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ABSTRACT

This administrative and curriculum guide is designed for use in establishing and teaching a driver education course for high school students. The first section of the guide, a discussion of program administration, deals with various aspects of program management as well as the roles and responsibilities of the key practitioners involved in driver education programs. Provided next is a seven-unit curriculum guide that consists of a series of performance expectations and instructional activities covering the following course topics: vehicle familiarization, basic control tasks, driver fitness tasks, intermediate control tasks, advanced control tasks, motor vehicles, and fuel and energy conservation. The third section of the guide comprises excerpts from the Federal Highway Safety Act of 1966 and the State of Hawaii Driver Education Enactment Act. Included in the 29 appendixes to the guide are various sample certificates, forms, tests, and exercises for use in administrating and implementing a driver education program. (MN)

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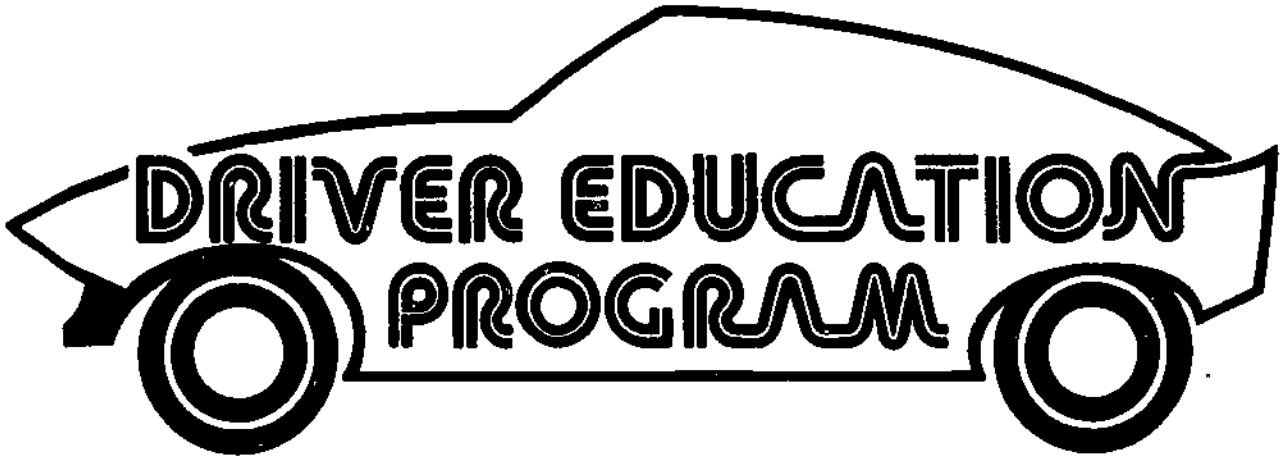
ADMINISTRATIVE AND CURRICULUM GUIDE



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The Honorable George R. Ariyoshi
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FOREWORD

In 1966, Act 42 was enacted by the Legislature of the State of Hawaii authorizing the Department of Education to establish a motor vehicle driver training program. The Act, now Chapter 299-HRS, Driver Education, authorizes a driver education program to be conducted at each public high school after regular school hours, on Saturdays and during the summer recess. The program is open to every resident of the state who is fifteen years of age or older and under nineteen years of age.

In today's world, the abilities and skills for operating a motor vehicle could well be considered essential competencies. Certainly they are highly desirable, if not essential, requirements for most jobs and occupations.

This administrative and curriculum guide has been prepared to assist administrators and teachers in implementing a quality driver and traffic safety education program. Areas of responsibility and procedures and guidelines for implementation of an effective driver education program have been identified.

DONNIS H. THOMPSON
Superintendent

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INTRODUCTION

AND

OVERVIEW

INTRODUCTION AND OVERVIEW

Driver Education

Driver education is a program designed to develop safe, efficient motor vehicle operators who understand traffic safety programs and drive accordingly. The program seeks to instill safe driving habits which can be adapted to the changing traffic environment over the course of a lifetime.

Performance Expectations and Driver Education

Performance expectations are statements of important competencies expected of students in the driver education program. Each performance expectation specifies a demonstrable behavior which requires the use of knowledge, skills and attitudes. The performance expectations themselves serve as a checklist which can be used to determine levels of achievement.

Students in the driver education program are motivated to:

Read to know the laws, the rules of the road, use of maps and road signs.

Write about the value of personal and public transportation, the effect of the car on career opportunities, family life, the American culture, our economy or on the multiple impacts of car ownership on the life of a young person.

Calculate the cost of car operation, the number of miles per liter or gallon, the distance traveled, the change, if any, from a $20 bill offered in payment for gas, the tire wear measured by tread gauges, dollars saved by car pooling or public transit.

Understand the concepts of fairness, respect for the rights of others, the necessity for obedience to laws to avoid chaos, respect for authority, the value of property and moral values which grow out of complex human interaction.

Appreciate the real life experiences of nature's and manmade edifices while driving on the streets of the community, out on the country roads as well as along the freeways.

Goals of Driver Education

The goal of the high school driver education program is to develop safer and more efficient drivers who understand the essential components of the highway transportation system and highway safety programs and who will participate in the system in a manner which will enhance its effectiveness. Students will be provided with opportunities and experiences that will enable each young driver to develop knowledge, competency, visual perception, decision-making processes and handling skills for the safe

and efficient operation of an automobile. As the young driver gains experience, recognizes and accepts the responsibility for safe driving, there should follow a reduction in traffic accidents, deaths, injuries and property damage.

Purpose of Driver Education

The driver education program prepares vehicle operators who are able to:

- Control the speed and direction of the motor vehicle according to the requirements of the roadway.
- Interact safely and efficiently with other highway users in routine and difficult highway and traffic conditions.
- Control the car properly in critical emergency situations caused by driver error, loss of traction or vehicle failure.
- Cope with a highway accident if directly involved or one of the first to come upon the scene.
- Consider the requirements of physical, mental and emotional fitness in operating a motor vehicle and refrain from driving when operator fitness is inadequate for safe driving.
- Maintain the vehicle in an operating condition that minimizes the possibility of mechanical failure and maximizes fuel efficiency.
- Choose the best routes, times to travel, places to stop (for fuel, food and rest) and auxiliary equipment to cope with special problems.
- Employ energy efficient driving techniques to assure wise use of fuel.
- Seek to improve the quality of driving by analyzing experiences in difficult and potentially dangerous traffic situations and by divising more effective responses to such situations.
- Relate those natural and civil laws which determine and regulate the operation of motor vehicles to safe driving practices.
- Participate in community activities in support of traffic safety programs which will develop informed, fully functioning and responsible citizens and members of the community.

Foundation Program Objectives

The Foundation Program includes eight objectives which serve as the basis for curriculum and instruction in the public schools. The eight objectives are:

1. Develop basic skills for learning and effective communication with others.

2. Develop positive self-concept.

3. Develop decision-making and problem-solving skills.

4. Develop independence in learning.

5. Develop physical and emotional health.

6. Recognize and pursue career development as an integral part of personal growth and development.

7. Develop a continually growing philosophy that reflects responsibility to self as well as to others.

8. Develop creative potential and aesthetic sensitivity.

Driver education specifically addresses the following Foundation Program Objectives:

PE/PROGRAM MATCH
GRADE 10

FPO #3
Cluster 1

- Identifies and clarifies a problem and develops criteria for examining alternatives in solving the problem.
- Gathers information from various sources and analyzes and organizes the information to facilitate the formulation of alternatives.
- Formulates hypotheses about a problem based on available information.

FPO #5
Cluster 2

- Demonstrates safety procedures and practices.
- Analyzes the influence of such variables as emotions and values on one's diet, the use of substances, and participation in risk-taking activities.

Cluster 3

- Analyzes the influences of such variables as emotions and values on the use of health information, products, and services.
- Applies established procedures to health and safety problems and emergencies.

- Distinguishes between beneficial use and abuse of substances.
- Translates knowledge about effects of substances into predictions about behavior of those who use these substances under different circumstances.

FPO #7
Cluster 1

- Identifies federal or state laws designed to protect people and the environment and discusses their effectiveness.

PE/PROGRAM MATCH
GRADE 12

FPO #3
Cluster 1

- Analyzes available information to identify issues and identifies a problem or problems based on issues.
- Uses reliable sources of information and appropriate means to identify alternatives.
- Evaluates alternatives for their effectiveness based on identified criteria.

FPO #5
Cluster 2

- Includes safety considerations when planning a personalized program for the maintenance of physical well-being.

ADMINISTRATION

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MANAGEMENT

A. General Program Requirements

High schools may establish and administer a motor vehicle driver education program to be conducted at each public high school in the state after regular school hours, on Saturdays and during the summer recess.

1. A minimum approved course of driver education must include the following:

   a. A minimum of 30 hours of classroom instruction. (Note: If classroom instruction is taught after regular school hours, a recommendation is that no classroom session exceed two clock hours per day.)

   b. A minimum of six hours of behind-the-wheel laboratory instruction. Time spent in observation is not considered behind-the-wheel instruction.

2. Priority for enrollment - Each school will keep and continually update a waiting list for the driver education classes. All public and private school students will be placed on the school's waiting list. Eligible students attending private high schools and youths not attending school shall be considered for enrollment by a host public school so designated by the district superintendent. During the summer recess, these students may attend courses at schools nearest their place of residence. When limitations must be established for the number of students participating in behind-the-wheel instruction, preference will be given to students with specific personal or family needs, vocational needs such as necessity to leave school for a job and other similar reasons as verified by parents or guardians. Final approval for enrollment rests with the principal of the high school.

   Prerequisite for enrollment:

   a. Signed parental consent
   b. Minimum legal driving age (15)
   c. A learner's permit obtained from the Police Department

3. Course credit - No academic credit is granted as the course is non-curricular. However, the student's permanent record should note satisfactory or unsatisfactory completion of the course. Record on VISI Card with rubberstamp.

   Driver education certificate - HRS Sec. 299-1(b)(3), states that a certificate of completion shall be issued to every student upon satisfactory completion of the course in driver education and training. Certificates may be obtained from the district office. The driver education instructor will submit to the School Driver Education Coordinator the names of students and certify that they have successfully completed the approved course of driver education.

The coordinator will prepare a certificate for distribution to each eligible student. See Appendix for example of certificate.

4. Student fee - Collection of the $10.00 driver education fee will be done according to collection procedures prescribed in the Business Office Handbook, Vol. I, Section VII. Funds will be deposited in the Secondary Collection Account and transmitted to the State Business Office. All collections will be properly receipted. No refund will be made after class starts.

5. Size of classes and facilities - The number of students in driver education classrooms should be 30 in regular classroom facilities. Where multimedia techniques are used and large rooms are available, a greater number of students may be accommodated.

B. Vehicle Procurement

Three ways through which driver education vehicles may be procured are as follows:

a. Leasing of vehicles from the Department of Accounting and General Services, State Motor Pool;

b. Leasing of a base fleet of vehicles from a company; and

c. Entering into an agreement with a dealer/company for the purchase of vehicles according to HRS Section 299-3, Automobile for driving instruction; purchase and sale. The agreements provide that the Department pay $1.00 for each automobile, take title thereto in the name of the State, and agree to resell it to the seller for $1.00 within sixty days following the last day of the school year.

Details and procedures for each of the procurement methods identified above follow:

a. Lease from State Motor Pool

This method of procurement is limited to the schools in the Honolulu area. Arrangements are made through the Educational Specialist for Driver Education. Gasoline, oil and service are provided at the Motor Pool. Charges are based on the mileage that the vehicles travel per month.

b. Lease of Base Fleet

This method of procurement is consummated between the State Department of Education and a specific company pursuant to established bid procedures. Vehicles are assigned to districts/schools by the State Office. Vehicles must be operated and maintained by the driver education program. Repair and replacement costs for these vehicles are included in the annual budget of the driver education program.

c. Purchase of Vehicle Per HRS Section 299-3

This method was once referred to as the "free loan" program because the Department entered into an agreement with a dealer/company for "purchase" of a vehicle for $1.00 for a school year. The State Superintendent of Education or representative is the designated agent for negotiating the written agreement(s) with the automobile dealer(s). All vehicles procured in this manner are issued State of Hawaii licenses issued by the Department of Finance, Division of Licenses, City and County of Honolulu.

(1) Procedures for Dealer

(a) Complete the Agreement form in quadruplicate.

(b) Complete the Application for Registration form (both front and back).

(c) Complete the Automobile Safety Check form, submit yellow copy.

The dealer sends the above forms to:

The Buyer
Department of Education
Procurement and Distribution Section
1106 Koko Head Avenue
Honolulu, Hawaii 96816
Telephone: 732-1443

(d) In the event of an emergency and by arrangement, pick up the required forms from the Buyer, secure the proper signatures, complete the registration procedure at the City and County licensing agency and receive the State plates and emblem number. License and emblem numbers must be given to the Buyer by telephone or memo for insurance and record purposes.

(2) Procedures for Buyer (DOE)

(a) Coordinate with the Department of Finance, Division of Licenses, City and County of Honolulu, to satisfy the legal requirements in the registration of a State Messenger Service. Plates and emblems will be sent to Oahu school(s) and to neighbor islands' district offices.

(b) After receiving the plates and emblems, delegate school to contact the dealer(s) and make the necessary arrangements to have the plates installed and to pick up the automobile. (School must notify the Buyer of the exact date that a car is received so that insurance coverage may begin.)

C. Vehicle Return

1. The School

a. Remove the driver education sign and dual control brakes which are to be retained by the school. In cases where the dual control brakes are to be installed in a replacement vehicle, they may be left on. The dealer will install the brakes on the replacement vehicle and bill the school for services.

b. Remove fire extinguisher, flashlight, flares, first-aid kit, etc.

c. Have instructor drive the vehicle to the dealer.

d. Have instructor and dealer's representative inspect the vehicle together for any damages. Both parties should acknowledge any charges in writing. Repair costs are charged to the school.

e. Remove the registration certificate and safety check form and return them to the dealer's representative. The insurance card should be removed and retained at the school.

f. On Oahu, leave the license plates on the vehicle. The dealer will return the plates to the City and County agency after the loan vehicle is returned or when new plates are secured. The instructor must inform the Buyer when a car is returned to a dealer so that insurance coverage for the returned car may be terminated.

g. On the neighbor islands, have instructor return the plates to the district office with a note indicating the date the car was returned.

The district office shall return the following to the Buyer:

Dealer Agreement
Registration (DF-L-1)
Safety Check

or follow established district standard operating procedures.

The Buyer will process the release letter for the vehicle when the certificate of ownership is received from the dealer.

2. The Dealer

a. Obtain the release letter by sending the Buyer a note requesting the release letter. Be sure to enclose the certificate of ownership and odometer form to be signed off by an authorized person. The release letter will be returned to the dealer.

b. Expedite the transfer shortly after return of loan vehicles. The release letter transfers ownership of the vehicle back to the dealer. To secure new plates, the dealer presents the release letter, certificate of ownership, odometer form and the State of Hawaii plates to the City and County agency.

D. Basic Equipment

Basic Vehicle

- Dual controls; cable, bar or hydraulic brake
- Seat belts - front and rear
- Two inside rear view mirrors - one for student, one for instructor
- Small portable fire extinguisher
- First-aid kit
- Two side rear view mirrors
- Student Driver, or Driver Education vehicle sign

Glove or Trunk Compartments

- Certificate of registration
- Automobile safety check form
- Accident report form
- Tire change equipment
- Flares or reflector triangles

E. Insurance

1. The State of Hawaii provides liability insurance protection and other protection for accidents involving State vehicles. Inasmuch as the name of the insurance carrier and the reporting details may change from year to year, detailed information on this subject will be disseminated to the schools and districts whenever necessary by a memorandum.

2. Provisions of the State's Auto Fleet Insurance for Driver Education vehicles include:

   a. Bodily Injury Liability - $300,000 for each person

   b. Property Damage - $50,000 limit for each accident

   c. Comprehensive coverage with full coverage

   d. Collision coverage with $100 deductible

3. Medical benefits will be covered under the no-fault insurance for non-State employees.

4. Insurance payments are made from the State Office (Office of Instructional Services).

F. Reporting Accidents

1. There must be prompt reporting of all accidents involving State vehicles regardless of cause or fault. The insurance company will determine the liability on each accident.

2. For details on reporting to insurance carrier, refer to procedures outlined in Appendix 26 and/or Section XIV of the Business Office Handbook.

3. In all cases, a written report must follow within five (5) working days using standard accident forms furnished to District Offices by the Office of Business Services.

G. On-Site Procedures in Case of Accident

1. Accident involving bodily injury. If the instructor is not injured, the instructor should:

- Provide care to the injured;
- Call for an ambulance as necessary;
- Notify the police department regardless of the severity of the accident;
- Notify the principal and contact parents;
- Complete automobile accident report; and
- Notify the district driver education coordinator of the accident and action taken.

2. Accident not involving bodily injury. The instructor shall:

- Complete the accident report;
- Notify the principal, call parents, arrange for transportation of students to school or home if the car is inoperable;
- Remain with the car until it is towed to a garage; and
- Inform the district driver education coordinator. If at all possible, the providing dealer should perform the repairs on "free-loan" cars.

H. Identification of Driver Education Vehicles

Vehicles operated by student drivers shall be identified for driver education purposes by displaying the information, DRIVER EDUCATION CAR or STUDENT DRIVER, attached to the top of the vehicle. School officials are responsible for seeing that driver education vehicles are properly identified to help safeguard against accidents. Courtesy identification of a lender may be on the sign and should be limited to a single line with the letters not to exceed 1 1/2 inches in height.

It should be kept in mind that driver education vehicles loaned by dealers are in reality a DOE/dealer partnership. Driver education personnel should take adequate steps to assure a favorable dealer-school relationship.

State vehicles must be identified with the State Seal, "For Official Use Only," and "Department of Education" on both doors. Dealer loaned vehicles are not included in this requirement.

I. Care of Driver Education Vehicles

Driver education vehicles shall be maintained in conformance with the requirements of the manufacturer and dealer. Provisions should be made for garaging facilities on school grounds. Permission may be obtained from the State Comptroller to park the vehicle at an instructor's home garage, if within a few miles of the school, to prevent vandalism, theft or other destructive acts. Requests for such permission are made through the District Office and Office of Business Services to the Comptroller.

J. Certificate of Appreciation

The Department will prepare a certificate of appreciation for participating dealers in the loan car school-community service program. Arrangements should be made for a Department representative to present the certificates to dealers.

The cooperative effort of the Department and auto dealers to build better drivers deserves public recognition. Many dealers, proud to participate in a driver education program, identify themselves with the program by displaying the certificates with their dealerships. Such publicity helps rouse public awareness of and support for driver education in our schools.

K. Driver Education Equipment Standards

In the selection and purchase of driver education equipment, the following standards shall apply:

a. The equipment has been selected and designated for specific purposes in connection with the program activities.

b. The equipment is essential to the effective implementation of the program.

c. The equipment is not available in the regular school inventory for instructional or clerical use.

Some examples of equipment that should not be purchased using driver education funds are:

Duplicating equipment	Telephone rental
Calculator	Laminator
Typewriter	Television
Overhead projector	Desk
Slide projector	Camera
Movie projector	Screen
Educational films	

L. Driver Education Instructor Qualification

1. Beginning January 1, 1982, each instructor assigned to teach an approved driver education course at the secondary level shall:

   - Have a valid State of Hawaii teaching certificate.
   - Have a valid State of Hawaii driver's license.
   - Have completed the State approved Driver and Traffic Safety Education program consisting of at least twelve (12) semester hours offered by the College of Education, University of Hawaii-Manoa, or another college/university.

