

**MICHIGAN DEPARTMENT OF EDUCATION
PUPIL TRANSPORTATION ADVISORY COMMITTEE**

Thursday, February 16, 2012
State Board Room (4th Floor), John A. Hannah Building

**PUPIL TRANSPORTATION ADVISORY SUBCOMMITTEE MEETING
9:00 – 10:15 a.m. – Hannah Building – State Board Room**

The subcommittee meets prior to the regular meeting to review and discuss agenda items in preparation for the regular meeting. PTAC representatives are welcome to attend. Topics covered include:

- a) Curriculum and Training
- b) Management and Best Practices
- c) State and National Issues

**PUPIL TRANSPORTATION ADVISORY COMMITTEE REGULAR MEETING
10:30 - 12:00 noon – Hannah Building – State Board Room**

I. CALL TO ORDER

The meeting was called to order at 10:30 a.m. by Mary Ann Chartrand.

II. ROLL CALL AND RECOGNITION OF GUESTS

Michigan Department of:

Education:

- Mary Ann Chartrand
- Louis Burgess
- Ken Micklash

Transportation

- Angel Fandialan (Primary)
- Andrea Brush (Alternate)

State

- Carol Reagan (Primary)
- John Harris (Alternate)

Michigan Association for:

Pupil Transportation

- Gary Bubar (Primary)
- Mark Niewoonder (Alternate)

Michigan Association of:

School Business Officials

- Matthew Losch (Primary)
- Scott Little (Alternate)

School Administrators

- Steve Matthews (Primary)
- Joseph Candela (Alternate)

School Boards

- Don Wotruba (Primary)

Public School Academies

- Dan Quisenberry (Primary)

Intermediate School Administrators

- Kim Hooper (Primary)

- Lori Richardson (Alternate)
- Non-Public Schools
- Brian Broderick (Primary)
- Barbara Stork (Alternate)
- Michigan Education Association**
- Arthur Przbylowicz (Primary)
- Joe Nazem (Alternate)
- Michigan Head Start Association**
- Jeremy Reuter (Primary)
- Michigan PTA**
- Sandra York (Primary)
- Ruthann Jaquette (Alternate)
- Michigan State Police**
- Inspector Randy Coplin (Primary)
- Sgt. Jill Bennett (Alternate)
- Middle Cities Education Association**
- Fred Clarke (Primary)
- Representing:**
- Northern Michigan Directors
- William Coaster (Primary)
- Rural Directors
- Kevin Doty (Primary)
- Urban Directors
- James Minnick (Primary)
- Mark Schrupp (Alternate)
- Suburban Directors
- Kerry Weishaupt (Primary)
- Karen Henning (Alternate)
- Special Education Transportation Directors
- Darryl Dettloff (Primary)
- School Bus Drivers (1)
- Frank Brown (Primary)
- Penny Ruff (Alternate)
- School Bus Drivers (2)
- Sue Britt (Primary)
- Private Contractors
- Kellie Dean (Primary)
- Brian Thrasher (Alternate)
- Duane Kooyers (Alternate)
- Dale Goby (Primary)
- Training Agency Association of Michigan**
- Lori Richardson (Primary)
- John Savage (Alternate)
- Other**
- Troy Scott for Kellie Dean

III. APPROVAL OF OCTOBER 6, 2011, MEETING MINUTES
Moved to approve the minutes as presented. Supported.
Passed.

IV. ADDITIONS TO AGENDA AND APPROVAL OF AGENDA
Moved to approve the agenda with no additions. Supported.
Passed.

V. OPENING COMMENTS/ANNOUNCEMENTS/PRESENTATIONS

A. MDE Initiated

1. Pam Kies-Lowe, MDE Homeless Consultant, will share information related to the homeless and pupil transportation

Pam provided information regarding Homeless Children in Michigan. Attached are a copy of her Power Point presentation (Attachment A) and a list of Homeless Education Resources (Attachment B).

2. School Bus Inspections – Update - (Coplin)

Inspector Randy Coplin reported that the Michigan State Police Bus Inspection unit is getting back on schedule after experiencing major budget cuts. New staff is in place and will be increased soon. All inspections will occur as required.

3. Department of Education Rule Revision Recommendations related to pupil transportation – (Micklash)

- a. Transportation of Nonpublic School Children (Attachment C).

It has been recommended that the first sentence of 340.281 (1) (h) and of 340.282 (1) (b) be left in the rule as it moves through the rule promulgation process. These comments or any other comments need to be submitted to Ken Micklash by March 15, 2012, so they can be included in the process.

- b. State Aid for Transportation of School Children (Attachment D).

A few suggestions regarding language were offered. Again, anyone with suggestions must submit them to Ken in writing by March 15, 2012.

4. CDL Holder New Requirement - (Richardson)

Discussion regarding interstate driver requirements ensued because the federal regulations are changing. Some clarification from the Secretary of State will be provided for insertion in the driver curriculum units being presented during today's meeting.

5. Recognition of the Retirement of Mary Ann Chartrand

As a surprise to PTAC Chairperson Mary Ann Chartrand, several certificates and letters were presented to her in honor of her April 30, 2012, retirement.

Deputy Superintendent Carol Wolenberg presented a certificate and letter of commendation from Superintendent Mike Flanagan and herself.

PTAC member Kim Hooper presented a letter of appreciation on behalf of the Training Agency Association of Michigan (TAAM).

PTAC member Gary Bubar presented a certificate of appreciation on behalf of the Michigan Association for Pupil Transportation (MAPT).

VI. PRELIMINARY RECOMMENDATIONS/ITEMS PRESENTED TO PTAC

A. Curriculum and Training – (Coaster)

1. Supervisor Continuing Education - Update

Bill Coaster reported that some of training for Continuing Education will be taped soon. It will be available to others for training as needed.

B. State and National Issues – (Micklash/Hooper)

1. National Congress on School Transportation – Update

Ken Micklash reported that the team representing Michigan is preparing for the next National Congress meeting in 2015. One additional representative is needed for the team.

VII. FINAL RECOMMENDATIONS FOR PTAC TO CONSIDER

- A. Curriculum and Training – (Micklash/Richardson)
 - 1. Beginning School Bus Driver Curriculum Unit VII – Student Management – draft document e-mailed to members; PTAC support requested (Attachment E).

Members reviewed the Unit VII. Some minor edits will be made to this final draft.

Moved to approve Bus Driver Curriculum Unit VII – Student Management with minor edits and to recommend approval to the Superintendent of Public Instruction. Supported Passed.

- 2. School Bus Driver Continuing Education Curriculum – Following the Road to Safety – draft document was e-mailed to members; PTAC support requested (Attachment F).

The primary author of this document was Gary Davis.

Moved to approve Bus Driver Continuing Education Curriculum – Following the Road to Safety with minor edits and to recommend approval to the Superintendent of Public Instruction. Supported. Passed.

- B. Management and Best Practices – (No items)
- C. State and National Issues – (Micklash)
 - 1. Transportation Pupil Count for Special Education – Input has been received regarding the five vs. one day count

Ken reported feedback from eight major ISDs and Detroit Public Schools that five preferred the five-day count. Two preferred the one-day count. Since the feedback was limited, the Michigan Department of Education will not seek a change at this time. Numbers will be monitored for the next couple of years and feedback will again be sought to see if a change will be recommended at a later time.

VIII. ASSIGNMENTS FOR SUBCOMMITTEE WORK

- A. MDE Initiated
 - 1. To Curriculum and Training – (No items)
 - 2. To Management and Best Practices – (No items)
 - 3. To State and National Issues – (No items)

- B. PTAC Initiated
 - 4. To Curriculum and Training – (No items)
 - 5. To Management and Best Practices – (No items)
 - 6. To State and National Issues – (No items)

IX. OTHER ISSUES

- A. Next meeting date is Thursday, June 7, 2012.

X. ADJOURNMENT

The meeting adjourned at 11:50 a.m.

Attachment A

Our Invisible Students: Homeless Children and Youth

Pam Kies-Lowe
Homeless Education Consultant
State Coordinator for Homeless Education
Michigan Department of Education

Our Invisible Students: Homeless Children and Youth



Pam Kies-Lowe
Homeless Education Consultant
State Coordinator for Homeless Education
Michigan Department of Education

Who is Homeless?

Children who lack a fixed, regular, and adequate nighttime residence:

- Sharing the housing of others due to loss of housing, economic hardship, or similar reason
- Living in motels, hotels, RV/trailer parks, camping grounds due to lack of adequate alternative accommodations
- Living in emergency, domestic violence, or transitional shelters
- Temporary foster care placement or awaiting placement
- Living in a public or private place not designed for humans to live or sleep
- Living in cars, parks, abandoned buildings, bus or train stations, under bridges, etc.
- Migratory children living in above circumstances

Research on School Mobility

- It takes children an average of 4-6 months to recover academically after changing schools.
- Mobile students score 20 points lower on standardized tests than non-mobile students.
- Mobile students are less likely to participate in extracurricular activities and more likely to act out or get into trouble.
- Average test scores for non-mobile students were significantly lower in high schools with high student mobility rates.
- Students who changed high schools even once were less than half as likely as stable students to graduate, even controlling for other factors.

Project Forum at NASDSE, March 2007

National Association for the Education of Homeless Children and Youth, 2006

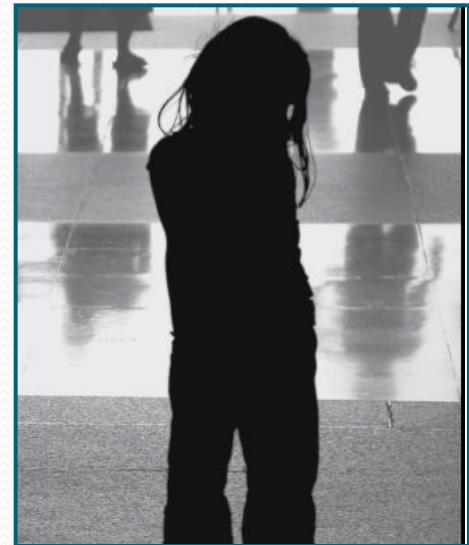
Impact of Homelessness on Children and Youth

Research shows that homeless children are more likely to suffer from:

- ❑ Health problems
- ❑ Emotional and mental health problems
- ❑ Developmental problems
 - 4 times more likely to show delayed development.
 - 2 times as likely to have learning disabilities as non-homeless children.
- ❑ Academic performance problems
 - 2.5 times more likely to perform below grade level in math
 - 1.5 times more likely to perform below grade level in reading
 - 1.5 times more likely to perform below grade level in spelling

Barriers to Education for Homeless Children and Youth

- Enrollment requirements (lack of school records, immunizations, proof of residence and guardianship)
- High mobility resulting in lack of school stability and educational continuity
- Lack of school supplies, clothing, etc.
- Lack of access to programs
- Lack of transportation
- Poor health, fatigue, hunger
- Prejudice and misunderstanding



McKinney-Vento Homeless Assistance Act

- Reauthorized in 2002 as Title X of NCLB/ESEA
- Main themes:
 - School stability
 - School access
 - Support for academic success
 - Child-centered focus
 - Decision making in the best interest of child



RIGHTS OF ELIGIBLE CHILDREN AND YOUTH

- ❖ Right to immediate enrollment even when records not present
- ❖ Right to remain in the school of origin, if in the student's best interest
- ❖ Right to receive transportation to the school of origin (last attended or attended when last permanently housed)
- ❖ Support for academic success

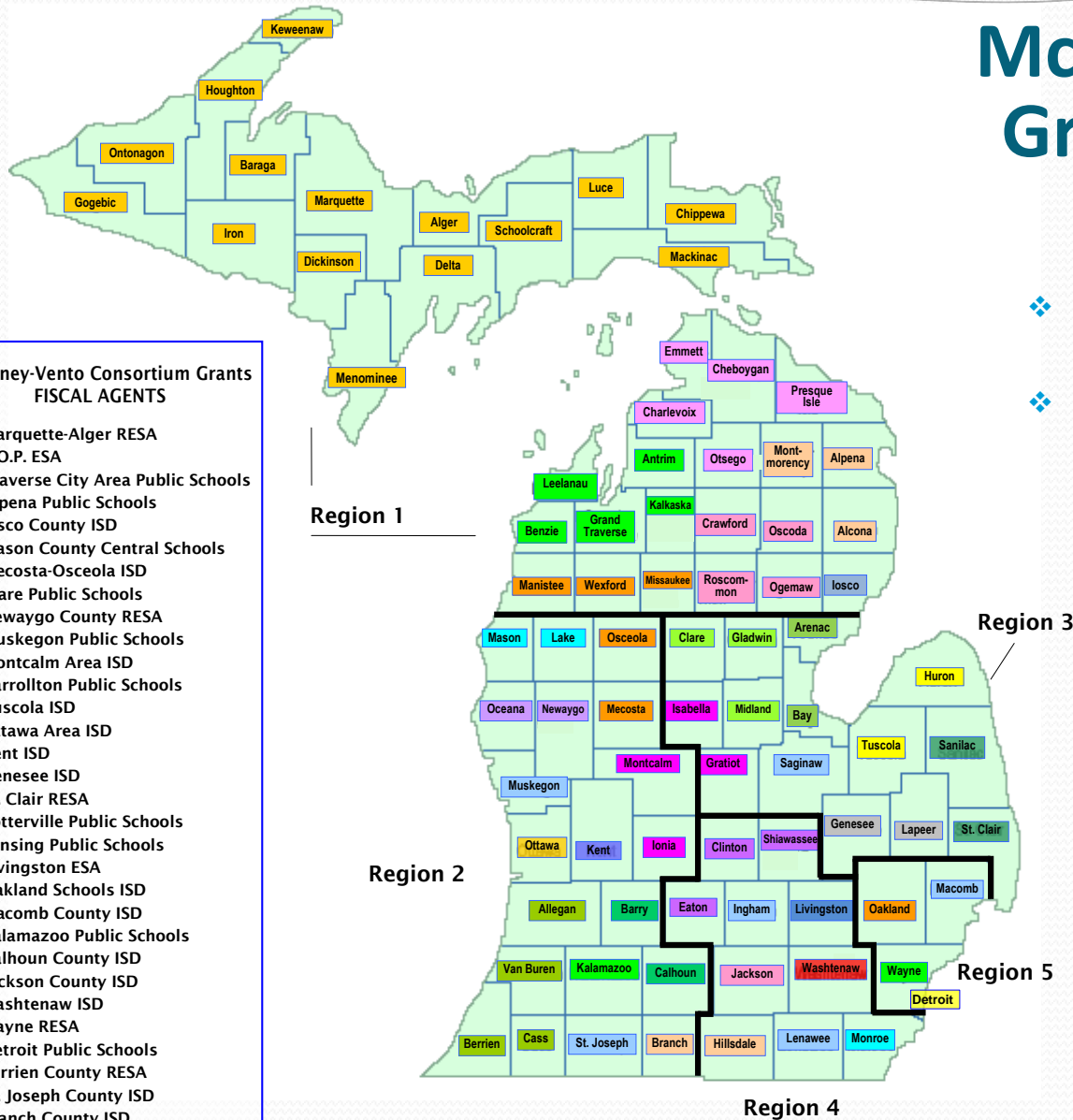
McKinney-Vento Grant Consortia

2011 - 2014

- ❖ ALL MI COUNTIES represented in Homeless Education Grant Consortia
- ❖ Over 96% of MI LEAs participating in M-V Grant Consortia

