

Course Outline

Transportation

REVISED: August/2018

Job Title

Truck and Bus Driving

Career Pathway:

Operations

Industry Sector:

Transportation

O*NET-SOC CODE:

53-3022.00

CBEDS Title:

Truck and Bus Driving

CBEDS No.:

5662

79-90-88

Bus Driver/1

Credits: 2.5

Hours: 40

Course Description:

This competency-based course is the first in a sequence of two designed for Bus Driver. It provides students with knowledge and skills needed for employment as truck and bus drivers. Instruction includes driver's license and special certificate requirements, bus operations, laws and regulations, vehicle components, general and specialized defensive driving techniques, passenger loading and unloading, emergency procedures, passenger management, activity trips, passengers with disabilities, and public and community relations. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

Prerequisites:

Enrollment requires reading level 7.0 as measured by the TABE 9/10, must be at least 18 years of age, must possess a valid Class C Driver's License, must be able to pass a State approved physical examination and drug screen test administered by a physician.

NOTE: For Perkins purposes this course has been designated as an **introductory** course.

This course cannot be repeated once a student receives a Certificate of Completion.



COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components

Location

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

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Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS

(continued)

Course Outline Components

Location

INSTRUCTIONAL STRATEGIES

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Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT

Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

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Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

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The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

ACKNOWLEDGMENTS

Thanks to SHERI ARMSTRONG for developing and editing this curriculum. Acknowledgment is also given to LUZ GRANADOS for editing this course outline, and to ERICA ROSARIO for designing the original artwork for the course covers.

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Transportation Knowledge and Performance Anchor Standards

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Transportation academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Transportation sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the Transportation sector workplace environment.

5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Transportation sector using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Transportation sector workplace environment.

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Transportation sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organization.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Transportation sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Transportation anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the SkillsUSA career technical student organization.

Transportation Pathway Standards

A. Operations Pathway

The Operations pathway prepares students for postsecondary employment and education in a variety of career opportunities in the transportation industry, including but not limited to harbors, ports, warehousing, marine applications, airplanes, trains, vehicles, and specialty equipment.

Sample occupations associated with this pathway:

- ◆ Warehouse Worker/Dispatcher
- ◆ Production, Planning, and Expediting Clerk
- ◆ Storage, Warehouse, and Distribution Manager
- ◆ Container Crane Operator
- ◆ Inspectors and Planners

- A1.0 Evaluate and assess all aspects of facilities and facility planning for efficient and effective processing/handling of people, goods, and services in the transportation industry (housing, storage, maintenance, parts).
 - A1.1 Recognize the importance of space and location of equipment.
 - A1.2 Define and understand highway, rail, harbor port, and airport controls.
 - A1.3 Identify where to place equipment for effective and efficient processing.
 - A1.4 Explain the difference between office area and processing areas.
 - A1.5 Design a/an processing center/office/shop.
- A2.0 Describe and identify tools, techniques, and systems used to plan, staff, lead, and organize human resources as it relates to the transportation sector.
 - A2.1 Define the role of management and the responsibility and importance that are required to hold or maintain a position.
 - A2.2 Describe the production and use of industry-generated documents, records, and forms as well as related management skills used in the transportation industries.
 - A2.3 Understand work-related systems of the transportation industries.
 - A2.4 Maintain accurate records as applicable.
 - A2.5 Understand how guidelines, rules, regulations, and laws control transportation-industry practices and how they are overseen by local, state, federal, and international agencies.
 - A2.6 Explore career paths and opportunities within the transportation industry.
 - A2.7 Analyze asset acquisition and procurement needs.
 - A2.8 Research three various types of communication systems needed.
- A3.0 Demonstrate an understanding of the concepts and processes needed to move, store/house, locate, and/or transfer people, goods, and services.
 - A3.1 Identify and understand transportation options such as rail, air, road, and sea.
 - A3.2 Define the different types of process controls available.
 - A3.3 Describe hazardous and nonhazardous materials handling.
 - A3.4 Understand process controls, from planning to completion.
 - A3.5 Determine the uses of information systems in the order fulfillment process.
 - A3.6 Determine the effects of government regulations on stock handling techniques and warehousing.
 - A3.7 Explore the functions of the shipping and receiving process in the success of the distribution function.
 - A3.8 Evaluate types of inventory controls.
- A4.0 Demonstrate an understanding of business fundamentals, uses and application of technologies, communications, and basic management functions.
 - A4.1 Describe current business and marketing trends.

- A4.2 Identify and analyze the risks associated with obtaining business credit.
- A4.3 Identify considerations in planning and implementing marketing/business strategies.
- A4.4 Identify target audience for specific marketing and sales needs.
- A4.5 Identify the legal aspects of sales contracts and warranties.
- A4.6 Explain the nature of sales forecasting and marketing needs.
- A4.7 Understand the practices of acceptable customer relations services.
- A4.8 Compare and contrast advantages and disadvantages of business ownership.

- A5.0 Analyze and evaluate the design advantages and disadvantages of transportation-industry systems and the effects of those systems on people and the environment.
 - A5.1 Identify environmental conditions that would impact various aspects of the transportation industry.
 - A5.2 Identify steps necessary to design a specific mode of transportation using aerodynamics.
 - A5.3 Research the effects of ergonomics on the health and safety of workers and customers.
 - A5.4 Create a model of a vehicle (train, airplane, railroad, car) incorporating ergonomics and aerodynamics in the design.

