

Driver Education Administration Handbook

**Saskatchewan Education
2000
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Acknowledgements

Driver education has expanded significantly in Saskatchewan schools since 1967 when Saskatchewan Education assumed overall responsibility.

To meet the ever-increasing demands on schools for quality programs, a new enriched curriculum was released in 1996 as the basis for all high school driver education programs.

Saskatchewan Education acknowledges the Driver Education Reference Committee whose members have contributed to the renewal of this document.

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Forward

Saskatchewan Education assumed responsibility for driver education courses in Saskatchewan high schools in 1967. The 1967 departmental policy provided for 20 hours of classroom instruction on the traffic system and 8 hours of on-street training in vehicle operation and control.

Beginning in 1974, the department introduced major structural changes to the driver education program. School boards were required to offer the program without charge to all eligible students in their jurisdiction. While driver education remained an elective, non-credit option, school boards were expected to offer the program on a curricular, regular school day basis whenever possible. Other changes included improving the quality of course content and instruction. Classroom instruction was increased to 30 hours to allow for the inclusion of a new alcohol and driving component, and the expansion of the segment on practical aspects of vehicle operation and care. Behind-the-wheel instruction was established at 6 hours minimum. In addition, the driving task analysis concept -- Identify, Predict, Decide and Execute (IPDE) -- was formally adopted as an integral part of the course of studies. At the same time, the Department recognized the need to re-train and upgrade driver instructors on an on-going basis. It became official policy that all high school driver educators participate in a professional development course at least once a year with a renewal process every three years. Finally, supervision of the high school program was assigned to local directors and superintendents.

In an enriched program, both instructional and driving objectives centre around the structuring of specific performance skills in ways that have direct application for the types of traffic situations young drivers confront. This includes analyzing the most common types of collisions and driving errors made by young drivers in Saskatchewan.

Effective June 1991, responsibility for conducting the driver instructor preparatory course was transferred to the Saskatchewan Institute of Applied Science and Technology (Woodland Campus). Recently, the basic five-week program for driver instructor training has been expanded to include a two-week practicum (effective March, 1999).

Effective August 1997, the Saskatchewan government made driver education a mandatory program for all novice drivers.

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Introduction

This publication has been written primarily for school administrators and instructors of Driver Education. The school administrators may be most interested in those areas dealing with administration and recommended procedures related to conducting the program. The driver education instructor will be concerned with the standards established by the department and SGI, and with the suggestions related to program organization, content, and instructional processes.

It should be emphasized that the course is intended to provide a foundation of knowledge, attitudes, habits, and basic skills necessary for the growth and development of safe, efficient new drivers. Inherent in the school's responsibility to teach a skill is the greater responsibility to help instill safety habits and attitudes. The experiences from which young people will learn to make traffic decisions will come from the home, the school, and the community. More often than not, the experiences from which young people learn are what they observe and experience, rather than what they are told. It is important, therefore, that the driver instructor utilize all available resources at his/her disposal to ensure the program is as experiential for the students as possible. It is also important that parents be apprised of the major role that they must play in developing proper attitudes, behaviour, and skills in their student(s) related to driver and traffic safety. Parents must complement the endeavours of the instructor. Hopefully, through close cooperation between school officials and parents, a reduction in collisions, injuries, and deaths involving young people on the highways of this province will be realized.

For quick reference, check the index to locate certain policies, procedures and requirements.

Legal Requirements

The Education Act (1995)

Section 189 of The Education Act states:

Subject to the Regulations, every school division and every conseil scolaire shall make provision for the education and training in the elements of safety and competence in the operation of motor vehicles for students who are eligible.

The Vehicle Administration Act and Its Regulations (1986)

This Act deals with all aspects of vehicle operation and driving in the province. In addition, the regulations govern the operation and licensing of driver training schools and driver instructors.

The Saskatchewan Highway Traffic Act and Regulations (1986)

This Act governs vehicle operation and rules of the road.

Source of Publications

Letter and over-the-counter requests for the above publications should be directed to:

Office of the Queen's Printer
1st Floor, 1871 Smith Street
Regina, Saskatchewan S4P 3V7
Phone: (306) 787-9345
Fax: (306) 787-9779
Email: qprinter@justice.gov.sk.ca
Website: www.qp.justice.gov.sk.ca
Toll Free Phone: 1-800-226-7302

Quality Driver Education

Aims, Goals, and Objectives of the Driver Education Program

Aim

The aim of the course is to provide the necessary knowledge, skills, and attitudes to develop responsible drivers.

Goals

The goals of the course are to produce drivers who:

- drive without creating hazardous situations for themselves or others
- operate a motor vehicle with poise and confidence
- avoid magnifying driver error into a collision
- identify and deal effectively with real and potential hazards, and
- respect the rules of the road.

Common Essential Learnings Foundational Objectives

- to enable students to use language (listening, speaking, reading, writing) for differing audiences and purposes that are relevant to the students and driver education. (COM)
- to strengthen students' understanding within driver education through applying knowledge of numbers and their interrelationships. (NUM)
- to develop an understanding that the automobile both shapes and is shaped by society. (TL)
- to develop perceptual and decision making skills necessary for safe driving. (CCT)
- to explore thoughts underlying feelings and the feelings underlying decisions and beliefs related to driving. (PSVS)
- to enhance employability skills. (PSVS)
- to support students in treating themselves, others and the environment with respect. (PSVS)
- to motivate students to meet their own learning needs within the course and beyond. (IL)

The following symbols have been used to refer to the Common Essential Learnings:

COM	Communication
CCT	Critical and Creative Thinking
IL	Independent Learning
NUM	Numeracy
PSVS	Personal and Social Values and Skills
TL	Technological Literacy

Characteristics of a Quality Driver Education Program

A report released by the Traffic Injury Research Foundation and the Insurance Bureau of Canada clearly poses a challenge to every conscientious Board member, Director of Education, school administrator, parent/guardian, student and driver instructor. The report, entitled *New to the Road* (1991), identifies several problems related to new drivers that can be addressed in whole or in part by a quality driver education program.

The report highlights some key findings.

- Deaths and injuries from road collisions remain the most significant public health problem facing young Canadians between the ages of 16 and 24. There is a pressing need to increase awareness and concern about the problem.
- There is a similar need to increase awareness and concern about the emerging problem of older new drivers (i.e., those over age 20). Between 1983 and 1988, the proportion of new drivers over 20 increased by more than 30%.
- Driving experience is extremely important in reducing collision risk. Accordingly, prevention measures that provide the opportunity to gain such experience in a protected, lower risk environment must be considered a priority.
- Understanding the role of specific driver-experience factors in reducing collision risk; for example, decision-making, speed and control, must be considered a major research and information need for the future.
- Predominant characteristics of youthful behaviour, such as thrill-seeking, alienation and peer pressure, definitely increase the risk of collision for many young drivers, and even more so for those who display an overabundance of these behaviours.
- Changing many of the risky behaviours that are inherent to youth is a long-term and challenging process. However, substantial traffic safety benefits can be derived from innovative youth education programs that focus on improving self-esteem, coping skills, and healthy choices.
- There is a need to examine critically both the existing methods and systems for Driver Education and Training. New methods and approaches must place greater emphasis on the critical experience-related factors that can decrease collision risk.

Note these editorial excerpts from *The Chronicle* of the American Driver and Traffic Safety Education Association (ADTSEA) supporting driver education:

In the Driver Learning process, new drivers take these basic skills and practice their driving in controlled driving environments. It is critical that we provide as much experience as possible for new drivers so we can increase their driving skills and abilities to handle complex driving situations. (*Winter Issue 1998*)

[The intent is] to provide lifetime learning opportunities for developing lifelong habits for risk prevention. Risk management is necessary throughout life . . . The objective . . . is to provide children with a decision making structure that will have transferable values which can be applied to driving attitudes and driving behavioral patterns. (*Summer Issue 1999*)

In Saskatchewan, *Directions* (Saskatchewan Education, 1984) and particularly the “Goals of Education” serve to highlight the potential comprehensive nature of the Driver Education program and its legitimate role as one member on the “menu” for traffic safety countermeasures. Some obvious aspects, both formal and informal, inherent in the program include:

- **“Employment skills”** - for many students, including those with some cognitive disabilities, the ability to drive effectively will most likely be an employment skill.
- **“Success”** - the driver education program provides many non-academically oriented students with a measure of success; it also provides motivation for further success, possibly in other areas of teamwork.
- **“Real-life experiences”** – driving safely is a real life experience that allows for immediate application of knowledge and skill.
- **“Understanding”** - the program encourages students to heighten their awareness of the concepts of fairness, respect for the rights of others, the necessity for obedience to the law, and respect for authority.
- **“Relationships with other subjects”** - Driver Education does not subtract a substantial block of time from other areas. The typical course involves approximately 1% of the available high school instructional time.

Leadership by school administrators is of paramount importance in establishing quality driver education programs. Critical decisions at the administrative level involve selecting and assigning staff, providing facilities and financial resources, and planning, scheduling, implementing, and evaluating the program. To fulfil these key roles, administrators must be cognizant of the characteristics of a quality driver education program and direct their decisions and planning toward establishing such a program.

There are many considerations to support a quality high school driver education program.

- Safety education is an integral part of health and safety programming for all schools.
- Driver education is an integral part of the Practical and Applied Arts programming for schools.
- The program is based on a current curriculum and materials approved by Saskatchewan Education.
- Instructors are certified and participate in inservice programs to improve their instructional methods.
- Every youth in the school's jurisdiction should have access to driver education at the appropriate age and grade level.
- The course consists of a minimum of 30 hours classroom and six hours in-car, and is available to all eligible students.
- Classroom and in-car practical phases of the course are integrated and coordinated.

The Driver Education Assessment Coordinator, Saskatchewan Education

Saskatchewan Education and SGI work in a partnership agreement to improve driver education in the province.

The main role of the Driver Education Assessment Coordinator is to assess, audit and evaluate the high school driver instructors' credentials and performance in-car and in-class, if applicable, and to audit Class 5 Commercial Driver Training Schools. The Coordinator offers many services to achieve better programs:

- works with driver education systems promoting the curriculum, instructional methods and resources
- provides advice and consults with driver instructors
- assesses issues and problem situations by identifying causes, by gathering information to generate options, and by counselling school officials on issues and problems related to Driver Education programs
- advises a school division on developing effective methods for administering and supervising the program
- provides assistance to school division and/or driver training schools in acquiring equipment or materials necessary for programs
- establishes and maintains commitment to the curriculum guide and the administration handbook relevant to legislation and regulations
- provides inservice activities, workshops, and seminars to enable instructors to enhance professional competencies
- coaches driver education instructors when necessary to improve their ability
- promotes the acquisition and distribution of selected resource materials including the curriculum guide and the administration handbook
- assesses and evaluates resource materials such as books, videos and websites
- posts Driver Education Frequently Asked Questions (FAQ) on the Saskatchewan Education website: http://www.sasked.gov.sk.ca/curr_inst/scitech/faqdr.html, and
- performs other duties related to driver education, as necessary.

Driver Education Instructor Requirements and Responsibilities

Provisions of the Education Act and Regulations

Section 53(b) of the Regulations states:

“driver education instructor” means a person who holds a valid Driver Instructor’s Certificate issued by the minister.

Section 55(2) provides:

A Driver Instructor's Certificate may be issued by the minister to a person who:

- (a) is able to furnish evidence that he has satisfactorily completed a preparatory course for driver education instructors acceptable to the minister; and
- (b) presents a valid credential indicating that he has fulfilled the registration requirements of the Highway Traffic Board applicable to driver education instructors.

Note: These Regulations apply **only** to persons teaching the high school program. Persons wishing to teach commercially or in licence classifications other than Class 5 in programs outside the high school driver education program should contact Saskatchewan Government Insurance for information as to licensing and eligibility requirements.

