

School Bus Driver Improvement Course Program Standards

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Course Provider Manual

Version 4.1

Name:

Notes:

**SCHOOL BUS DRIVER IMPROVEMENT COURSE PROGRAM STANDARDS
COURSE PROVIDER MANUAL**

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Amendment Record

Name of Manual	Prefix	Amendment Number	Date Published
School Bus Driver Improvement Course Program Standards	SBDIC	4.1	January 2020

SCHOOL BUS DRIVER IMPROVEMENT COURSE PROGRAM STANDARDS

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Glossary

APPLICANT: An organization or individual that has submitted an application and other supporting material to become a prospective ministry-approved School Bus Driver Improvement Course - Course Provider.

APPROVED CURRICULUM: A school bus driver improvement course curriculum that has been evaluated and designated by MTO as meeting program standards.

AUDITOR: Independent, third party auditor hired by the course provider to provide an opinion on the level of compliance with MTO program requirements. Auditors must meet MTO eligibility criteria.

CLASSROOM FACILITY: Premises that meet MTO standards where a MTO- approved course is offered.

 **COMPLIANCE INSPECTION:** Inspection conducted by a third-party auditor to confirm course providers meet MTO program requirements and the course delivery follows their MTO-approved curriculum.

COURSE PROVIDER: An organization that has met all MTO program requirements and has been granted MTO approval to offer a School Bus Driver Improvement Course.


COURSE ADMINISTRATOR: An employee designated by the course provider responsible to MTO for the course provider's participation in the School Bus Driver Improvement Course program.

INSTRUCTOR: A School Bus Driver Improvement Course - Course Provider approved instructor who is authorized to deliver their training curriculum.

MINISTRY (MTO): Her Majesty the Queen in Right of Ontario as represented by the Ministry of Transportation and its successors and assigns.

MINISTRY-APPROVED SCHOOL BUS DRIVER IMPROVEMENT COURSE: A course referred to in subsection 13(1) of Ontario Regulation 340/94 under the *Highway Traffic Act* which is in compliance with MTO course content and delivery standards set out by the Ministry of Transportation.

OFFICE FACILITY: Premises owned, leased or rented by a course provider where the business activities of the course provider are conducted.

 **SPECIFIED PROCEDURES INSPECTION REPORT (SPIR):** Document completed and signed by an independent, third party auditor under contract with the SBDIC course provider as part of regularly scheduled compliance inspections, as required by MTO.

SCHOOL BUS DRIVER IMPROVEMENT COURSE PROGRAM STANDARDS COURSE PROVIDER MANUAL

Introduction

This manual contains the course content and delivery standards for a **Ministry-Approved School Bus Driver Improvement Course (SBDIC)** as required under the Ontario Highway Traffic Act, Regulation 340/94, section 13(1).

- 13.** (1) *An applicant for a Class B or E driver's licence shall meet the following requirements:*
- 1. The applicant shall provide evidence satisfactory to the Minister that he or she has, not more than five years before the date of application, successfully completed a driver improvement course approved by the Minister.*

The purpose of this manual is to:

- provide an overview of the SBDIC program
- provide details on course standards and MTO expectations of course providers and instructors, and
- provide guidance and facilitate the application process.

The manual is divided into three parts:

- Part One, provides a general overview of the SBDIC program
- Part Two, provides details on course standards and MTO expectations, and
- Part Three, provides details on how to apply for ministry-approved SBDIC course status.

Comments on this manual or the administration of the SBDIC program are welcome. Please direct your written comments or inquiries to:

Manager
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SCHOOL BUS DRIVER IMPROVEMENT COURSE PROGRAM STANDARDS COURSE PROVIDER MANUAL

Part One

- Overview
- General Program Conditions
- General Process

SCHOOL BUS DRIVER IMPROVEMENT COURSE PROGRAM STANDARDS

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Overview

Objective of the School Bus Driver Improvement Course

The School Bus Driver Improvement Course (SBDIC) was originally established in 1975. Since then, the primary objective of the SDBIC has remained to provide comprehensive school bus driver education, ensuring the continued safe transportation of our children to and from school.

Although there have been many advances in school bus design and equipment, they are ineffective without a skilled and knowledgeable driver behind the wheel.

Note: Completion of a ministry-approved SBDIC course does not qualify or otherwise certify drivers for the transportation of physically disabled passengers.

MTO's Role

MTO is responsible for administering the SBDIC program as required by Ontario Regulation 340/94 under the *Highway Traffic Act*. As part of its responsibility, MTO approves course providers and curricula as meeting the regulatory requirements for new school bus licence holders.

MTO has an obligation to update course content and delivery standards in response to changes in industry practices, driver licensing requirements, vehicle standards, and other influences.

As required, MTO will monitor course providers and their delivery of the SBDIC as part of its oversight of quality assurance. MTO is responsible for reviewing audit reports submitted by independent, third-party auditors. Where appropriate, MTO imposes sanctions against course providers that do not meet the required standards.

Course Administrator's Role

All applications to be a ministry-approved course provider are submitted by course administrators. Course administrators are responsible for:

- ensuring that all course content, delivery standards, instructor qualifications and facility requirements are met as approved by MTO
- ensuring a secure process for certifying that school bus licence applicants have successfully completed all program learning objectives and they remain accountable to MTO for the program, i.e., products they develop and/or deliver, and the conduct and/or qualifications of their instructors
- responsible for hiring independent, third-party auditors to conduct regularly scheduled compliance inspections at the request of MTO
- all correspondence between MTO and course providers passes through the course administrator. Course administrator serves as point of contact between course provider and MTO.

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General Program Conditions

Please note that MTO:

- may amend course standards at any time
- may not accept a submission from a prospective course provider, who may not generate sufficient training volumes to participate in this program cost effectively
- may request course providers to resubmit or amend their application or curriculum
- does not give any exclusive or territorial rights, nor is there any limit on how many course providers may be approved
- does not suggest that a course provider will receive any amount or duration of business
- may seek changes with the laws and/or requirements under which SBDIC currently operates
- does not consider the course provider, course administrator or its instructors to be its agents or employees
- requires a course administrator and an instructor to be two separate individuals (a course administrator cannot be an instructor)
- requires course providers to hire independent, third-party auditors to conduct regularly scheduled compliance inspections, and
- may impose sanctions based on information obtained about the course provider's performance, including information contained in a Specified Procedures Inspection Report (SPIR) submitted to MTO by auditors.

The course provider/administrator acknowledges and agrees that participation in a ministry-approved SBDIC is entirely voluntary.

Note: Information submitted to MTO for participation in the SBDIC program may be released in accordance with the Freedom of Information and Protection of Privacy Act (FIPPA). Applicants should identify any information provided to MTO which they consider confidential. In the event MTO receives an access request under FIPPA for information identified as confidential, MTO will consult with the course provider before issuing a decision concerning the access request. Applicants are further advised that such information will, as necessary, be disclosed to employees, agents, other persons or entities for purposes related to evaluating the submission and/or auditing SBDIC program delivery.

