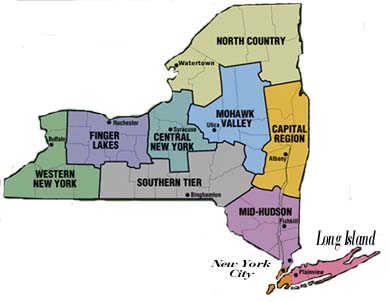
**Building & Maintaining**

**Relationships on the School Bus**

[](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRxqFQoTCPbT7u7uzsgCFQUWPgodM_wGsQ&url=http://www.northern-nys.com/&bvm=bv.105454873,d.cWw&psig=AFQjCNFtuxHBlnBhiqGFlBeNhaaMxALnEg&ust=1445355414045142)

**New York State Education Department**

**Master Instructor Industry Give Back**

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***Introduction***

School bus drivers, monitors, and attendants are public servants; their primary stakeholders are children and parents. School bus staff must build and maintain a personal relationship with stakeholders because the bus staff is the front-line connection between stakeholders and the education system. The purpose of this instructional training is to open the doors of emotional intelligence and give bus staff tools to create positive relationships with the students on the school bus.

Instructors cannot teach a person ethics or high moral standards. People are different, each person has different life experiences, and each person is from a culturally different environment. Some people experience traumatic events; these events affect thought processes. Teaching a person to make ethical decisions, and care for the well-being of others is extremely tough if not nearly impossible. Do not focus on changing the person, work on getting the person to think differently.

As industry leaders and trainers we must develop and monitor our personal code of ethics. Treat others as we would like to be treated. Take a step-by-step, day-by-day approach to leading by example. Instructors must be passionate and teach from the heart otherwise their instruction probably will not be useful or received the way it was intended. The main purpose of this training is to help increase awareness of positive behavior and teach bus staff and students how to make good decisions that promote safety and security on the school bus.

***Emotional Intelligence***

According to Psychology Today (2015), Emotional intelligence is the ability to identify and manage your own emotions and the emotions of others. It is generally said to include three skills:

1. Emotional awareness, including the ability to identify your own emotions and those of others;
2. The ability to harness emotions and apply them to tasks like thinking and problem solving;
3. The ability to manage emotions, including the ability to regulate your own emotions, and the ability to cheer up or calm down another person.

***Set the Tone for Learning***

Hands-on activities are an excellent tool to open the doors of awareness. Set the stage for the role play scenarios either by using a school bus or staging an imaginary school bus in the training room. Small groups (8-12) are ideal, for large audiences set up stations with one trainer at each station. Option: schedule several small group training sessions.

Brainstorming, problem solving, small group activities, hands-on, role-play, and demonstrations are good interaction activities. Adult learners do not want to sit through a lecture; they want to be an active participant in the instruction.

For large groups; break them down into small groups (7-10) and give each group part of the lesson plan to teach and demonstrate to the class. Guide their decision-making process and give them the tools they need to teach accurate information to the class. Give the rest of the class an opportunity to provide feedback and ask if anyone has suggestions for improvement.

Personalize the presentation by adding photos of your operation, buildings, buses, and staff in the power point presentation.

***Hook them in and leave them wanting more….***

School bus transportation professionals come to training because they are paid to be there; not because they want to be there. So what’s in it for them? How do building and maintaining relationships benefit drivers, monitors, and attendants on the bus? Let them do the work by brainstorming the benefits. *Benefits include:* a quieter bus ride, fewer fighting on the bus, less complaints from parents, the boss will call you into the office less, the need for more training will decrease, the students will feel safe on the bus, and parents will appreciate you more. The benefits are many.

***Plan a strong closing:***

Wrap the presentation up by summarizing key points; tell them what you told them. Reminding them what they learned will help them retain the information. Share a personal story, show a video, take a quiz, and tie the introduction into the conclusion. A summary of key points will remind the audience of the goals and significant points of the presentation. The closing statement is the final opportunity to accomplish your teaching goal. The closing should inspire the audience and drive the action to build and maintain positive relationships.

***Materials Needed****:*

Ensure classroom large enough for the audience’s comfort and visibility. Sufficient space to set up school bus prop, use chairs for bench seats, driver seat, perhaps use poster board to color the sides of the bus. If you decide to take the audience outside for role-play activities, stage a few large school buses. Prepare enough hand-outs of the presentation for each participant, pens, markers, flip chart, laptop, projector, and screen or wall space for PowerPoint presentation. Tables for work groups, sign-in sheet, questionnaires, and evaluation forms.

***Preparation****:*

This program is designed as a one-hour training session. Create course announcement, invite and schedule staff, reserve a training room, plan co-instructor if needed. Read the entire lesson plan, do additional online research, insert photos and videos to personalize presentation, and rehearse. Know what you are going to say and how you are going to say it.

The first five minutes is your opportunity to hook your audience. Prepare, rehearse, and rehearse again. You should have the opening of your presentation committed to memory. A strong opening will set the tone for the rest of the training session.

**Warm-Up Exercise**

Audience Participation: Interactive training sessions are a win-win for all stakeholders. Use this warm-up exercise to encourage audience members to engage in the discussion.

