DRIVER INSTRUCTOR TRAINING COURSE

Behind the Wheel Workbook
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Revised May 2013
Introduction

We utilize reference point driving every day in our own private vehicles. Some examples of the reference points we use are to parallel park, make right and left turns and keep positioned in our lane. Perhaps the reference points in your vehicle have not been verbalized, however, you are utilizing them or you would not be able to negotiate in today’s traffic.

Managing your space is a relatively simple concept until you try to maneuver a forty (40) foot school bus around a ninety (90) degree turn. We need to realize what we do with the front of the bus will greatly affect the rear of the bus and it is a little more complex than just turning a corner.

Reference point driving is a skill and a technique for successfully maneuvering any size vehicle in and out of traffic situations.

This lesson teaches how to establish and use reference points to successfully maneuver the school bus.
One of the most important tools you have is your mirrors. They must be properly adjusted and clean to give you the best visibility for driving.

All the mirrors together make one mirror system. When adjusted properly, you will see the required area.
For training purposes, it is helpful to number the mirrors and reference them during training.

Starting with the Left side - Top to bottom 1-2-3

Then to the Right side - Top to bottom 4-5-6

#7 The interior rearview mirror mostly used for students.

Numbering the mirrors will help the instructor quickly direct the driver’s attention to a specific mirror rather than pointing toward it or explaining which one you are talking about.

If you are doing parking lot skills, use a dry erase marker and number the mirrors in a corner that will not obstruct visibility. Avoid driving on the road with markings on your mirrors or windshield.
Specifications – Rearview Mirror System

Left

At least 200 ft to the rear

Rear tires at ground level

From bumper 32 ft back 12 ft out

Right

MIRRORS—Established specification that define the required area a mirror system must cover. (Briefly Cover Distances.)

Official verbiage from Specification Manual

Exterior rearview mirror system: Each bus shall have one left side and one right side rearview mirror of unit magnification. The mirrors shall provide the driver clear views of the following areas:

a. The left and right sides of the bus and to the rear of the bus for a distance of at least 200 feet.

b. The rear tires at ground level and at least 12 feet perpendicular to the left and right side of the bus at a point 32 feet back from the front bumper.

Cross-view mirror system: The cross-view mirror system shall be heated and shall provide the driver indirect vision of the following areas not observable by direct vision:

a. From ground level directly below the full width of the front bumper, vertical and forward, to points where direct vision occurs.

b. From ground level around the left- and right-front corners of the bus, vertical and to the sides, to points where direct vision occurs.

c. The left and right sides of the bus, to include the front tires at ground level, the service entrance and rearward on each side.
A simple mirror station in your parking lot can assist the driver in making sure they see the required areas.

Most vehicles – including school buses, are designed with some type of vision blocker. This could be by design, or placement of equipment/controls. Vision blockers exist and the driver must identify them on each bus they drive.

On a school bus some common areas we have identified may include the windshield seals/post, mirrors/brackets, wipers and fans, door frames, and there may be others.

You will learn to, and teach drivers to Rock and Roll (move forward & back, side-to-side) to look around these areas.

School buses are not really designed with BLIND SPOTS so we need to refer to them as vision blockers. With proper checking, the driver can see around these areas identified.
Front view of a simple mirror station.

In front, Frisbees are placed starting 3 ft out from the front bumper and continue at 3 ft distances.

Lines or circles can be painted on the ground for more permanent markings. This will assist the driver in adjusting the cross view mirrors properly.
Left side view of the bus in mirror station.

The triangle is measured from the front bumper 32 ft back and 12 ft out (per current specification manual)

Cones placed at each point of the triangle and next to the front and rear tires.
Right side view of the bus --showing required area

32 ft back from the front bumper and 12 ft out placing a cone at each point.

Cones are also placed next to the front and rear tires and at the service door.

With the mirror system properly adjusted, a driver will see this area.
Direct Vision – is the area in front of the bus that a driver can see without the use of any mirrors.

Direct vision will vary between drivers depending on their height and seat positioning as well as the style of bus. (Transit or conventional)

Once Direct Vision is identified, take a driver outside the bus and stand next to the location they identified with direct vision so they can see the actual distance / space the mirrors cover when they are properly adjusted.
Indirect Vision -
Cross view mirrors must cover the area you can’t see with your eyes - including the door area and front tires on both sides of the bus.

Indirect vision is the space between the driver’s direct vision and the front bumper of the bus that can only be seen using the mirror system.

You must rely on proper mirror adjustment and adequate checking of your mirrors to see this area.

Cross view mirrors must be adjusted so the driver can see as many of the dots in front of the bus at least to the point of their direct vision.

Cross view mirrors must also show around the front corners of the bus (both sides) and include the front tire area and service door.
Here is an example of a student bending over to pick something up.

**Discuss** --position of student, view blockers, and the importance of “Rock and Roll”. Really check the area for anything unusual, any movement in the area, and make sure you see the entire area. Be certain it is clear.
View of student kneeling in front of the bus -simulating a smaller child.

Discuss position of student, view blockers, and importance of rock and roll. Really check the area for anything unusual, any movement in the area, and make sure you see the entire area and are certain it is clear.
View of student using Direct Vision. This example shows the student standing in the same location - center of the bus at the 3 ft mark. This is the drivers view from the seat.

This student could easily blend in with the fan, wiper blade or dash.

The term ROCK & ROLL means to move forward & back, side-to-side until you have a clear view of your surroundings.

Your mirrors MUST be properly adjusted and clean before driving.

There will still be vision blockers and the driver must Rock & Roll to look around those areas.
The driver must adjust their mirrors and identify vision blockers before driving.

There are some common vision blockers. (Mirror brackets, windshield post, fans)

Again, we need to stop using the term BLIND SPOTS… because with a little movement, the driver can see around them. The only area a driver will not see on some buses --is directly behind the bus depending on the style. That’s why we avoid backing.

All other areas will be seen if the mirrors are adjusted properly and the driver uses the ROCK & ROLL technique to see around vision blockers.
A closer look at how the mirrors and equipment can obstruct your view.

Vision Blockers Can Hide Students and Vehicles
Name the Vision Blockers
Name the Vision Blockers
Examples show a variety of buses and vision blockers. Drivers must rely on their mirrors. Important that the mirrors are properly adjusted and the driver uses the Rock & Roll technique to see around vision blockers.
This next section will define some terms used for instructing behind the wheel driving techniques. Terms Reference point, Line of Sight & Turning Point will be explained to help understand how they are used for reference point driving.

**Definition of Reference Point:** Visually aligning two points. A point inside the bus with a point outside the bus.

For example: aligning the back edge of the service door (inside) with the white fog line or edge of the roadway (outside).

Reference points are used for skills such as turning, backing and lane position as well as parking. You will learn to set and use them for daily driving.
Factors that Affect Reference Point Location

- Seat position
- Driver height
- Vehicle type
- Vehicle turning radius

Reference points vary for each driver. Some factors that affect setting reference points:

**Seat Position:** Where your driver seat is positioned (forward/back or high vs. low) will affect what is used as a reference point.  
*NOTE: Proper height of the seat will allow thighs to be horizontal with feet flat on the floor. Head balanced over the spine when looking forward, and elbows/arms at ninety degrees when hands are on the steering wheel.*

**Driver Height:** Tall and short drivers use different reference points. They sit different in the seat so it is important adjust the seat and mirrors correctly.

**Vehicle Type:** Conventional or Transit style bus. The wheels are in front of driver on a conventional bus and behind the driver on a Transit style bus. The vehicles turn differently so reference points must be set accordingly.

**Vehicle Turning Radius:** Short wheelbase or Long wheelbase. Buses with a longer wheel turn wider, take more space, than a shorter wheelbase.

With the variations outlined, behind the wheel practice is essential in order to set the correct reference points for each individual driver in the different styles of buses they will be driving.
Line of Sight

A direct line (the path) between the drivers eyes and the reference point located inside/outside the bus.

**Line of Sight is defined as:**  A path-- which is in a direct line between the drivers eyes and a reference point located inside/outside the bus.

Bus Example:  When the driver looks at the edge of the service door and it aligns with the right side of the roadway, the two points have visually connected.

Within your line of sight/path – established reference points will connect.

Reference points will vary from vehicle to vehicle and are as individual as the driver.
Turning Point Definition: The point (time) at which the reference point on the bus and the outside reference point align within the driver’s line of sight—becomes the point (time) to turn the steering wheel.

At that point (time of alignment) the steering wheel is rapidly turned 100% to the left or right depending on the direction of the turn.

It is essential that drivers be familiar with the turning points of the bus they are driving. The exact turning point is as individual as the driver and as the type and style of bus they are driving.

Mastering this skill will allow the driver the ability to turn and maneuver the bus consistently through daily traffic and situation that may occur.
Factors that Affect Turning

- Lane Position of bus
- Speed of bus
- Speed at which steering wheel is turned
- Wheelbase
- Tail swing

For consistent Reference Point Turns, Some factors that affect turning:

**Lane Position:** Position 3-5 ft from the edge of roadway for a right turn or near the center line for left. Unless the roadway is wide, setting up next to the center line works well for both R & L turns.

**Speed of bus.** 10 MPH or less per WAC (5-7 mph work best.) Inconsistent speeds create inconsistent corners. (Too short and too wide)

**Speed at which steering wheel is turned.** Rapidly turn wheel 100% and hold until bus pivots around parallel in the lane. Some drivers turn the steering wheel slowly and others turn very quick. Both affect the outcome of a turn. Either short or wide resulting in adjusting your reference point.

**Wheel base/Style.** Buses with a longer wheel base start to turn (track) later than those with a shorter wheel base. Conventional buses have wheels in front of driver and Transit Style behind driver. Both styles turn differently.

**Tailswing:** When you turn bus hard in one direction, an opposite motion takes place at the rear of your bus. The length of the bus body behind the rear axle determines the amount of tailswing. More space may be necessary during turns.
As you can see, with the variations outlined, behind the wheel practice is essential in order to set the correct reference points for the individual driver using different style buses they will be driving.
Turning: Once the reference points align, rapidly turn the steering wheel 100% to the left or right depending on direction you’re turning and hold steering wheel until the bus pivots around and is parallel in the lane.

