

**STATE OF NEVADA**  
**Department of Education**



**SCHOOL BUS DRIVER**  
**TRAINING MANUAL**  
**2017**



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## VISION STATEMENT

All Nevadans ready for success in the 21<sup>st</sup> Century

## MISSION

To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence.

## PURPOSE

NRS 385.075 requires the State Board establish policies to govern the administration of all functions of the State relating to supervision, management and control of public schools not conferred by law on some other agency. NRS 392.380 requires the State Board adopt regulations for school bus driver qualifications and training. The Nevada School Bus Driver Training Manual is the State Board of Education approved training document for all school bus drivers in Nevada. The manual was approved during the **July 13, 2017** Nevada State Board of Education meeting.

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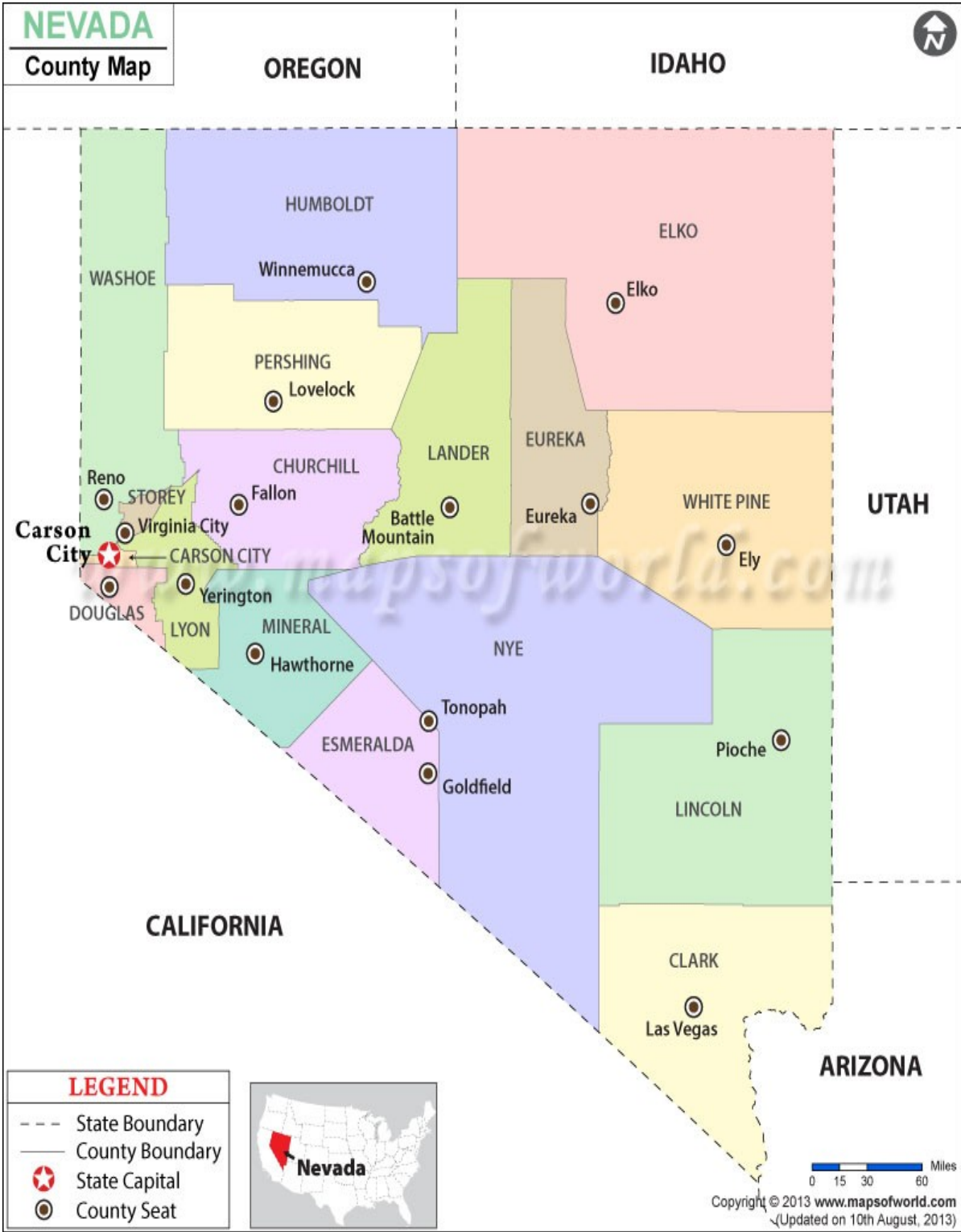
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# NEVADA COUNTIES/SCHOOL DISTRICTS



# NEVADA CITIES AND ROAD MAP



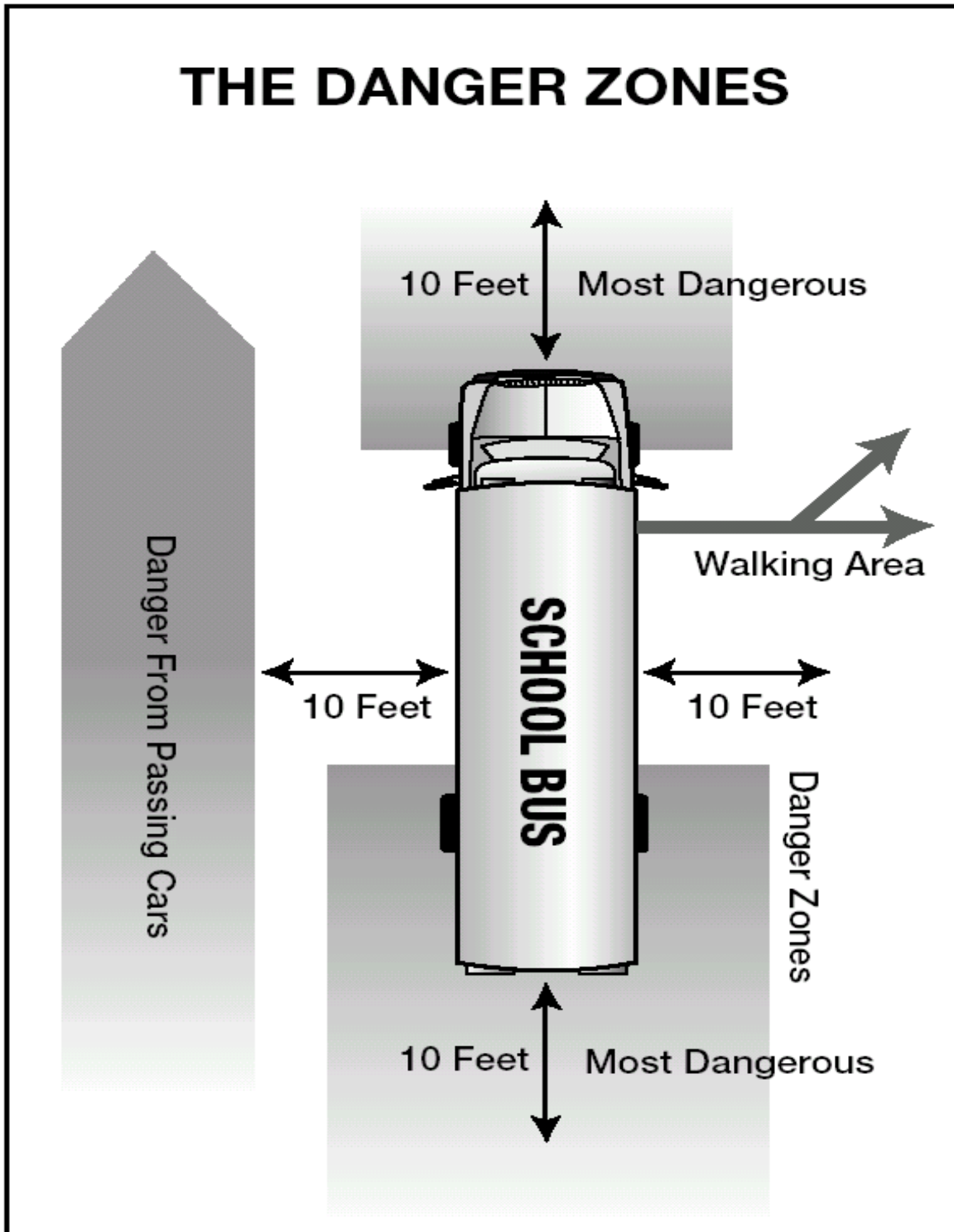
# WHAT IS COMPARTMENTALIZATION

Compartmentalization in school buses is the design concept of using tall seat backs, padded with energy-absorbing construction covering all metal parts, and spacing that is closer than typically found in passenger vehicles.

The arguments in favor of continuing the use of compartmentalization in school buses does have some favorable points. While it appears that children sitting on a bus without seat belts would be unsafe in the event of an accident, large school buses are very heavy and can diminish some of the effects of crash forces as opposed to passenger cars and trucks. The high-backed seats placed closely together with padded seating have helped to avoid occupant injuries in the following ways:

- Padded Protection – All surfaces of school bus seats are padded with energy-absorbing material to provide protection, especially when child occupants are displaced during an accident. The entire bench is well padded, leaving no surfaces that are likely to cause injury. In addition, seat legs are securely anchored.
- Whiplash Prevention – Whiplash is one of the most common injuries sustained while wearing a seat belt. This injury is almost completely prevented with a compartmentalized seating system because there are no seat belts to cause this type of injury.
- Less Space to Move – Compartmentalized seating is close together, acting as a means of containment. There is less room for children to be moved or thrown about in the event of an accident.
- Seat Belts Can Injure – Even the best seat belts can cause injury, including whiplash. Shoulder harnesses are the best choice for child restraint if properly adjusted.

# DANGER ZONES



[Nevada Commercial Driver License Manual, 2015](#) (p. 10-1)

# SCHOOL BUS TYPES

**School Bus:** A bus owned, leased, contracted to or operated by a school district and regularly used to transport students to and from school or school-related activities, but not including a charter bus or transit bus. A school bus must meet all applicable Favas and is readily identified by alternately flashing lamps, National School Bus Yellow paint, and the legend "School Bus," except as may be provided for the multifunctional school activity bus (MOSAB). The following describes each of these types and styles of vehicle.

**Type A:** A Type "A" school bus is a conversion or bus constructed utilizing a cutaway front section vehicle with a left side driver's door. This definition includes two classifications:

**Type A-1**, with a Gross Vehicle Weight Rating (GVWR) of 14,500 pounds or less; and **Type A-2**, with a GVWR greater than 14,500 and less than or equal to 21,500 pounds.



**Type B:** A Type "B" school bus is constructed utilizing a stripped chassis. The entrance door is behind the front wheels. This definition includes two classifications: **Type B-1**, with a GVWR of 10,000 pounds or less; and **Type B-2**, with a GVWR greater than 10,000 pounds.



**Type C:** A Type “C” school bus is constructed utilizing a chassis with a hood and front fender assembly. The entrance door is behind the front wheels; also known as a *conventional school bus*. This type also includes cutaway truck chassis or truck chassis with cab with or without left side door and a GVWR greater than 21,500 pounds.



**Type D:** A Type “D” school bus is constructed utilizing a stripped chassis. The entrance door is ahead of the front wheels; also known as *rear engine transit style school buses*.



**Multifunctional school activity bus (MFSAB):** A school bus whose purposes do not include transporting students to and from home or school bus stops, as defined in [FMVSS 571.3](#). This subcategory of school bus meets all FMVSS standards for school buses except the traffic control requirements (alternately flashing signal and stop arm).

# SECTION 1: REQUIREMENTS TO BECOME A SCHOOL BUS DRIVER

## COMMERCIAL DRIVER LICENSING (CDL) REQUIREMENTS

- In order to drive a school bus, you will need a CDL for:
- Any vehicle with a gross vehicle weight rating (GVWR) of 26,001 pounds or more (Class B).
- Any vehicle designed to transport 16 or more passengers, including the driver (Class C).  
[NV CDL Manual, 2015](#) (p. 1-1)

### CDL Required Testing & Endorsements

You will be required to complete the following tests:

- ☐ Vision Testing;
- ☐ CDL Knowledge Tests:
  - ☐ General knowledge test;
    - ✓ P – Passenger test;
    - ✓ S - School bus test; and
    - ✓ Air brake test (if vehicle has air brakes).
- ☐ CDL Skills Exam:
  - ✓ Vehicle inspection;
  - ✓ Basic vehicle control; and
  - ✓ On-road driving test.  
[NV CDL Manual, 2015](#) (pg. 1-2)

## Commercial Driver's Learners Permit (CDLP)

- A CDLP is issued for a 180 day period for behind-the-wheel training on public roads or highways. Applicants must be at least 21 years old and pass the vision and all required written examinations.
  - ✓ Drivers with a CDLP must be accompanied at all times by a driver who:
    - ✓ Is at least 25 years of age;
    - ✓ Holds a CDL for the proper class and endorsements; and
    - ✓ Is seated next to the driver. In school buses, the instructor must be seated in the first seat to the right of the driver.  
[NV CDL Manual, 2015.](#) (pg. iii)
- School bus drivers with a CDLP must:
  - ✓ Receive training in the operation of a school bus from a state certified school bus driver trainer. [NAC 392.430](#)
  - ✓ Training must be provided while the school bus is not occupied by pupils. [NAC 392.400](#)

## Renewing Your CDL

It is your responsibility to renew your CDL prior to the expiration date. [NV CDL Manual, 2015](#) (Pg. 18)

**You are required to notify the DMV of any address or name changes within 30 days.**

[NV Driver Handbook, 2016](#) (Pg.18)

## QUALIFICATIONS FOR SCHOOL BUS DRIVERS

Federal regulations require that be qualified to drive a CMV. Your employer cannot require or permit you to drive a CMV unless you are considered qualified.

## Who is Qualified

You are considered qualified to drive a CMV if you are:

- At least 21 years old;
- Can read and speak the English language sufficiently to converse with the general public, understand highway traffic signs and signals in the English language, respond to official inquiries, and make entries on reports and records;
- Can, by reason of experience, training, or both, safely operate the CMV you drive;
- Physically qualified to drive a CMV. You will be required to provide a current Medical Examiner's Certificate;
- Have a current, valid CMV license issued by only one state;
- Have provided your employer with a list of all violations; and
- Is not disqualified to drive a CMV.  
[FMCSA 391.11](#)

## Who is NOT Qualified (Disqualified)

- If your license has been revoked, suspended, or withdrawn, you must notify your employer before the end of the following business day.
- You are disqualified for any of the following reasons:
  - ✓ Your license or permit is revoked, suspended, withdrawn or denied;
  - ✓ Driving a CMV with a blood alcohol concentration (BAC) of 0.04% or more;
  - ✓ Driving a vehicle with a BAC of 0.08% or more;
  - ✓ Refusing to undergo required blood alcohol testing;
  - ✓ Driving while under the influence (even if prescribed) of

a controlled substance;

- ✓ Leaving the scene of a crash while operating a CMV;
- ✓ Committing a felony involving the use of a CMV;
- ✓ Serious traffic violations that include excessive speeding (15 mph or more above the posted limit), reckless driving, improper or erratic lane changes and following a vehicle too closely;
- ✓ Violating an out-of-service order;
- ✓ Violation of prohibition of texting while driving a CMV;
- ✓ Violation of using a hand-held mobile telephone while driving a CMV; to
- ✓ Any railroad-highway grade crossing violation.  
[FMCSA 391.15](#)

**Driving means operating a CMV, with the motor running, including while temporarily stationary because of traffic, a traffic control device, or other momentary delays. [FMCSA 392.380 \(c\)](#)**

## MEDICAL EXAMINATIONS AND PHYSICAL QUALIFICATIONS

### Medical Examinations

- All Nevada school bus drivers must be physically examined by a Federally certified registered medical examiner. [FMCSA National Registry of Certified Medical Examiners](#)

**It is your responsibility to take your Medical Examiner Certificate to DMV prior to the expiration date.**  
[NV CDL Manual, 2015](#), Pg. ii

- Select that you are an **INTERSTATE, NON-EXCEPTED** driver. Interstate, non-excepted drivers are required to submit a DOT medical certificate. Please be aware that if you self-certify incorrectly, you will be required to return to DMV and change your status, including paying any fees required by DMV.
- Provide your current medical certificate to DMV. [FMCSA 391.41](#)
- The Department of Motor Vehicles will suspend the driver's license of any person who fails to submit a required medical examination within 15 days after it is requested. [NAC 483.320](#)
- CMV drivers with medical waivers will not be issued School bus endorsement in Nevada.

**Drivers taking medical marijuana cannot be certified.**  
[FMCSA FAQs](#)

### **Physical Qualifications**

You are physically qualified to drive a school bus if there is NO impairment of:

- A hand or finger which interferes with prehension or power grasping;
- An arm, foot, or leg which interferes with the ability to perform tasks associated with operating a CMV; or any significant limb defect or limitation which interferes with the ability to perform normal tasks associated with operating a CMV;
- Has no established medical history or clinical diagnosis of diabetes mellitus which currently requires insulin injections for control;

- Has no current clinical diagnosis of myocardial infarction, angina pectoris, coronary insufficiency, thrombosis, or any other cardiovascular disease of a variety known to be accompanied by syncope, dyspnea, collapse, or congestive cardiac failure;
- Has no established medical history or clinical diagnosis of a respiratory dysfunction, including *Obstructive Sleep Apnea* (OSA) which is likely to interfere with the ability to control and drive a CMV;

**OSA is a respiratory dysfunction and medical examiners can require an OSA test if a driver exhibits symptoms or multiple risk factors.**

[FMCSA Bulletin to Medical Examiners on OSA](#)

- Has no current clinical diagnosis of high blood pressure likely to interfere with his/her ability to operate a CMV safely;
- Has no established medical history or clinical diagnosis of rheumatic, arthritic, orthopedic, muscular, neuromuscular, or vascular disease;
- Has no established medical history or clinical diagnosis of epilepsy or any other condition that could cause the loss of consciousness;
- Has no mental, nervous, organic or functional disease or psychiatric disorder likely to interfere with the ability to drive a CMV safely;
- Has distance vision acuity of at least 20/40 in each eye without corrective lenses or visual acuity separately corrected to 20/40 or better with corrective lenses, distant binocular acuity of at least 20/40 in both eyes with or without corrective lenses, field of vision of at least 70 degrees in the horizontal Meridian in each eye, and the ability to recognize the colors or traffic signals and devices showing standard, red, green and amber;
- Does not have an average hearing loss in the better ear greater than 40 decibels at 500 Hz, 1,000 Hz and 2,000 Hz

with or without a hearing aid when the audiometric device is calibrated to American National Standard;

- Has no current clinical diagnosis of alcoholism; or
- Has no established medical history or clinical diagnosis of epilepsy or any other condition that could cause the loss of consciousness.

[FMCSA 391.41](#)

**Medical variances & waivers are not allowed in Nevada for CDL drivers with School Bus Endorsements.**

#### **OTHER CDL RULES**

- You cannot have more than one license.
- You must notify your employer within 30 days if convicted of any traffic violations (except parking). This is true no matter what type of vehicle you are driving.
- You must notify the DMV agency within 30 days if you are convicted in any other jurisdiction of any traffic violation (except parking). This is true no matter what type of vehicle you were driving.
- You must notify your employer within two business days if your license is suspended, revoked, or cancelled.
- You must give your employer information on all driving jobs you have held for the past 10 years. You must do this when you apply for a commercial driving job.
- You cannot drive a CMV without a current, valid CDL.
- All states are connected to one computerized system to share information about CDL drivers. Your past driving records will be checked and assure that drivers do not have more than one CDL.
- You are not allowed to send or read text messages while operating a CMV.

- You must be properly restrained by a safety belt at all times while operating a CMV.  
[NV CDL Manual, 2015](#) (pg. 1-6)

**You are required to notify your employer immediately if you are charged with DUI.**

## **DRIVER OUT-OF-SERVICE REGULATIONS**

School bus drivers can be placed out-of-service by their employer, law enforcement or inspectors. You will be placed out-of-service for any of the following violations:

- Any driver who does not possess a valid CDL, including, but not limited to improper class, expired, cancelled, revoked, disqualified, suspended or withdrawn; [FMCSA 391.15](#)
- Any driver with a learners permit who is not accompanied by the holder of a valid CDL. Must also hold a valid automobile drivers license or have a valid operator's status allowed by licensing jurisdiction; [FMCSA 383.25](#)
- Any driver operating a school bus without corrective lenses or hearing aid as indicated on the driver's medical certificate; [FMCSA 391.11](#)
- Any driver operating a school bus without possessing a valid medical certificate; [FMCSA 391.41](#)
- When a driver's ability or alertness is so impaired, or so likely to become impaired, through fatigue, illness, or any other cause that is likely to make it unsafe for him/her to begin or continue to operate CMV; [FMCSA 392.3](#)
- Any driver who violates Hours of Service laws:
  - ✓ Any driver who has driven more than 10 hours;
  - ✓ Any driver who has been on duty for 15 hours; [NRS 386.815](#)
  - ✓ Any driver who has been on duty for more than 60 hours in 7 consecutive days;

- ✓ Has no record of duty status (log book) when required; or
- ✓ Provides a false record of duty status (log book).  
[FMCSA 395.8](#)

Note: When a driver at the direction of the motor carrier is traveling, but has no direct responsibility to the carrier, the time is counted as on-duty time unless the driver is afforded at least 10 consecutive hour's off-duty when arriving at the destination. In this case the driver is off duty for the entire period. [FMCSA 395.1\(j\)](#)

**Drivers who are traveling with the bus must count that time as on-duty.**

## **CONTROLLED SUBSTANCES AND ALCOHOL USE TESTING**

All school bus drivers must submit to any of the following testing:

- Pre-Employment - Prior to the first time driving, a driver shall undergo testing for controlled substances and the employer must receive a negative test result; [FMCSA 382.301](#)
- Post-Accident - An employer shall test for controlled substances and alcohol as soon as practical following a crash; [FMCSA 382.303](#)
- Random Testing – Every driver shall submit to random controlled substance and alcohol testing; or [FMCSA 382.305](#)
- Reasonable Suspicion – Your employer shall require a driver to submit to an alcohol test when the employer has reasonable suspicion to believe the driver is under the influence. [FMCSA 382.301-382.307](#)

**Some over the counter medications can cause a positive test.**

# SECTION 2: SCHOOL BUS INSPECTIONS

## WHY INSPECT MY SCHOOL BUS

- Safety of your students;
- Legally required by the Federal Motor Carrier Safety Administration (FMCSA), the Nevada Department of Motor Vehicles, the Nevada State Board of Education and your school district; [FMCSA 396.3](#)
- Prevent crashes, breakdowns and reduce driver frustration;
- Eliminate and reduce delays; and
- Prolong the life of the bus and reduce transportation costs.

## INSPECTION TEST

In order to obtain a CDL, you will be required to pass a Vehicle Inspection test. You will be tested to see if you know whether your school bus is safe to drive. You will be asked to explain what you would inspect and why. [NV CDL Manual, 2015](#) (Pg. 11-1)

You need to inspect your school bus the same way each time so you learn all the steps and are less likely to forget anything.

While approaching your school bus, notice the general condition. Look for damage or bus leaning to one side. Look under the vehicle for fresh oil, coolant, grease, or fuel leaks. Check the area around the vehicle for hazards to vehicle movement (people, other vehicles, objects, low-hanging wires, limbs, etc.).

## REQUIRED INSPECTIONS

- Pre-trip (before the trip);
- During a trip;
- Post-trip (after the trip);
- Student check; and

- Security Inspection.

**You need to inspect your school bus the same way each time so you learn all the steps and are less likely to forget anything.**

## **MAJOR COMPONENTS OF A PRE-TRIP INSPECTION**

You must be able to identify each safety-related part on the school bus and explain what needs to be inspected:

- Vehicle Overview/Approaching the school bus;
- Engine compartment (engine off);
- Cab Check/Engine Start;
- External Inspection;
- Steering;
- Suspension;
- Brakes;
- Wheels;
- Side of vehicle;
- Rear of vehicle; and
- Wheelchair lifts and securement systems (if equipped). [NV CDL Manual, 2015](#) (Pg.11-1) and [FMCSA 383.113](#)

## **SCHOOL BUS INSPECTION CRITERIA**

All criteria marked with an (OOS) means that this is an out-of-service item that requires the school bus be placed out of service.

- **Vehicle Overview/Approaching the School Bus:**
  - ✓ Review last vehicle inspection report. Drivers must inspect and report any violations. Your employer must repair any items in the report and certify that the required repairs

have been made;

- ✓ Observe the overall physical appearance and condition of the bus;
  - ✓ Look under the bus for fresh oil, coolant, grease, or fuel leaks on the ground; and
  - ✓ Check the area around the bus for hazards for vandalism or tampering.
- **Engine Compartment (engine off)**. Check that the parking brakes are on and/or the wheels are chocked before you do the following:
    - ✓ **Leaks & Hoses (OOS)** – Look for puddles on the ground, dripping fluids on underside of engine transmission. Inspect hoses for condition and leaks;
    - ✓ **Oil Level** – Be able to indicate where dipstick is located and that oil level is within safe operating range. Level must be above refill mark;
    - ✓ **Coolant Level** – Inspect reservoir sight glass, if equipped. If not equipped, remove radiator cap and check for visible coolant level;
    - ✓ **Power Steering Fluid** – Indicate where power steering fluid dipstick is located. Check for adequate power steering fluid level. Level must be above refill mark;
    - ✓ **Engine Compartment Belts** – Check the following belts for snugness (up to  $\frac{3}{4}$  inch play at center of belt), cracks, or frays:
      - ❖ Power steering belt;
      - ❖ Water pump belt;
      - ❖ Alternator belt; and
      - ❖ Air compressor belt.

NOTE: If any of the components listed above are not belt

driven, you must tell the examiner which components are not belt driven and make sure that the component(s) are operating properly, are not damaged or leaking, and are mounted securely.

- ✓ **Safe Start** – Depress clutch. Place gearshift level in neutral (or park, for automatic transmissions);
- ✓ **Windshield** fluid level, connections, and tie downs (battery may be located elsewhere; and
- ✓ Automatic transmission fluid level.  
[NV CDL Manual, 2015](#) (Pg.11-1)

- **Cab Check/Engine Start:**

- ✓ **Oil Pressure Gauge** – Make sure oil pressure gauge is working. Check that pressure gauge shows increasing or normal oil pressure or that the warning light goes off. If equipped, oil temperature gauge should begin a gradual rise to the normal operating range;



- ✓ **Temperature Gauge** – Make sure temperature gauge is working. Temperature should begin to climb to the normal operating range or temperature light should be off;
- ✓ **Air Gauge** – Make sure the air gauge is working properly. Build air pressure to governor cut-out, roughly 120-140 psi;
- ✓ **Ammeter/Voltmeter** – Check that gauges show alternator and/or generator is charging or that warning light is off;
- ✓ **Mirrors and Windshield** – Mirrors should be clean and

adjusted properly from the inside. Windshield should be clean with no illegal stickers, no obstructions, or damage to the glass;

- ✓ **Emergency Equipment** - Check for spare electrical fuses.

Note: If vehicle is not equipped with electrical fuses, you must mention this to the examiner;

- ❖ Check for three red reflective triangles; and
- ❖ Check for a properly charged and rated fire extinguisher.

- ✓ **Wipers/Washers** (OOS) - Check that wiper arms and blades are secure, not damaged, and operate smoothly. If equipped, windshield washers must operate correctly.

- ✓ **Lights/Reflectors/Reflector Tape Condition** (OOS). Test that dash indicators work when corresponding lights are turned on:

- ❖ Left turn signal;
- ❖ Right turn signal;
- ❖ Four-way emergency flashers;
- ❖ High beam headlight; and
- ❖ Anti-lock Braking System (ABS) indicator.

- ✓ Check that all **external lights** and **reflective equipment** are clean and functional, including:

- ❖ Clearance lights (red on rear, amber elsewhere);
- ❖ Headlights (high and low beams);
- ❖ Taillights;
- ❖ Backing lights;
- ❖ Turn signals;

- ❖ Four-way flashers;
  - ❖ Brake lights;
  - ❖ Red reflectors (on rear) and amber reflectors (elsewhere); and
  - ❖ Reflector tape condition.
  - ❖ Note: Checks for brake, turn signal and four-way flasher functions must be done separately.
- ✓ **Horn** (OOS) – Check that horn works.
  - ✓ **Heater/Defroster** (OOS) – Test that the heater and defroster work.
  - ✓ **Parking Brake Check** (OOS) – With the parking brake engaged; check that the parking brake will hold the vehicle by gently trying to pull forward with parking brake on.
  - ✓ **Hydraulic Brake Check** (OOS) – Pump the brake pedal three times, and then hold it down for five seconds. The brake pedal should not move (depress) during the five seconds.

If equipped with a hydraulic brake reserve (back-up) system, with the key off, depress the brake pedal and listen for the sound of the reserve system electric motor. Check that the warning buzzer or lights is off.

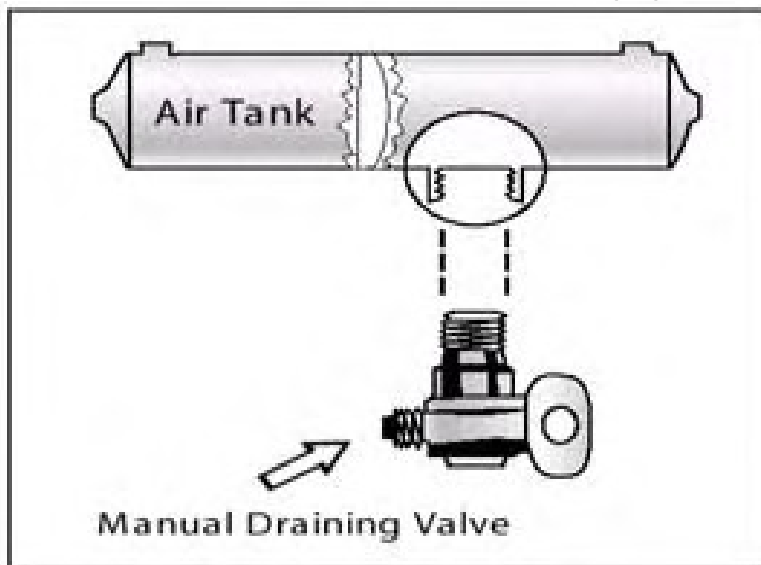
- ✓ **Air Brake Check** (OOS) – Failure to perform all three components of the air brake check correctly will result in an automatic failure of the vehicle inspection test. Air brake safety devices vary. However, this procedure is designed to see that any safety device operates correctly as air pressure drops from normal to a low air condition.

For safety purposes, in areas where an incline is present, you will use wheel chocks during the air brake test.

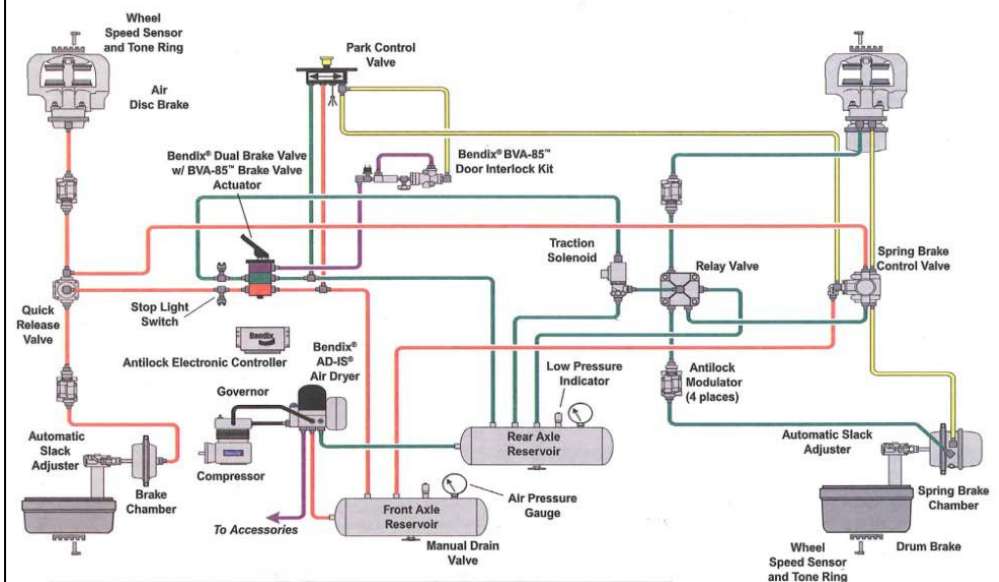
The proper procedures for inspecting the air brake system

are as follows:

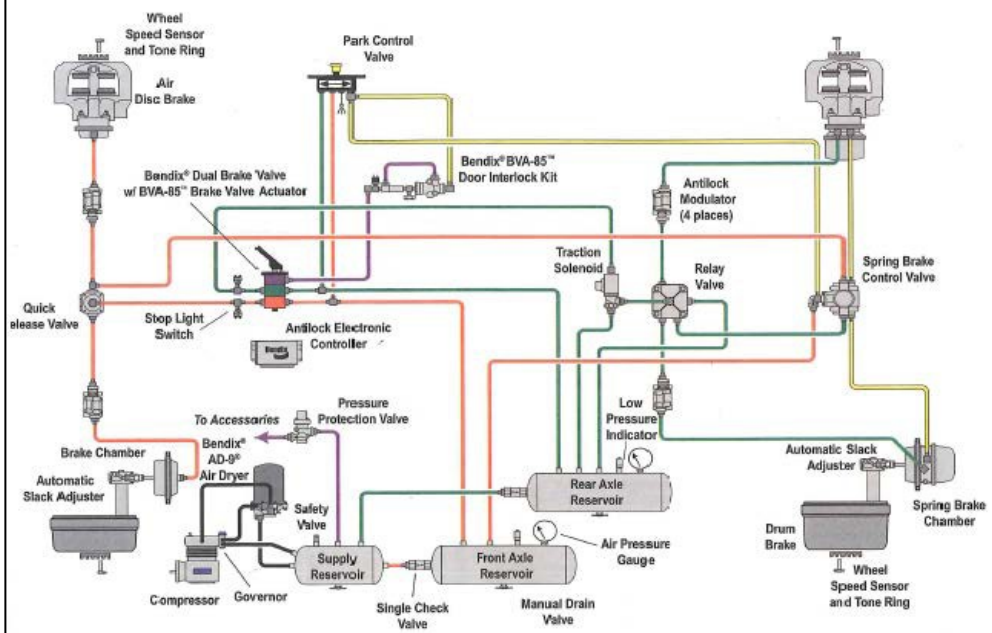
- ❖ With the air pressure built up to governor cutoff (120 – 140 psi), shut off the engine, chock your wheels if necessary, release the parking brake, and fully apply the foot Brake;
- ❖ Hold the foot brake for one minute. Check the air gauge to see if the air pressure drops no more than three (3) pounds in one minute;
- ❖ Without re-starting the engine, turn electrical power to the “on” or “battery charge” position. Begin fanning off the air pressure by applying and releasing the foot brake. Low air warning devices (buzzer, light, and flag) should activate before air pressure drops below 60 psi or level specified by the manufacturer; and
- ❖ Continue to fan off the air pressure. At approximately 40 psi the parking brake valve should close (pop out).



## Typical School Bus Air System Schematic with a Bendix® AD-IS® Air Dryer



## Typical School Bus Air System Schematic with a Bendix® AD-9® Air Dryer



- ✓ **Service Brake** (OOS) – You are required to check the application of air or hydraulic service brakes. This procedure is designed to determine that the brakes are working correctly and that the vehicle does not pull to one side or the other.

Pull forward at 5 mph, apply the service brake and stop. Check to See that the vehicle does not pull to either side and that it stops when brake is applied.

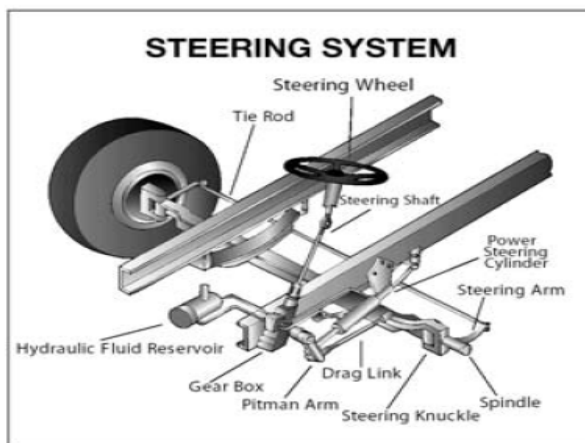
- ✓ **Safety Belt** (OOS) – Check that the safety belt is securely mounted, adjusts, latches properly and is not ripped or frayed.

[NV CDL Manual, 2015](#) (Pg. 11-2 & 11-3)

## EXTERNAL INSPECTION

- Walk around and do a general inspection of the bus.
- **Steering Box/Hoses** – Check that the steering box is securely mounted and not leaking. Look for missing nuts, bolts, and cotter keys.
- Check for **power steering fluid** leaks or damage to power steering hoses.
- **Steering Linkage** - See that connecting links, arms, and rods from steering box to the wheel are not worn or cracked.