Class 5 Driver Instructor Preparatory Course

SIAST is responsible for conducting this program. Contact SIAST for further information:

Saskatchewan Institute of Applied Science and Technology (SIAST) Campus
P.O. Box 3003
Prince Albert, Saskatchewan
S6V 6G1
Toll Free Phone: 1-877-360-0728

The High School Driver Education Instructor Certificate Requirements

Driver education is a unique program requiring special training. As a consequence, Section 55(1) of the Regulations states:

No person shall instruct students in a driver education program unless he is a driver education instructor.

Section 55(3) of the Regulations states:

A Driver Instructor’s Certificate issued by the minister pursuant to Section (2) is valid for a period of three years from the commencement of the school year immediately following the date of its issue.

In order to obtain the first (initial) Saskatchewan Education high school instructor's certificate, instructors must submit to the Driver Education Assessment Coordinator, Saskatchewan Education, the following documents:

- a copy of the certificate issued upon successful completion of a basic instructor preparatory course
- a copy of their current, valid driver instructor's licence issued by Saskatchewan Government Insurance, and
- a completed Driver Education Instructor Update Form (available from Saskatchewan Education).

Upon receipt of the above documents, a **High School Driver Education Instructor Certificate** may be issued.

Certificates presently held by driver education instructors conducting high school programs are issued at the pleasure of the Minister and shall be for a period of three years only. Thereafter, certificates shall be renewed subject to terms and conditions established by the department. **These departmental certificates are intended to be issued only to those instructors involved in conducting high school driver education programs.** Instructors of other programs, such as commercial, motorcycle, truck, snowmobile, etc., should obtain certificates from the appropriate agency or organization responsible for conducting/supervising their respective programs including Saskatchewan Government Insurance.

Renewal of the Saskatchewan Education Certificate

Section 55(4) of the Regulation states:

The minister may renew a Driver Instructor's Certificate for a further period of three years if the holder of the certificate is able to furnish evidence that he has satisfactorily completed an in-service program in driver education acceptable to the minister.

Driver education is a constantly changing program. It is of the utmost importance, therefore, that every driver education instructor attend seminars, conferences, institutes, and workshops, that will improve her/his abilities and professional status. The department and many other organizations offer workshops at various points throughout the province during the school year. In addition, special courses in teaching techniques and related skills are offered by universities, community colleges, institutes, and professional organizations.

Renewal is conditional upon the instructor providing evidence to Saskatchewan Education, that he/she has undertaken and completed successfully a program of continuing professional development over the previous three years since the Saskatchewan Education High School Driver Education Instructor Certificate was last issued. Such evidence shall include documentation attesting to participation in at least one course, workshop, or institute in **each year of the three year period.**

Workshops, courses, and institutes deemed acceptable include any offered by, but not necessarily restricted to, the following agencies, organizations or institutions:

- Saskatchewan Driver Educators Association (SDEA) Workshops
- Saskatchewan Safety Council (Traffic Safety related)
- Driving Without Impairment (DWI) Course
- Driver Improvement Training (DIT) Course
- Saskatchewan Education workshop(s)

-
- Courses from SIAST, University or School Boards relative to:
 - Effective Presentation Skills
 - Communication Skills
 - Behaviour of Middle Level Students
 - St. John Ambulance/Canadian Red Cross Society (Emergency First Aid).

The expectation is that any workshops, institutes or courses taken by instructors as a part of their personal program of continuing professional development, shall be directly or indirectly related to driver and traffic safety, pedagogy, skill enhancement, or service provision. Should instructors intend to participate in a specific workshop, and wish clarification as to whether it falls within the criteria above, please contact Saskatchewan Education.

Inactivity

Any driver instructor not actively involved in the conduct of a high school driver education program for at least two consecutive school years will be subject to a review of his/her qualification and abilities prior to re-certification to teach the high school program. The driver instructor should contact the manager of Driver Control, Saskatchewan Government Insurance for the upgrading process. This policy is a result of the many changes occurring in traffic safety, which clearly demonstrate that continuous instructor upgrading and refresher courses are a vital part of the high school driver instructor personal development program. **Failure to participate in the execution of this policy could, conceivably, result in an instructor's exclusion from the high school program should the instructor not arrange to satisfy the requirements.**

Commercial Instructor

If a commercial instructor wishes to conduct a high school driver education program, the following procedure applies:

- submit to Saskatchewan Education, the following documents:
 - a copy of the certificate received upon completion of a basic instructor preparatory course
 - a copy of the current Saskatchewan Government Insurance Driver Instructor's Certificate, and
 - a completed driver education instructor "update" form, available from the Driver Education Assessment Coordinator, Saskatchewan Education.

Upon receipt and review of the above, and after an interview, a department certificate **may** be issued.

Reinstatement of an Instructor's Certificate

An instructor absent from the high school driver education program and not actively involved in any other traffic safety related field for a period between two to five years will be subject to a review at SIAST, and will be required to complete successfully a comprehensive battery of assessment exercises:

- a written, subjective examination, covering all aspects of the Saskatchewan Program
- an in-vehicle, micro-teaching assessment
- a classroom, micro-teaching assessment, if applicable
- a follow-up visit with the Driver Education Assessment Coordinator, and
- if more than 5 years since the last driver's licence examination, and if the licence is not of Class 4, then a complete re-examination including written, vision, sign, and road test to Class 4, administered by Saskatchewan Government Insurance. The battery of tests shall be equivalent to Class 4 and shall be at the applicant's expense.

The results of all the assessments and re-examination may result in the applicant:

- being denied a certificate and being required to attend a basic instructor preparatory course or elements thereof, or
- being required to undertake a supervised practicum arrangement in a high school program approved by the department, or
- being issued a Saskatchewan Education certificate.

Lost or Misplaced Certificate

If an instructor loses or misplaces his/her basic instructor preparatory course certificate, the following procedure will apply:

- if the certificate was issued by Saskatchewan Education, apply in writing to the office of the Driver Education Assessment Coordinator for a duplicate (indicate location and the year of graduation from the course).
- if one graduated from the program offered through SIAST Woodland Campus, contact that Prince Albert institution directly.

Medical Examinations

The requirements for a Class 4 driver's licence include a written test (basic and sign), a pre-trip, a road test and a current medical examination. For the purpose of seeking a Class 4 driver's licence, any medical examination remains current and acceptable up to one year from the date the examination was taken. For the Driver Instructor's certificate renewal, Saskatchewan Government Insurance requires a medical once every five years.

If the applicant does not meet the medical standards to hold a Class 4 driver's licence, SGI will not issue a Driver Instructor's Certificate.

Program Success

Here are some suggestions for instructors to enrich and enhance the profile of the program and of themselves.

- Provide program progress reports regularly to the director, board, and parents.
- Recognize significant contributions to the program by auto dealers, police, and other resource speakers. At the very least, a personal letter of appreciation for their support and efforts should be prepared and presented.
- Arrange for a feature story in the school paper and local media outlets on significant elements of the program as well as other planned events.
- Take an active role in traffic safety programs and related initiatives in your community. Make a concerted effort to involve your students.
- Make a personal commitment to participate in professional development seminars and workshops offered by your school division and the various local and provincial traffic safety and educational organizations and institutions.
- Become a member of a professional organization or association such as the Saskatchewan Driver Educators Association (SDEA) or the Saskatchewan Safety Council.

SGI Licensing Requirements

The Vehicle Administration Act and Regulations govern the operation, certification, and licensing of driver training schools and driver instructors. Please contact:

Driver Control
Saskatchewan Government Insurance
2260 - 11th Avenue
Regina, Saskatchewan S4P 3V7
Toll free: 1-800-667-9868
Regina Call Centre: (306) 775-6900

Training Outside Saskatchewan

Individuals, who hold a certificate(s) attesting to his/her competence as a driver instructor issued by sources outside the province of Saskatchewan and who wish to obtain a certificate from the department in order to teach the high school program, must send a photocopy of the certificate(s) held. In addition, particulars about the preparatory course attended, including details regarding the following, should be forwarded to Saskatchewan Government Insurance:

- number of hours received during the theory portion of the instructor preparatory course
- number of hours received during in-car instruction
- total course length
- course content
- course sponsor and location
- year taken, and
- post-course experience.

Upon review of that material, as well as a comprehensive battery of assessment exercises, a departmental certificate may be issued. Should additional training be required before issuance of a certificate, applicants will be so advised.

This policy applies also to those persons who intend to obtain instructor certification through participation in instructor preparatory programs outside Saskatchewan. In order to avoid possible delays in certification upon return to Saskatchewan, candidates are encouraged to seek departmental sanction of the course **prior** to departure.

Administration, Supervision, and Procedures Related to Conducting the Program

Establishment of the Driver Education Program

Types of Programs

There are essentially three types of programs in Driver Education that can be established by Boards of Education.

- A teacher on the school staff, who is a qualified driver education instructor, undertakes responsibility for conducting all phases of the driver education program.
- A teacher on staff who is certified by SGI, undertakes the responsibility to conduct the classroom instruction, and the in-car instruction is contracted out by a qualified driver instructor.
- A qualified driver instructor is responsible for the entire program under a contract with the school board.

Contracts

Before a school division enters into a contract, it is strongly recommended that reference checks be done and in-car evaluations reviewed regarding the prospective driver instructor. Driver Instructor's Assessment Checklists criteria are included in Appendix C. Sample contracts are included in Appendix B.

Funding of the Program

Driver Education is a part of Core Curriculum. Funding for the program may come from the Foundation Operating Grant or be raised locally. School divisions are responsible for budgeting for the program.

Other Course Considerations

Adaptations for Students with Disabilities

Students who experience difficulty with academics in school are quite capable of becoming competent drivers leading to many employment opportunities.

Instructors are encouraged to work together with administrators and resource teachers to identify students who have special needs. Students with special needs are those students who need adaptations to materials, instruction and the learning environment, in order to achieve the foundational and learning objectives of the course. Students with learning disabilities, mild intellectual disabilities, physical disabilities, behavioral challenges and hearing disabilities may be enrolled in driver education. Once the instructor has the class list, he/she should contact the resource teacher in the school, to get assistance identifying adaptations that will be required for the student/s with special needs to be successful. One or more of the following adaptations may need to be made.

Classroom Instruction

- Some students may need to hear, watch and then model and demonstrate skills.
- Some students may benefit from a visual presentation of materials (videotape).
- Some students may want to tape the lesson so they can review it later.
- Some students may benefit from repeating instructions verbally (for lesson assignments, homework assignments, and in-car tasks).
- If a student is having difficulty, the resource teacher can pre-teach vocabulary or reteach the lesson, using materials that are at a lower reading level.

In-Car Instruction

- Some students may benefit from extended in-car time. Some school divisions provide up to 12 hours of in-car time. Individual needs of students will determine the amount of in-car time they need.
- Some students may benefit from breaking the skills down into progressive steps (e.g., talk through lane changing with the car stationary; talk through lane changing with the car in motion, with other cars in proximity).
- Some students may benefit from practising the skill in a non-threatening environment (e.g., introduce the student to straight line backing, precision braking, hand-over-hand steering in a vacant parking lot, progressing to more demanding situations).

Student Evaluation

- Students with reading and writing disabilities may need someone to read the question or scribe (write) their answer. This may require an alternate setting for taking the exam. Arrange this type of support with the resource teacher or other support staff.
- Students with memory difficulties will need assistance preparing for tests.
- Evaluation needs to focus on getting students ready for the exam(s). This may involve working with the resource teacher in exam preparation activities such as reviewing the vocabulary or going over related study questions.
- Students with disabilities should be encouraged to study, to use memory strategies, and to come prepared for the exam.
- When reduced or minimal material is covered in the in-car instruction, then the marking for that session must reflect the reduced content.

Completion of Course

Matters related to a student's attendance that may affect his/her successful completion of the program will be resolved at the local level by the instructor, school administration, parent, and student. Upon request, the department is prepared to assist in mediating issues in dispute.

