

Lower Columbia College Head Start/EHS/ECEAP
Transportation
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**Lower Columbia College Head Start/EHS/ECEAP
Transportation Policy and Procedure**

Policy

Lower Columbia College Head Start/EHS/ECEAP children and families will have a safe, social and educational experience while traveling to and from Centers.

Procedure

Some Lower Columbia College Head Start/EHS/ECEAP children spend up to eight (8) hours per week on the bus riding to and from class. These rules were established to keep these trips a safe and happy time for each child.

- ❑ Each driver will do a walk around safety check before leaving on the bus run, i.e., tires, mirrors, lights or signs of vandalism.
- ❑ Bus driver is responsible for opening and closing the loading door on a bus, except when practicing or during an emergency exit.
- ❑ Bus windows can be opened with the permission of the driver. Children need to keep hands and objects inside the bus.
- ❑ All passengers are to wear age appropriate Child Safety Restraint System while riding the bus except when performing monitor duties. Child Safety Restraint Systems are to remain on until the bus comes to a complete stop.
- ❑ The bus shall stop so that the children can get on and off the bus from the right side if possible. Parents are responsible to walk their child in front of the bus.
- ❑ If the parent is not at the agreed upon pick up / drop off location, the driver will continue on the route.
- ❑ In the event that no one is home at child's location, the child will be returned to the Head Start/ECEAP Center. It will be the parents' responsibility to pick the child up at the Center. Staff will try to contact all alternate care numbers listed. A member of the Leadership Team will call CPS one hour after the end of class. Staff will problem solve with parents so problem does not reoccur.
- ❑ For safety purposes, improper bus behavior will result in the driver pulling over and stopping until rules are followed.
- ❑ AM/FM radio is to be turned off during transportation to ensure driver's focus on safety and the children. Playing of educational music is permitted during transport.
- ❑ No food, beverages or gum are to be eaten on the bus. Party snacks will be kept up front with the driver to be given out at children's houses.
- ❑ Interior of the bus will be inspected for children, litter, coats, etc., at the end of each bus run and before taking children into the school by the bus driver.
- ❑ The bus driver is the only person allowed in the driver's seat.
- ❑ The bus driver is responsible for maintenance of fuel levels in the bus.
- ❑ Problems and/or damage are to be reported to the Transportation Manager or Designee as soon as possible.
- ❑ Bus drivers for Head Start/EHS/ECEAP are required to obtain a CDL. A copy of the endorsement must be provided to Head Start/EHS/ECEAP to be included in on-site staff records.

Policy and Procedure complies with Head Start Performance Standard 1301.

Lower Columbia College Head Start/EHS/ECEAP
Bus Driver Duties and Qualifications

Position description: The Driver is responsible for safe transportation of children and parents to and from program activities.

Sample duties and responsibilities:

- **Pre-trip inspection.** Conducts a professional pre-trip inspection of every vehicle driven every day and reports suspected mechanical problems at once, which includes all emergency equipment, i.e., first aid kit, fire extinguisher, seat belt cutter and child safety restraint systems. Completes Daily Vehicle Inspection Reports accurately and in a timely fashion.
- **Post-trip.** Conducts a thorough post-trip inspection for children or other items left on board, or vehicle problems and before entering the school. (Both the driver and monitor are responsible for checking for children).
- **Custody of children.** Ensures that children are released only to an authorized individual.
- **Sensitivity.** Sensitive to the need of young children; willing and able to relate to children and adults from all ethnic, racial, religious, or socioeconomic backgrounds.
- **Defensive driving.** Drives defensively at all times; prevents accidents by compensating for the unsafe actions of other drivers, challenging road and environmental conditions, etc.
- **Compliance with rules and laws.** Complies with all safety requirements in the Final Rule, all state school bus laws and regulations, and all Program procedures as stipulated in the transportation policy and procedures handbook, memos, notices, meetings, etc. Must be aware of current transportation laws and regulations.
- **Reasonable precaution.** Uses reasonable precaution in the performance of all duties. Acts in such a manner as to ensure maximum safety to children, parents, self, the public, and fellow employees at all times.
- **Children's safety.** Refrains from any act or omission that could jeopardize the safety of children.
- **Reporting incidents.** Immediately report (by radio, cell phone or other means) incidents, accidents, or unusual situations that could or did place a child at risk of injury, and willing and able to describe such incidents in writing.
- **Punctuality and attendance.** Punctual; demonstrated good attendance, advises Transportation Manager at least one hour ahead of time if unable to work.
- **Running routes as written.** Runs fixed routes as written; does not make unauthorized changes to routes or stops.

- **Reporting hazards.** Reports any significant safety hazards (routes, roadways, changing weather conditions, etc.) to Transportation Manager as soon as possible and prior to proceeding if at all possible, otherwise relies on professional judgment and training.
- **Unnecessary conversation.** Interaction with child and adult passengers is positive, but drivers must refrain from excessive conversation with monitors, parents, or children, while driving or loading or unloading children, which could be distracting and cause an accident.
- **Courtesy and civility.** Courteous and professional with children, parents, staff, and the public.
- **Confidentiality.** Respects the confidentiality of children, families, and staff at all times.
- **Reporting child abuse or neglect.** Reports signs of child abuse or neglect at once.
- **Inappropriate touching.** Refrains from inappropriate physical contact with children or staff. This does not mean all physical affection towards children, such as hugs, are prohibited. But any contact that is sexual or lascivious in nature will result in immediate termination as well as possible legal action.
- **Custody of medicine.** Assists monitor in ensuring that children's medication is transported in a secure manner and that chain of custody is properly documented.
- **Safety drills.** Conducts and documents effective safety drills for children and parents.
- **Evacuation plans.** With the assistance of the Transportation Manager, prepares written emergency evacuation plans when transporting children with disabilities, and updates plans as necessary.
- **Vehicle cleanliness.** Works with monitor to maintain a clean and hygienic environment inside the vehicle; cleans outside as necessary.
- **Universal precautions.** Practices universal precautions at all times.
- **Tobacco products.** No use of tobacco products on or near the vehicles.
- **Eating.** No eating while transporting children.
- **Drinking water and/or coffee.** Drinking water and/or coffee on the bus must be in a sealed (non-glass) container and fit securely inside the cup holder. No drinking while bus is in motion.
- **Clothing and hygiene.** Dresses safely and appropriately when on duty; avoids inappropriate or provocative clothing, such as shirts or hats with sexual slogans, curse words, etc. Wears clean clothes and practices good hygiene. Avoids loose or dangling jewelry that children can grab or could become caught in equipment, or sharp objects and pins that could injure children. Wears footwear that minimizes the possibility of slips and falls or the foot slipping off a vehicle pedal.

- **Wheelchair safety.** When transporting children using wheelchairs or other adaptive equipment, exercises a high degree of caution, in accordance with training, when using a wheelchair lift and securing wheelchairs into the vehicle, and as much as possible avoids sharp turns and bumps, which could injure children in wheelchairs.
- **Teamwork on the vehicle.** Works cooperatively with monitors and parents.
✓ **See Bus Monitor Bus Description HR 2w.**
- **Assigned vehicle.** Accepts vehicle assignments professionally and without resistance.
- **Training.** Actively participates in all required training sessions.
- **Flexibility.** Performs other duties as assigned. Exhibits flexibility and tolerance as routes or other conditions change.

Driver Qualifications. The Final Rule requires each Program to define its own specific criteria, within the constraints of the law, for accepting or rejecting driver applicants. Applicants must be informed of what these criteria are.

- **Driving record.** Excellent driving record. Driving record must be checked prior to hire. A demonstrated pattern of moving violations or accidents indicates an unacceptable disregard for safety, even if they occurred in the applicant's own vehicle. Unless it is possible to utilize existing state criteria for school bus drivers, each Program must create its own specific criteria for rejecting applicants based on driving record violations.

A check of applicants' driving records through the appropriate state agency will be made. Insurance providers may also be able to provide motor vehicle records for applicants.

- **“S” Endorsement.** Must have an “S” endorsement on driver’s license.
- **CDL.** Possession of a current CDL with Passenger Endorsement. If applicable, the air brake restriction must be removed as well. Trainees with only a CDL permit must not be allowed to transport children at any time, even with another licensed driver on board.
- **Criminal history check.** A criminal history background check will be conducted prior to hire.
- **Drug and alcohol testing.** Pre-employment drug testing and subsequent drug and alcohol testing is required. Applicants must be informed that submitting to drug and alcohol testing is a "condition of employment."
- **Tuberculosis test.** Because of their close interaction with children, Head Start drivers will be required to pass a TB test.
- **Employment history.** Has not been terminated from a previous driving job due to a safety infraction or a drug or alcohol violation. (Federal law requires commercial vehicle employers to inquire about applicants' job histories of previous commercial vehicle employers.

- **Age.** All bus drivers shall hold a CDL, and because federal law set a minimum age of 18 for bus drivers to obtain a CDL, bus drivers must be at least 18 years old. There is no maximum age for CDL or bus drivers. State requirements may be more but not less strict than federal law.
- **Physical exam.** Prior to transporting children, bus drivers must pass a CDL physical examination. Bus driver physicals should be modeled on or the same as, those required for school bus drivers in that state. Exams should not be conducted by a physician acting as the driver's personal physician at the time.
- **Physical performance test.** To ensure that bus drivers are physically capable of doing the job, some states require ADA-compliant "physical performance" tests for school bus drivers, requiring drivers to demonstrate the flexibility, dexterity, and strength necessary for the job, including emergencies. State laws may apply, or Head Starts can implement their own tests.
- **Written reports.** Bus drivers must be able to create written reports as necessary, including daily vehicle reports, behavior management referrals, incident reports, etc.
- **First aid and CPR training.** Bus drivers must complete a basic first aid and infant cardiopulmonary resuscitation (CPR) class.
- **Communication.** Bus drivers must be able to communicate professionally in both routine and unusual situations.

Lower Columbia College Head Start/EHS/ECEAP
Mandatory Bus Driver Training

1. New Driver Training Requirements:

- a. Must obtain a CDL license with a Class C or B, passenger and school bus endorsement prior to hire.
- b. All newly hired bus drivers will be trained first in all topics listed in the Federal Register Transportation Standards prior to transporting children.