Steering: The Push-Pull or Hand-Over-Hand method of steering is encouraged for this maneuver. NO PALMING!

Hand position should be 10-2 or 9-3, whatever is the most comfortable for the driver. Hands should be placed on the rim of the steering wheel, not resting on the cross bar in the center. Be sure your thumbs are on top of the steering wheel and not hooked around the wheel. If you hit a curb or pothole, the steering wheel could pull away from you unless you have a firm solid grip of the wheel.
When making a turn, the rear wheels will not follow the same path as the front wheels. They Track closer to the corner.

Pivot Point:
The pivot point is at/near the rear axle. The front wheels turn with the steering wheel (at the turning point) and the rear tires pivot around cone/corner.

Examples:
Picture on Left: When the bus is moving forward and the driver turns 100 percent, the pivot point will be near the rear axle.

Picture on Right: When the bus is moving backward, the pivot point will be near the rear axle.

In the serpentine exercise, you set a reference point to identify the location of the rear axle. This will help you identify where your rear tires are when pivoting around cones. It’s a basic skill that teaches reference point alignment as well as how to use the mirror system.
Another component in making a successful turn is managing the speed you approach and travel the turns. Consistency is needed.

The Washington Administrative Code requires all school buses slow down to 10 mph or less before making a right or left hand turn.

5-7 MPH is best. Going slower gives the driver more control through the turn and the ability to stop or counter steer in the event they misjudged the space.

**Reference point turns will be practiced as one of our driving skills. The following slides will help you visual some of the important steps we will be teaching you about.**
APPROACHING

When approaching an intersection, Look 12-15 seconds ahead, checking for pedestrians, parked vehicles, traffic, obstacles, etc.

Scan intersection Left-Right-Left again checking all directions for clearance

Use the rock and roll technique to see around vision blockers

**NOTE: Discuss the intersection.** Bring attention to the pedestrians crossing at the corner and the importance of identifying them on your approach. Also, identify some of the items that may block visibility (telephone pole, parked cars, etc.)
Lane Positioning—Set up for Right turning.

- Set up 3-5 ft from edge of roadway
- Signal 100 ft prior to making a turn (check mirrors and surroundings)
- Slow down to 10 mph or less before corner

NOTE: For reference point turns to be consistent, the driver must be consistent with the speed (5-7 mph), position/set up (3-5 ft), and the speed they turn the steering wheel or the turns will be inconsistent. One short, one wide, not enough time to check mirrors, etc.
Right Turning Point

This is where an imaginary extension of the curb line or reference point intersects the right side of the vehicle.

In this Example, you want to ignore the rounded part of the corner and use the straight edges of the roadway for both the approach and setting of the reference point. (squaring off the corner) for a 90 degree right turn.
You must know the factors of the bus you are driving. Short/long wheelbase, tight turning bus, wheels in front (conventional) etc.

Establishing a Right turn reference point. Depending on the turning radius, length of bus and other factors that affect reference points (speed, position), you can start by using a point on the door to align with edge of roadway. Newer buses turn tighter so the back of the door works well, too.

Example: Look that the white line or edge of the roadway and draw an imaginary line that continues across the road in front of the bus and connect to the other side.

As you move forward, keep the steering wheel straight ahead. Using your line of sight, visually connect the white line or edge of roadway with the established reference point on the bus (door or window). When they align, you would be at the Turning Point—where you rapidly turn the steering wheel 100% and hold.

An instructor will have to practice this skill several times to help a driver master this skill. You must be familiar with the bus you are using.
Conventional

On a conventional bus, the reference may be the windshield post or a point closer to the front of bus because the front wheels are in front of the driver.

A point on the door works well from some of the newer conventional buses.
When making right turns, Rock and Roll in the driver seat (move forward, back, side to side) to see around vision blockers -- **before** making your turn.

In this example, there is a pedestrian in the crosswalk behind the mirror system. The driver must see that it is clear before beginning right turn.

Visualize the right turn reference point:
The dotted white line is an imaginary line extending across the roadway. (an extension of the white fog line.)

As the driver pulls forward, they would align the reference point on the bus (center of door) with the reference point outside the bus (white line) and turn steering wheel 100% when they align.
When you turn the bus hard in one direction, an opposite reaction takes place at the rear end of your bus.

The amount of bus/overhang between the rear axle and the rear bumper determines the amount of tailswing. The greater distance from the rear axle to rear bumper, the greater the tail swings.

This is an area most neglected during the turning process. This is because the primary focus while making a turn is placed in the direction the bus is turning rather than the back corner of the bus. This is why tailswing collisions occur.

The rear end of the bus encroaches into the adjacent lane of travel hitting passing cars, bikes or nearby objects.
Before making a left turn, check the right side of bus for vehicles, pedestrians or objects near the back corner of bus.
Rear wheels tacking around corner.

At the apex of the turn, you must observe where your wheels are tracking. If you have space between the wheel and curb, you are good.

If not, you may have to stop and counter steer to avoid curbing..
Left Turn Reference / Turning Point

Where the extension of the center yellow-line or the closest line to the lane you are turning in to would intersect the left side of the vehicle.

For a left turn reference point on the bus you can use the center of drivers window, or the bumper on the bus and align it with an imaginary extension of the center yellow line or closest line of the lane you are turning in to (left side).

Example:
- For a longer wheelbase bus, you will need more space for the bus to pivot so you will need to turn the steering wheel sooner and likely counter steer. (bumper)

- For a short wheelbase bus, you will be able to wait longer before turning (reference point on bus may be center of drivers window or seat back behind you)

- In a Conventional, start with the front bumper or front mirror system and adjust it as needed.

Reference points depend on consistency of speed, turning of the steering wheel, wheelbase of bus, driver position, etc.
A Left turn has the greatest potential for pedestrian collisions.

As we wait for traffic to clear, we forget to check the crosswalk we are entering. A pedestrian can cross from either direction and not be visible (behind mirror) for the entire turn. **It’s very Important to Rock and Roll to look around vision blockers.**

In this picture the bus is setting up for a left turn and focusing on traffic to the left. Pedestrian can be easily overlooked or may think the driver sees them. Make sure the space is clear before turning.

**Left Turn Reference Point Alignment.**
To make a reference point left turn using this example, the imaginary yellow line will extend out and continue across the intersection. Using the center of the window as your reference point on the bus (marked by a Red X) driver would go straight ahead until the center of the window lines up with the yellow line. That’s your turning point. Turn steering wheel 100% to the left and hold it until the bus pivots around parallel to the lane.
Pedestrian in crosswalk is now behind the left mirrors and out of the drivers line of sight.

This happens far too often! Unfortunately, tragic things happen when the driver doesn’t identify the hazards.

Drivers must ROCK & ROLL, and move around in the driver seat to **clearly see** around vision blockers.

Many drivers have had a close call like this. Don’t let it happen to you.
During the behind the wheel driving exercises, you will learn how to set/instruct reference points using cones, yarn, clothespins, tape, etc.

One reference will help you identify the center of the rear axle. This will assist with backing exercises like the serpentine or when backing around a corner.

The Driver must be in a normal driving position and not leaning too much when establishing a reference point. When driving, you must remember the position you were in is to set the reference point or it may not align correctly.

Set a cone next to the center of the rear axles, tape a long bright string of yarn from the base of the cone back to the mirror where driver naturally looks. Tape the yarn to mirror and help identify the driver’s line of sight. This helps driver locate a reference point alongside the bus between mirror and cone.

Establish a reference point on the bus in this path (usually around the stop paddle light). The reference outside the vehicle is the cone at rear axle.
Backing Through Serpentine

Backward Serpentine is one of the behind the wheel exercises.

The purpose of this exercise is to train the driver to utilize the entire mirror system while backing the bus. The driver will establish reference points using the center of the rear axle and learn how the bus maneuvers using 100% turns.

Depth perception plays a very important role in this exercise and the instructor will quickly be able to identify any discrepancies and make recommendations to the driver.
Establishing/ using a reference point for the rear bumper of your bus is necessary to prevent backing into things. Mirror usage is critical. Once again, this is where depth perception plays a significant role.

While sitting in the driver seat in a normal driving position, have a driver help you back the bus so the rear bumper appears to be sitting on top of the leading edge of the parking line. You will use a reference on the driver side and may use one on the passenger side as well.

Example: 2/3 of the way up the forward edge of the rear wheel well molding. Another reference point could be a point on the stop paddle or light which appears to be lined up with the leading edge of the curb.

This is a behind the wheel exercise you will learn using a limit line. Curbing or cones can be used for you to establish reference points.
The importance of this exercise is twofold. You establish the dimensions of the vehicle and you learn to maneuver it into a parking space, stopping prior to the rear line. Establish your reference point before starting. Back as slowly as possible and remember: Mirrors, Mirrors, Mirrors.

Dimensions of parking stall could either be 10 ft wide x 40 ft long (school bus safety competition dimensions) the CDL criteria which is 12 ft wide x 40 ft long, or the dimensions of your district parking stalls if you have back in parking.

Set up cones to help identify parking stall.
Example of reference point. Cone will be in alignment with the edge of the door or next to the front tire shortly, and then a 100% turn of the steering wheel will be executed until the cones appear on the left-driver side of the bus.
Curb Alignment- Reference Points

Often times as school bus drivers, we pull the bus up to a curb for loading or offloading students at school. Given the fact that we do this multiple times daily, this procedure can take a toll on the tires while being unsafe for our students if we don’t position the bus correctly. We will learn how to avoid hitting the curb while bringing the bus close enough to the curb so students can easily step from the bus to the sidewalk. The goal is to keep 4-6 inches from the curb.

To sight this reference point in, start with the center of the hood for a conventional bus. For Transit style, sight in along the dash area center post. Use a piece of tape on the dash or dry erase marker to identify exact location. Reference points will vary depending on bus and driver.

