D. she will have enough pressure to make it to the school, but she must have the brakes repaired then.

13. Ralph's school bus has air brakes. According to state policy, how often will Ralph need to drain the air tanks?
- A. whenever the alcohol level gets too low
 - B. only when the temperature might drop to freezing or below
 - C. whenever his bus is parked and left unattended
 - D. Under normal driving conditions in moderate weather, the maintenance department will drain the tanks.
14. At what amounts of air pressure does the air compressor go on and off if the governor is working correctly?
- A. between 60 and 100 psi
 - B. between 20 and 40 psi
 - C. between 100 and 125 psi
 - D. between 150 and 160 psi
15. In an emergency, stab braking is used when the driver
- A. must swerve to avoid an accident.
 - B. applies the brakes firmly, then releases, then reapplies so that the wheels will not lock.
 - C. applies firm, steady pressure on the service brakes.
 - D. applies the brakes all the way until the wheels lock, releases the brake, lets the wheels start rolling, then repeats as needed.
16. What is the purpose of alcohol evaporators?
- A. to allow the alcohol in your compressor to evaporate quickly
 - B. to help keep ice from forming in air brake valves
 - C. to keep the driver from having to drain the air tanks
 - D. to get better fuel mileage

MODULE 3, Parts of the S-Cam Brake

Label each part.



MODULE 4, Practice Test 1: Loading and Unloading

Write “T” if the statement is true. Write “F” if the statement is false.

- _____ 1. Loading and unloading present the most dangerous safety hazards to students.
- _____ 2. If you are aware that there is some construction going on that will slow down the ride to school, you should reroute the bus for a few days to avoid the construction.
- _____ 3. When pulling over to the right side of the road to load students, you should try to get as close to waiting students as possible.
- _____ 4. To signal students to cross the road, stick your left arm out the window, make eye contact with the students, point to them, and wave them across.
- _____ 5. If a student who usually rides the bus is not at the bus stop, you should wait up to two minutes to see if the student arrives.
- _____ 6. If a mother tells you that she wants her daughter dropped off at her cousin’s stop today, it is OK for you to do that.
- _____ 7. Students must remain 12 feet from the side, front, and back of the bus at all times.

Circle the letter that goes with the best answer:

- 8. Bus stops must be
 - A. one and a half miles apart.
 - B. 600 feet apart.
 - C. two-tenths of a mile or more apart.
 - D. 100 feet apart.
- 9. When you are approaching a bus stop to load or unload, you must turn on your amber warning lights
 - A. 100 feet in advance.
 - B. 500 feet in advance.
 - C. 100 to 300 feet in advance, depending on conditions.
 - D. from 15 to 50 feet in advance.
- 10. Once you have stopped at a bus stop to load or unload students, you should FIRST
 - A. apply the parking brake.
 - B. shift the gear selector to neutral.
 - C. open the door.
 - D. give students the signal to cross the road.

11. If your route *requires* you to back at a bus stop, you must **[pick two]**
- A. load before backing.
 - B. load after backing.
 - C. back before unloading.
 - D. back after unloading.
12. An EMS vehicle is approaching your bus just as you are stopping to unload students. You should
- A. unload students quickly and tell them to stay on the side of the road.
 - B. keep the students on the bus and keep your warning lights activated.
 - C. keep students on the bus, keep the warning lights activated, and wave the EMS vehicle to pass.
 - D. keep the students on the bus, deactivate the warning light system, and activate the hazard lights.
13. Cars traveling in the opposite direction may pass a school bus that has stopped to load or unload passengers
- A. on any highway with six or more lanes.
 - B. on a four-lane highway with a grassy median.
 - C. on a four-lane highway where the opposing highway is separated by painted lines at least four feet apart.
 - D. all of the above

MODULE 4, Practice Test 2: Railroad Crossings/Backing

Write “T” if the statement is true. Write “F” if the statement is false.

- _____ 1. You should activate the eight-light warning system at least 100 to 300 feet before a railroad crossing.
- _____ 2. You should apply the parking brake at every stop for railroad crossings.
- _____ 3. It is important to stop within 15 feet of the track.
- _____ 4. At multiple-track crossings, the cross-buck sign will display the number of tracks.
- _____ 5. At multiple-track crossings, the driver should stop before each track.
- _____ 6. If your bus is on the track when the warning lights come on and the gates begin to lower, you should continue even if you must drive through the gates and harm the bus.
- _____ 7. You must evacuate all students if the bus stalls on the track even if you do not see or hear a train.

Circle the letter that goes with the best answer:

- 8. If the warning lights are on, no train is approaching, and traffic is backed up behind you, you should
 - A. proceed carefully across track.
 - B. back up, if possible, and get out of the way of other vehicles.
 - C. not move the bus and call your supervisor to report the problem.
 - D. evacuate your students.
- 9. The *best* procedure for avoiding a backing accident is to
 - A. practice in a safe area with a helper.
 - B. always have a helper when you are backing.
 - C. avoid backing.
 - D. back only very short distances.
- 10. If you double your speed, how will it affect your stopping distance?
 - A. It will double the stopping distance.
 - B. It will increase the stopping distance by four times.
 - C. It will increase it by the stopping distance about 300 feet.
 - D. If the bus is loaded, it will have no effect when you are driving on dry roads.

11. Which of the following statements is NOT true about laws dealing with school bus speed?
- A. In heavy traffic, it is generally safest to adjust your speed to that of other vehicles.
 - B. In driving in urban, rural, or suburban areas, your speed should not exceed 45 mph.
 - C. You should always adjust your speed to conditions.
 - D. To travel faster than 55 mph, you must have written authorization from the State Department of Education
12. It is OK to pass another school bus
- A. when the other driver signals that it is OK to pass.
 - B. when the center line is broken and the way is clear.
 - C. if the driver of the stopped school bus signals that it is OK to pass.
 - D. never

MODULE 4, Practice Test 3: Field Trip Procedures

1. You have been informed that you are to drive a group of students on a trip that will last an entire weekend. List three things you can do in preparation prior to the day of the trip.

