A yellow school bus is shown from a front-three-quarter view, serving as the background for the document. The bus features large headlights, a prominent chrome grille, and the words "SCHOOL BUS" are partially visible on its side. The entire image has a semi-transparent white overlay.

2023-2024 SCHOOL BUS PROCEDURES

**A Guide for Students
and Families**



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Mrs. Tressa Wilson, Executive Director of Special Services

PURPOSE OF THIS HANDBOOK

This guide aims to ensure that families, students, and the school community understand the safety procedures and expectations of the Transportation Department. The practices and procedures outlined in this handbook are guidelines to ensure a positive experience while on the bus and may be amended or altered as needed to assure the safety of all students riding Mid-Del Schools buses.

NOTICE OF NON-DISCRIMINATION

The Mid-Del Public School District No. I-52 does not discriminate on the basis of race, color, national origin, sex, pregnancy, gender, gender expression or identity, religion, veteran status, sexual orientation, disability, age, or genetic information in its programs and activities. It provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Title IX Coordinator
7217 S.E. 15th Street
Midwest City, OK 73110
Phone: 405-737-4461
Email: phuston@mid-del.net

504 Title IX Coordinator
7217 S.E. 15th Street
Midwest City, OK 73110
Phone: 405-737-4461
Email: twilson@mid-del.net



FROM OUR SUPERINTENDENT

The safety of students is our primary goal. Riding a bus to and from school and school activities is a student privilege and brings with it specific responsibilities. The policies and procedures in this handbook were written to ensure that students arrive at their destinations and are safe, challenged, and ready for school.

Our drivers and other transportation employees receive regular training to maintain their essential skills and acquire additional knowledge. Our transportation equipment is well maintained and kept up-to-date through the generous support of our patrons as they approve school funding measures.

Please help us to ensure that every school trip is a safe and enjoyable experience by reading and following the rules and expectations of Mid-Del Bus Riders and all students.

Have a great school year, and see you on the bus!

Dr. Rick Cobb
Superintendent of Schools





ESSENTIAL PHONE NUMBERS

Transportation Department

Transportation Office/Dispatch	405-739-1790
Supervisor's Office.....	405-739-1790 x2202
Director's Office.....	405-739-1790

High Schools

Carl Albert	405-739-1726
Del City	405-677-5777
Midwest City	405-739-1741

Middle Schools

Carl Albert	405-739-1761
Del City	405-671-8625
Midwest City	405-739-1786

Elementary Schools

Barnes.....	405-739-1651
Cleveland Bailey	405-739-1656
Country Estates	405-739-1661
Del City	405-671-8640
Epperly Heights.....	405-671-8650
Midwest City	405-582-7017
Parkview.....	405-671-8670
Pleasant Hill	405-427-6551
Ridgecrest.....	405-739-1671
Schwartz	405-794-4703
Soldier Creek.....	405-739-1676
Tinker	405-739-1630
Townsend	405-671-8680

Other Campuses

Mid-Del Technology Center	405-739-1707
Career & Virtual Academy	405-582-7099
Learning Services Center	405-582-7095
Special Services	405-739-1696 x4455

STUDENT EXPECTATIONS AND RULES

When Mid-Del students get on a school bus, they are expected to be **SAFE**, **CHALLENGED**, and **READY** to ride the bus. Every Mid-Del bus rider will be able to learn the district-wide bus expectations, and every bus will have posters that list the district-wide expectations and rules for students riding the bus.

The rules and expectations are as follows when riding the bus:

SAFE:

1. Pockets on seats
2. Voice Level 2 (Inside voice)
3. Knees facing the front of the bus and out of the aisle
4. Keep hands and feet to yourself

CHALLENGED:

1. Stay in your seat
2. Use kind language and actions
3. Respect bus staff, your peers, other's property, and the bus property
4. Clean up after yourself
5. Enter the bus in a single file line

READY

1. Keep all belongings in your backpack
2. Walk to and from the bus
3. Listen to the Bus staff

BUS Expectations



LEVEL 2

INSIDE VOICE

THANK YOU!



