



TRANSPORTATION SERVICES



TR.1. Communication Standard: ability to effectively listen and communicate (written and verbal) with a diverse audience including students, parents/guardians, staff, visitors, and community

Foundational	Proficient	Advanced/Mastery
<p>Collect and share information in a professional and efficient manner.</p> <ul style="list-style-type: none"> ◦ understand and follow oral and written directions (e.g., road construction updates, route changes, safe bus expectations, etc.) ◦ provide requested general information about transportation rules, procedures, and expectations to students, parents/guardians, staff, visitors, and community ◦ share accurate information in a timely fashion <p>Know expectations and guidelines for communicating in routine, sensitive, and confidential matters. ^{RM}</p> <ul style="list-style-type: none"> ◦ operate communication devices and make announcements in a clear and pleasant voice ◦ maintain a schedule/calendar of availability for extracurricular trips ◦ access and respond to emails, texts, and other required formats to stay informed about school/district activities, requirements of the law and code, Board policy and regulations, and other information regarding school transportation ◦ report factually and promptly any unusual situations or events to supervisor, administration or designee ◦ attend required staff meetings and trainings ◦ know emergency codes and phrases <p>Continued on next page ...</p>	<p>Manage information important to creating a safe learning environment.</p> <ul style="list-style-type: none"> ◦ write emails, texts, and reports as required by job duties that are clear and grammatically correct ◦ provide comprehensive and accurate information to students, parents/guardians, staff, visitors, and community ◦ provide the necessary verbal and/or written documentation to staff, transportation staff, and parents/guardians when handling unusual situations ◦ serve, as appropriate, on staff committees to collect colleagues' input and share decisions and outcomes ◦ participate in professional learning concerning effective communication ◦ discuss with supervisor regarding emergencies, training needs, missing work, specific task expectations, etc. in a timely manner <p>Act as a liaison between school and community when interacting with and assisting students, parents/guardians, staff, visitors, and community. ^{RM}</p> <ul style="list-style-type: none"> ◦ explain and reinforce school/district expectations for a positive learning environment ◦ research and provide comprehensive and accurate information ◦ facilitate transfer of information between transportation services, and school site/program and districts ◦ know when and how to intervene in escalating situations (e.g., tone of voice, proximity, stance, etc.) ◦ use language that reinforces the positive academic and social expectations to increase appropriate school behavior ◦ use corrective feedback to discourage inappropriate behavior and respect the individual 	<p>Be responsible for critical worksite/district communications. ^L</p> <ul style="list-style-type: none"> ◦ coordinate dissemination of information to students, parents/guardians, staff, visitors, and community ◦ call for assistance, as needed, giving clear details about medical, security, or other emergencies ◦ de-escalate challenging behavior of students, parents/guardians, staff, visitors and community with clear, calm verbal and nonverbal communications ◦ handle difficult conversations with calm a demeanor ◦ work collectively with staff to share expectations and deadlines for the completion of large or time-sensitive projects or emergencies (e.g., emergency busing plan, redistricting bus route, maintenance and equipment replacement, etc.) ◦ deliver information to staff during meetings in the absence of administrator or designee ◦ maintain positive internal communication system, ensuring transportation staff and school administrators are kept informed of needed information ◦ write and compile reports, grant proposals, and other important documents <p>Mentor/coach others in role-alike positions on effective, professional, and culturally responsive communication. ^M</p> <ul style="list-style-type: none"> ◦ review written communications for qualities of professionalism, cultural sensitivity, and clarity ◦ guide mentees' reflection on interactions with students, parents/guardians, staff, visitors, and community for positive qualities and possible areas of improvement ◦ train other transportation staff in communication expectations and procedures ◦ stay current and share best practices relating to communication strategies <p>Continued on next page ...</p>

L Indicates opportunities for leadership. **M** Indicates opportunities for mentoring. **RM** Indicates opportunities for being a role model.