- A6.0 Demonstrate safety practices pertaining to the transportation industry, including requirements of the Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), Air Quality Management Districts (AQMDs), and other regulatory agencies.
 - A6.1 Extract information from Material Safety Data Sheets (MSDS) pertaining to chemicals used in the workplace.
 - A6.2 Locate regulatory information and manufacturer recalls.
 - A6.3 Conform to federal, state, and local regulations and manufacturers' specifications when handling, Storing, and disposing of chemicals and equipment, including necessary certifications.
 - A6.4 Adhere to ergonomic and environmental safety regulations in the workplace.
 - A6.5 Participate in compliance training activities and exercises.
 - A6.6 Determine the safe and correct application and use for chemicals used in the transportation Industry.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Bus Driver/1 Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. ORIENTATION AND SAFETY</p> <p>Understand, apply, and evaluate classroom and workplace policies and safety procedures according to federal, state, and local safety and environmental regulations.</p> <p>(1 hours)</p>	<ol style="list-style-type: none"> Describe the scope and purpose of the course. Describe the overall course content as a part of the Linked Learning Initiative. Identify classroom policies and procedures. List the different occupations in the Transportation Industry Sector which have an impact on the role of bus drivers. Describe the opportunities available for promoting gender equity and the representation of non-traditional populations in Transportation. Discuss and evaluate the impact of Environmental Protection Agency (EPA) legislation on Transportation Industry Sector practices. Discuss and demonstrate the use of the Material Safety Data Sheet (MSDS) as it applies to Transportation. Describe the state agency responsibilities <ol style="list-style-type: none"> California Department of Education California Highway Patrol Department of Motor Vehicles Explain the purpose of the California Occupational Safety and Health Administration (Cal/OSHA) and its laws governing bus drivers. Describe classroom and workplace first aid and emergency procedures according to American Red Cross (ARC) standards. Explain how each of the following insures a safe workplace: <ol style="list-style-type: none"> employees' rights as they apply to job safety employers' obligations as they apply to safety obtaining a tuberculosis screening test Pass a written exam on first aid and emergency procedures with 100% accuracy. 	<p>Career Ready Practice: 1, 2, 3, 5, 7</p> <p>CTE Anchor: Communications: 2.4 Career Planning and Management: 3.1, 3.2, 3.4 Technical Knowledge and Skills: 10.1, 11.1</p> <p>CTE Pathway: A2.6</p>
<p>B. DRIVER'S LICENSE AND SPECIAL CERTIFICATE REQUIREMENTS</p> <p>Understand the correct meaning and intent of the requirements, laws and regulations for a Special Driver's Certificate.</p>	<ol style="list-style-type: none"> Identify the following handbooks and books as sources of requirements, laws and regulations of licensing and certification in California. <ol style="list-style-type: none"> California Code of Regulations, Title 13 (13 CCR) California Commercial Driver Handbook (CCDH) California Educational Code (EC) Passenger Transportation Safety Handbook, (82.7) Vehicle Code (VC) Identify the following Vehicle Codes which pertain to certificate requirements: <ol style="list-style-type: none"> VC 12517 (a, b & c): qualifications of school bus drivers VC 12522: first-aid exam for bus drivers 	<p>Career Ready Practice: 1, 2, 5, 7, 8</p> <p>CTE Anchor: Communications: 2.1 Problem Solving and Critical Thinking 5.2, 5.3, 5.4 Health and Safety 6.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)	<p>c. VC 12516: age for driving a school bus</p> <ol style="list-style-type: none"> 3. Identify the following Educational Codes and California Codes of Regulations, Title 13 which pertain to driver training: <ol style="list-style-type: none"> a. EC 40070: approval b. EC 40082: school bus driver c. EC 40084.5: original applicant d. EC 40085: certificate renewal e. EC 40088: requirements for school bus driver certificate f. EC 40089: teaching requirements for instructor g. 13CCR 1205: hijacking h. EC 40087: documentation of training 4. Identify the following California Codes of Regulations: <ol style="list-style-type: none"> a. VC 12157.2: medical requirements b. VC 12516.3: fingerprints 5. Identify the following parts of 13 CCR 1207 which pertain to the issuance of a driver's certificate: <ol style="list-style-type: none"> a. testing b. temporary certificate c. permanent certificate d. certification restriction endorsement 6. Identify the following parts of 13 CCR 1208 which pertain to school bus driver's certificate actions: <ol style="list-style-type: none"> a. VC 13370: mandatory denials b. discretionary c. cancellations d. reapplication e. VC 13369: endorsements and certificates f. EC 39843: notification to DMV of gross negligence g. EC 39860: pupils should not be left unattended on school bus for an activity trip 7. Identify SPAB driver's certification actions and the California Codes of Regulations which pertain to: <ol style="list-style-type: none"> a. 13 CCR 1210: convictions b. 13 CCR 1211: denial, suspension, or revocation hearings c. VC 13381: written request for hearing d. VC 13376: certificates for written request for hearing 8. Discuss the driver certification process with regard to: <ol style="list-style-type: none"> a. test location b. re-testing c. original applicants d. renewal applicants e. cancelled applicants 9. Pass Driver's License and Special Certificate Requirements quiz with a score of 80% or higher. 	<p>Ethics and Legal Responsibilities: 8.1,8.2, 8.3, 8.4</p> <p>Technical Knowledge and Skills: 10.1, 10.2</p> <p>Demonstration and Application: 11.1</p> <p>CTE Pathway: A2.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>C. BUS OPERATION, BUS USE, BUS LAWS AND REGULATIONS</p> <p>Identify types of buses; understand the operational use of buses.</p>	<ol style="list-style-type: none"> 1. Define a “transit bus” in contrast to a general public paratransit vehicle. 2. Identify the function, design, equipment, and requirements of the following types of school buses: <ol style="list-style-type: none"> a. Type I <ol style="list-style-type: none"> i) conventionals ii) coach or transit b. Type II c. Wheelchair Bus 3. Identify the following Vehicle Codes that pertain to laws and regulations: <ol style="list-style-type: none"> a. VC 2804: inspection by patrol members b. VC 2807: school bus inspections c. VC 2808: private school bus requirements d. VC 14606 (a): employment of person to drive motor vehicle e. VC 24004: unlawful operation after notice by officer 4. Identify 13 CCR 1212 and CCR 1212.5 as a code of regulation which pertains to hours of duty (buses, school buses) and exceptions (adverse conditions, emergencies, etc.) 5. Identify 13 CCR 1213.1 as a code of regulation that pertains to placing drivers’ out-of-service. 6. Identify 13 CCR 1214 as a code of regulation that pertains to driver condition. 