2. The State approved Driver and Traffic Safety Education program is as follows:

   a. Required Courses

EDIE 381 Classroom Methods in Traffic and Safety Education	3 credits
EDIE 382 Organization and Administration in Traffic and Safety Education	3 credits
EDCI 582 Laboratory Methods in Traffic and Safety Education	2 credits

   b. Four credits from the following electives:

EDCI 582 Methods of Teaching Two-Wheel Vehicle Education	2 credits
EDCI 583 Advanced Methods in Traffic and Safety Education	3 credits
EDCI 587 Alcohol and the Driving Task	1 credit
HPER 232 Safety Procedures and Accident Prevention (if taken from Traffic and Safety Education staff)	2 credits

   c. Other Electives

EDCI 582 Advanced Methods of Teaching Two-Wheel Vehicle Education	2 credits
EDCI 583 Issues and Trends in Traffic and Safety Education	3 credits
EDCI 699 Directed Readings and Independent Research	1-3 credits

3. Teachers who successfully complete the State approved Driver and Traffic Safety Education program must submit an application to the Department of Education for certification.

M. Certification of Driver Education Teachers

The Department procedures for certification as a driver education instructor are as follows:

1. Application shall be made to the Department of Education, Office of Personnel Services, Personnel Management, Certification and Development Branch, 1390 Miller Street, Honolulu, Hawaii 96813 through forms that may be received from the Department upon request. The forms are also available in school or district offices. (See Forms 201 and 202 in the Appendix)

2. An official transcript or official credit slip showing satisfactory completion of the program must be attached to these forms. An evaluation of credits will be made by the University of Hawaii, College of Education, Driver and Traffic Safety Education Program.

3. The driver education instructor certificate may not be used for any other area of instruction and may not be construed as the equivalent of any regular teacher's certificate.

4. In hardship cases, the Superintendent may temporarily waive the twelve semester-hour requirement upon application by a school district which certifies that the driver education program cannot be provided or that undue hardship would result from the twelve semester-hour requirement. However, where opportunity exists, every effort shall be made to meet the requirements.

   Conscientious efforts must be made by districts to see that sufficient instructors are prepared and certified by the Department to teach driver education.

N. Processing of Driver Education Instructors

1. Driver education teachers are part-time temporary certificated personnel and designated according to the following:

Program	Payroll No.	Title	Pay Rate
Driver Education	EC 7	PTT (Academic)	Subject to change

2. The classification requirements for part-time temporary teachers (academic areas) follows:

Class I	Less than Baccalaureate
Class II	Baccalaureate Degree from an accredited institution
Class III	(a) Baccalaureate Degree plus 30 semester hours earned subsequently; (b) Master's Degree; (c) Five-year teaching diploma; and (d) Department of Education professional teaching certificate

3. Part-time temporary teachers (academic) must verify their educational achievements, i.e., Baccalaureate Degree, Master's Degree, etc.

   a. Acceptable verifying documents include official or verified copies of transcripts, diplomas, grade slips, teaching certificate, etc.

   b. Part-time temporary teachers (academic) employed as regular teachers or substitute teachers in the Department of Education may submit a copy of their current SF-5A in lieu of transcripts or diploma.

   c. Part-time temporary teachers (academic) who have appropriate verifying documents on file as teacher applicants may simply indicate that "transcripts are in the Department of Education teacher applicant file."

   d. Verifying documents are not necessary for part-time temporary teachers (academic) who do not hold a Baccalaureate Degree. These teachers should indicate "no degree."

4. Part-time temporary teachers must be processed on Form 432 as follows:

   a. Driver education instructors who are employed for the first time must be processed for the school year on Form 432 with the necessary documents to verify their appropriate classification status under part-time temporary teacher (academic) standards.

   b. Driver education instructors who are reemployed the following school year must be reprocessed on Form 432, however, verifying documents are not necessary for this group unless individuals request reclassification evaluations.

   c. Processing lead time for Form 432 can be somewhat lengthy. Therefore, all parties involved should make every effort to complete their processing procedures as fast as possible to minimize any payroll delays. The Payroll Section will not process any claim for payment submitted on the Form D-56 unless the employee has been certified on the Form 432 by the Office of Personnel Services.

O. <u>Salary Payments for Driver Education Teachers</u>

1. For details, refer to Business Office Handbook, Volume I, Section XIII, and School Code, Regulation #5203 Pay Schedule for Casual Certificated Employees, #5205 Classification of Teachers and Educational Officers and #5301 Certification Standards for Teachers.

2. In accordance with processing procedures for non-regular employees, modifications to existing payroll certification instructions and

procedures for Form 432 (Business Office Handbook, Volume I, Section XIII) should be followed as outlined below:

a. Submit four copies of Form 432 to the district office. After approval, district office submits four copies to the Office of Business Services through the Office of Personnel Services.

b. Continue to use a separate Form 432 for each program. Also, certificated employees and classified employees should be listed on separate forms (do not list both types on the same form). Refer to attachments.

c. Position Column: Use proper titles in the "position" column on Form 532. Only titles authorized for the specific programs or projects.

d. Rate Column: Use official pay rates for the corresponding titles. EXCEPTION: The "rate" column for part-time temporary teachers should be left blank.

P. Workload

In the employment of driver education instructors, the Department's policy is that all qualified instructors be provided equitable distribution of work in the classroom and laboratory (BTW) phases of instructions.

a. Each school will keep a list of qualified applicants for driver education and will make assignments on a rotating basis.

b. A record of the number of hours of employment for each instructor will be kept and an equitable distribution of work hours arranged among available instructors.

ROLES AND RESPONSIBILITIES

Role of the State Educational Specialist for Driver Education

The Educational Specialist, Student Services, in the Student Personnel Services Section, Occupational Development and Student Services Branch, Office of Instructional Services, provides statewide leadership and direction in the planning, development, improvement and evaluation of the driver education program.

Duties and responsibilities include:

a. Developing concepts, goals, objectives, program design, activities and evaluation of the program.

b. Preparing curriculum, program standards, guidelines and procedures.

c. Recommending budgetary requirements, staffing, equipment, supplies and allocation of resources, including program/budgetary justifications, to meet program objectives.

d. Providing leadership, technical direction and consultative services to the districts and schools, and monitoring program/activities to insure compliance with state program standards.

e. Preparing program/project and operational expenditure plans for the program in close liaison with the University of Hawaii and the State Department of Transportation.

f. Planning, developing, organizing, coordinating, providing liaison with and evaluating community and national programs and resources related to program activities.

g. Providing leadership, plans and recommendations for pre- and in-service training activities for teachers interested in the field.

h. Maintaining close liaison with the national/state/county governments, community organizations, agencies, business, industry, labor, institutions, foundations to provide resources/services to the state/districts/schools.

i. Preparing studies, reports, legislative testimonies and correspondence related to program activities.

Role of the District Coordinator for the Driver Education Program

A district educational specialist is assigned by the district superintendent to be district coordinator of driver education. This person provides leadership to the schools for the direction, coordination, supervision and promotion of driver education. The coordinator's responsibilities to the schools include:

a. Implementing the program as described in this Administrative and Curriculum Guide.

b. Allocating driver education funds to the schools.

c. Disseminating current driver education materials.

d. Recommending appropriate textbooks, educational supplies and equipment, reference materials, and audio-visual materials.

e. Monitoring session records, equipment purchases, maintenance of loan and leased vehicles, accident reports, and quality of instruction.

f. Promoting the program within the schools and communities.

g. Coordinating procedures for securing, using, equipping, servicing, and returning driver education loan and leased vehicles.

h. Evaluating the program at the district level.

Role of the School Driver Education Coordinator

The school driver education coordinator is appointed by the principal and assumes program leadership responsibilities for the direction, coordination, supervision and promotion of driver education in the school. The coordinator's duties include:

a. Implementing the driver education program as described in the Administrative and Curriculum Guide.

b. Expending funds allocated to the school.

c. Promoting, organizing, and supervising the program.

d. Registering and scheduling students and assigning instructors.

e. Preparing and maintaining driver education records, including a student waiting list.

f. Coordinating pick-up, servicing and return of loan vehicles.

g. Purchasing approved textbooks and educational supplies and equipment.

h. Providing for the proper garaging of loan and leased vehicles when not in use.

Role of the School Driver Education Instructor

The driver education instructor is appointed by the principal and must meet the Department of Education's certification requirements for driver

education instructor. The instructor assumes responsibility for the classroom, behind-the-wheel and other phases of the program. The instructor's responsibilities include:

a. Following the state curriculum and preparing classroom teaching objectives and activities, selecting and organizing content, selecting methods and teaching aids, and developing an integrated classroom-laboratory instructional program.

b. Evaluating the progress of individual students.

c. Determining the classroom and laboratory materials needed and submitting requests to the school coordinator.

d. Maintaining classroom materials and aids and arranging for their repair.

e. Performing liaison functions between the school and the dealers.

f. Maintaining the condition of vehicles used in the program.

g. Developing and preparing student records, achievement reports and vehicle care, servicing and repair expense reports.

h. Performing services which support the goals of driver education by:

- arranging for public officials involved with driver education and highway safety to speak to driver education classes or parent groups.

- meeting with parents to discuss the driver education program and the progress of student drivers.

INSTRUCTION

ERIC Full Text Provided by ERIC

Unit 1 - Vehicle Familiarization
Episode 1.0: Driving Components
Performance Objective: The student will identify and state the purpose of information gauges, starting and control devices, safety devices, and comfort and convenience devices.

PERFORMANCE EXPECTATION	INSTRUCTOR ACTIVITY
1.1 Given a list of gauges, the student will give the purpose of each gauge on an automobile.	1.1 Using slides/charts/gauges, the instructor will discuss gauges and give their purposes. a) Fuel gauge b) Alternator gauge or light c) Oil pressure gauge or light d) Speedometer e) Temperature gauge or light f) Brake system warning light g) Seat belt light h) Headlight/turn indicator i) Odometer j) Other gauges or lights
1.2 Given a diagram of the interior of an automobile, the student will identify six starting and control devices and state their purposes.	1.2 Using the driver education vehicle, the instructor will assist students in identifying starting and control devices, citing their purposes and operation. a) Ignition/starter switch b) Accelerator pedal c) Automatic choke d) Foot brake e) Parking brake f) Steering wheel g) Gear shift selector h) Emergency flasher i) Horn j) Others
1.3 Given a list of safety devices, the student will select six and state their purposes.	1.3 Using a driver education vehicle, the instructor will aid students in identifying safety devices found inside the car, citing their purposes and operation. a) Light switch b) Headlight beam switch and indicator c) Emergency flasher d) Rear/side view mirrors e) Horn f) Windshield wiper and washer g) Air conditioner, heater, defroster h) Sun visor i) Seat belts j) Head restraints k) Others

Unit 1 - Vehicle Familiarization
Episode 1.0: Driving Components (continued)

PERFORMANCE EXPECTATION	INSTRUCTOR ACTIVITY
1.4 Given a list of comfort and convenience devices, the student will select six and state their purposes.	1.4 Using a driver education vehicle, the instructor will assist the students in identifying devices inside the car which are designed primarily for comfort and convenience. a) Power door locks b) Power windows c) Power seats d) Heating system e) Air conditioning f) Tiltable steering wheel g) Swivel seats h) Electric clock i) Remote trunk release j) Automatic speed control k) Others

Unit 1 - Vehicle Familiarization
Episode 2.0: Starting and Stopping Tasks
Performance Objective: The student will state the correct order/procedure for checking the car before entering, pre-ignition control tasks, starting, putting the car in motion, leaving the area, stopping, and securing the vehicle.

PERFORMANCE EXPECTATION	INSTRUCTOR ACTIVITY
2.1 Given a randomly ordered list, the student will verbalize the correct procedure for checking the car before entering.	2.1 The instructor will present discussion on factors involved in checking the car before entering. Emphasize the importance of this pre-entry check of the exterior.
2.2 Given a randomly ordered list of pre-ignition control tasks, the student will organize it into the correct sequence of steps.	2.2 The instructor will describe the procedure for performing the pre-ignition control tasks. Discuss the importance of a set procedure.
2.3 Given a randomly ordered list, the student will list the correct sequence of steps for starting the engine.	2.3 The instructor will assist students in listing the correct sequence of steps for starting the engine.
2.4 Given a randomly ordered list, the student will rearrange the list into the correct sequence of steps for putting the car in motion.	2.4 The instructor will assist students in listing the correct sequence of steps for putting the car in motion.
2.5 Given a randomly ordered list, the student will rearrange the list into the correct sequence of steps for leaving the area.	2.5 The instructor will assist students in listing the correct sequence of steps for leaving the area.
2.6 Given a randomly ordered list, the student will list the correct sequence of steps for stopping the vehicle.	2.6 The instructor will describe the procedure for stopping the vehicle.
2.7 Given a randomly ordered list, the student will verbalize the correct sequence of steps for securing the vehicle.	2.7 The instructor will present discussion on the correct procedure for securing the vehicle.

Unit I - Vehicle Familiarization
Episode 3.0: Driving Fundamentals
Performance Objective: The student will define the I - P - D - E (IDENTIFY, PREDICT, DECIDE, EXECUTE) concept, describe the correct sequence of steps for left and right turns, lane positioning, maintaining proper speed control, the effects of centrifugal force, centripetal force, inertia and friction when starting and rounding curves, the effects of gravity going up and down a hill, and speed control techniques.

PERFORMANCE EXPECTATION	INSTRUCTOR ACTIVITY
3.1 The student will correctly define I-D-P-E and state its importance to driving.	3.1 The instructor will distinguish between each letter in the concept, I-P-D-E. a) Emphasize the relationship of this concept to the driving task. b) Discuss how each letter in the I-P-D-E concept is related.
3.2 Given a magnetic traffic board, the student will demonstrate the proper sequence of steps for left and right turns.	3.2 The instructor will present discussion on the procedure for left and right turns. a) Emphasis should be placed on the I-P-D-E concept. b) Stress visual search.
3.3 Given a magnetic traffic board, the student will demonstrate the procedure for proper vehicle position when making left and right turns on one- and two-way streets.	3.3 The instructor will distinguish between the factors involved in vehicle placement: a) Right turns (1) Two-way street to two-way street (2) One-way street to one-way street b) Left turns (1) Two-way street to two-way street (2) Two-way street to one-way street (3) One-way street to two-way street (4) One-way street to one-way street
3.4 Given a list of natural forces, the student will identify those affecting the vehicle when rounding a curve and suggest methods of compensation.	3.4 During a classroom experiment, the instructor will demonstrate the forces affecting a car when rounding a curve. Discuss the forces affecting a car when rounding a curve on a banked road, crowned road and flat road.
3.5 The student will explain the effects of gravity going up and down a hill and explain the correct method for proper speed control.	3.5 The instructor will estimate the effects of the force of gravity on vehicle speed control going uphill and downhill.

Unit 1 - Vehicle Familiarization
Episode 3.0: Driving Fundamentals (continued)

PERFORMANCE EXPECTATION	INSTRUCTOR ACTIVITY
3.6 Given various traffic situations, the student will identify three techniques for maintaining proper speed control.	3.6 The instructor will lead a discussion on speed control techniques. a) Discuss effects and methods of braking on different surfaces. b) Discuss various methods of acceleration and its effect on vehicle control. c) Discuss its relationship to stopping ability.

Unit 1 - Vehicle Familiarization
Episode 4.0: Traffic Controls
Performance Objective: The student will identify and state the purpose and order of procedure for traffic signs, traffic signals, pavement markings and traffic control persons.

PERFORMANCE EXPECTATION	INSTRUCTOR ACTIVITY
4.1 Given twelve different traffic signs, the student will identify each according to purpose, color, shape and correct driver action.	4.1 The instructor will assist students in classifying traffic signs according to various characteristics and in identifying correct driver action. a) Shape b) Color c) Purpose
4.2 Given five traffic signals, the student will identify each according to purpose and correct driver action.	4.2 The instructor will assist students in identifying traffic signals. a) Purpose b) Driver action c) Order of precedence
4.3 Given a list of pavement markings, the student will identify each stating its purpose and correct driver reaction.	4.3 The instructor will lead students in a discussion of pavement markings. a) Purpose b) Driver action c) Order of precedence
4.4 The student will identify the correct driver action when encountering traffic control persons.	4.4 The instructor will assist students in identifying the correct driver action for each of the following: a) Police officers b) Construction flag persons c) JPO's d) Adult crossing persons e) Others

Unit 2 - Basic Control Tasks
Episode 1.0: Intersections
Performance Objective: The student will identify and explain proper procedures for negotiating intersections.

PERFORMANCE EXPECTATION	INSTRUCTOR ACTIVITY
1.1 Given five types of intersections, the student will identify the proper movement associated with each.	1.1 Through the use of a magnetic traffic board, the instructor will show different types of intersections and methods of movement. a) Four-way stop b) Yield c) Traffic control signs, signals and markings d) One-way e) Two-way f) Uncontrolled
1.2 Given five intersection situations containing potential conflicts, the student will identify the potential conflict and suggest methods for reducing the risks.	1.2 In a small group discussion, the instructor will aid students in identifying potential conflicts. a) Shrubs b) Buildings c) Trees d) Pedestrians e) Other vehicles, including motorcycles and bicycles
1.3 When given a randomly ordered list, the student will reorder the list to form the proper sequence of steps for entering and leaving the expressway.	1.3 The instructor will explain the proper procedure for entering and exiting from an expressway (freeway, skyway, H-1, H-2, etc.).
1.4 Given a discussion on the types of freeway interchange, the student will identify the proper path of travel, associated potential conflicts of each, and acceleration and deceleration procedures.	1.4 The instructor will discuss the types of freeway interchanges in Hawaii and other places, their potential conflicts, and acceleration and deceleration procedures. a) Cloverleaf b) Diamond c) Partial cloverleaf d) Trumpet

Unit 2 - Basic Control Tasks
Episode 2.0: Following
Performance Objective: The student will determine techniques for maintaining a space cushion including influencing factors, cite techniques to minimize a vehicle blind spot, calculate stopping distance at various speeds, and cite the effect of kinetic energy on stopping distance.

PERFORMANCE EXPECTATION	INSTRUCTOR ACTIVITY
2.1 Given four traffic situations, the student will identify four factors necessary to maintain a space cushion.	2.1 The instructor will explain the time needed for stopping which includes reaction time. a) Define what is meant by a space cushion and why it is important. b) Emphasize possible distractions common to teenagers, such as radio, conversations with passengers, daydreaming, etc.
2.2 Given a series of traffic situations, the student will evaluate the effects of speed directional control and positioning on the space cushion.	2.2 Through a group discussion, the instructor will assist students in identifying the effect of speed, directional control and positioning on the space cushion.
2.3 Given case study situations, the student will explain methods for establishing proper following distances.	2.3 The instructor will describe the following distance techniques: a) Time Interval Following Method b) One-car length per 10 mph rule c) Explain variation for higher speeds d) Emphasize the danger of overdriving your headlights
2.4 Given various traffic situations, the student will explain a vehicle blind spot and techniques to minimize the hazard of being in another car's blind spot.	2.4 The instructor will assist students in identifying a vehicle blind spot. a) Emphasize that a blind spot is not only located on the left rear side of the vehicle. b) Have students identify several potential blind spot areas. c) Emphasize that the human eye also has a blind spot.
2.5 Given three vehicles traveling at speeds of 25, 45 and 55 mph, the student will explain the effects of kinetic energy on stopping distance.	2.5 The instructor will explain reaction and braking distance and also emphasize need for using I-P-D-E concept.