TR.1. Communication Standard (continued)

Foundational	Proficient	Advanced/Mastery
<p>Engage students, parents/guardians, staff, visitors, and community politely and positively.</p> <ul style="list-style-type: none"> ◦ greet students, staff, and visitors in person or via phone with a smile and pleasant tone ◦ share and reinforce expectations for positive school-wide behavior (e.g., be safe by staying in seat when bus is moving; be responsible by taking everything with you; be respectful by following the driver’s directions, etc.) ◦ seek to understand the needs of students, parents/guardians, staff, visitors, and community by asking clarifying questions and paraphrasing responses to confirm understanding of requests ◦ use professional language in all communications (e.g., conversations, email, written correspondence, and public meetings) 		<p>Recommend areas for improvement in communications.</p> <ul style="list-style-type: none"> ◦ research and suggest software applications/devices ◦ serve on committee or work group gathered to improve communication quality and processes

TR.2. Cultural Competence Standard: ability to examine one’s own cultural context, understand cultural contexts of others, and interact across cultural contexts with sensitivity to differences (e.g., economic, race, gender, and disability)

Foundational	Proficient	Advanced/Mastery
<p>Recognize differences among and across groups of people.</p> <ul style="list-style-type: none"> understand social construction resulting in stratification of groups of people identify cultural norms that vary based on race, language, socioeconomic status, country of origin, gender, religion, and other aspects of identity aware of systemic, institutional inequities based on race and other differences (e.g., disparity by race/ethnicity and ability/disability in academic achievement and employment) know district policies regarding bullying and harassment/sexual harassment of students and/or staff <p>Recognize one’s reaction to individuals or groups who are different from oneself. ^{RM}</p> <ul style="list-style-type: none"> aware of personal implicit and explicit biases manage personal reactions to difference and expand ability to work with others <p>Build relationships of mutual respect and seek to understand diverse perspectives. ^{RM}</p> <ul style="list-style-type: none"> accept diversity as the norm, and part of working with all students, parents/guardians, staff, visitors, and community effectively learn about and respect different racial and cultural backgrounds, customs, ways of communicating, traditions, and values speak clearly and with a friendly, courteous tone <p>Acknowledge the value of speaking multiple languages.</p> <ul style="list-style-type: none"> learn key phrases in language of students, parents/guardians, staff, visitors, and community provide transportation documents in home language of students, parents/guardians, staff, visitors, and community post bus signage in multiple languages 	<p>Understand the value of diversity in a learning environment in order to create opportunities that will include and maximize students’ strengths.</p> <ul style="list-style-type: none"> recognize the unique combination of cultural variables (e.g., race, language, economics, country of origin, gender, religion, ability/disability, etc.) within the worksite/district/community as assets access resources to increase knowledge of how race, ethnicity, and other aspects of diversity intersect examine beliefs and attitudes to discern strengths, preferences, and biases of self and others in order to expand understanding of racial and cultural diversity acknowledge power imbalance occurs when one group’s identity is established as the norm (e.g., individual can be bullied when another feels empowered to do so) <p>Understand how one’s own culture—all experiences, background, knowledge, skills, beliefs, values, and interests—shapes sense of self, and how one fits into family, school, community, and society and impacts interaction with others. ^{RM}</p> <ul style="list-style-type: none"> reflect on own racial, social class, gender experiences to identify generalized social norms and expectations reflect on how worksite/district policies and practices match or are different from own experiences and expectations <p>Work collaboratively with members of racially and culturally diverse groups. ^L</p> <ul style="list-style-type: none"> use racial consciousness and cross-cultural understanding to communicate effectively provide services attending to the racially and culturally diverse needs of students, parents/guardians, staff, visitors, and community participate in activities with interracial and cross-cultural groups in school and in the larger community <p>Continued on next page ...</p>	<p>Identify and address the consequences of inequities based on racial, socioeconomic, gender, disability or other aspects of identity or group membership. ^L</p> <ul style="list-style-type: none"> participate in school/district equity activities participate on school/district’s racial justice and equity teams lead racial justice and equity conversations and learning opportunities with students, parents/guardians, staff, visitors, and community review school/district policies and practices for equity and cultural responsiveness, and recommend changes share effective practices and protocols that support physical and/or social-emotional well-being during interracial and intraracial interactions <p>Use one’s own cultural experiences, background, knowledge, skills, beliefs, and values to mentor/coach students and applicable staff in racial justice and cross-cultural experiences. ^{M,L}</p> <ul style="list-style-type: none"> engage in racial and cross-cultural dialogue with students in settings outside the classroom process racial and cross-cultural events with mentee(s) <p>Identify the need for additional cultural competence training and seek those resources. ^L</p> <ul style="list-style-type: none"> access information on racial-identity development review factors that affect interactions across racial and cultural groups, including historical experiences and relationships among groups in a local community understand historical development of access to education by race, class, gender, disability, etc. in the United States acquire advanced training in facilitating racial equity and cross-cultural dialogue with students, parents/guardians, staff, visitors, and community increase literacy (i.e., listening, speaking, reading, writing) in additional languages