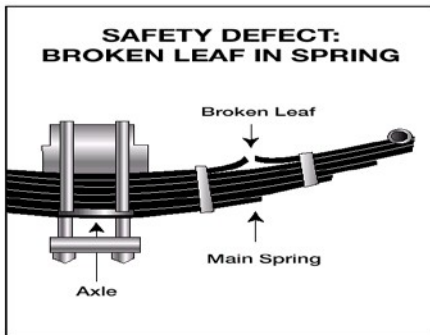
Check that joints and sockets are not worn or loose and that there are no missing nuts, bolts, or cotter keys.



- **Suspension (OOS)**

- ✓ **Springs/Air/Torque** – Look for missing, shifted, cracked or broken leaf springs:

- ❖ Look for broken or distorted coil springs;
- ❖ If vehicle is equipped with torsion bars, torque arms, or other types of suspension components, check that they are not damaged and are mounted securely; and
- ❖ Air ride suspensions should be checked for damage and leaks.



- ✓ **Mounts** – Look for cracked or broken spring hangers, missing or damaged bushings, and broken, loose, or missing bolts, U-bolts or other axle mounting parts. (The mounts should be checked at each point where they are secured to the vehicle frame and axle(s)).
- ✓ **Shock Absorbers** - See that shock absorbers are secure and that there are no leaks. Be prepared to perform the same suspension components inspection on every axle.

- **Brakes (OOS)**

- ✓ **Slack Adjustors and Pushrods** – Look for broken, loose, or missing parts. For manual slack adjusters, the brake pushrod should not move more than one inch (with the brakes released) when pulled by hand.
- ✓ **Brake Chambers** – See that brake chambers are not leaking, cracked, or dented and are mounted securely.

- ✓ **Brake Hoses/Lines** – Look for cracked, worn, or leaking hoses, lines and couplings.
- ✓ **Drum Brake/Disc Brakes** – Checks for cracks, dents, or holes. Also check for loose or missing bolts. Check for contaminants such as debris or oil/grease.
- ✓ **Brake Linings** – On some brake drums, there are openings where the brake linings can be seen from outside the drum. For this type of drum, check that a visible amount of brake lining is showing. Note: Be prepared to perform the same brake components inspection on every axle.  
[NV CDL Manual, 2015](#) (Pg. 11-3)

- **Wheels (OOS)**

- ✓ **Rims** – Check for damaged or bent rims. Rims cannot have welding repairs.
- ✓ **Tires** – The following items must be inspected on every tire:
  - ❖ Tread depth - Check for minimum tread depth (4/32 on steering axle tires, 2/32 on all other tires);
  - ❖ Tire condition - Check that tread is evenly worn and look for cuts or other damage to tread or sidewalls. Also, make sure that valve caps and stems are not missing, broken, or damaged; and
  - ❖ Tire Inflation - Check for proper inflation by using a tire gauge. NOTE: You will not get credit for simply kicking the tires to check for proper inflation.
- ✓ **Hub Oil Seals/Axle Seals** – See that hub oil/grease seals and axle seals are not leaking and, if wheel has a sight glass, oil level is adequate.
- ✓ **Lug Nuts** – Check that all lug nuts are present, free of cracks and distortions, and show no signs of looseness

such as rust trails or shiny threads. Make sure all bolt holes are not cracked or distorted.

- ✓ Spacers or Budd Spacing – If equipped, check that spacers are not bent, damaged, or rusted through. Note: Be prepared to perform the same wheel inspection on every axle.

[NV CDL Manual, 2015](#) (Pg. 11-4)

- **Side of Vehicle (OOS)**

- ✓ **Door(s)/Mirror(s)** – Check that doors are not damaged and that they open and close properly from the outside (includes emergency exits).

Hinges should be secure and seals intact.

Check that mirrors and mirror brackets are not damaged

- ✓ **Fuel Tank** – Check that tank is secure, cap is tight, and there are no leaks from tank or lines.
- ✓ **Drive Shaft** – See that drive shaft is not bent or cracked. Couplings should be secure and free of foreign objects.
- ✓ **Exhaust System** – Check system for damage and signs of leaks such as rust or carbon soot. System should be connected tightly and mounted securely.
- ✓ **Frame** – Look for cracks, broken welds, holes or other damage to the longitudinal frame members, cross members, box and floor.

- **Rear of Vehicle (OOS)**

- ✓ **Splash Guards** – If equipped, check that splash guards or mud flaps are not damaged and are mounted securely.
- ✓ **Doors/Ties/Lifts** – Check that doors and hinges are not damaged and that they open, close, and latch properly from the outside, if equipped.

## SCHOOL BUS INSPECTION CRITERIA

In addition to the requirements for inspecting all CMV's, school buses have equipment specific to the vehicle. These are the additional inspection criteria you need to know.

- **Emergency Equipment (OOS)** – The following emergency equipment must be inspected:
  - ✓ **Fire Extinguisher** – Must be equipped with at least one type 2A:10B:C minimum 5-pound pressurized, dry chemical fire extinguisher that has an expired certification, is not fully charged, has no pressure gauge, or is not securely mounted and readily accessible to the driver.
  - ✓ **First Aid and Body Fluid Kits** – Must be a sealed, removable, moisture-proof kit that is accessible to the driver.

The kit can be mounted or stored in a compartment. If mounted, it must be clearly labeled. If stored in a compartment, the compartment must be clearly labeled, easily accessible to the driver and not blocked.
  - ✓ **Emergency Warning Devices** – Must be equipped with at least three reflectorized triangles that are stored in a secure location. [FMCSA 392.22](#)
- **Lighting Indicators (OOS)** – In addition to checking the lighting indicators listed above in Lights/Reflectors/Reflector Tape, school bus drivers must also check the following lighting indicators:
  - ✓ Alternately flashing amber lights indicator;
  - ✓ Alternately flashing red lights; and
  - ✓ Strobe light indicator (if equipped).
- **Lights/Reflectors (OOS)** – In addition to checking the lights and reflective devices listed above in Lights/Reflectors/Reflector

Tape, school bus drivers must also check the following external lights and reflectors:

- ✓ Strobe light (if equipped);
  - ✓ Stop arm light;
  - ✓ Alternately flashing amber lights; and
  - ✓ Alternately flashing red lights.
- **Mirrors** (OOS) – Check that all mirrors (inside student rear view mirror, crossover mirrors, flat mirrors and convex mirrors):
    - ✓ Are properly adjusted;
    - ✓ Are not missing, damaged, clouded or obscured;
    - ✓ Are mounted securely with no loose fittings;
    - ✓ Visibility is not impaired due to being dirty; and
    - ✓ Holds a set when adjusted.
  - **Stop Arm** (OOS) – If equipped, check the stop arm to see it is mounted securely to the frame of the vehicle. Also, check for loose fittings and damage.
  - **Passenger Entry/Lift** (OOS) – Check that the entry door is not damaged, operates smoothly, and closes securely from the inside.
  - **Hand rails** are secure and the step light is working.
  - **Entry step** must be clear with the treads not lose or worn excessively.
  - If equipped with a **handicap lift**, look for leaking, damaged, or missing parts and explain how lift should be checked for correct operation. Lift must be fully retracted and latched securely.
  - **Emergency Exits** (OOS) – Make sure that all emergency exits are not damaged, operate smoothly, and close securely from the inside. Emergency Exit doors must be operational from inside

and outside the school bus. Check that emergency exit warning devices are working.

- **Seating (OOS)** – Look for broken seat frames and check that seat frames are firmly attached to the floor. Check that seat cushions are attached securely to the seat frames.

[NV CDL Manual, 2015](#) (Pg. 11-6)



### **WHEELCHAIR LIFT EQUIPPED BUSES (OOS)**

- Wheelchair lift does not function as designed or is inoperable.
- Platform lift manufactured after April 1, 2005 that does not meet all the following criteria (as referenced in [FMVSS 571.403](#) and [FMVSS 571.404](#)):
  - ✓ Jacking prevention;
  - ✓ Manual backup operating mode;
  - ✓ Interlocks to prevent forward or rearward mobility of the vehicle unless lift is stowed and doors are closed;
  - ✓ Wheelchair retention device; and
  - ✓ Platform outer barrier and inner roll stop.
- Any hydraulic line leaking during lift operation.
- Wheelchair restraint system that is missing, incomplete or improperly installed, loose or damaged: [NCST, 2015](#) (Pg. 97)

- ✓ Each wheelchair position has 4 securement straps. A lap belt, and a shoulder belt;
- ✓ Wheelchair restraint systems are properly stored when not secured to the bus;
- ✓ There is at least one belt cutter and emergency evacuation blanket;
- ✓ Retractors are working by pulling out the webbing to ensure they are locking properly;
- ✓ Webbing is not cut, frayed, damaged or contaminated;
- ✓ Metal parts are not worn, broken or cracked;
- ✓ Pin connector bushings are not cracked, broken or missing;
- ✓ Mounting hardware, such as bolts, nuts, etc. are secure;
- ✓ Floor anchorages are clean and secured;
- ✓ Buckles are not damaged and operate properly; and

## **AFTER-TRIP VEHICLE INSPECTION**

You are required to inspect your bus at the end of each shift. The report must specify each bus and list any defect that would affect safety or result in a breakdown. [NV CDL Manual, 2015](#) (Pg. 2-1)

## **POST-TRIP INSPECTION REQUIREMENTS**

When your route or school activity trip is finished, you should conduct a post-trip inspection of the bus. You should walk through the bus and around the bus looking for the following:

- Articles left on the bus;
- Sleeping students;
- Open windows and doors;

- Mechanical/operational problems with the bus, with special attention to items that are unique to school buses-mirror systems, flashing warning lamps and stop signal arms;
- Damage or vandalism; and
- Any problems or special situations should be reported immediately to your supervisor or school authorities.  
[NV CDL Manual, 2015](#) (Pg. 10-6)

### **SECURITY INSPECTION-ANYTIME THE BUS IS LEFT UNATTENDED**

Any time you leave your bus unattended for any length of time, you need to do a security inspection of your school bus and check the following areas for suspicious packages, devices, substances, or baggage:

- Floors;
- Below seats;
- Driver's area;
- Steps;
- Wheelchair lifts (if equipped);
- Lights;
- Wheel wells;
- Engine compartments;
- Exhaust system;
- Fuel and air tanks;
- Emergency exit doors; and
- Storage compartments.

**After each trip, make sure to walk you're  
school bus and check for students!  
Don't be the person who left a child on a  
school bus! Check after each trip!**

### **INSPECTION CRITERIA DESCRIPTIONS**

**Accelerator/Brake Pedal** - Accelerator pedal is on the right and makes the vehicle go. Brake pedal is on the left and stops the vehicle. Check that it is connected and functional.

**Air Brakes** - Uses compressed air to make the brakes work. With the engine running, build the air pressure to 120-140 psi. Shut the engine off and push in the parking brake, press on the foot brake and hold it for 1 minute. Check the air gauge to see if the air pressure drops not more than 3 psi in 1 minute. With the key in the on position, begin applying and releasing the foot brake. The low air warning device should activate before the air pressure drops below 60 psi. Continue to apply and release the foot brake, at approximately 40 psi, the parking brake should pop out.

**Air Compressor Belt/Gear** - With the engine off, driver points to air compressor. Mentions that the compressor is securely mounted and not leaking. Identifies belt that drives air compressor. With engine off, driver points to, touches, or presses the belt to test that it is snug. Notes that the belt is not frayed, has no visible cracks, loose fibers, or signs of wear. Pushes belt with hand, and if it deflects more than  $\frac{1}{2}$  to  $\frac{3}{4}$  of an inch, driver observes that slippage is probably excessive.

**Air Gauge** – Check that the air gauge is working properly and that the air compressor builds the air pressure to governor cut-out at roughly 120-140 psi.

**Air Leaks/Level** - Air brake and suspension systems. Be sure that the vehicle is sitting level (front and rear), and if air-equipped, check for audible air leaks from air brake system or suspension system air bags.

**Alternator Belt/Gear** - With engine off, points to or touches alternator. Mentions the alternator is securely mounted and that all wires are securely fastened. Identifies belt that drives alternator or generator. With engine off, points to, touches, or presses belt to see

that the belt is snug. Notes that the belt is not frayed, has no visible cracks, loose fibers, or signs of wear. Pushes belt with hand and if it deflects more than ½ to 2/4 of an inch, driver observes that slippage is probably excessive.

**Ammeter/Voltmeter** - Indicate if alternator is properly functioning. Driver checks that the gauge shows that the alternator or generator is charging and the warning light is off. Needle will jump and flutter, then indicate charged. Voltmeter needs to be within normal operating range which is 12-14 volts and the ammeter should be above zero.

**Anti-Lock Brake Systems (ABS)** - Prevents brakes from locking up. When starting your engine ABS light should go on and off, you should hear "popping noises" this is an automatic checking system on each tire. If you do not hear any popping noises, the ABS could be defective. If the ABS is defective, braking will default back to the regular braking system.

**Axle Seals** - Make sure there are no cracks or distortions in wheel/axle mounting and there are no signs of leaking lubricants. If the axle has a sight glass, driver checks that oil level is adequate.

**Battery Box** - Wherever located, see that the batteries are secure, connections are tight, and cell caps are present. Battery connections should not show signs of excessive corrosion. Battery box and cover or door must be secure.

**Brake Chambers** – See that brake chambers are not leaking, cracked, or dented and are mounted securely. That all mounting hardware is present and secure.

**Brake Drum and Linings** - Brake shoes and linings rub on the inside of the drum to slow the vehicle down. Check for cracks, dents or holes. Also check for loose or missing bolts. Brake linings (where visible) are no thinner than ¼ inch. Check brake drum and linings for contaminants such as grease, oil, etc.

**Brake Hoses and Lines** - Check that the hoses/lines can supply air or hydraulic fluid to brakes. Check for cracked, worn or frayed hoses, and that all couplings are secure and not leaking.

**Clutch/Gearshift** - Disengages engine from drive train so vehicle won't move and reduces load on starting motor. Depress clutch before turning on the starter. Keep it depressed until the engine reaches

idling speed. On an automatic transmission, place the gear selector in the park or neutral position. On a standard transmission, place gearshift in neutral. Start engine and release the clutch slowly.

**Coolant Level** - Look at sight glass of reservoir, or if the engine is not hot, remove the radiator cap and look to see the level. Adequate level will show in sight glass or be visible in the radiator when the cap is removed. Note: If the engine is hot, do not remove the radiator cap.

**Crossing Control Arm** - Check to make sure that it activates with red loading lights, and retracts back to bumper fully. Driver may not, at any time, tie the crossing arm to the bus preventing it from extending out. The crossing arm must always be operational or bus is Out-of-Service, except for special needs buses which are used solely to transport special needs students who are manually loaded and unloaded.

**Doors and Hinges** - Check that driver and passenger entry, exit, rear and side doors are not damaged and that they open, close and latch properly from the inside. Check door window for damage and excessive dirt. Hinges should be secure with seals intact. Check that all emergency exits are clearly labeled and working correctly.

**Drive Shaft** - Make sure shaft is not damaged and couplings are secure and free of foreign objects. U-brackets for safety appear to be secure.

**Driver's Seat and Seat Belt** - Must be secured to floor and driver seat belt is not frayed, securely mounted, adjusts and latches properly.

**Emergency Equipment** - Check for three red reflective triangles, fire extinguisher, first-aid kit, body-fluid clean up kit and spare fuses (if used). All emergency equipment must be readily accessible to the driver and clearly labeled.

**Emergency Exits** - Make sure that all emergency exits are not damaged, operate smoothly, and close securely. Check that all emergency exit-warning devices are working and are properly identified. Check that the flip seat at any emergency exit can remain in the upright position when not in use has no obstructions and the safety mechanism is operational.

**Exhaust System** - Check system for damage and signs of leaks such as rust or carbon soot. System should be connected tightly and mounted securely.

**Fire Extinguisher** - Fire extinguisher must be fully charged, properly rated, sealed, pin in place and a current certification tag. The fire extinguisher must be secured and readily accessible to the driver.

**Frame** - Check that there are no cracks and frame members are not bent. No loose, cracked, bent, broken or missing cross members. Cracks are most likely to appear midway between points of attachment to vehicle assemblies. Check that floors are not damaged.

**Fuel Tank** - Check that tank(s) are securely mounted with mounting straps, caps are tight and there are no leaks from tank(s) or lines. Signs of spillage from overfilling a fuel tank are not to be treated as a fuel leak. Fuel tank guard, if equipped, is securely mounted.

**Glow Plug/Indicator Light** - The key should be turned to the "on" position and the driver should wait until the glow plug indicator goes out before starting the engine.

**Heater and Defroster** - Test that heater and defroster work.

**Horn** - Check that horn works.

**Hub Oil Seal** - Checks that wheel hub oil seal on the front axle is not leaking. If a sight glass is present, visibly check that oil level is adequate.

**Hydraulic Brakes** – On buses without airbrakes, pump brake pedal 3 times and hold down for 5 seconds. Brake pedal should not move (depress) during this time. If equipped with a hydraulic brake reserve (back-up system), with the key off, press the brake pedal and listen for the sound of the reserve system electric motor. Check that the warning buzzer or light is off.

**Leaks and Hoses** - Look for puddles or dripping fluids on the ground, under the engine or the underside of the engine and transmission. Inspect engine hoses for condition and leaks.

**Lighting Indicators** - Check dash indicators to make sure both left and right hand turn signals, 4-way flashers, headlight high beams, and fog/driving lights illuminate when corresponding lights are turned on.

**Lights and Reflectors** - Check that all outside lights and reflective equipment is clean and functional and lenses are not cracked, broken or missing. This includes clearance lights (red on rear and amber elsewhere), headlights (both high and low beams), tail lights, turn signals, four-way flashers, brake lights, red reflectors (on rear) and amber reflectors (elsewhere), strobe light (if equipped), stop arm light and alternately flashing amber and red lights. You must check the brake, turn signal and four-way flashers functions operate separately.

**Lug Nuts** - Check that all lug nuts are present, are not loose (look for rust trails around nuts), have no cracks radiating from lug bolt holes, or distortion of the bolt holes.

**Mirrors (All)** – Inspect side mirrors and passenger entry/exit mirrors. Check for proper adjustment during in-cab inspection. Check that all internal and external mirrors and mirror brackets are not damaged cracked, broken and are mounted securely with no loose fittings. Check to assure that visibility is not impaired due to dirty mirrors.

**Oil Level** - Check oil level before starting the engine. Be able to indicate where dipstick is located. Check that oil level is above the refill mark and in a safe operating range.

**Oil Pressure Gauge** - Check that the oil pressure is building to normal. The gauge shows increasing/decreasing oil pressure or warning light goes off. Engine oil temperature gauge (if present) should begin a gradual rise to normal operating range.

**Parking/Maxi Brake** - Check that the parking brake will hold the vehicle by gently trying to pull forward with the parking brake on.

**Passenger Entry** - Check that the entry door is not damaged, operates smoothly, and closes securely. Check that handrails are secure and the step light is working. Check that entry steps are clear with the treads not lose or worn excessively.

**Passenger Seats** - Check that there is no broken seat frames and that the frames are firmly attached to floor. Seat cushions must be attached securely to the seat frame and cannot be damaged.

**Power Steering Fluid** - With the engine stopped, check the dipstick and see where the fluid level is. Level must be above refill mark.

**Power Steering Pump (Belt or Gear)** – With the engine off, driver must point to, touch, or press belt to test that it is snug. Note that the belt is not frayed, has no visible cracks, loose fibers or signs of wear. Push belt with hand, and if it deflects more than 1/2 to 3/4 of an inch, slippage is probably excessive. Need to know and mention if pump is belt driven or gear driven. If device is gear driven, must be able to know of the belt/gear is operating properly, is not damaged or leaking and is properly mounted and secure.

**Rims** - Tires are mounted on rims or bare metal. Check for damaged or bent rims. Rims cannot have any non-manufactured welded. Check for rust trails that may indicate rim is loose on hub.

**Shock Absorbers** – Check that shock absorbers are secure and that there are no leaks. Be prepared to inspect the same suspension components inspection on every axle.

**Slack Adjuster** - Check for broken, loose, or missing parts. With brakes released, when pulled by hand push rod should not move more than approximately 1 inch. Check that mounting hardware is present and not damaged or missing.

**Spacers** - If equipped, check that spacers are not bent, damaged or rusted through. Check that spacers are evenly centered, with the dual wheels and tires evenly separated. Note: If vehicle is not equipped with spacers, driver must mention this and check between the discs (Budd) wheels for even spacing, damage and foreign objects.

**Splash Guards** - Check that splashguards or mud flaps are not damaged and are mounted securely.

**Spring/Air/Torque** - Look for missing, shifted, cracked or broken leaf springs. Look for broken or distorted coil springs. If vehicle is equipped with torsion bars, torque arms or other types of suspension components, check that they are not damaged and are mounted securely. Check air ride suspension for damage and leaks.

**Spring Mount** - Check that spring attachments (brackets, bolts, bushings) are in place. Check for cracked or broken spring hangers. Check for broken, missing or loose bolts (including U-bolts). Check for missing or damaged bushings. Check for broken, lose or missing axle mounting parts.

**Steering Box and Hoses** - Check that the steering box is securely mounted and not leaking. Look for any missing nuts, bolts and cotter pins. Check for power steering fluid leaks or damage to power steering hoses.

**Steering Linkage** - Check that connecting drag link, pitman arm, tie rod and upper and lower steer arms from the steering box to the wheel are not worn or cracked. Check that joints and socket are not worn or loose. Check for loose or missing nuts, bolts or cotter pins.

**Steering Play** - Turn steering wheel back and forth and see that there should not be more than 10 degrees (approximately 2 inches movement at the rim of a 20-inch steering wheel).

**Stop Arm(s)** - Check the stop arm to see that it is mounted securely to the frame of the vehicle. Check for loose fittings and damage. Check that the stop arm extends fully when operated and stop arm lights are operational.

**Temperature Gauge** – Measures coolant temperature in the engine cooling system. Make sure the temperature gauge is working. Temperature should begin to climb to the normal operating range or temperature light should be off.

**Tires** – Check every tire for the following:

- No recaps on the front tires;
- Bias and radial tires have not been combined;
- Check minimum tread depth (4/32" on steering axle tires, 2/32" on all other tires);
- Check tire condition. Tread is evenly worn and look for cuts or other damage to tread or sidewalls. Also, make sure that valve caps and stem are not missing, broken, or damaged.
- Check for proper inflation.  
[NV CDL Manual, 2015](#), (Pg. 11-4)

**Water Pump and Belt** – With the engine off, point to, touch or press the belt to test that it is snug. Note that the belt is not frayed, has no visible cracks, loose fibers, or signs of wear. Push the belt with hand, and if it deflects more than 3/4 of an inch, slippage is likely and

belt needs tightened. Drivers should know and mention if pump is belt driven or gear driven. Water pump appears to be functioning, properly mounted and secure and not leaking.

**Wheelchair Lift and Tie Downs** – Check for leaking, damaged or missing parts and explain how it should be checked for correct operation. Check that doors and hinges are not damaged and that they open, close, and latch properly. Check that wheelchair ties are secure. Wheelchair lift must be fully retracted and latched securely.

**Windshield** - Check the windshield to make sure it is clear, clean and has no illegal stickers, obstructions or damage to the glass. Windshield cannot obstruct the drivers view.

**Wipers/Washers** - Check that wiper arms and blades are secure, not damaged and operates smoothly. Check for windshield washer fluid and those windshield washers operate correctly.

# SECTION 3: BASIC DRIVING LAWS

## SIGNS, SIGNALS, PEDESTRIAN CROSSINGS, WALK/DON'T WALK AND HIGHWAY MARKINGS

### Signs

Signs regulate, warn and inform. The shapes and colors of highway signs have special meanings. This helps you understand the message quickly.

- Standard Colors

**RED** – stop

**GREEN** – go, direction or guidance

**YELLOW** or **YELLOW GREEN** – general warning  
– regulatory, law or rule

**ORANGE** – road construction or repair warning

**BLUE** – driver services, such as food and lodging

**BROWN** – recreation and scenic area information

- Stop Signs

- ✓ You must come to a full stop behind the stop sign at the crosswalk or stop line. If your view of the cross street is blocked, slowly move forward to determine when it is safe to proceed.
- ✓ If no stop signs or markings exist, you must slow down and stop, if necessary, at the point nearest the intersection where you have a view of approaching traffic on the through highway.
- ✓ You must give right-of-way to pedestrians, bicyclists and any cross traffic before moving.



- Yield Signs - Mean the same as stop signs except you may proceed without coming to a full stop, if it is safe to do so. You must:

- ✓ Slow down as you come to the intersection; and
- ✓ Give the right of way to pedestrians and through



- Regulatory Signs are rectangular and have a white background. They inform you of traffic laws and regulations. You must obey these signs.



- Warning Signs are yellow, diamond-shaped, with black letters and symbols. They tell you there are special conditions or hazards ahead.



- A railroad crossing sign warns you that you need to slow down and may have to stop for a train. The cross buck (X) marks the actual location of the train tracks. School buses have specific requirements for railroad crossings.



- Route signs and markers are usually shaped like a shield, but there are different shapes and colors. These signs show U.S., Interstate and state route numbers.



- Construction and maintenance signs are used to notify drivers of possible danger in or near work areas. Most signs used in highway and street work areas are diamond-shaped. Cones, drums and barricades are used to alert you and to guide you safely through work areas. For night work, they may be equipped with warning lights. When used, you must slow down and follow the direction of the posted signs and any construction flaggers that may be present.

[NV Driver Handbook, 2016](#) (Pg. 27)



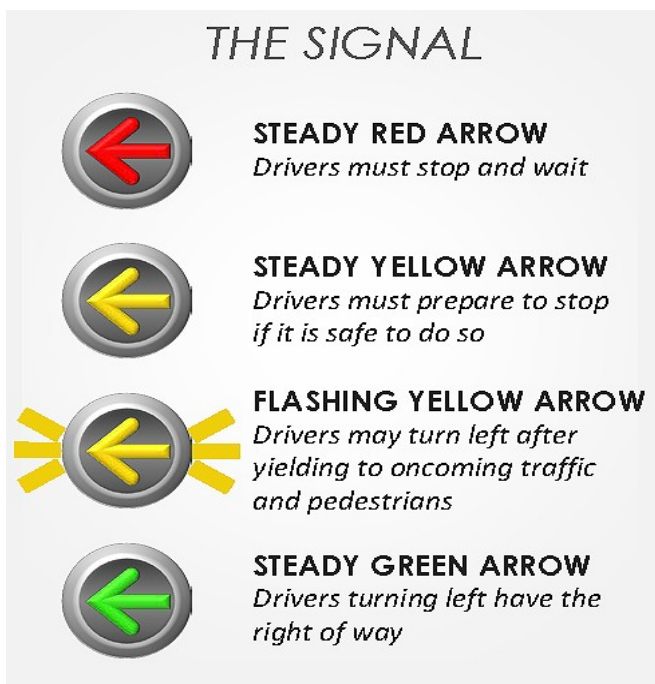
**Violations in construction, work and school zones result in higher fines!**

## Signals

Signals control traffic at intersections. Combinations of traffic and pedestrian signals, signs, pavement markings and other traffic control devices may be used in some situations.

- A **red light means STOP**. You must come to a complete stop before you reach the intersection. Stop your bus behind the stop line or crosswalk. If there is not a stop line or crosswalk, stop before entering the intersection. Remain stopped until the light turns green. Where not prohibited by signs, a right turn may be made on a red light after coming to a complete stop, when motor and pedestrian traffic is clear and it is safe to proceed.
- A **yellow light means CAUTION**. A steady yellow light is a warning that the light will be turning red. If you have not entered the intersection, you must stop. If you are already in the intersection, you should continue moving and clear it safely. DO NOT speed up to “beat the light.”

- A **green light means GO.** You may proceed through an intersection in the direction indicated by the signal if the road is clear. Make sure you look right and left for oncoming traffic.
  - A **flashing red light** means that you must come to a full stop. You may only go when you have the right-of-way.
  - A **flashing yellow light** means proceed with caution.
  - A **red arrow** means you cannot make the movement shown by the arrow.
  - A **yellow arrow** means the signal is going to change to red and warns you to clear the intersection.
  - A **flashing yellow arrow** means yield to oncoming traffic and pedestrians.
  - A **green arrow** means you may go in the direction shown by the arrow, but you must yield to pedestrians, bicycles and traffic already in the intersection.
- [NV Driver Handbook, 2016](#) (Pg. 28)



## **BEGINNING STATEMENT:**

**When a traffic control light is not working, you must come to a full stop, yielding to pedestrians, bicyclists and other vehicles that have stopped at the intersection, before proceeding through the intersection.**

## **END STATEMENT**

### **PEDESTRIANS**

- Pedestrian Crossings at an intersection must also obey traffic signals:
  - ✓ A **red light** means do not cross unless a pedestrian signal or police officer directs otherwise;
  - ✓ A **yellow light** means caution. It warns you the light is changing from green to red. The purpose of the yellow light is to allow vehicles already in the intersection to proceed safely;
  - ✓ Pedestrians facing a yellow light must not start across the street unless a crosswalk signal or police officer directs them;
  - ✓ A **green light** means you may go straight ahead, turn right or turn left unless a sign forbids the turn;
  - ✓ Pedestrians facing a green light may cross the intersection unless a pedestrian signal or police officer directs otherwise. If a crosswalk is marked, pedestrians are to use the marked area.
  - ✓ Pedestrians facing a green turn arrow are not to cross unless a pedestrian signal or policy offer allows them to do so.

[NV Driver Handbook, 2016](#) (Pg. 29)

**In 2015 there were 73 pedestrian  
fatalities in Nevada.**

[Zero Fatalities NV Pedestrian Fatalities](#)

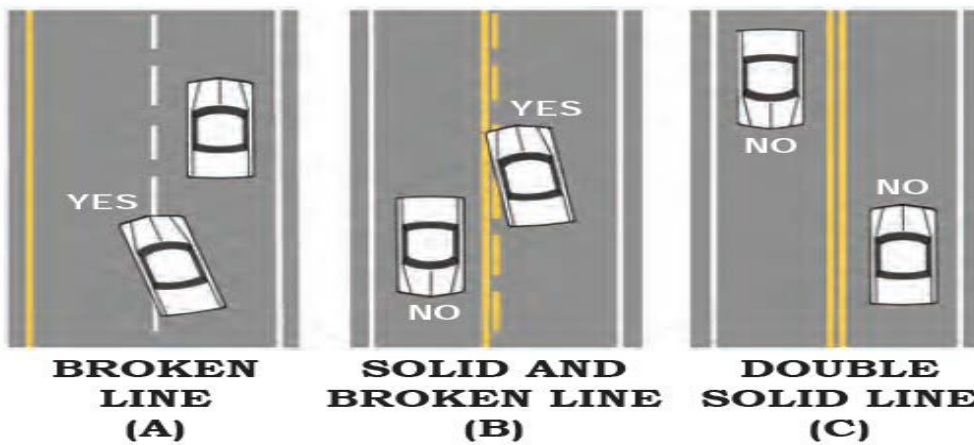
- Pedestrian walk and don't walk signals are special stop and go lights for pedestrians. If these signals are in place, pedestrians are to obey them. This may also be indicated by a lighted pedestrian figure or hand symbol in the signal:
  - ✓ Walk means pedestrians facing the signal may cross the street or highway in the direction of the signal;
  - ✓ Don't walk, if flashing, means the signal is changing. Pedestrians may not start across the roadway. However, if you are partly across when this begins flashing, you may continue to the sidewalk or safety island;
  - ✓ Don't walk, if constant, means pedestrians are not to cross; and
  - ✓ Both drivers and pedestrians are responsible for safe use of our roadways. Drivers should always be prepared to yield to pedestrians and bicyclists.  
[NV Driver Handbook, 2016](#) (Pg. 29)

## HIGHWAY MARKINGS

Highway markings like signs warn, regulate, and inform. Markings are white and yellow, and each type of line has a special meaning.

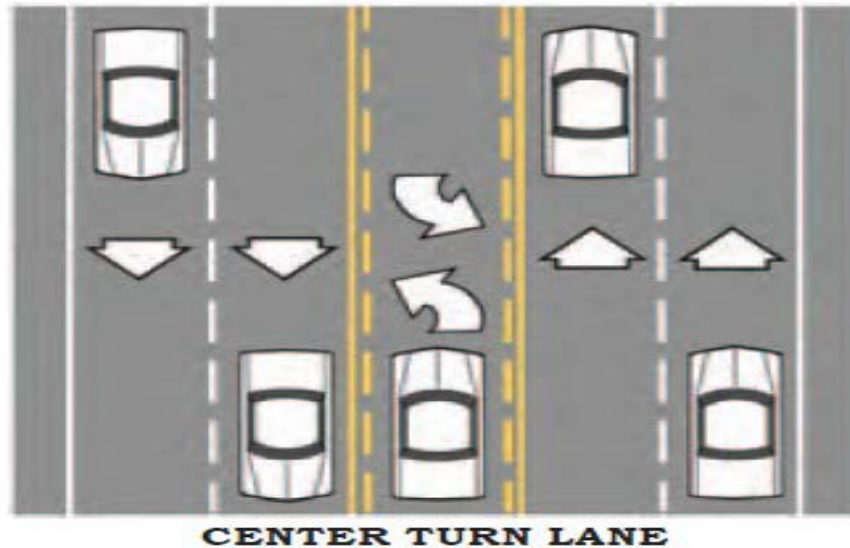
- **White Lines**
  - ✓ Dashed white lines are used to mark traffic lanes on roads which have more than one lane moving in the same direction. You should drive within these lanes and not straddle the lines. Passing is permitted when it is safe to do so (See (A) below).
  - ✓ Solid white lines separate lanes of traffic moving in the same direction and mean that you do not change lanes or pass.
- **Yellow lines**
  - ✓ Solid or dashed yellow lines mean you may pass when it is safe to do so (See (B) below).

- ✓ Solid or double yellow lines means you cannot pass or cross over the line (See (C) below).



- **Crosswalk lines** are marked by solid white lines or various patterns. Always stop your vehicle before the crosswalk. At some intersections, especially in small towns or in residential areas, crosswalks may not be marked. You still must yield to pedestrians in the intersection.
- **Stop lines** are the wide white lines painted across a traffic lane where you must stop before you enter the intersection.
- **Dotted white lines** may either indicate an extension of a lane line through an intersection, or may indicate exit-only lanes on a freeway.
- **Center lanes** for left turns appear on many streets and roads. Most are marked on each side by solid yellow and broken yellow lines. You may cross these lines only to make a left turn onto or from the highway.  
[NV Driver Handbook, 2016](#) (Pg. 30)

Center lanes are not travel lanes and cannot be used for passing. You may not travel more than 200 feet in a center turn lane before making a left-hand turn and you may not travel more than 50 feet in a center lane after making a left-hand turn onto the highway before merging with traffic. [NRS 484B.223](#)



## CONTROLLING SPEED

Nevada has a Basic Rule for driving at a “reasonable or proper” speed. This means that in addition to any posted speed limits you must consider:

- The amount and type of traffic.
- The weather and the distance you can see.
- The condition of the road surface such as dry, wet, icy or snow covered.
- The type of road:
  - ✓ Whether it is flat and straight or steep and curvy; or
  - ✓ Whether it is wide or narrow

It also means that you are never to drive at a speed that endangers you or anyone else. Depending upon conditions, the safe speed may be considerably less than the posted speed limit.

**Speed limits are set for normal driving conditions. When bad weather makes it hard to see or makes the road slick, you need to adjust your speed.**

- Most people speed to save time. Let's look at how much or how little time is actually saved to travel 5 miles:
    - ✓ At 70 mph takes 4 minutes, 17 seconds. Savings over 60 mph = 43 seconds;
    - ✓ At 60 mph takes 5 minutes. Savings over 55 mph = 27 seconds; and
    - ✓ At 55 mph takes 5 minutes, 27 seconds.
  - The next time you want to speed ask yourself:
    - ✓ Why am I in a hurry?
    - ✓ Does it really matter?
    - ✓ Is it worth endangering myself and others?
- [NV Driver Handbook, 2016](#) (Pg. 33)

**If you are stopped for speeding and given a ticket, it will cost you time, money and possibly your job!**

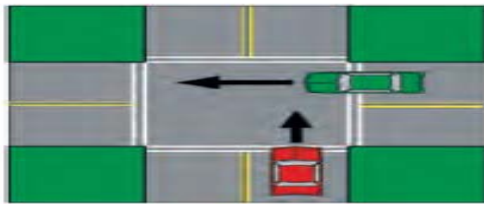
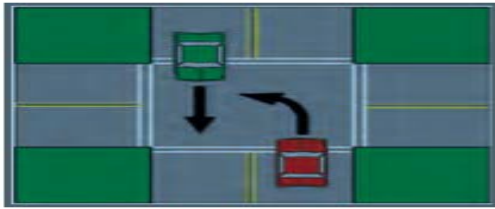
### **RIGHT-OF-WAY**

Right-of-Way rules help traffic move smoothly through intersections. They emphasize courtesy, common sense and cooperation. It means the right of one vehicle to go before another one. It applies to pedestrians and bicycle riders. You should yield the right-of-way when:

- At an intersection where there are no traffic signs or signals, the vehicle on your right should usually go first;
- A vehicle already in the intersection has the right-of-way over others just getting there;
- A vehicle going straight ahead and that is already in the intersection, has the right-of-way over one turning left. After yielding (and properly signaling), the vehicle turning left then has the right-of-way;

- Vehicles entering a main road from a minor road, private road or driveway must yield the right-of-way to all traffic on the main road and to pedestrians.

