

HANOVER HIGH SCHOOL

Driver Education

Student & Parent

HANDBOOK

R&R

R&R Driving School, L.L.C.

Driver Education Program

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Our Mission Statement

Our philosophy at R&R Driving School, L.L.C. lies within our community ties. We strongly believe that we take a holistic approach to the development of our children within our community using education as the anchor.

We pledge to provide our students with a comprehensive and age appropriate learning experience through the use of our community resources such as, schools, businesses, parents, emergency personnel as well as state agencies.

Our goal for a new driver is to have them leave our program with a strong understanding of how to make safe and sound decisions and how their decisions not only affect their lives but the lives of others.

Within our classroom instruction we will use local tools as a means to further develop the student's understanding of how to drive in a safe and responsible manner. Our course is challenging, effective and will provide a strong sense of commitment to internalize the understanding of the New Hampshire Laws and the consequences.

Curriculum Foundation and Framework

On the following pages you will find the foundation, framework and structure of our traffic safety education program. Our curriculum is based on the minimum program standards as set forth by The National Institute for Driver Behavior, a nationally recognized leader in traffic safety education. Some of the concepts and principles will be familiar, others will be curiously new. This program far surpasses the traditional Driver Education program with which you may already be familiar. As stated above, our goal is to help the driver to embrace those low-risk skills and behaviors that will last them a lifetime. Together we can prepare students to be competent and responsible drivers, passengers, and pedestrians.

To Students

Welcome to our Driver Education class. This booklet will provide information about our program bridging the gap between you, the classroom, the in-car instructor and your parent/guardian in order to provide you with a positive learning experience.

It is likely you have a keen interest in the many benefits a driver's license offers. Be aware this course is not designed to merely help you obtain a license. Rather it is our goal to help you to acquire a set of low risk driving behaviors that will serve you a lifetime of crash-free driving.

This course cannot guarantee that you will be a good driver. Your personality, emotions, responsibility, attitudes and perceptions play a vital role in the type of driver you will become. It is our job to help you acquire accurate perceptual and cognitive skills and the physical and social skills necessary for you to become a conscientious, productive, cooperative, low risk driver. Your commitment to excellence will directly affect your level of success.

To Parents/Guardians

Welcome to **R&R Driving School, L.L.C.** Driver Education Program. This booklet has been designed with you in mind. Your son/daughter, the instructors, and you will be close partners for the next six weeks. We want this time to be a positive and productive experience for your child, one that will last a lifetime.

The increasing complexity on today's roadways requires an increase in the driving skill of motorists, each of whom shares in the responsibility to handle vehicles safely. Parents of teenagers enrolled in driver education want to assist their children in perfecting the mental, social and physical driving skills they are learning. But that can be difficult if the parent is not familiar with program policies, risk reduction concepts, appropriate in-car procedures, or the newest New Hampshire State driving laws.

This booklet outlines some components of our Driver Education Program. You will find a thorough overview of the course, answers to frequently asked questions about our program policies, and information to help you grow a low risk driver in our high risk world.

A successful driver education experience is a cooperative partnership of student, their parents, and the teachers. You can assist by becoming involved in your teenager's learning experience. Talk about and support the program, provide practice driving time at home and encourage your son/daughter to develop the skills, attitudes, and habits that will make him/her a low risk driver. You are not expected to replace the instructors, but rather to support, encourage, supplement, and assist in developing a low risk driver.

10 Good Driving Habits Can Eliminate Millions of Crashes

by Professor Fredrick R. Mottola

1. *Establish Driver-Vehicle Readiness*

- Driver Fitness: Mental & Physical
- Rear In Seating Position
- Safety Belts On, Head Restraints Up
- Doors Locked, Windows Up
- Headlights on During Daytime

2. *See Path Before Putting the Car in Motion*

- See that the Targeting Path you intend to use is clear
- Turn head in direction of intended movement before turning steering wheel

3. *Keep the Car in Balance*

- Make smooth and effective starts, stops and steering actions
- Use transition pegs for effective transfer of braking, acceleration, and steering force

4. *Use Reference Points*

- Know within 3-6" where your car is positioned to the roadway
- Know where the car's sides and front are in relation to intersections

5. *Do the Zone Control LOS-POT Searching Dance*

- Search to the Target Area
- Evaluate Targeting Path for LOS-POT (Line-of-Sight, Path-of-Travel) blockage
- Detect LOS-POT blockage
- Check other related zones
- Re-evaluate LOS-POT at 4-second danger zone