TR.2. Cultural Competence Standard (continued)

Foundational	Proficient	Advanced/Mastery
	<p>Understand the impact of racial and cultural differences in educational and work environments.</p> <ul style="list-style-type: none">◦ recognize impact of own behavior on others regardless of intent, and modify behavior when impact is revealed◦ apply cross-cultural communication skills (e.g., different ways of showing respect, seeking assistance, sharing personal information, etc.) <p>Model cultural competence in interactions with students, parents/guardians, staff, visitors, and community. ^{RM}</p> <ul style="list-style-type: none">◦ express awareness of own implicit and explicit biases◦ ask questions to determine if missing perspectives have been sought and included in decisions◦ use protocols and skills in cross-cultural and interracial interactions	

TR.3. Organization Standard: ability to prioritize, plan, and execute tasks efficiently and effectively

Foundational	Proficient	Advanced/Mastery
<p>Follow procedures for collecting, managing, and maintaining information needed for job duties.</p> <ul style="list-style-type: none"> names and faces of students seating charts rules, procedures, expectations for student behavior and safety, and procedures for safe school bus transportation school calendars, school arrival/dismissal times, and professional development training dates reports of disruptive behavior by students incident reports to the proper authorities vehicle checklist <p>Manage work duties effectively within time allotted/allocated.</p> <ul style="list-style-type: none"> know regular and extracurricular trip routes general knowledge of transportation service area know bus routes for picking up and dropping off students <p>Follow directions and recommended operating procedures for job-related equipment.</p> <ul style="list-style-type: none"> vehicle pre-trip and post-trip inspection and reporting of any visual defects of the vehicle driving laws, safety regulations, and district policies maintain clear and clean work area remove trash and lost items daily 	<p>Maintain ready access to information and equipment necessary for job duties, including notifications and updates.</p> <ul style="list-style-type: none"> new and updated safety, driving regulations, and district policies student information and seating charts proficient knowledge of transportation service area and ability to change the specified route for appropriate safety or emergency situations records related to equipment maintenance correspondence, reports, school policies and procedures <p>Model efficient and effective workload management. ^{RM}</p> <ul style="list-style-type: none"> keep to route schedule turn paperwork in on time balance driving and maintenance/reporting duties <p>Work cooperatively with other staff on emergencies and/or the completion of large, complex or time-sensitive projects. ^{RM}</p> <ul style="list-style-type: none"> flexible when school hours or emergency requires change in schedule <p>Perform maintenance tasks for equipment and information systems to ensure readiness to complete job duties.</p> <ul style="list-style-type: none"> oil and fuel levels communication device maintenance reporting problems or defects daily 	<p>Use management tools to prioritize tasks and workload in advance for efficiency in daily performance. ^L</p> <ul style="list-style-type: none"> calendar and apps that track bus routes, schedules, and extracurricular runs <p>Analyze systems and procedures for efficiency and effectiveness, and suggest or implement improvements. ^L</p> <ul style="list-style-type: none"> assist in the development of changes to student disciplinary guidelines specified routes, safety and emergency procedures, routine maintenance procedures, and schedules <p>Manage or lead complex, multifaceted projects related to job duties. ^L</p> <ul style="list-style-type: none"> chair a transportation safety committee <p>Mentor/coach others in developing or maintaining organization skills related to job duties. ^L</p> <ul style="list-style-type: none"> new driver buddy safety and maintenance training onboarding plan

