

**Alhambra Elementary School District**

**Positive  
Bus Safety System  
(PBSS)**

**- *Training Handout* -**

**July 2023**



Training by:



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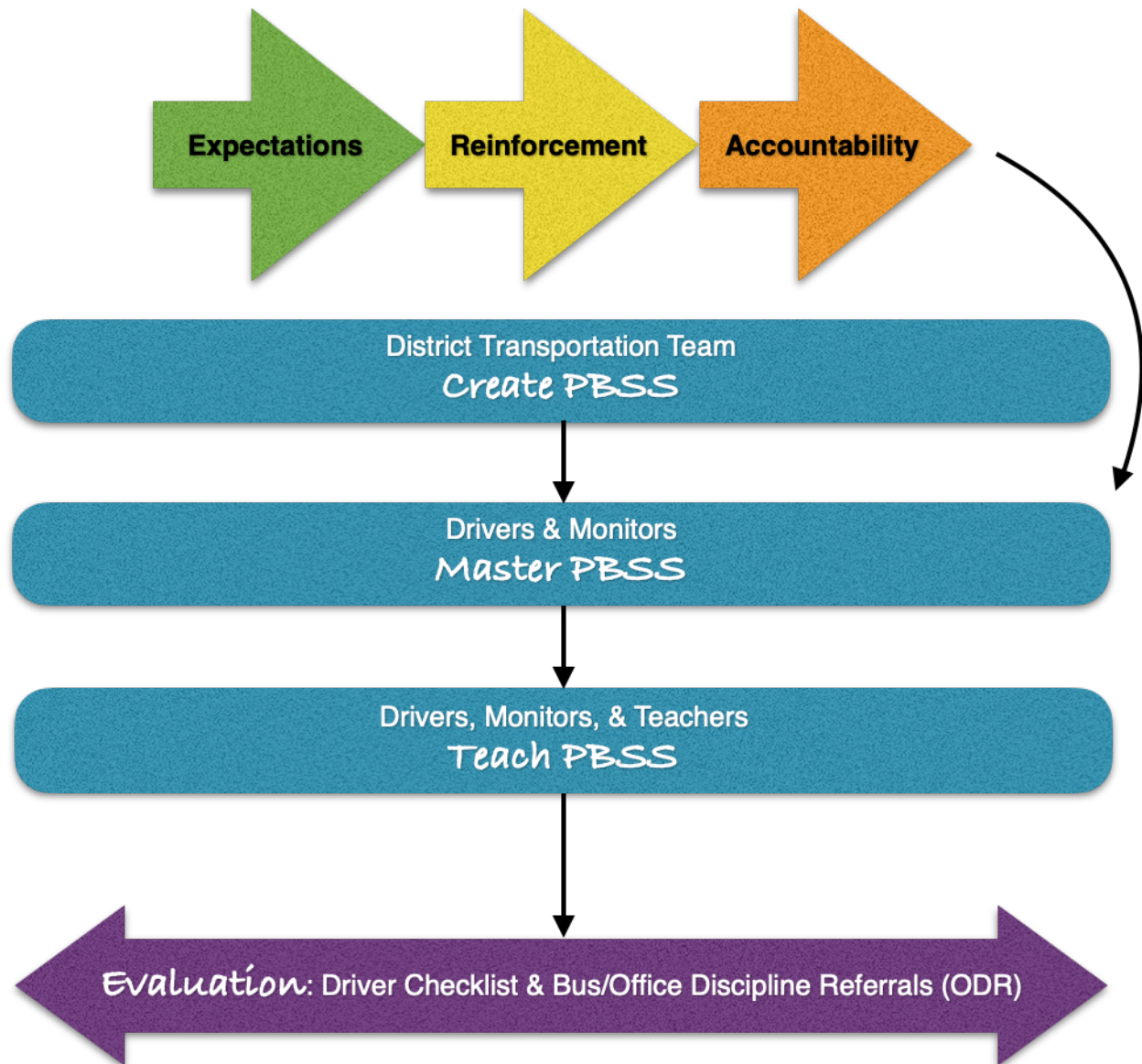
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# Positive Bus Safety System