2. It is the day of the trip. List three things you can do to prepare your riders for the trip.

3. Where can personal items and equipment be stored?

4. List at least four things that will increase the chance of an accident on this trip.

MODULE 5, Practice Test 1: Emergency Evacuations

Circle the letter that goes with the best answer:

1. In the most common type of school bus emergency evacuations, students exit by the
 - A. front (service) door.
 - B. rear emergency door.
 - C. front and rear doors.
 - D. side and front doors.
2. To prepare your riders, you should do all the following EXCEPT
 - A. train some students to help evacuate all students.
 - B. train some students to secure the bus and take the key in case you are injured in a crash.
 - C. train some students to use the fire extinguisher and place the triangles appropriately if you are disabled.
 - D. practice emergency evacuation procedures with students.
3. If you smell smoke or see or smell leaking fuel, you should first:
 - A. Call 911.
 - B. Use your fire extinguisher to prevent a fire.
 - C. Get all students and yourself off and away from the bus.
 - D. Call transportation officials and ask for advice.
4. During front door evacuations, the best position for the driver to stand is
 - A. inside the bus near the front door and facing the riders.
 - B. in the aisle near the center of the bus and facing the back of the bus.
 - C. in the aisle in back of the bus and facing the front door.
 - D. in the aisle behind the row of students being evacuated and facing the front.
5. List four situations in which you would evacuate all students on board:

MODULE 5, Practice Test 2: Accident Procedures

Circle the letter that goes with the best answer:

1. The primary mistake made by school bus drivers in South Carolina that results in a collision is
 - A. misjudging distance.
 - B. the failure to inspect vehicle.
 - C. the driver becomes distracted.
 - D. improper turning.
2. To prepare yourself for responding correctly should a collision occur, you should do all of the following EXCEPT
 - A. prepare and record emergency information.
 - B. know how to stop all fires with the fire extinguisher.
 - C. know how to use all the emergency supplies and equipment on board.
 - D. be able to quickly open all emergency exits, even in the dark.
3. If you have an accident, you should first
 - A. take steps to prevent another accident from happening.
 - B. call 911.
 - C. evacuate students.
 - D. give aid to the injured.
4. After securing the bus and turning on your hazard lights, your next step should be to
 - A. see if anyone is injured.
 - B. call transportation officials.
 - C. call the local law enforcement agency.
 - D. place emergency triangles appropriately.
5. Your bus collides with another vehicle. The other driver tells you that you were going too fast and caused the crash. You believe the driver may be right. Your best response is to
 - A. tell the other driver calmly that he or she is mistaken.
 - B. tell the other driver that you will let the law officer determine the cause of the crash.
 - C. admit that you may have been speeding and provide insurance information.
 - D. tell the other driver that you do not know how fast you were going or what caused the accident.
6. The School Bus Accident/Incident Report must be submitted to the county supervisor of transportation
 - A. by the end of the day in which the accident occurred.
 - B. no later than thirty days after the accident occurred.
 - C. no later than the end of the next school day following the accident.

7. On the afternoon route, your bus collides with another vehicle. A parent stops at the scene and tells you that she will take her daughter home. Your best response is to
- A. thank the parent and make a note that the child has left.
 - B. ask the parent to take to their homes a few of the other children who live near her.
 - C. ask the parent to wait until law enforcement officers have investigated the accident.
 - D. call the child's school to get permission from school officials to release the child to her mother.
8. The reflective triangles should be used only
- A. at night or during foggy, snowy, or rainy weather.
 - B. if the bus must stop on a hill or curve.
 - C. when the bus must stop on the roadway.
 - D. whenever your stopped bus is likely to cause another accident due to limited visibility.
9. Beginning with "1" for the first thing you should do, number these statements to show the order in which you should perform the actions in the event of a mechanical breakdown on the way home from school:
- _____ Place reflective triangles to warn other motorists.
 - _____ Secure the bus.
 - _____ Finish your route as soon as the bus is replaced or repaired.
 - _____ Call or radio the appropriate transportation official to report the breakdown and your location.
10. You run into the back of another vehicle on your way to school. You are afraid some of your students are injured; perhaps passengers in the car you hit are injured also. Beginning with "1" for the first thing you should do, number these statements to show the order in which you should perform the actions:
- _____ Call the appropriate transportation official.
 - _____ Secure the bus.
 - _____ Protect the area.
 - _____ Check on the condition of your passengers and the passengers in the car you hit.
11. You should move the bus from the scene of the accident only if
- A. told to do so by a state maintenance employee.
 - B. no other vehicle is involved in the accident.
 - C. the bus is likely to cause another accident because of its location.

MODULE 5, Practice Test 3: Critical Situations

Circle the letter that goes with the best answer:

1. Your air brakes warning alarm sounds. You should
 - A. apply the service brakes and find a place to stop immediately.
 - B. downshift to low gear, pump the brakes, and apply the emergency brakes.
 - C. grip the steering wheel, apply the emergency brakes, and try to get off the road.
 - D. give your emergency signal, try to find something soft to run into, and get off the road quickly.

2. Your accelerator sticks even after you tap it with your foot. You must next
 - A. pump your brakes, turn off your ignition, and find a safe place to stop.
 - B. apply your hazard lights, turn on the right turn signal, and grip the steering wheel.
 - C. apply your service brakes, then your emergency brakes, and switch to neutral.
 - D. shift to *neutral*, apply your brakes, and find a safe place to stop.

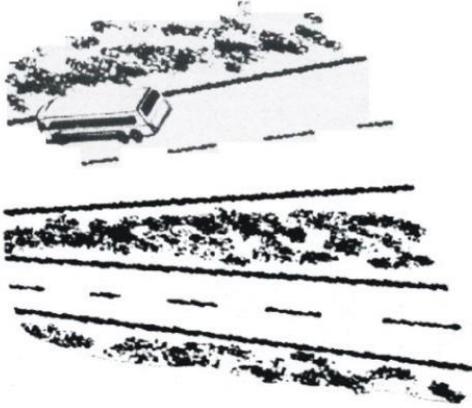
3. A rear tire blows out, causing the bus to sway. You must
 - A. apply your brakes firmly, give your turn signal, and find a safe place to stop.
 - B. grip the steering wheel firmly and stop immediately, using your service brakes.
 - C. turn on your hazard lights, give your right turn signal, and use the emergency brake to stop.
 - D. grip the steering wheel, step on the accelerator until you get the bus under control, and stop.

4. If the front of the bus under the hood appears to be on fire, you must stop, secure the bus, and
 - A. evacuate all students, using the side or rear emergency doors.
 - B. evacuate all students, using all emergency exits.
 - C. first wait to see if the fire goes out when you cut the engine off; if not, evacuate students as quickly as possible.
 - D. use the fire extinguisher as the students are evacuating the bus.