[NV Driver Handbook, 2016](#) (Pg.32)



### Other Right-of-Way Rules

- The right-of-way must be given to emergency vehicles approaching from any direction when they are sounding a siren or using their flashing lights. You must immediately drive to the right side of the road, clear of any intersection and stop until the emergency vehicle has passed.
- At a 4-way stop, the driver reaching the intersection first gets to go first, after stopping completely.
- When entering a freeway, yield the right-of-way to traffic on the freeway. You may enter only when it is safe to do so.
- Yield right-of-way to bicyclists riding on a bike path or lane.
- Yield to funeral processions and let the vehicles with headlights on pass as a group.

**Failure to yield the right-of-way is the major cause of crashes.**

## Pedestrian Right-of-Way Rules

- Pedestrians in crosswalks and at intersections have the right-of-way over vehicles.
- Although pedestrians have the right-of-way in a crosswalk and at intersections, vehicles don't always stop. Before you step off the curb, make certain cars in both directions have stopped. Don't put yourself or anyone else in the position for a potential crash.
- A blind person who is on foot and using a guide dog or other service animal or is carrying a white cane or walking sticks has the right-of-way, come to a full stop if necessary, and take precautions before proceeding to avoid accident or injury.

[NV Driver Handbook, 2016](#) (Pg. 32) and [NRS 484B.290](#)

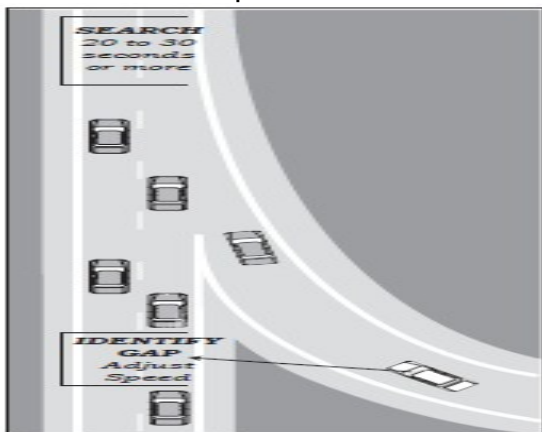


## FREEWAY DRIVING

### Entering a Freeway

- Be sure to use the on-ramp when you enter the freeway. Signs will say "Do Not Enter" and "Wrong Way" if you have made a mistake.
- Using the merge or acceleration lane, look for an opening in traffic, use your turn signal and accelerate to the speed of freeway traffic. Do not stop before merging unless absolutely necessary; a stop can mean a slow and dangerous start into fast-moving traffic and can affect traffic behind you.

- As you enter from a merging lane, you must yield to traffic already on the freeway. If you are already traveling on the freeway, watch for merging traffic and adjust your speed to allow safe and smooth merges.
  - Stay alert! Be prepared for rapid changes in road conditions and traffic flow. Search farther down the road – at least 20 to 30 seconds.
  - Watch traffic all around you. Be aware of other drivers who are changing lanes, passing or slowing down.
  - Use your mirrors, doing a 5-count mirror check and look quickly over your shoulder before changing lanes. Use your turn signals to let other drivers know your plans and watch for their signals.
- [NV Driver Handbook, 2016](#) (Pg. 34)
- Stay with the flow of traffic without exceeding the maximum speed.
  - Freeways have several lanes in each direction. On these roads, you should leave the extreme left lane for faster traffic.
  - School buses **ARE NOT ALLOWED** to travel in HOV or express lanes.



### Exiting a Freeway

Most freeway exits have a special lane for you to use before you reach the exit ramp. Avoid slowing down on the freeway itself.

Wait until you are in the exit lane. Then slow gradually until your speed matches the posted exit ramp speed.

- Look ahead for signs telling you about the exit you want and the lane you need to use;
- Do a 5-count mirror check, signal and move into the proper lane a mile or more before the exit. Most exits are numbered to help you quickly spot the one you want to take; and
- If you miss the exit ramp, never turn around or back up. Go to the next exit, get back on the freeway in the opposite direction, and return to the exit you want.  
[NV Driver Handbook, 2016](#) (Pg. 35)

## **RAMP METERS, HIGH OCCUPANCY VEHICLE (HOV) LANES AND ROUNDABOUTS**

### **Ramp Meters**

If a freeway entrance is equipped with ramp meters and they are turned on, you must:

- Pull up to the stop line and stop on red;
- Be alert because the signal will change faster than a signal at an intersection; and
- Wait for the green light. Then proceed along the ramp and merge onto the freeway safely.

Some freeway entrance ramps have more than one travel lane and each lane is controlled by its own ramp meter. School buses should be in the farthest right lane.

Some metered freeway ramps have HOV bypass lanes also known as carpool lanes. These lanes are marked with a diamond on the pavement and are not metered. School buses may enter the freeway in these HOV lanes.

[NV Driver Handbook, 2016](#) (Pg. 35)

## High Occupancy Vehicle (HOV) Lanes

If there is an HOV bypass lane (also known as a carpool lane) while entering a freeway, marked with a diamond on the pavement, and the lane is not metered, school buses can use the HOV lane without stopping.

[NV Driver Handbook, 2016 \(Pg.33\)](#) and [NRS 484A.460](#)

**School buses ARE NOT permitted to travel in HOV or Express Lanes!**

## Roundabouts

A roundabout is a large circular area in the middle of an intersection meant to control the right-of-way of vehicles. It is a traffic management tool that moves traffic through an intersection without the aid of traffic signals.

Entering traffic must yield the right-of-way to the traffic circulating within the roundabout and decrease speed while traveling in one direction with traffic already in the roundabout.

- When approaching a roundabout:
  - ✓ Choose which lane to use as you would for any other intersection;
  - ✓ Use the left lane to turn left, complete a U-turn or go straight;
  - ✓ Use the right lane to turn right or go straight;
  - ✓ Yield to those in the roundabout who have the right-of-way. Wait for a gap in the traffic;
  - ✓ Decrease your speed to travel with the traffic already in the roundabout; and
  - ✓ Use your right turn signal when exiting.

- Commercial vehicles are permitted to use the truck apron provided around the center island to negotiate the tight turning radius
- Drive (usually with just the rear wheels) on the raised pavement of the truck apron to navigate more easily. [NV Driver Handbook, 2016](#) (Pg. 40)
- If approached by an emergency vehicle or official vehicle with flashing lights, you shall immediately drive to a position parallel to, and as close as possible to, the right-hand edge or curb of a highway clear of any intersection, and shall stop and remain until the emergency vehicle has passed. [NRS 484B.267](#)

## **SIGNALING, TURNING, LANE CHANGES AND PASSING**

### **Signaling**

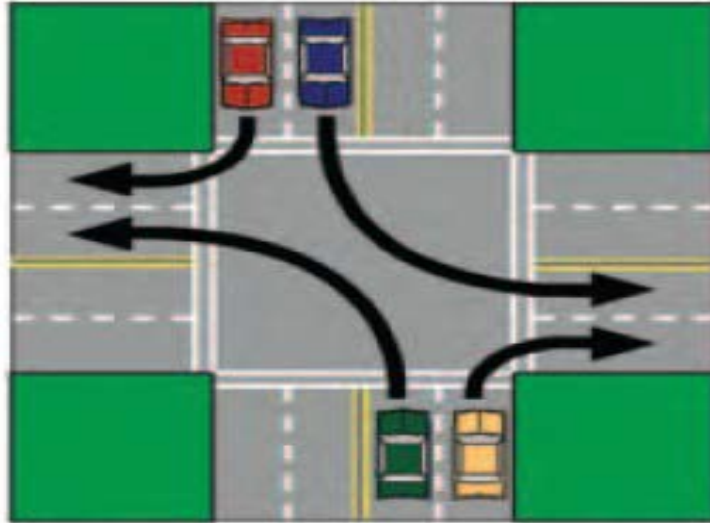
Using signals to tell others that you are going to change lanes, turn, slow down, stop or park is required by state law. You are required to signal your intentions by continuously signaling not less than:

- 100 feet in a business or residential area; or
- 300 feet in any other area.  
[NRS 484B.413](#)

### **Turning**

- To make safe and legal turns, you must:
  - ✓ Get into the correct lane well in advance;
  - ✓ Look ahead, behind and to each side of your vehicle;
  - ✓ Be aware of other drivers, pedestrians and bicyclists;
  - ✓ Signal your turn at least 100 feet ahead (about 10 car lengths) on city streets and 300 feet (30 car lengths) on open highways;
  - ✓ Watch for and obey traffic signals, signs and pavement markings that direct your movement;

- ✓ Allow time and space to make your turn safely – slow down;
  - ✓ Yield the right-of-way to pedestrians, bicyclists and other traffic;
  - ✓ Steer through the turn and accelerate to the speed of traffic; and
  - ✓ Be sure your turn signal is off after you enter the flow of traffic.
- When turning right you must:
    - ✓ Be in the extreme right-hand travel lane or a lane designated for right turns;
    - ✓ If a single lane is provided for turning, you may only enter the lane if you are making a right turn, and may not travel through an intersection while driving in the right-turn lane;
    - ✓ Turn into the right-hand lane of the roadway you are entering, or the lane designated for the turn; and
    - ✓ If you need to change lanes, signal and proceed carefully to the next lane when you are well away from the intersection.
  - When turning left you must:
    - ✓ Keep your wheels pointed straight ahead until you begin to actually complete the turn;
    - ✓ On a two-way road, use the lane just to the right of the center line, and complete the turn into the traffic lane closest to you going in your intended direction; and
    - ✓ Do not attempt to change lanes until you can do so safely.



## Lane changes

When you want to change lanes:

- Use your mirrors, doing a 5-count mirrors to check for traffic;
- Signal 100 feet (10 car lengths) on city streets, 300 feet (30 car lengths) on highways or freeways before changing lanes;
- Check blind spots by looking over your shoulder and change lanes when traffic is clear; and
- Do not change lanes in an intersection.

[NV Driver Handbook, 2016](#) (Pg. 42)

**Changing lanes while traveling through an intersection is prohibited!**

## Passing

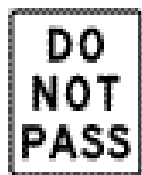
Safe passing rules depend on the type of street or highway you are using. School buses are big and heavy and passing should only occur when **ABSOLUTELY** necessary.

You should never exceed the speed limit to pass another vehicle and you can never use the shoulder of the road to pass.

- On two-lane roads where traffic moves in opposite directions, you may pass on the left only when:
  - ✓ You can see clearly ahead and there is no immediate oncoming traffic;
  - ✓ There is a broken yellow line on the highway or when the broken yellow line is in your lane; and
  - ✓ It is safe to do so.



- When passing on a two-lane road, turn your left signal light on 100 feet ahead in business or residential areas or 300 feet ahead in other areas. After you have passed, pull back into your lane when you can see the vehicle you passed in your rear-view mirror.
- You must **not pass** on a two-lane road:



- ✓ When coming to a curve or the top of a hill where you cannot see far enough ahead to be sure it is safe;
- ✓ Within 100 feet of a street crossing;
- ✓ Within 100 feet of a railroad crossing;
- ✓ Where there is a double solid yellow line on the highway; and
- ✓ Where signs prohibit passing.

- When **another vehicle** comes up behind yours and signals to pass, move to the right without leaving your travel lane and

let it pass. Never speed up when another vehicle is passing you.

- On multi-lane streets and highways you may pass vehicles traveling in the same direction on the left if there are no signs or highway markings that indicated passing is not allowed and it can be done safely. Remember to signal, do a 5-count mirror check for traffic and look over your shoulder before moving out of your lane. Never pass to the left of a driver who is making or signaling a left turn.
- You may pass on the right if the street or highway is clearly marked for two or more lanes of traffic moving in the same direction you are, but only when passing is safe. Passing on the right is very dangerous if the other driver does not see you and decides to change lanes. Remember to signal, do a 5-count mirror check and check your blind spots before you change lanes.
- Passing bicyclists. When passing a cyclist, a motorist must:
  - ✓ Move into the lane to the left if more than one lane for traffic in the same direction exists and doing so is reasonably safe;
  - ✓ If an adjacent lane does not exist, pass to the left of the bicycle at a safe distance, which must be at least three feet; and
  - ✓ You may not move back to the right until the vehicle is safely clear of the bicycle.



- ✓ Traveling in a marked bicycle lane is prohibited. [NV Driver Handbook, 2016](#) (Pg. 43)
- ✓ Passing or traveling in a marked bicycle lane is prohibited. [NRS 4848B.270](#)
- ✓ School bus drivers may cross a bike lane to enter the emergency/turn lane for the purposes of loading and unloading students.

## SCHOOL AREAS AND SCHOOL ZONES



*School Zone*



*School Zone Crossing*

### Speed Limit in School Zones

In school zones the speed limit is either 15 or 25 mph. These speed limits are in effect on school days from half an hour before school begins to half an hour after school ends, unless otherwise posted.

Some areas may use flashing yellow lights to tell you when the speed limit is in effect. Signs and signals clearly show these speed limits and designate the hours when the speed limit is in effect or that the speed limit is in affect when children are present.

[NV Driver Handbook, 2016](#) (Pg. 31) and [NRS 484B.636](#)



## **Safety Zones**

Safety zones are designated areas which are used exclusively for pedestrians. You are prohibited from driving through or within a safety zone. [NRS 484B.110](#)

School zones are considered safety zones. There are additional penalties for tickets received in designated safety zones. [NRS 484B.135](#)

## **Passing and U-Turns in School Zones**

- Nevada state law prohibits vehicles from overtaking and passing another vehicle that has stopped in a designated school zone. This includes school buses passing other school buses that have stopped to load or unload students.
- You are also not allowed to make a U-turn in a designated school zone or school crossing zone. [NRS 484B.363](#)
- It is illegal for school bus drivers to pass other school buses that have stopped, with red lights flashing and stop arms activated.

# **SECTION 4: SCHOOL BUS DRIVER RESPONSIBILITIES, DUTIES & REQUIRED KNOWLEDGE & SKILLS**

## **SCHOOL BUS DRIVER RESPONSIBILITIES**

School bus drivers have additional responsibilities that include:

- Being familiar with and abiding by all federal, state and school district rules, policies and procedures affecting student transportation. Being trained and proficient in the appropriate use of all equipment, tools, technologies and adaptive equipment in the bus;
- Reporting to work with a professional attitude, emotionally and physically prepared to transport students;
- Recognizing the importance of establishing rapport with students, parents, their supervisors, and school or Center administrators to ensure proper student management.
- Establish rapport with students.
- Instructing students and demonstrate safe and appropriate behavior, consequences of improper behavior, general procedures, seat belt use and proper adjustment, evacuation drills and safe travel practices.
- Maintaining order and safety, and protect the rights of others on the school bus.
- Exercise good judgment, using appropriate verbal intervention. This includes, but is not limited to, the following:
  - ✓ Minimizing interior noise;
  - ✓ Controlling passenger movement;
  - ✓ Requiring an orderly entrance and exit;
  - ✓ Eliminating movement or potential movement of objects;

- ✓ Requiring silence at railroad crossings; and
- ✓ Prohibiting transportation of unauthorized materials.
- Handling minor infractions with school district approved, on-board consequences and discussions approved by the school district or agency head.
- In instances of serious or recurring misconduct, follow school district policies pertaining to misconduct and should submit written reports on appropriate forms to administrators or other persons designated to deal with discipline problems. to your supervisor according to your school district policy.
- Representing the school district by presenting a positive image in dress, language, and manner while on duty, including when you're off duty.
- The school bus driver making a planned and systematic inspection of the bus before each route and/or trip, or to assure that the inspection has been completed properly and in a timely manner.
- Training on confidentiality rules and regulations including FERPA, IDEA, HIPPA, etc.)  
[NCST 2015](#) (Pg.138)

## **ADDITIONAL NEVADA REQUIREMENTS**

In addition to federal requirements, Nevada school bus drivers must:

- Be of good, reputable and sober character;
- Be competent and qualified by experience, attitude and disposition;
- Have GOOD PERSONAL HYGIENE and dress in an appropriate manner according to your school district policy;
- Be physically qualified and able to perform all duties required of a school bus driver, as required by your school district;

- Have successfully complete a state approved training course which includes at least 20 hours of training while operating a school bus and at least 20 hours of classroom training that must include:
  - ✓ The responsibilities of drivers;
  - ✓ The requirements for drivers of school vehicles;
  - ✓ The appropriate management and discipline of disruptive pupils who threaten the safety of other pupils or the driver while riding in a school bus or at the school bus stop;
  - ✓ The laws affecting the operation of a school bus or vehicle belonging to a school district;
  - ✓ Defensive driving;
  - ✓ Emergency procedures; and
  - ✓ First aid and CPR training.  
[NRS 386.825](#)

Note: School bus driver training must be conducted by a Nevada State Certified School Bus Driver Trainer.  
[NAC 392.430](#)

- Conduct pre, post and anytime the bus is left unattended inspections.
- Pass the State of Nevada School Bus Driver Written Examination with a score of 80% or higher each year. [NAC 392.410](#)
- Complete a minimum of 10 hours of in-service training yearly provided by school or school district.

**Each school district has the authority to develop policies and procedures that exceed state and federal requirements.**

## **SCHOOL BUS DRIVER DUTIES**

School bus drivers have additional duties that include:

- Refrain from the use of stimulants, sedatives and alcoholic beverages;
- Responsible for the safe operating condition and cleanliness of the bus;
- Only use the school bus to transport students on established routes and schedules approved by your school district;
- Never allow someone else to drive the school bus without the proper licenses and prior school district approval;
- Never allow unauthorized people to enter your bus;
- Responsible for any traffic tickets and fines you receive while driving a school bus for a school district;
- Report any and all bus crashes or incidents that occur in the bus, regardless of damage.
- Be familiar with written instructions of the assigned route that would include any existing railroad crossing and any fixed route hazard(s);
- Have a planned and systematic inspection of the bus before each route and/or trip. This requires both a stationary and operating inspection during the pre-trip, post-trip and anytime the bus has been left unattended inspections. Report any needed repairs;
- Assure that all students are able to cross the road safely;
- Keep accurate school bus inspection logs and submit all reports when required;
- Conduct the required emergency evacuation drills for regular and special education students twice yearly;

- Do not drop a student off anywhere other than their scheduled drop off point without prior approval from your school district;
- Be familiar with assigned routes and designated school bus stops;
- Maintain a clean bus, including all route and extra-curricular activities; and
- Always have a positive attitude!

## REQUIRED KNOWLEDGE AND SKILLS

### Required Knowledge

School bus drivers are required to have basic knowledge in the following areas:

- **Safe Operations Regulations.** Drivers are required to have the following knowledge:
  - ✓ Inspection, repair, and maintenance requirements;
  - ✓ Nevada School Bus Out-of-Service Criteria;
  - ✓ Procedures for safe vehicle operations;
  - ✓ The effects of fatigue, poor vision, hearing impairment, and general health; and
  - ✓ The effects of alcohol and drug use.  
[FMCSA 383.111](#)
- **Safe vehicle control systems.** Know the purpose and function of the controls and instruments found in the school bus. [FMCSA 383.111](#)
- **Safety control systems.** Proper use of the school bus safety system, including lights, horns, side and rear-view mirrors, proper mirror adjustment, fire extinguisher, symptoms of improper operation revealed through instruments, school bus operation characteristics, and diagnosing malfunctions.

- Drivers must have knowledge of the correct procedures needed to use safety systems in an emergency situation.
- **Basic control.** The procedures for performing various basic maneuvers, including:
  - ✓ Starting, warming up, and shutting down the engine;
  - ✓ Putting the bus in motion and stopping the bus;
  - ✓ Backing in a straight line; and
  - ✓ Turning the bus, basic rules, off-tracking, right/left turns and right curves.  
[FMCSA 383.111](#)
- **Shifting.** The basic shifting rules and terms common on Transmissions, including:
  - ✓ Key elements of shifting, e.g., controls, when to shift, and double clutching;
  - ✓ Shift patterns and procedures; and
  - ✓ Consequences of improper shifting.  
[FMCSA 383.111](#)
- **Backing.** The procedures and rules for various backing maneuvers, including:
  - ✓ Backing principles and rules; and
  - ✓ Basic backing maneuvers, e.g., straight-line backing, and backing on a curved path.  
[FMCSA 383.111](#)
- **Visual search.** The importance of proper visual search, and proper visual search methods, including:
  - ✓ Seeing ahead and to the sides;
  - ✓ Use of mirrors; and
  - ✓ Seeing to rear.

[FMCSA 383.111](#)

- **Communication.** The principles and procedures for proper communications and the hazards of failure to signal properly, including:
  - ✓ Signaling your intentions;
  - ✓ Communication your presence; and
  - ✓ Misuse of communications.  
[FMCSA 383.111](#)
- **Speed management.** The importance of understanding the effects of speed, including:
  - ✓ Speed and stopping distance;
  - ✓ Speed and surface conditions;
  - ✓ Speed and the shape of the road;
  - ✓ Speed and visibility; and
  - ✓ Speed and traffic flow.  
[FMCSA 383.111](#)
- **Space management.** Procedures and techniques for controlling the space around your bus, including:
  - ✓ The importance of space management;
  - ✓ Space cushions;
  - ✓ Space to the sides; and
  - ✓ Space for traffic gaps.  
[FMCSA 383.111](#)
- **Night operation.** Preparations and procedures for driving at night, including:
  - ✓ Night driving factors such as vision, glare, fatigue and inexperience;

- ✓ Roadway factors such as low illumination, variation in illumination, unfamiliarity with roads and other road users exhibiting erratic or improper driving; and
- ✓ Vehicle factors including headlights, auxiliary lights, turn signals, windshields and mirrors.  
[FMCSA 383.111](#)
- **Extreme driving conditions.** Basic information on operating in extreme driving conditions, including:
  - ✓ Bad weather such as snow, ice, sleet and high wind;
  - ✓ Hot weather; and
  - ✓ Mountain driving.  
[FMCSA 383.111](#)
- **Hazardous perceptions.** Basic information on hazard perception and clues for recognizing hazards, including:
  - ✓ Road characteristics; and
  - ✓ Road user activities.  
[FMCSA 383.111](#)
- **Emergency maneuvers.** Basic information concerning when and how to make emergency maneuvers, including:
  - ✓ Evasive steering;
  - ✓ Emergency stopping;
  - ✓ Off road recovery;
  - ✓ Brake failure; and
  - ✓ Blowouts.  
[FMCSA 383.111](#)

- **Skid control and recovery.** Information on the causes and major types of skids, as well as the procedures for recovery from skids. [FMCSA 383.111](#)
- **Vehicle inspections.** The objectives and proper procedures for performing school bus inspections, such as:
  - ✓ The importance of periodic inspection and repair to vehicle safety;
  - ✓ The effect of undiscovered malfunctions upon safety;
  - ✓ What safety-related parts to look for when inspecting the school bus such as fluid leaks, interference with visibility, bad tires, wheel and rim defects, braking system defects, steering system defects, suspension system defects and exhaust system defects; [FMCSA 383.111](#)
  - ✓ Pre-trip, enroute and post-trip inspection procedures;
  - ✓ Reporting findings; and
  - ✓ Be familiar with Nevada School Bus Out-of-Service Criteria
- **Mountain driving.** Practices that are important when driving upgrade and downgrade, including:
  - ✓ Selecting a safe speed;
  - ✓ Selecting the right gear; and
  - ✓ Proper braking techniques. [FMCSA 383.111](#)
- **Fatigue and awareness.** Practices that are important to staying alert and safe when driving; including:
  - ✓ Being prepared to drive;
  - ✓ What to do when driving to avoid fatigue;
  - ✓ What to do when sleepy while driving; and

- ✓ What to do when becoming ill while driving.  
[FMCSA 383.111](#)
- **Air brakes.** If your school bus is equipped with air brakes, you must have knowledge in the following areas:
  - ✓ General air brake system components and terminology;
  - ✓ The dangers of contaminated air supply (dirt, moisture, and oil);
  - ✓ Implications of severed or disconnected air lines;
  - ✓ Implications of low air pressure readings;
  - ✓ Procedures to conduct safe and accurate pre-trip inspections, including knowledge about:
    - ❖ Automatic fail-safe devices;
    - ❖ System monitoring devices; and
    - ❖ Low pressure warning alarms.
  - ✓ Procedures for conducting end-route and post-trip inspections of air-actuated brake systems, including:
    - ❖ Ability to detect defects that may cause the system to fail;
    - ❖ Tests that indicate the amount of air loss from the braking system within a specified period, with and without the engine running; and
    - ❖ Tests that indicate the pressure levels at which the low air pressure warning devices should activate.  
[FMCSA 383.111](#)
  - ✓ General operating practices and procedures, including:
    - ❖ Proper braking techniques;

- ❖ Antilock brakes;
- ❖ Emergency stops; and
- ❖ Parking brake.  
[FMCSA 383.111](#)

## Driving a school bus is a tremendous responsibility!

### Required Skills

- School bus drivers must also have the following required skills:
  - ✓ **Inspection skills.** Must possess basic vehicle inspection skills and be able to identify each safety-related part on the vehicle and explain what needs to be inspected including:
    - ❖ Engine Compartment;
    - ❖ Cab/engine start;
    - ❖ Steering;
    - ❖ Suspension;
    - ❖ Brakes;
    - ❖ Wheels;
    - ❖ Side of vehicle;
    - ❖ Rear of vehicle; and
    - ❖ Special equipment specific to the school bus.  
[FMCSA 383.113](#)
- Air brake equipped buses. Must demonstrate the following skills with respect to inspection and operation of air brakes:

- ✓ Locate and verbally identify air brake controls and monitoring devices;
  - ✓ Determine that the brake system condition for proper adjustments and that air system connections have been properly made and secured;
  - ✓ Inspect the low pressure warning device to ensure that it will activate in emergency situations;
  - ✓ With the engine running, make sure that the system maintains an adequate supply of compressed air;
  - ✓ Determine that the required minimum air pressure build up time is acceptable limits and that required alarms and emergency devices automatically deactivate at the proper pressure level; and
  - ✓ Operationally check the brake system for proper performance.  
[FMCSA 383.113](#)
- **Basic vehicle control skills.** Must demonstrate the following basic motor vehicle control skills for the school bus:
    - ✓ Ability to start, warm up, and shut down the engine;
    - ✓ Ability to put the school bus in motion and accelerate smoothly, forward and backwards;
    - ✓ Ability to bring the school bus to a smooth stop;
    - ✓ Ability to back the school bus up in a straight line and check path and clearance while backing;
    - ✓ Ability to position the school bus to negotiate safely and then make left and right turns;
    - ✓ Ability to shift as required and select the appropriate gear for speed and highway conditions; and
    - ✓ Ability to back along a curved path.  
[FMCSA 383.113](#)

- **Safe on-road driving skills.** Be able to demonstrate the following safe on-road driving skills:
  - ✓ Ability to use proper visual search methods;
  - ✓ Ability to signal appropriately when changing direction in traffic;
  - ✓ Ability to adjust speed to the condition of the roadway, weather and visibility conditions, traffic conditions, motor vehicle and driver conditions;
  - ✓ Ability to choose a safe gap for changing lanes, passing other vehicles and crossing or entering traffic;
  - ✓ Ability to position your school bus correctly before and during a turn to prevent other vehicles from passing you on the wrong side, as well as to prevent problems caused by off-tracking;
  - ✓ Ability to maintain a safe following distance depending on the condition of the road, visibility and vehicle weight;
  - ✓ Ability to adjust operation of the vehicle to prevailing weather conditions including speed selection, braking, direction changes and following distance to maintain control; and
  - ✓ Ability to observe the road and the behavior of other motor vehicles, particularly before changing speed and direction.

[FMCSA 383.113](#)

**School bus drivers are required to have additional knowledge and skills that are specific to transporting students.**

### **Required Endorsements for School Bus Drivers**

School bus drivers are required to have a Passenger (P) and School Bus (S) Endorsement on your CDL license.

In order to receive a passenger (P) endorsement on your CDL, you must satisfy the following additional knowledge and skills test requirements:

- Knowledge Test for a Passenger (P) Endorsement:
  - ✓ Proper procedures for loading/unloading passengers;
  - ✓ Proper use of emergency exits, including push-out windows;
  - ✓ Proper responses to such emergency situations as fires and unruly passengers;
  - ✓ Proper procedures at railroad-highway grade crossings and drawbridges; and
  - ✓ Proper braking procedures.  
[FMCSA 383.117](#)
  
- Knowledge test for a School Bus (S) Endorsement:
  - ✓ Loading and unloading children, including the safe operation of stop signal devices, external mirror systems, flashing lights and other warning and passenger safety devices required for school buses;
  - ✓ Emergency exits and procedures for safely evacuating passengers in an emergency;
  - ✓ Laws regarding railroad-highway grade crossings; and
  - ✓ Operating practices and procedures.  
[FMCSA 383.123](#)

# SECTION 5: BASIC CONTROL OF YOUR SCHOOL BUS

## BASIC CONTROL

### Accelerating

Don't roll back when you start. You may hit someone behind you. If you have a manual transmission vehicle, partly engage the clutch before you take your right foot off the brake. Put on the parking brake whenever necessary to keep from rolling back. Release the parking brake only when you have applied enough engine power to keep from rolling back.

Speed up smoothly and gradually so the vehicle does not jerk. Rough acceleration can cause mechanical damage.

Speed up gradually when traction is poor, as in rain or snow. If you use too much power, the drive wheels may spin. You can lose control if the drive wheels begin to spin, take your foot of the accelerator.

[NV CDL Manual, 2015](#) (Pg. 2-8)

### Backing Safely

Backing a school bus is **STRONGLY DISCOURAGED**. Because you cannot see everything behind your bus, backing is always dangerous. Avoid backing and look for ways to go around instead of backing up. When you park, try to park so you will be able to pull forward when you leave.

You **CANNOT** back up a school bus when students are outside or around the bus. You can only back up the bus when all students are on board. Backing is dangerous!

- Nevada Law states that the driver of a vehicle:
  - ✓ Shall not back the vehicle unless such movement can be made with reasonable safety and without interfering with other traffic.
  - ✓ Shall not back into an intersection, on or over a

crosswalk, or around a street corner.

- ✓ Shall in every case yield the right-of-way to moving traffic and pedestrians. [NRS 484B.113](#)
- If you must back up:
  - ✓ Start in the Proper Position. Put the bus in the best position to allow you to back safely and only once;
  - ✓ Look at your Path. Look at your path before you begin and do not back the vehicle unless such a movement can be made safely without interfering with other traffic;
  - ✓ Use mirrors on both sides. Constantly check all mirrors, using the 5-count mirror check;
  - ✓ Back into, not out of a space;
  - ✓ Always back Slowly as possible;
  - ✓ Back and Turn Toward the Driver's Side. Back to the driver's side so that you can see better. Backing toward the right side is very dangerous because you can't see as well. If you back and turn toward the driver's side, you can watch the rear of your vehicle by looking out the side window. Use driver-side backing, even if it means going around the block to put your vehicle in this position. The additional safety is worth it.
  - ✓ Use a Helper or spotter. Use a helper when you can. The helper should stand near the back of your bus where the driver can see the helper. Before you begin backing, work out a hand signal you both understand which means STOP. [NV CDL Manual, 2015](#) (Pg. 2-8)
  - ✓ If no lookout is available:
    - ❖ Set the parking brake;
    - ❖ Turn off the motor and take the keys with you; and

- ❖ Walk to the rear of the bus to determine whether the way is clear.
- ✓ Do not back into an intersection (two Highways/roadways which join one another at a point), on or over a crosswalk, or around a street corner. [NRS 484A.105](#)
- ✓ Make sure all students are on board before you back up the bus.
- ✓ Honk your horn so others know you are backing up the bus.
- ✓ Yield the right-of-way to moving traffic and pedestrians. [NRS 484B.113](#)

### **Stopping the Bus**

Push the brake pedal down gradually. The amount of brake pressure you need to stop the vehicle will depend on the speed of the vehicle and how quickly you need to stop. Control the pressure so the vehicle comes to a smooth and safe stop.

Since school buses are much heavier than other vehicle so it requires the driver to begin braking earlier in order to stop smoothly. For a smooth stop:

- Get the big picture and begin slowing down far in advance of the stop;
- Feather the brake by slightly reducing pressure on the brake pedal. This action will release a small amount of brake pressure right before the stop is complete, making a smoother stop;
- Never stop suddenly unless absolutely necessary to avoid a collision. Students could be thrown around the bus;
- Always maintain a safe following distance. The following distance should be long enough for you to be able to safely and smoothly stop the bus under any condition; and

- Short stopping/brake check is not acceptable for stopping the bus.  
[NV CDL Manual, 2015](#) (Pg. 2-8)

## Turning the Bus Around

If you must turn the bus around, you need to have at least 500 feet of unobstructed visibility in both directions and plenty of room to turn the bus around. If you must turn the bus around you will need to:

- Select an area that is large enough to turn around without backing up the bus;
- Slowly move the bus forward in a wide circle to turn around;
- Turn around only at places designated by your district transportation department; and
- Always keep the bus in the proper lane of travel.

## COMMUNICATING

### Signaling your Intentions

Signaling what you intend to do is important for safety. Here are some general rules for signaling.

- **Turns.** There are three good rules for using turn signals:
  - ✓ **Signal early**, well before you turn. This is the best way to keep others from trying to pass you;
  - ✓ **Signal continuously.** You need both hands on the wheel to turn safely. Don't cancel the turn signal until you have completed the turn; and
  - ✓ **Cancel your signal.** Don't forget to turn off your turn signal after you've completed the turn (if you don't have self-cancelling signals).
- **Lane changes.** Put your turn signal on 100 in residential and 300 feet on a highway before changing lanes. Change

lanes slowly and smoothly. That way a driver you may not see may have a chance to honk his/her horn, or avoid your vehicle.

- **Slowing down.** Warn drivers behind you when you plan to slow down. A few light taps on the brake pedal, enough to flash the brake lights, should be sufficient to warn drivers who are following you.
- **Trouble Ahead.** The size of your vehicle may make it hard for drivers behind you to see hazards ahead. If you see a hazard that will require slowing down, warn the drivers behind by tapping your brake lights and use your four-way hazard lights.
- **Tight Turns.** Most car drivers don't know how slowly you have to go to make a tight turn in a large vehicle. Give drivers behind you warning by braking early and slowing gradually.
- **Stopping on the Road.** Bus driver's sometime stop in the roadway to unload passengers, or to stop at a railroad crossing. Warn following drivers by tapping your brakes and don't stop suddenly.
- **Driving Slowly.** Drivers often do not realize how fast they are catching up to a slow vehicle until they are very close. If you must drive slowly, alert following drivers by turning on your emergency flashers.  
[NV CDL Manual, 2015](#) (Pg. 2-11)
- Use four-way hazard flashers. Use the four-way emergency flashers during times when you are driving slowly (40 mph or below on a freeway or highway) or when impeding traffic.

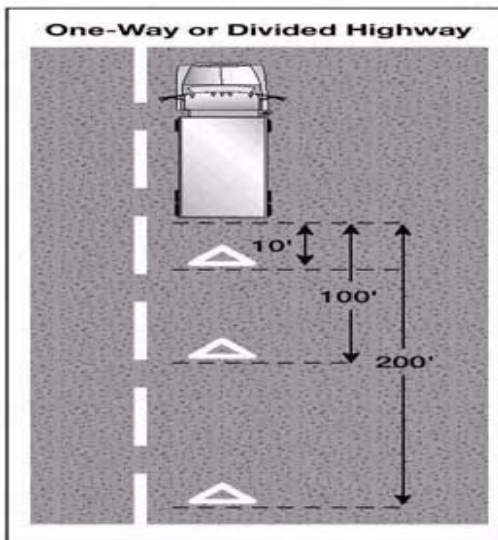
### **Communicating your Presence**

Drivers may not notice your vehicle even when it's in plain sight. To help prevent crashes, let them know you're there.