TR.4. Reporting Standard: ability to understand the responsibilities of a mandated reporter and what, when, how, and to whom reports should be filed

Foundational	Proficient	Advanced/Mastery
<p>Know and follow child safety/welfare laws, reporting policies and procedures, and repercussions of noncompliance (i.e., district, Board, state, federal).</p> <ul style="list-style-type: none"> ◦ mandated reporting ◦ school expectations for positive behavior, and continuum of responses for unexpected behavior <p>Know and report breaches in student and staff codes of conduct, bullying, harassment, and other policies (e.g., acceptable use).</p> <ul style="list-style-type: none"> ◦ student behavior problems to school at beginning of day; to dispatcher or supervisor at end of day ◦ all accidents or incidents, as required by school policy and state law ◦ bomb threats or other threats of violence ◦ any problems/defects during pre-trip, route, and post-trip ◦ identify and report a situation to the proper administrator, and document the situation ◦ understand the chain of command for reporting procedures <p>Maintain the necessary documentation for required agency and individual reports.^{RM}</p> <ul style="list-style-type: none"> ◦ student behavior and incident reports ◦ student recognition for positive behavior ◦ defects or problems with vehicle to dispatcher or supervisor ◦ timely submittal of information to the proper authority <p>Retain and renew commercial driver's license.</p>	<p>Recognize signs of neglect/abuse, substance abuse, or self-injury behavior involving students or staff.</p> <ul style="list-style-type: none"> ◦ observe student demeanor and attitude changes over time based on knowledge of student ◦ apply understanding of race/cultural competence when reporting concerning behavior to mitigate implicit bias <p>Clarify reporting procedures for others and assist in notifying proper authorities.^M</p> <ul style="list-style-type: none"> ◦ factual reporting using appropriate terminology ◦ proper use and submission of all forms and documents ◦ potential responses to reporting, and of legal obligations and proceedings that follow reporting ◦ know when to activate the chain of command <p>Represent the school/district in a professional manner when reporting all incidents.^{RM}</p> <ul style="list-style-type: none"> ◦ abide by protocols and confidentiality agreements 	<p>Participate with administrators and other stakeholders in creating and implementing professional development on reporting requirements.^L</p> <ul style="list-style-type: none"> ◦ training in identifying and proper reporting of suspected harassment and bullying <p>Prepare required agency and individual reports and maintain all appropriate records.</p> <ul style="list-style-type: none"> ◦ incident reports of security breaches, vandalism, and inappropriate or dangerous behavior ◦ present transportation and safety reports to the Board <p>Mentor/coach others on safety policies, procedures, documentation, and reporting protocols.^M</p> <ul style="list-style-type: none"> ◦ student and adult behavior ◦ accidents or incidences during transportation for school and activities

TR.5. Ethics Standard: ability to maintain a high level of ethical behavior, confidentiality, and privacy of any information regarding students, staff, and all job-related matters