Unit 2 - Basic Control Tasks
Episode 2.0: Following (continued)

PERFORMANCE EXPECTATION	INSTRUCTOR ACTIVITY
2.6 Given speeds of 20, 40, 55 and 70 mph, the student will mathematically calculate the minimum stopping distance.	2.6 Through a stopping distance demonstration, the instructor will show how the stopping distance is increased at higher speeds. a) Discuss stopping distance formula. b) Discuss how force of impact increases with speed.
2.7 Given various traffic signs, the student will indicate the appropriate driver behavior for each sign.	2.7 Using a display of various signs, the instructor will discuss and demonstrate the appropriate driver behavior for each sign.

Unit 2 - Basic Control Tasks
Episode 3.0: Being Followed
Performance Objective: The student will identify the importance of the space cushion and suggest methods for reducing rear-end collisions.

PERFORMANCE EXPECTATION	INSTRUCTOR ACTIVITY
3.1 Given a series of traffic situations, the student will identify the conditions of a proper space cushion to the rear of the vehicle.	3.1 The instructor will discuss the importance of developing a good visual search pattern that includes a check to the rear and front.
3.2 Given a list of factors tending to result in collisions, the student will select three factors tending to result in rear-end collisions and suggest methods of compensation.	3.2 The instructor will discuss high incidence of rear-end collisions. a) Reasons b) Suggestions for reducing the high frequency

Unit 2 - Basic Control Tasks
Episode 4.0: Lane Changing
Performance Objective: The student will describe the proper procedure for lane changing and identify situations necessitating a lane change.

PERFORMANCE EXPECTATION	INSTRUCTOR ACTIVITY
4.1 Given four traffic situations, the student will identify in writing four conditions which would warrant a change of lanes.	4.1 The instructor will aid students in a discussion of when to make a lane change.
4.2 Given a randomly ordered list, the student will list the correct sequence of steps for changing lanes.	4.2 The instructor will describe the procedure for lane changing. a) Review blind spot areas and the importance of a head check. b) Discuss common student errors. (1) Begins to move into anticipated lane prior to thorough check of traffic. (2) Speed is too fast or too slow for existing lane changing conditions. (3) Poor lane position.

Unit 2 - Basic Control Tasks
Episode 5.0: Overtaking and Passing
Performance Objective: The student will compare/contrast overtaking/passing and lane changing, identify the proper overtaking/passing procedure, describe situations in which passing is prohibited and accepted, and the effects of various size vehicles when being overtaken/passed.

PERFORMANCE EXPECTATION	INSTRUCTOR ACTIVITY
5.1 The student will list four similarities and differences between lane changing and overtaking/passing.	5.1 Through a group discussion, the instructor will assist students in comparing and contrasting overtaking/passing and lane changing. Consider: a) Danger of not having a way out b) Risk of head-on collision c) Distance required to pass (1) Sight distance (2) Passing gear (3) Relative speed
5.2 Given a randomly ordered list, the student will identify the procedure for overtaking/passing another vehicle.	5.2 The instructor will assist students in identifying the proper steps for overtaking/passing another vehicle. Discuss common student errors. a) Does not check adequately prior to overtaking/passing. b) Begins to return to right lane too soon. c) Does not disengage signal.
5.3 Given the Hawaii Vehicle Code, the student will name three conditions when overtaking/passing on the left is permitted and three conditions when it is not.	5.3 The instructor will discuss when overtaking/passing on the left is permitted and prohibited.
5.4 Given the Hawaii Vehicle Code, the student will name two conditions when overtaking/passing on the right is permitted and three conditions when it is prohibited.	5.4 The instructor will discuss when overtaking/passing on the right is permitted and prohibited.

Unit 2 - Basic Control Tasks
Episode 5.0: Overtaking and Passing (continued)

PERFORMANCE EXPECTATION	INSTRUCTOR ACTIVITY
5.5 Given various traffic situations, the student will evaluate whether overtaking/passing a school bus is permitted.	5.5 The instructor will develop traffic situations involving school buses so that the students will be able to determine if overtaking/passing a school bus on a divided and undivided highway is permitted.
5.6 Given examples of being overtaken/passed by three different size vehicles, the student will identify the effects associated with each vehicle.	5.6 The instructor will assist students in identifying characteristics of different vehicles when overtaking/passing. a) Trucks and buses b) Compacts and sport cars c) Motorcycles d) Vehicles of similar size e) Environment factors

Unit 2 - Basic Control Tasks
Episode 6.0: Being Overtaken and Passed
Performance Objective: The student will describe possible hazards and solutions when being overtaken/passed.

PERFORMANCE EXPECTATION	INSTRUCTOR ACTIVITY
6.1 Given a series of traffic situations, the student will evaluate three possible hazards of being overtaken.	6.1 The instructor will assist in small group discussions of the hazards of being overtaken/passed. a) Emphasize "keep to the right." b) Consider effects of different size vehicles.
6.2 Given five slides depicting hazards when being overtaken, the student will evaluate procedures for minimizing the conflicts.	6.2 The instructor will aid students in developing solutions for conflicts associated with overtaking/passing. a) Maintain speed when being passed. b) Make a continuous check of the blind spot areas. c) Maintain a constant lane position.

Unit 2 - Basic Control Tasks
Episode 7.0: Other Highway Users
Performance Objective: The student will identify important characteristics of various vehicles, laws governing them, similarities and differences in their accident statistics, and methods of communicating in the event of an emergency.

PERFORMANCE EXPECTATION	INSTRUCTOR ACTIVITY
7.1 The student will state the four elements in the traffic mix.	7.1 The instructor will assist students in identifying the four elements in the traffic mix. a) The driver b) The vehicle c) The roadway d) Other highway users such as motorcyclists, bicyclists, pedestrians, construction vehicles, etc.
7.2 Given various sources for statistical data, the student will compare similarities and differences between automobile statistics (injuries and fatalities versus number of users), and motorcycle, bicycle and pedestrian statistics.	7.2 The instructor will provide automobile, motorcycle, bicycle and pedestrian statistics so that students can discuss similarities and differences.
7.3 Given the Hawaii Vehicle Code, the student will describe five state laws pertaining to motor vehicles, bicycles and pedestrians.	7.3 Through a group discussion, the instructor will assist students in identifying state laws applicable to motor vehicles, bicycles and pedestrians.
7.4 Given five major classifications of vehicles, the student will select two and predict two potential movement characteristics of each vehicle.	7.4 The instructor will assist students in identifying movement characteristics of: a) Motorcycles - can change directions suddenly; unstable compared to four-wheel vehicle; more susceptible to loss of control. b) Bicycles - may move suddenly; excellent forward vision but rear-view vision may be limited; operator may be less attentive. c) Trucks and buses - require more space to maneuver; require more time to pass another vehicle going in the same direction; may create visibility problems for other drivers.

PERFORMANCE EXPECTATION	INSTRUCTOR ACTIVITY
	d) Compact and sport cars - influenced greatly by winds; difficult to see in blind spots; harder for other drivers to judge their speed and distance.
7.5 Given various traffic situations in which an emergency arises, the student will describe five methods that can be used to communicate with other highway users.	7.5 The instructor will describe the procedure for communicating with other highway users in the event of an emergency. a) Flashing brake lights b) Emergency warning flashers c) Hand signals d) Lane position e) Headlights f) Horn g) Combination of the above
7.6 Given various traffic situations which involve emergency vehicles, the student will describe the proper action to be taken for each situation.	7.6 The instructor will present various situations which involve ambulance, fire and police vehicles. Proper action for drivers to take will be discussed for each situation. a) Emergency vehicle(s) approaching with lights and siren on. b) Emergency vehicle(s) approaching with lights on and siren off. c) Emergency vehicle(s) stopped on the highway or road with lights on. d) Emergency vehicle(s) stopped on the highway or road with lights and siren off.

Unit 3 - Driver Fitness Tasks
Episode 1.0: Visual Discipline
Performance Objective: The student will identify the importance of various visual requirements for driving, methods of determining visual abilities, factors affecting visibility, and their relationship to the driving task.

PERFORMANCE EXPECTATION	INSTRUCTOR ACTIVITY
1.1 The student will take a field of vision and visual acuity test to determine visual impairments that could affect driving.	1.1 Using appropriate trained personnel, the field of vision and visual acuity of each student will be determined.
1.2 Given five visual abilities, the student will select three and cite their relationship to the driving task.	1.2 The instructor will lead the class in a discussion of the visual functions using various charts and diagrams. a) Visual acuity b) Depth perception c) Night vision d) Color blindness e) Field of vision
1.3 Given a list of visual impairments, the student will select four and suggest methods of compensation needed for driving.	1.3 The instructor will demonstrate the detection of various visual ability impairments and methods of compensation. a) Visual acuity b) Depth perception c) Night vision d) Color blindness e) Field of vision
1.4 Given four probable traffic hazards as identified through proper visual techniques, the student will identify how they might become real hazards.	1.4 Through the use of filmstrips, visuals, etc., the instructor will assist students in identifying the importance of adequate vision for the traffic environment.
1.5 The student will write the five steps involved in the Smith System.	1.5 The instructor will lead a discussion of proper visual methods for avoiding traffic hazards utilizing the Smith System. a) Aim high in steering. b) Keep your eyes moving. c) Get the big picture. d) Make sure they see you. e) Always leave yourself an out.

Unit 3 - Driver Fitness Tasks
Episode 2.0: Physical Fitness
Performance Objective: The student will identify the importance of good physical fitness as it relates to the driving task and methods of compensation.

PERFORMANCE EXPECTATION	INSTRUCTOR ACTIVITY
2.1 Given five physical factors needed for driving, the student will state in writing why they are important.	2.1 Through the use of filmstrips, films, etc., the instructor will assist students in listing ways that physical fitness is related to the driving task.
2.2 Given five physical deficiencies concerned with the driving task, the student will identify two means of compensating for each.	2.2 The instructor will aid students in identifying common physical deficiencies. a) Fatigue b) Loss of hearing c) Illness d) Loss of reaction time e) Epilepsy
2.3 Given a list of four sources of carbon monoxide, the student will list precautionary measures to counteract them.	2.3 The instructor will discuss the sources of carbon monoxide and how to avoid them when driving.
2.4 The student will describe four effects of carbon monoxide, the danger levels and the conditions that increase carbon monoxide poisoning.	2.4 The instructor will discuss the physical effect of carbon monoxide on the body. a) Discuss the sources of carbon monoxide. b) Emphasize that carbon monoxide is a colorless, odorless gas with the individual not aware of its effects.

Unit 3 - Driver Fitness Tasks
Episode 3.0: Distractions
Performance Objective: The student will identify common distractions associated with driving and methods of overcoming them.

PERFORMANCE EXPECTATION	INSTRUCTOR ACTIVITY
3.1 Given five common distractions occurring inside the vehicle while driving, the student will write methods of alleviating them.	3.1 The instructor will aid students in listing common distractions that occur inside the vehicle while driving and methods of coping with them. a) Engine sputter b) Overheating c) Warning lights d) Brakes e) Steering f) Others
3.2 Given five common distractions occurring outside the vehicle in the driving environment, the student will write suggestions for overcoming them.	3.2 The instructor will aid students in listing common distractions that occur outside the vehicle and methods of overcoming them.

Unit 3 - Driver Fitness Tasks
Episode 4.0: Attitudes and Emotions
Performance Objective: The student will identify ways in which personality traits and a driver's attitude influence driving as well as the means of overcoming such deficiencies.

PERFORMANCE EXPECTATION	INSTRUCTOR ACTIVITY
4.1 Given a list of emotions that can influence one's ability to drive safely and efficiently, the student will state their effects on driving.	4.1 Through group discussion, the instructor will assist students in listing emotions that influence driving.
4.2 Given a list of emotional situations, the student will select three and describe methods for compensation.	4.2 Through case study situations, the instructor will assist students in identifying methods of coping with emotions related to the driving task. a) Fight with friend b) Anger about restriction imposed by parents c) Disagreement with brother or sister d) Impatience in getting to homecoming game e) Winning a football game f) High score on physics exam
4.3 Given three personality traits, the student will cite their influence on one's ability to drive safely and efficiently.	4.3 The instructor will lead a class discussion on ways in which personality traits can influence driving.

Unit 3 - Driver Fitness Tasks
Episode 5.0: Risk Acceptance
Performance Objective: The student will identify common risks and motivations associated with driving and methods of coping with them.

PERFORMANCE EXPECTATION	INSTRUCTOR ACTIVITY
5.1 The student will orally describe three common risks taken by drivers.	5.1 The instructor will assist students in identifying common risks accepted by drivers and consider why people take risks. Emphasize high versus low risks.
5.2 The student will list three motivations affecting young driver performance and state their effect on driving.	5.2 Through a class discussion, the instructor will assist students in identifying motivations affecting young driver performance. a) Peer group pressure b) Passengers c) Competitiveness
5.3 The student will formulate three ways motivation might be related to the high incidence of young driver collisions.	5.3 The instructor will aid students in a discussion of the disproportionately higher share of young driver accidents.

Unit 3 - Driver Fitness Tasks
Episode 6.0: Alcohol
Performance Objective: The student will be able to identify physical, psychological, sociological, statistical and legal aspects of the use of alcohol as they relate to the driving task.

PERFORMANCE EXPECTATION	INSTRUCTOR ACTIVITY
6.1 The student will list four physical effects of alcohol on the human body.	6.1 The instructor will present discussion on how alcohol affects the body and whether the effect is the same on all people. Define alcoholism.
6.2 Given a list of psychological effects of alcohol, the student will select two and state their relationship to the driving task.	6.2 The instructor will guide students in formulating a list of the psychological effects that become apparent as a result of the use of alcohol; i.e., personality changes, inhibitions, etc.
6.3 The student will list four sociological reasons for using alcohol.	6.3 The instructor will assist students in: a) Developing a list of social pressures which lead to alcohol consumption; i.e., peer pressure, etc. b) Developing ways to make drinking and driving less of a problem; i.e., calling a cab, etc. c) Considering relationship of alcoholism to driving.
6.4 Given appropriate statistical data and resources, the student will identify the relationship between accident involvement and drinking.	6.4 The instructor will present information via charts, slides, etc., of the drinking and driving problem as evidenced by statistics.
6.5 The student will write the legal definition of driving while intoxicated and state the tests used for determination.	6.5 The instructor will describe the conditions and penalty under which a driver may be arrested when driving while intoxicated. a) Legal definitions of alcohol content in blood b) Tests used c) Implied Consent Law

Unit 3 - Driver Fitness Tasks
Episode 7.0: Drugs
Performance Objective: The student will classify, state the effect and explain the dangers of various drugs.

PERFORMANCE EXPECTATION	INSTRUCTOR ACTIVITY
7.1 Given a list of drugs, the student will identify four and cite their effects on the human body and driving.	7.1 The instructor will discuss how various drugs affect areas of the body and if the effect is the same for all persons.
7.2 Given the three major classifications of drugs, the student will describe the effects of each on the human body and driving.	7.2 The instructor will assist the class in classifying drugs including the effect of each classification on the human body.
7.3 The student will name five social pressures associated with drug usage.	7.3 The instructor will aid the students in formulating reasons for drug usage; i.e., peer group pressure, etc.
7.4 Given six "over the counter" drugs, the student will describe their possible effects when related to the driving task.	7.4 The instructor will lead a discussion on possible side effects of "over the counter" drugs (cold tablets, cough syrup, etc.) and prescription drugs and how they affect the body. Consider the combination of alcohol and drugs.

Unit 4 - Intermediate Control Tasks
Episode 1.0: Driving Environments
Performance Objective: The student will identify and explain state and local laws, natural laws, potential conflicts, means of reducing potential conflicts and relevant cues demanding accident avoidance procedures for various driving environments.

PERFORMANCE EXPECTATION	INSTRUCTOR ACTIVITY
1.1 Given four traffic situations in which the driver is in violation of a state law, the student will identify and state the error(s) and applicable law(s).	1.1 The instructor will discuss laws applicable to various driving environments. Emphasize variations existing in different localities.
1.2 Given a series of ten traffic slides depicting varying driving environments, the student will identify seven potential hazards.	1.2 The instructor will give an explanation of hazards associated with driving. a) Emphasize hazard of driving too close to the center line and shoulder of the road. b) Discuss variations caused by: (1) Night driving (2) Inclement weather (3) Physical objects (4) Environmental objects (5) Animals (6) Others
1.3 When shown a filmstrip depicting hazardous situations, the student will identify the hazard and write relevant cues for avoiding hazardous involvement.	1.3 The instructor will assist students in utilizing the I-P-D-E concept in hazardous traffic situations.
1.4 The student will cite three ways in which highway driving differs from city driving.	1.4 The instructor will assist students in identifying variations in highway and city driving.
1.5 The student will explain the effects of: - friction on various road surfaces - increased speed on kinetic energy and stopping distance - increased speed on centrifugal force when rounding corners	1.5 Through a group discussion, the instructor will assist students in determining natural laws that could affect driving control.

PERFORMANCE EXPECTATION	INSTRUCTOR ACTIVITY
- gravity when going up and down hills - increased speed on friction and force of impact	
1.6 The student will explain methods for reducing potential conflicts when shown four illustrations of different driving situations.	1.6 The instructor will discuss defensive driving tactics: a) Allow a sufficient following distance. b) Drive at a suitable speed for the existing conditions. c) Watch for oncoming cars.
1.7 The student will cite five specific characteristics of expressway driving.	1.7 The instructor will aid students in identifying specific characteristics of expressway driving.
1.8 Given a list of engineering features found on expressways, the student will select five as safety features and five that are potentially hazardous.	1.8 Using various illustrations, the instructor will discuss safety features and potential engineering hazards found on expressways.
1.9 Given a filmstrip or slide series of various potentially hazardous driving situations in varying environments, the student will identify techniques for minimizing such a potential.	1.9 The instructor will discuss techniques for minimizing potential accident situations. a) Two-, four- and twelve-second rule; space cushion to front, rear and sides. b) Separate and compromise. c) I-P-D-E concept as related to defensive driving.

Unit 4 - Intermediate Control Tasks
Episode 2.0: Parking the Car
Performance Objective: The student will describe the procedure for parking a vehicle, state laws citing locations where parking is permitted and prohibited, and ways of minimizing potential parking conflict areas.

PERFORMANCE EXPECTATION	INSTRUCTOR ACTIVITY
2.1 Given a randomly ordered list, the student will rearrange the list in the proper sequence of steps for each type of parking maneuver.	2.1 The instructor will discuss types of parking, explaining the steps involved for performing each maneuver. a) Parallel parking (left and right) (on inclines and declines) b) Angle parking (left and right) c) Perpendicular parking (left and right)
2.2 Given the Hawaii Vehicle Code, the student will state five laws citing where parking is permitted and ten laws citing were parking is prohibited.	2.2 The instructor will discuss locations where parking is permitted and prohibited.
2.3 Given a series of five parking related situations, the student will identify the potential conflict areas and suggest ways of minimizing them.	2.3 The instructor will assist in identifying hazardous situations. a) Size of parking space b) Type of vehicle c) Position of other vehicle(s) d) Parking lot areas

Unit 4 - Intermediate Control Tasks
Episode 3.0: Trip Planning
Performance Objective: The student will explain factors to consider for various trips to be taken and plan a predetermined trip considering these factors.