Set reference point while parked at the curb. While slowly moving forward, check your cross over mirrors and focus back on your reference point.
SUMMARY
Reference point driving is an acquired skill and technique that should be learned and perfected by our school bus driver trainers and drivers for turning the bus. Going from an average size vehicle to a 40 foot school bus requires a lot of attention to negotiate through daily obstacles. The driver must learn to prepare for the turn, negotiate the turn and re-enter traffic smoothly and safely. Steering the front of the bus is not difficult; however this seems to be where the primary focus of turning is. We need to realize what we do with the front of the bus will greatly affect the rear of the bus. Bus drivers and trainers should be knowledgeable and skilled in reference point driving skills and techniques. These skills, once acquired, should be maintained and improve with daily practice. In this lesson we thoroughly covered:

Mirror Adjustment and use- Reference Points - Steering and turning -Turning points - Pivot Points -Tail Swing – Right and Left turns -Serpentine Backing -Backing into a stall -Backing to a line –and Curb alignment.
EVALUATION:

- Define reference point and give an example for Right Turn.
- Describe possible turning points of different styles of buses. (Conventional, Transit, short/long wheelbase)
- Name the pivot point of the bus.
- Describe what tail swing is and how the swing could affect turning.
- Explain Direct & Indirect Vision.
- Name is the most important system on your bus-- that must be clean and adjusted for each driver.

Answers:

- **Right hand turn references could be the dash area, corner window molding or the service door area and are as individual as the driver.**
- **This would depend on the wheel base of the bus. A short wheel base bus would turn earlier than a long wheel base bus.**
- **This is where the rear axle walks around a corner (tracks), if you are going forward the pivot point would be just before the rear axle, in reverse the pivot would be just behind the rear axle. Bus pivots at rear axle.**
- **For every action in turning a bus there is a reaction. The shorter wheel base buses have a greater tail swing than the longer wheel base buses.**
- **The driver needs to know the difference between direct and indirect vision. Direct vision is what you see with own eyes. Without use of mirrors. Visibility in front of bus is limited. Indirect vision uses mirrors to see the entire area. Covers the area between your direct vision and the bumper of the bus using the mirror system.**
- **Mirrors.**
Field Exercises
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<td>Approach position</td>
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<td>8 Light system operation</td>
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<td>Stop location</td>
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<td>Departing location</td>
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<td><strong>TEACHING STOP PROCEDURE</strong></td>
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<td>Describes process</td>
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<td>Talks pupil through the process</td>
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Instructor will place notes here for evaluation.

Evaluator sign:  
Trainee sign:  

Evaluator:  

Evaluator sign:  
Trainee sign:  

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TRAINING BAG CONTENTS

1. 100 ft tape measurer
2. Clip board
3. Dry erase board
4. Eraser
5. Cleaner
6. Dry Erase Marker
7. Masking tape
8. Clothes pins
9. Pencil box
10. Note pad
11. Red yarn
12. Pencil
13. Cones
14. Lesson plans
Working Lesson Plan
Driver Instructor Training Course

Title of Lesson: SERPENTINE-BACKING

Objectives of Lesson: At the end of this lesson, the training candidate will be able to:

Demonstrate and explain the following steps:

1. Back through a serpentine, keeping within one foot of the cones
2. Identify the mirrors by # and describe what you are looking for during the exercise. (space and approaching cones)
3. Name the reference point used to identify location of rear wheels
4. 100% turn of the steering wheel to pivot bus tightly

Disclaimer: Reference points should be established for each size and style bus before your training session begins. Demonstrate the exercise for the training candidate before you ask them to do it.

Equipment Needed:
- School bus
- 5 cones
- Tape Measure
- 50’ dark colored yarn/string
- Colored clothes pins
- Strong transparent tape

Introduction:
In this exercise, we are going to establish and use reference points to back through a set of cones keeping within one foot of them. Reference points will be set on each side of the bus using cones and string to help you identify the location of your rear wheels. Proper mirror usage is important in this skill because if you are looking the wrong direction, you could easily miss seeing the next cone. Mirrors will be numbered to help instruct which mirror should be used through the exercise. A 100% turn of the steering wheel is necessary to pivot the bus tightly in the space allowed for this exercise.

Presentation:

A. Set up cones  
   1. Location: safe, secure environment where nobody will walk or drive behind bus  
   2. Measure a straight line placing cones bus length plus 5 ft between each cone  
   3. Pace length of bus you are using and add 2 more steps

B. Number mirrors  
   1. To assist in instructing the training candidate, having a quick reference to the mirror they should be looking in is helpful  
   2. Use dry erase marker to write number on mirrors. Wipe off when learned by driver  
   3. Write number so it doesn’t obstruct the drivers view  
   4. Use a consistent system that you can use on most buses. Keep to the basic driving mirrors Flat, Convex, Crossview, and Interior. If there are other mirrors decide whether you need to include them in your numbering system.  
   5. Start from Top, Left Mirror and work your way down as follows:  
      a. Starting on drivers Left Flat Rearview Mirror (top) #1  
      b. Next one down, Left Convex Rearview Mirror (middle) #2  
      c. Left Crossview Mirror #3  
      d. On the Right side, Flat Rearview Mirror (top) #4  
      e. Right Convex Rearview Mirror (middle) #5  
      f. Right Crossview Mirror #6  
      g. Lastly, the Interior Rearview Mirror (students) #7
C. Set reference points
   1. Place one cone on each side of the bus straight out from the center of the rear axle, where the tire contacts the pavement approximately 6-12 inches from bus.

   2. Training candidate seated in driver seat, in a driving position
      a. Seat adjusted, sitting back in driving position
      b. Feet on floor - adjusted to pedals
      c. Hands on steering wheel (10:2, 9:3, 8:4)
      d. Mirrors adjusted to driver

   3. Establish line of sight – Left and Right side
      a. Instructor, tape one end of the string to mirror and the other to the base or bottom of the cone
      b. In this path, the training candidate (driver) should be able to look into the mirror, see the path of the string/yarn from the mirror, all the way to its connecting point on the cone

   4. Establish reference points – Left and Right side
      a. Training candidate, Looking in the path of string/yarn, find a point on the bus that connects with the cone
      b. Place a piece of tape, sticky note, clothespin, etc. at the connecting point for the driver to reference while demonstrating the skill
      c. Reference points are not the same for each driver or on every bus. Must be established individually.
      d. Left side: using mirror # 2, some common references on the bus include the stop paddle light, stop paddle bracket, wheel well cover, or you can place a piece of tape along the side of bus and clip a clothespin to it
      e. Right side: using mirror # 5 is more difficult because the driver is further away from the mirror and things appear smaller. Some common references are the turn signal indicator, the wheel well cover, a hinge, or a luggage compartment bracket. Colored tape or a clothespin work great on the right side.
D. Position bus
   1. Position bus on the right side of cones approximately one foot away from the cones
   2. Pull forward alongside the row of cones (on your left) stopping just beyond the last cone (#5)

E. Backing
   1. Activate hazard and horn before backing
   2. Start backing slowly
   3. When left reference point lines up/connects with cone on left, turn steering wheel 100% to the left. Bus will pivot around cones on left. Watch right side mirrors for other 4 cones. They appear quickly.
   4. As soon as you see cone 4 stop turning the steering wheel and back toward the cone positioning it 1 ft from the right side of bus.
   5. When rear reference point lines up with the cone turn the steering wheel 100% to the right. The bus will pivot around the cone. Its important to watch the front left corner of the bus to be sure you clear the front cone, too. Watch your left mirrors for the remaining 3 cones to appear.
   6. Back toward cone 3 positioning it 1 ft from left side of bus. Watch front cross view mirror to be sure you clear cone before turning. When the left reference point lines up with the cone, turn steering wheel 100% to the left. The bus will pivot around cone. Watch for the last 2 cones to appear in right mirror.
   7. Position bus 1 ft from cone on right side of bus. Clear cone in front and align right reference point with cone, turn steering wheel 100% right and bus will pivot around cone. Watch for last cone to appear in left mirror.
   8. Back to cone on left keeping it 1 ft from side of bus. When reference point lines up, turn steering wheel to the left and pivot around cone. Stop bus parallel to row of cones.

F. Encouragement
   1. Instructors: Remember to encourage them through the lesson and congratulate their successes.
Summary:

In this exercise, we established and used reference points to back through a set of cones keeping within one foot of them. Reference points were set on each side of the bus using cones and string to help you identify the location of your rear wheels. You learned that proper mirror usage is important in this skill because if you are looking the wrong direction, you could easily miss seeing the next cone. Mirrors were numbered to help instruct which mirror should be used during the exercise.

Evaluation:

Demonstrate and explain the following steps:

1. Back through a serpentine, keeping within one foot of the cones
2. Identify the mirrors by # and describe what you are looking for during the exercise. (space and approaching cones)
3. Name the reference point used to identify location of rear wheels
4. 100% turn of the steering wheel to pivot bus tightly
**Serpentine- Backing**

**Purpose of exercise**

1. Mirror usage
2. Define turning point, pivot point, tracking
3. Identify rear tire reference points

**A. Set up**

1. 5 cones
2. Pace length of the bus you are using - add 2 steps
3. Place cones distance of bus plus 2 steps apart (approximately 13-15 steps using a 36-40 ft bus)
4. Number mirrors - to reference during exercise

**B. Identify rear axle reference points**

1. Position left rear axle next to cone approx 1 ft away
2. Place another cone next to right rear axle
3. Assist the driver in identifying rear axle reference points. A point along the side of bus that lines up with the cone. Use a string taped to the mirror to visually connect the points. Mark reference using a piece of tape and clothespin if needed.

4. Left side of bus: using mirror #2 some common references on the left include: stop paddle light, stop paddle bracket, wheel well cover, or you can place a piece of colored tape or a clothespin along the side of bus as a marker.