The Certificate of Driver Education (card size) for students is available in quantities from the local SGI examiner's testing office and are free of charge. All certificates shall be correctly completed and preferably typed. **Having the Certificate of Driver Education (card size) is a requirement for booking a road test.** These certificates shall not be duplicated. Replacement certificates may only be issued by the driver instructor and letters of completion may be issued by the local board of education.

Course Duration

Because the length of time that the driver education program may be conducted is an important factor in facilitating effective learning, coordination and integration, it deserves the highest consideration. There is a need for the total program to extend over a period of time consistent with sound learning principles that allows for some student maturation to take place. Time is needed for the development of proper habits, skills, attitudes, judgmental abilities, and behaviour. This permits a better opportunity for integrating the classroom and in-car learning activities.

The sequence and time span for structuring the various learning experiences inherent in this program are important, if effective and sound learning is to take place. The matter of length of instructional periods, number of students, and the quality of instruction are other major factors. In addition, each school has its own particular problems as they relate to scheduling, etc. The director/superintendent, principal and driver instructor must search for the most desirable solutions for structuring the program, to ensure it is educationally sound and economically feasible.

Eligibility

All eligible students have an opportunity to enroll in the driver education program. Eligible student means any student in attendance at a Saskatchewan school who is at least 15 years of age and meets the requirements for licensing eligibility established by Saskatchewan Government Insurance and the enrolment criteria established by the local Board of Education.

Some school divisions will provide education to independent school or home-based education students for a fee. (This is a matter of local policy). These students may enroll in a school division driver education program providing they are at least 15 years of age. Otherwise, at age 16 these students must purchase four hours of private lessons from a commercial driver training school.

Eligibility in the driver education program should be closed at the inception of the course. Another course should be started when enrolment warrants. Additional students should not be enrolled in a driver education course after instruction has begun. The exception may be where a student who is enrolled in the program transfers to another school and requests permission to re-enroll. Naturally, the driver instructor(s) will need to arrange to transfer the course records of the student.

Any student requesting the course should be notified as to the date of the next enrolment. Schools are encouraged to provide a program that spans at least one semester. If enrolments are excessively high, consideration should be given to conducting several courses during the year with staggered intake times. Anyone reaching the age of eligibility could then have the opportunity to enrol in the program at a time best suited to his/her needs and to participate in a course that exposes him/her to a variety of driving and weather conditions.

Fifteen (15) Year Old Students

It is imperative that parents/guardians and fifteen year old student drivers be advised very clearly that 15 year old drivers in possession of a class 7 licence can only operate a motor vehicle on a public highway when accompanied by a driver instructor or by their parent or guardian or such other person authorized and approved by Saskatchewan Government Insurance (SGI). These people must have held a valid driver's licence for at least the 365 days in the preceding three years.

Section 11(6) of the Driver Licensing and Suspension Regulation states:

A class 7 licence held by a person who is 15 years of age remains valid only if the person is enrolled in or has completed a high school driver training program that is under the direction of the Government of Saskatchewan.

This means brothers, sisters, girlfriends, boyfriends, grandparents, etc. are not permitted by law to be the person who occupies the seat immediately to the right of the new driver, unless they have been granted such authority by SGI. The form to seek such sanction is available from SGI. It should be completed by the parent or guardian with the assistance of the driver instructor and forwarded to the head office of SGI at the address shown on the form.

In the past SGI has granted permission for 15 year olds to drive with someone other than a parent or guardian, upon application. This practice however was restricted to one and only one alternate person. SGI now is prepared to grant authority for 15 year olds to drive with more than one person other than a parent or guardian up to a limit of two "alternates".

Fourteen (14) Year Old Students

A clarification of the Highway Traffic Act, particularly as it relates to under 15 (14 years 9 months) year olds participating in the in-car portion of the program, is in order in light of recent interpretations of the Highway Traffic Act and Regulations.

Saskatchewan Government Insurance policy states that students under the age of 14 years 9 months are not allowed to write Class 7 examinations.

When students are formally registered in the program, presumably they will have reached their 15th birthday and be eligible to obtain their learner's licence. Situations may arise where a student, who is not yet 15 years of age, wishes to enroll in the program. Before enrolling the student, it is suggested that the driver instructor and the director of education review the legal and program considerations. A person can only obtain a learner's licence when he/she reaches the age of 15 years. Until such time as the student turns 15, he/she is not eligible to operate a motor vehicle on any road. Further, even though special dispensation is granted under Part 3 of the Highway Traffic Act to allow driver instructors to provide unlicensed students with up to one hour of in-car instruction, **that provision does not extend to anyone under the age of 15 years.**

However, the following procedure will apply to those students under the age of 15 years who wish to receive recognition and ultimately a Driver Education Certificate attesting to satisfactory completion of the driver education program:

- **only those students who will reach 15 years of age before completion of all phases of the driver education program (in order that they receive in-car instruction during the same program in which they are receiving the in-class**

instruction) will be eligible to undertake the Saskatchewan Government Insurance written, sign, and vision examinations.

In those instances where a student will not reach his/her 15th birthday before completion of the course at the school which he/she attends, that student will not be permitted to undertake any of the Saskatchewan Government Insurance examinations, nor will recognition be given by the department for participation in the classroom component of the program only. Those students will be required to enroll in and participate in all phases of the program when it is next offered at the school and when they meet the minimum age of eligibility for a special Class 7 or Class 5 driver's licence. (Contact the Driver Education Assessment Coordinator at Saskatchewan Education for clarification, if necessary.)

Driver instructors are permitted to retain in their possession the Saskatchewan Government Insurance Driver Examination Certificate (DEC) and Signature forms for these students until such time as the student reaches 15 years of age. Then, the forms and related documentation (birth certificate, etc.) may be presented by the student or by the driver instructor to the nearest motor licence office for issuance of the necessary driver's licence.

Note: It will be the responsibility of the driver instructor to ensure, in these special instances involving students under the age of 15 years, that all documents and necessary forms are signed and in order before presentation of the DEC and Signature forms to the licensing officials.

Hours of Instruction - Classroom

Section 54(2) of the Regulations states:

The driver education course of study mentioned in subsection (1) is to consist of
(a) 30 or more hours of classroom instruction.

Please note the words "or more". The option exists locally for additional time to be allocated to the program to incorporate topical issues.

Classroom sessions should not exceed two hours in any one day. Where two hours are taken as a block, there should be an interval **or** scheduled break of at least ten minutes at the end of the first hour. During summer school or non-scheduled school days where in-class is a three hour block, students should have a scheduled breaks of at least ten minutes per hour.

Hours of Instruction - In-Car

Section 54(2) of the Regulations states:

The driver education course of study mentioned in subsection (1) is to consist of
(b) six or more hours of in-car instruction.

Instructors are encouraged to provide experiences and sufficient time for all students to enable them to master the essential elements of the program at the rate their individual capabilities allow.

Section 54(4) of the Regulations states:

In-car instruction is to be limited to one hour per pupil in any one day.

The average length of time any student should be assigned to driving behind the wheel in the car may vary. From experience and evaluation, it is generally found that after thirty minutes of intensive instruction, most students begin to become fatigued and additional time becomes of little value. This is especially true during initial lessons when there is the likelihood of nervous tension, anxiety, or fear. There is also a limit to the number of new performance abilities that can be reasonably incorporated into any one lesson. The one hour per day maximum does not apply where rural students travel to larger urban centres for in-car driving experience.

Medical Information Requirements

Driver education instructors should be made aware of any health problems of students that could interfere with the ability of a student to operate a motor vehicle safely. **If in doubt at any time, the director, principal or guidance counsellor, and SGI medical officials should be consulted before accommodating a student in the program.** It should be noted that responsibility for determining eligibility to drive is vested with SGI. The process for determining eligibility of a person to hold a licence is governed by several criteria, one of which is medical fitness, while the other is skill and knowledge.

The decision to accommodate a person in a driver education course, while influenced by the person's eligibility to obtain a licence, should not preclude the student from the opportunity to receive the benefits of at least a teacher-led, classroom experience. At minimum, the student would benefit from the information as would a pedestrian, bicyclist, or passenger.

Utilizing Core Curriculum principles, one of the strengths of the Saskatchewan Driver Education Program is that instruction can be "tailored" to meet the needs of individual students, even to the extent where individualized instruction can be considered. Likewise, a driver's licence can be "tailor-made" to accommodate an individual's needs in balance with the needs for safety and security of the general public. Such practice does not compromise the integrity of either the program or licensing process. This is an application of the Adaptive Dimension.

Any questions regarding licensing eligibility from a medical perspective should be directed to:

Supervisor of Medical Records
Saskatchewan Government Insurance
2260 - 11th Avenue
Regina, Saskatchewan S4P 3V7
Toll Free: 1-800-667-9868
Regina Call Centre: (306) 775-6900

Number of Students in the Car

It is recommended that when practical, at least one, but not more than two, student observers, in addition to the student driver and the driver education instructor, should be in the car during in-car instruction. It is recognized there will be occasions where the maximum will be exceeded, such as conveying students to larger urban centres for in-car driving experiences. However, every effort should be made to ensure at least two students are in the vehicle at all times. Instructors are encouraged to check with the school administration.

Observation Time

Observation time should be used as a positive learning experience by motivating accompanying students in the training vehicle to observe traffic controls, road conditions, incorrect driving procedures, and driver instructor directions in relation to the highway transportation system. At the beginning of the period of instruction in the training vehicle, students should understand that observation time is important, and that all students are responsible for instruction given the driver. By scrutinizing the student driver's responses and behaviour as well as those of other road users, the observing students will sharpen their own perceptual and judgmental abilities. Timely questions by the instructor will cultivate these habits as well as help students note traffic safety efforts and problems. Observation checklists in which the observers may note or rate significant aspects of driving performance should be developed and used intermittently. (See Appendix D.) Use of such aids can assist in student progress and evaluation.

Program Organization and Content

The program must be organized and conducted in the manner set forth by Saskatchewan Education. Section 54(i) of the Regulations states:

A board of education shall offer only the driver education course of study that is issued by the department.

Students are often most interested in the practical implications of the theoretical knowledge being presented. It is, therefore, important to make the link between theory and practice very clear for students. In-class discussion should be integrated as much as possible with the in-car sessions.

Resource Materials for Driver Education

For a list of recommended resources, consult the latest Learning Resources Distribution Centre catalogue.

Learning Resources Distribution Centre (LRDC)
Saskatchewan Education
1500 – 4th Avenue
Regina, Saskatchewan S4R 3V7
Phone: (306) 787-5987
Fax: (306) 787-9747
Website: www.lrdc.sasked.gov.sk.ca

It is critical that current, relevant, high quality instructional resources be used. Resources must be kept up to date to incorporate changes in laws, to view/show road conditions and to improve instructional methods continually.

There are some quality videos available from a variety of sources including Media Group that can enhance the lesson content. Driver instructors/educators are cautioned not to adopt a “projection-booth” mentality through excessive use of videos. Consult the Media Group catalogue for further resource information.

Media Group
2710 Millar Avenue
Saskatoon, Saskatchewan S7K 4J4
Phone: (306) 933-4212
Toll Free: 1-888-682-8808
Fax: (306) 933-3183
Toll Free Fax: 1-877-444-3354
E-mail: vidlib@mg.sk.ca
Website: <http://www.sasked.gov.sk.ca/video>

Saskatchewan Government Insurance has published a *Traffic Safety Resource Catalogue*. This free publication provides a description of traffic safety resource materials available from the resource centre at SGI as well as other sources including provincial, federal, and international. This catalogue will be updated and reprinted annually, as the resource centre expands.

To borrow videos or to order quantities of SGI materials or to obtain samples of materials from other sources, fill out the order form in the booklet or call toll free: 1-800-667-8015 ext. 1465.

SGI prefers if driver instructors were to order supplies well in advance of the date when they will be required. By doing so, you will assist SGI staff in the allocation and provision of supplies.

The Driver's Handbook, examination papers (for the High School Program), Driver Examination Certificates (DEC), and Certificates of Driver Education (cards that signify completion) are available at all district examination offices. Signature forms and the *Co-Pilot's Manual* are available at all SGI offices.