PERFORMANCE EXPECTATION	INSTRUCTOR ACTIVITY
3.1 Given an origin and destination point for a trip, the student will evaluate the convenience, comfort, cost, amount of time needed and season of the year for traveling in different types of vehicles.	3.1 The instructor will assist students in identifying advantages and disadvantages when traveling in different types of vehicles. a) Large versus small cars b) Trucks c) Motorcycles d) Others
3.2 Given an origin and destination point for a trip, the student will identify the best route, desired times to travel, cost, planned stops and amount of time needed.	3.2 The instructor will provide each student with a map and discuss map reading symbols, colors and other details.
3.3 Given certain conditions for a pre-planned trip, such as time of year, number of people, origin and destination, the student will identify the necessary equipment to be taken.	3.3 Through a group discussion, the instructor will assist students in identifying factors likely to hinder or help trip progress. a) Consider the relationship of accidents to trips. b) Consider the factors which are likely to be involved in accident causation on trips.
3.4 Given varying origin and destination points, the student will identify all the necessary parts of the vehicle to be checked.	3.4 The instructor will assist students in a class discussion concerning vehicle maintenance and safety equipment necessary for pre-planned trips: a) Engine b) Tires c) Lights d) Steering e) Brakes f) Tools g) Other items (first-aid kit, fire extinguisher)

Unit 4 - Intermediate Control Tasks
Episode 4.0: System Management
Performance Objective: The student will define traffic laws and their purposes, cite the process by which they are formulated, the functions of a traffic court, the procedures for applying for a driver's license, reasons for the revocation or suspension of a driver's license, and the procedure for renewing a driver's license.

PERFORMANCE EXPECTATION	INSTRUCTOR ACTIVITY
4.1 The student will correctly define traffic laws and cite their purpose.	4.1 The instructor will discuss traffic laws with emphasis on: a) Why are traffic laws necessary? b) What traffic laws are violated the most? c) Why are traffic violations committed? d) What are the benefits to individuals who obey traffic laws versus those who do not? e) What are the potential consequences of traffic violations? f) What traffic laws are outdated?
4.2 The student will correctly explain the role of law enforcement agencies.	4.2 The instructor will discuss the role of various law enforcement agencies.
4.3 The student will cite the procedure by which traffic laws are passed.	4.3 The instructor will lead a discussion on how traffic laws are formulated. a) Local level b) State level
4.4 The student will cite the functions of a traffic court.	4.4 The instructor will discuss various aspects of traffic courts. a) Functions of the court. b) The choice of a traffic violator if summoned to appear at a traffic court.
4.5 The student will identify the correct procedure in applying for a driver's permit/license.	4.5 The instructor will discuss the procedure in applying for a driver's permit/license.

Unit 4 - Intermediate Control Tasks
Episode 4.0: System Management (continued)

PERFORMANCE EXPECTATION	INSTRUCTOR ACTIVITY
4.6 Given a list of social responsibilities of a licensed driver, the student will select four and cite their importance.	4.6 Through a group discussion, the social responsibilities of a licensed driver will be reviewed.
4.7 Given the Hawaii Vehicle Code, the student will state five reasons for which one's driver's license could be suspended or revoked.	4.7 The instructor will emphasize state laws regarding the reasons for revocation or suspension of a driver's license.
4.8 The student will state the correct procedure for renewing a driver's license.	4.8 Through a class discussion, the procedure for renewing a driver's license will be reviewed.

Unit 5 - Advanced Control Tasks
Episode 1.0: Adverse Conditions
Performance Objective: The student will explain weather conditions likely to affect driving, suitable means of compensation and hazard associated with night driving.

PERFORMANCE EXPECTATION	INSTRUCTOR ACTIVITY
1.1 Given four hazards associated with night driving, the student will suggest methods of compensation for each.	1.1 The instructor will emphasize the following factors: a) Flare impairs visibility. b) Darkness conceals numerous hazards. c) Speed and positioning of other vehicles are difficult to detect. d) Methods of compensating for reduced illumination are available.
1.2 Given a list of various weather conditions, the student will select three and describe how each is likely to make driving hazardous.	1.2 The instructor will assist students in identifying hazardous weather situations that could affect driving. a) Fog b) Snow c) Wind d) Rain e) Ice
1.3 Given a list of adverse weather conditions, the student will explain necessary precautions to be taken for each.	1.3 The instructor will discuss methods for coping with hazardous situations. Emphasis should be on those situations the student is likely to encounter. a) Fog b) Snow c) Wind d) Rain e) Ice
1.4 Given a list of factors likely to result in less gripping efficiency on the roadway, the student will select four and suggest compensatory measures.	1.4 The instructor will discuss the effects of friction with: a) Worn tires b) Ice and snow c) Rain d) Leaves e) Concrete f) Asphalt g) Others

Unit 5 - Advanced Control Tasks
Episode 1.0: Adverse Conditions (continued)

PERFORMANCE EXPECTATION	INSTRUCTOR ACTIVITY
1.5 Given four uses of friction in controlling a vehicle, the student will state three factors that could reduce the availability of friction.	1.5 The instructor will discuss the effects of friction with: a) Worn tires b) Inadequate brakes c) Locked wheels d) Increased and/or excessive speed

Unit 5 - Advanced Control Tasks
Episode 2.0: Critical Situations
Performance Objective: The student will explain how an alert and prepared driver can minimize emergency situations and suggest proper responses to take.

PERFORMANCE EXPECTATION	INSTRUCTOR ACTIVITY
2.1 The student will explain possible human functions associated with I-P-D-E that can minimize emergency hazards.	2.1 In a group situation, the instructor will discuss how an alert and prepared driver can reduce or minimize hazards.
2.2 Given four emergency situations, the student will identify the proper human responses.	2.2 Through the use of various media, the instructor will discuss correct procedures when confronted with the following emergencies: a) Running off edge of pavement b) Blocked path - steering only - braking and steering c) Skidding on slippery surfaces d) Hydroplaning

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Unit 5 - Advanced Control Tasks
Episode 3.0: Vehicle Malfunctions
Performance Objective: The student will identify vehicle malfunctions and describe the proper action to minimize the hazard.

PERFORMANCE EXPECTATION	INSTRUCTOR ACTIVITY
3.1 The student will identify the vehicle malfunction when each or a combination of warning lights comes on and cite the proper corrective steps.	3.1 The instructor will discuss vehicle malfunctions associated with various warning lights and the proper human responses to take. a) Oil pressure light b) Generator or alternator light c) Temperature light d) Brake system warning light e) Other
3.2 Given a discussion on vehicle malfunctions, the student will list six and state why each might be hazardous.	3.2 The instructor will discuss vehicle malfunctions. a) Tire failure b) Brake failure c) Accelerator sticking d) Engine stall e) Loss of steering f) Headlight failure
3.3 Given four malfunctions that could occur, the student will describe corrective steps to take.	3.3 Through a group discussion, the instructor will aid students in determining proper actions to be taken to correct malfunctions.

Unit 6 - The Vehicle
Episode 1.0: Car Care
Performance Objective: The student will define periodic maintenance, identify potential warning signs and items to be periodically checked and the buyer/seller warranty responsibilities.

PERFORMANCE EXPECTATION	INSTRUCTOR ACTIVITY
1.1 The student will correctly define periodic maintenance, citing its importance.	1.1 The instructor will emphasize the importance of periodic maintenance checks.
1.2 Given a series of items to check when making a periodic vehicle inspection, the student will cite the importance of checking each item.	1.2 The instructor will assign students the task of checking the family car for evaluation of necessary maintenance.
1.3 Given five different items likely to malfunction, the student will explain a potential "warning sign" for each.	1.3 The instructor will discuss vehicle warning signs indicating a mechanical malfunction. Consider modifications enhancing safety and those discouraging safety.
1.4 Given three different types of vehicles, the student will explain how maintenance will vary with each.	1.4 The instructor will show how maintenance varies with automobiles by reviewing several owner's manuals with the class.
1.5 The student will identify three reasons why good tire care is important.	1.5 In a group discussion, the instructor will assist students in identifying the advantages of good tire care.
1.6 Given the Hawaii Vehicle Code, the student will list all requirements of the state vehicle inspection.	1.6 The instructor will review the vehicle inspection program requirements mandated by law.
1.7 Given a case study situation, the student will describe the buyer/seller responsibilities involving the vehicle warranty/guarantee.	1.7 The instructor will discuss the vehicle warranty/guarantee via samples presented in class.
1.8 Given a problem to purchase a car for the student's use, the student will be able to identify the steps necessary in purchasing a car that will meet the student's transportation needs in the most efficient manner.	1.8 The instructor will discuss the steps recommended for selection and purchase of a car that will meet the needs of an individual.

Unit 7 - Fuel and Energy Conservation
Episode 1.0: Fuel Conservation Facts
Performance Objective: The student will identify the facts related to fuel and energy conservation.

PERFORMANCE EXPECTATION	INSTRUCTOR ACTIVITY
1.1 Students will be able to list facts related to fuel and energy conservation.	1.1 The instructor will present historical and current facts related to fuel and energy conservation.
1.2 Students will read material which shows various ways to conserve fuel and energy.	1.2 The instructor will provide the students with instructional material that shows various ways to conserve fuel and energy.
1.3 Students will view audio visual material which shows various ways to conserve fuel and energy.	1.3 The instructor will provide the students with audio-visual presentations which shows various ways to conserve fuel and energy.

Unit 7 - Fuel and Energy Conservation
Episode 2.0: Trip Planning
Performance Objective: The student will describe ways to conserve fuel and energy when planning a trip.

PERFORMANCE EXPECTATION	INSTRUCTOR ACTIVITY
2.1 Students will plan a trip using techniques to save fuel and energy.	2.1 The instructor will assign students a project to plan a trip with consideration for: alternatives to driving route selection time factors 55 mph speed limit pre-driving inventory check list vehicle preparation passenger preparation
2.2 Students will discuss ways that idling time can be reduced.	2.2 The instructor will provide students with techniques that may be used to reduce idling time.

Unit 7 - Fuel and Energy Conservation
Episode 3.0: Maintenance
Performance Objective: The student will list the check points for maintenance and vehicle care to maximize fuel and energy conservation.

PERFORMANCE EXPECTATION	INSTRUCTOR ACTIVITY
3.1 Students will be able to list maintenance check points to maximize fuel and energy conservation.	3.1 The instructor will discuss the maintenance check points and point out the location of each component.
3.2 Students will be able to request the proper service for the maintenance of the vehicle.	3.2 The instructor will assist the student in requesting proper service based on the Owner's Maintenance Manual to maintain a fuel and energy efficient vehicle.
3.3 Students will be able to identify the maintenance check points to service a vehicle.	3.3 The instructor will identify procedures used to maintain the following check points: Tires (alignment, proper pressure) Battery Oil and oil filter PVC valve Coolant system Ignition system Brake system Engine belts Lubrication Electrical system

Unit 7 - Fuel and Energy Conservation
Episode 4.0: Behind-the-wheel Application
Performance Objective: The student will be able to demonstrate fuel and energy conservation techniques in the behind-the-wheel portion of the class.

PERFORMANCE EXPECTATION	INSTRUCTOR ACTIVITY
4.1 Students will demonstrate techniques used to anticipate traffic to reduce the need for braking.	4.1 The instructor will present and demonstrate the techniques used to anticipate traffic and reduce the need for braking.
4.2 Students will practice smooth acceleration and braking to conserve fuel and energy.	4.2 The instructor will demonstrate and allow the students to practice smooth acceleration and braking to conserve fuel and energy. (Use of a vacuum gauge or similar device can demonstrate this effect.)
4.3 Students will discuss the amount of time spent idling and the techniques that may be used to reduce the amount of fuel and energy wasted.	4.3 The instructor will assign the students a project to record the amount of time spent idling at stop signs, stop lights, in traffic, etc. and discuss techniques for reducing this waste of fuel and energy.
4.4 Students will be able to list general fuel conservation techniques.	4.4 The instructor will discuss the following general fuel conservation techniques: Keep car idling to a minimum Travel at speeds producing the best miles per gallon Avoid stepping down on the gas pedal when restarting a warm engine Drive at a smooth steady pace Use air conditioning only when the humidity is high Avoid tailgating, it demands excessive braking Keep windows closed at freeway speeds.

DEFINITION OF TERMS

DRIVER EDUCATION - organized learning experiences, including formal classroom and laboratory instruction, which will enable students to develop knowledge, psychophysical conditions, and operation skills necessary for the efficient operation of the automobile.

CLASSROOM INSTRUCTION - group instruction which covers such content areas as traffic citizenship, laws and regulations, characteristics of drivers, role of government, automobile use, and traffic problems.

LABORATORY INSTRUCTION - an extension of classroom instruction which provides students with opportunities for traffic experiences under real or simulated conditions.

DUAL-CONTROL CAR - a car equipped with an extra brake and, where necessary, an extra clutch pedal.

BEHIND-THE-WHEEL (BTW) - supervised student experience at the controls of a practice driving car either on-street or on a multiple car driving range.

OBSERVATION TIME - student time spent in a vehicle away from the controls and in observation of another student driver at the controls, and involves group discussion and assessment of the driving task.

PSYCHOPHYSICAL EQUIPMENT - testing devices used to demonstrate varying abilities related to field of vision, visual acquity, distance judgment, reaction time, color discrimination, etc.

CURRICULUM GUIDE - a publication which outlines or describes a course content, teaching methods, and instructional materials.

IPDE - systematic and logical analysis base for performing the decision-making execution requirements fundamental to the driving task.
Initials indicate: I - Identify the relevant cues
P - Predict their significance
D - Decide what to do, and
E - Execute decision.

INTEGRATED PROGRAM - is a driver education course in which the sequence and time span of the classroom and laboratory instruction are organized in such a way as to allow for maximum transfer of training.

COMPREHENSIVE SAFETY PROGRAM - those organized learning experiences administered in the school curriculum from kindergarten through adulthood, which are specifically directed toward the individual's present and future safe living.

ADULT PROGRAM - driver education program usually offered to unlicensed persons over the age of nineteen years who are not regularly enrolled in an accredited secondary school.

SIMULATION - a teaching method employing both films and electro-mechanical devices designed to simulate the driver's compartment of the automobile through which students develop proper judgment and behavior responses as well as manipulative skills.

MULTI-CAR DRIVING RANGE - an off-street area in which a number of cars are operated simultaneously to provide laboratory instruction under the supervision of one or more teachers. The area includes:

- Space for development of fundamental skills
- Road surfaces wide enough for two-way and multiple lane traffic
- Intersections, curves, and grades
- Lane markings, signs and signals
- A method of communication between teacher and students by radio, loud speaker, or other effective means.

DRIVER IMPROVEMENT COURSE - a special course conducted for traffic law violators, traffic accident repeaters, and volunteers for the purpose of re-education in traffic responsibilities.

DRIVER EDUCATION FOR THE HANDICAPPED - driver education goals and outcomes for the handicapped are essentially the same for non-handicapped students. However, instructors should be acquainted with the special characteristics, capacities, and needs of the handicapped student population and providing resources, information, and ideas for meeting those special needs. The goal is to help handicapped students to become safe responsible drivers.

LAWS

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The Federal Highway Safety Act of 1966 and Its Latest Revisions

Federal involvement in traffic safety became evident with the passage of the Highway Safety Act of 1966. This act requires that each state, in order to qualify for federal safety funds, must have a comprehensive highway safety program approved by the Secretary of Transportation no later than January 1, 1970. The responsibility for implementing highway safety programs in the various states lies with the National Highwav Traffic Safety Administration in the U. S. Department of Transportation. Standards developed thus far cover the following areas:

1. Periodic Motor Vehicle Inspection
2. Motor Vehicle Registration
3. Motorcycle Safety
4. Driver Education
5. Driver Testing and Licensing
6. Codes and Laws
7. Traffic Courts
8. Alcohol in Relation to Highway Safety
9. Identification and Surveillance of Accident Locations
10. Traffic Records
11. Emergency Medical Services
12. Highway Design, Construction, and Maintenance
13. Traffic Engineering Services
14. Pedestrian Safety
15. Police Traffic Services
16. Debris, Hazard Control, and Cleanup
17. Pupil Transportation Safety
18. Accident Investigation and Reporting

Safety funds are appropriated to states by population. Sixty percent of these funds are to be spent on statewide projects and 40 percent on local projects. In Hawaii, the Governor has designated the Superintendent of the Department of Education as his representative in administering the Act for School Driver Education.

Excerpt: 4.4.4.--DRIVER EDUCATION

Background:

Section 402 (b) (1) The Secretary shall not approve any state highway safety program under this section which does not--

(E) provide for a comprehensive driver training program, including (1) the initiation of a state program for driver education in the school systems or for a significant expansion and improvement of such a program already in existence, to be administered by appropriate school officials under the supervision of the Governor as set forth in subparagraph (A) of this paragraph; (2) training of qualified school instructors and their certification; (3) appropriate regulation of other training schools, including licensing of the schools and certification of their instructors; (4) adult driver training programs, and programs for the retraining of selected drivers and

(5) adequate research, development, and procurement of practice driving facilities, simulators, and other similar teaching aids for both school and other driver training use.

Excerpt:

National Highway Traffic Safety Administration

Each state, in cooperation with its political subdivisions, shall have a driver education and training program. This program shall provide that:

I. There is a driver education program available to all youths of licensing age which:

   A. Is taught by instructors certified by the state as qualified for these purposes

   B. Provides each student with practice driving and instruction in at least the following:

      1. Basic and advanced driving techniques including techniques for handling emergencies

      2. Rules of the road, and other State laws and local motor vehicle laws and ordinances

      3. Critical vehicle systems and sub-systems requiring preventive maintenance

      4. The vehicle, highway, and community features:

         a. That aid the driver in avoiding crashes

         b. That protect him and his passengers in crashes

         c. That decrease injury

      5. Signs, signals, and highway markings, and highway design features which require understanding for safe operation of motor vehicles

      6. Difference in characteristics of urban and rural driving including safe use of modern expressways

      7. Pedestrian safety.

   C. Encourage students participating in the program to enroll in first-aid training.

II. There is a state research and development program including adequate research, development, and procurement of practice driving facilities, simulators, and other similar teaching aids for both school and other driver training use.

III. There is a program for adult driver education and training.

IV. Commercial driving schools are licensed and commercial driving instructors are certified in accordance with specific criteria adopted by the State.

V. The program shall be periodically evaluated by the state, and the National Highway Traffic Safety Administration shall be provided with an evaluation summary.

The State of Hawaii Driver Education Enactment Act

In 1966, Act 42 was enacted by the Legislature of the State of Hawaii, which authorized the department of education to establish a motor vehicle driver training program. Portions of this Act are reprinted below:

SECTION 2. Purpose. (2) The purpose of this Act is to establish a statewide driver education and training program which will consist of an approved course of study to include at least thirty hours of classroom instruction and six hours of behind-the-wheel training, administered through the Department of Education and offered by certified instructors, outside of regular school hours, at each public high school in the State, on a voluntary basis.

"Sec. 37- . Driver Education. (a) The department is hereby authorized to establish and administer a motor vehicle driver education and training program to be conducted at each public high school in the State after regular school hours, on Saturdays and during the summer recess.

(b) The department shall, for the purpose of this section:

(1) Set the prerequisites and priorities for enrollment in the course of driver education and training which shall be open to every resident of the State who is 15 years of age or older and under 19 years of age;

(2) Establish the requirements for and employ necessary instructors, who are certified to have completed satisfactorily an approved instructor's course, to conduct the course in driver education and training;

(3) Issue a certificate of completion to every student upon satisfactory completion of the course in driver education and training;

(4) Purchase, rent or acquire by gift materials and equipment necessary for the program established by this section; and

(5) Cooperate with the chief of police in each county in promoting traffic safety.

(c) The department is hereby authorized to promulgate rules and regulations, in conformance with the provisions of chapter 60, Revised Laws of Hawaii 1955, as amended, necessary for the purposes of this Act."

SECTION 4. (2) The Department of Education shall be responsible for conducting approved courses for instructors in driver education and training.

(b) The Department of Education shall certify any person who satisfactorily completes a course for instructors in driver education and training as provided in subsection (a) of this section.