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General Process

In order to meet the requirements to obtain a Class “B” or “E” driver’s licence, all applicants must successfully complete a Ministry-approved driver improvement course.

To help fulfill this licensing requirement, MTO, in consultation with school bus licensing stakeholders, have developed an SBDIC program. This program specifies the course provider approval process and the minimum course content and delivery standards. All course administrators must ensure that their SBDIC programs meet and maintain these standards. Course providers may offer in-class only training or choose to include an optional in-vehicle component as well. Courses may be more comprehensive and exceed the minimum course standards contained in this manual.

Course administrators are responsible for approving and familiarizing their instructors with their SBDIC curricula. All individuals who successfully complete an SBDIC receive a certificate. For consistency, ease of recognition and program integrity, all certificate stock is provided centrally by MTO.

Course administrators maintain program records and issue certificates. Once issued, licence applicants must present the original SBDIC certificate for verification at a licensing office to complete their driver’s licence upgrade. Certificates are valid for five years from their date of issuance.

As deemed necessary by MTO, inspections of course providers may be conducted. Course administrators will be informed of all findings and if any further actions are required.

Course providers are responsible for hiring independent, third-party auditors to conduct regularly scheduled compliance inspection, as required by MTO.

For school bus licence applicants requiring additional time to attend a SBDIC, MTO can issue a 90-day temporary B or E driver’s licence, provided all other licensing requirements have been met, including the criminal record search.

Auditors must complete a SPIR, to be provided to course administrators by MTO. Completed reports must be submitted to MTO before the scheduled inspection due date.

MTO will monitor information obtained about the course provider’s performance, including submitted Specified Procedures Inspection Reports and reports of any inspections, and if appropriate, will impose sanctions.

Part Two

- Curriculum Standards Overview
- SBDIC Required Topics
- Student Evaluation
- Course Administrator Standards
- Course Administration Standards
- Standards for Office Facilities
- Instructor Requirements
- Certificate Requirements
- Classroom Standards
- Optional In-Vehicle Standards
- Inspection Standards of Course Providers
- Compliance Inspection Requirements
- Investigation Standards of Course Providers
- Course Provider Sanction Types

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Curriculum Standards Overview

It is essential that drivers who receive SBDIC training from an approved course provider adequately master the necessary knowledge and skills to prepare them to competently carry out their duties as a school purposes bus driver.

MTO is responsible for establishing and maintaining SBDIC program standards. In consultation with school bus licensing stakeholders and considering changes in industry practices, driver licensing requirements, vehicle standards, and other influences, MTO has developed SBDIC program requirements. It should be expected that SBDIC requirements will continue to evolve. As such:

- MTO shall approve course providers and their SBDIC curriculum, and
- MTO retains the right to amend or modify the course content and delivery standards at any time.

In keeping with its support of performance and outcomes-based training, course providers are expected to clearly outline the learning objectives for their specific program and demonstrate how their program will achieve these stated learning objectives. To assist prospective course providers and facilitate the evaluation process, all curricula are to be developed using the lesson plan format found in Part Three – Course Provider Application.

All submissions will be retained for program auditing purposes. Information submitted to MTO for participation in the SBDIC program may be released in accordance with the Freedom of Information and Protection of Privacy Act (FIPPA). Applicants should identify any information provided to MTO which they consider confidential. In the event MTO receives an access request under FIPPA for information identified as confidential, MTO will consult with the course provider before issuing a decision concerning the access request. Applicants are further advised that such information will, as necessary, be disclosed to employees, agents, other persons or entities for purposes related to evaluating the submission and/or auditing SBDIC program delivery.

Once a program is approved, it is approved in its entirety. Any significant changes (any change to course content or course structure; structure refers to how the course is delivered) must be authorized by MTO prior to being incorporated into the program. All course administrators must ensure that the standards are followed.

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SBDIC Required Topics

Note: These are the minimum required topics. We encourage providers to not only meet, but exceed these standards.

Topics do not have to appear in this order.

1. Orientation
 - Legislative Requirements
 - Licensing
 - Daily Vehicle Inspection
 - Hours of Work
 - Legal Responsibilities

2. The Driver
 - Driving Impairments
 - Alcohol
 - Drugs
 - Effects of Aging
 - Fatigue
 - Emotional Stress
 - Illness
 - Limiting In-Vehicle Distractions

3. Defensive/Strategic Driving
 - Vehicle Dynamics
 - Stopping Distances
 - Effects of Weight and Speed
 - Following Distances
 - Defensive Driving Techniques
 - Driving Conditions/Weather
 - Route Hazard Identification
 - Railway Crossings
 - Stopping Near Crosswalks/Intersections
 - Traffic Situations
 - Blind Spots/Danger Zones
 - Merging
 - Passing and Being Passed
 - Turning
 - Vehicle Controls
 - Limiting Outside Distractions
 - Preventability and Collision Avoidance
 - Protecting the Right Side of the Bus

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4. Passenger Issues
 - Communication
 - Passenger Management and Discipline
 - Duty to Report Problems
 - Loading & Unloading of passengers
 - Approach, Curb Side, Cross-over
 - Post Trip Child Check

5. Safety Equipment/Emergencies
 - Mirror Adjustment
 - Lights
 - Stop Arm
 - Front Crossing Arm
 - First Aid Kit
 - Fire Extinguisher
 - Seatbelt Cutter (if equipped)
 - Emergency and Other Incidents
 - Breakdowns, Detours, Collisions
 - Evacuations
 - Special Needs Evacuation

Note: Completion of an approved course does not qualify or otherwise certify drivers for the transportation of physically disabled passengers.

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Student Evaluation

In order to successfully complete the program, students must demonstrate proficiency of knowledge and/or practical skills as stated in the learning objectives. Methods of assessment include, but are not limited to, instructor observation of acquired skills and written performance assessments. Oral assessments may be substituted for written assessments, if required. A copy of the evaluation questions and correct answers, scenarios, case studies, practical assessments, etc. that will be used must be submitted during the course provider approval process.

Every course provider must conduct at least one knowledge verification administered by the instructor. The set pass/fail criteria is 80% or better. This will ensure that licence applicants have mastered the minimum SBDIC content. If students do not pass the evaluation, the instructor must provide further instruction in their area(s) of weakness before being retested.

Student evaluation time(s) are not included in the overall minimum instruction time (6.25 hours).

Course Administrator Standards

Every course provider must have a course administrator who is accountable to MTO for the course provider's participation in the SBDIC program. As this person is accountable for the SBDIC program, they must hold a position within the course provider organization having direction over instructors and any administrative staff. Course administrators are responsible for ensuring that all course content, delivery standards, instructor qualifications and facility requirements are met as approved by MTO.