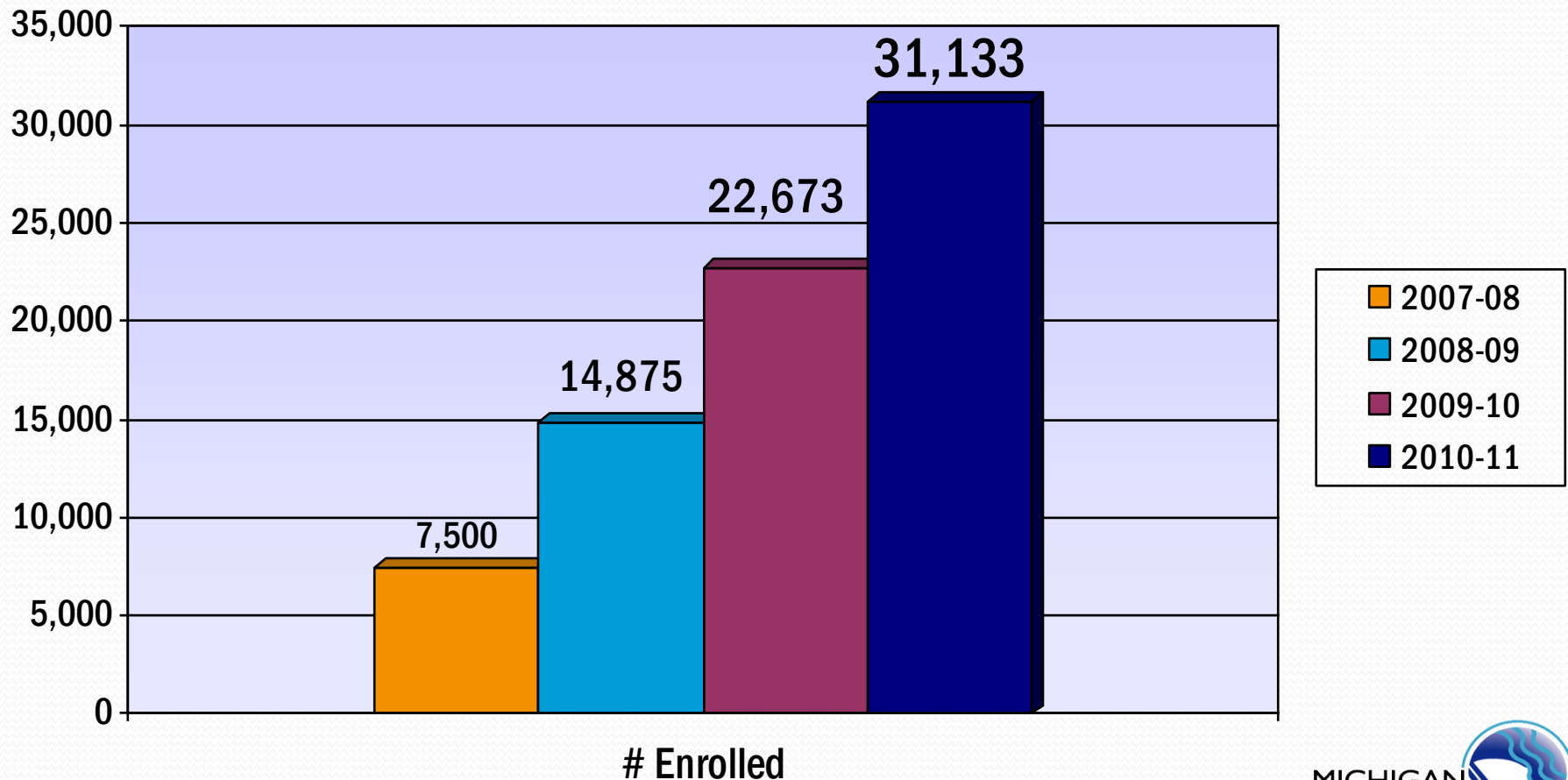
McKinney-Vento Consortium Grants FISCAL AGENTS

Marquette-Alger RESA
C.O.P. ESA
Traverse City Area Public Schools
Alpena Public Schools
Iosco County ISD
Mason County Central Schools
Mecosta-Osceola ISD
Clare Public Schools
Newaygo County RESA
Muskegon Public Schools
Montcalm Area ISD
Carrollton Public Schools
Tuscola ISD
Ottawa Area ISD
Kent ISD
Genesee ISD
St. Clair RESA
Potterville Public Schools
Lansing Public Schools
Livingston ESA
Oakland Schools ISD
Macomb County ISD
Kalamazoo Public Schools
Calhoun County ISD
Jackson County ISD
Washtenaw ISD
Wayne RESA
Detroit Public Schools
Berrien County RESA
St. Joseph County ISD
Branch County ISD
Adrian Public Schools
Monroe County ISD



Homeless Student Enrollment Data

Homeless Students in Michigan



Homeless Enrollment SY 2009-2010 by Nighttime Residence



STATE HOMELESS STUDENT ACADEMIC PERFORMANCE DATA*

Grades 3-8, Proficiency	SY0708	SY0809	SY0910
National % Proficient in Reading	42%	54%	52%
MI % Proficient in Reading	53%	57%	70%
National % Proficient in Math	41%	53%	50%
MI % Proficient in Math	47%	61%	66%

ACADEMIC ACHIEVEMENT OF MICHIGAN HOMELESS STUDENTS IS HIGHER THAN THE NATIONAL AVERAGE!

**As measured by student performance on the Michigan Educational Assessment Program (MEAP)*

SUCCESSFUL
homeless education programs
depend directly on the
RELATIONSHIPS
developed by McKinney-Vento
Homeless Liaisons
in the district and community
through a comprehensive network
of providers.

The Roles of Local Liaisons

By linking students and their families to school and community services, local liaisons play a critical role in stabilizing students and promoting academic achievement at the individual, school, and district level.

Local liaisons must:

- **IDENTIFY** children and youth in homeless situations
- **ENROLL IMMEDIATELY** and provide opportunity for students to attend, participate and have full and equal opportunity to succeed in school.
- **PROVIDE educational services for which they are eligible**, including Head Start, Even Start, and preschool programs administered by the LEA; and referrals to health, mental health, dental, and other appropriate services.
- **INFORM parents/guardians of educational and related opportunities available** to their children and **provide meaningful opportunities to participate** in the education of their children.
- **FULLY INFORM of all transportation services available** under the McKinney-Vento Act, including transportation to the school of origin, and are assisted in accessing these services.
- **POST PUBLIC NOTICE of the educational rights** of students in homeless situations where families, children and youth receive services.
- **MEDIATE DISPUTES** in accordance with the Enrollment Disputes section of the McKinney-Vento Act.

Identifying Eligible MV Students

Why don't families or students JUST TELL THE SCHOOL?

- Students and parents may try to hide their situation because they are embarrassed by their homelessness.
- Parents fear of having children taken away often prevents families from revealing their living circumstances to school officials.
- Unaccompanied youth may not report their homeless status for fear of being returned to unsafe family environments.
- School personnel often do not understand the nature of homelessness and its causes, or the breadth of the federal definition of homelessness.

Questions?



Why we do what we do...

“...Through it all, school is probably the only thing that has kept me going. I know that every day that I walk in those doors, I can stop thinking about my problems for the next six hours and concentrate on what is most important to me. Without the support of my school system, I would not be as well off as I am today. School keeps me motivated to move on, and encourages me to find a better life for myself.”

Carrie Arnold, LeTendre Scholar, 2002



RESOURCES TO RELY ON

- [MDE Homeless Education Web Page](#)
- [The National Center for Homeless Education \(NCHE\)](#)
- [National Association for the Education of Homeless Children and Youth \(NAEHCY\)](#)
- [Michigan's Campaign to End Homelessness](#)
- [HPRP - Homeless Prevention and Rapid Re-Housing Program](#)
- [Michigan Coalition Against Homelessness \(MCAH\)](#)
- [Michigan Head Start State Collaboration Office](#)
- [National Law Center on Homelessness and Poverty \(NLCHP\)](#)
- [National Runaway Switchboard](#)

Contact Information

Homeless Education Program Office

517-241-1162

www.michigan.gov/homeless

*Use our Interactive Map to get contact information for
M-V Grant Coordinators for every county in Michigan*

State Coordinator for Homeless Education

Pam Kies-Lowe

kies-lowep@michigan.gov

HOMELESS EDUCATION RESOURCES

1. Michigan Department of Education's Homeless Education Program

Website: www.michigan.gov/homeless

Michigan District Liaison Toolkit –SOON TO INCLUDE MDE Guidance and Forms!

<http://www.serve.org/nche/training.php#toolkit>

Key Contact:

Pam Kies-Lowe

Homeless Consultant/State Coordinator for Homeless Education

Kies-LoweP@michigan.gov

2. National Center for Homeless Education (NCHE):

Information by Topic - <http://www.serve.org/nche/ibt/ibt.php>

Training Resources - <http://www.serve.org/nche/training.php> (Issue Briefs contain legal citations)

Access to Higher Education for Homeless Youth - http://www.serve.org/nche/ibt/higher_ed.php

School District Liaison Toolkit - <http://www.serve.org/nche/training.php#toolkit>

NCHE helpline at 1-800-308-2145 (toll-free) or homeless@serve.org

Key Contacts:

Diana Bowman

Director

dbowman@serve.org

Christina Dukes

Program Specialist

cdukes@serve.org

3. National Association for the Education of Homeless Children and Youth:

Website: <http://www.naehcy.org/training.html>

Key Contact:

Barbara Duffield

Policy Director

bduffield@naehcy.org

Patricia Julianelle

NAEH CY Counsel

pjulianelle@naehcy.org

LeTendre Scholarship Fund (for college-bound homeless youth)

http://www.naehcy.org/letendre_ab.html

4. National Law Center on Poverty and Homelessness:

Website: <http://www.nlcph.org> (Note 3rd column "Publications" listing)

Key Contact:

Eric Tars

NLC PH Counsel

etars@nlcph.org

5. Michigan Coalition Against Homelessness

Homeless Management Information System (HMIS), Project Homeless Connect, shelter referrals

Website: www.mihomeless.org/MCAH

Key Contact:

Eric Huffnagel

Executive Director

ehuffnagel@mihomeless.org

6. HEAR US, Inc

Videos, books, brochures, blogs, etc. on homeless children, youth and families

Website: www.hearus.us

Key Contact:

Diane Nilan

Founder and President

diane@hearus.us

DEPARTMENT OF EDUCATION
 SUPERINTENDENT OF PUBLIC INSTRUCTION
 TRANSPORTATION OF NONPUBLIC SCHOOLCHILDREN

These rules take effect immediately upon filing with the Secretary of State unless adopted under section 33, 34, 45a(6), or 48 of 1969 PA 306. Rules adopted under these sections become effective 7 days after filing with the Secretary of State.

(By authority conferred on the superintendent of public instruction by section 1322 of 1976 PA 451, MCL 380.1322 and Executive Reorganization Order Nos. 1996-6 and 1996-7, MCL 388.993 and MCL 388.994)

R 340.281 and R 340.282 of the Michigan Administrative Code are amended; R ? are added, and R ? are rescinded from the Code as follows:

R 340.281 Transporting students within district only; exceptions; private car.

Rule 1. (1) The following rules shall apply in the event a school district transports pupils within the district but does not transport public school pupils outside the district, other than the mentally handicapped, physically handicapped, or special education pupils:

(a) Resident nonpublic school pupils may be transported to points within the district for transportation out of the district to nonpublic schools. State aid allowances for such transportation shall be allowed the district for school bus travel within the district.

(b) Resident nonpublic school pupils may be transported to points within the district for re-transportation within the district to nonpublic schools. State aid allowances for such transportation shall be allowed to the district for the school bus travel.

(c) Should the shortest public route of travel of the school bus transporting both resident public and nonpublic school pupils require the school bus to travel from one part of the district through a portion of another district back into the district, the school district may transport nonpublic schoolchildren to and from the point along the regular route nearest or most accessible to a nonpublic school in the other district. State aid allowances for such transportation shall be allowed to the district for the school bus travel.

(d) The boards of education of school districts are not authorized to establish the attendance areas of nonpublic schools.

(e) Boards of education shall request in writing from nonpublic school officials the information necessary for planning for the transportation of nonpublic school children. Nonpublic school officials shall furnish the information requested in writing.

(f) Boards of education shall establish bus routes, bus time schedules, and school bus policies for all pupils transported.

(g) Boards of education shall review with the nonpublic school officials prior to opening of schools the routes, bus time schedules, and school bus policies established. The bus routes, bus time schedules, and bus policies may be modified by the board of education.

~~(h) The board of education of a school district may contract for transportation by private car for transportation of schoolchildren within the district whenever the board of education determines that the cost is excessive for transportation by bus of children living in locations~~

isolated from their schools.

~~State allowances for private car transportation shall be actual cost but not more than:~~

~~\$35.00 for each pupil living 1 ½ to 2 miles from his school.~~

~~\$40.00 for each pupil living 2 to 3 miles from his school.~~

~~\$45.00 for each pupil living 3 to 4 miles from his school.~~

~~\$50.00 for each pupil living 4 to 5 miles from his school.~~

~~\$55.00 for each pupil living 5 to 6 miles from his school.~~

~~\$60.00 for each pupil living 6 or more miles from his school.~~

~~(i) These rules shall become effective on July 1, 1964.~~

(2) Private car is a privately owned vehicle with a passenger capacity of 11 pupils or less.

R 340.282 Transporting resident pupils to schools outside district; private car.