7. Identify 13 CCR 1215 as a code of regulation that pertains to vehicle condition: <ol style="list-style-type: none"> a. daily inspection b. daily report c. repairs 8. Identify 13 CCR 1216 as a code of regulation that pertains to the transportation of property: <ol style="list-style-type: none"> a. hazardous materials b. fuel c. general property d. animals 9. Identify 13 CCR 1217 as a code of regulation that pertains to the transportation of passengers: <ol style="list-style-type: none"> a. seating capacity b. weight c. step wells d. seat beside driver e. standing passengers f. open doors g. interior lighting h. ejection of pupils i. exemptions (standing passengers) 10. Identify 13 CCR 1218 as a code of regulation that pertains to fueling restrictions. 	<p>Career Ready Practice: 1, 2, 5, 7, 8</p> <p>CTE Anchor: Communications: 2.1 Problem Solving and Critical Thinking: 5.2, 5.3, 5.4 Health and Safety: 6.6 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1</p> <p>CTE Pathway: A2.3, A2.4, A2.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)	<p>11. Identify the following codes of regulations that pertain to additional requirements:</p> <ul style="list-style-type: none"> a. 13 CCR 1219: school bus accident b. 13 CCR 1220: discontinuance from use c. 13 CCR 1221: alcoholic beverages d. 13 CCR 1222: smoking e. 13 CCR 1223: driver's vision f. 13 CCR 1224: seat belt use g. 13 CCR 1225: headlamps h. 13 CCR 1226: leaving driver's compartment i. VC 40001: Owner's responsibility j. VC 34520: Motor carriers and drivers: testing k. 13 CCR 1229: Driving proficiency l. 13 CCR 1230 Unlawful operation: <ul style="list-style-type: none"> Out-of service vehicles Damaged m. 13 CCR 1231: Vehicle inspection approval certificate <ul style="list-style-type: none"> Display of certificate Issuance of certificate n. 13 CCR 1232: Vehicle inspection and maintenance: <ul style="list-style-type: none"> Periodic preventive maintenance inspection Oil or grease accumulations Cleanliness of buses o. 13 CCR 1234: Required records for motor carriers: <ul style="list-style-type: none"> Driver's authorized vehicles Driver's records Daily vehicle inspection reports School bus accident reporting p. 13 CCR 1235: Towing other vehicles q. 13 CCR 1236: Reporting driver status <ul style="list-style-type: none"> Dismissal Employment or training status r. VC 34501.15: Driver placed out of service s. VC 34501.16: Employee information t. 5 CCR 14103: Authority of driver u. CCR 13 1226: Transmission position v. VC 34520: Drug testing requirements <p>12. Pass Bus Operation, Bus Use, Bus Laws and Regulations quiz with a score of 80% or higher.</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>D. VEHICLE COMPONENTS-PART 1</p> <p>Identify bus components. Understand the mechanical operation of different types of buses.</p>	<ol style="list-style-type: none"> Discuss the benefits of understanding the basic principles of the various components of the bus. Identify the engine as the unit that creates the power supply for the rest of the power train. Identify the components of the power train: <ol style="list-style-type: none"> engine clutch/flywheel transmission drive shaft differential rear axles drive wheels Identify the two basic types of internal combustion engines used in buses (gasoline, diesel fuel) and their methods of fuel ignition. Identify the major sections of an engine. Identify the major moving parts inside the engine. Identify the functions of the cylinder, piston, rod, valve, and crankshaft. Discuss the intake stroke, compression stroke, firing stroke, and exhaust stroke. Discuss the function of fuel, air, oil, and water in the operation of an engine. Identify the flywheel, clutch disc, and pressure plate. Explain the functions of the flywheel. Explain the primary function of the clutch. Discuss how “feathering” or using the clutch as a brake shortens the life of the clutch. Identify the function of the transmission as to make maximum use of engine power at different road speeds. Explain why gears of different sizes are needed to increase the speed of the vehicle. Identify and outline the function of the drive shaft. Discuss the use of drive-shaft guards on buses. Identify and outline the three basic functions of the differential and rear axle. Identify the types of steering mechanisms used in the bus industry. Describe the source of power for power steering. Describe the role of force and friction in the functioning of brakes. Differentiate between service brake, parking brake and emergency stopping system. Diagram air brake system. Identify the three different air storage systems and their functions. List air governor requirements as minimum cut-in pressure at 85 psi and maximum cut-out pressure at 130 psi. Identify audible low-air warning devices. Identify visible (drop-flag) low-air warning devices. Discuss why installing an override switch on a required audible warning device is prohibited. 	<p>Career Ready Practice: 1, 2, 4, 5</p> <p>CTE Anchor: Communications: 2.1 Problem Solving and Critical Thinking: 5.2, 5.3, 5.4 Health and Safety: 6.6 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1</p> <p>CTE Pathway: A2.5, A3.3, A6.3, A6.6, A7.3, A7.4, A7.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)	29. Define “emergency stopping system”, as outlined in 13 CCR 1246(e), 13 CCR 1246(e)(I), 13 CCR 1246€ 2, and 13 CCR 1246(e)(3). 30. Explain the following emergency stopping systems and their applications: a. spring brake system i. service brake application ii. emergency application; rear wheel only iii. parking application iv. air-applied emergency/parking brake DD3 v. air-applied emergency brake DD2 b. hydraulic brake system 31. Explain the use of the parking brake. 32. List regulations pertaining to tires as outlined in VC 27465. 33. Discuss local responsibility for tire care. 34. Identify new devices and new systems brought about by manufacturer’s changes or new state and federal requirements. 35. Identify options of additional equipment that can be incorporated within a vehicle. 36. CFR 49 571.121: Brakes 37. VC 26506: Warning devices 38. CCR 13 1246: Warning devices 39. Pass Vehicle Components- Part 1 quiz with a score of 80% or higher.	
E. VEHICLE COMPONENTS-PART 2 Identify bus components. Understand the mechanical operations of different types of buses.	1. Discuss the use of dual air system. 2. Identify the major components of the antiskid system. 3. Identify DD2 and DD3 brake systems. 4. Discuss the function of the front wheel limiting valve. 5. Discuss the use of manufacturer’s recommended operating procedures when operating a bus with automatic transmission. 6. Identify and describe the function of the range selector lever. 7. Describe the operation and function of the converter. 8. Describe the operation and function of the throttle control. 9. Describe the operation and function of the hydraulic retarder. 10. Discuss the use of two-speed rear axles. 11. Describe the operation and function of the clutch brake. 12. Describe the operation and function of the engine or exhaust brake. 13. Describe the operation and function of the electric drive-shaft retarder. 14. Discuss the operation procedure for locking and unlocking inter-axle or through-drive differentials. 15. Identify proper procedures in the use of public address systems, and AM and FM radios.	Career Ready Practice: 1, 2, 4, 5 CTE Anchor: Communications: 2.1 Problem Solving and Critical Thinking: 5.2, 5.3, 5.4 Health and Safety: 6.6 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1 CTE Pathway: A2.5, A3.3, A6.3, A6.6, A7.3, A7.4, A7.5