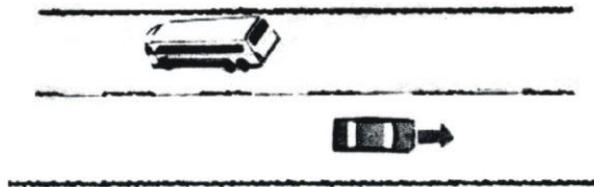
5. Which of the following is NOT a way to reduce your risk of skidding?
 - A. Using stab braking.
 - B. Making sure your tires are inflated to the recommended level.
 - C. Matching your speed to conditions.
 - D. Avoiding quick turns, stops, or starts.

MODULE 5, Triangle Placement Worksheet

Draw triangles where they would be correctly placed.



Divided Highway



Traffic in Both Directions



Around a Curve

MODULE 6, Practice Test 1: Communicating

Write “T” if the statement is true. Write “F” if the statement is false.

- _____ 1. If you repeat an angry parent’s concern to him or her in your own words, you are likely to make that parent *more* upset.
- _____ 2. It is OK to let a parent board the bus to discuss a problem with you on the afternoon route.
- _____ 3. If a parent would like you to deliver a message to his or her child’s teacher, the parent must always put it in writing.

Circle the letter that goes with the best answer:

- 4. The best way to get along with supervisors and school personnel is to
 - A. like the students you transport and have them like you.
 - B. be on time and control student behavior.
 - C. smile, be courteous, and never disagree with policy.
- 5. At a bus stop midway through your morning route, a parent approaches the door of the bus to talk with you about her child’s catching lice from someone on the bus. You
 - A. remain on the bus and talk with the parent through the open door of the bus.
 - B. invite the parent on the bus to discuss the situation.
 - C. provide telephone numbers of your supervisor or the school’s principal and ask the parent to call one of them to set up an appointment to discuss the problem with you and the administrators.
 - D. tell the parent that you do not have time to talk at the bus stop and that if she wants to communicate with you, she needs to do so in writing.

MODULE 6, Practice Test 2: Managing Student Behavior

Write “T” if the statement is true. Write “F” if the statement is false.

- _____ 1. If a student gives you reason to believe a neighbor is abusing him or her, you are required to report this information to the student’s parents.
- _____ 2. If a student is always sullen and unfriendly, it is best to ignore him or her.
- _____ 3. Saying “Good morning, Chris” is one way a bus driver can show Chris that he is important.
- _____ 4. It is important to always have the last word when dealing with young people.
- _____ 5. A good way to warn Bill about changing seats is to say, “Bill, if I have to tell you to stay in your own seat one more time, I will see that you are suspended from this bus.”
- _____ 6. A good way to handle a student who has put his book bag in the aisle is to say, “Jay, please pick up your book bag. You cannot block the aisle.”
- _____ 7. The bus driver can make Taylor, a high school student, walk home after he slugs one student and throws another student’s books out the window.
- _____ 8. Your discipline plan must be approved by your transportation director and principal.
- _____ 9. You must always have a principal present when holding a student conference.
- _____ 10. A boy’s teasing a girl about her breast size is normal behavior and should be ignored.

Circle the letter that goes with the best answer:

- 11. Some students are quite loud and unruly during your afternoon route. Your best response is to pull over to the side of the road and
 - A. warn all riders that you will write a disciplinary referral on all students who are breaking the rules.
 - B. stay parked until all students are quiet.
 - C. radio or call the school for help.
 - D. warn those students who are misbehaving that you will write a referral if the behavior continues; then do so.
- 12. A student hits you in the back of your head with a tennis ball. You do not know who has thrown the ball, and you are quite angry. What should be your next step?
 - A. Stop the bus until you calm down.
 - B. Pull off the side of the road and tell the students you will not move until the person who threw the ball comes forward.
 - C. Continue driving until you calm down or until you reach the school; then try to find the guilty one.
 - D. Immediately find the guilty one and write a disciplinary referral.

13. Mario is gesturing to cars following the bus. You tell him to stop. He replies, "Stop what? I was waving to a friend." You should
- A. ignore Mario.
 - B. repeat your request by saying, "No waving or gesturing of any kind is allowed. Period."
 - C. say, "You were not waving to a friend. I saw what you were doing."
 - D. discuss the situation with the principal.
14. The best set of rules for your bus is one in which
- A. the riders know what you want them to do and what will happen if they break a rule.
 - B. the rules agree with district and state policies and regulations.
 - C. you, the schools' administrators, and the transportation supervisor agree are important to enforce.
 - D. all of the above
15. John, a fourth-grade student, normally talks in a shout. Today, however, he has kept his voice to a comfortable level. Your best response is
- A. "John, you behaved well today."
 - B. "John, you kept your voice level down today. It made the ride very pleasant for all of us."
 - C. "John, don't you feel well today? You were so quiet."
 - D. Do not call attention to his behavior since he finally is doing what you expect from all students.
16. Layla tells you that Juan has been "talking dirty" to her. You respond by
- A. telling Layla to ignore Juan's language and he will stop teasing her.
 - B. writing and turning in a disciplinary referral form describing the incident as sexual harassment.
 - C. writing down what she told you, moving Juan near you, and discussing the matter with your supervisor and principal.
 - D. moving Layla near you and telling her you will call Juan's parents about the incident.
17. The courts generally consider which of the following factors when a charge of sexual harassment is made?
- A. whether the accused is male or female
 - B. whether the victim is male or female
 - C. the amount of damage caused by the behavior
 - D. all of the above
18. Michele, who is fourteen years old, tells you that she will have her older brother come to your house and "fix you good." Your best response is to
- A. write a disciplinary referral on Michele and give it to the administrator in charge of bus discipline.
 - B. talk to Michele privately at your first opportunity.
 - C. ignore her while she is angry but discuss the situation with her later when she has calmed down.
 - D. give her a warning and have her sit in the front of the bus for a few days.

MODULE 6, Disruptive Behavior Worksheet

DIRECTIONS: Working in your group, decide the best way to handle each of the forms of disruptive behavior described below. Hint: there is no *one* correct answer.