It is essential that MTO have up-to-date contact information for this person as all communications flow through this individual. Should a course administrator change, MTO must be notified in writing as soon as possible, providing the revised contact information and effective date. Contact information should include:

- Course administrator full name
- Contact phone number
- Email address
- Associated course provider name

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Course Administration Standards

- All classroom and in-vehicle training records and any other records pertaining to the delivery of a ministry-approved SBDIC shall be maintained at the office facility of the course provider and be made available for inspection as requested and required.
- Each course provider shall keep on file at their office facility a record of courses conducted, which includes: students who attended, instructors who delivered the courses, and start and end date of each course.
- Each course provider shall maintain at their office facility all the required records for a period of at least 3 years.
- The student records must include the information below for each student. To assist you, MTO has provided a sample student record in Part Three.
 - student name (as it appears on their driver's licence)
 - student residential address
 - student telephone number
 - student driver's licence number
 - course date/location
 - course instructor
 - certificate number (if student passed)
 - student consent to release of information (see below for an example of a student consent statement)

I certify that the information provided is accurate and I understand and agree that the Ministry of Transportation and its agents have access to such information for School Bus Driver Improvement Course program inspection purposes.

- A student record is to be completed and kept, even if a student does not complete the course or fails to meet the pass criteria.
- Course providers who wish to advertise that they are an MTO-authorized SBDIC provider must include "Ministry-Approved School Bus Driver Improvement Course" or "Ministry-Approved School Bus Driver Improvement Course Provider" as part of any wording in advertising or promotional material.
- Course providers are not permitted to display the Ontario or MTO logos or any reasonable facsimile thereof in advertising or promotional material.
- Course providers shall maintain commercial general liability insurance coverage of at least \$2 million.

Standards for Office Facilities

The course provider office facility shall:

- be accessible to the public and not used as a residence
- have adequate lighting, heating, ventilation, and shall comply with all federal and provincial laws and local bylaws relating to public health, safety and sanitation
- be owned, leased or rented by the course provider
- have secure storage for student, course and instructor records
- have secure storage for certificate stock
- maintain a copy of their course provider application and a master copy of the approved curriculum

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Instructor Requirements

Each course provider is responsible for setting the initial qualifications and on-going requirements for their instructors. At a minimum, MTO requires that prospective in-class and in-vehicle instructors have a suitable combination of experience, instructional knowledge, and an exemplary driving record.

Course providers must include their instructor requirements in each of the below areas with their submission for course approval. This section must also include how new instructors will be familiarized with the SBDIC.

In-Vehicle Instructor Experience

Class of Licence:

In-vehicle instructors must hold and maintain a valid Ontario class B or E driver's licence that is in good standing. The instructor should have several years of experience as a school bus driver. Typically, this is determined by either the number of years the licence class was held or verified driving experience.

Note: Up until April 31, 2007, existing instructors may, at course provider discretion, receive a one-time, lifetime, grandfathering status on holding a class B or E driver's licence. Instructor names are to be submitted with the course provider application. Also, at course provider discretion, instructors who have their class B or E driver's licence downgraded due to medical reasons after becoming an instructor may continue to teach, provided it is not on-road.

In-Class Instructor Experience



In-class instructors must hold a valid Ontario class B or E driver's licence that is in good standing or have held a valid Ontario class B or E driver's licence that was downgraded only due to a medical or voluntary downgrade.

In-class instructors should have several years of experience as a school bus driver. Typically, this is determined by either the number of years the licence class was held or verified driving experience.

Instructional Knowledge:

Instructors should have successfully completed a suitable instructional techniques program obtained through a provincial agency/organization or higher learning institute.

An instructor's presentation skills and techniques are important for a student to learn the course material. Typically, this knowledge is acquired from instructor programs from community colleges, university programs as well as the Professional Instructor in Driver Education (P.R.I.D.E.), Infrastructure Health and Safety Association and the Ontario Safety League.

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Driving Record

SBDIC instructors must have a clean driving record typically determined by demerit point totals, collision history, and convictions for driving-related offences.

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Certificate Requirements

In order to meet the requirements to obtain a school bus driver's licence all applicants must provide satisfactory evidence to MTO (and its delegates) of completion of a ministry-approved SBDIC.

For security, consistency, and ease of recognition at driver licensing offices, MTO has developed a common SBDIC certificate. All approved course providers are required to issue this certificate. Stock is non-transferrable, i.e., it cannot be given to other course providers.

MTO will supply the certificate stock to approved course providers. Ordering details will be provided upon course provider approval. Certificate numbers are correlated to course provider office numbers, stock allocation records, and the driver-licensing database. Course providers must secure blank certificate stock. Damaged, misprinted, or otherwise unusable certificates must be marked "void" and kept for inspection (the ministry will subsequently collect and destroy these certificates). Should a course provider become aware of lost or stolen certificates, they must immediately inform MTO so we can prevent their usage by "consuming" them on the driver-licensing database.

The certificate must have the following clearly imprinted in ink prior to issuance:

- name of the student (as it appears on their driver's licence)
- name of the course provider organization
- course provider office number (the number will be given to course providers upon their approval)
- student driver's licence number
- course completion date, and
- signature of the course provider instructor.

For the purposes of obtaining a class B or E driver's licence as set out in the Ontario Highway Traffic Act, Regulation 340/94, section 13(1), certificates are valid for five years from the date of course completion.

Classroom Standards

Classroom Training

- The classroom (theory) training segment of an MTO-approved SBDIC shall consist of a minimum of 6.25 hours of instruction, excluding meals, breaks, refresher, and evaluation times.
- The classroom training shall be delivered by a course provider approved instructor who is in attendance for all classroom training segments.
- The student-to-instructor ratio for classroom training shall not exceed 25:1.
- The number of students in attendance at any classroom training segment shall not exceed 25.
- A maximum of two hours of video presentations may be used to augment the training.
- Students shall successfully complete all lessons prior to course providers issuing a certificate.

Classroom Facilities

The classroom facility provided shall:

- be accessible to the public and not used as a residence
- have adequate lighting, heating, ventilation, and shall comply with all federal and provincial laws and local bylaws relating to public health, safety and sanitation
- have seating and fixed writing surfaces for each student in attendance
- have presentation media required to carry out the approved curriculum; such as chalkboards, white boards, flip charts that are visible from all seating areas
- have textbooks, reference books, pamphlets, magazines, research reports, audio/visual equipment and videos appropriate to the approved curriculum, and
- have an up-to-date version of the Highway Traffic Act (hard copy or internet access) and its supporting regulations as well as a copy of the ministry driver's and bus handbooks.

Optional In-Vehicle Standards

Standards for Optional In-Vehicle Instruction

Any in-vehicle training segment of the ministry-approved SBDIC shall:

- be conducted in a suitable bus
- be delivered by a course provider approved instructor
- have a student-to-instructor ratio not exceeding 6:1, and
- have automobile liability insurance in the amount of \$2 million.

Inspection Standards of Course Providers

Summary

The purpose of these course content and delivery standards is to ensure quality and consistency in the delivery of ministry-approved SBDICs. All approved course providers shall meet and comply with the standards set out in this manual. The standards will form the basis for which MTO shall evaluate the performance of course providers.