Foundational	Proficient	Advanced/Mastery
<p>Contribute to the learning environment by nurturing positive ethical and moral practices. ^{RM}</p> <ul style="list-style-type: none"> ◦ be honest in dealing with lost items, reporting, and recordkeeping ◦ consider racial and cultural context when making ethical decisions ◦ be responsible for security items such as keys, radios, passcodes ◦ exercise self-control, discipline, and integrity ◦ use language appropriate to a learning environment ◦ maintain high-quality work ◦ focus on effective use of time ◦ use leave time in accordance with school/district policy <p>Know the laws, district policies, and procedures related to ethical behavior and confidentiality.</p> <ul style="list-style-type: none"> ◦ read and follow employee code of conduct/handbook ◦ read and follow Technology Acceptable Use Policy ◦ know and use the proper protocol to communicate and address concerns ◦ maintain confidentiality concerning student and staff information <p>Develop relationships with students, parents/guardians, staff, visitors, and community based on mutual respect both in and outside the worksite.</p> <ul style="list-style-type: none"> ◦ know and participate in development of positive school culture to support a safe, inclusive learning environment ◦ know and follow protocols for positive engagement with parents/guardians and the community 	<p>Display ethical and professional behavior in working with everyone who communicates—or is associated—with the worksite. ^{RM}</p> <ul style="list-style-type: none"> ◦ be responsible and accountable for individual performance and continually strive to demonstrate competence ◦ resolve problems and conflicts, including discipline, according to the law and school policy ◦ use institutional or professional resources and privileges only for job-related duties ◦ deal considerately and justly with students, parents/guardians, staff, visitors, and community ◦ consider biases in procedures and practices that compromise social justice when making ethical decisions <p>Maintain professional relationships with students, parents/guardians, staff, visitors, and community both in and outside the organization.</p> <ul style="list-style-type: none"> ◦ serve as an individual example of appropriate ethical conduct ◦ respond in a timely manner to feedback about personal performance and adapt accordingly ◦ be conscious of potential discriminatory practices based on a person’s disability, race, gender, cultural background, religion, or sexual orientation ◦ strive for quality in delivery of services ◦ participate in sense of collective responsibility for high-quality work and services <p>Exercise confidentiality and privacy of any information regarding students and staff in all job-related matters by following all rules, regulations, and policies.</p> <ul style="list-style-type: none"> ◦ conduct conversations about students or other confidential matters privately ◦ keep details of confidential matters limited to those who need to support and provide service ◦ secure and protect documents from casual viewing ◦ inform appropriate personnel of breaches in confidentiality 	<p>Mentor/coach others in ethical conduct. ^M</p> <ul style="list-style-type: none"> ◦ update staff on new procedures and policies ◦ lead workshops or webinars on ethical behavior in educational settings <p>Lead others in ethical behavior. ^L</p> <ul style="list-style-type: none"> ◦ maintain high level of professional competence and integrity when exercising professional judgment ◦ observe, identify, and explain proper ethical conduct to students and staff ◦ respect the values and traditions of the diverse cultures represented in the school/district and community ◦ identify and report violations to the code of conduct ◦ advocate for change in regulations and statutes when such legislation conflicts with ethical guidelines and/or student/employee rights ◦ notice when policies, practices, or laws are harmful to individuals, groups, or the community ◦ consider the conflict between the value of obeying the law and the value of serving people ◦ stay informed about current social issues that differentially affect students, schools, and communities ◦ initiate action for social justice

TR.6. Health & Safety Standard: ability to protect the health and safety of oneself and others by knowing and executing health, safety, and emergency protocols/procedures with fidelity