Route(s) Selection and Practice Driving Areas

The amount of time available for in-car instruction is usually limited, therefore, careful lesson planning and route selection are extremely important. The first lesson or two in the training car will need to be conducted as efficiently as possible in order that basic skills can be learned quickly and effectively. Thereafter, more time can be devoted to problem solving exercises and learning new techniques. As the lessons progress, practice areas should include arterial streets and highways with an increasing amount of traffic and demanding situations. When the basic motor skills become semi-automatic so that the student no longer has to formulate the appropriate action in his/her mind, then attention is free for perception of the

overall traffic picture. Routes can then be chosen for as many different situations and varied experiences as practical. The driver instructor should analyze the local traffic system to find challenging situations to determine routes that provide the best opportunity for concentration on as many traffic elements as possible. This will provide a broad training program for the students, including a range of road and climatic conditions.

The attitude of the student toward the program can be influenced greatly by the selection of streets for driving instruction. Special care should be taken so that the streets or highways selected are suited to the learner's level of ability.

Same Instructor for Complete Course

Ideally, one driver education instructor should be responsible for conducting both the in-car and classroom phases of the program. Where such practice is not possible or practical, it is recommended that only one instructor be assigned responsibility for the classroom component and another instructor for the in-car phase for the duration of the course. Collaboration between these individuals would be beneficial.

Scheduling the Program

There are many variables involved in scheduling a driver education program that can be easily based on expediency rather than carefully planned policies and sound educational principles. Considerations include the selection of special equipment and facilities, financing, special records, and reports. Others include community support, establishment of working relationships with parents/guardians, local and provincial agencies of government, and those agencies and individuals in the private sector who have traffic safety responsibilities. Certainly, the uniqueness of the driver education program presents a challenge to the conscientious driver instructor, superintendent or director, principal, parent/guardian, and student. In some schools, low enrolment may prevent the course being offered in one particular semester; however, regardless of the number of available students, the complete driver education program must be offered. The practice of offering all the classroom instruction during one semester and scheduling in-car instruction for the remainder of the school year or next school year is not consistent with the philosophy of the one course concept, nor does it provide for the maximum amount of teamwork. As Section 54(2) of the Regulations pursuant to the Education Act states:

The driver education course of study mentioned in subsection (1) is to consist of:

(a) 30 or more hours of classroom instruction; and (b) six or more hours of in-car instruction; and, wherever possible, classroom instruction, in-car instruction and simulation instruction, if any, are to be offered concurrently.

In no case may in-car instruction or simulation instruction precede instruction in the classroom. To participate in the in-car portion of the program, students must be enrolled in the regular program and be in possession of a valid learner's licence, Class 7.

In-car instruction should not begin until such time as the student possesses the basic knowledge, skills, and information required for the safe operation of a vehicle in traffic.

Theoretical discussion of driving is not effective unless it is reinforced with practical activity. It is expected therefore that classroom instruction will be delivered concurrently with in-car instruction. In-car lessons should be delivered no later than three weeks past the student's validation of his/her learner's licence, although an additional week may be necessary to complete plans for students that live in rural areas. If the hours of in-car instruction are going to be delayed, the instructor should at least deliver the first in-car lesson before the delay. (Contact the Driver Education Assessment Coordinator for clarification, if necessary).

In large schools and systems, one instructor may have several classes scheduled per semester. It is more effective for an instructor to concentrate on one class at a time and not to get behind with the in-car instruction. Some flexibility for overlapping schedules is permissible.

Simulation Instruction

Section 54(3) of the Regulations states:

For the purposes of clause (2)(b), four hours of simulation instruction is deemed to be equivalent to one hour of in-car instruction, but not more than three hours of the minimum six hours of in-car instruction required may be substituted by simulation instruction.

Driving simulation can:

- provide explanations and experiences that will reinforce and expand on those provided in other parts of the driver education program
- assist students in developing perceptual skills by providing experiences through which the student will learn to negotiate traffic situations safely
- assist students in developing good driving attitudes by demonstrating safe, courteous driving practices and by teaching the student to respond in an appropriate manner to the situation that confronts him/her
- provide driving experiences in the safety of a classroom where, if the student makes an inappropriate decision, she/he does not endanger the life or property of herself/himself or others
- assist the student in developing safe driving habits by providing - in formal procedures such as starting, stopping, lane changing, passing, etc.
- assist the student in learning the techniques of many of the physical driving skills such as turning, braking, parking, shifting, etc.
- require each student to make his/her own decisions in driving through each situation, and
- provide the student with information as to improper decisions and how to resolve them while the situation still confronts her/him.

Driving simulation is **not**:

- the panacea in driver education
- a replacement for the driver instructor

-
- exactly like driving a car, or
 - equipped to provide every traffic experience possible.

Size of Classes and Facilities

Considerations relative to the number of students for the driver education class should be the same as for other areas of study in the Practical and Applied Arts. Regular classroom facilities should be provided for the program. An environment that enables the objectives of the course and is conducive to learning should be developed.

Supervision

Section 56 of the Regulations states:

Supervision and evaluation of the driver education program is the responsibility of the superintendent or director of education.

As with any subject, the success of a high school driver education program depends upon qualified and dedicated instructors, the provision of appropriate equipment and facilities, as well as adequate supervision. Quality programs do not happen by chance; they are the result of continuous, careful and cooperative planning by all involved in the venture. The most successful programs are those that are actively supported by directors of education, school boards, and parents who have taken an active interest in establishing and conducting a program that meets the needs of the students in their community.

Directors are encouraged to extend to the driver instructor the same kind and level of supervision normally accorded teachers of other subject areas including in-class evaluation. The in-car evaluation of the instructor will be the responsibility of the Driver Education Assessment Coordinator, Saskatchewan Education.

Teaching Load

Tolerance of error, patience with students, enthusiasm for instruction, and other factors vital to meaningful instruction are all in jeopardy when an instructor carries an excessive work load or works excessive hours in any one day. For effective in-car instruction, appropriate breaks between lessons are recommended over continuous instruction. Travelling between schools is not considered instructional time. Driver instructors/educators should carry a teaching load comparable to that of other teachers. **It is recommended that an instructor teach a maximum of six hours in-car when teaching two hours in-class, or a maximum of seven hours in-car when teaching one hour in-class, or a maximum of eight hours in-car, including breaks, without classroom instruction on the same day.** Wherever possible, the program should be offered during the regular school day.

Any student, regardless of age, is permitted to participate in the classroom component of the high school driver education program, provided it is in accordance with established local board of education policy.

Recordkeeping

Course Registration

Students should register for Driver Education 10 (4605) at the same time, as they preregister for other Secondary Level courses for the forthcoming school year.

Student Records

Section 54(5) of the Regulations states:

Every board of education shall ensure that an official record is retained of pupil participation in the driver education program.

Likewise, Section 54(6) states:

Every board of education shall report to the minister at least once per year, on a form provided by him, a record of every pupil who participates in the driver education program.

Percentage marks are to be submitted to the department under the course name and code: Driver Education 10 #4605. Driver Education is a non-credit course. See the Principal for help with procedures.

All records substantiating student participation in the program are to be kept on file by the local board of education for seven years.

Daily Attendance Records

Driver education instructors are responsible for maintaining individual records for each student. Such records should substantiate student participation and eligibility for a certificate. It is imperative that a system be used that is clear and will require a minimum of effort to maintain.

Review of Driver Education Records

Driver education records shall be open to inspection by representatives of Saskatchewan Education, and SGI, but shall be for the confidential use of those organizations only.

See also *The Driver Training Regulations* (1986), Section 8.

Driver Education Vehicle

Section 54(7) of the Regulations pursuant to The Education Act states:

Instructional materials and equipment to be provided by a board of education for each pupil are to include a dual-controlled driver training vehicle, textbooks and supplementary resource material authorized by the minister.

The driver education vehicle should be used for instructional purposes only. The driver education instructor or other school officials should not use a loaned driver education vehicle for purposes other than those designated by agreement or contract by the dealer providing the vehicle. Naturally, a vehicle owned by the instructor would not carry such limitations regarding use.

The Driver Training Regulations (1986), section 11(1) (a) and (b) and 11(2) (a), (b), and (c) state:

- 11(1) Subject to subsections (4) and (5), every vehicle used in driver training by a driver instructor or board of education to train a person to drive a class 5 motor vehicle shall:
- (a) be equipped with adequate dual controls, consisting of:
 - (i) dual brakes;
 - (ii) an ignition cut-off switch where the ignition switch of the vehicle is not within reach of the driver instructor; and
 - (iii) special rear-view mirrors for the driver instructor; and
 - (b) have conspicuously displayed and clearly legible, at rear of the vehicle, the words "Student Driver" in letters of not less than five centimetres in height.
- 11(2) No driver training school and no board of education shall operate or cause to be operated a motor vehicle for the purpose of in-car instruction to train students in the driving of motor vehicles, unless the motor vehicle:
- (a) meets the requirements of subsection (1);
 - (b) is maintained in a safe operating condition; and
 - (c) meets all the requirements of the Act and the regulations made pursuant to the Act applicable to motor vehicle equipment and equipment standards.

To emphasize: the car(s) provided for all behind-the-wheel instruction shall be in safe mechanical condition and equipped with required dual brakes. The car(s) will have an instructor's inside rear view mirror, seat belts for all occupants, and outside rear view mirrors installed on the right and left sides of the vehicles. All vehicles used for driver education shall display suitable "student driver" signs of no less than 5 cm in height.

Acquisition of Cars

Manufacturers of motor vehicles may assist in the provision of cars for use in the high school driver education program. Contact your local dealer on this matter. They have current literature on acquisition procedures from their respective manufacturers. Cars may be leased or purchased. See Appendix E.

Care of Vehicles

All training vehicles must be clean, serviced, and maintained regularly to project a professional image.

For the protection and safety of students, vehicles that are 10 years and older shall meet all requirements in *The Vehicle Equipment Regulations*, (1987) and pass *The Vehicle Inspection Regulations* (effective December 17, 1996).

Civil Liability

The Highway Traffic Act provides that under certain circumstances, persons may operate motor vehicles without being in possession of a driver's licence. Such special circumstances include persons undertaking road tests in order to obtain a driver's licence, and individuals receiving driver instruction. This latter provision has been extended to include, under very limited, very specific circumstances, certain students enrolled in the high school driver education program. The arrangement provides that a maximum of one hour out of the total in-car instructional program of six hours may be given to a student, who is 15 years of age, without the student being in possession of a Class 7 licence.

Usually, the reason for application of this special dispensation relates to the unavailability of a driver examiner to attend the school for purposes of administering the qualifying licence examinations, due to illness or weather conditions. It is expected that the instructor will counsel the student and the parent/guardian indicating that the student may not operate any motor vehicle other than the driver education vehicle until such time as he/she is in possession of a driver's licence. Further, the instruction provided to the student can only take place in an instructor's dual-controlled driver education vehicle.

It is suggested that boards of education offering driver education should obtain extra auto insurance in order to provide coverage over and above the basic plate insurance coverage provided by Saskatchewan Government Insurance. Boards who do not have a bond should be reminded of Section 85(1)(cc)(i) and (iv) of the Education Act which states:

85(1)(cc) keep in force a policy of insurance for the purpose of indemnifying:

- (i) the board of education and its employees with respect to any claim for damages to property or for personal injury or death arising from any program, activity or service authorized or provided by the board of education, or from any approved activity mentioned in Section 232, and
- (iv) in the board of education's discretion, parents and citizen volunteers.

Clearly, the board is required to maintain insurance for driver education courses in order to indemnify itself and its employees against any claims. A teacher who was a driver training instructor would be exempt from liability under the circumstance described in Section 232 of The Education Act.