MTO will endeavour to inspect SBDIC course providers for compliance to policies and standards, and to ensure that the course delivered is the same as that originally approved by MTO. If compliance is lacking, remedial action may be taken.

The course provider agrees to provide any student list, reports or records pertaining to the ministry-approved SBDIC to MTO.

Non-compliance may result in the following sanctions (in order of severity):

- compliance order
- suspension
- revocation

In addition, where appropriate, information may be forwarded for possible further investigation by a law enforcement agency.

Notice of Inspection

A notice of inspection is normally provided to the course administrator two weeks prior to the inspection, stating the date and time requested. If the course administrator cannot meet on this date, MTO must be notified as soon as possible to request a rescheduled appointment.

Attendance at Scheduled Inspection

The course administrator is required to attend all inspections at the office facility and provide full-unfettered access to all course provider records. Failure to attend a scheduled inspection may be cause for immediate suspension of the course provider's authority to issue SBDIC certificates, until a satisfactory inspection can be completed.

Random Inspection of SBDIC Delivery

SBDICs are subject to random, on-site inspections. Inspections are usually conducted while activities are in progress so that the Inspector can observe how the program is delivered. On-site inspections are typically conducted without prior instructor notice.

Discretionary Inspections

At any time deemed necessary by MTO, course providers may be inspected without notice.

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Compliance Inspection Requirements

Summary

Course providers will be required to hire an auditor to fulfill MTO's third-party inspection requirement. Inspection results will be communicated to MTO and course providers.

Inspections will be conducted on a risk-based cycle (three-year cycle with no infractions). MTO will communicate to each course provider via course administrator in advance the due date for their next scheduled compliance inspection. Following receipt of the SPIR by MTO, a risk-based assessment will determine the date of the next compliance inspection. Course providers will be placed on a one, two or three-year inspection cycle.

Auditor Requirements

The auditor must be:

1. Chartered Professional Accountants with a Public Accounting Licence, which include CPAs, CMAs and CGAs.
2. Internal Auditors must have credentials and a separate reporting structure.
3. Auditor with Credentials, for example, member of the Auditing Association of Canada.

Site Inspection

The auditor will be required to:

1. Attend the training facility or home location (if applicable).
2. Inspect at least 50% of the sites to a maximum number of 6 sites (e.g. if there are 6 sites, auditor must attend 3). Exception, observation portions of inspection can be completed via virtual methods where it may be difficult for auditors to attend.

Conflict of Interest

To ensure the auditor is independent from the course provider, the auditor cannot:

1. Be a current employee of the organization to whom they are providing inspection services.
2. Have been employed by the organization within the previous five years.
3. Be employed by the organization within one year of providing inspection services.
4. Be employed by an entity related to an organization referred to in 1, 2 or 3.

Approval

MTO reserves the right to review the auditor's qualifications and determine if they are acceptable to provide inspection services.

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Investigation Standards of Course Providers

Summary

MTO reserves the right to conduct further investigations, over and above inspections, as required.

Course Provider Sanction Types

Summary

MTO may impose a sanction on a course provider, course administrator and/or instructor that does not comply with program standards. This section describes the circumstances under which MTO may issue a compliance order, notice of suspension or notice of revocation.

Compliance Order

A compliance order is considered the least severe type of sanction within the SBDIC program. A compliance order gives notice to the course administrator that a violation has been noted and that the recipient must remedy the shortcoming within the period of time specified in the notice.

Typically, infractions identified must be remedied within a 15, 30, or 60-day period, but other time periods may be adopted. While an organization may continue to offer training during this time, failure to remedy the infraction by the specified date could result in additional remedial action, including suspension or revocation.

If a course provider commits violations that result in multiple compliance orders, it could be moved into a higher risk category for inspection purposes, resulting in a more frequent inspection cycle (e.g. inspections to be conducted within one year instead of three years). Multiple compliance orders may lead to suspension or revocation.

Notice of Suspension

A suspension is a significant intervention designed to ensure that non-compliance is corrected and will not recur in the future. A suspension may be for a fixed time period (e.g., 30 days for a minor breach, or six-months for a more serious violation).

Suspensions may be indefinite, pending the course provider fulfilling a requirement established by MTO. The appropriate suspension type and duration is decided on a case-by-case basis.

MTO will issue a Notice of Suspension to notify the course administrator that their organization has been suspended. The notice will indicate the effective date and the duration of the suspension. The notice will also detail the reason and terms of the suspension. Course providers cannot issue certificates or conduct training or testing while the suspension is in place.

Organizations must provide assurance to MTO that the infraction has been corrected before they are reinstated.

Multiple suspensions may result in a revocation and will push organizations into a higher-risk category for an inspection, resulting in a more frequent inspection cycle (e.g. inspections to be conducted within one year instead of three years).

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Notice of Revocation

A revocation will be applied for the most serious infractions under SBDIC, continuing non-compliance with SBDIC program requirements, or an inability to meet program requirements in the future. A revocation will result in a course provider being completely removed from the program.

MTO will issue a Notice of Revocation to notify the course administrator that their organization has been revoked. The notice will indicate the effective date. The notice will detail the reasons for the revocation.

MTO reserves the right to consider accepting an application for readmission into the program from an organization that has been revoked in the past.

Part Three

- Course Provider Application Process
- SBDIC Program Design Notes
- Mandatory Course Content Locator Sheet
- Course Summary
- Lesson Plans
- Content Guidelines

Note: Information submitted to MTO for participation in the SBDIC program may be released in accordance with the Freedom of Information and Protection of Privacy Act (FIPPA). Applicants should identify any information provided to MTO which they consider confidential. In the event MTO receives an access request under FIPPA for information identified as confidential, MTO will consult with the course provider before issuing a decision concerning the access request. Applicants are further advised that such information will, as necessary, be disclosed to employees, agents, other persons or entities for purposes related to evaluating the submission and/or auditing SBDIC program delivery.

Course Provider Application Process

Step 1

Assemble all materials for submission. The following checklist, which is not exhaustive, is provided for your convenience.

- signed cover letter stating:
 - course provider name
 - course administrator name and contact information
 - agreement to adhere to SBDIC content and delivery standards
 - location where all records pertaining to the course will be kept.
- copy of student record with consent statement (see pg. 17)
- course provider instructor standards (see pg. 19):
 - initial qualifications
 - ongoing requirements.
- names of grandfathered instructors (see Instructor Requirements, pg. 19)
- Mandatory Course Content Locator Sheet (see pg. 33)
- Course Summary Sheet (see pg. 35)
- all lesson plans in a standardized format (see pg. 36)
- any material that will support the application including but not limited to overheads, list of videos, handouts, power point presentation, etc.
- copy of letter of copyright approval as required
- identified all confidential information in the submission which you do not want released.

