

CHAPTER 5

PUPIL BEHAVIOR MANAGEMENT

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LESSON TOPIC:

PUPIL BEHAVIOR MANAGEMENT

OBJECTIVES:

The driver will be able to:

- o establish a personable and acceptable student-driver relationship;
- o establish and maintain a safe atmosphere on a school bus;
- o provide leadership through driver performance;
- o successfully apply behavior control techniques; and
- o analyze proper procedures and methods for dealing with individual and group behavior problems.

INTRODUCTION

Two-way communication between driver and passenger is essential for reducing incidents and improving the atmosphere on school buses. This means leadership from the driver and pupil participation in the development of rules governing acceptable behavior. Existing state laws and regulations should be used as a foundation for the development of these rules.

Behavior problems on school buses vary from district to district and bus to bus. Some districts have very few behavior problems while other districts have tremendous behavior problems. Rules concerning behavior are essential on all bus routes. **Students must know what is expected of them and the consequences for noncompliance.**

What can be done to reduce or eliminate disruptive behavior on school buses? The best general answer to this question is to develop and maintain an atmosphere conducive to transportation safety.

How do you, as an instructor, train the driver in developing this kind of atmosphere?

DEVELOPING RULES

Input from the driver and the pupils should be the rule instead of the exception. This policy is suggested because people tend to obey and respect rules which they have had input in the development. **Make the students participants instead of spectators.** Each driver should

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	<p>be allowed to have a five (5) minute rule meeting within the first two or three (2 or 3) days they drive.</p> <p>A good starting point for development of the rules might be your local district transportation discipline rules, some examples are:</p> <ol style="list-style-type: none"> 1. Students shall wait until signaled by the driver before boarding or leaving the school bus. 2. Students shall remain seated at all times when the bus is in motion. 3. School bus driver may assign seats. 4. Students shall not eat or drink while on the school bus. <p>As important as it is that the driver be knowledgeable about the history and origin of state laws and local safety policies, it is just as important that each student know what is expected of them each day they ride a school bus. This should be discussed during the “rules meeting” with the passengers. Let the passengers participate in developing the rules and the consequences for not following them. Many of their recommendations will be similar to those of the drivers and at times will be tougher.</p> <p>When they suggest a rule that is close to a state or local safety guideline, let them know that they have come up with a very important rule. At some point, when you feel your passengers have exhausted their reserve of</p>

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	<p>suggested rules, provide them with the remaining rules which will govern the bus on a daily basis.</p> <p>After the driver has finalized the riding rules for his/her school bus, he/she should introduce any additional district procedures for handling behavior problems and send them to the pupils parents. They will be as effective as the driver is consistent. The driver must set and maintain the tone of the relationship with his/her passengers. This is not an easy task.</p> <p>A drivers' attitude about this responsibility will determine how successful they are at this daily task. Some of the ways to establish and maintain the tone are:</p> <ol style="list-style-type: none"> 1. Remember names. 2. Provide a warm greeting. 3. Use a receptive voice tone. 4. Understand positive and negative reinforcers. 5. Provide good examples. <p><u>REMEMBERING NAMES</u></p> <p>If a driver expects his/her name to be pronounced correctly and used politely, then he/she must first learn and use passengers' names properly. Learn their names quickly and show an interest in them. This is one of the best ways to break down barriers that may exist between driver and passengers.</p>

GREETINGS

How a driver greets his/her passengers every morning will often be a factor in determining the degree of cooperation received from his/her passengers.

1. A cheerful “HELLO”
2. “Good Morning”
3. “Good-Bye”
4. “Walk Carefully” or “Watch Your Step”

These examples also reflect the drivers concern for his/her passengers’ health and safety.

VOICE TONE

The drivers voice tone and what they say is very important. Think back to primary and secondary school years.

A driver should avoid a threatening, angry tone, but should let pupils know that he/she is concerned by changing from his/her usual conversation style to an appropriate, serious tone when the situation warrants it.