- **When Passing.** Whenever you are about to pass a vehicle, pedestrian, or bicyclist, assume they don't see you. They could suddenly move in front of your vehicle. When it is

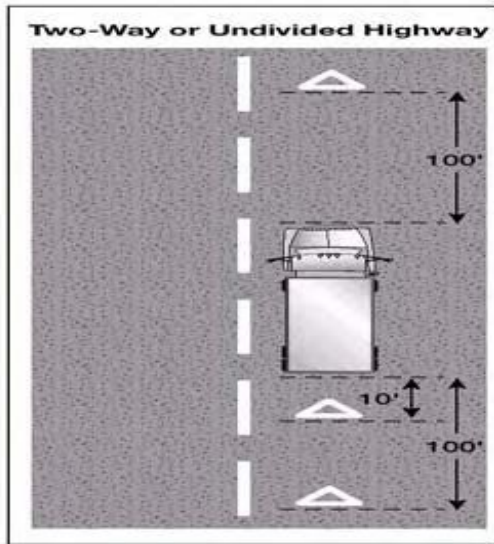
legal, tap the horn lightly or, at night, flash your lights from low to high beam and back. And, drive carefully enough to avoid a crash even if they don't see or hear you.

- **When it's hard to see.** At dawn, dusk, in rain, or snow, you need to make yourself easier to see. If you are having trouble seeing other vehicles, other drivers will have trouble seeing you. Turn on your lights. Use the headlights, not just the identification or clearance lights. Use the low beams; high beams can bother people in the daytime as well as at night.
- **When parked at the side of the road.** When you pull off the road and stop, be sure to turn on the four-way emergency flashers. This is important at night.
- **If you must stop**, on a road or shoulder of any road, you must put out your emergency warning devices within ten minutes. Place your warning devices at the following locations:
  - ✓ On a one-way or divided highway, place warning devices 10 feet, 100 feet, and 200 feet toward the approaching traffic;



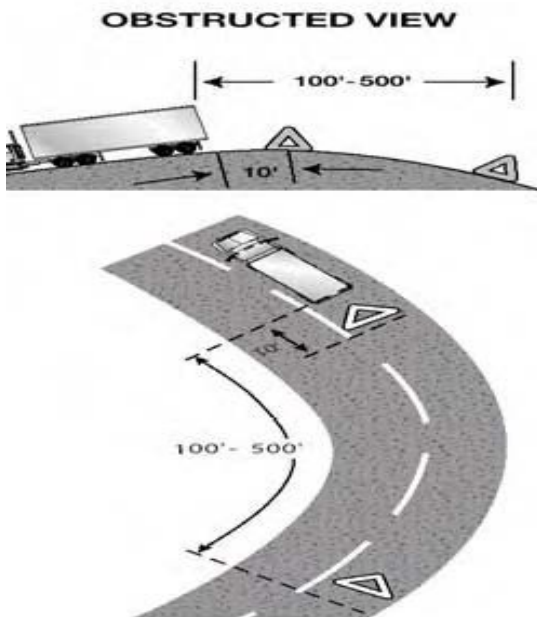
On a two-lane road carrying traffic in both directions or on an undivided highway, place warning devices within 10 feet of the front or rear corners or mark the location of the

vehicle and 100 feet behind and ahead of the vehicle, on the shoulder or in the lane you stopped in; or



- ✓ Back beyond any hill, curve, or other obstruction that prevents other drivers from seeing the vehicle within 500 feet.

[NV CDL Manual, 2015](#) (Pg. 2-12)



## CONTROLLING SPEED

Driving too fast is a major cause of fatal crashes. You must adjust your speed depending on driving conditions. This includes traction, curves, visibility, traffic and hills.

- **Total stopping distance**

Perception distance

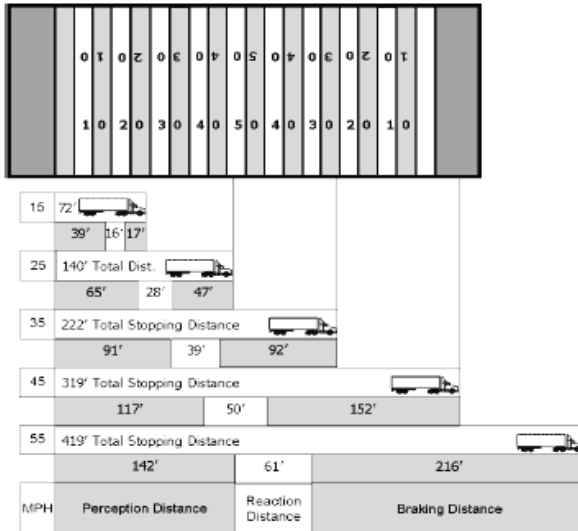
+ Reaction distance

+ Brake lag distance (for vehicles with air brakes)

+ Braking distance

= Total stopping distance

- **Perception distance** is the distance your vehicle travels in ideal conditions; from the time your eyes see a hazard until your brain recognizes it. Keep in mind certain mental and physical conditions can affect your perception distance. It can be affected greatly depending on visibility and the hazard itself. The average perception time for an alert driver is 1 3/4 seconds. At 55 mph this accounts for 142 feet traveled.
- **Reaction distance** is the distance you will continue to travel, in ideal conditions; while you are braking. At 55 mph on dry pavement with good brakes, it can take about 216 feet.
- **Brake distance** is the distance your vehicle will travel, in ideal conditions; while you are braking. At 55 mph on dry pavement with good brakes, it can take about 216 feet.
- **Total stopping distance** is the total minimum distance your vehicle has traveled, in ideal conditions; with everything considered, including perception distance, reaction distance and braking distance, until you can bring your vehicle to a complete stop. At 55 mph, your vehicle will travel a minimum of 419 feet.

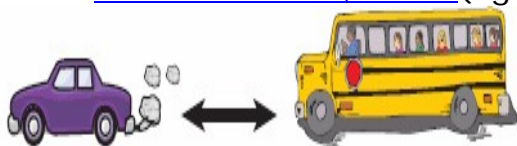


### The Effect of Speed on Stopping Distance

The faster you drive, the greater the impact! When you double your speed from 20 to 40 mph the impact is 4 times greater. The braking distance is also 4 times longer. Triple the speed from 20 to 60 mph and the impact and braking distance is 9 times greater. At 60 mph, your stopping distance is greater than the length of a football field. Increase the speed to 80 mph and the impact and braking distance are 16 times great than at 20 mph. High speeds greatly increase the severity of crashes and stopping distances. By slowing down, you can reduce braking distance.

### The Effect of Vehicle Weight on Stopping Distance

The heavier the vehicle, the more work the brakes must do to stop it and the more heat they absorb. But the brakes, tires, springs, and shock absorbers on heavy vehicles are designed to work best when the vehicle is fully loaded. Empty CMV's require greater stopping distances because an empty vehicle has less traction. [NV CDL Manual, 2015](#) (Pg. 2-13)



**Following too close is the major cause of crashes.**

## **Speed and Curves**

Drivers must adjust their speed for curves in the road. If you take a curve too fast, two things can happen. The tires can lose their traction and continue straight ahead, so you skid off the road. Or the tires may keep their traction and the vehicle rolls over. Tests have shown that trucks with a high center of gravity can roll over at the posted speed limit for a curve.

Slow to a safe speed BEFORE you enter a curve. Braking in a curve is dangerous because it is easier to lock the wheels and cause a skid. Slow down as needed. Don't exceed the posted speed limit for the curve. Be in a gear that will let you accelerate slightly in the curve. This will help with control.

[NV CDL Manual, 2015](#) (Pg. 2-14)

## **Speed and Distance Ahead**

You should always be able to stop within the distance you can see ahead. Fog, rain or other conditions may require that you slowdown to be able to stop in the distance you can see. At night, you can't see as far with low beams as you can with high beams. When you must use low beams, slow down.

[NV CDL Manual, 2015](#) (Pg. 2-15)

## **Speed and Traffic Flow**

When you're driving in heavy traffic, the safest speed is the speed of other vehicles. Vehicles going the same direction at the same speed are not likely to run into one another. Drive at the speed of the traffic, if you can without going at an illegal or unsafe speed. Keep a safe following distance.

The main reason drivers exceed speed limits is to save time. But, anyone trying to drive faster than the speed of traffic will not be able to save much time. The risks involved are not worth it. If you go faster than the speed of other traffic, you'll have to keep passing other vehicles. This increases the chance of a crash, and it is more tiring. Fatigue increases the chance of a crash.

**When driving on slippery surfaces, NEVER USE  
engine brakes or CRUISE CONTROL!**

[NV CDL Manual, 2015](#) (Pg. 2-15)

## Speed on Downgrades

Your vehicle's speed will increase on downgrades because of gravity. Your most important objective is to select and maintain a speed that is not too fast for the:

- Total weight of the vehicle and the passengers;
- Length of the grade;
- Steepness of the grade;
- Road condition; and
- Weather.

[NV CDL Manual, 2015](#) (Pg. 2-15)

## Matching Speed to the Road Surface

You can't steer or brake a vehicle unless you have traction. Traction is friction between the tires and the road. There are some road conditions that reduce traction and call for lower speeds.

### Slippery surfaces.

It will take longer to stop, and it will be harder to turn without skidding, when the road is slippery. Wet roads can double stopping distance. You must drive slower to be able to stop in the same distances on a dry road. Reduce speed by about one third (e.g., slow from 55 to 35 mph) on a wet road. On packed snow, reduce speed by half, or more. If the surface is icy, reduce speed to a crawl and stop driving as soon as you can safely do so.

### Identifying slippery surfaces.

Sometimes it's hard to know if the road is slippery. Here are some signs of slippery roads:

- **Shaded areas.** Shady parts of the road will remain icy and slippery long after open areas have melted;

- **Bridges.** When the temperature drops, bridges will freeze before the road will. Be especially careful when the temperature is close to 32 degrees Fahrenheit or lower;
- **Melting Ice.** Melting ice is much more slippery than ice that is not wet;
- **Black Ice.** Black ice is a thin layer that is clear enough that you can see the road underneath it. It makes the road look wet. Anytime the temperature is below freezing and the road looks wet, watch out for black ice;
- **Vehicle Icing.** An easy way to check for ice is to open the window and feel the front of the mirror, mirror support, or antenna. If there's ice on these, the road surface is probably starting to ice up;
- **Just after Rain Begins.** Right after it starts to rain, the water mixes with oil left on the road by vehicles. This makes the road very slippery;

### **Hydroplaning.**

- In some weather, water or slush collects on the road. When this happens, your vehicle can hydroplane. It's like water skiing; the tires lose their contact with the road and have little or no traction. You may not be able to steer or brake. You can regain control by releasing the accelerator. This will slow your vehicle and let the wheels turn freely.
- If the vehicle is hydroplaning, DO NOT USE THE BRAKES TO SLOW DOWN
- It does not take a lot of water to cause hydroplaning. Hydroplaning can occur at speeds as low as 30 mph if there is a lot of water. Hydroplaning is more likely if tire pressure is low; and
- Road surfaces where water can collect can create conditions that cause a vehicle to hydroplane. Watch for clear reflections, tire splashes, and raindrops on the road. These are indications of standing water.  
[NV CDL Manual, 2015](#) (Pg. 2-15)

## Maximum Speed Limits for School Buses

- School buses **SHALL NOT** exceed 55 mph when transporting students to and from school.

**School buses SHALL NOT exceed 55 mph when transporting students to and from school.**

- School buses **CAN** drive the posted speed limit when transporting students to and from activities (extra-curricular, sports, field trips) that are part of the school program.  
[NRS 484B.360](#)

**School buses can drive the posted speed limit when transporting students to and from extra-curricular activity trips.**

- School districts have the authority to establish a maximum speed limit.

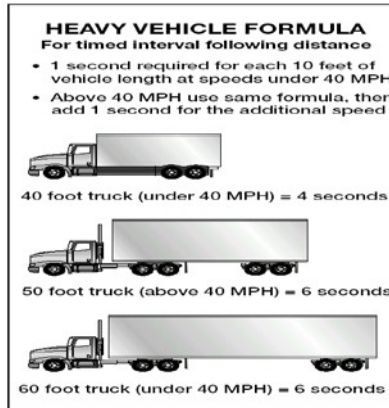
## MANAGING SPACE

### Space Ahead

Of all the space around your bus, it is the area ahead of your vehicle, the space you're driving into, that is most important. Vehicles most often run into the vehicle directly in front of them.

In order to have enough space ahead, you need at least one second for each 10 feet of vehicle length at speeds below 40 mph. At greater speeds, you must add one second for safety.

To see how much space you should keep in front of you? One good rule says you need at least one second for each 10 feet of vehicle length at speeds below 40 mph. At greater speeds, you must add 1 second for safety. For example, if you are driving a 40-foot vehicle, you should leave 4 seconds between you and the vehicle ahead. In a 60-foot rig, you'll need 6 seconds. Over 40 mph, you'd need 5 seconds for a 40-foot vehicle and 7 seconds for a 60-foot vehicle.



To know how much space you have, wait until the vehicle ahead passes a shadow on the road, a pavement marking, or some other clear landmark. Then count off the seconds like this: one thousand-and-one, one thousand-and-two and so on, until you reach the same spot.

[NV CDL Manual, 2015](#) (Pg. 2-16)

## Space Behind

You can't stop others from following you too closely. But there are things you can do to make things safer:

- **Stay to the right.** School buses are heavy, slow moving vehicles that are often tailgated. You can prevent other vehicles from tailgating your bus by traveling in the right lane.
- **Tailgaters.** In large school buses, it is hard to see if a vehicle is close behind you. You may be tailgated:
  - ✓ If you are traveling slowly; and
  - ✓ Driving in bad weather.
- **Dealing with tailgaters safely.** If you find yourself being tailgated, here are some things you can do to prevent the chances of an crash:
  - ✓ Avoid quick changes;
  - ✓ Increase your following distance;

- ✓ Do not speed up; and
- ✓ Avoid tricks that can aggravate other drivers.  
[NV CDL Manual, 2015](#) (Pg. 2-16)

### **Space to the Sides**

School buses are wide and take up most of a lane. Manage what little space you have by keeping your bus centered in your lane and avoid driving next to others. Here are some hints to help you:

- Stay centered in your lane;
- When traveling next to others you need to be extra cautious because:
  - ✓ Another driver may change lanes suddenly and turn into you;
  - ✓ You may be trapped when you need to change lanes;
  - ✓ You will not be able to leave yourself an out; and
  - ✓ Strong winds can make it difficult to maintain your lane.  
[NV CDL Manual, 2015](#) (Pg. 2-18)

### **Space Cushion**

The term Space Cushion refers to the clear area you should have around your vehicle. A space cushion is having an escape route if you need to take evasive action. If you cannot maintain your space cushion in one direction, you should be aware of it and leave yourself an out in another direction.

### **Space Overhead**

Hitting overhead objects is a danger because school buses are large. You need to make sure you always have enough overhead clearance:

- Never assume that the heights posted at bridges and overpasses are correct. Re-paving or packed snow may have reduced the clearance.
- If you doubt you have enough safe space to pass under an object, take another route and notify your supervisor. Warnings are not always posted.
- Some roads are uneven and may cause a vehicle to tilt. There can be a problem clearing objects along the edge of the road.
- Watch out for objects at the side of road like signs, tree branches, electrical wiring or bridge supports. Always drive closer to the center of the road.
- If you have to back into an area, get out and check for overhanging objects.

[NV CDL Manual, 2015](#) (Pg. 2-18)

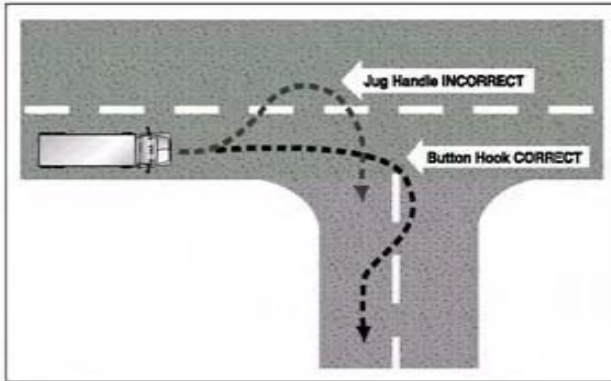
**School buses should never drive under an overhead that's less than 12 feet.**

### Space for Turns

The space around a bus is important in turns. Because of wide turning and off-tracking, large vehicles can hit other vehicles or objects during turns.

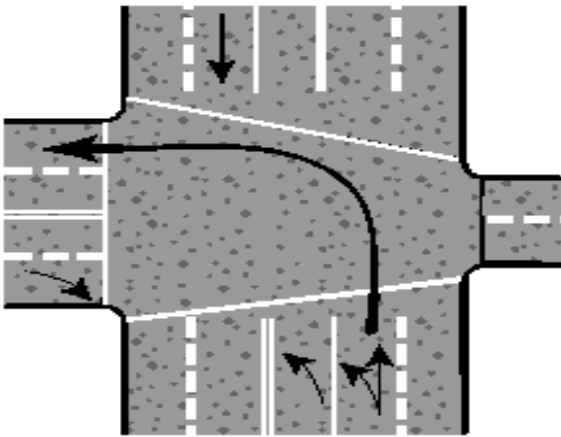
- **Right turns.** Here are some rules to help prevent right-turn crashes:
  - ✓ Turn slowly to give yourself and others more time to avoid problems;
  - ✓ If your bus cannot make the right turn without swinging into another lane, turn wide as you complete the turn. Keep the rear of your vehicle close to the curb;
  - ✓ Don't turn wide to the left as you start the turn. A driver may try to pass you on the right; and
  - ✓ If you must cross into the oncoming lane to make a

turn, watch out for vehicles coming toward you.



- **Left turns.** On a left hand turn, make sure you have reached the center of the intersection before you start the left turn. If you turn too soon, the left side of your vehicle may hit another vehicle because of off-tracking.

If there are two or more left hand turn lanes, always take the outside right turn lane. Don't start in the inside lane because you may have to swing right to make the turn.



### Space Needed to Cross or Enter Traffic

Be aware of the size and weight of your vehicle when you cross or enter traffic. Here are some important things to keep in mind:

- Because of the slow acceleration and the space large school buses require, you may need a much larger gap to enter traffic that you would in your car;

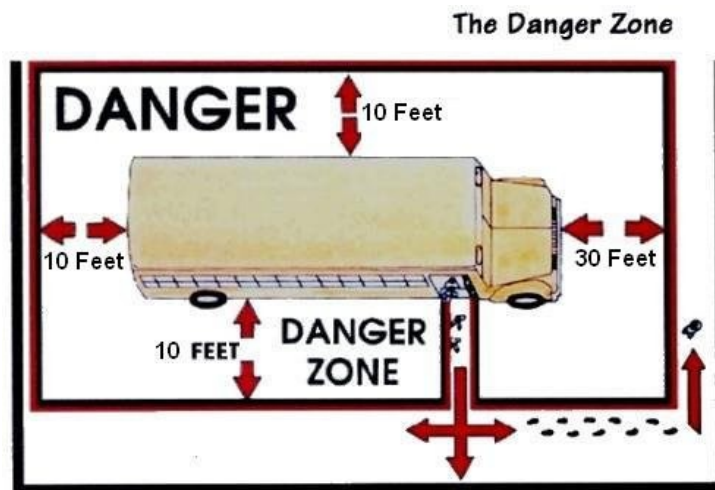
- Acceleration varies with the load. Allow more room if your school bus is loaded; and
- Before crossing a road, make sure you can get all the way across before traffic reaches you.  
[NV CDL Manual, 2015](#) (Pg. 2-19)

## ADDITIONAL DRIVING REQUIREMENTS FOR SCHOOL BUS DRIVERS

In addition to the above requirements, school bus drivers must also have knowledge and skills in:

### Danger zones and use of mirrors

- **Danger Zones.** The danger zone is the area on all sides of the bus where children are in the most danger of being hit, either by another vehicle or their own bus. The danger zones may extend as much as 30 feet from the front bumper with the first 10 feet being the most dangerous, 10 feet from the left and right sides of the bus and 10 feet behind the rear bumper of the school bus. In addition, the area to the left of the bus is always considered dangerous because of passing cars.



- **Correct Mirror Adjustment.** Proper adjustment and use of all mirrors is vital to the safe operation of the school bus in order to observe the danger zone around the bus and look for students, traffic, and other objects in this area. You should always check each mirror before operating the school bus to

obtain maximum viewing area. If necessary, have the mirrors adjusted.

[NV CDL Manual, 2015](#) (Pg. 10-1)

## USING YOUR MIRRORS

Proper adjustment and use of all mirrors is very important to the safe operation of the school bus in order to observe the danger zone around the bus and look for students, traffic and other objects. One of the most important safe driving skills is proper mirror adjustment. Most crashes are the result of improper mirror usage.

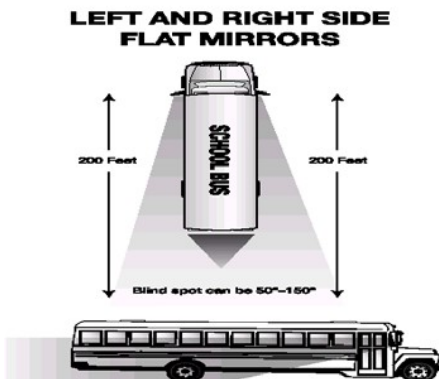
### Types of Mirrors on School Buses

- **Flat Mirrors.** These mirrors are mounted at the left and right front corners of the bus at the side or front of the windshield. They are used to monitor traffic, check clearances and students on the sides and to the rear of the bus. There is a blind spot behind the bus that extends 50 to 150 feet and could extend up to 400 feet depending on the length and width of the bus.

The blind spot is immediately below and in front of each mirror. The blind spot behind the bus extends 50 to 150 feet. Ensure that the mirrors are properly adjusted so you can see:

- ✓ 200 feet or 4 bus lengths behind the bus;
- ✓ Along the sides of the bus; and
- ✓ The rear tires touching the ground.

[NV CDL Manual, 2015](#) (Pg. 10-1)

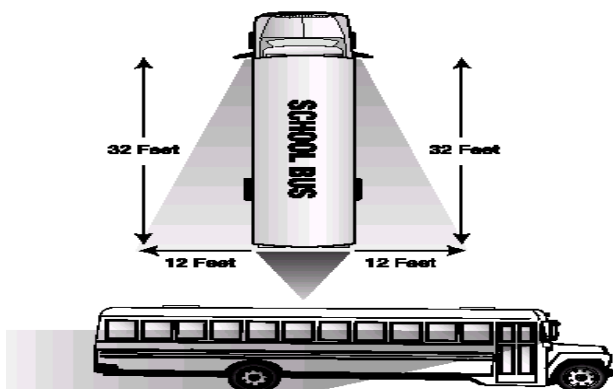


- **Convex mirrors.** Convex mirrors are located below the outside flat mirrors. They are used to monitor the left and right sides at a wide angle. They provide a view of traffic, clearances, and students at the side of the bus. These mirrors give a view of people and objects that does not accurately reflect their size and distance from the bus.

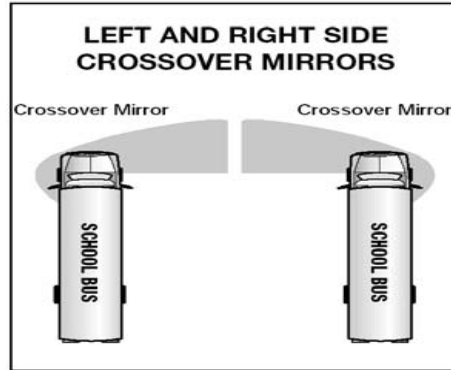
Convex mirrors give a distorted view that does not accurately reflect size or distance from the bus. You should position your mirrors to see:

- ✓ The entire side of the bus up to the mirror mounts;
  - ✓ Front of the rear tires touching the ground; and
  - ✓ At least one traffic lane on either side of the bus.
- [NV CDL Manual, 2015](#) (Pg. 10-2)

#### LEFT AND RIGHT SIDE CONVEX MIRRORS



- **Crossover Mirrors.** These mirrors are mounted on both the left and right front corners of the bus. They are used to see the front bumper "danger zone" area directly in front of the bus that is not visible by direct vision, and to view the "danger zone" area to the left and right side of the bus, including the service front wheel area.



### Overhead Inside Rearview Mirror

This mirror is mounted directly above the windshield on the driver's side area of the bus. This mirror is used to monitor passenger activity inside the bus. It may provide limited visibility directly in back of the bus if the bus is equipped with a glass-bottom rear emergency door. There is a blind spot area directly behind the driver's seat as well as a large blind spot area that begins at the rear bumper and could extend up to 400 feet or more behind the bus. You must use the exterior side mirrors to monitor traffic that approaches and enters this area.

You should position the mirror to see:

- The top of the rear window in the top of the mirror; and
- All of the students, including the heads of the students right behind you.



### Five-Count Mirror Check

Proper mirror use is one of the most important safety factors to safe driving. When checking your mirrors, you need to use the 5-count mirror check. This system of checking your mirrors needs to become automatic. When conducting a 5-count mirror check, start and end on the traffic side.

- **Count 1** - Starting on the traffic side, check the mirrors;
- **Count 2** - Check the overhead rear view mirror;
- **Count 3** – Check the opposite mirrors;
- **Count 4** – Check the overhead rear view mirror; and
- **Count 5** – Check the mirrors on the traffic side.

**When checking mirrors, it is important to move your body (rock back and forth) to help you see in your blind spots.**

Include the front cross-view mirrors anytime students are anywhere near the bus.

### **Developing Good Mirror Use**

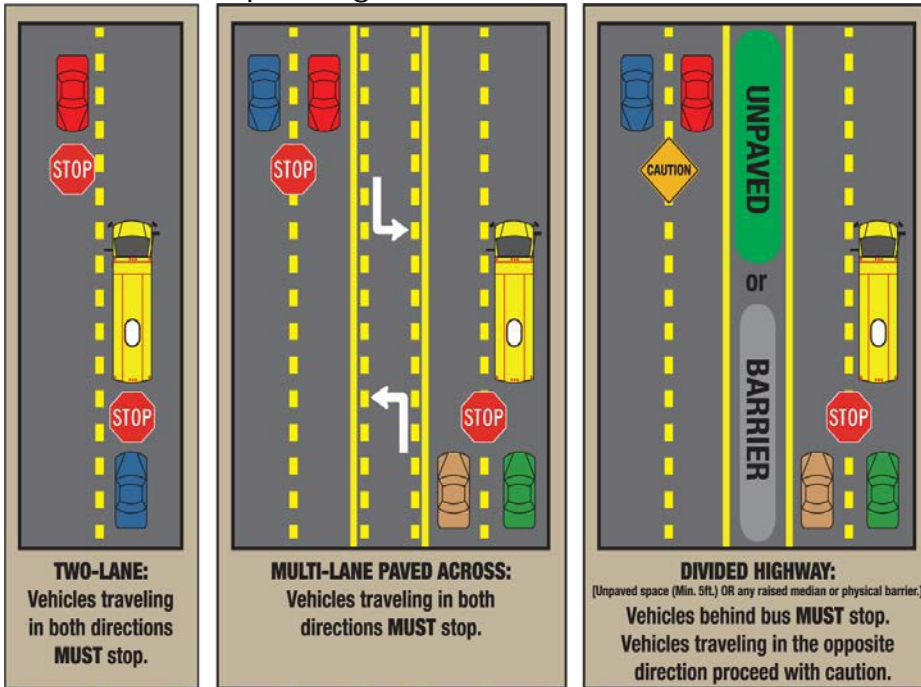
- Before starting out from any stop, be sure to check all mirrors, using the 5-count mirror check. Make sure to check for traffic, pupils, (on and off the bus), pedestrians and bicycles – anything! Know what’s happening around you before you move.
- Mirrors are essential to use before and during all turns. Check traffic and back swing clearance before turning.
- As a school bus driver you will find that you will be using mirrors more than in your car. The easiest way to learn good mirror use is to set a pattern so it will become habit.

### **When Vehicles are required to stop for school buses**

Vehicles are required to stop for school buses that are loading and unloading students. A driver must stop at any location for a school bus displaying a flashing red light STOP signal. The driver may not attempt to overtake or proceed past the school bus until the school bus driver has turned off the flashing red stop arm lamps.

There is an exception to this rule; on divided highways, you need to stop only when you are traveling in the same direction as the school bus. [NV Driver Handbook, 2016](#) (Pg. 53)

Nevada law allows school bus drivers to report violations to the school district and the Department of Motor Vehicles. When this occurs, the registered owner of the vehicle will be sent a warning letter explaining the seriousness of the violation. [NRS 484B.353](#)



### Definition of a Divided Highway

A Divided highway is a highway divided into two or more roadways by a physical barrier or dividing section, constructed so as to impede the conflict of vehicular traffic traveling in opposite directions. [NRS 484A.070](#)

# SECTION 6: HAZARDOUS DRIVING

## DISTRACTED DRIVING

Driver distraction is anything that takes your attention away from driving. Whenever you are driving a vehicle and your full attention is not on the task of driving, you are putting yourself, your passengers, other vehicles, and pedestrians in danger. Distracted driving is fast becoming the common cause of collisions, resulting in injury, death or property damage.

- Activities inside the bus that can distract your attention and include:
  - ✓ Talking to passengers;
  - ✓ Adjusting the radio, CD player or Bluetooth connections;
  - ✓ Climate controls;
  - ✓ Eating or drinking;
  - ✓ Picking up something that fell;
  - ✓ Talking on a cell phone or using a CB radio;
  - ✓ Reading or sending text messages or using any type of telematics or electronic devices (such as navigation systems, pagers, personal digital assistant, computers or tablets); and
  - ✓ Daydreaming or other mental distractions.  
[NV CDL Manual, 2015](#) (Pg. 2-21)



## Effects of Distracted Driving

The effects of distracted driving include slowed perception, which may cause you to be delayed in perceiving or completely fail to perceive an important event; delayed decision making and improper action, which can cause you to be delayed in taking the proper action to make incorrect inputs to the steering, accelerator or brakes.

[NV CDL Manual, 2015](#) (Pg. 2-22)

**Distracted driving claimed 3,477 lives and injured 391,000 in motor vehicle crashes in 2015 alone.**

[NHTSA Distracted Driving Facts](#)

## Types of Distractions

There are many causes of distraction, all with the potential to increase risk.

- **Physical distraction** – one that causes you to take your hands off the wheel or eyes off the road, such as reaching for an object;
- **Mental distraction** – activities that take your mind away from the road, such as engaging in conversation with a passenger or thinking about something that happened during the day; and
- Both **physical and mental** distraction – even greater chance a crash could happen, such as talking on a cell phone, or sending or reading text messages.

[NV CDL Manual, 2015](#) (Pg. 2-22)

## Don't Drive Distracted

You need to be able to recognize other drivers who are engaged in any form of driving distraction. Not recognizing other distracted drivers can prevent you from perceiving or reacting correctly in time to prevent a crash. Watch for:

- Vehicles that may drift over the lane divider lines or within their own lane;
- Vehicles traveling at inconsistent speeds;
- Drivers who are preoccupied with maps, food, cigarettes, cell phones, or other objects; and
- Drivers who appear to be involved in conversations with their passengers.

Give a distracted driver plenty of room and maintain your safe following distance.

Be careful when passing a driver who seems to be distracted. The other driver may not be aware of your presence, and they may drift in front of you.

[NV CDL Manual, 2015](#) (Pg. 2-23)

**Operating a CMV includes being temporarily stationary because of traffic, a traffic control device, or other momentary delays.**

[FMCSA 395.2](#)

### **Two-Way Communication Devices**

Two-way communication devices are essential to safety; however, their use is restricted to business purposes and emergencies only.

You are only allowed to use two-way communication devices if you are reporting a medical emergency, a safety hazard or criminal activity or if you are requesting assistance relating to a medical emergency, a safety hazard or criminal activity.

### **Cell/Mobile Phones**

Talking on cell phones is dangerously distracting and Federal Motor Carrier Safety Regulations (FMCSRs) **PROHIBITS** the use of cell/mobile phones by commercial drivers while operating a CMV and implements new driver disqualification sanctions for drivers who fail to comply with this regulation. [FMCSA 392.82](#) and [NV CDL Manual, 2015](#) (Pg. 2-22)

You are allowed to use your cell phone **ONLY WHEN:**

- Reporting a medical emergency, a safety hazard or criminal activity or if requesting assistance related to a medical emergency, a safety hazard or criminal activity; or
- Responding to a situation requiring immediate action to protect the health, welfare or safety of the driver or another person and stopping vehicle would be inadvisable, impractical or dangerous.

[NRS 484B.165](#)

**Commercial drivers are not permitted to use hands-free devices when operating a CMV.**

## Texting

Text messaging is even riskier than talking on a cell phone because it requires you to look at a small screen and keypad with one's hand. Texting is the most alarming distraction because it involves both physical and mental distraction simultaneously.

Federal law prohibits a driver from texting while operating a CMV. You can be suspended or terminated and disqualified if caught texting and driving. [FMCSA 392.80](#)

Texting means manually entering text into, or reading text from, an electronic device. This includes, but is not limited to, short message service, e-mailing, instant messaging, a command or request to access a World Wide Web page, or engaging in any other form of electronic text retrieval or entry, for present or future communications. [NV CDL Manual, 2015](#) (Pg. 2-23) and [NRS 484B.165](#)

Texting while driving (in your vehicle or the school bus) is considered a serious traffic violation. [NV CDL Manual, 2015](#) (Pg. i) [HTSA Distracted Driving](#)

**BEGINNING STATEMENT:**

**Sending or reading a text takes your eyes off the road for 5 seconds. At 55 mph, that's like driving the length of an entire football field with your eyes closed.**

**END STATEMENT**

**HAZARDOUS CONDITIONS****Aggressive Drivers/Road Rage**

Aggressive driving and road rage is not a new problem. However, in today's world, where heavy and slow-moving traffic and tight schedules are the norm, more and more drivers are taking out their anger and frustration in their vehicles.

Aggressive driving is the act of operating a motor vehicle in a selfish, bold, or pushy manner, without regard for the rights or safety of others.

Road rage is operating a motor vehicle with the intent of doing harm to others or physically assaulting a driver or their vehicle. [NV CDL Manual, 2015](#) (Pg. 2-24)

**Don't be an Aggressive Driver**

- Reduce your stress before and while you drive. Listening to easy listening music can help;
- Give your drive your full attention. Don't allow yourself to become distracted;
- Be realistic about your drive time. Expect delays because of traffic, construction, or bad weather and make allowances;
- If you're going to be later than expected, deal with it. Take a deep breath and accept the delay;
- Give other drivers the benefit of the doubt. Whatever their reason, it has nothing to do with you;

- Slow down and keep your following distance reasonable;
- Don't drive slowly in the left lane of traffic;
- No gestures! Keep your hands on the wheel; and

- Be a cautious and courteous driver. Don't be offended by other drivers' actions.  
[NV CDL Manual, 2015](#) (Pg. 2-24)

### **What to do When Confronted by an Aggressive Driver**

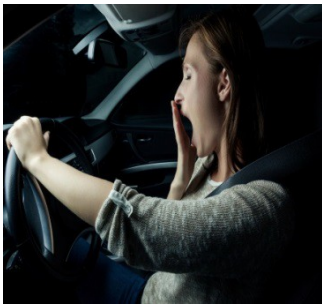
- First and foremost, make every attempt to get out of their way;
- Put your pride in the back seat. Do not challenge them by speeding up or attempting to hold-your-own in your travel lane;
- Avoid eye contact; and
- Ignore gestures and refuse to react to them.  
[NV CDL Manual, 2015](#) (Pg. 2-24)

### **DRIVING AT NIGHT**

Driving at night is always more difficult and hazardous than daytime driving. At night you cannot see as far, as soon or as much. The glare from oncoming headlights also adds to the difficulty. Here are some other factors that make night driving dangerous:

- **Driver factors:**
  - ✓ Vision - People cannot see as clearly at night. Your eyes need time to adjust in dim light. Drivers need to have their eyes checked regularly by an eye doctor and wear glasses if required;
  - ✓ Glare - Drivers can be blinded by bright light. It can take several seconds to recover from glare. Even two seconds of glare blindness can be dangerous. Glare from your headlights can cause problems for drivers coming towards you. Dim your lights within 500 feet of an oncoming car; and
  - ✓ Fatigue and lack of alertness - Fatigue (being tired) can be caused by physical or mental strain, repetitive tasks, illness or lack of sleep. Just like alcohol and drugs, it impairs your vision and judgement.

- ✓ Fatigue causes errors related to speed and distance, increases your risk of being in a crash, causes you to not see and react to hazards as quickly; and affects your ability to make critical decisions.
- ✓ Drowsy driving is one of the leading causes of traffic collisions. NHTSA estimates 100,000 police-reported crashes a year.
- ✓ According to the National Sleep Foundations Sleep in America Poll, 60% of Americans have driven while feeling sleepy and more than 103 million people admit having actually falling asleep at the wheel.
- ✓ If you are sleepy, the only safe cure is to get off the road and get some sleep.



- At-risk groups – Crashes tend to occur at times when sleepiness is most common, like during the night and in the mid-afternoon. Most people are less alert at night, especially after midnight.

Research has identified young males, shift workers, commercial drivers, and people with untreated sleep disorders or with short-term chronic sleep deprivation as having an increased risk for having a crash resulting from falling asleep at the wheel.