Mandated Training Topics determined by the Office of the Superintendent of Public Instruction (OSPI):

- **Vehicle Operation.** Physical control of a vehicle (as observed during the Road Performance Observations). Defensive driving for bus drivers is a complex topic that cannot be adequately covered in any single training program - it should be addressed on a regular basis. Many commercial defensive driving training programs and videos are available, some addressed specifically to bus drivers, but well-designed in-house programs can also be very effective.
- **Route Safety.** Route safety principles will be covered such as backing, "U" turns, overloads, etc.
- **Loading and Unloading Children.** Bus drivers must understand how vulnerable young children are as they get on or off a bus. Effective training in this critical topic is required; such as hands-on practice in loading and unloading procedures, and on and around the bus. Bus drivers must understand what danger zones are and how to use mirrors effectively. Like all human beings, bus drivers are vulnerable to the "it can't happen to me" syndrome. The potential consequences of a failure to follow loading and unloading safety procedures will be emphasized.
- **Railroad Crossings.** For school buses and Head Start/EHS/ECEAP vehicles, railroad crossings represent the greatest single potential for catastrophe. Many tragic bus-train accidents have occurred across the county over the years. Procedures for approaching, stopping at, and crossing tracks safely should be regularly discussed, even for Programs located in areas without active tracks. Bus drivers may encounter grade crossings on field trips. Visibility problems at railroad crossings are common. Visiting a challenging crossing can be an excellent "field trip" for a training class. Firsthand observation can result in productive brainstorming with bus drivers about how to minimize dangers at the crossing in question, as well as a heightened awareness of railroad crossing dangers in general.
- **Specialized Driving Maneuvers.** Training programs which are focused on specific local or seasonal hazards encountered by bus drivers (i.e., urban, rural, highway, winter, fog, mountain driving) are important.
- **Basic First Aid.** Bus drivers need training and hands-on practice in basic first aid procedures to handle medical problems that could occur on the route and maintain first aid certification every two years.
- **Emergencies and Evacuations.** A discussion of bus driver and monitor responsibility at an accident scene, including how to handle media, is extremely important. Both bus drivers and monitors should be given hands-on opportunities to practice evacuation techniques (i.e., how to exit through emergency exits - doors, windows, and hatches). Trainers can utilize local resources such as fire departments to conduct innovative programs. For example, a smoke generator borrowed from a local fire department can give bus drivers and monitors a sense of

what it would be like inside a burning school bus or AAV. Hands-one practice in how to correctly use a fire extinguisher, and in cutting seat belts and occupant restraints with seat belt cutters, is also highly recommended. Both bus drivers and monitors must know how to protect a disabled vehicle. Again, hands-on practice is best (reflective warning triangles can be surprisingly tricky to set up).

- **Wheelchair Lifts and Occupant Restraints.** Loading and securing wheelchairs, securing safety seats, and using seat belts correctly are critical topics for bus drivers (if applicable).
- **Pre-Trip Inspection.** Bus drivers must know how to conduct a thorough, professional pre-trip inspection. Driver will check the vehicle prior to transporting.
- **Post-Trip Inspection.** The importance of checking for children at the end of each route, and potential consequences for failing to do so, cannot be overemphasized to bus drivers and monitors. While at the center, drivers must complete a student check before leaving the bus at any time and place “bus empty” sign in rear bus window.
- **Record Keeping.** For bus drivers and monitors, forms and paperwork are part of the job. Accurate record keeping is essential in any activity concerning children's safety.
- **Children with Disabilities.** Bus drivers must understand the basic categories of disabilities and how each can impact transportation.
- **Goals and Philosophy of Head Start.** Training in the goals and philosophy of Head Start is required for all Head Start staff, including bus drivers and monitors.
- **Child Abuse and Neglect.** All Head Start staff are required to receive training in identification and reporting of suspected child abuse and neglect.

Other types of driver-mandated training. In addition to the Head Start mandated topics above, two additional training topics are required by other federal agencies. These topics will be incorporated into each Program's overall training program for transportation staff:

- **Universal Precautions.** 29 CFR 1910.030 required employers to provide both pre-service and annual in-service training in universal precautions. Usually, the Health Services Coordinator can provide such training.
- **Drug and Alcohol.** 49 CFR 382.601 requires employers to inform bus drivers about drug and alcohol testing policies and procedures.

The mandated topics listed above should be seen as only a starting point for a comprehensive training program for drivers and other transportation staff. Continuous staff training is pivotal to transportation safety. Bus drivers need constant updated safety information along with regular reminders of the seriousness of the job.

2. Annual In-Service:

- a. The Transportation Manager will conduct an annual in-service in August prior to the start of each school year for all bus drivers in all topics required in the Federal Register Transportation Standards as determined by the Office of the Superintendent of Public Instruction (OSPI).
- b. If a driver is unable to attend, annual in-service must be completed prior to November 1st of current school year.
- c. Hours of training – *National School Transportation Specifications and Procedures* recommends at least eight hours in-service training for bus driver annually, and in many states they have their own in-service training (i.e., 3 hours OSPI Training) requirements for school bus drivers, which Head Start/ECEAP Programs must comply with.

Lower Columbia College Head Start/EHS/ECEAP Annual Road Observation Procedure

Performance Standards require onboard road observations for every bus driver as part of the annual evaluation (45 CFR 1310.17 fl). *National School Transportation Specifications and Procedures* also recommends annual road observations. The annual requirement should be regarded as a minimum. Additional observations may be desirable or necessary for certain drivers or situations.

The main **purpose** of a road observation is not to "catch" bus drivers breaking laws or violating procedures, but to help them become aware of minor problems before they become major. Even serious accidents are usually caused by seemingly insignificant driving errors.

Types of road observations. There are two types of road observations. Both have their strong points.

1. **Onboard.** Sometimes called "check rides," onboard road observations involve riding with a bus driver as he or she proceeds along a fixed route, picking up or dropping off children. Onboard rides allow close observation of a driver's actions, such as use of vehicle controls, visual search patterns, interaction with children and parents, etc. Of course, most bus drivers are on their best behavior when they know they're being observed.
2. **Outside.** Although observations from outside the vehicle do not fulfill the Performance Standard requirement, they can be instructive in certain situations and should supplement onboard observations. Observing from outside has the distinct advantage of revealing how bus drivers act when they think "no one is looking." Of course, many important bus driver actions are not visible from a following vehicle.

Discussion with the driver. Road observations should be promptly discussed with bus drivers. There's little point in conducting observations if they aren't shared with bus drivers. Even a problem-free observation is an excellent opportunity to review important safety procedures with the bus driver. Once completed, the observation is given to the ASM to place in the employee file.

Loading and unloading. The most important bus driver activity to observe is picking up or discharging children. Accident statistics prove how vulnerable children are during the "moment of truth" at the stop. Historically, this is when most young children have been killed in bus accidents. When observing a bus driver loading or unloading children, every step in the process should be closely scrutinized; no error is too small to take seriously.

Route review. A road observation should include an assessment of whether the bus driver is following the authorized route. Any unauthorized route or stop changes should be noted and addressed. Observations may also reveal route safety hazards that the bus driver hadn't reported, and which could call for rerouting.

Pre-trip and post-trip. Whenever possible, road observations should include an evaluation of pre-trip and post-trip procedures as well as on-the-road driving.

Student behavior. When possible, children's behavior and the bus driver's interaction with children and parents should be assessed as part of a road observation.



Bus Driver Road Performance Observation Form

All drivers employed by a Head Start program, a school district, a private contractor, or other agency must adhere to safety requirements while driving young children. Program directors and transportation coordinators can use this form to evaluate the driving performance of bus drivers. Programs can adapt this sample to comply with the vehicle operation of the Head Start Performance Standards ([45 CFR §1303.72\(d\)\(3\)](#)).

Name of driver _____

Center _____

Name of bus monitor _____

Date _____

Observation made by _____

Position _____

Weather conditions _____

Number of children on bus _____

| Performance Area | Observed | | Comments |
|---|----------|----|----------|
| | Yes | No | |
| The daily bus log has been completed in all areas and every day. | | | |
| The safety inspection was completed today. | | | |
| The following are posted on the bus: | | | |
| a. Current insurance | | | |
| b. Current registration | | | |
| c. Emergency procedures | | | |
| d. Daily schedule with times (Protect children's personally Identifiable information (PII). See 45 CFR §1303.20) | | | |



| Performance Area | Observed | | Comments |
|--|----------|----|----------|
| | Yes | No | |
| The following are readily available: a. Emergency cards (Protect PII. See 45 CFR §1303.20) | | | |
| b. Detailed pick-up and drop-off times with child's name (Protect PII. See 45 CFR §1303.20) | | | |
| c. Notes regarding route for the day | | | |
| The bus driver appropriately communicates with program management, dispatch, and other drivers. | | | |
| All children are transported in height-, weight-, and age-appropriate child restraint devices. | | | |
| The bus is in clean and safe condition and no items are blocking the aisles or emergency exit areas. | | | |
| The driver can show how to use the following equipment: a. Fire extinguisher | | | |
| b. Bi-directional triangles | | | |
| c. First aid kit | | | |
| The bus driver follows the prescribed trip routes that ensure children are not on the bus more than an hour. | | | |
| The driver uses safe driving practices and follows expected rules of the road. | | | |
| The bus driver crosses railroad tracks in accordance with the law and local procedure. | | | |
| The bus monitor uses a seat belt. | | | |
| The bus driver uses a seat belt at all times. | | | |
| Bus monitors and volunteers get off the bus to assist the children on and off the bus. | | | |



| Performance Area | Observed | | Comments |
|---|----------|----|----------|
| | Yes | No | |
| The driver is friendly to the children and parents. | | | |
| Adults use positive conversation with the children. | | | |
| Appropriate discipline is used on the bus. The driver and monitor use preventative measures to avoid misbehavior and enforce rules. | | | |
| Children are never left unattended. | | | |
| An approved adult is present before a child is released. | | | |
| An adequate amount of time is allowed for pick-up or drop-off. | | | |
| At the end of the trip, the driver ensured that no child was left behind. (See ACF-IM-HS-14-04) | | | |
| Other observations | | | |



Lower Columbia College Head Start/EHS/ECEAP
“Seven Step” Pre-trip Procedure

- 1. As you approach the vehicle, check for (use a flashlight if necessary / Use 2hr. Zonar Statement):**
 - a. Damage to body, vehicle leaning to one side, anything unusual
 - b. Fluids underneath (puddles or “static” leaks – oil, coolant, grease, fuel)
 - c. Hanging items (wires, tailpipe, drive shaft)
 - d. Objects beneath or around the vehicle

- 2. Enter vehicle:**
 - a. Make sure parking brake is set
 - b. Start engine – listen for unusual noises (knocking, etc.)
 - c. Check reading on oil pressure gauge first, then all gauges (top-bottom, left-right)
 - d. Check steering wheel – turn it both ways – too much play? Does it bind or catch?
 - e. Check function of all controls and switches (top to bottom, left to right – high and low settings)
 - f. Activate headlight low beams, marker or clip lights, sign light and master flasher switch if present, and left turn signal.