Therefore, a board and its employees would be adequately covered in the event of an accident arising from the driver education program, if the following were in place:

- the basic plate insurance provide by Saskatchewan Government Insurance
- a penal bond in the sum of \$5,000.00, and
- third party liability insurance

With respect to a parent's liability, generally the law views parents/guardians as not being held responsible for the torts of their children provided that adequate instruction with respect to using the vehicle is given and dangers of operating a vehicle are impressed upon the child.

Students who are not in possession of a driver's licence and who are under the age of 16, but enrolled in a driver education course, may operate a driver education vehicle only and not any other vehicle such as a family car, and only while taking instruction from and accompanied by a driver instructor who holds a valid instructor's certificate. **Their parents/guardians should also be made aware of this in writing.** Only upon obtaining a Class 7 learner's licence is someone otherwise "qualified and authorized by law" to operate a motor vehicle and therefore come within the provisions of The Automobile Accident Insurance Act.

Students who do **not hold a valid learner's licence** are not permitted to operate a motor vehicle at anytime.

Failure to properly inform the student and/or parents of the restriction could lead to a misunderstanding and litigation, should a collision occur.

Saskatchewan Government Insurance Support

Driver examination practices and personnel are a critical element in ensuring the success of any driver education program. Only qualified instructors can access materials at the local driver examination office. The Saskatchewan Government Insurance Driver Examiners will visit the school upon request to administer vision tests or they may be able to make a public relations presentation to a class.

Examinations and Tests

Basic Written and Sign Examinations

Since September 1982, driver instructors have been authorized to administer written and sign tests.

Classroom quantities of the written and sign examinations are available on request from driver examination offices throughout the province.

It will be the responsibility of the driver instructor to administer, correct and assign marks to the examinations, and to place the results on the individual student Driver Examination Certificate (DEC) form and the Vision Report forms. At no time shall students be permitted to correct examinations of other students. It will also be the responsibility of the driver instructor to return both used as well as unused examination papers to the driver examination office.

If the examination paper is not available, the following procedure will apply:

- driver instructors will be provided with the standard SGI examination papers with a separate sign identification paper. These examinations are available in classroom quantity from the local driver examination office.

With respect to disposition of used papers, the following procedure will apply:

- all used, as well as unused written and sign papers will be **returned** to the local driver testing office or to the driver examiner at the time he/she is attending the class for purposes of administering the vision test.

In those instances where students are unsuccessful in their first attempt at any of the examinations, the following procedure will apply:

- the driver instructor is permitted to administer the second re-examination paper after 24 hours have elapsed. This second examination paper must be an examination paper different from the initial paper. Again, the second examination paper is available on request from the local driver examination office or driver examiner, and
- this second examination paper, after administration and correction, must be returned to the driver examiner at a time that is convenient.

Third or subsequent attempts at examinations by students require the following procedure:

- students will be required to pay to write the exam and arrange to undertake the required examinations at the local driver testing office at a time that is convenient to them and to the driver examination office.

Vision Test and Bookings

Bookings should be made 30 days in advance. Failure to do so could result in program delays should an examiner not be available. All bookings for vision tests are to be booked through the toll-free number, 1-800-667-5111 or 1-800-667-5105. The cities of Regina and Saskatoon schedule their own appointments. All

surrounding areas of these cities are booked through the toll-free number. **A minimum of 12 students is required for the driver examiner to come and do a vision test.**

In the event that a student does not meet criteria in the vision exam, he/she will be given a vision referral form and advised to seek vision correction. A person who has been given a vision referral form will be re-examined with his/her glasses or corrective lenses to ensure that vision standards and identification have been met.

Supervision and Control of Students

The instructor or designate must be present and have control of the class at all times while these tests are being administered. The instructor will also correct, mark and initial all tests.

Note: the Driver Examiner may cancel the appointment and leave the school if the following conditions are not met:

- if the driver education instructor or teacher is not in attendance, and
- if the tests are not corrected, and the DEC's and Vision Report forms are not completed.

Should you require assistance, contact your local driver examination office in advance.

Road Test Booking(s)

- The following information is required when booking a road test.
 - name
 - phone number
 - class of road test
 - licence number
 - receipt number, and
 - Certificate of Driver Education.

Appointments cannot be booked without this information.

Authority to Drive with a Person Other than a Parent or Guardian

This so-named application form should be made available to all students who are under the age of 16 years who require someone other than his/her parent or guardian to drive with them for the purpose of practice.

Inform the student that he/she may not drive with the alternate driver until they receive a letter from Saskatchewan Government Insurance authorizing them to do so. An alternate driver may be refused on the basis of a bad record.

Instructors are reminded this form **must** be used. Copies are available in the Driver Educator's Policy Manual, at the local SGI driver examiner's office, or can be obtained by contacting:

Driver Control
Saskatchewan Government Insurance
2260 - 11th Avenue
Regina, Saskatchewan S4P 2N7
Toll free: 1-800-667-9868
Regina Call Centre: (306) 775-6900

Form(s) Completion

It is the instructor's responsibility to ensure all forms are distributed and filled out properly before the examiner arrives at the school. The instructor will guide the students, to ensure accuracy on the Driver Examination Certificate and the Signature form signed by parents/guardians for students under age 18. Instructors will review and complete the documents to prepare for the driver examiner's visit.

Identification of Student/Proof of Age

Instructors must scrutinize a student's proof of identification to confirm that the name on the Driver Examination Certificate (DEC) is the same as on the **original** birth certificate. Failure to do so invariably results in the incorrect name appearing on the driver's licence and Saskatchewan Government Insurance driver files.

When vision screening and identification checks are administered at a high school by the driver examiner, the students will be required to show a completed DEC and proof of name and age by providing two pieces of identification that has their name, date of birth and signature on the document. The following original identification documents are acceptable to SGI: Birth Certificate, Baptismal Certificate, Passport, Indian Status Card or Citizenship document. Also, one identification with a signature is required; some examples are Social Insurance Card, Hospitalization Card, School Identification Card, etc.

Anyone having his/her vision screening and identification check done at an SGI Driver Examiner's Office will be required to produce a completed DEC and Signature form, and two of the above mentioned documents to show proof of name, date of birth and signature. In the absence of a Signature form, the applicant must produce a document showing proof of identity acceptable to SGI.

The completed DEC signed by a driver examiner and the Signature form will be needed by the Motor Licence Issuer before the licence can be validated. **Photocopies of any of these documents are not acceptable.**

Driver Examination Certificate (DEC) Forms

Black ink should be used when filling out the Driver Examination Certificate (DEC) forms to ensure that clear information is scanned in at the time of validation. DEC's must have a pass/fail entered properly. The name on the DEC must correspond with the name on the birth certificate e.g., Robert John Brown **not** Rob or Bob Brown. When a student is required to go to the driver examination office for a re-write, vision screening, or to produce I.D., the DEC, Signature form, and two pieces of the above mentioned identification must be presented and signed by to the examiner before the documents can be released for validation by an SGI issuer.

Driver Education Transfer Sheet

The transfer sheet is to provide students, instructors, and school divisions with proof of attendance or partial completion of the in-class and in-car instruction to be credited towards completion of the course at another school.

This transfer sheet should be photocopied on school letterhead or on a driving school's letterhead. Three copies are required: one to be left on file at the originating school; one copy for the student; and, one copy to be kept on file for two years at the receiving school.

The student should speak to the principal of the receiving school to ensure that enrolment is secured.

Once the student has completed the entire course, attach a copy of the transfer sheet to the Certificate of Driver Education (card).

Withdrawal from Driver Education Program

Before a student is dropped from a driver education class, the instructor in consultation with the principal, will ensure that every option and avenue has been considered to retain the student in the program. Should such an option not be feasible, then the withdrawal of the student should be undertaken following the guidelines established by the school and the department.

It is the responsibility of the driver instructor to notify SGI immediately by completing the Withdrawal from Driver Education Program form. SGI requires this form in order to update the student's driving record and take the appropriate action against his/her licence.

Further, the student that is 15 years of age and in possession of a learner's licence, will have his/her learner's licence cancelled and the driver education indicator on SGI's system deleted. Anyone who is 16 years of age or over will have the driver education indicator deleted from his/her record and be required to either redo the driver education program or take four hours of commercial driver training. As well, the student's road test eligibility dates will be changed to six months from the date he/she purchases the Class 7 licence.

The form is available in the Saskatchewan Government Insurance Policy Manual. This form may be either faxed to SGI at (306) 569-9631 or mailed to:

Driver Control
Motor Vehicle Division
Saskatchewan Government Insurance
2260 – 11th Avenue
Regina, Saskatchewan S4P 2N7
Toll free: 1-800-667-9868
Regina Call Centre: (306) 775-6900

Additional copies may be obtained from the local Driver Examiner's Office.

French Language

Distance Education Driver Education Course

The Office of French Language Coordination, the Conseil Scolaire Fransaskois, and the Official Minority Language Office (OMLO) collaborated to translate the Driver Education Curriculum Guide.

In January, 2000, the first French language synchronous distance education driver training course for the Fransaskois School Division was delivered exclusively by videoconference mode. Course instruction originated from l'Ecole Mgr. de Laval in Regina. The online students from Saskatoon and Vonda linked up for 30 hours of formal in-class training. They were supervised and received the same instruction as those students in Regina. The results were encouraging. All practical, in-car lessons are taught in French by a certified high school driver educator.

The high school driver education basic and sign examinations are available in French at a local SGI Driver Examiner's Office.

The French version of the *SGI Driver's Handbook* is available at:

Office of French Language Coordination
1919 Saskatchewan Drive
Regina, Saskatchewan S4P 3V7
Phone: (306) 787-1776
Fax: (306) 787-6352

Medical Grounds for Refusing a Student Licence

Instructors are not to refuse a student entry to the program because of a **perceived** medical problem. While it is appropriate that instructors assist students in obtaining their driver's licence, responsibility for determining eligibility for a licence is vested with SGI. If an instructor is concerned about a medical condition of a student, the instructor may wish to discuss these concerns with the school principal or contact the Medical Review Unit, SGI in Regina, providing the necessary details so that office can begin the process of a medical review. Such action should not, however, preclude student participation in the classroom phase of the program, until the medical issue is resolved. From SGI's perspective, the normal process has always been that when a person completes an application for a driver's licence he/she must answer the questions pertaining to medical condition. If there is a medical concern noted, a supplementary medical application must be completed and forwarded to SGI. Refer to the Medical Information Requirements section in this *Handbook*.

Hearing Impaired Applicants - Policy

The following policy was recently issued by Saskatchewan Government Insurance, Saskatchewan Auto Fund:

- In this policy, "hearing impaired drivers" means applicants who are totally deaf or who fail to meet minimum hearing requirements with the aid of a hearing device. All other hearing impaired persons shall be considered for driving privileges according to the usual and uniformly-applied criteria, without regard to hearing loss.
- Hearing impaired Class 1, 3 and 5 licence applicants (learner of full privileges) will be granted Class 1, 3 and 5 authority in the normal manner, but with the following restrictions and conditions:
 - Hearing impaired Class 1, 3 and 5 drivers will not be permitted to operate Class 2 or 4 vehicles (transportation of members of the public by bus, taxi, etc.).
 - Hearing impaired Class 1, 3 and 5 drivers will not be permitted to operate school buses.
 - Hearing impaired Class 1, 3 and 5 drivers will not be permitted to transport dangerous goods unless the administrator under the Vehicle Administration Act is satisfied that the applicant can communicate for the purposes of fulfilling safety and legal responsibilities related to the transportation of dangerous goods.
- No driving restrictions in relation to deafness shall be considered absolute, but may be removed by the Driver Licence Review Committee, if it is satisfied that such restrictions are unnecessary in the circumstances of the particular case.

Picture Driver's Licence

A Saskatchewan Government Insurance photo I.D. Card costs \$12.00 and is available from more than 500 SGI Motor Licence issuers across the province. Additional information is also available by calling the toll-free telephone number 1-800-667-9868.

Principal's Reminder

As a reminder for students to bring the proper documents, it is recommended that the Principal announce the vision screening and identification checks on the day before they are to be administered.