Ask for volunteers: who will read the answers to the group – remind transportation professionals the NYS Laws & Regs pamphlet is a combination of numerous law making agencies – school transportation professionals must always go with the highest standard

Note: *Training recommendations, clarifications, interpretations, and guidance from NYS agencies are included, along with actual excerpts from laws and regulations. In some cases agency recommendations, interpretations, training guidelines, and guidance can have the force of law in court, and bus drivers and attendants should be aware of these (NYS Laws & Regs for School Bus Drives, Monitors, & Attendants, 2015, pg. 4)*

Give page # where answer is found; share answer with the audience:

1. Overloads & Standees, p. 70
2. Bus Driver/Monitor Conduct on the Bus, p. 15
3. Unnecessary Conversation, p. 88
4. Backing upon a roadway, p. 13
5. Cell Phone Use, p. 36
6. Driving with the Door Open, p. 43
7. Care and Custody of Students, p. 35
8. Cleanliness of School Bus, p. 40

***Building and Maintaining Relationships on the School Bus***

You had me at hello… the first impression is a valuable opportunity to start the day off on a positive note. Greeting students as they board the bus is your first chance to influence the state of mind of your passengers. You have the hopeful expectation your greeting will bring a friendly feeling onto the bus. Children are not quick to give an adult their trust. Establish clear safety rules for the school bus and enforce them fairly and consistently every day. Children will begin to form the foundation of trust because they value structure; structure decreases uncertainty and anxiety.

Children face many struggles, they need help, guidance, and support to overcome fears and establish positive social skills. Children will feel protected when you establish a safe and secure environment on the school bus. Rewarding positive behavior, and conducting bus activities that promote school bus safety, will support a safe environment on the school bus. The district, parents and students are dependent on you to create a safe environment on you bus.

***Objectives***

***Building and Maintaining Relationships on the School Bus:*** The ultimate goal of this training session is to create an emotional intelligence linking the driver's need for good behavior on the bus with the child's need for safety and security.

***Greeting Students:*** You had me at hello, how transportation staff greets their students both, in the morning and the afternoon has a direct impact on the tone of the bus ride.

***Establish Clear Safety Rules:*** Children value guidance, more importantly, children value your attention. Help them earn positive attention by establishing clear safety rules and telling them why the rules are necessary. Establishing fair and consistent rules on the school bus will set the tone for what matters. Children want to know you are in charge of the bus, and will feel safe because they can count on you to enforce rules fairly and consistently.

***Fair and Consistent:*** Put yourself in the child’s shoes. How would you feel if your boss plays favorites at work? Children feel the same way. Earn their respect by treating everyone with the same fairness and consistency.

***Reasonable Student Management:*** Identify student management discipline options.

***Struggles Children Face:*** Research New York State Statistics surrounding struggles children face.

***Safety and Security:*** Children need a sense of safety and security. Children need your help to protect them from bullying on the school bus.

***Building Trust:*** A child’s trust is difficult to gain and even harder to maintain. When children trust you to keep them safe, they will improve behavior and tell you when something is bothering them or when a problem exists.

***Reward Positive Behavior:*** Catch a student being good and tell them how awesome they are. Children want to please people; when good behaviors are rewarded with positive attention, children will begin to make positive choices more often.

***Bus Activities that Promote Safety:*** Engage students in activities to promote safety and enhance structure on the school bus. Safety activities will familiarize students with safety procedures, give them hands-on practice, and create a cooperative environment on the school bus.

**Activity:** *Brainstorm ways good student behavior will benefit you on the bus ride to and from school. Option: create small groups, have groups discuss and share benefits of good student behavior.*

*After brainstorming session discuss additional benefits not mentioned by the group. Benefits include: a safer bus ride, create trust and respect, create positive relationships with parents, less incident reports, less fighting, less yelling, decrease bullying, fewer distractions…*

***Greeting Students***

School bus drivers, monitors, and attendants are the first teacher of the day for the children they transport to school. The morning pick-up and ride into school can make or break the student’s day. Open the school bus door with a smile; welcome the student onto the bus. Call them by name, if you do not know the child’s name take attendance every day until you do. Make a nice comment about their hair, shoes, and clothes; personalize the greeting. The first greeting of the day is a valuable opportunity for school bus staff to have a positive first impression and build trust with students. Students should feel welcome and invited when they step onto the school bus. The simple act of a friendly greeting will set the tone for not only the bus ride but also for the school day. School bus drivers, monitors, and attendants are the forefront of the educational system.

**Activity:** *give the audience two minutes to greet the people around them –* ***optional activity:*** *set up a school bus – go out to the school bus – students should first greet negatively – repeat the exercise with a welcoming greeting.* ***Debrief:*** *talk about how people felt after each greeting*

***The Bus Ride Home***

Greeting students as they board the bus for the ride home is also an important step, because it sets the tone for the bus. Children want to feel safe and respected; do or say something that helps the student believe you respect them. Catch them sitting nicely, sharing their seat, using an indoor voice, walking not running, or saying something nice and tell them what a good job they are doing. Let them know what they are doing well; your words will encourage them to repeat the positive behavior. Say, “Johnny, I am so proud of you for sitting on your bottom, thank you” or “Johnny I am so proud of you for sharing your seat, thank you.”

When students unload the school bus in the morning and afternoon, say goodbye, tell them to have a good day, or that you will see them tomorrow. The act of being kind and courteous will help build and maintain positive relationships between you and your students.

**Activity:** *bus driver feet up on the dash reading the paper, bus monitor sitting in the first seat talking on her cell phone; neither looks or says anything to students as they board. The driver will occasionally look in the suicide mirror and yell at students to sit down (load trainees have them take a seat on the bus; pause 60 seconds after they are all seated, then ask them how they felt as they boarded) have all trainees unload.*

*Repeat exercise but this time, the bus monitor is off the bus, standing at the bus door with a clipboard in hand, smiling, greeting, and taking attendance as students board. Both monitor and driver will personalize a greeting to each student as they board. The driver will be up on his or her knees on the driver’s seat while facing the back of the bus. The driver will direct the students as they board and take a seat. Driver will say please and thank you to students when asking them to take seats. Driver will tell students what a good job they are doing and specifically what they are doing well. (Load trainees, have them find a seat on the bus, pause, then ask them how they felt when boarding).*

***Establish Clear Safety Rules***

**Activity on your Bus:***ask students to share important bus rules and why the rule is important – discuss and incorporate the most important bus rules for safety. Students will be likely to value the rules more because they took part in creating them. This technique is more effective than standing in front of the students telling them what the rules are.*

Set the tone for safety on the school bus; establish clear safety rules and let the children know why rules are necessary. Children want your attention, and some children will do anything they can to get it even if it means bad behavior. Develop fair and consistent rules to maintain a safe environment on the bus and at the bus stop, communicate safety rules daily.