# Bus Expectations

## Be Safe

- Always use steps and the handrail when entering/exiting bus
- Wait for driver signal before crossing street in front of the bus
- Keep head, hands, feet, and objects to yourself and secure objects
- Listen and follow staff directions

## Be Respectful

- Line up 5 minutes prior to pick-up
- Use kind words and school appropriate language
- Use technology appropriately
- Keep bus clean and damage/graffiti free

## Be Responsible

- Stay seated facing forward with your backpack in lap until dismissed by driver
- Keep aisle clear
- Keep gum, food, and drinks in backpack (water OK)
- Follow bus safety protocols as established by district/state



## Bus Lesson Plan

"My name is \_\_\_\_\_, and I am a professional school bus driver.

Even though many of you have been on a bus before, I want to teach you the Bus Expectations and Skills we expect on all bus rides."

1. When you follow the **Bus Expectations**, you may receive a **Bus Tickets** letting you know that you showed me one of our Bus Expectations and Skills! Sign your Bus Ticket and turn it to the driver and you could win additional recognition at a weekly raffle [*Show a Bus Ticket*].
2. Students who do not follow the Bus Expectations can distract bus drivers or cause an unsafe ride. Here is the list of **Minor Behaviors and Major Behaviors** that will result in consequences on a school bus. [*Point to the Minor Behavior and Major Behavior Poster*].
3. The **Bus Behavior Flowchart** shows how drivers and monitors will respond to behavior problems. [*Point to the Bus Behavior Flowchart*]
4. Students could receive an **Office Discipline Referral** if they don't follow bus driver or monitor directions.
5. Now let's talk about how you can meet Bus Expectations and get some Tickets so we can all have a safe ride to and from school!

Teach Annually to All Students and Passengers

### Be Safe - Be Respectful - Be Responsible

Step 1: Identify the desired behavior and describe it in observable and measurable terms.

Students will **Be Safe** on the bus by always use steps and the handrail when entering/exiting bus; Wait for driver signal before crossing street in front of the bus; Keep head, hands, feet, and objects to yourself and secure objects; Listen and follow staff directions.

Students will **Be Respectful** by Lining up 5 minutes prior to pick-up; Use kind words and school appropriate language; Use technology appropriately; Keep bus clean and damage/graffiti free.

Students will **Be Responsible** by Stay seated facing forward with your backpack in lap until dismissed by driver; Keep aisle clear; Keep gum, food, and drinks in backpack (water OK); Follow bus safety protocols as established by district/state.

# Positive Bus Safety System

Step 2: List a rationale for teaching the behavior (Why is it important?)	
<p>Students need to <b>Be Safe</b> while riding the bus so that no one gets hurt during the ride.</p> <p>Students need to <b>Be Respectful</b> for the bus property, other students and staff. When students are disrespectful to others, feelings get hurt and often fights break out endangering everyone on the bus.</p> <p>Students need to <b>Be Responsible</b> on the bus so that the driver can safely transport everyone to and from school in a timely manner.</p>	
Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)	
Examples	Non-examples
<p><b>Be Safe</b></p> <ul style="list-style-type: none"> <li>• Using the steps and handrail to exit the bus</li> <li>• Wait for the driver to signal it is safe to cross the street in front of the bus</li> <li>• Keep objects inside the bus</li> <li>• Listening to the driver/assistant</li> </ul> <p><b>Be Respectful</b></p> <ul style="list-style-type: none"> <li>• Being on-time for the bus &amp; lining up</li> <li>• Speaking nicely to each other</li> <li>• Quietly listening to appropriate music or your technology</li> <li>• Cleaning up around your seat and throwing trash away</li> </ul> <p><b>Be Responsible</b></p> <ul style="list-style-type: none"> <li>• Seating in seat with both feet on the floor and facing forward</li> <li>• Keeping stuff out of the aisle</li> <li>• Keep all food/drink in your backpack</li> <li>• Following school policies</li> </ul>	<p><b>Unsafe</b></p> <ul style="list-style-type: none"> <li>• Jumping down the bus steps</li> <li>• Crossing the street without a driver signal</li> <li>• Throwing things in or out of the bus</li> <li>• Not following staff directions</li> </ul> <p><b>Disrespectful</b></p> <ul style="list-style-type: none"> <li>• Being late for the bus, shoving, or pushing</li> <li>• Cussing or calling people names</li> <li>• Taking pictures or videos</li> <li>• Writing on seats or damaging the bus</li> </ul> <p><b>Irresponsible</b></p> <ul style="list-style-type: none"> <li>• Jumping from seat to seat</li> <li>• Leaving your feet/backpack in the aisle</li> <li>• Chewing gum or eating/drinking on the bus</li> <li>• Bringing prohibited school item onto the bus such as perfume, balloons, drugs, vape, alcohol, or weapons.</li> </ul>