- 3. Exit vehicle:**
 - a. Start at front right wheel and walk counterclockwise around vehicle
 - b. Wheels – tire inflation, tread depth, nails or punctures, side wall cracks or cuts, valve stem, no cracks between studs, lug nuts tight and no powdered rust or bare metal present near them, no grease exiting front grease seal dust cap or rear center hub, no grease visible inside rims or tires, no broken or misaligned springs, no leaking or broken shocks, no dents in wheel rim, no objects between rear wheels.
 - c. Marker or clip lights – corners, front and rear, sides
 - d. Headlights – low beams
 - e. Running lights and taillights
 - f. Left turn signals (including side mid-vehicle signals if present)
 - g. Mirror brackets secure and mirrors clean (use rag is necessary)
 - h. Hood latched
 - i. Overhead red flashers if applicable
 - j. Antenna(s) and external PA speakers if present
 - k. Sign light if applicable (may not be visible during day – check from inside)
 - l. Stop sign arm and light, if applicable
 - m. Battery door and luggage compartment doors secure
 - n. Reflectors intact
 - o. “Pressure” leaks under front and sides – coolant, fuel, oil
 - p. Emergency doors, buzzers, safety catch (note: check emergency reflector triangles from outside if located at back of vehicle)
 - q. Damage to body, windows, roof
 - r. Hanging or loose wires, drive shaft, muffler, etc., front, sides, rear
 - s. Exhaust pipe secure – push end of pipe with foot (not hand – it may be hot) – does pipe extend proper length beyond bumper?
 - t. Fuel cap(s) tight.

4. Re-enter vehicle:

- a. Step well light
- b. Fire extinguisher – charged, secure in bracket, sign present
- c. Seat belt cutter(s) – sign present
- d. First aid kit – stocked, secure in bracket, sign present
- e. Body spill cleanup kit – stocked, secure in bracket, sign present
- f. Vehicle registration, inspection, and insurance cards (as applicable)
- g. Emergency reflector triangles (if located in front of vehicle)
- h. Activate high beams and right turn signal

5. Exit vehicle again:

- a. Proceed to front and then back along right side of vehicle again
- b. High beams
- c. Right turn signal

6. Re-enter vehicle:

- a. Close door
- b. Activate 4-way hazard flashers and amber flashers, if present
- c. Check front 4-way hazard flashers, and amber flashers if present using pedestrian mirrors and by leaning against windshield
- d. Walk to back of vehicle, checking seat backs and all emergency exits and lights
- e. Open rear door, check amber flashers if present and 4-way hazard flashers
- f. Walk to back of vehicle, checking seat cushion securement (pull up on each cushion) and seat backs for cuts or other damage; check seat belts and Child Safety Restraint Systems.

7. Get in seat:

- a. Turn engine off and leave key on
- b. Release parking brake (if vehicle is parked on level ground; otherwise must chock wheels to prevent rolling)
- c. Check all mirrors carefully from normal seated position, especially pedestrian (“crossover”) mirrors, for correct adjustment
- d. Fasten and properly adjust driver seat belt
- e. Check that parking brake is set, place vehicle in reverse, checking parking brake
- f. Ask another driver or monitor to check brake lights and back-up lights and beeper at back of vehicle
- g. Check horn (honk twice and pause before backing)
- h. Perform a 50’ service brake check

Note: Wheelchair lifts and tie-downs must be checked if vehicle is so equipped.

Lower Columbia College Head Start / EHS / ECEAP

Driver's Daily Vehicle Inspection Report

(Use only when Zonar fails or is unavailable)

Vehicle # _____

Driver: _____

Date: _____

Daily Routes

| Route | Time – begin | Time – End | Miles – begin | Miles - end |
|-----------|--------------|------------|---------------|-------------|
| Morning | | | | |
| Midday | | | | |
| Afternoon | | | | |
| Late | | | | |

Extra Trips

| Destination | Time – begin | Time – end | Miles – begin | Miles - end |
|-------------|--------------|------------|---------------|-------------|
| | | | | |
| | | | | |

Pre-trip and Post-trip Inspections

A complete pre-trip inspection must be conducted on every vehicle at the beginning of every day. If the same vehicle is used, a follow-up walk-around check must be performed prior to any other routes or trips that day. A post-trip inspection must be conducted at the end of each route or trip.

| Pre-trip √ Check any conditions that apply | Safety items to be checked every day <i>Driver is responsible for checking all items noted and reporting any problems. A check mark in the left column indicates a condition found during a pre-trip inspection at the beginning of the day; a check mark in the right column indicates a condition found during a post-trip inspection.</i> | Post-trip √ Check any conditions that apply |
|---|---|--|
| | Engine compartment (belts, hoses, fluids) - problem | |
| | Engine problem (running rough, missing, knocking, etc.) | |
| | Battery - problem | |
| | Gauges or switches - problem | |
| | Lights, stop arm, crossing gate (if so equipped) - problem | |
| | Horn, back-up beeper - problem | |
| | Service brake - problem | |
| | Parking brake - problem | |
| | Tires and wheels - problem | |
| | Suspension - problem | |
| | Exhaust - problem | |
| | Emergency equipment - problem | |
| | Communication equipment (radio, antenna, cell phone) - problem | |
| | Windows, doors - problem | |
| | Mirrors - problem | |
| | Windshield wipers, washer fluid - problem | |
| | Emergency exits - problem | |
| | Steering - problem | |
| | Seats or CSRS - problem | |
| | Unusual noise or smell - problem | |
| | Body damage - new | |
| | Other problem - describe: | |
| N/A on pre-trip | "I checked for children at the end of all routes and trips today" | |
| N/A on pre-trip | "I left the vehicle in a clean condition at the end of the day" | |
| | "I found NO DEFECTS OR PROBLEMS " | |

Driver description of any problems noted:

Driver signatures - driver must sign at beginning and end of tour of duty each day

"I conducted a thorough pre-trip before using this vehicle." _____

"I conducted a thorough port-trip inspection at the end of the day." _____

(Pre-trip should be signed off prior to leaving on route. Signature must correspond to full name as printed on driver's license.)

Mechanic's description of repairs or service completed:

Check if repairs not needed

Mechanic's signature: _____

Date: _____

**Lower Columbia College Head Start/EHS/ECEAP
Passenger Checklist**

Teacher: _____ Bus Phone #: _____ Classroom Phone #: _____ Office Phone #: _____

Date: _____ Vehicle #: _____ Driver: _____

Monitor(s): Pick-up: _____ Drop-off: _____

Pick-up

Drop-Off

| <u>Child's Name</u> | <u>Boarding Bus (Subida al autobús) Adult Signature (Firma del adulto)</u> | <u>Child arrives at center Staff/Monitor's Initials</u> | <u>Child boards bus to go home Staff/Monitor's Initials</u> | <u>Exiting Bus (Bajada del autobús) Authorized Adult Signature (Firma del adulto autorizado)</u> | <u>Comments</u> |
|----------------------------|---|--|--|---|------------------------|
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**Lower Columbia College Head Start / ECEAP
Vehicle Fuel Procedure**

Procedure

Bus drivers are to fill buses at the Longview School District bus garage. Motor Pool Vehicles may also fuel at MOTF.

Program gas cards may be checked out for the program truck and vans.

LOWER COLUMBIA COLLEGE HEAD START / EHS / ECEAP
Mandated Transportation Training for Head Start

1310.21 Safety Education

- a. Each agency must provide training for parents and children in pedestrian safety. The training provided to children must be developmentally appropriate and an integral part of program experiences. The need for an adult to accompany a preschool child while crossing the street must be emphasized in the training provided to the parents and children. The required transportation and pedestrian safety education of children and parents, except for when the bus evacuation drill required by paragraph (d) of this section, must be provided within 30 days of the program year.
- b. Each agency providing transportation services, directly or through another organization or an individual, must ensure that children who receive such services are taught:
 1. Safe riding practices;
 2. Safety procedures for boarding and leaving the vehicle;
 3. Safety procedures in crossing the street to and from the vehicle at stops;
 4. Recognition of danger zones around the vehicle; and
 5. Emergency evacuation procedures, including participating in an emergency evacuation drill conducted on the vehicle the child will be riding.
- c. Each agency providing transportation services must provide training for parents that:
 1. Emphasizes the importance of escorting their children to the vehicle stop and the importance of reinforcing the training provided to children regarding vehicle safety; and
 2. Complements the training provided to their children so that safety practices can be reinforced both in Head Start and at home by the parent.
- d. Each agency providing services must ensure that at least two bus evacuation drills in addition to the one required in paragraph (b)(5) of this section are conducted during the program year.
- e. Each agency providing transportation services must develop activities to remind children of the safety procedures. These activities must be developmentally appropriate, individualized and be an integral part of the Head Start or EHS program activities.