***Bus Stop Safety***

* Arrive at bus stop five minutes early
* Wait fifteen feet away from the road; form a line
* When the bus arrives wait until the bus stops, the door opens, and the driver gives the signal to board
* Students who are crossing the road must wait for the universal hand signal to cross; the horn is the danger signal. If a student hears the horn, go back to where you started
* Cross in front of the bus; never cross behind the bus
* No dangly items hanging from clothing or backpack, use handrails on bus steps
* Never try to get something from under the bus and never play or walk near the bus; always move out of the danger zone
* Do not talk to strangers
* Never get off the bus if you feel unsafe; tell your driver, monitor, or attendant when something is wrong

***Bus Riding Safety***

* Obey the bus driver and bus monitor
* Use indoor voices
* Be kind to each other; no foul language or bullying
* Keep your hands to yourself; no horseplay or hitting
* Remain seated for the entire ride
* Raise your hand high if you or someone needs help
* Keep hands, head, and all items inside the bus
* No food or drinks
* No weapons of any kind, no toy weapons

***Fair and Consistent***

Enforce rules consistently because children value structure. Drivers are ultimately responsible for everything that happens on the bus and legally responsible for the care and custody of students on the bus. School bus monitors and attendants share these responsibilities. Poor judgment when administering student discipline is detrimental and potentially could result in parental complaints, lawsuits, increase in student misconduct, and loss of respect for the bus team. The responsibility is enormous; drivers, monitors, and attendants who are fair and consistent when applying bus rules and practices, make the ride to and from school enjoyable for everyone. Rules help create a safe environment when students know what to expect it relieves anxiety and uncertainty.

Never make threats you can’t keep and never lay hands on a child to make them comply with rules. School bus drivers, monitors, and attendants do not have the authority to suspend children from the bus. Nor do they have the authority to kick a child off the bus. Contact dispatch or supervisor when safety concerns arise; explain concerns and wait for direction. Discuss possible scenarios with supervisors before a problem occurs; preparing for a potential problem is a good defense. Never lay hands on a child unless you must protect from harm. 8 NYCRR 19.5 a-b states, Prohibition of corporal punishment. a) No teacher, administrator, officer, employee or agent of a school district in this State, or of a board of cooperative educational services in this State, shall use corporal punishment against a pupil. b) Corporal punishment means any act of physical force upon a pupil for the purpose of punishing that pupil.

Building and maintaining relationships with students will decrease extreme behaviors dramatically. Empower students to make positive decisions by giving them choices and rewarding good behavior. Treat students the same; eliminate favoritism. Say please and thank you when asking a student to comply with a rule. Establishing fair and consistent rules on the school bus will set the tone for what matters. Keep the rules short and simple, a huge list will overwhelm children. Children want to know you are in charge of the bus, and will feel safe because they can count on you to enforce rules fairly and consistently.

***Reasonable Student Management Discipline***

**Activity:***Brainstorm student management discipline options; assign seats, move to the front for a specific period, speak to parents, give student a CHOICE, bus referral*

*Ask the group what works for them from the list and what they have tried in the past.*

***Struggles Children Face***

**Food Insecurity**

No Kid Hungry (2015) states, 48.8 million Americans—including 16.2 million children—live in households that lack the means to get enough nutritious food on a regular basis. As a result, they struggle with hunger at some time during the year.

**Unaccompanied Immigrant Children**

According to Fordham University (2015), New York State has received the second highest number of unaccompanied immigrant children after Texas, with 5,955 children settling in New York in fiscal year 2014.Unaccompanied immigrant children are one of the fastest growing, most vulnerable, and yet most underserved and poorly understood populations in our communities. Usually fleeing dangerous or abusive situations in their home countries—such as gang violence, domestic abuse, and other forms of persecution, conflict or exploitation—children often have family already living in the United States with whom they are seeking to reunite.

**Incarcerated Parents with Children**

Osborn Association research (2011) states, More than 2.7 million children in the U.S. have an incarcerated parent and approximately 10 million children have experienced parental incarceration at some point in their lives. The majority of people in NY state prisons (60%) self-reported at the time of admission that they had at least one living child. More women (approximately 70%) self-reported having living children than men.

**Registered Sex Offenders**

Predator statistics from Pure Site (2015) states there are approximately, 799,041 Registered Sex Offenders in the United States.

***Safety and Security***

***Safety Defined***: the condition of being protected against mental, emotional, social, physical, or other types of damage. Safety is protection against accidents, harm, or any other non-desirable event. Safety is the act of being safe.

***Security Defined***: protecting from harm when vulnerable. Security is the state of being free from danger or threat.

Children crave a sense of safety and security. Children depend on your help to protect them from bullying on the school bus. You cannot be there when they face struggles of home life or neighborhood bullies. But you can be there to protect them from intimidation, insults, criticism, and bullying on the school bus. Children need guidance to develop positive social skills; lead by example, show them what good is. Create an opportunity on the school bus to develop personal relationships. Children want to be listened to; they have many emotions, struggle with self-worth, and hunger for a sense of belonging. Model positive behavior with words we use, non-verbal expressions, and actions. Children want to believe they can depend on you to protect them on the school bus.