- A. You are driving your afternoon route when several students start tossing a tennis ball. They do not stop when you yell “stop!”
- B. You are looking in your inside rearview mirror and notice that many of the students near the back are looking back toward one seat and laughing. You cannot see what is going on in that seat.
- C. You see two middle school girls fighting in near the center of the bus.
- D. You overhear one of your riders calling another rider a “fag.” All indications are that the name-caller is not just teasing.
- E. A student tells you that another rider on the bus has been teasing her friend Margaret about her dad, who is in prison.
- F. Several of your male high school riders have “nicknames” for some of the high school girls. You have overhead some of these names, and they refer to body parts or animals.
- G. You strongly suspect that George is high on some type of drug. It is the afternoon route, and he is acting quite strangely. The other students are laughing at him.
- H. Hubert has very bad body odor, and the other students object to sitting near him. They are not shy in voicing their objections.
- I. Kay is in the class for students with emotional disabilities. Her behavioral intervention plan (BIP) says that you should allow her to sit on the front seat and that you should allow her to wear earphones and listen to her radio. She is having a really bad day, and when you remind her to keep her feet out of the aisle, she curses you.
- J. Lonnie, who has a learning disability, was sitting with Louise. You check the bus after the students leave, and you find that the back of the seat, in front of where Lonnie was sitting, has been cut.

MODULE 7, Practice Test 1: General Guidelines

Circle the letter that goes with the best answer:

1. The term to be used to talk about students who have a limitation in mobility, hearing, vision, speech, or mental functioning is
 - A. handicapped students.
 - B. students with disabilities.
 - C. disabled students.
 - D. special education students.

2. All students with disabilities have
 - A. special transportation needs.
 - B. below average learning ability.
 - C. a need for special education or related services.
 - D. all of the above

3. The IEP is a plan that
 - A. the State requires for every public school student.
 - B. specifies what students with disabilities will be taught and what services will be provided.
 - C. tells the public about students with special needs.
 - D. is mainly concerned with specifying the special transportation services to students with disabilities.

Write “T” if the statement is true. Write “F” if the statement is false.

- _____ 4. Federal and state laws require that students with a disability be educated in special classes or special schools whenever possible.

- _____ 5. Whenever possible, students with special needs should be treated the same way you treat other students.

- _____ 6. If a student requires special transportation services, the bus driver must be trained to give that service.

- _____ 7. “IEP” stands for “individualized education program.”

MODULE 7, Practice Test 2: Driver Strategies and Responsibilities

Circle the letter that goes with the best answer:

1. A good procedure to use with *all* students with disabilities is for the driver to be
 - A. relaxed about rules of conduct.
 - B. friends of the students.
 - C. really tolerant of misbehavior.
 - D. consistent.
2. The behavioral intervention plan (BIP) is written by
 - A. drivers and aides to help students behave on the bus.
 - B. transportation personnel to help students cope with school and bus riding.
 - C. parents and educators to help manage students' behavior at school and on the bus.
 - D. principals to punish misbehavior on the bus and at school.
3. Kaylan, a child with an orthopedic disability, complains of a bad pain in her tummy. You are on your way to her school. This is the first time she has complained. What is the best action?
 - A. Call her parents on the way to school to get their advice.
 - B. Call her parents after you get to school.
 - C. Tell her teacher, the school nurse, and your supervisor after you get to school.
4. It is legal to discuss a student and his or her disability with all persons listed below EXCEPT
 - A. the student's parents.
 - B. the student's teacher.
 - C. anyone employed by the school district.
 - D. your school bus aide.
5. The Vital Information on Pupils (VIP) form is important because it
 - A. gives the driver information he or she needs to provide safe transportation for the student.
 - B. documents the behavior of students on the bus.
 - C. gives the driver permission to transport and discipline students with special needs.
 - D. all of the above
6. Two records that must be kept on the bus are
 - A. the current IEP of all students and a copy of each child's behavior history.
 - B. the current IEP and the seating chart.
 - C. a current seating chart and the VIP form.
 - D. copies of all students' discipline referral forms and a seating chart.

7. The VIP form should include
- A. the work and home phone numbers of parents.
 - B. the names of persons who are authorized to receive the child at the end of the day.
 - C. information about what to do if the child has a serious health emergency.
 - D. suggestions for managing students with serious behavior problems.
 - E. all of the above

IN-SERVICE UNIT 1, Practice Test: Universal Precautions

Write “T” if the statement is true. Write “F” if the statement is false.

- _____1. The bus driver should read the Vital Information for Pupils form to learn which students are infected with HIV or HBV.
- _____2. If you are exposed to blood or other potentially infectious materials on the job, your school district will provide you with an HBV vaccine for free.
- _____3. When taking off gloves after cleaning up a body fluid spill, remove one glove and throw it away. Then remove the other glove.
- _____4. To lessen your chances of getting an infectious disease, you should wash your hands often and well and keep them away from your face.

Circle the letter that goes with the best answer:

5. Body fluids that carry blood-borne pathogens include all of the following EXCEPT
 - A. blood.
 - B. semen and vaginal secretions.
 - C. tears.
 - D. vomit where visible blood is present.
6. You can acquire an infectious disease when you
 - A. clean up infected blood with ungloved chapped hands.
 - B. injure yourself with broken glass that has been contaminated.
 - C. rub your eyes after touching a surface that was contaminated one week earlier.
 - D. all of the above
7. Practicing universal precautions means that you
 - A. always wear gloves when working with students with special needs.
 - B. avoid giving first aid to a student who is bleeding and may have an infectious disease.
 - C. think of all body fluids as dangerous and follow set procedures for cleaning up body fluids spills.
8. If you are accidentally exposed to a student’s body fluids,
 - A. you should notify your supervisor and a school or district nurse immediately.
 - B. you should wash your hands as soon as possible.
 - C. your employer will provide you with a confidential medical exam.
 - D. all of the above
9. The *best* way to protect yourself and your riders against the spread of infectious disease is to
 - A. always wear disposable gloves when driving.
 - B. make sure your hands and the inside bus surfaces do not carry harmful pathogens.
 - C. be vaccinated for hepatitis B.
 - D. know which students are carriers and wear disposable gloves if you must touch them.