# Positive Bus Safety System

## Step 4: Practice/Role Play Activities

**Model expected behavior (I do):** Driver/Teacher/Staff member reads the following scenarios and discusses whether this behavior is or is not **Safe, Respectful, or Responsible**.

Jesse arrives to the bus late in the morning, gets to his seat and kneels on the seat to get his breakfast out of his backpack and then after eating his snack, throws the wrapper on the floor.

Jesse gets to the bus on time, sits in his seat facing the front of the bus, talks quietly to Javier. As he gets off the bus, he stops to pick up a candy wrapper off the floor and throws it away.

**Lead students through behavior (We do):** Driver/Teacher/Staff member reads the following scenarios and discusses whether this behavior is or is not **Safe, Respectful, or Responsible**.

Steve and Ann are sitting across the aisle from each other on the bus. Steve leans over and grabs Ann's phone from her. Ann calls him a bad name and then screams to get her phone back. The bus driver pulls the bus over and asks the students to tell her the expectations for the bus and asks if they can follow these expectations. Both agree but Ann keeps yelling to Steve and reaches across the aisle and hits him on the arm.

Have the students discuss the situation and how the students could have acted **Safe, Respectful, or Responsible**.

**Test to ensure students understand behavior (You do):**

Have students work with a partner to discuss how they can show they that are **Safe, Respectful, or Responsible** on the bus. Ask pairs to share their discussions.

## Step 5: Provide opportunities for practice

During the year share examples of different scenarios of **Safe, Respectful, or Responsible** bus behavior.

Recognize students who are displaying **Safe, Respectful, or Responsible** bus behaviors and reinforce with Bus Tickets

Drivers and Monitors model **Safe, Respectful, or Responsible** bus behavior.

Adapted from: Langland, S., Lewis-Palmer, T., & Sugai, G. (1998)



## Bus Reinforcement System

### Bus Ticket

- A ticket reminds adults to acknowledge students who are meeting the Bus Expectations
- A ticket reminds students who are not meeting the Bus Expectations of the expected behaviors we want to see
- A ticket can be given to misbehaving students *as soon as* they demonstrate the Bus Expectations
- A Ticket is quick and easy to hand out when the students get on or off the bus... *never while the bus is in motion*
- A ticket is a tangible or concrete signal that the student is meeting Bus Expectations
- A ticket can be turned-in for a raffle or taken home to show family and friends
- A ticket will have the driver and student name so that both can receive additional recognition at a weekly raffle

Do	Do Not
<b>Do</b> connect the tickets to meeting Bus Expectations and Skills.	<b>Do not</b> give away tickets without using the 3-Step Delivery.
<b>Do</b> acknowledge multiple students for meeting the Bus Expectations.	<b>Do not</b> give the same student more than one ticket at a time.
<b>Do</b> use tickets as a positive system, not a punitive one that creates anger or resentment.	<b>Do not</b> take away tickets.
<b>Do</b> acknowledge and reinforce the Bus Expectations, not begging.	<b>Do not</b> give away tickets when students ask for them.
<b>Do</b> encourage students must earn more tickets	<b>Do not</b> replace lost tickets.
<b>Do</b> keep tickets secure to avoid theft.	<b>Do not</b> leave tickets unattended.


## Bus Tickets



**Bus Expectations**

Directions:  
State the Expectation,  
State the Skill,  
Give the Ticket.

