

JOB ANALYSIS – School Bus Driver

JOB ANALYST: Elo Davila, CDMS, CPDM	DATE OF ANALYSIS: 5/4/2017
PHONE #: (800) 477-0626 X 14413	DATE REVISED:
Conducted for: Chico Unified School District	Information Provided by: Bob Ontiveros, Kristy Thomas and Dian Leckenby

General Description:

Under general supervision, the School Bus Driver Drives bus to transport students (pre-K-12th grade) passengers over specified routes to local or distant points per time schedule: Assists students with baggage such as sports or musical equipment, luggage for field trips and other items. Regulates heating, lighting, and ventilating systems for passenger comfort. Complies with local traffic regulations. Reports delays or accidents. May inspect bus and check gas, oil, and water before departure. May wash the school bus approximately once a month for dust and debris. May sweep the school bus after every shift for dust and garbage. May transport pupils between pickup points and school and be designated Bus Driver, School (motor trans.).

School Bus Driver 1 – drives 40-foot school bus with approximately maximum of 78 students

School Bus Driver 2 – drives 25-27-foot school bus for the disabled with approximately 20 students, up to 5 in wheelchairs. Does not do bus stops but drops students door to door, pick up at home, drop at school. Pick up at school then drop at home.

Essential Job Functions:

- Follow safety rules as student's board and exit buses or cross streets near bus stops.
- Comply with traffic regulations to operate vehicles in a safe and courteous manner.
- Maintain order among pupils during trips to ensure safety.
- Check the condition of a vehicle's tires, brakes, windshield wipers, lights, oil, fuel, water, and safety equipment to ensure that everything is in working order.
- Escort small children across roads and highways.

Required Knowledge, Skill and Ability:

Knowledge of:

- **Transportation** — Knowledge of principles and methods for moving people or goods by air, rail, sea, or road, including the relative costs and benefits.
- **Public Safety and Security** — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.
- **English Language** — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- **Customer and Personal Service** — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- **Psychology** — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.

Skill to:

- **Operation and Control** — Controlling operations of equipment or systems.

- **Social Perceptiveness** — Being aware of others' reactions and understanding why they react as they do.
- **Active Listening** — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- **Operation Monitoring** — Watching gauges, dials, or other indicators to make sure a machine is working properly.
- **Critical Thinking** — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- **Judgment and Decision Making** — Considering the relative costs and benefits of potential actions to choose the most appropriate one. **Monitoring** — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- **Speaking** — Talking to others to convey information effectively.
- **Service Orientation** — Actively looking for ways to help people.

Ability to:

- **Depth Perception** — The ability to judge which of several objects is closer or farther away from you, or to judge the distance between you and an object.
- **Far Vision** — The ability to see details at a distance.
- **Problem Sensitivity** — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- **Control Precision** — The ability to quickly and repeatedly adjust the controls of a machine or a vehicle to exact positions.
- **Near Vision** — The ability to see details at close range (within a few feet of the observer).
- **Oral Comprehension** — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- **Reaction Time** — The ability to quickly respond (with the hand, finger, or foot) to a signal (sound, light, picture) when it appears.
- **Response Orientation** — The ability to choose quickly between two or more movements in response to two or more different signals (lights, sounds, pictures). It includes the speed with which the correct response is started with the hand, foot, or other body part.
- **Selective Attention** — The ability to concentrate on a task over a period without being distracted.
- **Information Ordering** — The ability to arrange things or actions in a certain order or pattern per a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- **Multilimb Coordination** — The ability to coordinate two or more limbs (for example, two arms, two legs, or one leg and one arm) while sitting, standing, or lying down. It does not involve performing the activities while the whole body is in motion.
- **Oral Expression** — The ability to communicate information and ideas in speaking so others will understand.
- **Perceptual Speed** — The ability to quickly and accurately compare similarities and differences among sets of letters, numbers, objects, pictures, or patterns. The things to be compared may be presented at the same time or one after the other. This ability also includes comparing a presented object with a remembered object.
- **Peripheral Vision** — The ability to see objects or movement of objects to one's side when the eyes are looking ahead.
- **Spatial Orientation** — The ability to know your location in relation to the environment or to know where other objects are in relation to you.
- **Speech Clarity** — The ability to speak clearly so others can understand you.
- **Time Sharing** — The ability to shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other sources).