IN-SERVICE UNIT 2, Practice Test: First Aid

Circle the letter that goes with the best answer:

1. The most important thing you can do to prepare yourself to handle medical emergencies on your bus is to
 - A. always be sure your hands are clean.
 - B. practice the universal precautions.
 - C. become Red Cross certified in CPR and first aid.
 - D. call EMS.
2. Before you begin to provide first aid to injured students on your bus, you must first
 - A. set priorities as to which injuries to care for first.
 - B. put on disposable gloves if there is any chance you will come in contact with a student's body fluids.
 - C. evacuate uninjured students.
 - D. stop heavy bleeding.
3. All of the following indicate a life-threatening illness or injury EXCEPT which one?
 - A. A student has no pulse.
 - B. Blood is spurting from a wound with every beat of the student's heart.
 - C. An unconscious student's skin is bluish around the lips.
 - D. A student has a seizure that lasts for 2 minutes.
4. In the case of a medical emergency, whoever is calling EMS should be able to tell the dispatcher
 - A. the phone number of the phone being used.
 - B. the number of victims.
 - C. the bus identification information.
 - D. the location of the emergency.
 - E. all of the above
5. If, after you have been applying pressure with a gauze pad to a bleeding wound for 5 minutes, the bleeding does not stop, which of the following should you NOT do?
 - A. remove the soaked pad and apply another one
 - B. elevate the injured area above the level of the heart, as long as there are no broken bones
 - C. apply a new sterile gauze pad on top of the original and maintain pressure
 - D. squeeze the nearby artery against the bone underneath
6. It is a good idea to give a student a soft drink if he or she is
 - A. showing signs of shock.
 - B. unconscious.
 - C. a known diabetic and tells you that he or she is feeling dizzy.
 - D. having a seizure.

7. You can protect from physical harm a student who is having a seizure by
 - A. placing something soft beneath his head.
 - B. holding the student in one position until the seizure is over.
 - C. timing the seizure and noting its characteristics.
 - D. all of the above
 - E. both A and C

8. A bee has stung a six-year-old boy. To find out if he is allergic, you should
 - A. check for this information on his Vital Information on Pupils form.
 - B. call his parents.
 - C. ask him.
 - D. wait five minutes to see if he becomes unconscious.
 - E. all of the above

9. A student on your morning route has accidentally punctured her hand with her pencil. You should
 - A. call EMS.
 - B. do nothing until you get the student to school.
 - C. clean the wound and cover it with a sterile gauze pad.
 - D. notify school officials.
 - E. both B and D
 - F. both C and D

Write “T” if the statement is true. Write “F” if the statement is false.

- ____ 10. A student does not have to be physically injured to suffer from shock.
- ____ 11. The best way to check a student’s pulse is to place two fingers on his or her wrist.
- ____ 12. If pinching a student’s nostrils does not stop a nosebleed, have him or her lie down.
- ____ 13. If a student is choking and is coughing, it is best to have him or her stop coughing while you perform chest compressions.
- ____ 14. If a student having a seizure is not known to have seizures, you should call EMS immediately.
- ____ 15. A person’s tongue is the most common cause of airway obstruction during a seizure.
- ____ 16. If you suspect that a student is experiencing a drug overdose, you should try to get the student to vomit.
- ____ 17. In the case of an accident in which you do not need to evacuate the bus, you should move the injured students to the front of the bus, away from the others.
- ____ 18. If the first aid treatment you are using is causing the student pain, it should be a signal for you to stop.

Answer Keys

MODULE 1, Practice Test

1. Any of these are correct answers:
 - has the knowledge and skill to drive the bus safely
 - is dependable
 - cares about children
 - practices good judgment
 - has a positive attitude
 - stays calm
 - is firm, fair, and consistent
 - communicates clearly
 - is free from the effects of alcohol, illegal and prescription drugs
 - is clean, neat, and dressed appropriately
 2. **A.** The S.C. Legislature—or the General Assembly, as the combined House and Senate is called in South Carolina—must approve the funding. The State Department of Education and the State Board of Education recommend the funding level, but the General Assembly actually determines how much money will be spent and allocates the money. Local school districts also contribute some of the costs of transporting students, including supplementing bus drivers' salaries, in most districts.
 3. **E.**
 4. **B.** The principal is responsible for his or her school grounds and for ensuring a safe loading and unloading area.
 5. **C.** The school districts, through their transportation offices, must plan bus routes and hire and train bus drivers. The State Department of Education must approve the bus routes and assist in the training of bus drivers.
 6. **A.** After the school year begins, the bus driver must report problems on the route. Before the start of a new school year, the local transportation office is responsible for inspecting the route and making sure it is safe.
 7. **B.** Currently, South Carolina has no specific height and weight requirements. Districts may have specific requirements, however.
 8. **D.** You do not have to pass a physical each year.
-

MODULE 2, Practice Test 1: School Bus Inspections

1. All of these are correct answers:
 - to protect students' health
 - to reduce the possibility of accidents inside the bus
 - to make it easier for students to follow the cleanliness rule
 - to help students have a positive attitude about keeping the bus clean

- to project a favorable image of the school system to the community
 - to prolong the life of the bus
 - to make the bus and its warning lights and reflectors easier for others to see
 - to make it easier for you to see through the mirrors and windows
2. All of these are correct answers:
- to comply with state regulations
 - to keep the bus in a safe operating condition
 - to prevent breakdowns
 - to maintain the bus in an efficient operating condition
 - to lower maintenance costs to preserve bus components
 - to prolong the life of the bus
 - to eliminate delays, inconveniences, frustrations for the driver
3. All of these are correct answers:
- A. Listen for: engine knocking, clicking, or tapping; squeals or squeaks; loud exhaust; engine backfiring, missing, or popping
- B. Look for: gauges, excessive smoke from exhaust, smoke from hood, smoke from dash, smoke or fire from tires
- C. Feel for: excessive vibrations, shimmy, hard steering or steering wander, change in pedal tension
- D. Smell for: fuel, burning rubber, burning oil, exhaust fumes
4. 4 Take the key with you.
- 1 Set the parking brake.
- 3 Turn the ignition off.
- 2 Put the bus in *neutral*.
- 5 Drain the air tank.
5. Notify the maintenance shop and your supervisor immediately. **Do not drive the bus.**
6. If the problem does not require a service call, you should fill out the proper form and submit it to your supervisor and/or maintenance shop (according to district policy). Once the problem has been fixed, maintenance personnel will sign the form and return a copy to your bus center. You should check for this copy to be sure that the problem has been addressed.

MODULE 2, Practice Test 2: Driving Fundamentals

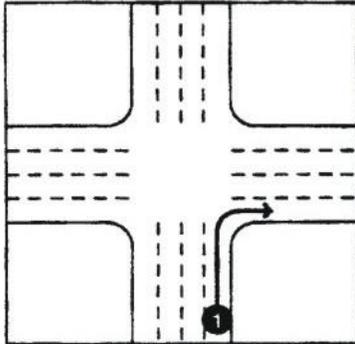
1. **True.**
2. **True.**
3. **False.** Factories make no attempt to properly adjust the mirrors because the mirrors must be adjusted to fit each particular driver.