Rule 2. (1) The following rules shall apply in the event a school district transports any of its resident pupils other than mentally handicapped, physically handicapped, or special education pupils, to schools outside of the district:

(a) Whenever a school district transports pupils from grades closed or not operated in the district to a school or schools outside of the district, it shall also transport nonpublic school pupils in the same grades to nonpublic schools outside of the district, at least to the distance of the public schools located outside of the district and in the same general direction.

~~(b) The board of education may contract for transportation by private car for transportation of schoolchildren outside the district whenever the board determines that the cost is excessive for transportation by bus of children living in isolated locations.~~

~~State allowances for private car transportation shall be actual cost but not more than:~~

~~\$35.00 for each pupil living 1 1/2 to 2 miles from his school.~~

~~\$40.00 for each pupil living 2 to 3 miles from his school.~~

~~\$45.00 for each pupil living 3 to 4 miles from his school.~~

~~\$50.00 for each pupil living 4 to 5 miles from his school.~~

~~\$55.00 for each pupil living 5 to 6 miles from his school.~~

~~\$60.00 for each pupil living 6 or more miles from his school.~~

~~(e) (b) Boards of education are not authorized to establish attendance areas of nonpublic schools.~~

~~(d) These rules shall become effective on July 1, 1964.~~

(2) Private car is a privately owned vehicle with a passenger capacity of 11 pupils or less.

DEPARTMENT OF EDUCATION

SUPERINTENDENT OF PUBLIC INSTRUCTION

STATE AID FOR TRANSPORTATION OF SCHOOLCHILDREN

These rules take effect immediately upon filing with the Secretary of State unless adopted under section 33, 34, 45a(6), or 48 of 1969 PA 306. Rules adopted under these sections become effective 7 days after filing with the Secretary of State.

(By authority conferred on the superintendent of public instruction by sections 1701 and 1703 of 1976 PA 451, MCL 380.1701 and MCL 380.1703 and Executive Reorganization Order Nos. 1996-6 and 1996-7, MCL 388.993 and MCL 388.994)

R 388.371, R 388.372, R 388.374, R 388.377, R 388.378, R 388.379, R 388.380, R 388.381, R 388.382, R 388.383, R 388.384, R 388.386, R 388.387 and R 388.388 of the Michigan Administrative Code are amended; R ? are added, and R ? are rescinded from the Code as follows:

R 388.371 Definitions.

Rule 1. As used in these rules:

(a) "Act" means Act No. 94 of the Public Acts of 1979, as amended, being S388.1601 et seq. of the Michigan Compiled Laws.

(b) "Department" means the department of education.

(c) "Specialized transportation services" means transportation services provided in vehicles for the exclusive use of special education students.

R 388.372 ~~Allowances.~~ **Rescind.**

~~Rule 2. The allowance granted to a school district or intermediate school district for transportation is the maximum amount calculated pursuant to R 388.373 and R 388.374, but subject to the limitations of the act.~~

R 388.374 Reporting requirements for specialized transportation services.

Rule 4. (1) For each day during the first full school week of October, for each vehicle exclusively providing special education pupil transportation for which funding is requested, a school district or intermediate school district shall collect, on a form provided by the department, all of the following information:

(a) The fleet number and route number of the vehicle.

(b) The miles the vehicle travels each day transporting special education pupils to school, starting at the bus storage area or beginning of the route and ending at the school building where the students exit or other storage area.

(c) The number of special education pupils actually transported to school each day.

(d) The name of the aide, if any, serving on the special education vehicle.

(2) The forms shall be retained by the school district or intermediate school district for 3 years.

(3) A school district may, at its own option, collect and submit information during the first

full school week of February and during the last full school week of June of each year.

R 388.377 ~~Intermediate school district audits.~~ Rescind.

~~Rule 7. The intermediate school district superintendent shall audit and verify through sampling the accuracy of the information provided in R 388.373, R 388.374, and R 388.375, and shall submit the findings on a form provided by the department.~~

R 388.378 Reporting costs.

Rule 8. A school district and intermediate school district shall report the costs of pupil transportation on a form provided by the department and according to the manual of instruction.

R 388.379 Reports of purchase of school buses.

Rule 9. A school district and intermediate school district shall report, on a form provided by the department, as to a purchased school transportation vehicle, all of the following information:

- (a) The date the completed vehicle was accepted for use.
- (b) The name of the chassis manufacturer.
- (c) The name of the body manufacturer.
- (d) The manufacturer's rated capacity of the vehicle.
- (e) The engine number.
- (f) Bus fleet number.
- (g) Cost to the district, including the interest to be paid.
- (h) Use by the school district or intermediate school district as a regular vehicle, a special education vehicle, or as a combination of the two.

R 388.380 Amortization allowances; "type I school bus," "type I premium school bus," "type II school bus" defined.

Rule 10. (1) Additional allowances for vehicle rental and amortization shall be determined and included in the district's state aid base for each eligible vehicle used to transport eligible pupils. The allowance shall not include more vehicles than the number determined to be necessary, plus the allowable number of spare vehicles.

(2) The annual amortization allowance shall be determined as follows:

(a) For a type I school bus, divide the amortization cost base by 7. This annual allowance shall be included each year the bus is used to transport eligible pupils for a maximum of 7 years. As used in this rule, a "type I school bus" means a school bus with a gross vehicle weight rating of more than 10,000 pounds.

(b) For a type I premium school bus, divide the amortization cost base by 10. This annual allowance shall be included each year the bus is used to transport eligible pupils for a maximum of 10 years. As used in this rule, a "type I premium school bus" means a school bus purchased by a school district at a cost, excluding interest and special equipment, which exceeds, by more than 15%, the average cost of a school bus of the same capacity purchased the same year. The type I premium school bus shall meet the requirements of R 340.1201 to R 340.1232.

(c) For a type II school bus, station wagon, and passenger van, divide the amortization cost base by 5. This annual allowance shall be included each year the bus or vehicle is used to

transport eligible pupils for a maximum of 5 years. As used in this rule, a "type II school bus" means a school bus with a gross vehicle weight rating of 10,000 pounds or less.

(d) For a rehabilitated school bus that has been rebuilt by an agency approved by the authorized agent of the state board, divide the amortization cost base by 5.

(3) When a school bus or pupil transportation vehicle accrues not less than 100,000 miles within 4 years, an optional 4-year amortization schedule may be substituted as an alternative to subrule (2)(a), (b), and (c) of this rule, upon approval of the department. The option shall be declared the first reporting period after purchase.

(4) The amortization cost base for each vehicle shall be determined as follows:

(a) For school buses and other transportation vehicles which are purchased new and which are used to transport pupils, the purchase price of the vehicle and attached equipment, including interest, adjusted by any gain or loss on buses or other vehicles traded in or sold.

(b) For a school bus that has been rebuilt, 50% of the remaining annual amortization allowances the district could be granted if the bus were continued in use without rebuilding, plus the rebuilding charges.

(c) For a used bus purchased by a district, the original invoice costs for the bus and attached equipment, plus any interest to be paid by the purchasing district, adjusted by any gain or loss on a bus or buses traded in or sold. If the original invoice cost cannot be determined, the purchasing district may secure a substitute invoice cost from the department. The substitute invoice cost shall be based on costs of comparable vehicles manufactured during the same year.

(d) If a bus is sold before being fully amortized, the maximum gain to be deducted from the purchase price of another vehicle shall be an amount equal to the total annual amortization allowances granted to the selling district.

(5) If a type I standard bus or a type II school bus that was purchased new by the district shows evidence indicating a probable need for repairs that is considered beyond good economic practice, the bus may be removed from service subject to the approval of the superintendent of public instruction. When a school bus is removed from service, a district may maintain the bus on its inventory, and annual allowances for amortization shall be granted the same as if the bus were continued in use. A bus removed from service shall not be included in the determination of any other allowance. The bus shall not be used for pupil transportation or by any Michigan school district, but it may be sold. The bus shall have been used by the district to transport eligible pupils for not less than 4 years and shall have traveled not less than 150,000 miles. Evidence documenting acceptable regular preventive maintenance procedures and repair history throughout the life of the vehicle shall be available to the department.

(6) The amortization cost base for school buses and other vehicles purchased new that are used to transport pupils shall be the purchase price of the vehicle and attached equipment, including interest, adjusted by any gain or loss on buses or other vehicles traded in or sold.

R 388.381 Allowance for private contractors or common carriers.

Rule 11. (1) School districts and intermediate school districts providing transportation to and from school by employing private contractors or common carriers and requesting funding for the transportation shall provide the information requested in ~~R 388.373 and~~ R 388.374 **and R 388.379.**

(2) The allocation for amortization shall be determined by the department.

R 388.382 Allowance for family vehicle transportation. **Rescind.**

~~Rule 12. The department shall provide funding for family vehicle transportation at a fixed rate to be set annually by the department. Information shall be reported on a form provided by the department.~~

R 388.383 Eligibility for specialized transportation services.

Rule 13. A ~~handicapped person~~ **student with a disability** shall be eligible for specialized transportation services when the student is unable to be transported in a regular vehicle.

R 388.384 Educational planning committee; establishment of specialized transportation services.

Rule 14. (1) Specialized transportation services shall be established by the individualized educational planning committee.

(2) The individualized educational planning committee shall include the transportation director or designee at the time the individualized educational planning committee is scheduled.

(3) In establishing specialized transportation services, the committee shall consider the nature of the handicap condition which must be accommodated by specialized transportation services.

R 388.386 Coordination or provision of specialized transportation services. **Rescind.**

~~Rule 16. The intermediate school district shall coordinate or provide for specialized transportation of an eligible handicapped person, as determined by the individualized educational planning committee specifications, which are designed to meet the transportation needs of these students to programs located either inside or outside the boundaries of the local school district in which the person resides. The plan for coordinated specialized transportation services shall be included within the intermediate school district's plan for delivery of special education programs and services. The services included in the plan may be provided by any local school district, intermediate school district, private contractor, or any combination thereof, in order to receive state school aid for specialized transportation.~~

R 388.387 Approval of specialized transportation routes. **Rescind.**

~~Rule 17. (1) A school district is not eligible for state school aid for transportation of handicapped persons unless the school bus route or other transportation service is approved by the intermediate school district superintendent or designee before the implementation of service.~~

~~(2) Temporary approval for a period of not more than 30 days may be granted to permit development and evaluation of alternative routes or services.~~

~~(3) Approval may be withdrawn for a route or service if there is a reduction in the number of persons served and if those remaining can be properly served by another existing route. Approval may be withdrawn for a route or service if an alternate route or service would significantly improve services.~~

~~(4) If approval is withdrawn for any reason stated in subrules (2) and (3) of this rule, a vehicle owned or leased by a district that was used on an approved route may be continued on the inventory for that year as if the route were continued for the balance of that year.~~

R 388.388 Authorization of overlapping or duplicate routes or services prohibited; exception. **Rescind.**

~~Rule 18. The intermediate superintendent shall not authorize a special education vehicle route or other transportation service that unnecessarily overlaps or duplicates routes or services provided by the same or any other school district, unless there are instances when a specialized vehicle is needed to transport a handicapped student who would otherwise not be able to participate in an appropriate educational program.~~

Beginning School Bus Driver Curriculum

UNIT VII

Student Management



Unit VII – STUDENT MANAGEMENT
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Unit Objectives

- ✓ **The driver will learn what a positive school bus climate looks like**
- ✓ **The driver will learn how to encourage desirable behaviors**
- ✓ **The driver will learn strategies to build positive relationships**
- ✓ **The driver will learn how to positively enforce safe rider expectations**
- ✓ **The driver will learn how to positively manage inappropriate behavior**
- ✓ **The driver will learn what bullying looks like**
- ✓ **The driver will learn strategies to deal with bullying behaviors**
- ✓ **The driver will learn different behavior management strategies for all student ages and levels**
- ✓ **The driver will learn techniques for de-escalating student behavior**

Introduction

Research has shown that punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective.

Establishing a positive climate on your bus and teaching behavioral expectations along with acknowledging students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The goal is to establish a climate in which appropriate behavior is the norm.

The State Board of Education adopted a Positive Behavior Support policy in September 2006. The policy states that each school district in Michigan is encouraged to implement a system of school-wide positive behavior support strategies. **Like classrooms, school buses are an integral part of positive behavior support.**

The Michigan Department of Education describes a Positive Behavioral Interventions & Supports (PBIS) system as a proactive, team-based framework for creating and sustaining safe and effective schools.

Self Assessment

Positive Behavioral Interventions & Supports program begins with a 20-question self-assessment task which helps you to take a closer look at how you respond to conflicts. The purpose of the assessment is to make you aware of your response style. There are no trick questions and no right or wrong answers.

How Do You Respond to Conflict Assessment Instructions:

- Read each of the statements
- Put the corresponding number (1, 2 or 3) indicating your typical response next to each statement as described on the form
- **Be honest – *this is for your knowledge only***
- Add up each of the 5 columns
- The column with the highest total indicates “Your Style” of management as a school bus driver.

How do you respond to conflict on the bus?

(Adapted by F. Mueller Paris and J Randall of Oakland Schools [2001]
From *Creative Conflict Resolution* by William Kreidler

The following exercise helps you take a closer look at how you respond to conflicts. The purpose of this exercise is to make you aware of your response style. There are no trick questions and no right or wrong answers.

Read the statements below. If a statement describes a response like one you would:

- Usually make, write "3" next the corresponding question number.
- Occasionally make, write "2" next the corresponding question number.
- Rarely or never make, write "1" next the corresponding question number.

When there is a conflict on the bus, I:

1. Tell the students to knock it off.
2. Try to make everyone feel comfortable.
3. Help the students understand each other's point of view.
4. Separate the students and keep them away from each other.
5. Let the school staff handle it.
6. Decide who started it.
7. Try to find out what the real problem is.
8. Try to work out a compromise.
9. Turn it into a joke.
10. Tell them to stop making such a fuss over nothing.
11. Make one student give in and apologize.
12. Encourage the students to find alternative solutions.
13. Help them decide what is important and don't sweat the small stuff.
14. Try to divert attention from the conflict.
15. Let the students fight it out as long as no one is hurt.
16. Threaten to send the students to the principal.
17. Present the students some alternatives from which to choose.
18. Help everyone feel comfortable with my decision.
19. Get students busy doing something like a game or a song.
20. Tell the student to settle it on their own time at school.

