

Entry Level School Bus Driver Training

Key Performance Indicators for Trainers

I. Local Policy and Procedures	
Driver meets standard?	Standard
	1.1 Driver can state Local Policy and Procedure for topics including, but not limited to: Dress code, Change of bus/address notes, Emergency phone numbers, Student illness and Injury: Response and Reporting, Maintenance requests, Re-fueling procedures, Substitute drivers, First aid, CPR, EpiPens, Blood borne pathogens, Inclement weather.
Acceptable Competency	1.1 When given a topic, the driver should be able to state the Local Policy and Procedure for that topic. *Due to variations in local policies across the state, trainers must use their discretion to assess Standard 1.1.
II. Federal, State, and Local Policy	
Driver meets standard?	Standard
	2.1 Driver can relate the following Federal, State, and Local Policies to the their impact on the job/duties as a bus driver: Driver certification, Background Check, Medical Certificate, Annual S endorsement training, Suicide Prevention, Reporting Child Abuse, Bus Stops, Cell Phones, Drug Testing, Student Suspension, Student Confidentiality, Drug/Weapon Free workplace, Harassment/Bullying/Hazing, Unauthorized Person on a Bus.
Acceptable Competency	2.1 When given the general subject of the policy, the driver should be able to relate the policy's impact on their job/duties as a bus driver. <ul style="list-style-type: none"> <input type="checkbox"/> Driver Certification- Drivers must receive a C2 Form (Letter) from the organization hiring them to drive to take to the DMV to be able to take the CDL tests. <input type="checkbox"/> Background Check- Drivers must pass a background check before being hired to drive a bus. <input type="checkbox"/> Medical Examiner's Certificate- Drivers must pass an annual physical to receive a Medical Examiner's Certificate. <input type="checkbox"/> Annual S endorsement training- Drivers must complete an annual 4-hour training to keep their S endorsement. <input type="checkbox"/> Suicide Prevention training- Drivers must complete an annual suicide training course as prescribed by their local policy. <input type="checkbox"/> Reporting Child Abuse- Drivers must report suspected abuse, neglect or exploitation of children to the proper authority. <input type="checkbox"/> Bus Stops- Drivers must follow local policy regarding students exiting the bus a stop other than their regular stop. Drivers must report to school authorities as soon as possible, but no later than the end of the route, any student who exited the bus not at their regular stop without the driver's permission. <input type="checkbox"/> Cell Phones- 2-way radios are okay to use. Drivers should not be using any other type of electronic device including cell phones while the bus is in motion and transporting 1 or more students, or when the bus is loading or unloading

	<p>passengers. *Local policy may be more strongly worded and often bans drivers from using cell phones whether passengers are present or not.</p> <ul style="list-style-type: none"> ❑ Drug Testing- Drivers may be tested for drugs (controlled substances) under pre-employment, reasonable suspicion, random, and post-accident procedures, and alcohol under pre-employment, reasonable suspicion, random, and post-accident procedures. ❑ Student Suspension- Drivers are not authorized to suspend students. Drivers should report misbehavior in accordance with their local policy. Students may be suspended from the bus for a variety of “good and sufficient reasons” according to the TN state law (follow local policy). ❑ Student Confidentiality- Student records are confidential. Driver should not share student information in public or over the 2-way radio. When in doubt don’t discuss any student information. ❑ Drug/Weapon Free Workplace- Controlled substances and weapons are prohibited in the workplace. ❑ Harassment/Bullying/Hazing- Drivers should follow local procedure to stop and report harassment, bullying, cyber bullying, intimidation, and/or hazing. ❑ Unauthorized Persons on a Bus- Drivers should not allow unauthorized people on their bus for their safety and the safety of their students. Follow local procedure if you encounter an unauthorized person attempting to board your bus. When in doubt stay calm and call dispatch.
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III. Student Management