Act 42 is now a part of the Hawaii Revised Statutes, Chapter 299. Driver Education.

CHAPTER 299. DRIVER EDUCATION

Sec. 299-1. Driver education.

(a) The department of education may establish and administer a motor vehicle driver education and training program to be conducted at each public high school in the State after regular school hours, on Saturdays, and during the summer recess.

(b) The department shall, for the purpose of this section:

(1) Set the prerequisites and priorities for enrollment in the course of driver education and training which shall be open to every resident of the State who is fifteen years of age or older and under nineteen years of age;

(2) Establish the requirements for and employ necessary instructors, who are certified to have completed satisfactorily an approved instructor's course, to conduct the course in driver education and training;

(3) Issue a certificate of completion to every student upon satisfactory completion of the course in driver education and training;

(4) Purchase, rent, or acquire by gift materials and equipment necessary for the program established by this section; and

(5) Cooperate with the chief of police in each county in promoting traffic safety.

(c) The department may promulgate rules and regulations, in conformance with Chapter 91 necessary for the purposes of this section and Section 299-2.

Sec. 299-2. Courses for instructors in driver education.

(a) The department of education shall be responsible for conducting approved courses for instructors in driver education and training.

(b) The department shall certify any person who satisfactorily completes a course for instructors in driver education and training as provided in subsection (a) of this section.

Sec. 299-3. Automobiles for driving instruction; purchase and sale. Chapters 103 and 106 notwithstanding, the department of education may enter into agreements with any dealer or company for the purchase of automobiles for driving instruction in the state public schools, such agreements to provide that the department pay $1 for each automobile, take title thereto in the name of the State, and agree to resell it to the seller for $1 within sixty days following the last day of the school year. In the event of the seller's failure to repurchase, the department may retain the automobiles or dispose of it in accordance with Chapter 106.

APPENDICES

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COURSE COMPLETION CERTIFICATE

State of Hawaii • Department of Education

CERTIFICATE AWARD TO

_____

for satisfactory completion of a course in
DRIVER AND TRAFFIC SAFETY EDUCATION
consisting of 6 or more hours of practice
driving and 30 or more hours of
classroom instruction.

Superintendent of Education

ADDRESS _____

_____

DATE OF BIRTH _____

SCHOOL _____

PRINCIPAL _____

INSTRUCTOR _____

DATE _____

Rev 8 82 . 597.3262 Rev of TAC 15-184

State of Hawaii
Department of Education

Certificate of Appreciation

This certificate is awarded to

_____

in recognition of outstanding community service
to the Driver Education Program

_____
Date

_____
Assistant Superintendent

_____
Superintendent

APPENDIX 3

PARENTAL APPROVAL FORM

I hereby give consent for my son, daughter _____
name

to be enrolled in the Driver Education course at _____.
school

I am aware that this course includes practice driving instruction in a fully equipped dual control car.

_____ Date

_____ Signature of father, or guardian

_____ Signature of mother, or guardian

Health of student:

	Yes	No
Wears glasses	____	____
Partial hearing	____	____

Other limitations, please explain:

Reasons for wanting son or daughter to take Driver Education:

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SUGGESTED FORM LETTER TO PARENTS AT BEGINNING OF PROGRAM

Date_____

DEAR PARENTS:

Your son (daughter), _____ (name) _____, has asked to be enrolled in a State-approved driver education program, which consists of classroom and single-car instruction and is under the supervision of a qualified teacher. The single-car instruction is given in a dual-control vehicle which has a brake pedal on the righthand side for the instructor's use, and is equipped with restraint systems, extra rear view mirrors, and other special safety devices. Adequate insurance coverage is carried for this vehicle and all who use or ride in it.

The teacher of this program _____ (name) _____, has had special preparation for this important work and is certified by the State Department of Education.

Our goal in giving this program is to prepare competent, skillful, and responsible young drivers who will have the right attitude toward safe driving and will, therefore, assist in reducing accidents on the streets and highways.

If you request that your son (daughter) take this program, please read and sign the attached blank and have it returned to this school.

Sincerely yours,

Signed (principal)

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SUGGESTED FORM LETTER TO PARENTS AT CONCLUSION OF PROGRAM

Date_____

DEAR PARENTS:

Your son (daughter) has (has not) satisfactorily completed a State-approved driver education program.

He (she) has acquired certain fundamental knowledges and basic skills. This does not necessarily mean that he (she) is an experienced or skilled driver. With your continued cooperation and guidance, we feel that he (she) will develop the necessary competence. When you feel that he (she) is sufficiently qualified, you may wish to have him (her) apply for an operator's license.

Phases of driving in need of improvement are checked below.

____Steering in a straight line

____Backing the vehicle

____Shifting gears

____Hand-over-hand steering

____Heavy traffic driving

____Turning vehicle around in width of street

____Parallel parking

____Angle parking

____Starting on an upgrade

____Parking, upgrade and downgrade

____Overtaking and passing

____Driving at night

____Driving under unfavorable conditions

While your son (daughter) has practiced many of the skills needed for safe driving, he (she) has not, in the limited time available, been able to develop judgments of traffic situations which are essential to safe driving. You can help if, while riding with your son (daughter), you will point out traffic situations that may lead to trouble unless proper techniques are used. While it is easy to maneuver a vehicle around a corner or straight down the road, only the expert driver keeps out of trouble by making allowances for the mistakes of others

We wish to thank you for your fine cooperation.

Very truly yours,

Signed_____
(principal)

Signed_____
(instructor)

82

Dear Parent:

A little note to clarify what your expectations should be, now that your son (daughter) has passed a course in Driver Education.

1. He (she) is not an accomplished driver. Students have been taught the basic skills of driving, but a great deal of actual experience is needed before they can be considered competent.

2. You will probably deem it advisable, and we highly recommend that you, the parent or guardian, accompany your son (daughter) while he (she) is gaining this driving experience. A period of 3-6 months would not be considered excessive.

3. The most common weaknesses of beginning drivers are:

   a. driving too fast or too slow for conditions.

   b. turning corners at speeds too slow or too fast for proper control.

   c. failure to observe danger signs or signals and take the appropriate precautionary steps.

   d. lack of self-confidence.

   e. overconfidence.

It is probable that with your guidance, your son (daughter) will develop into a skillful, conscientious driver.

Recent studies tend to indicate that unlimited use of an automobile by high school students results in a lowering of student grades.

Except under unusual circumstances, students are expected to take their final road test for a driver's license in their family car.

Sincerely yours for safe driving,

APPENDIX 7

Date_____

DRIVER EDuCATION APPLICATION FORM
(Print Clearly All Information)

Name_____ Sex____ Grade_____ Age_____ Phone No._____

Address_____ Birthdate_____

City_____ State_____ Zipcode_____

Soc. Sec. No._____ Homeroom No._____ Teacher_____

Name of Parents_____

In case of an emergency, notify_____ Phone_____

Period	Course	Teacher	Rm. No.
1			
2			
3			
4			
5			
6			

NOTE: No student will be accepted without a social security number.

Have you taken a class in Driver Education before? YES_____ NO_____

Physical or Medical Disabilities? Explain_____

Do you have a license?_____ Permit?_____ None_____ Exp. Date_____

PARENTS' APPROVAL Date_____

I hereby give consent for my son/daughter_____

to be enrolled in the Driver Education course at _____ School.

I am aware this course includes 30 hours of classroom instruction and 6 hours of practice driving instruction.

_____ Signature of Mother

_____ Signature of Father or Guardian

NOTE: There will be a fee of $10.00. No refund will be made after class starts.

Student Accepted_____

Date fee paid_____ Approved:_____
Driver Education Coordinator

Payment by:

Cash_____

Check_____

DRIVER EDUCATION PROGRAM INFORMATION FOR STUDENTS & PARENTS

PROGRAM

The course consists of thirty hours of classroom instruction, six hours of laboratory instruction (behind-the-wheel), and twelve hours of observation in a driver education car.

SCHEDULE

Classroom instruction periods will be held after school hours. (The specific day of the week will be determined by instructor availability.) Schedule to be announced by instructor.

In the laboratory phase of the program, students are scheduled for a behind-the-wheel program, hours to be arranged. Students who are signed up for this session should not make any commitment outside of the driver education program (ex. outside jobs) which will interfere with the already tight scheduling of driver instruction.

Students will begin the behind-the-wheel phase as soon as driver permits are obtained. The first week of classroom work will be devoted to preparation for and taking the permit test. It is estimated that all classwork will be completed by _____.

ELIGIBILITY AND SELECTION

Youngsters who are 15 years of age or older and under 19 years of age are eligible. Students may enroll in this program whether or not he possesses a driver's license. If the number of applicants exceeds space available, preference will be given to older students, those without license and with immediate occupational and personal need. Provision for the physically handicapped are not available, therefore, students with certain disabilities may be denied enrollment.

CERTIFICATION

Thirty hours of classroom instruction and six hours of behind-the-wheel training are minimum requirements for certification. This is a non-curriculum course and no academic credit is to be granted, however, if the minimum requirements are met and performance is satisfactory, the student's permanent record will show satisfactory completion of the course, and a certificate will be awarded to the student. This course does not qualify the student for a driver's license.

STUDENT-PARENT OBLIGATIONS

Since behind-the-wheel instruction is limited to six hours with the instructor, students are expected to practice driving skills under the supervision of parents. Traffic citations incurred during behind-the-wheel training are the responsibility of the student driver. Regular attendance is mandatory. Absences from the classroom or laboratory activities will subject the student to non-certification. Students are expected to adhere to the schedule for behind-the-wheel training as determined by the instructor.

FEE AND ENROLLMENT

The application form is due in the instructor's office no later than 2:00 p.m. _____. Be sure to fill both sides of the Registration Card. The Application Form

and Registration Card must be completely filled out. Students accepted for the class will be notified. The fee is $10.00 and must be paid to the account clerk at the office. Refund for dropping the course will not be honored after the _____ session of the training program. This forfeited fee will not be counted towards subsequent re-enrollment into this program.

NOTE: NONCOMPLIANCE OF DRIVER EDUCATION PROGRAM MAY CONSTITUTE STUDENT'S RELEASE FROM ENROLLMENT.

DEPARTMENT OF EDUCATION

APPLICATION FOR PERMIT

EXTENSION

To: Driver's Licensing Section, Honolulu Police Department

From: _____

Name of Instructor Name of School

Subject: Certification of Enrollment in Driver Education Course

This will certify that _____
Name of Student

has registered for the driver training course conducted by

_____ School from _____
Name of School Date class commences

through _____.
Date course terminated

_____
Signature of Instructor

_____
Date

Important:

1. Complete form when course is for more than 90 days. Then students is to present form to the licensing section at the time he applies for a permit.

2. When applying for permit:

   a. First apply for social security number

   b. Second - Psrental consent form from licensing section - must be notarized.

   c. Written test.

Suggested form for student's record card for Driver Education

STUDENT RECORD

DRIVER EDUCATION

Date_____

_____ Period_____ Gr. in Course_____
(Last name) (first name)

Address_____ _____ Student's license number_____

Age_____ School Year_____ Student's permit number_____

School_____ Date completed course_____

Instructor_____ Date completion certificate issued_____

Outside driving experience? _____ Yes or No

Type of transmission:

Manual_____ Automatic_____

Car available at home? _____ Yes or No

Instructional time: _____ Behind-the-wheel _____ Classroom

OVER-ALL APPRAISAL

	Excellent	Good	Fair	Poor	Not Accepted
Clutch-gas-coordination					
Steering					
Braking					
Shifting					
Ability to appraise traffic conditions.....					
Confidence.....					
Emotional stability					
Potential driving ability					
Class attitude					
Driving attitude					
Instructor's evaluation upon completion of course..... (including test results)					

EVALUATION FORM

Date_____

_____	_____
SCHOOL	ADDRESS
STUDENT'S NAME	ADDRESS

SEX: ____ Male ____ Female

DATE OF BIRTH_____

Classroom Instruction

_____	_____
NO. OR PERIODS	CLASSROOM GRADE

INSTRUCTOR'S COMMENTS:

_____
INSTRUCTOR

Single-Car Instruction

OPERATOR LICENSE OR LEARNER'S PERMIT NO.	DATE ISSUED	NO. OF PERIODS	SINGLE-CAR INSTRUCTION GRADE

DATE	LEARNING EXPERIENCE	1*	2*	3*	COMMENTS

_____
Instructor

*KEY:
1. Satisfactory
2. Acceptable, but needs additional assistance and practice
3. Unsatisfactory, and needs considerable assistance and practice

	Unsatis-factory	Satis-factory	Above Average
1. Displays a sense of responsibility and self-control			
2. Knows and obeys all rules and regulations			
3. Is familiar with the controls of the car			
4. Starts the engine properly			
5. Uses the clutch and accelerator with good coordination			
6. Applies the brakes correctly and smoothly			
7. Makes right and left turns correctly			
8. Steers properly and keeps on the right side of the road			
9. Turns car around correctly			
10. Parks car properly and smoothly			
11. Starts and parks car correctly on hills			
12. Follows good driving practices in city traffic			
13. Controls speed in accordance with present traffic conditions			
14. Drives correctly on the open highway			
15. Displays courtesy and good attitude toward other drivers and pedestrians			

RESIDENTIAL ROAD CHECK

Starting

_____1. Shift to neutral
_____2. Accelerator down
_____3. Turn on ignition
_____4. Apply foot brake
_____5. Shift to drive
_____6. Checks for blind spots
_____7. Gives proper signal
_____8. Releases park brake
_____9. Checks mirror and accelerates
_____10. Has seat belt fastened

Approaching Intersections

_____1. Keeps eyes up and moving
_____2. Slows to proper speed
_____3. Stays in proper lane
_____4. Checks for traffic by turning head left and right
_____5. Grants right of way willingly
_____6. Interprets traffic conditions before crossing
_____7. Does not hesitate when safe to go through

Stopping at Stop Signs

_____1. Checks conditions in rear (mirror)
_____2. Taps brake for stop signal
_____3. Brakes using a rolling stop
_____4. Stops in back of cross walk

Turning at Intersections

_____1. Prepares soon enough in advance (mid-block)
_____2. Keeps eyes up and moving
_____3. Checks mirror
_____4. Gives proper hand and mechanical signal
_____5. Slows to proper turning speed (covers brake)
_____6. Turns head left and right before starting turn
_____7. Starts turning wheels at proper spot
_____8. Turns using proper steering method (hand over hand)
_____9. Gives gas and straightens ⅔ of way around
_____10. Keeps car in proper path (too short or too wide)
_____11. Does not touch center line of any street

General Road Performance

_____1. Interprets traffic hazards (foresight)
_____2. Stays in proper lane
_____3. Keeps eyes up and alert
_____4. Keeps hand in desirable position on wheel
_____5. Drives at proper speeds
_____6. Uses horn properly
_____7. Positions car properly in lane (away from parked cars)
_____8. Checks blind spot when changing lanes

REMARKS:

HIGH SCHOOL STUDENT DRIVER EVALUATION SHEET

	Class	Room
Hm. Rm.		
1.		
2.		
3.		
4.		
5.		
6.		

Name _____ Grade _____ Age _____ Phone _____

Address _____ City _____ Zip _____
(Mailing)

Parents Name _____
(Print)

Note: This sheet is to be used for the individual student. Complete at end of each session. Note any pertinent information in the back.

BIRTHDATE _____

Social Security No. _____

IN CASE OF EMERGENCY, NOTIFY _____ Phone _____

License Yes ___ No ___ Driving Experience(Hours) _____ Driving Schedule _____ Time _____

Instr. Initial	Date	Miles Driven	Hours	Atti-tude	For-ward	Re-verse	Stop-ping	Traffic Obser-vation	Use Correct Lanes	Chang-ing Lanes	Turning		Park-ing	Car Con-trol	Speed Con-trol	Pass-ing	Signal-ing	City Driv-ing	Hi-way Driv-ing
											R	L							
88																			
Total																			

Evaluation: 1-Excellent 2-Good 3-Average 4-Poor 5-Very Poor Overall Rating _____

93

92

Date	Area Driven	Remarks

APPENDIX 12

_____ HIGH SCHOOL
DRIVER EDUCATION RECORD SHEET
#251

LEGAL NAME _____ Last _____ First _____ Middle

STREET ADDRESS _____ CITY _____ ZIP _____

DATE OF BIRTH ____ /____ /____ AGE ____ GRADE _____ HOME ROOM _____

YOUR PHONE NUMBER _____

YOUR DRIVING QUALIFICATIONS:

1. Instruction Permit? ____ Yes ____ No License? ____ Yes ____ No Permit or License #
2. Date Issued ____ /____ /____ Expiration date ____ /____ /____
3. Restrictions _____
4. Social Security Number _____

YOUR CAR AT HOME:

1. Make _____
2. Year _____
3. Transmission ____ Auto ____ Stick
4. Power steering ____ Yes ____ No
5. Power brakes ____ Yes ____ No

YOUR PREVIOUS DRIVING EXPERIENCE:

Estimate miles driven on:

1. Parking lot or off street _____
2. Residential streets _____
3. Downtown streets _____
4. Rural highways _____
5. Expressways _____

WEEKLY DRIVING SCHEDULE

WEEK	M	T	W	T	F	S
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

MILES DRIVEN PER DAY (OR LESSON)

M	T	W	T	F	S	WEEK
						1
						2
						3
						4
						5
						6
						7
						8
						9
						10
						11
						12
						13
						14
						15
						16
						17
						18
						19
						20

TOTAL NUMBER OF MILES _____

AVERAGE MILES DRIVEN PER DAY _____

Number of times driven in Driver Education

1.2.3-4-5-6-7-8-9.10-11.12.13-14-15-16-17.18.19.20

INSTRUCTOR: _____

DATE COURSE COMPLETED: _____

FINAL DRIVING GRADE: _____

ON-STREET DRIVING RECORD

NAME _____

GROUP # _____ HOUR OR PERIOD _____

STARTING DATE ____/____/____

COMPLETION DATE ____/____/____

FUNDAMENTALS	DATES		
	Check Performance		
Starting			
Braking			
Car Control			
Left turn			
Pre-turn			
Post-turn			
Right turn			
Pre-turn			
Post-turn			
Look to			
Turn path			
Steering			

BACK AND PARK	DATES		
	Check Performance		
Back straight			
Back right			
Back left			
Ck's. fenders			
Parks curb			
Angle			
Drive-in			
Back-in			
Parallel			
U-turn			

RESIDENTIAL	DATES		
	Check Performance		
Lv. curb			
Lv. driveway			
Right turn			
Left turn			
Stop sign			
Full stop			
2nd look			
Yield sign			
No signs			
Crosswalks			
School zone			
Right-of-way			
RR Crossing			
Rd. narrows			
In Placement			
Braking			
Speed			

FINAL EVALUATION:

ONE-WAY STREETS	DATES		
	Check Performance		
Enter left			
Leave left			
Enter right			
Leave right			
In Placement			
Use Mirrors			
Sig. lane chg.			
Look lane chg.			
Signals			
Signs			
Speed			

DOWNTOWN	DATES		
	Check Performance		
Turn left			
Left lane			
Turn right			
Right lane			
Tr. lights			
Gr. arrows			
Own signal			
Pedestrians			
'Walk' light			
Stop line			
Follow			
Use mirrors			
Braking			
Parked cars			
Rd. narrows			
Yields			
Lane chgs.			
Correct in			
Knowledge			
Planning			
Parking			

EXPRESSWAYS	DATES		
	Check Performance		
Enter right			
Enter left			
Leave right			
Leave left			
Lane chg.			
Placement			
Speed			
Follow			
Sees merging			
Curves			
Use mirrors			
Plans ahead			

RURAL HIGHWAYS	DATES		
	Check Performance		
Enter			
Leave			
In Placement			
Speed			
Control			
Passing			
Use mirrors			
Signs			
Hills			
Curves			
Slow veh.			
Road narrows			
Drop off			
Park off road			
Side roads			

DRIVER CHARACTERISTICS	DATES		
	Check Performance		
Aware of other cars			
Never gets in way			
Helps traffic flow smooth			
Considers:			
Traffic			
Weather			
Road surface			
Visibility			
Self			
Does the expected			

ACCEPTS RESPONSIBILITY	DATES		
	Check Performance		
Knowledge			
Ability			
Attention			
Patience			

CHECK RIDE	DATES		
	Check Performance		
Good			
Average			
Fair			
Poor			

DNCS251-377-82M5C Comp. PR PRD0105

ROAD CHECK OUT FORM
BASIC SKILLS

RATING KEY:
1. Highly Skilled
2. Satisfactory
3. Improving, but Needs More Practice
4. Inconsistent
5. Poor

A. Preparing to Drive

_____ 1. Checks around the car before entering on the curb side

_____ 2. Makes necessary adjustments and checks before starting the engine

_____ 3. Uses correct steps in starting the engine

_____ 4. Assumes a relaxed but alert body and hand position that permits quick reaction

B. Moving (forward and backward) and Stopping the Vehicle

_____ 1. Observes traffic conditions and signals intentions

_____ 2. Manipulates brakes, gears, steering wheel, and accelerator safely and smoothly

_____ 3. Looks over right shoulder when backing except while turning to the right

_____ 4. Starts and stops in proper time and position

C. Turning Movements

_____ 1. Observes traffic conditions and signals intentions

_____ 2. Selects proper lanes and speed for entering and leaving turns

_____ 3. Yields right-of-way when appropriate

_____ 4. Uses hand over hand technique in turning the steering wheel

D. Lane Behavior

_____ 1. Blends with traffic, car centered in appropriate lane

_____ 2. Maintains sufficient following distance to avoid sudden emergency stops

_____ 3. Changes lanes only when necessary

_____ 4. Observes traffic conditions and signals intentions before changing lanes

E. Intersections

_____ 1. Approaches in proper lane slow enough to stop in time to avoid a collision with any cross-street vehicles

_____ 2. Prepared for light change so that sudden stops are rare

_____ 3. When necessary to stop, avoids blocking the crosswalk

_____ 4. Yields right-of-way when appropriate

F. Passing and Being Passed

_____ 1. Makes sure that the road ahead and behind is clear for a safe pass. (Should be at least four car lengths from car in front — will vary depending on the speed of the vehicle being overtaken.)