4. **False.** The crossover convex mirrors should never point upward but should be adjusted so that the driver can see part of the front bumper and the road in front of the bus.
 5. **True.**
 6. **E.** all of the above
 7. **D.** Check mirrors at least twice before starting out.
 8. **A.** The time it takes Joan to see, react, and apply the brakes.
 9. **D.** both B and C
 10. **A.** Tap brakes to warn other drivers you are planning to slow or stop.
 11. **B.** right-most turning lane
 12. **A.** turning wide as you go into the turn
 13. **D.** at least 300 feet behind a bus and 4 seconds between your bus and a car
 14. **D.** both A and B
-

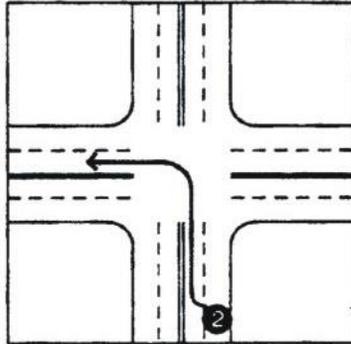
MODULE 2, Practice Test 3: Defensive Driving

1. **C.** A couple of beers have about the same effect as a couple of shots of whiskey.
2. **C.** Slow down so that you can increase your following distance. Option A might work, or it might simply confuse other vehicles. Option D is the last resort.
3. **D.** All of the statements are true.
4. **B.** You should use the braking effect of your engine by placing the bus in low gear *before* starting down the hill or mountain.
5. **C.** Drive with your lights on dim when you need to reduce the glare for drivers in other vehicles.
6. **D.** All three (A, B, and C) might cause a bus to hydroplane.
7. **A.** You should drive no faster than the speed that will allow you to stop within 200 feet.
8. **B.** Brake fade is when you have to apply more and more pressure to the pedal to get the same braking power
9. **C.** You should turn the steering wheel left, counter steer, and keep your foot off the accelerator and brake.
10. **A.** A road surface with wet ice or wet snow is the slickest.
11. **D.** both B and C

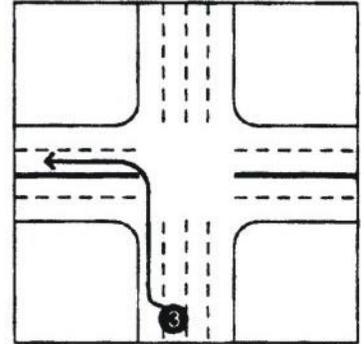
MODULE 2, Intersections: Choosing the Correct Turns