Driver meets standard?	Standard
	3.1 Driver can explain the importance of focusing on safety first during student misbehavior.
Acceptable Competency	3.1 Driver should explain that their number one job is transporting students safely, and focusing on student misbehavior could cause an unsafe distraction for the driver that could lead to a wreck. Try to pull over and secure the bus before dealing with misbehaviors.
	3.2 Driver can communicate behavior expectations/rules of the bus.
Acceptable Competency	3.2 Driver should be able to communicate the rules of their bus. Examples may include: 1. Stay in your assigned seat, bottom in the seat, facing forward. 2. Keep yourself and your belongings to yourself. 3. Don’t get loud. Use a conversational voice with those around you. 4. Nothing goes out the windows. 5. Nothing should be in the aisle....Etc.
	3.3 Driver can describe proper rapport for a positive driver-student relationship.
Acceptable Competency	3.3 Driver should describe a relationship where they know student’s names, greet students each day, listen to student concerns, but also know they are not to be the student’s best friend. They are the school’s representative bound by law to maintain behavior on the bus.
	3.4 Driver can state how and when to report misbehavior, and give examples.
Acceptable Competency	3.4 Driver should discuss the local protocol for how and when to report misbehaviors. This may include phone calls, forms, and may limit reporting student misbehavior over the 2-way radio.
	3.5 Driver can describe the importance of prevention and de-escalation, and gives examples.

Acceptable Competency	<p>3.5 Prevention: Driver should note that stopping misbehavior before it can start is always best policy. “Nip it in the bud.” Things to look for: Students ducking behind seats, raised voices or laughing, objects being aimed or thrown, students out of their seat, hands not kept to themselves, students looking at you to see if you’re watching them. De-escalation: Driver should discuss knowing when to pick your battles. Waiting until a student is calm and the audience is removed is the best alternative when it is an option. Preserve the student’s dignity whenever possible. The student doesn’t need reasons to get defensive or feel that you’re personally attacking them. Use an appropriate level of response. Remember that you’re the adult in charge. If you find yourself yelling at/arguing with a student you have taken yourself out of authority and on the student’s level. Speak firmly calmly. Always refer to rules and procedures.</p>
	<p>3.6 Driver can explain the importance of knowing when to ignore or address student misbehavior, and give examples.</p>
Acceptable Competency	<p>3.6 Driver should give examples of behaviors that should be ignored, and behaviors that can’t be ignored. Driver should explain why this is important: This helps students understand that you are a reasonable authority figure and this leads to the respect of the students. Some behaviors require only a look, a nod, or a signal. Some behaviors require pulling the bus over. Some behaviors require addressing individuals, and some require addressing the bus as a group. “Killing a Fly with a Cannon” is always a bad idea. Ignoring major misbehaviors can lead to more problems on the bus in addition to the driver being reprimanded, fired, etc.</p>
	<p>3.7 Driver can explain procedures for dealing with fighting/drugs/weapons.</p>
Acceptable Competency	<p>3.7 Driver should explain local procedures for dealing with fighting/guns/weapons. This should include what to do first to ensure the safety of the bus, what to do with any confiscated items, how/when to report the incident, and when to involve the police immediately.</p> <p>When in doubt, call dispatch. Be aware of confidential things going out over a two-way radio. Sometimes it’s best to pull over, secure the bus, and use a cell phone.</p> <p>Dispatch can help:</p> <ul style="list-style-type: none"> Decide if police need to be involved immediately. Decide how to handle evidence. Decide what to do next to keep all students safe. Communicate with school personnel and parents.
IV. Distracted Driving	
Driver meets standard?	Standard
	<p>4.1 Driver can list, define, and give examples of Visual, Manual, and Mental distractions.</p>
Acceptable Competency	<p>4.1 Definition: Distracted or inattentive driving is when a driver engages in any activity that might distract them from the primary task of driving and increases their risk of crashing.</p> <ul style="list-style-type: none"> Visual—taking your eyes off the road Manual—taking your hands off the wheel Cognitive—taking your mind off your driving <p>Examples:</p> <ul style="list-style-type: none"> Using a cell phone Eating, drinking, or grooming