6. *Turn Decisions into Zone Control Actions*

- Solve LOS-POT blockage while 12-15 seconds away
- Get the best: speed control, lane positioning, and communication
- Be prepared to make adjustments when you are 4 seconds away
- Know your Stopping Distance and your Point-of-NO-Return

7. *Control the Intersection*

- Identify LOS blockage
- Check for clear left front and right zones before entering
- With a red light, or stopped traffic, reduce speed to time arrival into an open zone

8. *Get Rear Zone Control*

- When your foot goes on the brake, check the rearview mirror
- Before moving to either side, check mirror and blind spot
- When backing, check all mirrors continuously

9. *Get Control With a Vehicle in Front*

- When approaching a vehicle, close in gradually
- When traveling at same speed, keep 4 seconds following time
- When stopped behind a vehicle, see it's rear tires touching road

10. *Interact Courteously With Others*

- Empower yourself and reduce stress by being courteous, rather than competitive while driving
- Send and receive communications in a timely manner

Structure of Program ~ Classroom to In-Car Flow Chart-Class 1-3

| Module # | Classroom Lesson | In Car Lesson | Class # |
|-------------|---|--|------------------------|
| Module 1 | <p>Concepts: Introduction to course The HTS Habit development needs Expectations after getting license Getting ready to drive Starting engine Orientation to controls Moving and stopping smoothly On-Target, Off-Target Vision and driving Use of central and fringe vision</p> <p>Habits: #1 Driver-Vehicle Readiness #2 See Path BEFORE Gas</p> | <p>Lesson 1</p> <ol style="list-style-type: none"> 1. Approach a vehicle, aware 2. Keys in hand 3. Butt in seat 4. Head restraint and mirrors adjusted 5. Windows UP 6. Safety belts on 7. Headlights on during day 8. Use of the brake shift, accelerator, steering wheel 9. Use of central and fringe vision 10. Driving for targets 11. Recovery of steering 12. Turn head before steering | CLASS ONE |
| Module 2 | <p>Concepts: Signs, Symbols, Pavement Markings Reference points - part one Reading instruments & gauges Entering & crossing traffic flow Precision turns Securing and exiting the vehicle Keeping the car in balance</p> <p>Habits: #4 Use of Reference Points</p> | <p>Lesson 2:</p> <ol style="list-style-type: none"> 1. Car “Footprint” 2. Use of reference points 3. Side position reference-turns 4. Forward position reference-turns 5. Use of signal lights 6. Target usage for turns 7. Look into turns before steering 8. Steering and recovery | CLASS TWO |
| Module 2 | <p>Concepts: Signs, Symbols, Pavement Markings Reference points - part one Reading instruments & gauges Entering & crossing traffic flow Precision turns Securing and exiting the vehicle Keeping the car in balance</p> <p>Habits: #3 Keeping Car Balanced #4 Use of Reference Points</p> | <p>Lesson 3</p> <ol style="list-style-type: none"> 1. Use of reference points 2. Legal stops 3. Smooth stops 4. Forward position reference 5. Use of signal lights 6. Searching the intersection 7. Looking into turns 8. Steering & recovery through turn | CLASS THREE |

Structure of Program ~ Classroom to In-Car Flow Chart- 4-6

| Module # | Classroom Lesson | In Car Lesson | Class # |
|-------------|---|--|-----------------------|
| Module 3 | <p>Concepts: Motor Vehicle Laws & Regulation Insurance Requirements Risk Management Control of Tracking & Targeting Path Introduction of LOS-POT Introduction of backing Turnabouts - Low risk option</p> <p>Habits: #5a Search to the Target Area #5b Evaluation Targeting Path for LOS-POT</p> | <p>Lesson 4: 1. Targeting through Curves 2. Searching to Target Area 3. Evaluating Target Path 4. Identifying LOS's 5. Identifying POT's</p> | CLASS FOUR |
| Module 3 | <p>Concepts: Motor Vehicle Laws & Regulation Insurance Requirements Risk Management Control of Tracking & Targeting Path Introduction of LOS-POT Introduction of backing Turnabouts - Low risk option</p> <p>Habits: #5a Search to the Target Area #5b Evaluation Targeting Path for LOS-POT</p> | <p>Lesson 5: 1. Target Usage While Backing 2. Vision Usage While Backing 3. Steering While Backing 4. Use of Pivot Point 5. Intersection Turnabouts</p> | CLASS FIVE |
| Module 4 | <p>Concepts: Perceptual Skill Development Searching target area to target area Judging space in seconds Three Search ranges Intro to Zone Control System Restraint Systems Forward, Angle, and Hill Parking</p> <p>Habits: #3 Keeping Car Balanced #4 Use of Reference Points</p> | <p>Lesson 6: 1. Evaluate LOS-POT 2. Identify LOS-POT 3. Identify closed front zone 4. State if target is open/closed 5. Evaluate targeting path 6. Respond to conditions 7. Central vision LOS-POT 8. Know ABC's 9. Know speed control 10. Know lane position</p> | CLASS SIX |