NTSB has reported that drowsy driving was the cause of more than half of crashes leading to a death.

[NV CDL Manual, 2015](#) (Pg. 2-25)

**According to the National Sleep Foundation's Sleep in American poll, 60% of Americans have driven while feeling sleepy and 36% admit actually falling asleep at the wheel in the past year.**

[NV CDL Manual, 2015](#) (Pg. 2-25)

- **Warning Signs of Fatigue** - Many people cannot tell if or when they are about to fall asleep. Here are some signs:

- ✓ Difficulty focusing, frequent blinking or heavy eyelids;
- ✓ Yawning repeatedly or rubbing eyes;
- ✓ Day-dreaming or wandering/disconnected thoughts;
- ✓ Trouble remembering the last few miles driven, missing exits or traffic signs;
- ✓ Trouble keeping head up;
- ✓ Drifting from your lane, following too closely or hitting a shoulder rumble strip; and
- ✓ Feeling restless and irritable.

[NV CDL Manual, 2015](#) (Pg. 2-25)

- **Roadway Factors**

- ✓ Poor lighting-In the daytime there is usually enough light to see well. That is not true at night. Some areas may have bright street lights, but many areas will have poor lighting. On most roads you will probably have to depend entirely on your headlights;
- ✓ Less light means you will not be able to see hazards as well as in the daytime. There are many crashes at night involving pedestrians, joggers, bicyclists, and animals;

- ✓ Traffic signals and hazards can be hard to see against a background of signs, shop windows, and other lights; and
- ✓ Drunk drivers and drivers under the influence of drugs are a hazard to themselves and to you. Be especially alert around bars and taverns. Watch for drivers who have trouble staying in their lane or maintaining speed, stop without reason, or show others signs of being under the influence.  
[NV CDL Manual, 2015](#), (Pg. 2-27)

- **Vehicle Factors**

- ✓ At night your headlights will usually be the main source of light for you to see and for others to see you. You can't see nearly as much with your headlights as you can see in the daytime. With low beams you can see 350-500 feet. You must adjust your speed to keep your stopping distance within your sight distance. This means going slowly enough to be able to stop within the range of your headlights;
- ✓ Dirty headlights may give only half the light they should. This cuts down on your ability to see, and makes it harder for other to see you;
- ✓ Other lights. In order for you to be seen easily, the following must be clean and working properly. This includes:
  - ❖ Reflectors;
  - ❖ Marker lights;
  - ❖ Clearance lights;
  - ❖ Taillights;
  - ❖ Identification lights;
  - ❖ Turn signals and brake lights;

- ❖ Hazard lights; and
  - ❖ Brake lights.
- ✓ Windshields and mirrors must be clean. Bright lights at night can cause dirt on your windshield or mirrors to create glare of its own;
  - ✓ Avoid blinding others. Glare from your headlights can cause problems for drivers coming toward you. They can also bother drivers going in the same direction you are, when your lights shine in their rearview mirrors. Dim your lights within 500 feet of an oncoming vehicle and when following another vehicle within 500 feet;
  - ✓ Avoid glare from oncoming vehicles. Do not look directly at lights of oncoming vehicles. Look slightly to the right at a right lane or edge marking, if available. If other drivers don't put their low beams on, don't try to "get back at them" by putting your own high beams on; and
  - ✓ Use high beams when you can. Some drivers make the mistake of always using low beams. This seriously cuts down on their ability to see ahead. Use high beams when it's safe and legal to do so. Use them when you are not within 500 feet of an approaching vehicle. Also, don't let the inside of your vehicle get too bright. This makes it harder to see outside. Keep the interior light off, and adjust your instruments lights as low as you can to still be able to read the gauges.  
[NV CDL Manual, 2015](#) (Pg. 2-27)

## **Driving in Fog**

Fog can occur at any time. Fog on highways can be extremely dangerous. Fog is often unexpected, and visibility can deteriorate rapidly.

**If your windows fog up, in addition to the defroster/fans, turn on your AC or open a window.**

The best advice for driving in fog is don't. It is preferable that you pull off the road until visibility is better. If you must drive in fog, be sure to consider the following:

- Obey all warning signs;
- Slow down before you enter fog;
- Use low-beam headlights and fog lights for best visibility even in daytime and be alert for other drivers who may have forgotten to turn on their lights;
- Turn on your 4-way flashers. This will give vehicles behind you a quicker opportunity to notice your vehicle;
- Watch for vehicles on the side of the roadway. Seeing taillights or headlights in front of you may not be a true indication of where the road is ahead of you. The vehicle may not be on the road at all;
- Use roadside highway reflectors as guides to determine how the road may curve ahead of you;
- Listen for traffic you cannot see;
- Don't pass other vehicles;
- Don't stop along the side of the road, unless absolutely necessary; and
- USE the strobe light, if your bus is equipped with one.  
[NV CDL Manual, 2015](#) (Pg. 2-28)

## **Driving in Winter**

When driving in winter, you need to pay attention to:

- Slippery surfaces. Drive slowly and smoothly on slippery roads. If it is very slippery, you shouldn't drive at all. Stop at the first safe place. If driving on slippery surfaces, you should:



- ✓ Start gently and slowly. When first starting, get the feel of the road. Don't hurry;
  - ✓ Check for ice. Check for ice on the road, especially bridges and overpasses. A lack of spray from other vehicles indicates ice has formed on the road. Also, check your mirrors and wiper blades for ice;
  - ✓ Adjust turning and braking to conditions. Make turns as gently as possible. Don't brake any harder than necessary, and don't use the engine brake or speed retarder (They can cause the driving wheels to skid on slippery surfaces);
  - ✓ Adjust speed to conditions. Don't pass slower vehicles unless necessary. Go slow and watch far enough ahead to keep a steady speed. Avoid having to slow down and speed up. Take curves at slower speeds and don't brake while in curves. Be aware that as the temperature rises to the point where ice begins to melt, the road becomes even more slippery. Slow down more;
  - ✓ Adjust space to conditions. Don't drive alongside other vehicles. Keep a longer following distance. When you see a traffic jam ahead, slow down or stop to wait for it to clear. Try hard to anticipate stops early and slow down gradually; and
- Wet brakes. When driving in heavy rain or deep standing water, your brakes will get wet. Water in the brakes can

cause the brakes to be weak, to apply unevenly, or to grab. This can cause lack of braking power, wheel lockups, pulling to one side or the other.

- Avoid driving through deep puddles or flowing water if possible. If not, you should:
  - ✓ Slow down and place transmission in a low gear;
  - ✓ Gently put on the brakes. This presses linings against brake drums or discs and keeps mud, silt, sand, and water from getting in;
  - ✓ Increase engine rpm and cross the water while keeping light pressure on the brakes;
  - ✓ When out of the water, maintain light pressure on the brakes for a short distance to heat them up and dry them out;
  - ✓ Make a test stop when safe to do so. Check behind to make sure no one is following, and then apply the brakes to be sure they work right. If not, dry out further as described above.

CAUTION: Do not apply too much brake pressure and accelerator at the same time or you can overheat brake drums and linings.

[NV CDL Manual, 2015](#) (Pg. 2-29)



- Ice and snow equipment. You may be required to put chains on your bus when there is ice and snow on the ground. The maximum speed while driving with chains on is 30 mph.

## ❑ Snow chains

- ✓ Automatic Chains are activated by a switch in the driver area and should be activated and deactivated when the bus is in motion at about 25-30 mph (this prevents damage to the chains).
- ✓ Automatic chains don't work in deep snow and should be deactivated as soon as they are not needed.
- ✓ Manually installed chains consist of 2 circular metal loops, one tire, which is connected by evenly spaced chains across the tire tread. There are three types of chain clamps:
  - ❖ Type 1-Chain with S-hook;
  - ❖ Type 2-Cam locks; or
  - ❖ Type 3-Cable Chains.

To install manual chains, you will need to follow manufacturer and your trainer instructions.

- ✓ Tightener's are larger rubber bands that resemble a bungee cord and take up slack in the chains and have 5 to 8 hooks that hook onto the chain links.



## **Driving in High Winds**

Strong winds affect the handling of the school bus. The side of a school bus acts like a sail on a sailboat. Strong winds can push the

school bus sideways. They can even move the school bus off the road or, in extreme conditions, tip it over.

Your school district will monitor and notify drivers if a road has been closed due to high winds or other conditions.

<http://nvroads.com/>

If you are caught in strong winds:

- Keep a strong grip on the steering wheel. Try to anticipate gusts;
- Slow down to lessen the effect of the wind, or pull off the roadway and wait; and



- Contact your dispatcher to get more information on how to proceed.  
[NV CLD Manual, 2015](#) (Pg. 10-11)

## Driving in Hot Weather

When driving in hot weather, you need to pay special attention to:

- Tires.** Check the tire mounting and air pressure. Inspect the tires every 2 hours or 100 miles when driving in very hot weather. Air pressure increases with temperature. Do not let air out or the pressure will be too low when the tires cool off. If a tire is too hot to touch, remain stopped until the tire cools off. Otherwise the tire may blow out or catch fire;
- Engine oil.** The engine oil helps keep the engine cool, as well as lubricating it. Make sure there is enough engine oil. Continually check the oil temperature gauge to make sure the temperature is within proper range while you are driving;
- Engine coolant.** Before starting out, make sure that the engine cooling system has enough water and antifreeze. When driving, check the water temperature and coolant temperature gauge from time to time. Make sure it remains in the normal range. If the gauge goes above the highest safe temperature, there may be something wrong that could

lead to engine failure and possibly fire;

Some vehicles have sight glasses, see-through coolant overflow containers or coolant recovery containers. These permit you to check the coolant level while the engine is hot. If the container is not part of the pressurized system, the cap can be safely removed and coolant added even when the engine is at operating temperatures. **NEVER REMOVE THE RADIATOR CAP OR ANY PART OF THE PRESSURIZED SYSTEM UNTIL THE SYSTEM IS COOLED.** Steam and boiling water can spray under pressure and cause severe burns. If you can touch the radiator cap with your bare hand, it is probably cool enough to open.

- Engine belts.** Learn how to check belt tightness on your bus by pressing on the belts. Loose belts will not turn the water pump and/or fan properly. This will result in overheating. Also check the belts for cracking or other signs of wear. Check for tension or movement;
- Hoses.** Make sure coolant hoses are in good condition. A broken hose while driving can lead to engine failure and even fire
- Watch for **bleeding tar**. Tar in the road pavement frequently rises to the surface in very hot weather. Spots where tar “bleeds” to the surface are very slippery; and
- Go slow enough to prevent overheating. High speeds create more heat for tires and the engine. In desert conditions the heat may build up to the point where it is dangerous. The heat will increase chances of tire failure or even fire, and engine failure.  
[NV CDL Manual, 2015](#) (Pg. 2-27)

## Driving in Mountains

In mountain driving, gravity plays a major role. On any upgrade, gravity slows you down. The steeper and/or longer the grade and/or the heavier the load, the more you will need to use lower gears to climb hills or mountains. When driving in mountains, you must do the following:

- When coming down, long steep downgrades, gravity causes the speed of your vehicle to increase. You must select an

appropriate **safe speed**, then use a lower gear, and use proper braking techniques.

- **Go slow** enough so your brakes can hold you back without getting too hot. If the brakes become too hot, they may start to fade or glaze. This means you have to apply them harder and harder to get the same stopping power.
- **Select a safe speed.** The most important consideration is to select a speed that is not too fast for the hill. Your SAFE speed includes:
  - ✓ Total weight of the vehicle and students;
  - ✓ Length of grade;
  - ✓ Steepness of the grade;
  - ✓ Road conditions; and
  - ✓ Weather.

If a speed limit is posted, or there is a sign indicating Maximum Safe Speed, never exceed the speed shown. Also, look for and heed warning signs indicating the length and steepness of the grade.

You must use the braking effect of the engine as the principal way of controlling your speed. The braking effect of the engine is greatest when it is near the governed rpms and the transmission is in the lower gears. Save your brakes so you will be able to slow or stop as required by road and traffic conditions.

- **Be in the right gear before starting down the grade.** Shift the transmission to a lower gear before starting down the grade. Do not try to downshift after your speed has already built up. You will not be able to get back into any gear and all engine braking affect will be lost. Forcing an automatic transmission into a lower gear at high speed could damage the transmission and lead to loss of all engine braking affect.

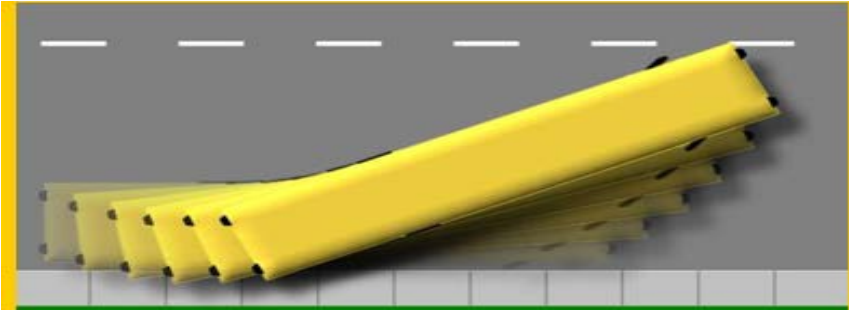
- **Brake fading or failure.** Brakes can fail from excessive heat caused by using them too much and not relying on the engine braking effect. Use proper braking techniques on a long or steep downgrade:
  - ✓ Apply the brakes just hard enough to feel a definite slowdown;
  - ✓ When your speed has been reduced to approximately five mph below your safe speed, release the brakes. This brake application should last for about 3 seconds;
  - ✓ When your speed has increased to your safe speed, repeat steps 1 and 2; and
  - ✓ Escape ramps have been built on many steep mountain downgrades. Escape ramps are a long bed of loose soft material to slow a runaway vehicle.  
[NV CDL Manual, 2015](#) (Pg. 2-33)

**You may be ticketed for improper use  
of an escape ramp.**

- When traveling on a mountain road that has one lane for traveling in each direction AND where passing is unsafe, the driver of a slow-moving school bus (defined as a vehicle traveling at a rate of speed less than the posted speed limit) shall do the following when five or more vehicles have formed a line behind the bus.
  - At the nearest place designated as a turnout by signs erected by the public authority; or
  - In the absence of such a designated turnout, at the nearest place where:
    - ✓ Sufficient area for a safe turnout exists; and
    - ✓ The circumstances and conditions are such that the driver is able to turn off the roadway in a safe manner.  
[NRS 484B.630](#)

## Tail Swing

A school bus can have up to a three-foot tail swing. You need to check your mirrors before and during any turning movements to monitor the tail swing. [NV CDL Manual, 2015](#) (Pg. 10-11)



## DEFENSIVE DRIVING

### Steering to Avoid a Crash

Following safe driving practices can prevent emergencies, but if an emergency does happen, your chances of avoiding a crash depend upon how well you take action.

Stopping is not always the safest thing to do in an emergency. When you don't have enough room to stop, you may need to steer away from what's ahead. Remember, you can almost always turn to miss an obstacle more quickly than you can stop:

- Keep both hands on the steering wheel. In order to turn quickly you must have a firm grip on the steering wheel with both hands. The best way to have both hands on the wheel in the event of an emergency is to keep them there all the time.
- Know how to turn quickly and safely. A quick turn can be made safely, if it is done the right way. Here are some points that safe drivers use:
  - ✓ Do not apply the brake while you are turning. It is very easy to lock your wheels while turning. If that happens, you may skid out of control;

- ✓ Do not turn any more than needed to clear whatever is in your way. The more sharply you turn, the greater the chances of a skid or rollover; and
- ✓ Be prepared to counter-steer, that is, to turn the wheel back in the other direction, once you have passed whatever was in your path. Unless you are prepared to counter-steer, you won't be able to do it quickly enough. You should think of emergency steering and counter-steering as two parts of one driving action.

[NV CDL Manual, 2015](#) (Pg. 2-36)

**If you have to steer to avoid  
crash, DON'T BRAKE!**

- Know where to steer. If an oncoming driver has drifted into your lane, moving to the right is best. If that driver realizes what has happened, the natural response will be to return to his or her own lane.
- If something is blocking your path, the best direction to steer will depend on the situation:
  - ✓ If you have been using your mirrors, you'll know which lane is empty and can be safely used;
  - ✓ If the shoulder is clear, going right may be best. No one is likely to be driving on the shoulder but someone may be passing you on the left. You will know if you have been using your mirrors; or
  - ✓ If you are blocked on both sides, a move to the right may be best. At least you won't force anyone into an opposing traffic lane and a possible head-on collision.
- Leaving the road. In some emergencies, you may have to drive off the road. It may be less risky than facing a collision with another vehicle.
- Most shoulders are strong enough to support the weight of a large vehicle and, therefore, may offer an available escape

route. Here are some guidelines to follow if you do leave the road:

- ✓ Avoid braking. If possible, avoid using the brakes until your speed has dropped to about 20 mph. Then brake very gently to avoid skidding on a loose surface;
- ✓ Keep one set of wheels on the pavement if possible. This will help maintain control; and
- ✓ Stay on the shoulder. If the shoulder is clear, stay on it until your vehicle has come to a stop.
- Returning to the road: If you are forced to return to the road before you can stop, do the following:
  - ✓ Hold the wheel tightly and turn enough to get right back on the road safely. Try to edge gradually back on the road. If you do, your tires might grab unexpectedly and you could lose control; and
  - ✓ When both front tires are on the paved surface, counter steer immediately. The two turns should be made as a single steer-counter steer move.  
[NV CDL Manual, 2015](#) (Pg. 2-32)

### **Stopping Quickly and Safely**

If someone suddenly pulls out in front of you, your natural response is to hit the brakes. This is a good response if there's enough distance to stop and you use the brakes correctly.

You should brake in a way that will keep your vehicle in a straight line and allow you to turn if it becomes necessary. You can use either the controlled braking or the emergency stab braking method.

- Controlled braking. Apply the brakes as hard as you can without locking the wheels. Keep steering wheel movements very small while doing this. If the wheels lock, release the brakes. Re-apply the brakes as soon as you can.
- Emergency Stab Braking:

- ✓ Apply your brakes all the way;
- ✓ Release the brakes when wheels lock up; and
- ✓ Once the wheels start rolling, apply the brakes fully again. (It can take up to 1 second for the wheels to start rolling after you release the brakes. If you re-apply the brakes before the wheels start rolling, the vehicle won't straighten out.

- Do not jam the brakes. Emergency braking does not mean pushing down on the brake pedal as hard as you can. That will only keep the wheels locked up and cause a skid. If the wheels are skidding, you cannot control the vehicle.

[NV CDL Manual, 2015](#) (Pg. 2-32)

### **Brake Failure**

Brakes kept in good condition rarely fail. Most hydraulic brake failures occur for one of two reasons: Loss of hydraulic pressure and brake fade on long hills. If you lose air/hydraulic Pressure:

- Pump the brakes (for hydraulic brakes only);
- Downshift;
- Pump the brakes;
- Use the parking brake;
- Use an escape ramp; and
- If no escape ramp is available, take the least hazardous escape route you can-such as an open field or a side road that flattens out or turns uphill.

[NV CDL Manual, 2015](#) (Pg. 2-33)

### **Snub Braking**

When driving downhill, snub braking is an effective braking technique. You need to select a safe speed, which is a speed that does not exceed the speed limit, is not too fast for the weight of the vehicle, length and steepness of the grade, weather and road

conditions. Once you reach your safe speed, brake down gently to 5 mph below your safe speed. Brake for a firm 3-4 seconds followed by a gradual cooling. Continue this procedure while driving downhill to maintain your safe speed.

[NV CDL Manual, 2015](#) (Pg. 2-33)

**If you have tire failure, do not brake until after you have gained control of the bus!**

### **Tire Failure**

It is important that you recognize tire failure quickly because you only have a few seconds to react. If your front tire has a blowout, your bus will pull in the direction of the flat. If your rear tire blows out, the bus will swerve violently. Here is how to recognize tire failure:

- Sound. The loud bang of a blowout is an easily recognized sign. Because it can take a few seconds for your vehicle to react, you might think it is some other vehicle. But any time you hear a tire blow, you must assume it is yours and prepare to stop.
- Vibration. If the vehicle thumps or vibrates heavily, it may be a sign that one of the tires has gone flat. With a rear tire, that may be the only sign you get.
- Feel. If the steering feels heavy, it is probably a sign that one of the front tires has failed. Sometimes, failure of a rear tire will cause the vehicle to slide back and forth or fishtail. However, dual rear tires usually prevent this.
- If you believe that one of your tires has had a blowout, you need to:
  - ✓ Hold the steering wheel firmly. If a front tire fails, it can twist the steering wheel out of your hand. The only way to prevent this is to keep a firm grip on the steering wheel with both hands at all times;
  - ✓ Stay off the brake. It's natural to want to brake in an emergency. However, braking when a tire has failed

could cause you to lose control;  
[NV CDL Manual, 2015](#) (Pg. 2-33)

- ✓ Once you have regained control, use steady braking, making sure to not lock up the wheels;
- ✓ Move off the roadway as far as possible and secure the bus; and
- ✓ Notify your dispatcher and evacuate the bus if necessary.

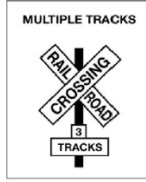
## RAILROAD CROSSINGS

In 2016 there were 2,025 highway-rail grade crossing collisions, 265 fatalities and 798 injuries. [Operation Lifesaver Data](#)

**Decide Smart, Arrive Safe**

### Signs & Signals at Railroad Crossings

- Passive signs and active traffic control devices. These devices are installed along the roads near the railroad tracks to regulate, warn and guide traffic. They alert you to the presence of railroad tracks and to the possibility of an approaching train. Below is a list of various signs and devices that you will see in connection with a highway-rail grade crossing.
- The **Crossbuck Sign** is the most common sign at public highway-rail intersections. It has two crossed white boards with words railroad crossing. It marks the crossing.
  - ✓ If there is more than one track, a sign below the cross buck indicates the number of tracks present.
  - ✓ School buses must stop before the crossbuck sign. After a train has passed, wait look and listen for another train coming from either direction. Take care at passive crossings.



- The **STOP** and **YIELD** sign means the same as they do at highway intersections. A driver must always stop at the STOP sign in advance of the railroad track.



**School bus drivers are required to STOP at railroad crossings when transporting students.**

[NRS 484B.560](#)

- The **DO NOT STOP ON THE TRACKS** sign reminds the driver not to stop on the railroad track for any reason.



- The **TRACKS OUT OF SERVICE** sign tells the driver trains no longer travel these tracks. It is not necessary to stop at these crossings.



- the **EXEMPT** crossing sign placed below the cross buck informs drivers of school buses carrying children that a stop is not required by law, **except** when a train is approaching or occupying the crossing.

Because these tracks can be activated and trains could be on the tracks, it is recommended that exempt stops be evaluated and school bus drivers use extreme caution when approaching **EXEMPT** crossings. Some school districts may require school buses stop at exempt crossings.

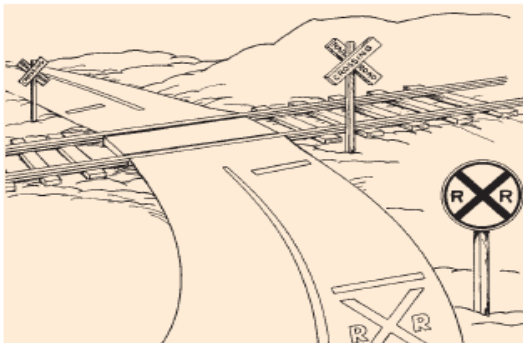
- Signs in advance** of railroad crossings warn drivers that the road crosses the railroad tracks ahead.
- Yellow circular **advance warning** sign warns drivers that the road crosses railroad tracks ahead.



- Pavement markings** on paved roads near the yellow circular Advance Warning sign also alert drivers that the road crosses railroad tracks ahead.



- A **stop line** may be painted across the lane on paved roads and identifies the safe place to stop while looking and listening for an approaching train.



- The driver must stop the bus before the Crossbuck sign or signal at the crossing. On gravel roads there are no pavement markings or Stop Lines.

The Stop Line on each side of a single track grade crossing are at least 35 feet apart. Do not stop within this area. Drivers should remember to apply the emergency or parking brakes while waiting at the Stop Line so they won't move or be shoved into the path of the train.

- The yellow diamond parallel track sign identifies highway-rail grade crossings that appear immediately after making either a right or a left turn.

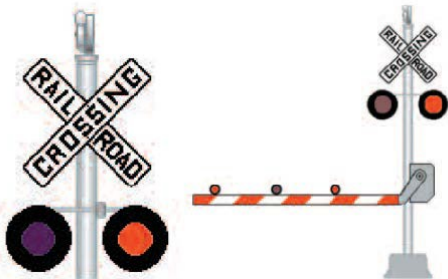


### **Active signal devices at railroad crossings.**

There are electronically powered devices that warn of an approaching train.

- Flashing red lights, with or without bells-warn of an approaching train. When the red lights are flashing, a train is approaching. You must stop and wait until the train passes, the gates go up and the lights go out, and then proceed when it is clearly safe to do so.
- Flashing red lights, with bells and gates-warn that a train is approaching. It is illegal to go around lowered gates.

[Operation Lifesaver Instructors Guide](#)



- Emergency Notification Sign shows the railroad's emergency phone number and USDOT Crossing Number. Each crossing in the USA has a unique USDOT Crossing Number. If it is missing call 911.



- When you are not Required to Stop at a Railroad Crossing:
  - ✓ When you are not carrying students on the school bus;
  - ✓ When a police officer or official traffic-control device controls the movement of traffic; or
  - ✓ When the crossing that is marked with a device indicating that the crossing is abandoned or exempt. [FMCSA 392.10](#) and [NRS 484B.560](#)

**NEVER attempt to race a train to a crossing. It is easy to misjudge a train's speed and distance, making it appear to be moving more slowly than it actually is.**

## PROCEDURES FOR CROSSING RAILROAD TRACKS

### Approaching the Crossing

- Activate your turn signal and get into the right lane far in advance of the stop. You must be on the traveled part of the roadway, not a shoulder;
- Slow down, including shifting to a lower gear in a manual transmission bus, and test your brakes;

- Scan your surroundings and check for traffic in all directions using a five-count mirror check;
- Activate your four-way hazard lights approximately 200 feet before the crossing;
- Scan your surroundings again and check for traffic behind you, using your five-count mirror check; and
- Choose an escape route in the event of a brake failure or problems behind you.

[NV CDL Manual, 2015](#) (Pg. 10-7)



### At the Crossing

- Bring the bus to a full and complete stop no less than 15 feet and no more than 50 feet from the nearest rail, where you have the best view of the tracks;
- Check beyond the tracks for traffic congestion, a signal or STOP sign. Make sure the containment area is large enough to allow the bus to completely clear the crossing;
- Place the transmission in Park, or if there is no Park shift point, in Neutral and press down on service brake or set the parking brakes;
- Turn off all radios and noisy equipment and silence your students;
- Open the service door and driver's window; and

- Look and listen in both directions for an approaching train. You should be able to see the tracks at least 1000 feet in either direction.  
[NV CDL Manual, 2015](#) (Pg. 2-28)
- You must make sure you can completely cross (end of bus is 15 feet or more past the nearest rail of the railroad tracks) the track or tracks without stopping due to insufficient:
  - ✓ Space for the vehicle on the opposite side of the railroad crossing; or
  - ✓ Undercarriage clearance of the bus.  
[NRS 484B.560](#)



### **Crossing the Track**

- Check the crossing signals again before proceeding;
- Release the transmission or parking brake;
- Close the door. Continue to look and listen for an approaching train;
- At a multiple-track crossing, stop ONLY before the first set of tracks. When you are sure no train is approaching on any track, proceed across all of the tracks until you have completely cleared them;
- Cross the tracks in a low gear as quickly as possible. Do not change gears; and

- You must make sure you have completely crossed the track or tracks and cleared the end of the bus (end of bus is 15 feet or more past the nearest rail of the railroad tracks); [NRS 484B.560](#)
- Never permit traffic conditions to trap you in a position where you have to stop on the tracks. Be sure you can get all the way across the tracks before you start across; [NV CDL Manual, 2015](#) (Pg. 2-33 and 10-7)
- Turn off your hazard lights, deactivate the noise shutoff switch, and activate the master switch; and
- If the gate comes down after you have started across, drive through it even if it means you will break the gate. [NV CDL Manual, 2015](#) (Pg. 10-7)



### Special Situations at Railroad Crossings

- Police officer or flagger at the crossing. If a police officer or properly-identified railroad flagman is present at the crossing, obey directions.
- If there is no flagman, and you believe the signals are malfunctioning, DO NOT PROCEED. Look for an emergency notification number at or near the crossing to report the situation to your dispatcher who will report the situation to the railroad or local law enforcement, then find another route.
- Obstructed view of tracks. Do not attempt to cross the tracks unless you can be sure no trains are approaching. Be especially careful at passive crossings (those without gates, flashing lights, bells). If you do not have adequate sight

distance down the tracks in both directions contact your supervisor and report that there is not adequate sight distance. Do not cross the railroad tracks unless you are sure the tracks are clear.

- Storage areas. If it won't fit, don't commit. Each driver needs to know the length of their bus and the size of the storage or containment area on the other side of the crossing. When approaching a crossing with a traffic light or stop sign on the far side, be sure there is enough room to proceed to avoid hanging over the tracks. If there is any doubt about the storage space necessary to completely clear the track, don't start across. Remember, the train will be 3 feet wider than the rails on both sides.
- Watch your overhang. Know the length of your vehicle and allow for your vehicle's overhang as well. While the wheels of the bus may have crossed the track, many drivers don't realize that their back end could still be hanging over the tracks. Many times a crash could be avoided if it weren't for the last few feet.

[Operation Lifesaver Instructor Guide](#)



## Emergency Evacuation

You must plan ahead for an emergency evacuation if your bus stalls or is trapped on the tracks or you are required to evacuate your bus, you should:

- Scan your surroundings and check for traffic in front and behind you. Know the safest location to take your students in event of a crisis at any crossing on your route;
- Plan how you would evacuate your bus to a safe place as far away from the railroad tracks at least 100 feet off the road in the direction of an oncoming train.
- Place transmission in Park, set the parking brakes and shut the engine off;
- Remove the ignition key and activate the hazard-warning lights;
- Order the evacuation and get the students off the bus quickly to a safe place; and
- If necessary, call 911. Notify dispatch of evacuation location, conditions, and type of assistance needed. Use the emergency notification number posted at or near the crossing to notify them that you're stalled on the tracks and call 911. [NV CDL Manual, 2015](#) (Pg. 10-7)

### **Disqualification for Railroad-Highway Crossing Violations**

A driver will be disqualified if convicted of a violation of a railroad highway grade crossing. [NV CDL Manual, 2015](#) (Pg. 1-3)

# SECTION 7: LOADING AND UNLOADING ZONE

## DANGER ZONE

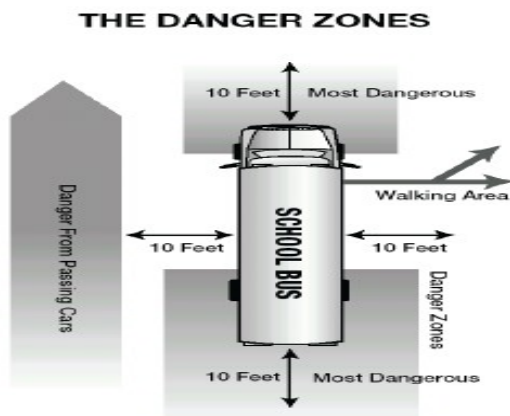
The loading and unloading zone around the school bus is the most dangerous spot for children. Fatalities continue to occur at and around the bus stop. More students are killed while getting on or off a school bus each year than are killed as passengers!

The area surrounding the school bus is known as the **DANGER ZONE** because it is the area where children are in the most danger of being hit, either by another vehicle or their own bus. Although there is no federally mandated danger zone, in Nevada the danger zone is defined as extending **AT LEAST 10 feet around the bus.**

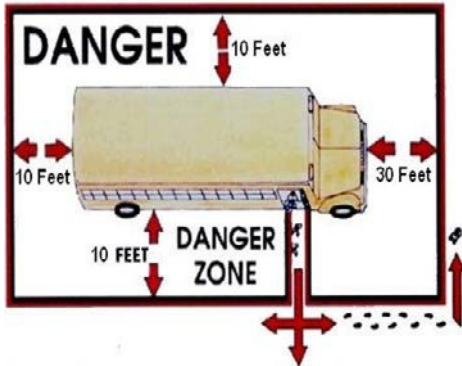
The danger zone is the area on all sides of the bus where children are in the most danger of being hit, either by another vehicle or the school bus. The danger zones may extend as much as **30 feet** from the front bumper with the first **10 feet** being the most dangerous, **10 feet** from the left and right sides of the bus and **10 feet** behind the rear bumper of the school bus. In addition, the area to the left of the bus is always considered dangerous because of passing cars.

[NV CDL Manual, 2015](#) (Pg. 10-1)

As a school bus driver, it is your responsibility to educate your students of the dangers surrounding the bus and where it is safe for them to walk. You will have to constantly remind your students, especially the young and handicapped children.



The **DANGER ZONE** extends as much as **30 feet** from the front bumper with the first **10 feet** being the most dangerous.



### THE LOADING AND UNLOADING ZONE

Loading and unloading students is the most dangerous time for school bus drivers and students.

More students are killed while getting on or off a school bus each year than are killed as passengers inside of a school bus. As a result, knowing what to do before, during, and after loading or unloading students is critical.

[NV CDL Manual, 2015](#) (Pg. 10-3)

In School Year 2015-2016 there were 4 fatalities in the loading and unloading zone.

### 2015-2016 REPORTS OF FATALITIES BY STATE FOR



[2015-2016 Kansas School Bus Loading & Unloading Survey](#)

## ILLEGAL PASSING OF THE SCHOOL BUS

School buses have a system of yellow/amber lights to warn motorists that the school bus is getting ready to stop to load or unload children. Illegal passing of a stopped school bus is one of the biggest problems school bus drivers encounter.

### Illegal Passing Statistics

Illegal passing of school buses continues to be a significant danger for students. The National Association of State Directors of Pupil Transportation Services (NASDPTS) has been requesting school bus drivers across the country count the number of vehicles that illegally passed their school bus on a single day.

After 6 years, NASDPTS has reported that **96,000 drivers in 33 states** reported **74,000 motorists** illegally passing stopped school buses on a single day! With only 20% of drivers reporting, it is estimated that there are **13 million violations per year!**

National Stop Arm Survey Data

Year	Participating Drivers	AM	Mid Day	PM	Front	Rear	Left	Right	Total Violations
2016	96,540	34,293	3,005	37,123	43,504	30,052	72,728	1,279	74,421
2015	102,371	36,165	3,558	38,795	45,353	31,835	75,986	1,483	78,518
2014	97,265	34,167	3,645	38,154	43,727	31,492	73,676	1,512	75,966
2013	108,436	38,698	3,846	42,735	48,646	35,935	82,673	1,780	85,279
2012	99,930	49.2%	4.4%	46.4%	57.7%	42.3%	98.0%	2.0%	88,025
2011	111,914	76,685	49.1%	4.0%	46.9%	61.8%	38.2%	96.9%	3.1%

[NASDPTS National Stop Arm Survey](#)

National Stop Arm Survey Data

Year	Participating Drivers	AM	Mid-Day	PM	Front	Rear	Left	Right	Total Violations
2017	732	627	33	645	753	552	1,275	30	1,305
2016	875	1,130	64	1,321	1,563	952	2,495	20	2,515
2015	996	975	131	1,325	1,474	957	2,386	45	2,431
2014	742	654	106	891	1,041	610	1,626	25	1,651
2013	974	1,071	231	1,295	1,521	1,076	2,591	6	2,597
2012	1,304	692	113	979	943	841	1,781	3	1,784
2011	572	457	78	544	680	399	1,065	14	1,081

### When Passing Vehicles are Required to Stop

Any driver of a vehicle, when meeting, from either direction, a school bus whose system of red flashing lights and crossing arm have been activated, shall bring his vehicle to an immediate stop and shall not proceed until the school bus has turned off the system of flashing lights and crossing arm.

A vehicle on a divided highway need not stop when meeting a school bus on the opposite side of the road.