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)	16. Identify proper procedures in the use of two-way radios including: <ol style="list-style-type: none"> choice of words voice volume voice quality pronunciation air time conservation avoidance of frequency interference 17. VC 23125: Prohibition against use of wireless telephones 18. Pass Vehicle Components- Part 2 quiz with a score of 80% or higher.	
F. BASIC DEFENSIVE DRIVING TECHNIQUES Understand basic driving skills, special conditions, techniques, and additional laws and regulations pertaining to the operation of a large vehicle.	<ol style="list-style-type: none"> Discuss the importance of a properly adjusted driver's seat. Discuss the importance of an unobstructed driver's view. Identify the five "sensory devices" which pick-up and transmit information to the brain. Identify driver condition. Define "conditioned response" or habit as it applies to driving. Describe the habits of an "accident-prone" driver. Describe effective behavioral methods of relearning habits to become a safer driver. Define basic driver requirements Define basic vehicle requirements Define by example defensive driving. Define by trait the defensive driver. Define perception factor Define the "safety circle:" <ol style="list-style-type: none"> earliest warning line zone of recognition early action line zone of action accident zone Describe I.P.D.E. <ol style="list-style-type: none"> Identify Predict Decide Execute List driver conditions which can adversely affect the ability of a driver to drive a bus safely. Discuss the importance of knowing the overall mechanical condition of the bus. Discuss the importance of knowing the grade and power ability of the bus. Define proper following distance. Compute a safe following distance using feet of vehicle length as a variable. Define adequate visual lead time. Compute adequate visual lead time for a variety of speeds. Define reaction time and stopping distance. Compute the distance traveled, during reaction time for a variety of speeds and for various bus types. 	Career Ready Practice: 1, 2, 5, 7, 8, 12 CTE Anchor: Communications: 2.1, 2.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1 CTE Pathway: A1.1, A2.2, A2.3, A2.5, A5.1, A6.5, A7.2