Lower Columbia College Head Start/EHS/ECEAP
Bus Monitor Duties and Responsibilities

Duties & Responsibilities

1. Accompanies driver to pick up and take home all children assigned to the route. Rides the entire assigned route.
2. In conjunction with the bus driver, conducts a thorough post-trip inspection for children or other items left on board at the conclusion of every route.
3. Does not permit unauthorized children or adults to board or ride the Head Start/EHS/ECEAP bus at any time.
4. Does not bring family members or personal friends on board without prior approval from the Transportation Manager/Designee.
5. Is responsive to the needs of young children and is willing and able to relate to children and adults from all ethnic, racial, religious, or socioeconomic backgrounds.
6. Fosters and encourages a safe, enjoyable, orderly environment on the bus, utilizes games, children's books, songs, etc. to calm children.
7. Escorts and assists children on and off the vehicle at Program facilities. Bus Monitor escorts and assists children one at a time, as parent signs passenger checklist with the driver.
8. Bus Monitor/Driver is to check identification against the list of emergency contacts of the adult picking up the child if the monitor/driver is not familiar with the adult.
9. As necessary, assists children in fastening and proper adjustment of seat belts and other types of child restraints and assistive devices; makes sure children are properly secured before the bus proceeds; monitors children during the ride to ensure restraints remain fastened.
10. May be required to physically lift children on or off the bus or into or out of vehicle seats. Utilizes safe lifting techniques to avoid an injury to self or child.
11. In conjunction with the driver, conducts effective safety drills for children and parents.
12. If the driver is suddenly incapacitated by a medical emergency, monitor will stop and secure the vehicle. Monitor will call for assistance in case of emergency and keep children calm.
13. In an emergency, the monitor will assist in evacuating children and is primarily responsible for maintaining control and custody of children outside the vehicle. Child / Family emergency information is located on the bus.
14. Immediately reports and discusses signs of possible child abuse or neglect with Area Manager and supervisor according to program procedure.
15. Assists the driver in keeping the inside of the vehicle clean and hygienic on a daily basis.
16. Practices universal precautions at all times.
17. Complies with requirements in the Final Rule and all applicable state laws and regulations as well as all procedures as stipulated in the policy and procedures handbook, memos, notices, meetings, etc.
18. Will refrain from any act or omission that could jeopardize the safety of children.
19. As soon as possible, will report to the supervisor any incidents, accidents, or unusual situations that could or did place a child at risk.

20. Immediately reports safety problems or hazards to the driver, and if necessary to the Transportation Manager as soon as possible and prior to proceeding, if at all possible, otherwise relies on professional judgment and training.
21. Refrains from unnecessary and excessive conversation with the driver while the bus is in motion or children are being loaded or unloaded.
22. Whenever possible, remains seated when the bus is in motion; stands to assist or supervise a child only when absolutely necessary if the bus is in motion, and for a brief period only.
23. Refrains from eating, drinking, or using tobacco products on board or near the bus.
24. Teaches children and reinforces in developmentally appropriate ways transportation safety procedures and respect for others.
25. Refrains from inappropriate contact with children or staff.
26. Staff will complete a health screening for signs and symptoms of illness prior to allowing any child on bus.
27. Staff will follow Active Supervision procedures, completing frequent head counts at beginning, middle and end of bus route.
28. Performs other duties as assigned. Demonstrates flexibility and professionalism as assignments or conditions change on the route.
29. Cell phone use, including texting, is not allowed unless it is for official business.

Maintain Records

1. Assists Bus Driver with Head Start/EHS/ECEAP passenger checklist as children are transferred to and from bus, from parent to bus, bus to classroom, teacher to bus and bus to parent.
2. Bus Monitor will complete frequent head counts prior to leaving the center and prior to disembarking on arrival at the center.
3. Bus Monitor must cross reference with Bus Driver head count on passenger checklist prior to disembarking on arrival or leaving center.
4. Bus Monitor will learn the route and will assist substitute bus driver with the procedure to release children.

Teaming with Parents and Staff

1. Is courteous and professional with children, parents, and staff.
2. Works cooperatively with the team including driver and parents.
3. Explains transportation procedures and program routine.
4. Meets with team members to collaborate on planning and delivery of services.

Lower Columbia College Head Start/EHS/ECEAP **Child Pick-Up and Release Procedure**

The safety of children is paramount in our Head Start/EHS/ECEAP program. Everyone shares responsibility for keeping children safe. Head Start/EHS/ECEAP staff must ensure that children are released to the authorized individual from the classroom and/or the bus. Children and families will have a safe, social and educational experience while traveling to and from Centers.

Transportation Requests, Authorized Individual:

During Welcome Visits, Head Start Lead Teachers, Family Advocates, and Child Family Development Specialists discuss the availability of transportation. When families make known a need for transportation, staff will complete a Transportation Request form (TRANS 5d). These requests are given to the Transportation Liaison at the center. The Liaison is responsible for analyzing need and distributing the requests to the appropriate bus driver/route.

Creation of Routes:

The Bus Drivers are responsible for creating the routes to assure efficient and safe transportation of Head Start/EHS/ECEAP children. Once routes are complete, sites follow a specific process to assure routes are distributed to all involved staff and accurate Passenger Checklists (TRANS 2i) are created for each class and route.

Parent Notification of Bus Routes and Releasing Child to Authorized Adult:

The Family Advocates and Child Family Development Specialists are responsible for notifying parent/guardian of drop-off/pick-up time and location. During this call, parents/guardians are asked to assure the person taking child off the bus is authorized to do so and has identification to show the Bus Monitor/Bus Driver. The identification will be checked with the Contact Information Report (ChildPlus 1520). If person does not have identification or is not listed on Emergency Contact sheet, staff are not able to release the child.

Center Planning

- Bus supports, i.e., assigned seating on the bus with the child's full name, photo and LOC ID.
- Each center plans for the arrival and departure of children from and to the bus identifying entry and exit point.
- Create and maintain a Bus Monitor schedule.
- Identify staff responsible for active supervision to and from the bus.
- Create and maintain a staffing plan on who will be receiving children and initially Passenger Checklist.
- Know and plan for children that may need transitional support, i.e., walking rope, hand held, soft toys on the bus, additional staff.
- Plan for the event of a substitute Bus Driver and/or substitute Bus Monitor, i.e., name tags on all children prior to leaving in addition to other verification, identifying where and how to utilize Emergency Contact form.

Authorized Individual for Pick-up:

The Program Coordinator will weekly update the Emergency Contact Report and distribute to all bus drivers. As new children are added to the list or changes are made to existing children, the Program Coordinator will assure the updated information is given to Bus Drivers, Teachers, and Area Manager. Emergent changes will be addressed by having staff give copies of Change of Status directly to Bus Drivers thus allowing the Program Coordinator time to enter information into Child Plus.

Releasing Children from the Center to Parent/Guardian and/or Bus

- The Bus Drivers/Monitors will escort and assist the children on and off the bus at home and at the program facilities. Bus Driver and Monitor are responsible for doing regular head counts throughout the route assuring the safety of all children. This number will be compared with the Passenger Checklist to ensure accuracy. Children are loaded and unloaded one at a time during the release process. Only authorized individuals may sign children off the bus. Full legible signature is required, not just initials.
- Note in the comments section of the Passenger Checklist if a child is absent or not riding the bus.
- Bus Monitor or Driver are to check identification against the list of emergency contacts of the authorized individual picking up the child if the monitor is not familiar with the authorized individual already.
- Staff utilize and maintain Passenger Checklist as children are transferred from pick-up location to bus, bus to Bus Monitor, staff to bus, and bus to authorized individual.
- Unauthorized individuals are not permitted to board or ride the bus at any time.

Bus to Classroom Transition:

- Buses will arrive 5-10 minutes prior to the start of class to allow time for off-loading and escorting children to classes.
- Bus Monitors and staff must review Passenger Checklists for completion, verify child's presence, and initial when child received. Note in the comments section if a child is absent or not riding the bus. Staff receiving the Passenger Checklists is responsible for initialing the Passenger Checklist and marking in on the Active Supervision: Name to Face Attendance Tracking Form to ensure each child is accounted for in the classroom system for active supervision.
- Bus monitor, in conjunction with the bus driver, conducts a thorough post-trip inspection for children or other items left on board at the conclusion of every route.
- After completing a head count, both driver and monitor escort all children to classes. In the event there are two drop-off locations, the driver remains with the children on the bus while monitor escorts children to class. Monitor then returns to finish the second drop-off where both driver and monitor escort children to classes. Child/Teacher ratios are maintained at each transition.

Classroom to Bus Transition:

- Children will be escorted to buses no sooner than 5-10 minutes prior to the end of class.
- After a head count, assure that all students on the sign-in sheets are present, children will be escorted to the bus (walking ropes may be used).
- Classroom Staff are responsible for marking children out on the Active Supervision: Name to Face Attendance Tracking Form and initialing the Passenger Checklists to ensure each child is accounted for in the transportation system for active supervision.
 - Bus monitor and/or driver **MUST** cross-reference the Passenger Checklist against the children who are assigned to the bus **prior** to leaving the center.
- Passenger Checklists will be given to the driver as children enter each bus.
- The team of driver, bus monitor and/or supporting staff will assist children with buckling safety harnesses.

Bus to Authorized Adult Transition:

- At each bus stop, prior to the child departing the bus, the authorized adult for each child signs the Passenger Checklist.
- Bus monitor, in conjunction with the bus driver, conducts a thorough post-trip inspection for children or other items left on board at the conclusion of every route.
- Upon completion of the routes, all passenger checklists are turned in daily to the Transportation Liaison for that site.

Communication between Staff and Staff/Guardians:

- In conjunction with classroom staff, Bus Driver/Bus Monitor reaffirm to children the rules when on the bus, i.e., voice level, staying in seat and buckled, railroad crossings, etc.
- Transportation Memos (TRAN 6b) can be used for relaying confidential information to the teacher after all children are escorted to class.
- Cell phones are located on each bus. It will be the Bus Monitors responsibility to contact authorized individuals if needed while on the bus.

Returning a Child to the Center (if Parent/Guardian is not at the Stop):

- If the authorized individual is not at the agreed upon pick-up/drop-off location, the driver will continue on the route.
- In the event that an authorized individual is not at the child's drop-off location, the child will be returned to the child's Center at the end of the route. It will be the parents' responsibility to pick the child up at the Center. Staff will try to contact all authorized individuals listed on the Emergency Contact form. A member of the Leadership Team will call CPS one hour after the end of class if unable to reach an authorized individual. Staff will problem-solve any barriers with parents.

Lower Columbia College Head Start / EHS / ECEAP
Bus Emergency Exit

Policy

Emergency exit drills help children learn to take care of themselves as best they can with or without adult help in an emergency situation. Children are provided the opportunity to problem solve during an emergency if an exit is blocked and learn to work together as a group.

Procedure

Within the first 30 days of program, the teacher will discuss with the class what an emergency exit on the bus consists of. The process may take 2 - 3 weeks depending on the make-up of the class and scheduling.