BE SAFE



- Pockets on seats
- Voice Level 2 (Inside voice)
- Knees facing the front of the bus out of the aisle
- Keep hands and feet to yourself

BE CHALLENGED



- Stay in your seat
- Use kind language and actions
- Respect bus staff, your peers, other's property, and the bus property
- Clean up after yourself
- Enter the bus in a single file line

BE READY



- Keep all belongings in your backpack
- Walk to and from the bus
- Listen to the bus staff



Expectativas de Autobús



NIVEL 2

VOZ INTERIOR

¡GRACIAS!



ESTAR SEGURO



- Bolsillos en asientos
- Nivel de voz 2 (voz interior)
- Rodillas mirando hacia el frente del autobús fuera del pasillo
- Mantenga las manos y los pies para usted

SER DESAFIADO



- Quédate en tu asiento
- Usar lenguaje y acciones amables
- Respetar al chofer del autobús, a sus compañeros, a la propiedad de los demás y a la propiedad del autobús
- Limpiar después de ti mismo
- Entrar al autobús en una sola fila

ESTAR LISTO



- Guarda todas tus pertenencias en tu mochila
- Caminar hacia y desde el autobús
- Escuchar al chofer del autobús



Before The Bus Arrives

- Some bus stops are on citizens' personal property; we expect all students to respect their property and objects that may be found around the bus stop.
- Arrive at the bus ten (10) minutes before the bus is due. Dress appropriately for the weather.
- Wait for the bus in a safe place; stand ten (10) feet back from the roadway and wait until the bus comes to a complete stop before approaching.
- Form a single line and enter the bus in an orderly manner (no pushing or shoving) and wait until the bus comes to a complete stop.
- When entering or exiting the bus, always use the handrail.
- Once you have entered the bus, find a seat quickly.
- Carry belongings in a backpack or book bag. If something falls under or around the bus, tell the driver.
Never try to pick it up yourself!

While On The Bus

SAFE:

- Pockets on seats
- Voice Level 2 (Inside voice)
- Knees facing the front of the bus and out of the aisle
- Keep hands and feet to yourself

CHALLENGED:

- Stay in your seat
- Use kind language and actions
- Respect bus staff, your peers, other's property, and the bus property
- Clean up after yourself
- Enter the bus in a single file line

READY

- Keep all belongings in your backpack
- Walk to and from the bus
- Listen to the bus staff

When Leaving The Bus

- Please respect the property of citizens when exiting the bus.
- Exit the bus in an orderly manner.
- If you must cross the street, walk away from the bus and forward about ten (10) feet until you can see the driver's face. Cross only after the driver motions for you to cross and check traffic as you cross the street.
- If something falls under or near the bus, tell the driver. Never pick it up yourself!
- Move away from the door quickly once you are off the bus.
- Only cross in front of the bus.
- Move ten (10) feet away from the side of the bus and stay away from the wheels. Do not attempt to grab the bus or run after it.
- Go directly to your designated arrival location after leaving the bus.



Behavior Expectations Lesson Plans:

School Bus



Lesson Objective

- Explicitly teach students to be **SAFE, CHALLENGED**, and **READY** on the school bus.
- Allow students to practice demonstrating the school-wide rules for the bus in the actual setting.

Teaching Timeline:

- Bus riders will be taught the DW bus expectations within the first two weeks of school.
- Field trips: The expectation is that before each field trip, the teacher/staff are to teach/reteach bus expectations "without a bus."
- Coaches: Beginning of your season, the expectation is that before your season, the coach is to teach/reteach bus expectations "without a bus."