	Talking to passengers Reading, including map reading Using a PDA or navigation system Watching a video Changing the radio station, CD, or Mp3 player Student Misbehavior Texting
	4.2 Driver can summarize TN law regarding the use of (including texting) cell phones/electronic devices by school bus drivers.
Acceptable Competency	4.2 2-way radios are okay to use. Drivers should not be using any other type of electronic device including cell phones while the bus is in motion and transporting 1 or more students, or when the bus is loading or unloading passengers. *Local policy may be more strongly worded and often bans drivers from using cell phones whether passengers are present or not.
	4.3 Driver can list tips to avoid Distracted Driving.
Acceptable Competency	4.3 Avoid Phones or other electronic devices. Avoid Adjusting Controls. Avoid eating and reaching for food or drink. Avoid Reading. Avoid Drowsy Driving. Avoid extended use of the student mirror to manage student behavior. Pull over to a safe spot to handle behavior issues if necessary.
V. Evacuations	
Driver meets standard?	Standard
	5.1 Driver can demonstrate how to operate emergency exits including doors, windows, and hatches.
Acceptable Competency	5.1 Driver should be able to demonstrate how to operate emergency exits including doors, windows, and hatches.
	5.2 Driver can explain how to choose when to evacuate a bus: <ul style="list-style-type: none"> <input type="checkbox"/> Driver gives examples of situations which require mandatory evacuation. <input type="checkbox"/> Driver references calling dispatch as soon as possible, and explains the importance of doing so. <input type="checkbox"/> Driver references asking the following questions: <ul style="list-style-type: none"> - Are the students safer on the bus, or off the bus? - Can I move the bus to a safer location? - If not, is there a safe place for students to assemble?
Acceptable Competency	5.2 Mandatory evacuation examples: Fire HAZMAT or biohazard incident Security situation (weapons) Unsafe position of the bus due to weather, mechanical failure, road conditions, rail road crossing, motor vehicle collision.

	<p>Driver should state to call dispatch as soon as possible, and explains that dispatch can help you make decisions, help you call emergency responders, help you communicate with schools and parents.</p> <p>Driver should reference that the decision to evacuate is based on these questions:</p> <ul style="list-style-type: none"> - Are the students safer on the bus, or off the bus? - Can I move the bus to a safer location? - If not, is there a safe place for students to assemble?
	5.3 Driver can describe the characteristics of a safe assembly point.
Acceptable Competency	<p>5.3</p> <p>100 feet (40 paces) or more away from the road and bus (300 feet or about one football field is best) in the direction of any oncoming traffic. This will keep students from being hit by debris if another vehicle collides with the bus.</p> <p>Away from traffic</p> <p>Space for all riders</p> <p>Riders can easily get to the place</p> <p>If the bus is on a train track, the safe assembly point is toward the oncoming train, and away from the tracks.</p> <p>Once students are safely to the Assembly Point, it is a good idea to give the group boundaries to stay within. Ex: Don't go past the sidewalk, fence, tree, etc. This can help keep students safe and accounted for.</p>
	5.4 Driver can describe the order of preference for emergency exits.
Acceptable Competency	<p>5.4</p> <ol style="list-style-type: none"> 1. Front door 2. Front and/or rear/side door 3. Window (side or windshield or back window) 4. Roof hatch <p>These are ranked based on ease of exit in a normal situation. You wouldn't want students exiting the roof hatch when they can simply and safely exit the front door. Use your best judgment when determining which exit is best.</p> <p>For example, if there is a fire in the front driver area of the bus, then the first option would not be the front door.</p>
	5.5 Driver can list and describe the steps to evacuate the bus.
Acceptable Competency	<p>5.5</p> <p>Evacuation Step #1</p> <p>Pick a safe assembly point.</p> <p>Evacuation Step #2</p> <p>Notify dispatch that you are evacuating.</p> <p>This should not be the first contact with dispatch.</p> <p>Evacuation Step #3</p> <p>Choose the exit(s) students should use.</p> <p>Front door, Rear/Side door, Window, Roof hatch. These are listed based on ease of use in a normal situation.</p> <p>Use your best judgment when determining which exit is best. You wouldn't want students exiting the roof hatch when they can simply and safely exit the front door. For example, if there is a fire in the front driver area of the bus, then the first option would not be the front door.</p>