Foundational	Proficient	Advanced/Mastery
<p>Know basic safety, first aid, and Occupational Safety and Health Administration (OSHA) information as required by job duties.</p> <ul style="list-style-type: none"> ◦ first aid certification, AED training, and blood-borne pathogen training ◦ district/agency's weather emergency protocol <p>Know and fulfill assigned and designated functions during practice and active emergency/evacuation procedures.</p> <ul style="list-style-type: none"> ◦ keep emergency plan in easily accessed location ◦ safe bus evacuation for students with and without special needs ◦ station oneself at designated location to direct or assist emergency responders ◦ how to operate all bus safety equipment. (e.g., emergency fire exits, window exits, fire extinguisher) <p>Know worksite rules and policies for student and staff codes of conduct related to safety. ^{RM}</p> <ul style="list-style-type: none"> ◦ students wait for signal to cross and board the bus ◦ students seated before bus moves ◦ students in assigned seats, if required ◦ student cell phone use according to district policy ◦ no cell phone use by driver while bus is moving or stopped at intersections <p>Make quick and accurate decisions in difficult situations.</p> <ul style="list-style-type: none"> ◦ know procedures for person with a knife or firearm ◦ call for ambulance/emergency support ◦ make appropriate staff aware of the situation <p>Continued on next page ...</p>	<p>Maintain valid safety and first aid/CPR/AED certificates as required by job duties.</p> <ul style="list-style-type: none"> ◦ register for first aid, CPR/AED certification classes every two years ◦ access refresher materials online annually <p>Remain current with any new policies/procedures that ensure the health and safety of students and staff.</p> <ul style="list-style-type: none"> ◦ know policies/procedures for reporting all accidents occurring on school bus <p>Recognize behaviors that students may exhibit during emergency situations. ^L</p> <ul style="list-style-type: none"> ◦ plan for students who may have a seizure, run away, hide, etc. in response to stressful situations ◦ implement protocol for students with a history of unpredictable or violent behavior <p>Display confidence and poise when making judgment calls during emergency drills or events. ^{RM}</p> <ul style="list-style-type: none"> ◦ use a firm, calm voice and controlled breathing ◦ use practiced, predetermined phrases for clarity under stress <p>Honor privacy and exercise confidentiality of all personal information regarding students, parents/guardians, staff, visitors, and community.</p> <ul style="list-style-type: none"> ◦ share only needed information with emergency or other assisting staff 	<p>Participate on safety committees at the school, district, community, and/or state level. ^L</p> <ul style="list-style-type: none"> ◦ take note of action items ◦ contribute to discussion based on experience and knowledge of bus and transportation procedures and policies ◦ serve as staff liaison <p>Advocate for positive changes that will improve the health and safety of students and staff. ^L</p> <ul style="list-style-type: none"> ◦ suggest improvements to drop-off and pickup locations, procedures, or policies ◦ new information and practices for safe school bus operation <p>Know terms and acronyms used by public safety officials, Federal Emergency Management Agency (FEMA), and local and state emergency preparedness agencies.</p> <ul style="list-style-type: none"> ◦ select terms and acronyms* most relevant to school emergencies, learn their meanings, and commit to memory <p>Respond to and coordinate emergency and disaster drills/incidents. ^L</p> <ul style="list-style-type: none"> ◦ how to operate emergency communication devices ◦ coordinate direction with administrators and emergency responders ◦ collect feedback and metrics after drills <p>Continued on next page ...</p>

*The *FEMA Acronyms, Abbreviations & Terms* job aid is housed at fema.gov with a search feature that allows the user to find the meaning of individual acronyms and abbreviations, and lists related to specific areas of disaster management.

TR.6. Health & Safety Standard (continued)

Foundational	Proficient	Advanced/Mastery
<p>Maintain security and safety with regard to student drop-off and pickup.</p> <ul style="list-style-type: none"> ◦ parameters for students and adults at bus stops and pickup points (e.g., in permitted areas, active supervision, observing school expectations) ◦ know procedures for stranger in the building/on campus ◦ promptly respond accordingly when an emergency code is announced 		<p>Recognize when a student or colleague is experiencing problems (e.g., educational, behavioral, developmental, health, or safety related) in order to prevent escalation/emergency.</p> <ul style="list-style-type: none"> ◦ apply knowledge from daily interactions with students ◦ apply de-escalation skills and procedures ◦ activate individualized response procedures for students with disabilities <p>Mentor/coach others regarding emergency policies and procedures. ^M</p> <ul style="list-style-type: none"> ◦ update on positive and negative student interactions while traveling on the bus ◦ safe bus evacuation and emergency management procedures ◦ de-escalation skills and procedures ◦ weather- and environment-related emergencies ◦ first aid/CPR/AED certification