Expectations and Rules At-a-Glance

Safe

1. Pockets on seats
2. Voice Level 2 (Inside voice)
3. Knees facing the front of the bus and out of the aisle
4. Keep hands and feet to yourself

Challenged

1. Stay in your seat
2. Use kind language and actions
3. Respect bus staff, your peers, other's property, and the bus property
4. Respect property
5. Clean up after yourself
6. Enter the bus in a single file line

Ready

1. Keep all belongings in your backpack
2. Walk to and from the bus
3. Listen to the Bus staff

Negative Examples

1. Getting on the wrong bus
2. Losing backpack
3. Playing with friends in the bus line
4. Miss important directions
5. Falling out of the seat
6. Causing harm to self or others

Directions for Teaching Expectations and rules WITH a Bus

1. Review this lesson plan.
2. Show students the Student Expectations for riding the bus video.
3. Take students to the school bus for teaching and practice the expectations.
4. Request the attention of all students.
5. Introduce expectation, then each rule for the expectation.
6. Demonstrate negative examples of the expectations/rules.
7. Ask students to identify which rules were not followed specifically. Praise correct responses.
8. The teacher demonstrates rules. Students take turns demonstrating the rules and negative examples to other students.
9. Repeat steps 3-7 for the other expectations.
10. Perform all demonstrations in an exaggerated, funny manner to promote retention.

Directions for Teaching Expectations and rules WITHOUT a Bus

1. Review this lesson plan.
2. Show students the Students' Expectations for riding the bus video.
3. Introduce expectation, then each rule for the expectation.
4. Discuss negative examples of the expectations/rules.
5. Ask students to specifically identify which rules were not followed. Praise correct responses.

Behavior Expectations Lesson Plans: School Bus



Sample Script for Teaching and Practicing (I Do, We Do)

1. **Introduce expectation, then each rule for the expectation:** *"Class, the first expectation for the school bus is to **Be SAFE**. These five rules are good examples of being safe on the bus. **Have Pockets on seats, Voice Level 2 (inside voice), Knees facing the front of the bus out of the aisle, and Keep hands and feet to themselves.**"*
2. **Demonstrate negative examples of the expectations/rules:** The teacher demonstrates a negative example by taking the role of the student. Have students play the part of the teacher. Other participants may need to play the role of the students. While on the bus, the teacher (pretending to be a student) pretends to get on the wrong bus, lose belongings, miss important directions, fall out of their seat, and cause harm to themselves or others.
3. **Ask students to identify which rules were not explicitly followed.** *"Class, which rules did the student not follow?"* The student responds with, "Gets on the wrong bus." *"That is right! Let's practice what the student should have done instead."*
4. **The teacher demonstrates expectations/rules:** *"Okay, here I am, pretending to get on the bus while being safe. Now I am going to keep my pockets on my seats, voice level 2, knees facing the front of the bus out of the aisle, and keep my hands and feet to myself."*
5. **Students take turns demonstrating the rules for other students:** Select students, one at a time or in small groups, to play the student's role in repeating the demonstration.

Continue teaching each expectation, then the rule for each, using steps 1-5.

Wrap-Up and Follow-up (You Do)

- Tell students that you and all the other teachers will be watching to ensure they are **SAFE, CHALLENGED**, and **READY** on the school bus.
- Remind students that you will look for them to demonstrate these specific rules throughout the day. Students who demonstrate these expectations and rules may be acknowledged by school staff and even given an acknowledgment ticket by the bus driver or school staff.

EQUITABLE & CULTURAL CONSIDERATIONS

Tier 1 universal practices that support safety within a school include teaching school-wide positive behavioral expectations in many areas throughout the school, such as classrooms, the cafeteria, the hallways, the playground, etc. We do not always know which students have experienced trauma so these universal precautions can support all students toward success. This approach ensures equity that all students can benefit from clear behavioral expectations. For students who have experienced trauma, chaotic environments can result in high anxiety and act as an antidote to chaos.

Bus Restorative Discipline Flowchart

Bus Driver Guidance

To consistently uphold positive expectations of students, this flowchart shows the steps for bus drivers to proceed with behavior on the school bus.



Behaviors that Pull Driver's Attention from the Road

Disruption
Inappropriate Language/Gestures
Inappropriate Location
Low-Intensity Disrespect/Defiance
Physical Contact/Aggression
Property Misuse
Throwing Objects
Changing seats/Moving while bus is moving
Other

Bus Driver Guiding Steps

Adult behavior when providing corrections is:

Calm, Immediate, Consistent, Respectful, Brief
Remember - It's not about you.