I	II	III	IV	V
1. _____	2. _____	3. _____	4. _____	5. _____
6. _____	7. _____	8. _____	9. _____	10. _____
11. _____	12. _____	13. _____	14. _____	15. _____
16. _____	17. _____	18. _____	19. _____	20. _____
Totals				
_____	_____	_____	_____	_____

Conflict Response Style Attributes

Each style has positive and negative attributes that may affect how you respond and resolve conflicts on your bus. *What's your style?*

Style I - No Nonsense Approach: I do not yield. I try to be fair and honest with the students. I believe that students still need firm guidance.

Pros: I use a logical and realistic approach. I am persistent to find a solution. I am communicative and firm.

Cons: I may not listen to all ideas. I may win, but "lose" due to lack of cooperation.

Style II – Problem Solving Approach: If there's a conflict, there's a problem. I set up a situation in which we can solve the problem together, instead of battling.

Pros: I encourage students to make responsible choices and produces stronger relationships. I try to be fair and open.

Cons: This may be time consuming and delay solutions. I may not get the best solution. Others may need to make a decision to resolve the conflict.

Style III – Compromising Approach: I listen to the students and help them listen to me and others. I help them give a little.

Pros: Win, Win. I welcome new information. I do not force my values on others.

Cons: We all cannot have everything we want. This doesn't work well in emergencies and may prove difficult to obtain a solution to the conflict.

Style IV – Smoothing Approach: I like things calm and peaceful whenever possible with no drama.

Pros: Reduces the number of conflicts and helps me to remain objective and easy to get along with.

Cons: Problems may be left unsolved and may increase stress from unexpressed conflicts.

Style V – Ignoring Approach: I point out the rules that are posted and leave students to work things out and learn the consequences of their behavior on their own. There are no pros to this approach.

Cons: This does not consider the feelings of others and may escalate hostilities as well as cause students to get hurt. It does not teach students to behave or act in a safe and civil manner.

Why Should I Teach Kids to Behave on the bus?

Students already know what they are supposed to do. Why can't I expect good behavior? A major area of stress for many drivers is student behavioral issues. Historically, student misbehavior results in punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions and expulsions.

Research has shown that punishment is ineffective. Punishment does not teach a student to behave. With PBIS, the driver models expected behavior and reinforces students that follow the bus expectations. Drivers train students in positive social behavior. Everybody has a safe and civil experience on the bus. The driver and the students develop a positive working relationship.

Teaching behavioral expectations and **acknowledging** students for following them is a positive **and effective** approach. Waiting for misbehavior to occur and then responding is too late. PBIS prevents the misbehavior from occurring in the first place.

PBIS establishes a climate in which appropriate behavior is the norm. Positive Behavioral Interventions & Supports will address a significant area of behavior that affects students and drivers alike. This is a win-win for all!

How PBIS works: PBIS works by establishing a positive climate. By emphasizing and encouraging desirable behaviors and promoting the core values of Respect, Responsibility and Safety the students learn to behave on the bus. PBIS includes teaching and reinforcing bus expectations, providing generous positive attention and reinforcing positive behaviors.

PBIS focuses on being proactive and positive, rather than negative and punitive. PBIS may also spread positive support beyond your students to staff, family and others.

Key elements of PBIS: Includes communication, expectations, reinforcement, reward, consequences and de-escalation.

Communication: Establishes a positive climate. Four times a day you may be the adult in the student's day that says their name and pays attention to the student. You are creating a respectful relationship. Communication provides a way to get to know your students and establishes you as a positive role model. When communicating, be aware of your body language and strive to always remain calm.

Behavior is communication: Behaviors occur to get something, including positive or negative attention, peer acceptance or other tangible items including other's belongings. Behaviors may also occur to get out of something, to escape or avoid ensuing problems including following the rules, ridicule and bullying.

Causes of Behavior: It is not always possible to know what a pupil has faced prior to boarding your bus. It is important to consider problems they may have encountered that may result in improper behaviors. They may include arguments at home or school; no breakfast or no adult to help them in the morning; they woke up late, have no clean clothes; they forgot their medication; they were bullied.

Expectations

Expectations are established based on respect, responsibility, and safety. Expectations must be clearly defined as well as clearly communicated. District school bus rules must be documented, understood, and followed.


Why state expectations? Your student passengers will appreciate limit setting. The students look for correct behavior parameters and an understanding why certain behavior is inappropriate. Give students examples of appropriate choices and consequences when choices made are inappropriate. Allow the student time to think about a decision made that requires action. Always enforce consequences.

The 3 B's of Clearly Defined Expectations:

1. Be safe
2. Be responsible
3. Be respectful

Teach your student bus riders regularly and reinforce expectations often. Re-teach following district breaks and holidays.

Rider Expectations

<p><u>Be Safe</u></p> <ul style="list-style-type: none"> • keep everything inside the bus • sit with bottom to the bottom, back to the back • keep hands and feet to self • keep aisle clear • leave all belongings in your backpack • eat and drink somewhere other than the bus 	<p><u>Be Responsible</u></p> <ul style="list-style-type: none"> • be on time to the bus stop • go directly to your seat • follow all bus rules <div style="text-align: center;">  </div>	<p><u>Be Respectful</u></p> <ul style="list-style-type: none"> • treat others as you want to be treated • be a good role model • use kind words • talk quietly • listen to and obey the driver
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Enforceable statements: You only have control over your own actions. Enforceable statements provide direction that allows the student to get self-control over his/her actions and comply with your directions.

- "When everyone is seated, I'd be happy to start the bus"
- "Feel free to eat that when I drop you off"
- "You are welcome to ride the bus as long as others are not being bothered"
- "Those that are safe and respectful are welcome to ride this bus"

Reinforce expectations: The surest way for PBIS to succeed is to make sure that all students receive positive acknowledgement when demonstrating positive behavior. Establish routines and systems for positive acknowledgement and reinforcement. Learn multiple ways to notice and reinforce appropriate student behavior.

Positive Reinforcement

Positive reinforcement is crucial for those students who struggle to behave. They should be noticed and recognized for even the smallest improvement in their behavior. Even students who often demonstrate good behaviors benefit from being noticed by the driver.

Use positive language and actions: Changing daily behaviors of your students requires a bus driver assessment for change as well. It is likely that many of us have used negative behavior controls. Positive Behavioral Interventions & Supports will be achieved by using positive language and actions to promote best results in our student population.

Positive attention: Giving students positive attention when they are following bus expectations reinforces their good behavior and encourages them to behave in the future. A positive reinforcement system should be shared at least four (4) times for every one (1) correction of problem behavior. Keep it simple with quick and easy communication with your students. Thumbs up signal, high five, eye contact and a smile or nod are all ways to provide positive reinforcement. It costs nothing and pays you back hugely in a positive climate on the bus. Finally keep the reinforcement system honest and natural; not forced or contrived.

Change your routine: PBIS is a mindset and routine change. Instead of using the negative, "Jimmy, do not get out of your seat", say "Jimmy, thank you for staying seated."

Accent the Positive: Setting a positive tone on your bus and building positive relationships with your students – greeting them, addressing them by name, making eye contact and showing them respect – will increase the likelihood that the students will respect you in return, not thinking of you as "just the bus driver." Be sure to introduce yourself to the students. This will also give students more incentive to exhibit the positive behaviors of responsible bus riders – because they want to keep your respect and please you.

Reward Positive Behavior: Rewarding students' good behavior reinforces that good behavior. 3 to 5 positive rewards should be given for each bus ride. Rewards may include "Bus Bucks", "Caught Being Good" slips, "All Star" awards or just a verbal "thank you for being good." These rewards are often coordinated with the schoolwide positive behavioral interventions & supports program.

Managing Inappropriate Behavior

When dealing with a student's inappropriate behavior: Tell them which behavior is appropriate; explain why it is appropriate; give reasonable choices to improve the behavior with consequences; allow time for the student to make a choice.

Model Desired Behaviors: When dealing with behaviors always remain calm; do not crowd the student's personal space. Watch your body language; avoid doing things that would threaten students, such as scowling, hands on hips or pointing fingers at them.

Your attitude and behavior impact student behaviors: Do not let student's behavior control yours. Always be professional and remain in control, even in difficult situations. Do not show anger; be polite, patient, and firm.

Focus on the Positive: When dealing with inappropriate behavior, start with the positive: "Lately you've done so well, I've been so impressed with your behavior."

Ask: "Which expectation did you have trouble with today?"

Ask: "What could you do differently next time?" or Ask: "How can I help you with this?"

End with a positive: "I know it won't happen again because you have been so good up until this moment. I have great faith in you."

Find Something Positive: For students who regularly misbehave, it can be very difficult to find something positive to say. The more they receive attention for the positive, the less they will look for attention in a negative way.

It is important to remember that the chronic misbehavers often lack belief in their own ability. You need to help them see that they are capable of meeting safe rider expectations. Go out of your way to find something positive to say.

Consequences

A Consequence is: An effective, consistent approach for behavior infractions creating predictability of outcome among students, staff and parents. To fully achieve a positive climate and effect change on your bus you must consistently apply consequences for unacceptable behavior – **for all students**. If your district has procedures in place – be sure to learn those procedures. If your district does not, work with your department to establish approaches to be used on the bus.

When students, parents and staff know when consequences will be enforced and what they will be, they will be easier to enforce.

How do you choose a consequence? You may not have to, let the student. Allowing the student to choose their own consequence can help to reinforce expectations and help them to understand that their choice of behavior and failure

to meet safe rider expectations requires a consequence. Sometimes a student may choose a consequence that may be more severe than what you may have had in mind.

Setting Consequences: Expect the student to think about a consequence appropriate for his/her action(s). Let the student take time to formulate the consequence, and then share his/her idea with you. If reasonable, implement the consequence. The student must understand if no solution is suggested, the consequence will be set by you.

Possible Consequences: Should follow district and department procedures and may include assigned seats with a predetermined number of days to fit the behavior; conference with the student that allows a private discussion about behavior and solutions; bus referral/write up and communication with parents.

Referrals: Are one tool in your behavior support plan. Referrals may be necessary if your efforts to work with the student to improve the behavior are unsuccessful, or if student behavior jeopardizes the safety of the bus.

Use as a last resort: Referrals should be used as a last resort for students who cannot be managed within the bus environment. If you write referrals all the time, you will find that they lose their value both for your students and also for the administration as well. In other words, you want your referrals to mean something and to be acted on as necessary by the administrator in charge of the case.

Attributes of an Effective Referral: Bus referrals should be accurate and objective and written immediately to record the facts as they occur – don't rely on your memory. Only include current behaviors. Be specific; detail the behavior and actual curse words if used. Avoid editorial statements; be consistent and truthful while putting events in sequence. Avoid opportunities to manufacture details.

Use Referrals Wisely and Properly: Write referrals only after appropriate verbal warning. Never write up the whole bus! Recognize desired behaviors by issuing positive bus referrals too.

Applying Consequences: Be neutral, firm, and consistent when applying consequences. Reduce attention for negative behavior.

Delayed Consequences: Consequences given during an episode with a student may cause the student's behavior to escalate. Delayed consequences often force the student to take more responsibility for his/her action(s) and be more effective. When a student is given time to calm down, his/her ability to think and respond appropriately will increase.

What about the Principal? The more you can handle bus discipline issues on your own, the more credible you will be with your passengers and the more they will live up to your bus expectations. If you call the principal on your bus when the

children exhibit behavior issues – you may run the risk that the only time the students behave is when the principal is on the bus.

Five steps – Setting Limits with Students:

1. Explain the behavior that is inappropriate
2. Explain why the behavior is inappropriate
3. Give reasonable choices with reasonable consequences
4. Allow time for thinking
5. Enforce consequences

Set a Positive Tone and Increase Direction Following: A positive tone will increase likelihood of student cooperation. Requests should not begin with stop or don't. Use direct/start requests instead. "Alex, please sit in your seat" instead of "Don't get out of your seat Alex" or "Alex, shouldn't you be sitting down?" Praise publicly, correct privately; establish eye contact; give time to respond; don't nag – follow through; don't yell or argue.

Be sure to acknowledge students who comply with your requests – ***always*** keep enforcing the expected behaviors.

Use of Corporal Punishment: A person employed by or engaged as a volunteer or contractor by a local or intermediate school board or public school academy:

May not:

- Inflict
- Threaten to inflict
- Cause to be inflicted any physical pain; by any means on any part of a pupils body

They may use reasonable force to:

- Protect oneself
- Protect pupils or others from immediate physical injury
- Obtain possession of a weapon or dangerous object from a student
- Protect property from physical damage (MCL 380.1312)

Suspected Child Abuse: The bus driver is generally the first adult that the student has contact with outside of their family. The bus driver must be alert to follow the state's child protection laws.

A person required by this act to report an instance of suspected child abuse or neglect and who fails to do so is:

- Civilly liable for damages caused by the failure
- Guilty of a misdemeanor punishable by imprisonment for not more than 93 days or a fine of not more than \$500, or both
- A person who intentionally makes a false report of child abuse or neglect under this act is guilty of a crime

(Child Protection Law MCL 722.633)

Unlawful Sexual Harassment: Discrimination because of sex includes sexual harassment. Sexual harassment includes:

- Unwelcome sexual advances
- Requests for sexual favors
- Other verbal or physical conduct or communication of a sexual nature under the following conditions that affects employment, public accommodations, public services, educational or housing by:
 - Is made a term or condition to obtain employment, public accommodations or public services, education, or housing.
 - Submission to or rejection of the conduct is used as a factor in decisions affecting the individual's employment, public accommodations or public services, education, or housing.
 - Interferes with or creates an intimidating, hostile or offensive employment, public accommodations, public services, educational, or housing environment. (MCL 37.2103 Sec. 103)

Make Positive Behavioral Interventions & Supports your Routine: PBIS addresses the behavior needs of all students with proven, easy to implement strategies. PBIS is doable within a bus driver's schedule and will help to reduce disciplinary incidents.

Bullying on the School Bus

On December 6, 2011, Governor Snyder signed anti-bullying legislation. The bill, Public Act 241 of 2011 amends the Revised School Code to require schools to adopt a policy that prohibits bullying at school. The law is known as "Matt's Safe School Law." (MCL 280.1310b)

Public Act 241 requires district policies that:

- Prohibit bullying of a student
- Prohibit retaliation or false accusation against at target, a witness to or a person with information about an act of bullying
- All students are protected and bullying is equally prohibited without regard to its subject matter or its motivation
- Procedure for notifying bullying victim's and perpetrator's parent/guardian

Know your Policies: "A school employee, school volunteer, pupil, or parent or guardian who promptly reports in good faith an act of bullying to the appropriate school official designated in the school district's or public school academy's policy and who makes this report in compliance with the procedures set forth in the policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident. However, this immunity does not apply to a school official who is designated under subsection (5) (d), or who is responsible for remedying the bullying, when acting in that capacity." (MCL 380.1310 b 7)



Creating a Safe and Respectful Environment on Our Nation's School Buses

Module 1: Handout 1

Note: Numbers within parentheses refer to the source of the information presented in the handout.