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)	<ul style="list-style-type: none"> 24. Define space cushion. 25. Define correct turning points for different buses. 26. Identify school bus mirror field of vision test 27. Discuss correct mirror use prior to and during a turn. 28. Use of mirrors: <ul style="list-style-type: none"> CCR 13 1257: Mirrors CCR 13 1258: Mirrors on school bus VC 26709: Mirrors 29. Define steering and turning 30. Define wheel base as it relates to turning radius for: <ul style="list-style-type: none"> a. coach-type bus b. conventional bus 31. List basic steps when planning a change in course of direction. 32. List specific rules in making right turns. 33. List specific rules in making left turns. 34. Identify rules of the road with regard to intersections in general, unprotected intersections, and protected intersections. 35. Define "official traffic control device". 36. Identify defensive driving procedures when encountering intersections controlled by traffic lights. 37. Identify six potential points of conflict that may occur at an intersection. 38. Review collision scenarios 39. Identify defensive driving procedures when approaching a hill on a two-way road. 40. Describe BC 22452: Railroad Grade Crossing 41. Discuss the factors of momentum, gravity, friction, and centrifugal force when driving in areas where there are curves. 42. Identify defensive driving precautions when in the vicinity of cyclists. 43. Identify defensive driving precautions when in the vicinity of animals. 44. Identify traffic symbols, signals and signs by their shape and color. 45. Review accident reports to determine if the accident could have been prevented. 46. Pass General Defensive Driving Techniques quiz with a score of 80% or higher. 	
<p>G. ADVANCED DEFENSIVE DRIVING TECHNIQUES</p> <p>Understand defensive driving techniques.</p>	<ul style="list-style-type: none"> 1. Identify adverse weather and hazardous conditions that affect driving. 2. Discuss driving procedures in the following adverse weather conditions and hazards: <ul style="list-style-type: none"> a. mud b. wind c. rain d. hydroplaning e. traction 3. Identify operational policies set forth in California Vehicle Code section 34501.6. 	<p>Career Ready Practice: 1, 2, 5, 7, 8,12</p> <p>CTE Anchor: Communications: 2.1, 2.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)	<ol style="list-style-type: none"> 4. Discuss driving precautions when driving in fog and mist. 5. Identify driving precautions related to severe ice and snow. 6. Identify “white ice” and “black ice”. 7. Identify conditions that require the use of snow chains on tires. 8. Identify precautions when driving under the following light conditions: <ol style="list-style-type: none"> a. when glare is increased by reflection b. night driving c. driving at twilight 9. List ways drivers can improve their ability to see and drive during darkness. 10. Identify night driving procedures. 11. Review interior lighting 12. Discuss procedures for the following occurrences: <ol style="list-style-type: none"> a. tire blowout b. skidding c. unexpected hazards d. loss of brakes e. sudden loss of visibility f. headlights fail g. windshield wipers fail h. accelerator sticks i. running off pavement j. steering failure 13. Identify freeway driving procedures. 14. Define aggressive driving. 15. Pass a Specialized Defensive Driving Techniques quiz with a score of 80% or higher. 	<p>Ethics and Legal Responsibilities: 8.1, 8.2, 8.3</p> <p>Technical Knowledge and Skills: 10.1, 10.2,</p> <p>Demonstration and Application: 11.1</p> <p>CTE Pathway: A1.1, A2.2, A2.3, A2.5, A5.1, A6.5, A7.2</p>
<p>H. PASSENGER LOADING AND UNLOADING</p> <p>Identify equipment for passenger loading and unloading. Understand the laws as they pertain to passenger loading and unloading. Understand the driver’s responsibilities during loading and unloading of passengers.</p>	<ol style="list-style-type: none"> 1. Discuss contents of Transportation Safety Plan. 2. Discuss School Bus Emergency Procedure and Passenger Safety guidelines. 3. Discuss Walk-Ride-Walk: Getting to School Safely Program. 4. Identify the following National Highway Traffic Administration (NHTSA) guidelines: <ol style="list-style-type: none"> a. Guideline for the Safe Transportation of Pre-School Age Children in School Buses b. Handrails, Drawstrings and Toys c. Hand-held Items d. Safe Seating 5. Identify the following laws and regulations: <ol style="list-style-type: none"> a. Seat beside Driver 1217(d) 13 CCR b. Driver’s Vision 1223 13 CCR c. Unsafe Load VC 24002(a) d. General Property 1216 (a) 13 CCR e. Authority of Driver 14103(a) 5 CCR f. Ejection of Pupils at Other Than Pupil’s Regular Stop 12179(i) 13 CCR g. Seating Capacity 1217(a) 13 CCR 	<p>Career Ready Practice: 1, 2, 5, 7, 8, 12</p> <p>CTE Anchor: Communications: 2.1, 2.3</p> <p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4</p> <p>Ethics and Legal Responsibilities: 8.1, 8.2, 8.3</p> <p>Technical Knowledge and Skills: 10.1, 10.2</p> <p>Demonstration and Application: 11.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ul style="list-style-type: none"> h. Standing Passengers 1217(e) 13 CCR i. Open Doors 1217(f) 13 CCR j. Step Wells 1217(g) 13 CCR k. Exemptions 1217(h) 13 CCR l. Starting Parked Vehicles or Backing VC 22106 6. Identify laws and regulations with regard to required equipment: <ul style="list-style-type: none"> a. School Bus Signal and School Bus Stops 22112(c)(3) b. School Bus Warning Signal System VC 25257(a) c. School Buses VC 27906(a) 7. Identify laws and regulations with regard to parking: <ul style="list-style-type: none"> a. Prohibited Stopping, Standing or Parking VC 22500 b. Additional Prohibited Stopping, Standing or Parking; Fire Lane VC 22500.1 c. Unincorporated Area Parking VC 22504(a) d. Curb Parking VC 22502(a) e. School bus idling 8. Identify laws and regulations with regard to school bus stops: <ul style="list-style-type: none"> a. School Bus Signal and School Bus Stop VC 22112 b. Danger zones c. School Bus Stops 1238 (a) 13 CCR d. Prohibited Stops 1238(b) 13 CCR e. CHP Approved Stops 1238© 13 CCR f. Leaving Driver's Compartment 1226 13 CCR g. Authority of District Boards 1202(b) 13 CCR h. VC 527 and VC 530: definitions of a roadway i. VC 360: highway j. VC 490: definitions of a private road or driveway k. VC 445: Official Traffic Control Signal l. VC 625: Traffic Officer m. VC 22504(c): Unincorporated Area Parking; School Bus Stops n. VC 22500.5: Transit System Stops o. VC 21651: definitions of a divided highway 9. Identify laws and regulations with regard to school bus passing: <ul style="list-style-type: none"> a. School Bus: Meeting and Passing VC 22454(a) b. Violations VC 22454.5 10. Identify laws and regulations with regard to bus driver responsibility: 11. EC 4488: Identify Liability When Pupils Not on School Property <ul style="list-style-type: none"> a. EC 39843: notification of DMV of gross negligence b. EC 39860: pupils should not be left unattended on school bus for an activity trip 12. Discuss the following passenger loading and unloading procedures: <ul style="list-style-type: none"> a. Passenger Loading (Red Light Exempt, Right-Side, Non-Escort) b. Passenger Loading (Right-Side, Non-Escort) c. Passenger Loading (Escorted Crossover) d. Passenger Loading (Non-Escorted, Crossover) e. Passenger Unloading (Red Light Exempt, Right-Side, Non-Escort) f. Passenger Unloading (Right-Side, non-Escort) g. Passenger Unloading (Escorted Crossover) h. Passenger Unloading (Non-Escorted Crossover) 	<p>CTE Pathway: A1.3, A2.3, A3.2, A5.1, A6.5, A7.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)	<ul style="list-style-type: none"> i. Special Loading/Unloading Conditions j. Special Needs Passengers (Loading/Unloading) k. Transit Bus Loading/Unloading l. Transporting Senior Citizens m. Transporting Farm Labor Workers 13. Review accident scenarios. 14. Discuss judicial perspective on compliance 15. Pass a Passenger Loading and Unloading quiz with a score of 80% or higher.	
I. EMERGENCY PROCEDURES Understand procedures for different emergency situations.	<ul style="list-style-type: none"> 1. Discuss the necessity for bus drivers to be trained properly in emergency procedures. 2. Identify abbreviations 3. Identify Laws: <ul style="list-style-type: none"> a. VC 12517.1: Definition of school bus accident b. 1219 13 CCR: School bus accidents c. 1237 13 CCR: Reporting of accidents d. 14103.5 CCR: Authority of the driver e. 1217 (i) 13 CCR: Ejection of pupils f. VC 22112 (e) (2): School bus signal g. 1220 13 CCR: Discontinuance from use h. 1226 13 CCR: Leaving driver's compartment i. VC 20001: Duty to stop at scene of accident j. VC 20002: Duty where property damaged k. VC 20003: Duty upon injury or death l. VC 20004: Duty upon death m. VC 16000: Accident reports n. VC 25251 (a) (2,3): Permitted flashing lights o. VC 25257.5: Flashing lights: School buses 4. Identify emergency equipment required: <ul style="list-style-type: none"> p. fire extinguisher (8 B:C rating) q. first-aid kit r. a set of red warning reflectors 5. Differentiate between fire extinguisher ratings of 8 B:C rating and 4 B:C rating. 6. Discuss inspection and servicing requirements of fire extinguishers used in school buses. 7. Identify the proper placement of fire extinguishers in school buses. 8. Discuss the use of a fire extinguisher as a first-aid firefighting appliance. 9. Identify the components of the "fire triangle". 10. Discuss the manner in which combustion can be suppressed. 11. Classify fires into the four general classes: <ul style="list-style-type: none"> a. Class A b. Class B c. Class C d. Class D 	Career Ready Practice: 1, 2, 5, 7, 8, 12 CTE Anchor: Communications: 2.1, 2.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1 CTE Pathway: A1.3, A2.3, A2.5, A2.8, A3.3, A5.1, A7.2