5. Right side is more difficult to see because driver is further away from the mirror and things appear smaller. Using mirror #5 some common references are the side turn signal indicator, the wheel well cover, or a hinge or luggage compartment bracket. Colored tape or a clothespin works great for the right side.
C. Backward Serpentine Exercise

1. Start on the right side of the row of cones. Pull forward beyond the last cone positioning rear axle no more that 1 ft from last cone.

2. Start backing, slowly (activate hazards/horn)

3. When left reference point lines up/connects with cone on left, turn steering wheel 100% to the left. Bus will pivot around cones on left. Watch right side mirrors for other 4 cones. They appear quickly.

4. As soon as you see cone 4 stop turning the steering wheel and back toward the cone positioning it 1 ft from the right side of bus.

5. When rear reference point lines up with the cone turn the steering wheel 100% to the right. The bus will pivot around the cone. Its important to watch the front left corner of the bus to be sure you clear the front cone, too. Watch your left mirrors for the remaining 3 cones to appear.

6. Back toward cone 3 positioning it 1 ft from left side of bus. Watch front cross view mirror to be sure you clear cone before turning. When the left reference point lines up with the cone, turn steering wheel 100% to the left. The bus will pivot around cone. Watch for the last 2 cones to appear in right mirror.

7. Position bus 1 ft from cone on right side of bus. Clear cone in front and align right reference point with cone, turn steering wheel 100% right and bus will pivot around cone. Watch for last cone to appear in left mirror.

8. Back to cone on left keeping it 1 ft from side of bus. When reference point lines up, turn steering wheel to the left and pivot around cone. Stop bus parallel to row of cone

9.
Working Lesson Plan

Driver Instructor Training Course

Title Of Lesson: BACKING INTO A STALL & STOPPING AT REAR LIMIT LINE

Objectives of Lesson: At the end of this lesson, the training candidate will be able to:

Demonstrate and explain the following steps of backing into a parking stall, stopping the back bumper of the bus within 12 inches of the rear limit line.

1. Demonstrate approaching 3-5 ft parallel to parking
2. Name the reference point on bus that you use to align with the cone and demonstrate aligning references
3. Demonstrate turning the steering wheel 100% and holding, as bus pivots
4. Explain what you are looking for in mirrors as bus pivots to the left
5. Demonstrate backing bus into stall without touching any part of the cones (look for mirror use, hazards, horn)
6. Name the reference point on the bus used to align with the bottom edge of curb/limit line
7. Demonstrate stopping the bumper of the bus within 12 inches of rear limit line/curb
8. Demonstrate proper securement of bus when completed (set parking brake, shift into neutral)

Disclaimer: Reference points should be established for each size and style bus before your training session begins. Demonstrate the exercise for the training candidate before you ask them to do it.
**Equipment Needed:**

1. School Bus
2. Tape Measure
3. 10 cones for parking stall
4. Fire hose, tape, chalk line or curbing for the rear limit line

Trainer Note: Set up parking stall and limit line prior to the exercise. Dimensions: 10ft. wide by 40ft deep. The cones are to be placed about 13.3 ft apart (4 to each side) for a 40 ft stall. Place two cones prior to the stall, to simulate pre-parking stall approach. Have tape, clothespins, yarn, etc. to set reference points before beginning this exercise.

**Introduction:**

In this exercise, we are going to establish and use reference points to back into a parking stall and stop the bus within 12 inches of a rear limit line or curb. You will approach slowly and set up 3-5 feet parallel to the parking stall. When your reference points align, a 100% turn of the steering wheel is necessary for the bus to pivot tightly. Mirror checks are important in evaluating the space around you to prevent touching the cones. Reference points will vary between buses, so be familiar with the one you are driving.
**Presentation:**

A. Set reference point for rear limit line
   1. Back bus in stall within 12 inches of rear limit line
   2. Establish Rear reference point for stop line
      - Driver must be in a driving position (avoid leaning to see)
      - Use colored yarn or a string to identify drivers line of sight
      - Using mirror on left, identify a point on the bus that connects with the bottom of the curb/or line (examples: stop paddle light, rear wheel well molding, hinge or rivet)
      - Mark location with tape, clothespin, sticky note, etc.

B. Approach
   1. Slowly
   2. 3-5 ft parallel to the parking stall

C. Align reference points for turning
   1. Use your line of sight to align the inside reference point on the bus with the outside reference point on parking stall (cone or line) to identify your turning point
   2. Examples of an inside reference point would be the back side of the service door, front tire area, or driver shoulder
   3. Reference point on outside of bus will be the farthest cone or line of the parking stall

D. Setting - Adjusting reference points
   Reference points will vary depending on the style of bus, turning radius, and speed of bus or speed turning steering wheel.
   1. If you are too close to the right side as you pivot around to the left, start your turn a bit earlier. Move the reference point forward
   2. If you are too close to the left side as you pivot around, wait longer before turning. Move the reference point backward
E. Pivoting forward - Turning the steering wheel  
1. Immediate when reference points line up  
2. 100% rapid turn of the steering wheel (left) and hold  
3. Hand-over-Hand or Push-Pull (instructor preference)  
4. Hold until the bus has pivoted to the left and the parking stall cone(s) appear in your left mirror system, and stop.

F. Backing - Turning the steering wheel  
1. Check Mirrors, Activate Hazards, Honk Horn, Recheck Mirrors  
2. Turn steering wheel 100% to the right. Bus straightens.  
3. Back SLOWLY - Keeping bus aligned between cones  
4. If bus is at an angle, back until both rear tires are inside first set of cones before turning the steering wheel to straighten bus in stall  
5. Counter steer as necessary as you back to keep bus centered  
6. Pull forward to avoid touching cones if you get too close  
   • Never choose to hit it anyway  
   • Stop bus, Evaluate space, Pull forward and Reposition

G. Stopping at a rear limit line  
1. Slowly continue back until your established reference points align  
   • Example: stop paddle light aligns with bottom edge of curb  
   • Example: wheel well aligns with bottom edge of curb  
   • Example: Tape/clothespin aligns with bottom edge of curb  
2. Stop and secure bus (setting parking brake, shifting into neutral)  
3. Check distance. You should be exactly where you started from, within 12 inches of limit line/curb

Summary:  
In this exercise, we used reference points to back into a parking stall and stop the bus within 12 inches of a rear limit line. Approaching slowly, 3-5 feet parallel to the parking stall, allows you to align references before turning the steering wheel 100% to pivot the bus. Checking the mirrors throughout the exercise keeps you aware of the space around the bus and will prevent you from touching the cones. Reference points will change from bus to bus, so be familiar with each one before you start driving.
Evaluation:

Demonstrate or explain the following steps of backing into a parking stall and stopping the back bumper of the bus within 12 inches of the rear limit line.

1. Demonstrate approaching 3-5 ft parallel to parking
2. Name the reference point on bus that you use to align with the cone and demonstrate aligning references
3. Demonstrate turning the steering wheel 100% and holding, as bus pivots
4. Explain what you are looking for in mirrors as bus pivots to the left
5. Demonstrate backing bus into stall without touching any part of the cones (look for mirror use, hazards, horn)
6. Name the reference point on the bus you used to align with the bottom edge of curb/limit line
7. Demonstrate stopping the bumper of the bus within 12 inches of rear limit line/curb
8. Demonstrate proper securement of bus when completed (set parking brake, shift into neutral)
Backing Into Stall- Stopping at Limit Line

Purpose of exercise

1. Utilize reference points to maneuver bus
2. Mirror use
3. Identify turning and stopping points

A. Set up Parking Stall:

1) 10 cones, Tape Measure

2) Dimensions of parking stall 10 ft wide x 40 ft long

3) Place cones 13.3 ft apart (4 on each side) and two prior to the stall

Trainer Note: As you instruct this, be familiar with the bus ahead of time and have a reference point established to use for instructing. Each driver may have to adjust it a bit to complete the skill. With practice, the reference point will become exact.

B. Setting Reference Points:

1) For a starting reference point, align your shoulder/ the back side of the door/ or front wheel area (depending on the style bus, turning radius, and speed, etc.) with the last cone of the parking stall. Adjust it a bit if necessary

2) For stopping at the limit line/curb, park the bus in the parking stall 12 inches from the rear line. Assist the driver in finding a point on the bus that aligns with the bottom edge of curb or line. (use yarn from mirror to the rear line to identify drivers line of sight. Use tape, clothespin, etc. to mark the point on bus)
C. Backing & Stopping Exercise:

1) Approach slowly 3-5 feet parallel to the parking stall

2) Align reference points (example: back side of service door/shoulder, etc. with the last cone)

3) Turn the steering wheel 100 % to the left and hold. Bus will pivot around

4) As you slowly move forward, watch for the cones to appear in your LEFT mirrors

5) Stop when you can see the cones on both sides of you

6) Activate Hazards, Honk Horn, and Check All Mirrors before backing

7) If you work in limited space, you may not have room to pull forward and may only see cones on your RIGHT side. From this position, counter steer 100% to the right. As you slowly back up the bus will pivot and you will soon see cones on both sides of bus.

8) Slowly back up; counter steering as necessary to keep within your parking stall. If you get too close to a cone, Stop and Pull forward to avoid touching it

9) Slowly continue back, locate your established reference on the bus and align it with the bottom edge of the curb or line at the rear of the bus

10) Stop and secure the bus (set parking brake and shift into neutral)
Working Lesson Plan

Driver Instructor Training Course

Title of Lesson: SCHOOL BUS STOP PROCEDURE

Objectives of Lesson: At the end of this lesson the training candidate will be able to:

Demonstrate and explain a proper school bus stop procedure following this sequence of steps:

1. Activate the alternate flashing amber lights 100-300 ft prior to bus stop if the speed of the road is 35mph or less. If over 35 mph amber lights will be activated 300-500 ft prior to bus stop,
2. Stop bus prior to reaching the students
3. Secure bus by first setting the spring brake and shifting into neutral or if equipped, put vehicle into park and set emergency brake
4. Mirror use on the approach, at the bus stop, and prior to departing the bus stop. Point to or name the mirrors being checked and explain what driver is checking.
5. Activate alternate flashing REDS by use of sequencing switch
6. School District signal used for students to cross the street
7. Proper procedure for closing door, canceling reds and preparing to leave the bus stop
8. Stop paddle remains extended until ready to depart bus stop

Equipment Needed:

     School Bus

     Parking lot or back roads with light traffic to practice procedure

Introduction:

Student safety is our number one priority. Statistics show that most injuries and fatalities involving a school bus happen at the school bus stop. It is important that each school bus driver understand and follow the requirements in WAC for the safety of students at the school bus stop.