- Complete a training showing children how to unlatch front/side loading doors. Address when children are allowed to do this and which child will do this in an emergency, if the adult is unable to help. Train children to unload the bus starting from the front row to the back row safely. Teach children when they are out of the bus where they are to stand and to stay together a safe distance from the bus.
- Complete a training similar to the one described above except the back emergency door will be used. Be sure to cover who will open the door and that the unloading will start at the back of the bus instead of the front.
- Discuss these related topics with the class so they will be better prepared after an emergency exit.
 - Where to stand
 - Stay together
 - Be able to say where their school is: LCC Head Start, Barnes, etc.
 - Who is a safe person to leave with after an emergency?
- Plan a practice Emergency Exit Drill when you feel the class has had enough training sessions. Choose a place where children will not be distracted or the track is too heavy. The teacher can do as many practice sessions as she feels necessary. Decide on locations; whether you will be able to help in the emergency and which door exit you'll use.
- After the initial training and practice sessions, three (3) more Emergency Exit Drills need to be completed.
 - October – Drill #1 – Actual
 - January – Drill #2 – Actual
 - April – Drill #3 – Actual

Record of Emergency Exit Drills is located at the LCC Head Start/ECEAP office. The driver conducting the drill needs to complete the date, time, number of adults and students.
- Emergency Exit Drills should also include Mothers, Fathers and Infants.

**LOWER COLUMBIA COLLEGE HEAD START / EHS / ECEAP
Bus Driver and Monitor Responsibilities after an Accident or Incident**

1. Stay at the Scene
2. Don't Move the Vehicle Unless Absolutely Necessary
3. Assess the Situation
4. Reassure Children
5. Contact the Program
6. Protect the Scene
7. Drivers and/or Monitors Should Begin First Aid if Necessary
8. Account for All Children
9. Note Witnesses
10. Do Not Release Children Until Authorities Arrive
11. Cooperate with Authorities
12. Don't Argue
13. Refer Media to the Transportation Supervisor or Program Director
14. Make Notes and File Reports

LOWER COLUMBIA COLLEGE HEAD START / EHS / ECEAP **Bus Driver and Monitor Responsibilities after an Accident or Incident**

Performance Standards (45 CFR 1310.17 b4) require bus drivers and monitors to be trained to handle emergency situations.

- 1. Stay at the scene.** Bus drivers should not leave the scene of an accident or incident, no matter how minor, unless directed to do so by their supervisor or law enforcement personnel. This includes "fender-benders" that involve "only" minor property damage, such as scraping a parked car. Bus drivers should never wait until they've returned to the Program facility to notify supervisors of an accident or incident. The principle also applies in incidents that do not involve collisions, such as an onboard injury to a child. For instance, if a child falls out of the seat, because he or she removed the seat belt, the vehicle should be stopped at the first safe location and the Program immediately contacted by radio or cell phone from the scene (see #5 below).
- 2. Don't move the vehicle unless absolutely necessary.** Documenting the final positions of vehicles involved in a collision can be important. It can help accident investigators determine exactly what happened, for instance. Unless directed to by police or by a supervisor, bus drivers should not move vehicles after an accident occurs simply to let other traffic pass. A vehicle should be moved before authorities arrive only if there is danger of another collision, to move it away from a fire, etc. In such case, a bus driver should make a mental note of precisely where the bus was stopped after the collision – for instance, its bumper was aligned with the stop sign, etc. This information can then be shared with authorities. Sometimes it can exonerate a driver.
- 3. Assess the situation.** As professionals, bus drivers must force themselves to overcome panic and to calmly assess the situation immediately after an accident occurs. Before contacting the Program by radio or cell phone, bus drivers should be able to answer at least the following questions: What is the exact location of the bus? Do there appear to be any injuries? Is there any danger of fire? Are there any downed wires at the scene? Is there danger of another collision due to the dangerous position of the vehicle? Are children safer left inside, or should they be evacuated?
- 4. Reassure children.** Bus drivers' and monitors' ability to remain calm after an accident can have an enormous impact on young children. Children should be reassured that everything is "OK" – even if it's not. The well being of children is always the first priority in an emergency.
- 5. Contact the Program.** Immediately after an accident or emergency, bus drivers must contact the Program by cell phone from the scene. Bus drivers must speak calmly and clearly, at a normal volume and pace. They must remember to not hold the microphone button down in their excitement, preventing others from responding to their call. Bus drivers can make it clear a message is urgent over the cell phone by beginning communications with the statement, "This is vehicle number --- and I have an emergency." Stating the vehicle number at the beginning of the call is important. If supervisors and dispatchers know which vehicle is involved, they can determine its location with a reasonable degree by use of the

GPS tracking of certainty even if no other cell phone transmissions get through. All bus drivers should be trained in communication procedures in emergencies.

Whenever possible, bus drivers should provide status updates every few minutes by radio or cell phone until Program staff and emergency responders have arrived. Periodic updates help Program administrators coordinate response and prepare parents and staff for what might happen next.

6. **Protect the scene.** Nationally, about 5% of all traffic fatalities annually occur when disabled vehicles, vehicles that have been involved in a collision, or bystanders are struck by another vehicle. Bus drivers must be trained to quickly protect an accident scene from a secondary collision. 4-way hazard flashers should be activated at once. An adult (monitor or parent) from the vehicle or a Good Samaritan willing to assist should set out reflective triangles to warn approaching traffic. Reflectors should be placed far enough back to protect the bus from another collision. (State laws and regulations about placement of reflectors should be consulted.)

Most of the time, children are safer on the vehicle after an accident. School buses and AAVs provide a high level of protection, and children are much easier to oversee when they're contained inside a vehicle. But some scenarios such as fire danger, the unstable or unsafe position of the vehicle, etc., demand immediate evacuation. If children are being evacuated, bus drivers and monitors must make sure they are moved to a safe area well of the road and that they do not wander off. (Some Programs actually place portable playpens on their vehicles, to help keep young children together if an emergency evacuation is necessary.) At least one adult (preferable more) should supervise children at all times. Parents riding with their children should be given clear, simple directions about what to do.

In incidents involving serious injury to children – for instance, severe bleeding – bus drivers and monitors may not have time to fully protect an accident scene before initiating first aid. Every emergency is unique, and until emergency personnel arrive, life-and-death decisions at the scene must rely on the composure and professional judgment of drivers and monitors.

7. **Drivers and/or monitors should begin first aid if necessary.** The Performance Standards require first aid training (45 CFR 1310.17 b3). First aid means sustaining life by attending to life-threatening injuries until emergency responders arrive. Life-threatening injuries include severe bleeding, not breathing, and shock. Even in a severe emergency, universal precautions must be followed. It takes only a few seconds to put on rubber gloves stored in the first aid kit. Bus drivers and monitors should not exceed the limits of the first aid training they've received.

A child who may be injured should never be moved unless absolutely necessary (for instance, if an emergency evacuation is called for). Usually the first inclination of bus drivers and monitors is to cradle an injured child in their arms. They must be trained to resist this understandable instinct.

8. **Account for all children.** As soon as possible after an accident or emergency, bus drivers and monitors should check the "Head Start Passenger Checklist" to confirm who was on board. The "Seating Chart" serves as a double-check. Emergency responders need to know exactly how many children are involved in the incident.

Bus drivers and monitors should also be prepared to inform emergency responders about any special needs of children on board. The Emergency Information packet mounted over the passenger door should include such information. It is not a violation of confidentiality to provide information to emergency personnel if that information helps protect a child's health and safety.

- 9. Note witnesses.** When possible, the bus driver should ask those who actually witnessed the accident to speak with police, or should point out such people to the police. If witnesses won't wait for police to arrive, their license plates should be noted. If no witnesses were present when the accident occurred, bus drivers should note the names of the first people to arrive at the scene (Good Samaritans, emergency personnel, etc.).

Credible witnesses can be helpful in reconstructing an accident, and possibly clearing the bus driver in court.

- 10. Do not release children until authorities arrive.** Children should never be released to Good Samaritans, neighbors, family friends, et al, who come to the accident scene. Bus drivers and monitors must maintain custody children at the scene until authorities arrive. If parents come to the scene, drivers should try to convince them to remain on the vehicle with their children until authorities arrive. If a parent or other authorized adult insists on taking a child from the scene – they do have ultimate legal right to their child – they should be asked to leave a short, signed note to that effect.

- 11. Cooperate with authorities.** Emergency responders need the cooperation and assistance of bus drivers and monitors at an accident scene. In severe incidents involving multiple injuries, emergency personnel will usually establish a command post to coordinate rescue efforts. As emergency personnel arrive, they will take over. Bus drivers and monitors should let them do their job.

- 12. Don't argue.** Bus drivers should remain professional and polite at accident scenes, but should admit nothing, promise nothing, and refrain from arguing with other motorists. Statements at an accident scene may be admissible in court. Bus drivers and monitors should not discuss the accident with anyone other than law enforcement, their supervisors, or the Program's attorneys. Bus drivers and monitors should be aware that they might be approached later, even at home, by investigators or lawyers representing other parties involved in the accident. All inquiries about the accident should be referred to the Transportation Supervisor or Program Director.

- 13. Refer media to the Transportation Supervisor or Program Director.** If approached by media at the scene, or later, bus drivers and monitors should politely explain that Program policy does not allow them to discuss the accident with other parties. Reporters should be courteously directed to the Transportation Supervisor or Program Director. Bus drivers and monitors should avoid deliberately antagonizing reporters. Repeatedly stating "No comment," for instance, sounds like there's something to hide.

- 14. Make notes and file reports.** Bus drivers should discuss the accident honestly with their supervisors. Regardless of what happened, bus drivers should never lie, distort, or

deliberately omit facts. If a mistake was made, bus drivers do themselves a favor to admit it to Head Start officials.

As soon as possible, bus drivers and monitors should write down everything they recall about the accident. Lawsuits can take many years. Clear, comprehensive notes can make a real difference.

Washington State Patrol or local responding agency will collect and distribute information to Head Start / EHS / ECEAP.

Performance Standards require that Head Start Programs report accidents in accordance with state requirements (45 CFR 1310.10 g). State accident reports are legal documents and driver statements should be honest but carefully considered.

Lower Columbia College Head Start/EHS/ECEAP
Bus & Pedestrian Training for Parents

Lower Columbia College Head Start/ECEAP uses two curriculums to teach bus and pedestrian safety to parents and children. **Safety Sam Transportation Education** and **Talk About Touching** (Unit 1, Lessons 1 & 2). Each lesson in these curriculums includes classroom activities, parent/child take home activities, and a parent letter.

All families enrolled in the program are taught the following safety procedures:

- Safe procedures for crossing the street
- Recognizing the danger zones around the bus
- Safe procedures for entering and leaving the bus
- Safe riding practices
- Emergency evacuation procedures for the bus

Key Concepts:

Safe procedures for crossing the street

- Stop, look, and listen
- Wait for the “OK” to cross signal
- Cross with an adult
- Take 10 giant steps after leaving the bus

Recognizing danger zones around the bus

- In front
- In back
- On both sides of the bus
- Anywhere near the wheels
- Never reach for something that has fallen under the bus

Boarding and leaving the bus

- Wait for the “OK” signal to enter the bus
- Wait my turn
- Take one step at a time
- Hold onto the handrail
- Never leave the bus without the driver, staff member or parent/guardian.