_____ 2. When way is clear, signals intention with turn signal and horn (flicks headlights at night)

_____ 3. Passes quickly and returns to original lane a safe distance from car overtaken

_____ 4. Maintains speed when being passed except when slowing down will help another driver

G. Parking and Leaving Car

_____ 1. Selects an adequate parking space, checks traffic conditions and signals intentions

_____ 2. Skillfully maneuvers car into the parking space

_____ 3. Centers car in space proper distance from curb; turns wheels toward curb except on upgrade

_____ 4. Properly secures the car and leaves on the curb side

TRAFFIC ENVIRONMENT ASSESSMENT

NAME: ADDRESS: PHONE: PERMIT NO

UNIT A. BASIC CONTROL TASKS

	ENTRY	Driving Activity 2	3	4	5	FINAL
1. VEHICLE FAMILIARIZATION						
Safety features not known						
Controls not understood						
Gauges not understood						
2. PRE-START						
Doors not locked						
Seat not adjusted						
Mirrors not adjusted						
Restraint not fastened						
3. STARTING						
Brakes not utilized						
Shift improper						
Gas pedal not utilized properly						
Gauges not checked						
4. ENTERING ROADWAY						
Shift improper						
Mirror not checked						
Traffic check improper						
Signal not given						
Driver fails to yield						
BRAKING						
Mirrors not checked						
Speed not reduced						
Lane selection and position improper						
Brakes hard						
6. TURNING (left, right)						
Lane selection and position improper						
Turn not indicated						
Visual search weak						
Improper speed						
7. BACKING						
Driver position improper						
Visual search inadequate						
Speed control inadequate						
Danger points not checked						
8. RETURNING TO CURB AND SECURING						
Signal improperly						
Shifts to improper gear						
Key not removed						
Door not locked						

UNIT B: TRAFFIC INTERACTION

	ENTRY	Driving Activity 2	3	4	5	FINAL
1. LANE PLACEMENT						
Selection and position improper						
Visual search inadequate						
Control not constant						
Not aware of other traffic						
2. INTERSECTING						
Visual search inadequate						
Speed not controlled						
Right of way not understood						
Lane selection and position improper						
3. FOLLOWING						
Visual search inadequate						
Speed not controlled						
Space cushion inadequate						
Lane position improper						
4. BEING FOLLOWED						
Mirror not checked						
Visual search inadequate						
Speed adjustment improper						
Communication to other drivers weak						
5. LANE CHANGING						
Mirrors not checked						
Signal not given						
Blind spot not checked						
Speed control inadequate						
6. PASSING						
Visual search inadequate						
Acceleration inadequate						
Communication to other drivers weak						
Space cushion inadequate						
7. BEING PASSED						
Mirrors not checked						
Speed control inadequate						
Lane position improper						
Space cushion inadequate						

UNIT C: MANEUVERS

	ENTRY	Driving Activity 2	3	4	5	FINAL
1. PARKING (Hills, Angles, Parallel)						
Lane position improper						
Visual search inadequate						
Steering control inadequate						
Improper speed adjustment and stopping						
2. TURNABOUTS (U, Y & Driveway Turns)						
Lane position improper						
Visual search inadequate						
Steering control inadequate						
Danger points not observed						

UNIT D: TRAFFIC ENVIRONMENTS

1. RESIDENTIAL						
Sign, signal and markings not noticed						
Speed not controlled						
Visual search inadequate						
Does not adjust to traffic condition						
2. CITY						
Sign, signal and markings not comprehended						
Lane selection and position improper						
Visual search inadequate						
Awareness of traffic conditions inadequate						
3. EXPRESSWAYS						
Entry improper						
Lane selection and position improper						
Space cushion inadequate						
Exiting improper						
4. RURAL						
Sign, signal and markings not understood						
Speed not controlled						
Visual search inadequate						
Road surface awareness inadequate						

UNIT E: CRITICAL SITUATIONS

1. VEHICLE FAILURE						
Response selection improper						
Speed not controlled						
Steering control inadequate						
Off road placement inadequate						
2. TRACTION LOSS						
Response selection improper						
Steering control inadequate						
Speed not controlled						
Braking improper						

TRIP	DATE	EVALUATOR	PER. GR	TRIP	EVALUATOR	PER. GR.
1				4		
2				5		
3				6		

ACHIEVEMENT LEVELS. A = EXCELLENT, B = ABOVE AVERAGE, C = SATISFACTORY
D = BELOW AVERAGE, NA = NOT ACCEPT

BEST COPY AVAILABLE

SUGGESTED FORM FOR DRIVER TRAINING EVALUATION RECORD

Driver Training Evaluation Record Card

_____ (Last name) (First name) Period_____ Class_____

Age____ Birthdate_____ (Month) (Day) (Year) Final grade in course_____

Male_____ Female_____ Student license number_____

Instructor_____ Date training completed_____

Date completion car issued_____

Type of transmission:

Manual ☐ Automatic ☐

Items to be evaluated	Excellent	Good	Fair	Poor	Not acceptable
Clutch-gas coordination					
Steering					
Braking					
Shifting					
Ability to appraise traffic conditions					
Confidence					
Emotional stability					
Attitude					
Potential driving ability					

REMARKS:

STUDENT DRIVING RECORD AND EVALUATION SHEET

Assigned Period Days

Driving Time _____

Student Name_____ Grade____ Age____ When 16_____ Class Period____ Driving Experience_____

Field of Vision R L_____ Distance Judgment_____ Visual Acuity R L B_____ Reaction Time _____ Color Vision_____ Night Vision_____

													Total Time
Date													
Driving Time													
Start Car													
Stop Car													
Right Turns													
Left Turns													
Back Car													
Turn In Road & U													
Change Lanes													
Start on Up-Grade													
Angle Park													
Parallel Park													
Drive in Residential													
Drive in Traffic													
Drive on Highway													
Evaluation of Student Driving													

(Could be used on a clip board in the car and then the record transferred to something more permanent)

APPENDIX 17

BEST COPY AVAILABLE

DRIVER EDUCATION—PRACTICE DRIVING PROGRESS REPORT

Name of Instructor _____

Name of Learner _____

Date _____

The Skill	Rating	Remarks
1. Preparing to drive (includes starting the engine)		
2. Moving (forward and backward)		
3. Right turns		
4. Left turns		
5. Adjusting to highway speed*		
6. Figure eight and +T		
7. Lane behavior		
8. Turning around and using side street		
9. Y turns		
10. Maneuvering and parking on grades		
11. Angle parking		
12. Parallel parking		
13. Passing and being passed		
14. City driving		

Time behind wheel _____

Total time to date _____

* This includes shifting through the gears in the standard transmission.

RATING KEY: 1. Highly Skilled 2. Satisfactory 3. Improving, but Needs Practice 4. Inconsistent 5. Poor—not Ready

APPENDIX 18

INSTRUCTOR'S INDIVIDUAL CHECK SHEET

Name _____ Grade ____ Age ____ Phone _____ High School _____

Address _____ Starting Date _____ Permit Number _____

Note: At the end of each lesson, place a check mark in the square that corresponds to the driving procedure covered.

Driving Procedures for: 1. Pre-ignition 2. Starting 3. Stopping 4. Left turn 5. Right turn 6. Lane change 7. Starting on a hill 8. Parking on an upgrade with a curb 9. Parking on a downgrade with a curb 10. Angle parking 11. Parellel parking 12. Passing 13. City driving 14. Freeway driving

INSTRUCTOR	DATE	DRIVING PROCEDURES													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14

NAME_____

SCORE_____

DRIVER RATING FORM

Errors—Omit or Failure to respond	Frequent or very serious 1	Sometimes or serious 2	Minor 3	Never 4	Notes
Preparation					
1. Driver's position					
2. Adjust Seat					
3. Mirrors					
4. Seat Belts					
5. Check Gauges					
6. Other					
Operations					
7. Selector					
8. Parking Brake					
9. Other					
Speed Control					
10. Speed too Fast					
11. Speed too Slow					
12. Fails to Adjust to Conditions					
13. Right or Left					
14. Car Ahead and Behind					
15. Tracking and Steering off Path					
16. Hand over Hand					
17. Recovery					
Communication					
18. Signals					
19. Horn					
20. Other					
Vision					
21. Scanning					
22. Mirror Check					
23. Head Check					
Decision Making					
24. Recognize Hazard					
25. Respond to Hazard					

GRADING SCALE:		
	95 and up	Superior
	90	Good
	85	Average
	75	Poor

FINAL DRIVING TEST

Name of Student	Driving Time in Class	Date

Items to be Checked	Grade	Comments of Instructor
1. Checking the car		
2. Starting the engine		
3. Starting in low		
4. Shifting gears		
5. Backing		
6. Steering		
7. Turning corners		
8. Turn in road		
9. Making U-Turns		
10. Angle parking		
11. Parallel parking		
12. Driving on the highway		
13. Driving in town		
14. Speed control		
15. Starting on an up-grade		
16. Smoothness of operation		
17. Giving all signals		
18. Driver's attitude		
TOTAL GRADE		

Driver Education Instructor

SESSION RECORD--DRIVER EDUCATION

(To be completed at the end of each session and submitted by the school driver education coordinator only.)

Complete in triplicate. Send one copy to State Driver Education Program Specialist, one copy to District Driver Education Coordinator and one copy for school records, no later than the end of the completing quarter.

No. sessions completed this quarter ☐

This report is for quarter :

July 1-Sept. 30 ☐ Oct. 1-Dec. 30 ☐ Jan. 1-Mar. 31 ☐ Apr. 1-June 30 ☐

☐☐☐ School Code No.

☐☐☐ Group No. (Each session should be numbered consecutively, e.g. 01, 02, 03, 04, 05, etc.)

School ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ Person Reporting ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Starting Date of Instruction ☐☐ ☐☐ ☐☐ Completion Date of Instruction ☐☐ ☐☐ ☐☐ No. of cars in use for this session ☐

Total No. of Students Enrolled ☐☐ No. of Students Passed ☐☐ No. of Incompletes ☐☐ No. of Students Failed ☐☐

	Grade 9	Grade 10	Grade 11	Grade 12	Total
No. of students on waiting list beginning September 1:	☐☐☐	☐☐☐	☐☐☐	☐☐☐	☐☐☐
No. of additional students on waiting list during quarter:	☐☐☐	☐☐☐	☐☐☐	☐☐☐	☐☐☐
TOTAL	☐☐☐	☐☐☐	☐☐☐	☐☐☐	☐☐☐

Name(s) of instructor(s) and hours spent in instruction (classroom, behind-the-wheel):

CLASSROOM

Name of Instructor	Soc. Sec. No.	Cert. No.	Hrs.
☐☐☐☐☐☐☐☐☐☐☐☐☐☐	☐☐☐☐☐☐☐☐☐	☐☐☐	☐☐
☐☐☐☐☐☐☐☐☐☐☐☐☐☐	☐☐☐☐☐☐☐☐☐	☐☐☐	☐☐
☐☐☐☐☐☐☐☐☐☐☐☐☐☐	☐☐☐☐☐☐☐☐☐	☐☐☐	☐☐
☐☐☐☐☐☐☐☐☐☐☐☐☐☐	☐☐☐☐☐☐☐☐☐	☐☐☐	☐☐
		TOTAL	☐☐

BEHIND-THE-WHEEL

Name of Instructor	Soc. Sec. No.	Cert. No.	Hrs.
☐☐☐☐☐☐☐☐☐☐☐☐☐☐	☐☐☐☐☐☐☐☐☐	☐☐☐	☐☐
☐☐☐☐☐☐☐☐☐☐☐☐☐☐	☐☐☐☐☐☐☐☐☐	☐☐☐	☐☐
☐☐☐☐☐☐☐☐☐☐☐☐☐☐	☐☐☐☐☐☐☐☐☐	☐☐☐	☐☐
☐☐☐☐☐☐☐☐☐☐☐☐☐☐	☐☐☐☐☐☐☐☐☐	☐☐☐	☐☐
		TOTAL	☐☐☐

Number of instructors available for instruction ☐☐

Program Costs: $☐☐☐ ☐☐ (Classroom instruction) $☐☐☐ ☐☐ (Behind-the-wheel instruction) $☐☐☐ ☐☐ (Gas and oil) $☐☐☐ ☐☐ (Servicing) $☐☐☐ ☐☐ (Repair)

Other Costs: $☐☐☐ ☐☐ (Administrative Overhead) $☐☐☐ ☐☐ (Educational supplies/ equipment & description of)

Description: 1. ☐☐☐☐☐☐☐☐☐☐☐☐ 3. ☐☐☐☐☐☐☐☐☐☐☐☐

2. ☐☐☐☐☐☐☐☐☐☐☐☐ 4. ☐☐☐☐☐☐☐☐☐☐☐☐

APPENDIX 22

SESSION RECORD—DRIVER EDUCATION

Complete the blank spaces according to the following: 1) Name of students in class - list alphabetically, 2) Sex - F (Female); M (Male), 3) Birthdate - Month, day and year, 4) Social Security Number, 5) Name of private school student is attending, 6) Grade in school (10, 11, 12), 7) Classroom hours, 8) BTW hours, 9) Course grade - Pass, Fail, Imcomplete (Inc). Check one.

Name of Students	Sex	Birthdate	Soc. Sec. No.	Name of Private School Attending	Grade	Classroom Hours	Hours	Pass	Fail	Inc.

100

109

110

STATE OF HAWAII
DEPARTMENT OF EDUCATION
OFFICE OF PERSONNEL SERVICES
P. O. BOX 2360
HONOLULU, HAWAII 96804

TEACHER'S REQUEST FORM

Certification/Reclassification/Completion of Credit Deficiency Endorsement For/Other

TO: OFFICE OF PERSONNEL SERVICES

FROM: _____
Name of Teacher

_____
Social Security Number

_____
School and District

INSTRUCTIONS:

1. Check the appropriate box. Add details as needed.
2. List credits which ware not previously recorded by the Department.
3. Attach official transcripts, grade slips or D.O.E. "B" credit certificates necessary to verify credits listed.
4. Submit one copy of this form with attachments.

NOTE Any copy made of an original document must be verified by the principal and must be entirely legible. **Documents which are altered (cutting, writing, etc.) will not be accepted.**

TEACHER'S REQUEST FOR:

☐ **Reclassification**
From Class_____ to Class_____

☐ **Certification**
State-Approved Program **ONLY**
Area(s)_____

☐ **Certification/Endorsement**
Credits completed by 12/31/79 **ONLY**
Area(s)_____

☐ **Renewal or Provisional Basic/Professional Certificate**
Area(s)_____

☐ **Basic/Professional Certificate**
Completed 2 years of satisfactory D.O.E. service with provisional certificate **ONLY**
Area(s)_____

☐ **Other**_____

UNIVERSITY CREDITS

Session or Date Completed	Course No.	Title	Semester Credits

D.O.E. "B" CREDITS

Date Completed	Title	Credits

Teacher's Signature _____ Date _____

Principal's Signature _____ Date _____

111

STATE OF HAWAII
DEPARTMENT OF EDUCATION
OFFICE OF PERSONNEL SERVICES
P.O. BOX 2360
HONOLULU, HAWAII 96804

AFFIDAVIT FOR DRIVER EDUCATION CERTIFICATE

I, _____, whose residence address is _____
and teaches at _____
(School) (District)

certify that I have a driving record free from repeated (two or more) accident experiences and repeated traffic law violations (parking violations excluded) within the past five (5) years.

I have a valid Hawaii driver's license: _____.

The above statements made by me are true, complete and correct to the best of my knowledge and belief and are made in good faith.

_____
Signature

Subscribed and sworn to before me
_____day of _____,
19_____

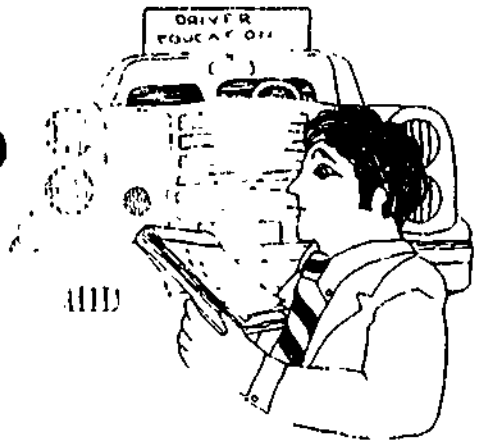
_____

Notary Public, _____
Judicial Circuit, State of Hawaii

My commission expires:

112

APPENDIX 25



JOINT INSPECTION REPORT

(FOR DRIVER EDUCATION VEHICLES)

IMPORTANT: FOR THE PROTECTION OF ALL PARTIES CONCERNED AND TO AVOID MISUNDERSTANDINGS, COPIES OF THIS FORM SHOULD BE COMPLETELY FILLED OUT AND RETAINED BY THE SCHOOL AND DEALER. WHENEVER THE CAR IS RETURNED TO THE DEALER.