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ol style="list-style-type: none"> 12. Describe the dry chemical extinguisher (air pressurized) and its operation. 13. Demonstrate the safe operation of a dry chemical extinguisher. 14. Outline the procedures in the event of a fire around the vehicle. 15. Identify first aid procedures 16. Identify the minimum required contents of a school bus first-aid kit. 17. Calculate the required number of first-aid kit units according to the number of passengers a school bus is designed to carry. 18. Identify and discuss the use of red emergency reflectors. 19. Diagram and explain the proper placement of red emergency reflectors. 20. Identify a fuse. 21. Discuss the safe use of fuses. 22. Demonstrate the safe use of fuses. 23. Identify legal obligations that are applicable to emergency breakdown procedures for school buses. 24. Outline procedures in the event of a mechanical breakdown. 25. Identify driver's responsibilities when involved in a collision. 26. Outline general procedures in the event of an accident. 27. Adapt general procedures to various accident scenarios. 28. Describe passenger evacuation regulations. 29. Discuss passenger panic and effective strategies to mitigate the response. 30. Discuss driver panic and effective strategies to mitigate the response. 31. Identify evacuation regulations and procedures in the following situations: <ol style="list-style-type: none"> a. fire b. vehicle situated in a dangerous position upon the roadway 32. Identify safe riding practices for passengers: <ol style="list-style-type: none"> a. loading and unloading procedures b. proper seat position c. red-light crossover procedure d. proper noise level e. student responsibility f. general behavior for bus passengers 33. Discuss the regulations for: <ol style="list-style-type: none"> a. bus entrances and exits b. door warning devices c. emergency exits- Type 1 school buses d. emergency exits- Type 2 school buses e. emergency exits- all school buses 34. Identify at least two methods or routes of escape in buses operating in California. 35. Demonstrate drills which teach passengers a different way out of the bus other than the one normally used for loading and unloading purposes. 36. Discuss the use of passenger assistants on school buses 	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)	<p>37. Identify the duties and responsibilities and procedures for passenger assistants:</p> <ol style="list-style-type: none"> rear-door assistants front-door assistants outline procedures for a front door evacuation outline procedures for a rear floor-level evacuation side emergency door evacuation left and rear floor-level doors evacuation rear, side, and front floor-level doors evacuation front and side floor-level doors evacuation left rear floor-level emergency door evacuation <p>38. Discuss hijacking and kidnapping including the following definitions:</p> <ol style="list-style-type: none"> predation pathological political or social escape <p>39. Discuss procedures in case of hijacking and kidnapping situation.</p> <p>40. Define hazardous materials as materials that may pose an unreasonable risk to health, safety, and property during transportation.</p> <p>41. Identify exemptions to the transportation of hazardous materials (e.g., oxygen, etc.)</p> <p>42. Outline required action when involved in an accident/arrive at the scene of an accident that involves hazardous materials.</p> <p>43. Pass a first-aid training test with a score of 100%.</p> <p>44. Pass an Emergency Procedures quiz with a score of 100%.</p>	
<p>J. PASSENGER MANAGEMENT</p> <p>Understand basic psychological and behavioral patterns of passengers.</p>	<ol style="list-style-type: none"> Discuss the “behavior curve” as a method of understanding child passenger behavior. Identify common behavioral traits/student behavior for children in the following age groups: <ol style="list-style-type: none"> preschool kindergarten to first grade first grade to third grade fourth grade to fifth grade sixth grade seventh grade eighth grade computer skills and software applications Explain different intermediate and junior high-grade groupings according to local school organization. Identify common behavioral traits/student behavior of senior high students. Discuss the use of mutual respect in driver/student interaction. Identify characteristics of group behavior for the following passengers: <ol style="list-style-type: none"> kindergarten and elementary school pupils high-school-age pupils 	<p>Career Ready Practice: 1, 2, 5, 7, 8, 12</p> <p>CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4, Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: A2.3, A2.5, A3.2, A6.5,</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)	<ol style="list-style-type: none"> 7. Discuss the behavioral traits of “troublemakers”. 8. Identify elements of group behaviors in the following: <ol style="list-style-type: none"> a. group troublemakers b. group leaders 9. Discuss effective strategies and techniques of group control. 10. Identify ways to establish a mutual relationship with passengers. 11. Identify school bus transportation behavior problems and effective strategies to stop or mitigate them. 12. Identify bus safety rules posted in every bus. 13. Define the terms pupil management and discipline. 14. Identify appropriate methods of discipline available to bus drivers according to local school board policies. 15. Discuss the following terms with regard to pupil management and discipline: <ol style="list-style-type: none"> a. authority of driver b. denial of transportation c. board policies d. parent responsibility e. teacher responsibility f. pupil responsibility g. driver responsibility 16. Pass a Passenger Management quiz with a score of 80% or higher. 	
<p>K. ACTIVITY TRIPS</p> <p>Understand laws and regulations, procedures and preparation required for safe activity trips.</p>	<ol style="list-style-type: none"> 1. Define activity trip. 2. Identify leading causes of serious and/or fatal accidents which occur on activity trips. 3. Identify the following laws and regulations designed to prevent activity trip accidents: <ol style="list-style-type: none"> a. driving proficiency b. unlawful operation c. permitting unlicensed persons to drive d. violation of license restriction e. certificate restrictions f. driving hours 4. Identify the following laws and regulations with regard to basic driving requirements: <ol style="list-style-type: none"> a. basic speed law b. maximum speed law c. minimum speed law d. designated lanes e. passing on grades f. standing passengers g. exemptions 5. Identify problems specific to activity trips. 6. Discuss the benefits of proper planning of an activity trip. 7. Outline driver’s responsibility with regard to preparing for an activity trip. 	<p>Career Ready Practice: 1, 2, 5, 7, 12</p> <p>CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: 2.1, 2.3,</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)	<ol style="list-style-type: none"> 8. Discuss guidelines with regard to the following preparation procedures: <ol style="list-style-type: none"> a. communication with adult and pupil passengers b. transporting of extra equipment c. responsibilities on arrival and the return trip d. rest, food, or fueling stops e. VC 34501.6: Visibility restrictions 9. Pass an Activity Trips quiz with a score of 80% or higher. 	