TR.7. Technology Standard: ability to use electronic devices to problem solve and complete work-related duties

Foundational	Proficient	Advanced/Mastery
<p>Operate computer and/or other digital devices and platforms required for job duties.</p> <ul style="list-style-type: none"> ◦ radio/phone etiquette and protocols ◦ email, district website, vehicle technology systems ◦ online or virtual professional development ◦ access student information and bus routing system ◦ mileage tracking system ◦ access substitute system ◦ system for documenting student behavior, accident, etc. <p>Operate standard equipment.</p> <ul style="list-style-type: none"> ◦ communication system ◦ tire-pressure gauge ◦ handicap access <p>Input data, as needed, for accurate data management.</p> <ul style="list-style-type: none"> ◦ input and access personal information (e.g., hours, pay stubs, leave requests, etc.) <p>Know worksite’s Acceptable Use Policy.</p> <ul style="list-style-type: none"> ◦ read annually and submit signature page <p>Know terminology in order to solve common technology issues.</p> <ul style="list-style-type: none"> ◦ dialogue box, error message window, etc. <p>Learn and adopt new technology methods.</p> <ul style="list-style-type: none"> ◦ tablet apps for recording trip information (mileage, routes, GPS/navigation system) 	<p>Monitor job-related emails routinely. ^{RM}</p> <ul style="list-style-type: none"> ◦ daily or as directed by supervisor <p>Operate advanced settings of equipment needed to perform job duties.</p> <ul style="list-style-type: none"> ◦ modify/update student and bus route information ◦ GPS/navigation system <p>Use appropriate job-related programs.</p> <ul style="list-style-type: none"> ◦ web and document searches ◦ parts-supply system ◦ equipment bids <p>Know how to contact Information Technology (IT) department and report specific issues.</p> <ul style="list-style-type: none"> ◦ designated email for reporting ◦ screen shot of error messages ◦ note clear sequence of events prior to technology issue ◦ understand the reporting procedure for misuse of technology, cyberbullying, inappropriate images, etc. and who to refer the situation to <p>Model safe internet and technology use. ^{RM}</p> <ul style="list-style-type: none"> ◦ responsible social media use ◦ appropriate response to phishing, trolling, spam, etc. ◦ know student data privacy rules and/or laws 	<p>Research trends/issues pertaining to the job. ^L</p> <ul style="list-style-type: none"> ◦ vehicle safety updates ◦ bus route management technologies <p>Download specific programs as directed by supervisor.</p> <ul style="list-style-type: none"> ◦ bus routing ◦ GPS/navigation system updates <p>Review and manage data, as needed, for accurate data analysis.</p> <ul style="list-style-type: none"> ◦ track route and mileage information, maintenance, trip durations, etc. <p>Mentor/coach other staff to use internet/software applications safely and independently. ^M</p> <ul style="list-style-type: none"> ◦ schedule time with mentee to review digital requirements of job duties ◦ schedule time with mentee to review worksite/district Acceptable Use Policy ◦ opportunity to answer questions about Acceptable Use Policy ◦ social media concerns, trends, and potential impact on student behavior while on the bus ◦ update on positive and negative student interactions while traveling on the bus <p>Manage a social media presence. ^L</p> <ul style="list-style-type: none"> ◦ feedback from students, parents/guardians, staff, visitors, and community via worksite/district Facebook page and/or online platform

TR.8. Professionalism Standard: ability to present and conduct oneself in a professional manner in all job settings