***Building Trust***

Building trust is imperative for safe transportation; when a child feels you care about them, the child will try to please you with good behavior on the bus. Not only will student behavior improve, but the student will also tell you when something is wrong. The school bus is an ideal environment for bullying; the seatbacks are very high, knowing what is happening when you cannot see is nearly impossible. Children are sometimes mean to each other; physical and verbal abuse takes many forms. Communicate with the students on the bus and teach them what to do when bullying occurs.

Teach riders to raise their hand high above the seat if someone is bullying them or they see someone being bullied. When the raised hand catches your attention go to the area where the child is sitting and ask them how you can help. If you are a school bus driver without the luxury of a bus monitor or bus attendant, pull your bus over and walk back to check on the child. The act of responding when a child tells you they need help will build trust and create a safe environment on the school bus.

***Reward for Positive Behavior***

Positive reinforcement is a powerful tool for school bus staff. Children want to please people; when good behaviors are rewarded with positive attention they will begin to make positive choices more often. Think about that one child who continues to stand up while the bus is moving. How will that child react when you tell him how proud you are of his choice to sit, and thank him for it? When a child makes a good choice, recognize the child’s decision and give a verbal reward. Use positive reinforcement to guide behaviors on the bus; catch a student doing something good and tell the student how awesome he or she is. Taking the time to notice when a child has good behavior will help the child learn what good is and encourage a repeat of the behavior. Many children do not know what “good” is; school bus staff must tell them, show them, and lead by example. Rewards and incentives can be as small as a sticker or as big as a positive bus referral sent home to parents.

**Activity:** *Brainstorm school bus rewards and incentives. Examples might include: stickers, rider of the week, first on/off the bus, treat ticket for the school cafeteria, special seat assignment, bus helper of the week, reading for a day, pick a prize, letter to parents, bus helper.*

***Positive Reward***

Bus referrals (incident reports, write-ups) are documents that detail specific safety violations of bus rules. The referral is a communication tool between bus staff, principals, and parents. Writing bus discipline referrals is often the most common form of bus discipline. When a bus referral is used to detail positive behavior on behalf of the student, a bond will grow between the student and the bus staff. The bond of trust and mutual respect is the ultimate goal in healthy relationships.

A special thank you note to individual students once a week or once a month will reinforce an appreciation for making good choices. The notes do not need to be lengthy, a sentence or two is enough.

**Activity**: *Break into small groups, have each group create several thank you notes for students. Have each group share a few notes with the class. Examples: Johnny, I am very proud of you this week. Thank you for taking the time to read books to Susie; you helped her have a nice ride to school. – Jill, I am very proud of you for staying in your seat this week. Thank you for supporting a safe bus ride.*

***Bus Activities to Promote Safety***

Engage students in activities that promote safety and enhance structure on the school bus. When the school bus approaches railroad tracks have the students raise their hands and wiggle their fingers in the air. Remind children the driver is listening for a train and the importance of being quiet.

Create a competition between the different sections of the bus. Sections include the back of the bus, the front of the bus, the middle of the bus, the left side, the right side. Perhaps have a competition between the girls and the boys on some days, and sections on other days. The section of the bus that follows the bus safety rules best will be the first section off the bus in the morning. Unloading a different section of the bus each day will not only promote positive behavior, but it will also help students respond in an emergency situation. Hopefully, you will never have an emergency evacuation on the bus. But, if you do students will be prepared to follow unloading directions during an emergency evacuation.

Perform school bus safety drills a minimum of three times per year; mini-drills should also be conducted on extracurricular trips. Section 3623 of the Education Law requires including practice and instruction in the location, use and operation of the emergency door, fire extinguishers, first aid equipment, and windows as a means of escape in case of fire or accident. Bus safety drills shall also include instruction in safe boarding and exiting procedures with specific emphasis on when and how to approach, board, disembark, and move away from the bus after disembarking. Each drill shall include specific instruction for pupils to advance at least 10 feet in front of the bus before crossing the highway after disembarking. Additional information on bus safety drills can be found in the New York State Laws & Regs for School Bus Drivers, Monitors & Attendants.

***Review of Training Objectives***

***Building and Maintaining Relationships on the School Bus*** The ultimate goal of this training session is to create an emotional intelligence linking the driver's need for good behavior on the bus with the child's need for safety and security.

***Greeting Students*** You had me at hello, how we greet our students in the morning and the afternoon will have a direct impact on the tone of the bus ride.

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***Fair and Consistent*** Put yourself in the child’s shoes. How would you feel if your boss plays favorites at work? Children feel the same way. Earn their respect by treating everyone with the same fairness and consistency.

***Reasonable Student Management*** Identify student management discipline options.

***Struggles Children Face*** Research New York State Statistics surrounding struggles children face.

***Safety and Security*** Children need a sense of safety and security. Children need your help to protect them from bullying on the school bus.

***Building Trust*** A child’s trust is difficult to gain and even harder to maintain. When children trust you to keep them safe, they will improve behavior and tell you when something is bothering them or when a problem exists.

***Reward Positive Behavior*** Catch a student being good and tell them how awesome they are. Children want to please people; when good behaviors are rewarded with positive attention, children will begin to make positive choices more often.

