LOUISIANA DEPARTMENT OF EDUCATION

BULLETIN 119 SUPPLEMENT, VOLUME II: LOUISIANA STUDENT TRANSPORTATION OPERATIONAL PROCEDURES

2020 Edition

Adopted by:

The Louisiana Department of Education
Division of School and Community Support
Claiborne Building, 1201 North Third Street
Baton Rouge, LA 70802

DEPARTMENT of EDUCATION
Louisiana Believes

Contents

FOREWORD

Acting under the authority granted by the Louisiana Legislature in Louisiana Revised Statute 17:164 et seq., the Louisiana Department of Education (LDE) has developed, revised and promulgated school transportation-related specifications and procedures for decades. The specifications and procedures were published in LDE Bulletins 1191, 1213, 1475 and 1886, and from time to time, they were updated to include changes in vehicle specifications, operational requirements and best practices. In 2007, the LDE consolidated the four bulletins into one document entitled Bulletin 119, *Louisiana School Transportation Specifications and Procedures*.

The title for Bulletin 119 no doubt was derived from the statutory requirement that "the Louisiana Board of Education (i.e., BESE) is authorized, directed and empowered to establish and adopt regulations relating to the construction, design, equipment and operation of school busses used in transportation of students to and from school" (R.S. 17:164). The statute further referenced standards of the National Conference on School Transportation as the primary source of Louisiana school bus specifications.

Two important changes by the National Conference on School Transportation (NCST) occurred without the references in R.S. 17:164 being revised to reflect the changes. In 2000, the publication of the National Conference on School Transportation was changed from the National Standards for School Transportation to the National School Transportation Specifications and Procedures. During the following Conference, in 2005 the name of the conference was changed to Congress. Hence, the National Congress on School Transportation adopts and publishes the National School Transportation Specifications and Procedures. During the 2019 Regular Session of the Louisiana Legislature, R.S. 17:164 was amended to correct the title of the NCST.

Bulletin 119 was intended to include only specific regulatory requirements; however, a blend of regulations and operational procedures were included in the original document. Meanwhile, regulations have been added, rescinded or revised, and constantly requesting the Board of Elementary and Secondary Education to adopt revisions to Bulletin 119 may cause delays in disseminating vital information to LEAs, transporters, school bus manufacturers and sales companies and other entities that rely on school transportation information.

With approval of the Board of Elementary and Secondary Education, the title of Bulletin 119 will be changed from *Louisiana School Transportation Specification and Procedures* to *Louisiana Student Transportation Regulations*. As described below, two supplementary documents issued by the Louisiana Department of Education combine to provide detailed information regarding school bus and related equipment specifications and inspections and various transportation operational procedures and related information.

Bulletin 119 Supplement I: *Louisiana School Bus Regulations, Specifications and Inspections* (2019 edition) includes NCST specifications with revisions to incorporate Louisiana-specific preferences or requirements. Contents of this document are authorized by Louisiana Revised Statutes 17:158.5, et seq. Upon adoption of specification additions, deletions and revisions during the 2021* National Congress, Supplement I will have to be revised to reflect the changes. ***(Due to the COVID-19 Pandemic, the 2020 NCST was postponed until 2021.)**

Bulletin 119 Supplement II: Louisiana Student Transportation Operational Procedures (2019 edition) includes Louisiana vehicle operational regulations, pre-employment screening and continued employment requirements for school bus operators and bus attendants, student safety issues and other operational topics. Supplement II, like Supplement I, will be revised as appropriate when the NCST Specifications and Procedures 2020 revisions are published.

ABOUT THIS DOCUMENT

Bulletin 119 Supplement II: Louisiana Student Transportation Operational Procedures, like the companion document *Bulletin 119 Supplement I: Regulations, Specifications and Inspections*, is a "living document," and, as such, both documents are designed to provide timely, clear instructions to student transporters, whether employees of school districts or private transportation contractors, to equipment manufacturers and suppliers and to other student transportation-related businesses and industries. After each *National Congress on School Transportation (NCST)* publishes its adopted changes in the *National School Transportation Specifications and Procedures* or distributes interim operational addenda to that document, or if statutory requirements or best practices require revisions, the Louisiana Department of Education will activate a review process of the recommendations and will cause *Bulletin 119 Supplement II: Louisiana Student Transportation Operational Procedures* to be updated accordingly.

GUIDING PRINCIPLES

A. The overriding principle for Louisiana's adoption of the National Congress on School Transportation's revised *National School Transportation Specifications and Procedures* is to provide the safest modes of transportation to and from school and school-related activities for the school children of Louisiana.

B. Operational procedures detailed in this document reflect Louisiana's mandatory requirements, along with best practice suggestions and sample documents, many of which are adaptations of, or adoptions from, the NCST publication *National School Transportation Specifications and Procedures* or from other reliable resources for the purpose of assisting LEAs in performing their transportation activities.

C. Unless specifically indicated by statute, BESE policy or Department of Education regulation, the laws, policies and procedures detailed in this publication apply to every public school (including charter schools), school district and private transportation companies or individuals that transport students to and from school and school-related activities.

INTENDED USE

The following terms are used throughout this document to define the applicability of Louisiana's specifications and inspection procedures:

A. **SHALL:** a mandatory condition. Where certain school bus designs, equipment or operations are described with the shall stipulation, it is mandatory that all school buses and all school bus operations meet those requirements, as written.

   Note: The word shall also is used when referring to items that are already adopted into federal or Louisiana laws, standards or regulations.

B. **SHOULD:** an advisory condition. Where certain school bus designs, equipment or operations are described with the word should, such items are considered to be advisable usage. In other words, the item is recommended, but not mandatory, for all school buses or all school bus operations.

C. **MAY:** a permissive condition. Where certain school bus designs, equipment or operations are described with the word may, such items are considered for possible usage. However, there is no intent that the item be required for all school buses or all school bus operations.

Louisiana statutes have been revised to substitute the title operator for driver, when referring to the person who drives the school bus. Throughout this supplement, the term operator may refer to the person who is driving the vehicle or the company who is responsible for providing transportation services. Meaning will be determined by the context in which operator is applied.

LEAs and other transportation providers are required to provide employees, private contractors, instructors of school bus operators and paraprofessionals, vehicle maintenance and repair technicians and other parties who share in responsibilities related to the transportation of students with applicable regulations, practices and procedures described in this document and with future revisions. LEAs and other transportation providers shall supplement this document with appropriate local policies and procedures.

Effective dates of revisions to this document will be determined by regulatory publications and/or by policy and procedure revisions adopted by the Louisiana Department of Education.

INTERPRETATIONS AND INFORMATION

Requests for interpretation of the 2020 operational procedures document shall be sent to the Louisiana Department of Education, Division of School and Community Support, Claiborne Building, 1201 Third Street, Baton Rouge, LA 70802, attention Mr. Michael Comeaux, or to **michael.comeaux@la.gov**.

STUDENT TRANSPORTATION OPERATIONAL PROCEDURES

INTRODUCTION

School bus transportation is the safest mode of passenger transportation on land; therefore, transportation to and from school on a school bus shall be offered to all eligible students. A student is eligible to receive school bus transportation service if the student resides more than one mile from a non-discriminatory school of suitable grade, unless the student is enrolled in the Louisiana Student Scholarship for Education Excellence Program [R.S. 17:158.A(1)].

Under certain conditions, a student who lives within one mile of the student's school of attendance may be eligible for school bus transportation [R.S. 17:158.A(2)]. Safety must be the primary concern, and criteria for granting school bus transportation to students who reside within one mile of their respective schools should take into account the ages of students and potentially hazardous situations, such as roadway and walk pathway conditions, speed limits, railroad crossings, lighting conditions, etc. (See *Identification and Evaluation of School Bus Route and Hazard Marking Systems, Final Report*, Table 1, in Appendix B.) The criteria should also take into account students' levels of maturity, grade levels and cognitive and physical abilities. Similar criteria should be used in establishing maximum distances between a student's home and the assigned bus stop per district guidelines. (See Appendix B for Sample walk distances.)

Eligibility for school bus transportation for students with special needs is determined through the I.E.P. process and shall be expressed as a related service. An I.T.P. (Individual Transportation Plan) should be prepared and an I.T.P. form should be provided to the bus operator for implementation.

Parents are urged to select the school bus as the primary mode of school transportation for their children because of the outstanding safety record that has been recorded for the student transportation industry nationwide. School buses are designed and constructed in accordance with certain specifications that are included on no other passenger vehicle. Operators require special training and licensing, paraprofessionals (attendants, monitors, aides, etc.) require specific training based on the needs of children being transported, and operators and paraprofessionals are required to undergo background checks before being employed.

In Louisiana, because the school bus is an extension of the each student's classroom, the mission of every school bus operator—and, if applicable, every paraprofessional assigned to assist operators—is "to transport students to and from school and related activities safely, on time and ready to learn and participate." Fulfilling this mission is a joint effort involving not only school bus operators and paraprofessionals, but also transportation support staff, school-based staff, other LEA personnel, law enforcement agencies and other external resources.

Because school bus passengers are considered to be "the most precious cargo," many are the regulatory procedures required of school bus operators, paraprofessionals and "behind-the-scenes" support personnel in the performance of their respective duties. Supervisory and support staff must attempt to become acquainted with as many of these requirements as apply to their respective duties in order to provide optimum assistance to persons assigned to safely transport students to and from school and related activities. Head Start operators and bus monitors are required to perform their duties in accordance with 45 CFR 1310, as well as with applicable Louisiana laws and administrative procedures. Operators and attendants who transport students with special needs must abide by their own distinct specialized regulations, in addition to applicable requirements that apply to other operators and paraprofessionals.

As indicated in specific sections of this document, school-based administrators and classroom teachers share in the responsibilities of safe transportation for students. Supervision of students at school loading/unloading areas and during activity trips, age-appropriate classroom instruction on school bus safety-related topics, bicycle and pedestrian safety, as well as conducting and supervising school bus emergency evacuation dills as specific items that apply to all teachers and school administrators. Whether due to regulations or simply "best practices," student safety instruction and training should be taken seriously and should be an essential part of each school's instructional program.

SCHOOL BUS USE

On July 6, 1999, the National Transportation Safety Board (NTSB) transmitted a Safety Recommendation letter to the Steering Committee of the 13th National Conference on School Transportation containing the findings and recommendation of the special investigative report entitled *Pupil Transportation in Vehicles Not Meeting Federal School Bus Standards* (NTSB/SIR99/02). This special investigation report was based on the NTSB's findings in four crashes involving "nonconforming buses": that a number of children were ejected and fatally injured in three 15-passenger vans and a 25-passenger specialty bus that "... did not and were not required to meet federal school bus occupant crash protection standards." Recommendation H-99-25, issued in the letter to the National Conference on School Transportation and a number of other national associations and churches, urged recipients to "...inform their members about the circumstances of the accidents discussed in this special investigation report and urge that they use school buses or buses having equivalent occupant protection to school buses to transport children."

On January 18, 2001, the *Federal Register* (Vol. 66, No. 12) published 45 CFR 1310, *Head Start Transportation*, which included a requirement that on or before January 18, 2006, except as otherwise provided in §1310, Head Start and Early Head Start passengers shall be transported to and from their respective programs in school buses or allowable alternate vehicles (AAVs), which are like school buses in all respects except that they do not meet FMVSSs for crash avoidance. (In short, AAVs include all school bus design standards except that they may not be painted "school bus" yellow (SBY) and they are not equipped with stop signal arms and alternately flashing signal lamps for passenger loading and unloading.) The directive (§1310.12) was based on the documented safety of school buses and the knowledge that alternatives to school buses per se would be required by specific states (thus the allowance for AAVs).

The National Highway Traffic Safety Administration, on July 31, 2003, issued the Final Rule for 49 CFR 571 (*Federal Register*, Vol. 68, No. 147) that established a new class of school buses called "multifunction school activity buses" (MFSABs) to fulfill the requirements for AAVs (as required by Early Head Start and Head Start) or for "...enabling schools and other institutions to choose the new buses instead of a 15-passenger van [which] will provide them with a safer transportation alternative" (p. 44892).

Therefore, to assure the highest level of safety for children, consistent with the NTSB's recommendation and 45 CFR 1310, all students transported to and from public and private preschool programs and schools and to related activities shall be transported in school buses as defined in Title 49, CFR Part 571 or in vehicles having passenger crash protection equivalent to school buses, such as multifunction school activity buses (MFSABs).

Although MFSABs currently are not authorized for operation in Louisiana due to statutory school bus color (R.S. 17:161), student crossing control arm (R.S. 17:164.1) and traffic control equipment requirements (R.S. 32:318), references to MSFABs have been retained in this document in order to avoid future major revisions if and when such school buses are authorized for Louisiana student transportation.

STATE ADMINISTRATION

A. The Louisiana Department of Education's primary responsibility in student transportation is to provide strong leadership and technical assistance in the development of a comprehensive student transportation program for statewide application.

B. Under the authority of the Board of Elementary and Secondary Education (BESE), the Department of Education shall work with all LEAs and their respective contractors to ensure that all federal and Louisiana standards and laws regarding the design, purchase, operation and maintenance of school buses and the school transportation program are enforced.

C. The responsibilities listed below are assumed directly by the Department of Education within the framework of a total cooperative effort whereby the state, the LEA and private transportation contractors work together to ensure a safe, efficient and economical transportation system:

1. Develop and implement clear and concise student transportation policies;
2. Develop and implement a statewide system for the management of student transportation;
3. Develop and implement educational programs and materials for school bus operators, bus aides, monitors and attendants, transportation supervisors and support staff, school bus technicians, school administrators and staff and school bus passengers;
4. Coordinate services with other divisions of Louisiana Government to ensure adherence to all federal and state regulations;
5. Develop and direct a state-wide management information system to accommodate student transportation data (e.g., costs, operator certification, information gleaned from the uniform school bus crash reporting criteria, manpower availability, etc.), as necessary;
6. Study and make recommendations regarding legislation and appropriate research in the field of student transportation;
7. Publish and disseminate applicable chassis, body and equipment standards for school buses and related equipment as mandated in Federal Motor Vehicle Safety Standards (FMVSSs) and in Louisiana statutes.
8. Promote a student transportation safety program, utilizing community and school district resources, school bus contractors, school transportation associations, legislation, media, law enforcement and state agencies concerned with student transportation;
9. Provide resources to LEAs and their contractors that include regulations and procedures for student transportation operations;
10. Develop and disseminate a comprehensive series of training programs that cover all aspects of student transportation, including, but not limited to, the following areas:
    a. A school bus operator program for both pre-service and in-service instruction, including documentation of successful completion of classroom and behind-the-wheel instruction;
    b. Training programs for bus attendants, aides and monitors;
    c. A school bus operator instructor certification program; and
    d. Encouragement for state institutions of higher learning to provide undergraduate and graduate courses acceptable for certification purposes in student transportation, operation and safety;

11. Encourage LEAs and their contractors to develop and distribute to school bus maintenance personnel manuals and/or handbooks that contain technical and administrative information to include, but not be limited to, school bus and related equipment specifications, inspection procedures, appropriate school bus preventive maintenance procedures and ongoing maintenance programs;

12. Schedule regular visits to local schools, school systems and private contractors to evaluate transportation systems and to provide necessary direction; and

13. Encourage adequate funding necessary to comply with mandates adopted and approved by state legislatures and the federal government.

D. State Student Transportation Director (or designee)

1. Assists in the implementation, interpretation and understanding of student transportation laws, regulations and policies;

2. Manages the state's student transportation program, which may include planning, budgeting and forecasting requirements for the operation;

3. Supervises the preparation of manuals, handbooks and information for distribution to local transportation personnel and private operators;

4. Provides assistance and direction on request to local school administrators and Early Head Start and Head Start grantees or their transporters;

5. Assists in the evaluation of state and local operations and provides recommendations for policies and procedures;

6. Requires and receives appropriate reports and records; and

7. Assists and/or consults with groups involved in student transportation safety.

8. The State Director of Student Transportation should be an active member of regional and national organizations and should participate in activities that promote student transportation safety.

LOCAL SCHOOL DISTRICT ADMINISTRATION

A. Activities

The local agency responsible for student transportation should supervise the overall transportation operation within the respective agency. Recommended activities include, but are not limited to, the following:

1. Assign adequately trained staff the responsibility for implementing and/or supervising a comprehensive student transportation program;

2. Participate in student transportation operations within its jurisdiction, including training programs for all transportation personnel, review of school bus routes, investigation and reporting of crashes and other transportation problems and evaluation of the student transportation system;

3. Ensure compliance with federal and state student transportation laws, regulations and policies, including ethics (R.S. 42:1170) and bullying (R.S. 17:416.13) and training drug/alcohol testing programs as required in the Omnibus Transportation Employee Testing Act of 1991, and in compliance with 49 CFR, Parts 40 and 382 and with 45 CFR 1310 and other Head Start regulations, as may be applicable;

4. Ensure that instruction in passenger safety, including student participation in emergency evacuation drills, is an integral part of the school and/or Head Start curriculum.

Note: Instruction shall comply with Louisiana requirements (detailed below) and with Federal Highway Safety Guideline 17 (copy in APPENDIX B) and with 45 CFR 1310.21, as may be applicable.

Instruction shall include, but not be limited to, the following items:

a. At least once each school semester, provide all students transported to and from schools or Head Start Centers in a school bus or multifunction school activity bus with instruction on the location and operation of all emergency exits, provide supervised emergency exit drills to each student transported to or from schools or Head Start Centers* in a school bus or multifunction school activity bus and provide all students with an age-appropriate safe travel curriculum consistent with the modes of travel available for each age group/grade level;

   ***Note:** Consult Head Start regulations (45 CFR 1310.21) for evacuation drill requirements.

b. Before departure of each activity trip, provide all passengers transported in a school bus or school-chartered bus or multifunction school activity bus instruction** on the location of all emergency exits and demonstrations of their operation, including a general review of safe riding practices, rules and procedures; and

   ****Note:** A sample form is available in APPENDIX E.

c. For activity trips, limit the amount of carry-on items, especially large items (e.g., luggage, coolers, sports/band equipment, etc.) in school buses, school-chartered buses or multifunction school activity buses; keep aisles and emergency exits in school buses, school-chartered buses and multifunction school activity buses clear at all times; safely stow and secure away from any aisle or emergency exit any item that is brought on board.

d. For activity trips, the rearmost seats should be used to stow secured equipment and remain free of passengers when possible. This will provide a greater degree of passenger safety in the event of a rear-end collision.

5. Provide supervision of loading and unloading areas at or near the school or Head Start Center;

6. Provide ongoing evaluation of bus routes and of bus stop locations to identify hazardous situations and to ensure passenger safety*;

   *(**Note:** See "Identification and Evaluation of School Bus Route and Hazard Marking Systems" and related documents in Appendix B.)

7. Provide adequate supervision for students whose bus schedules necessitate their early arrival or late departure from school or Head Start;

8. Promote public understanding of, and support for, the school transportation program;

9. Develop and implement local student transportation policies and regulations, including those for students with special needs;

10. Provide transportation personnel with opportunities for growth in jobrelated activities;

11. Provide a library of resources to ensure that transportation personnel have the proper tools to operate a safe and efficient program, including but not limited to, the following resources:

    a. Applicable federal, state and local laws, codes and regulations;

    b. Applicable handbooks, manuals and guidelines;

    c. On-line connectivity for access to all internet and other resources;

    d. Applicable trade journals (e.g., *School Bus Fleet, School Transportation News*, etc.) and professional organizations' publications; and

12. Provide contract management (if applicable).

    Note: If a private carrier is utilized in a school transportation operation, it is imperative that a clear partnership has been established with all parties. Clear expectations and contract review, along with on-going training, communication and practice/procedures should be developed with a working partnership in mind. Private contractors must comply with statutory requirements and with LDOE policies and procedures as may be detailed herein, in *Bulletin 119 and in Bulletin 119, Supplement I*, unless otherwise exempted.

13. Collect and compile student transportation data that include, but are not limited to, numbers of students transported, numbers of school buses (route buses, activity buses and spares) and related information as may be required by the Louisiana Department of Education. Records should be preserved in compliance with R.S. 44:36, et seq.

B. Staffing

   The tasks associated with the successful operation of the local transportation department are many and varied. Depending on the size of the school district, many duties may be consolidated in a single position, or each position may have very specific duties. Staffing the Transportation Department should reflect the complexities of the transportation operation in each LEA. Sample staffing positions and examples of job descriptions for student transportation personnel may be reviewed in *National School Transportation Specifications and Procedures* (2015 or later editions).

RESPONSIBILITIES

Operator Responsibilities

Operator duties and responsibilities should be enumerated in adopted local job descriptions and in transportation handbooks. Listed below are examples of responsibilities to be included.

A. Operators should be familiar with and abide by all rules, policies and procedures affecting student transportation. They should be trained and display proficiency in the appropriate use of all equipment, tools, technologies and adaptive equipment in the bus.

B. Operators should recognize the importance of establishing rapport with parents, their supervisors, and school or Center administrators when working to ensure proper student management.

C. Operators should establish proper rapport with students.

D. Operators should instruct and demonstrate safe and appropriate behavior, consequences of improper behavior, general procedures, seat belt use and proper adjustment (when equipped), evacuation drills and safe travel practices. (See APPENDIX B.)

E. Operators should maintain order and safety and protect the rights of others in the school bus. They should exercise good judgment and prudence in this pursuit, using appropriate verbal interventions. This includes, but is not limited to, the following:

   1. Minimizing interior noise;
   2. Requiring passengers to remain properly seated at all times when the bus is in motion;
   3. Keeping bus aisles clear of legs and other body parts and carry-on items;
   4. Requiring an orderly entrance and exit;
   5. Eliminating movement or potential movement of objects;
   6. Requiring silence at railroad crossings; and
   7. Prohibiting transportation of unauthorized materials.

F. Operators should handle minor infractions with on-board consequences and discussions approved by the school district or Head Start agency.

G. In instances of serious or recurring misconduct, operators shall follow Louisiana Department of Education, school district and Head Start policies and procures (as applicable) pertaining to the misconduct and should submit written reports on appropriate forms to administrators or other persons designated to handle discipline problems. (See School Bus Behavior Report, APPENDIX B.)

H. Operators should be aware that they represent the school system, Head Start agency and/or the bus company and should present a positive image in dress, language and manner while on duty.

I. Operators, including substitute bus operators, should be provided with and should be familiar with written instructions of the assigned route that would include any existing railroad crossings and any fixed route hazard(s).

J. **The school bus operator is the key to an effective daily inspection program.** It is the operator's responsibility to make a planned and systematic inspection of the bus before each route and/or trip, or to assure that the inspection has been completed properly in a timely manner. Schools, school districts and private transportation companies shall be responsible for ensuring that law enforcement agencies approve electronic pre-trip inspection device-generated inspection reports (e.g., Zonar, etc.).

   A recommended procedure requires both stationary and operating inspections. Commercially licensed operators are trained in conducting pre-trip, en route and post-trip inspections, which are required before, during and after each trip. The following inspection outline is merely a reminder of the areas in, on and around the school bus that must be inspected. A sample pre-trip inspection checklist can be found in *Bulletin 119 Supplement I*. **The checklist must be carried on the bus whenever the bus is driven upon a public roadway.**

   1. Stationary inspection:

      a. Observe the bus for evidence of oil, fuel, coolant, grease or water leaks, items beneath the bus, vandalism or damage to the vehicle.

      b. Observe areas around the vehicle for hazards detrimental to vehicle movement.

      c. Be familiar with the under-hood inspection and conduct the Commercial Motor Vehicle (CMV) under-hood inspection.

   2. Walk-around inspection:

      Using a school bus pre-trip inspection checklist, conduct a CMV school bus-compliant walk-around inspection.

   3. Inside safety check

      Inspect the interior of the bus, including, but not limited to, emergency equipment (with proper signage for Head Start buses, as indicated in 45 CFR 1310), condition of seats, cleanliness, windows, gauges, windshield wipers and washer, emergency exits, etc.

K. Operators shall be trained in, and shall abide by, applicable confidentiality rules and regulations (FERPA, IDEA, HIPAA, etc.)

   Note: Please see Joint Guidance on the Application of the Family Educational Rights and Privacy Act (FERPA) And the Health Insurance Portability and Accountability Act of 1996 (HIPAA) To Student Health Records document available at:

   http://www.hhs.gov/sites/default/files/ocr/privacy/hipaa/understanding/coveredentities/hipaaferpajointguide.pdf

L. Additional training and bus operator performance topics are included in The Louisiana School Bus Operator Course and the defensive driving course entitled Coaching the School Bus Operator, which are mandatory pre-service training courses for school bus operators. In-service training for veteran school bus operators should include a periodic review of the LSBD Course description of procedures, especially the following topics:

1. Backing;
2. Left and right turns;
3. Railroad crossing;
4. Driving speeds, as indicated in Bulletin 119, §907, C.1-2;
5. Convoys;
6. Intersections;
7. Defensive driving;
8. Passenger management;
9. Bus stop behavior;
10. Safe riding practices;
11. Passenger loading, unloading and roadway crossing;
12. Emergency procedures;
13. First aid;
14. CPR (optional);
15. Transporting students with special needs;
16. Route and bus stop evaluations; and
17. Head Start-specific (45 CFR 1310) topics, if applicable.