Structure of Program ~ Classroom to In-Car Flow Chart-Class 7-9

| Module # | Classroom Lesson | In Car Lesson | Class # |
|-------------|---|---|--------------------|
| Module 4 | <p>Concepts: Perceptual Skill Development Searching target area to target area Judging space in seconds Three search ranges Intro to Zone Control System Restraint Systems Forward, Angle, and Hill Parking</p> <p>Habits: #5c Detect LOS-POT blockage #5d Check other related zones</p> | <p>Lesson #7</p> <ol style="list-style-type: none"> 1. Search LOS-POT 15 sec. range 2. ID LOS-POT left/right 3. ID closed side zones 4. Re-evaluate 4 sec DANGER ZONE 5. Fringe vision for monitoring 6. Judging distance in seconds 7. Apply ABC's 8. Apply speed control 9. Apply lane position 10. Angle parking 11. Parking on a hill | CLASS SEVEN |
| Module 5 | <p>Concepts: Communicate options ID 4 sec DANGER ZONE- high risk Approaching intersections Highway - Railroad Crossings Rear Zone Control Stopping in Traffic</p> <p>Habits: #5e Re-evaluate LOS-POT at 4 sec DANGER ZONE #7 Control the Intersection #8 Get Rear Sone Control</p> | <p>Lesson #8</p> <ol style="list-style-type: none"> 1. Effective sending of communication 2. Responding to communications 3. Getting commitment from others 4. Courteousness 5. See intersections target area Central Zone 6. See best Path of Travel 7. Searching Left-Front-Right - 45 & 90 8. Recognize Rear Zone | CLASS EIGHT |
| Module 5 | <p>Concepts: Communication Options ID 4 sec DANGER ZONE - high risk Approaching intersections Highway - RR X Rear Zone Control Stopping in traffic</p> <p>Habits: #5e Re-evaluate LOS-POT at 4 sec DANGER ZONE #7 Control the Intersection #8 Get Rear Zone Control</p> | <p>Lesson #9</p> <ol style="list-style-type: none"> 1. Locate & apply Point of NO RETURN 2. Stop, Stagger/legal/safety 3. Stop; vehicle in front - see tires 4. Delay moving - 2 sec 5. Aware & Control of Rear Zone 6. Use mirrors; check blind spots 7. Timing arrival into open zone 8. Breaking without delay | CLASS NINE |