POSITIVE REINFORCEMENT

A bus driver can avoid causing a separation between him/her and their passengers if requests for certain behavior from them is in a positive manner. A driver should also promote positive reinforcers.

A positive reinforcer is a reward that follows a behavior and increases the possibility of that behavior occurring again.

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	<p>Examples of some positive reinforcers are:</p> <ol style="list-style-type: none"> 1. verbal approval; 2. praise; 3. smiles; and 4. attention. <p>We all like attention. Children are known to need and demand attention. Sometimes they don't get as much as they need. If a bus driver, can give them some attention, he/she can provide a positive model for social changes.</p> <p><u>NEGATIVE REINFORCEMENT</u></p> <p>Pupils who cannot get positive attention may misbehave for the reward of negative attention from their peers and from adults.</p> <p>A bus driver must control his/her temper and not put the disruptive individual in a position where he/she must back down in front of the group or win their respect by "mouthing off."</p> <p><u>LEADERSHIP</u></p> <p>By example:</p> <ol style="list-style-type: none"> 1. ACTIONS – good leaders should not ask other people to do anything they would not do themselves. <ol style="list-style-type: none"> a. Adhere to rules. b. Be punctual. c. Be courteous.

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	<p data-bbox="792 191 1490 541">2. APPEARANCE – A drivers’ good personal hygiene and proper dress show that they respect themselves and the position they hold. School bus drivers who are well groomed and dressed provide good personal appearance examples for their passengers.</p> <p data-bbox="743 573 1222 604"><u>EVALUATING THE SITUATION</u></p> <p data-bbox="743 636 1490 730">Is the problem ourselves? When you are in a good mood, you may be able to overlook minor infractions.</p> <p data-bbox="743 762 1490 1056">Certain personal circumstances can have an effect on how a school bus driver handles behavior problems on their bus. School bus drivers should strive not to let any personal problems or circumstances interfere with the safe operation of their bus.</p> <p data-bbox="743 1087 1490 1182">A driver should honestly assess their mood and how it will be reflected in their attitude toward passengers.</p> <p data-bbox="743 1213 1490 1308"><u>DEALING WITH PASSENGERS AND THEIR PROBLEMS</u></p> <p data-bbox="963 1339 1271 1371">IS IT THE ACTION?</p> <p data-bbox="743 1402 1490 1696">A school bus driver must make sure that it is passengers’ actions which they are dealing with instead of using their actions as an opportunity to vent his/her own frustrations. Personal frustrations should not be taken out on passengers.</p> <p data-bbox="963 1728 1271 1759">IS IT THE PERSON?</p> <p data-bbox="743 1791 1490 1885">Children will risk punishment if there is an occasional chance of getting away with something.</p>



In dealing with passengers that should respect a bus driver – being **fair**, **firm** and **consistent** is very important. Fairness and consistency will promote respect and cooperation, and a safe bus driver must have these.

Inconsistent enforcement of rules will encourage passengers to challenge the driver.

Always use good judgement in dealing with behavior problems.

Confidential information: Generally speaking, confidential information is personal and most often pertains to passengers' home situations. This information should not be shared with others unless it is of a nature that warrants it.

Knowing the extent of some of these problems should motivate you, a driver, to try harder to develop good relationships with the students who cause the most problems.

CONTROL TECHNIQUES

There will be some problems which even the best school bus driver cannot handle alone.

A bus driver should be able to:

1. establish a personable and acceptable student-driver relationship;
2. establish and maintain a safe atmosphere on a school bus;
3. provide leadership through driver performance;



4. successfully apply behavior control techniques; and
5. analyze proper procedures and methods for dealing with individual and group behavior problems.

INDIVIDUAL BEHAVIOR PROBLEM

The first or second offense might be a warning. The third or fourth offense may mean changing seats or asking the child to stay on the bus after arrival. **Every district must have their own discipline policy.**

Individual disruptive behavior on a school bus can be handled much better when the parents are informed about the behavior before it becomes necessary to ask the child to come in with his/her parents for a conference.