Attendant/Monitor/Aide Responsibilities

A. Bus attendants (aides or paraprofessionals) are employed to assist students with special needs, and their training and job assignments should reflect individual students' IEP related service requirements, in addition to assisting assigned bus operators with inspection, operational and emergency procedures. Specific training topics are included in "Transportation for Students with Disabilities and Special Health Care Needs," this document.

B. Bus monitors (or aides) are employed to assist operators of Head Start buses. Training and performance requirements are delineated in 45 CFR 1310.

C. Bus aides (or paraprofessionals) may be employed and assigned to school buses for various purposes as determined by LEAs or private bus companies. Specific training and job assignments should be determined by the employer to reflect needs of operators and of students on specific buses.

Parent/Guardian Responsibilities

Parents, guardians and persons acting in loco parentis should:

A. Understand and support district or Head Start Center rules and policies, regulations and principles of school bus safety;

B. Assist children in understanding safety rules and encourage them to comply;

C. Parents or guardians shall be responsible and accountable for the conduct and safety of their children at all times prior to the arrival and after the departure of the school bus at the assigned school bus stop;

D. Support safe riding practices and approved discipline efforts;

E. Teach children proper procedures for safely crossing the roadway before boarding and after leaving the bus, as described in APPENDIX B;

F. Support procedures for emergency evacuation drills;

G. Respect the rights and privileges of others;

H. Refrain from attempting to board the bus unless authorized to do so;

I. Understand the dangers of loose clothing, drawstrings, clothing accessories, backpacks, large carry-on items (musical instruments, school projects, etc.) and other loose personal items and take appropriate action, understanding that space for such items may be limited;

J. Monitor bus stops, if possible;

K. Support all efforts to improve school bus safety;

L. Be aware of illegal or undesirable activities and other dangers involved in and around the loading and unloading zone; and

M. Communicate observed safety concerns to appropriate school district representative.

Student Responsibilities

Proper student behavior is important because the distraction of the operator can contribute to crashes. Students and parents should be made aware of, and should abide by, reasonable regulations to enhance safety. The consequences of unacceptable behavior should be clearly understood. Communicating regulations to students should be a combined effort: bus operators, teachers, school administrators and parents. The following actions will help to protect passengers' safety and to maintain order in the bus:

A. Students should be aware that they are responsible for their actions and behavior.

B. Students should receive a copy of the rules and procedures and should be required to comply.

C. Students must be required to remain seated, facing forward, at all times when the bus is in motion.

D. Students should display respect for the rights and comfort of others.

E. Students should be made aware that school bus transportation can be denied if they do not conduct themselves properly.

F. Students should be made aware that any distraction of the bus operator is potentially hazardous to the safety of all passengers, the bus operator, pedestrians and motorists.

G. Students should be informed of the dangers of loose clothing, drawstrings, clothing accessories, backpacks and other loose personal items.

H. Students should be made aware of the dangers involved with walking to and from and in and around the loading and unloading zone. Students should be trained to cross the road safely at the bus stop and should be taught to avoid retrieving articles dropped in the danger zone of the bus during loading and unloading activities, or otherwise when they are in the area around the bus, without explicit directions from the operator. Students should also be taught to move away from the bus (out of the danger zones) after unloading. (Refer to APPENDIX B, "Here's How to Cross the Road SAFELY." These safety training diagrams show a 12-foot minimum walk distance in front of the bus.)

I. Students should be reminded to practice the 12-foot minimum walk distance. One or more of the following instructional methods may be used for student training:

   1. Mark the 12-foot walk distance on the ground and have each student, in normal or giant steps, walk off the distance and count the steps. The student's total steps shall be recorded and the student should be informed and repeatedly reminded of this total number of steps required for the walk distance.

   2. Have each student practice walking ahead of the bus on the right shoulder of the road until the student can clearly see the bus operator's eyes. (Refer to APPENDIX B, "Here's How to Cross the Road SAFELY.")

J. Additional topics for student training can be found in Units 4 and 5 of the LSBD Course.

OPERATIONAL PROCEDURES

A. Policies and Guidelines:

The Louisiana Department of Education and the local school district or Head Start agency and private transportation companies shall have clear and concise policies and guidelines for the operation of student transportation programs. These are important for two reasons: (1) they have the effect of law when laws or regulations do not specifically address a situation; and (2) they serve as the rule book for use by persons charged with the administration of transportation services within the district or qualified agency.

Once established, these policies and guidelines become the basis for the development of operating procedures, thus allowing decisions about operational details to be made at the administrative level rather than by the school board. These policies and guidelines should be precise and in writing and should include the following topics:

1. A statement of philosophy;
2. A definition of the agency's goals and objectives;
3. Procedures for determining eligibility for transportation;
4. A description of all types of transportation provided;
5. The days on which service will be available;
6. School starting and closing times;
7. Administrative responsibilities related to program service;
8. Essential routing constraints, such as walking distances and age/grade of students for whom the appropriate agency will provide transportation;
9. The extent of special transportation services;
10. A compilation of student rules and regulations;
11. Provisions and guidelines for the use of contracted transportation and/or charter buses;

12. Provisions and guidelines for the emergency use of personal vehicles to transport students;
13. Acceptable purchasing procedures;
14. Required minimum limits of insurance coverage;
15. The essentials of a crash prevention program, including the uniform school bus crash reporting criteria (See Appendix B);
16. A system to communicate procedures between administrators and parents, and between administrators and the school, school district, bus company or operators, including student discipline procedures and compliance;
17. A procedure for providing operators and bus attendants with essential information about students they transport;
18. Emergency procedures and/or contingency plans to be followed in the event of a crash, unexpected school closing or unforeseen route change;
19. Use of special lighting and signaling equipment, as indicated below:
    a. Alternately flashing amber lamps to warn motorists that the bus is preparing to stop to pick up or discharge passengers;
    b. Alternately flashing red lamps to inform motorists that the bus is stopped on the roadway to take on or discharge passengers;
    c. Stop arm(s) in conjunction with the flashing red signal lamps;
    d. White flashing strobe lamp (if equipped) to increase the visibility of the school bus on the roadway during adverse visibility conditions;
    e. Use of a crossing control arm to encourage children to cross properly in front of school buses; and
    f. Use of an outside public address system (if equipped) or bus horn and hand signals for instructing children in crossing roadways and for informing them of potentially life-threatening situations.
20. Personnel
    a. An organizational chart identifying the flow of responsibility from the board of education, Head Start agency or private contractor to the employees;
    b. Job specifications and descriptions (provided at the time of employment); and
    c. Identification of pre-employment and continued employment requirements and procedures.
21. Harassment
    a. School districts, schools, private transporters and Head Start grantees shall develop written policies and procedures dealing with all forms of harassment in the school bus. (Harassment is the use or tolerance of verbal or physical behavior, which serves to threaten, demean, annoy or torment another person. Harassment includes unwanted activities or comments based on race, religion, gender, sexual preference, personal attributes and other acts, as may be determined in local policy.)
    b. Likewise, training programs shall be developed and implemented to assist all employees in recognizing harassment and in identifying appropriate interventions and reporting strategies.

c. Policies, procedures and training shall also address assisting and follow-up with the victims of harassment.

d. The service provider shall ensure that school district policies and procedures are implemented.

e. LEAs shall develop and implement guidelines for administering appropriate disciplinary actions resulting from acts of harassment.

22. Weapons (prohibition of, reaction to, etc.); and

23. Drugs and alcohol (prohibition of, reaction to).

B. Operator's and Attendant's Manual/Handbook

Each employer should provide copies of Bulletin 119 and Supplements I and II, along with a manual of federal, state and local school, school district or company rules, regulations and procedures to each school bus operator and attendant at the time of employment. The following examples should be included:

1. Procedures to follow when involved in a crash or safety-related incident, when witnessing a crash and when involved with post-crash reporting;

2. Elements of basic first aid procedures with knowledge of universal precautions, plus any local practices and policies that may vary from, but should not conflict with, state requirements;

3. Elements of student management, including techniques for dealing with inappropriate student behaviors and with students with specific disabilities*;

   *(**NOTE:** Indicate IEP requirements and/or parental consent.)

4. Vehicle breakdown protocol; and

5. Other local school district, Head Start and employer policies.

C. Seating and occupant restraints

1. School buses provide the safest form of student transportation. An integral part of providing "safe" transportation in a school bus is that the passengers must be properly seated. A person who is either standing or improperly seated in a school bus is not afforded the benefits of the safety protection designed into the vehicle and is in increased jeopardy of injury in the event of a crash or sudden driving maneuver.

   Additionally, there must be sufficient space on the school bus seat for each passenger's body to be completely contained within the seat compartment. In the event of a crash or sudden driving maneuver, students who are not properly seated within the seat compartment may not benefit from the passenger crash protection systems built into the school bus under federal and state regulations.

   In practice, school buses transport students of various sizes, typically from pre-schoolers to 12th graders. While a 39-inch seat may safely accommodate three pre-schoolers and/or primary school-aged children, it most likely will not safely accommodate the same number of older children. Since the size of growing children varies, the number of students that can safely occupy a school bus seat also changes. Consequently, the "in use" capacity of a school bus varies depending on the size of the students transported. The use of a child safety seat or other child safety restraint for an infant, a toddler or other pre-kindergarten passenger or the use of special equipment, including mobility devices needed for a child with disabilities, may further impact the "in-use" capacity of a school bus.

It is important to consider the size of the passengers on each school bus route when determining the "in-use" capacity of a school bus. It is recognized that at certain times (for example at the beginning of a school year), it may not be possible to know exactly how many students will arrive at school bus stops on a route. For that reason, there may be instances when overcrowding exists temporarily on some school buses. In such situations, efforts should be made to provide safe seating to all school bus passengers in a timely and efficient manner, so that during regular operations all passengers are safely seated.

(**Note:** R.S. 32:293 prohibits overloading a bus, even in temporary situations.)

Highway Safety Program Guideline No.17, *Pupil Transportation Safety*, as issued by the National Highway Traffic Safety Administration and printed in APPENDIX B, includes the following statements with respect to passenger seating:

a. "Standing while school buses and school-charter buses are in motion should not be permitted. Routing and seating plans should be coordinated so as to eliminate passengers standing when a school bus or school-charter bus is in motion" [IV.C.2.e.(1)].

b. "...Due to variations in sizes of children of different ages, states and school districts should exercise judgment in deciding how many students are actually transported in a school bus or school-charter bus" [IV.C.2.e.(2)].

c. "There should be no auxiliary seating accommodations, such as temporary or folding jump seats in school buses" [IV.C.2.e.(3)].

2. All children riding in school buses or other buses used to transport students to and from school, Head Start or related activities shall be properly and safely seated facing forward, unless otherwise required by a child safety restraint system (CSRS). **There shall be adequate space on the seat for the child to be seated completely within the seating compartment.**

   The growing number of pre-school-age children who are transported in school buses has increasingly focused attention on the safety of these passengers. In response to questions and concerns raised by parents and by transporters, the National Highway Traffic Safety Administration (NHTSA) conducted crash tests involving pre-school child-size dummies on school bus seats.

   According to NHTSA, "...the test results showed that pre-school age children in school buses are safest when transported in child safety restraint systems (CSRSs) that meets [sic] FMVSS 213, Child Restraint Systems, and are correctly attached to the seats." This quotation, contained in the "Introduction" of NHTSA's *Guideline for the Safe Transportation of Pre-School Age Children in School Buses* (February 1999) and available at nhtsa.dot.gov, summarizes the basis for the document's recommendations, which have drawn industry-wide attention and have initiated intense discussions with respect to practicability.

   The publication defines a child safety restraint system (CSRS) as "...any device (except a passenger system lap seat belt or lap/shoulder seat belt), designed for use in a motor vehicle to restrain, seat or position a child who weighs less than fifty pounds." CSRSs include infant seats, convertible seats, forward-facing-only seats, booster seats with built-in harness, integrated seats and safety vests.

   NHTSA's "Guideline..." was a primary source for requirements for Head Start transportation services contained in 45 CFR 1310, disseminated in the Federal Register on January 18, 2001. Among many other requirements, §1310 specified, mandatory use of CSRSs in vehicles that transport children to and from Head Start programs and related activities, and the regulation set deadlines for compliance. [A subsequent interim Rule, published in the Federal Register (Vol. 69, No. 11) on January 16, 2004, extended the deadline for compliance and included provisions for further justified and approved extensions.]

   Information regarding occupant restraints may be found in *Bulletin 119 Supplement I: Louisiana School Bus Regulations, Specifications and Procedures* and APPENDIX B, this document.

Additional information and guidance are available in *Proper Use of Child Safety Restraint Systems, Choosing the Correct School Bus for Transporting Pre-School Age Children* and other NHTSA publications (www.nhtsa.dot.gov), in Safe Ride News (www.saferidenews.com), from local NHTSA-trained Child Safety Seat Technicians and from local physical therapists.

Transporters of pre-school age and older children in vehicles that use CSRSs minimally should adhere to the following recommendations:

a. Establish written policies and procedures for:

   i. Procurement, maintenance, cleaning and replacement of CSRSs;

   ii. Registration and tracking equipment recall notices;

   iii. Inspection;

   iv. Installation and usage training;

   v. Occupancy of non-restrained passengers on seats behind restrained passengers*;

   (**NOTE:** Unrestrained passengers shall not be seated on bus seats immediately behind seats of restrained passengers.)

   vi. Locations of restrained passengers with respect to emergency exits;

   vii. Retrofitting school buses with CSRSs; and

   viii. Emergency procedures.

b. Ensure adequate training of personnel in the installation, use, care and upkeep of CSRSs.

c. Assure age-, height- and weight-appropriate applications of CSRSs.

d. Require periodic passenger evacuation drills.

e. Establish records files for all CSRSs, to include a complete history of each restraint device. (Note expirations dates on tags of CSRSs.)

f. Incorporate CSRS usage and proper seat spacing in school bus specifications.

g. Monitor developments and changes at the state and federal levels with respect to CSRSs.

h. Transporters of pre-school age and older children in vehicles that use seat belt systems or other occupant restraints should adhere minimally to the following recommendations;

   i. Establish written policies and procedures for:

      i. Procurement, recording of expiration dates, maintenance, cleaning and inspection of seat belt systems;

      ii. Usage training (See APPENDIX B.);

      iii. Retrofitting school buses with seat belt systems; and

      iv. Emergency procedures.

   ii. Develop training and procedures for personnel in the, use, care and upkeep of seat belt systems, and the use of seat belt cutters.

   iii. Require periodic passenger evacuation drills.

D. Student Management

An effective student management program is a collaborative effort involving many groups of people in the school community or Head Start agency. Parents, students, school bus operators, school or Head Start administrators, contract managers (where contract transportation is provided), law enforcement and social service agencies must be part of the ongoing process to motivate students to good behavior. It is the responsibility of the school district or Head Start agency to ensure that a comprehensive student management program is developed, so that all persons involved in the process are familiar with their responsibilities.

Seating Charts: The use of a seating chart that is enforced and continuously updated is an accepted practice and is recommended as a tool for student management and safety. The seating chart, in addition to maintaining accurate student lists/rosters or manifests, should be considered an operational "best practice."

School, School District, Head Start and/or Carrier Responsibilities

No public or private school, school district, parish board of education, parish superintendent of schools or any officer or employee of the school or board of education or Head Start Center shall be responsible or in any way liable for the conduct or safety of any student of the school or Head Start Center at any time when the student is not on school or Head Start Center property, unless the school, school board, Head Start agency or person has undertaken to provide transportation for the student to and from the school or Head Start premises, has undertaken a school- or Head Start-sponsored activity off the premises of the school or Head Start Center, has otherwise specifically assumed the responsibility or liability or has failed to exercise reasonable care under the circumstances.

In the event of the specific undertaking, the school, school district, board of education, Head Start agency or person shall be liable or responsible for the conduct or safety of any student only while the student is, or should be, under the immediate and direct supervision of an employee of the school, school district, board of education or Head Start agency.

In addition, no entity that provides transportation services for students, pursuant to a contract with a school, school district, city or parish board of education, parish superintendent of schools or Head Start agency, shall be responsible or in any way liable for the conduct or safety of any student of the public or private school or Head Start agency at any time when the student is not under the immediate and direct supervision of an employee of the entity.

Specific responsibilities include, but are not limited to, the following:

1. Establish policies and procedures by which the program functions. These should include, but not be limited to, the examples listed in APPENDIX D.

2. Establish regulations governing the behavior and safety of students at the bus stop and while boarding, riding and disembarking from the school bus. The rules students are expected to follow should be limited in number, should be age-appropriate and should be posted in the bus and/or otherwise made available to all riders.

3. Institute and administer an instructional program that teaches students proper conduct and transportation safety procedures.

4. Conduct a training program for school bus operators and attendants to ensure that all policies, procedures, regulations and their enforcement are understood.

5. Ensure that parents receive written copies of the bus rules and regulations. Ensure that parents are informed about their responsibilities for the supervision and safety of students going to and from bus stops and while at the bus stops.

6. Clearly establish parents' roles and obligations with respect to student promptness, attitude and behavior.

7. Initiate procedures to ensure open lines of communication and cooperation among school and Head Start administrators, bus company officials, state agencies, bus operators and attendants.

8. Train operators and attendants in specific skills that will enable them to maintain order, safety and respect for the rights of others. These skills should include at least the following:

    a. Specific verbal intervention techniques used to maintain order and safety; and

    b. Communication skills that promote rapport and mutual respect and that encourage student compliance.

9. Ensure that administrators support and enforce disciplinary procedures, policies and reasonable actions by the operator.

E. Use of video/audio monitoring systems

School systems and Head Start agencies should promulgate, communicate and enforce policies and procedures to be followed when using on-board video/audio monitoring systems. Because video/audio recordings on school buses are considered to be "records," **confidential records laws and regulations apply**. Video/audio monitoring in a school bus should be used only as an aid to monitor student and operator behavior and should not replace the discipline policy, the authority of the operator or the responsibility of school or Head Start officials. The basic safe riding rules must prevail, and **the consequences of misconduct must be carried out.**

1. All students and operators shall be notified that they are subject to being video/ audio-recorded in the school bus at any time. Notification to parents of all students shall be made by the school district or Head Start agency. Prior to actual recording, parents and students shall be advised that student conduct prohibited by state and school district or Head Start student disciplinary code will result in appropriate consequences, as defined in policy.

2. Ongoing notification regarding video/audio recording must occur, addressing the continued need for personal awareness of safety issues. This communication is particularly important to warn against a false sense of security, especially when cameras are moved between buses. Newsletters, student handouts and notices posted in the bus should be considered.

3. If video/audio monitoring systems are to be used for monitoring operators, the operators must be notified as to the extent of their use and for what purposes they will be used.

4. When a camera rotational plan is used, cameras should be moved so as not to select only certain buses. However, as determined by written policy and procedures, the transportation supervisor and/or school or Head Start administrator may decide when video monitoring of a bus route should be done more frequently based on the number of incidents of misconduct or the seriousness of incident reports. Such additional monitoring is meant to supplement the written disciplinary reports by the bus operator, not to take the place of reports.

5. The transportation supervisor or designee may periodically review recordings as needed to ensure proper student conduct. If no incidents are reported within a period defined by local policy, the tapes will be recycled or the digital recordings deleted. If incidents are reported, or if incidents are viewed during random selection, the video tapes or digital recordings are to be kept until final resolution and time for any appeals.

6. Local procedures shall determine how best ensure that tapes or digital recordings are dated and that the identification of the bus number and the operator's name are recorded in order to ensure proper identification.

7. When action is taken as a result of information obtained from the videotape or digital recording, the operator, supervisor, school administrator, student, and parents or guardians will be contacted. A meeting of the aforementioned parties may be necessary to achieve a resolution of the problem. The videotape or digital recording may be used as evidence in that meeting if state law and school district or Head Start policy allows it. All requests for review shall be made in writing.

8. Each district or Head Start agency must designate by policy those persons who are allowed to review the tapes or digital recordings.

F. Records

1. Crash and safety incident investigation records function as the database for statistical analysis, which, in turn, provides material for crash prevention programs. In addition to the uniform school bus crash reporting criteria (APPENDIX B), additional crash safety incident investigation records should include the following information:

    a. A list of bus occupants, including ages, telephone numbers and seat location (to include passenger side or operator's side, seat number and position, such as aisle, middle, window);

    b. If injuries occurred, a list of all students injured, their home addresses, phone numbers and dates of birth, the extent of their injuries and appropriate explanations;

    c. Names, addresses, telephone numbers and policy number(s) for insurance company(ies) of other vehicles (if any), involved in a crash;

    d. Names and addresses and telephone numbers of witnesses;

    e. Extent of damages (including videos, photos or other recording media, if available) and an estimate of repair costs;

    f. Post-crash data [i.e., disposition of litigation and/or summonses, operator deposition, net effect of personal injuries, remediation (if any), assigned in-service, etc.];

    g. A signed statement from the bus operator and bus attendant or monitor (if applicable) concerning the particulars of the crash;

    h. Complaints, challenges and disposition of hearings, etc.; and

    i. A clear description of the circumstances regarding what happened:

        i. What, where, when, who, and related roadway, area, weather and hazardous conditions information;

        ii. Related vehicle operating and mechanical information; and

        iii. Related procedural and operating information for all vehicles and operators involved.

2. Personnel records should contain the information required and allowed under federal and state laws.

3. U.S. Department of Justice, Employment Eligibility Verification and I-9 Forms should be maintained in a separate file or binder.

4. Operator qualification records shall contain at least the following items:

    a. An application for employment;

    b. Confirmed work history;

    c. Driving record check;

    d. Criminal record check;

    e. Physical examination, as required for the type of license and/or special school bus certificate held;

    f. Copy of drug and alcohol testing information in compliance with current federal, state and company testing requirements; and

g. All other items as required by federal and state laws and regulations.

5. Classroom school bus safety training records (Form T-7) and school bus evacuation drill records (T-8) shall be retained by the transportation staff in accordance with public records requirements. (See Forms T-7 and T-9 in Appendix B.)

6. The Federal Motor Carrier Safety Administration (FMCSA) has adopted requirements for documenting training for persons who apply for commercial operators' licenses (CDLs), who apply for a change in license class or who apply for additional endorsements to existing CDLs. Under the heading "MAP-21," FMCSA requirements can be found at fmcsa.dot.gov.

   Training records for school bus operators, attendants (aides, monitors) and other student transportation-related staff should contain, at a minimum, accurate information certifying attendance and satisfactory completion of all state- and company-required training. Details about each training activity, including date of instruction and instructors' signatures, should be documented and included. The following is a list of minimum training to be documented:

   a. Classroom Training

      i. Pre-service;

      ii. In-service; and

      iii. Post-crash or evaluation follow-up.

   b. Behind-the-Wheel Training

      i. Written documentation of each activity;

      ii. A written assessment tool showing satisfactory completion, with rating;

      iii. Documentation of the type of equipment used, both vehicle and safety; and

      iv. A log of the number of hours of instruction and practice driving with and without passengers on board.

7. Route records should contain:

   a. Types of routes (urban, suburban, rural);

   b. Route descriptions, including accurate route maps;

   c. Route miles;

   d. Information about the needs of students with special needs;

   e. Information pertaining to road conditions and hazards utilizing "Identification and Evaluation of School Bus Route and Hazard Marking Systems" developed by NASDPTS (as presented in APPENDIX D); and

   f. Scheduled pick-up and drop-off times at each bus stop.

8. Inspection and maintenance records should contain the following items:

   a. Line setting tickets;

   b. Equipment specifications;

   c. Work orders and repair records;

   d. Preventive maintenance records;

e. Vehicle depreciation;
f. Pre-trip inspection reports by operators (maintained on school bus until the end of the reporting period); and
g. Comprehensive inspection reports.

9. Cost records should contain data in the following categories:
   a. Vehicles;
   b. Labor for vehicle maintenance and repairs;
   c. Parts;
   d. Inventory;
   e. Administration; and
   f. Fuel, lube, coolant, etc.

G. Communication

1. Each bus shall have a two-way communication system capable of providing communication with the operation's base, or at least local 911 operators where technologically feasible. All school buses that transport individuals with disabilities should be equipped with a two-way electronic voice communication system that can be used at any point on the vehicle's route. (See Supplement I specifications for two-way communication requirement.)