- **Be Safe**
- **Be Respectful**
- **Be Responsible**



\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Staff Name

\_\_\_\_\_  
School

### 3-Step Delivery

1. **State the Expectation**
2. **State the Skill**
3. **Give the Ticket**

“Thanks for being  
SAFE by FOLLOWING  
STAFF DIRECTIONS,  
here is a ticket.”

## Bus Reinforcement Matrix

### Bus Tickets & Weekly Raffle

#### Frequent

- Bus staff pre-signs Bus Tickets.
- Bus staff observes a student being Safe, Respectful, Responsible by demonstrating skills from the Bus Expectations Poster.
- Bus staff gives student a signed Bus Ticket using the 3-Step Delivery.
- **Bus staff give out 6 tickets/day.**
- The student writes their name on the ticket and leaves it with the bus staff if they want to be in the raffle.
- The bus staff turns in all the tickets to the designated location in the bus office.

#### Intermediate

- **2 Bus tickets/school** are randomly drawn in a raffle each Friday by transportation administration.
- Transportation administration emails each student's school principal to acknowledge the Safe, Respectful, and Responsible bus behavior.
- Student's name is read on schools' Monday morning announcements.
- Each student listed on the drawn Bus Ticket is recognized with an **Award Certificate signed by the staff** who gave them the Bus Ticket – and receives preferential boarding/deboarding the following week.

#### Staff

- **Weekly** - All staff listed on drawn Bus Tickets are recognized by administration on Friday and put in a raffle for preferential parking the following week.
- **Monthly** - All bus staff acknowledged at the weekly drawing are put in a raffle for brunch with the Transportation Director.
- All staff listed on drawn Bus Tickets appear in district/community Newsletter and on the bus office Bulletin Board.





# CERTIFICATE OF ACHIEVEMENT

Presented to

\_\_\_\_\_

For **Safe, Respectful and Responsible** behavior on the school bus  
by following the Positive Bus Safety System (PBSS)