Structure of Program ~ Classroom to In-Car Flow Chart-Class 10-12

| Module # | Classroom Lesson | In-Car Lesson | Class # |
|-------------|--|---|-------------------------|
| Module 6 | <p>Concepts: Traffic lights: timing and/or turning Using the ABC's of Zone Control Lane Changes with Precision Backing into Perpendicular Space Alcohol and other Drugs Fatigue and Sleep Deprivation</p> <p>Habit: #6 Turn Decisions into Zone Control Actions #10 Interact Courteously with Others</p> | <p style="text-align: center;">Lesson#10</p> <ol style="list-style-type: none"> 1. See red lights as closed zones 2. Adjust speed to arrive with open zone 3. Search Intersection 45 degrees 4. Left turn at green - 4 checks 5. Effective use of ABC's 6. Evaluate need for lane change 7. Move by lane positions 8. Time arrival for open zones 9. Key steps for backing into spaces | CLASS TEN |
| Module 7 | <p>Concepts: Signs Signals and Markings Review Managing High Risk Situations Approaching curves and hill crests Following Time & Space Practice Commentary Driving</p> <p>Habit: #9 Get Control with a Vehicle in Front #9a Approaching vehicles gradually</p> | <p style="text-align: center;">Lesson # 11</p> <ol style="list-style-type: none"> 1. Respond to stop/yield signs 2. Respond to traffic signals 3. Respond to traffic signs 4. See warnings signs as cues - check rear/LOS-POT/escape path 5. Respond to pavement markings 6. Demonstrate Right of Way Laws 7. Evaluate traction envelope 8. Evaluate left/right zones | CLASS ELEVEN |
| Module 7 | <p>Concepts: Signs Signals and Markings Review Managing High Risk Situations Approaching curves and hill crests Following Time & Space Practice Commentary Driving</p> <p>Habits: #9 Get Control with a Vehicle in Front #9b Keep 4 sec of follow time #9c Stop to see rear tires touching road</p> | <p style="text-align: center;">Lesson #12</p> <ol style="list-style-type: none"> 1. See/Respond to curves in Target Areas 2. Look into curves 3. Use brake/accelerator effectively 4. Evaluate POT's at hill crests 5. Hill crest lane position 6. Keep four sec of time 7. Adjust Closure Rate to front 8. Use commentary driving | CLASS TWELVE |

Structure of Program ~ Classroom to In-Car Flow Chart-Class 13-15

| Module # | Classroom Lesson | In-Car Lesson | Class # |
|--------------|--|---|---------------------------------|
| Module 8 | <p>Concepts: Timing Side zones Leaving traffic flows Hill stops and starts Parallel Parking Winter Driving Techniques Skid Avoidance and vehicle control</p> <p>Habits: #10 Model Driving Habits</p> | <p>Lesson #13 1. Find Fixed Side Zone Changes 2. Find Moving Side Zone Changes 3. Time arrival into open zone 4. Get best speed control 5. Check rear zone before leaving traffic flows 6. Use of signals 7. Parallel Parking</p> | CLASS THIR- TEEN |
| Module 9 | <p>Concepts: Night Driving Conditions Passing and Being Passed Handling vehicle Malfunctions & Emergencies Interacting with other vehicle types Environmental issues Preventive Maintenance Drowsy Driving Emotions & Road Rage</p> | <p>Lesson #14 1. Night Driving Use of High/Low Beams 2. Look beyond Headlights 3. Driver & Vehicle Readiness 4. Environmental Problems 5. Look for pedestrians - High Risk Locations 6. Being Passed 7. Tailgater Types 8. Selection of Pass Location - Adjust Time a& Space 9. Responding to problems - Brake Failure/Engine Stall 10. Coping with Distractions</p> | CLASS FOUR TEEN |
| Module 10 | <p>Concepts: Limited access highways: getting on/off Practice and Review All In-Vehicle Concepts Licensing Requirements Traffic Stops</p> | <p>Lesson # 15 1. Limited Access Highway: 2. Slow speed on ramp 3. Search for gap 4. Blind Spot check 5. Precision entry 6. Solve problems 12 sec before exit 7. Determine Rear Zone status 8. Test brakes before exiting 9. Passing A) Why? B) Following time C) Selection of location Search target area/vehicle D) Acceleration E) Return to lane POT</p> | CLASS FIF- TEEN |

General Information

Course Fees

The cost of the course is currently \$800.00 and should be paid prior to attending the first class session. However, to meet the needs of all interested students and their families, fees may be paid in installments. We require an initial payment of \$200.00 be included with your registration packet and the remainder paid in full by the second day of class. Make checks payable to R&R Driving School, L.L.C. or Ronald Hill.

Refund Policy

Students may receive a complete refund of the course fee if they withdraw during the first two (2) days of the class. The fee is not refundable after that time. In situations of Driver Education Course failure, a student must pay the entire fee again to re-enroll into the next available Driver Education Session. Doctor documented medical cases and special circumstances may lead to a refund.

Registration

Students may request a registration packet by contacting me at (603) 788-8182 and one will be mailed to you. The student must be 15 years and 9 months of age by the first day of class.

Special Needs

If a student has a learning problem, physical handicap, health issue or other concerns that might affect his/her progress, this information should be communicated to the teacher immediately. Health/Medical forms are provided at the time of enrollment to note specific situation to inform the instructor. Parents should contact the instructor early in the course to note special situations.