2. It is necessary to keep persons in charge of the system, bus companies, parents and students informed of all operational procedures. The school district, school, private contractor or Head Start agency must ensure that the channels of communication are set up so that information can be disseminated quickly and effectively. The school district, school, private contractor or Head Start agency must ensure that inquiries, requests, suggestions and recommendations are given prompt and appropriate attention and are handled efficiently. Some of the ways information can be disseminated and their purposes are listed below:
   a. Bulletins, handbooks, etc.: to explain how transportation policies of the school district, school, private contractor or Head Start apply to, and or implemented by, school and Head Start administrators, teachers, bus companies, operators, attendants, parents, students and others associated with the operation and to clarify new laws and safety policies so that all persons involved know what is expected of them;
   b. Meetings: to provide an opportunity for those associated with the transportation program to share their views and to help build broad community support for safe transportation;
   c. Public press: to inform parents of policy, route, stop and schedule changes, of the safety record of the operation and positive operator achievement records;
   d. Conferences: to discuss solutions to disciplinary problems with operators, attendants or monitors, disruptive students and their parents and to review policy decisions affecting operators, contractors, students and school or Head Start administrators;
   e. Letters and electronic communications: to inform parents of all school or Head Start and state regulations, new routes, etc. and to reply to more urgent inquiries regarding student transportation safety, policy and procedures;
   f. Telephone calls: to provide quick contact between bus operators and the school or Head Start Center or between parents and the school or Center in the event of urgent or emergency situations;
   g. Radio, television or web page announcements: to inform the public of procedures the schools or Centers will follow in case of severe weather conditions or other natural phenomena, new policies, laws, etc.;

h. Formal hearings: to be used, as required, for student suspensions from transportation, route challenges, serious complaints against operators, attendants or monitors, etc.; and

i. Wireless communication devices: to be used by operators and attendants only for emergency or business-related communication. (Devices, and particularly cell phones, should not be used for personal communication.)

H. Crash Reporting

Each state's generic traffic collision report for motor vehicle crashes should include at least the information contained in the "Sample Crash Reporting Form" in APPENDIX B.

I. Air Quality

The school transportation community is supportive of efforts to reduce emissions and improve air quality, particularly for the students served by school bus transportation. In fact, the school bus industry has been at the forefront of environmental improvements and is committed to a continuing involvement and leadership role in improving engine emissions.

An accelerated replacement of older buses with new school buses equipped with the latest emission controls and engine technologies would be ideal. Likewise, retrofitting newer school buses with the latest emission control technologies can help improve air quality, but at additional costs.

While the student transportation industry and other entities work to develop new and increased sources of funds, states and local districts can institute policies that will contribute to improvements in air quality, especially for children.

1. Idling control measures

   a. Local districts and schools should develop programs to eliminate unnecessary engine idling...

      i. At school site loading and unloading zones; and

      ii. At school bus stops, located out of traffic during extended wait times.

   b. Consideration should be given to varying climatic conditions within the state or local district and to the individual needs of students with disabilities.

2. Driving in traffic

   School bus operator pre-service and in-service training programs should include the effects of closely following other vehicles, particularly large commercial motor vehicles, including other school buses, since the exhaust emissions from those other large vehicles can contribute significantly to the air quality inside the school bus.

3. School bus utilization

4. School bus maintenance programs

   Schools, school districts and private transporters should continue to improve the inspection and maintenance programs that have been established, with a renewed attention to factors impacting emissions.

J. Using New Technologies and Products

1. Operators should explore the use of new technologies and products, whenever practicable, to improve the safety, effectiveness, accountability and efficiency of student transportation operations. While it may be considered a “best practice” to utilize the latest emerging technologies, a prudent administrator must recognize that there are core competencies inherent to school bus operations and bus operator responsibility. It is recommended that transporters acknowledge such technologies and find a balance between technology and operators’ knowledge.

2. Current technologies include, but are not limited to:

    a. Computerized Functions

        I. Routing;

        II. Timekeeping;

        III. Activity trips;

        IV. Student tracking;

        V. Employee tracking;

        VI. Vehicle maintenance;

        VII. Training records;

        VIII. Pre-trip / post-trip inspection reports;

        IX. Reimbursements;

        X. Student management; and

        XI. Fleet maintenance.

            xii. Automatic vehicle location;

            xiii. Global positioning systems (GPSs);

            xiv. Electronic pre-trip and post-trip inspections;

            xv. Maintenance and repair records;

            xvi. Parts and supplies inventory records; and

            xvii. Electronic fuel dispensers.

SCHOOL BUS OPERATOR SELECTION CRITERIA

Schools, school districts and private student transportation contractors are required to comply with the selection of school bus operators, whether full-time, substitute or activity bus operators. The following criteria shall be met by all applicants before they are permitted to transport students on school buses:

A. Minimum age: 21 years

B. Initial applicants must undergo a criminal record check, including finger printing, as described in R.S. 17:15 and R.S. 15:587.1, unless they are employees of LEAs who have previously conducted the mandatory background checks.

C. Every operator must have a current acceptable driving record that has been verified by the Department of Public Safety, Office of Motor Vehicles, as required by R.S. 17:491.1, has been verified by the LEAs' transportation supervisor (or designee) and is maintained in the operator's permanent record. Additionally, Operators must report moving violation convictions in accordance with CDL requirements. Documentation of operators' moving violations and vehicle crashes shall be maintained by the LEA or private contractor, as applicable.

D. No operator or applicant shall be employed as a school bus operator if within the past five years, he/she has been convicted of, or has forfeited a bond on, any charge of:

   1. DUI, possession, distribution, or use of a controlled dangerous substance, as defined by R.S. 40:963 et seq.;
   2. leaving the scene of an accident involving an injury or fatality; or
   3. any felony involving the use of a motor vehicle.

E. Operators must have a commercial operator's license (CDL) issued by the state of residence, which includes a Passenger (P) and School Bus (S) endorsement. Airbrake authorization may also be required.

F. Operators must pass a pre-employment and an annual physical and eye examination that is performed by a Federal Motor Carrier Safety Administrator (FMCSA)-approved examiner and that otherwise meets current CDL requirements.

   1. More extensive and/or more frequent examinations may be required by the LEA, Head Start or private employer.

   2. After a heart attack or other serious illness, a certificate of health and permission to return to work from a licensed **the authorized** physician must be presented and filed with the transportation office and maintained in the operator's record. **Final approval for returning to work should be issued by a medical specialist approved by the FMCSA**.

   3. All school bus operators must be certified as having required use of both hands, both arms, both feet, both legs and must possess normal or corrected vision of 20/40 in both eyes, with a field of vision of at least 150 degrees. They must have corrected or normal hearing, be free of communicable disease and of mental, emotion or functional disorders.

   4. Local school boards may require such certification, as well as all annual physical examinations, to be approved by board-appointed physicians, who also may be required to meet requirements of the Federal Motor Carrier Safety Administration.

   5. A copy of the examination report must be filed on record with the Department of Motor Vehicles and with the LEA transportation office before the beginning of initial employment and annually thereafter.

G. Operators must pass initial pre-employment drug and alcohol screening requirements and United States Department of Transportation-directed random and post-accident testing thereafter, as specified by the Federal Motor Carrier Safety Administration. More stringent requirements may be imposed by individual LEAs and/or private contractors.

H. Initial applicants must complete pre-service instruction requirements as described in the next section of this Supplement.

I. Annual or bi-annual in-service training for continued certification of school bus operators must be conducted by the LEA or private contractor. School bus operators, including substitute operators and activity bus operators, must complete a minimum of eight hours of in-service training within a two-year period. The eight hours of training may be provided in four hour annual in-service training opportunities each year.

J. LEAs and private contractors shall maintain documentation of certification compliance for all school bus operators must be maintained by the LEA.

K. Employers shall pay for certain pre-employment and employment screening and records checks, unless as defined in R.S. 23:897.

SELECTION AND TRAINING OF BUS OPERATORS

A. Procedures for selection of school bus operators should include the following items:

Note: Operator applicants for Head Start positions must be informed in writing of all background checks and other requirements, as required in 45 CFR 1310.

1. An appropriate application form, including, but not limited to previous employment history, including professional driving experience;
2. Written criteria for accepting and rejecting applicants*;
3. Written notification to all applicants that driving records checks, criminal records checks and drug/alcohol screening will be conducted*;
4. A check of each applicant's driving record; (Checks of the National Operator Register and the CDL Information System of the Louisiana Department of Motor Vehicles are considered essential.*)
5. A check through both state and national criminal identification agencies to determine if each applicant has a record of criminal convictions*;
6. One or more personal interviews (which can be one of the most important of the selection procedures);
7. Reference checks and background checks on all potential new bus operators, to include interactions with children and/or any concerns working with children;
8. Physical examinations and drug and alcohol screening and testing administered in accordance with local, state and federal requirements;
9. Physical agility test (optional) to determine applicant's ability to perform required tasks; and
10. A determination of educational attainment to demonstrate the applicant's ability to follow detailed, written instructions and to be able to record and report data accurately.

*(**Note:** Required for Head Start operator applicants as described in 45 CFR 1310.)

B. Pre-service and In-service Training Programs

1. Prior to transporting students, bus operators are required to complete the Louisiana Department of Education-approved pre-service training program that includes classroom instruction and behind-the-wheel training to enable safe and efficient vehicle operation.
2. The mandatory pre-service "Louisiana School Bus Driver" course (9 units) and the mandatory defensive driving course entitled "Coaching the School Bus Driver" shall be taught by Louisiana Department of Education-certified instructors. Additional pre-service training shall include local rules, regulations and procedures and may include pre-commercial drivers licensing training.

3. In-service training for veteran operators may be held annually (minimum 4 hours) or biennially (minimum 8 hours), at the discretion of the LEA or the employer.

4. While there are many possible and helpful topics for pre-employment and annual in-service training, the following are examples of essential topics:

    a. The importance of pre-trip, en-route and post-trip Inspections;

    b. School bus evacuations (for all students);

    c. Specialized school bus evacuations (for students with special needs);

    d. Loading and unloading procedures;

    e. Reduced-idling laws and policies (if applicable);

    f. Cell phone and electronic communication device restrictions in accordance with R.S. 32:289 and local policies;

    g. Road rage;

    h. Distracted driving;

    i. Aggressive driving;

    j. Interstate highway driving;

    k. Body fluid cleanup/first aid/child and adult CPR;

    l. Bullying on the school bus (mandated by R.S. 17:416.13) ;

    m. Ethics (mandated by R.S. 42:1170);

    n. Suicide prevention (mandated by R.S.17:437.1);

    o. Sexual harassment prevention;

    p. Drug and alcohol compliance/pre and post-accident testing, random testing and reasonable suspicion testing, in compliance with the Omnibus Transportation Employee Testing act of 1991;

    q. Emergency and disaster preparedness;

    r. Confidential records (Family Educational Rights and Privacy Act and Individuals with Disabilities Education Improvement Act);

    s. Requirements for reporting inappropriate behavior of other adults including the bus attendant;

    t. School bus held hostage;

    u. Passenger protective equipment (PPE), if applicable;

    v. Child safety restraint systems (CSRSs)*, if applicable;

    w. Student management; and

    x. Railroad crossings.

    ***Note:** When occupant securement systems are used, follow manufacturer's guidelines for proper use and positioning. It is recommended that passengers receive instruction in proper usage. (See APPENDIX B.)

5. Prior to transporting students with disabilities, the operator should receive appropriate training in compliance with the Individuals with Disabilities Education Act (IDEA).

6. Operators of Head Start passengers must fulfill pre-service and in-service training requirements, as specified in 45 CFR 1310.

7. Employers of school bus operators are encouraged to provide ongoing education for bus operators.

C. Behind-the-Wheel Instruction

Behind-the-wheel instruction should be given in the same type and size bus the operator will be operating. When an operator is expected to operate more than one size and type vehicle, instruction should be related to the specific handling characteristics of each. All instruction should include the following topics:

1. Familiarization with the bus and its equipment;

2. Procedures for performing pre-trip and post-trip vehicle inspections and procedures for properly reporting mechanical issues and concerns;

   Note: Post-trip inspections should include child-check procedures and proper bus securement following the route.

3. Techniques for safe driving, including mirror use and adjustment, smooth starts and stops, shifting, turning, and backing;

4. Defensive driving skills;

5. Procedures for loading and unloading students at bus stops, including moving the bus only after all children are safely seated after loading and after unloading, are out of the danger zones, are at least 12 feet from the sides of the bus and if required to cross roadways, cross at least 12 to 15 feet in front of the bus;

   Note: When/if an escorted cross is used (e.g., mandatory for crossing Head Start students) during the loading and unloading process, the "Escorted Cross" procedure as written in APPENDIX B may be used.

6. Procedures for railroad crossings, as recommended in APPENDIX B, and other specialized driving requirements for school bus operations;

7. Techniques to identify and avoid practices that result in operator-related vehicle abuse;

8. Procedures for en route emergencies, including breakdowns, driving emergencies, passenger or driver emergencies, emergency evacuations, and use of emergency equipment, as described in APPENDIX B;

9. Guidelines for safely running a run or a route, including entrance to and departure from the bus garage and yard, following a route sheet or map, use of global positioning systems (GPSs, if applicable), entrance to and departure from school zones, appropriate use of wireless communication systems, mechanical difficulties and breakdown;

10. Procedures for fueling buses and handling/preventing fuel spills; and

11. Laws, policies and procedures specific to activity trips, including interstate transportation regulations.

D. Physical/Mental Preparedness

All school bus operators should be prepared both physically and mentally each day to perform adequately the following duties:

1. Operating the vehicle in a safe and efficient manner;
2. Conducting thorough pre-trip and post-trip inspections of the vehicle and special equipment, including required documentation;
3. Ensuring the safety, welfare and orderly conduct of passengers while in the bus;
4. Handling emergency situations in accordance with generally accepted operating procedures;
5. Communicating effectively with school staff, students, parents, law enforcement officials and the motoring public;
6. Completing required reports;
7. Successfully completing required training programs;
8. Providing maximum safety for passengers during loading and unloading;
9. Wearing the operator's seat belt whenever the bus is in motion;
10. Checking at the end of each trip (or "run") and at the bus storage location to ensure that all students have disembarked from the bus; and
11. Maintain a clean and uncluttered bus with unobstructed views.

E. Evaluation

School bus operators should be evaluated at regular intervals. These evaluations may include the following items:

1. Continuous on-the-road monitoring, otherwise known as field observation/ride-along evaluation, and road supervision (required for Head Start in 45 CFR 1310);
2. Written test;
3. Road performance checks;
4. Evaluation interviews;
5. Student management;
6. Adherence to procedures;
7. Teamwork; and
8. Local policies.

SELECTION AND TRAINING OF BUS ATTENDANTS

A. Procedures for selection of bus attendants should include the following items:

1. An appropriate application form;
2. Written criteria for accepting and rejecting applicants*;
3. Written notification to all applicants that driving records checks (if applicable), criminal records checks and drug/alcohol screening will be conducted*;
4. A check through both state and national criminal identification agencies, to determine if the applicant has a record of criminal convictions*;
5. Reference checks and background checks performed on all attendants to include interactions with children, and/or any concerns working with children;
6. Physical examinations and drug and alcohol testing administered in accordance with local, state and federal requirements; and
7. One or more personal interviews (which can be one of the most important of the selection procedures); and
8. A determination of educational attainment to demonstrate the applicant's ability to follow detailed, written instructions and be able to record and report data accurately.

   ***Note:** Head Start attendant or monitor applicants **must** be informed in writing of all background checks and other requirements, as specified in 45 CFR 1310.

B. Pre-service and In-service Training Program

1. Prior to transporting students, bus attendants (aka monitors, aides, paras, etc.) should be required to complete a pre-service training program that includes classroom and in-the-bus training in order to enable safe, efficient and effective student transportation. (Head Start monitors shall be trained in accordance with 45 CFR 1310.) Attendant training, with the exception of the driving components, should be the same as for the operator with respect to operations and student management. Training should include, but not be limited to, the following topics:

   a. The bus and its equipment;
   b. Use of emergency exits;
   c. First aid, CPR (if required) and universal precautions;
   d. Safe loading and unloading of students at their stops and securement of passengers, as may be required (including when equipped with seat belts); (See APPENDIX B.)
   e. Student management training and policy training, including state and federal regulations related to the transportation of students with disabilities, consistent with those required for school bus operators;
   f. Safety, welfare and orderly conduct of passengers while in the bus;
   g. Handling emergency situations in accordance with generally accepted operating procedures;
   h. Effective communications with school or Head Start staff, students, bus operators, parents, law enforcement officials and the motoring public;

i. Completion of required written reports;

j. Requirements for reporting inappropriate behavior of other adults, including the bus operator;

k. Checking at the end of the route and at the bus storage location to ensure that all students have disembarked from the bus;

l. Confidentiality; and

m. Other topics included in the bus attendant's manual/handbook and local policies.

2. Employers of school bus operators should provide ongoing education for bus attendants.

3. Prior to transporting students with disabilities, the bus attendant should receive appropriate training in compliance with the Individuals with Disabilities Education Act (IDEA).

4. Bus attendants (monitors) who assist with the transportation of Head Start passengers must fulfill pre-service and in-service training requirements as specified in 45 CFR 1310.

C. In-the-Bus Training

1. Familiarization with the bus and its equipment;

2. Procedures for performing pre-trip and post-trip inspections; and

3. Procedures for loading and unloading passengers, passenger securement and emergency evacuation, as may be required.

D. Physical/Mental Preparedness

E. Evaluation

F. Bus attendant, Special Education (See TRANSPORTATION FOR STUDENTS WITH DISABILITIES AND SPECIAL HEALTH CARE NEEDS SECTION: operator/attendant.)

STAFFING AND TRAINING OF MAINTENANCE AND SERVICE PERSONNEL

A. Staffing

Adequate staff should be employed to perform maintenance functions on a timely basis consistent with safe transportation practices.

B. In-service Training Program

1. The transportation system should make available to maintenance and service personnel the necessary maintenance and service publications for the equipment serviced.

2. The transportation system should arrange at regular intervals for pre-service and in-service training for maintenance and service personnel, and maintenance personnel should be required or encouraged to attend state-sponsored or other approved workshops or training institutes.

3. Training should include instruction in the following areas:

a. Preventive maintenance procedures;

b. Repair and/or installation procedures for each type of fleet vehicle and its varied equipment;

c. Procedures for specialized equipment and certifications, if applicable;

d. Inspection of the vehicle and its equipment;

e. Procedures for providing road service, spare buses and/or vehicle recovery in the event of breakdowns;

f. Recovery procedures for vehicles involved in a crash;

g. Preparation and retention of maintenance records;

h. Maintaining parts and equipment inventory;

i. Establishment of parts inventory control procedures;

j. Repair and installation of adaptive equipment;

k. Safety and environmental compliance; and

l. Proper usage and maintenance of shop equipment/shop cleanliness.

4. Vehicle maintenance and service personnel should be encouraged and given opportunities to receive certifications in all areas in which they perform work.

ROUTING AND SCHEDULING

It is necessary to procure a current map (often available from local parish government offices) of the area served by a particular school, school system or Head Start program in order to establish bus routes that will adequately meet the needs of students in a particular area. Information on road conditions railroad crossings and other factors that might affect the particular operation should be recorded, along with the location of homes and the number of school-age children in each household. (See also "*Identification and Evaluation of School Bus Route and Hazard Marking Systems*" in APPENDIX B.) Satisfactory school bus stops must be identified along streets and highways where buses can travel with the least amount of risk to include right turns as much as possible. The number of students to be transported, individual needs and the distance to be traveled are primary factors in allocating equipment for a particular area. Students should be assigned to specific stops according to age and ability, appropriate walking distances, grade level, safe travel paths and the school or Head Start Center attended. Calculation of distance between stops shall comply with the minimum distance required to activate the amber and red lighting systems. Students should not travel farther to a stop than the set walk distances for their respective school/center as deemed by each school district. Additional planning may require multiple considerations to include space availability, chain of custody, etc.

A. Bus routes reflect an infinite number of routing techniques, including the following examples:

1. A circular route circumscribes an area by using different roads on outgoing and in-coming trips. It has the advantage of equalizing time in transit for transported students, since the first child on in the morning is the first child off in the evening.

2. A shoestring route extends from the school to some terminal point in the district. If the bus is stored at the school, the same road or roads may be used on the out-going and in-coming trips; consequently, children are always traveling more or less directly toward the school.

3. A feeder route extends from a point farther out in the district to a transfer point on the main route. This method may be advisable for one or more of the following reasons:

   a. To limit the use of large buses to improved roads;

   b. To reduce travel time on the main route; or

   c. To provide some form of transportation on roads that at times may be impassable by larger, more desirable motor vehicles.

4. A shuttle route extends between two or more school buildings. Such routes are often required for the transfer of students in districts operating two or more schools.

5. Retracing routes requires the bus to travel over the same route in the same direction and may be used to eliminate the need for students to cross the roadway. It may also equalize time in transit for transported students, since the first child on in the morning is the first child off in the evening.

B. Emergency routes should be established and utilized in all school systems when weather or road conditions dictate that it is not safe to travel on other than hard-surfaced roads. Announcements can be made by radio or other means when emergency routings are to be used.

C. Computer-assisted routing and scheduling, which require the use of a computerized database of students, streets and bus routes, is a key part of the routing operation. Where student records are computerized, downloading student names, addresses, school names and grades may be a routine task. (If possible and preferable, consider incorporating student photos with directory information.) Most student information systems are compatible with routing, GPS and radio frequency identification (RFID) applications that provide bus routing information and rosters. The key is for transportation staff to have access to accurate data for the location of students to be used in establishing ridership eligibility and assigning bus stops.

   Many routing systems, through a geographic information system (GIS) component, have optimization features that allow the system to create bus routes based on the locations of students. It is important to make sure that before implementation, transportation staff analyze any computer-generated routes, because they will almost certainly need some level of adjustment. Computer-assisted routing can help to generate a more efficient routing system than a completely manual process. A computer system can also be of use in providing information needed to stagger bell times in order to share buses among schools or Head Start Centers.

   Route maps, "vias" (turn-by-turn driving instructions with bus stop locations) and other information can be generated by computer software to assist bus operators, especially substitutes who may be unfamiliar with routes.

   The same information that is needed for bus routing can be very useful in school district planning. The grades and locations of students displayed in a graphic format is invaluable to school administrators as school district lines are redrawn or new schools are opened. Accessing this information from a routing system may provide a side benefit of involving the transportation staff in the planning process.

D. Methods of serving bus routes

   1. The "single-trip plan" involves a morning and an afternoon trip by one bus on each route. This form of service is well adapted to sparsely populated areas. It also meets the needs of schools where the instructional program requires both elementary and secondary students to arrive at the same time, or where time required for the route prohibits additional assignments.

   2. The "multiple trip plan" calls for more than one trip each morning and afternoon by a bus. This arrangement is feasible only where route distances are relatively short or time differences between locations are adequate to permit multi-tripping. High school students, for example, may be brought to school on the first morning trip, with elementary children arriving on the second trip. In the afternoon, the elementary children might be brought home first if it is desired that the elementary day be shorter than the high school day. Districts whose program requires a day of equal lengths for both groups may transport the high school students on the first trip in the morning and return them on the first trip in the afternoon.

E. Route and Stop Review and Planning

A periodic review should be conducted for the purpose of identifying factors that might indicate the need for a route change. After the review is completed, someone may drive over the route in the same equipment that will be used in the actual operation, or GPS systems can be used for verification and comparative data as well. A time study should be part of this review. The operator(s) who will operate the bus(es) over the route(s) should regard the trip as a dry run. All scheduled stops and times between stops should be indicated. This data, if accurately obtained, will permit the development of a schedule which probably will need little revision once it is placed into effect.

After the route has been established, a schedule showing individual stops and accompanying student roster should be provided for operators (to include substitute operators). Requests for new or additional service should be investigated thoroughly before a change is made. Stops should be established only after thorough investigation has revealed the location to be the most desirable in the area clear of hazards or dangerous situations. It is considered an unsafe practice (unless no safer alternative is available) to negotiate a U-turn on main arteries of traffic even though provisions for such turns may have been made (see Head Start regulations in 45 CFR 1310); to minimize turning across multiple lanes of traffic, right turns should be factored and utilized. The projection of the rear end of the bus into inside traffic lanes from medians that are too narrow to accommodate bus length often creates traffic interference that places the lives of transported students in jeopardy. Stops should always be located at a safe distance from the crest of a hill or curve to allow motorists traveling at the posted speed to stop within the sight distance.

Each school district, school or transportation provider should establish a uniform set of procedures for operators to signal students when it is safe to cross the roadway upon which the bus is stopped.

Additional precautions should include, but may not be limited to, the following:

1. Plan routes that will permit optimum and effective student safety, program efficiency and operational economy.
2. Specified criteria should be used when selecting stops. Criteria examples include, but may not be limited to, the following:
    a. Visibility;
    b. Number of traffic lanes;
    c. Safe waiting distance from roadway;
    d. Proximity to intersection (not less than 100 feet, with no bus stopping within intersections);
    e. Property adjacent to bus stops;
    f. Line-of-sight distance to the stop by approaching traffic from any direction; and
    g. Ability to add signage and/or warning devices to alert oncoming traffic of a stop ahead.
3. On highways divided into separate roadways and highways with three or more marked traffic lanes, fleet operators, schools and Head Start Centers should design bus routes that service each side of the highway so students do not have to cross the highway unless there is a traffic control signal or an adult crossing guard within three hundred feet of the bus stop to assist students while crossing such multiple-lane highways. A bus shall never be routed such that students are required to cross lanes of traffic in which vehicles are not required by law to stop for a school bus displaying red lamps and stop signs [R.S. 17:158.J(3)].
4. Determine the location, ridership and destination of all students to be transported.