Step 1: Investigate/analyze possible reasons for behavior or dysregulation.

Step 2: Follow The Continuum of Strategies

Prompt - Provide verbal and/or visual cues.

Redirect - Restate the positive bus expectation.

Reteach - State and demonstrate the expected behavior. Have students demonstrate. Provide immediate feedback.

Regulation Strategies - Offer students the opportunity to use regulation strategies. Practice co-regulation if needed.

Provide Choice - Give students a choice to change seats.

If the behavior continues, proceed to Step 3. If the student demonstrates expected behavior, acknowledge with behavior-specific praise.

Step 3: Private Conference

Allow for student's voice. Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice. Provide feedback.

If the behavior continues, proceed to Step 4. If the student demonstrates expected behavior, acknowledge with behavior-specific praise.

Step 4: Staff Delivers Restorative Discipline

Administer consequences to the student.

Potential consequences include:

- Change of seat location (Not isolation)
- Pack things up in the backpack
- Contact Home/Parent Meeting
- Behavior Contract

Step 5: Complete the Referral Form

Referring staff members should fill out **all** sections on the referral form. If the driver cannot identify the student, keep them on the bus and wait for an administrator.

If the same behavior occurs 3 times in one week, proceed to Step 6.

Step 6: Next Steps

Turn in all referral forms to building principal or designee.

Bus Restorative Discipline Flowchart

Principal Guidance

To be consistent in upholding positive expectations of students, this flowchart shows the steps for principals to proceed with behavior on the school bus.



Behaviors that Pull Driver's Attention from the Road and Require Administrative Support

Abusive Language/Profanity
Alcohol, Tobacco, and Drug Use
Disrespect/Defiance
Failure to Report to Class
Fighting/Physical Aggression
Possession of matches or lighters/Tobacco/Vapes
Theft Vandalism/Property Damage
Weapons
Throwing things out the window
Other

Principal Guiding Steps

Step 1: Ensure Safety

Ensure all students and staff are safe. Evacuate the area if needed.

Step 2: Utilize De-escalation Techniques to Approach Student

Move slowly. Speak privately and calmly.
Minimize body language. Keep a reasonable distance.
Speak respectfully. Establish eye-level position.
Use brief language (fewer words/details). Acknowledge cooperation.
Withdraw if the situation escalates.

Step 3: Complete the Incident Form in PowerSchool and Document on Bus Referral Form

Referring staff members should fill out **all** sections on the referral form to contact a parent/guardian
If the driver cannot identify the student, they keep them on the bus to wait for an administrator

Step 4: After Student Regains Regulation, Administrator Delivers Consequence (Determined by the Principal or designee)

Potential consequences include:

- conference with Students, Brainstorm Replacement Behavior.
- contact home/parent meeting.
- counselor.
- time in office.
- assigned Seat on the bus.

Other: _____

Step 5: The administrator will follow the District Code of Conduct for Major Infractions (See Policy J-44)

- Warning (Document in PowerSchool as Log Entry for Parent Contact and Admin must communicate with parent/guardian)
- 1st offense 3-day suspension (Document in PowerSchool as a Suspension)
- 2nd offense 5-day suspension (Document in PowerSchool as a Suspension)
- 3rd offense 10-day suspension (Document in PowerSchool as a Suspension)

The administrator on duty will return the referral slip to the driver and communicate the consequences.