- **Written Comprehension** — The ability to read and understand information and ideas presented in writing.
- **Deductive Reasoning** — The ability to apply general rules to specific problems to produce answers that make sense.
- **Hearing Sensitivity** — The ability to detect or tell the differences between sounds that vary in pitch and loudness.
- **Inductive Reasoning** — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- **Night Vision** — The ability to see under low light conditions.
- **Speech Recognition** — The ability to identify and understand the speech of another person.

Physical Demands (Per U.S. Department of Labor Definition):

Duration of the work day may vary. *Times listed are illustrated to represent a typical 7.5 to 8-hour work day.

School Bus Drivers work have variable schedules, and may work shorter work days or split shifts between different school sites. As such, percentages shown below should be used as a total time of the School Bus Driver's work day.

There are different shifts through the day.

Example:

School Bus Driver		
First Shift	Mid-Morning shift	Afternoon shift
5:35 am – 8:35 am	12:40 pm through	5:30 pm
Breaks between shifts could be up to 2 hours		

Rating	Rarely - < 1%	Infrequently 2-5%	Occasionally 6-33%	Frequently 34-66%	Constantly 67% +
*Time for 7.5-8-hour work day	< 5 minutes	*5-30 minutes	*30 minutes to 2 ½ hours	*2 ½ hours to 5 ¼ hours	*5 ¼ hours or more
Sedentary			0 – 10 lbs.		
Light			11 – 20 lbs.	0 – 10 lbs.	
Medium			21 – 50 lbs.	11 – 25 lbs.	1 – 10 lbs.
Heavy			51 – 100 lbs.	26 – 50 lbs.	11 – 20 lbs.
Very Heavy			100 + lbs.	50 + lbs.	20 + lbs.

STANDING: *Remaining on one's feet in an upright position at a workstation without moving about.*

Infrequently

May give instructions outside of bus when loading students on field trips. Inspecting school bus.

Surface

Cement, gravel, dirt, asphalt, uneven surfaces

WALKING: *Moving about on foot.*

Occasionally

Inspecting school bus, escorting students across the street, monitoring students, walking up and down the school bus aisle. Ensure students are buckled. May walk up to 200 feet at any given time.

Surface

Cement, gravel, dirt, asphalt, uneven surfaces and bus surface

SITTING: *Remaining in the normal seated position.*

Constantly

Driving the school bus.

School bus driver 1 has air ride seats in the school bus.

School bus driver 2 either has air ride seats or an office chair seat in the school bus.

LIFTING: *Raising or lowering an object from one level to another (including upward pulling).*

Rating	Never	Rarely	Infrequently	Occasional	Frequently	Constantly	Height	Typical Items
*Time for 7.5-8-hour work day	< 5 minutes	*5-30 minutes	*30 minutes to 2 ½ hours	*2 ½ hours to 5 ¼ hours	*5 ¼ hours or more	*Time for 7.5-8-hour work day		
5 lbs. or less				X			Up to 2 feet	clipboard, tire gauge, flashlight, broom, dust pan
6 - 10 lbs.			X – buckling small children				Up to 2 feet	Small children
10 – 20 lbs.			X – buckling small children				Up to 2 feet	Small children
21 – 35 lbs.			X – buckling small children				Up to 2 feet	Small children
36 – 50 lbs.		X – lift a student in an emergency						Students up pre-K – 12 th grade – (School bus driver 2 may lift to a 22-year-old student)
51 – 75 lbs.	X							
76 – 100 lbs.	X							

CARRYING: *Transporting an object usually holding it in the hands, arms or shoulders.*

Rating	Never	Rarely	Infrequently	Occasional	Frequently	Constantly	Distance	Typical Items