5. For every route, operators shall be provided with a route sheet or manifest, with stops sequenced by, or under the direction of, the transportation director, and containing the following elements:

    a. The names and addresses of all students in buses;

    b. The location or written description of each (where an intersection is involved, the compass orientation of the stop location within the intersection) and an optional map for orientation purposes; (i.e., 1st Ave at S Main St / SE cnr);

    c. Scheduled times for each pick-up and drop-off point (scheduled time should be reflected and relayed to student/parent(s) if "time" is arrival or departure);

    d. Blank lines adjacent to the scheduled arrival time in which the operator may notate his/her actual arrival time;

    e. The routine crossing status (i.e., "cross" or "no-cross") of each stop for students on the route;

    f. The school of attendance (or destination) of each student;

    g. Shuttle or transfer information for students if applicable;

    h. Identification of students with health care plans to include dormant medical problems that may require specific actions in the event the problem becomes active; and

    i. An updated hard copy of the route sheet or manifest should be kept in transportation and attendance offices.

6. Every school, school district, Head Start or other agency shall develop age-appropriate training for children who ride buses or other passenger vehicles to and from attendance centers and on activity trips. Instruction should begin as soon after the beginning of the school year or program year as practicable and should be reinforced as often as necessary to assure optimum understanding by the respective passengers.

    Instruction should include, but may not be limited to, the following topics:

    a. Travel to and from bus stops;

    b. Roadway crossings;

    c. Loading and unloading procedures;

    d. Behavior at bus stops;

    e. Behavior on board vehicles; and

    f. Use of applicable passenger restraints and other safety items identified by transportation safety experts.

7. Provide parents or guardians of all students with the operator's name, bus number, pick-up and return times, school closing information, school calendar, procedures for reporting safety issues, etc.

8. Determine the advisability and feasibility of utilizing computer-assisted route scheduling.

MAINTENANCE OF EQUIPMENT

A. Teamwork and written policies are essential to a well-organized maintenance program.

   1. Comprehensive school bus maintenance policies and appropriate training that provide efficient guidelines for the transportation supervisor, maintenance personnel, and operators of the vehicles should be adopted.

   2. Such policies should include the maintenance responsibilities of each person involved and should provide for a planned preventive maintenance program.

B. Preventive maintenance is a carefully organized system of inspections at regular mileage or time intervals combined with the immediate attention to all reported defects.

   1. Manufacturer's service manuals and warranty protection guidelines, as well as Louisiana inspection guidelines and Bulletin 119 Supplement I: Louisiana School Bus Regulations, Specifications and Inspections, contain valuable information for successful preventive maintenance programs. These instructions and procedures should be followed carefully for maximum efficiency and safety in fleet operation. Vehicle and component manufacturers (transmission, electrical, occupant restraints, etc.) offer training for fleet technicians and for employees who wish to improve operational efficiencies.

   2. Objectives of a planned maintenance program:

      a. Keeping the vehicles in safe and efficient operating condition;

      b. Preventing failures;

      c. Conserving fuel;

      d. Lowering maintenance costs by reducing the need for unplanned or major emergency repairs or overhaul;

      e. Extending the useful life of the vehicle and its components, as referenced in D, below; and

      f. Enhancing vehicle appearance.

C. School districts, schools or private contractors should develop a system whereby written communication would allow interchange and feedback relative to maintenance work needed and maintenance work completed. An efficient system should include:

   1. Operator's report form to initiate needed maintenance;

   2. Technician certification of completed work;

   3. A method for permanently recording repairs and the maintenance history of each vehicle and special equipment; and

   4. Inspection by the appropriate state agency or its designee.

D. Life-Cycle Analysis

   It is prudent for a school transportation director, contractor and/or vehicle maintenance manager to be aware of the on-going efficiencies associated with vehicle replacement. While it may not always be possible to purchase new vehicles, analyzing the projected life-cycle and developing purchasing specifications consistent with anticipated use is recommended. (Consult Bulletin 119 Supplement I: Louisiana School Bus Regulations, Specifications and Inspections.)

EMERGENCY AND RESCUE PROCEDURES

Some years ago (no date; est. circa 2000), *Emergency and Rescue Procedures: A Guideline Manual For School Bus Involvement* was developed by the National Association of State Directors of Pupil Transportation Services and disseminated to each state director of transportation for reproduction in the respective states. (A copy of the undated document is available at **ratsa.org/Downloads/EmergencyRescueProceduresGuidelineManualforSchoolBusInvolvement.pdf**)

Distribution of the manual was intended for police, fire and ambulance personnel, emergency medical technicians and any other entity designated to respond to a school bus crash, emergency or disaster. Head Start agencies were intended to contact their respective state directors of transportation for copies.

The manual is a reference to be used by school systems (and can be used by Head Start agencies) in developing their own specific emergency plans. Plans should be developed by schools, school districts, Head Start grantees and private transporters, in cooperation with the personnel in those agencies that will render service during emergencies in each community served by transporters. The plans should be reviewed annually and updated as circumstances require. Copies of the plans should be available in each school, carried in each school bus and should be distributed to emergency service providers. Transporters, school- and Head Start-based staff and emergency responders should be instructed in the applicable procedures to be followed in the event of the following situations:

A. Crashes

   1. When and how to evacuate and control students;
   2. How to evaluate the need for medical assistance;
   3. How to get help from the police, the fire department and the vehicle maintenance garage;
   4. How to collect and record data essential to the preparation of the required crash reports and an operational plan to provide two-way communication with parents and/or guardians, which is imperative; and
   5. How to prevent further crashes; and
   6. Talking points regarding protocol of dissemination of information while at the crash site (including communication with the media, etc.).

B. Sudden disability of the operator

   Procedures for handling situations resulting in the fatal injury or disability of the bus operator should be established and communicated to appropriate persons. A list that includes the name of the bus operator, emergency telephone numbers, names of students assigned to the bus and any special needs of students should be in the bus.

C. Bus breakdown

   The emergency plan should cover procedures for the following events:

   1. Securing the bus;
   2. Maintaining control of passengers and accounting for passengers (head count);
   3. Diagnosing the cause(s) of bus breakdowns and communicating with base and vehicle maintenance;
   4. Notifying school, administration, parents, communications, PIO (Public Information Office) or Head Start officials;

5. Recovering disabled school bus(es); and
6. Providing replacement transportation for passengers.

D. Inclement weather conditions

The emergency plan should provide procedures for actions to be taken in the following events:

1. When schools or Head Start Centers are to be closed, delayed or require early dismissal;
2. Who is to make such decisions;
3. How decisions are to be relayed to parents, students, school or Head Start officials and staff (including teachers and cafeteria managers), operators, contractors, maintenance and service personnel, the news media and others; and
4. How to react to such natural phenomena as floods, hurricanes, tornadoes, earthquakes, etc.

E. Other types of emergency situations

The emergency plan should include communication norms, data collection and stress reduction and should cover such conditions and events as the following:

1. Defense/disaster drills;
2. Strikes or other job action by school staff, teachers, operators or contractors;
3. Road or bridge flooding or washout and/or landslides that might block school bus routes;
4. Bus hijacking;
5. Weapons or suspected explosives on board or at bus stops;
6. Unauthorized boarding;
7. Student health emergencies;
8. Student fights; and;
9. Suspicious person and/or vehicles; and
10. Terrorist planning or incident.

Additional information can be found in “School Transportation Security and Emergency Preparedness,” in this document.

EVALUATION OF THE STUDENT TRANSPORTATION SYSTEM

A. Each school district, school, private contractor or Head Start agency should have a plan for evaluating the student transportation program. Such evaluations should enable student transporters to:

1. Verify compliance with rules, regulations and laws;
2. Audit the efficiency of program service;
3. Monitor operational economy;
4. Ensure the safety of the program in operation;
5. Improve the quality of service; and
6. Verify student knowledge of school bus rules and procedures.

B. Major types of evaluations include the following:

1. Informal reviews by district personnel;
2. Formal evaluations by:
    a. A private consultant;
    b. A state agency; or
    c. Authorized Head Start/Early Head Start monitoring program.
3. Periodic evaluations:
    a. Monthly;
    b. Annually; and
    c. Other.

C. Areas subject to evaluation include:

1. Board of Education or Head Start policies;
2. Routing procedures and processes for route hazard analysis;
3. Types of service provided;
4. Financial obligations;
5. Quality of service;
6. Training of staff and students;
7. Maintenance of buses, other vehicles and equipment;
8. Record keeping systems; and
9. Other areas as determined by state and local policy.

D. Key Performance Indicators (KPIs)—Measuring Success

Key performance indicators are used as a best practice to measure performance, goals, efficiency and productivity. Standard measures and metrics can be molded to fit many different sized transportation operations.

Examples of performance indicators that can easily help a department focus on success include the following:

1. Cost per student transported;
2. Percentage of students receiving transportation;
3. Number of individual routes per bus per day;
4. Number of student riders per bus;
5. Cost per bus per year to operate;
6. Percent of the district's budget spent on transportation;
7. Number of operators employed versus the number of active buses;
8. Percentage of bus stops made at individual homes versus group stops;

9. Age of the bus fleet;
10. Crash frequency, costs, and injuries;
11. Ratio of buses per mechanic;
12. Average student ride time;
13. Seat utilization/passenger capacity; and
14. Time on road vs. number of routes.

SCHOOL SITE SELECTION AND FACILITY PLANNING

When school or Head Start sites are being selected, consideration should be given to the safety of the students riding school buses. School buses will be required to utilize the roads in and around the school site, plus public roadways leading into and away from the school area. High-density traffic flow near exits and entrances should be avoided. Proper site selection, ingress and egress and facility planning for improved transportation are extremely important. (See APPENDIX B.) More specifically, school officials should provide the following items:

A. Separate and adequate space for school bus loading/unloading zones;

B. Clearly marked and controlled walkways through school bus loading/unloading zones;

C. Traffic flow and parking patterns for the public and non-bused students separate from the school bus loading/unloading zone;

D. A designated loading/unloading area for passengers with special needs, if required;

E. An organized schedule of loading/unloading areas with stops clearly marked;

F. A loading and unloading site to eliminate the backing of transportation vehicles;

G. Written procedures for evaluating each school site plan annually; and

H. Appropriate signage.

NO CHILD LEFT BEHIND (NCLB)

A. Overview

In January 2002, President George W. Bush signed into law the reauthorization of the Elementary and Secondary Education Act (ESEA), known as "No Child Left Behind" (NCLB). The act makes substantial new requirements for state and local education agencies (LEAs; or "school districts") in order to continue to receive Federal money for education. The act also provides additional rights for students and parents. Information on how the ESEA relates to pupil transportation and descriptions of transportation choice options and requirements for school districts follows.

B. Attendance choice options

1. Low performing

If a school receiving Title I, Part A funds is identified as "low performing" for two consecutive years, parents have the option of enrolling their students in another public school that has not been identified as low performing. There are many rules and regulations controlling this process, including the determination of which school the parent can select as the alternate school. The Act does not provide for unlimited choice, however. For instance, if the "low performing" school is the sole elementary school in a school district, there is no obligation to provide an alternate school choice. If a school continues not to show "adequate yearly progress" (as defined in the NCLB), students continue to have a right to transportation to a choice school.

2. Persistently dangerous

   If a school receiving Title I, Part A funds is identified as "persistently dangerous," students have the right to be offered other optional public school enrollment opportunities. (A discussion of the process leading to the "persistently dangerous" designation is beyond the scope of this material.) Once a school is designated as "persistently dangerous," parents are afforded rights to school choice for their students at that school.

3. Violent Students

   Students involved in violent incidents have a right to attend another public school. All of these situations require LEAs to provide students and parents the option of enrolling in an appropriate alternate public school, i.e., school choice.

C. School categories for choice

An LEA must offer all students in identified Title I schools the opportunity to transfer to another public school when those schools fall within one of the four stages of improvement detailed in the ESEA. Those stages are based upon the number of years in which a school has failed to make adequate yearly progress. Schools in the following categories must offer public school choice to their students:

1. Schools that are in their first year of school improvement;
2. Schools that are in their second year of school improvement;
3. Schools that are in corrective action; or
4. Schools that are in restructuring.

D. Transportation

1. When required

   If a parent has the choice option to select an alternate public school because the student's school is identified as, "low performing," or "persistently dangerous," or the student was involved in a violent incident, transportation to the alternate public school must be provided by the school district. There is no requirement for a particular mode of transportation, however. For instance, if there is a local transit system with an appropriate schedule, providing a transit pass would meet the requirement for provision of transportation service. If a school building is not receiving Title I, Part A funds, choice transportation is not required to be provided.

2. Length of transportation service

   If an eligible student exercises the option to transfer to another public school, a local LEA must permit the student to remain in that school until he or she has completed the highest grade in the school. However, the LEA is no longer obligated to provide transportation for the student after the end of the school year in which the student's school of origin is no longer identified for school improvement, corrective action or restructuring.

3. Out-of-district transportation

   The ESEA does not require that transportation be provided to schools outside the LEA. For example, if a school district has only one elementary school, and that school has been identified as low performing for two consecutive years, the school district is not required to provide enrollment opportunities and transportation to schools in other school districts. (In the case of homeless students, however, transportation is required across district boundaries to the original school of enrollment.)

4. Payment for choice-related transportation

   Unless a lesser amount is needed to meet demand for choice-related transportation and, if applicable, to satisfy all requests for supplemental services, an LEA must spend up to an amount equal to 20% of its Title I, Part A allocation, before any reservations, on the following items:

   a. Choice-related transportation;

   b. Supplemental education services; or

   c. A combination of (a.) and (b.).

   This flexible-funding approach means that the amount of funding that an LEA must devote to choice-related transportation depends in part on how much the LEA spends on supplemental education services. However, if the cost of satisfying all requests for supplemental education services exceeds an amount equal to five percent of an LEA's Title I, Part A allocation, the LEA may not spend less than five percent on those services. An LEA may, but is not required to, spend an amount exceeding 20% of its Title I, Part A allocation if additional funds are needed to meet all demands for choice-related transportation and supplemental education services. A school district could also spend state or local funds to assist in paying for transportation. (See D.7. below regarding supplementing and supplanting.)

5. Insufficient funds

   If the funds available are insufficient to provide transportation to each student who requests a transfer, the LEA must give priority to the lowest achieving eligible students from low-income families. However, the LEA must still offer the opportunity to transfer to all students.

6. Optional fund sources

   The statutory phrase an amount equal to means that the funds required to pay the costs of choice-related transportation and supplemental educational services need not come from Title I allocations, but may be provided from other allowable federal, state, local, or private sources.

7. Title I funds and transportation funds

   Like other Title I funds, transportation funds must be used only to supplement the level of funds that, in the absence of Title I funds, would be made available from non-federal sources for the education of children participating in Title I programs. For example, if a particular state provides funding for transportation, a local school district could not use Title I funds to supplant the state or local funds that it would otherwise use to provide for transportation, even though transportation costs are generally an allowable use of Title I funds. However, if the state funds were not adequate to cover the entire costs of the school choice-related transportation, Title I funds, within the statutory limits, could be appropriately used to cover the unfunded portion of the school choice related transportation.

8. Transportation Zones

   LEAs have latitude in deciding which options to provide for eligible students. For example, they may establish transportation zones based on geographic location and may fully fund transportation to different schools within each respective zone. This option would allow the district to offer more than one choice school while ensuring that transportation can reasonably be provided or arranged. Outside the transportation zone, the district could pay for only part of the transportation to the school. Parents may select a school outside of a designated attendance zone, but they should be informed prior to making this decision that they may be responsible for providing or arranging transportation for their children. If transportation zones are developed, they should be drawn to provide genuine choice and to address only issues of geographical distance. LEAs should ensure that there is sufficient capacity to accommodate the demand for choice within each zone.

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

A. Overview

The following information describes how the McKinney–Vento Homeless Assistance Act relates to pupil transportation and describes transportation choices and requirements.

B. Requirements of the McKinney-Vento Homeless Assistance Act

If "homeless" eligibility is determined and placement in the student's school of origin is determined to be in the best interest of the student, local education agencies (LEAs) may be required to provide transportation to and from the student's schools of origin for students experiencing homelessness, upon the request of the parent or guardian. For an unaccompanied youth, the request would originate with the LEA's homeless liaison.

C. Transportation for the homeless in relation to distance

There is an assumption of "reasonableness" with the transportation of the homeless student, unless attending the school of origin is against the student's best interest. Every LEA has a homeless liaison that should make the determination of whether or not the transportation of the student is in the student's best interest. Reasonableness should not be determined solely on the basis of cost. Air flights, extensive travel time, or other circumstances that result in extremely unusual travel demands may all result in appropriate denial of transportation to the school of origin. There is an appeal process that a parent can use when the parent disagrees with the decision of the school district.

D. Other considerations regarding homeless transportation

Providing sensitivity training to bus operators and arranging bus stops to keep student's living situations confidential is important in being able to assist these students through this difficult time in their lives with as little disruption as possible. Developing close ties among school district homeless liaisons, school staff and pupil transportation staff will help make this process work smoothly.

E. School district responsibilities for transportation costs when a homeless student requires transportation across district boundaries

When a homeless student requires transportation to the school of origin and that school is outside the current school district, the two districts involved should collaborate to determine which district is going to assume responsibility for transportation and how the cost is to be shared. If there is no agreement between the two districts, the responsibility and cost for transportation shall be shared equally. Each district is required to pay half the cost.

F. Length of time transportation needs to be provided after a homeless student has moved into permanent housing.

Students can stay in their school of origin the entire time they are homeless and until the end of any academic year in which they move into permanent housing.

G. Mode of transportation

There is no requirement that provided transportation be of any specific mode. (School buses are not necessarily required.) Transportation must be safe and appropriate for the individual student's situation and age. Modes may include school bus, transit passes, gas vouchers or reimbursement for parents or youths with cars, contracts with taxi companies (with operator background checks required) or contracts with Medicaid transportation brokers (with operator background checks required).

ACTIVITY BUS OPERATIONS: TRANSPORTATION OTHER THAN TO AND FROM SCHOOL OR HEAD START

Each school system or Head Start agency providing activity bus operations should have comprehensive policies and guidelines which delegate responsibility for this function to a specific employee. To provide safe and efficient activity transportation, lines of responsibility and authority need to be defined, and personnel involved must have an understanding of their respective responsibilities.

In the interest of providing the safest means of transportation available, students should be transported to school- or Head Start-sponsored activities in school buses or multifunction school activity buses that meet state and federal standards, unless circumstances require an alternate mode of transportation (charter buses, vans, automobiles, trains, airplanes, etc.).

A. Transportation Other Than To and From School or Head Start

1. School- or Head Start-Related Activity Operations

   Each school system or Head Start agency providing activity bus operations should have comprehensive policies and guidelines that delegate responsibility for this function to the supervisor of student transportation or another designated employee. To provide safe and efficient activity transportation, lines of responsibility and authority need to be defined and personnel involved must have an understanding of their respective responsibilities.

   "Activity trips" may include field trips that are extensions of the instructional program, athletic trips, vocational and trade training, volunteer activities and recreational outings, such as dances, picnics and overnight camping trips. These trips may range from a few miles to those extending over several days, covering large distances and crossing state lines. (Interstate trips may require bus operators to comply with Federal Motor Carrier Safety Administration-specific licensing.)

   The following items need to be considered when developing criteria for activity trip transportation:

   a. Policies and guidelines, including:

      i. Purpose of trip (instructional, athletic, students/spectators, recreation, etc.);

      ii. Funding source (district or individual school funds, individual charge, parent group, etc.); and

      iii. Administrative approval (the persons having authority to approve the trip).

   b. A priority guideline should be developed for trip scheduling when all requests cannot be accommodated.

      i. Advance notification should allow adequate time for the approval process and for making operator and vehicle arrangements.

      ii. Methods of travel may include district- or agency-owned or contracted bus, commercial carrier or local transit equipment, air, boat, rail or combination of the above, private or school passenger automobile, when required by special or unique needs.

      Note: Operational Guidelines for the use of buses other than school buses are outlined in APPENDIX E.

      iii. A trip request form should include all necessary information for trip arrangements, special equipment, payroll, reimbursement and other local needs. (See sample form in APPENDIX E.)

      iv. Adult chaperones should be required on all activity trips. Responsibilities include passenger control, with the operator having final authority.

      v. Discipline and emergency medical procedures should require a trip release to be signed

by parents and should include procedures concerning difficult or severe behavioral and medical problems and emergency policies and contacts.

c. Communication is essential. Operators, students, chaperones and parents should be made aware of applicable rules and regulations. A signed authorization for student participation from the parent or guardian is important. A detailed itinerary for all persons involved may be advisable. Identification of special medical problems in the event of an en route or other emergency is essential.

   i. Accommodations for luggage or other carry-on items, if applicable, must be included. A procedure for transporting luggage or equipment prohibited in the passenger compartment by state law and/or local regulations is necessary. Loose luggage or equipment which could cause injury or block passageways should never be transported in the passenger compartment.

   ii. Policies should detail whether or not out-of-state trips are permitted and, if so, should define any applicable restrictions. Regulations for states to be visited should be reviewed prior to the trip.

   iii. Insurance policies should be reviewed and agents contacted to determine adequacy of coverage. This is an absolute necessity for trips scheduled to another state or country. If vehicles other than district-owned vehicles are used, the school district, school or Head Start agency should determine the minimum insurance coverage to be carried and should be listed as an "additional-named insured." A current copy of the contract or commercial carrier's insurance should be on file with the school district, school or Head Start agency.

   iv. Road and weather checks should be made by the designated person. School transportation personnel from other districts, state patrols, highway divisions and auto clubs are generally cooperative in supplying road information. If warranted, the weather bureau should also be contacted. A planned route and any contingent route for trips should be determined prior to initiation of the trip.

   v. Contingency plans require policies and procedures that detail persons who have authority to make decisions if the unexpected happens during a trip. Impassable roads, crashes or mechanical breakdowns are examples. Operators and chaperones should have access to that authority's phone number. It is also advisable to obtain phone numbers of transportation personnel in various communities and school districts where activity vehicles regularly travel. Provisions should include plans for staying overnight if conditions do not permit a safe trip home. It is advisable to develop a mutual aid directory for contact within athletic league boundaries which could provide assistance in the event of mechanical emergencies. Operators should be trained in procedures and regulations relating to trip crashes.

   vi. Driving hours shall be regulated. School districts, schools, private contractors and Head Start agencies shall have regulations based on the application of the Federal Motor Carrier Safety Regulation 49 CFR 395.3 (15 hours on duty of which no more than 10 hours are driving time; 8 hours continuous off-duty prior to a long trip; no more than 60 hours driving in a week).

   vii. Operator selection and assignment criteria are necessary to avoid conflict and confusion. The criteria should include an operator's knowledge, skill, experience and familiarity with activity trip vehicles. The area to be traveled should also be a consideration. Operators should be notified at least three days in advance of the trip date. Operators who drive only activity trips should be tested periodically for driving ability and vehicle familiarity. They shall hold the same license and certification as regular school bus operators.

viii. If vehicle operators are not school bus operators who have been trained and certified by the school, the school district or the private company who has been contracted to transport students on daily bus routes, background checks and driving record checks should be completed and copies of current appropriate driver's licenses should be kept on file.

ix. Passenger manifests (a list of all passengers being transported) should be kept by the operator and copies left with proper authorities at the school or institution.

x. Instruction on passenger behavior, seat belt use (if the vehicle is so equipped) and proper adjustment (as described in APPENDIX B) and procedures for emergencies, including vehicle evacuation procedures should be provided by the operator before every activity trip. (See sample, Appendix E.)

d. Vehicles and equipment:

i. The following items should be taken into consideration when selecting trip vehicles:

a. Miles to be traveled;

b. Terrain and climate conditions;

c. Number and age group of students;

d. Luggage and equipment requirements;

e. Operator familiarity with the vehicle and route; and

f. Federal Motor Carrier Safety Administration regulations, if contract operated and crossing state lines.

ii. Consideration should be given for specialized equipment, or other items needed, such as these:

a. Luggage and equipment storage;

b. Extra heaters or air conditioning;

c. Public address system;

d. Electronics (am/fm, two-way, music system) or cellular telephone;

e. Spare tire;

f. A secured tool kit containing items such as a flashlight, spare fuses (if applicable) pliers, screw drivers, etc., and additional equipment for an extended trip, as may be recommended by transportation personnel at the activity trip's destination;

g. Credit cards or cash for telephone, fuel, tolls, parking fees and personal needs;

h. Emergency telephone numbers and other information; and

i. Global Positioning Systems (GPS), as appropriate.