TRANSPORTATION FOR SPECIAL SERVICES

1. All students requiring transportation services that are specific to the student or beyond the scope of regular transportation services shall be provided such transportation only after an Individual Education Plan (IEP) is completed, which specifically describes the transportation needs of the student.
2. The local school district is responsible for providing transportation for an eligible special education student when transportation has been identified as a related service necessary to enable the student to receive the educational services outlined in his/her individualized education program (IEP).
3. The IEP team makes determinations regarding the need for special transportation. The building administrator or Teacher of Record completes the "Individual Transportation Plan" (ITP) form and sends the form to the Executive Director of Special Services or his/her designee for review. After reviewing the form, the Director of Special Services or his/her designee will forward the request to the transportation office, and transportation will be arranged.
4. Students with disabilities are subject to disciplinary action for behavior while being transported. Mid-Del Public Schools will utilize a continuum of disciplinary options available under state and federal law to ensure the safety of all students and staff on the bus.



FAMILY/GUARDIAN EXPECTATIONS

The task of transporting students safely and efficiently can only be accomplished with the cooperation and help of family/guardians who are encouraged to reinforce safety guidelines with their children and to support and appreciate disciplinary measures. Knowledge and support by family/guardians concerning student responsibilities and disciplinary approaches will help the children retain their privilege of riding a school bus. These procedures are designed to help ensure our students are **SAFE**, **CHALLENGED**, and **READY** to ride the bus. Listed below are the responsibilities that parents should assume to reach the goal of a safe ride for everyone:

- Read over the expectations and rules for riding the bus (page 6).
- Teach your children the rules for safe bus riding (see student's expectations on pages 6 and 7).
- Watch the "Bus Expectations" video with your child: <https://www.mid-del.net/page/transportation>
- Watch the video on our website called "Meet Your Bus Driver."
- Ensure your children are at the bus stop at least ten (10) minutes before the scheduled bus is due to arrive.
- Be sure they dress appropriately for the weather.
- Please supervise your children to, from, and at the bus stop for their safety and protection.
- Equip your children with backpacks or book bags. These free their hands for balance and for holding onto the bus handrail.
- Teach your children their address, phone number, and bus number.
- Please report illegal and unsafe school bus driving to the Transportation Department as soon as possible.
- Assume responsibility for your children's behavior while riding the bus and at the bus stop. If bus riding privileges are revoked, the family/guardian must provide transportation to and from school until privileges are reinstated.

RIDING A DIFFERENT BUS

The primary purpose of the Mid-Del Schools Transportation Department is to transport eligible students to and from home. Therefore, students are expected to ride their assigned bus daily to and from school and get on and off at their bus stop.

Students are expected to ride their assigned buses. If circumstances require a student to ride a different bus, parents/guardians should provide a note. The site principal should counter-sign that note before being given to the bus driver. This is contingent on the availability of space for the bus.

WHO IS ELIGIBLE TO RIDE A BUS

The Mid-Del policy E-2 states that students legally residing within their school of residence boundary can ride a bus if service is available (**per the routing schedule**).

Students residing in an area not designated for bus service are **not** eligible to ride a Mid-Del school bus and must provide transportation. Students who transfer from within the school district and those who transfer into the district are not eligible to ride a Mid-Del school bus and must provide their own transportation.

By contacting the school site, students eligible to ride a bus may obtain specific information regarding their bus number, stop location, and pick-up/drop-off times.

BUS SAFETY INFORMATION

TRANSPORTING MUSICAL INSTRUMENTS/MISCELLANEOUS OBJECTS

Student safety is the primary concern when transporting students; therefore, the following procedures will be used in transporting musical instruments and other objects on school buses.

1. Generally, any object carried on the bus must be held in the student's lap or placed where the driver requests.
2. Musical instruments will be placed in the designated seat or under the seat. Under no circumstances will instruments be allowed to be placed in an area that would inhibit the driver's vision or impede emergency exiting of the bus.
3. No items of an injurious nature or which have the potential to be a safety hazard will be transported on the bus. Musical instruments will be transported in a separate vehicle when buses transport students for activity trips.

LOST AND FOUND

Items left on the school bus will be kept on the bus by the driver for one or two days. If unclaimed, items will be turned in to the respective school. If unable to determine the school, items will be placed in the Transportation Department's Lost & Found Box.