*Time for 7.5-8-hour work day	< 5 minutes	*5-30 minutes	*30 minutes to 2 ½ hours	*2 ½ hours to 5 ¼ hours	*5 ¼ hours or more	*Time for 7.5-8-hour work day		
5 lbs. or less				X			Up to 200 feet	clipboard, tire gauge, flashlight, broom, dust pan
6 - 10 lbs.			X – buckling small children				Up to 2 feet	Small children
10 – 20 lbs.			X – buckling small children				Up to 2 feet	Small children
21 – 35 lbs.			X – buckling small children				Up to 2 feet	Small children
36 – 50 lbs.		X – lift a student in an emergency					Up to 2 feet	Students up pre-K – 12 th grade – (School bus driver 2 may lift to a 22-year-old student)
51 – 75 lbs.	X							
76 – 100 lbs.	X							

PUSHING: *To exert force on or against an object to move it away.*

Infrequently

Cargo door, while loading equipment and luggage.

Engine door while inspecting.

Emergency door - to ensure it is functional

PULLING: *To draw towards oneself, in a direction or into a position.*

Infrequently

Cargo door, while loading equipment and luggage.

Engine door while inspecting.

Emergency door - to ensure it is functional

CLIMBING: *Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like using hand and feet.*

Occasionally

Need to climb steps to get on and off the bus, between 3 – 4 steps each.

School Bus Driver need to descend steps to assist students cross the street, or when loading students using the lift.

BALANCING: *Maintaining body equilibrium to prevent falling when walking, standing, crouching or running on narrow, slippery or erratically moving surfaces.*

Infrequently

Need to balance one's self when walking.

STOOPING/BENDING: *Bending body downward and forward by bending spine at the waist, requiring full use of the lower extremities and back muscles.*



**20 Degrees –
Occasionally**

Loading students using lift and tying down wheelchairs. When inspecting the school bus.



**45 Degrees –
Occasionally**

Loading students using lift and tying down wheelchairs. When inspecting the school bus.



**90 Degrees-
Occasionally**

Loading students using lift and tying down wheelchairs. When inspecting the school bus.

TWISTING/TURNING: *Rotating the torso. This includes turning of upper and lower back, and hips.*

Occasionally

While performing all job duties such as inspection, driving, monitoring students.

KNEELING: *Bending legs at knees to come to rest on knee or knees.*

Occasionally

When using, the cargo hold for equipment and luggage. When tying down wheelchairs.

CROUCHING/SQUATTING: *Bending body downward and forward by bending legs and spine.*

Occasionally

When using, the cargo hold for equipment and luggage. When tying down wheelchairs.

CRAWLING: *Moving about on hands and knees or hands and feet.*

Occasionally

When using, the cargo hold for equipment and luggage. When tying down wheelchairs.

NECK POSITIONS:**Extension: 0 - 70 degrees:****Frequently**

Driving school bus, during inspection, monitoring students and tying down wheelchairs.

Flexion: 0 - 80 degrees:**Frequently**

Driving school bus, during inspection, monitoring students and tying down wheelchairs.

Left/Right Lateral Rotation: 0 - 45+ degrees:**Frequently**

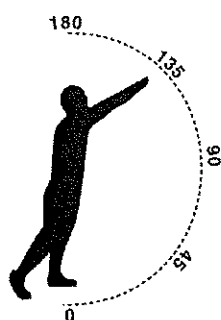
Driving school bus, during inspection, monitoring students and tying down wheelchairs.

Left/Right Lateral Flexion: 0 – 45 degrees:**Frequently**

Driving school bus, during inspection, monitoring students and tying down wheelchairs.

REACHING: *Extended hand(s) and arm (s) in any direction.*

Forward: Forward reaching occurs routinely to access materials, documents, etc., on a shelf, table or desk top, and when writing on white boards or accessing bulletin boards. Reaching occurs when distributing papers, books, etc. or organizing files/materials, and when providing general assistance to a student or teacher. Forward reaching occurs to the degrees indicated below:



135 to 180 Degrees - Occasionally

90 to 135 Degrees - Occasionally

45 to 90 Degrees – Occasionally

Below 45 Degrees - Occasionally

Driving school bus, during inspection, monitoring students and tying down wheelchairs.

HANDLING: *Seizing, holding, grasping, turning, or otherwise working with hand or hands. Fingers are involved only to the extent that they are an extension of the hand, such as to turn a switch.*

Frequently

Driving school bus, during inspection, changing/repairing seats, monitoring students and tying down wheelchairs.