\_\_\_\_\_  
Month-Day-Year

Vanessa Shields  
Transportation Director

Dr. Cecilia Maes  
Superintendent  
Transportation Staff

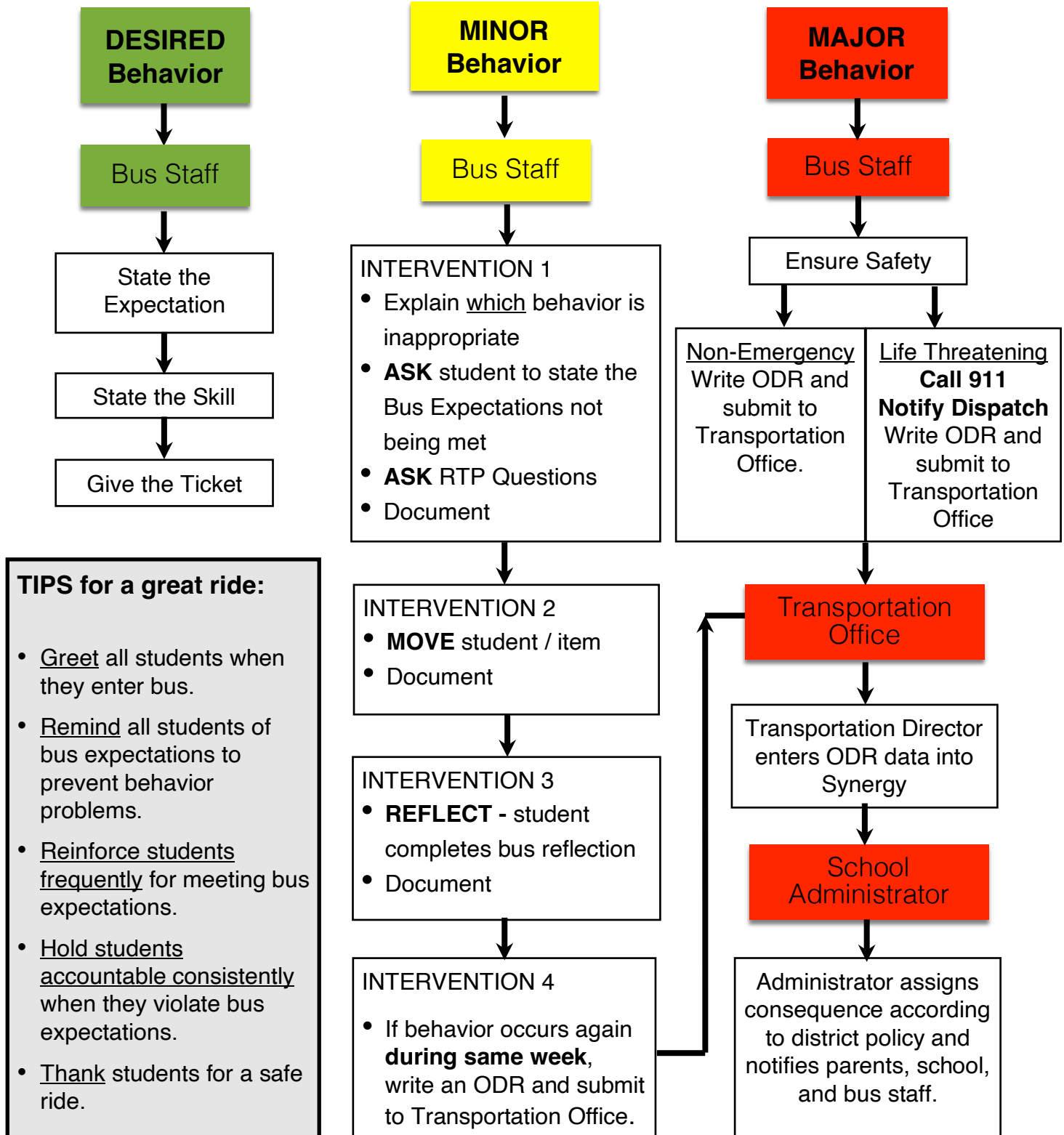


## Bus Minor & Major Behavior

Minor Behaviors	Major Behaviors
Defiance, Non-Compliance	Alcohol, Tobacco, Drugs
Disrespect	Arson
Disruption	Bullying (repeated physical, emotional, or cyber bullying)
Gum, Food, Drink, Toys (Water OK)	Fighting, Endangerment, Assault
Improper Use of Technology	Graphic/Violent Technology Use
Inappropriate Language	Harassment, Hazing, Threat, Intimidation
Minor Aggression	Safety
Public Display of Affection	School Threat
Recklessness	Sexual Abuse/Assault/ Harassment
Theft	Vandalism
	Weapon

## Bus Behavior Flowchart

Look for **Safe, Respectful, Responsible** Behavior





## Bus Case Study

### Case Study #1

Monday morning, Kelsey is kneeling on her seat, turned around talking to someone behind her on the morning bus ride. Wednesday afternoon, Kelsey is again kneeling on her seat. Thursday morning, Kelsey sits down in her seat, but later is kneeling, turned around talking to her friend behind her. Monday morning, Kelsey gets on the bus, sits down and then once again kneels.

What would you say? What would you do?

### Case Study #2

Every morning when the bus arrives, Freddie is waiting in line to get on the bus. On Tuesday morning, Freddie gets on the bus and sits in his assigned seat with Miguel, his best friend. Freddie just had a birthday and has decided to bring his new basketball with him to school in his backpack, but decides to get the ball out, passing it back and forth to Miguel. Miguel takes the ball on the bus. Miguel takes the ball and is throwing it around the bus to keep it away from Freddie. On the way home, Freddie again takes his basketball out and is showing it to Suzy. Wednesday morning, Freddie again brings his basketball to school with him, playing with it on the bus. Wednesday on the way home, Freddie again has his basketball out.

What would you say? What would you do?

### Case Study #3

Joanna gets on the bus Monday and tosses her backpack across five seats to where she wants to sit. Later in the ride she starts singing out loud at the top of her lungs. When a friend is walking off the bus, she tries to trip him. And it's only Monday! On Wednesday morning she starts singing at the top of her lungs again. And does it again on the ride home. On Thursday, a friend walked by and she throws paper at his head.

What would you say? What would you do?