WEATHER/SCHOOL CLOSINGS

There is always the possibility that inclement weather may hinder transportation services. Parents should remind students on days when there is snow or ice and school is in session that buses will often be running late. Families, guardians, and students may listen to the radio or watch the television to determine if the school has been dismissed. Listed are a few of the stations that generally receive school cancellation information before 6:00 a.m.

- Television: KFOR, KOCO, KWTW, KOKH
- Radio: KOMA, KEBC, KATT

Closure information will also be listed on the Mid-Del social media accounts, including the website, Facebook, Twitter, and Instagram.



LATE BUSES

Sometimes unforeseen situations occur that prohibit the bus from being on time, such as a mechanical breakdown or traffic congestion due to an accident or inclement weather. When these problems occur, the Transportation Department makes every effort to get a bus back on schedule; however, it is not always possible.

Families and guardians are encouraged to wait with their children at the bus stop. Those who cannot stay at the bus stop with their children should have contingency plans to wait with their children.

EMERGENCIES

In an emergency on the school bus, students must always cooperate with the bus driver. Students should remain calm and quiet to hear the driver's instructions. This is especially critical if evacuating the bus is necessary due to an immediate hazardous condition.

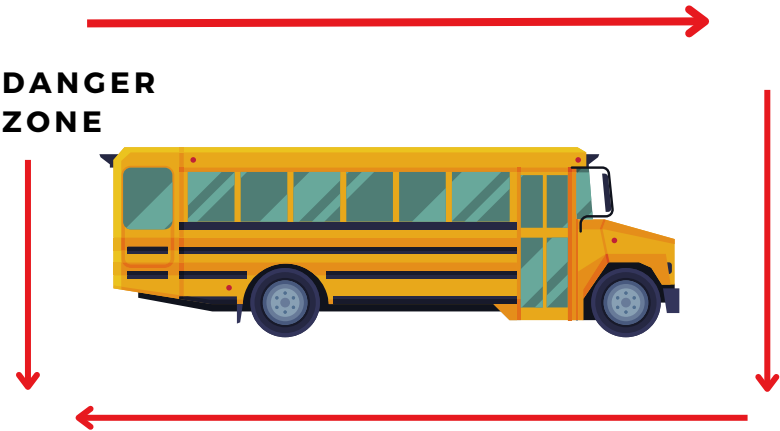
STUDENT BEHAVIOR

The bus driver must be able to concentrate on driving the bus without distractions from students who are misbehaving; therefore, unacceptable behavior by students will not be tolerated and will ultimately result in the loss of bus riding privileges. In addition, the ride quality and the atmosphere inside the bus affect the student's ability to learn and their attitude for the whole day. Therefore, it is essential that other disruptive students not be allowed to impact a child's school day more negatively.

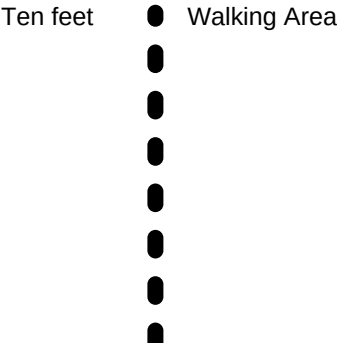
Families/guardians should also be aware that the bus is a confined space where children sit close together, usually with mixed age groups. Please help reinforce the bus expectations and rules, as the bus is an extension of the classroom.

Stakeholders should recognize that the driver's attention is divided between the traffic outside and the students on the bus. A driver can only monitor students through a mirror while maneuvering a large vehicle through heavy traffic. Behavior, which distracts the driver's attention, could result in a catastrophe, while the same behavior in the classroom may result in only a slight disruption. Therefore, behavior and unsafe conduct cannot be tolerated on the bus. Families/guardians, please consider these factors when instructing your children about bus behavior or dealing with unsafe conduct on the bus. Generally, the bus driver will take the following approach in handling unsafe conduct problems as drivers are trained to recognize and deal appropriately with behavior.

Consequences taken for minor or major incidents on the bus may include the loss of privilege to ride the bus and suspension from the bus. Subsequent offenses will be dealt with more severely and may result in permanent loss of riding privileges and will be handled on a case-by-case basis with the administration and leadership team.