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**Review Questions:**

**Trainee Print Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **The first impression of the day is a valuable opportunity to start the bus ride on a positive note**
2. True
3. False
4. **School bus drivers, monitors, and attendants are the first teacher of the day for the children they transport to school.**
5. True
6. False
7. **As students board the school bus the greeting can be personalized by:**
8. Making a nice comment about their hair, shoes, clothing, etc.
9. Calling them by name
10. Telling them to sit down quickly
11. Both a and b
12. **Greeting students as they board the bus will set the tone for the bus ride.**
13. True
14. False
15. **The best way to establish rules on the school bus is too:**
16. Give children an opportunity to help create the bus rules
17. Let the children know what the rules are and why they are important
18. Catch a child following the rule, and tell them what a good job they are doing
19. All the above
20. **Children value structure. The best way to create structure on the school bus is too:**
21. Enforce different rules on different days of the week
22. Have one day a week with no rules on the bus
23. Establish clear safety rules and enforce them fairly everyday
24. Show favoritism to students who follow the rules
25. **The best way to influence positive behavior is by:**
26. Make threats you cannot keep
27. Write a bus referral
28. Give a positive reward for positive behavior
29. All of the above
30. **According to National Statistics, approximately how many children have a parent who is incarcerated:**
31. 1.5 million
32. 3.4 million
33. 2.7 million
34. 1.7 million
35. **When you tell a student what an awesome job they are doing, and how proud you are of a specific behavior, you are:**
36. Decreasing trust and respect
37. Making a child scared and anxious
38. Confronting a child
39. Increasing trust and respect
40. **Safety is the condition of being protected against mental, emotional, social, physical, or other types of damage:**
41. True
42. False
43. **Security is protecting from harm when vulnerable. Security is the state of being free from danger or threat:**
44. True
45. False
46. **You can protect students from intimidation, insults, criticism, and bullying on the school bus:**
47. True
48. False
49. **Demonstrating kind and courteous behavior by saying hello and goodbye to students will:**
50. Annoy students
51. Make students angry
52. Help build positive relationships between you and your students
53. Is a waste of time because children never listen
54. **Poor judgment when administering student discipline is detrimental and potentially could result in:**
55. Parental complaints or lawsuits
56. Loss of respect for the bus team
57. Increased student misconduct
58. All of the above
59. **When student know what to expect on the school bus it:**
60. Creates fear
61. Increases student misconduct
62. Decreases the students anxiety and uncertainty
63. Decreases positive behavior
64. **The best way to establish trust on the bus is to:**
65. Make threats you cannot keep
66. Kick a student off the bus
67. Pass the students stop when they are misbehaving
68. Enforce rules fairly and consistently
69. **Building and maintaining relationships with students will:**
70. Decrease extreme behaviors
71. Influence students to make positive choices
72. Create a safe environment on the school bus
73. All of the above
74. **Model positive behavior to build and maintain trust by:**
75. Showing favoritism to certain students
76. Using positive words, non-verbal expressions, and actions
77. Greeting students every time they board the bus and saying goodbye every time they leave the school bus
78. Both b and c
79. **Teach students to let you know if someone is bullying them or they see someone being bullied on the bus by:**
80. Screaming as loud as they can to get your attention
81. Kick and fight back to stop the bullying
82. Raise their hand high above the seat until they get your attention
83. None of the above
84. **Positive reinforcement is a powerful tool for school bus staff because:**
85. Children want to please people
86. Children will begin making positive choices when you reward with positive attention
87. Children will be encouraged to repeat the behavior
88. All of the above
89. **Drivers, monitors, and attendants should engage students in activities that promote safety and enhance structure on the school bus:**
90. True
91. False
92. **School Bus Safety Drills are performed a minimum of:**
93. Once at the beginning of the school year
94. Safety drills are optional and not required
95. Three times per year; not necessary on extracurricular trips
96. Three times per year and mini-drills are performed on extracurricular trips
97. **The district, parents and students are dependent on school bus drivers, monitors, and attendants to build and maintain positive relationships on the school bus:**
98. True
99. False

**Trainee Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Group Activity Instructions

Create seven packets:Each packet should contain enough copies of group handouts and instructions for each team member.

Divide the room into seven meeting sections:Seven tables should be identified in the room with enough chairs to accommodate trainees. Have the group count off one thru seven. Instruct trainees where they should meet their group. *Option:* Set-up the room, so groups are already formed when training starts. However, keep in mind having the group count off will separate clicks and give staff an opportunity to work with someone they may not know. Creating comradery between staff is an awesome morale booster for your department.

Activities: Review activities for each section; ensure supplies and set-up is ready. Supplies include: white board, flip chart, dry erase markers, set-up mock school bus

Instructions: Included in individual packets and displayed as a visual aid for staff.

**Group Instructions:**

1. **Groups will have 15 minutes to review material and prepare demonstration.**
2. **Each groups will have 5 minutes to present their PowerPoint Slide**
3. **Read all material**
4. **Identify one or two speakers**
5. **Identify a person to write on the whiteboard or flip chart**
6. **Review Information**
7. **Present Information**
8. **Conduct Activity**
9. **Review Questions with the Group**

**Greeting Students in the Morning - Group #1**

Greeting Students

School bus drivers, monitors, and attendants are the first teacher of the day for the children they transport to school. The morning pick-up and ride into school can make or break the student’s day. Open the school bus door with a smile; welcome the student onto the bus. Call them by name, at the beginning of the school year ask them their name, take attendance until you know every child’s name. Make a nice comment about their hair, shoes, clothes; personalize the greeting. The first greeting of the day is a valuable opportunity for school bus staff to have a positive first impression and build trust with students. Students should feel welcome and invited when they step onto the school bus. The simple act of a friendly greeting will set the tone for not only the bus ride but also for the school day. School bus drivers, monitors, and attendants are the forefront of the educational system.

