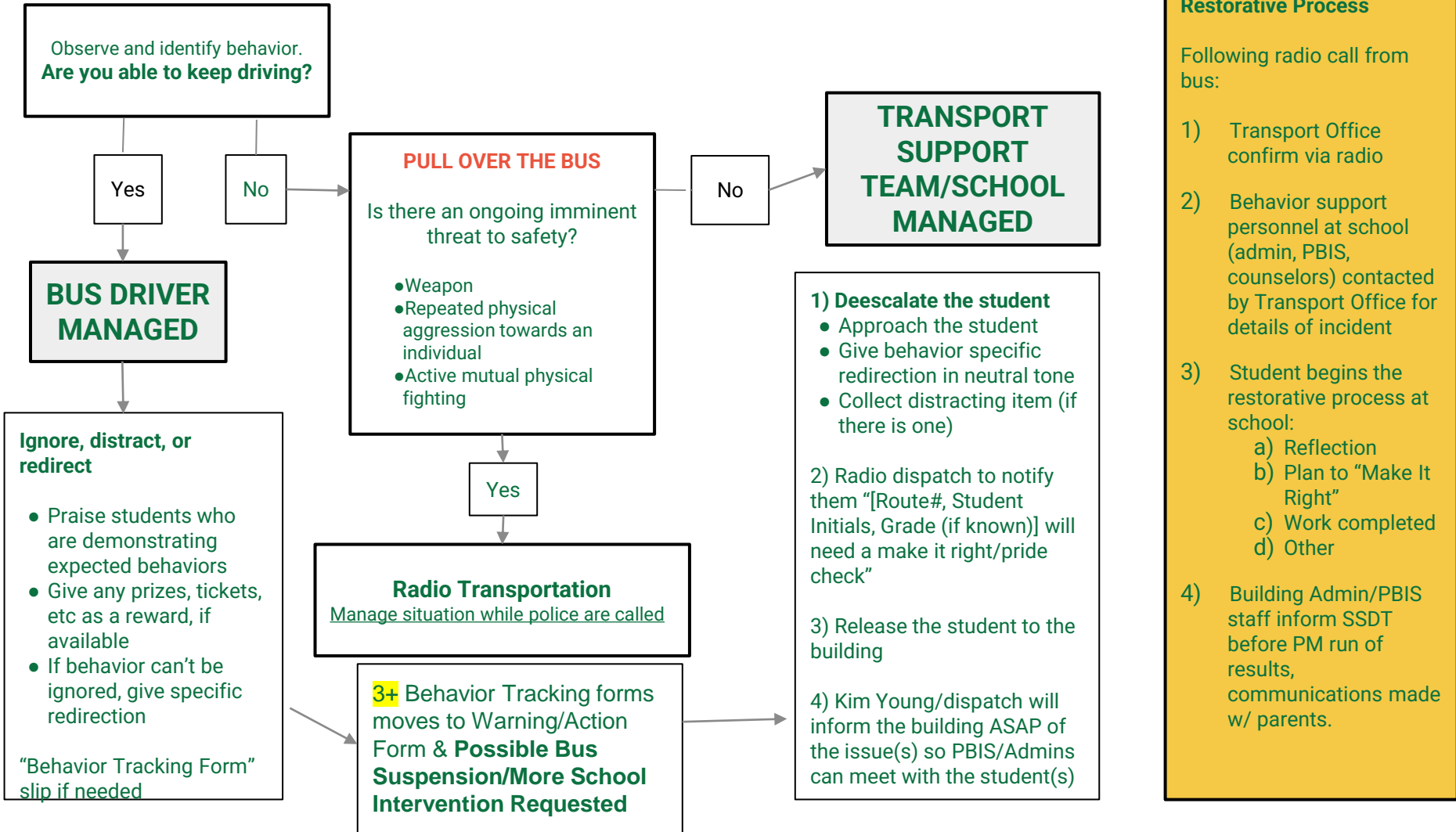


Selah School District Bus Behavior Support Flow Chart

START



Restorative Process

Following radio call from bus:

- 1) Transport Office confirm via radio
- 2) Behavior support personnel at school (admin, PBIS, counselors) contacted by Transport Office for details of incident
- 3) Student begins the restorative process at school:
 - a) Reflection
 - b) Plan to "Make It Right"
 - c) Work completed
 - d) Other
- 4) Building Admin/PBIS staff inform SSDD before PM run of results, communications made w/ parents.

CORE BELIEFS: *5 positive interactions to 1 negative *Stay curious *Develop relationships *Mentor/model desired behaviors *Every day is a new day

School Contacts: RLEC- 7910 (S Callanan) JCP- 8152 (D Acheson) SIS- 8317 (O Starr) SMS- 8414 (M Crabb) SHS- 8513 (C Schrader)

Examples of Behaviors

Behaviors to Ignore:

- Fidgets
- Appropriate Cell Phone/Tablet Use
- Tattling (non urgent)
- Small toys (Pokemon, legos, etc.)
- Chewing gum
- Minor language

Behavior Tracking:

- Arguing when asked to do something by the bus driver.
- Multiple times of being asked to stay in seat.
- Playing rough and continuing when asked to stop.
- Loud, inappropriate language
- Inappropriate cell phone use (taking photos of others, explicit language/videos)

Pull over:

- Weapons
- Physically fighting/continuous bullying
- Student refusing to sit down, after multiple attempts at redirection
- Screaming, banging on windows, destroying property

Behaviors to Reinforce:

- 😊 Using a soft/indoor voice on the bus
- 😊 Keeping backpack/personal items out of the aisle
- 😊 Using the handrail on steps
- 😊 Being on time to the bus stop
- 😊 Remaining seated until the bus stops
- 😊 Staying 10 ft/5 giant steps away from the bus at bus stops until it stops
- 😊 Using respectful language
- 😊 Crossing in front of the bus
- 😊 Keeping hands/head/objects inside bus