(**Note:** All lubricants, chemicals, glass containers, etc. must be stored outside the passenger compartment.)

iii. Inspection requirements should be the same as for regular route buses, and a detailed pre-trip inspection shall be made prior to activity trips.

iv. School buses shall be prohibited from towing a trailer or any vehicle during student activity trips.

e. Training

Louisiana requires activity bus operators who are employed by any city parish or other public school board to comply with certification requirements for all school bus drivers (R.S. 17:491).

Training shall include, but not be limited to, the following topics:

i. State laws and applicable policies and rules;

ii. Familiarity with the activity trip vehicle and its components;

iii. Pre-trip, en route and post-trip inspection procedures;

iv. Locations and use of communication and other electronic devices, emergency equipment and emergency exits on school buses;

v. Familiarity with local and state trip requirements;

vi. Route familiarization, which might include a dry run prior to the trip date, especially if extreme conditions, terrain or road difficulties may be encountered;

vii. Discipline procedures on trips;

viii. Driving under adverse conditions (night driving, slippery roads or unfamiliar terrain driving);

ix. Maps, destination locations and parking areas;

x. Parking location, if other than the student destination; and

xi. Provisions for bus security at the destination.

2. Non-related activity operations

   a. Introduction

      This sub-section is intended to address the various uses of a school bus for operations other than to and from school and school-related activities.

   b. Use, procedures and policies

      i. The school bus operator, in accordance with state regulations and/or laws governing school bus use, should establish procedures whereby school buses can be scheduled for non-routine use. Such scheduling should not conflict with, or be given priority over, the regular class-related demands for school buses by the school district, school or Head Start agency.

      ii. The school system or Head Start agency, as part of local government or in cooperation with transportation contractors, may utilize buses during times of community emergency or crisis, when demand for other public vehicles, such as trains and transit buses, is so great as to exceed available supply.

   c. Legal requirements

      i. School buses operating on public roads and crossing state and national boundaries must adhere to the rules of the road in the jurisdictions in which they are operating.

      ii. All applicable permits need to be procured in accordance with applicable state and local laws before the trip is undertaken.

   d. Operational requirements

      i. Vehicle equipment used for activities must be in good working order, well-maintained, and otherwise capable of withstanding the demands of the trip.

      ii. All activity buses and operators should comply with all applicable state and federal requirements, including Federal Motor Carrier Safety Administration regulations applicable to interstate and intrastate passenger transportation.

      iii. Aisles and exits must be kept clear and free of blockages at all times.

SCHOOL TRANSPORTATION SECURITY AND EMERGENCY PREPAREDNESS

INTRODUCTION

Each school day almost 20 percent (50 million) of the United States' population is located in our nation's schools. Approximately half of these children (25 million) use a school bus for transportation to and from school each day. Additionally, millions of children ride school buses each day for school activity trips.

A review of past criminal and terrorist actions and statements makes it clear that buses, including school buses, can be used as weapons, as well as being viable targets.

Until recently, school transportation has been centered on two main objectives: safety and efficiency of school bus operations. Since September 11, 2001, transportation system security has been added into the equation. In addition to the threat from foreign and domestic terrorist groups, the school bus operator and passengers may be targets of violence from students, unauthorized boarders and criminal elements outside the school bus. School transportation professionals must give school transportation security and emergency preparedness at least the same level of commitment as has been given to safety and efficiency. School systems must give school buses as much priority as the school buildings.

Recent events demonstrate that terrorists totally disregard the sanctity of education facilities and school children. Individual terrorists and/or terrorist organizations look for targets that will strike fear into our society. Terrorists and individuals with criminal intent select emotional targets when actions against the more traditional military, government and economic targets do not achieve their desired goals. Current violent activities indicate a change in tactics and targets.

School transportation is a lot like the electric and water companies—service performed flawlessly attracts little notice. Society rarely gives school bus transportation a second thought— unless something goes wrong, which is a relatively rare event.

Complacency and the attitude that "it won't happen here" set the stage for terrorists to perpetrate their crimes. The transportation industry must increase awareness and mitigate the potential for terrorist attacks on school transportation systems. The initial step is for transporters to become aware of potential problems and to identify practical solutions.

Following a systematic and reasonable plan will help transporters not only to improve their ability to prevent acts of terrorism, but also to strengthen their ability to react to the more common events that plague the transportation industry. Transporters will be better prepared to address vandalism, property loss, petty theft, fights or disturbances, child abductions and sexual predators, thus giving an added bonus of increased level of student and employee protection and safety.

The information in this segment is not intended to be a comprehensive guide on school transportation security or to supersede any federal, state or local policies and plans. Rather, the purpose of this information is to assist school transportation officials and school transportation service providers when establishing or revising their state or local policies and plans concerning school transportation security. Another resource to consider is Security Options for Consideration published by the Transportation Security Administration (TSA). (See APPENDIX F.)

School transportation providers should also seek to be part of the community emergency management plans. It is important to know where school buses fit into the larger picture. Transportation departments need to know where their buses are on the priority scale compared to other segments of the community, should a large-scale emergency occur in the local area. Things to consider may vary, depending on time of day (i.e., route time) or year. Transportation departments can

also play a vital role during emergency situations that require a large-scale evacuation from an area. In addition to moving students from school buildings, unutilized buses can serve the community as well. The Transportation Department should be aware if they are part of another group's plan. Often times too many group's (unrealistically) count on school buses. There may not be enough available buses or operators for everyone's needs.

Planning and Policy Considerations

A. Does the school district have a written security policy and crisis response plan, including procedures that include transportation personnel, equipment and facilities? Does the plan/policy coordinate with procedures in the school buildings? Is the plan/policy site-specific for all school facility locations? Are student transporters represented in school facility planning sessions?

B. Has a transportation system security and emergency procedures assessment been performed annually? (See APPENDIX F.)

C. Does the plan/policy contain information on threat vulnerability identification and consequences?

D. Does the plan/policy provide for any proactive or preventive technology solutions, that are currently available and that can potentially act as early detection or prevention of potential threats? (i.e., GPS, lot cameras, onboard cameras with transmission capabilities).

E. Does the planning and policy process include appropriate stakeholders (e.g., first responders, law enforcement, fire department and media, such as print, radio, television, etc.)?

F. Is the plan disseminated only to authorized personnel or persons with a documented "need to know," and are non-disclosure statements being utilized?

G. Are the procedures of the plan/policy routinely tested and exercised with means for assessment, evaluation and improvement at least annually?

H. Does the plan/policy provide information on how to recognize suspicious people, activities, packages and devices as outlined by the Transportation Security Administration (TSA) First Observer Program? (See Appendix F.)

I. Does the plan/policy require security inspections of vehicles and facilities?

J. Does the plan/policy require pre-trip, post-trip and unattended stoppage period vehicle security inspections?

K. Does the plan/policy address commonly used terrorist weapons (e.g., improvised explosive devices, chemical, biological and radiological agents)?

L. Does the plan/policy contain directives on incident management and command as outlined by the National Incident Management System (NIMS) and Incident Command System (ICS)?

Security Assessments

Vigilance, which requires an awareness of vulnerabilities, is the first step to better security. In order to determine and understand the threat level to the student transportation system, a system-wide security assessment shall be conducted, understood and updated annually. The assessment should include participation by school administrators, local and state police and medical and hospital administrators and local emergency managers. The assessment will help to identify weaknesses and strengths within the operation. The assessment should begin at the front line of any transportation system—the operator—and support employees (i.e., cleaning and fueling personnel) and continue up through all levels of the organization. This should also include any viable means by which to immediately detect or prevent threats on board. After completing the security assessment, appropriate plans/policies and procedures can be developed and implemented.

A security assessment should consider the following security issues:

A. The complete assessment team should review the current security plans/policies and procedures by asking the following questions:

   1. What security plans/policies and procedures exist?
   2. Do they address facilities, equipment, personnel and passengers?
   3. Have these plans/policies and procedures ever been tested in an exercise?
   4. Have the plans/policies and procedures ever been used for a real emergency?
   5. Were the plans/policies effective?
   6. Do the security plans and policies identify a "security coordinator" for each school and facility with written responsibilities?
   7. Do the security plans/policies include policies and procedures for vetting of transportation personnel?
   8. Were the security plans and policies developed in cooperation with local first responders?

B. Review existing lines of communication by asking the following questions:

   1. What lines of communication exist within the operation?
   2. Do they interrelate with local law enforcement, fire and emergency services?
   3. Are they clearly defined and documented?
   4. Are all employees trained and familiar with them?
   5. Have these lines of communication been tested and proven?
   6. Is there an alternate communication plan if the normal systems are unavailable?
   7. Were the communications effective, as tested?
   8. Are current phone numbers for personnel available for after hours, weekends and vacations?

C. Review personnel security by asking the following questions:

   1. Are all employees and visitors required to wear identification badges? Do they wear them?
   2. Is there a "sign in/sign out" system or a personnel identification measure in place?
   3. Are all employees required to wear uniforms? Do they comply?
   4. Are students registered on a particular bus?
   5. Are operators provided with a list of riders and are students carrying an ID?
   6. Are there procedures for accounting for each individual student, especially on activity trips?
   7. Do evacuation plans exist? Are they practiced and how often?
   8. Is there a designated place to relocate staff or students?
   9. On activity, field or extracurricular or school-chartered bus trips, are students instructed in safe riding practices and on the location and operation of emergency exits?

D. Review operational security by asking the following questions:

1. Are all vehicle doors, hatches and compartments locked when vehicles are unattended? Are keys left in the bus or ignition? If not, where are keys kept?
2. Are facilities and buses equipped with camera or video surveillance equipment or intrusion alarms that are monitored?
3. Do plans/policies and procedures for locking doors and gates exist? Are the codes or combinations changed regularly? Are keys recovered from former employees?
4. Are off-site parking locations secure?
5. Is the exterior of the transportation facility, administration building and maintenance facility secure?
6. Is the bus yard secure?
7. Are fencing, walls or vehicle or personnel gates and lighting available?
8. Is there surveillance equipment being monitored and/or recording? What is being surveyed?
9. Is the interior, (i.e., all rooms, storage areas and closets) of the transportation facility, administration building and maintenance facility secure?
10. Are roofs secure?
11. Are all bus routes being evaluated with safety (including route hazards) and security issues considered?
12. Where are buses staged during the route if there is a layover period?
13. Are buses left unattended at schools during layover periods?
14. Are all schools and school parking areas safe and secure?
15. Are commonly used school activity sites safe and secure?
16. Do operators leave the bus to watch the activity?
17. Is there a pre-trip inspection prior to departure for home?
18. Do computer and communication systems exist?
19. How is access to computers or systems controlled? What are their limitations?
20. How can computers be compromised? If they can be compromised, what can be done to prevent it?
21. Is the communication system (e.g., two-way radio, telephone landline, cellular telephone, etc.) capable of recording?
22. Is the bus fleet equipped with real time GPS?
23. Does the communication system have redundancy, and is it routinely tested? Are all trained in the appropriate level of the National Incident Management System (NIMS), is it reviewed regularly, and is everyone (operators, dispatchers, administrators) familiar with NIMS?
24. Do emergency back-up systems for information and communication exist? What are their limitations?

25. How can emergency back-up systems be compromised, and if they can be compromised, what can be done to prevent it?

26. Are the back-up systems stored off site? Are they secure?

27. Is there a plan available that does not require electrical energy? Does the transportation department have a back-up generator?

Security Plans/Policies and Procedures

The assessment should indicate any gaps in existing plans/policies and procedures. Also, board- and administration-approved security plans, policies and procedures should be developed. These plans, policies and procedures must be supported and enforced by the entire transportation organization. Plan/policy recommendations should include, but not be limited to, the following items:

A. Consider the security interest of students when establishing district plans/policies which make routes, schedules and locations available to parents and guardians on the internet.

B. Establish board-approved plans/polices on the use of employee uniforms and identification badges and student registration (bus passes). Consideration should be given for a means to appropriately identify that a student may be met by a parent, guardian or other authorized person.

C. Establish board-approved plans/policies on property security, (e.g., locked doors and gates, security cameras, alarms, employee photographs, public entry, etc.).

D. Establish communication procedures regarding the use of two-way radios, cell phones, VHF radios, combination phones, etc.

E. Establish command and control procedures that include a chain of command, and specify the decision-makers in any given situation.

F. Establish emergency or security reporting procedures, (e.g., whom the operator calls in a security threat or emergency). Determine what circumstances constitute a security threat or emergency and when an operator must report a security threat or emergency to a supervisor.

G. Establish a board-approved plan/policy determining regularly scheduled system safety and security training.

H. Establish a board-approved plan/policy for enforcing safety and security policies and procedures.

I. Establish post-trip inspection practices before the operator leaves the vehicle.

TRANSPORTATION PERSONNEL AND THEIR TRAINING

School transportation already focuses on safety training. A security assessment likely will indicate a need for renewed and expanded focus on security—especially extreme threats. Security training should be a primary element of plans/policies and procedures. Individual awareness is among the best weapons for preventing crime and increasing personal and business security. Any person armed with awareness is less likely to become a victim or to allow a crime to be committed, and can either eliminate or significantly reduce property losses and crime. While not the primary goal of a good security program, it is highly likely that routine vandalism and crime will be reduced.

Operators should be thoroughly familiar with their vehicles, their students, the area and conditions on their routes. They should have a thorough knowledge of the operational plans, policies, procedures and training on possible threats. Armed with this knowledge, operators can better assess the level of threat in any given situation and respond according to established plans and policies.

Suggested Training Topics

A. Plans/Policies and Procedures

1. What to do in case of emergencies or an increase in security threat;
2. How to use available communication systems;
3. Rules for hostage situations;
4. How to conduct security inspections of vehicles (similar to basic bus pre-trip safety inspection);
5. How to respond to threats of violence from students, unauthorized boarders and others outside the school bus; and
6. How to respond to directives from Incident Management and Command authorities.

B. Identification and Prevention

1. How to determine the threat level;
2. How to identify, report and prevent suspicious, criminal or terrorist activity;
3. How to identify and prevent entry of suspicious people, packages and placement of suspicious packages or devices;
4. How to identify illegal entry (structure or vehicle); and
5. How to identify and respond to improvised explosive devices (IEDs).

C. Response and Reports

1. How to respond to shootings or snipers;
2. How to respond to fights or disturbances;
3. How to respond to vandalism or property damage;
4. How to respond to child abductions, sexual predators or child custody issues;
5. How to respond to threats of violence from students, unauthorized boarders and criminal elements outside the school bus;
6. How to respond to weapons on the bus; and
7. How to raise operators' level of awareness to identify suspicious people, activities, packages and devices. [Transportation Security Administration (TSA) First Observer Program]

D. Safety and Security Equipment

How to use all the safety and security equipment available to operators.

Training processes should include the use of drills and table top exercises to test and practice the plans/policies and procedures.

SCHOOL BUS SECURITY EQUIPMENT AND EMERGING TECHNOLOGY

A. Global Positioning System technology;

B. Silent alarm and two-way communication system (e.g., “panic button”);

C. Flashing front and rear marker identification lamps to signal predetermined emergency message (e.g., hostage, intruder on board, etc.);

D. Name of student transportation provider and identification number on the bus roof;

E. Ability to lock entrance (service) door, emergency door(s), roof hatches and outside compartments;

F. A reinforced entrance (service) door to prevent forced entry into the bus; and

G. Video and audio in bus cabin such that first responders may see and hear the threat real-time (i.e., as it is happening) for maximum assessment and real time solutions.

Unauthorized Riders and Visitors

School bus transportation systems have dealt with unauthorized visitors, from the neighborhood dog to upset parents. Once an uninvited person enters the bus, operators lose ultimate control of their vehicle. The only persons authorized to gain access to a school bus are those students who meet the eligibility requirements, school administrators, law enforcement and transportation personnel. Non-students, including the operator’s friend, are never allowed on a school bus. The operator should make every effort short of physical confrontation to ensure that students who are not eligible are not permitted on the bus. Districts should have procedures in place that address whether or not parents are allowed to enter the school bus even if it is to assist with the securement or loading and unloading of their children. Operators should receive training and education on these policies. If the district allows a guest to ride home with regular riders, districts should have a procedure that has written documentation giving parental approval that includes the date. Operators should be trained to be aware of surroundings at bus stops. This should include a plan if an unrecognized or suspicious person is loitering at the bus stop. For the safety of all students, once the students board the bus, they will not be allowed off the bus until the bus reaches their assigned stop.

Providing operators with a list of eligible riders for their routes will allow operators to become more familiar with their day-to-day student riders. Policies can state whether students are allowed to ride a particular bus without prior registration or written permission. This practice can help districts monitor the load capacity of buses and assist operators with pupil management. During activity trips the student roster and the number of students should be included when dispatching the bus. Student counts should be confirmed after stops where students are allowed to leave the bus.

Child Abductions

While there is heightened awareness today about children being abducted from bus stops or while walking to and from bus stops or school, the transportation industry has dealt with parental or custody abductions during loading or unloading. School bus operators should be apprised if a child riding the school bus is involved in a custody dispute. Operators should be trained to notice unusual cars or people at bus stops and how to respond. Operators should maintain schedules as close as possible to minimize students’ exposure to elements or potential abductions.

ROUTE HAZARDS

Transporters are more likely to experience hundreds of small security incidents during their careers than they are likely to experience a terrorist attack. If plans are developed for reasonable preventive measures for extreme threat, transporters will be better prepared to respond to more common security incidents, such as a suspicious person or vehicle at a bus stop, a vehicle following a school bus on its route, an angry parent entering the bus, a vehicle driving recklessly around the bus (road rage), an unusual package left on the bus, or a hostile student making threats to other students or to the operator.

School transportation officials should establish a program to routinely evaluate all school bus stops and routes for potential hazards. There are fixed hazards that cannot be avoided (e.g., railroad crossings, streams, limited visibility, traffic congestion, etc.). Another type of hazard more prevalent today is the residence of a known sexual predator. Great care must be used if stops must be placed near the residences of identified sexual predators.

Weather conditions, such as snow, ice, fog, extreme heat or cold and rain, can create an unexpected route hazard that had not previously existed. Route evaluations should note areas that may flood during rain or hills that frequently become icy.

Events such as earthquakes and tornados may give little advance warning to operators. Route information could also include the location of police/fire/rescue stations, hospitals, schools and other emergency care facilities where a school bus may pull off the road and await aid in the event of an emergency. It is important that school bus operators and substitute operators be provided with route hazard information in a standard, consistent manner, and the information should be available to the operator no matter which bus is driven on that day.

VULNERABLE ACTIVITIES

A. Bus Stop

   School bus operators must participate in transportation security and emergency preparedness activities. During these activities, operators should learn how to recognize situations which could create an incident. When the bus operator opens the door, an entrance into the school bus is created where the operator has little control over who will enter the bus. At school bus stops, operators should be aware of abnormal behavior or unidentified people loitering or parked cars that usually are not parked at the stop. Regular operators learn to recognize waiting parents, but if strangers are at the stop, it would be appropriate to ask students who is at the stop to meet them. If other adults are not present, it may be best for the school bus operator to wait before opening the door to give more time to observe the behavior of the person in question. Operators should be trained to observe gang clothing and clothing that may obscure weapons. Additionally, operators should be alert to people taking photos or making suspicious notes at bus stops or schools.

B. Railroad Crossing

   Opening the door and operator's window prior to crossing is required at railroad crossings. Prior to opening the door, however, the operator should observe if there are people that are out of place, loitering at the railroad crossing. Operators should be trained and empowered to decide if obeying the law and opening the door creates more of a safety hazard than purposely not completing the process at the railroad stop and thus violating a law or rule. Keen observation would tell the operator if the behavior outside the bus is suspicious and a greater threat than failing to open the door.

C. Fueling Facilities

If operators fuel their buses at locations other than the compound where the buses are stored, the operators may find themselves and/or their buses vulnerable. External fueling stations often do not have limited access, and the public does not keep a regular schedule. Therefore, school bus operators would find it difficult to observe things out of the ordinary. The fact that school buses usually fuel on a regular schedule and that operators exit the bus are factors that expose buses during fueling. Operators should always remove the key from the ignition when they leave the operator compartment. Training may help operators increase their awareness.

D. Activity Trips

Often operators are allowed to leave their buses during activities when students are engaged elsewhere. Districts should have policies and training that inform the operator about what action they should take when returning to their vehicles. The vehicle should be locked when the operator is not present and a post-trip inspection completed prior to departure.

E. Rented or Leased Buses

Operations that allow school buses to be rented or leased should have a process in place to assure that the operator is properly licensed. Consideration should be given to the security threat of allowing vehicles to be used in high risk areas.

WEAPONS

Weapons (or objects that look like and/or could be used as weapons) are not permitted on school buses or school grounds. Operators should receive training to learn behaviors that students may exhibit when carrying a weapon. Unusual gait, pocket sag and nervous behavior are all identifiable. Any time a student admits to having a weapon or reports a student that might have a weapon, the situation should be treated seriously and requires immediate attention. Operators should practice steps they would take to protect other students. Conversations that promise retaliation should be taken seriously. Student transportation providers should adhere to policies and procedures that prohibit weapons on campus or on school buses.

Operators should be trained to watch for suspicious packages left unattended on the bus or around the transportation facility. Transportation facilities should promote good housekeeping practices so that unattended packages stand out and are not lost in clutter.

In the event that a school shooting is unfolding on campus, student transportation providers and transportation centers should have a communication plan and routing options so that additional students can be diverted and not delivered into an unsafe setting.

Operators should be included in school lockdown procedure training and should be informed of emergency schedule changes, including, but not limited to, designated alternate drop sites so that students can be delivered to a safe location.

EMERGENCY RELEASE OF STUDENTS

Many types of events can cause a school to release students early. Stormy weather, building fire, school violence or bomb threat, for example, can unexpectedly expose students to the elements and lack of building cover. Districts should have plans in place that spell out where students will be relocated and how parents will be notified. If students are being transported home early, the district should have a plan in place to ensure that parents are notified. Operations should have alternate load zones established for each school in case the primary location is unavailable or more buses are needed to evacuate an entire school.

Buses that frequently travel during inclement weather should be prepared for situations that prohibit the bus from continuing on its route. Operators should receive training regarding appropriate procedures to employ in the event that weather emergencies occur while they are on their routes.

Transportation centers should have a backup plan in case of a power failure. Normal communication methods may not work during a catastrophe.

FACILITIES AND BUS PARKING

School bus facilities should have limited access during usual work hours and be safely secured after hours and during weekends and holidays. Fencing and gates should be installed around the premises. Keys shall not be left in the ignition when the buses are unattended (R.S. 32:145). If the facilities are equipped with camera or video surveillance equipment, the district should have plans in place to monitor the cameras. The plan should include what is surveyed and recorded

Transportation centers should have policies and procedures for locking doors and gates. Access limitations for employees should be included in the plan. If codes or combinations are used, then a procedure should be in place to routinely change the codes. If keys or cards are used, a process should be in place to retrieve keys or cards from employees who separate from employment. The security plan should address school buses that are routinely stored off site.

Plans should include whether operators may leave the school bus during layover periods and activities and where they may park the bus. Plans should address to what extent the operators will secure the bus (e.g., all doors, hatches and compartments) and the type of inspection an operator should complete before using the bus following non-active periods.

School bus operators should have a method to check in or contact transportation supervisors or emergency officials should the operators need assistance, especially after normal hours of operation.

At the school bus facility, all employees and visitors should be required to wear identification badges or have an alternate method of checking in. Operators should have a specific method of checking in prior to inspecting their vehicles and leaving the parking area.

HIRING PROCESS

The employer shall conduct background checks on all supervisors, trainers, operators, bus attendants, technicians, dispatchers and other employees. Backgrounds may be checked through fingerprinting, local criminal record search, driving records and employment history., or as otherwise specified by the employer. Specific procedures shall be determined prior to hiring transportation personnel. APPENDIX B of this publication includes a sample school bus operator application form.

SCHOOL BUS EQUIPMENT GUIDE FOR LAW ENFORCEMENT AND FIRE DEPARTMENT PERSONNEL

School transportation providers should work with local emergency responders (law enforcement, fire departments, medical services, etc.) to ensure that they have appropriate fleet information when responding to an emergency involving a school bus. Information required by emergency responders will vary, depending on their individual needs and abilities. Good communication with emergency responders prior to an emergency occurring will ensure that responders will have the information that they need. Information issues to discuss include variation of fleet vehicles, ways to quickly identify bus specifics (e.g., passenger capacity and presence of wheelchairs) and how to operate the various emergency exits of their buses.