<p>L. PASSENGERS WITH DISABILITIES</p> <p>Understand the laws and regulations, behavior patterns, and management of passengers with disabilities.</p>	<ol style="list-style-type: none"> 1. Define an individual with a disability. 2. Identify Special Education terminology and functions: <ol style="list-style-type: none"> a. Describe the function of the Community Advisory Committee (CAC). b. Identify Designated Instruction and Services (DIS). c. Define Free and Appropriate Public Education (FAPE). d. Identify Individualized Education Plan (IEP). e. Describe an IEP Team. f. Define Least Restrictive Environment (LRE). g. Define Special Education Local Planning Area (SELPA). h. Identify Individuals with Disabilities Education Act. i. Describe the duties and responsibilities of a program specialist. j. Describe the duties and responsibilities of a resource specialist. 3. Discuss the importance of the transportation of individuals with disabilities. 4. Identify Federal Reporting Categories developed to meet the needs of individuals with disabilities. 5. Define the following terms used to categorize conditions: <ol style="list-style-type: none"> a. aphasia b. birth injuries c. brain-injured child d. cerebral palsy e. developmentally disabled f. hearing impaired g. hyperactive h. multi-handicapped i. physically disabled 6. Describe the general characteristics of an individual with: <ol style="list-style-type: none"> a. developmental disabilities b. emotional disabilities c. learning disabilities d. hearing impairment e. visual impairments f. communication disorders g. epilepsy 7. Discuss factors that may influence the behavior patterns of passenger with a disability: (i.e., parents or family members, medication, etc.). 8. Discuss Adoption of Policies, Special Education Code Section 56221. 	<p>Career Ready Practice: 1, 2, 5, 7, 8, 12</p> <p>CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: A2.5, A6.2, A6.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)	<p>9. Discuss how the following documents, laws and Federal Regulations ensure the rights of and provides services for individuals with disabilities:</p> <ul style="list-style-type: none"> a. Americans with Disabilities Act (ADA) b. Section 504 of P.L. 93-112 of Rehabilitation Act of 1973 c. Individuals with Disabilities Education Act <p>10. Identify what procedures a school district must follow in suspending or expelling an individual with a disability.</p> <p>11. Discuss confidentiality of pupil's records.</p> <p>12. Identify guidelines of access of a bus driver to personally identifiable information regarding an individual with a disability.</p> <p>13. Identify the rights of parents and obligations of the local education agency (LEA).</p> <p>14. Identify the driver's responsibilities in transporting a child with a disability.</p> <p>15. Identify ways parents and teachers can assist the driver in handling problems on the bus due to passenger behavior.</p> <p>16. Identify management strategies that reinforce desired behavior in a positive manner.</p> <p>17. Describe specific behavior management strategies for the following types of behaviors:</p> <ul style="list-style-type: none"> a. "The Show-Off" b. "The Defiant One" <p>18. Explain the problems caused by spur-of-the-moment discipline.</p> <p>19. Identify the parent's responsibilities with regard to bus transportation.</p> <p>20. Discuss the mandate of appropriate instruction in safe riding practices and emergency bus evacuation drills.</p> <p>21. Identify procedures in an emergency evacuation drill.</p> <p>22. Identify the following wheelchair/mobile seating and special equipment:</p> <ul style="list-style-type: none"> a. standard b. motorized c. support infant seal harness d. restraints <p>23. Discuss general principles for use of lift.</p> <p>24. Discuss wheelchair safety in the following situations:</p> <ul style="list-style-type: none"> a. ramp or incline b. curbs <p>25. Identify safe lifting and carrying techniques.</p> <p>26. Identify safe adaptations to lifting and carrying techniques.</p> <p>27. Discuss Signal, Service or Guide Dogs California Education Code Section 38057.</p> <p>28. Pass a Passengers with Disabilities quiz with a score of 80% or higher.</p>	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>M. PUBLIC AND COMMUNITY RELATIONS</p> <p>Understand the meaning and importance of public relations.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. Define the term public relations. 2. Discuss the effect of public relations and public perception of bus drivers. 3. Discuss the importance of the transportation of the driver in public relations. 4. Identify personal and interpersonal skills drivers must possess to work with customers (i.e., general public, young people, parents, teachers, and school administrators). 5. Discuss the effect of a driver's attitude, personal grooming habits, and the care given to equipment on public perception. 6. Define professionalism and provide examples of behaviors that are perceived by the public as professional. 7. Define the term community relations. 8. Identify benefits to transportation company and to passengers of good community relations. 9. Identify specific passenger relation skills for the following populations: <ol style="list-style-type: none"> a. individuals with a disability b. older adults 10. Identify district policy and rules with regard to individuals with a disability and older adult passengers. 11. Pass a Public and Community Relations test with a score of 80% or higher. 	<p>Career Ready Practice: 1, 2, 5, 7, 12</p> <p>CTE Anchor: Communications: 2.1, 2.3 Problem Solving and Critical Thinking: 5.1, 5.4 Ethics and Legal Responsibilities: 8.3, 8.4 Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: A2.3, A2.5, A4.1, A4.4, A4.7</p>
<p>N. EMPLOYABILITY SKILLS</p>	<ol style="list-style-type: none"> 1. Describe employer requirements for the following: <ol style="list-style-type: none"> c. Punctuality d. Attendance e. Attitude toward work f. Quality of work g. Teamwork h. Responsibility i. Timeliness j. Communication skills 2. Complete sample job application forms correctly. 3. Describe the importance of appropriate appearance in the interview and on a job. 4. Describe the importance of the continuous upgrading of job skills 5. Describe customer service as a method of building permanent relationships between the organization and the customer. 6. Demonstrate an understanding of classroom policies and procedures 7. Discuss importance of the following personal skills in the business environment: <ol style="list-style-type: none"> a. Positive attitude b. Self-confidence c. Honesty d. Perseverance e. Self-management/work ethic 	<p>Career Ready Practice: 1, 2, 3, 4, 8, 9</p> <p>CTE Anchor: Communications: 2.4 Career Planning and Management; 3.3, 3.4, 3.9 Demonstration and Application: 11.2</p> <p>CTE Pathway: A2.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)	<ul style="list-style-type: none"> f. Pride in product/work g. Dependability 8. Identify acceptable business attire 9. Establish goals for self-improvement and further education/training. 10. Prioritize tasks and meet deadlines. 11. Understand the importance of initiative and leadership. 12. Understand the importance of lifelong learning in a world of constantly changing technology. 13. Identify and discuss behaviors of an effective team 14. Work cooperatively, share responsibilities, accept supervision and assume leadership roles. 15. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups. 16. Read, write and give directions. 17. Demonstrate skills in technical reading and writing. 18. Locate information from written and electronic sources, and identify strategies for evaluating their reliability. 19. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving. 20. Understand and implement written instructions, from technical manuals, written communications, and reference books. 21. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication. 22. Demonstrate writing/editing skills as follows: <ul style="list-style-type: none"> a. Write, proofread, and edit business correspondence. b. Use correct grammar, punctuation, capitalization, vocabulary and spelling 23. Select and use appropriate forms of technology for communication. 24. Discuss and implement good safety practices, including the following: <ul style="list-style-type: none"> a. Personal b. Fire c. Equipment d. Tools e. American Red Cross Standards (ARC) 25. Examine aptitudes related to career options, relate personal characteristics and interests to educational and occupational opportunities. 	