Safe riding procedures

- Find a seat
- Buckle-Up
- Feet in front
- Use a quiet voice

Emergency exit drills

- Listen to the driver
- Follow directions
- Walk to the exit
- Exit at the rear door
- Move to the safe zone

Bus and pedestrian safety are reviewed monthly in the classroom and before attending field trips. This will ensure that all new students will receive the safety education in a timely manner.

Lower Columbia College Head Start / EHS / ECEAP
Capacitación para Padres acerca del Camión y Peatón

Lower Columbia College Head Start/EHS/ECEAP usa dos currículos para enseñarle a los niños y las familias la seguridad del camión y de peatones. **Safety Sam Transportation Education** y **Talk About Touching** (unidad 1, lección 1 y 2). Cada nivel de los currículos incluye actividades para la clase, actividades para llevar a casa para padres/niños y una carta para los padres.

A todas las familias inscritas en el programa se les enseñan los siguientes procedimientos de seguridad:

- Procedimientos seguros para cruzar la calle
- Reconocimiento de las zonas de peligro alrededor del camión.
- Procedimientos seguros para subir y bajar del camión.
- Hábitos seguros para pasajeros
- Procedimientos para evacuar el camión en caso de emergencia

Conceptos Claves:

Procedimientos seguros para cruzar la calle

- Parar, mirar y escuchar
- Esperar la señal de “OK” para cruzar
- Cruzar con un adulto
- Tomar diez pasos gigantes después de salir del camión

Reconocimiento de las zonas de peligro alrededor del camión

- Al frente
- Atrás
- A ambos lados del camión
- Todas las partes cercanas a las ruedas
- Nunca recoger algo que este debajo de un camión

Subir y bajar del camión

- Esperar la señal de “OK” para subir al camión
- Esperar mi turno
- Caminar paso a paso
- Apoyarse con las manos en el tuvo para subir o bajar
- No bajarse del camión si no está el chofer, un miembro del personal o padre/tutor.

Hábitos seguros para pasajeros

- Buscar un asiento
- Ponerse el cinturón de seguridad
- Poner los pies al frente
- Usar voz baja

Ejercicios para salida de emergencia

- Escuchar al chofer
- Seguir instrucciones
- Caminar a la salida
- Salir por la puerta de atrás del camión
- Moverse a la zona de seguridad

La seguridad del camión y de peatones se estudia cada mes en el salón de clases y antes de salir de excursión. Esto asegura que todos los estudiantes nuevos reciban la educación de seguridad a tiempo.

**Lower Columbia College Head Start / EHS / ECEAP
Head Start Accident Preventability Determination Form**

Date of accident: _____ **Location:** _____

Name of Driver: _____ **Vehicle #:** _____

Accident investigated by : _____

Investigation Determination:

- Preventable
- Non-preventable

Date of Investigator determination: _____

Accident Review Committee Determination:

- Preventable
- Non-preventable

Date of Committee determination: _____

Was determination appealed by driver?

- Yes
- No

Date of driver appeal: _____

Final Administrative Determination (if applicable):

- Preventable
- Non-preventable

Date of Final Administrative Determination: _____

Administrator in charge: _____

Contributing factors to the accident (List all factors that contributed to the accident in any way. Be as specific as possible. Use other side or additional sheets if necessary):

Vehicle (defect, maintenance, design, etc.) _____

Environmental (weather, light, traffic controls, roadway design, terrain, etc.)

Human (speed, fatigue, attitude, training, routing, distraction, specific driving skills, etc.)

Other _____

Retraining:

- Recommended
- Not recommended

Signed: _____ Date: _____

(Supervisor) Print name and title: _____

Was a post-accident drug and alcohol test administered?

- Yes
- No

Test Results:

- Positive
- Negative

LOWER COLUMBIA COLLEGE HEAD START / EHS / ECEAP
Emergency Exit Drill
 (To be executed in October, January, and April)

| <u>Driver's Reminder</u> | | | | | | |
|---|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 | 6 | |
| | | | | | | Engine Shut Off |
| | | | | | | Parking Brake Set |
| | | | | | | Bus in Gear |
| | | | | | | Ignition Keys Removed |
| <u>Driver's Instructions to Students</u> | | | | | | |
| | | | | | | Location and Handling of Fire Extinguisher |
| | | | | | | Location and Removing of First Aid Kit |
| | | | | | | Removing and Setting of Road Flares |
| | | | | | | Location of Emergency Phone Numbers |
| | | | | | | Student Responsibility When Driver Disabled |
| | | | | | | Point Out All Exits (windows, windshield, doors, etc.) |
| | | | | | | Instruct Students on Opening all Exits and Windows |
| | | | | | | Assist Students in Leaving through Emergency Door |

| | School Name | Driver's Signature | Date |
|----|--------------------|---------------------------|-------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |

**Lower Columbia College
Head Start/EHS/ECEAP
Child Passenger Safety & Car Seat Management**

Procedure

To ensure the highest level of safety for children during transport in Head Start vehicles (buses and vans). Bus drivers, bus monitors, and any staff who drive families with children in car seats will be trained on appropriate installation, harness placement, car seat height/weight requirements, and car seat maintenance.

Car seats not in use will be stored at the Head Start Administration Building and must not be stored in vans. Assigned daily-use car seats may stay on the bus. However, they will need to be removed once a child stops using them.

If a family chooses to provide their own car seat, staff will ensure safe installation and verify the car seat is size appropriate, not expired or damaged.

Car Seats in Buses (Infants & Toddlers Only)

Infant/Toddler Bus Driver Responsibilities

The Bus Driver is the primary safety officer on the vehicle. Before the engine starts, the driver must ensure:

- **Proper Installation:** Every car seat is secured tightly to the bus seat (less than 1 inch of movement at the belt path).
- **Daily Inspection:** Check for frayed straps, cracked shells, or missing components. Report any unsafe findings to the Area Manager.

Infant/Toddler Bus Monitor Responsibilities

The Bus Monitor is responsible for communicating with the driver when the children are securely buckled into their seats. In the event there is no bus monitor, the driver will communicate with the parents, who ride with their children, to ensure:

- **Child Securement:** Every child is buckled in accordance with the seat manufacturer's height and weight requirements.
- **Parent Education:** Act as a resource for parents, providing basic safety tips and referring to their Family Advocate for information on local car seat clinics.

Car Seats in Passenger Vans

Driver Responsibilities

- **Checking out the Van and Car Seat:** Add the names of all passengers to the Head Start Vehicle Check Out Google Calendar when reserving the van. Check out the appropriate car seat using the car seat form located in the Head Start Administration building.
- **Pre-Trip Checklist:** Review the installation card located with the car seat and follow the instructions to install it—complete the Program Vehicle Inspection Checklist (TRAN 7e).
- **Inspection:** As part of the pre-trip check, look for frayed straps, cracked shells, or missing components. Report any unsafe findings to the Health Coordinator.
- **Before departure with children:** Ensure the car seat is secured tightly to the van seat using the LATCH system or the appropriate seat belt path (less than 1 inch of movement at the belt path).
- **Child Securement:** Every child is buckled in accordance with the seat manufacturer's height and weight requirements.
- **Parent Education:** Act as a resource for parents, providing basic safety tips and referring to local car seat clinics.

Installation Guidelines by Seat Type

Infant Carrier-Style (Rear-Facing Only)

- **Angle:** Must be installed at the manufacturer-specified recline angle to keep the infant's airway open.
- **Harness Position:** Harness straps must be at or below the child's shoulders.
- **Chest Clip:** Must be positioned at armpit level.
- **The "Pinch Test":** You should not be able to pinch any slack in the harness webbing at the shoulder.

Convertible-Style (Rear or Forward-Facing)

- **Rear-Facing (Children 2 and under must be rear-facing per WA state law):** Harness straps must be at or below the child's shoulders. Best practice is to keep children rear-facing as long as possible, up to the seat's maximum height/weight limit.
- **Forward-Facing:** Only utilized when a child exceeds rear-facing limits and if the bus/van is equipped with tether anchors. Harness straps must be at or above the shoulders.

High-Back Booster Seat

- **Forward-Facing Only:** Use only when the child meets all age, height, and weight requirements, and the seatbelt fits correctly according to the manufacturer's and car instructions.
 - If a booster seat is equipped with a LATCH system, this must be properly installed per the manufacturer's instructions.

Tracking and Maintenance

To prevent the use of expired or recalled equipment, a centralized **Car Seat tracking Sheet** is maintained in the Google Drive.

| Role | Responsibility |
|---------------------------|--|
| Health Coordinator | Enter the Make, Model, Serial Number, and Expiration Date (usually 6–10 years from the date of manufacture) into the Car Seat Google tracking sheet. Disposes of expired car seats. Maintains a file of seat manuals and warranty cards. |
| Managers | Conducts monthly audits of the sheet to flag seats expiring within 90 days. Purchases new seats as needed. |
| Bus Drivers | Monthly height/weight fit checks to ensure the harness position is accurate for the size of the child. Maintains bus car seat cleanliness (with soap and water, no bleach). Reports to the Area Manager when it's time for the child to graduate to a bigger car seat. |
| Van Drivers | Height/weight fit checks to ensure the harness position is accurate for the size of the child. Reports any car seat safety issues to the Health Coordinator. |

Note: *Any car seat involved in a moderate to severe crash—even if no child was present—must be removed from service immediately and disposed of.*

**Lower Columbia College Head Start/EHS/ECEAP
Staff CDL Reimbursement Policy**

Lower Columbia College Head Start/ECEAP will reimburse staff on a one-time only basis for the following portions of the CDL (Commercial Driver's License) requirements:

- Written Test (1 try only) – Subject to current charge by Washington State Patrol.
- Physical Exam – Subject to current contract with Family Health Center.
- To Add Endorsement to Current License – Subject to current charge by Washington State Patrol.

Staff should receive a reimbursement check approximately two weeks after turning in receipts for the written test, physical exam, and endorsement. All receipts must be submitted to the supervisor and then to the fiscal team member at the same time as only one reimbursement requisition will be submitted per individual.