Support and Involvement from School, Home, and Community

Driver education activities are constantly under the surveillance of the public. Administrators and driver instructors alike have equal responsibility for providing the best program possible and publicizing its effects. Parental support, support of school administrators, and community support are all needed to build stronger and better programs.

School Board and Community Support

The board of education must be kept informed of the objectives and the activities of the driver education program. The board is the body responsible for establishing the driver education program. It is the responsibility of the driver instructor to inform the board of the objectives, goals, methods, and achievements of the program. Publicity regarding the driver education program generally should be a part of the driver instructor's activities.

Parent Support

Parent support of all facets of public school education is vital to sustain Core Curriculum. Parents must believe that the kinds of subjects that their children are being taught in schools are critical for their children's education. Driver education is often viewed with a critical eye in the total structure of education. Public understanding of driver education as a Practical and Applied Art is essential for putting the total K-12 education program in perspective.

It should be a priority of any driver education program to keep parents/guardians informed. Parents should be cognizant not only of what the course is about, but also of their child's activities within, and responsibilities to, the program. Many parents/guardians assume that driver education consists of the kind of training they would be able to give their youngsters themselves. Parents must know the scope and nature of the material to be covered.

Communication plays a vital role in gaining parental support. Informed parents become interested and involved parents.

School administrators should encourage parental involvement in the driver education program through such means as:

- letters, progress reports, and other information sent directly to the parents
- handouts sent home with students
- copies of the *SGI Co-Pilot Manual*
- open house and other parents meetings, and
- checklists encouraging supplemental driving with parents.

Information for Parents

The following kinds of information can help build parent support.

- Introductory letter and consent form. An introductory letter or handout is helpful in explaining course requirements, procedures, assessment and evaluation guidelines, and a parent's/guardian's role in driver education.
- Application for enrolment. (The consent form is sometimes included here.)
- Letter announcing the beginning of behind-the-wheel instruction.
- Youth collision information and statistics.
- Progress reports. Parents should be made aware of student progress in the course, including affective, psychomotor, and cognitive objectives. Reports should indicate achievement as well as areas needing more attention.
- Letter announcing completion of course and final evaluation. This letter should include both student strengths and areas needing improvement.

Parent Meeting(s)

Parent meeting(s) might include open houses, driving demonstrations, individual meetings with parents, individual class visitations by parents, practice sessions with parents, or other joint activities. Much appropriate information can be presented through meetings. Many items can be covered.

- Presentation of a parent-student guide
- Film or video presenting orientation to driver education
- Course outline
- Course requirements
- Student assessment and course evaluation
- Guidelines on how parents can assist students in actual driving
- Licensing requirements
- Demonstration of simulators, or multimedia equipment, and
- Invitations to visit classes.

Protocol for Resolving Conflict

- A parent/guardian with a concern should consult the instructor and/or the principal.
- Depending on the nature of the concern, the Director of Education may need to be involved.
- When necessary, contact the Regional Director and/or the Driver Education Assessment Coordinator at Saskatchewan Education.

Supplemental Driving

Involving parents in helping their children learn to drive will serve a dual purpose:

- it will show parents that driver education develops skills in students crucial to staying alive and preserving lives of others, and
- it will serve as an adult education tool, apprising the parents of changes in traffic laws and reminding them of safe driving techniques.

Parents/guardians can help the student to perfect the skills learned during the in-car phase. Such practice gives the student confidence after the basics have been mastered. Guidelines should be provided to the parents explaining the goals and benefits of supplemental driving and how, when, and where to practice.

The limited time available for the on-street component of the program is often the reason why some students do not attain the desired performance level in-car. **Additional practice under parental supervision is essential.** Parents, however, often are not familiar with the course content, or methodology employed by driver instructors. As a result, the parent is unable to apply adequate standards when supervising additional in-car driving practice. Various procedures have been developed to remedy this deficiency. Some schools and instructors have prepared special forms or checklists that are either mailed or delivered by students to parents. These techniques can reinforce recently taught information, identify driving weakness, and encourage the parent to provide the student with additional supervised practice.

Some instructors have developed parent learning guides that interpret the course and explain the various learning experiences reflected in the course. With the parents concentrating on the development/reinforcement of fundamental skills, the instructor has more time in-car to devote to advanced elements of the driving task.

A *Co-Pilot Manual*, produced by Saskatchewan Government Insurance also offers excellent tips and guidance to parents of new drivers.

Parents/Guardian Riding With Students

The Driver Licensing and Suspension Regulations, V-2.1 Reg 15, Section 17 reads in part:

Where the person to whom a class 7 driver's licence is issued is less than 16 years of age, he or she shall not operate a motor vehicle on a highway unless he or she is accompanied and supervised:

- (a) by an instructor who has been approved by the Department of Education and the administrator; or
- (b) by his or her parents or guardian or by a person authorized by the administrator where the parent, guardian or person so authorized:
 - (i) occupies the seat nearest to the driver and the controls of the vehicle;
 - (ii) is at all times conscious and capable of lawfully assuming the operation of the vehicle; and
 - (iii) holds or has held for 365 days in the preceding three years a licence that permits him or her to operate the vehicle being operated by the driver.

The *SGI Driver's Handbook* also addresses this issue.

Staff Support

If support from other teachers is obtained, it will have a direct influence on the value of the driver education program. The guidance counsellor should be the first to recognize the personal rapport and relationships that exist between instructor and student. Working with the counsellor, a driver instructor's observations can be enhanced immensely. The counsellor is in a position to advise and guide students concerning driver education and can be a direct influence in student appreciation of the course.

The counsellor can:

- serve as the necessary liaison between the instructor and the school administration so that the integration of the course into the total school program is facilitated
- assist with students who may have a physical or emotional problem or disability and make appropriate referrals, if necessary
- assist in building confidence in students who are progressing slowly in the in-class or in-car phase of the course, and
- assist in dealing with students who are required to discontinue the course.

Other members of the staff are in a similar position to assist. Teachers should be able to look to the driver education program for materials and information to be used by students in other classes. This is especially true when topics for themes, speeches, or other communication needs are suggested. It is most important that the school administration be fully informed of the objectives, organization, and the extent of participation in the course. Such items as teachers' schedules, students' schedules, course outlines, and special arrangements often require cooperative effort. The superintendent/director and the principal must know and support the program, thus lending more prestige to the course.

Program Evaluation

Driver instructors and program administrators are encouraged to review the *Saskatchewan School Based Program Evaluation Resource Book*, (Saskatchewan Education, 1989) for valuable insights and information.

Classroom Component

The most suitable teaching style to meet the goals of the driver education program is an adult education approach; that is, considerable input is solicited from the participants, the process of instruction is one of guiding, filling in the gaps, and setting a climate for self-discovery.

The course should be firm and interesting, with predominant use of a workshop format rather than a lecture format. It should be viewed as a highly practical, rather than an academic experience for new drivers.

Special efforts are needed to move the course out of the verbal medium and into the visual medium. As driving is primarily a visual task, extensive use of transparencies, slides, video, and graphics is essential.

The classroom lessons include 30 hours of core instruction. The overall objective of classroom instruction is to familiarize students with all areas of the driving experience. The student is introduced to the vehicle and controls. Time is spent on developing visual skills for "reading traffic". Highway and city driving are both dealt with in detail, with attention paid to specific driving situations such as parking, corners, passing, intersections, and night driving.

Special attention is paid to driving in various weather conditions. Also included is instruction in the following areas:

- driver condition
- collision avoidance/skid control
- vehicle condition and operation
- buying a vehicle, and
- insurance.

A number of critical questions should be asked when evaluating a Driver Education program. Some of these include:

- Are students adequately prepared for safe, independent driving?
- Do classroom and in-car lessons complement one another? Is there adequate coverage of important areas of the driving experience in each? Are students able to transfer classroom learnings to practical use in the actual experience of driving?
- What instructional aspects are most effective in assisting students with the development of driving skills? Are responsibilities clear? Which instructional aspects need improvement?

Classroom Facilities

A classroom atmosphere that reflects the objectives of the course should facilitate discussion and the interchange of ideas and concepts.

Regular classroom facilities are provided for such instruction.

Storage space for records, materials and equipment is provided. These materials are readily available and accessible for use when needed.

Driver education vehicles, if purchased or leased, are used for instructional purposes.

Resource materials are accessible to the students.

Driver Instructor

The quality and success of the program is primarily dependent upon the individual driver instructor. The expectations for the teaching load for the driver instructor in terms of hours and work required is comparable to that of teachers of other subject areas. A well-prepared instructor will ensure the continuation of a high quality, trouble-free, and comprehensive driver education program.

The good driver instructor:

- continually grows in knowledge of the total field of traffic safety
- is informed about current developments in teaching methodology
- becomes personally involved in school and community safety activities
- maintains active promotion of his/her continuing professional development through formal study, workshops, and other professional activities related to traffic accident prevention
- maintains and exhibits exemplary driving and personal habits, and
- surveys and recognizes local traffic problems, acts to correct them, and hence supports local enforcement officers.

Goals of Driver Education

Review all of the goals of driver education to see what is important to achieve.

It is important to teach those behaviours that are needed to avoid collisions. Therefore, the content of the course is founded upon research identifying the types of collisions that young Saskatchewan drivers experience.

Supplementary goals of the program are to teach new drivers to drive smoothly with courtesy and consideration for other drivers, and to develop a pride in their vehicle control and “traffic reading” skills.

Finally, an attempt is made throughout the course to condense the “experience” of other drivers and teach this in a manner that gives the new driver the tools needed to develop driving skills.

In-Car Component

The in-car component is the major practical focus of the course. The emphasis is to provide the student with those skills that are needed to avoid collisions - vehicle control, visual skills, and decision-making skills.

The system of teaching consists of a gradual transfer of responsibility from the instructor to the student accompanied by demonstrations that satisfy performance and knowledge objectives. **The in-car course must be taught in its entirety, in the sequence specified.**

The in-car lessons are comprised of a minimum of 6 hours behind the wheel with an additional 6 hours of optional observation time. The in-car lessons include the following areas:

- external vehicle check and vehicle familiarization
 - steering and aiming
 - smooth acceleration and braking
 - backing
 - introduction of visual search patterns and timing for safe judgment
- highway driving

-
- introduction
 - IPDE on the highway
 - visual search patterns
 - curve negotiation
 - grid roads
 - lane changing
 - passing
 - entering and exiting

 - city driving
 - introduction
 - IPDE in the city
 - lane changing
 - visual search patterns
 - corner negotiation
 - intersection
 - one-way streets
 - anticipation of lights, pedestrians, and vehicles

 - parking

 - timing for safe judgment

 - night driving (optional)

 - manual transmission (optional)

Instruction

Look objectively at the instruction students are receiving to determine where improvement in instruction might improve student performance. Particularly helpful is the assessment of the achievement of stated objectives, to determine areas of weakness in the instruction. Improving the quality of instruction contributes to the quality of the driver education program as a whole.

Checklist criteria are identified as one means of assessing the quality of instruction (see Appendix C). These tools may be adapted to coincide with the needs of the program. A checklist may be most successfully used as a self-check by the instructor.

Through the primary role of the Driver Education Assessment Coordinator, Saskatchewan Education is to assess instructors in-car. The Coordinator is a resource for the province to assist those responsible for the local driver education program to improve the program collaboratively by supporting the instructor.

Program Organization

The residual influence of any driver education program is primarily dependent on the organization, implementation, and substance of the course. Driver Education 10 is a Practical and Applied Art within the Transportation Cluster. A student normally has only one opportunity to benefit from the guidance of the driver education program. As a consequence, the course should be organized in such a manner that all materials that can be covered in the classroom are taught, and in-car sessions are planned in such a manner as to best use the limited amount of time available.

The program should be offered and operated as a separate course, although teachers of other subject areas are encouraged to complement the efforts of the driver instructor through the provision of lessons/materials/activities related to traffic safety in their respective classrooms; for example, the “Physics of Collisions!”.