Step 2

Submit all documents listed above to:

Manager,
Evaluation & Training Office
Program Development and Evaluation Branch
Ministry of Transportation
87 Sir William Hearst Ave.
Building A, RM B051
Toronto, ON M3M 0B4

Step 3

Submissions received will be reviewed on a first come first served basis. You may be contacted for further clarification. When the analysis is complete and all requirements are met or exceeded, you will be contacted by MTO and provided with written direction to proceed with your program. Additional instructions will be provided at this time for ordering certificate stock.

SBDIC Program Design Notes

These criteria have been developed to provide current and prospective SBDIC course providers direction for developing new programs, revising established programs, and designing program delivery mechanisms.

There are four areas in which a SBDIC program must satisfy the criteria:

- Is the material presented in a manner that fosters learning for adults?
- Are the learning objectives clearly stated and do they comply with the content requirements of this criteria document?
- Will students be evaluated to ensure that learning objectives for both knowledge and skill acquisition have been met?
- Has the course provided reasonable instruction times and are minimum time standards met?

Learning Principles

The program incorporates adult learning principles, including the following:

- adults need to know why they are required to learn specific content
- adults need to understand the relevance of the learning themselves
- adults approach learning as problem solving
- adults learn best when the topic is of immediate value and when they are challenged using a variety of activities that allow opportunity for feedback
- learning activities must recognize limits of attention span and comprehension, and
- the program states clear and explicit learning objectives and learning outcomes that are acceptable to MTO as meeting the requirements of the current standards.

SCHOOL BUS DRIVER IMPROVEMENT COURSE PROGRAM STANDARDS COURSE PROVIDER MANUAL

Content

- At a minimum, all the required topics are covered.
- The program comprehension level is in the range of grade 5 to grade 8 with the exception of technical terms and uses plain language as much as possible.
- The program employs a variety of learning activities including an opportunity for self-evaluation. Classroom based programs utilize activities such as case study, role-play, simulations, brainstorming and group discussions.
- The program is modular and easily updated.
- The program is carefully structured, sequenced and has continuity.
- The program engages the learner's attention and encourages learner activity.

Evaluation

- Student's knowledge and skills competency are evaluated based on a series of verification tests and/or quizzes.
- For the optional in-vehicle component, the student is given the opportunity to practice and demonstrate the performance of a skill objective to meet program objectives.
- The program design includes provisions for evaluating program effectiveness and success. These provisions include descriptions of evaluation issues, how program performance is measured, and methods for collecting and analyzing evaluation data.

Instruction Time

- This duration of the course typically is one or two days with a minimum total of
- 6.25 hours instruction time. Meals, breaks, refresher and evaluation times are not included in instruction time.
- Course provider applicants may submit a written request for approval to alter the course delivery time from the standard one or two classroom training periods, citing the circumstances for requiring an alternative delivery format.

Mandatory Course Content Locator Sheet

A completed copy of the following chart (Mandatory Course Content Locator Sheet) must be included with all course submissions. It assists MTO in verifying that courses meet the minimum course content, delivery standards and speeds up the approval process.

**SCHOOL BUS DRIVER IMPROVEMENT COURSE PROGRAM STANDARDS
COURSE PROVIDER MANUAL**

Course Summary

Mandatory Course Content Locator Sheet		
Topic	Location in Curricula	Training Time
Orientation		
Legislative Requirements		
Licensing		
Daily Inspection		
Hours of Work		
Legal Responsibilities		
The Driver		
Driving Impairments		
Alcohol		
Drugs		
Effects of Aging		
Fatigue		
Emotional Stress		
Illness		
Limiting In-Vehicle Distractions		
Defensive/Strategic Driving		
Vehicle Dynamics		
Stopping Distances		
Effects of Weight and Speed		
Following Distances		
Defensive Driving Techniques		
Driving Conditions/Weather		
Route Hazard Identification		
Railway Crossings		
Stopping Near Crosswalks/Intersections		
Traffic Situations		
Blind Spots/Danger Zones		
Backing		
Merging		
Passing and Being Passed		
Turning		
Vehicle Controls		
Limiting Outside Distractions		
Preventability and Collision Avoidance		
Protecting the Right Side of the Bus		
Passenger Issues		
Communication		
Passenger Management and Discipline		
Duty to Report Problems		
Loading and Unloading of Passengers		
Approach, Curb Side, Cross-Over		
Post Trip Child Check		
Safety Equipment/Emergencies		
Mirror Adjustment		
Lights		
Stop Arm		
Front Crossing Arm		

**SCHOOL BUS DRIVER IMPROVEMENT COURSE PROGRAM STANDARDS
COURSE PROVIDER MANUAL**

Mandatory Course Content Locator Sheet		
Topic	Location in Curricula	Training Time
First Aid Kit		
Fire Extinguisher		
Emergency and Other Incidents		
Evacuations		
Special Needs Evacuation		

The Course Summary lists each lesson plan topic, the location of training (in-class or in- vehicle) and the time required for the lesson. It also has a summary of total hours to be spent for each location, and the grand total of hours for the entire course.

See the following Course Summary Sheet example.

COURSE SUMMARY SHEET	
Lesson Plan #1 – Orientation; in-class; <u>15</u> minutes	Lesson Plan #2 – The Driver; in-class; <u>25</u> minutes
Lesson Plan #3 – Vehicle Dynamics; in-class; <u>20</u> minutes	Lesson Plan #4 – Vehicle Controls; in-class; <u>10</u> minutes
Lesson Plan #5 – Vehicle Controls and Emergency Equipment location; in-vehicle; <u>15</u> minutes	Lesson Plan #6 – Driving Environments; in-class; <u>30</u> minutes
Lesson Plan #7 – Defensive Driving/Blind Spots; in-class; <u>5</u> minutes	Lesson Plan #8 – Defensive Driving Techniques; in-class; <u>60</u> minutes
Lesson Plan #9 –	Lesson Plan #10 –
Etc.....	
HOURS	
In-class: <u>420</u> minutes	In-vehicle: <u>30</u> minutes
TOTAL COURSE: <u>7.5</u> hours	

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Lesson Plans

The lesson plans are detailed descriptions of each training session. A lesson plan includes the following components:

Topic

Name the subject to be covered within the training session.

Time

State the time required to cover the lesson in minutes.

Training Location

List the type of training (usually indicated by location of the lesson) the topic requires: in-class, in-vehicle.

Objectives

State the purpose and expected results of the lesson. What is the driver expected to learn/achieve as a result of the lesson?

Training Aids

List all training aids and materials required during the lesson. One example of a training aid may be the ministry's official driving handbook(s). If using a film or video, list the title and running time in minutes. If using handouts, include a copy with the training program when submitting it for review.

Presentation

Describe training contents and the methods and techniques of instruction that will be used to present the lesson.

Evaluation

Describe the method to be used to measure how well the driver has grasped the concepts of the lesson plan and met the learning objective(s). Some examples of evaluation methods include giving a written or oral quiz, or a driver demonstration.

Whenever including a quiz in a lesson plan, provide a copy of both the quiz and its pass/fail criteria when submitting the program for evaluation. Not all lesson plan topics require an evaluation component. If an evaluation is not required, state: "No evaluation required for this topic."