See Something: What Does Bullying Look Like?

General definition: Bullying is a problem behavior based on power relationships in which a student or a group of students uses power aggressively to cause emotional or physical pain and distress to another student. (7)

Four Types of Bullying (7, 2)

Put a check mark by how often you see this kind of behavior on the bus.

1. Physical bullying — Hitting, kicking, inappropriate touching, sexual gestures, groping, threatening with/without a weapon.

___ 1 = Never ___ 2 = Occasionally ___ 3 = Sometimes

___ 4 = Frequently ___ 5 = Very often

What the research says about how often this form of bullying occurs:

2. Verbal bullying — Name calling, starting rumors, teasing, threats.

___ 1 = Never ___ 2 = Occasionally ___ 3 = Sometimes

___ 4 = Frequently ___ 5 = Very often

What the research says about how often this form of bullying occurs:

3. Relational bullying — Excluding others from the group, rolling of eyes, tossing of hair, ignoring and shunning, gossiping, spreading rumors, telling secrets, setting others up to look foolish, damaging friendships.

___ 1 = Never ___ 2 = Occasionally ___ 3 = Sometimes

___ 4 = Frequently ___ 5 = Very often

What the research says about how often this form of bullying occurs:

4. Cyber bullying — Use of e-mail, social network sites, cell phones, webcams, text messages, and Internet sites, etc., to embarrass or humiliate, verbally harass, socially exclude, or threaten physical or psychological harm.

___ 1 = Never ___ 2 = Occasionally ___ 3 = Sometimes

___ 4 = Frequently ___ 5 = Very often

What the research says about how often this form of bullying occurs:

Common Signs of Bullying*

There are many warning signs that could indicate that someone is involved in bullying, either by bullying others or by being bullied. As a bus driver, you may be more likely to see some signs than others. For example, a parent would notice if a child is depressed and withdrawn at home, but you might be more likely to see how one child teases another while riding the bus or how a normally happy child you've seen often suddenly seems isolated and frightened. You may see changes in young people that you see every day or you may see patterns emerge over time. Following are some of the common signs of bullying to look for.

- Possible signs of someone who is being bullied:
 - Reports losing items such as books, electronics, clothing, or jewelry
 - Has unexplained injuries
 - Complains frequently of headaches, stomach aches, or feeling sick
 - Hurts themselves
 - Loses interest in visiting or talking with friends
 - Is afraid of going to/from school or other activities with peers
 - Appears sad, moody, angry, anxious, or depressed
 - Talks about suicide
 - Feels helpless
 - Suddenly has fewer friends
 - Avoids certain places
 - Acts differently than usual
 - Wants to sit near the driver
 - Wants to sit with the same "safe" student or group of students all of the time (behind them, in front of them or surrounded by them)
- Possible signs of someone who is bullying others:
 - Becomes violent with others

- Gets into physical or verbal fights with others
- Gets in trouble a lot, including being sent to the principal's office or detention
- Has extra money or new belongings that cannot be explained
- Is quick to blame others
- Will not accept responsibility for their actions
- Has friends who bully others
- Needs to win or be best at everything
- Tries to move near enough to the student being bullied to continue bullying—for example, the bullying student may move near enough so the student being bullied can hear remarks, be touched, or be bothered
- Vies for attention, talks loudly, waves at the driver in the mirror, or moves from seat to seat
- Watches the driver and changes seats to be near the student being bullied when the driver is at an intersection or watching the road

Visit <http://safesupportiveschools.ed.gov/index.php?id=9&eid=436>.

*Adapted from www.stopbullying.gov.



Creating a Safe and Respectful Environment on Our Nation's School Buses

Module 1: Handout 2

Note: Numbers within parentheses refer to the source of the information presented in the handout.

Do Something: Dealing With Bullying Behaviors

Bus drivers can take steps *ahead of time* to prepare themselves and their students to create a safe and positive atmosphere on the bus that may help keep bullying from happening in the first place.

Bus Discipline: A Positive Approach by Randall Sprick and Geoff Colvin (1992) emphasizes the following five basic rules for managing student behavior on the bus (14):

1. Be positive and professional.
2. Acknowledge responsible behavior.
3. Use consequences calmly, consistently, and immediately.
4. Provide continual supervision.
5. Anticipate and think ahead.

Bus drivers can (4, 9):

- Be up-to-date on their own school district's rules, regulations, and policies for dealing with bullying.
- Make sure all students understand a specific, easy-to-follow set of rules for entering, exiting, and riding the bus and why the rules are in place.
- Clearly establish your expectations for your students' behavior.
- Let students know that if something occurs about which they're concerned, they can quietly give you a note or communicate with you in some other way to let you know what's going on.

A bus driver's attitudes and interactions with students also can help establish a safe and positive atmosphere on the bus. Young people respond well to bus drivers who are (9):

- Firm but not tough.
- Courteous and not sarcastic.
- Equal and fair with everyone.
- Consistent.

Before problems develop, you can:

- **Anticipate what to look for before the bus is in motion:** School bus drivers in one study reported seeing discipline problems increase in the afternoon (when children are tired) and before winter and spring breaks (when children look

forward to being out of school). Anticipation may help drivers be better prepared to keep a sharp eye out for potential problem times and stresses when bullying may be more likely to occur. Post clearly a simple set of rules and reinforce them periodically. (11, 4)

- **Understand the different behaviors and needs of children of different ages:** Successful student management depends on understanding how children's minds work. Although not every child is alike, age and developmental level share certain broad characteristics. Different behavior management strategies are needed for each group. (4)
- **Learn "planned ignoring":** Know when to ignore minor irritating behavior, such as occasional bursts of loud language or minor horseplay. Sometimes children merely want to provoke an adult for fun. But—never ignore potentially dangerous behavior, such as moving from seat to seat. (4)

Students say behavior is more positive when they feel a bond between the driver and students. (6) Following are a few quick tips for developing positive connections with your students (4):

- **Get to know their names.** You may have a lot of students, but use their names when you can.
- **Greet them when they get on the bus.** This can be especially important in the afternoons when they're tired and have had a long day.
- **Be a role model.** Model responsible, safe, and mature behavior for your students. If you want respect from the kids, give it to them. If you want kids to use "please" and "thank you," use them yourself.
- **Keep your sense of humor.** The great majority of children are delightful to be around.

When bullying does occur on the bus, it is best to address it when you see it. It is not always possible or even desirable to stop the bus and deal with an incident, so try these strategies while driving only if it is safe to do so or after the bus has stopped (4, 9):

- In an even tone, give a verbal warning for the behavior to stop.
- When the bus has stopped, move the affected child to a different seat.
- Consider seat assignments in the future.
- After the bus ride, talk to the student who was bullying about his or her behavior in a nonthreatening but firm and even-handed manner. Repeat the rules for riding the bus, and make sure he or she knows the consequences for not following the rules.
- Document and report incidences as required by your school district's policies.

If a behavior escalates and you are concerned (4):

- Call your supervisor about the behavior.
- If you feel you need to stop the bus to deal with the behavior, call in to inform your supervisor.

If you must stop the bus, do so in a safe location, and then:

1. Always follow district procedures.
2. Secure the bus. Take the keys with you, for example, if you need to move around the bus.
3. Stand up and speak to the student or students involved in the bullying.
4. Change the seat of the student who was bullying and/or the student being bullied if needed.
5. Never put a student off the bus except at school or at his or her residence or school bus stop. If you feel that the offense is serious enough that you cannot safely drive the bus, call a school administrator, law enforcement, or a parent or caregiver, as appropriate, to remove the student. You may also return to the school.
6. When intervening, use caution not to challenge or provoke a student who is bullying because it may initiate further negative behavior.

Visit <http://safesupportiveschools.ed.gov/index.php?id=9&eid=436>.



Creating a Safe and Respectful Environment on Our Nation's School Buses

Module 1: Handout 3

Successful student management depends on understanding how children's minds work. Students are not one-size-fits-all. Of course, every child has a unique personality, but each age and developmental level share certain broad characteristics. Different behavior management strategies are needed for each group. The following are general characteristics and concerns by grade level.

Preschool Children

- Cognitive level varies widely for the same-age children. Some four-year-olds are remarkably mature and can converse fluently with adults; others are still in the early toddler stage.
- Separation anxiety from parents and guardians.
- Often fall asleep on the bus ride.
- May have trouble negotiating bus steps, getting into the bus seat, and fastening safety restraints.
- Our most vulnerable population for transporting.
- Inability to see outside the bus may lead to boredom-inspired misbehaviors.
- Communication with preschoolers must be very simple and clear. Repeating safety instructions numerous times usually will be necessary.
- They can be slow—adults need to be patient.
- Try to go to the child's level when speaking—bend down so you're face-to-face.

Kindergartners

- Like preschoolers, kindergartners display a wide variation in abilities and maturity; for example, on the first few days of school, some kindergartners will be fully adjusted to the school routine, and some will seem like toddlers.
- Five-year-olds have short attention spans and are easily distracted, creating danger especially when loading or unloading. Kindergartners are most susceptible to a "by-own-bus" tragedy.
- May bolt impulsively across the road when they see their parents waiting for them—be careful!
- Physiological development (vision and hearing) is limited, increasing the risk when they must interact with roadway traffic. Ability to judge vehicle speed and distance is very limited.
- Kindergartners who have been exposed to immature adults may demonstrate a distressing command of obscene language.

- Often love their bus drivers and are usually receptive to clear, well-designed safety instruction and positive reinforcement techniques.
- A warm hello and a smile mean a great deal to them!

Grades 1–3

- May be overly stimulated in the bus environment; clear, simple behavior expectations are essential.
- Still enjoy school buses—still a key time to teach them safety fundamentals.
- Often still want to be liked by adults.
- Often demonstrate concrete thinking—right or wrong, no in-between.
- Some exclusion and even bullying of different, delayed, or timid peers may occur.

Grade 4–8

- Becoming independent individuals.
- Great concern with peer relations—while adults’ opinions still matter, they don’t matter nearly as much as those of their peers. Direct challenges in front of the entire bus will often lead to face-saving and increased defiance.
- Self-conscious, awkward, unsure of themselves.
- May shun or belittle those outside the “in group.” Bullying and harassment are prevalent unless adults monitor group interactions.
- Prone to illogical or even self-destructive decisions. May purposely ignore safety rules for peer attention.

Grade 9–12

- Some continuation of middle school issues as they grow into adulthood.
- Further growing sense of self-identity—positive or negative.
- Badly want to be treated like adults, and behavior management is most effective when they are treated in that fashion.
- Still appreciate adult friendliness and connection in spite of outward “coolness.”

Visit <http://safesupportiveschools.ed.gov/index.php?id=9&eid=436>.



Creating a Safe and Respectful Environment on Our Nation's School Buses

Module 1: Handout 4

Techniques for De-escalating Student Behavior*

Verbal de-escalation techniques are appropriate when no weapon is present. Reasoning with an enraged person is not possible. The first and only objective in de-escalation is to reduce the level of arousal so that discussion becomes possible.

It is important to appear centered and calm even when we do not feel that way. It will help to practice these techniques before they are needed so they become "second nature."

Maintain Control of Yourself and Your Emotions

1. Appear calm, centered, and self-assured. This will help everyone stay calmer, too.
2. Use a modulated, low tone of voice.
3. Do not be defensive—even if the comments or insults are directed at you, they are not about you. Do not defend yourself or anyone else from insults, curses, or misconceptions about their roles.
4. Call the school, your supervisor, security, or the police if you need more help.
5. Be very respectful even when firmly setting limits or calling for help. The agitated student is very sensitive to feeling shamed and disrespected. We want him or her to know that it is not necessary to show us that they should be respected. We automatically treat them with dignity and respect.

Communicate Effectively Nonverbally

1. Allow extra physical space between you and the student—about four times your usual distance. Anger and agitation can fill the extra space between you and the student.
2. Get at the same eye level and maintain constant eye contact. Allow the student to break his or her gaze and look away if they need to.
3. Do not point or shake your finger.
4. Do not touch the student—even if some touching is generally culturally appropriate and usual in your setting. It could be easy for physical contact to be misinterpreted as hostile or threatening.
5. Keep hands out of your pockets and up and available to protect yourself, and stand at an angle to the student.

The De-escalation Discussion

1. Remember that there is no content except trying to calmly bring the level of arousal down to a safer place.
2. Do not get loud or try to yell over a screaming person. Wait until he or she takes a breath; then talk. Speak calmly at an average volume.
3. Respond selectively; answer only informational questions no matter how rudely asked (e.g., "Why do I have to sit here?"). Do not answer abusive questions (e.g., "Why are all bus drivers' jerks?"). This question should get no response whatsoever.
4. Explain limits and rules in an authoritative, firm, but always respectful tone. Give choices where possible in which both alternatives are safe ones (e.g., "Would you like to continue our meeting calmly or would you prefer to stop now and come back tomorrow when things can be more relaxed?").
5. Empathize with feelings but not with the behavior (e.g., "I understand that you have every right to feel angry, but it is not okay for you to threaten me or other students on the bus.").
6. Do not solicit how a person is feeling or interpret feelings in an analytical way.
7. Do not argue or try to convince.
8. Suggest alternative behaviors where appropriate (e.g., "Would you like to change seats on the bus?").
9. Give the consequences of inappropriate behavior without threats or anger.
10. Represent external controls as institutional rather than personal.

Trust your instincts. There is nothing magical about talking someone down. You are transferring your sense of calm, respectfulness, and clear limit-setting to the agitated student in the hope that he or she actually wishes to respond positively to your respectful attention. Do not be a hero and do not try de-escalation when a person has a weapon. In that case, simply cooperate.

Visit <http://safesupportiveschools.ed.gov/index.php?id=9&eid=436>.