CAR SERIAL NUMBER	LICENSE NUMBER	MAKE
ODOMETER READING	(EXPLAIN IF EXCESSIVE)	
DATE OF INSPECTION	PLACE OF INSPECTION	

PLACE A CHECK MARK ( ) BEFORE EACH ITEM WHICH IS IN GOOD CONDITION. OTHERWISE WRITE IN THE DEFECTS NOTED.

	FENDERS		DOORS
	HOOD		TRUNK
	BUMPERS		PAINT
	MOLDINGS		OTHER
	INSTRUMENT PANEL		FLOOR MATS & CARPET
	DOOR HANDLES		UPHOLSTERY
	ASHTRAY(S)		CIGARETTE LIGHTER(S)
	AIR CONDITIONER		BRAKES
	ENGINE		HEATER & DEFROSTER
	JACK		HEADLIGHTS
	STOPLIGHTS		TURN SIGNALS
	RADIO		TRANSMISSION
	TIRE CONDITION (S)		OTHER

SCHOOL/DEALER

SCHOOL	STREET	
CITY	STATE	ZIP CODE
SIGNATURE	TITLE	
DEALER	STREET	
CITY	STATE	ZIP CODE
SIGNATURE	TITLE	

GEORGE R ARIYOSHI
GOVERNOR

CHARLES G CLARK
SUPERINTENDENT

STATE OF HAWAII

DEPARTMENT OF EDUCATION

P. O. BOX 3860
HONOLULU, HAWAII 96804

OFFICE OF BUSINESS SERVICES

August 8, 1978

T O : All Neighbor Island District Superintendents

F R O M: Harold K. Fukunaga, Acting Assistant Superintendent
Office of Business Services

SUBJECT: New Fleet Insurance Policy

The Liberty Mutual Insurance Company will be the insurance carrier for the State's Auto Fleet Insurance until a change is announced by this office.

Liberty Mutual is located in the Pacific Trade Center Building at 190 South King Street, Honolulu, Hawaii, 96813. The telephone numbers are:

537-6921 Office Hours 8:00 a.m. to 4:15 p.m.
537-6928 After Hours

The insurance company emphasizes the importance of prompt reporting of all accidents involving State vehicles regardless of cause or fault. Let Liberty Mutual Insurance Company determine the liability of each accident.

In case of an accident on the NEIGHBOR ISLANDS, the driver and his supervisor should be guided by the following procedures:

1. Driver should use the accident report card to fill out the details of the accident at the scene and submit it to his supervisor promptly. He should report personal injury or serious property damage to his supervisor at once by phone.

2. Minor Accident: For minor accidents without injury, submit the original accident report (standard forms) by mail to Liberty Mutual in Honolulu and two (2) copies to the Office of Business Services. The claims representative may contact you by phone to give instructions and inform the claimant of their approved repair shop on your island.

AN EQUAL OPPORTUNITY EMPLOYER

3. Major Accident: For all major accidents (especially where injury is incurred) call Liberty Mutual's claims department by phone. Tell the operator to reverse the toll charge. Your complete accident report must follow by mail within five (5) working days.

The insurance company will send its claim adjuster from Honolulu whenever necessary.

The limits of liability of the State's Auto Fleet Policy are:

1. Bodily Injury Liability - $300,000 per person

2. Property Damage - $50,000 limit on each accident.

General Coverages of the policy are:

1. The insurance company will provide bodily injury and property damage liability insurance for the protection of the officers, employees and other authorized drivers operating vehicles and equipment owned by or operated by the State, and such insurance will include non-ownership and hired car coverage.

2. It does not provide physical damage coverage for collision, fire, theft, or comprehensive loss.

3. Whenever it is determined that the other party is at fault, it will be the school or office's responsibility to see that the other party or his insurance company pay for the property damages incurred on the State vehicle and also recover for medical and lost salaries and wages. Assistance will be provided by the Office of Business Services in this respect.

4. If injuries are sustained by the State driver or to employee passengers as a result of his negligence, medical benefits will be provided under the State's Workers' Compensation Law.

5. The general provisions and definitions of a standard automobile liability policy shall apply; and coverage shall be provided on an occurrence basis. In addition to limits specified, the policy shall provide all benefits required under the State of Hawaii "No-Fault" Insurance Law

6. The insurance company will pay, in behalf of the State, all sums which the State shall become obligated to pay, and to defend any suit against the State alleging such injury, sickness, or destruction, and seeking financial "Damages" on account thereof.

7. The words "owned automobile" shall mean a passenger or utility vehicle or trailer owned, non-owned and licensed by, hired, leased or rented in the name of the insured, the State of Hawaii.

Driver Education Program

Additional coverages are provided for Driver Training cars. The pertinent provisions of the State's Auto Fleet Insurance policy for Driver Education cars are:

1. Bodily Injury Liability - $300,000 for each person.

2. Property Damage per occurrence - $50,000.

3. Comprehensive coverage - (no deductible).

4. Collision coverage - ($50 deductible).

Attached is a copy of the accident report form on which the written report of every accident should be made. The form will be distributed from the Office of Business Services to all of the District Offices and the Office of Library Services.

Please direct your questions on the fleet insurance policy to the Procurement & Distribution Office, Office of Business Services by letter or by phone---call 732-1443.

HKF:TT:aw

Attachment

LIBERTY MUTUAL

AUTOMOBILE ACCIDENT REPORT

TELEPHONE THE NEAREST LIBERTY MUTUAL OFFICE IMMEDIATELY IF THE ACCIDENT INVOLVES ANOTHER OCCUPIED VEHICLE, A PEDESTRIAN, OR ANY BODILY INJURY OR EXTENSIVE PROPERTY DAMAGE.

LOCATION NUMBER

LOCATION FROM WHICH DRIVER WORKS

REPORT NUMBER

1. POLICYHOLDER

NAME (PLEASE PRINT) | POLICY NUMBER

ADDRESS | ZIP | PHONE

BUSINESS ADDRESS | ZIP | PHONE EXT

2. POLICYHOLDER VEHICLE

MAKE | YEAR | MODEL | LICENSE PLATE NO

VEHICLE IDENTIFICATION NO | ARE YOU MAKING A CLAIM UNDER COLLISION INSURANCE? ☐ YES ☐ NO | WHERE CAN CAR BE SEEN

PARTS DAMAGED

3. OPERATOR OF POLICYHOLDER VEHICLE

NAME AND ADDRESS | PHONE

DRIVER'S LICENSE NO | DATE OF BIRTH | BUSINESS ADDRESS | BUSINESS PHONE EXT

4. PASSENGERS OF POLICYHOLDER VEHICLE

NAME AND ADDRESS | PHONE

NAME AND ADDRESS | PHONE

5. OTHER VEHICLE OR PROPERTY INVOLVED

OWNER | ADDRESS AND PHONE

VEHICLE MAKE AND YEAR | LICENSE PLATE NO & STATE | INS CARRIER

NATURE OF VEHICLE DAMAGE

NATURE OF DAMAGE OTHER THAN VEHICLE

6. OPERATOR AND PASSENGERS OF OTHER VEHICLE

OPERATOR | ADDRESS AND PHONE

PASSENGER | ADDRESS AND PHONE

PASSENGER | ADDRESS AND PHONE

7. INJURED PERSONS

NAME AND ADDRESS | INJURY

HOSPITAL WHERE TAKEN | NAME OF DOCTOR

NAME AND ADDRESS | INJURY

HOSPITAL WHERE TAKEN | NAME OF DOCTOR

NAME AND ADDRESS | INJURY

HOSPITAL WHERE TAKEN | NAME OF DOCTOR

8. DATE, TIME PLACE

DATE OF ACCIDENT / / | TIME ☐ AM ☐ PM | EXACT LOCATION OF ACCIDENT OR LOSS - STREET CITY STATE

9. POLICE AND WITNESSES

REPORTED TO POLICE? ☐ YES ☐ NO | WHAT STATION | REPORTED TO STATE MOTOR VEHICLES BUREAU? ☐ YES ☐ NO

WITNESS NAME AND ADDRESS | PHONE

WITNESS NAME AND ADDRESS | PHONE

1/73, 9/78

DATE OF REPORT _____ SIGNED 117 (SIGNATURE OF POLICYHOLDER)

SEE REVERSE SIDE

EQUAL OPPORTUNITY EMPLOYER

ERIC

ASC 300 9 76

DRIVER'S DESCRIPTION OF ACCIDENT
(MUST BE COMPLETED IN DETAIL)

PLEASE ILLUSTRATE ON THIS DIAGRAM
HOW ACCIDENT OCCURRED

ADDITIONAL INFORMATION

WRITE IN STREET NAMES AND
IF POSSIBLE, THE POINTS OF THE
COMPASS

NOTIFY LIBERTY MUTUAL BRANCH *CLAIMS* OFFICE NEAREST YOU

ALABAMA
BIRMINGHAM
MONTGOMERY

ARIZONA
PHOENIX

ARKANSAS
LITTLE ROCK

CALIFORNIA
FRESNO
LONG BEACH
LOS ANGELES
OAKLAND
PASADENA
SACRAMENTO
SAN DIEGO
SAN FRANCISCO
SAN JOSE
SANTA ANA
WOODLAND HILLS

CANADA
CALGARY, ALBERTA
DON MILLS, ONTARIO
MONTREAL, QUEBEC
EDMONTON, ALBERTA

COLORADO
DENVER

CONNECTICUT
BRIDGEPORT
EAST HARTFORD
HAMDEN
NORWICH
WATERBURY

DELAWARE
WILMINGTON

DISTRICT OF COLUMBIA
SPRINGFIELD, VA

FLORIDA
MIAMI
FT. LAUDERDALE
JACKSONVILLE
ORLANDO
ST. PETERSBURG
TAMPA
WEST PALM BEACH

GEORGIA
[illegible]BLEE
[illegible]MBUS
[illegible]NNAH

HAWAII
HONOLULU

ILLINOIS
CHICAGO
DES PLAINES
OAK BROOK
OLYMPIA FIELDS
PEORIA
ROCKFORD

INDIANA
EVANSVILLE
INDIANAPOLIS
SOUTH BEND

IOWA
DES MOINES

KANSAS
WICHITA

KENTUCKY
LOUISVILLE
LEXINGTON

LOUISIANA
BATON ROUGE
METAIRIE
SHREVEPORT

MAINE
SOUTH PORTLAND

MARYLAND
BALTIMORE
HUNT VALLEY
ROCKVILLE

MASSACHUSETTS
ANDOVER
BOSTON
BRAINTREE
BROCKTON
FITCHBURG
LEXINGTON
LYNN
NATICK
NEW BEDFORD
PITTSFIELD
WEST SPRINGFIELD
WORCESTER

MICHIGAN
DETROIT
FLINT
GRAND RAPIDS
KALAMAZOO

MINNESOTA
DULUTH
MINNEAPOLIS

MISSISSIPPI
JACKSON

MISSOURI
KANSAS CITY
ST. LOUIS

NEBRASKA
OMAHA

NEW HAMPSHIRE
MANCHESTER

NEW JERSEY
CHERRY HILL
EAST ORANGE
SOUTH PLAINFIELD
SADDLE BROOK

NEW YORK
ALBANY
BINGHAMTON
BROOKLYN
BUFFALO
FOREST HILLS
LYNBROOK
NEW YORK
POUGHKEEPSIE
ROCHESTER
SCARSDALE
SMITHTOWN
SYRACUSE
UTICA

NORTH CAROLINA
CHARLOTTE
GREENSBORO
RALEIGH

OHIO
AKRON
CINCINNATI
CLEVELAND
REYNOLDSBURG
TOLEDO

OKLAHOMA
OKLAHOMA CITY
TULSA

OREGON
PORTLAND

PENNSYLVANIA
ALLENTOWN
BALA CYNWYD
CAMP HILL (HARRISBURG)
ERIE
PITTSBURGH
WILKES BARRE

RHODE ISLAND
PROVIDENCE

SOUTH CAROLINA
COLUMBIA
SPARTANBURG

TENNESSEE
CHATTANOOGA
KNOXVILLE
MEMPHIS
NASHVILLE

TEXAS
DALLAS
FORT WORTH
HOUSTON
MIDLAND
SAN ANTONIO

UTAH
SALT LAKE CITY

VERMONT
BURLINGTON

VIRGINIA
NORFOLK
RICHMOND
ROANOKE
SPRINGFIELD

WASHINGTON
SEATTLE

WISCONSIN
GREEN BAY
MILWAUKEE

ADDRESS LIST REVISED [illegible]

GEORGE R. ARIYOSHI
GOVERNOR

CHARLES G. CLARK
SUPERINTENDENT

STATE OF HAWAII

DEPARTMENT OF EDUCATION

P. O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF BUSINESS SERVICES

August 8, 1978

T O : Assistant Superintendents & Oahu District Superintendents

F R O M: Harold K. Fukunaga, Acting Assistant Superintendent
Office of Business Services

SUBJECT: New Fleet Insurance Policy

The Liberty Mutual Insurance Company will be the insurance carrier for the State's Auto Fleet Insurance program until a change is announced by this office.

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537-6928 After Hours

The insurance company emphasizes the importance of prompt reporting of all accidents involving State vehicles regardless of cause or fault. Let Liberty Mutual Insurance Company determine the liability of each accident.

In case of an accident on OAHU, the driver and his supervisor should be guided by the following procedures:

1. Driver should use the accident report card and fill out the details of the accident at the scene and give it to his supervisor promptly. He should report personal injury or serious property damage to his supervisor at once by phone.

2. It is the supervisor's responsibility to report the accident immediately by phone to the claims department of Liberty Mutual.

AN EQUAL OPPORTUNITY EMPLOYER

3. Written report must follow within five (5) working days using standard accident forms furnished by the Office of Business Services. Send the original to Liberty Mutual and two(2) copies to the Office of Business Services.

The limits of liability of the State's Auto Fleet Policy are:

1. Bodily Injury Liability - $300,000 per person

2. Property Damage - $50,000 limit on each accident.

General coverages of the policy are:

1. The insurance company will provide bodily injury and property damage liability insurance for the protection of the officers, employees and other authorized drivers operating vehicles and equipment owned by or operated by the State, and such insurance will include non-ownership and hired car coverage.

2. It does not provide physical damage coverage for collision, fire, theft, or comprehensive loss.

3. Whenever it is determined that the other party is at fault, it will be the school or office's responsibility to see that the other party or his insurance company pay for the property damages incurred on the State vehicle and also recover for medical and lost salaries and wages. Assistance will be provided by the Office of Business Services in this respect.

4. If injuries are sustained by the State driver or to employee passengers as a result of his negligence, medical benefits will be provided under the State's Workers' Compensation Law.

5. The general provisions and definitions of a standard automobile liability policy shall apply; and coverage shall be provided on an occurrence basis. In addition to limits specified, the policy shall provide all benefits required under the State of Hawaii "No-Fault" Insurance Law.

6. The insurance company will pay, in behalf of the State, all sums which the State shall become obligated to pay, and to defend any suit against the State alleging such injury, sickness, or destruction, and seeking financial "Damages" on account thereof.

7. The words "owned automobile" shall mean a passenger or utility vehicle or trailer owned, non-owned and licensed by, hired, leased or rented in the name of the insured, the State of Hawaii.

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2. Property Damage per occurrence - $50,000.

3. Comprehensive coverage - (no deductible)

4. Collision coverage - ($50 deductible).

Attached is a copy of the accident report form on which the written report of every accident should be made. The form will be distributed from the Office of Business Services to all of the District Offices and the Office of Library Services.

Please direct your questions on the fleet insurance policy to the Procurement & Distribution Office, Office of Business Services by letter or by phone---call 732-1443.

HKF:TT:aw

Attachment

LIBERTY MUTUAL

AUTOMOBILE ACCIDENT REPORT

TELEPHONE THE NEAREST LIBERTY MUTUAL OFFICE IMMEDIATELY IF THE ACCIDENT INVOLVES ANOTHER OCCUPIED VEHICLE, A PEDESTRIAN, OR ANY BODILY INJURY OR EXTENSIVE PROPERTY DAMAGE.

LOCATION NUMBER

LOCATION FROM WHICH DRIVER WORKS

REPORT NUMBER

1 POLICYHOLDER

NAME (PLEASE PRINT) | POLICY NUMBER

ADDRESS | ZIP | PHONE

BUSINESS ADDRESS | ZIP | PHONE EXT

2 POLICYHOLDER VEHICLE

MAKE | YEAR | MODEL | LICENSE PLATE NO

VEHICLE IDENTIFICATION NO | ARE YOU MAKING A CLAIM UNDER COLLISION INSURANCE? ☐ YES ☐ NO | WHERE CAN CAR BE SEEN?

PARTS DAMAGED

3 OPERATOR OF POLICYHOLDER VEHICLE

NAME AND ADDRESS | PHONE

DRIVER'S LICENSE NO | DATE OF BIRTH | BUSINESS ADDRESS | BUSINESS PHONE EXT

4. PASSENGERS OF POLICYHOLDER VEHICLE

NAME AND ADDRESS | PHONE

NAME AND ADDRESS | PHONE

5 OTHER VEHICLE OR PROPERTY INVOLVED

OWNER | ADDRESS AND PHONE

VEHICLE MAKE AND YEAR | LICENSE PLATE NO & STATE | INS. CARRIER

NATURE OF VEHICLE DAMAGE

NATURE OF DAMAGE OTHER THAN VEHICLE

6. OPERATOR AND PASSENGERS OF OTHER VEHICLE

OPERATOR | ADDRESS AND PHONE

PASSENGER | ADDRESS AND PHONE

PASSENGER | ADDRESS AND PHONE

7 INJURED PERSONS

NAME AND ADDRESS | INJURY

HOSPITAL WHERE TAKEN | NAME OF DOCTOR

NAME AND ADDRESS | INJURY

HOSPITAL WHERE TAKEN | NAME OF DOCTOR

NAME AND ADDRESS | INJURY

HOSPITAL WHERE TAKEN | NAME OF DOCTOR

8 DATE, TIME PLACE

ACCIDENT DESCRIPTION MUST BE SHOWN ON REVERSE SIDE

DATE OF ACCIDENT / / | TIME ☐ AM ☐ PM | EXACT LOCATION OF ACCIDENT OR LOSS – STREET CITY STATE

9 POLICE AND WITNESSES

REPORTED TO POLICE? ☐ YES ☐ NO | WHAT STATION | REPORTED TO STATE MOTOR VEHICLES BUREAU? ☐ YES ☐ NO

WITNESS NAME AND ADDRESS | PHONE

WITNESS NAME AND ADDRESS | PHONE

1/73, 9/78

XIX-15

DATE OF REPORT _____ SIGNED _____ SIGNATURE OF POLICYHOLDER

SEE REVERSE SIDE

EQUAL OPPORTUNITY EMPLOYERS

DRIVER'S DESCRIPTION OF ACCIDENT

[redacted]

PLEASE ILLUSTRATE ON THIS DIAGRAM HOW ACCIDENT OCCURRED

ADDITIONAL INFORMATION

WRITE IN STREET NAMES AND, IF POSSIBLE, THE POINTS OF THE COMPASS

NOTIFY LIBERTY MUTUAL BRANCH *CLAIMS* OFFICE NEAREST YOU

ALABAMA
BIRMINGHAM
MONTGOMERY

ARIZONA
PHOENIX

ARKANSAS
LITTLE ROCK

CALIFORNIA
FRESNO
LONG BEACH
LOS ANGELES
OAKLAND
POMONA
SACRAMENTO
SAN DIEGO
SAN FRANCISCO
SAN JOSE
SANTA ANA
WOODLAND HILLS