RESOURCES

- Department of Homeland Security, **www.dhs.gov**

F. Transportation Security Administration, **www.tsa.gov**

- Federal Bureau of Investigation, **www.fbi.gov**
- Federal Emergency Management Agency, **www.fema.gov**
- Department of Education, **www.ed.gov**
- State Departments of Education, **http://www2.ed.gov/about/contacts/state/index.html**
- Department of Transportation agencies, **www.dot.gov**
- National Highway Traffic Safety Administration, **www.nhtsa.dot.gov**
- Federal Highway Administration, **www.fhwa.dot.gov**
- Federal Transit Administration, **www.fta.dot.gov**
- Federal Motor Carrier Safety Administration, **www.fmcsa.dot.gov**
- First Observer, **www.firstobserver.com**
- First Observer, Information Sharing and Analysis Center, **www.highwayisac.org**
- School Bus Security Issues – Inspect-Track-Know Alert Produced by South Carolina DOE Office of Transportation
- School Transportation Security Training School Bus First Observer – School Transportation Security Awareness
- School Transportation Security Awareness TSA
- School Bus Counter Terrorism Guide – TSA Handbook
- Indiana State Police Unarmed Response to an Active Shooter Event, **https://secure.in.gov/isp/index.htm**

TRANSPORTATION FOR STUDENTS WITH DISABILITIES AND SPECIAL HEALTH CARE NEEDS

The purpose of this section is to recommend standard policies, procedures and guidelines for persons entrusted with the responsibility of managing transportation for students with disabilities. The term special education means, "specially designed instruction to meet the unique needs of a child with a disability." When transportation is required to provide access to such instruction, it is considered a "related service."

As part of the mandate of a Free Appropriate Public Education (FAPE), related services are required when determined necessary to assist a child with a disability to benefit from special education. Transportation as defined in *The Individuals with Disabilities Education Improvement Act* (IDEIA) includes:

A. Travel to and from school and between schools;

B. Travel in and around school buildings; and

C. Specialized equipment (such as special or adaptive buses, lifts, and ramps), if required to provide special education for a child with a disability.

Though general in nature, the recommended guidelines, policies and procedures do contain adequate information as of the date of adoption of these guidelines to guide those persons responsible for student transportation in developing an action plan for the safe and appropriate delivery of transportation services for students with disabilities.

This section reviews the current laws and regulations governing special transportation related to the individualized education program (IEP) process, recommended staff training and policy development.

The transportation administrator and appropriate staff shall become familiar with the laws, guidelines, policies and procedures listed below.

LAWS AFFECTING TRANSPORTATION FOR STUDENTS WITH DISABILITIES

A. Laws

1. It is possible for a school district to be required to provide specialized transportation services to a student with disabilities who is not in special education. Section 504 of P.L. 93-112, of the Rehabilitation Act of 1973, states in part, "No otherwise qualified disabled individual in the United States shall, solely by reason of his handicap, be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." In general terms, Section 504 of P.L. 93-112 (1), part of the Rehabilitation Act of 1973, "... requires that all students with disabilities (regardless of age) are eligible for a free appropriate public education [FAPE]." It also requires that the facility, services and activities provided to the disabled be comparable to those provided to the non-disabled, and that students with disabilities must have an equal opportunity for participation in any nonacademic and extracurricular services and activities provided by a school district.

2. Congress passed P.L. 94-142, in 1975, and regulations were promulgated by implementation of Part B of the Education for All Handicapped Children Act, effective October 1, 1977. A free appropriate public education (FAPE) is required for all students between the ages of 3 and 21 years who are deemed disabled and who need special education.

3. In 2004, the reauthorization of the Education for All Handicapped Children Act of 1975 changed the name to Individuals with Disabilities Education Improvement Act (IDEIA). Subsequent reauthorizations made significant additional changes. These guidelines reflect the 2004 reauthorization of the law and the 2006 regulations implementing that law.

Note: IDEA requires the public agency "...to provide non-academic and extracurricular services and activities in such manner necessary as to afford children with disabilities an equal opportunity for participation in those services" (Section 300.107). One of the ways to access those nonacademic services is transportation. This law continues the emphasis on the transportation of children with disabilities in the same ways children without disabilities are transported. Section 300.17 provides that a child with a disability must be allowed to participate in non-academic activities as much as possible with children without disabilities. Thus, the beginning point for consideration of the appropriate way in which to transport a child with disabilities is the "regular" (i.e., non-special needs) school bus. This "regular" environment must occur unless a child cannot travel safely on the regular bus, even with the use of specialized equipment or other supplementary aids and services.

B. Characteristics/Conditions:

To be *disabled* under IDEA, a student must have certain characteristics or conditions that adversely affect educational performance, and, therefore, that require special education and related services. The disabilities are defined in the IDEA under Part B: Regulations. They appear in 34 Code of Federal Regulations (CFR), Part 300 Child with a Disability. The terms will be listed in this section as they appear in the CFR. The *definitions* can be found in APPENDIX C.

Disabilities are classified as follows:

1. Autism;
2. Deaf-Blindness;
3. Deafness;
4. Emotional Disturbance;
5. Hearing Impairment;
6. Mental Retardation;
7. Multiple Disabilities;
8. Orthopedic Impairment;
9. Other Health Impairment;
10. Specific Learning Disability;
11. Speech and/or Language Disability;
12. Traumatic Brain Injury; and
13. Visual Impairment, including Blindness.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)—INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP) PROCESS

The 2006 IDEA Regulations echo the statutory purpose stated in the 2004 Reauthorization of the IDEA statute: "...to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living; to ensure that the rights of children with disabilities and their parents are protected... and to assess and ensure the effectiveness of efforts to educate children with disabilities."

The IEP team is the formal group that designs a student's educational program, establishes measurable academic and functional goals and determines the related services that are necessary for a student to access special education. When transportation is considered as a related service, appropriate transportation staff, as related service providers, must be included in the IEP process to address safety and feasibility of various transportation options.

The safe transportation of a child with special needs requires a plan that considers and adapts the transportation services to the individual needs of the student. This plan is called an "Individual Transportation Plan" (ITP) and functions as a sub-part of the IEP when transportation is a related service. The ITP addresses (but is not limited to) the following considerations and decisions:

A. Legal Considerations

   The intent of the law is that the IEP team considers a number of stated issues related to the student's educational program. "A continuum of alternative placements [must be] available to meet the needs of children with disabilities for special education and related services." When transportation is considered as a related service, consideration needs to be given to the range of transportation services, including the use of supplementary aids and modifications available to students with disabilities to address questions about the appropriate mode of transportation for the student. The requirement that students with disabilities be transported "to the maximum extent appropriate" with students without disabilities (the "least restrictive environment," or LRE) includes the focus on provision for safe transportation for each student.

B. The Individualized Education Program (IEP)

   The IEP is a written statement of services a student is to receive. With respect to transportation, this information should contain necessary specificity so that transportation professionals, school personnel, parent and student know what services to expect.

   Generally, modification of the IEP requires an IEP meeting. When change in transportation provisions is deemed necessary, transportation services personnel should contact the student's case manager or other appropriate staff member. Such contact should also occur when transportation services personnel find they need more information or assistance from team members or if they find the program to be unsafe in any way or to not meet the student's specified needs.

GUIDELINES

The following guidelines are intended to assist in establishing a training program for administrative and school-based personnel in order to enable them to respond to the concerns presented by students with disabilities, as required by IDEA. The goal of such a training program is to teach the skills needed to respond to routine and emergency circumstances concerning transportation.

A. School/Education Administration

School administrators and education staff who help make program decisions for students with disabilities, including the requirement for transportation as a related service, are frequently unfamiliar with transportation capabilities and limits. Not only must transporters be informed prior to implementation of the IEP, but sometimes operator- and/or attendant-specific training is required.

Those persons require training in, and a clear understanding of, areas that include, but are not limited to, the following:

1. Situations under which transportation staff must be included in the IEP Team process or consulted before the IEP is finalized;
2. Child-specific requirements (e.g., length of school day, transportation to alternative sites, adult supervision at the home bus stop, specialized equipment requirements, service animals, etc.);
3. State and local transportation policies and procedures, including communications, reporting procedures, establishment of walk distances and pick-up and drop-off locations;
4. Transportation regulations and guidelines that could assist in determining if transportation would be appropriate as a related service;
5. Alternative transportation options;
6. Current legislative, legal and administrative decisions;
7. The application of least restrictive environment regulations to transportation placements;
8. The extent of training and skill levels available within the transportation staff and any additional training necessary to meet standards for qualified staff, as defined by local, state and federal standards;
9. The types of vehicles available for transporting students with disabilities;
10. The types of equipment and occupant securement systems available; and
11. Do Not Resuscitate (DNR) policies for local school districts, as well as current legislative and administrative decisions concerning this topic.

B. Transportation Administration

With increased responsibility being imposed on transportation providers through actions taken by legislative, legal and administrative authorities, persons in leadership roles must involve themselves to a greater degree.

The duties and responsibilities of transportation leadership likely will differ between various transportation providers; however, listed below are some areas of knowledge that are necessary to satisfactorily perform the leadership responsibilities.

1. Federal, state and local laws and regulations regarding the equipment required on vehicles used for transporting students with disabilities;

2. Federal, state and local laws and regulations regarding necessary personnel and training;
3. Operational regulations, such as student pick-up/drop-off, including service criteria requiring neighborhood bus stops, curb-to-school or door-to-school service;
4. Special education transportation regulations and guidelines, such as child-specific riding time, equipment, handling and other requirements;
5. Bus or school suspension period limitations;
6. Due-process rights and procedures for a student with disabilities;
7. Student referral, evaluation and IEP process;
8. A general knowledge of available resource persons and the location and availability of appropriate training;
9. Vehicle staffing requirements, including when an attendant might be needed, how and when substitutes will be assigned and how appropriate information and training will be shared with substitutes;
10. The availability of emergency medical services in the community and the identity of those who could assist if such an emergency were to occur during transportation;
11. State and local laws relating to child abuse and harassment/bullying reporting procedures;
12. State or local laws relating to limits of liability and policies and procedures for risk management;
13. Federal and state rules of confidentiality; and
14. Legislative and administrative decisions and procedures concerning DNR.

C. Operators and Attendants

As direct service providers to students with disabilities, or unless specially trained ancillary staff are assigned to assist students with special needs, operators and attendants have a hands-on responsibility to provide safe and appropriate transportation to students with disabilities, including operation of special equipment, management of student behavior, appropriate first aid/CPR and additional services appropriate for the passengers being transported. Additionally, they must be knowledgeable in passenger-positioning, securing adaptive and assistive devices and child safety restraint systems (CSRSs) and must be familiar with the nature, needs and characteristics of the types of students they transport.

D. Training components

To perform the responsibilities assigned in a safe and effective manner requires a substantial degree of specific training. Some training components that transportation staff must have are the following:

1. Introduction to special education, including characteristics of disabling conditions, the student referral, assessment, IEP process and confidentiality of student information;
2. Legal issues, including federal and state laws, administrative rules and local policy;
3. Operational policies and procedures, including:
    a. Pre-trip and post-trip inspection procedures for all assistive equipment and devices, CSRSs, securement systems and safety equipment;
    b. Loading/unloading;

Note: During loading and unloading, the operator should remain in the operator's seat to observe traffic flow and the overall safety of the school bus relative to highway and surrounding activity unless it is necessary for the operator to leave this position to assist with the loading or unloading of students. The operator must secure the bus before leaving the operator's seat. [See item (3) below.]

c. Securing the bus:

   i. Engage the emergency brake;

   ii. Place the vehicle transmission in "neutral" or "park"; and

   iii. Activate the side stop arm and traffic control lights when allowable by state law;

d. Pick-up/drop-off location;

e. Evacuation procedures, including the use of emergency equipment, such as webbing cutter(s), fire blanket(s), evacuation aids etc.;

f. Lifting/positioning procedures/body mechanics;

g. Student accountability and observation, including recognizing signs of neglect or abuse;

h. Post-trip vehicle interior inspections for students or articles left in the bus prior to parking;

i. Reporting and record-keeping;

j. Lines of responsibility relative to individuals' roles as educational team members;

k. Lines of communication, including parents and educational staff;

l. Route hazard analysis and route management, including medical emergencies, no adult at home, inclement weather, field trips, etc.;

m. Behavior management:

   i. Techniques for behavior modification and the development of appropriate behavior;

   ii. Procedures and techniques for dealing with inappropriate or unacceptable student behavior that creates emergency conditions or poses a risk to health and safety, including possession and transportation of weapons, drugs, etc., and awareness of gang activities, harassment/bullying and/or other inappropriate behaviors;

   iii. Procedures for documenting and reporting inappropriate or unacceptable student behavior; and

   iv. Intervention strategies and techniques and emergency response procedures for use with individual students as outlined in their respective IEP and ITP;

n. Blood borne pathogens and universal precaution procedures, including use of personal protective equipment;

o. Policies and procedures that ensure confidentiality of personal identifying information; and

p. Basic First Aid, CPR and proper medical support equipment usage as students' conditions require.

E. Special Equipment Securement, Use and Operation

A variety of equipment is required on vehicles used to transport students with special needs. It is necessary for transportation staff to be familiar with the design and operating procedures for this special equipment, as well as to know how to conduct equipment inspection and (depending on local policy) to make simple "field adjustments" to correct minor equipment breakdowns or malfunctions. It is the operator's responsibility to assure that all assistive and safety-related equipment on the bus is inspected prior to and following each trip as part of an overall vehicle pre-trip and post-trip inspection protocol. Defects or missing equipment must be documented and reported immediately to the transportation or maintenance office in writing or electronically in a standard inspection format. All safety- and operations-related defects must be repaired and missing equipment replaced prior to operating the school bus to transport students. Depending on local policy and training, an attendant may assist the operator with the actual inspection process.

Equipment and procedures include, but are not limited to, the following examples:

1. Power lifts, including procedures for manual operation;

    a. During lift operations (including manual) no one shall be allowed to stand on the lift platform.

        Note: Children using mobility aids/devices other than a wheelchair or equivalent (resulting in other than a seated position) who need to use the lift, should use a wheelchair or other wheel-based mobility device for boarding or exiting the bus, and then should be transferred to a bus seat for the ride. If the wheelchair is to be transported, it must be secured properly.

    b. Wheelchairs or other wheel-based mobility devices should not be placed on the lift unless they are equipped with a functional wheel- locking system. Powered/motorized wheel chairs must have the power switched to "off" and the motor locks engaged before the lift is activated to raise or lower the platform.

    c. Mobility device placement on the lift platform is outward, facing away from the side of the bus, with wheels locked and/or motor locks activated. Platform safety straps, if provided, must be properly secured before the lift platform is raised or lowered. Mobility device occupant positioning belts/harness must be properly worn by the occupant. The lift is operated by a trained adult standing outside the bus at ground level, adjacent to the lift platform while maintaining a continual hold on the wheelchair. A second adult should be positioned inside the bus to either unload or load the wheel chair (and occupant) from or onto the lift platform at the passenger compartment level. Subject to local policy and resolution of potential liability issues, parents, guardians or other persons authorized and trained by the local school administration may assist with the loading or unloading of students.

2. Emergency escape exits, including doors, windows and roof hatches;

    Note: The width of aisles and emergency exits may limit the evacuation and emergency response procedures possible in any given scenario. The evacuation planning process and training provided must include strategies to offset these limiting factors.

3. Special fire suppression systems, including emergency fire blanket and evacuation aid;

4. Power cut-off switches;

5. Emergency communications systems;

6. Climate-control;

7. Adaptive and assistive devices used to support and secure students, including mobile seating devices, child safety restraint systems (CSRSs), safety vests, wheelchair tie down/occupant restraint systems (WTORS), assistive technology devices, trays and securement hardware, including their storage and securement when not in use;

8. Two-way electronic voice communication **that can be used at any point in the vehicle's route** that should be provided in all school buses equipped, as well as used, to transport passengers with disabilities and special health care needs;

9. Service animals that can be transported to assist the student with disabilities;

   Note: District policies and procedures, as well as training, should be established prior to transport.

10. Securement at the mounting location of all portable equipment and special accessory items (including the equipment listed in Bulletin 119, Supplement I, Specially Equipped School Bus Specifications) to withstand a pulling force of five times the weight of the item or securely stored in an enclosed, latched compartment, which shall be capable of withstanding forces applied to its interior equal to five times the weight of its contents without failure of the compartment's integrity and securement to the bus; and

    Note: If these specifications provide specific requirements for securement of a particular type of equipment (e.g., wheelchairs), the specific specification shall prevail.

11. Removal and securement of all lap boards or trays and ambulation equipment that attach to wheelchairs during the time the child is transported in the school bus, unless a case-by-case determination is made by the IEP team that removal is not possible or is inadvisable.

F. Selecting Securement Points on Wheelchairs

   Decision-making should be a TEAM effort, not an individual's responsibility. Information on wheelchairs, to include WC19-compliant chairs, shall be made available to transportation personnel. Always consult school staff or a qualified professional.

   1. Wheelchairs shall be transported in a forward-facing orientation.

   2. Securement systems for wheelchairs shall be used in accordance with the manufacturer's specifications and recommendations and shall include an occupant restraint of a minimum of a lap/shoulder belt and a 4- point wheelchair tie down (Refer to Bulletin 119 Supplement I, Specially Equipped School Bus Specifications.)

   3. Wheelchairs designed for transportation safety have securement points called "transit options," which will be labeled appropriately. The manufacturer's designated securement point shall be used. (Refer to APPENDIX C for guidelines on WC19 from the Ride Safe information provided by ANSI/RESNA, University of Michigan transportation Research Institute [UMTRI].)

   4. On wheelchairs without the transit options, points are frequently located just below the wheelchair's seat on non-detachable structural frame members. In addition, the following beneficial criteria should be taken into account:

      a. Welded sites are preferred; but

      b. Frame members held together with hardened bolts are acceptable.

   5. Rear tiedown straps shall be anchored directly behind the securement points on the wheelchair, with the front straps angled slightly outward to increase stability.

6. The lap portion of the occupant restraint system should be threaded through the space between the armrest and the seating frame to achieve proper placement low over the hip bones of the occupant. The lap belt should never be placed over the armrest or with the belt assembly twisted. When optimally placed, the belt's webbing's bottom edge should be touching the occupant's thighs. When looking at the lap belt's path to the floor from the side of the chair, the belt should be angled between 45 and 75 degrees to the horizontal. When using an integrated system (in which the occupant restraint is attached to the rear tiedowns of the wheelchair securement system), the rear wheel chair securement site must be selected with this in mind. Whether using an integrated or a parallel system (in which occupant restraint belts are separate of tiedown belts), at no time should the occupant ever carry the load of the wheelchair or its tiedown system. The occupant must be secured separate of the wheelchair and its tiedowns.

7. Proper positioning for the shoulder restraint is over the shoulder and across the upper chest or torso of the occupant when connecting it to the lap belt. The shoulder belt shall not be placed across the neck of the occupant. A height adjuster may be required to achieve appropriate belt position for the torso portion of the occupant restraint.

8. On a tilt-in-space wheelchair, the four sites must be either on the base of the wheel chair or on the seat/frame portion of the chair. For example, it is not effective to have the front hooks on the base of the chair and the rear hooks on the seat/frame portion of the chair since that combination would create a "teeter totter" effect. (This warning does not apply to wheelchairs that meet WC19 specifications.)

   Note: With advances in wheelchair manufacturing design and specifications, verify manufacturer's instructions and/or recommendations for maximum attachment strength.

9. Wheelchair securements must not be attached to the crossbar, since this may cause the wheelchair to collapse.

10. **Homemade brackets are never acceptable.** Securement and restraint systems installed to secure wheelchair/mobility aids and to restrain the occupants shall be used all together and in accordance with the manufacturer's recommendations.

11. Immediately after their use, all securement hardware not permanently affixed to vehicle floors and sidewalls (tracks, plates) should be detached and stored in a bag, box or other compartment.

12. Wheelchair tracks or plates should be swept, vacuumed or otherwise cleaned as needed to keep the equipment functional.

G. Medical/Health Issues:

Legal mandates make it necessary to transport most students who have severe medical/health conditions, and transportation staff may find it necessary to obtain or provide emergency health care to students during the transportation process. Staff may be exposed to contagious and/or communicable diseases; therefore, training regarding medical health issues, including universal precautions, intervention and management, should be given to all personnel.

1. Precautionary handling

   All transportation staff, including operators, attendants, technicians and service personnel (e.g., washing and cleaning staff) should be trained in universal precautions relative to the handling of and exposure to contagious and communicable disease, and they should be informed about available immunizations.

   Suggested topics for training with respect to the precautionary approach to medical and health issues may include, but also not limited to, the following topics:

   a. Characteristics of contagious and communicable diseases;

b. Disease management techniques; and

c. Use of protective equipment and devices.

2. Care, intervention and management

   Medically complex, technology-dependent and/or highly disruptive students require specific care and intervention. Knowledge of basic first aid and cardiopulmonary resuscitation (CPR) procedures provides adequate training to care for most health concerns during transportation. For those students who need additional care, management or intervention, or who present specific health risks, a health care plan shall be developed during the assessment/evaluation process by the IEP Team. This plan details the care and training needed, as well as the qualifications necessary for those who will carry out the plan, and specifies and provides the transportation department with the following information:

   a. A brief description of the student's current medical, health or behavioral status, as well as an emergency card including the student's photo (when available) with current information that shall include address, emergency phone numbers, etc.;

   b. A description of the medical/health care or intervention necessary during transportation, including the frequency required;

   c. A description of who should provide the care or intervention;

   d. Types and extent of additional training or skills necessary for the operator and/or attendant;

      Note: Training may include the inspection, operation and use and care of the student's special adaptive/assistive equipment, including items such as oxygen containment systems, suctioning equipment, apnea monitors, ventilation equipment, etc.

   e. A description of emergency procedures to be implemented during a medical/health crisis (e.g., when to call 9-1-1), including specific observable signs/symptoms that prompt action, and appropriate communication with medical staff;

   f. A description of the procedures to be followed in changing the care plan when conditions indicate a change is warranted;

   g. A written emergency evacuation plan that gives detailed, student-specific procedures; and

   h. A description of the precautionary measures, if any, that need to be taken in regard to severe allergies, oxygen dependency, etc.

      Note: Although it is recommended that operators and/or attendants provide only routine/customary, non-medical assistance as needed, there are some necessary tasks which non-medical personnel can be trained to handle. However, those issues that require either ongoing care or diagnosis should be handled only by a trained medical professional. Specialized training, when necessary, should be provided.

CONFIDENTIALITY

Information provided to transportation staff to assist in the orderly and safe transportation of a student, including disabling condition, medical/health issues, or other personal characteristics or information, is protected by the provisions of the Family Educational Rights and Privacy Act (FERPA) and the IDEA; therefore, transportation staff shall be trained regarding confidentiality requirements.

DEVELOPMENT

In education, there are many laws, rules and regulations that dictate the service that must be provided, but few of them offer directions or suggestions as to how the service is to be provided. Transportation policies and procedures should be developed, adopted by the governing board or superintendent, as appropriate, and periodically updated to reflect changes in federal, state and local regulations. Despite such policies and procedures, an individual student's IEP or Section 504 plan or a Behavioral Intervention Plan (BIP) may override specific provisions.

A. Local policies and procedures should address the following issues:

1. Transporting medications;
2. Student management and discipline;
3. Physical intervention and management;
4. Securing the vehicle, loading and unloading;
5. Safety vests and other positioning devices;
6. A plan for students with disabilities during early closing of school due to inclement weather or other emergencies;
7. Authority to operate special equipment (operator, attendant, parent, students, school staff or others);
8. A plan to address occasions when no adult is home to receive a student who requires assistance and/or supervision, which plan may include an alternative, supervised drop-off location;
9. A plan to remove from service those pieces of specially designed equipment that are damaged, have exceeded the manufacturer's recommended "life expectancy," have been in use during a crash and may need to be replaced or that present a safety hazard;
10. A plan to address insufficient information in the student referral process;
11. Student pick-up and drop-off locations;
12. Control and management of confidential information;
13. A plan for community emergency medical and law enforcement personnel involvement; and
14. District policy for Do Not Resuscitate (DNR) requests from parents, to include all appropriate school and transportation personnel.

    Note: Classroom and school bus policies may differ; however, operators and attendants should adhere to transportation policies.

B. Policy Approval

All policies shall be in writing, and formally approved by the appropriate education authority. Procedures shall include establishing time lines for periodic reviews or revisions.

EMERGENCY EVACUATION OF STUDENTS WITH DISABILITIES

Each bus route should have a written emergency evacuation plan. This plan should reflect each student's ability to evacuate or help others. Students with disabilities should participate in required evacuation drills and should only be excluded if their participation would present a health risk. Parents should be notified in advance of such barriers to their child's participation. Every effort should be made to ensure that ALL students have a reasonable understanding of the concept of an emergency and how they will exit the bus.

The operator and the attendant must be familiar with any equipment in the bus that would aid in an actual evacuation, (e.g., the use of all emergency exits, emergency/fire blankets, webbing cutters, etc.). It is important to enlist the help of school liaisons, parents and other personnel (e.g., physical therapists) to train and help students and staff understand emergency procedures, including how to exit the bus without use of their mobility devices and equipment (wheelchair, etc.). Local emergency personnel should be involved in developing the plans, especially if the students transported have complex medical conditions.

EXTENDED SCHOOL YEAR

Transportation as a related service may be required under Extended School Year provisions of IDEA:

A. Extended School Year (§300.106) IDEA Definition:

   1. The term extended school year services means "special education and related services that are provided to a child with a disability...

      a. Beyond the normal school year of the public agency;

      b. In accordance with the child's IEP; and

      c. At no cost to the parents of the child and that meet the standards of the State Education Agency (SEA)."