	<p>Evacuation Step #4 Call your Student Helper to assist. What does the Student Helper do? Helps riders off the bus. Leads riders to the assembly point and stays with them.</p> <p>Evacuation Step #5 Announce the evacuation, the exit(s) to use, and the assembly point.</p> <p>Evacuation Step #6 Give instructions to the riders. What instructions would you give to the riders? Leave belongings on bus Proceed to exit(s) chosen by driver Go to chosen location Stay in group until further instructions from driver</p> <p>Evacuation Step #7 Monitor the progress of the evacuation. You need to know where the riders are at all times. 1. Make sure all riders are off the bus; the driver is the last to exit. 2. Account for all riders at the assembly point. 3. Follow district policy regarding releasing riders, and documentation of releasing riders (who they are released to, e.g., parent, another bus, if transported to hospital).</p> <p>Evacuation Step #8 Prepare the bus for the emergency. Ask: What are the final things you do before leaving the bus? Suggested answers: Ensure transmission is in neutral/park and parking brake is set, hang the 2 way radio out the window for later use, leave key in bus and turn to accessories to power radio, or take key if appropriate for the situation, set emergency triangles/cones if appropriate.</p>
	5.6 Driver can describe how to prepare students for an evacuation or driver incapacitation.
Acceptable Competency	5.6 Teach all riders some key skills should driver be incapacitated: How to set air brake How to open air door What to say on radio To take the key
	5.7 Driver can describe special concerns for evacuating Students with special needs, students in safety seats, and pre-k students.
Acceptable Competency	5.7 Students with special needs: Which riders can evacuate themselves? Which riders can be removed without wheelchair, specialized seat, or CSS (Child Safety Seat)?

	<p>Which riders must NOT be removed from wheelchair, specialized seat, or CSS or need specialize equipment removed with them? Which riders and personnel could help you?</p> <p>Students in safety seats, and Pre-K students: Child safety restraint systems (CSRSs) should not be placed in school bus seats adjacent to emergency exits. Do not remove child from seat Remove child from bus IN seat Simply cut seat belt and take child and seat off bus together. Remove riders from bus and place them in safe location.</p>
	5.8 Driver can know location of, and how to operate a seat belt cutter. (If applicable)
Acceptable Competency	5.8 Driver should be able to locate and explain how to operate a seat belt cutter. (if applicable)

VI. Driving Techniques	
Driver meets standard?	Standard
	6.1 Driver can demonstrate and explain pre-trip inspection and documentation.
Acceptable Competency	6.1 Driver should be able to demonstrate and explain the pre-trip inspection required by local policy, and procedure for documenting.
	6.2 Driver can explain difference and demonstrate familiarity with the following bus characteristics: Stop and start procedures, Seat adjustments, Tail swing, Gauges/Switches locations, Emergency Exits, Child Safety Alarms, Turning Radius/Placement of Wheel
Acceptable Competency	6.2 Given the bus characteristic/topic, the driver should be able to explain differences and/or demonstrate familiarity. These characteristics may include Stop and start procedures, Seat adjustments, Tail swing, Gauges/Switches locations, Emergency Exits, Child Safety Alarms, and Turning Radius/Placement of Wheel. These bus characteristics will vary by local bus.
	6.3 Driver can list, locate, and demonstrate knowledge of bus emergency equipment.
Acceptable Competency	6.3 Driver should be able to list, locate, and demonstrate knowledge of bus emergency equipment which may include: Fire Extinguisher Spare electrical fuses (if equipped) Three red reflective triangles Properly charged and rated fire extinguisher In addition, school bus drivers must also inspect the following emergency equipment: Emergency Kit Body Fluid Cleanup Kit
	6.4 Driver can demonstrate use of, and explain policy on use of the 2-way radio.
Acceptable Competency	6.4 Drivers should not only know how to physically operate the 2-way radio on their bus, but also how to properly call and answer dispatch, schools, and other drivers. Drivers