In this exercise, you will learn and demonstrate the proper school bus procedure for loading and offloading students. We will focus on the approach and departure of school
bus stops including the sequencing of your school bus lights (8-light system) and securement of your bus at every school bus stop. If the vehicle is equipped with park, you will place the bus into park and then apply the emergency brake. On all other buses, you will first set the parking brake then shift into neutral before opening the door to load/unload students. Throughout the lesson we will emphasize the importance of using your mirror system properly to identify and avoid hazardous situations.

**Presentation:**

A. Approaching the bus stop

1. If posted speed limit is 35 mph or less, activate amber flashing school bus lights 100-300 feet before the school bus stop
2. If posted speed limit is over 35mph, you must activate the amber overhead flashing lights 300-500 feet prior to the school bus stop
3. Check mirrors and traffic
   - Is traffic slowing, stopping, speeding up?
   - Look around parked vehicles and obstructions for hazards
   - Observe Students. Is anyone running for the bus?
4. Begin slowing
5. Stop the bus prior to reaching the students
   - Stay in the traffic lane
   - Keep students within your view at all times

B. Stop and Secure the bus

1. At every school bus stop regardless how long you will be there
2. Set the parking brake (spring brake) and shift into neutral or
3. Place bus into park if equipped and apply the emergency brake
   - This prevents the bus from rolling if your foot slips off pedal
   - Prevents the bus from thrusting forward if struck from behind
4. Check mirrors and traffic
   - Traffic has stopped-area is safe
   - Students in clear view of driver
5. Activate red flashing school bus lights using a sequencing switch. The stop paddle and crossing arm will activate at the same time.
   - **DO NOT OPEN THE DOOR TO ACTIVATE REDS**
   - Bus must be completely stopped and secure before operating reds
C. Cross Students/ Load -Unload Students

1. Check Mirrors again to be certain area is safe
2. All traffic has stopped
3. Students are within drivers view- count them
4. Driver Signals students to cross and load when safe
   - Follow district procedure for crossing students
   - Avoid waving-mistaken by drivers to proceed through
5. Check Mirrors (students have cleared the area)
6. Check Mirrors (traffic and surroundings)
7. Check Mirrors (All students are seated)

D. Departing the bus stop

1. Close door when all students have cleared.
2. Flashing red lights, Stop paddle and crossing arm must remain active
3. Check Mirrors and door area for students (late runners/students coming back)
4. Shift bus into Drive
5. Release Parking brake or emergency brake
6. Manually cancel the flashing red lights using sequencing switch (stop paddle and crossing arm will cancel, too)
7. Check ALL Mirrors and Door area before moving the bus
   - Students have cleared the area
   - No students at or near the door or returning to bus
8. SLOWLY pull away from bus stop rechecking the area and traffic

Summary:

Student safety is our number one priority. Statistics show that most injuries and fatalities involving a school bus happen at the school bus stop. It is important that each school bus driver understand and follow the requirements in WAC for the safety of students at the school bus stop.

In this lesson, you learned and demonstrated the proper school bus procedure for loading and offloading students. We focused on the approach and departure of school bus stops including the sequencing of your school bus lights (8-light system) and securement of your bus at every school bus stop to prevent the bus from rolling. You learned the importance of using your mirror system throughout the loading or offloading process to avoid
hazardous situations. For safety, all students must be seated before you release the parking brake.

By following this procedure at each and every school bus stop, you will make it safer for the students you transport.

**Evaluation:**

Demonstrate and explain a proper school bus stop procedure following this sequence of steps:

1. Activate the alternate flashing amber lights 100-300 ft prior to bus stop if the speed of the road is 35mph or less. If over 35 mph amber lights will be activated 300-500 ft prior to bus stop.

2. Stop bus prior to reaching the students

3. Secure bus by first setting the spring brake and shifting into neutral or if equipped, put vehicle into park and set emergency brake

4. Mirror use on the approach, at the bus stop, and prior to departing the bus stop. Point to or name the mirrors being checked and explain what driver is checking.

5. Activate alternate flashing REDS by use of sequencing switch

6. School District signal used for students to cross the street

7. Proper procedure for closing door, canceling reds and preparing to leave the bus stop

8. Stop paddle remains extended until ready to depart bus stop
School Bus Stop Procedure

- Activate Alternating flashing amber school bus lights prior to school bus stop:
  - 100-300 ft for posted speed limit 35 or less
  - 300-500 ft for posted speed over 35 mph

- Check Mirrors and traffic

- Begin Slowing

- Stop Bus prior to reaching students-- keeping them within your view

- Secure Bus
  - **Set parking brake** and **shift into neutral**
  - **Place vehicle in park** if equipped and **set emergency brake**

- Check Mirrors to be sure traffic is slowing / stopped

- Activate Alternating Red Flashing school bus lights using sequencing switch.
  - The stop paddle and crossing arm will activate as well.
  - **DO NOT** open the door to activate reds. Doing so is **illegal**.

- Check Mirrors to be sure all traffic has stopped

- Signal Students to load (follow your district crossing procedure)

- Check Mirrors (students have cleared the area, no late runners)

- Check Mirrors (exterior-traffic, surroundings, interior-**students seated**)

- Check Mirrors (**Students are seated**, area is clear around bus)

- Close Door (stop paddle must remain out/red lights flashing)

- Shift into Drive

- Release the Parking brake or emergency brake (**students must be seated**)

- Manually Cancel Red Lights (stop paddle and crossing arm will deactivate)

- Check All Mirrors and Door Area before moving the bus
  - Students have cleared area around bus
  - No students at or near the door area
Working Lesson Plan

Driver Instructor Training Course

Title of Lesson: CURB ALIGNMENT

Objectives Of Lesson: At the end of this lesson, the training candidate will be able to:

1. Describe the curb reference using the front of the bus.
2. Demonstrate parking 2 to 6 inches from the curb.
3. Name three potential hazards when curb parking.

Disclaimer: Reference points should be established for each size and style bus before your training session begins. Demonstrate the exercise for the training candidate before you ask them to do it.

Equipment for Lesson:

- School bus
- Roadway with curb

Introduction:

Parking at a curb is an important tool for a bus driver. When we park at a curb the bus needs to be close enough for the students to step off safely but not too close to rub and damage the tires. It is important to set your reference point on your bus by lining up something on your dash, window, or hood with the bottom of the curb where it meets the street. The driver must also watch for potential hazards when pulling to the curb. Pedestrians, street signs, poles, trees, overhangs and parked cars can all cause problems when pulling to the curb.

Presentation:

A. Instructor parks bus at curb.
   1. Student sit and adjust seat.
   2. In driving position, student identify where bottom of the curb visually crosses the bus. (reference point)
a. point or corner or hood on conventional
b. window post, windshield wiper or dash on transit
c. dash line on transit

3. Student looks in mirrors
   a. right convex mirror, rear tire
   b. right crossview mirror, front and rear tires
   c. right flat mirror, side of bus and big picture

4. Student identify potential hazards in the area
   a. overhanging trees
   b. no parking signs or bus zone signs
   c. telephone poles
d. parked cars
e. pedestrians
   f. building overhangs

B. Student pulls away from curb.
   1. Signal to enter traffic
   
   2. Check tail swing
   
   3. When safe merge into roadway

C. Student parks school bus at curb.
   1. Signal and pull to curb
   
   2. Have student verbally identify hazards
   
   3. Have student verbally identity reference point
   
   4. Park the bus 2 to 6 inches from the curb
   
   5. Secure the bus
Summary:

We have learned how to properly park at a curb. Set the reference by lining up the bottom of the curb where it visually crosses our bus and seeing in the mirrors where the bus is in relationship to the curb. It is important to know potential hazards that would damage the bus or injure pedestrians or students. Practice and awareness will allow you to park at the curb safely every time.

Evaluation:

1. Describe the curb reference using the front of the bus.
   Where the bottom of the curb, visually lines up with something on the front of the bus (dash level).

2. Demonstrate parking 2 to 6 inches from the curb.

3. Name three potential hazards when parking at the curb.
   Pedestrians, signs, poles, trees, overhangs, parked cars
CURB PARKING

Set Reference Point
• Sit and adjust seat.
• Identify where bottom of the curb visually crosses the bus.
  ✓ handle on hood of conventional
  ✓ window post, windshield wiper or dash on transit
  ✓ dash line on transit
• Look in mirrors
  ✓ right convex mirror, rear tire
  ✓ right crossview mirror, front and rear tires
  ✓ right flat mirror, side of bus and big picture
• Identify potential hazards in the area
  ✓ overhanging trees
  ✓ no parking signs or bus zone signs
  ✓ telephone poles
  ✓ parked cars
  ✓ pedestrians
  ✓ building overhangs

Pull away from curb
• Signal to enter traffic
• Check tail swing
• When safe merge into roadway

Park school bus at curb
• Signal and pull to curb
• Have student verbally identify hazards
• Have student verbally identity reference point
• Park the bus 2 to 6 inches from the curb
• Secure the bus
Title Of Lesson: REFERENCE POINT RIGHT TURN

Objectives of Lesson: At the end of this lesson, the training candidate will be able to:

Demonstrate the following steps in making a proper right hand turn:

1. Set up 3-5 ft from edge of roadway
2. Activate turn signal 100 feet prior to turn
3. Slow down to 10 mph or less before turning (5-7 mph preferred)
4. Check L- R- L at intersections (proper sequence)
5. Rock and Roll to see around vision blockers
6. Explain how to adjust reference points if a turn is too short or wide
7. Properly check mirrors before, during, and after a turn
8. Completion of turn 3-5 ft from edge of roadway

Disclaimer: Reference points should be established for each size and style bus before your training session begins. Demonstrate the exercise for the training candidate before you ask them to do it.