GROUP BEHAVIOR PROBLEM

Disruptive behavior from a group is normally much more hazardous than an individual behavior problem.

When a group ignores your request for order and the disturbance is distracting or hazardous, it is best to pull off the road, stop the bus and talk to the disruptive passengers. A driver should summons help if the situation calls for it.

STUDENT CONFERENCE

Sometimes, behavior problems on a school bus reach a point where it is necessary to have a conference with a student and his/her parent(s). The primary objective of the conference is to involve the parent(s) in the specifics

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of the child's disruptive behavior, petition support from the parent(s) and inform the parent(s) about the critical behavior actions the district will have to take if the disruptive behavior continues. During the conference, the parent(s) should be presented with all the facts about the child's behavior.

The conference should be conducted by an administrative official, most often the principal, of the school district. Both the student and his/her parent(s) should understand the critical nature of the conference. Suspension of riding privileges is normally the next step after a conference, although a positive parent and student attitude might merit giving the student another chance in some situations. The length of the first suspension is usually from one (1) to five (5) days. This should be spelled out in the district policy. When a student is suspended, his/her parents are responsible for getting him/her to and from school for the duration of the suspension.

NOTE: REMEMBER, IT IS VITAL THAT EACH DRIVER BE FAIR, FIRM AND CONSISTENT IN ALL DEALINGS WITH THE PUPILS WHO RIDE THEIR BUS. BY FOLLOWING THIS CONCEPT, YOU WILL BECOME THE DEDICATED PROFESSIONAL BUS DRIVER WITH THE ADMIRATION AND RESPECT OF HIS/HER PASSENGERS.

INSTRUCTOR GUIDELINES/NOTES**CONTENT****STEP-BY-STEP APPROACH**

A critical aspect of pupil transportation is pupil management. Most school bus drivers have no difficulty driving the school bus. Their downfall comes when they have to deal with the students who ride their bus. Every board of education, superintendent and local pupil transportation director must ensure that a viable and effective program of pupil management is in place to assist the school bus driver with the task of safely transporting pupils to and from school and on school-related trips.

A good program of pupil management must involve the following:

1. Local Board of Education
2. Local School Superintendent
3. Local Transportation Director
4. Principals
5. Teachers
6. School Bus Drivers
7. Students
8. Parents

Each of these groups has a vital role in developing and maintaining a viable and effective program of pupil management in their school system.

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	<p data-bbox="803 252 1429 283" style="text-align: center;">LOCAL BOARD OF EDUCATION'S ROLE</p> <p data-bbox="738 315 1494 1938">The role of the local board of education is a very important one. The board is charged with the responsibility for the welfare of all students. The policies that the board adopts have the effect of law and are the basis upon which the pupil management program will rest. Each driver should have a complete knowledge of the board's pupil management program and the steps involved in the discipline process. The board is not required to provide transportation to and from school. The Kentucky Revised Statute (KRS 158.110) that covers pupil transportation methods is a "permissive" statute. It permits the transportation of students. IT DOES NOT REQUIRE THE BOARD TO PROVIDE TRANSPORTATION SERVICE EXCEPT FOR SPECIAL NEEDS STUDENTS, IEP, ETC. Therefore, the keystone of the pupil management program is "IT IS A PRIVILEGE TO RIDE THE SCHOOL BUS – NOT A RIGHT." Once the expected standards of conduct for pupils have been developed, it is the board's responsibility to adopt them as policy. These policies and rules must be an integral part of the required Student Code of Conduct that each board must adopt. The board also plays a role in training school bus drivers by insisting that all drivers receive training in managing the pupils who ride their bus. The board should treat misconduct on the bus on the same level as in the classroom.</p>