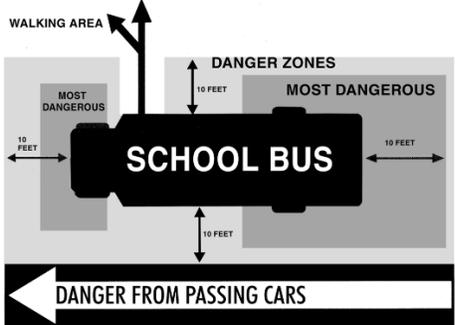
	should also know local policy and guidelines concerning common language, student confidentiality, idle talk, discussing discipline issues, etc.
	6.5 Driver can explain the idea of, and equation for Total Stopping Distance.
Acceptable Competency	<p>6.5 Perception Distance + Reaction Distance + Braking Distance = Total Stopping Distance</p> <p>Perception distance: The distance your vehicle travels from the time your eyes see a hazard until your brain recognizes it.</p> <p>Reaction distance: The distance you will continue to travel before you physically hit the brakes, in response to a hazard seen ahead.</p> <p>Braking distance: The distance your vehicle will travel while you are braking.</p> <p>Total stopping distance: The total minimum distance your vehicle has traveled, including perception distance, reaction distance and braking distance, until you can bring your vehicle to a complete stop.</p>
*	6.6 Driver can explain "counting", and demonstrate proper Following Distance.
Acceptable Competency	<p>6.6 *Driver should be observed (at level 4) using proper Following Distance, and should be able to explain "counting". How much space should you keep in front of you? One good rule says you need at least one second for each 10 feet of vehicle length at speeds below 40 mph. At greater speeds, you must add 1 second for safety. To know how much space you have, wait until the vehicle ahead passes a shadow on the road, a pavement marking, or some other clear landmark. Then count off the seconds like this: "one thousand- and-one, one thousand-and-two" and so on, until you reach the same spot. The average school bus is near 40 feet in length, so you should be counting to at least "4 one-thousand" at speeds under 40mph.</p>
	6.7 Driver can give examples of possible road hazards, and explain why a driver should always be looking for possible hazards.
Acceptable Competency	<p>6.7 You will have more time to act if you see hazards before they become emergencies. When you see a hazard, think about the emergencies that could develop and figure out what you would do. Always be prepared to take action based on your plans.</p> <p>Examples:</p> <ul style="list-style-type: none"> Work Zones Pavement Drop Offs Foreign Objects in the Road Off/On Ramps Delivery Trucks Parked Vehicles Pedestrians Confused Drivers Slow Drivers Signaling Drivers Drivers in a Hurry Bicyclists Children Disabled Vehicles Accidents
*	6.8 Driver can explain how curves, visibility, traction, traffic, and construction may require a driver to adjust the speed of the bus, and maintains appropriate speed for the posted limit and road conditions.

<p>Acceptable Competency</p>	<p>6.8 * Driver should be observed (at level 4) maintaining appropriate speed for the posted limit and road conditions. Driver should also explain why you should slow down and use caution for these various conditions: curves, visibility, traction, traffic, construction, and hills. Curves- Drivers must adjust their speed for curves in the road. If you take a curve too fast, two things can happen. The tires can lose their traction and continue straight ahead, so you skid off the road. Or, the tires may keep their traction and the vehicle rolls over. Don't ever exceed the posted speed limit for the curve. Slow to a safe speed before you enter a curve. Braking in a curve is dangerous. Tests have shown that trucks with a high center of gravity can roll over at the posted speed limit for a curve. Visibility- You should always be able to stop within the distance you can see ahead. Hills, fog, rain, or other conditions may require that you slow down to be able to stop in the distance you can see. At night, you can't see as far with low beams as you can with high beams. When you must use low beams, slow down. Traction- You can't steer or brake a vehicle unless you have traction. It will take longer to stop, and it will be harder to turn without skidding, when the road is slippery. Wet (rain, snow, ice) roads can double stopping distance. Traffic- When you're driving in heavy traffic, the safest speed is the speed of other vehicles (the flow of traffic). Use extra caution if the traffic around you is travelling at a different speed than your bus. Construction- Speeding traffic is the number one cause of injury and death in roadway work zones. Observe the posted speed limits at all times when approaching and driving through a work zone.</p>
<p>*</p>	<p>6.9 Driver can demonstrate tight left hand and right hand turns.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses signal to show intention of turning. <input type="checkbox"/> Goes slow and uses convex mirror to check rear wheel tracking. <input type="checkbox"/> Swings far enough to keep rear wheel from hitting curb. <input type="checkbox"/> Explains and demonstrates button-hook technique.
<p>Acceptable Competency</p>	<p>6.9 *Driver should be observed (at level 4): Using signal to show intention of turning. Going slow and using convex mirror to check rear wheel tracking. Swinging far enough to keep rear wheel from hitting curb. Demonstrating the button-hook technique. (Driver should also be able to explain why this technique.)</p>
<p>*</p>	<p>6.10 Driver can demonstrate safe backing of the bus.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explains the safety concerns with backing a bus, and states the only justification for backing a bus (when there is no other safe way to move the bus, and there are no people outside the bus). <input type="checkbox"/> Explains appropriate times to reverse the bus when dropping off and picking up students.