A vehicle need not stop upon meeting or passing a school bus where traffic is controlled by a traffic officer. [NRS 484B.353](#)



**It is illegal for school bus drivers to pass other school buses that are stopped, with stop arms activated, who are loading and unloading students! (except on divided highways with physical barriers)**

### **Definition of a Divided Highway**

A divided highway is a highway divided by a physical barrier or dividing section, constructed so as to impede the traffic traveling in opposite directions. [NRS 484A.070](#)

### **Penalties for Stop Arm Violations**

Anyone found guilty of a stop arm violation will be convicted of a misdemeanor. For the first offense you will be fined between \$250.00 and \$500.00, for a second offense you will be fined \$250.00 to \$500.00 and your license will be suspended for 6 months. For a third offense, you will be fined not more than \$1000.00 and your license will be suspended for one year. [NRS 484B.353](#)

## **Report by a School Bus Driver of a Stop Arm Violation**

The driver of a school bus who observes a stop arm violation may prepare a report of the violation. The report must be signed by the driver and include:

- The date, time and approximate location of the violation;
- The number and state of issuance of the license plate of the vehicle; and
- An identification of the vehicle by type and color.  
[NRS 484B.357](#)

## **SYSTEM OF LIGHTS, STOP ARMS AND CROSSING CONTROL ARM**

Every school bus must be equipped with a system of alternating flashing amber lights, alternating flashing red lights, stop arms and a crossing control arm.

### **Alternating Flashing Amber/Yellow Lights**

- Are used to warn drivers that the school bus is planning to stop;
- There are two in the front and two in the rear, visible up to 500 feet;
- Is activated at least 200 feet in advance of the stop by the driver; and
- Is deactivated by the driver once the bus is stopped and the door is opened and the alternating flashing red lights, stop arms and crossing control arm are activated.

### **Alternating Flashing Red Lights, Stop Arms and Crossing Control Arm**

- Flashing red lights, stop arms and crossing control arm are to be activated once the bus has come to a complete stop.

- The flashing red lights, crossing arm and stop arms are only to be used for loading and unloading students and at times of emergency.
- The use of the crossing control arm **is not** required when the **school bus is solely** used to transport students with special needs who are individually loaded and unloaded and are not required to walk in front of the bus.

[NRS 386.840](#)



### White Flashing Strobe Light (Optional)

- Optional white flashing strobe lamp may be installed on the roof of a school bus. The strobe light may be mounted on the roof in the area directly over the restraining barrier on the driver's side.
- The strobe lamp may be wired to activate with the amber alternately flashing signal lamps, continuing through the full loading or unloading cycle and may be equipped with an override switch to allow activation of the strobe at any time for use in inclement weather.

## SCHOOL ZONES AND SCHOOL CROSSING ZONES

### School Zones

A school zone is a section of street or streets, which are adjacent to school property. [NRS 484B.063](#)



## School Crossing Zones

School-crossing zones are the section of streets not adjacent to school property that pupils cross while following a designated walking route to school. [NRS 484B.060](#)

A person shall not drive a motor vehicle at a speed in excess of 15 mph in an area designated as a school zone except:

- On a day when school is not in session;
- During the period from a half hour after school is out to a half hour before school is to start; or
- If the zone is designated by an operational speed limit beacon, and the yellow lights are not flashing in the manner which indicates that the speed limit is in effect. [NRS 484B.363](#)

## LOADING PROCEDURES

Each school district establishes official routes and official school bus stops. All stops must be approved by your school district prior to making the stop. You **cannot** change the location of a bus stop without written approval from your supervisor.

You must use extreme caution when approaching a school bus stop. You are in a very demanding situation when entering these areas. It is critical that you understand and follow all state and local laws and regulations regarding approaching a school bus stop. This would involve the proper use of mirrors, alternating flashing lights, stop signal arm, and crossing control arm. [NV CDL Manual, 2015](#) (Pg. 10-30)



## Approaching the Stop

- Get into the right lane far in advance of the stop;
- Approach the stop cautiously at a slow rate of speed;
- Look for pedestrians, traffic, or other objects before, during and after coming to a stop;
- Continuously check all mirrors by doing a 5-count mirror check;
- Activate alternating flashing student amber/yellow lights at least 200 feet before the stop;
- Turn on right turn signal about 100 feet or approximately 3-5 seconds before pulling over; and
- Continuously check all mirrors by doing a 5-count mirror check.

[NV CDL Manual, 2015](#) (Pg. 10-4)

## When Stopping

- Bring the school bus to a full stop with the front bumper at least 10 feet away from students at the designated stop. This forces the students to walk to the bus so you have a better view of their movements;
- Place transmission in Park, or if there is no park shift point, in Neutral and set the parking brake at each stop; and
- Activate alternating red lights or open the door when traffic is a safe distance from the school bus and ensure stop arm is extended.

[NV CDL Manual, 2015](#) (Pg. 10-4)

**When in doubt, check it out!**

## Loading Procedures

- Make sure all passing vehicles have stopped;
- Students should wait in a designated location for the school bus, facing the bus as it approaches;
- Continuously check all mirrors be doing a 5-count mirror check;
- Count the number of students at the bus stop and check to make sure the same number board the bus. If a student is missing, ask the other students where the student is. If you cannot account for a student outside, secure the bus, take the key, and check around and underneath the bus;
- Have students board the bus slowly, in single file, and use the handrail. The dome light should be on while loading in the dark;
- Wait until students are seated and facing forward before moving the bus;
- Check your mirrors, using the 5-count mirror check. Make certain no one is running to catch the bus; and
- When all students are accounted for, prepare to leave by:
  - ✓ Engaging the transmission;
  - ✓ Releasing the parking brake;
  - ✓ Close the door, deactivating the alternating flashing red lamps;
  - ✓ Activate left turn signal;
  - ✓ Allow traffic to clear; and
  - ✓ Do a 5-count mirror check.

- When it is safe, move the bus to enter traffic and continue on your route.

[NV CDL Manual, 2015](#) (Pg. 10-4)

**Unloading students is far more dangerous than loading them!**

### Unloading Procedures

- Have the students remain seated until told to exit;
- Get into the right lane far in advance of the stop;
- Approach the stop cautiously at a slow rate of speed;
- Look for pedestrians, traffic, or other objects before, during and after coming to a stop;
- Continuously check all mirrors by doing a 5-count mirror check;
- Turn on right turn signal about 100 feet or approximately 3-5 seconds before pulling over;
- Place transmission in Park, or if there is no park shift point, in Neutral and set the parking brake at each stop;
- Activate alternating red lights or open the door when traffic is a safe distance from the school bus and ensure stop arm is extended;
- Signal the students when it is safe to stand up and exit the bus. Make sure students exit in an orderly fashion;

**A driver's supervision doesn't just start when students are on the bus!**

- Count the number of students while unloading and confirm the location of all students before pulling away; and

- Continuously check all mirrors by doing a 5-count mirror check.
- Never drop a student off at an unassigned stop.
- At the end of each run, check for hiding/sleeping students or items left behind.

[NV CDL Manual, 2015](#) (Pg. 10-4)



### **ADDITIONAL PROCEDURES FOR STUDENTS THAT MUST CROSS THE ROADWAY**

You should understand what students should do when exiting a school bus and crossing the street in front of the bus. In addition, the bus driver should understand that students might not always do what they are supposed to do.

- If a student or students must cross the roadway, they should follow these procedures:
  - ✓ Walk at least 10 feet away from the side of the school bus to a position where you can see them;
  - ✓ Walk to a location at least 10 feet in front of the right corner of the bumper, but still remaining away from the front of the school bus; and
  - ✓ Stop at the right edge of the roadway. You should be able to see the student's feet.
  - ✓ When students reach the edge of the roadway, they should:

- ❖ Stop and look in both directions, making sure the roadway is clear and is safe;
- ❖ Check to see if the red flashing lamps on the bus are still flashing; and
- ❖ Have students wait for your signal (2 fingers up, thumb tucked down or a sweeping hand) before crossing the roadway.



- ✓ Upon your signal (waive your hand in a sweeping motion), the students should:
  - ❖ Cross far enough in front of the school bus to be in your view;
  - ❖ Walk to the left edge of the school bus, stop, and look again for your signal to continue across the roadway;
  - ❖ Look for traffic in both directions, making sure the road is clear;
  - ❖ Proceed straight across the road, continuing to look in all directions;
  - ❖ Count students to make sure you have accounted for all of them; and
  - ❖ If you cannot find a student, you will need to get out of the bus and check for them.
  - ❖ [NV CDL Manual, 2015](#) (Pg. 10-5)

## Loading/Unloading Procedures at School

Unloading students in school parking lots or other locations off the traveled roadway are different than loading along the school bus route. Along with the following procedures, it is important that you follow your school district's procedures for loading or unloading students at school.

- Perform a safe stop as outlined in ***Approaching the Stop*** and ***Unloading Procedures*** section above;

**You are not allowed to idle your  
school bus engine for more than 15  
minutes.**

[NRS 445B.575](#)

- State law says that you shall not idle a bus for more than 15 consecutive minutes. If parking at a school or any other parking lot, you must turn off your engine after 15 minutes;
- Turn off the ignition switch and remove the key if leaving the driver's compartment;
- Have students remain seated until told to exit and then have them exit in an orderly fashion;
- Observe students as they step from the bus to see that all move promptly away from the unloading area;
- Walk through the bus and check for hiding/sleeping students and items left by students; and
- Do a five-count mirror check, checking that no students are returning to the bus.

[NV CDL Manual, 2015](#) (Pg. 10-5)

## SPECIAL DANGERS OF LOADING AND UNLOADING

### Dropped or forgotten objects.

- Always focus on students as they approach the bus and

watch for any who disappear from sight.

- Students may drop an object and attempt to retrieve the dropped object. Students need to be taught that it is very dangerous and they need to stay away from the danger zone.
- Instruct students that if they have dropped or forgotten something, they need to get the driver's attention and inform them of the situation.
- **The school bus handrail hang-ups.** Students have been injured or killed when clothing, accessories, or even parts of their body get caught in the handrail or door as they exit the bus.
- **Schools and school zones.** Children and parents are not watching out for the school bus. Train students not to push or shove when getting on and off the bus. Teach them about the danger zone and why it can be dangerous for students.

[NV CDL Manual, 2015](#) (Pg. 10-5)

**Train your students that they are NEVER permitted to cross behind the bus.**

### PREVENTING INCIDENTS IN THE LOADING AND UNLOADING ZONE

- **Don't rush:**
  - ✓ This means **don't speed**;
  - ✓ Take each stop one at a time. Don't get lazy and decide to skip over part of the loading and unloading procedure;
  - ✓ Concentrate on what you are doing; and
  - ✓ If you are running late on a route, don't hurry. Safe is better than sorry. **Safety first, schedule second.**
- **Never move the bus** if students are within 10 feet on any side;

- **Don't deal with on-bus problems** when unloading and loading;
  - ✓ Loading and unloading requires all your concentration. Don't take your eyes off what is happening outside the bus;
  - ✓ If there is a behavior problem on the bus, wait until the students unloading are safely off the bus and have moved away. If necessary, pull the bus over to handle the problem;
  
- Use **consistent signals**:
  - ✓ Use a consistent **hand signal** to tell students when it is safe to cross the street. The hand signal should not be confused with a wave because waiting motorists might think you are telling them to pass.
  - ✓ Use a consistent **danger signal** that you will use if motorists run your flashing lights. The signal will mean to "return to the side of the road you started from – **AT ONCE**".
  - ✓ Use the external P.A. system, if you have one, to let students know when it is safe to cross the road.
  
- **Count and recount**:
  - ✓ Know how many students should get **ON** at a stop. Count them. If any are missing, ask if they were at the bus stop this morning. If yes, see if they are still outside the bus;
  - ✓ As the students get **OFF** at a bus stop, count them. Then, before you move the bus, count them again as they move away. Don't move until you are sure that they are all away from the bus and safely off the roadway;
  - ✓ If you can't account for a student outside the bus, secure the bus. Check around and underneath the bus;

- ✓ Count at every bus stop every day; and
- ✓ Counting will also help prevent leaving a student on the bus.
- **Assume the worst** from approaching motorists:
  - ✓ Even though they are not supposed to, motorists often pass a stopped school bus;
  - ✓ Constantly search for traffic, in front and in back of the bus and on both sides of the bus;
  - ✓ Make sure that you give plenty of warning by turning on your yellow flashers early;
  - ✓ Don't let students off until you are sure it is safe;
  - ✓ Watch special vehicles closely. Emergency and police ultimately have the right of way. However, most will not proceed until you have turned off your flashers. This tells them that you have heard the siren and it is safe for them to proceed;
  - ✓ If you hear a siren and students are **UNLOADING**, make sure all students are out of the danger zone. Then cancel your flashers;
  - ✓ If you hear a siren and students are **STILL ON** the bus, do not allow students off the bus; and
  - ✓ Make a record of anyone who passes illegally and give it to your supervisor.
- **Correctly adjust your mirrors:**
  - ✓ Check your mirrors every day before every trip. Make sure that you can see what you are supposed to see;
  - ✓ Don't hesitate to get help adjusting the mirrors if you need it; and
  - ✓ When loading and unloading, check your mirrors

constantly. Before you pull out, recheck your mirrors.

- **Stopping:**

- ✓ Stay to the right side of the roadway when loading and unloading. Don't try to block traffic;
- ✓ Stay in the traffic lane, not on the shoulder;
- ✓ Stop before you get to the students. Make them walk to you so you can see them;
- ✓ Never pull into a group of students hanging around the curb or in the street. Stay back and wait for the students to clear the loading zone before you pull in; and
- ✓ Secure your bus whenever you load or unload by setting the emergency brake and putting the bus in neutral.

- **Watch for:**

- ✓ Stragglers (students who don't cross with the group);
- ✓ Students running for a missed bus;
- ✓ Dropped items. Instruct students to tell you when they have dropped something; and
- ✓ Loose or dangling clothing, drawstrings, or straps.

- **Expect the unexpected:**

- ✓ Watch for unusual hazards as you approach the bus stop.
- ✓ Report the hazardous situation to dispatch.

**Safety first. Schedule second!**

- ✓ Only let students off the bus if you and they feel it is safe.

Trust your judgment.

## LAP/SHOULDER RESTRAINT SYSTEMS IN SCHOOL BUSES

All new school buses purchased in Nevada after July 1, 2019 will be equipped with lap/shoulder, 3-point restraint systems. Some school districts are already purchasing school buses equipped with restraint systems.

If you drive a school bus equipped with lap/shoulder belts, you are not responsible for students wearing their seat belts while driving, but you must instruct students to put on their seat belts.

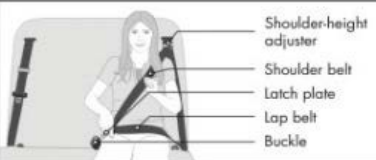
For students who are non-compliant, your district will have the necessary policies that address those students who refuse to wear seat belts.

[North Carolina School Bus Seat Belt Implementation Toolkit](#)

### Lap-Shoulder Belt Basics

"Buckle, Check, Tight — Your Seat Belt Is Right!"

#### Common Seat Belt Parts






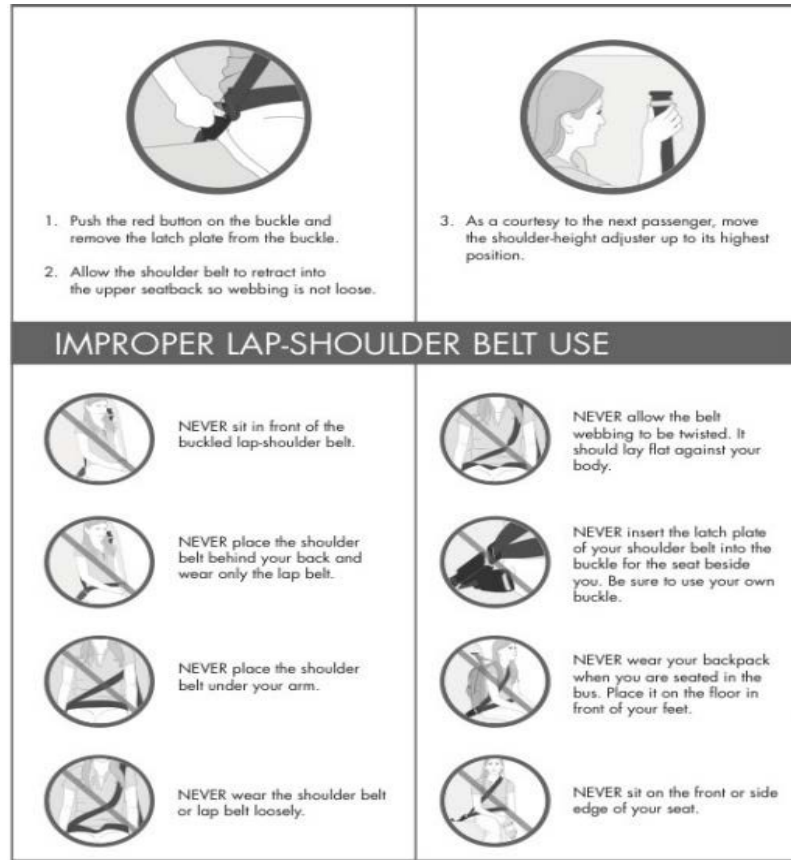
I have read and discussed these important safety instructions with my child.

Parent/Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Child \_\_\_\_\_ Date \_\_\_\_\_

Instructor \_\_\_\_\_ Date \_\_\_\_\_

BUCKLE	CHECK	TIGHT
 <p><b>A</b> BUCKLE the latch plate into the matching buckle after pulling out the shoulder belt webbing from the seatback. LISTEN for the CLICK sound when the latch plate is fastened!</p> <p><i>Be sure to:</i></p> <ul style="list-style-type: none"> <li>Sit flat against the seatback.</li> <li>Place the lap-shoulder belt over shoulder and around upper body. Do not let the belt get twisted.</li> </ul>	 <p><b>B</b> CHECK that the buckle connection is secure by tugging firmly on the seat belt latch plate.</p> <p><i>Be sure to:</i></p> <ul style="list-style-type: none"> <li>CHECK while sitting against the seatback.</li> <li>Remove any twists in the seat belt when you CHECK.</li> </ul>	 <p><b>C</b> TIGHTEN the lap portion by pulling upward on the shoulder belt. Be sure that the shoulder belt is snug across the chest and crosses the center of the shoulder.</p> <p><i>Be sure to:</i></p> <ul style="list-style-type: none"> <li>Properly position lap portion below the waist, not over the stomach.</li> <li>Position the shoulder-height adjuster at or just above the shoulder. The belt should not cross the face or neck.</li> </ul>



## NO STUDENT LEFT BEHIND - LITERALLY

Students being left on the school bus have become a national epidemic. Even though there are methods and severe penalties for bus drivers who leave students on the school bus, there are still students being left on school buses.

**One out of every 100 school bus drivers will leave a child on board the bus.**

### Why Students are Left on the Bus

Even good drivers can leave students on the bus. Some of the reasons that contribute to such incidents are:

- Sudden and stressful situations can push our intentions from our active mind into our subconscious;

- In attentional blindness, when a driver remembers to do a check of the bus and simply does not see the child;
- Not having your mind on your job at all times;
- Driver fatigue;
- Complacency I checked the bus before and no one has ever been there;
- That would never happen to me; and

**Remember to check under the seats  
for sleeping students!**

Drivers can be so focused on a task that they entirely miss something unusual, like a sleeping child.

### **Consequences for School Bus Drivers Who Leave Children on the Bus**

- Leaving a child on the bus can cause psychological trauma to children.
- Children left on school buses can be injured while escaping from the bus.
- Children can be injured or die due to extreme hot and cold weather.
- Drivers have been terminated after leaving a student on the school bus.
- Child neglect charges.
- Catastrophic change in the life of bus drivers who leave students on the bus.
- Public and personal humiliation.

**Once you get back to the bus yard, walk the bus again checking for students.**

## Steps for Preventing Leaving Students behind

- Constant driver training along with keeping drivers conscious of the dangers of complacency and importance of being vigilant.
- Post reminders in the bus yard to check for students after each trip.
- Have a way to verify that the driver has walked the bus and checked for students. These methods can be as simple as "Empty Bus" placard that must be placed in the back of the bus after the last run to video surveillance and electronic monitors.
- Keeping count of all students that board the bus and make sure the same number have exited the bus.
- Drivers should teach children to use the horn and two-radio system, including how to turn it on, and how to use the emergency exits so that they can get help if they are left on the bus;
- Understand sudden and stressful situations, and avoid changes in patterns;
- Avoid being complacent with the attitude that it won't happen to me. Everyday good parents leave their kids in vehicles by accident; and
- Be diligent when checking for students, not just a walk to the back of the bus, but checking under seats or areas where children can hide.

## SECTION 8: STUDENT MANAGEMENT

Student misbehavior on school buses is one of the biggest problems confronting school bus drivers.

In order to get students to and from school safely and on time, you need to be able to concentrate on driving.

Loading and unloading requires **ALL** your concentration. Don't take your eyes off what is happening outside the bus. If there is a behavior problem on the bus, wait until the students have safely unloaded and have moved away from the bus. If necessary, pull the bus over to handle the problem. [NV CDL Manual, 2015](#) (Pg. 10-10)

Students riding your bus must understand from the beginning that you cannot allow anyone's actions to keep you from providing for the safety of your passengers and yourself. The relationships you will experience daily are with individuals whose behavior ranges somewhere between that of an infant and a young adult. Without a clear understanding of who is in charge, the conditions could become unmanageable and potentially dangerous for everyone. The climate that exists on the school bus is up to you!



### TIPS AND TECHNIQUES FOR MANAGING YOUR STUDENTS

- General attitude and approach:
  - ✓ Be friendly, but not familiar; your name is Mr., Mrs., or Miss \_\_\_\_\_;
  - ✓ Be firm, but not tough;

- ✓ Be consistent; don't be lax one day and tough the next;
- ✓ Treat all students equally; don't have favorites;
- ✓ Be fair;
- ✓ Show respect;
- ✓ Be courteous and not sarcastic; don't ridicule a student or their family;
- ✓ Always control your temper;
- ✓ Keep calm; don't yell;
- ✓ Pay attention to your appearance;
- ✓ Clearly establish your expectations – what the rules are and the reasons they exist;
- ✓ Set a good example; act the part of a person in a responsible position who follows rules;
- ✓ Be honest in what you do and say;
- ✓ Remember your sense of humor;
- ✓ Don't hold grudges and don't take things personally; and
- ✓ Watch your language.

**Never use your brakes as a student management tool.**

- Helpful hints:
  - ✓ Greet students by name, say good morning and smile;
  - ✓ Show an interest in things that interest them;

- ✓ Compliment students on positive behavior;
  - ✓ Sometimes it pays not to hear things;
  - ✓ Make students feel that they have a responsibility in ensuring group safety; have them help set the rules on the bus;
  - ✓ Listen to the students-their suggestions, their complaints and their concerns;
  - ✓ If you make a mistake, admit it;
  - ✓ Give commands that stimulate an action. Do this instead of don't do that;
  - ✓ Have a reason for what you ask a student to do and give the reason; and
  - ✓ Communicate at the student's level: a kindergartner is different from a 5<sup>th</sup> grader who is different from a 9<sup>th</sup> grader.
- When there is a problem:
    - ✓ Stop the bus. Park in a safe location off the road, perhaps a parking lot or a driveway;
    - ✓ Call 911 for serious, immediate assistance and then contact dispatch;
    - ✓ Secure the bus. Take the ignition key with you if you leave your seat;
    - ✓ Stand up and speak to the offender or offenders. Speak in a courteous manner with a firm voice. Remind the offender of the behavior expected. Don't show anger but do show that you mean business;
    - ✓ If a change of seating is needed, move the student to a seat near you;

- ✓ NEVER put a student off the bus except at school or at his or her residence/school bus stop. Let students know early on that this is your policy; and
- ✓ Never put yourself in harms way.

**Maintain your sense of humor!**

### **SCHOOL BUS DRIVER RESPONSIBILITY**

- Be familiar with and abide by all federal, state and school district rules, policies and procedures;
- Be familiar with assigned routes and designated school bus stops;
- Instruct students on proper behavior, consequences of improper behavior, general policies regarding riding the bus, and emergency evacuation drills;
- Protect the rights of other students by assuring that students and not bullied, threatened or picked on;
- Maintain order, safety and the rights of students by:
  - ✓ Minimizing interior noise;
  - ✓ Controlling passenger movement;
  - ✓ Requiring an orderly entrance and exit;
  - ✓ Eliminating movement or potential movement of objects;
  - ✓ Requiring silence at railroad crossings;
  - ✓ Prohibiting transportation of unauthorized materials;

- ✓ Handle minor infractions with school district approved procedures;

- ✓ Represent your school district in a positive way by dress, hygiene, language and manner;
- ✓ Be considerate and patient with all children, especially the young or special needs student;
- ✓ Keep the bus clean at all times, including route and extra-curricular trips;
- ✓ It is highly recommended that you keep a daily log of events;
- ✓ Monitor and supervise children with appropriate management and discipline of disruptive pupils who threaten the safety of other students; and
- ✓ Never allow unauthorized people to board or enter your school bus.



## **STUDENT RESPONSIBILITIES**

Students also share in the responsibility for their behavior on the school bus. You need to make sure your students:

- Know the rules and consequences of their actions;
- Be respectful of the rights of other students;
- Are aware that transportation is a privilege not a right;
- Are aware of the dangers involved in the loading & unloading zone, including loose clothing, clothing accessories and personal

items that can get caught in the door and picking up dropped items near can drop under the bus;

- Do not wear athletic footwear equipped with metal cleats or spikes on the school bus;
- Keep their hands off other children and their possessions. Hitting, pushing, spitting, biting and rough behavior will not be tolerated;
- Tampering or destruction of school property is prohibited and students can be prosecuted; and

**Afternoon runs are generally more demanding than morning runs!**

- Must be silent while the school bus is stopped at railroad crossings.

#### **STUDENT RULES**

- Students shall follow directions of the driver the first time given;
- Students shall arrive at the bus stop no more than 10 minutes before the bus arrives;
- Students shall wait in a safe place, clear of traffic and away from where the bus stops;
- Students shall wait in an orderly line and shall avoid horseplay;
- Students shall cross the road or street in front of the bus only after the bus has come to a complete stop and upon direction of the driver;
- Students shall go directly to an available or assigned seat when entering the bus;
- Students shall remain seated and keep aisles and exits clear;

- Students shall exhibit classroom conduct at all times;
- Students shall refrain from throwing or passing objects in, from or into the buses;
- Students are permitted to carry only objects that can be held on his/her lap;
- Students shall not use profane language, obscene gestures, tobacco, alcohol, drugs or any other controlled substance on the bus;
- Students shall not carry hazardous materials or non-service animals into the bus;
- Students shall respect the rights and safety of others;
- Students shall refrain from leaving or boarding the bus at locations other than the assigned stop;
- Student shall refrain from extending head, arms or objects out of the bus windows; and
- Students shall refrain from hitching rides via the rear bumper or other parts of the bus.  
[NCST, 2015](#) (Pg. 372)

## **PARENT AND GUARDIAN RESPONSIBILITIES**

- Understand and support district rules and policies, regulations and school bus safety;
- Assist children in understanding safety rules and encourage them to abide by them;
- Recognize their responsibilities for the actions of their children;
- Support safe riding practices and reasonable discipline efforts; and

- Never board a school bus.



## **QUIET TIME**

The practice of quiet time is a great way to start off your route. Quiet time is usually observed for a short period of time in the morning before arriving at school, and in the afternoon while pulling away from the school. You may also determine that quiet time is necessary during an emergency situation and at railroad crossings.

## **MUSIC ON THE BUS**

The use of music in a school bus should be minimal and be calming to your students. If used, the volume must be kept low enough so that you can hear all that is going on around you.

Some school districts have lists of approved radio stations/music, while some school districts do not permit the use of these devices at all. Be sure to check your school district policy.



Students are not allowed to play their music without headphones while on the bus

## **VIDEO MONITORING SYSTEMS**

School districts now use video monitoring systems in order to protect students and drivers. It does not replace the discipline policy, the authority of the driver, or the responsibility of school officials. It is simply a tool to aid the driver and district administrators.

If there is a video monitoring system on your school bus, students and drivers will be notified that they are students are subject to being videotaped.

Evidence obtained from video monitoring systems can be used for disciplinary action against a driver or student.

## **TRANSPORTING HOMELESS CHILDREN**

### **McKinney-Vento Homeless Assistance Act**

The McKinney-Vento Homeless Assistance Act is the federal regulation related to the education of children and youth experiencing homelessness. If "homeless" eligibility is determined and placement in the student's school of origin is determined to be in the best interest of the student, then transportation must be provided.

Changing schools greatly impedes academic achievement and the social development of students who experience homelessness. Students who transfer to a new school often lose academic credits, their social network and connections with teachers and school staff who know their academic strengths and weaknesses. This along with the distress caused by the loss of their home puts homeless students a great risk for academic failure.

McKinney-Vento Homeless Assistant Act provides students experiencing homelessness with the right to continue attending their school of origin.

[NCST 2015](#) (Pg. 186)

Research has shown that students who are homeless have poor school performance and lower graduation rates. Students who are homeless frequently change schools and this result in:

- Loss of credits;
- Separation from their social network, teachers and staff who know their academic strengths and weaknesses; and
- Distress caused by loss of housing and the economic strain that accompanies homeless families.  
[NCHE Transporting Children and Youth Experiencing Homelessness](#)

**Lack of transportation is the number one barrier that homeless children and youth faced in attending school regularly.**

[US DOE Homeless Student Guide](#) (Pg. 19)

### Summary of Key Provisions of McKinney-Vento

- Students who have been identified as homeless by their school district liaison must be provided transportation to and from their school of origin.
- In addition to providing transportation to the school of origin, schools must provide students with transportation services comparable to those provided to other students.  
[NCHE Transporting Children and Youth Experiencing Homelessness](#)

### Who is Considered Homeless

The term homeless children and youth refer to individuals who lack a fixed, regular, and adequate nighttime residence and include:

- Children and youth who are:
  - ✓ Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
  - ✓ Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate

accommodations;

- ✓ Living in emergency or transitional shelters;
- ✓ Abandoned in hospitals; or
- ✓ Awaiting foster care placement.

- Children and youths who have:

- ✓ Primary nighttime residence that is a public or private place not designed for, or ordinarily used as a regular sleeping accommodation for human beings;
- ✓ Who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; or
- ✓ Migratory children who qualify as homeless because they are living in circumstances described above.

[National Center for Homeless Education](#)



### **School Bus Drivers and Homeless Students**

School bus drivers must be very sensitive to homeless students. A student's living situation must be kept confidential and school bus drivers need to be kind and assist these students through this difficult time in their lives with as little disruption as possible. Developing close ties among school homeless liaisons, school staff and your supervisor is critical.

[NCST 2015](#) (Pg. 186)

**Drivers need to be sensitive to  
homeless children and keep their  
living conditions confidential!**

## **GANGS**

### **Definition of a Gang**

A gang is a group of 3 or more person who unites under a common identifier (name, logo or style of dress) and engages in a pattern of criminal activity.

This includes Black, Hispanic, Asian, White Extremist Hate Groups, Hybrid and Non-Traditional and Juggalos.

In 2015, 15 percent of students in urban areas, 10 percent in suburban and 4 percent of rural areas reported a gang presence in their schools. [National Center for Education Statistics Students' Reports of Gangs at School](#)

### **Gang Communication**

- Gangs will communicate in different ways:
  - ✓ Verbally, using plain English, street slang or their native language;
  - ✓ Hand signs, using American Sign Language and modifying it, sometimes creating their own signs;
  - ✓ Tattoos are used to represent the specific gang they belong to. Tattoos also pay homage to dead fellow gang members and a form of non-verbal communication that cause fights among rivals;
  - ✓ Graffiti not only for artistic purposes, but as a form of communication to ident neighborhoods, honor dead gang members, challenge rivals and to further promote

their gang;

- ✓ Social networking websites use all electronic means to communicate. They are sophisticated and develop elaborate websites that are used to promote their agenda and recruit members.

[LVMPD Gang Community Resource and Information Guide](#)

### **Interacting with Gang Members**

- Be specific, firm and fair;
- Do not insult, intimidate or be confrontational of a suspected gang member;
- Prevent conflict in order to avoid acts of vengeance;
- Never mimic a gang stance or hand signal;
- If you suspect rival gang members on the school bus, do not allow them to sit next to each other;
- Report suspected issues to your supervisor; and
- Call 911 in an emergency.

## SECTION 9: EXTRA-CURRICULAR ACTIVITY AND FIELD TRIPS

Extra-curricular activity and field trips are an important part of school for many students. These trips require additional knowledge and skills to assure a safe and successful trip.



### ON-DUTY TIME AND HOURS-OF-SERVICE REGULATIONS

When transporting students to extra-curricular activities, it is important for you to know what on-duty time means.

#### **On-Duty Time Means includes:**

All the time from the time a driver begins to work or is required to be in readiness to work until the time the driver is relieved from work and all responsibility for performing work and includes:

- All time spent at a facility waiting to be dispatched;
- All time inspecting, servicing or conditioning any school bus;
- All time spent driving a school bus;
- All time spent on the school bus, other than driving time;
- All time needed for loading and unloading, supervising or assisting the loading and unloading of students, and any time waiting for students;
- All time used for repairing, obtaining assistance, or waiting for assistance to repair a disabled vehicle;

- All time spent being tested for drugs and alcohol, including travel time to and from the collection site;
- Performing any other work as a common, contracted or private motor carrier; and
- Performing any work for a non-motor carrier.  
[FMCSA 395.2](#)

**You are required by federal law to include all duties performed for which you were compensated by any employer.**

### Hours-of-Service Rules

Nevada hours-of-service regulations exceed federal hours-of-service regulations. In Nevada you:

- Cannot operate a vehicle or school bus for more than 10 hours in a 15-hour period;
- After driving 10 hours and/or operating a vehicle in a 15-hour period, you must rest (be off-duty) for 10-hours;  
[NRS 386.815](#)
- Drivers who drive extra-curricular activity trips that travel out of state should keep a log book showing on-duty time;  
[FMCSA 395.8](#)
- Drivers who encounter adverse driving conditions and who cannot, because of these conditions, safety completely the run within the maximum driving time are permitted to drive for not more than 2 additional hours.  
[FMCSA 395.1](#)

**Drivers who are traveling with the bus must count that time as on-duty.**

## Maximum Speed Limits for School Buses on Extra-Curricular Activities

- School buses **SHALL NOT** exceed 55 mph when transporting student to and from school.
- School buses **CAN** drive the posted speed limit when transporting students to and from activities (extra-curricular, sports, field trips) that are part of the school program.  
[NRS 484B.360](#)

**School buses can drive the posted speed limit when transporting students to and from activities (extra-curricular, sports, field trips).**

School districts have the authority to establish a maximum speed limit.

### PLANNING FOR AN EMERGENCY

An emergency situation can happen to anyone, anytime, anywhere. It could be a crash, a stalled school bus on a railroad crossing, a high-speed intersection, an electrical fire in the engine compartment or a medical emergency of a student on the school bus. Knowing what to do in an emergency-before, during and after an emergency can mean the difference between life and death. [NV CDL Manual, 2016](#) (Pg. 10-6)

### DRILLS TO PRACTICE EVACUATION

Nevada Law requires that you practice the evacuation of a school bus and receive instruction in the responsibility of a passenger of a school bus to use the emergency exit doors on the bus during such an evacuation at the beginning of any field trip by school bus. Instruction should include:

- The responsibility of passengers on a school bus, including where and how to use the emergency exit doors and windows during an evacuation;

- Procedures to safely enter and exit a school bus;
- Appropriate behavior and conduct while on a school bus;
- The location of emergency equipment on a school bus; and [NRS 386.820](#)
- If chaperones or parents are riding the school bus for the first time, they will need to practice and receive instruction for an emergency evacuation drill.

### **PLANNING THE TRIP**

- Plan and follow routes in detail so your school district knows the route you plan to take and the estimated arrival time;
- Check on weather conditions;
- Make sure to know the location where you are going and the location where you are picking up students;
- Be familiar with the bus you are taking and do a thorough pre-trip inspection before leaving.
- Know who your chaperones will be and explain the safety and discipline rules on the bus. Make sure your chaperones participate in the emergency evacuation drill prior and receive instruction in emergency procedures.

**Remember, the bus driver has the final authority and responsibility on the school bus!**

- Have a list of passengers that includes names, addresses, date of birth and phone numbers, provided by your school. In the event of a crash, this information will be required.
- Know what type of equipment you will be required to carry. You will need to be sure that you have proper storage space for extra equipment.

**Federal law forbids blocking the aisle,  
door, steps and emergency exits!**

- During your trip plan for stops. You should attempt to stop every 2 hours to refuel, allow your students to use the restroom or eat. Every time your passengers leave the bus, arrange a time and place for re-boarding. Make sure to account for all passengers prior to departure.
- Anytime you leave the bus unattended for any length of time, it is important to do a security inspection of your vehicle. You must walk around the vehicle checking for vandalism, suspicious packages, tire damage or engine tampering. There is no time requirement for this type of inspection. Anytime the bus is left unattended (no longer in visual sight of the driver) a quick inspection must be done. You are still required to do a full-post trip inspection.
- Be prepared to stop at all inspection stations even though your school bus is inspected by the Nevada Highway Patrol twice a year. Be prepared to show that you conducted your pre-trip inspection
- Consider tolls, parking fees or other minor related expenses and who will pay for them.
- Keep a log showing your off-duty, driving and on-duty not driving time. Check your school district for an approved log sheet.
- Check yourself to make sure to check yourself throughout the trip to make sure you are in safe operating condition.