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	<p data-bbox="846 254 1386 285" style="text-align: center;">LOCAL SUPERINTENDENT’S ROLE</p> <p data-bbox="743 317 1490 1430">The role of the local superintendent is critical to implementing a viable pupil management program. The superintendent must support the program by providing the needed funds for a well-trained driver on each of the school systems’ school buses. The superintendent must make it clear that each person in the school system is to support the school bus driver and the pupil management program. Budgets developed by the superintendent must provide the resources needed to implement the pupil management program. At a minimum, funds to conduct driver in-service training and pupil ridership training programs must be included in the annual budget. In addition, the superintendent must ensure that all principals and teachers understand their role in the pupil management program and that they fully support the program by seeing that all the provisions of the pupil management program are effectively enforced.</p> <p data-bbox="751 1461 1482 1493" style="text-align: center;">LOCAL TRANSPORTATION DIRECTOR’S ROLE</p> <p data-bbox="743 1524 1490 1812">The local transportation director has a pivotal role in the development and implementation of the pupil management program. He/she must be the catalyst to ensure that a well-designed and functioning program of pupil management is in place.</p>

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	<p>Utilizing the resources available, the local transportation director must analyze the situation that exists and involve all the groups in determining the components of the pupil management program. Each group has a role to play in an effective pupil management program. The local transportation director must determine the roles of each group and then ensure that each group understands their role and takes the necessary actions to effectively implement it.</p> <p style="text-align: center;">PRINCIPAL'S ROLE</p> <p>The role of the principal is also a vital key to any pupil management program. The principal is the person who is responsible for discipline on the school bus. The principal is the one who must ensure that the consequences listed in the pupil management program are carried out. The principal must ensure that the children at their school fully understand their responsibilities when riding a school bus as well as the actions that will result in losing their privilege of riding the school bus. The principal must support the school bus drivers just like he/she would support the teachers in his/her school.</p> <p style="text-align: center;">TEACHER'S ROLE</p> <p>The role the teacher plays will have a vital impact upon the effectiveness of the pupil management program. The teacher is responsible for providing the required instruction in the proper way to ride a school bus. A full</p>

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explanation of the rules, regulations and requirements must be taught to the pupils by the teacher (or a driver training instructor). This instructional aspect of the pupil management program is critical to ensuring that each pupil fully understands what is expected each time they ride a school bus. It is also vital that each pupil understand the consequences if they fail to abide by the rules and regulations.

SCHOOL BUS DRIVER'S ROLE

The role of the school bus driver is the most pivotal role within any pupil management program. The school bus driver has the responsibility for ensuring that the program is effective. The school bus driver must be aware of all facets of the pupil management program and operate within the framework of the program in a **FAIR, FIRM AND CONSISTENT MANNER**. The school bus driver must work with the pupils on their bus to ensure that they fully understand what is acceptable conduct on the bus and what is unacceptable. The school bus driver must establish ground rules for their bus. These ground rules must be within the framework of the pupil management program. School bus drivers must develop the skills necessary to deal with all situations and children that ride their school bus. An understanding of how pupils act at various ages is critical when dealing with children.

INSTRUCTOR GUIDELINES/NOTES**CONTENT****STUDENT'S ROLE**

The role of the student is another critical role. How the students act will dictate the effectiveness of the pupil management program. Students must have a clear understanding of the expected conduct while on the school bus. Compliance with all the rules and regulations is a must if the student is to properly fulfill his/her role in the pupil management program.

PARENT'S ROLE

The role of the parent is vital. The parent must know what is expected from their child in order to continue the privilege of riding the school bus. The parent must ensure that their child understands the rules and abides by them. The parent must support the bus driver in seeing that their child abides by the rules. By supporting the total pupil management program, the parent can ensure that their child retains the privilege of riding the school bus and is a safe rider.

PUTTING THE PROGRAM IN PLACE

The steps that the local transportation director must take to put a pupil management program in place are:

1. Make a thorough analysis of the current rules in the pupil management program.
2. Identify and retain the good aspects of the current program and build on them.
3. Develop written policies for the board to adopt.