	<ul style="list-style-type: none"> <input type="checkbox"/> Uses mirrors to check clearance, and track wheels.
Acceptable Competency	<p>6.10 *Driver should be observed (at level 4): Backing safely using mirrors to check clearance and track wheels. Driver should also be able to: Explain the safety concerns with backing a bus, and states the only justification for backing a bus (when there is no other safe way to move the bus, and there are no people outside the bus). Explain appropriate times to reverse the bus when dropping off and picking up students.</p>
	<p>6.11 Driver can demonstrate and explain the post-trip inspection including checking the entire bus for sleeping or hiding students, and the policy for reporting bus defects before the next route.</p>
Acceptable Competency	<p>6.11 Driver should be able to demonstrate and explain the procedure for post-trip inspection including checking the entire bus for sleeping or hiding students, disarming the child safety alarm, looking for internal bus defects and external bus defects. Driver should be able to explain the policy for how and when to report bus defects found in the post-trip inspection.</p>
*	<p>6.12 Driver can demonstrate and explain the steps to safely crossing rail road tracks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assume a train may be coming and don't get in a hurry. Turn off 8-way lights Master switch. <input type="checkbox"/> Turn on your 4-way flashers 200 feet before the crossing. On a multilane road, use the right-most lane. <input type="checkbox"/> Stop no closer than 15 feet, no farther than 50 feet from nearest track. Place the transmission in Park, or if there is no Park, in Neutral and engage the parking brake. <input type="checkbox"/> Open window and door. Request quiet from students, turn off fan and radio. <input type="checkbox"/> Look and Listen. Look again. Be sure you have enough space to completely cross the track. <input type="checkbox"/> Close the door, put the bus in drive, and disengage the parking brake. <input type="checkbox"/> Go and don't stop or change gears until you have completely crossed the tracks with room to spare (including bus and train overhang). <input type="checkbox"/> Turn off your hazard lights and shut your window.
Acceptable Competency	<p>6.12 *Driver should be observed (at level 4) following the steps to safely crossing rail road tracks. The driver should also be able to explain these steps (the reasoning behind them, the associated dangers).</p>
VII. Mirror Usage	
Driver meets standard?	Standard
	<p>7.1 Driver can demonstrate and explain mirror inspection.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures mirrors are secure and tight. <input type="checkbox"/> Ensures mirrors are clean and clear of ice or condensation. <input type="checkbox"/> Demonstrates usage of mirror defroster switch (if applicable).
Acceptable Competency	<p>7.1 Driver can demonstrate and explain mirror inspection. Ensures mirrors are secure and tight. Ensures mirrors are clean and clear of ice or condensation. Demonstrates usage of mirror defroster switch (if applicable).</p>

	<p>7.2 Driver can demonstrate and explain the proper adjustment of the flat mirrors to be able to view:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 200 feet or 4 bus lengths behind the bus. <input type="checkbox"/> Along the sides of the bus (showing only about 1 inch of the side of the bus). <input type="checkbox"/> The rear tires touching the ground.
Acceptable Competency	<p>7.2 Driver can demonstrate and explain the proper adjustment of the flat mirrors to be able to view: 200 feet or 4 bus lengths behind the bus. Along the sides of the bus (showing only about 1 inch of the side of the bus). The rear tires touching the ground</p>
	<p>7.3 Driver can demonstrate and explain the proper adjustment of the convex mirrors to be able to view:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The entire side of the bus up to the mirror mounts. <input type="checkbox"/> Front of the rear tires touching the ground. <input type="checkbox"/> At least one traffic lane on either side of the bus.
Acceptable Competency	<p>7.3 Driver can demonstrate and explain the proper adjustment of the convex mirrors to be able to view: The entire side of the bus up to the mirror mounts. Front of the rear tires touching the ground. At least one traffic lane on either side of the bus.</p>
	<p>7.4 Driver can demonstrate and explain the proper adjustment of the cross view mirrors to be able to view:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The entire area in front of the bus from the front bumper at ground level to a point where direct vision is possible. <input type="checkbox"/> The right and left front tires touching the ground. <input type="checkbox"/> The area from the front of the bus to the service door.
Acceptable Competency	<p>7.4 Driver can demonstrate and explain the proper adjustment of the cross view mirrors to be able to view: The entire area in front of the bus from the front bumper at ground level to a point where direct vision is possible. The right and left front tires touching the ground. The area from the front of the bus to the service door.</p>
	<p>7.5 Driver can demonstrate and explain the proper adjustment of the student mirror to be able to view:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The top of the rear window in the top of the mirror. <input type="checkbox"/> All of the students, including the heads of the students right behind you.
Acceptable Competency	<p>7.5 Driver can demonstrate and explain the proper adjustment of the student mirror to be able to view: The top of the rear window in the top of the mirror. All of the students, including the heads of the students right behind you.</p>
*	<p>7.6 Driver can check mirrors quickly while driving, and explain the danger of checking a mirror for too long.</p>
Acceptable Competency	<p>7.6 *Driver should be observed (at level 4) checking mirrors quickly while driving, and should be able to explain the danger of checking a mirror for too long (taking your eyes off the road is a distraction, the bus can travel a great distance in a short period of time, this can lead to a crash)</p>