   2. Each public agency shall ensure that extended school year services are available, as necessary to provide Free Appropriate Public Education (FAPE).

B. OH Subpart C - 6

   1. Extended school year services must be provided only if a child's IEP team determines on an individual basis and in accordance with the IEP provisions that the services are necessary for the provision of FAPE to the child. The specific requirements must be stated in the child's IEP.

   2. In implementing these requirements, a public agency may not...

      a. Limit extended school year services to particular categories of disabilities; or

      b. Unilaterally limit the type, amount or duration of those services.

INFANTS, TODDLERS AND PRE-SCHOOL CHILDREN

INTRODUCTION

Infants, toddlers and pre-school children are the youngest, most vulnerable passengers on school buses. They depend on transportation personnel to provide a safe ride to and from early intervention, Head Start programs and Teen Parent Programs. Transportation is a critical component for children and their families, accessing services to support a child's growth and development. Transportation should be established as the mutual responsibility of parents, transportation and service-providers.

Programs supported and funded by federal, state and local governments have made great strides in developing, designing and providing services for young children and their families to develop each child's full potential. The school bus, for many children, is the primary vehicle that provides access to programs and services designed to meet individual needs of young children and families.

Transportation providers need to be knowledgeable of, and trained to develop, skills to provide for the safety of young children while being transported in school buses. Infants, toddlers and pre-school children, in addition to those young children with special physical, cognitive or behavioral needs, present new challenges and responsibilities for transportation providers. These children require a great deal of supervision during the time they are in and around the school bus. Some issues that must be addressed to assure safe transportation in the school bus include: physical handling, communication with young children, behavior management, knowledge of child safety restraint systems (CSRSs), wheelchair tiedown and occupant restraint systems, special equipment management, medically fragile and complex conditions, confidentiality, length of ride, staffing requirements and personnel training and parental responsibilities.

Children under the age of five who reside in rural, suburban and urban areas are daily passengers in school buses. Since the exact number of children under the age of five riding in school buses is unknown, uniform transportation data on this population should be collected. This population includes children served in several programs for children from birth through age five. These programs include the Early Intervention Programs for Infants and Toddlers with Disabilities (Part C, Individuals with Disabilities Education Act), the Preschool Development Grant Program, the Early Education Program for Children with Disabilities, Head Start, Bureau of Indian Affairs Programs and Teen Parent programs. In addition, federal programs support a number of discretionary projects that are designed to promote services for young children with disabilities and their families.

Due to the numbers of young children under the age of five who are transported in school buses, it is essential to recommend guidelines for the use of child safety seats, occupant child safety restraint systems and securement systems. The purpose of this section is to assist transportation personnel by recommending policies, procedures and guidelines, while simultaneously recognizing the need for continued research studies to meet the needs of young children from birth to age five who ride school buses nationwide. (Refer to APPENDIX C for listings of laws and characteristics of disabilities.)

TRANSPORTATION SERVICES FOR INFANTS AND TODDLERS WITH DISABILITIES

The Individualized Family Service Plan (IFSP), under Part C of the Individuals with Disabilities Education Act (IDEA), is the mechanism for addressing the unique needs of infants and toddlers with disabilities and their families. The IFSP process has two main parts: (1) the IFSP meeting, where parents and interagency personnel jointly make decisions about an eligible child's early intervention services; and (2) the IFSP document, itself, which is a written plan for the provision of early intervention services for the child and family.

The decision to provide the early intervention service of transportation is made on a case-by-case basis and is directly related to the need for this service. Given the significance of the IFSP process, there are numerous requirements concerning the IFSP document. The decision for a transportation representative to attend the IFSP meeting should be made on a case-by-case basis when a school bus is considered as the appropriate vehicle for transporting an infant or toddler to and from a program location. This decision should be based on the individual needs of the child and family, as well as the service provider. The transportation representative should be a member of the IFSP team whenever the unique needs of an individual child require specialized service beyond the scope of what is traditionally provided. The involvement of transportation personnel should occur as soon as it is known that a child with a specialized need requires transportation on a school bus.

TRANSPORTATION SERVICES FOR PRE-SCHOOL CHILDREN WITH DISABILITIES

Pre-school children who ride school buses include children with and without disabilities. All pre-school children require careful planning when a school bus is selected as the mode of transportation to and from a state or local government early intervention program, special education, Head Start or Early Head Start program. These programs may have significantly different requirements governing transportation, and the transportation requirements should be reviewed carefully.

If a child is eligible for special education and the related service transportation under Part B of IDEA, the mechanism for addressing transportation services is the Individualized Education Program (IEP). The IEP process has two main parts: (1) the IEP meeting(s), when parents and school personnel jointly make decisions about a child's special educational program; and (2) the IEP itself, which is a written document of the decisions agreed upon at the IEP meeting. The IEP document is a commitment and management tool for the school district. The IEP defines resources and services to be provided for the student and at no cost to the parents, and the IEP states when and for how long these services will be provided. As such, the IEP becomes the tool for monitoring compliance.

The "1997 IDEA Amendments" require that a public agency provide transportation to a pre-school age child as a related service to the site at which the public agency provides special education and related services to the child, if that site is different from the site at which the child receives other pre-school or day care services.

One of the major differences between the IFSP services and IEP is that the early intervention program under Part C for infants and toddlers is a year-round program, whereas special education services under Part B represent a school-year program, unless otherwise specified by the IEP team.

The decision for transportation personnel to attend IFSP and IEP meetings should be made on a case-by-case basis. This decision should be based on the individual needs of the child and family and the need for transportation personnel to provide this service safely. Transporting young children requires careful planning prior to initiating transportation services in school buses. Due to the ages of these children, the type of service required and frequency and duration of transportation must be determined on a case-by-case basis.

Prior to initiation of service, the following questions and concerns should be addressed:

A. Is the child medically stable to be transported? (This decision should be made in conjunction with a physician or school nurse whenever the question arises.)

B. What is the length of the ride? Does the length of ride place the child at risk based upon the child's age, developmental and functional level and environmental factors, such as weather and temperature in the bus? (This decision should be made in conjunction with a physician or school nurse whenever the question arises.)

C. Which physical, cognitive, communicative, social-emotional and behavioral concerns should be addressed prior to initiating transportation services? (Each of these areas should be addressed by qualified personnel.)

D. Which assistive or adaptive devices are necessary to accommodate the special needs of a child during the provision of transportation services? (This should be addressed by qualified personnel.)

E. What type of supervision is necessary to assure safe transportation? What parental responsibilities are to be addressed on the IFSP or IEP documents? (These decisions should be made by the full IFSP or IEP team.)

F. When a child is medically fragile and requires special handling, who is responsible for emergency procedures? Who is responsible for monitoring universal precautions in the school bus if it is known that a child has an infectious disease that requires special precautions? (This decision should be made by the full IFSP or IEP team.)

G. If a child is provided with a private-duty nurse (non-IEP), how are the services addressed on an IEP? It is recommended that authorized transportation, special education and early intervention personnel committed to special services converse prior to the IFSP or IEP team meeting. The mechanism for decision- making for all special services is the IFSP or IEP process for children receiving services under IDEA.

H. What transportation equipment or equipment modification is required to accommodate the child's special needs and safety? (This decision should be made by the full IFSP or IEP Committee.)

HEAD START

Head Start programs are required to provide special services for three- through five-year-old children with disabilities. Head Start programs are required to have a "Disabilities Coordinator" who is responsible for developing a disabilities service plan that provides for the special needs of children with disabilities and their parents. This plan must specify those services to be provided directly by Head Start and those that are provided by other agencies. Transportation is one of the related services addressed under 1308.4(o)(5).

The Department of Health and Human Services, Administration on Children, Youth and Families (ACYF), Administration for Children and Families (ACF) issued 45 CFR 1310 Head Start Program, Final Rule on January 18, 2001 (Volume 66, Federal Register Number 12). This final rule implements the statutory provision for establishing requirements for the safety features and safe operation of vehicles used by Head Start agencies to transport children participating in Head Start programs. The reference to obtain this final rule is listed in APPENDIX C.

Additional information is available from The Department of Health and Human Services, Administration on Children, Youth and Families (ACYF), Administration for Children and Families (ACF), issued January 16, 2004; 45 CFR 1310 Head Start Program [Federal Register: January 16, 2004 (Volume 69, Number 11)]. The reference to obtain this rule is listed in APPENDIX C.

Transportation is a related service to be provided to children with disabilities. When transportation to the program site and to special services can be accessed from other agencies, it should be used. When it is not available, program funds are to be used. Use of taxis is an allowable expense if there are no alternatives available and transportation is necessary to enable a child to be served.

GUIDELINES FOR INFANTS, TODDLERS AND PRE-SCHOOL CHILDREN

The following guidelines are designed specifically to assist with transportation decision-making for infants, toddlers and pre-school children, including training operators and attendants who transport infants, toddlers and preschool children.

A. Administrator's Role

The transportation supervisor (or designee) should be responsible for the supervision of transportation services for infants, toddlers and pre-school children. It is essential that this individual be knowledgeable about the unique needs of children in this age group.

Transportation personnel responsible for the daily transportation of young children should receive appropriate training from professionals qualified to make decisions regarding child safety, seating, communication, physical handling, health and medical needs and other special circumstances, based on a curriculum developed by The National Highway Traffic Safety Administration (NHTSA) and The National Safe Kids Coalition which certifies child passenger safety technicians. The child passenger safety technician training is sponsored by a variety of organizations, including law enforcement, hospitals, public health, insurance companies, etc.

Each school district should have policies and procedures in place regarding the transportation of children from birth to age five. The policies and procedures should specify when the transportation supervisor or a designee is required to attend IFSP, IEP or Head Start meetings. Transportation of children with special needs should be addressed on the IFSP or IEP when this service is provided.

The transportation supervisor or designee should be responsible for the following activities:

1. Selecting vehicles used for infants, toddlers and pre-school children;
2. Selecting equipment and CSRSs specific to the transportation of infants, toddlers, and pre-school children;
3. Disseminating information about "parents' responsibilities" in their native language, whenever possible;
4. Providing information about appropriate practices when transporting young children with special needs, including confidentiality of information;
5. Establishing emergency policies and procedures, including practicing evacuation drills;
6. Establishing staffing requirements;
7. Assuring that transportation decisions for a child are made on a case-by-case basis and are appropriate to meet individual needs of a child in accordance with what is recorded on a child's IFSP or IEP; and
8. Dissemination of pertinent student medical and behavioral information to support the school bus ride to and from school, including emergency information.

B. School Bus Operators

The operator must be knowledgeable about responsibilities and care for each child in the school bus. This responsibility includes safely operating the school bus and supervising the safety of all young passengers. These recommendations should be followed with or without the presence of a bus attendant. In addition to their regular duties, operators shall have knowledge and responsibility for the following:

1. General knowledge about the development of young children, including specific disability conditions;
2. Age-appropriate physical handling, communication and behavior management of young children;
3. Appropriate use of all the equipment (e.g., power lifts, child safety restraint systems, wheelchair tiedowns and occupant restraint systems, as described in APPENDICES B AND C);
4. Loading and unloading of children who are ambulatory or non-ambulatory;
5. Evacuation and evacuation drills, including practicing evacuation drills;
6. Transportation requirements on a child's IFSP or IEP, including confidentiality;
7. Special needs in the vehicle [e.g., apnea, asthma or other respiratory conditions, life-threatening allergies and their potential triggers, assistive devices, communicable diseases, gastrostomy tubes, oxygen, technological dependence, shunts, trachoestomy tubes, medical devices, medically complex and fragile conditions, uncontrollable seizure disorders and "Do Not Resuscitate" (DNR) orders];
8. Child protection laws (e.g., abuse and neglect); and
9. Effective communication skills with school staff, students, parents, law enforcement officials and the motoring public.

C. Bus Attendants (Monitors or Assistants)

The bus attendant should assume primary responsibility for the supervision and safety of children in the school bus during its operation. Bus attendants should be knowledgeable and well-informed about infant, toddler and pre-school child development for both children with and without special needs. Attendants should be knowledgeable about the following:

1. The cognitive, communication, physical, social-emotional, behavioral development and functional level of young children, including the unique needs of specific children in relationship to their disabilities;
2. Using age-appropriate physical handling, communication and behavior management of young children;
3. Appropriate use of equipment in the school bus (e.g., power lifts; child safety restraint systems, such as child safety seats, safety vests and integrated seats; related securement systems, including vest mounting and safety belts; wheelchairs and wheelchair tiedowns and occupant restraint systems, as described in APPENDICES B and C);
4. Loading and unloading of children who are ambulatory or non-ambulatory;
5. Evacuation and evacuation drills, including practicing evacuation drills;
6. Transportation requirements on the IFSP or IEP, including confidentiality;

7. Special needs in the vehicle [e.g., apnea, asthma or other respiratory conditions, life threatening allergies, and their potential triggers, assistive devices, communicable diseases, gastrostomy tubes, shunts, oxygen, technological dependence, trachoestomy tubes, medical devices, medically complex and fragile conditions, uncontrollable seizure disorders and "Do Not Resuscitate" (DNR) orders];

8. Child protection laws (e.g., abuse and neglect); and

9. Communicating effectively with school staff, students, parents, law enforcement officials and the motoring public.

D. Training

It is essential that all transportation personnel responsible for infants, toddlers and pre-school children receive training, which should include the following guidelines:

1. Training should be conducted by staff knowledgeable about the needs of young children who must be transported. Staff may include child passenger safety technicians, child development specialists, representatives of manufacturers of specialized equipment, nurses, occupational therapists, physical therapists, psychologists, respiratory therapists, special educators, transportation supervisors and other personnel, depending on the unique needs of the individuals being transported.

2. Training should take place both in a classroom and in the school bus.

3. There should be a checklist for the purpose of recording specific skills that have been mastered.

4. It is essential that all first aid training be specifically designed for infants, toddlers and pre-school children.

5. All personnel transporting young children should be required to have a first aid course. On-going training should be conducted by certified personnel in their respective areas of expertise. The type of training provided should be directly related to the specific special services that the operator and attendant are required to provide, including developmentally appropriate practices. At a minimum, operators and attendants should be able to operate any special equipment for which they are responsible, know how to manage infants, toddlers and pre-school children, be capable of implementing an IFSP-approved or IEP-approved health care service in accordance with state law and be trained about use and securement of adaptive and assistive devices.

   Comprehensive training for transportation personnel providing daily services should include the following topics to support safe and appropriate transportation services for this young population and their families:

   a. Assistive-device management;

   b. Child Safety Restraint Systems (CSRSs);

   c. Communicable disease management practices;

   d. Communication (supervisors, school personnel, and parents);

   e. Confidentiality;

   f. Emergencies;

   g. Emergency evacuation drills, including practicing evacuation drills;

   h. Emergency information management requirements;

i. Equipment;

j. Federal and state regulations;

k. General characteristics of children with disabilities impacting the school bus ride;

l. Individualized Education Programs (IEPs);

m. Individualized Family Service Plans (IFSPs);

n. Loading and unloading;

o. Medically fragile children;

p. Medicine transport;

q. Pick-up and drop-off, including provisions addressing when an authorized adult is not at the scheduled drop-off;

r. Reports;

s. Required record-keeping;

t. Specialized communication;

u. Special medical conditions;

v. Technology-dependent conditions;

w. Development of infants, toddlers and pre-school children with developmental delays and disabilities;

x. First aid, CPR and universal precautions;

y. Use of webbing cutters;

z. Vehicle selection;

aa. Proper use of wheelchair tiedown and occupant restraint system (WTORS); and

ab. Best practices in wheelchair transportation safety.

E. Equipment

Great strides have been made in the type of equipment used to assist infants, toddlers and pre-school children with special needs. These children present multiple challenges to providers of transportation. The school bus vehicle is significant because it is the mechanism for transporting young children who have special needs to and from support and developmental programs. To assure child passenger safety in the school bus, transportation personnel will need training to work with infants, toddlers and pre-school children who use a variety of equipment. Challenges relating to proper use and installation of Child Safety Restraint Systems (CSRSs), including car seats, arise. Many of these challenges are addressed in NHTSA's "Guideline for the Safe Transportation of Pre-school Age Children in School Buses" (February 1999).

Note: Refer to "Proper Use of Child Safety Restraint Systems in School Buses" **http://www.nhtsa.gov/people/injury/buses/busseatbelt/index.html**

Infants, toddlers and pre-school children with special needs present a challenge for transportation personnel because school buses were not designed to transport young children as passengers.

Each pre-school age school bus passenger should use a child safety restraint system appropriate for the child's age, weight, height and specialized needs, as determined by the IEP or IFSP team.

Note: The following standards are applicable to this section.

FMVSS No. 208 *Occupant Protection*

FMVSS No. 209 *Seat Belt Assemblies*

FMVSS No. 210 *Seat Belt Assembly Anchorages*

FMVSS No. 213 *Child Restraint Systems*

FMVSS No. 217 *Bus Emergency Exits and Window Retention Release*

FMVSS No. 222 *School Bus Passenger Seating and Crash Protection*

FMVSS No. 225 *Uniform Child Restraint Anchorages*

All CSRSs used in the school bus must...

1. Meet requirements of FMVSS No. 213;
2. Be installed and used according to the manufacturer's instructions;
3. Not be under a recall that recommends non-use of the CSRS;
4. Have all parts intact and in working order;
5. Be secured to a vehicle seat with a safety belt that meets FMVSS No. 209 or anchorages to meet FMVSS No. 225 or FMVSS No. 210; and
6. Use safety belts or latch systems that are installed only on bus seats that meet FMVSS No. 210.

F. Child Safety Restraint Systems (CSRSs)

CSRSs used in school buses must be appropriate for the individual child and must be used correctly. All of the restraint systems used for transportation must be secured to the bus seat in the manner prescribed and approved by both the school bus and CSRS manufacturer.

1. Elements of Correct Installation of CSRSs

   It is recognized that compartmentalization, the passive safety restraint system required in school buses under FMVSS No. 222, provides a higher level of safety to children over 40 pounds. Children diagnosed with medical complexities or fragility might require special securement or positioning systems.

   a. Direction

      Position (rear- or forward-facing) and adjust recline angle accordingly. Some rear-facing seats are designed for rear-facing only and may not be used in a forward-facing position. (Check manufacturer's instructions.)

   b. Belt Paths and Harness Strap Location

      Use the correct belt path and harness strap slots on the CSRS as directed by the manufacturer's instructions.

      Note: Heavy coats should be removed to ensure a tighter fit.

   c. Installation

      To achieve tight installation, place hand on and push down in the CSRS to compress the bus seat cushion. With the buckle(s) engaged, pull the loose end of the seat belt(s) to tighten and lock the safety belt. The CSRS should not move more than one inch forward or side-to-side when tested by grasping the seat at the belt path.

2. Types of Restraints

   a. Rear-facing CSRS (infant-only)

      i. These seats are designed for infants from birth to twenty or twenty-two pounds (manufacturer's instructions) and who usually are less than 26 inches in length. These seats are used in rear-facing position at a 45 degree recline, which provides support to the infant's head, neck and back.

      ii. Harness straps must be at or below the infant's shoulders and must be snug. A snug strap should not allow any slack, should lie in a relatively straight line without sagging and should not press on the child's flesh or push the child's body into an unnatural position. When properly fitted, harness strap material should not be able to be pinched between thumb and forefinger. The harness retainer clip, which is designed to hold the harness straps in place, should always be placed at armpit level.

      iii. Avoid any extra padding or blankets behind or beneath the infant.

   b. Convertible CSRS (Rear-Facing)

      i. Rear-facing infant position is designed for children from birth to twenty pounds, one year of age (manufacturer's instructions), weighing up to twenty pounds and usually less than 26 inches in length. Many CSRSs are now available to accommodate larger children (30 to 35 lbs.) in the rear-facing position.

         Note: See manufacturer's guidelines for weight and height restrictions. It is recommended that children ride rear-facing as long as recommended or allowed by the CSRS manufacturer.

      ii. The rear-facing position at a 45 degree recline supports the infant's head, neck and back.

      iii. Harness straps must be at or below the infant's shoulders. Harness straps must be snug. A snug strap should not allow any slack, should lie in a relatively straight line without sagging and should not press on the child's flesh or push the child's body into an unnatural position. When properly fitted, harness strap material should not be able to be pinched between the thumb and forefinger. The harness retainer clip, which is designed to hold the harness straps in place, is always at armpit level.

      iv. Do not use any extra padding or blankets behind or beneath the infant.

      v. Avoid the use of a T-shield or tray shield with infants or young children with eyeglasses, feeding tubes, shunts or other medical devices that may come in contact with the shield. Avoid use of CSRSs with a shield with children who, due to their stature, may not fit into the seat snugly or may make contact with the shield with their face or neck.

   c. Convertible CSRSs (Forward-Facing)

      i. Forward-facing CSRSs with five-point harness, T-Shield or tray-shield are designed for children above twenty to sixty pounds. (Rear-facing position should be maintained for as long as recommended or advised by the manufacturer.) Some forward-facing-only seats are available to accommodate larger children.

      ii. All forward-facing seats should be adjusted to the upright position.

      iii. Harness straps must be in the upper slot at or above the child's shoulders. (Follow manufacturer's guidelines.)

      iv. The seat may be used until the child reaches the maximum weight or height allowed per the manufacturer's guidelines or until the top of the child's ears are above the back of the shell.

v. Harness straps must be snug. A snug strap should not allow any slack, should lie in a relatively straight line without sagging and should not press on the child's flesh or push the child's body into an unnatural position. When properly fitted, harness strap material should not be able to be pinched between the thumb and forefinger.

vi. Avoid the use of a T-shield or tray shield with infants or young children with eyeglasses, feeding tubes, shunts or other medical devices that may come in contact with the shield. Avoid use of CSRSs with a shield with children who may not fit into the seat snugly due to their stature.

Note: Some CSRSs cannot be installed properly in a twenty-inch bus seat (i.e. tray-shield and some convertible seats).

d. Car Beds

Note: A car bed for infants up to 20 pounds allows the infant to lie flat. The use of a car bed should be predicated on the advice of a physician or an appropriate medical support professional (e.g. physical/occupational therapist) and approved by qualified personnel at an IFSP team meeting.

i. Lateral support can be added with rolled-up towels or receiving blankets at both sides of the infant. Do not place towels or blankets around the infant's head padding that would cause an airway blockage.

ii. Beds must be secured to the bus seat, with the seat belt passing through both slide loops. Check and use manufacturer's instructions before using beds.

iii. Adjust the harness system to a snug fit as specified by the manufacturer. Harness straps should lie flat (not twisted).

iv. Caution should be given to gastrostomy tubes, trachoestomies and shunts.

e. Specialized Positioning Seats

i. Specialized positioning seats are used only when a child does not fit in a standard CSRS or has a particular condition warranting more support.

ii. As per NHTSA's, "Child Passenger Safety Training Instructor Guide For School Buses," tether straps are not required in school buses; however, some special needs CSRSs require a tether strap. (See manufacturer's instructions and all NHTSA curricula to determine the specifics.)

iii. When a tether strap is used, the seat to which it is tethered must be unoccupied. For further clarification on the proper use of tethers, consult with a CPS (Child Passenger Safety) technician.

iv. The safety belt must be routed through the appropriate belt path specified by the manufacturer's instructions to secure the CSRS.

v. If a retainer clip is used, it must be positioned at armpit level.

vi. Caution should be given to gastrostomy tubes, tracheostomies, and shunts.

f. Safety Vests

Note: This restraint must be used only on school bus seats. The entire seat directly behind the child in the seat-mounted vest must be unoccupied or have restrained occupants.

i. Vest selection should be appropriate for the size and needs of the child. Proper fit must account for seasonal changes in clothing.

ii. The decision to use a vest should be made by an IFSP or IEP team that includes qualified personnel and the parent.

iii. The use of safety vests should be noted on the IFSP or IEP.

iv. Vests should be anchored, as specified by the manufacturer.

v. Caution should be given to gastrostomy tubes, tracheostomies, and shunts.

vi. Pre-school children, due to their age, weight, physical development and their overall mental ability, should be securely fitted with a crotch strap supplied by the manufacturer. (Only vests required under FMVSS 213 will have a crotch strap supplied by the manufacturer. It is not optional.)

vii. If unrestrained students share the seat with a student in a child safety restraint, the student using the restraint should be placed in a window seating position, but never in front of an emergency window.

viii. The seat behind the child in a vest must be kept empty or occupied by a child who is also in a child safety restraint system.

ix. Portable seat mounting straps should be checked for proper fit by transportation personnel during pre-trip inspections.

g. Wheelchairs

i. All decisions regarding the use of wheelchairs in the school bus must be made by an IFSP or IEP team that includes qualified personnel and the parent and should be noted on the IFSP or IEP.

ii. Appropriate positioning of a child in a wheelchair should be made by qualified personnel, including IFSP or IEP committee members, and should be noted on the IFSP or IEP.

iii. The IFSP or IEP team, including qualified personnel, should determine when it is appropriate to transfer a child from a wheelchair and place the child in an age-appropriate CSRS on the original manufacturer's seat.