See the sample lesson plan on the following page.

Lesson Plan #12

Topic: Driver Impairments
minutes

Time: 20

Training Location: In-class

Objectives:

At the end of this lesson, the student will have a greater appreciation of the negative influences of alcohol, drugs, fatigue, illness, and in-vehicle distractions and how to avoid them. The student will also be aware of the effects of aging on driving.

Training Aids: Drowsy Drivers, video, 5 minutes
Policy on radio and cell phone use,
handout Policy for driver's calling in
sick, handout

Presentation:

The instructor will open this lesson with the video – Drowsy Drivers. Afterwards, through questioning, the instructor will build a definition of “impaired driver” then introduce the Statistics Canada data on annual fatalities attributed to various driver impairments. Students will then be asked to brainstorm a list of possible driver impairments (to include alcohol, drugs, fatigue and illness), followed by a discussion on how to prevent these from impairing their ability for driving a school purposes vehicle. The instructor will then hand out the policy on driver's calling in sick.

Next, the instructor will introduce the concept of driver distraction, what is it and why it can be so dangerous. The students will again brainstorm a list of possible sources of in-vehicle driver distractions (to include cell phones, eating, conversing with passengers, chatter on radio, personal grooming and passenger behaviour). This will be followed by a discussion on how the driver can limit these distractions. The instructor will then hand out the policy on driver radio and cell phone use.

To close this lesson the instructor will open a brief discussion on the effects of aging on driving (to include slower response time and potential for reduced hearing and vision abilities).

Evaluation:

The evaluation for this content will be part of the mid-course quiz and final written test. Students will be expected to have no fewer than 40 correct answers out of the total 50 questions.

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Content Guidelines

This section provides information on many of the mandatory course content areas. It does not fully cover each of the mandatory course content areas nor is it meant to be exclusive. It is expected that course submitters will provide additional content as appropriate for a SBDIC and in consideration of local priorities.

The SBDIC program does not consist of content or standards for the transportation of physically disabled passengers.

Orientation

Legislative Requirements

It is in a driver's best interest to have a working knowledge of the legislative requirements affecting them. What is a "school bus" and what is a "school purpose vehicle" are fundamental points in being able to understand which legislated items apply. It is a significant point to understand that while all school buses are school purposes vehicles, not all school purposes vehicles are school buses. Drivers need to be aware of the laws and penalties. An electronic version of the Ontario Highway Traffic Act and its regulations can be found at <http://www.e-laws.gov.on.ca>.

HTA, sec 174 – school buses are required to stop at railway crossings, whether or not the crossing is protected by gates or signal lights, unless otherwise directed by a flagman. School purposes buses that are public vehicles, as defined by the Public Vehicles Act, must stop for unprotected crossings, unless directed by a flagman.

Section 174 sets out the legal requirement to stop and specifies the bus driver's related obligations.

HTA, sec 175 and sec 207 provide definitions and describe procedures for signalling stops, restrictions on use of signals, school bus loading zones, duties of other drivers to stop when approaching a school bus with overhead red signal lights flashing, and vehicle owner liability. Reporting procedures for vehicles that illegally pass a stopped school bus may also be included (see MTO's web site for more information).

HTA, Reg. 340/94 Drivers' Licences, this regulation defines the authority to drive certain classes of vehicles based on the class of licence held by the driver. The requirements for all classes of licences are given in this regulation as well as some definitions.

HTA, Reg. 510/99 Community Safety Zones, this regulation lists those portions of the King's Highway that have been designated as Community Safety Zones. It should be remembered that other roadways are defined as a Community Safety Zones under regional or municipal bylaws.

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HTA, sec 190 and Reg. 555/06 (Hours of Service) apply to all bus drivers except those driving for municipal transit services. Drivers should be made aware of daily driving and on-duty limits and minimum off-duty requirements. Drivers should be taught the regulated driving cycles. Drivers must be taught about the requirement to keep a log and to submit the log to the operator.

HTA, Reg. 612 School Buses (under revision), this regulation sets out the equipment requirements of school buses. The Regulation adopts into Ontario law the requirements of Canadian Standards Association (CSA) Standard D250, *School Buses*, and CSA Standard D409-M84, *Motor Vehicles for the Transportation of Physically Disabled Persons*.

HTA, O. Reg. 199/07 (Commercial Motor Vehicle Inspections) sets out the inspection requirements that apply to buses. Schedule 5 under the Regulation includes the systems and components that are subject to a daily inspection of a school purposes bus and the major and minor defects that need to be checked for. Drivers should be made aware of their obligations with respect to conducting inspections, completing inspection reports, submitting inspection reports, reporting defects, and refraining from driving where prohibited.

Public Vehicles Act, school buses and school purposes buses that operate outside of the limits of one local municipality are defined as public vehicles and have legal requirements under the Act and the Highway Traffic Act (such as HTA sec. 174)

Legal Responsibilities

School bus drivers carry precious cargo, and the people who drive them carry the responsibility for making sure that school bus travel remains a safe way for children to travel. It is imperative that drivers understand the legal responsibilities that are detailed in the previous section for which they are responsible. Other responsibilities include those imposed by the Highway Traffic Act upon all drivers. Within this topic area the following subjects may be briefly covered: rules of the road, requirements for licensing, drinking and driving as well as contractual responsibilities to employer. Above all, it must be remembered, that while students are on the bus, their safety is a driver's main responsibility.

It is recommended that course providers also discuss the legally required vehicle documents such as CVOR certificate, registration/plate validation sticker, proof of insurance, vehicle inspection log, charter trip report, annual inspection certificate, yellow annual inspection sticker and semi-annual certificate/orange sticker.

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The Driver

An important component of the course is that students receive instruction on the detrimental effects of alcohol, drugs (prescription and illegal) on the ability to operate a motor vehicle. The effects of aging, fatigue, illness, emotional stress and limiting in-vehicle distractions (such as radio chatter, conversing with students, eating, etc.) are also subjects discussed.

Establishing good student management skills will benefit the school purposes bus drivers in eliminating many in-vehicle distractions. One of the objectives of the SBDIC is to educate drivers on how to minimize the number of in-vehicle distractions

Other in-vehicle distractions may include rider illness or aggressiveness (bullying). In these instances, company and school board policy is to be communicated and followed.

Defensive and Strategic Driving

Driving a bus is very different than driving a car. Recognition of large blind spots, using mirrors extensively, maintaining control over riders and knowing the rules of the road are fundamental but possessing defensive driving skills is paramount. At least one defensive driving system is to be covered in depth. Topics under this area must include:

- Vehicle Dynamics
 - Stopping Distances
 - Following Distances
 - Effects of Weight and Speed
- Defensive Driving Techniques
- Blind Spots/Danger Zones
- Backing
- Merging
- Passing and Being Passed
- Turning
- Traffic Situations

Route Hazard Identification - The bus driver on-route has the most up-to-date knowledge of changing conditions on the route. They must know how to report unsafe situations. Potential hazards can take many forms, and can include anything that pose a risk to the personal safety of the passengers, driver, vehicle, and other road users.