Program payment for the driving test (\$110.00 per person) will be for first driving test only and payment will be made directly to the contracted driver examiner.

**Lower Columbia College Head Start/EHS/ECEAP
Staff Transportation Policy**

Policy

Head Start/EHS/ECEAP children and parents may be transported by staff in program vehicles with Parent/Legal Guardian permission.

Procedure

City buses, neighborhood/relative assistance or Head Start/EHS/ECEAP bus transportation will be utilized first.

Staff will complete TRAN 5c Permission to Transport to obtain Parent/Legal Guardian permission to transport child in a program vehicle, when not accompanied by a Parent or Legal Guardian.

TRAN 5c Permission to Transport is not necessary when a Parent or Legal Guardian is accompanying the child.

Staff will ensure a properly installed car seat is in place for children in program vehicle.

**Lower Columbia College Head Start/EHS/ECEAP
Permission to Transport Form Procedure**

1. Fill in the child's name, dates, and time, type of activity, location of activity, parent / legal guardian signature, and date the form was completed.
2. Parents are to circle either "Yes" or "No" to indicate permission for their child to be transported by staff in a private vehicle and/or in a program bus.
3. Examples of activities may include, but are not limited to: physical and dental appointments; immunizations clinics; head lice; etc.
4. If you transport children in your personal vehicle, you must complete the "Staff Volunteer Transportation Policy" in advance.
5. You must ensure a properly installed car seat is in place for the child in program vehicle.
6. This form is to be filed in the child's site file.

**Lower Columbia College Head Start/EHS/ECEAP
Permission to Transport**

I give permission for my child _____ to be transported
(Child's Name)

by staff in a Head Start/EHS/ECEAP vehicle **Yes** **No**

on _____ for the following activity authorized by Lower
(Date(s) / Time)

Columbia College Head Start/EHS/ECEAP Program _____
(List Activity)

at the following location _____.

Signature of Parent/Legal Guardian

Date

Lower Columbia College Head Start/EHS/ECEAP
Permiso de Transportación

Doy mi autorización para que mi niño _____ sea
(Nombre del niño)

transportado en un vehículo del Head Start/EHS/ECEAP **SÍ** **No**

el _____ para realizar la siguiente actividad autorizada por
(fecha, hora)

el Programa LCC Head Start/EHS/ECEAP:

(actividad)

en _____

Firma del Padre/Tutor Legal

Fecha

Lower Columbia College Head Start/EHS/ECEAP
Transportation Request Form

Date Requested: _____ Date Submitted to Transportation: _____

Child's Name: _____ LOC ID: _____

Parent's Name: _____ Phone Number: _____

Priority Points: _____

Circle all that apply: Class days: M T W TH F Class times: AM PM

Teacher: _____

Requested Start Date: _____

Requested Pick-Up Location: _____

Requested Drop-Off Location: _____

Check All That Apply:

- Parent does not have any means of transportation
- Family is McKinney-Vento Status
- Child needs transportation both ways
- Child needs transportation one way (circle one: P/U or D/O)
- Child or family member has medical issues (if temporary until what approximate date would the child need transportation? _____)
- Might have a vehicle, but has no money for gas (if temporary until what approximate date would the child need transportation? _____)
- IEP
- CAST
- Other Information: _____

*Family Advocate or Teacher to complete top portion of this form and submit to Area Manager.
Area Manager submits to Transportation Manager.*

Date Request Received: _____

Out of Service Area: Yes No

Waitlist: _____ Reason: _____

Pick-Up Location: _____ Drop-Off Location: _____

Start Date: _____ Pick-Up Time: _____ Drop-Off Time: _____

**Lower Columbia College Head Start/EHS/ECEAP
Transportation Safety Agreement**

We are committed to every parent and child having a successful and satisfying experience in Head Start/EHS/ECEAP and understand that transportation is a necessity for some families. As we join in this partnership with you, it is important that we understand our roles and responsibilities as both parent/caregivers and program staff. We look forward to partnering with you to ensure safe, enjoyable transportation services are provided for your child.

As an enrolled Head Start/EHS/ECEAP parent/guardian, I agree to:

Participation

- Have my child attend every program day they are able to. I will call or send a message if my child is absent, stating the reason and date(s) for absence.
- Ensure an authorized person is present for pick-up and drop-off at schedule times.
- Be present at my pick-up/drop-off location at least five (5) minutes prior to my scheduled time.
 - Bus pick-up/drop-off locations are smoke-free, pet-free, and weapon-free locations.
- Use transportation services on a regular, consistent basis.
- Contact my teacher or family advocate to add/delete persons from my authorized persons and emergency contact list.

Safety

- Program staff will use Safety Sam Transportation Education curriculum to teach bus and pedestrian safety to children. This will be reviewed monthly in preschool classrooms and individualized for infants and toddlers.

Curriculum includes:

 - Safe procedures for crossing the street
 - Recognizing the danger zones around the bus
 - Safe procedures for entering and leaving the bus
 - Safe riding practices
 - Emergency evacuation procedure for the bus
- It's important that preschool children are able to demonstrate safe riding practices to receive transportation services. This includes:
 - Walk safely to and from the bus with an adult
 - Finding their seat and sitting down
 - Buckling up and remain buckled the entire trip
 - Feet in front
 - Use a quiet voice
- Program staff will ensure children are fitted in appropriate care seats/seat belts/five-point harnesses.
- Program staff will partner with parents/guardians to ensure safe riding practices are taught in the classroom and at home.

I give permission for Lower Columbia College Head Start/EHS/ECEAP to provide bus transportation for my child.

I understand that failure to demonstrate safe riding practices and/or regular riding attendance may result in temporary removal or permanent removal from transportation services.

If I have any concerns regarding transportation services, I can contact the Area Manager for problem-solving and resolution.

| | | | |
|--|------|------------------------|------------|
| Parent/Guardian | Date | Program Staff | Date |
| Distribution: Original – Site File with transportation request | | Copy – Parent/Guardian | (C: 03/25) |
| KS/HS/03.17.2025/MS Word Accessibility Checker | | | |

Lower Columbia College Head Start/EHS/ECEAP
Acuerdo de Seguridad de Transporte

Estamos comprometidos a que cada padre y niño tenga una experiencia exitosa y satisfactoria en Head Start/EHS/ECEAP, y entendemos que el transporte es una necesidad para algunas familias. Al unirnos en esta asociación con usted, es importante que comprendamos nuestros roles y responsabilidades como padres/cuidadores y como personal del programa. Esperamos asociarnos con usted para asegurar que se proporcionen servicios de transporte seguros y agradables para su hijo.

Como padre/tutor inscrito en Head Start/EHS/ECEAP, acepto:

Participación

- Que mi hijo asista a cada día del programa que le sea posible. Llamaré o enviaré un mensaje si mi hijo está ausente, indicando el motivo y la(s) fecha(s) de la ausencia.
- Asegurarme de que una persona autorizada esté presente para la recogida y la entrega a las horas programadas.
- Estar presente en mi lugar de recogida/entrega al menos cinco (5) minutos antes de la hora programada.
 - Los lugares de recogida/entrega del autobús son zonas libres de humo, mascotas y armas.
- Utilizar los servicios de transporte de forma regular y consistente.
- Contactar a mi maestro o al Defensor de la familia para añadir/eliminar personas de mi lista de personas autorizadas y de contactos de emergencia.

Seguridad

- El personal del programa utilizará el plan de estudios de Educación de Transporte "Safety Sam" para enseñar seguridad en el autobús y peatonal a los niños. Esto se revisará mensualmente en las aulas de preescolar y se individualizará para bebés y niños pequeños.
 El plan de estudios incluye:
 - Procedimientos seguros para cruzar la calle
 - Reconocer las zonas de peligro alrededor del autobús
 - Procedimientos seguros para entrar y salir del autobús
 - Prácticas seguras al viajar
 - Procedimiento de evacuación de emergencia del autobús
- Es importante que los niños en edad preescolar puedan demostrar prácticas seguras al viajar para recibir servicios de transporte. Esto incluye:
 - Caminar de forma segura hacia y desde el autobús con un adulto.
 - Encontrar su asiento y sentarse.
 - Abrocharse el cinturón y permanecer abrochado durante todo el viaje.
 - Pies hacia adelante.
 - Usar un tono de voz bajo.
- El personal del programa se asegurará de que los niños estén colocados en asientos de seguridad/cinturones de seguridad/arneses de cinco puntos adecuados.
- El personal del programa se asociará con los padres/tutores para asegurar que las prácticas de viaje seguras se enseñen en el aula y en casa.

Doy permiso a Lower Columbia College Head Start/EHS/ECEAP para proporcionar transporte en autobús a mi hijo.

Entiendo que la falta de demostración de prácticas seguras al viajar y/o la asistencia irregular al transporte pueden resultar en la suspensión temporal o permanente de los servicios de transporte.

Si tengo alguna inquietud con respecto a los servicios de transporte, puedo comunicarme con el Gerente de Área para la resolución de problemas.

Padre/Tutor

Fecha

Personal del programa

Fecha

Traducido por Google Gemini 27 de mayo de 2025.

Distribution: Original – Site File with transportation request
 Translated by Google Gemini May 27, 2025.

Copy – Parent/Guardian (C: 05/25)
 KS/HS/05.27.2025/MS Word Accessibility Checker

**Lower Columbia College Head Start / EHS / ECEAP
Transportation Memorandum Procedure**

The Transportation Memorandum form is used whenever a parent / guardian relays information to the bus driver / bus monitor that is needed at the Head Start / EHS / ECEAP site.

1. Bus monitor / bus driver will complete the Transportation Memorandum as needed.
2. Transportation Memorandum will be delivered to the individual classrooms by the bus monitor, bus driver or staff member receiving students.