FINGERING: *Picking, pinching, touching, feeling or otherwise working primarily with fingers rather than with the whole hand or arm as in handling, and key-stroking.*

Frequently

Driving school bus, during inspection, changing/repairing seats, monitoring students and tying down wheelchairs.

TALKING: *Expressing or exchanging ideas by means of the spoken work.*

The ability to speak clearly and effectively in all in-person communications and using a communication device (where applicable) is required at any or all times. The ability to respond to questions, or various student generated communication is critical to maintaining good relationships, discipline, and clear understanding.

HEARING: *Perceiving the nature of sounds by ear. (indicate sound intensity)*

Normal, near normal, or corrected to-range hearing is required to effectively communicate with others in the school bus.

SEEING:

Normal, near normal, or corrected to-vision is required to function effectively as a School Bus Driver. Ability for near acuity (≥ 20 inches), far acuity (≥ 20 feet), depth perception, field of vision, accommodation (adjusting focus) and color identification is critical to effectively drive the school bus.

ENVIRONMENTAL CONDITION - EXPOSURE TO: (Checked items apply)

- ☒ Weather - Varies significantly _____ % inside and 100 % outside
- ☒ Extreme Cold
- ☒ Extreme Heat
- ☒ Wet and/or Humid
- ☒ Noise intensity level – Bus engine
- ☒ Vibration
- ☒ Atmospheric Conditions -
- ☐ Electrical Shock
- ☐ Work in High Exposed Places
- ☐ Radiation (i.e. X-ray)/Explosives
- ☐ Toxic or Caustic Chemicals
- ☐ Proximity to Moving Mechanical Parts
- ☒ Other Environmental Conditions – gas fumes and pollution.

PSYCHOLOGICAL FACTORS: these factors are required for a school bus driver:

1. **ABILITY TO COMPREHEND AND FOLLOW INSTRUCTIONS:** *The ability to maintain attention and concentration for necessary periods. The ability to understand written and oral instructions, and the ability to do work requiring set limits, tolerances, or standards.*
2. **ABILITY TO PERFORM SIMPLE AND REPETITIVE TASKS:** *The ability to ask simple questions or request assistance; the ability to perform activities of a routine nature; and the ability to remember locations and work procedures. The ability to obtain information and answer questions regarding company procedures, or standards for immediate staff is required.*
3. **THE ABILITY TO MAINTAIN A WORK PACE APPROPRIATE TO A GIVEN WORKLOAD:** *The ability to perform activities within a schedule, maintain regular attendance and be punctual; and the ability to complete a normal workday and/or work week and perform a consistent pace.*

4. ABILITY TO PERFORM COMPLEX AND VARIED TASKS: *The ability to synthesize, coordinate, and analyze data; and the ability to perform jobs requiring precise attainment of set limits, tolerances and standards.*
5. ABILITY TO RELATE TO OTHER PEOPLE BEYOND GIVING AND RECEIVING INSTRUCTIONS: *The ability to get along with coworkers or peers; the ability to perform work activities requiring negotiation with, explaining, or persuading; and the ability to respond appropriately to evaluation or criticism.*
6. ABILITY TO INFLUENCE PEOPLE: *The ability to convince or direct other; the ability to understand the meaning of words and to use them appropriately and effectively; and the ability to interact appropriately with people.*
7. ABILITY TO GENERALIZE, EVALUATIONS, OR DECISIONS WITHOUT IMMEDIATE SUPERVISION: *The ability to recognize potential hazards and follow appropriate precautions; the ability to understand and remember detailed instructions; the ability to make independent decisions or judgments based on appropriate information; and the ability to set realistic goals or make plans independent of others.*
8. ABILITY TO ACCEPT AND CARRY OUT RESPONSIBILITY FOR DIRECTION, CONTROL, AND PLANNING: *The ability to set realistic goals or make plans independently of others; the ability to negotiate with, instruct or supervise people; and the ability to respond appropriately to changes in the work conditions.*

Prepared by: Elo Davila **Date Prepared:** 5/4/2017