

Thanks for joining me for the Webinar.

The following pages are the documents that Wichita Public Schools have allowed me to share with you.

These examples may assist your planning efforts to refine your current policies and procedures.

Best regards,

Randy Sprick

Wichita Public Schools
Bus Behavior System of Infractions and Corrections

Behavior Tiers and Definition	Type of Behavior	Appropriate Corrective Response Menu	Pro-Active Reminders
<p style="text-align: center;"><u>Tier 1</u></p> <ul style="list-style-type: none"> • Minor misbehaviors that can be adequately corrected on the bus. • These types of behaviors do not require formal documentation, but a record of the behavior may be kept by the driver in case the behavior is repeated. • Any driver or aide observing these types of behaviors can and should correct them in the setting in which they occur. • 80-85% of behaviors 	Chewing gum	<ul style="list-style-type: none"> ▪ Verbal Correction ▪ Private Discussion 	<ul style="list-style-type: none"> • Always greet students upon entering and exiting the bus. • Know the names of all of the students assigned to your bus. • Remember the 3:1 ratio of positive interactions. So for every correction, you should have had three positive interactions with students. • Teach/re-teach expectations on the bus. • Use CHAMPS and ACHIEVE as you correct behaviors. • Reflect on your relationship with students on your bus. How can you make a connection?
	Inappropriate use of electronic devices (not disturbing the driver or other students)		
	Eating and drinking on the bus		
	Not sitting properly and/or in assigned seat		
	Standing in the aisle		
	Not using the handrail		
	Tardy to the bus stop		
	Window's down (no more than half way)		
	Leaving trash on the bus		
	Disrespectful to others and driver		
	Inappropriate language or conversation	<ul style="list-style-type: none"> ▪ Verbal Correction ▪ Private Discussion ▪ Move Seats 	
	Moving seats while the bus moving		
	Not keeping hands to self		
	Not wearing seat belts	<ul style="list-style-type: none"> ▪ Pull Bus Over ▪ Verbal Correction ▪ Private Discussion 	
	Excessive noise	<ul style="list-style-type: none"> ▪ Verbal Correction ▪ Private Discussion 	
Horse-playing	<ul style="list-style-type: none"> ▪ Move Seats ▪ Pull Bus Over 		

Bus Behavior System of Infractions and Corrections

Behavior Tiers and Definition	Type of Behavior	Appropriate Corrective Response Menu	Pro-Active Reminders
<p><u>Tier 2</u></p> <ul style="list-style-type: none"> • Requires a formal write-up by the driver to be given to the school bus supervisor • School staff should contact parent • Does not require immediate administrative involvement • School may enter incident as a PBR. • 10-15% of behaviors 	Repeated Tier 1 infractions	<ul style="list-style-type: none"> ▪ Private Discussion ▪ Verbal Correction ▪ Move Seats ▪ Pull Bus Over 	<ul style="list-style-type: none"> • Always greet students upon entering and exiting the bus. • Know the names of all of the students assigned to your bus. • Remember the 3:1 ratio of positive interactions. So for every correction, you should have had three positive interactions with students. • Teach/re-teach expectations on the bus. • Use CHAMPS and ACHIEVE as you correct behaviors. • Reflect on your relationship with students on your bus. How can you make a connection?
	Throwing objects on bus		
	Sexual Harassment		
	Items thrown from bus		
	Harassment		
	Bullying/Threats/Intimidation	<ul style="list-style-type: none"> ▪ Private Discussion ▪ Verbal Correction ▪ Move Seats 	
	Vandalism		
	Body parts out of bus	<ul style="list-style-type: none"> ▪ Private Discussion 	
	Using profanity towards another		
	Yelling out the window	<ul style="list-style-type: none"> ▪ Verbal Correction ▪ Private Discussion 	
Exiting and boarding at the wrong stop			
Spraying perfume or aerosol on the bus			
<p><u>Tier 3</u></p> <ul style="list-style-type: none"> • Serious safety violations that require for the bus to be pulled over and dispatch called. • A formal write-up must be turned in. • Parent Conference • Immediate administrative involvement. • The school should enter a PBR. • 5% of behaviors 	Repeated Tier 2 infractions	<ul style="list-style-type: none"> ▪ Private Discussion ▪ Verbal Correction ▪ Move Seats ▪ Pull Bus Over 	
	Bullying/Threats/Intimidation <i>(Safety Threat)</i>		
	Fights-verbal and/or physical		
	Use of drugs/cigarettes/alcohol		
	Tampering with equipment		
	Exiting out of the rear door		
	Carrying weapons		
	Sexual behaviors/crimes <i>(Safety Threat)</i>		

Student Expectations



First Student

Activity: Ride the bus

Conversation: Voice Level 1 or 2

Help: Raise hand; ask bus driver at stops

Integrity: Be respectful to everyone
in your words & actions

Effort: Lead by example—Stay seated
properly. No food, drink or gum

Value: Safety for all riders

Efficiency: Enter & Exit safely at your
assigned stop—Be prompt. Acceptable
activities: homework, read or visit quietly.

Student Expectations

Conversation: Voice Level 1 or 2

Help: Raise your hand & ask bus driver for help

Activity: Be a respectful rider in your words & actions

Movement: Stay seated in assigned seat unless otherwise directed

- Exit and enter safely using handrails • Walk • Feet on floor • Face forward •
- Keep body parts & objects inside the bus •

Participation: Follow directions: no food, drink or gum, backpacks in appropriate place

Success: Safety for all riders in school & life!





Bus Expectations



Conversation:



Use Voice Level 1 or 2



Help:



Raise hand for help



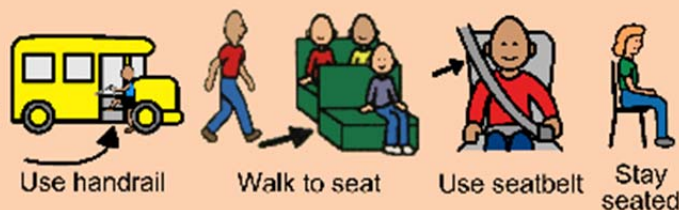
Activity:



Use kind words and actions



Movement:



Use handrail

Walk to seat

Use seatbelt

Stay seated



Participation:



Follow directions

No food, drink or gum

Put backpack in appropriate place



Success on the bus:



Have a safe ride home