Stopping near Crosswalks and Intersections - HTA s. 175 (9) prohibits the use of stop arms and overhead red signals within 60m of intersections or other locations having traffic control signals.

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Railway Crossings - Drivers need to be familiar with their route and their type of vehicle to know which law applies to them regarding the proper crossing of railway tracks. HTA s. 174 is very specific about the legal requirements for each type of vehicle depending on the type of railway crossing they encounter. All bus drivers must know the proper procedure for safely crossing railway tracks.

Techniques for Protecting the Right Side of the Bus (blind areas)

Drivers must be made aware of the techniques for protecting the right side of the bus.

Use of Vehicle Controls

The proper use of vehicle controls is essential for drivers in correctly handling the vehicle and letting other drivers know their intentions. The proper use of signals, lights, brakes and exit doors should be covered. The instructor may also discuss any other equipment or vehicle controls that are deemed necessary. It would also be appropriate to cover the procedures in the case of a partial or total loss of braking ability.

Limiting Outside Distractions

Instructors need to lead a discussion on distractions that may occur outside of the vehicle. These are items that divert the driver's attention away from more immediate hazards. This could include: "rubbernecking" at motor vehicle collisions or emergency vehicles, scenery, construction, etc.

Driving Conditions/Weather

Driving conditions vary greatly throughout the province. Drivers need to be aware of the hazards and know how to deal with them. Below are some suggested topics.

- Sunrise/sunset conditions (particularly at level unprotected railway crossings)
- Darkness
- Rain, snow, ice, fog, black ice
- Snow banks at pick-up/drop off points
- White out zones
- Low areas for flooding
- Different road surfaces (grooved, gravel, paved, pot holes, wheel track ruts)
- Urban/rural hazards
- Hydroplaning

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Passenger Issues

It should be recognized that there are two distinct user groups for buses: regular users who ride the bus as part of their daily or weekly routine and excursion users who only ride during arranged school outings. The first group may have a great deal of experience with bus procedures while the second group may have little or no exposure to bus procedures, etiquette or safety plans. Instructions should be given to these students as to what is appropriate and acceptable behaviour on a school bus as well as any required safety instructions.

Communication

It is important that drivers establish exactly which user group is on the bus and review safety policies with riders if appropriate. At times there may be parents or teachers riding on the bus to supervise outings. A driver's general demeanour and manner of talking to riders should be consistent regardless of the occasional presence of adults. The age group of the riders and any other factors such as special needs will influence the manner in which a rider is communicated to.

Effective Passenger Management and Discipline

The following overview is provided as a starting point. This overview should be followed by further in-depth training in accordance with company and school board policies.

1. Attitude and professionalism. The internal bus environment can be a contributing factor in improving overall safety and avoiding collision-producing situations.
2. Be friendly, courteous, fair, consistent, and helpful.
3. Have a general knowledge of all the students and any special requirements they have.
4. Maintain a positive constructive attitude.
5. Establish safety rules for the bus early, ideally on the first trip.
6. Physical contact with students should be avoided.
7. Communication must always be calm and impartial.
8. Actions must at all times be harmonious with school board and company policies. Always look to these policies for appropriate disciplinary actions.

Behavioural Issues - Bus drivers don't have the luxury to choose to transport only well-behaved students. Students may have behavioural issues or other problems and the driver must learn how to deal with these individual problems.

Duty to Report Problems

Drivers need to be made aware of any company or school board policy for the discipline and reporting of unacceptable behaviour on or around a bus. The bus is the driver's place of work and the driver is entitled to a safe working environment. A driver must never attempt to enforce discipline by the use of profanity or physical force.

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Additionally, the following circumstances should be discussed; others may be added at the course provider's discretion.

- Rushing the bus
- Snowballs or other objects being thrown
- Bumper hitching

Loading and Unloading of Passengers

Bus drivers must know the proper procedures for passenger loading and unloading. An overview for each distinct scenario has been provided. The overview should be followed by further in-depth training in accordance with company and school board policies. HTA s. 175(10) gives specific directions as to the use of school bus loading zones. Passenger safety is to be given paramount importance at all times. The procedures for the approach and the post trip child check are common to all four loading and unloading scenarios.

Approach to Bus Stop for Loading and Unloading Passengers

- Traffic/environmental assessment, continuous mirror check
- Stopping position
- Secure the vehicle by applying the parking/emergency brake
- Actuate red, overhead alternating lights
- Mirror check/environmental reassessment
- Engage stop arm/open door

Loading Passengers from Curb Side

1. Greet students in a friendly manner.
2. Reminder to hold handrail, watch step.
3. Wait until all students are seated and belongings safely stowed.
4. Check danger zones and traffic flow.
5. Close door/deactivate red overhead, alternating lights.
6. Release parking/emergency brake and safely resume traffic speed.

Loading Passengers from Driver Side, Involving Cross-Over

1. If no front crossing arm, have students walk out 10 steps or until eye contact is established with the smallest child crossing in front of the vehicle. If there is a front crossing arm, ensure students go around it, remain at the far side of it and do not attempt to "cut" under it.
2. When it is safe to do so, indicate that passengers may cross.
3. Monitor student crossing to ensure all have crossed safely.
4. Greet students in a friendly manner.
5. Remind them to hold handrail, watch step.
6. Wait until all students are seated and belongings safely stowed.
7. Check danger zones and traffic flow.
8. Close door/deactivate red overhead, alternating lights.
9. Release parking/emergency brake and safely resume traffic speed.

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Unloading Passengers from Curb Side

1. Remind passengers to remain seated until further instructed.
2. Permit passengers to disembark safely, using the handrail, watching the steps and one at a time.
3. Monitor student flow.
4. Check danger zones and traffic flow.
5. Close door/deactivate red overhead, alternating lights.
6. Release parking/emergency brake and safely resume traffic speed.

Unloading Passengers from Driver Side, Involving Cross-Over

1. Remind passengers to remain seated until further instructed.
2. Permit passengers to disembark safely, using the handrail, watching the steps and one at a time.
3. If no front crossing arm, have students walk out 10 steps or until eye contact is established with the smallest child crossing in front of the vehicle. If there is a front crossing arm, ensure students go around it, remain at the far side of it and do not attempt to “cut” under it.
4. When it is safe to do so, indicate that passengers may cross.
5. Monitor student crossing to ensure all have crossed safely.
6. Check danger zones and traffic flow.
7. Close door/deactivate red overhead, alternating lights.
8. Release parking/emergency brake and safely resume traffic speed.

Post Trip Child Check

1. Secure the vehicle in a safe location, with door closed.
2. Leave driver seat and walk to the back of the bus, making a visual check of each passenger seat, as well as the spaces in between and under seats, to determine that no passengers or belongings have been left behind.
3. In the event a passenger is discovered during the post trip child check, immediately follow the procedures set out by the company and/or school board to notify the appropriate individuals of the child’s whereabouts, and arrange a safe return of the child.