**You are required to keep a student roster,  
including seating positions of the students.**

## **PLANNING FOR EMERGENCIES**

Being prepared is the best way to handle an emergency. You will need to:

- Have a list of emergency phone numbers and contact information;
- Have insurance and vehicle registration in case of a crash;
- Have a blank seating chart;
- Have medical information on students;
- Have evacuation procedures; and
- Know the location of first-aid kit, body-fluid kit, fire extinguisher, emergency exits, belt cutter, and emergency shut-off switches.

## **EXTRA RISKS WITH ACTIVITY TRIPS**

Field and activity trips pose a greater risk to student safety than to and from school transportation because:

- Drivers are often unfamiliar with the route and the bus;
- Driving speeds are usually higher;
- Trips often take place at night where visibility is less;
- There is a greater risk of fatigue;
- Students may not be regular riders and may be unfamiliar with the bus and the rules for students; and
- Students and chaperones can be distracted by the excitement of the event or competition they are attending.

# SECTION 10: EMERGENCY EQUIPMENT AND PROCEDURES

School bus drivers must always plan for emergencies. That is why school buses are equipped with emergency equipment and exit doors and windows. You will need to know what emergency equipment is on the school bus, where it is located and how it's used. In addition you will need to know procedures when an emergency occurs.

## EMERGENCY EQUIPMENT

Every school bus in Nevada is required to carry the following emergency equipment:

- **Alternating Flashing Red Lights**

Every school bus operated for the transportation of pupils to and from school must be equipped with a system of alternating flashing red lights that the driver shall operate when the bus is stopped to load/unload pupils, and in times of emergency or crash. [NRS 386.840](#)



- **Belt Cutters**

Each school bus which transports students in a wheelchair or other assistive restraint devices that utilize belts, or any school bus equipped with passenger restraint systems shall contain at least one belt cutter secured in a location within reach of the driver while belted into his/her driver's seat. If transporting multiple wheelchairs, it is recommended that you have more than one belt cutter. Once used, belt cutter or the blade needs to be replaced.

- **First Aid Kit**

Each school bus must have a sealed, removable, moisture-proof First Aid Kit in an accessible place in the driver's compartment. It shall be mounted and identified with one inch letters as a First Aid Kit. If stored in a compartment, the compartment must be clearly labeled, easily accessible to the driver and not blocked.

Minimum Contents include:

1	16/box	Adhesive bandages	1 x 3 in.
1	8/box	Gauze dressing pads	3 x 3 in.
1	box	Trauma pad	5 x 9 in.
1		Triangular sling	
2		Bandage, w/safety pin	40 in.
1	10/box	Antiseptic Towlettes	
1	10/box	First aid/burn cream	
1	2/box	First aid tape roll - ½ in. by 2 – 1/2yd.	
1	10/box	Antibiotic Ointment	
1	1/pkg	Medical grade gloves	
1		First Aid Guide	

- **Body Fluid Clean-Up Kit**

Each school bus shall have a sealed, removable, moisture-proof Body Fluid Clean-Up Kit accessible to the driver, securely mounted and labeled. If located in a compartment, the compartment must be clearly labeled in one inch letters, be easily accessible to the driver and not blocked.

The Body Fluid Clean-Up Kit shall be a minimum 10 unit kit that is OSHA/ANSI Complaint.

Minimum contents include:

- 1 Absorbent powder
- 1 Disinfectant cloth
- 1 Scoop & spatula
- 2 Antiseptic towlettes
- 2 pair - Medical grade gloves
- 10 Paper towels
- 1 Biohazard bag
- 1 Personal protective apparel pack
- 1 Large down

**Your school bus can be placed out-of-service if the First Aid and Body Fluid Clean-Up Kits are blocked when stored in a compartment!**

- **Emergency Warning Devices**

Each school bus shall contain at least three (3) reflectorized triangle road-warning devices mounted in an accessible place. [FMVSS 392.22](#)

- **Fire Extinguishers**

- ✓ The school bus shall be equipped with at least one UL-approved pressurized, dry chemical fire extinguisher. The extinguisher shall be secured in a mounted bracket, located in the driver's compartment and readily accessible to the driver and passengers. A pressure gauge shall be mounted on the extinguisher and shall be easily read without moving the extinguisher from its mounted position.
- ✓ The fire extinguisher shall have a rating of 2-A: 10-BC, or greater. The operating mechanism shall be secured with a type of seal that will not interfere with the use of the fire extinguisher. [NCST, 2015](#) (Pg. 41)

**A fire extinguisher may not put a fire out,  
but it will provide you with valuable time to  
get students off the bus!**

- **Spare Fuses**

When required, at least 1 spare fuse or other loaded protective devices, if the devices used are not of a reset type of each kind and size used.

## **EMERGENCY PROCEDURES**

**In an emergency situation always call 911!**

### **Emergency Evacuation Procedures**

- Determine the need to evacuate the Bus. A decision to evacuate should include consideration of the following conditions:
  - ✓ Is there a fire or danger of a fire;
  - ✓ Is there a smell of raw or leaking fuel;
  - ✓ Is there is a chance the school bus could be hit by other vehicles;
  - ✓ Is the bus in the path of a sighted tornado or rising waters;
  - ✓ Are there downed power lines;
  - ✓ Would removing students expose them to speeding traffic, severe weather, or a dangerous environment such as downed power lines;
  - ✓ Would moving students complicate injuries such as neck and back injuries or fractures;

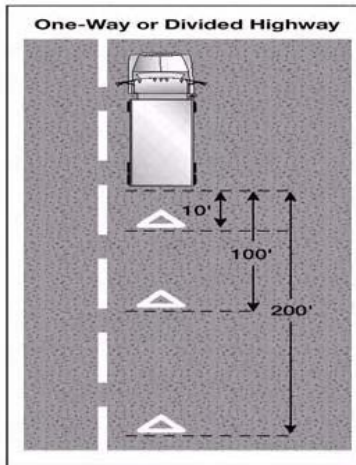
- ✓ Is there a hazardous spill involved;
- ☐ As a general rule, student safety and control is best maintained by keeping students on the bus during an emergency. But remember, the decision to evacuate the bus must be a timely one.
- ☐ You must evacuate the school bus if:
  - ✓ The bus is on fire or there is a threat of fire;
  - ✓ The bus is stalled on or adjacent to a railroad-highway crossing;
  - ✓ The position of the bus may change and increase the danger of collision;
  - ✓ There is an imminent danger of collision;
  - ✓ The school bus is in water; or
  - ✓ There is a hazardous materials spill.  
[NV CDL Manual, 2015](#) (Pg. 10-7)



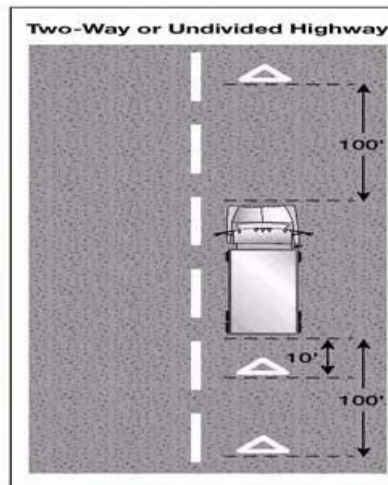
### **Emergency Warning Devices**

You are required to place emergency warning devices on the highway whenever your bus is stopped for any cause other than necessary traffic stops. Emergency warning devices need to be placed within 10 minutes of your vehicle being disabled. Emergency warning devices need to be placed as follows:

- One-Way or Divided Highway – Place warning devices 10 feet, 100 feet, and 200 feet toward approaching traffic.

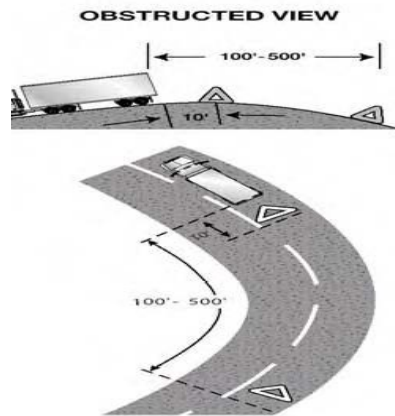


- Two-lane road on an undivided highway – Place warning devices within 10 feet of the front or rear corners to mark the location of the vehicle and 100 feet behind and ahead of the vehicle.



- Beyond a hill, curve, or other obstructed view – An obstruction that prevents other drivers from seeing your vehicle within 500 feet. If line of sight view is obstructed due to a hill or curve, move the rear-most triangle to a point back down the road so warning is provided.

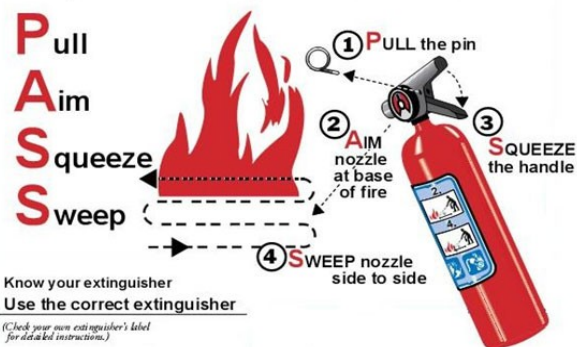
[NV CLD Manual, 2015](#) (Pg. 2-13)



## Fire extinguisher

- You should use the fire extinguisher:
  - ✓ Once you have evacuated all students to a safe place;
  - ✓ The fire is small and contained to a single object; or
  - ✓ You are safe from the toxic smoke produced by the fire.
- Do not use the fire extinguisher:
  - ✓ If the fire is spreading beyond the spot where it started;
  - ✓ If you can't fight the fire with your back to an escape exit; or
  - ✓ If the fire can block your only escape.

To operate an extinguisher:



## Emergency Evacuation Instruction and Drills

At least twice each school year, a school district shall practice the evacuation of a school bus and receive instruction in the responsibility of a passenger of a school bus to use the emergency exit doors on the bus during an evacuation. [NRS 386.820](#)

## Emergency Evacuation Procedures

Practicing emergency evacuations is not only required, but extremely important if an actual evacuation is required. Emergency evacuation procedures must be explained to all students. This includes knowing how to operate various emergency exits and the importance of listening to and following all instructions.

- If you must evacuate the school bus in an emergency, the following must be considered:
  - ✓ Are there responsible, older students who can provide assistance at emergency exits? Teach them how to assist the other students off the bus. This can be done when practicing emergency evacuation drills prior to the trip; and
  - ✓ Determine the best type of evacuation. Can students be evacuated through all emergency exits, or just through the front, rear, side or roof evacuation exits.
  
- Determine a safe place that is:
  - ✓ At least 100 feet off the road in the direction of oncoming traffic. This will keep the students from being hit by debris if another vehicle collides with the bus;
  - ✓ Upwind of the bus if fire is present;
  - ✓ Is as far away from railroad tracks as possible and in the direction of any oncoming train;
  - ✓ Upwind of the bus at least 300 feet if there is a risk from spilled hazardous materials;

- ✓ In the direct path of a sighted tornado. Escort students to a nearby ditch or culvert if shelter in a building is not readily available. Direct them to lie face down, hands covering their head; and
- ✓ Not subject to flash floods.

□ General Procedures for Evacuating the Bus

- ✓ Secure the bus by:
  - ❖ Activating hazard warning lights;
  - ❖ Placing transmission in park, or if there is no shift point, in neutral;
  - ❖ Set the parking brake;
  - ❖ Shut off the engine;
  - ❖ Remove ignition key;
  - ❖ If time allows, notify dispatch of evacuation location, conditions, and type of assistance needed;
  - ❖ Dangle radio microphone out of the driver's window for later use, if operable; and
  - ❖ Take electronic communication devices.  
[NV CDL Manual, 2015](#) (Pg. 10-7)

□ Order the evacuation by giving the command PREPARE TO EVACUATE and provide instruction as to what emergency exits are going to be used by:

- ✓ Having a student or adult assistant take their assigned posts at emergency exits;
- ✓ If evacuating out the front exit door, turn toward the

front of the bus and begin moving backwards to the first occupied seats. Have assistants do the same when evacuating students out the rear or side emergency exits;

- ✓ Starting with either the left or the right seat, touch the shoulder of the person nearest to the aisle to indicate that the students in that seat needs to get up and head for the exit;
- ✓ Keep the students in the opposite seat by holding your hand on their shoulder until you are reaching for them to evacuate;
- ✓ Move down the aisle repeating this procedure until the bus is empty;
- ✓ Lead students to the nearest safe place; and
- ✓ Never move a student you believe may have suffered a neck or spinal injury unless his or her life is in immediate danger. Special procedures must be used to move neck spinal injury victims to prevent further injury.
- ✓ Once students are evacuated:
  - ❖ Walk through the bus to ensure no students remain on the bus;
  - ❖ Retrieve emergency equipment;
  - ❖ If you have not already contacted 911 or your district dispatch office, do this immediately;
  - ❖ Join waiting students. Account for all students and check for their safety;
  - ❖ Protect the scene. Set out emergency warning devices as necessary and appropriate; and

- ❖ Prepare information for emergency responders. [NV CDL Manual, 2015](#) (Pg. 10-7)

## CRASH PROCEDURES

If you are in crash in the school bus, follow these procedures:

### **Remain calm and DO NOT MOVE THE BUS!**

- Stop the bus and do not move it without permission of the investigating officer;
- Set the brake, turn off ignition and activate hazard lights;
- Remain calm and survey the scene;
- Account for all students and assess the situation;
- Notify the proper authorities, including dispatch;
- Secure the scene;
- Evacuate the bus if necessary;
- Place emergency warning devices;
- Collect the names of students and establish a seating chart. Law enforcement officials will require a seating chart at the time of the crash;
- Do not discuss the crash; and
- Do not release any of your students unless authorized.

**Any statement you make about a crash can be used in court. Do not discuss causes of the crash with others involved. Do not admit guilt and let the proper authorities handle the case.**

## BREAKDOWNS

If you experience a breakdown, you should:

- Slow down, activate your turn signal, and move to the far right lane if possible. You can also pull off onto a shoulder in order to prevent a crash;
- Set the parking brake, turn off the ignition, set hazard lights, and remove the keys;
- Evacuate the bus only if necessary;
- Contact the appropriate official as outlined by your school district;
- Place emergency warning devices as described above; and
- Follow school district official instructions.

**Never leave students unattended to seek assistance!**

### DUTY TO RENDER AID

Nevada requires the driver of any vehicle involved in a crash resulting in injury, death, or damage to any vehicle or property, shall:

- Give his name, address and the registration number of the vehicle he is driving, and upon request, provide his license to any person injured in such crash.
- Give such information and upon request, surrender such license to any police officer at the scene of the crash or who is investigating the crash.
- Render to any person injured in such crash reasonable assistance, including the carrying, or the making of arrangements for the carrying, of such person to a physician, surgeon or hospital for medical or surgical treatment if it is apparent that such treatment is necessary, or if such carrying is requested by the injured person.

[NRS 484E.030](#)

## NEVADA'S GOOD SAMARITAN LAW

Nevada law states that any person, who renders emergency aid, gratuitously and in good faith, is not liable for any civil damages as a result of any act or omission, not amounting to gross negligence, by him/her in rendering the emergency care or assistance, or as a result of any act or failure to act, not amounting to gross negligence, to provide or arrange for further medical treatment for the injured person. [NRS 41.500](#)

## UNIVERSAL STANDARDS

### First Steps in Providing First-Aid

- You can be required to provide first-aid as a bus driver who can have a range of injuries. Always contact 911 for any emergency or serious injury.
- For minor injuries, provide first aid as required. All school bus drivers are required to have training in emergency procedures and first aid. [NRS 386.825](#)
- Basic First-Aid:
  - ✓ Applies only to immediate temporary need;
  - ✓ You are not expected to be a medical doctor and minimal first-aid should be administered;
  - ✓ Follow only school district approved first-aid procedures and your training; and
  - ✓ Remain calm!

**Thorough hand washing is the best tool to prevent the spread of infectious diseases!**

## **Universal Standards for the Spread of Infectious Diseases by Body Fluids**

Every school bus driver needs to be aware of universal precautions, which considers every person, all blood and most body fluids to be potential carriers of infectious diseases.

Mouth-to-mouth airways are designed to isolate you from contact with a victim's saliva and body fluids. Avoid using unprotected mouth-to-mouth resuscitation.

### **Body Fluid Clean-Up Kit**

Each School Bus shall have a removable and moisture proof Body Fluid Clean-Up Kit. easily accessible to the driver in the driver's compartment, securely mounted and labeled. If located in a compartment, the compartment must be clearly labeled easily accessible to the driver and not blocked. (See Emergency Equipment)

- Basic Body Fluid clean up procedures:
  - ✓ Move students away from the contaminated area;
  - ✓ Put on disposable gloves;
  - ✓ Sprinkle absorbent material over spilled area. Liquid will quickly congeal for safer handling;
  - ✓ After 1 minute, remove contaminated material with scoop and scraper. Carefully place in discard bag from kit;
  - ✓ Clean away soils with absorbent towel;
  - ✓ After the spill is removed, apply disinfectant from the kit;
  - ✓ Place all contaminated materials (including gloves) in discard bag. Seal and dispose of bag according to your school district policy;

- ✓ Wipe hands with anti-microbial hand wipe. Wash with soap and running water as soon as possible; and
- ✓ If possible, the student's clothing and other soiled, non-disposable items should be placed in a plastic bag and sent home with the student.

**You may not know if a student has an infectious disease because state law prohibits disclosing the name of anyone with an infectious disease.**

**Extra bandages should be kept separate from the First Aid Kit.**

## **MEDICAL EMERGENCIES**

A medical emergency can occur at any time on the school bus. All school bus drivers are required to have training in first aid and CPR. This training will be critical in an emergency. Make sure to follow your training and call 911 in a serious emergency that requires immediate medical attention.

- Types of medical emergencies you may experience on the school bus:
  - ✓ Allergic reactions;
  - ✓ Anaphylactic shock;
  - ✓ Asthma;
  - ✓ Bites and stings;
  - ✓ Bleeding;
  - ✓ Chocking;

- ✓ Dehydration;
- ✓ Heat stroke;
- ✓ Hyperventilation;
- ✓ Nose bleeds; or
- ✓ Seizures.

**IN AN EMERGENCY, DO NOT EXCEED YOUR  
TRAINING! CALL 911!**

# SECTION 11: SECURITY & EMERGENCY PREPAREDNESS

## SECURITY & EMERGENCY PREPAREDNESS

Each school day almost 20 percent (50 million) of the United States population is located in our nation's schools. Approximately half of these children (25 million) use a school bus for transportation to and from school each day. Additionally, millions of children ride school buses each day for school activity trips.

A review of past criminal and terrorist actions and statements makes it clear that school buses, including school buses, can be used as weapons, as well as being viable targets.

Recent events demonstrate that terrorists totally disregard the sanctity of educational facilities and school children. Individual terrorists and/or terrorist organizations look for targets that will strike fear into our society. Terrorists and individuals with criminal intent select emotional targets when actions against the more traditional military, government and economic targets do not achieve their desired goals. Current violent activities indicate a change in tactics and targets.

**The school bus driver and passengers are more likely to be targets of violence from students, unauthorized boarders and criminal elements outside the school bus.**

School transportation is not like the electric and water companies-service performed flawlessly attracts little notice. Society rarely gives school transportation a second thought-unless something goes wrong, which is a rare event.

Complacency and the attitude that “it won’t happen here” set the stage for terrorists to perpetrate their crimes. You must increase your awareness in order to mitigate potential for threats.  
[NCST 2015](#) (Pg. 199)

### **Why School Buses Could Be Targets?**

- They are relatively unprotected and vulnerable;
- They have predictable routes and schedules;
- They have the potential for a large numbers of casualties;
- They have schools all over the nation;
- They have unquestioned access to high-value destinations;
- They represent an emotional target; and
- The effects of a terrorist attack on school buses would demoralize Communities, States, and the Nation.

### **Types of Threats**

Schools and school bus driver’s face many threats:

- Active shooter from inside or outside the bus and at bus stops;
- Bullying and on board violence;
- Child abductions, sexual predators or custody issues;
- Fights and disturbances, both on and off the bus;
- Hostage situation;
- Suspicious packages in or around the school bus, school bus stops and school bus yards;

- Unauthorized persons attempting to enter the bus;
- Vandalism or property damage; and
- Violence from students who have brought weapons on the bus.

### **How to Respond a Suspected Threat:**

- Make sure you know the emergency procedures for your school district;
- Call 911 immediately;
- Know your school districts procedures to report and safely challenge any unidentified persons in unauthorized or secured areas such as schools and bus yards;
- Look for escape routes and move the bus to safe if necessary;
- Know evacuation procedures and how to get children from the school bus into a safe building;
- Know your school districts communication protocols for emergencies.

**You cannot identify suspicious behavior based on stereotypes of race, color or ethnicity.**

### **The Role of the School Bus Driver**

School bus drivers are the eyes and ears of their communities. You know their buses, students, area and conditions along their routes. You know what is unusual or does not belong. Learn to TRUST YOUR GUT and and be familiar with:

- What to do in case of emergencies or an increase security threat to your or your students;

- Your school's communication systems, how to use them emergency codes for dispatch;
- Policies and procedures for hostage situations;
- Security inspection requirements; and
- How to respond to threats of violence from students, unauthorized boarders and others outside the school bus.

## **Trust your GUT!**

### **Additional Safety Tips:**

- Remove the keys from the ignition and take them with you whenever you have to leave your school bus;
- Maintain an uncluttered bus;
- Never touch or pick up a suspicious packages or items. Move as far away as possible;
- Do not use your radio or cell phone within 300 feet of the suspicious package; and
- Take [TSA's First Observer Plus Training](#).

## **School Bus Security Inspection**

Anytime you leave the bus unattended for a short period of time, you are required to do a security inspection. You must walk around the vehicle checking for vandalism, suspicious packages, tire damage or engine tampering. There is no time requirement for this type of inspection. Anytime the bus is left unattended (no longer in visual sight of the driver), a quick inspection must be done. You are still required to do a full-post trip inspection.

School bus drivers need to be vigilant when checking the following items:

- Seats. Look for lumps, bulges, damaged upholstery and any suspicious packages on a seat;
- Floor surface. Look for modifications to material/unusual thickness;
- Roof liner. Look for rips or bulges;
- Cargo compartment. Smell for strange odors, raised floor, unusual welds, unusual items or excessive weight;
- Exterior surface. Look for missing screws, unusual scratches and welds, signs of tampering or recent paint;
- Undercarriage. Look for items that are taped or attached to the frame or fresh undercoating;
- Engine compartment. Look for odd wires or liquids, unusual welds or new tape;
- Tires. Check for unusual odor from air valve; and
- Fenders. Look for unusual thickness.

## **SEXUAL MISCONDUCT WITH STUDENTS**

As a bus driver, you are an employee of a school and that makes it illegal to have inappropriate contact with any student.

Although the age of consent in Nevada is 16 years old, it is illegal for an employee of a public or private school, to engage in sexual conduct with any student who is enrolled and attending school.

[NRS 201.540](#)

**The legal age of consent does not apply  
to a student!**

## **SAFE AND RESPECTFUL LEARNING ENVIRONMENTS, HOSTILE ENVIRONMENTS AND MANDATORY REPORTING**

A safe and respectful learning environment is essential to emotional and academic achievement. Bullying is illegal in Nevada.

### **Bullying includes:**

- Repeated or pervasive taunting, name-calling, belittling, mocking or use of put-downs or demeaning humor regarding the actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person;
- Behavior that is intended to harm another person by damaging or manipulating his or her relationships with others by conduct that includes, without limitation, spreading false rumors;
- Repeated or pervasive nonverbal threats or intimidation such as the use of aggressive, menacing or disrespectful gestures;
- Threats of harm to a person, to his or her possessions or to other persons, whether such threats are transmitted verbally, electronically or in writing;
- Blackmail, extortion or demands for protection money or involuntary loans or donations;
- Blocking access to any property or facility of a school;
- Stalking; and
- Physically harmful contact with or injury to another person or his or her property.

[NRS 388.122](#)

**Cyber-bullying is the use of electronic communication to transmit or distribute sexual images. [NRS 388.123](#)**

## **The Learning Environment**

- A learning environment that is safe and respectful is essential for pupils to achieve academic success. Learning environments include the school bus.
- Employees of the school district must demonstrate appropriate and professional behavior and treat others with civility and respect.
- Employees should not tolerate bullying and cyber-bullying, and take immediate action to protect a victim or target of bullying.  
[NRS 388.132](#)

## **Requirements for Reporting**

- Any employee, club or organization which uses the facilities of any public school, regardless of any connection to the school or pupil, shall not engage in bullying or cyber-bullying on school property or at a school sponsored event or on any school bus.
- Any employee who witnesses or receives information of any violation listed above shall report the violation to the principal or his/her designee as soon as reasonable practicable but not later than the same day.
- Upon receiving a report, the principal shall immediately take any necessary action to stop the bullying and ensure the safety and well-being of victim and begin an investigation into the report.  
[NRS 388.135](#)

## **Immunity from Reporting**

No action may be taken against any employee or student who reports bullying unless the person made the report with malice, intentional misconduct, gross negligence, or intentional or knowing violation of the law. [NRS 388.137](#)

## Safe-to-Tell

- Safe-to-tell will provide the ability to anonymously report information about dangerous, violent or unlawful activities, or the threat of such activities at a school, a school sponsored event or on the school bus.
- This is to ensure that a person who files a report and wishes to remain anonymous and to ensure the confidentiality of any report.  
[NRS 388.1455](#)

## How to Report Violations

Schools and school districts shall establish a policy for the procedures to report violations to a school police officer or local law enforcement agency. [NRS 388.1352](#)

**Respect the student's right to privacy. Handle complaints of harassment and bullying immediately with care and confidentiality.**

Reports can be filed anonymously at the [Nevada Department of Education's Bullying Report System](#)

## Threatening or Assaulting an Employee or Student

- It is illegal to interfere or threaten or assault a pupil or employee:
  - On the way to and from school. [NRS 392.900](#)
  - Within the building or grounds of the school;
  - On a bus, van or other motor vehicle owned, leased or chartered by a school district to transport pupils or school employees; or
  - At a location where the pupil or school employee is

involved in an activity sponsored by a public school.

[NRS 392.910](#)

- It is also illegal to threaten a pupil or school employee by oral, written or electronic communication with the intent to:
  - Intimidate, harass, frighten, alarm or distress a pupil or employee of a school;
  - Cause panic or civil unrest;
  - Interfere with the operation of a school; or
  - Through the use of cyber-bullying, threaten to cause bodily harm or death to a pupil or school employee with the intent to:
    - ❖ Intimidate, harass, frighten, alarm or distress;
    - ❖ Cause panic or civil unrest; or
    - ❖ Interfere with the operation of a school.

[NRS 392.915](#)

**Harassment is Unwelcome and Unwanted!**

**HARASSMENT AND HOSTILE ENVIRONMENTS**

Under Title IX of the Education Amendments Act of 1972, schools cannot allow harassment or hostile environments in a school. They cannot encourage or tolerate it and must take action to stop harassment in schools.

- Harassment and bullying on the school bus and at the school bus stop can be far worse for the student because:
  - ✓ The driver may not be aware it is occurring;
  - ✓ School buses and school bus stops limit the number of witnesses;

- ✓ The school bus or a school bus stop is a confined area that prevents escape from the bullying or harassment; and
- ✓ The student's ability to avoid bullying and harassment is restricted.

## **MANDATORY REPORTING**

As a school district employee, you are considered a mandatory reporter, which means you are legally responsible to report all incidents of abuse or suspected abuse.

Under Nevada law, a person who has a reasonable cause to believe that an act or situation exists, is occurring or has occurred is required to report their suspicions to the required authority. In addition, you are required to act as soon as reasonably practical. [NRS 432B.121](#)

### **Nevada Reporting Requirements**

If you have reasonable cause to believe that a child has been abused or neglected shall:

- Report the abuse or neglect of the child to an agency which provides child welfare services or to a law enforcement agency; and
- Make such a report within 24 hours after you know or have reasonable cause to believe that the child has been abused or neglected.  
[NRS 432B.220](#)

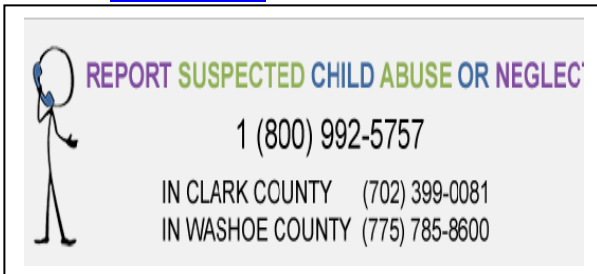
### **Failure to Report**

If you fail to report suspected abuse, you could be guilty of a misdemeanor. [NRS 432B.240](#)

### **How to File a Report**

If you suspect abuse, you will need to contact your supervisor and file a *Suspected Child Abuse Report* within 24 hours. If you feel that the child is in immediate danger, you will need to contact your

local law enforcement agency for immediate assistance. [NRS 432B.220](#)



### **Immunity from Civil or Criminal Liability**

Any person who makes a report in good faith, of suspected abuse is immune from civil or criminal liability. [NRS 432B.160](#)

# SECTION 12: TRANSPORTING STUDENTS WITH SPECIAL NEEDS

Transporting students with disabilities and special health care needs requires specially designed transportation as a “related service.”

Federal law mandates a Free Appropriate Public Education (FAPE); related services are required when it is determined to be necessary to assist a child with a disability to benefit from specialized transportation as defined in the Individuals with Disabilities Education Improvement Act. (IDEIA). These related services include:

- Travel to and from school and between schools;
- Travel in and around school buildings; and
- Specialized equipment (such as special or adaptive buses, lifts and ramps).  
[NCST, 2015](#) (Pg. 215)

## LAWS AFFECTING TRANSPORTATION FOR STUDENTS WITH SPECIAL NEEDS

### Federal Laws

- The Rehabilitation Act of 1973 states that no disabled individual be exclude from participating in, or be denied the benefits of any program receiving federal financial assistance;
- The Education for All Handicapped Children Act of 1977 requires a free appropriate public education (FAPE) for all students between the ages of 3 and 21;
- In 2004, the name was changed to the Individuals with Disabilities Education Act (IDEA). IDEA requires:
  - ✓ Schools provide non-academic and extracurricular services and activities in such a manner necessary to provide children with disabilities with equal opportunity

for participation in those services;

- ✓ Emphasizes that students with disabilities receive transportation services in the same way as students without disabilities; and
- ✓ When considering how a student will be transported, the appropriate way is on the regular education school bus with their peers unless the child cannot travel safely on the regular education bus.

NCST, 2015 (Pg. 215)



#### **TERMS AND DEFINITIONS:**

- **Child with a disability.** A child who has been evaluated by the State as having an impairment for which the child needs special education and related services;
- **Special Education.** Specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability;
- **Family Education Rights and Privacy Act (FERPA).** Protects student privacy and requires parent/guardian permission for others to access a student's educational record except for school officials who have a legitimate educational interest;
- **Free Appropriate Public Education (FAPE).** Requires that students with disabilities are entitled to a free education that is appropriate to their age and abilities;

- **Individualized Education Program (IEP).** A written statement for a student with a disability designed to meet his/her unique educational needs; [US DOE Guide to IEP's](#)
- **Local Education Agency (LEA).** The local education agency is the school district; each IEP team should have an LEA representative who can determine the district's available resources and vouch for the district's implementation of the IEP;
- **Individual Family Support Plans (IFSPs).** A plan written for a child, birth to three years. Family involvement is required; and
- **Least Restrictive Environment (LRE).** Students with disabilities must be educated with their non-disabled peers to the maximum extent possible. This includes transportation services.
- **U.S. Office of Civil Rights.** The Office of Civil Rights is in place to protect the rights of students with disabilities and to ensure that school districts are complying with the law.

## **INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

The IEP team is a formal group that designs a student's educational program, establishes measureable academic and functional goals and determines the related services necessary for a student to access special education.

When transportation is considered, appropriate transportation staff, as related services providers, needs to be included in the IEP process to address the safety and feasibility of various transportation options.

The IEP team must consider several issues in order to assure the student is transported in the safest and least restrictive environment:

- Can the student be safely transported on the school with other students;

- If not, can the student be transported safely on the regular education bus if supplementary staff, equipment, and/or services are provided;
- If not, what type of specialized transportation and/or equipment is required;
- Is an aide, nurse or other qualified school personnel required;
- Does the student require a responsible adult available for pick-up and drop off;
- Is there a limit to the length of time the student can be on the bus;
- Is the type of transportation requested viable;
- Additional transportation restrictions that could impact the safe transportation of the student such as:
  - ✓ Behavior Plan;
  - ✓ English Proficiency;
  - ✓ Vision Skills;
  - ✓ Communication Needs; and
  - ✓ Assistive Technology Needs.

## **CATEGORIES OF DISABILITIES DEFINED - AGE 3 THROUGH 21**

IDEA lists the following 13 different disability categories for children age 3 through 21 that adversely affect a child's educational performance:

- **Autism.** Autism is a developmental disability that significantly affects verbal and nonverbal communication and social interaction, generally evident before age three. Other characteristics are repetitive activities and movements,

resistance to change in daily routines and unusually responses to sensory experiences.

- **Deaf-blindness.** Means simultaneous hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.
- **Deafness.** Means a hearing impairment so severe that a child is impaired in processing linguistic information through hearing with or without amplification.
- **Emotional disturbance.** Is a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's education performance:
  - ✓ Inability to learn that cannot be explained by intellectual, sensory, or health factors;
  - ✓ Inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
  - ✓ Inappropriate types of behavior or feelings under normal circumstances;
  - ✓ A general pervasive mood of unhappiness or depression;
  - ✓ A tendency to develop physical symptoms or fears associated with personal or school problems;
  - ✓ Includes schizophrenia; and
  - ✓ Does not include children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

- **Hearing impairment.** An impairment in hearing, whether permanent or fluctuating but is not included in the definition of deafness.
- **Intellectual disability** (formerly mental retardation). Significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period.
- **Multiple disabilities.** Simultaneous impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment), or a combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.
- **Orthopedic impairment.** Severe orthopedic impairment that includes impairments caused by congenital anomaly, disease (poliomyelitis or tuberculosis) or impairments from other causes (cerebral palsy, amputations, fractures or burns).
- **Other health impairment.** Having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the education environment, such as chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome.
- **Specific learning disability.** A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. The term does not include perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and development aphasia.

- **Speech or Language impairment.** A communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment.
- **Traumatic brain injury.** An acquired injury to the brain caused by an external force, resulting in total or partial functional disability or psychosocial impairment or both. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information process and speech.
- **Visual Impairment, including blindness.** An impairment in vision that, even with correction. The term includes both partial sight and blindness.  
[NICHCY Categories of Disability Under IDEA](#)

## COMMUNICATION

### Communicating the with Team

Determining and providing safe transportation for special needs students takes a team. Specialized transportation services must be included in the IEP and the Transportation Department must be included in order to assure that the transportation services provided is safe, in the Least Restrictive Environment and in the best interests of the student.

Who needs to be part of the IEP team and included depends on the individual needs of the student. School personnel who will be necessary to ensure safe transportations of a student can include:

- Transportation director;
- Teacher(s);
- School nurse/aide;
- Occupational/physical therapist;

- Parent, guardian or care provider;
- Counselor; and
- Student.

### **Communicating with Parents and Caregivers**

- Remember that you are not alone in dealing with parents and caregivers;
- You are not obligated to do everything a parent or caregiver requests although some requests may make it easier to transport the student. Know which questions to refer to your supervisor;
- Be sensitive in dealing with parents and caregivers:
  - ✓ Be firm but kind;
  - ✓ Explain why something is done a certain way;
  - ✓ Remember that parents and caregivers are advocating for the student's needs. However, they aren't in a position to tell you what your job is and how to do it; and
  - ✓ Know your districts policy and procedures for communicating with parents and caregivers.

### **Communicating with Special Needs Students**

- Know and respect the cognitive capacity of the student.
- At the level the student can understand, explain what you are going to do and why before you do it and explain again while you are doing it (if appropriate). It's helpful to explain things in terms of safety reasons. For example, "you need to stay seated because if we stop fast or hit a bump you won't be protected and you might get hurt."

- Keep bus rules simple and repeat them often to help students understand. Bus rules should be simple:
  - ✓ Remain seated;
  - ✓ Don't touch any bus parts;
  - ✓ Keep your seat belt on; or
  - ✓ Please be seated.
- Reinforce bus rules by praising students who follow them.
- Remember, if a student can't communicate with you, don't assume that the student can't understand you.