Equipment Needed:

1. School Bus
2. Standard corners in the community with light traffic
Introduction:

In this exercise, we will be using reference points to make a right turn. For consistency, the bus should be positioned 3-5 feet from the edge of the roadway and you should slow to 10 mph or less before you begin your turn. A 100% turn of the steering wheel is necessary for the bus to pivot tightly around the corner ending your turn 3-5 feet from the edge of the roadway. Proper intersection checks and mirror usage are both critical in avoiding collisions or curbing tires. You will learn how to adjust reference points so you can make great reference point turns in the buses you drive.

Presentation:

A. Set up/Positioning
   1. 3-5 ft from curb line or edge of roadway
   2. Near the yellow center line (depending on roadway)

B. Signal
   1. Activate signal 100 ft prior to corner
   2. Begin slowing

C. Speed
   1. WAC 392-145-050 (7) - Slow to 10 mph or less prior to making a 90 degree right/left turn.
   2. 5-7 mph works best for a smooth, more controlled corner.
   3. Speed may vary on each turn, depending on the corner. Each one is different

D. Braking -Acceleration
   1. Avoid braking while turning the steering wheel
   2. Light, steady, slow acceleration is the most effective (If too fast, instruct driver to back off the accelerator. (NOTE: Sometimes new driver will panic and accelerate to complete the turn faster. You want them to think STOP and LOOK rather than hurry through it.)

E. Traffic and Intersection checks for the following:
   1. Check mirrors to be sure traffic behind is slowing
   2. Clear to the left and right (pedestrians and vehicles)
      a. Nothing in space on the right (vehicle, pedestrian, bike, etc.)
      b. Tailswing for anything to the left (vehicle, pedestrian, or bike)
3. Check traffic. Look Left, Right, & Left again. The vehicle to your left is closest and will be first to make contact.
4. Space for vehicle to complete right turn (know vehicles turning radius)
5. Rock and roll in driver seat, check around vision blockers (identify the blind areas/view blockers on the bus you are driving)
   a. Crosswalk is clear of pedestrians from left and right side
   b. No approaching pedestrians alongside of bus
   c. Traffic is clear—both directions

F. Align reference points
   Use your Line of Sight to align the inside reference point with the outside reference point. When they meet, rapidly turn the steering wheel 100 % and hold.

Note: Each intersection is different. Set specific reference point with driver as you approach each turn.
   a. Examples of an inside reference point on the bus: center of door, back of door, front corner of windshield, window post, etc. depending on the bus style and turning radius
   b. Examples of an outside reference for the right turn: imaginary line continuing across the front of bus, edge of the roadway, the farthest side of a parked vehicle, just beyond the telephone pole, fence or mailbox, etc.

G. Adjusting reference points
   1. Completion of turn is too short and driver is curbing or cutting corners, have the driver wait longer before turning the steering wheel. Move the reference point toward the back of the bus.

2. Completion of turn is too wide or the driver is using too much of the oncoming lane, have the driver turn the steering wheel sooner. Move the reference point toward the front of the bus.

H. Turning the steering wheel
   1. 100 % rapid turn steering wheel when reference aligns—and hold
   2. Hand-over-hand or push-pull (instructor preference)
   3. Hand position on steering wheel (preference? 10: 2, 9: 3, 8: 4)
   4. Hold until bus has completely pivoted around corner and front of bus is in own lane
   5. Counter steer and position bus in lane

I. Mirrors
   1. Check surroundings and rearview mirrors on the approach: clear of pedestrians and the traffic behind is slowing
2. Check before starting turn (Rock and Roll-check around view blockers)
3. Check Left side mirrors for tailswing before you start turning to the right – stop turning if you are too close and counter steer.
4. In heavy traffic, time your turn for tailswing to go between vehicles on left
5. Watch right side rearview mirror at your rear wheels as they approach the apex of the turn to be sure you won’t curb the tires.
6. After completing the turn, check rearview mirrors and surroundings.

Summary:

In this Lesson, you learned about setting and using reference points for making right turns. For consistency, the bus should be positioned 3-5 feet from the edge of the roadway and you should slow to 10 mph or less before you begin your turn. A 100% turn of the steering wheel is necessary for the bus to pivot tightly around the corner completing your turn 3-5 feet from the edge of the roadway. Proper intersection checks and mirror usage are both critical in avoiding collisions or curbing tires. Knowing how to adjust reference points is necessary to complete the turns using an appropriate amount of space. As you use reference points for making turns, it will become routine for you and improve with experience.

Evaluation:

Demonstrate or explain a proper Right Turn following the steps below:

1. Set up 3-5 ft from edge of roadway
2. Activate turn signal 100 feet prior to turn
3. Slow down 10 mph or less before turning (5-7)
4. Check L R L at intersections (proper sequence)
5. Rock and Roll to see around vision blockers
6. Explain how to adjust reference points if a turn is too short or wide
7. Steps to properly check mirrors before during and after a turn
8. Completion of turn 3-5 ft from edge of roadway
Right Turn- Instructions

1. Approach the corner 3-5 ft from edge of roadway

2. Signal 100 ft before corner

3. Mirror and Traffic checks

4. Slow to 10 mph or less before corner (5 to 7 mph preferred)

5. Check Intersection Left- Right- Left for clearance and obstructions

6. Align reference points
   a. Example: “Go straight ahead until the center of the door lines up with the white line/edge of roadway as if it extended all the way across in front of you and connected to the line on the other side (*imaginary line extending across)

7. Rapidly turn steering wheel 100% and hold it until the bus pivots around corner ending 3-5 ft parallel to edge of roadway

8. Watch left mirrors for tailswing when you first begin turning, to be certain you won’t hit a passing vehicle or object on your left

9. Watch Right Mirrors as your rear wheels approach at the apex of the corner to observe the position/tracking of your rear wheels.
   a. Should be 1-3 ft from the corner as it pivots around.
   b. If too short (close to curb) adjust reference by waiting longer before turning , moving the reference point toward back of bus.
   c. If too wide (more than 3-5 ft. from corner) turn sooner next time moving reference point forward

10. As you come around parallel to lane, recheck traffic around you, and reposition bus in lane as necessary.
# COMMENTARY DRIVE

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RCW 46.61.145 Following too closely. (1) The driver of a motor vehicle shall not follow another vehicle more closely than is reasonable and prudent, having due regard for the speed of such vehicles and the traffic upon and the condition of the highway. … (3) Motor vehicles being driven upon any roadway outside of a business or residence district in a caravan or motorcade whether or not towing other vehicles shall be so operated as to allow sufficient space between each such vehicle or combination of vehicles so as to enable any other vehicle to enter and occupy such space without danger. This provision shall not apply to funeral processions.

RCW 46.61.183 Nonfunctioning signal lights. Except when directed to proceed by a flagger, police officer, or fire fighter, the driver of a vehicle approaching an intersection controlled by a traffic control signal that is temporarily without power on all approaches or is not displaying any green, red, or yellow indication to the approach the vehicle is on, shall consider the intersection to be an all-way stop. After stopping, the driver shall yield the right of way in accordance with RCW 46.61.180(1) and 46.61.185.

RCW 46.61.202 Stopping when traffic obstructed. No driver shall enter an intersection or a marked crosswalk or drive onto any railroad grade crossing unless there is sufficient space on the other side of the intersection, crosswalk, or railroad grade crossing to accommodate the vehicle he is operating without obstructing the passage of other vehicles, pedestrians, or railroad trains notwithstanding any traffic control signal indications to proceed.

RCW 46.61.235 Crosswalks. (1) The operator of an approaching vehicle shall stop and remain stopped to allow a pedestrian or bicycle to cross the roadway within an unmarked or marked crosswalk when the pedestrian or bicycle is upon or within one lane of the half of the roadway upon which the vehicle is traveling or onto which it is turning. For purposes of this section “half of the roadway” means all traffic lanes carrying traffic in one direction of travel, and includes the entire width of a one-way roadway. … (4) Whenever any vehicle is stopped at a marked crosswalk or at any unmarked crosswalk at an intersection to permit a pedestrian or bicycle to cross the roadway, the driver of any other vehicle approaching from the rear shall not overtake and pass such stopped vehicle.

RCW 46.61.245 Drivers to exercise care. Notwithstanding the foregoing provisions of this chapter every driver of a vehicle shall exercise due care to avoid colliding with any pedestrian upon any roadway and shall give warning by sounding the horn when necessary and shall exercise proper precaution upon observing any child or any obviously confused or incapacitated person upon a roadway.

RCW 46.61.261 Sidewalks, crosswalks—Pedestrians, bicycles. The driver of a vehicle shall yield the right of way to any pedestrian or bicycle on a sidewalk. The rider of a bicycle shall yield the right of way to a pedestrian on a sidewalk or crosswalk.

RCW 46.61.290 Required position and method of turning at intersections… (3)(c) Upon a roadway where a center lane has been provided by distinctive pavement
markings for the use of vehicles turning left from either direction, no vehicles may turn left from any other lane. A vehicle shall not be driven in this center lane for the purpose of overtaking or passing another vehicle proceeding in the same direction. No vehicle may travel further than three hundred feet within the lane. A signal, either electric or manual, for indicating a left turn movement, shall be made at least one hundred feet before the actual left turn movement is made.

RCW 46.61.305 When signals required—Improper use prohibited. (2) A signal of intention to turn or move right or left when required shall be given continuously during not less than the last one hundred feet traveled by the vehicle before turning.

(4) The signals provided for in RCW 46.61.310 subsection (2), shall not be flashed on one side only on a disabled vehicle, flashed as a courtesy or “do pass” signal to operators of other vehicles approaching from the rear, nor be flashed on one side only of a parked vehicle except as may be necessary for compliance with this section.