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Safety Equipment/Emergencies

Mirror Adjustment

A school bus is a large vehicle with many blind spots. Manufacturers and legislators have tried to eliminate or reduce the size of these blind spots through the installation of mirrors. Mirrors must be used extensively to ensure proper safety margins to the sides and rear of the vehicle. The current 6-mirror system with defined fields of view helps to limit interference with the driver's full field of vision. Even so, drivers must be reminded to move their heads to ensure that no vehicle or pedestrian is concealed by these mirrors. Regulations under the HTA state the requirement for mirrors. Regulation

612 s. 3(1)(b) requires that a school bus' mirrors meet the requirements of the Canadian Standards Association Standard D250. Mirrors should be adjusted to each individual driver's height. Drivers should be instructed on the proper manner to adjust these mirrors.

Lights

This section is included for a quick discussion on when interior and exterior lights should be used and what the requirements of those lights are. The use of overhead red signal lights, and regular vehicle lighting should be examined. The following references have been included for your convenience:

- Interior
- Exterior
 - HTA s. 175(4) & (6) & (9)
 - O. Reg. 612 s. 3(1), 4(1) and 7(2)

Stop arm

Regulation 612 requires all school buses in Ontario to be equipped with a stop arm. It is suggested that the following sections be reviewed for identification and proper use:

- HTA s. 175(4) & (6) & (9)
- O. Reg. 612 s. 3(2)

Front Crossing Arm

The front crossing arm is mandatory on all school buses manufactured after 2004. Under Ontario law it must be functioning as required by the standard. Drivers are to be instructed on its proper use so as to properly instruct riders in its use. If a vehicle is not equipped, drivers should be made aware of what procedure to follow for the safe movement of passengers.

First Aid Kit

Reg. 612 s. 3(1)(b) states that school buses must have a first aid kit that complies with the CSA D250 Standards. The required equipment in the kit may vary depending on the version of the standard applicable to the bus based upon its date of manufacture.

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Fire Extinguisher

Fires may be caused by many things including leaking fuel, overheated tires or brakes and electrical or engine problems. All school buses are required to be equipped with a serviceable fire extinguisher securely mounted and readily accessible. It is in a driver's best interest to be aware of the extinguisher's capabilities and proper use before attempting to fight a fire with it. Depending on the type and size of extinguishers, there may only be 8-10 seconds of chemical discharge. It must be emphasized that drivers should never attempt to put out a fire that is beyond their or the equipment's capability. Equipment can be replaced, but the driver and passengers are irreplaceable.

Seatbelt Cutter (if equipped)

Seatbelt cutters are not legislated equipment. However, many buses and buses for physically disabled passengers carry these cutters in case of emergencies. Drivers are to be familiarized with this equipment and how to use it.

Emergency and Other Incidents

Drivers must know the proper procedures for safely handling emergency and other incidents, including:

Breakdowns

The following overview should be followed by further in-depth training in accordance with company and school board policies.

1. Move the vehicle to the safest possible location.
2. If possible, lock the vehicle if it is to be left unattended.
3. Turn on the vehicle hazard lights. **DO NOT USE THE OVERHEAD RED SIGNAL LIGHTS TO SIGNAL A BREAKDOWN.**
4. Notification (to base of operations, or 911), whatever is possible/appropriate for the circumstances and following all company and board policies.
5. Place warning reflectors as required under the HTA to alert other traffic.
6. Assess the need for vehicle evacuation. Evacuate if necessary.

Detours

If you must detour from your assigned route due to road closures follow company policy and notify the required personnel, particularly if the detour involves missing pick-up points.

Collisions

Drivers must be made aware of the procedures to safely deal with different collisions (animals, objects, pedestrians, vehicles, etc.).

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Evacuations

All bus drivers must know how to correctly operate the emergency exit(s) and practice the technique of evacuating passengers from their bus. Drivers need to be made aware of the hazards of blocking doors or forgetting to unlock emergency exits. They are to be familiar with the proper manner of testing all exits during their pre-trip inspection.

This overview must be followed by further in-depth training in accordance with company and school board policies.

1. Identify the emergency (fire, motor vehicle collision, etc.) and assess the need for evacuation, with due consideration for type of vehicle and presence of high risk or special needs passengers. Familiarity with the seating plan is vital. Passenger safety is to be given paramount importance.
2. Initiate emergency response plan with notification to base of operations or 911, whichever is possible/appropriate.
3. Identify appropriate vehicle exits to evacuate passengers using the exit(s) furthest from the apparent hazards, according to the nature of the emergency.
4. Secure the scene, keeping passengers in a safe location away from hazards.
5. Ask for help from the emergency response people or passersby, as required. Use the vehicle fire extinguisher as necessary.

Emergency Evacuation Plan for Special Needs Overview

Evacuating a school bus transporting special needs students, whether physically or developmentally disabled, will require a great deal of level-headedness and focus. These riders may not be able to assist the driver or themselves. This overview should be followed by further in-depth training in accordance with company and school board policies.

1. Identify the emergency (fire, motor vehicle collision, etc.) and assess the need for evacuation, with due consideration for type of vehicle and presence of high risk or special needs passengers. Familiarity with the seating plan is vital. Passenger safety is to be given paramount importance.
2. Initiate emergency response plan, with notification to base of operations or 911, whichever is possible /appropriate.
3. Identify appropriate vehicle exits to evacuate passengers using the exit(s) furthest from the apparent hazards, according to the nature of the emergency.
4. Release passengers from restraints by unbuckling or cutting.
5. Move wheelchair passengers to vehicle floor level if necessary.
6. Move the passengers through the best useable exit.
7. Secure the scene, keeping the passengers in a safe location away from hazards.
8. If the emergency is a fire, inform any emergency response staff of any hazardous material left on the vehicle such as wheelchair batteries or oxygen tanks.

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The SBDIC program does not consist of content or standards for the transportation of persons with disabilities. Completion of an approved course does not qualify or otherwise certify drivers for the transportation persons with disabilities.

**School Bus Driver Improvement Course
STUDENT REGISTRATION FORM**

Name: As it appears on DL				
Home Address:	Street:			
	City:		Postal Code:	
	Home Phone: ()			
Driver Licence #				Class
I certify that the information provided above is accurate and I understand and agree that the Ministry of Transportation and its agents have access to such information for School Bus Driver Improvement Course Program inspection purposes.				

Student Signature: _____

For Office Use Only

Completion Date: / / Y / M / D	Location:	Instructor:
Course Incomplete: []	Course Certificate #:	



**School Bus Driver Improvement Course
STUDENT REGISTRATION FORM**

Name: As it appears on DL				
Home Address:	Street:			
	City:		Postal Code:	
	Home Phone: ()			
Driver Licence #				Class
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Completion Date: / / Y / M / D	Location:	Instructor:
Course Incomplete: []	Course Certificate #:	