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	<p>4. Develop training programs for drivers with an emphasis on pupil management skills based on the needs of the districts school bus drivers.</p> <p>5. Develop a system of informing parents of the requirements for riding a school bus.</p> <p>6. Develop procedures for orientating all principals, teachers and school bus drivers on their specific responsibilities and duties as outlined in the pupil management program.</p> <p>7. Members of the committee should add any additional steps, which they feel should be included.</p> <p style="text-align: center;"><u>REGULATIONS FOR PUPILS RIDING THE SCHOOL BUSES (EXAMPLE)</u></p> <p>School bus transportation is authorized only for pupils regularly enrolled in a public school in preschool through grade twelve.</p> <p>The transportation department provides you with the best equipment and drivers, and with the safest program possible. The following regulations are furnished for your information and compliance. We ask your cooperation. Following are standard rules for passengers to follow.</p> <p style="text-align: center;">AT BUS STOPS</p> <p>1. Be on time. The bus cannot wait beyond its regular schedule for those who are tardy. Be at</p>

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- the bus stop five (5) minutes before your bus is scheduled to arrive.
2. Always cross in front of the bus at a safe distance (minimum 10-15 feet) in order to be seen by the bus driver. **Cross only on the driver's signal.**
 3. Do not run toward or run across the street in front or behind a school bus while it is in motion.
 4. Never stand in the road while waiting for the bus. Wait in an orderly line off the highway or street. Wait until the bus stops and the driver signals, and then walk to the door and board the bus in an orderly manner. **DO NO PUSH AND SHOVE.**
 5. Pupils shall board the bus and immediately take a seat without disturbing other passengers. Do not exchange seats unless given permission by the driver.
 6. Pupils shall not get on or off the bus or move about within the bus while it is in motion.
 7. Pupils shall not wear clothing or backpacks with long strings that could become entangled in the bus handrail.
 8. Avoid making excessive noise.
 9. Remember that fighting at bus stops and on the way to and from school bus stops is subject to disciplinary action (to be reported to the school principal).

INSTRUCTOR GUIDELINES/NOTES**CONTENT****RIDING THE BUS**

1. The driver is in charge of the bus and its passengers. Follow directions the first time they are given.
2. Pupils shall ride their assigned bus and no other bus unless approved in writing by the principal or designee.
3. No persons other than those assigned to the bus shall be allowed to ride a school bus.
4. Report promptly to the driver any damage done to the bus. Persons causing damage may be expected to pay the full cost of repairs before riding privileges are restored.
5. Pupils shall not engage in any activity which might divert the driver's attention away from driving the bus and cause an accident, such as:
 - a. improper behavior (including disobedience, foul language, fighting, pushing, shoving and similar offensive acts);
 - b. smoking on the bus;
 - c. eating or drinking on the bus;
 - d. possessing guns, knives or other sharp objects;
 - e. bringing animals on the bus (either live or preserved specimens);

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	<ul style="list-style-type: none"> f. throwing articles or objects in or from the bus; g. tampering with mechanical equipment, accessories or controls of the bus; h. placing noncompliant musical instruments or other articles on the bus or at the door by the driver; i. obstructing the aisle in any manner; j. occupying more space in a seat than required (all items students bring on a bus must be held by the student and will not be placed on seats or in aisle); k. tracking mud or dirt onto the bus; l. littering the bus; or m. opening or closing windows without the driver's permission. <p>6. Violations of the rules and regulations for riding a school bus shall result in the following actions:</p> <ul style="list-style-type: none"> a. First offense – bus driver will have a talk with the pupil. b. Second offense – bus driver will move pupil to a front seat for two (2) weeks and written notification will be sent to principal and parent/guardian. Pupil will not be allowed back on the bus until notification form is returned to the driver.