*Used by permission. Adapted from Skolnik-Acker, E. (2008). Verbal De-Escalation Techniques for Defusing or Talking Down an Explosive Situation. Boston: National Association of Social Workers, Massachusetts Chapter, Committee for the Study and Prevention of Violence Against Social Workers. (13)



Creating a Safe and Respectful Environment on Our Nation's School Buses

Module 1: Handout 5

After the Bus Run: Follow-up and Reporting

Your responsibility does not stop when you drop a child off. As a caring professional, you may have concerns about students when a bullying incident does occur on the bus. Some questions you might ask yourself after a bullying incident could include:

- Does the young person who was bullied need attention?
- If so, should he or she be handed off to a school counselor, parent or caregiver, or other caring adult?
- Do I need to tell a waiting parent or caregiver, sibling, or other concerned adult if something has happened?
- Does the child who did the bullying need to be handed off or connected to school personnel, parent or caregiver, or other caring adult?
- How do I feel about what happened and my response to it?
- Do local district policies require filing a written report?

Your local school district's policies may require you to file discipline referrals or reports on any bullying incidences that occur on your bus. Use referrals wisely and properly (4) and follow these guidelines:

- Fill them out completely and legibly.
- Use referrals judiciously—never write up the whole bus!—and only after you have given appropriate verbal warning to the student.
- Report only what you are certain occurred.
- Avoid editorial comments ("Suzy is just like her brother! In fact, the whole family is a problem!").
- Report what you observed as accurately and specifically as possible.
- Briefly explain how the student's behavior was dangerous to himself or herself, or other students—stress the "S-word" (safety).
- Unless school policy expressly forbids it, it is best to write down the actual curse words a student said so that the principal and the parent understand exactly what happened.

You also may have a system for documenting issues to help manage student behavior or use in preparing for letters or meetings with parents, students, and

school administrators. However you choose to document issues, focus on behaviors that need to change by identifying (16a):

- Patterns of behavior.
- Problem areas with individuals.
- Problem areas with groups.

Visit <http://safesupportiveschools.ed.gov/index.php?id=9&eid=436>.

Michigan Pupil Transportation

FOLLOWING THE ROAD TO SAFETY



School Bus Driver Continuing Education Curriculum Manual

Certification for
2013-2015



Acknowledgement

Section 51 of Act No. 187 of 1990 (Pupil Transportation Act), Section 257.1851 of the Michigan Compiled Laws, requires that a driver of a school bus transporting pupils to or from school or school-related events complete an entry level school bus safety education course and a six-hour continuing education course within two years after the entry level certification, as well as each succeeding two years thereafter. Each course must be completed at an educational agency approved by the Michigan Department of Education.

The new continuing education curriculum, approved by the Michigan Department of Education for the training period July 1, 2012, to September 30, 2015, was compiled with the cooperation of many individuals concerned with the safety of Michigan's children.

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Genesee ISD - Gary West
Iosco RESA – Vincent Weiler
Jackson ISD – Larry Ostrander
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Kent ISD – John Savage
Macomb ISD – Steve Osborne
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Ottawa ISD - Angela McCoy
St. Clair RESA - Carol Juretich
Saginaw ISD - Marge Schultz
Washtenaw ISD - Thomas Moore
Wayne RESA - Kim Hooper

Curriculum Resource Materials

- *Creating a Safe and Respectful Environment on Our Nation's School Buses:* This series is a product of the Safe and Supportive Schools Technical Assistance (TA) Center, under funding provided by the U.S. Department of Education (ED) Office of Safe and Drug-Free Schools (OSDFS) and in partnership with the National Association for Pupil Transportation and the National Association of State Directors of Pupil Transportation Services.
- Citizen CPR - Denise Bowles, Director of Health and Safety Services, American Red Cross, Genesee-Lapeer Chapter, Flint, Michigan
- Curriculum Review - Special thanks to Kim Hooper, Wayne RESA
- Curriculum Writer - Gary W. Davis, Eastern Upper Peninsula Intermediate School District (EUPISD) with assistance from Lori Richardson, Oakland Schools; and William Peltier, School Bus Instructor EUPISD

Training Topics

- Introduction

- Year in Review and Current Issues

- Laws and Driving Review

- What Would You Do? (A)

- First Aid and Citizen CPR

- What Would You Do? (B)

- Intervening in Bullying Behavior

- Review

- Test

Introduction

Welcome to the Michigan school bus driver biannual continuing education class. Michigan school bus drivers are professional drivers who are concerned about student safety. You are part of a statewide pupil transportation system that strives to safely deliver over one quarter of a million pupils each school day. This continuing education program was written with the goal of reviewing and sharing new information that will help you to continue to provide safe travels for pupils you transport.

The Michigan Pupil Transportation *Following the Road to Safety* curriculum that will guide you through your six hours of required continuing education training will provide each participant with the opportunity to review and improve their bus driving knowledge and skills. As you proceed through the training, please consider future continuing education topics you would like to see provided and share these ideas with your instructor. A goal of this training is be relevant to the current needs of you as a professional school bus driver, and that is best done with your input on topics that will assist you to be the best driver possible.

Year in Review and Current Issues

Vehicle Violations in a School Bus Zone

Effective July 1, 2011, PA 59 and 60 of 2011 has increased the penalties for violations of traffic laws around a school bus. Sec. 601b

(1) Notwithstanding any other provision of this act, a person responsible for a moving violation in a work zone, at an emergency scene, or in a school zone during the period beginning 30 minutes before school in the morning and through 30 minutes after school in the afternoon, or in a school bus zone is subject to a fine that is double the fine otherwise prescribed for that moving violation.

(2) A person who commits a moving violation in a work zone or a school bus zone for which not fewer than 3 points are assigned under section 320a and, as a result causes injury to another person in the work zone or school bus zone, is guilty of a misdemeanor punishable by a fine of not more than \$1,000 or imprisonment for not more than one year, or both.

(3) A person who commits a moving violation in a work zone or school bus zone for which not fewer than 3 points are assigned under section 320a and, as a result causes death to another person in the work zone or school bus zone, is guilty of a felony punishable by a fine of not more than \$7,500 or by imprisonment for not more than 15 years, or both.

(4) Subsections (2) and (3) do not apply if the injury or death was caused by the negligence of the injured or deceased person in the work zone or school bus zone.

(5) As used in this section: (b) "Moving violation" means an act or omission prohibited under this act or a local ordinance substantially corresponding to this act that occurs while a person is operating a motor vehicle, and for which the person is subject to a fine; (c) "School bus zone" means the area lying within 20 feet of a school bus that has stopped and is displaying two alternately flashing red lights at the same level, except as described in section 682(2); (d) "School zone" means that term as defined in section 627a.

School Bus Driver Physicals

Beginning June 22, 2010, once every two years a Federal Department of Transportation (DOT) physical is required for Michigan school bus drivers (white physical card). An examiner can, under certain situations, require a more frequent physical. In Michigan, an exemption exists from the Federal DOT regulations for an individual who is an insulin dependent diabetic (blue card), if that person was employed as a school bus driver on June 22, 2010.

With the passage of PA 156 of 2011 Section 5(3) on September 27, 2011, new applicants to drive a school bus who are insulin dependent diabetics may apply to the Michigan motor carrier safety appeal board for a waiver. If approved, this waiver allows the individual to drive a school bus intrastate but not interstate. Details of the waiver process can be found in MCL 480.13 (Section 3).

Some areas where you can improve your chances of passing the required DOT physical are through healthy lifestyle choices, such as a balanced diet and exercise, which might also improve blood pressure and respiratory dysfunction, as well as sleep apnea.

The guidelines for the DOT exam, instructions for diabetic waiver, medical examination report and the DOT certificate can be found at the Michigan Department of Education (MDE) website: http://www.michigan.gov/mde/0,1607,7-140-6530_6569_38338---,00.html.

School Bus Driver Manual Updates

Every driver should maintain their *Beginning School Bus Driver Manual*. The beginning driver manual has been completely updated and revised and is available on the Michigan Department of Education website at: www.michigan.gov/mde/0,1607,7-140-6530_6569_38338---,00.html.

Future updates will also be posted to this website.

Pupil Transportation Advisory Practices and Guidelines

The Michigan Department of Education provides information related to the transportation of pupils in Michigan, which may not be covered under specific laws through items termed as advisory practices and guidelines.

These advisory practices and guidelines are good ideas and, in some cases, address issues identified nationally as significant. They are not supported by law in Michigan, but are included to provide direction and guidance to school transportation operations in moving forward for the purpose of continuous improvement, as district resources allow.

These items include Pre-Trip Inspections, School Bus Evacuation Drills, Advertising Inside School Buses, End of Route Student Checks, Global Positioning Systems, Prohibition Against Personal Cell Phone Use By School Bus Drivers, School Bus Emissions/Idling, School Bus Technician and Mechanic Qualifications and School Bus Maintenance. Each of these advisory practices and guidelines can be reviewed at the MDE website: http://www.michigan.gov/mde/0,1607,7-140-6530_6569_38338---,00.html.

Laws and Driving Review

Roundabouts in Michigan

Traffic control at intersections in many areas of Michigan is increasingly being done through the use of roundabouts. According to the Michigan Department of Transportation (MDOT), roundabouts reduce vehicle speeds, as well as the number of conflict points. Roundabouts eliminate head-on/left-turn and angle-type crashes that frequently result in serious or fatal injuries.

Roundabouts operate with the use of yield signs instead of stop signs or traffic signals; vehicles are able to enter the roundabout when there are adequate gaps in the traffic flow. This reduces the number of vehicles that have to stop, as well as the time vehicles are stopped. This reduces delays and increases the capacity of the intersection.

Steps provided by MDOT for safely negotiating a roundabout are as follows:

1. Slow down as you approach the roundabout.
2. Use the guide signs and land designation markers to choose the appropriate lane for the intended destination.
3. Look for pedestrians and bicyclists as you approach the crosswalk. Yield to those intending to cross.
4. Slow down as you approach the yield sign and dashed yield line. Look to the left to see if other vehicles are traveling within the roundabout.
5. Once there is an adequate gap in traffic, enter the roundabout. Do not stop or change lanes once in the roundabout.
6. As you approach the intended destination, signal your intent to exit. Look for pedestrians and bicyclists as you exit.

More information regarding roundabouts can be found at:
http://www.michigan.gov/mdot/0,1607,7-151-9615_53039---,00.html.

Traffic Tickets with a Conviction

If a school bus driver receives a traffic ticket and pleads guilty or is convicted of the violation, in certain circumstances he/she can be required to retake the Michigan Secretary of State school bus driving skills test before being allowed to drive.

- This can happen if a school bus driver has had his or her driver's license or commercial driver's license suspended, canceled, or denied due to a felony or a conviction of a crime under the law of this state, a local ordinance, or law of another state substantially corresponding to a law of this state. [MCL 257.303 and 319]
- Remember that it is your responsibility to notify your school district if you receive a ticket.
- Be reminded that you will need to be road skills tested if convicted of any of the disqualifying offenses while operating a commercial motor vehicle or any offense in a noncommercial motor vehicle that would be a disqualifying condition committed in a commercial motor vehicle. [49 CFR 383.51(b)]
- A driver who is required to take a road skills test under this law shall not operate a school bus until that driver has passed the test. Furthermore, based on school district policy, a bus driver may be suspended and not allowed to drive once the violation is issued.
- The commercial driver license skills test shall be conducted by an examiner not employed or under contract with the same agency or school of the driver being tested.

Homeless Children

Homeless children have a right to a free and appropriate education just like other children. Under a federal law, known as the McKinney-Vento Act, any child without a fixed, regular, and adequate nighttime residence is considered "homeless." This includes students who are:

- Living with a friend, relative or someone else because they lost their home due to eviction, foreclosure, economic crisis or other emergency situation.
- Staying in a motel, hotel, trailer park, or campground because they have nowhere else to go.
- Living in a shelter, including emergency or transitional shelters, domestic violence shelters, and runaway and homeless youth shelters.
- Staying in substandard housing.
- Living in places not ordinarily used for sleeping, including cars, parks, public places, abandoned buildings, or bus or train stations.
- Are in the first six months of any foster care placement.

Students have the right to either continue to attend the school they were attending prior to losing housing or to immediately enroll in the district where they are temporarily located. Under the law, school districts must remove barriers to attendance and success for homeless students. This includes providing transportation assistance.

The McKinney-Vento Act requires school districts to provide transportation for students experiencing homelessness in three situations:

1. School districts must provide transportation to the school of origin upon the request of a parent or guardian, or in the case of an unaccompanied youth, upon the request of the McKinney-Vento liaison. [42 U.S.C. §11432(g)(1)(J)(iii)] This is true regardless of whether the district provides transportation for other students. The school of origin is defined as either the school the child attended before they lost housing or the last school attended.
2. For other transportation (as opposed to the school of origin), the McKinney-Vento Act requires that districts provide transportation comparable to that provided to housed students. [42 U.S.C. §11432(g)(4)(A)] Therefore, if the district transports housed students to the local school or to a summer program, it must also transport students experiencing homelessness.
3. School districts must eliminate barriers to school enrollment and retention of students experiencing homelessness. For example, if a student is living on or near an extremely busy intersection, in a very dangerous neighborhood, or is otherwise unable to attend school without transportation, the district must eliminate lack of transportation as a barrier to the child attending school.

Rerouting school buses is one of the most familiar options. Regular school buses may be able to stop at local shelters or other transitional housing locations, such as motels or campgrounds, and pick up homeless students.

The Federal Guidelines for the McKinney-Vento Act suggests the following steps to support the transportation of homeless children and youth:

1. Communicate regularly with the district homeless liaison.
2. Establish procedures to receive information about the transportation needs and pick-up location of homeless students.
3. Train bus drivers and dispatchers on the rights and needs of homeless students, as well as on the need for sensitivity and confidentiality.
4. Develop a bus routing system that can respond flexibly and quickly to new "pick-ups." Be aware of new motel and shelter locations and prepare to create bus stops nearby.
5. Support increased district commitment to provide homeless students transportation to school, as well as to before and after school programs.

The McKinney-Vento Act requires every local educational agency to "designate an appropriate staff person" to serve as liaison. [42 U.S.C. §11432(g)(1)(J)(ii)] If you are concerned that a student may be homeless, contact your district's homeless liaison.

Distracted Driving

Driving while distracted is a choice that drivers make that can lead to serious or even deadly consequences. Distracted driving can include texting, using a cell

phone, reading a map or other document, radio use and eating while a vehicle is moving. As a professional school bus driver, there is no room for distractions.