The **Danger Zone** is the ten (10) feet area around the bus, shown with the arrows. The bus driver can't see you when you are in the Danger Zone. If the bus starts moving while you are in the Danger Zone, you could be injured.



FIELD TRIPS/ACTIVITY TRIPS

When feasible, transportation is also provided to students attending various academic or competitive events. Students riding the bus on field trips/activity trips are expected to follow the same rules that apply to students riding buses to and from school daily. Misbehavior will not be tolerated and will result in the loss of future riding privileges.

Field trip/activity trip transportation is provided only for students, teachers, coaches, and approved family sponsors. Family/guardians and preschool children wishing to participate in the field trip/activity trip must provide their own transportation. Regular route transportation precedes field trips/activity trips, so pick-up and drop-off times may be adjusted to accommodate regular routes first.

BUS DANGER ZONE

The Danger Zone is the ten (10) feet area around the bus, shown with the arrows. The bus driver can't see you when you are in the Danger Zone. If the bus starts moving while you are in the Danger Zone, you could be injured.

COMPLIMENTS & COMPLAINTS ABOUT BUS DRIVERS/BUS SERVICE

Families, students, teachers, or school community partners are encouraged to recognize bus drivers when a compliment/complaint is deserved. This can be accomplished by writing a letter to the Transportation Department or calling the Director's Office (739-1790) between 8:00 a.m. and 4:30 p.m.

Director of Transportation
607 W. Rickenbacker
Midwest City, OK 73110

Concerning Student Behavior: Parents and students should report problems, with other students on the bus, to the school administrators.

STOPIT

If you see or experience Bullying on the bus or while at a bus stop. Please report the incident at <https://appweb.stopitsolutions.com/login> or using the QR Code below.

SEE it. SHARE it. SEND it.



STOPit is a way any incident can be reported & you even have the option to report anonymously. Scan this QR code & search for your school It only takes a couple minutes!



BUS DRIVER RESTORATIVE DISCIPLINE MODEL

For minor, disruptive misbehavior that pulls the driver's attention away from the road, a student may receive the following: (see page 9 for the flowchart)

- Step 1: Investigate/analyze possible reasons for behavior or dysregulation.
- Step 2: Follow the Continuum of Strategies
 - Prompt - Provide verbal and/or visual cues.
 - Redirect - Restate the positive bus expectation.
 - Reteach - State and demonstrate the expected behavior. Have students demonstrate. Provide immediate feedback.
 - Regulation Strategies - Offer students the opportunity to use regulation strategies. Practice co-regulation if needed.
 - Provide Choice - Give students a choice to change seats.
 - If the behavior continues, proceed to Step 3. If a student demonstrates expected behavior, acknowledge it with behavior-specific praise.
- Step 3: Private Conference: Allow for student's voice. Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice. Provide feedback.
 - If the behavior continues, proceed to Step 4. If a student demonstrates expected behavior, acknowledge it with behavior-specific praise.
- Step 4: Staff Delivers Restorative Discipline: Administer consequence to the student.
 - Potential consequences include:
 - Change of seat location (Not isolation) (Time frame)
 - Pack things up in backpack
 - Contact Home/Parent Meeting
 - Behavior Contract
- Step 5: Complete the Referral Form: Referring staff members should fill out all sections on the referral form. If the Driver cannot identify the student, keep them on the bus and wait for an administrator.
 - If the same behavior occurs 3 times in one week, proceed to Step 6.
- Step 6: Next Steps: The leadership Team will determine the next steps once a student receives a certain number of minors.
 - 2 write ups= Principal intervenes

A student's behavior at a bus stop, prior to the arrival of the bus, is the responsibility of the parent. Destruction of property and/or vandalism at a bus stop by a student is a civil matter and will be handled by the police. The continued destruction of property or harassment of property owners will result in the bus stop being moved to another, perhaps, less convenient location or eliminating the bus stop.