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	<ul style="list-style-type: none"><li data-bbox="885 258 1490 667">c. Third offense – a misconduct report will be filed with the principal of the school where the pupil attends. Pupil will not be allowed back on the bus until parent has signed and pupil returns a copy of the report to the driver.<li data-bbox="885 699 1490 919">d. Fourth offense – a second misconduct report is filed and the principal suspends bus riding privileges for a minimum of five (5) days.<li data-bbox="885 951 1490 1171">e. Fifth offense – a third misconduct report is filed and the principal suspends bus riding privileges for the remainder of the school year. <p data-bbox="792 1203 1490 1434">7. Some offenses are of such a serious nature that they can be deemed to warrant suspension of bus riding privileges without following the procedure outlined above. Included in these offenses are:</p> <ul style="list-style-type: none"><li data-bbox="885 1465 1242 1497">a. disruptive behavior;<li data-bbox="885 1528 1490 1623">b. use of tobacco in any form while on the bus;<li data-bbox="885 1654 1490 1749">c. use or possession of alcohol, drugs or narcotics;<li data-bbox="885 1780 1490 1875">d. failure to remain in seat when bus is in route and being a disruptive force;

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	<p>e. use of profane, abusive or excessively loud language;</p> <p>f. littering or throwing objects (no food, candy or beverages allowed on bus);</p> <p>g. vandalism (at a minimum, may be made to pay for damages before privileges are restored);</p> <p>h. violation of any school or bus rule while waiting at any school to board the bus;</p> <p>i. failure to follow the proper procedure when crossing the road;</p> <p>j. using, operating or tampering with the operation or controls of the school bus;</p> <p>k. failure to properly identify yourself the first time you are asked by the driver or any school authority;</p> <p>l. failure to ride only the assigned bus;</p> <p>m. failure to comply with the authority of the bus driver on the regulations for pupils riding the school bus;</p> <p>n. fighting or scuffling; and/or</p> <p>o. bringing guns, knives or any weapons on the bus.</p> <p style="text-align: center;">ON THE TRIP HOME</p> <p>1. Passengers are permitted to leave the bus only at the regular, designated stop. Any change</p>

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must be made with the parent's request in writing and approved by the signature of the school principal or designee.

2. If a pupil lives on the opposite side of a road from the bus stop, the pupil should go to the front of the bus and wait until the bus driver gives the signal to cross the road. NEVER cross the road in the rear of a stopped school bus unless the bus has left and it is a marked pedestrian crossing.

PARENT/GUARDIAN RESPONSIBILITIES

Any complaints of drivers, pupils or parent/guardians shall be reported promptly to the principal or transportation director.

Parents/Guardians should:

1. report any misconduct on school buses to the principal;
2. report all traffic hazards and the bus numbers of all buses observed being operated carelessly to the transportation director;
3. encourage students to observe all safety and conduct regulations established for the safe and efficient operation of the school buses;
4. help by exerting extreme caution when approaching bus stops, moving buses or stopped buses;

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5. help supervise large numbers of children at bus stops; and
6. see that their children are at the bus stop five (5) minutes before the bus is scheduled to arrive.

WAYS TO MAINTAIN STUDENT DISCIPLINE**FOR DRIVERS**

1. Never give an order you do not intend to or cannot enforce.
2. The response of the child is in action. Give your command to stimulate action, not to check it. Say, "DO THIS" rather than "DON'T DO THAT." Suggest an action which can be successfully obeyed.
3. Give a child time for reaction.
4. Have a reason for what you ask a child to do, and when possible, take time to give the reason so that he/she can see the point.
5. Be honest in what you say and do. A child's faith in you is a great help.
6. Be fair – it isn't punishment, but injustice that makes a child rebel against you.
7. Be friendly. Always show an interest in what they are doing.
8. Commend good qualities and action.
9. Try to be constructive, not repressive, in all dealings with children.