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

DMV, California Department of Motor Vehicles Handbook, www.dmv.ca.gov, 2018

DMV, California Commercial Driver's Handbook, www.dmv.ca.gov, 2017-2018

DMV, California Vehicle Code. www.dmv.org

Thomas Reuters, California Code of Regulations, Title 13: Motor Vehicles. <https://govt.westlaw.com/calregs/>

Federal Code of Regulations Part 49: Transportation. Office of the Federal Register National Archives and Records Administration as a Special Edition of the Federal Register, October 2012

CHP, Sacramento, CA, California Highway Patrol Handbook 82.7: Passenger Transportation Safety Handbook, CHP, March 2003

RESOURCES

Employer Advisory Board members

CTE Model Curriculum Standards Transportation:
<https://www.cde.ca.gov/ci.ct/sf/documents/transportation.pdf>

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Lecture and discussion
- B. Demonstration
- C. Students hands-on practice
- D. Individualized instruction
- E. Critical thinking and listening skills
- F. Peer teaching and cooperative learning

EVALUATION

SECTION A – Orientation and Safety: pass a written exam on first aid and emergency procedures with 100% accuracy.

SECTION B – Pass a Driver’s License and Special Certificate Requirements quiz with a score of 80% or higher.

SECTION C – Pass a Bus Operation, Bus Use, Bus Laws and Regulations quiz with a score of 80% or higher.

SECTION D – Pass a Vehicle Components – Part 1 quiz with a score of 80% or higher.

SECTION E – Pass a Vehicle Components – Part 2 quiz with a score of 80% or higher.

SECTION F – Pass a General Defensive Driving Techniques quiz with a score of 80% or higher.

SECTION G – Pass a Specialized Defensive Driving Techniques quiz with a score of 80% or higher.

SECTION H – Pass a Passenger Loading and Unloading quiz with a score of 80% or higher.

SECTION I – Pass an Emergency Procedures quiz with a score of 100%.

SECTION J – Pass a Passenger Management quiz with a score of 80% or higher.

SECTION K – Pass an Activity Trips quiz with a score of 80% or higher.

SECTION L – Pass a Passengers with Disabilities quiz with a score of 80% or higher.

SECTION M – Pass a Public and Community Relations test with a score of 80% or higher.

SECTION N – Employability Skills - Pass all assignments and exams on employability skills with a minimum score of 80% or higher.

Standards for Career Ready Practice

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, societal, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color,
national origin, gender, or physical disability.