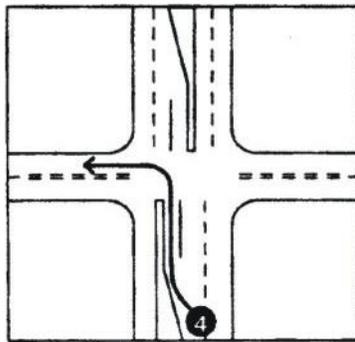
Make a right turn



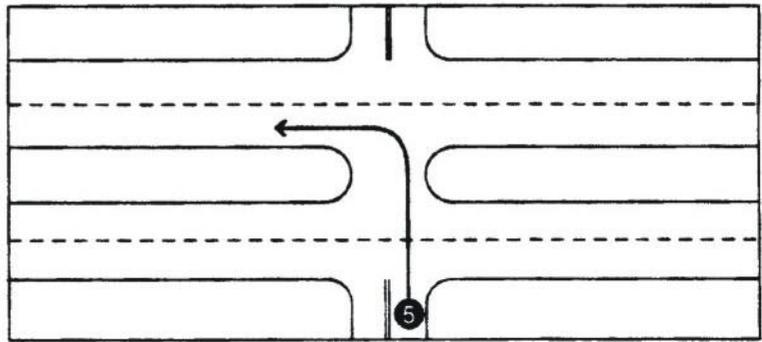
Make a left turn



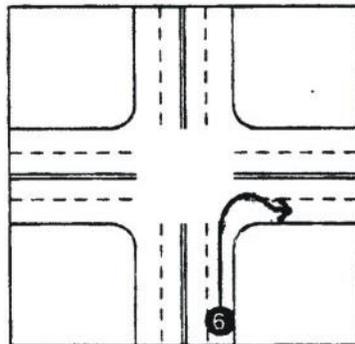
Make a left turn



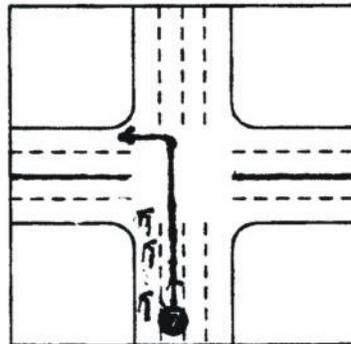
Make a left turn



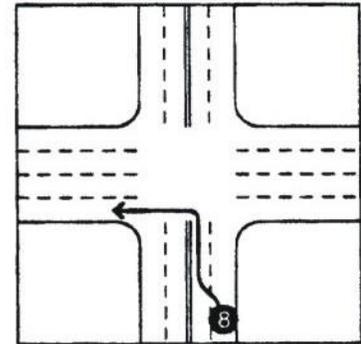
Make a left turn



Make a right turn



Make a left turn

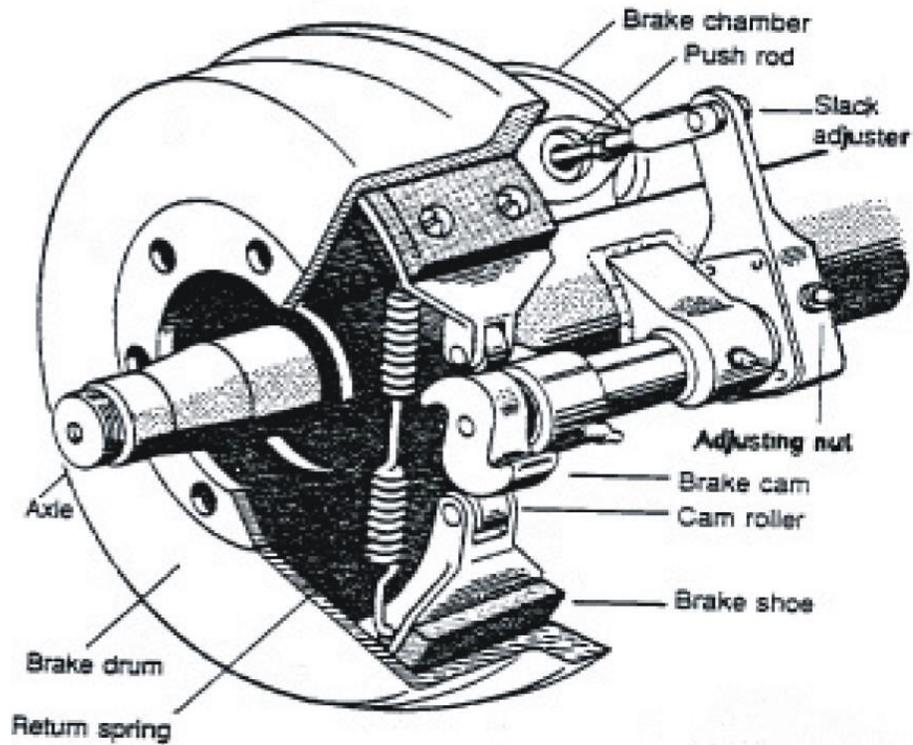


Make a left turn

MODULE 3, Practice Test

1. A.
 2. D. None of the above. When the air pressure warning light comes on, you should immediately find a safe place and stop the bus by using your service brake.
 3. B.
 4. E. The brakes must be in adjustment for the service, parking, and emergency brakes to work properly
 5. A. They are automatically activated by the loss of air pressure.
 6. C.
 7. D. 12. A.
 8. D. 13. C.
 9. B. 14. C.
 10. A. 15. D.
 11. B. 16. B.
-

MODULE 3, Parts of the S-Cam Brake



MODULE 4, Practice Test 1: Loading and Unloading

1. **True.**
 2. **False.** A driver may make a change to a route only in the case of an emergency.
 3. **False.** You should stop 12 to 15 feet before reaching the waiting students.
 4. **False.** Never stick your arm out the window or wave to students. Use your right arm. Make eye contact with the students, point to them with an open hand, and direct them across the road with a slow sweeping motion of your right arm across the windshield
 5. **False.** You should take a good look around; if the student is not in sight, continue on your route.
 6. **False.** You may let a student off at another stop only if your supervisor or a school official informs you of the change. Parents must make such requests to school officials in writing.
 7. **True.** Students must remain 12 feet from the front and sides of the bus. Students must never go behind the bus.
 8. **C.**
 9. **C.**
 10. **A.**
 11. **A. and C.**
 12. **D.**
 13. **D.**
-

MODULE 4, Practice Test 2: Railroad Crossings/Backing

1. **False.** The driver should activate the **amber hazard lights** 100 to 300 feet before the stop.
 2. **False.** The service brakes should be applied if a train is not approaching. If a train is approaching, the driver should apply the parking brakes.
 3. **False.** It is important to stop more than 15 feet from the track.
 4. **True.**
 5. **False.** The drivers should stop only once before multiple tracks.
 6. **True.**
 7. **True.** Then the driver may attempt to restart the bus after all students are safely off.
 8. **C.**
 9. **C.** avoid backing
 10. **B.** It will increase the stopping distance by four times.
 11. **D.** You can never legally drive a school bus faster than 55 mph.
 12. **C.** If the driver of the *stopped* school bus signals that it is OK to pass.
-

MODULE 4, Practice Test 3: Field Trip Procedures

1. All of the following and other reasonable answers are correct:
 - get and review maps of the route
 - practice driving the bus you will use for the trip if it is not your usual one
 - get a credit card
 - give a copy of your bus rules to the teachers and ask them to teach the rules to students
 - review and update your emergency information packet
 - ask teachers to choose three or four students to help in case of an emergency
 - make sure you know exactly where you are to park

 2. All of the following and other reasonable answers are correct:
 - review procedures with your student helpers
 - review procedures with the adults
 - store equipment properly
 - check to make sure all the riders are authorized to ride the bus
 - review rules with all riders
 - point out emergency exits to all riders.

 3. Luggage and equipment must be secured and cannot interfere with any exit or block the aisle or your view from the rearview mirror. Normally these items will be stored in the rear seats.

 4. All of the following, as well as other things, can increase the chance of an accident:
 - The area is congested, the streets are extremely narrow, and many of them are quite rough.
 - Many streets in the area are one-way.
 - Parking in the area is extremely scarce.
 - Students are likely to be excited during the trip and to be either elated or disappointed on the way home, making behavior a problem.
 - Because of the number of hours students will spend on the bus, the chance of a student's becoming ill increases.
 - You may be transporting equipment.
 - Your passengers may be teachers and students who are not accustomed to riding the bus.
-

MODULE 5, Practice Test 1: Emergency Evacuations

1. **A.** Front door exits are most common in emergency evacuations.
2. **C.** Students are never to place emergency triangles nor use the fire extinguisher.

3. **C.** When the threat of fire exists, always evacuate students first before taking any other action.
 4. **D.**
 5. Any four of these can be listed as reasons to evacuate:
 - The threat of fire exists.
 - The bus has broken down on a railroad track.
 - The bus has broken on a blind curve or over the crest of a hill.
 - A danger from toxic fumes or gas exists.
 - The bus might roll over or run down a steep incline or be submerged.
-

MODULE 5, Practice Test 2: Accident Procedures

1. **A.** Improper turning and the driver's being distracted are problems reportedly contributing to crashes; however, the single most frequently reported error resulting in a collision was misjudging distance.
2. **B.** The fire extinguisher is seldom used by drivers who, correctly, are more concerned with seeing that students are safely evacuated. The extinguisher is certainly not sufficient to stop all bus fires.
3. **A.** The first consideration after an accident is to try to keep another accident from happening.
4. **A.** After turning on your hazard lights to warn others, your next step should be to see if anyone is injured.
5. **B.** It is best to avoid discussing the cause of the collision, even if you believe you may have contributed to the cause of the collision. Do not discuss the causes of the crash until you have talked with the trained professionals who have much more experience at determining causes of crashes.
6. **C.** The School Bus Accident/Incident Report must be submitted to the county supervisor of transportation no later than the end of the next school day following the accident.
7. **C.** Ask the parent to wait until the accident is investigated. If the parent insists on taking her child home, be sure to record this information.
8. **D.** Emergency triangles should be used any time passing motorists need to be warned of potential danger from your stopped bus.
9. 3 Place reflective triangles to warn the motorists.
 - 1 Secure the bus.
 - 4 Finish your route as soon as the bus is replaced or repaired.
 - 2 Call maintenance and tell them your location.
10. 4 Call the appropriate transportation official.
 - 2 Secure the Bus.