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	<ol style="list-style-type: none"><li data-bbox="792 254 1490 348">10. Remember that a sense of humor is extremely valuable.<li data-bbox="792 380 1490 474">11. Never strike a child. It may seem to be the easiest way, but it only aggravates the problem.<li data-bbox="792 506 1451 537">12. Do not judge misconduct by how it annoys you.<li data-bbox="792 569 1490 663">13. Do not take your personal feelings and prejudices out on the children.<li data-bbox="792 695 1490 789">14. Maintain poise at all times. Do not lose your temper.<li data-bbox="792 821 1490 978">15. Remember – “The tongue is the only keen-edged tool which grows sharper with constant use.” Do not nag, bluff or be offensive.<li data-bbox="792 1010 1463 1041">16. Look for good qualities – all children have them.<li data-bbox="792 1073 1490 1167">17. Do not “pick” on every little thing a child does. Sometimes it is wiser to overlook some things.<li data-bbox="792 1199 1490 1419">18. Bear in mind that misbehavior is seldom willful. There is usually a cause and it may be you or some other influence which causes the child to misbehave.<li data-bbox="792 1451 1490 1545">19. Listen for suggestions and complaints from the children.<li data-bbox="792 1577 1490 1734">20. Follow-up cases which have been disciplined. Be certain that you still have the respect and confidence of the child.<li data-bbox="792 1766 1154 1797">21. Be sincere in your work.

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22. Intelligence in handling youth consists of thinking faster than they do. If they can outthink you, you are not using your maturity and the advantage of your education or experience. You should see the possibilities before they become results. This is the secret of leadership.

23. Never hold a student up to public ridicule. It is the surest way of creating a discipline problem.

SUMMARY

Pupil management involves the combined effort of four (4) distinct groups of individuals. An effective program must have the support of 1) school district administration, 2) school bus drivers, 3) pupils and 4) parents/guardians. Each school district should institute a comprehensive plan for the pupil's safety and well being, as well as protecting the interests of all others involved in the program.

SCHOOL DISTRICT RESPONSIBILITIES

1. Establish the policies and procedures by which the program functions.
2. Establish pupil regulations governing the behavior and safety of pupils while on the bus and at the bus stop.
3. Institute and administer an instructional program that teaches pupils proper conduct and safety procedures.

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	<p>4. Conduct a training program for school bus drivers to ensure that all policies, procedures and regulations, and why they must be enforced, are understood.</p> <p>5. Ensure that parents/guardians receive written copies of the bus rules and regulations. Clearly establish their roles and obligations with respect to pupil promptness, attitude and behavior.</p> <p>6. Initiate procedures to ensure open lines of communication and cooperation between school administrators, bus company officials, state agencies and bus drivers.</p> <p>7. Provide training in pupil management skills that extends beyond the scope of enforcing rules and regulations.</p> <p>8. ENSURE THAT ADMINISTRATORS PROVIDE BACK-UP FOR DISCIPLINE AND STAND BEHIND DRIVERS' REASONABLE ENFORCEMENT ACTIONS.</p> <p style="text-align: center;">DRIVER RESPONSIBILITIES</p> <p>Drivers shall:</p> <ol style="list-style-type: none"> 1. be familiar and ABIDE BY all rules, policies and procedures effecting pupil transportation; 2. establish rapport with each building administrator and work to ensure proper conduct and communications; 3. establish rapport with pupils;

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	<ol style="list-style-type: none">4. instruct pupils in proper behavior, general procedures and EVACUATION DRILLS;5. maintain order as a safety practice and stress the following points and procedures;<ol style="list-style-type: none">a. minimize interior noiseb. control passenger movementc. require an orderly entrance and exitd. eliminate movement or potential movement of objectse. require silence at railroads crossingsf. prohibit transportation of unauthorized materials6. handle minor infractions through seat assignments or discussions with pupil passengers;7. follow school district policy pertaining to misconduct and submit written reports on the appropriate forms to administrators or other persons designated to deal with discipline problems in instances of serious or recurring misconduct;8. be aware that they represent the school system and should present a positive image in dress, language and manner while on duty; and9. be familiar with the assigned routes and designated school bus stops.