Foreign Exchange Students

It has become increasingly difficult for foreign exchange students to take Driver Education classes. When a foreign exchange student requests enrollment in our program, the following requirements apply:

- ➔ The student's VISA must allow him/her to drive in the United States (Written proof required)
- ➔ The sponsoring program's rules and regulations must allow the student to drive in the United States (Written proof required)
- ➔ The host family will need to show automobile insurance that will provide coverage for the exchange student. (Written proof required)

- ➔ The host family will need to agree to provide sufficient driving experience for the exchange student in order to successfully complete the course (Written proof required)
- ➔ The enrollment of a foreign exchange student should not displace another student who would have turned 16 years of age during the specific class.

Home Schooled Student

Home schooled students follow the same enrollment procedures as stated above. Inform the classroom instructor during the enrollment period when special needs are to be considered

Transfer Students within State of New Hampshire

A transfer student coming to our program from another program within the State of New Hampshire must pay the full enrollment fee if he/she has not attended 50% of the class session in the previous school. (written proof required)

Parent/Student Night

The first classroom session is specifically scheduled for parents and their new driver. This is a mandatory class session for all registered students. During that time you will be introduced to the program and our instructors. Your student will receive course materials and text books. You will become familiar with the newest New Hampshire traffic laws including Graduated Licensing. Both parents and students are encouraged and expected to attend this 2-hour meeting.

Integrated Classroom and In-car Instruction

This Driver Education Program is a 3-phase program; Classroom, In-car and Home-practice in the family vehicle. Our course is designed and structured with student mastery in mind. The New Hampshire Driver Risk Prevention Curriculum contains 10 modules/units to cover within the 30-hour classroom phase. In most instances, three to four days are scheduled for each module with one day set aside for testing that module. The modules are as follows:

- | | |
|--|---|
| ➔ Module 1: Uniting Driver & Vehicle | ➔ Module 6D: The Deadly D's - Drugs |
| ➔ Module 2: Knowing Where You Are | Drinking and Drowsy Driving |
| ➔ Module 3: You Are In Control | ➔ Module 7: Interacting with Others |
| ➔ Module 4: Searching for LOS-POT's | ➔ Module 8: Practicing Your Skills |
| ➔ Module 5: You Control the Intersection | ➔ Module 9: Managing Driver Vehicle and Environmental Risks |
| ➔ Module 6: Space Management | ➔ Module 10: Putting It All Together |

Module concepts are first introduced and practiced in the classroom, then applied to an in-car lesson and finally put into practice in the family vehicle. (See Flow Chart for more specific information.) As students progress through the modules concepts become more complex, building on and adding to previously learned concepts. Attendance is crucial to student success.

Attendance

ATTENDANCE IS MANDATORY FOR THE ENTIRE 30 HOURS! Failure to attend each classroom session may result in failure of the course.

Excused Absence

While attendance is mandatory, we recognize that illness or other necessary absences may arise. If a student has two (2) excused absences (4 hrs) during the course, the performance record, grades, effort, and class participation will be individually reviewed by the instructor to determine if the circumstances, effort, and performance warrant the student remaining in class or being dropped with a failing grade. Excused absences are defined as personal illness, or family emergencies.

Jobs, vacations, sports camps, and other personal activities are **NOT** considered excused absences.

Upon the first day of returning from an absence, it is the responsibility of the student to talk with the teacher to determine the work that needs to be made up. In addition to making up the daily work and extra Driver Education project must be completed for each day (hour) of absence.

Unexcused Absence

Parents and students must be aware that an unexcused absence may result in immediate course failure. An unexcused absence is an absence from any phase of Driver Education where the student has not presented a valid excuse as noted in the above section. Students may take the Driver Education course during the next available session.

Tardiness

Tardiness is arriving one (1) minute or more past the schedule start time. Three (3) tardies will be counted as an absence and the student will be required to complete a Driver Education project to make up the “absence.”