Activity: *give the audience two minutes to greet the people around them –* ***optional activity:*** *set up a school bus – go out to the school bus – students should first greet negatively – repeat the exercise with a welcoming greeting.* ***Debrief:*** *talk about how people felt after each greeting*

Greeting Students

1. The first impression of the day is a valuable opportunity to start the bus ride on a positive note

***a. True***

1. False
2. School bus drivers, monitors, and attendants are the first teacher of the day for the children they transport to school.
3. ***True***
4. False

**The Bus Ride Home Group #2**

Bus Ride Home

Greeting students as they board the bus for the ride home is also important because it sets the tone for the bus. Children want to feel safe and respected; do or say something that makes the student believe you respect them. Catch them sitting nicely, sharing their seat, using an indoor voice, walking not running, or saying something nice and tell them what a good job they are doing. Let them know what they are doing well; your words will encourage them to repeat the positive behavior. Say, “Johnny, I am so proud of you for sitting on your bottom, thank you” or “Johnny I am so proud of you for sharing your seat, thank you.”

When students unload the school bus in the morning and afternoon, say goodbye, tell them to have a good day, or that you will see them tomorrow. The act of being kind and courteous will help build and maintain positive relationships between you and your students.

Activity: *bus driver feet up on the dash reading the paper, bus monitor sitting in the first seat talking on her cell phone; neither looks or says anything to students as they board. The driver will occasionally look in the suicide mirror and yell at students to sit down (load trainees have them take a seat on the bus; pause 60 seconds after they are all seated, then ask them how they felt as they boarded) have all trainees unload.*

*Repeat exercise but this time, the bus monitor is off the bus, standing at the bus door with a clipboard in hand, smiling, greeting, and taking attendance as students board. Both monitor and driver will personalize a greeting to each student as they board. The driver will be up on his or her knees on the driver’s seat while facing the back of the bus. The driver will direct the students as they board and take a seat. Driver will say please and thank you to students when asking them to take seats. Driver will tell students what a good job they are doing and specifically what they are doing well. (Load trainees, have the trainees find a seat on the bus, pause, then ask them how they felt as they boarded).*

Bus Ride Home

1. As students board the school bus the greeting can be personalized by:
2. Making a nice comment about their hair, shoes, clothing, etc.
3. Calling them by name
4. Telling them to sit down quickly
5. ***Both a and b***
6. Greeting students as they board the bus will set the tone for the bus ride.
7. ***True***
8. False

**Clear Safety Rules Group #3**

Establish Clear Safety Rules

Activity on Bus:*ask students to share important bus rules and why the rule is important – discuss and incorporate the most important bus rules for safety. Students will be likely to value the rules more because they took part in creating them. This technique is more effective than standing in front of the students telling them what the rules are.*

Set the tone for safety on the school bus; establish clear safety rules and let the children know why rules are necessary. Children want your attention, and some children will do anything they can to get it even if it means bad behavior. Develop fair and consistent rules to maintain a safe environment on the bus and at the bus stop, communicate safety rules daily.

**Bus Stop Safety**

* Arrive at bus stop five minutes early
* Wait fifteen feet away from the road; form a line
* When the bus arrives wait until the bus stops, the door opens, and the driver gives the signal to board
* Students who are crossing the road must wait for the universal hand signal to cross; the horn is the danger signal. If a student hears the horn, go back to where you started
* Cross in front of the bus; never cross behind the bus
* No dangly items hanging from clothing or backpack, use handrails on bus steps
* Never try to get something from under the bus and never play or walk near the bus; always move out of the danger zone
* Do not talk to strangers
* Never get off the bus if you feel unsafe; tell your driver, monitor, or attendant when something is wrong

Bus Riding Safety

* Obey the bus driver and bus monitor
* Use indoor voices
* Be kind to each other; no foul language or bullying
* Keep your hands to yourself; no horseplay or hitting
* Remain seated for the entire ride
* Raise your hand high if you or someone needs help
* Keep hands, head, and all items inside the bus
* No food or drinks
* No weapons of any kind, no toy weapons

Establish Clear Safety Rules

1. The best way to establish rules on the school bus is too:
2. Give children an opportunity to help create the bus rules
3. Let the children know what the rules are and why they are important
4. Catch a child following the rule, and tell them what a good job they are doing
5. ***All the above***
6. Children value structure. The best way to create structure on the school bus is too:
7. Enforce different rules on different days of the week
8. Have one day a week with no rules on the bus
9. ***Establish clear safety rules and enforce them fairly everyday***
10. Show favoritism to students who follow the rules

**Instructor Section**

Fair and Consistent

Enforce rules consistently because children value structure. Drivers are ultimately responsible for everything that happens on the bus and legally responsible for the care and custody of students on the bus. School bus monitors and attendants share these responsibilities. Poor judgment when administering student discipline is detrimental and potentially could result in parental complaints, lawsuits, increase in student misconduct, and loss of respect for the bus team. The responsibility is enormous; drivers, monitors, and attendants who are fair and consistent when applying bus rules and practices, make the ride to and from school enjoyable for everyone. Rules help create a safe environment when students know what to expect it relieves anxiety and uncertainty.

Never make threats you can’t keep and never lay hands on a child to make them comply with rules. School bus drivers, monitors, and attendants do not have the authority to suspend children from the bus. Nor do they have the authority to kick a child off the bus. Contact dispatch or supervisor when safety concerns arise; explain concerns and wait for direction. Discuss possible scenarios with supervisors before a problem occurs; preparing for a potential problem is a good defense. Never lay hands on a child unless you must protect from harm. 8 NYCRR 19.5 a-b states, “Prohibition of corporal punishment. a) No teacher, administrator, officer, employee or agent of a school district in this State, or of a board of cooperative educational services in this State, shall use corporal punishment against a pupil. b) Corporal punishment means any act of physical force upon a pupil for the purpose of punishing that pupil.