RCW 46.61.350 Certain vehicles must stop at all railroad grade crossings—Exceptions. (1) The driver of any motor vehicle carrying passengers for hire, other than a passenger car, or of any school bus or private carrier bus carrying any school child or other passenger, or of any vehicle carrying explosive substances or flammable liquids as a cargo or part of a cargo, before crossing at grade any track or tracks of a railroad, shall stop such vehicle within fifty feet but not less than fifteen feet from the nearest rail of such railroad and while so stopped shall listen and look in both directions along such track for any approaching train, and for signals indicating the approach of a train, except as hereinafter provided, and shall not proceed until he can do so safely. After stopping as required herein and upon proceeding when it is safe to do so the driver of any said vehicle shall cross only in such gear of the vehicle that there will be no necessity for changing gears while traversing such crossing, and the driver shall not shift gears while crossing the track or tracks.

(2) This section shall not apply at:

(a) Any railroad grade crossing at which traffic is controlled by a police officer or a duly authorized flagman;

(b) Any railroad grade crossing at which traffic is regulated by a traffic control signal;

(c) Any railroad grade crossing protected by crossing gates or an alternately flashing light signal intended to give warning of the approach of a railroad train;

(d) Any railroad grade crossing at which an official traffic control device as designated by the utilities and transportation commission pursuant to RCW 81.53.060 gives notice that the stopping requirement imposed by this section does not apply.

RCW 46.61.365 Emerging from alley, driveway, or building. The driver of a vehicle within a business or residence district emerging from an alley, driveway or building shall stop such vehicle immediately prior to driving onto a sidewalk or onto the sidewalk area extending across any alleyway or driveway, and shall yield the right of way to any pedestrian as may be necessary to avoid collision, and upon entering the roadway shall yield the right of way to all vehicles approaching on said roadway.

RCW 46.61.370 Overtaking or meeting school bus—Duties of bus driver. (1) The driver of a vehicle upon overtaking or meeting from either direction any school bus which has stopped on the roadway for the purpose of receiving or discharging any school children shall stop the vehicle before reaching such school bus when there is in operation on said school bus a visual signal as specified in RCW 46.37.190 and said
driver shall not proceed until such school bus resumes motion or the visual signals are no longer activated.

(2) The driver of a vehicle upon a highway divided into separate roadways as provided in RCW 46.61.150 need not stop upon meeting a school bus which is proceeding in the opposite direction and is stopped for the purpose of receiving or discharging school children.

(3) The driver of a vehicle upon a highway with three or more marked traffic lanes need not stop upon meeting a school bus which is proceeding in the opposite direction and is stopped for the purpose of receiving or discharging school children.

(4) The driver of a school bus shall actuate the visual signals required by RCW 46.37.190 only when such bus is stopped on the roadway for the purpose of receiving or discharging school children.

(5) The driver of a school bus may stop completely off the roadway for the purpose of receiving or discharging school children only when the school children do not have to cross the roadway. The school bus driver shall actuate the hazard warning lamps as defined in RCW 46.37.215 before loading or unloading school children at such stops.

(6) A person found to have committed an infraction of subsection (1) of this section shall be assessed a monetary penalty equal to twice the total penalty assessed under RCW 46.63.110. This penalty may not be waived, reduced, or suspended. Fifty percent of the money so collected shall be deposited into the school zone safety account in the custody of the state treasurer and disbursed in accordance with RCW 46.61.440(3).

RCW 46.61.371 School bus stop sign violators—Identification by vehicle owner. If a law enforcement officer investigating a violation of RCW 46.61.370 has reasonable cause to believe that a violation has occurred, the officer may request the owner of the motor vehicle to supply information identifying the driver of the vehicle at the time the violation occurred. When requested, the owner of the motor vehicle shall identify the driver to the best of the owner's ability. The owner of the vehicle is not required to supply identification information to the law enforcement officer if the owner believes the information is self-incriminating.

RCW 46.61.372 School bus stop sign violators—Report by bus driver—Law enforcement investigation. (1) The driver of a school bus who observes a violation of RCW 46.61.370 may prepare a written report on a form provided by the state patrol or another law enforcement agency indicating that a violation has occurred. The driver of the school bus or a school official may deliver the report to a law enforcement officer of the state, county, or municipality in which the violation occurred but not more than seventy-two hours after the violation occurred. The driver shall include in the report the time and location at which the violation occurred, the vehicle license plate number, and a description of the vehicle involved in the violation.

(2) The law enforcement officer shall initiate an investigation of the reported violation within ten working days after receiving the report described in subsection (1) of this section by contacting the owner of the motor vehicle involved in the reported violation and requesting the owner to supply information identifying the driver. Failure to investigate within the ten working day period does not prohibit further investigation or prosecution. If, after an investigation, the law enforcement officer is able to identify the driver and has reasonable cause to believe a violation of RCW 46.61.370 has occurred, the law enforcement officer shall prepare a notice of traffic infraction and have it served.
upon the driver of the vehicle.

**RCW 46.61.400 Basic rule and maximum limits.** (1) No person shall drive a vehicle on a highway at a speed greater than is reasonable and prudent under the conditions and having regard to the actual and potential hazards then existing. In every event speed shall be so controlled as may be necessary to avoid colliding with any person, vehicle or other conveyance on or entering the highway in compliance with legal requirements and the duty of all persons to use due care.

**RCW 46.61.427 Slow-moving vehicle to pull off roadway.** On a two-lane highway where passing is unsafe because of traffic in the opposite direction or other conditions, a slow moving vehicle, behind which five or more vehicles are formed in a line, shall turn off the roadway wherever sufficient area for a safe turn-out exists, in order to permit the vehicles following to proceed. As used in this section a slow moving vehicle is one which is proceeding at a rate of speed less than the normal flow of traffic at the particular time and place.

**RCW 46.61.605 Limitations on backing.** (1) The driver of a vehicle shall not back the same unless such movement can be made with safety and without interfering with other traffic.

(2) The driver of a vehicle shall not back the same upon any shoulder or roadway of any limited access highway.

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**WAC 392-145-031 General school bus driver requirements.** The following are school bus driver requirements:

(1) School bus drivers shall wear a properly adjusted seat belt whenever the school bus is in motion.

(2) School bus drivers shall immediately report any suspected malfunction or needed repair of the school bus in their charge.

(3) A school bus driver shall only allow individuals authorized under the provisions of chapter 392-144 WAC to operate the school bus with passengers on board. No person except the driver shall be allowed to sit in the driver's seat.
(4) Except in accordance with district policy no school bus driver shall leave the
driver's seat without first securing the school bus by setting the parking brake, placing
the transmission in the manufacturer's recommended position, shutting off the engine,
and removing the key from the ignition switch. The keys shall be kept in the driver's or
other authorized school official's possession.
(5) All school bus drivers shall meet the qualifications established in chapter 392-
144 WAC prior to transporting students.

**WAC 392-145-041 Pre-trip and post-trip requirements.** The following are
requirements to assure safety and security of the school bus during operation:
(1) Motor fuel shall not be put into the tank while the engine is running or while
passengers are on the school bus. School bus drivers, prior to commencement of any
trip, shall assure that the school bus has sufficient fuel to prevent the school bus from
running out of fuel.
(2) School bus drivers, prior to commencement of any trip, shall assure that the
mirrors, windshield and rear window(s) of the school bus are clean.
(3) Prior to commencement of and during any trip, with passengers aboard, every
school bus driver shall ensure there are no articles in the following areas that could
impede normal movement, visibility, or emergency egress: The service entrance step
well; the entire main aisle from front to rear; the aisles or passage ways to any
emergency door; the entire shelf area between the rearmost passenger seats and the
rear emergency window (if so equipped).
(4) Tools and other miscellaneous articles shall be carried in appropriate
compartments. They shall not be carried loose upon the floor or dashboard area of the
school bus.
(5) School bus drivers shall be certain that all brakes, lights, stop signs, warning
signal lamps, and other safety devices are working properly before starting on any trip
and shall assure that the school bus is equipped with a fully stocked first-aid kit, three
reflective triangles, a body fluid clean-up kit and a fire extinguisher certified to be in
good working order.
(6) School bus drivers shall check the latch, safety lock, and warning system for
all emergency exits prior to each trip and no school bus shall be operated with
passengers aboard unless all the emergency exits are functioning properly.
(7) At the end of each trip or route segment, the school bus driver shall
thoroughly check the school bus to insure that no students are left on the school bus.
Additionally, the school bus driver shall take reasonable action to insure that any articles
left behind by students are safe, secure, and dealt with according to district policy.

**WAC 392-145-050 Driving requirements.** In addition to the following school bus
operating requirements, school bus drivers shall observe all driving regulations set forth
in the laws of the state of Washington relating to the operation of motor vehicles
(chapter 46.61 RCW, Rules of the road).

(1) School bus drivers shall not manually change gears while proceeding
downhill. Necessary gear changes shall be made before starting down a hill.
(2) No school bus driver shall disengage the clutch or place the transmission into
neutral and allow the school bus to coast.
(3) Backing a school bus is prohibited unless an adult flagman assists or an
emergency exists. Any deviation from this regulation shall require prior approval by an
authorized school district administrator. In all cases, the school bus driver will minimize
the extent of such backing. In the event of an emergency, backing of a school bus shall
be permitted only when there is no danger to pedestrians or passengers.
(4) School bus drivers shall yield the right of way to emergency vehicles.
(5) The speed of a school bus shall not be allowed to exceed the legal truck speed or any other applicable posted speed limit.
(6) When it is necessary to overtake and pass a slow moving vehicle, school bus drivers shall take reasonable action to assure that no third vehicle is drawing near. There shall be a visual road clearance of at least eight hundred feet on the road surface.
(7) All school buses shall slow down to ten miles an hour or less before making a ninety degree right or left turn.
(8) All school buses shall be operated with the headlights on when carrying passengers or traveling on a public roadway.
(9) All school buses shall be operated with the doors closed when carrying passengers or traveling on a public roadway.