- **Research on distracted driving reveals some surprising facts:**
 - Twenty percent of injury crashes in 2009 involved reports of distracted driving. [Source - National Highway Transportation Safety Administration (NHTSA)]
 - Of those killed in distracted driving-related crashes, 995 involved reports of a cell phone as a distraction (18% of fatalities in distraction-related crashes). (NHTSA)
 - In 2009, 5,474 people were killed on U.S. roadways, and an estimated additional 448,000 were injured in motor vehicle crashes that were reported to have involved distracted driving. (FARS and GES)
 - The age group with the greatest proportion of distracted drivers was the under-twenty age group – 16% of all drivers younger than twenty involved in fatal crashes were reported to have been distracted while driving. (NHTSA)
 - Drivers who use handheld devices are four times as likely to get into crashes serious enough to injure themselves. (Source - Insurance Institute for Highway Safety)
 - Use of a cell phone while driving, whether it's handheld or hands-free, delays a driver's reactions as much as having a blood alcohol concentration at the legal limit of .08%. (Source - University of Utah)

- **Texting:** On July 1, 2010, a Michigan law banning texting while driving took effect. The law states: Except as otherwise provided in this section, a person shall not read, manually type, or send a text message on a wireless two-way communication device that is located in the person's hand or in the person's lap, including a wireless telephone used in cellular telephone service or personal communication service, while operating a motor vehicle that is moving on a highway or street in this state. As used in this subsection, a wireless two-way communication device does not include a global positioning or navigation system that is affixed to the motor vehicle. [MCL 257.602b (1)]

Exceptions were built into the law for law enforcement officers, medical emergencies and when related to personal protection.

Under Michigan law, texting while driving is classified as a primary offense, which means you can be pulled over and ticketed based on a text messaging offense alone. Violators will face a fine of \$100 for the first offense and \$200 for subsequent offenses.

- **Prohibition Against Personal Cell Phone Use By School Bus Drivers:** Personal cell phone use by school bus drivers while driving is a potential safety risk. The Michigan Department of Education, upon the recommendation of the Pupil Transportation Advisory Committee,

recommends the following guideline be implemented by all Michigan school districts:

“Recognizing that personal cell phone use by a school bus driver at times the vehicle is in operation on the roadway poses a potential safety risk, and further, that personal cell phone use by the driver while the bus is in operation can be a distraction causing further potential safety risk, it is a best practice that school bus drivers not operate personal cell phones while the school bus is in operation. It is an additional guideline that personal cell phones be placed in the "off" position when in the possession of the school bus driver while the bus is in operation. Cell phones may be used in case of emergency. Special care must be taken at all times in the use of any communication device while the school bus is in operation.”

Mirror Usage and Settings

Proper mirror adjustment and usage helps to prevent danger zones around the bus by reducing the blind spots where pupils may be hidden from view. Your pre-trip inspection must include proper mirror adjustment.

- **Federal Mirror Law:** Federal Motor Vehicle Safety Standards (FMVSS) 49 CFR 571.111 requires that all mirror standards apply to all school buses, requires that all drivers be capable of viewing, either directly or indirectly, critical areas around the bus through the rearview or crossover mirrors, and requires image clarity standards as well as setting criteria that may be installed with stable supports.
- **Mirror Adjustment Assessment Review:** For each of the school bus mirrors below, fill in the blanks with the federal standard for proper adjustment.
 - Using the front crossover mirrors, you should be able to see:
All the way across the front bumper of the school bus plus not less than ____ **feet** on either side from the ground to the point where direct observation is possible and not less than ____ **feet** in front of the school bus.
 - Using the right convex mirror, you should be able to see:
 1. The entire _____ **side** of the bus up to the mirror mounts.
 2. The front of the **rear** _____ touching the ground.
 3. At least _____ **traffic** lane on the _____ **side** of the bus.
 - Using the left convex mirror, you should be able to see:
 1. The entire _____ **side** of the bus up to the _____ **mounts**.
 2. The _____ of the rear tire touching the ground.
 3. At least _____ **traffic** lane on the _____ **side** of the bus.
 - Using the side flat mirrors (west coast), you should be able to see:
 1. The side of the bus in the inside edge of the mirror but not enough to count the _____.

2. The ground within approximately _____ **inches** of the rear dual wheel.

3. Approximately _____ **feet** four bus lengths behind the bus.

Reminder: The side flat mirrors (west coast) can also create blind spots that can hide a vehicle as large as another school bus. When approaching an intersection, be cautious and lean towards the steering wheel to peer around the mirrors to see if traffic is clear.

- The inside rear view mirror should be adjusted to see the students inside the bus and any traffic **directly** _____ the bus.

Many school districts have a school bus mirror adjustment grid painted on a parking lot area that is out of the way. By parking your bus in the designated area, you can make sure all of your bus mirrors are adjusted to meet the safety standards required. If you cannot adjust the mirrors to meet the minimum standards, you need to contact the bus mechanic or supervisor for assistance.

Working with Young Students or Students with Disabilities

All children have a right to a Free and Appropriate Public Education (FAPE). As such, one service a bus driver provides is a safe ride to and from school. As the age group or disability varies, so must how you work with each individual child. When working with young children or children with disabilities, many times one needs to have a higher level of patience and understanding of individual child development levels. Pupils with learning disabilities are required to be placed in the least restrictive environment where they can be successful. This means that they are to be in classes, activities and related services, such as busing, with general education students as much as possible.

In a recent Michigan school bus driver continuing education curriculum, drivers learned about using a Positive Behavior Support (PBS) system for working towards positive student behavior. PBS is described as a proactive, team-based framework for creating and sustaining safe and effective schools. PBS is all about:

- Prevention – changing the things that trigger the behavior.
- Teaching – acceptable ways to get needs met.
- Responding – quick response and intervention.

As you are aware, PBS works by establishing a positive climate, emphasizing the importance of preventing behavior problems, being proactive and positive, rather than negative and punitive, and spreading positive support beyond your students to staff, family and others.

By establishing the positive expectations for students on a school bus, the driver sets the standard for proper bus behavior. When dealing with young children or those students with disabilities, every school bus driver needs to anticipate that proper behavior expectations will be met by all students; however, a school bus driver must also plan on modifying their approach when solving issues with these children. A driver will need to be patient, not raise his/her voice, not look angry,

use simple words and one- or two-step direction, use slow and deliberate speech, and possibly use a bus aide or another pupil to help interpret what is needed. Instructions and praise may have to be repeated frequently.

There are thirteen disability areas defined by the State of Michigan that entitle a student to special education programs and services. These thirteen disabling conditions range from Early Childhood Developmental Delay (ECDD) or Emotionally Impaired (EI) to Speech and Language Impairment (SLI). No matter what the identified disability, student discipline infractions should be reviewed by the Individual Educational Planning (IEP) team as necessary to determine if additional assessments are required. Should the IEP team determine that the behavioral management plan will include busing, the regular bus driver and/or monitor/aide must follow the behavioral management plan agreed upon by the IEP team. A student's need for special transportation should be reviewed at least annually by the IEP team, and more frequently if the need arises.

Look at each pupil as an individual by keeping in mind communication techniques that are appropriate for his/her age or disability. If you need specific techniques to assist a child, you can talk to the child's teacher, parents, aides or principal. Everyone needs to be pulling for the child's success.

What Would You Do? **School Bus Driver Situational Scenarios (A)**

Categories: Loading and Unloading, Railroad Tracks, Alternately Red and Hazard Light Stops, Student Drop-off, Winter Driving and Pre-trip Inspection.

Your instructor will be dividing the class into several small groups. After the groups have been established, each group will receive a list of school bus driving scenarios, including things that may happen from day to day with a school bus, as well as a copy of PA 187 school bus laws.

Each group will be assigned one or two of the scenarios to review, discuss and then write down the action steps they would take to solve or deal with the scenario and finally, list the law, rule or school policy that will support their action steps.

After a few minutes, the instructor will ask each group to report the scenario, action steps and the supporting law, rule or school policy.

First Aid and CPR

By definition, first aid is care given to an injured individual that is designed to save a life and prevent further injury. Cardiopulmonary Resuscitation (CPR) is used to keep blood circulating through the body of someone whose heart has stopped beating. School bus drivers need to be prepared to help in an emergency and to provide proper care to injured pupils.

During the video *"First Aid Training for School Bus Drivers,"* you will be viewing many emergency situations. For some of the types of injuries discussed, a place for notes is provided below.

First Aid Kit - Every school bus in Michigan is required to have a basic first aid kit. As part of your pre-trip inspection, you check to see that the kit is present and you should be opening the kit to assure that all of the minimum required contents are present. [MCL 257.1825 (2)]

Bloodborne Pathogens - Remember proper first aid care needs to begin with you taking universal precautions to protect yourself from infections carried in blood and other body fluids (wearing disposable gloves and face masks, not touching body fluids and washing your hands immediately after providing care).

Controlling bleeding - _____

Injuries to bones and joints - _____

Shock - _____

Allergic reactions - _____

Seizures - _____

Suspected head, neck or back injuries - _____

Other first aid notes - _____

Hands-Only CPR

The American Red Cross course for Citizen CPR is designed to teach the untrained bystander how to describe when and how to perform CPR and to demonstrate how to carry out hands-only CPR.

HANDS-ONLY CPR

FOR WITNESSED SUDDEN COLLAPSE

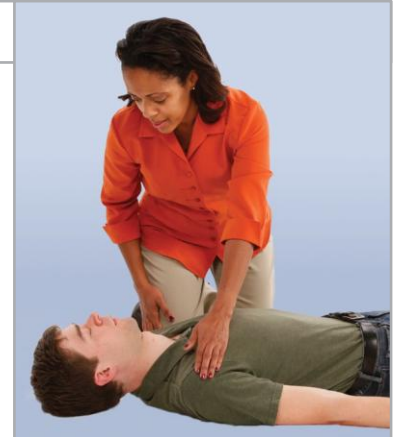


CHECK AND CALL

1. **CHECK** the scene, then **CHECK** the person.
2. Tap on the shoulder and shout "Are you okay?" Quickly look for breathing.
3. CALL 9-1-1 if no response.
4. If unresponsive and not breathing, BEGIN CHEST COMPRESSIONS.

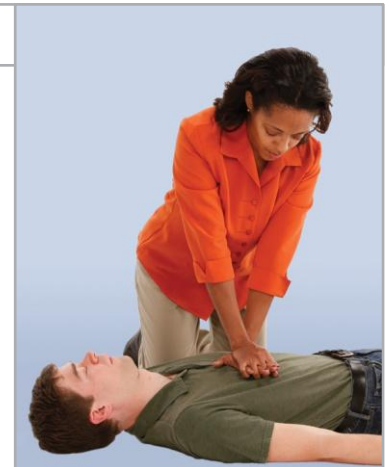
TIPS:

- Whenever possible use disposable gloves while giving care.
- Occasional gasps are not breathing.



GIVE CHEST COMPRESSIONS

1. Place the heel of one hand on the center of the chest.
2. Place the heel of the other hand on top of the first hand, lacing your fingers together.
3. Keep your arms straight; position your shoulders directly over your hands.
4. Push hard, push fast.
 - Compress the chest at least 2 inches.
 - Compress at least 100 times per minute.
 - Let the chest rise completely before pushing down again.
5. Continue chest compressions.



DO NOT STOP

Except in one of these situations:

- You see an obvious sign of life (breathing).
- Another trained responder arrives and takes over.
- EMS personnel arrive and take over.
- You are too exhausted to continue.
- An AED is ready to use.
- The scene becomes unsafe.

AUTOMATED EXTERNAL DEFIBRILLATOR

If an AED is available:

1. Turn on AED.
2. Wipe chest dry.
3. Attach the pads.
4. Plug in connector, if necessary.
5. Make sure no one is touching the individual.
6. Push the "Analyze" button, if necessary.
7. If a shock is advised, push the "Shock" button.
8. Perform compressions and follow AED prompts.

Go to redcross.org or call your chapter to sign up for training in full CPR, First Aid, Babysitter's Training, Pet First Aid and much more.

Developed with the support of the
American Red Cross Badger Chapter.

What Would You Do? **School Bus Driver Situational Scenarios (B)**

Categories: Emergency Situations, Bully on the Bus, Wheelchair Assistance, Confidentiality, Illegal Bus Stop, and Security Issues.

Your instructor will again be dividing the class into several small groups. As earlier, after the groups have been established, each group will receive a list of school bus driving scenarios, including things that may happen from day to day with a school bus, as well as a copy of PA 187 school bus laws.

Each group will review, discuss and then write down the action steps they would take to solve or deal with the scenario and finally, list the law, rule or school policy that will support their action steps.

After a few minutes, the instructor will ask each group to report the scenario, action steps and the supporting law, rule or school policy.

Intervening in Bullying Behavior

The following are excerpts adapted from the training module (1) on intervention in bullying behavior, the *Creating a Safe and Respectful Environment on Our Nation's School Buses*, which was developed by the Safe and Supportive Schools Technical Assistance (TA) Center, under funding provided by the U.S. Department of Education (USED) Office of Safe and Drug-Free Schools (OSDFS) and in partnership with the National Association for Pupil Transportation and the National Association of State Directors of Pupil Transportation Services.

For more information, visit <http://safesupportiveschools.ed.gov/index.php?id=01>.



Creating a Safe and Respectful Environment on Our Nation's School Buses

Module 1: Handout 1

Note: Numbers within parentheses refer to the source of the information presented in the handout.

See Something: What Does Bullying Look Like?

General definition: Bullying is a problem behavior based on power relationships in which a student or a group of students uses power aggressively to cause emotional or physical pain and distress to another student. (7)

Four Types of Bullying (7, 2)

Put a check mark by how often you see this kind of behavior on the bus.

1. Physical bullying — Hitting, kicking, inappropriate touching, sexual gestures, groping, threatening with/without a weapon.

___ 1 = Never ___ 2 = Occasionally ___ 3 = Sometimes

___ 4 = Frequently ___ 5 = Very often

What the research says about how often this form of bullying occurs:

2. Verbal bullying — Name calling, starting rumors, teasing, threats.

___ 1 = Never ___ 2 = Occasionally ___ 3 = Sometimes

___ 4 = Frequently ___ 5 = Very often

What the research says about how often this form of bullying occurs:

3. Relational bullying — Excluding others from the group, rolling of eyes, tossing of hair, ignoring and shunning, gossiping, spreading rumors, telling secrets, setting others up to look foolish, damaging friendships.

___ 1 = Never ___ 2 = Occasionally ___ 3 = Sometimes

___ 4 = Frequently ___ 5 = Very often

What the research says about how often this form of bullying occurs:

4. Cyber bullying — Use of e-mail, social network sites, cell phones, webcams, text messages, and Internet sites, etc., to embarrass or humiliate, verbally harass, socially exclude, or threaten physical or psychological harm.