### Case Study #4

Alex is your bud. He never fails to say "Hi B\*\*ch" when he gets on your bus. On Monday he's a little sick, so he just goes to his seat and sits there. Tuesday he is back to himself, telling an older student to "F\*\*k himself". A minute later he threatens to "Stab that b\*\*ch in the back if he looks at me one more time!" Thursday, he gets on the bus and immediately starts pushing a younger student and calling him names even before the bus is in motion. On the afternoon ride he starts swearing again to no one in particular. This continues even after several stops to let off other students.

What would you say? What would you do?

## Bus Office Discipline Referral (ODR)

Google Forms

### Bus Office Discipline Referral (ODR)

Fill out this form completely. Please know you can fill this form out in English or Spanish (whichever you feel most comfortable with). Include as much description of the incident as possible.

#### Instructions

#### Action

via Google

(the same

#### Action

report

report

•

•

#### Action

the referral

and as

#### Possible

•

•

#### 12. Bus Behaviors \*

Check all that apply.

- ☐ Repeated Minor Behavior  
☐ Major Behavior

#### 13. Bus Expectations \*

Check all that apply.

- ☐ Be Safe  
☐ Be Respectful  
☐ Be Responsible

#### Section II: Incident Detail

#### 14. Please provide a detailed description of the incident. \*

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#### 15. Alleged Victim(s) Name(s) \*

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#### 16. Witness Name(s) \*

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#### 17. Action Taken by Bus Driver/Bus Assistant \*

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#### 18. Please select the intervention(s) that were used: \*

Check all that apply.

- ☐ Corrected/Warned  
☐ Changed Seat  
☐ Conference with Student  
☐ Called Parent  
☐ Other: \_\_\_\_\_

# Positive Bus Safety System

## Sample Bus Office Discipline Referral (ODR)

Google Forms

### Bus Office Discipline Referral (ODR)

Fill out this form completely. Please know you can fill this form out in English or Spanish (whichever you feel most comfortable with). Include as much description of the incident as possible.

Instructions

Action  
via Google  
(the same as)

Action  
report  
report

Action  
the referral  
and as

Possible

#### 12. Bus Behaviors \*

Check all that apply.

- ☒ Repeated Minor Behavior  
☐ Major Behavior

#### 13. Bus Expectations \*

Check all that apply.

- ☒ Be Safe  
☐ Be Respectful  
☐ Be Responsible

#### Section II: Incident Detail

#### 14. Please provide a detailed description of the incident. \*

Student was not being SAFE when he had his basketball out on the bus multiple days and times during the week.

#### 15. Alleged Victim(s) Name(s) \*

NA

#### 16. Witness Name(s) \*

Miguel, Suzy

#### 17. Action Taken by Bus Driver/Bus Assistant \*

10-05-23 ASK the student to state the expectation not being met.  
10-06-23 MOVE the student to the angel seat.  
10-06-23 REFLECT - the student completed the bus reflection form.

#### 18. Please select the intervention(s) that were used: \*

Check all that apply.

- ☒ Corrected/Warned  
☒ Changed Seat  
☒ Conference with Student  
☐ Called Parent  
☐ Other: \_\_\_\_\_



## Bus Driver Fidelity Checklist

This checklist can be completed just after PBSS training and during evaluation periods to check that PBSS is being implemented correctly and completely on the bus.

Name \_\_\_\_\_

Date \_\_\_\_\_

Place a checkmark in the appropriate column

Task	In Place	Needs Improvement	Not In Place
1. <b>Bus Expectations</b> poster is visibly posted on the bus.			
2. <b>Bus Minor and Major Behavior</b> poster is visibly posted on the bus.			
3. <b>Bus Behavior Flowchart</b> poster is visibly posted on the bus.			
4. I have <b>Bus Tickets</b> readily available on the bus.			
5. I handed out at least 6 Bus Tickets per run.			
6. Bus Tickets were handed out on the same route the behavior occurred. (e.g. student received Bus Ticket in the morning for being safe on the way to school.)			
7. I used the 3-Step System to hand out each Bus Ticket.			
8. If necessary, I correctly used the Behavior Flowchart (ASK, MOVE, REFLECT) to correct misbehavior.			
9. I have ODR forms readily available online or in the transportation office.			
10. If necessary, I correctly complete the Google ODR form for a repeated minor or major behavior.			