**WAC 392-145-060 Loading and unloading procedures.** The following procedures are required to assure maximum student safety:

1. A school bus driver shall not order or allow a student to depart the school bus other than at his or her regular stop unless permission is first obtained in accordance with district policy.
2. School bus drivers shall pick up only the students and persons designated by an authorized school district administrator.
3. School bus drivers shall have the primary responsibility for the safety of passengers while they are boarding the school bus, while they are on the school bus, and while they are disembarking the school bus and crossing the roadway. If passengers must cross the road, the driver shall make every reasonable effort to insure that they cross safely and that they pass in front of the school bus and never behind the school bus. The driver shall likewise insure that passengers boarding or disembarking from the school bus are within his/her view at all times.
4. Prior to stopping the school bus on the roadway for the purpose of loading or unloading passengers, school bus drivers shall activate the alternating flashing amber lamps by means of a master sequencing switch. The driver shall activate the alternating flashing amber lamps:
   a. No less than one hundred feet and no more than three hundred feet from the school bus stop where the posted speed limit is thirty-five miles per hour or less; and
   b. No less than three hundred feet and no more than five hundred feet from the school bus stop where the posted speed limit is more than thirty-five miles per hour.
5. No school bus shall pull over to the left-hand side of the road to load or unload passengers.

6. The stop sign and alternately flashing red lamps shall be activated whenever a school bus is stopped on any portion of a traveled roadway to load or unload school children. Simultaneously flashing amber hazard lamps shall be activated whenever a school bus is stopped off the roadway to load or unload school children.
7. Whenever school children have to cross the roadway, the school bus shall stop on the roadway and display the stop sign and alternately flashing red lamps. A school bus driver shall not allow school children to cross any roadway having three or more marked traffic lanes or any highway divided into separate roadways as provided in RCW 46.61.150.
8. The stop sign and alternately flashing red lamps on a school bus shall not be used while the school bus is moving or to indicate that the school bus is going to stop.
9. While loading and unloading passengers on a traveled portion of the
roadway, the school bus driver shall activate the alternating flashing red lights by means of a sequencing switch prior to opening the passenger load door.

(10) The school bus driver shall set the parking brake and place the transmission in neutral or park prior to loading or unloading passengers. When it is possible, the school bus driver shall maintain light pressure on the service brake to activate the brake lamps when loading or unloading passengers.

(11) The school bus driver shall assure that all students are seated or secure prior to releasing the brake.

(12) In any case in which a school bus passes a stopped school bus which is loading and unloading students off the traveled portion of the roadway, the passing school bus shall reduce speed and proceed with caution.

**WAC 392-145-070 Rail grade crossings.** The following requirements apply to drivers of school buses during rail grade crossings:

(1) All school buses shall stop at all rail grade crossings except:
   (a) Where traffic is controlled by a police officer or duly authorized flagman;
   (b) Where an official traffic control device gives notice that the general stopping requirements do not apply;
   (c) Where local regulations or school district policy expressly prohibit stopping.

(2) In order to lessen the potential for collisions, school bus drivers shall use simultaneously flashing amber hazard lamps within two hundred feet prior to stopping for a rail grade crossing.

(3) The school bus driver shall open the door and driver window to listen for approaching trains.

(4) Drivers shall take reasonable action to insure that passengers are quiet and shall turn off all noise making devices such as fans and radios while listening for approaching trains.

(5) Drivers shall not proceed until the door is closed, visibility is clear, and the school bus can safely proceed across and completely clear the rail grade.

(6) Drivers shall not change gears of a school bus equipped with a manual transmission while the school bus is crossing a rail grade.
Sign Colors

- **Red**
  Stop or prohibition

- **Green**
  Indicated movements permitted, direction guidance

- **Blue**
  Motorist services guidance

- **Yellow**
  General warning

- **Black**
  Regulation

- **White**
  Regulation

- **Orange**
  Construction and maintenance warning

- **Brown**
  Public recreation and scenic guidance

- **Strong yellow green** - Unassigned
- **Light blue** - Unassigned
- **Coral** - Unassigned
- **Purple** - Unassigned
Roadway Signs

The octagon stop sign has white lettering and bordering on a red background. It is exclusive to stop signs.

The point down triangle yield sign has a white background with a wide inset red border and red letters. The point down triangle is exclusive to yield signs.

The pennant shape sign is to give advance warning of a no passing zone. It is on a yellow background with a black legend and posted to the left of the roadway. It may be supplemented by DO NOT PASS sign.

The pentagon shape sign simulates a school house. It is used exclusively for the marking of school zones and school crosswalks.

The advance warning sign differs from the crosswalk sign by using children and omitting the horizontal crosswalk lines.

The School Bus Stop Ahead sign is intended for use in advance of locations where a school bus, when stopped to pick up or discharge passengers, is not visible for a distance of 500 feet in advance.
If the school zone speed limit sign is posted, it will be posted on a vertical rectangle sign - white with black letters. It shall have above it a panel that says SCHOOL in black letters on a yellow background. It shall have below it a panel stating the conditions (i.e., “WHEN CHILDREN ARE PRESENT,” “WHEN FLASHING”) or the hours the speed limit is in effect.

Railroad crossings are guarded by two different signs. The familiar cross buck is placed on the railroad right of way by the railroad company. It is white with black letters. It may have a plate sign indicating the number of tracks at the crossing.

The railroad advance warning sign is round. It has a yellow background with black diagonal bars and a black “R” on each side. It is placed by public authority. The round shape is not exclusive to railroads, and is used in another color to denote emergency or evacuation routes.
Roadway Signs (continued)

Vertical rectangle signs are generally regulatory. The color combinations may vary and include white background with black, green or red border and legend. Yellow background with black border and legend is also in use.

A vertical sign with a red legend and border on white background will warn of a prohibited action or maneuver.

A vertical sign with black legend and border on a white background is a regulatory sign. It gives commanding instructions.

A vertical sign with green legend and border on a white background is a regulatory sign. It gives specific commanding instruction.

A vertical sign with black legend and border on a yellow background is an advisory sign but is enforceable if conditions of violation warrant. The sign is usually placed as an exit ramp safe speed warning.
Roadway Signs (continued)

Horizontal rectangle signs indicate service and guide. This shape can vary in size from very small plate signs to very large freeway directions signs.

The sign may vary in color depending on the service it renders.

There are some service signs that are square and may also vary in color.

The DO NOT ENTER sign is square with a red circle on a white background. It will have a horizontal white bar centered in the circle with “DO NOT” above and “ENTER” below in white letters.

The DO NOT ENTER sign may be supplemented by a “WRONG WAY” sign, a horizontal rectangle with white legend on red background.

The diamond shape sign is a warning sign and warns of hazards on the roadway and to the left and right of the roadway. Diamond signs shall have black legend and borders on either yellow or orange background. Orange backgrounds are for use to warn of construction and are regulatory when work is in progress.
Authority may be given to construction contractors and public utilities to erect temporary construction and maintenance signs. The signs must conform to standards.

When a traffic maneuver is prohibited, it will be portrayed on a square shape sign. It will have a black symbol and border on a white background. The symbol will be cancelled out with a red circle and a red diagonal slash line.

A point up triangle with blunt points is an official slow moving vehicle sign. The color is red with a reflectorized or contrasting shade of red border. It is used on farm machinery or any equipment moving less than 25 miles per hour.
Traffic Lights

A red flashing signal light means stop, then proceed with caution.

A yellow flashing light means slow down and be prepared to stop if necessary.

A steady red light indicates that you must stop before entering the intersection. You may not proceed straight ahead during this light. After stopping at a red light, you may turn right after yielding the right-of-way to other vehicles and to pedestrians lawfully within the intersection or an adjacent crosswalk. The same rule pertains when turning left into a one way street.

A steady yellow light at a Stop and Go signal is a warning to drivers that the light is going to turn red. It is unlawful to be in the intersection when the red light has flashed on.

A steady green light indicates you may turn or proceed through the intersection unless otherwise posted. You must give the right-of-way to pedestrians lawfully within the crosswalk when turning.

A steady green arrow, which is sometimes accompanied by a red light, means you may proceed cautiously in the direction of the arrow without stopping. However, you must still yield the right-of-way to pedestrians and cross traffic.
Lane Control Signals

RED
Don't use lane; traffic approaching

YELLOW
"Steady" - clear the lane
"Flashing" - left turn permitted

GREEN
Travel in lane
Route Markers

Route markers are distinctive in design and identify the type of highway marked.

The most familiar markers are the U.S. highway shield, the Interstate highway shield and the Washington State highway marker.

**State Highway**
George Washington’s head in white on a black background with black numbers.

**U.S. Highway**
Police shield, white on black background and black numbers.

**Interstate Highway**
Modernistic shield of red, white and blue.

Signs are just one of the many tools of the trade for the professional driver. The driver of a school bus should be aware that signing is subject to change, and he must be ever alert to keep current with all signs, especially those affecting local areas.
Roadway Markings

An intermittent yellow line (commonly known as a broken line) on the roadway designates the separation of traffic moving in opposite directions.

Passing and turning maneuvers are allowed across a broken yellow line.

A solid yellow line alongside of a broken yellow line signifies no passing from the lane in which the line is placed.

When a solid yellow line is placed on each side of a broken yellow line, no passing is allowed in either direction.

Double no passing lines in conjunction with a broken center line are used on hills and curves. The solid lines may or may not overlap.

If there is a continuous no passing zone for both lanes, the broken line may be omitted.
Turning is permitted into driveways and alleys across solid yellow no passing lines.

White lines separate traffic moving in the same direction on multiple lane roads.

Single broken white lines are used to designate freedom of movement from one lane to another. Single solid white lines discourage lane changes where movements are not illegal but changing lanes requires added care. A wide white line may be used to emphasize added care.

A double white line is used to delineate travel in the same direction but it is prohibited to cross. An additional lane may be provided for two-way left turns on roadways. It is not to be used for passing or any maneuver other than left turns. It will be marked by a broken yellow line and a solid yellow line on each side of the lane.