In-class and in-car instruction should allow for the maximum amount of coordination and integration within the school and the community.

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Appendix A: Glossary

Classroom Instruction - means that portion of the driver education course of study that is designed for instruction in a classroom setting.

Department - means Saskatchewan Education.

Driver Education Course of Study - is the course of study based on the *Driver Education Curriculum Guide* prescribed by Saskatchewan Education for driver education programs conducted in Saskatchewan schools.

Driver Education Instructor - means a person who holds a valid high school Driver Instructor's Certificate issued by the Minister. This certificate is issued by the Minister only to those persons involved in conducting the high school driver education program upon fulfillment of established requirements for issue and renewal.

Driver Examination Certificate (DEC) Form - is the document used by an applicant to obtain the first driver's licence. The form serves four functions: to record name, address, date of birth and physical features of the applicant; to record vision test results; to record result of written examination; and, to record any driving restrictions that may be placed on the license.

Dual-Controlled Driver Training Vehicle - is a driver training vehicle that meets or exceeds any minimum standards set out in the Regulations under The Vehicle Administration Act.

In-car Instruction - means instruction that provides students with practical driving experiences at the driving controls of a motor vehicle under the direction and guidance of a qualified driver education instructor.

Observation Time - refers to that time during which a student is riding in the back seat of a dual-controlled training vehicle observing and listening to instructions of the driver instructor related to procedures and techniques of the student driver who is behind the wheel. It involves observations of the actions and behaviour of other road users. Observation time shall not be included when calculating in-car instructional time.

Psychophysical Equipment - consists of devices designed to demonstrate varying abilities of students related to vision and reaction time.

Regulations - means the Regulations supporting *The Education Act*, 1995 or other Acts cited.

Simulation Instruction - means instruction consisting of electro-mechanical devices and multimedia designed to simulate the driver's compartment of a motor vehicle.

Student - means a person who has met the prerequisites for enrolment established by Saskatchewan Education, Saskatchewan Government Insurance, the school division and the school the student is attending, who is enrolled in the program, and who is receiving instruction from a qualified driver education instructor.

Note: other items and phrases used in this Handbook shall have the connotation as prescribed in *The Education Act* (1995), *The Vehicle Administration Act* (1986) of Saskatchewan and Regulations thereto.

Appendix B: Agreement Between School Board and Driver Training School

Sample A

This Agreement made this _____ day of _____ A.D. 20__.

The _____
(Name of Division or Larger Unit)

located at _____ Saskatchewan,

(hereinafter referred to as "The Board")

Of The First Part

and,

_____ operating a
(Position Held)

Driver Training School registered as _____
(Name)

located at _____
(Address of Registered Office)

(hereinafter referred to as "The Contractor")

Of the Second Part

Witness that the parties hereto, in consideration of the premises, stipulations, and agreements hereinafter set forth, and the payment hereinafter provided, do hereby mutually agree with the other as follows.

The Board agrees to pay the Contractor the sum of _____ dollars (\$) per student, and the Contractor agrees to accept the said sum for which he/she will undertake to instruct and train the high school students from the schools listed hereunder:

The Contractor agrees to start the classroom and the in-car instruction on or about the _____ day of, _____ 20__, and to complete the program within a reasonable period, not in excess of six months from the date of commencement, except with the expressed consent of the Board.

The Contractor agrees to enroll students to give the necessary information and in-car instruction as required by Saskatchewan Education, and to make all necessary arrangements with the principals and other Board officials to set up a schedule to perform these duties.

The Contractor agrees to comply with the performance standards established by Saskatchewan Education.

Whereas the Contractor has posted a bond certificate in the amount of \$5,000.00 with the Director of Motor Vehicles Division as a condition of his/her certificate of registration, the Board shall be indemnified and saved harmless against any pecuniary loss arising out of any initial payment or subsequent payment to the Contractor, where the Contractor does not fulfil the terms of this Agreement.

The Contractor agrees to post with the Board a copy of the aforementioned bond certificate.

The Contractor agrees to:

- supply the training car(s) at no cost to the Board;
- licence the training car(s) with insurance up to a minimum of \$1,000,000.00 inclusive limits liability;
- supply equipment in the car(s) used for in-car training which meets the standard requirements of The Vehicle Administration Act and Regulations;
- pay premiums for the above mentioned insurance, with certified copies of the policies to be submitted to the Director of Education; and,
- pay all operating costs of the vehicles.

The Board agrees to provide the classroom facilities for the course, free of charge, to the Contractor.

IN WITNESS WHEREOF, the parties have hereunto set their hand, or their hand and seal, or corporate seal respectively, as the case may be, this ____ day of _____ A.D. 20__.

Signed, Sealed and Delivered
In the Presence of

Chairperson of the Board

Secretary Treasurer to the Board

Witness

Contractor

Sample B

(Adapted from the Sask Central School Division #121. The sample carries no legal status.)

Contract for the Supply of Driver Instruction Services

Made in Duplicate at the Town of _____ in the Province of Saskatchewan this
____ day of _____ A.D. 20__.

Between:

The Board of Education of the _____ School Division # _____
Hereinafter called the "Board"

And

_____ Driving Training School
Hereinafter called the "Contractor"

Whereas it is a requirement for the school division to provide instruction in driving to eligible high school students, the parties have agreed that the Contractor will provide these services as an independent contractor.

Now Therefore Witnesseth that in consideration of the premises, covenants, stipulations, regulations and agreements hereinafter set out and the payments hereinafter provided, the parties do hereby each covenant and agree with the other as follows:

1. The Contractor shall, for a price hereinafter set forth, or as altered by schedule from time to time, to supply the services of a driving instructor or instructors and supply, operate and maintain a driver education vehicle or vehicles according to the terms and conditions hereunder set out.
2. The Contractor agrees to start the classroom and in-car instruction on or about the _____ day of September and to complete the program on or about the _____ day of June.
3. The Contractor agrees to supply the services herein agreed to be supplied and The Board agrees to pay the Contractor a rate of \$_____ per student.
4. In addition to the per student rate the Board agrees to pay Goods and Services Tax in the amount of 7% which will be added to the monthly amount payable.
5. The Board agrees to advance to the Contractor \$_____ per month on the last day of the month commencing on the 30th day of September and ceasing on the 30th day of May.
6. These payments shall be deducted from any payment earned by the Contractor under Clause (3) of this agreement and any final payment due shall be paid with seven (7) days of notification to the Board by the Contractor of completion of the Contractor's duties as herein stipulated.
7. The Contractor agrees to supply and assume all costs involved in the operation of a suitably equipped driver education vehicle. The Contractor agrees to maintain the vehicle in a safe and clean condition. The vehicle shall be an intermediate sized or larger private passenger vehicle, no more than _____ years old and equipped with automatic transmission and air conditioning.
8. The Contractor agrees to provide six, one-hour instructional lessons and 30 hours of classroom instruction for each student, who has met the age requirement established by Saskatchewan Education and is enrolled in the driver education program.
9. In addition, the Contractor agrees that as part of this driving time students will be provided with the opportunity to experience driving in the City of Regina or Saskatoon as the case may be and on district gravel roads.

In the case of city driving, it is expected that 2 to 3 students will make the trip and rotate for a period of time giving each the opportunity to experience city driving. At no time will a student be allowed to leave the supervision of the instructor (not withstanding such things as bathroom breaks).

10. The Contractor shall supply to the Board when required such information and returns related to the service supplied hereunder as will permit the Board to report to its ratepayers and to governmental authorities with regard to the nature and quality of such service.
11. The Contractor agrees to enroll students and to make all necessary arrangements with the Principal and other Board officials to set up a schedule to perform these duties. To this end the Board agrees to provide classroom facilities free of charge to the Contractor.
12. Municipal Bylaws, provisions of The Vehicles Act, The Education Act, The Criminal Code and regulations made thereunder, including policy regulations of the Board, shall be deemed to be the terms and conditions of this Contract and infraction thereof shall be a breach of contract.
13. The Contractor shall not permit a vehicle to be operated by anyone impaired by the use of alcohol or other chemical substances, and shall not permit liquor or other potentially impairing substances to be carried or consumed in the instructional vehicle. Smoking is to be prohibited in the instructional vehicle.
14. The Contractor shall in providing the aforesaid services make such reports, returns, deductions from pay and contributions, as he is required by law to make. The Board will not be held responsible and be deemed harmless from any claim, demand, or obligation arising from the Contractor's neglect to meet these obligations. In the event the Board is required to make payment for such situations the amount paid will be deducted from any amounts due the Contractor or the Contractor will refund the Board within seven (7) days of the Board having made payment.
15. It is agreed and understood by the parties that The Board is not the employer of the Contractor or the employer of the servants, agents, or employees of the Contractor and that conformity to the Provisions of The Labour Standards Act relating to hours of work, public holidays, annual holidays with pay, minimum wages, and other related matters is, unless otherwise provided by law, the responsibility of the Contractor.
16. It is agreed and understood by the parties that the responsibility for contributions or deductions in respect of the Contractor, his servants, agents, or employees under the provisions of the Employment Insurance Act, The Canada Pension Plan, The Worker's Compensation Act, or The Income Tax Act is, unless otherwise provided by law, the responsibility of the Contractor.
17. The Contractor agrees to inform the Board as soon as possible after an accident has occurred and to complete a report, on forms supplied by the Board, within 48 hours.
18. The Contractor agrees to provide to the Board and Saskatchewan Education, when requested, progress reports on their instruction.
19. The Contractor agrees to cover all operating costs of the vehicle and purchase insurance coverage up to a minimum of \$_____ inclusive limits liability.
20. This agreement may be terminated by either party upon thirty days (30) days written notice to the other party to the agreement and any payments due or incurred will be reimbursed, refunded or paid-out on a pro-rated basis, as to the term of instruction already provided.

IN WITNESS WHEREOF, the parties have hereunto set their hand, or their hand and seal, or Corporate seal respectively, as the case may be this _____ day of _____, 20__ A.D.

SIGNED, SEALED AND DELIVERED

In the presence of:

Witness

Chairman of the Board

Superintendent of Administration

SIGNED, SEALED AND DELIVERED
In the presence of:

Witness

Contractor

Appendix C: Driver Instructor's Assessment Checklist Criteria

Preparation

- Is the course well-planned in terms of time available, objectives to be mastered, number of students, facilities, and so on?
- Is the planned instruction based on specified teamwork objectives?
- Is there flexibility in the course plan to allow for the needs of individual students?
- Is each lesson well-planned in terms of its relation to the course plan, realistic expectations, ample time for student participation, and so on?
- Are all necessary materials, equipment, visual aids, driving route set-ups, and other instructional aids prepared or obtained before class to avoid wasting class time?

Delivery

- Are lessons conducted according to the lesson plans?
- Are high quality curriculum materials and instructional aids used?
- Is the instructor responsive to the needs of individual students?
- Is a reasonably comfortable setting provided with a minimum of distractions?
- Are lessons presented clearly and logically and in a way that captures students' interest?
- Are all new terms defined? Concepts explained? Skills demonstrated?
- Are students encouraged and given ample opportunity to ask questions?
- Is a variety of teaching methods, such as the following, used to stimulate interest and encourage student participation?
This supports the Adaptive Dimension and Resource-based Learning.
 - Demonstrations
 - Displays
 - Field trips
 - Games
 - Group discussion
 - Independent study
 - Panels and debates
 - Projects (students present information relative to course objectives)
 - Role-playing
 - Supplementary assignments for advanced students, “problem” students
 - Team teaching
 - Visiting speakers from community
 - Visual aids

Practical

- Are students given sufficient opportunity to practise skills and maneuvers that have been explained and demonstrated?
- Are students informed as to what is expected of them during practise sessions?
- Are students given sufficient opportunity to observe as other students practise skills?
- Are techniques such as peer evaluation used to focus attention during observation?
- Is a comfortable atmosphere with a minimum of distraction maintained during each practise session?
- Do students receive immediate feedback as they practise?