INSTRUCTOR GUIDELINES/NOTES**CONTENT****PUPIL RESPONSIBILITIES**

Proper pupil behavior is important. The distraction of the driver can contribute to incidents. Pupils and parents/guardians should be made aware of, and abide by, responsible regulations to enhance safety. The consequences of unacceptable behavior **should be clearly understood**. The following procedures will protect the pupil's rights and maintain order on the bus.

Pupils must:

1. be aware that they are responsible for their actions and behavior;
2. know what the rules and procedures are and abide by them;
3. display proper respect for the rights and comforts or others;
4. realize that school bus transportation can be denied if they do not conduct themselves properly;
5. be aware that any driver distraction is potentially hazardous to their safety; and
6. not wear clothing or back packs with long hanging drawstrings or straps that can get caught in the handrail or door of the bus.

PARENT/GUARDIAN RESPONSIBILITIES

1. Become familiar with the district rules and policies, regulations and principles of school bus safety.

INSTRUCTOR GUIDELINES/NOTES	CONTENT
	<ol style="list-style-type: none"> 2. Assist children in understanding the safety rules and encourage them to abide by them. 3. Recognize responsibilities for the actions of their children. 4. Support safe riding practices and reasonable discipline efforts. 5. Teach children the procedures for safely crossing the highway before boarding and after leaving the bus. 6. Support procedures for emergency evacuation and procedures in an emergency as adopted by the school district. 7. Support respect for rights and privileges of others. 8. Communicate safety concerns to school administrators. 9. Support all efforts to improve school bus safety. 10. Parents/guardians should not allow students to wear clothing or back packs with long hanging drawstrings or straps on them to avoid the hazard of them getting caught on the handrails or door of the bus.

NAME: _____ DATE: _____

**PUPIL BEHAVIOR MANAGEMENT
TEST**

****PLEASE ANSWER TRUE OR FALSE OR FILL IN THE BLANK****

1. _____ Students who must cross the roadway when disembarking from the bus must cross at a distance between fifteen and fifty feet (15' and 50').
2. _____ The driver shall cancel the red signal loading/unloading lights after the students have reached the opposite side of the highway.
3. _____ Principals are responsible for reasonable behavior of pupils while in transit only.
4. _____ A positive reinforcer is a reward that follows a behavior and increases the possibility of that behavior occurring again.
5. _____ A negative reinforcer is a reward that precedes a behavior and increases the possibility of that behavior occurring again.
6. _____ In dealing with school bus riders, it is vital to be three (3) things. What are they?

7. _____ Elementary age girls are greatly influenced by boys.
8. _____ Are elementary or secondary age students more active physically?
9. _____ Basically, no child likes to get into trouble.
10. _____ As a school bus driver, there are times when ignoring improper behavior may be the best avenue.
11. _____ Behavior problems tend to be the same, or very similar, in every district.
12. _____ Becoming friends with the student riders is an excellent way to keep down trouble.
13. _____ The best time to address behavior problems is before they occur.

14. _____ Favoritism or showing extra attention to the problem child tends to usually make the driver's job easier.
15. _____ A school bus driver should drive using their right foot only when driving a bus equipped with an automatic transmission.
16. _____ The person who has the greatest input on student discipline on a school bus is whom?
17. _____ The student should be at the bus stop how long before the bus is scheduled to arrive?
18. _____ Eating or drinking on the bus is permissible with the driver's permission.
19. _____ In order for a student to exit the bus at a location other than his/her assigned stop, he/she must have written permission from the superintendent's office.
20. _____ Pupil management involves the combined efforts of four (4) distinct groups. Names these groups.

INSTRUCTOR'S SIGNATURE: _____ DATE: _____

**PUPIL BEHAVIOR MANAGEMENT
TEST**

ANSWER KEY

The answer key is only released to KDE endorsed trainers.