Building and maintaining relationships with students will decrease extreme behaviors dramatically. Empower students to make positive decisions by giving them choices and rewarding good behavior. Treat students the same; eliminate favoritism. Say please and thank you when asking a student to comply with a rule. Establishing fair and consistent rules on the school bus will set the tone for what matters. Keep the rules short and simple, a huge list will overwhelm children. Children want to know you are in charge of the bus, and will feel safe because they can count on you to enforce rules fairly and consistently.

**Reasonable Student Management Discipline**

**Group #4**

Reasonable Student Management Discipline

Activity:*Brainstorm student management discipline options; assign seats, move to the front for a specific period, speak to parents, give student a CHOICE, bus referral*

*Ask the group what works for them from the list and what they have tried in the past.*

*Never make a threat you cannot keep: brainstorm threats you cannot keep*

Reasonable Student Management

1. The best way to influence positive behavior is by:
2. Make threats you cannot keep
3. Write a bus referral
4. ***Give a positive reward for positive behavior***
5. All of the above

**Instructor Sections**

Struggles Children Face

1. According to national statistics, approximately how many children have a parent who is incarcerated:
2. 1.5 million
3. 3.4 million
4. ***2.7 million***
5. 1.7 million
6. When you tell a student what an awesome job they are doing, and how proud you are of a specific behavior, you are:
7. Decreasing trust and respect
8. Making a child scared and anxious
9. Confronting a child
10. ***Increasing trust and respect***

Safety and Security

1. Safety is the condition of being protected against mental, emotional, social, physical, or other types of damage:
2. ***True***
3. False
4. Security is protecting from harm when vulnerable. Security is the state of being free from danger or threat:
5. ***True***
6. False
7. You can protect students from intimidation, insults, criticism, and bullying on the school bus:
8. ***True***
9. False

**Building Trust Group #5**

Building Trust

Building trust is imperative for safe transportation; when a child feels you care about them, the child will try to please you with good behavior on the bus. Not only will student behavior improve, but the student will also tell you when something is wrong. The school bus is an ideal environment for bullying; the seatbacks are very high, knowing what is happening when you cannot see is nearly impossible. Children are sometimes mean to each other; physical and verbal abuse takes many forms. Communicate with the students on the bus and teach them what to do when bullying occurs.

Teach riders to raise their hand high above the seat if someone is bullying them or they see someone being bullied. When the raised hand catches your attention go to the area where the child is sitting and ask them how you can help. If you are a school bus driver without the luxury of a bus monitor or bus attendant, pull your bus over and walk back to check on the student. The act of responding when children tell you they need help will build trust and create a safe environment on the school bus.

Building Trust

1. Demonstrating kind and courteous behavior by saying hello and goodbye to students will:
2. Annoy students
3. Make students angry
4. ***Help build positive relationships between you and your students***
5. Is a waste of time because children never listen
6. Poor judgment when administering student discipline is detrimental and potentially could result in:
7. Parental complaints or lawsuits
8. Loss of respect for the bus team
9. Increased student misconduct
10. ***All of the above***
11. When student know what to expect on the school bus it:
12. Creates fear
13. Increases student misconduct
14. ***Decreases the students anxiety and uncertainty***
15. Decreases positive behavior
16. The best way to establish trust on the bus is to:
17. Make threats you cannot keep
18. Kick a student off the bus
19. Pass the students stop when they are misbehaving
20. ***Enforce rules fairly and consistently***
21. Building and maintaining relationships with students will:
22. Decrease extreme behaviors
23. Influence students to make positive choices
24. Create a safe environment on the school bus
25. ***All of the above***
26. Model positive behavior to build and maintain trust by:
27. Showing favoritism to certain students
28. Using positive words, non-verbal expressions, and actions
29. Greeting students every time they board the bus and saying goodbye every time they leave the school bus
30. ***Both b and c***
31. Teach students to let you know if someone is bullying them or they see someone being bullied on the bus by:
32. Screaming as loud as they can to get your attention
33. Kick and fight back to stop the bullying
34. ***Raise their hand high above the seat until they get your attention***
35. None of the above

**Reward for Positive Behavior Group #6**

Reward for Positive Behavior

Positive reinforcement is a powerful tool for school bus staff. Children want to please people; when good behaviors are rewarded with positive attention they will begin to make positive choices more often. Think about that one child who continues to stand up while the bus is moving. How will that child react when you tell him how proud you are of his choice to sit, and thank him for it? When a child makes a good choice, recognize the child’s decision and give a verbal reward. Use positive reinforcement to guide behaviors on the bus; catch a student doing something good and tell the student how awesome he or she is. Taking the time to notice when a child has good behavior will help the child learn what good is and encourage a repeat of the behavior. Many children do not know what “good” is; school bus staff must tell them, show them, and lead by example. Rewards and incentives can be as small as a sticker or as big as a positive bus referral sent home to parents.

**Activity:** *Brainstorm school bus rewards and incentives. Examples might include: stickers, rider of the week, first on/off the bus, treat ticket for the school cafeteria, special seat assignment, bus helper of the week, reading for a day, pick a prize, letter to parents, bus helper.*

Bus referrals (incident reports, write-ups) are documents that detail specific violations of bus safety rules. The referral is a communication tool between bus staff, principals, and parents. Writing bus discipline referrals is often the most common form of bus discipline. When a bus referral is used to detail positive behavior on behalf of the student, a bond will grow between the student and the bus staff. The bond of trust and mutual respect is the ultimate goal in healthy relationships.

A special thank you note to individual students once a week or once a month will reinforce an appreciation for making good choices. The notes do not need to be lengthy, a sentence or two is enough.