VIII. Loading and Unloading

Driver meets standard?	Standard
	8.1 Driver can explain the Danger Zones of a bus.
Acceptable Competency	 <p>8.1 Driver should explain that the danger zones are 10 feet all the way around the bus with the 10 feet in front of and the 10 feet at the rear of the bus being the most dangerous.</p>
	8.2 Driver can relate how TN law on authorized emergency vehicles (police, ambulances, etc.) can affect loading and unloading procedures.
Acceptable Competency	8.2 Driver should relate that extreme caution should be used in the loading/unloading procedure anytime an emergency vehicle is near because emergency vehicles are not required to stop for a school bus's lights/stop arm. Driver should also be able to explain what to do if an emergency vehicle is approaching before/during the loading/unloading process.
	8.3 Driver can explain how fog can affect loading and unloading procedures.
Acceptable Competency	8.3 Fog. Fog reduces visibility. You can't see students. Other vehicles can't see you. If fog is a problem in your area, plan with the students to have them wait as far from the road as possible and use extreme caution when loading/unloading. Assume the worst of approaching motorists (that they can't see you or the students).
	8.4 Driver can explain the importance of only backing a bus after students are loaded, or before they are unloaded at a bus stop.
Acceptable Competency	8.6 Driver should explain that the likelihood of an accident involving a student while backing the bus is greatly decreased when you only back a bus after students are loaded, or before they are unloaded at a bus stop. The driver may also discuss the danger zone and lack of visibility at the rear of the bus. The driver may also discuss the possibility of stragglers or late students trying to catch the bus, or students trying to return to the bus because they forgot or dropped something.
	8.5 Driver can explain the importance of not dealing with on-bus problems when loading and unloading.
Acceptable Competency	Loading and unloading requires all your concentration. Don't take your eyes off what is happening outside the bus (as the driver should be counting/re-counting/checking for traffic). If there is a behavior problem on the bus, wait until the students unloading are safely off the bus and have moved away. If necessary, pull the bus over to handle the problem.
	8.6 Driver can explain the importance of these general rules for students loading/unloading safely:

	<ul style="list-style-type: none"> <input type="checkbox"/> If a student drops something, he/she should tell the bus driver and never try to pick it up. <input type="checkbox"/> Students should wait for the driver to signal their entry onto the bus from either side of the road. <input type="checkbox"/> Students should never run to catch the bus. <input type="checkbox"/> Students should use handrails when loading or unloading. <input type="checkbox"/> Watch that straps, drawstrings, and clothing don't get caught in the handrail or door. <input type="checkbox"/> When loading sit down quickly. <input type="checkbox"/> When unloading stay seated until the bus stops.
Acceptable Competency	<p>Driver can explain the importance of these general rules for students loading safety:</p> <p>If a student drops something, he/she should tell the bus driver and never try to pick it up due to danger zones, lack of visibility, and the increased likelihood of an accident.</p> <p>Students should wait for the driver to signal their entry onto the bus from either side of the road as a safety precaution as approaching motorists may ignore/fail to see the bus's stop sign and pass the bus on the right or left.</p> <p>Students should never run to catch the bus due to danger zones, the lack of visibility, and the increased likelihood of an accident.</p> <p>Drivers and students should watch that straps, drawstrings, and clothing don't get caught in the handrail or door due to possibility of the injuring the passenger if the bus goes into motion.</p> <p>Students should sit down quickly when loading, and stay seated until the bus stops for unloading due to the increased likelihood of injury from a fall while the bus is in motion.</p>
*	<p>8.7 Driver can demonstrate and explain the loading procedure:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Don't rush. Safety first, Schedule second. <input type="checkbox"/> Activate Amber flashing lights at least 200 feet before the school bus stop. <input type="checkbox"/> Ensure the bus stop is clear of students, and begin counting students. <input type="checkbox"/> Engage parking brake, and put bus in neutral/park. <input type="checkbox"/> Activate Red flashing lights and extended stop arm. <input type="checkbox"/> Hand up to hold students at bus stop. Open door. Cover horn with opposite hand. <input type="checkbox"/> Check traffic in front of and behind the bus. Ensure all traffic has stopped. <input type="checkbox"/> Make eye contact with students and slowly drop hand straight down to signal them to cross the street and/or enter the bus. <ul style="list-style-type: none"> • If the driver blows the horn at any point that means danger. Students should stop, immediately return to the side of the road they started from, and then look back to driver for further instructions. • Students not needing to cross the street: <ul style="list-style-type: none"> - Students should wait for the driver's signal, look for traffic, and quickly board the bus. • Students needing to cross the street: <ul style="list-style-type: none"> - Students should wait for the driver's signal to cross, look both directions, and then cross 10 feet in front of the bus to the other side of the road. Then walk quickly and board the bus. <input type="checkbox"/> Re-count to ensure all students at bus stop loaded bus. <input type="checkbox"/> Check overhead mirror to make sure students are seated. <input type="checkbox"/> Look for late arriving students, and close door when safe.

	<input type="checkbox"/> Shift bus into gear/drive, and release parking brake. <input type="checkbox"/> Check mirrors prior to pulling away.
Acceptable Competency	*Driver should be observed (at level 4) using the proper loading procedure, and should be able to explain the loading procedure.
*	8.8 Driver can demonstrate and explain the unloading procedure for driver: <ul style="list-style-type: none"> <input type="checkbox"/> Don't rush. Safety first. Schedule second. <input type="checkbox"/> Only let students unload if you and they feel it is safe. Report unsafe situations to dispatch. <input type="checkbox"/> Activate Amber flashing lights at least 200 feet before the school bus stop. <input type="checkbox"/> Ensure bus stop is clear. <input type="checkbox"/> Engage parking brake, and put bus in neutral/park. <input type="checkbox"/> Activate Red flashing lights and extended stop arm. <input type="checkbox"/> Open door. Cover horn with hand. <ul style="list-style-type: none"> • If the driver blows the horn at any point that means danger. Students should stop, immediately return to the side of the road they started from, and then look back to driver for further instructions. • Students not needing to cross the street: <ul style="list-style-type: none"> - Students should glance to the rear of the bus to check for traffic passing on the right before stepping off the bus, then quickly walk 10 feet away from the bus, and stay in a safe zone clear of the bus until it has completely pulled away. • Students needing to cross the street: <ul style="list-style-type: none"> - Students should glance to the rear of the bus to check for traffic before stepping off the bus, quickly walk 10 feet along the side of the road in front of the bus, and then walk to the center line of the road. Students should stop at center line of the road and then check for traffic in both directions. If safe, students should proceed across street and stay in a safe zone clear of the bus and traffic, until the bus has completely pulled away. <input type="checkbox"/> Count students as they exit the bus, and recount students as they make it to their safe zone. <input type="checkbox"/> Close door, and check mirrors for pedestrians and traffic. <input type="checkbox"/> Shift bus into gear/drive, and release parking brake. <input type="checkbox"/> Check mirrors again prior to pulling away.
Acceptable Competency	*Driver should be observed (at level 4) using the proper unloading procedure, and should be able to explain the unloading procedure.

Remember: Trainer should initial the "Driver meets Standard?" box for each Standard met competently by the driver. Training is only considered complete when all boxes are initialed by trainer.

Date Entry Level Driver Training was completed: _____

Driver Signature: _____ Date: _____

Trainer Signature: _____ Date: _____