- 1 Protect the area.
 - 3 Check on the condition of your passengers and the passengers in the car you hit.
11. **C.** In all other cases, you should wait until the investigating officers arrive before moving the bus.
-

MODULE 5, Practice Test 3: Critical Situations

1. **A.** Apply your service brakes and look for a place to stop.
 2. **D.** Shift to neutral, apply your brakes, and find a safe place to stop. By shifting to neutral, you will disengage the accelerator.
 3. **D.** When a tire blows out, step on the accelerator so you can regain control of the bus.
 4. **A.** Evacuate students, using the exits away from the smoke and fire.
 5. **A.** Controlled braking is to be used when you must stop quickly on roads that are not slick.
-

MODULE 6, Practice Test 1: Communicating

1. **False.** When you repeat a person's concern, the person is calmed by knowing that you listened.
 2. **False.** No persons other than students and authorized personnel are allowed to board the bus. Never allow an angry parent to do so.
 3. **True.** It is easy to forget or to give the wrong information.
 4. **B.** Supervisors, school personnel, and parents are much more likely to want to please you if you do your job well.
 5. **C.** You should arrange for her to meet with you either at the school's office or the bus supervisor's office.
-

MODULE 6, Practice Test 2: Managing Student Behavior

1. **False.** The driver is required to report any suspected abuse to appropriate school authorities.
2. **False.** Students who need kindness the most are generally the least able to return the kindness.
3. **True.** We all like to be greeted by name.
4. **False.**
5. **False.** Tell Bill what you want him to do rather than threaten him.

6. **True.**
7. **False.** The driver should never put a student off the bus en route.
8. **True.**
9. **False.** You should have another adult as witness, but the other adult can be an aide or another bus driver.
10. **False.** This is a type of sexual harassment and should be dealt with immediately. You should issue a warning to the student, record the incident, and discuss it with your principal and supervisor.
11. **D.**
12. **A.** Stop the bus until you calm down. You should not punish all the students by holding them until you get someone to confess or identify the culprit. You should never continue driving while you are angry. Of course, you would never ignore such behavior. Note: Find the ball and keep it. Remind all students how dangerous a ball on a bus is because it can get lodged beneath the brake pedal.
13. **B.** Repeat your request. Do not argue with him. Use the instant replay.\
14. **D.** All the above are needed for an effective set of rules.
15. **B.** This choice is best because you are specific about the behavior that you are recognizing.
16. **C.** Because you did not actually witness the incident, you cannot write a disciplinary referral. You can only document the incident.
17. **C.** The courts consider how much harm the incident has caused. They do not consider the gender of the victim or the accused.
18. **A.** All threats of bodily harm should be treated seriously, with a referral to proper authorities.

MODULE 7, Practice Test 1: General Guidelines

1. **B.**
2. **C.**
3. **B.** An IEP specifies what a student with a disability will be taught and what related services will be provided to him or her.
4. **False.** Federal and state laws require that students with a disability be educated with nondisabled students whenever possible.
5. **True.**
6. **True.** The bus driver must be trained to provide special services, and the fact that he or she has had this training must be documented.

7. **True.**

MODULE 7, Practice Test 2: Driver Strategies and Responsibilities

1. **D.**
 2. **C.** A behavioral intervention plan (BIP) is required for ALL students with serious emotional disabilities and for some other students with disabilities. The students' teachers and bus drivers use it. It is written by the same committee of educators and parents who write the IEP because it is part of the IEP.
 3. **C.** Choice **A** is not appropriate because to make this call would require that you find a safe place to stop and that you obtain by phone quick advice before you get to school (highly unlikely). Choice **B** is not correct because it is not your responsibility to decide if Kaylan's parents are called. It is your responsibility, once you get to school, to take her to the nurse or her teacher for help.
 4. **C.** Only those school district employees who are entitled to such personal information can legally have it.
 5. **A.** The purpose of the form is to provide information to the driver about the special transportation needs of the students. It serves no other purpose.
 6. **C.** The VIP form must be provided each driver who transports a student requiring extra help or having a special health need. This form and the current seating chart should always be kept on the bus. The IEPs are lengthy documents, the contents of which are confidential. Only the information from the IEP that deals with transportation should be given to the bus driver, never the entire document.
 7. **E.** All the information listed and more.
-

IN-SERVICE UNIT 1, Practice Test: Universal Precautions

1. **False.** You will not be told if a student is infected with HIV or HBV.
 2. **True.**
 3. **False.** Peel one glove off from top to bottom and hold it in the gloved hand. With the exposed hand, peel the second glove from the inside, tucking the first glove inside the second. Dispose of the gloves in a plastic bag.
 4. **True.**
 5. **C.**
 6. **D.**
 7. **C.**
 8. **D.**
 9. **B.**
-

IN-SERVICE UNIT 2, Practice Test: First Aid

1. **C.** This is the *best* preparation a driver can have for handling medical emergencies on the bus.
2. **B.** The *first* thing the driver should do is to practice the universal precautions by putting on disposable gloves. Checking the scene to find out about the extent and nature of the injuries may put the driver in contact with body fluids.
3. **D.** A seizure does not usually indicate a life-threatening condition. If the student does not regain consciousness within a few minutes, the situation could be life-threatening, however.
4. **E.** both A and C
5. **A.** You should never remove a blood-soaked bandage from a wound.
6. **C.** You can give a known diabetic who is conscious (the student tells you he or she is feeling dizzy) fruit juice or a soft drink that contains sugar to protect against diabetic shock. In none of the other cases should a student be given something to drink.
7. **E.** You should not restrain a student who is having a seizure.
8. **A.** The best way to find out is to check for the information on the Vital Information on Pupils form. Asking a student is also a good idea. But especially with young children, you will want to verify that they are not allergic by checking the form.
9. **F.** You should clean the wound and cover it with a sterile gauze pad, even if the wound does not seem serious. You also need to notify school officials.
10. **True.** People suffering from psychological trauma can also go into shock.
11. **False.** Check the pulse by placing fingers on the neck, near the Adam's apple.
12. **False.** A student with a nosebleed should have his or her head and shoulders elevated.
13. **False.** If a conscious student is choking and is able to cough, have him or her continue to cough until the object is dislodged.
14. **True.**
15. **True.**
16. **False.** You should not induce vomiting unless instructed to do so by medical personnel.
17. **False.** You should not move any injured victims except in cases of extreme emergency, similar to those that would require you to evacuate the bus.
18. **True.** If the treatment you are using on a student is painful, stop the treatment.

June 10, 2015

Total Cost - \$ Total Printed – 3,000 Unit Cost - \$