Reward Positive Behavior

1. Positive reinforcement is a powerful tool for school bus staff because:
2. Children want to please people
3. Children will begin making positive choices when you reward with positive attention
4. Children will be encouraged to repeat the behavior
5. ***All of the above***

**Promote Safety Activities Group #7**

Bus Activities to Promote Safety

Engage students in activities that promote safety and enhance structure on the school bus. When the school bus approaches railroad tracks have the students raise their hands and wiggle their fingers in the air. Remind children the driver is listening for a train and the importance of being quiet.

Create a competition between the different sections of the bus. Sections include the back of the bus, the front of the bus, the middle of the bus, the left side, the right side. Perhaps have a competition between the girls and the boys on some days, and sections on other days. The section of the bus that follows the bus safety rules best will be the first section off the bus in the morning. Unloading a different section of the bus each day will not only promote positive behavior, but it will also help students respond in an emergency situation. Hopefully, you will never have an emergency evacuation on the bus. But, if you do students will be prepared to follow unloading directions during an emergency evacuation.

Perform school bus safety drills a minimum of three times per year; mini-drills should also be conducted on extracurricular trips. Section 3623 of the Education Law requires including practice and instruction in the location, use and operation of the emergency door, fire extinguishers, first aid equipment, and windows as a means of escape in case of fire or accident. Bus safety drills shall also include instruction in safe boarding and exiting procedures with specific emphasis on when and how to approach, board, disembark, and move away from the bus after disembarking. Each drill shall include specific instruction for pupils to advance at least 10 feet in front of the bus before crossing the highway after disembarking. Additional information on bus safety drills can be found in the New York State Laws & Regs for School Bus Drivers, Monitors & Attendants.

Bus Activities that Promote Safety

1. Drivers, monitors, and attendants should engage students in activities that promote safety and enhance structure on the school bus:
2. ***True***
3. False
4. School Bus Safety Drills are performed a minimum of:
5. Once at the beginning of the school year
6. Safety drills are optional and not required
7. Three times per year; not necessary on extracurricular trips
8. ***Three times per year and mini-drills are performed on extracurricular trips***
9. The district, parents and students are dependent on school bus drivers, monitors, and attendants to build and maintain positive relationships on the school bus:
10. ***True***
11. False

**Review Questions Answer Key**

1. The first impression of the day is a valuable opportunity to start the bus ride on a positive note
2. ***True***
3. False
4. School bus drivers, monitors, and attendants are the first teacher of the day for the children they transport to school.
5. ***True***
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**Greeting Students**

1. As students board the school bus the greeting can be personalized by:
2. Making a nice comment about their hair, shoes, clothing, etc.
3. Calling them by name
4. Telling them to sit down quickly
5. ***Both a and b***
6. Greeting students as they board the bus will set the tone for the bus ride.
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**Establish Clear Safety Rules**

1. The best way to establish rules on the school bus is too:
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1. Children value structure. The best way to create structure on the school bus is too:
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34. ***Raise their hand high above the seat until they get your attention***
35. None of the above

**Reward Positive Behavior**

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6. Safety drills are optional and not required
7. Three times per year; not necessary on extracurricular trips
8. ***Three times per year and mini-drills are performed on extracurricular trips***
9. The district, parents and students are dependent on school bus drivers, monitors, and attendants to build and maintain positive relationships on the school bus:
10. ***True***
11. False

**Video Clips and Images**

**Matilda video personal story:** My daughters first year on the school bus is one I will always remember. She came home on the bus one day crying, upset, and visibly shaken up. I tried getting her to tell me what happened but she just kept saying, “I’m never riding the school bus again, you can’t make me!” She repeated the tangent over and over again until I promised her she did not have to ride the school bus the next day. After she calmed down she finally told me what happened. She said the school bus driver yelled at the whole bus and told us if we were not good he was going to take us back to school to see the principle. To us as adults that does not seem so bad but from the eyes of my daughter she thought she was going to the chokie!!

*Set up video:* Matilda is a children’s video, Ms. Trunchball is the school principle. Ms. Trunchball puts children in the chokie when they misbehave.

**Video References**

**Driver Tutors Children**

http://www.bing.com/videos/search?q=school+bus+driver+mean+to+kids+youtube&FORM=VIRE2#view=detail&mid=4AEF3328B34CB9867FB94AEF3328B34CB9867FB9

**Forest Gump Meets his bus driver**

http://www.bing.com/videos/search?q=Forest+Gump+Bus+Driver&FORM=VRIBRE#view=detail&mid=84446C67EA5E83DEA4CA84446C67EA5E83DEA4CA

**Matilda visits the Chokie**

http://www.bing.com/videos/search?q=matilda+goes+in+the+choke%ee%80%81+video+%ee%80%80youtube&FORM=VIRE9#view=detail&mid=F4FF69043D6DFF2BA784F4FF69043D6DFF2BA784

**Special thanks to Geneva City School District Transportation Staff** for authorizing the use of their video presentations to the New York State Educations Department and the Master Instructor Program.

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***Training Announcement***

Dear Transportation Staff,

Safety and awareness training announcement; all transportation employees are expected to attend the session. **Training topic:** Building and Maintaining Relationships with students on your school bus.

You will need a pen or pencil for taking notes and group activities. I am looking forward to our time together during this important training session.

Several sessions will be scheduled to accommodate small group learning and activities. Please plan on signing up for and attending one of the training sessions.

**Group A** (maximum 20 participants)

Date and Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Group B** (maximum 20 participants)

Date and Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Group C** (maximum 20 participants)

Date and Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thank you in advance for arriving on time and ready to learn,

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Training Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Training Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Training Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thank you in advance for arriving on time and ready to learn,

**Building and Maintaining Relationships on the School Bus**

**Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Instructor(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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