3-Ring Binder

Increased organization usually leads to increased success at school, home and work. One of the requirements for successful completion of our course is daily use of a 3-ring binder. Binders containing pockets on the front and/or back may have some advantage. Dividers for specific areas are needed. Homemade or ready-made tabs to be placed on each divider to indicate different sections. The 3-ring binder is to be in order by the **THIRD CLASS MEETING!!!**

The notebook should include:

Two (2) #2 pencils, pen, eraser, paper and dividers for each of the following sections:

1. The first divider is to be labeled, "**CLASS OUTLINE,**" and is to contain the Class Syllabus/Outline
2. The second divider is to be labeled "**STUDY SHEETS.**" This section will contain papers from the New Hampshire State Curriculum Guide. Various readings from periodicals, newspapers, and traffic safety agencies will also be placed here. You will use your understanding of these papers to help on specific activity sheets throughout the course.
3. The third divider is to be labeled, "**ASSIGNMENTS.**" It is in this section you will keep specific assignments which need to be turned in.
4. The fourth divider is to be labeled, "**EVALUATIONS.**" In this section you will keep a sheet you use to evaluate each film, video, computer program, or speaker.

Student Text Books

Students are required to use 2 texts: *Your Car is a Monster*, and *New Hampshire Driver Manual*. With the exception of the *New Hampshire Driver Manual*, students may **not** outline, highlight, or write in their texts. The *New Hampshire Driver Manual* is theirs to keep. This manual is distributed to students during the first class session. It is a summary of the laws and rules that apply to all persons who drive a vehicle in New Hampshire State. Throughout the course, students will be required to read specific sections to parallel other course work. Students are expected to read, comprehend and indicate gained knowledge from the manual on tests, discussions, and in their driving performance.

Projects

Students will complete at least one project that deals with Driver Education issues. Emphasis upon computer technology is stressed. The project may take one of several options including: computer assignments; a scrapbook of traffic safety related articles accompanied by a summary of each article; an oral presentation; a pre-approved poster; planning a destination trip; a visit to a local traffic court with the permission of the instructor and parent/guardians. Additional student suggestions for projects will be considered by the instructor. Due dates for these projects are indicated by the class instructor and students should add that date to the course syllabus as indicated by their instructor.

Instruction Permit

While learning to drive a vehicle on the public roadway the student must have a valid instruction permit. Student drivers should have in their possession their birth certificate to show proof of age when driving a vehicle.

Behind-the-Wheel Instruction

This phase of the course is designed to provide the student with actual driving experience for those skills he/she mastered in the classroom phase. Students must have their instruction permit with them during each drive lesson and will be required to show the permit to their instructor before they are allowed in the driver's seat. At no time will a student be allowed to drive without having the instruction permit with them.

The amount of time spent in the instruction vehicle is determined by the needs of the student and his/her level of performance. However, our course requires they spend a minimum of 10 hours behind-the-wheel. In some instances more driving time may be required in order for the student to attain an acceptable level of driving performance. In-car lesson requires students to participate as a driver (behind-the-wheel) and as an active observer/passenger. Driving lessons for two students will be planned according to any one of the following minimum schedules:

Ten (10) 2-hour lessons

60-minutes actual drive time & 60-minutes observation time

Students must complete the required classroom assignments prior to each driving lesson. The student will be expected to attend the scheduled lesson or notify their Driver Education instructor 24 hours in advance and reschedule a new drive time.

Every effort will be made to complete the BTW portion during the current classroom enrollment session. However, due to large enrollment, car availability, and scheduling conflicts, some students may need to complete this phase after the next classroom session has begun.

No Show & Late Fees

Instructors plan on driving with two or three students during a scheduled driving session. It is not advisable for instructors to drive with only one student nor is it generally our school policy to do so. Therefore, it is a major inconvenience when students do not arrive for their scheduled drive. When a student fails to show up for a scheduled drive or fails to notify an instructor 24 hours prior to an absence will be charged a \$25.00 “cancellation fee” and will be required to pay that fee before the next scheduled drive.

Course Completion Certificate

Upon successful completion of classroom and in-car instruction, the student will receive a certificate of completion from the instructor.

One hundred percent of all classroom assignments, test, and projects must be completed with a 85% or better prior to the last scheduled day of class. (Unless drive lessons are scheduled to be completed after the last scheduled day of class.)

Course Non-Completion Form

If at the end of the course, a student has not completed all work in order to pass, a non-completion form will be sent home explaining the reasons for the student not completing the course. Usually the student will have 15 days to complete the necessary course work. If the class work has not been completed within the allotted time, the student will receive a failing grade. Students may take the next Driver Education course after paying the regular fee.