CANADA
CALGARY ALBERTA
DON MILLS ONTARIO
MONTREAL QUEBEC
EDMONTON ALBERTA

COLORADO
DENVER

CONNECTICUT
BRIDGEPORT
EAST HARTFORD
HAMDEN
NORWICH
WATERBURY

DELAWARE
WILMINGTON

DISTRICT OF COLUMBIA
SPRINGFIELD, VA

FLORIDA
MIAMI
FT. LAUDERDALE
JACKSONVILLE
ORLANDO
ST. PETERSBURG
TAMPA
WEST PALM BEACH

HAWAII
HONOLULU

ILLINOIS
CHICAGO
DES PLAINES
OAK BROOK
OLYMPIA FIELDS
PEORIA
ROCKFORD

INDIANA
EVANSVILLE
INDIANAPOLIS
SOUTH BEND

IOWA
DES MOINES

KANSAS
WICHITA

KENTUCKY
LOUISVILLE
LEXINGTON

LOUISIANA
BATON ROUGE
METAIRIE
SHREVEPORT

MAINE
SOUTH PORTLAND

MARYLAND
BALTIMORE
HUNT VALLEY
ROCKVILLE

MASSACHUSETTS
ANDOVER
BOSTON
BRAINTREE
BROCKTON
FITCHBURG
LEXINGTON
LYNN
NATICK
NEW BEDFORD
PITTSFIELD
WEST SPRINGFIELD
WORCESTER

MICHIGAN
DETROIT
FLINT
GRAND RAPIDS
KALAMAZOO

MINNESOTA
DULUTH
MINNEAPOLIS

MISSISSIPPI
JACKSON

MISSOURI
KANSAS CITY
ST. LOUIS

NEBRASKA
OMAHA

NEW HAMPSHIRE
MANCHESTER

NEW JERSEY
CHERRY HILL
EAST ORANGE
SOUTH PLAINFIELD
SADDLE BROOK

NEW YORK
ALBANY
BINGHAMTON
BROOKLYN
BUFFALO
FOREST HILLS
LYNBROOK
NEW YORK
POUGHKEEPSIE
ROCHESTER
SCARSDALE
SMITHTOWN
SYRACUSE
UTICA

NORTH CAROLINA
CHARLOTTE
GREENSBORO
RALEIGH

OHIO
AKRON
CINCINNATI
CLEVELAND
REYNOLDSBURG
TOLEDO

OKLAHOMA
OKLAHOMA CITY
TULSA

OREGON
PORTLAND

PENNSYLVANIA
ALLENTOWN
BALA CYNWYD
CAMP HILL HARRISBURG
ERIE
PITTSBURGH
WILKES BARRE

RHODE ISLAND
PROVIDENCE

SOUTH CAROLINA
COLUMBIA
SPARTANBURG

TENNESSEE
CHATTANOOGA
KNOXVILLE
MEMPHIS
NASHVILLE

TEXAS
DALLAS
FORT WORTH
HOUSTON
MIDLAND
SAN ANTONIO

UTAH
SALT LAKE CITY

VERMONT
BURLINGTON

VIRGINIA
NORFOLK
RICHMOND
ROANOKE
SPRINGFIELD

WASHINGTON
SEATTLE

WISCONSIN
GREEN BAY
MILWAUKEE

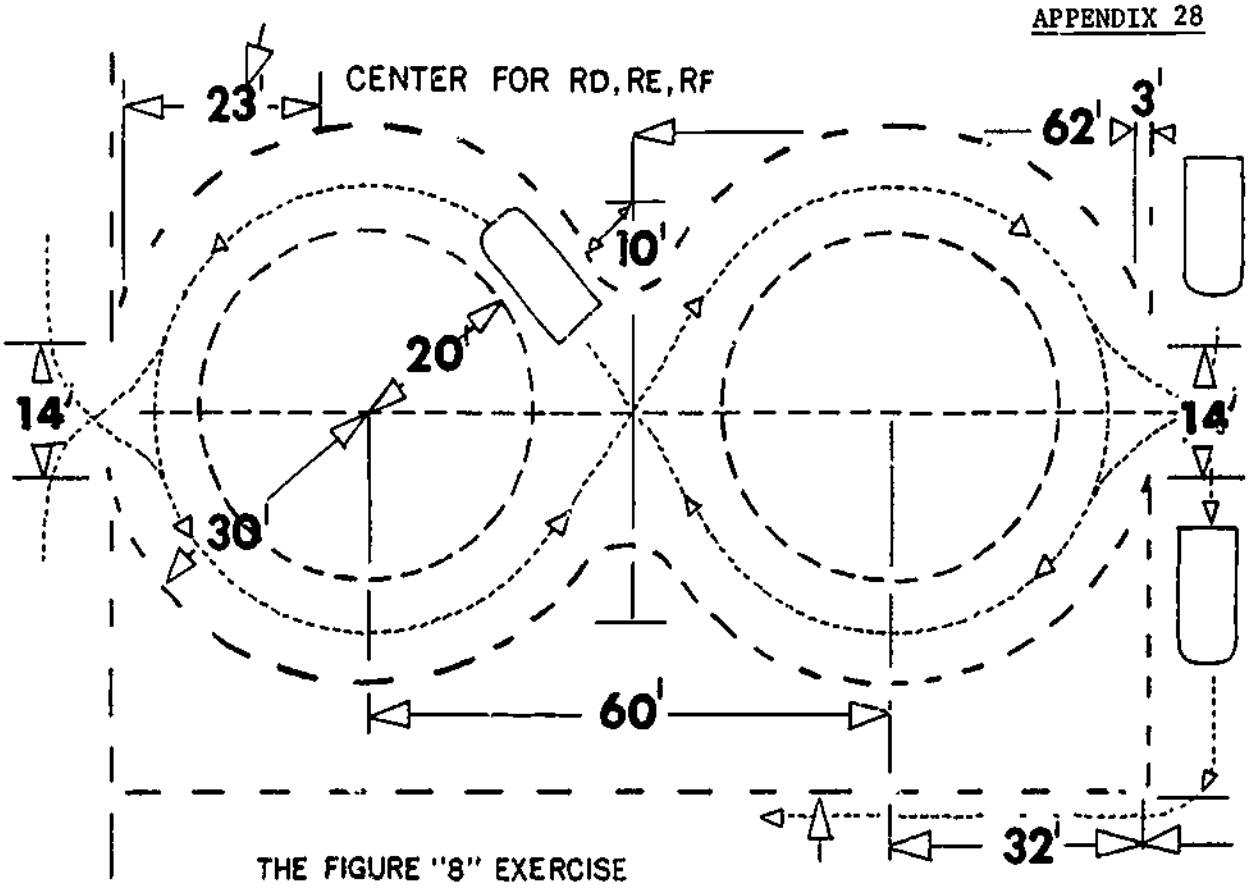
ADDRESS LIST REVISED 12 '79

FUEL ECONOMY INFORMATION

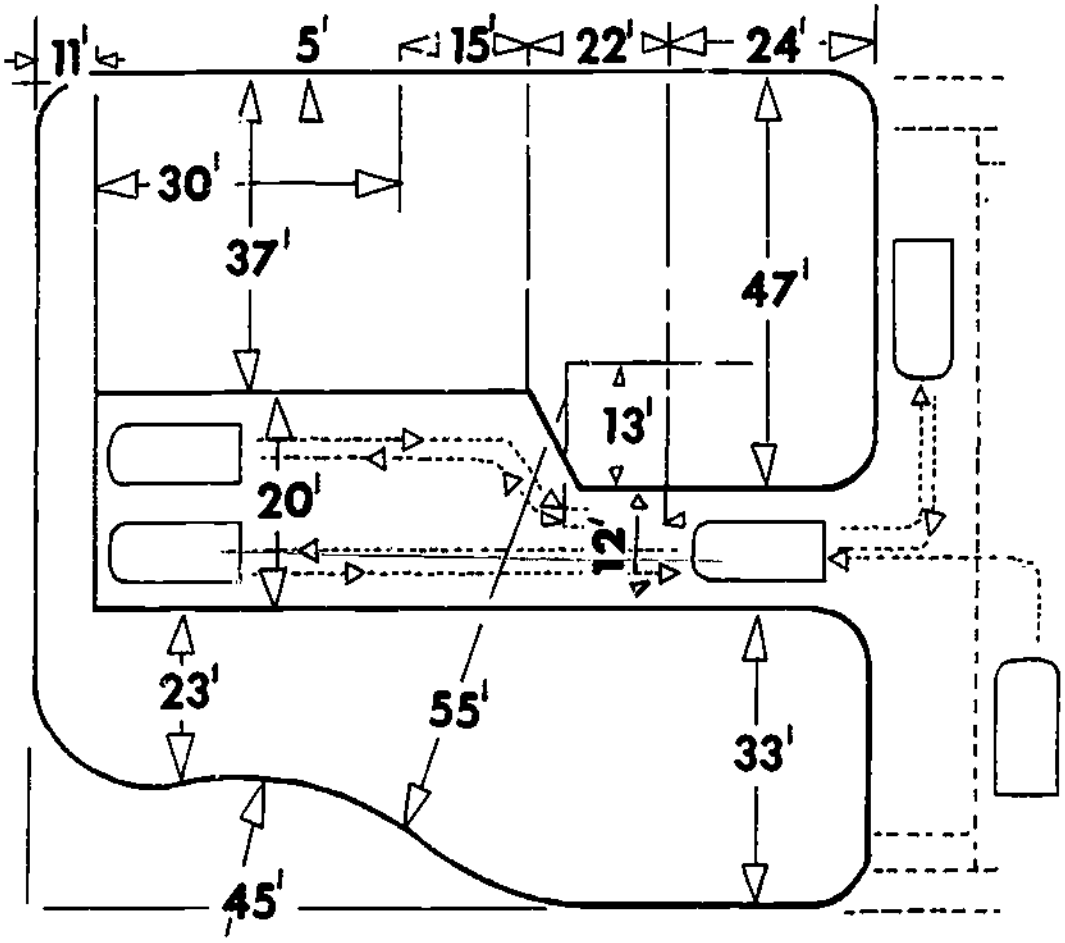
STUDENT DATA SHEET

1. TIRES	Underinflated tires make your engine work harder to move the car. *Check your tires for proper inflation at least twice a month.*
2. SPARK PLUGS	Dirty and worn plugs waste gas. *Clean and gap your plugs every 5,000 miles. Replace your plugs every 10,000 miles*
3. AIR CLEANER	A dirty air cleaner acts as a choke and causes your engine to burn more gas than it should. *Replace the air clearner every 12,000 miles. Under dusty conditions replace it more often.*
4. AUTOMATIC CHOKE	An automatic choke that is set too rich wastes gas. Your engine should run evenly when it is first started. If it runs unevenly, your choke could be set too rich. Service the automatic choke once each year or when you suspect that it is not working right.
5. IGNITION	Burned breaker points prevent your ignition system from operating at peak efficiency. *Service your ignition system every 10,000 miles.*
6. BRAKE DRAG	Brakes that drag when you are not pushing the brake pedal waste power. When your car is on the hoist being serviced, check to see if all wheels are turning freely. If not, have the brakes adjusted.
7. BIG ENGINE	Big engines burn more gas than small engines. When purchasing a car you may want to consider a small car, but remember your vulnerability in small car crashes. Take it easy with the big engine. *Surprisingly good gas mileage can be obtained with a big engine if you accelerate slowly.*
8. POWER EQUIPMENT	Power steering and air conditioners require more power and cause the engine to burn more gas. *If you are selecting a car for maximum economy, it should be without power accessories.*
9. HARD STARTS	Hard starts waste lots of gas. *When starting from a standstill in traffic, allow more time to get speed up to cruising speed.*
10. RACING THE ENGINE	Racing the engine while standing also wastes gas. *Let the engine idle normally while you are waiting in traffic.*
11. SPEED	The best gas mileage is realized when driving a steady 30. Mileage drops off as speed increases. *By driving 60 instead of 70 mph on the highway, a 15% gas saving can be achieved. Driving 50 mph will save even more gas.*
12. PASSING	Kicking your car into passing gear and accelerating full bore burns lots of gas. Try to pass in an *area where you have plenty of room and can accelerate gradually.*
13. TIMING	When driving in traffic, look ahead and try to predict the next traffic light. *Avoid driving in spurts. Try to maintain an even rate of speed.*
14. IDLING	*Avoid letting the engine run while you are parked and waiting for someone or for some other reason.*
15. STOPPING	Slow down in advance of corners, stop signs, traffic lights and other situations that require a stop. *Hard braking indicates that you are wasting gas that you spent to put your car into motion.*

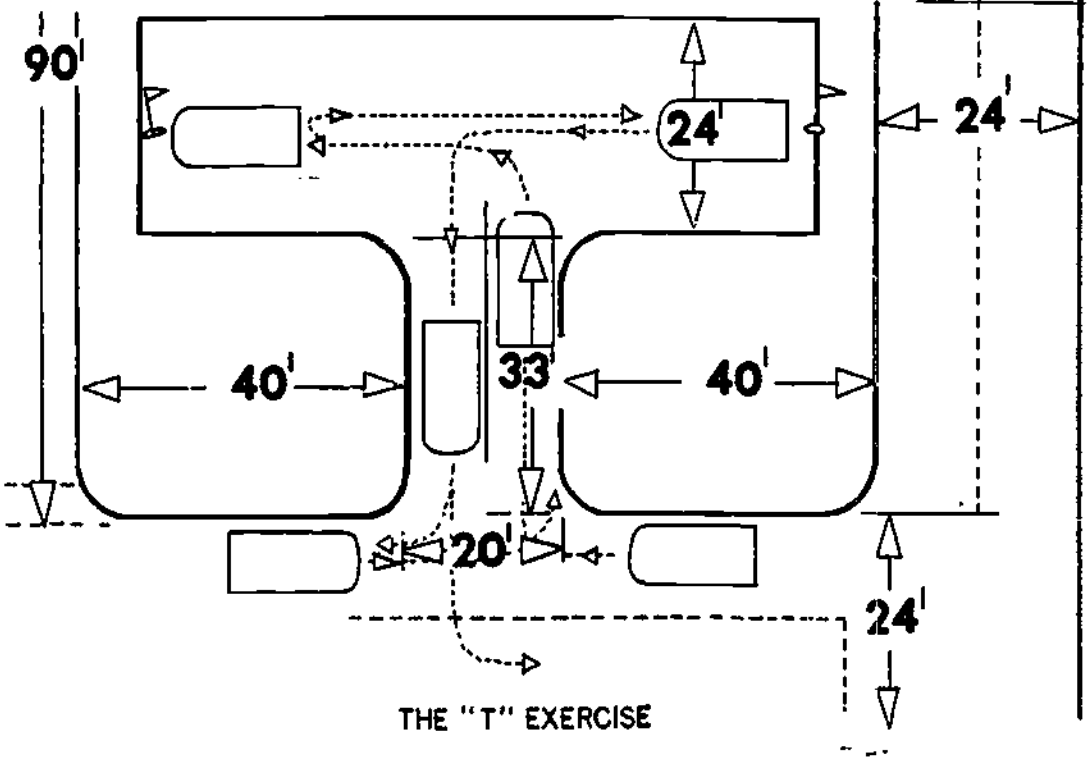
16. SAVING TIME	By driving 70 mph instead of 60 mph on the highway, you can save only 7 minutes in a 50 mile trip. *When you drive fast on the highway, you are trading gasoline for time. Which do we have the most of?*
17. NERVOUS FOOT	Check to see if you are working the gas pedal when you drive. *For best gas mileage, hold that foot perfectly still unless extra speed or power is required.*
18. HOW MUCH	IS THIS TRIP REALLY NECESSARY? *Have you tried bike riding lately? Try to combine errands into one trip instead of two. Form a car pool if it is at all practical.*
19. HURRYING	Hurrying burns gas. *Always allow enough time to get to your destination so that you will not have to hurry.*



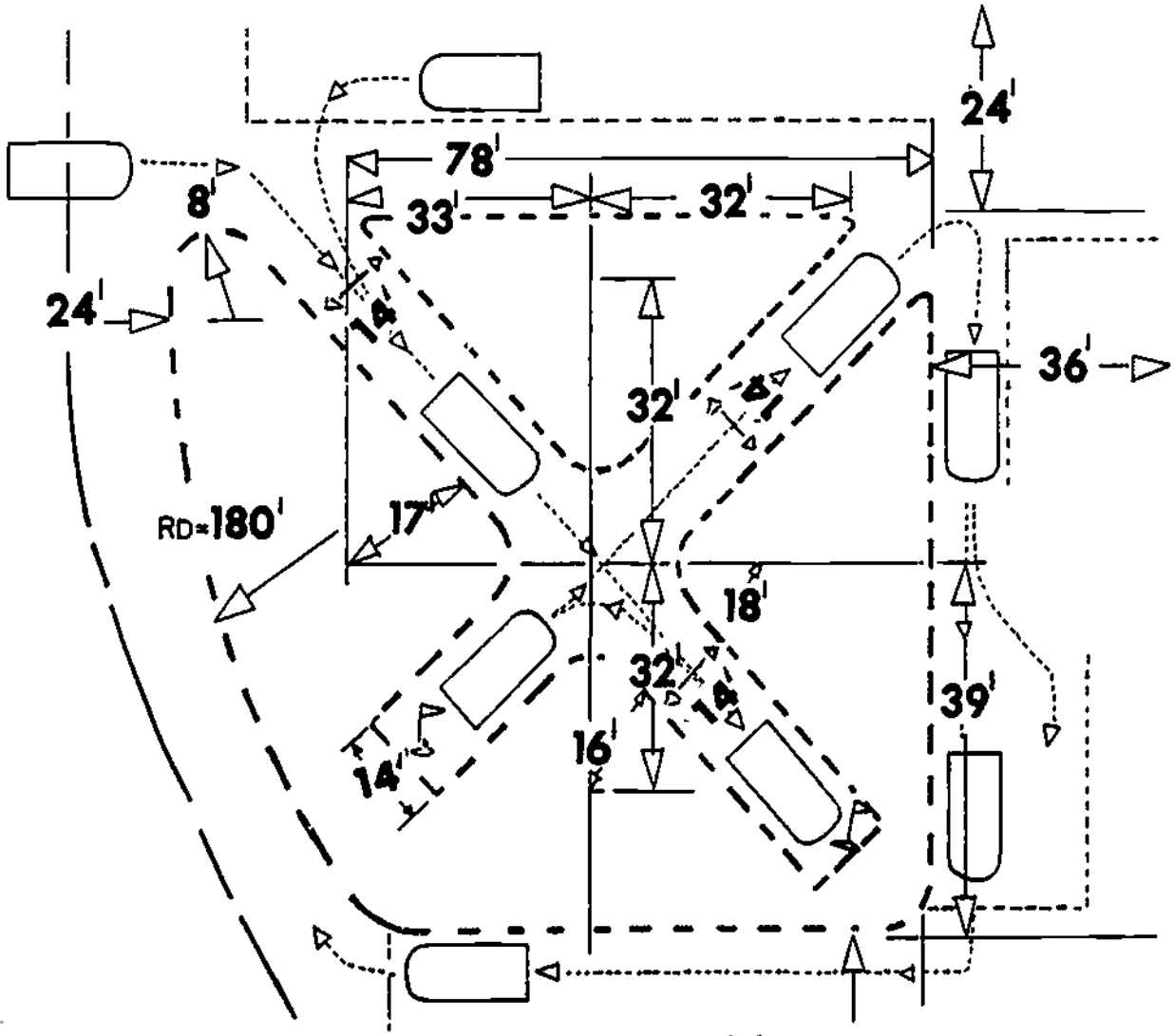
THE FIGURE "8" EXERCISE



THE DOUBLE GARAGE EXERCISE



THE "T" EXERCISE



THE "X" EXERCISE