___ 1 = Never ___ 2 = Occasionally ___ 3 = Sometimes

___ 4 = Frequently ___ 5 = Very often

What the research says about how often this form of bullying occurs:

Common Signs of Bullying*

There are many warning signs that could indicate that someone is involved in bullying, either by bullying others or by being bullied. As a bus driver, you may be more likely to see some signs than others. For example, a parent would notice if a child is depressed and withdrawn at home, but you might be more likely to see how one child teases another while riding the bus or how a normally happy child you've seen often suddenly seems isolated and frightened. You may see changes in young people that you see every day or you may see patterns emerge over time. Following are some of the common signs of bullying to look for.

- Possible signs of someone who is being bullied:
 - Reports losing items such as books, electronics, clothing, or jewelry
 - Has unexplained injuries
 - Complains frequently of headaches, stomach aches, or feeling sick
 - Hurts themselves
 - Loses interest in visiting or talking with friends
 - Is afraid of going to/from school or other activities with peers
 - Appears sad, moody, angry, anxious, or depressed
 - Talks about suicide
 - Feels helpless
 - Suddenly has fewer friends
 - Avoids certain places
 - Acts differently than usual
 - Wants to sit near the driver
 - Wants to sit with the same "safe" student or group of students all of the time (behind them, in front of them or surrounded by them)
- Possible signs of someone who is bullying others:
 - Becomes violent with others
 - Gets into physical or verbal fights with others
 - Gets in trouble a lot, including being sent to the principal's office or detention
 - Has extra money or new belongings that cannot be explained

- Is quick to blame others
- Will not accept responsibility for their actions
- Has friends who bully others
- Needs to win or be best at everything
- Tries to move near enough to the student being bullied to continue bullying—for example, the bullying student may move near enough so the student being bullied can hear remarks, be touched, or be bothered
- Vies for attention, talks loudly, waves at the driver in the mirror, or moves from seat to seat
- Watches the driver and changes seats to be near the student being bullied when the driver is at an intersection or watching the road

Visit <http://safesupportiveschools.ed.gov/index.php?id=9&eid=436>.

*Adapted from www.stopbullying.gov.



Creating a Safe and Respectful Environment on Our Nation's School Buses

Module 1: Handout 2

Note: Numbers within parentheses refer to the source of the information presented in the handout.

Do Something: Dealing With Bullying Behaviors

Bus drivers can take steps *ahead of time* to prepare themselves and their students to create a safe and positive atmosphere on the bus that may help keep bullying from happening in the first place.

Bus Discipline: A Positive Approach by Randall Sprick and Geoff Colvin (1992) emphasizes the following five basic rules for managing student behavior on the bus (14):

1. Be positive and professional.
2. Acknowledge responsible behavior.
3. Use consequences calmly, consistently, and immediately.
4. Provide continual supervision.
5. Anticipate and think ahead.

Bus drivers can (4, 9):

- Be up-to-date on their own school district's rules, regulations, and policies for dealing with bullying.
- Make sure all students understand a specific, easy-to-follow set of rules for entering, exiting, and riding the bus and why the rules are in place.
- Clearly establish your expectations for your students' behavior.
- Let students know that if something occurs about which they're concerned, they can quietly give you a note or communicate with you in some other way to let you know what's going on.

A bus driver's attitudes and interactions with students also can help establish a safe and positive atmosphere on the bus. Young people respond well to bus drivers who are (9):

- Firm but not tough.
- Courteous and not sarcastic.
- Equal and fair with everyone.
- Consistent.

Before problems develop, you can:

- **Anticipate what to look for before the bus is in motion:** School bus drivers in one study reported seeing discipline problems increase in the afternoon (when children are tired) and before winter and spring breaks (when children look forward to being out of school). Anticipation may help drivers be better

prepared to keep a sharp eye out for potential problem times and stresses when bullying may be more likely to occur. Post clearly a simple set of rules and reinforce them periodically. (11, 4)

- **Understand the different behaviors and needs of children of different ages:** Successful student management depends on understanding how children's minds work. Although not every child is alike, age and developmental level share certain broad characteristics. Different behavior management strategies are needed for each group. (4)
- **Learn "planned ignoring":** Know when to ignore minor irritating behavior, such as occasional bursts of loud language or minor horseplay. Sometimes children merely want to provoke an adult for fun. But—never ignore potentially dangerous behavior, such as moving from seat to seat. (4)

Students say behavior is more positive when they feel a bond between the driver and students. (6) Following are a few quick tips for developing positive connections with your students (4):

- **Get to know their names.** You may have a lot of students, but use their names when you can.
- **Greet them when they get on the bus.** This can be especially important in the afternoons when they're tired and have had a long day.
- **Be a role model.** Model responsible, safe, and mature behavior for your students. If you want respect from the kids, give it to them. If you want kids to use "please" and "thank you," use them yourself.
- **Keep your sense of humor.** The great majority of children are delightful to be around.

When bullying does occur on the bus, it is best to address it when you see it. It is not always possible or even desirable to stop the bus and deal with an incident, so try these strategies while driving only if it is safe to do so or after the bus has stopped (4, 9):

- In an even tone, give a verbal warning for the behavior to stop.
- When the bus has stopped, move the affected child to a different seat.
- Consider seat assignments in the future.
- After the bus ride, talk to the student who was bullying about his or her behavior in a nonthreatening but firm and even-handed manner. Repeat the rules for riding the bus, and make sure he or she knows the consequences for not following the rules.
- Document and report incidences as required by your school district's policies.

If a behavior escalates and you are concerned (4):

- Call your supervisor about the behavior.
- If you feel you need to stop the bus to deal with the behavior, call in to inform your supervisor.

If you must stop the bus, do so in a safe location, and then:

1. Always follow district procedures.

2. Secure the bus. Take the keys with you, for example, if you need to move around the bus.
3. Stand up and speak to the student or students involved in the bullying.
4. Change the seat of the student who was bullying and/or the student being bullied if needed.
5. Never put a student off the bus except at school or at his or her residence or school bus stop. If you feel that the offense is serious enough that you cannot safely drive the bus, call a school administrator, law enforcement, or a parent or caregiver, as appropriate, to remove the student. You may also return to the school.
6. When intervening, use caution not to challenge or provoke a student who is bullying because it may initiate further negative behavior.

Visit <http://safesupportiveschools.ed.gov/index.php?id=9&eid=436>.



Creating a Safe and Respectful Environment on Our Nation's School Buses

Module 1: Handout 3

Successful student management depends on understanding how children's minds work. Students are not one-size-fits-all. Of course, every child has a unique personality, but each age and developmental level share certain broad characteristics. Different behavior management strategies are needed for each group. The following are general characteristics and concerns by grade level.

Preschool Children

- Cognitive level varies widely for the same-age children. Some four-year-olds are remarkably mature and can converse fluently with adults; others are still in the early toddler stage.
- Separation anxiety from parents and guardians.
- Often fall asleep on the bus ride.
- May have trouble negotiating bus steps, getting into the bus seat, and fastening safety restraints.
- Our most vulnerable population for transporting.
- Inability to see outside the bus may lead to boredom-inspired misbehaviors.
- Communication with preschoolers must be very simple and clear. Repeating safety instructions numerous times usually will be necessary.
- They can be slow—adults need to be patient.
- Try to go to the child's level when speaking—bend down so you're face-to-face.

Kindergartners

- Like preschoolers, kindergartners display a wide variation in abilities and maturity; for example, on the first few days of school, some kindergartners will be fully adjusted to the school routine, and some will seem like toddlers.
- Five-year-olds have short attention spans and are easily distracted, creating danger especially when loading or unloading. Kindergartners are most susceptible to a "by-own-bus" tragedy.
- May bolt impulsively across the road when they see their parents waiting for them—be careful!
- Physiological development (vision and hearing) is limited, increasing the risk when they must interact with roadway traffic. Ability to judge vehicle speed and distance is very limited.
- Kindergartners who have been exposed to immature adults may demonstrate a distressing command of obscene language.

- Often love their bus drivers and are usually receptive to clear, well-designed safety instruction and positive reinforcement techniques.
- A warm hello and a smile mean a great deal to them!

Grades 1–3

- May be overly stimulated in the bus environment; clear, simple behavior expectations are essential.
- Still enjoy school buses—still a key time to teach them safety fundamentals.
- Often still want to be liked by adults.
- Often demonstrate concrete thinking—right or wrong, no in-between.
- Some exclusion and even bullying of different, delayed, or timid peers may occur.

Grade 4–8

- Becoming independent individuals.
- Great concern with peer relations—while adults’ opinions still matter, they don’t matter nearly as much as those of their peers. Direct challenges in front of the entire bus will often lead to face-saving and increased defiance.
- Self-conscious, awkward, unsure of themselves.
- May shun or belittle those outside the “in group.” Bullying and harassment are prevalent unless adults monitor group interactions.
- Prone to illogical or even self-destructive decisions. May purposely ignore safety rules for peer attention.

Grade 9–12

- Some continuation of middle school issues as they grow into adulthood.
- Further growing sense of self-identity—positive or negative.
- Badly want to be treated like adults, and behavior management is most effective when they are treated in that fashion.
- Still appreciate adult friendliness and connection in spite of outward “coolness.”

Visit <http://safesupportiveschools.ed.gov/index.php?id=9&eid=436>.



Creating a Safe and Respectful Environment on Our Nation's School Buses

Module 1: Handout 4

Techniques for De-escalating Student Behavior*

Verbal de-escalation techniques are appropriate when no weapon is present. Reasoning with an enraged person is not possible. The first and only objective in de-escalation is to reduce the level of arousal so that discussion becomes possible.

It is important to appear centered and calm even when we do not feel that way. It will help to practice these techniques before they are needed so they become "second nature."

Maintain Control of Yourself and Your Emotions

1. Appear calm, centered, and self-assured. This will help everyone stay calmer, too.
2. Use a modulated, low tone of voice.
3. Do not be defensive—even if the comments or insults are directed at you, they are not about you. Do not defend yourself or anyone else from insults, curses, or misconceptions about their roles.
4. Call the school, your supervisor, security, or the police if you need more help.
5. Be very respectful even when firmly setting limits or calling for help. The agitated student is very sensitive to feeling shamed and disrespected. We want him or her to know that it is not necessary to show us that they should be respected. We automatically treat them with dignity and respect.

Communicate Effectively Nonverbally

1. Allow extra physical space between you and the student—about four times your usual distance. Anger and agitation can fill the extra space between you and the student.
2. Get at the same eye level and maintain constant eye contact. Allow the student to break his or her gaze and look away if they need to.
3. Do not point or shake your finger.
4. Do not touch the student—even if some touching is generally culturally appropriate and usual in your setting. It could be easy for physical contact to be misinterpreted as hostile or threatening.
5. Keep hands out of your pockets and up and available to protect yourself, and stand at an angle to the student.

The De-escalation Discussion

1. Remember that there is no content except trying to calmly bring the level of arousal down to a safer place.
2. Do not get loud or try to yell over a screaming person. Wait until he or she takes a breath; then talk. Speak calmly at an average volume.
3. Respond selectively; answer only informational questions no matter how rudely asked (e.g., "Why do I have to sit here?"). Do not answer abusive questions (e.g., "Why are all bus drivers jerks?"). This question should get no response whatsoever.
4. Explain limits and rules in an authoritative, firm, but always respectful tone. Give choices where possible in which both alternatives are safe ones (e.g., "Would you like to continue our meeting calmly or would you prefer to stop now and come back tomorrow when things can be more relaxed?").
5. Empathize with feelings but not with the behavior (e.g., "I understand that you have every right to feel angry, but it is not okay for you to threaten me or other students on the bus.>").
6. Do not solicit how a person is feeling or interpret feelings in an analytical way.
7. Do not argue or try to convince.
8. Suggest alternative behaviors where appropriate (e.g., "Would you like to change seats on the bus?").
9. Give the consequences of inappropriate behavior without threats or anger.
10. Represent external controls as institutional rather than personal.

Trust your instincts. There is nothing magical about talking someone down. You are transferring your sense of calm, respectfulness, and clear limit-setting to the agitated student in the hope that he or she actually wishes to respond positively to your respectful attention. Do not be a hero and do not try de-escalation when a person has a weapon. In that case, simply cooperate.

Visit <http://safesupportiveschools.ed.gov/index.php?id=9&eid=436>.

*Used by permission. Adapted from Skolnik-Acker, E. (2008). Verbal De-Escalation Techniques for Defusing or Talking Down an Explosive Situation. Boston: National Association of Social Workers, Massachusetts Chapter, Committee for the Study and Prevention of Violence Against Social Workers. (13)



Creating a Safe and Respectful Environment on Our Nation's School Buses

Module 1: Handout 5

After the Bus Run: Follow-up and Reporting

Your responsibility does not stop when you drop a child off. As a caring professional, you may have concerns about students when a bullying incident does occur on the bus. Some questions you might ask yourself after a bullying incident could include:

- Does the young person who was bullied need attention?
- If so, should he or she be handed off to a school counselor, parent or caregiver, or other caring adult?
- Do I need to tell a waiting parent or caregiver, sibling, or other concerned adult if something has happened?
- Does the child who did the bullying need to be handed off or connected to school personnel, parent or caregiver, or other caring adult?
- How do I feel about what happened and my response to it?
- Do local district policies require filing a written report?

Your local school district's policies may require you to file discipline referrals or reports on any bullying incidences that occur on your bus. Use referrals wisely and properly (4) and follow these guidelines:

- Fill them out completely and legibly.
- Use referrals judiciously—never write up the whole bus!—and only after you have given appropriate verbal warning to the student.
- Report only what you are certain occurred.
- Avoid editorial comments ("Suzy is just like her brother! In fact, the whole family is a problem!").
- Report what you observed as accurately and specifically as possible.
- Briefly explain how the student's behavior was dangerous to himself or herself, or other students—stress the "S-word" (safety).
- Unless school policy expressly forbids it, it is best to write down the actual curse words a student said so that the principal and the parent understand exactly what happened.

You also may have a system for documenting issues to help manage student behavior or use in preparing for letters or meetings with parents, students, and

school administrators. However you choose to document issues, focus on behaviors that need to change by identifying (16a):

- Patterns of behavior.
- Problem areas with individuals.
- Problem areas with groups.

Visit <http://safesupportiveschools.ed.gov/index.php?id=9&eid=436>.