Student Conduct

Appropriate sets of both attitudes and manners are necessary. (This is probably the most important requirement of the course.) Contained therein should be concern of self-discipline, good work habits, courtesy to others respect for authority, and a positive outlook. Responsibility plays an important role in this course. Irresponsible people do not belong on our roadways. Each student will be advised orally and in writing at the beginning of class about these expectations. Whether a student meets the expectations will be strictly his/her decision. Additionally, each student driver must be prepared to accept the responsibilities and consequences for that choice.

Alcohol & Other Drugs

State laws forbid the use of alcohol or other drugs by a minor. Additionally, students who come to class after consuming alcohol or other drugs are in violation of state law. Any student reporting to a Driver Education session who appears to be under the influence of alcohol or other drugs will be immediately removed from the class and referred to the proper personnel.

Removal from the Driver Education Program

Students will be dropped from our Driver Education program with a “Fail” grade for any of the following:

1. Excessive tardiness
2. Excessive absences
3. Failure to complete assigned work
4. Cheating (whether sharing or receiving answers)
5. Being under the influence of alcohol or any other illegal drugs during any of the instructional phases
6. Misuse of Driver Education equipment
7. Repeated and willful violation of traffic laws

Parents'/Guardians' Can Help

Take an early interest in the progress of your son/daughter. Please impress upon your student driver that the illegal use of a vehicle carries severe consequences. When such violations are observed, the student will be removed from the Driver Education course. The new Hampshire State Patrol, the DMV and Driver Education instructors all recognize the importance of practical driving opportunities for the learner. Thus, we suggest that you provide opportunities for you student driver to practice.

Talk with your teen driver about their progress in both the classroom and the in-car phases throughout the course. There are several ways to help your teen driver **during and beyond** this educational course:

1. Set a good example when you drive
2. Keep your student accountable for assigned course work and attendance.
3. Provide a vehicle for practice sessions
4. Plan each session based on the suggestions sent home by the teacher
5. Reinforce the skills taught by the Driver Education teacher. If differences come up please contact the instructor for clarification
6. Make sure the student is familiar with all controls and safety devices in each of the family vehicles
7. Remain calm! A soft, steady voice is most helpful
8. Explain: do not assume your teenager knows what you want them to do
9. Give all directions clearly, calmly and well in advance of the Maneuver
10. Be Ready! to assist with verbal steering guidance as well as guidance will in advance of trouble.
11. While riding remember you are the responsible driver of the car so that you are always scanning the driving scene and ready to react to any driving situation
12. Expect your students to make mistakes. Separate physical errors (turning the wheel too soon) from mental errors. Look for positive situation to make positive compliments

Top 11 Driving Errors

1. Distraction
2. Not attending to the path of travel
3. Driving 5 or more mph too fast
4. Driving too fast through a curve
5. Inadequate search at an intersection and thus pulled in front of cross traffic
6. Involved lack of attention at an intersection and being struck by another driver
7. Improper evasive action -- quick turn not executed properly
8. Failed to maintain visual lead
9. Failed to see action developing at side of the roadway
10. Following too closely
11. Willfully taking a right-of-way

TAILGATING IS A LEADING CAUSE OF COLLISIONS,
KEEP FOUR SECONDS OF FOLLOWING SPACE

Types of Distractions

IN VEHICLE

PASSENGERS

ELECTRONIC DEVICES

ANIMALS

PERSONAL ITEMS

EATING

GROOMING

OUTSIDE VEHICLE

WEATHER

TRAFFIC PATTERN CHANGES

CONSTRUCTION SITES

CRASH SCENES

TRAFFIC SIGNS

ANIMALS

Distractions are becoming the leading cause of fatality related crashes for drivers of all ages in the State of New Hampshire.

AFTER THE STUDENT HAS COMPLETED THE COURSE:

- 1.** Recognize that your teen has developed beginning level skills
- 2.** Provide a minimum of 50-100 hours of supervised driving practice prior to and/or after securing the New Hampshire State Driver's License
- 3.** Take your teen to obtain his/her license only when you feel the time is right
- 4.** Arrange for the teenager's use of the family (or his/her) automobile and the limitation of its use through the use of a contract agreement
- 5.** Set Ground Rules in order to provide the opportunity for students to demonstrate maturity and responsibility
 - Require that your teen and all passengers use seat belts
 - Insist that your teen controls the speed of the vehicle
 - Prohibit your teen from using illegal substances
 - Require your teen to observe curfews
 - Know your teen's friends and their driving habits

If further clarification is needed, please contact:

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