### **Communicating in Emergencies**

- If you encounter a situation that you hadn't expected, your first response should be to contact dispatch and request advice from your supervisor;
- If you have a medical emergency, don't delay in notifying Dispatch and call 911 if the medical emergency exceeds your training. When contacting dispatch, remember to respect confidentiality when using:
  - ✓ Radios and cell phones are not secure;
  - ✓ Talking over non-secure lines; and
  - ✓ Avoid using personal identifying information unless you have no other choice.
- Depending on the situation you may need to pull the bus over at a safe place;
- DO NOT tell other drivers or non-drivers about the situation. Respect the confidentiality of your students; and

- Know your school district policies for communicating with emergency responders and your school district.  
[NHTSA Transporting Students with Special Needs](#)

## **SPECIALIZED ASSISTIVE EQUIPMENT**

Students with special needs may use a variety of specialized equipment requiring special care and use. One of the most challenging to transport is the wheelchair. Some of the specialized equipment or assistive devices you might encounter as a school bus driver/attendant of students with special needs are:

- Braces or crutches;
- Walker or wheelchair;
- Cane;
- Tracheotomy tube;
- IV or feeding tube;
- Oxygen equipment;
- Guide/service animals;
- Do Not Resuscitate (DNR) orders; and
- Lap trays;  
[NHTSA School Bus Safety Series for Special Needs Students](#)

### **Other Specialized Equipment that might have to be Transported**

- Wheelchair (if student is on a seat);
- Walker;
- Lap tray;

- Crutches;
- Oxygen;
- Battery packs;
- Other medical equipment; and
- Guide/Service animals.

### **General Rules for Storage of Specialized Equipment**

- Specialized equipment must never be secured in:
  - ✓ Aisles;
  - ✓ Where it can become a projectile;
  - ✓ The evacuation path;
  - ✓ A student's lap; and
  - ✓ Between the seat and the window.
- Specialized equipment may be secured in:
  - ✓ Cargo nets fixed to the side or back walls of the school bus;
  - ✓ Under seats; and
  - ✓ Latched compartments.
- All items must be secured and stored to prevent the equipment from being a projectile in the event of a crash.

### **WHEELCHAIR'S**

There are many kinds of wheelchairs. They range widely in cost from hundreds of dollars to tens of thousands of dollars and have a variety of features. Some examples include:

- Lap trays;
- Forearm positioning device;
- Tilt and recline options;
- Various harnesses;
- Joysticks; and
- Different head and foot rests.

### **Wheelchair Systems**

Some mobile seating devices are manufactured for transportation purposes and will have a label stating they are manufactured for transportation.

The standards for wheelchair crashworthiness are not a federal standard, but a voluntarily standard.

- Some mobile seating devices the student cannot remain seated in during transportation:
  - ✓ A wheelchair with a sports back; and
  - ✓ A 3-wheeled scooter.
- Be aware of:
  - ✓ An extra heavy wheelchair that requires additional tie-downs; and
  - ✓ The "tilt-in-space" wheelchair if tilted more than 20 degrees.



## Wheelchair Characteristics

- Some wheelchairs are manufactured for transportation purposes. When they are, they will have a label stating they are manufactured for transportation.
- This doesn't mean that students CANNOT use mobile seating devices that are not manufactured for transportation purposes.
- Some students cannot get on the bus without a wheelchair, but can sit in a regular seat. It is recommended that whenever possible, students be transferred to a regular seat on the school bus. The wheelchair must be secured even if not used by the student.
- There is a standard for wheelchair crashworthiness, but it IS NOT a Federal standard, only a voluntary standard. It was established by transporters concerned about the safety of persons being transported while seated in a wheelchair. A wheelchair that complies with that standard can be considered to provide safe and suitable seating during loading/unloading, while being transported and in a frontal crash.
- Some wheelchairs are not always safe to transport students in. When a wheelchair is structurally unsafe to transport, you

will need to contact your supervisor to come up with an alternate transportation plan.

[NHTSA Transporting Students with Special Needs-Specialized Equipment](#)

## **Wheelchair Lifts and Safety Features**

- Wheelchair lifts-have similar components like:
  - ✓ Platforms;
  - ✓ Outboard roll stop;
  - ✓ Inboard roll stop;
  - ✓ Hand rails;
  - ✓ Vertical arms;
  - ✓ Top and bottom parallel arms;
  - ✓ Base plate; and
  - ✓ Hydraulic pump with manual backup.
- Wheelchair safety features include:
  - ✓ The outboard roll stop which is activated by the up and down buttons:
  - ✓ When the up button is pushed, the outboard roll stop rotates to the vertical position before the platform rises; and
  - ✓ When the down button is pushed, the outboard roll stop does not rotate to the horizontal position until the platform is lowered fully to the ground.
  - ✓ The inboard roll stop position is also activated by the up and down buttons:

- ❖ When the down button is pushed, the inboard roll stop rotates to a vertical position;
  - ❖ It remains in the vertical position while the wheelchair is loaded or unloaded on the ground; and
  - ❖ When the up button is pushed, the inboard roll stop rotates to the horizontal position when the platform reaches the vehicle floor level.
- ✓ The bridge plate rotates to the horizontal position when the unfold button is pushed. It rotates to the vertical position when the fold button is pushed.
  - ✓ Interlock devices prevent operation of the lift or the school bus when it is not safe. Interlock devices can work in a variety of ways:
    - ❖ Locks the school bus transmission in place when the lift is deployed;
    - ❖ Doesn't allow the lift to be deployed until the school bus is in PARK and the emergency brake is set; and
    - ❖ Stalls the school bus engine if the lift is deployed and the emergency brake is released or the transmission is shifted from PARK.

## **Power Wheelchairs**

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

- The power is switched off and battery is charged before operating the lift;
- The wheel locks are engaged;



- For some chairs, the gears on the motors must be disengaged;
- The gears on the motors should be re-engaged to set the internal locking mechanism while the wheelchair is on the lift; and
- The gears need to be engaged to allow the student or aide to maneuver the power wheelchair into the securement position if they are capable.

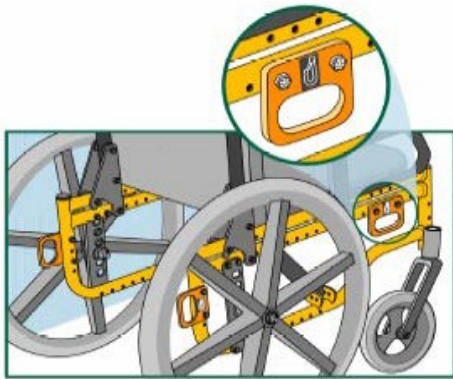
### **Tilt 'n Space Wheelchair**

These wheelchairs require additional securement straps. If this wheelchair is tilted more than 20 degrees, the shoulder belt won't work correctly. Students in these types of wheelchairs should be loaded in them and if possible, transfer the student to a regular seat in the school bus.



## WC 19/Transit Wheelchairs

- Most importantly, a WC19 wheelchair has four-crash tested securement points to which tie-down straps and hooks can be easily attached. These points are clearly marked with a hood symbol.
- If a WC19 wheelchair is not available, the next best choice is a wheelchair with an accessible metal frame to which tie-down straps and hooks can be attached at frame junctions.



## Wheelchair Tie-down (WTORS)

- It is important to use a complete WTORS to secure the wheelchair and provide the wheelchair occupant with a properly designed and tested seatbelt system.
- To protect the occupant, a seatbelt system with both pelvic and upper torso belts must be used.
- Immediately after their use, all securement hardware not permanently affixed to vehicle floors and sidewalls (tracks, plate) should be detached and stored in a bag, box or other compartment.

## RESPONSIBILITIES OF SCHOOL BUS DRIVERS WHO TRANSPORT SPECIAL NEEDS STUDENTS

Transporting students with disabilities is far more difficult than transporting their non-disabled peers. You need to have additional knowledge and responsibilities such as:

- Knowing your students and what their specific needs are;
- Know where the following important:
  - ✓ Route information;
  - ✓ Manufacturer's instructions for lifts and securement systems;
  - ✓ A seating chart/plan;
  - ✓ Emergency information;
  - ✓ DNR (Do Not Resuscitate) orders;
  - ✓ Special medical information;
  - ✓ Emergency Equipment (fire extinguishers, first aid kits, belt cutters, etc.);
  - ✓ How to operate a wheelchair lift.
  - ✓ How to safely loading and unload the student, including:
    - ❖ How to safely handle and maneuver the student and their equipment;
    - ❖ How to properly load a wheelchair using a lift;
    - ❖ How to properly secure wheelchairs and other equipment; and
    - ❖ How to properly secure a student.
  - ✓ How to maintain the equipment on the school bus used to secure the student and their equipment;
  - ✓ How to communicate with parents/caregivers and teachers about situations that might affect the safe transportation of the student;

- ✓ Emergency contact information; and
- ✓ Emergency evacuation plan.

## **OTHER SPECIALIZED EQUIPMENT**

In addition to the above specialized equipment, school bus drivers and aides need to be familiar and know how to operate a variety of other specialized equipment listed below:

- Power lifts. How to manually operate power lifts in case of power failure;
- Power cut-off switches. Where the power cut-off switches are located;
- Emergency communications. Where the emergency communication systems and where they are located on the bus.
- The importance of maintaining a climate-controlled bus.
- Adaptive and assistive devices. What and how the following assistive devices are used to support and secure students, including mobile seating devices, child safety restraint systems, safety vests, special belts, assistive technology devices, trays and securement hardware, including storage and securement.
- Service animals. How to handle service animals that are required to be on the school bus as identified in the IEP. If a student is required to have a service animal, you should:
  - ✓ Not assume a person with a service animal is not disabled just because they don't appear to be disabled;
  - ✓ Ask the student to assist you;
  - ✓ Do not touch or give the service animal any commands and instruct students to do the same;
  - ✓ Service animals should sit or lie on the floor without

blocking the aisle;

- ✓ The student is responsible for the behavior of the service animal, including clean-up of any unexpected messes; and [ADA Guide to Service Animals](#)



- Belt Cutter. It is important to know the location of the belt cutter and how to use it;
- Oxygen - Some students may need oxygen to assist them with breathing difficulties. Oxygen is safe for transporting on the school bus with proper planning and securement.

Oxygen is a non-flammable substance that is stored in liquid or gas form and used by a student to aid in breathing. In order to transport oxygen, you will need the following information documented on the student's IEP:

- ✓ The type and size of the oxygen tank that will be transported. An emergency plan in the event of a medical emergency or equipment failure; and
- ✓ If the student is using the oxygen on an as needed basis. The bus driver cannot make the decision regarding the amount of oxygen needed. Only a trained medical professional can make this determination.

- ✓ Oxygen tanks should be secured in a rack or mounting device that will sustain at least five times the weight of the tank.
- ✓ All oxygen tanks must be kept away from intense heat or friction.
- ✓ It is recommended that only one medical support device per student be transported at a time.
- ✓ Any changes in medical equipment or required services may require a change in the IEP. Notify your supervisor immediately.
- ✓ School buses are not required to have placards or labeling on the vehicle when transporting oxygen.

## **LOADING, UNLOADING AND SECURING THE WHEELCHAIR**

Loading, securing and unloading students with special needs requires more than one person. In all cases, the school bus driver is responsible for safely loading, securing and unloading students safely.

### **School Bus Position**

You must position your school bus in the correct position before using the wheelchair lift.

- Before using the wheelchair lift, park the vehicle on level ground. Do not park on a slope;
- Remember that the platform must rest completely on the ground. Choose a place without obstacles to interfere with the operation of the lift; and
- Review the operation of the interlock device on your school bus.

## **Loading the Wheelchair**

- Remember to tell the student what you are going to do before you do it;
- Open and secure the lift door;
- Use the hand-held control to activate the unfolding of the platform;
- Lower the platform until it rests entirely on the ground;
- Unfold the outboard roll stop;
- Fasten the wheelchair seat belt around the student;
- Back the student onto the lift. Always face the student away from the school bus;
- Student's using a motorized wheelchair cannot drive onto the lift. Disengage the motor and push the chair onto the platform manually;
- Lock the wheelchair brakes;
- Turn off the wheelchair power. In some cases, the motor must be disengaged to secure the wheelchair;
- Make sure the roll stops are in the completely up position;
- Have the student hold onto the handrails if able;
- Tell the student to keep arms and legs within the lift area and clear of moving parts;
- Never ride the power lift with students on it;

- Operate the lift controls by standing next to the platform at the front corner. Keep one hand on the wheelchair as it is raised and operate the controls with the other hand;
- When the platform reaches the floor level, set down or hang up the controls;
- Release the wheelchair brakes and push the wheelchair into the bus; and
- Never allow students to operate the lift.

**When not in use, wheelchair securement straps must be secured, and cannot block the aisle.**

### **Wheelchair Securement Systems**

When securing a wheelchair in the school bus requires:

- At least 4 tie-down devices for each wheelchair;
- 7 securement points:
  - ✓ A 4-point securement system that anchors the wheelchair to the vehicle; and
  - ✓ A 3-point securement system that secures the student in the wheelchair that includes:
    - ❖ A shoulder belt that attaches to the vehicle; and
    - ❖ A lap belt.

**All securement straps and hardware not permanently secured to the floor and sidewalls must be detached and stored in a bag, box or other compartment. (OOS)**

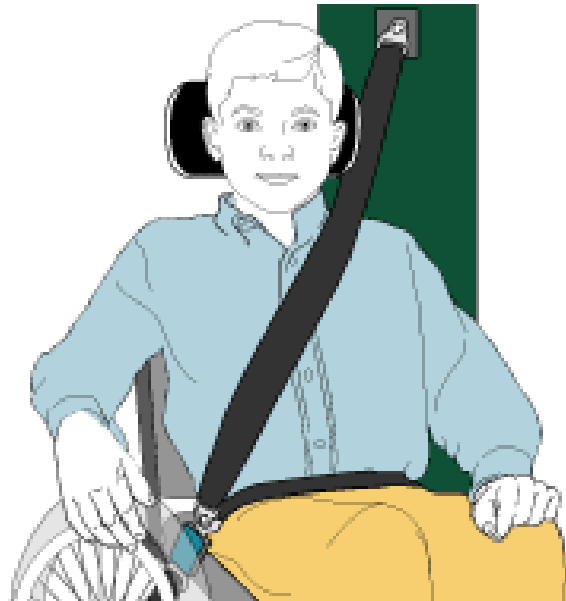
## Securing the Wheelchair

- Center the wheelchair with the anchorages on the floor. Leave room for the rear belt to be secured at a 45-degree angle from the floor.
- Set the wheelchair brakes on both sides and/or turn off the wheelchair power;
- Attach the wheelchair straps to the wheelchair at 4 points:
  - ✓ Attach the straps along the wall first; and
  - ✓ Then attach the straps along the aisle.
- Attach the 3-point system to secure the student's pelvis and torso:
  - ✓ Position the lap belt over the pelvic bone, not the abdomen;
  - ✓ Position the lap belt inside the arm rests between the side panels and the cushion and;
  - ✓ Adjust the belt so it is snug;
  - ✓ Position the shoulder belts so it does not cross the student's face or neck;
  - ✓ Never position the shoulder belt under the student's arm where it would cross the rib cage; and
  - ✓ Adjust the shoulder belt to achieve firm but comfortable tension.

**Never crisscross securement straps.**

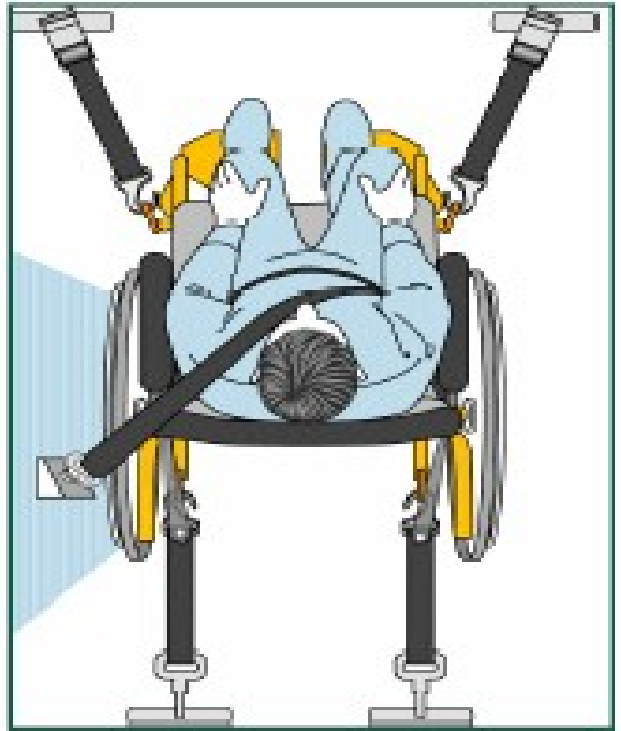
## Attach the straps properly:

- ✓ Do not attach the straps to the wheels or any detachable portion of the wheelchair;
- ✓ Don't let the straps bend around any object. The straps should have a clear path from the floor to the wheelchair frame;
- ✓ Keep the straps away from sharp edges or corners;
- ✓ Do not crisscross or twist the straps;
- ✓ Make sure that the wheelchair doesn't have forward or reverse movement; and
- ✓ If you can't get the wheelchair secured properly, contact dispatch.



- ◀ **The shoulder and the center of the chest and should connect to the lap belt near the hip of the rider.**

◀ **The lap belt must be low and snug across the pelvis.**



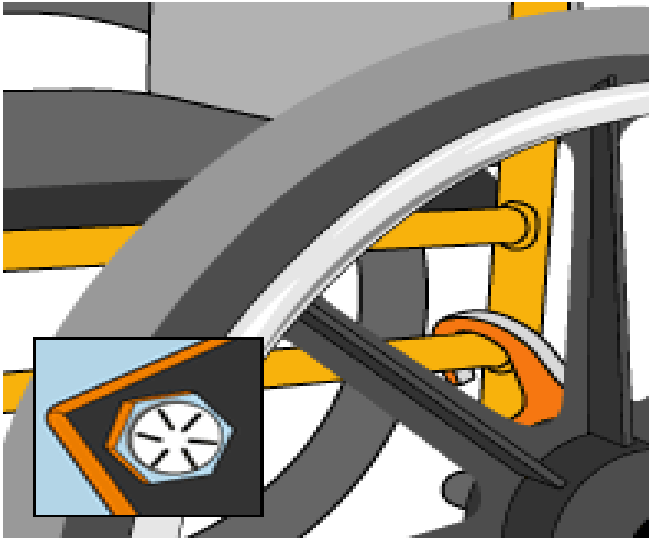
◀ The front tiedown straps should anchor to the floor at points that are spaced wider than the wheelchair to increase lateral stability during travel.

◀ The floor anchor points for the rear tiedown straps are located directly behind the rear securement points on the wheelchair.

### The Do and Do Nots of Securing a Wheelchair

- Do attach the tiedown straps to welded junctions of the wheelchair frame or to other structural areas where the frame is fastened together with hardened steel bolts indicated by six raised lines or bumps on the bolt head.
- Do not attach tiedowns to adjustable moving or removable parts of the wheelchair such as armrests, footrests and wheels!
- Choose structural securement points closest to the seat surface as possible to provide greater wheelchair stability during travel.
- Do pick rear securement points that are high enough to result in angles of the rear tiedown straps between 30 and 45 degrees to the horizontal.

- Don't mix wheelchair securement points between the seat and base.
- Don't mix or interchange securement systems.



**When properly secured, there is no allowable movement of a wheelchair!**

#### **OTHER IMPORTANT REQUIREMENTS**

- It is best to ride with the wheelchair backrest positioned at an angle of 30 degrees or less to the vertical. If a greater recline angle is needed, the shoulder belt anchor point should be moved rearward along the vehicle sidewall so the belt maintains contact with the occupant's shoulder and chest;
- Make sure that the space around the rider is clear to reduce the possibility of contact with vehicle or wheelchair components in a crash;
- Check WTORS equipment regularly for worn or broken components (OOS);

- Keep anchorage track free of dirt and debris (OOS);
- If a WTORS have been involved in a crash, the WTORS will need to be replaced;
- If it is necessary to use a head and neck support during travel, soft neck collars are safer than stiff collars or head straps, which could cause neck injury in a crash. The soft collar should not be attached to the seating system; and
- Secure medical and other equipment to prevent it from breaking loose and causing injuries in a crash.

## **EMERGENCY INFORMATION**

- Emergency information for students with disabilities shall be maintained on the bus and should be updated annually, if not more often. The information should include parent/guardian emergency contact along with information on specific needs and limitations of each student.

### **Sharing Student Health and Medical Information**

Because transportation is a related service, transportation officials must have certain information in order to assure the student is transported safely. FERPA provides for broader permission to disclose information about a child under two situations:

- When a parent consents to the disclosure; and
- When school officials have a legitimate educational interest, even when the district has not obtained such prior consent.

## **EVACUATION DRILLS**

- Nevada law requires that school bus evacuation drills be conducted at least two times per year and at the beginning of any field trip or activity. [NRS 386.815](#)

- All students, including students with special needs are required to participate in the drills.
- Make sure your instructions are simple, and repeat them when necessary.

## **EVACUATION OF STUDENTS WITH DISABILITIES**

Evacuating students with disabilities is much more difficult than regular education students. Nevada law requires that you practice evacuating your students at least twice each year. It is recommended that you practice more often with students who have disabilities.

- When considering evacuation, think about:
  - ✓ Which students can evacuate themselves;
  - ✓ Which students need help;
  - ✓ Which students could help others;
  - ✓ Which students are in child safety seats:
  - ✓ They should not be in emergency exit rows; and
  - ✓ They should not be in aisle seats with students who are unrestrained seated in the window seats.
- Put your plan in writing. This will be especially helpful for a substitute driver/attendant.
- Each school bus driver must have a specific evacuation plan for their bus that addresses the individual needs of each special needs student on the bus. This includes:
  - ✓ Know the location of belt cutter(s).
  - ✓ Know the name of each student, their seat position on the school bus and:

- ❖ The specific disability that would affect the student's ability to safely evacuate the bus;
- ❖ Whether students can walk with or without assistance;
- ❖ If the student needs to be removed from the wheelchair for evacuation or if the student can be kept in the wheelchair for evacuation;
- ❖ If the student can be carried or dragged from the school bus. Dragging is usually more effective than lifting or carrying heavier students; and
- ❖ If more than one adult will be needed to carry or drag the student.

## **PROCEDURES FOR LIFTING PASSENGERS**

### **Basic Rules**

- Tell your students what is going on;
- Estimate the weight of the student. Never attempt to carry a student along who weighs more than 50 pounds unless the student is in immediate danger and no assistance is available;
- Be sure your path is clear;
- Stand with both feet planted about shoulder width apart for good balance;
- Always bend from knees, not from your back, so that you use your thigh muscles and buttock muscles rather than your back muscles to do the lifting;
- When lifting and carrying, keep the student as close to your own body as possible; and

- Shift the position of your feet to move. **DO NOT TWIST YOUR BODY.** Take small steps to turn.

### **Single-Person Lift**

- Follow the basic rules. Most strains, fatigue and back injuries caused by lifting are due to using the wrong muscles. Use your leg and buttock muscles (by bending at the knees and hips), not your back muscles. Maintain the normal curves of the spine when lifting and avoid rounding of the upper back.
- Keep equal weight on both feet, and lower yourself to the level of the student by bending your knees and hips before lifting.
- Once in position, put one arm around the student's upper back and the other under both knees.

### **Two-Person Lift**

- In an emergency situation, leave the chair where it is strapped and blanket-pull or carry the student to the appropriate exit location and:
  - ✓ Have one person stand to the side in front and have the other person stands in back;
  - ✓ Have the person in front remove the arm rest (if detachable) and fold up the footrest, if time allows;
  - ✓ Have the person in back remove or cut the seat belt and any other positional device;
  - ✓ Have the person in front, bending from knees and hips, lowers himself or herself to place hands under the student's thighs;
  - ✓ The person in back places his or her arms under student's armpits, reaching forward to grasp both of the student's wrists firmly (right hand to student's right wrist; left hand to left wrist);

- ✓ Lift together on the count of 3. Remember to use your legs and buttock muscles;
- ✓ Walk to the area where the student is to be placed and lowered, bending from the knees and hips; and
- ✓ When lifting from a bus seat, same procedures as above, but first, slide the student to the edge of the bus seat near the aisle.

### **Evacuation Aid/Blanket Lift**

- Use an evacuation aid/blanket that has been approved for this purpose;
- If a blanket is used, fold the blanket in half, place it on the floor as close to the student as possible;
- Follow the Basic Rules listed above, and lower the student to the blanket; and
- Place the student's head toward the direction of the exit, lift the blanket from the head and slide the student to safety.

### **BUS AIDES AND ATTENDANTS**

- Bus aides and attendants provide assistance to students and the bus driver and must be trained on the special circumstances required to transport students with special needs. Bus aides and attendants will need to know:
  - ✓ How the IEP process works;
  - ✓ Your school district's policy for confidentiality of student information;
  - ✓ Legal issues, including federal and state laws, administrative rules and school district policies and procedures for special education students; and
  - ✓ Policies and procedures for:

- ❖ Loading and unloading students with special needs;
- ❖ Evacuation procedures, including the use of emergency equipment;
- ❖ Lifting and positioning procedures for evacuating special needs students;
- ❖ Behavior management, including procedures for dealing with inappropriate or unacceptable student behavior;
- ❖ Knowledge in first-aid and CPR, including universal standards for the spread of contagious and communicable diseases, blood borne pathogens and universal precaution procedures;
- ❖ Policies and procedures for detecting and reporting neglect or abuse;
- ❖ Policies and procedures for student's medicine and other articles that may have been left on the bus after an evacuation;
- ❖

**The school bus driver is ultimately responsible for assuring that all students are properly secured.**

### **EXTENDED SCHOOL YEAR (ESY)**

Extended school year services are services for special education students that extend beyond the normal school year in accordance with a student's IEP.

# SECTION 13: TRANSPORTING TODDLERS AND PRE-SCHOOL CHILDREN

## INTRODUCTION

In the State of Nevada, school districts are not required to provide transportation to students under the age of 3. With the new early childhood education programs in Nevada, schools are now transporting 3-5 year olds in school buses.

Preschool children are the youngest, most vulnerable passengers on school buses. They depend on transportation personnel to provide a safe ride to and from early childhood education programs.

Transportation providers need to be knowledgeable and develop skills to adequately provide for the safety of young children while being transported on school buses. Infants, toddlers and pre-school children with special physical, cognitive or behavioral needs present new challenges and responsibilities for transportation providers. These children require a great deal of supervision during the time they are in the school bus.

- Some issues that must be addressed to assure safe transportation in the school bus include:
  - ✓ Physical handling;
  - ✓ Communication with young children;
  - ✓ Behavior management;
  - ✓ Child safety seats;
  - ✓ Restraint systems;
  - ✓ Safety vests;
  - ✓ Wheelchairs and occupant securement systems;

✓ Special equipment management;

- ✓ Medically fragile conditions;
- ✓ Personnel training; and
- ✓ Parental responsibilities.

## **DEFINITIONS**

- A **newborn** is a child from birth to one month;
- An **infant** is a child from one month to one year;
- A **toddler** is a child from one year to three years; and
- A **preschooler** is a child from three years to five years of age.

Note: Individual programs may have variations in how these four terms are used.

## **TRANSPORTATION SERVICES FOR PRESCHOOL CHILDREN WITH DISABILITIES**

- The Individualized Family Service Plan (IFSP) under Part C of IDEA addresses the unique needs of infants and toddlers with disabilities and their families.
- The IFSP process has two main parts:
  - ✓ The IFSP meeting, where parents and interagency personnel jointly make decisions about an eligible child's early intervention services; and
  - ✓ The IFSP document itself, which is a written plan for the provision of early intervention services for the child and family.

## **DRIVER AND AID KNOWLEDGE AND RESPONSIBILITY**

As a school bus driver and a school bus aid, there is additional knowledgeable and responsibility when transporting pre-school age

children. In addition to their regular duties, you will be responsible for:

- General knowledge about the development of young children, including specific disability conditions;
- Age-appropriate physical handling, communication and behavior management of young children;
- Appropriate use of all the equipment (e.g., power lifts, child restraint systems, safety vests, wheelchairs, securement devices/occupant restraints and safety belts);
- Loading and unloading of children who are ambulatory or non-ambulatory;
- Evacuation and evacuation drills;
- Knowledge about transportation requirements on a child's IFSP or IEP, including confidentiality;
- Knowledge about special needs on the vehicle;
- Knowledge about child protection laws (e.g., abuse and neglect); and
- Effective communication skills with school staff, students, parents, law enforcement officials and the motoring public.

### **CHILD SAFETY RESTRAINT SYSTEMS (CSRS)**

Car seats used on school buses must be appropriate for the individual child and must be used correctly. All of the restraint systems used for transportation must be secured to the bus seat in the manner prescribed and approved by both the school bus manufacturer and CSRS directions.

#### **Elements of Correct Installation of CSRS.**

It is recognized that compartmentalization, the passive safety system required on school buses under FMVSS 222, provides a

higher level of safety to children over 40 pounds without diagnosed medical complexities or fragility than to children who might require special securement or positioning:

- **Direction.** Position (rear or forward-facing) and adjust recline angle accordingly.
- Use the correct belt path on the CSRS as directed by the manufacturer's instructions.
- **Installation.** To achieve tight installation, place adult's full weight into the seat of the CSRS to compress the vehicle seat cushion. Pull the safety tight, buckle and lock the safety belt. The CSRS should not move more than 1-inch forward or side to side.
- Rear-Facing CSRS (infant only)
  - ✓ These seats are designed for infants from birth to twenty pounds (manufacturer's instructions) and one year of age, usually less than 26 inches in length;
  - ✓ The rear-facing position at a 45 degree recline supports the infant's head, neck and back. Harness straps must be at or below the infant's shoulders;
  - ✓ Harness straps must be snug (allow only one finger of space under the harness at the collar bone) and must lie flat (not twisted); and
  - ✓ The harness retainer clip, which is designed to hold the harness straps in place, should always be placed at armpit level. Avoid any extra padding or blankets behind or beneath the infant.

### **Convertible CSRS (Rear-Facing)**

- Rear-facing infant position is designed for babies from birth to twenty pounds, and one year of age (manufacturer's instructions) and usually less than 26 inches in length;

- The rear-facing position at a 45 degree recline supports the infant's head, neck and back;
- The harness straps must be at or below the infant's shoulders;
- Harness straps must be snug (allow one finger of space under the harness at the collar bone) and lie flat (not twisted);
- The harness retainer clip, which is designed to hold the harness straps in place, is always at armpit level;
- Avoid any extra padding or blankets behind the infant; and
- Avoid the use of a T-shield or tray shield with infants.

Note: There are several CSRSs that ride rear-facing to thirty pounds to accommodate the larger infant and to comply with NSTSA's Guideline for the Safe Transportation of Pre-School Age Children in School Buses."

### **Convertible CSRS (Forward-Facing).**

- Forward-facing CSRS with five-point harness, T-shield or tray shield are designed for children above twenty pounds to sixty pounds;
- The seat should be adjusted to the upright position;
- Harness straps must be in the upper slot (at or above the child's shoulders);
- The seat may be used until the child's ears are above the back of the shell; and
- Harness straps must be snug (allow one finger of space under the harness at the collar bone) and lie flat (not twisted).

Note: There are some CSRS's that cannot be installed properly in a twenty-inch bus seat (i.e., tray-shield).

## **Car Beds**

- A car bed is for preschoolers and an infant up to 20 pounds allows the infant to lie flat. The use of a car bed must be approved by qualified personnel at an IFSP team meeting.
- Lateral support can be added at both sides of the infant. Avoid placing padding around the infant's head to prevent airway blockage.
- Beds must be secured to the bus seat, with the seat belt passing through both slide loops.
- Adjust the harness system to a snug fit as specified by the manufacturer. Harness straps should lie flat (not twisted).
- Caution should be given to gastronomy tubes, tracheotomies and shunts.

## **Specialized Positioning Seats**

- These seats are used only when a child does not fit in a standard CSRS nor has a particular condition warranting more support.
- The seat may require an additional tether strap to secure the seat to a bus seat.
- The safety belt must be routed through the appropriate belt path specified by the manufacturer's instructions to secure the CSRS.
- If a retainer clip is used, it must be positioned at armpit level
- Caution should be given to gastronomy tubes, tracheotomies, and shunts.

### **Booster Safety Seats (Belt Positioning Boosters Only).**

- A booster seat should be used only if children are between 40 and 80 pounds and must be used in conjunction with a lap-shoulder belt.

### **Safety Vests**

- Vest selection should be appropriate for the height, weight, and waist of the child. Proper fit must account for seasonal changes in clothing.
- The decision to use a vest should be made by an IFSP or IEP team that includes qualified personnel and the parents.
- The use of safety vests should be noted on the IFSP or IEP.
- The decision to use vests for wheelchair usage must be made by an IFSP and IEP team that includes qualified personnel and the parent and should be noted on the IFSP or IEP.
- Caution should be given to gastrostomy-tubes, tracheotomies and shunts.
- Child may have a tendency to slide under the vest/safety belt or submarine and should be securely fitted with a crotch strap supplied by the manufacturer.
- If unrestrained students share the seat with a student in a child safety restraint, the student using the restraint should be placed in a window-seating position.
- The seat behind the child in a vest should be kept empty or occupied by a child who is also in a child safety restraint system.
- Portable seat mounting straps should be checked for proper fit by transportation personnel during pre-trip inspections.

- Get parent/guardian signature prior to the use of safety vests.

### **EMERGENCY EVACUATION PROCEDURES for INFANTS, TODDLERS and PRESCHOOL AGE CHILDREN**

Because infants, toddlers and pre-school age children must be transported in Child Safety Restraint Systems (CSRS's), a plan will need to be established with regard to emergency evacuations. Emergency evacuation procedures require that the children be individually loaded and unloaded.

In the event of an emergency, there will need to be:

- A written plan on emergency evacuation procedures for infants, toddlers and pre-school age children who are secured in Child Safety Restraint Systems (CSRSs).
- Emergency evacuation drills are practiced on a scheduled basis, at least as often as required for other school age children.
- Personnel involved in transporting children in CSRSs should be trained in evacuation and emergency procedures.
- All school buses carrying children in CSRSs carry safety belt cutters that are accessible only to the driver and any assistants.
- CSRSs should not be placed in school bus seat adjacent to emergency exit.

# ACKRONYMS

<b>1-2-3</b>	1=Applied Test, 2=Emergency Warning Device, 3=Pump down to check for pop out.
<b>ADD</b>	Attention Deficit Disorder
<b>ADHD</b>	Attention Deficit Hyperactivity Disorder
<b>BAC</b>	Blood Alcohol Concentration
<b>BP</b>	Blood Pressure
<b>CDL</b>	Commercial Driver's License
<b>CDLP</b>	Commercial Driver's Learners Permit
<b>CDLIS</b>	Commercial Driver's License Information System
<b>CFR</b>	Code of Federal Regulations
<b>CMV</b>	Commercial Motor Vehicle
<b>CNG</b>	Compressed Natural Gas
<b>CSRS's</b>	Child Safety Restraint Systems
<b>DEF</b>	Diesel Exhaust Fluid
<b>DHS</b>	Department of Homeland Security
<b>DMV</b>	Department of Motor Vehicles
<b>DOC</b>	Diesel Oxygenation Catalyst
<b>DOT</b>	Department of Transportation
<b>DNR</b>	Do Not Resuscitate
<b>DRL</b>	Daytime Running Lamps
<b>ECP</b>	Exposure Control Plan
<b>EHA</b>	Education of the Handicapped Act
<b>ESY</b>	Extended School Year
<b>FAPE</b>	Free and Appropriate Education
<b>FERPA</b>	Family Educational Rights & Privacy Act
<b>FET</b>	F=Fuses, E=Emergency, T=Triangles
<b>FMCSA</b>	Federal Motor Carrier Safety Administration
<b>FMCSR</b>	Federal Motor Carrier Safety Regulations
<b>FMVSS</b>	Federal Motor Vehicle Safety Standards
<b>GVW</b>	Gross Vehicle Weight
<b>HBV</b>	Hepatitis B Virus
<b>HIV</b>	Human Immunodeficiency virus
<b>HOV</b>	High-Occupant Vehicles
<b>I-C-D</b>	I=Inflation, C=Condition, D=Tread Depth
<b>IED</b>	Improvised Explosive Device

**IDEA**

Individuals with Disabilities Education Act

<b>IEP</b>	Individual Education Plan
<b>IFSP</b>	Individual Family Support Plan
<b>LEA</b>	Local Education Agencies
<b>LRE</b>	Least Restrictive Environment
<b>NHTSA</b>	National Highway Traffic Safety Administration
<b>NAC</b>	Nevada Administrative Code
<b>NRS</b>	Nevada Revised Statutes
<b>NSST</b>	National Standards for School Transportation
<b>NTSB</b>	National Traffic Safety Board
<b>OSA</b>	Obstructive Sleep Apnea
<b>OSHA</b>	Occupational Safety & Health Act
<b>PSI</b>	Pounds per Square Inch
<b>SAE</b>	Society of Automotive Engineers
<b>WTORS</b>	Wheelchair Tie-down Occupant Restraint System