Assessment and Evaluation

- Are assessment and evaluation strategies based on specified objectives?
- Do students know the objectives in advance?
- Are students given sufficient opportunities to practise skills before their performance is evaluated?
- Are assessments conducted periodically throughout the course?
- Is there a balance between performance and written or oral methods of evaluation?
- Are written portions of the evaluation techniques clear, logical, and easy to understand?
- Do students receive feedback on all evaluations, including ways that performance can be improved?
- Is evaluation presented in a constructive and instructive atmosphere?
- Can you, the instructor, justify the percentage mark given to each student?

Driver Education Registration Letter to Parents/Guardians

Date: _____

Dear Parents/Guardians:

Your son/daughter _____ has expressed an interest in the Driver Education Program to be offered at _____.

This course will consist of a minimum of 30 hours classroom and 6 hours behind-the-wheel in-car instruction, and will be conducted using the curriculum developed and prescribed by Saskatchewan Education. The vehicle to be used for driving instruction has a dual-brake control and is adequately insured for all who ride in it.

The aim of Driver Education is to prepare competent and skilful young drivers. It is most important, therefore, that the student be allowed to practice in the family car until she/he has mastered what has been taught. It is in this area that parents/guardians have a great part to play in the satisfactory completion of the training. It is for this reason that you are asked to cooperate with the instructor by providing the opportunity for such practice.

Your attention is drawn to the fact that students in this program will hold a Class 7 licence. The student who is already 16 years of age holding a Class 7 licence must be accompanied at all times by a person holding a current, valid Class 5 or higher licence. Students who are under the age of 16 with a Class 7 licence can only drive when accompanied by a parent/guardian or authorized instructor who holds a current, valid licence; **a 15 year old is NOT permitted to drive with any other person!** Anyone accompanying a person with a learner's licence must have held a licence for at least one year.

Authority to Drive application forms are available for all students who are under 16 years of age and who may require someone other than his/her parent or guardian to drive with them when practising. This person should have a good driving record, be at least 18 years of age, and have possessed a valid Class 5 driver's licence for 365 days within the preceding three years. **The student may not drive with the alternate driver until they receive a letter from SGI authorizing them to do so.**

The only cost to the student will be the usual cost of a licence and a fee for road testing. The student's own ability and desire to learn will determine whether she/he is able to pass the final test.

The return of the attached form with your signature will assure us that the school has your full consideration, cooperation, and willingness to participate in the program.

Yours sincerely,

Principal

Driver Education Registration and Parental Approval

Please Print

(School)

Name of Student _____ Male _____
Surname Given Names Female _____

Date of Birth ____/____/____ Telephone Number _____
day month year

Address _____ Postal Code _____

Grade _____

Please answer the following questions. Does the student:

- wear prescription glasses? _____
- suffer from any physical or mental disability? _____
- presently hold a valid learner's licence? _____

I hereby grant approval for the above named student to receive instruction in the Driver Education program offered.

Signature of Parent/Guardian

Date

Final Report (Sample A)

Name: _____ School: _____

Address: _____ Date: _____

Classroom Theory _____/30% In-Car _____/70% Final Mark _____/100%

Basic Control (Preparation, Accelerating, Speed Control, Steering, Signaling, Stopping)

Lane Procedure (Position, Steering, Following Distance, Mirror Checks, Shoulder Checks)

Turns (Right, Left)

Intersections/Railway Crossing (Uncontrolled, Controlled)

Parking (Backing, Observes, Positioning)

Highway/Gravel (Steering, Speed Control, Passing, Curves, Reduced Traction, 2-point Turn)

Freeway (Entering/Merging, Highway Driving, Exiting)

Defensive Driving/Visual Search Patterns (IPDE, Traffic Foresight, Following Distance)

General Comments:

This report is intended to serve as a guide for the continued home practice this student requires. **The time allowed for Driver Education permits the establishment of basic skills only.** These skills, plus the knowledge and attitudes gained in the course should, with further experience, enable this student to become a safe and efficient member of the transportation system. Due to the limited course time and the variation among vehicles, I ask that the parent/guardian actually demonstrate such things as changing a tire, checking oil, radiator, etc., on the family car.

Should you desire further information or wish to discuss the implications of this report, please contact me.

Instructor

Phone number

(Adapted from the Saskatoon S.D. #13.)

Final Report (Sample B)

Name: _____ School: _____

Address: _____ Date: _____

Ratings -- Performance of Tasks

Tasks	Good	Satisfactory	Needs Improvement	Comments
Basic Control - Steering Control				
- Speed Control				
- Braking and Stopping				
- Lane Position				
Turns				
Signals				
Parking				
Highway Driving				
Traffic Foresight				
Defensive Driving				

General Remarks:

This report is intended to serve as a guide for the continued home practice this student requires. **The time allowed for Driver Education permits the establishment of basic skills only.** These skills, plus the knowledge and attitudes gained in the course should, with further experience, enable this student to become a safe and efficient member of the transportation system. Due to the limited course time and the variation among vehicles, I ask that the parent/guardian actually demonstrate such things as changing a tire, checking oil, radiator, etc., on the family car.

Should you desire further information or wish to discuss the implications of this report, please contact me.

Instructor _____

Phone number _____

Satisfactory Completion of Program Letter

Date:

Dear Parents/Guardians:

Your daughter/son _____ has satisfactorily completed the High School Driver Education Program and has been issued a certificate indicating the achievement. During the program, I have encouraged the formation of desirable attitudes and habits in the student, in addition to helping her/him acquire the basic manipulative skills required to operate a motor vehicle.

The fact that your daughter/son has completed the training and is eligible to obtain a driver's licence does not in itself mean that she/he is now a qualified, experienced driver. Driving is predominantly a perceptual task which depends on personality traits, previous experience, and familiarity with the situation being encountered. **The limited time for practice driving in this course has not given your daughter/son the variety of opportunities needed to develop good judgment in all traffic conditions.**

Citizens of Saskatchewan are very concerned about the tremendous number of people killed or injured in traffic collisions, and the financial losses incurred. As your daughter/son is just beginning life behind the wheel of an automobile, help her/him to realize that even minor traffic violations sometimes result in major collisions, death, or serious injury. Driving is a serious business and anything you can do to improve your daughter's/son's chances will eventually pay handsome dividends.

Adults need to help young drivers realize their responsibilities as operators of what could become "lethal weapons".

My association with your daughter/son during the course has been a pleasant experience. May I take this opportunity to thank you for the excellent cooperation I received. I have attached to this letter a copy of the final report for your daughter/son indicating her/his performance.

I would be pleased to answer any further questions on the course. You can contact me at _____.

Yours sincerely,

Instructor

Student Observation Checklist

Lesson: _____

Student's Name: _____ Date: _____

Rating Scale

In-Car Component Criteria	Needs Improvement	Fair	Good	Very Good
Circle check and pre-drive Use of controls Driving slowly (forward and reverse) Two-point turn				
Timing and distance judgment Looking up and referencing down Visual search patterns IPDE				
Mirror/Signal/Shoulder check Hand position (9 & 3 or 10 & 2) Smooth steering, braking, and acceleration Lane placement/change				
Corner negotiation – right Corner negotiation – left Following distance Intersections (controlled, uncontrolled)				
Highway driving (merge, exit) Lane changes and lane position on highway Gravel road (control, speed, and traction) Curve negotiation				
Overtaking and passing Estimating safe passing time and closing time Negotiating intersections with traffic lights Anticipation of traffic lights (traffic foresight)				
Anticipation of vehicles and pedestrians Parallel parking (backing, observes, positioning) Angle, right angle, and hill parking U-turns				
Visual search patterns checking escape routes Negotiating one-way streets Left and right turns on the one ways Review				

Comments: _____

Student's Signature: _____

Appendix E: Dealer Support

With the support of the automobile dealer(s), the driver education program could be less expensive to offer. The dealer who supplies vehicles, therefore, must be considered as one of the important contributors to the program. Without such support, schools may find it most difficult to present the program. The vehicles used serve not only to advertise the dealer, but also to publicize the driver education program. The vehicle should be kept clean, well maintained, and used specifically for the purpose intended. How can you show appreciation to your dealer?

- Have the school journalism department take a picture of students currently taking driver education grouped around the car. Frame and present the photo to the dealer for display in the company's showroom.
- Feature a story in a newspaper, on radio or in a television interview.
- Ensure recognition at the school awards dinner.
- Provide the dealer with complimentary tickets to extra-curricular school activities.
- Have the student council recognize the dealer in an appropriate manner.
- Draft a letter of appreciation by each student or send a special delivery letter or telegram.
- Advise school personnel planning a vehicle purchase that the driver education cars are being returned to the dealers.
- Involve driver education students, parents, and dealers at a potluck supper.
- Honour the dealer in the community that has provided driver education vehicles on a continuous basis for the longest period of time.
- Make sure the dealer credit line appears on the car.
- Create an oversized thank you poster card with signatures of the students.
- Place a plaque inside the car saying, "This vehicle is provided by . . .".
- Solicit voluntary contributions by students to purchase a thank you card and dinner certificate for the dealer.

Appendix F: Education Regulations

PART XII

Driver Education Interpretation of Part 53

In this Part:

- a) **“classroom instruction”** means that portion of the driver education course of study that is designed for instruction in a classroom setting;
- b) **“driver education instructor”** means a person who holds a valid Driver Instructor’s Certificate issued by the minister;
- c) **“dual-controlled vehicle”** means a driver training vehicle that meets or exceeds any minimum standards set out in the regulations made pursuant to *The Vehicles Act, 1983*;
- d) **“in-car instruction”** means instruction which provides pupils with practical driving experiences at the driving controls of a motor vehicle under the direction and guidance of a driver education instructor;
- e) **“simulation instruction”** means instruction consisting of electro-mechanical devices and films designed to simulate the driver’s compartment of a motor vehicle.
27 Mar 86 cE-0.1 Reg 1 s53.

Driver education course

- 54(1) A board of education shall offer only the driver education course of study that is issued by the department.
- (2) The driver education course of study mentioned in subsection (1) is to consist of:
 - a) 30 or more hours of classroom instruction; and
 - b) six or more hours of in-car instruction;and, wherever possible, classroom instruction, in-car instruction and simulation instruction, if any, are to be offered concurrently.
- (3) For the purposes of clause (2)(b), four hours of simulation instruction is deemed to be equivalent to one hour of in-car instruction, but not more than three hours of the minimum six hours of in-car instruction required may be substituted by simulation instruction.
- (4) In-car instruction is to be limited to one hour per pupil in any one day.
- (5) Every board of education shall ensure that an official record is retained of pupil participation in the driver education program.
- (6) Every board of education shall report to the minister at least once per year, on a form provided by him, a record of every pupil who participates in the driver education program.
- (7) Instructional materials and equipment to be provided by a board of education for each pupil are to include a dual-controlled driver training vehicle, textbooks and supplementary resource material authorized by the minister.

27 Mar 86 cE-0.1 Reg 1 s54.

Instructors

- 55(1) No person shall instruct pupils in a driver education program unless he is a driver education instructor.
- (2) A Driver Instructor’s Certificate may be issued by the minister to a person who:
 - a) is able to furnish evidence that he has satisfactorily completed a preparatory course for driver education instructors acceptable to the minister; and
 - b) presents a valid credential indicating that he has fulfilled the registration requirements of the Highway Traffic Board applicable to driver education instructors.
- (3) A Driver Instructor’s Certificate issued by the minister pursuant to subsection (2) is valid for a period of three years from the commencement of the school year immediately following the date of its issue.
- (4) The minister may renew a Driver Instructor’s Certificate for a further period of three years if the holder of the certificate is able to furnish evidence that he has satisfactorily completed an in-service program in driver education acceptable to the minister.

27 Mar 86 cE-0.1 Reg 1 s55.

Supervision and Evaluation

56 Supervision and evaluation of the driver education program is the responsibility of the superintendent or director of education.

27 Mar 86 cE-0.1 Reg 1 s56.

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