**Lower Columbia College Head Start / EHS / ECEAP
Transportation Memorandum**

TO:

FROM: **Head Start/EHS/ECEAP Bus Driver/Monitor**

DATE:

SUBJECT:

Change in Transportation
Comment: _____

Staff member to call parent / guardian.
Comment: _____

Attendance Concern.
Comment: _____

Health Issue.
Comment: _____

Other.
Comment: _____

Print on Yellow

(C: 08/99; R: 08/10)

**Lower Columbia College Head Start / EHS / ECEAP
Transportation Memorandum**

TO:

FROM: **Head Start/EHS/ECEAP Bus Driver/Monitor**

DATE:

SUBJECT:

Change in Transportation
Comment: _____

Staff member to call parent / guardian.
Comment: _____

Attendance Concern.
Comment: _____

Health Issue.
Comment: _____

Other.
Comment: _____

Print on Yellow

(C: 08/99; R: 08/10)

Lower Columbia College Head Start / EHS / ECEAP
Vehicle Report/Work Order Procedure

There are two (2) ways to use the form:

1. Vehicle needs repair now.
 - a. Call the designated Transportation Contact, Maintenance Operation Transportation Facility (MOTF Shop for Longview School District) at 360-575-7863/360-575-7865 or call the Transportation Manager as listed on the LCC Head Start/EHS/ECEAP DST List.
 - b. Complete the Vehicle Report Work Order form and drive to MOTF Shop.

2. Vehicle needs repair at the next convenient time.
 - a. Complete Vehicle Report Work Order form.
 - b. Place copy in the Transportation Managers mailbox or take directly to MOTF for Longview School District.

**Lower Columbia College Head Start / EHS / ECEAP
Vehicle Repair Work Order**

Work Order # _____

Vehicle # _____

Date In: _____

Requested by: _____

Mileage/Hours: _____

Status: _____

Date Released: _____

Work Requested:

Work Performed:

Maintenance Codes:

| Labor: | Mechanics Names | #Hours | Fluids: | Pints/Quarts |
|---------------|-----------------|--------|---------|--------------|
|---------------|-----------------|--------|---------|--------------|

Parts:

| Quantity | Part # | Description | Cost/per | Total w/tax |
|----------|--------|-------------|----------|-------------|
|----------|--------|-------------|----------|-------------|

Vendor:

PA or PO#

**Lower Columbia College Head Start / EHS / ECEAP
Vehicle Preventive Maintenance Record**

(For all system inspections refer to State Inspection Manual)

| | |
|--|--|
| <p>A Schedule: 2500 Miles or 45 Days</p> <p>Inspect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Braking, replace at 5/16 <input type="checkbox"/> Steering <input type="checkbox"/> Suspension <input type="checkbox"/> Exhaust <input type="checkbox"/> Cooling <input type="checkbox"/> Lighting <input type="checkbox"/> Body <input type="checkbox"/> Interior <input type="checkbox"/> Instrumentation <input type="checkbox"/> Emergency Equipment <input type="checkbox"/> Fuel System <input type="checkbox"/> Belts <input type="checkbox"/> Engine <input type="checkbox"/> Transmission <input type="checkbox"/> Rear End <input type="checkbox"/> Wheel Chair Lift <input type="checkbox"/> Tire Pressure <p>Perform:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adjust Brakes <input type="checkbox"/> Drain Air Tanks <input type="checkbox"/> Check Brake Air Equalization <input type="checkbox"/> Lube Chassis <input type="checkbox"/> Load Test and Clean Battery <input type="checkbox"/> Test Coolant Additive <input type="checkbox"/> Check All Fluid Levels <input type="checkbox"/> Adjust Clutch – as needed | <p>B Schedule:</p> <p>Type D Bus – 5000 Miles Type A Bus – 3000 Miles Motor Pool – 2500 Miles Or 1 Year (365 days)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Change Oil and Oil Filter <hr/> <p>C Schedule: 25000 Miles or 2 Years (730 days)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Change Fuel Filters <input type="checkbox"/> Change Transmission Fluid and Filters (automatic) <input type="checkbox"/> Change Air Filters <input type="checkbox"/> Replace Plugs <input type="checkbox"/> Replace Points <input type="checkbox"/> Replace Cap and Rotor <input type="checkbox"/> Replace PVC Valve <input type="checkbox"/> Replace Water Filter <input type="checkbox"/> Check Plug Wires – replace as needed |
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**Lower Columbia College Head Start/ECEAP
Transportation Record for Food Service Vehicle**

Procedure

1. The current Transportation Record for Food Service Vehicle will be kept, in a binder, on the Food Service Vehicle.
2. Each time the vehicle is driven, the staff member driving the vehicle, will complete all columns of the form.
3. At the end of each month the Food Service Worker, who has been the main driver of the vehicle, will turn-in the Transportation for Food Service Vehicle form to the Food Service Supervisor. At this time, a form for the new month will be started.
4. The Food Service Supervisor will review the form, note any questions (e.g. mileage start is different than last entry of mileage end) and forward the form to the Transportation Manager.

Lower Columbia College Head Start/EHS/ECEAP
Program Vehicle Checkout Procedure

Procedure

Lower Columbia College Head Start/EHS/ECEAP provides program vehicles for staff who have a valid driver's license to use in order to conduct program related business. Current program vehicles include a Chevy Truck, two Dodge Vans, and one Chevy Van. Staff are permitted to use program vehicles only when conducting program business. The following procedures will occur when reserving and using program vehicles:

1. Staff will reserve vehicles via **Program Vehicle Checkout Request Form TRAN 7d** and will be submitted to LCC West Program Coordinators via email or interoffice mail.
2. The Program Coordinator will reserve requested vehicle via Microsoft Outlook calendar, which can be viewed by all staff. Vehicles are reserved on a first come first serve basis. ***For emergent situations staff will check availability on Outlook calendar, and notify Program Coordinators of need to use program vehicle.***
3. When checking a program vehicle out, staff will obtain keys from lockbox, located at LCC West. *See Program Coordinator for code to lockbox.* Staff will sign the vehicle out in the **Program Vehicle Notebook**, and obtain a **Program Vehicle Inspection Checklist TRAN 7e**.
4. Staff will conduct a thorough check of vehicle using **Program Vehicle Inspection Checklist** form and will note any concerns or damage prior to vehicle use.
5. If transporting program children, staff will complete **Permission to Transport Form TRAN 5c**. Staff will ensure a car seat is properly installed for child(ren). ***See Certified Car Seat Technician at your centers for assistance.***
6. Prior to returning vehicle, staff will ensure fuel level is higher than half a tank*, will remove any garbage or clean any spills. ****Program uses CFN gas station for fuel, the gas card and further instructions on where to use CFN card is kept in the Program Vehicle Notebook and at TRAN 7f.***
7. Upon return, staff will complete **Program Vehicle Inspection Checklist** indicating return time, return mileage, and note any concerns/damage. The completed form is placed in Program Vehicle Notebook when returning keys. If concerns or damage is noted, the Inspection form will be given to Program Coordinator for follow up.

**Lower Columbia College Head Start/EHS/ECEAP
Program Vehicle Inspection Checklist**

Date: _____ Staff Name: _____

Initial as inspection is made: Vehicle (circle one): Dodge Van - Chevy Van - EHS Van - Truck
 _____ Tires are properly inflated _____ Horn _____ Windshield wipers
 _____ Gauges on dashboard checked _____ Lights, turn signals _____ Fuel level checked

| Departure Time | Beginning Mileage | Return Time | Return Mileage |
|----------------|-------------------|-------------|----------------|
| | | | |

Concerns / Damage:

Return completed checklist with keys to Administration office. If concerns/damages are noted, give form to Program Coordinator.

(C: 10/18)

**Lower Columbia College Head Start/EHS/ECEAP
Program Vehicle Inspection Checklist**

Date: _____ Staff Name: _____

Initial as inspection is made: Vehicle (circle one): Dodge Van - Chevy Van - EHS Van - Truck
 _____ Tires are properly inflated _____ Horn _____ Windshield wipers
 _____ Gauges on dashboard checked _____ Lights, turn signals _____ Fuel level checked

| Departure Time | Beginning Mileage | Return Time | Return Mileage |
|----------------|-------------------|-------------|----------------|
| | | | |

Concerns / Damage:

Return completed checklist with keys to Administration office. If concerns/damages are noted, give form to Program Coordinator.

(C: 10/18)

LOWER COLUMBIA COLLEGE HEAD START/EHS/ECEAP CFN Card Lock Fueling Instructions

To use, answer each question as the card reader asks it:

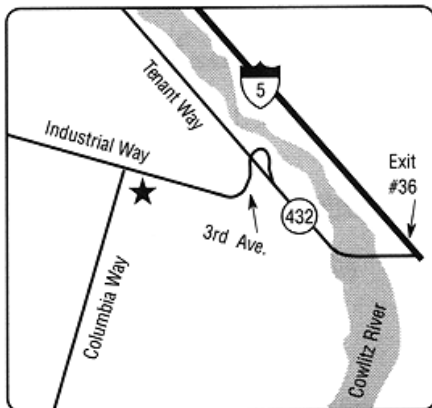
1. Insert card into reader as far as it will go and remove immediately (card orientation, or position, may vary).
2. Enter your PIN (Personal Identification Number). Push "Enter".
3. Enter your vehicle odometer reading. Push "Enter".
4. Enter the vehicle number. It is on the back of our vehicles in vinyl letters. Push "Enter".
5. Enter the pump number you wish to use. Push "Enter".
6. Remove the hose and lift the pump handle.
7. Fill the tank.

The pin is the last 4 numbers written on the little, white envelope that holds the card. For the gas card kept with the vehicle check out book the PIN is 11307.

The locations will indicate if they take CFN Card Lock. To locate a fueling location, please use the following link: <http://www.wilcoxandflegel.com/commercial-sales/cardlocks/>

The closest locations in Longview-Kelso are:

Longview, Washington

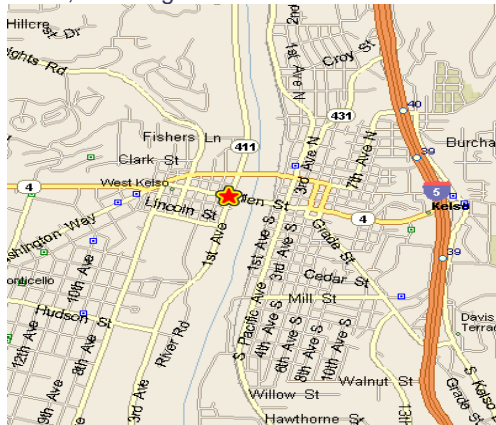


Truck Stop Diesel

#370
Left of Indy Way Diner
1161 Industrial Way

From I-5: Exit #36. West to Longview. Follow Tenant Way to 3rd Ave. Truck Route. Left on 3rd to Chevron Truck Stop on your left.

Kelso, Washington



Flyways/ Wilson Oil Inc.

#367
103 West Main

From I-5: Take Hwy. 4 W/Kelso Exit 39. Turn West and go .9 mi. Stay straight over bridge to site on the right at Flying K.