Foundational	Proficient	Advanced/Mastery
<p>Align appearance appropriately to job duties and professional expectations as outlined in handbook or job description.</p> <ul style="list-style-type: none"> ◦ clean and durable clothing providing free range of motion to complete pre- and post-trip inspections ◦ sturdy footwear to protect feet in case of emergency <p>Conduct oneself as an ambassador for school or agency. ^{RM}</p> <ul style="list-style-type: none"> ◦ model school procedures and expectations ◦ greet students, parents/guardians, staff, visitors, and community in a dignified, positive manner ◦ respond to requests for information promptly ◦ drive vehicle in safe and professional manner ◦ demonstrate honesty and integrity in making decisions ◦ appropriate use of language around students <p>Know the roles and responsibilities of your career field.</p> <ul style="list-style-type: none"> ◦ licensing/certification (if required) ◦ proper use and care of vehicles and equipment ◦ parameters for interaction with students, staff, and administration ◦ proper procedure for reporting student behavior <p>Work collaboratively with a team.</p> <ul style="list-style-type: none"> ◦ acknowledge merits of multiple viewpoints or ideas ◦ share ideas with and accept ideas of team members ◦ understand team structures and how to contribute for the best interest of the students 	<p>Project a positive image to the community through communication, involvement, and personal conduct. ^{RM}</p> <ul style="list-style-type: none"> ◦ commitment to providing a safe and welcoming learning environment ◦ communicate clearly and directly with students, parents/guardians, staff, visitors, and community <p>Maintain emotional control in stressful situations.</p> <ul style="list-style-type: none"> ◦ use a firm, calm voice and controlled breathing ◦ ask clarifying questions <p>Establish and maintain effective working relationships with others both in and outside of the worksite. ^{RM}</p> <ul style="list-style-type: none"> ◦ understand needs and perspectives of students, parents/guardians, staff, visitors, and community ◦ seek solutions to identified needs with appropriate staff <p>Maintain current knowledge of procedures, policies, and laws. ^L</p> <ul style="list-style-type: none"> ◦ continuing education for appropriate licenses ◦ advanced knowledge and use of tools and equipment ◦ use culturally responsive procedures for engaging students, parents/guardians, staff, visitors, and community when performing work tasks ◦ requirements for maintaining a healthy and safe work environment <p>Respond appropriately to instruction and feedback.</p> <ul style="list-style-type: none"> ◦ develop strategies for continuous improvement ◦ seek to understand specifics of corrective feedback and how to change behavior or processes to improve <p>Shift tasks and priorities when necessary.</p> <ul style="list-style-type: none"> ◦ willing to change or reschedule routes and runs based on need ◦ ask clarifying questions to understand needs and new priorities 	<p>Seek or maintain connections with the larger community. ^L</p> <ul style="list-style-type: none"> ◦ communication between staff and administration ◦ vendor or service repair individuals ◦ involvement in your local, district, or state association <p>Engage in the improvement of the profession through active participation in professional organizations. ^L</p> <ul style="list-style-type: none"> ◦ attend local union meetings ◦ take on a position in local or state union ◦ seek resources from the National School Transportation Association (NSTA) or similar organization ◦ attend transportation webinars or conferences <p>Demonstrate initiative in identifying areas of need and opportunities for improvement. ^L</p> <ul style="list-style-type: none"> ◦ develop or implement effective positive-behavior-management trainings ◦ education program for safe transportation ◦ recognize opportunities to improve bus routes, loading and unloading procedures ◦ identify and suggest route changes <p>Seek additional certifications.</p> <ul style="list-style-type: none"> ◦ advanced emergency training ◦ driver trainer ◦ advanced training for maintenance ◦ attend professional development to advance in the transportation career field <p>Mentor/coach others in role-alike positions on professionalism standards. ^M</p> <ul style="list-style-type: none"> ◦ communicate importance of transportation services to a positive and safe learning environment