G. Bus Seat Designated for a Child Safety Restraint System

The transportation provider should ensure installation and use in accordance with the following NHTSA guidelines:

1. Locations of school bus seats designated for CSRSs should start at the front of the vehicle to provide operators with quick access to the CSRS occupants.

2. CSRS anchorages on school bus seats should meet all applicable FMVSSs.

3. The non-adjustable end of the lap belt should be positioned at the center for a CSRS placed next to the window or at the aisle for a CSRS placed next to the aisle.

4. The non-adjustable end of the lap belt must not extend more than one to two inches from the seat.

5. When ordering new school buses, the maximum spacing specified under FMVSS No. 222, School Bus Passenger Seating and Crash Protection, (within 24 inches space from the seating reference point) is recommended for seats designated for CSRSs to provide adequate space for the CSRSs.

6. The combined width of CSRSs and/or other passengers on a single seat does not exceed the width of the seat.

7. If other students share seat positions with CSRSs, the CSRSs are placed in the window-seating position, excluding emergency exit windows.

H. Medical Equipment

All decisions regarding medical equipment in the school bus should be made in accordance with state laws and regulations. Decisions regarding medical equipment should be the joint decision of trained personnel who are knowledgeable about the type of medical assistance and support an infant, toddler or pre-school child may need while in a school bus. Decisions should be made by qualified team members in attendance at IFSP or IEP meetings, including the parent. The IFSP or IEP document should include all the appropriate information. Safe transportation specifications should be documented on the IFSP or IEP.

Some special considerations and recommendations are as follows:

1. All medical support equipment shall be secured at the mounting location to withstand a pulling force of five times the weight of the item.
2. Latched compartments are the preferred method of transport.
3. All medical equipment should be secured below the window.
4. Oxygen equipment (liquid or gas) should be approved by the manufacturer for transport, and should be securely mounted and fastened to prevent damage and exposure to intense heat levels.

   (**Note:** Refer to the SPECIALLY EQUIPPED SCHOOL BUS SPECIFICATIONS section in Bulletin 119 Supplement, Volume I.)

I. Special Considerations

Because of the dependency of young children and the need to make decisions on a case-by-case basis, the following section on special considerations is provided for guidance on a variety of issues related to the transportation of infants, toddlers and pre-school children.

1. Confidentiality

   Confidentiality of information should be assured in accordance with the requirements of the Individuals with Disabilities Education Act Amendment of 1997 (Part B and Part C), Head Start Regulations and the Family Education Rights and Privacy Act Amendments of 1996. All transportation personnel should receive annual training regarding confidentiality requirements.

2. Emergency information

   All parents, guardians or persons who are acting in loco parentis should be requested to fill out emergency transportation cards prior to initiating services. At a minimum, each emergency information card should request the following information: child's name, date of birth, program attending, height, weight, parents' names, address, (two) emergency contacts, child's doctor, hospital preferences, allergies, current medications, medical, communication and behavioral concerns, bus equipment required and special conditions, in accordance with state regulations. This information should be reviewed semiannually and updated at minimum annually, based upon the growth of infants and toddlers. The bus operator and attendant shall have access to this information in the school bus to safely transport students in CSRSs. A photo is recommended in accordance with the school district's policy. (This is especially helpful to substitute personnel and emergency personnel.)

3. Equipment Maintenance and Replacement

   Procedures must be established for scheduled maintenance, cleaning and inspection of all equipment, including CSRSs, in accordance with manufacturers' recommendations. Procedures should be in place to assure that all equipment is checked regularly for recalls and for product expiration dates. Manufacturers should be consulted regarding replacement of equipment that is in use at the time of a crash. Proper disposal of outdated equipment is important.

   Note: A recall list may be found at **www.nhtsa.dot.gov**.

4. Evacuation

   A written evacuation plan shall be prepared for all school buses transporting infants, toddlers and pre-school children. Evacuation drills shall be practiced on a scheduled basis, in accordance with approved written policies and procedures. Children attending Head Start are required to participate in at least three evacuation drills annually, including one in the bus in which the child will be riding. All buses shall be equipped with child-safe webbing cutters to assist during the emergency evacuation of children in child safety restraint systems and wheelchairs, if required.

   Written evacuation plans should consider the following questions:

   a. What are the child's physical and mental abilities?

   b. Can the child exit the bus independently?

   c. Which children can be removed from the bus without their CSRS or specialized equipment?

   d. Which children cannot be removed from the bus without their CSRS or specialized equipment?

   e. How can children be kept safe when removed from the bus?

      Note: If possible, depending on the width of the bus aisle, children in car seats should be evacuated from the bus in their car seats in order to maintain a controlled and safe environment once off the bus.

5. Accessory Adaptive Equipment

   All lap boards or trays, augmentative communication devices and ambulation equipment that attach to wheelchairs should be removed and secured during the time the child is transported in the school bus. The IEP team should address case-by-case where this is not advisable.

6. Medically Complex and Fragile Children

   Decisions regarding the safe transportation of medically complex and fragile children should be made by qualified personnel and addressed on the child's IFSP or IEP prior to initiating transportation services. All school buses transporting medically complex and fragile children should be staffed by personnel who are knowledgeable about an individual child's specific medical needs and should be trained to administer first aid and CPR to young children during emergencies. IEPs for medically fragile children should contain a healthcare plan written by the school nurse based on doctor's orders and/or standard medical practices for applicable health issues.

7. Transporting Medications

   A written policy and procedure should address transporting medication between home and school. In no instance should a child be allowed to transport medicine to and from the school on his person.

8. Radios/Two Way Communication and Cell Phones

   All school buses transporting infants, toddlers and pre-school children should have two-way communications systems and designated contact persons during the time the children are transported in the school bus. Cell phones may be utilized as a communication means, when approved by the school district or Head Start agency.

9. Supervision

   All infants, toddlers and pre-school children should be supervised in the school bus, using the appropriate child-staff ratios based upon individually determined needs and state licensing requirements, if transportation to school and/or child care center is involved. Additional supervisory personnel required to transport individual students should be determined on a case-by-case basis by qualified personnel. This information should be recorded on the IFSP or IEP document. If Head Start children must cross the street before boarding or after leaving the vehicle because curbside drop-off or pick-up is not feasible, they must be escorted across the street by the bus attendant or another adult (45 CFR 1310). All children in these categories must be met by a responsible person, preferably an adult. Procedures for alternative delivery, such as to Children's Protective Services, should be memorialized in writing, and designated personnel should be required to inform parents of the approved procedure. Unmet students should be returned to the school or other preplanned location, and school officials shall attempt to contact parents for resolution.

10. Seating Plans

    All school buses transporting infants, toddlers and pre-school children should have a seating chart that is kept in the school bus. This is necessary in the event there is an emergency or there is a substitute operator or attendant. Decisions regarding seating should be made on an individual child basis using information known about the child's special needs and occupant protection requirements.

    Note: The placement and use of CSRSs should be according to NHTSA's, "*Guideline for the Safe Transportation of Pre-School Age Children in School Buses*" (February 1999).

11. Technology-Dependent Children

    Decisions regarding the safe transportation of technology-dependent children should be made by qualified personnel and addressed on the child's IFSP or IEP. In all school buses transporting children who are technology-dependent, there should be qualified personnel who are knowledgeable about an individual child's specific medical needs and are trained to administer first aid or to carry out procedures specified on the child's IFSP or IEP. All medical service provisions should be in accordance with federal and state laws.

12. Universal Precautions

    All transportation personnel involved in direct-service delivery for infants, toddlers and pre-school children should be directly trained in universal precautions related to the physical, day-to-day handling of young children and potential exposure to communicable and contagious diseases.

13. Post-Trip and Post-Run Segment Checks

    Operators are responsible for conducting a walk-through inspection of the school bus following drop-offs at each school and after the last delivery on each run segment. Prior to departing the bus for any length of time, a walk-through inspection must be conducted. The purpose of the walk-through inspection is to check on and under the seats for sleeping or hiding students and to identify any items which may have been dropped or left aboard the bus. Warning flag systems and/or electronic means may be used; however, the school bus operator is responsible for ensuring that the post-trip inspection has been made. Written policies and procedures should be in place for post-trip and post-run segment checks.

APPENDIX A: TERMS AND DEFINITIONS

INTRODUCTION

This glossary was developed with three purposes in mind:

1. To provide easy access to the definition of terms used or referenced within the document;
2. To consolidate, in one resource, the acronyms, abbreviations and standard terms commonly used in the industry; and
3. To promote consistency throughout the student transportation industry by providing standard definitions or preferred usages for terms that may be used differently in different parts of the country.

The Glossary is not intended to be all-inclusive. There are and will be terms that are excluded and definitions that differ from regional usages. The Glossary is an attempt to reflect the language of student transportation, which, like all language, is ever-changing.

TERMS AND DEFINITIONS

Access panel: A body panel which must be moved or removed to provide access to one or more serviceable components.

Accessibility: The ability of vehicles or facilities to accommodate people with mobility impairments.

Accident: Any incident in which a school bus is involved that results in death, personal injury, and/or property damage, regardless of who was responsible and whether the school bus was in motion, temporarily stopped, parked, being loaded or unloaded and on public or private property. The definition applies to school buses that are being used on scheduled routes or on activity trips.

> **Preventable:** A crash that could have been prevented by reasonable action on the part of the school bus operator.
>
> **Non-preventable:** A crash in which the school bus operator did everything reasonable to prevent the accident.

Accident (aka Crash) Reporting Form: A form used to report the occurrence of any incident that involves death, personal injury and/or property damage regardless of who was responsible. Use of the form promotes the compilation of accurate, uniform, and reliable information about school bus accidents so that problems and trends can be identified and effective safety programs can be developed or modified. (See sample accident report form in Appendix B.)

Activity bus operator: A person meeting all licensing requirements and local, state and federal regulations to operate a school bus used to transport students to and from school-related activities or on an "as-needed" basis for the LEA.

Activity trip: The transportation of students to any event sanctioned for student attendance or authorized by an officer, employee or agent of a public or private school, other than to-and-from school transportation. (See also *Field trip*.)

ADA: The Americans with Disabilities Act, PL 101-336, 42 USC 12101, et seq. When referenced in regard to student transportation, ADA generally refers to the specifications of 49 USC 38, Americans with Disabilities Act Accessibility Specification for Transportation Vehicles.

Adaptive device: Any item or piece of equipment used to increase, maintain or improve functional capabilities of children with disabilities; also known as *assistive technology device*.

Advanced EGR (A-EGR): An exhaust gas recirculation system (EGR) utilizing advanced electronic fuel management systems combined with proprietary piston bowl design and twin turbo air management systems.

Alcohol: The intoxicating agent in beverage alcohol, ethyl alcohol, or other low molecular weight alcohols, including methyl and isopropyl alcohols.

Allowable alternate vehicle: A vehicle designed for carrying eleven or more people, including the operator, that meets all the Federal Motor Vehicle Safety Standards applicable to school buses except 49 CFR 571.108 and 571.131. (See also under *Multifunction school activity bus* under *Bus*.)

Alternately flashing signal lamps: A system of red or red and amber signal lamps mounted horizontally both front and rear, intended to identify a vehicle as a school bus and to inform other users of the highway that the bus is about to stop or is stopped to load or unload children. The system of red and amber signal lamps is available in either sequential or non-sequential operation. Also known as school bus warning lamps, pupil warning lights, eight-light warning systems, alternately flashing warning bus safety light, school bus signal lamp, alternately flashing school bus warning lights.

Sequential operation: The system of red and amber signal lamps is designed to operate in sequence. Amber signal lamps must be activated before the red signal lamps can be activated. (Amber lamps are deactivated when the red lamps are activated.)

Non-sequential operation: The system of red and amber signal lamps is designed so that red lamps are activated whenever the entrance doors are opened, regardless of whether the amber lamps have been activated.

Alternative fuel vehicle (AFV): A vehicle designed to operate on an energy source other than petroleum-based gasoline or diesel fuel. Such fuels include, but are not limited to, CNG, LNG, LPG and electricity.

Bi-fuel: A vehicle designed to operate on two different fuels, but not simultaneously.

Dual fuel: A vehicle designed to operate on a mixture of two different fuels.

Hybrid power: The use of two or more power sources to provide the motive force for the vehicle (e.g., electricity to drive the wheels with internal combustion to supplement the battery).

Anchorage point: The point of attachment of a securement system or occupant restraint to the vehicle structure.

AMD: Ambulance Manufacturer Design.

ANPRM: Advanced Notice of Proposed Rulemaking. A notice published in the *Federal Register* by a federal agency, such as NHTSA, requesting information and inviting comment on a proposed change of regulation.

ANSI: American National Standards Institute, an organization which administers and coordinates the development of voluntary industry standards.

Antilock brakes (ABS): Brake systems with sensors that automatically control the degree of wheel slip during braking and that relieve brake pressure on wheels that are about to lock up. Also known as ABS.

ARB: The abbreviation for the (California) Air Resources Board, the state agency in California which sets the state's emission standards.

Aspect ratio: Percentage used to express the ratio of a tire's height to its width; also known as tire profile.

Assessment team: A group of persons, including the parent or guardian of a student with disabilities, who develop a profile of the student in terms of his or her mental and physical functioning in order to determine the student's eligibility for special education. (See also *MDC*.)

Assistive device: (See *Adaptive device*.)

ASTM: ASTM International (originally known as the American Society for Testing and Materials); a voluntary standards development organization and a source for technical standards for materials, products, systems and services.

Attendant: A person assigned to assist one or more individual students with special needs on a school bus or school vehicle. (See also *Bus Aide*.)

BAC: Blood or breath alcohol concentration; the measure used to determine alcohol impairment.

Background check (criminal record check): The investigation of a person's criminal history through submission of fingerprints to state and/or federal authorities.

BAT: Breath Alcohol Technician; an individual who instructs and assists persons in the alcohol testing process and operates an EBT.

Behavior management: Methods of influencing student conduct on the school bus.

BESE: Board of Elementary and Secondary Education

Best Value Procurement: See performance based procurement.

Bi-fuel: Used to describe a bus capable of running on either of two fuels, although not simultaneously. Engines which can be switched to run on either CNG or gasoline are examples.

Biodiesel: Vehicle fuel made from plant or animal matter and used alone or mixed with diesel fuel in engines. B100, or "neat biodiesel," refers to the pure form. Biodiesel can be mixed with petrodiesel in any proportion, but the most common form is B20, which is 20% biodiesel and 80% petrodiesel. Biodiesel, as defined in ASTM D 6751, is registered with the US EPA as a fuel and a fuel additive under Section 211(b) of the Clean Air Act.

Bloodborne pathogens: Common name for standards adopted by OSHA in 29 CFR 1910 to protect workers against the health hazards of exposure to blood and other potentially infectious body fluids or materials; also refers to the pathogenic microorganisms present in human blood.

Boarding: The process of loading passengers into a school bus.

Body fluids cleanup kit: Package of materials including, but not limited to, latex gloves, disposal bag and absorbent material, used to clean up spills of potentially infected bodily fluids, under OSHA's Bloodborne Pathogens regulations and Universal Precautions practices; also known as *hygiene kit*.

Booster seat: A firm platform, used with a lap-shoulder belt, which raises the child so that the height of his thighs and shoulders are closer to those of an adult and which helps route both portions of the lap-shoulder belt to fit the smaller body; also called *belt-positioning booster*.

Brake: A device or mechanism used to retard and stop the speed of a moving vehicle or to prevent the movement of a stopped vehicle.

- **Emergency brake:** A mechanism designed to stop a motor vehicle after a failure of the service brake system.
- **Foundation brake:** An assembly of the non-rotational components of a brake including its mechanism for developing a frictional force.
- **Retarder:** An auxiliary braking device used to reduce brake wear and/or improve braking performance.
- **Service brake:** The primary mechanism designed to retard and stop a moving vehicle.
- **Parking brake:** A mechanism designed to prevent the movement of a stationary motor vehicle.

Brake fade: A condition that occurs as brakes become less effective.

BTU: A unit of work or energy known as a British Thermal Unit. One BTU is the energy required to increase the temperature of one pound of water by one degree Fahrenheit.

Bus: A motor vehicle with motive power, except a trailer, designed for carrying more than ten (10) persons, including the operator.

Activity bus: A bus owned, leased or contracted by a school district and regularly used to transport students on field trips, athletic trips or other curricular or extracurricular activities, but not used for to-and-from school transportation; must meet all FMVSSs for school buses.

Charter bus: A bus that is operated under a short-term contract with a school district or other sponsor who has acquired the exclusive use of the vehicle at a fixed charge to transport students to a school-related event.

DOT bus: A school bus that meets the FMCSR standards for interstate transportation set forth in 49 CFR 390.

Intercity bus: A large bus with front doors only, high-back seats and under-floor luggage storage for high-speed, long distance trips; also known as *motorcoach* and over-the-road coach.

Nonconforming bus: Any vehicle designed to carry more than ten (10) passengers, including the operator that is used to transport students to or from school or school-related activities and that does not meet the federal standards specific to school buses.

School bus: A bus owned, leased, contracted to or operated by a school or school district and regularly used to transport students to and from school or school-related activities, but not including a charter bus or transit bus. A school bus must meet all applicable FMVSSs and is readily identified by alternately flashing lamps, National School Bus Yellow paint, and the legend "School Bus," except as may be provided for the multifunction school activity bus.

Type A: A Type "A" school bus is a conversion or bus constructed utilizing a cutaway front-section vehicle with a left side operator's door. This definition includes two classifications: Type A-1, with a Gross Vehicle Weight Rating (GVWR) of 14,500 pounds or less; and Type A-2, with a GVWR greater than 14,500 and less than or equal to 21,500 pounds.

Type B: A Type "B" school bus is constructed utilizing a stripped chassis. The entrance door is behind the front wheels. This definition includes two classifications: Type B-1, with a GVWR of 10,000 pounds or less; and Type B-2, with a GVWR greater than 10,000 pounds.

Type C: A Type "C" school bus is constructed utilizing a chassis with a hood and front fender assembly. The entrance door is behind the front wheels; also known as a *conventional school bus*. This type also includes cutaway truck chassis or truck chassis with cab with or without a left side door and a GVWR greater than 21,500 pounds.

Type D: A Type "D" school bus is constructed utilizing a stripped chassis. The entrance door is ahead of the front wheels; also known as rear or front engine transit style school bus.

Multifunction school activity bus (MFSAB): "A school bus whose purposes do not include transporting students to and from home or school bus stops," as defined in 49 CFR 571.3. This subcategory of school bus meets all FMVSS for school buses except the traffic control requirements (alternately flashing signal and stop arm).

Specially equipped: A school bus designed, equipped, or modified to accommodate students with special needs.

School activity bus: Any motor coach other than a school bus or transit bus used for the transportation of any students enrolled in a public or private school at or below the 12th grade level, to or from school-related activities.

School tripper bus: Any motor vehicle routed by, or in the vicinity of, a public or private school, and used for to- or from-school transportation of any student enrolled in that public or private school at or above the ninth-grade level and operated or contracted by, and under the exclusive jurisdiction of, a publicly owned or operated transit system.

Transit bus: A bus designed for frequent stops, with front and back-center doors and low-back seating, operated on a fixed schedule and route to provide public transportation by indiscriminately taking on passengers at designated bus stops.

Bus aide: (See Attendant.)

Bus body: The portion of a bus that encloses the occupant space exclusive of the bumpers, the chassis frame, and any structure forward of the forward-most point of the windshield mounting.

Bus pass: Authorization to ride a school bus other than the student's assigned bus; or prepayment for transit bus rides.

Bus yard: An area for storage and maintenance of buses.

CAA: Clean Air Act; also known as CAAA, the Clean Air Act Amendments of 1990.

Cam wrap: A seat-mounted system for attaching a safety harness to a school bus seat.

Capacity: (See Seating capacity.)

Capital costs: Long-term costs associated with the purchase of vehicles, buildings and property.

Captive: Refers to a non-removable attachment, part or fitting on a securement system.

Carbon monoxide: A product of incomplete combustion; this gas is colorless, odorless, very poisonous and does not contribute to smog.

Carrier: Any public school district, any public or private educational institution providing preschool, elementary or secondary education, or any person, firm or corporation under contract to such a district or institution, engaged in transporting students.

Casualty insurance: (See Liability insurance.)

Catalytic converter: An exhaust after-treatment device containing a catalytic material that is used to burn off or reduce unburned fuel or gases and thus reduce emissions, particularly NOx and hydrocarbons. Diesel converters run at cooler temperatures than gasoline converters and require different catalysts.

CDIP: Commercial Operators Instructional Permit. The learner's permit that a CDL applicant receives when he/she passes the knowledge tests; it allows the applicant to drive a CMV when accompanied by an operator with a CDL.

CDL: Commercial Operator's License, which is required by federal and state laws to operate specific commercial motor vehicles.

Cetane number: A measure of self-ignition properties of a fuel after injection in a diesel engine. It relates to the knock properties of fuel. The higher the number, the more easily the fuel will ignite under compression; therefore, higher cetane fuels are usually preferred in diesel engines.

CFR: Code of Federal Regulations.

Chain of custody: The chronological handling, documentation, or paper trail showing receipt, custody, control, or transfer of students or items (such as medication).

Chassis: Vehicle frame with all operating parts, including engine frame, transmission, wheels and brakes.

Chassis starting interlock circuit: A device which prevents the engine of a bus from starting if any of the emergency exits are locked or not fully closed and latched.

Clean diesel: A combination of improved emission controls and cleaner-burning diesel fuel (see ULSD) that significantly reduces the pollutants from diesel engines. Can refer to new vehicles that meet EPA's 2007 or 2010 standards or to older vehicles retrofitted with emission control technology.

CMV: Commercial Motor Vehicle. A motor vehicle defined in 49 CFR 390.5.

CMVSA: Commercial Motor Vehicle Safety Act of 1986; among other things, authorization for CDL.

CNG: Compressed natural gas.

Combustible gas sensor: Detector capable of sensing the presence of natural gas.

Commercial Motor Vehicle (49 CFR 390.5): Any self-propelled or towed motor vehicle used on a highway in interstate commerce to transport passengers or property when the vehicle—

A. Has a gross vehicle weight rating or gross combination weight rating, or gross vehicle weight or gross combination weight, of 4,536 kg (10,001 pounds) or more, whichever is greater; or

B. Is designed or used to transport more than 8 passengers (including the operator) for compensation; or

C. Is designed or used to transport more than 15 passengers, including the operator, and is not used to transport passengers for compensation; or

D. Is used in transporting material found by the Secretary of Transportation to be hazardous under 49 U.S.C. 5103 and transported in a quantity requiring placarding under regulations prescribed by the Secretary under 49 CFR, subtitle B, chapter I, subchapter C.

Common carrier: A public bus, train or airplane that travels on a prescribed route and schedule, and accepts passengers indiscriminately.

Communicable disease: Any illness that can be transmitted from one person to another, including most common childhood diseases, the common cold, influenza and serious illnesses, such as hepatitis, AIDS and Covid-19.

Community transportation: Services that address all transit needs of a community, including general and special populations, such as the elderly and disabled.

Companion animal: An animal trained to provide assistance for persons with disabilities; can be a guide animal, assistive animal or service animal.

Completed vehicle: A vehicle that requires no further manufacturing operation to perform its intended function other than the addition of readily attachable components, such as mirrors or tire and rim assemblies, or minor finishing operations such as painting.

Conduct report: A form authorized by school officials for use by operators to report instances of unacceptable behavior by school bus passengers; also known as discipline report.

Conspicuity: The ability of an object to be noticed and recognized without any confusion or ambiguity (SAE J1967).

Continuum of services: The range of possible options, from least restrictive to most restrictive, available to students with disabilities for transportation services.

Contracting: (See privatization.)

Controlled-Access Highway: Every highway, street, or roadway in respect to which owners or occupants of abutting lands and other persons have no legal right of access to or from the same except at such points only and in such manner as may be determined by the public authority having jurisdiction over such highway, street, or roadway.

Convicted (Conviction): Includes the entry of a plea of guilty or nolo contendere to a felony offense.

COWHAT: Committee on Wheelchairs and Transportation: a group comprised of safety experts, rehabilitation engineers, clinicians, manufacturers and other stakeholders who work under the auspices of RESNA to develop voluntary equipment standards related to providing safer transportation for wheelchair-seated occupants of motor vehicles.

Crash, school bus: (1) A motor vehicle collision involving a school bus with or without a student on board, resulting in any personal injury or death or any disabling damage to one or more motor vehicles requiring the vehicle(s) to be transported away from the scene by a tow truck or other vehicle; or (2) A collision involving any vehicle with any student or with a school bus at any time during the loading or unloading process. (See also Accident.)

Preventable: A crash that could have been prevented by reasonable action on the part of the school bus operator.

Reportable: A crash required to be reported under FMCSR (i.e., a crash involving a CMV on a public road in which there is a fatality or an injury treated away from the scene, or that requires a vehicle to be towed from the scene).

Crash Reporting Form: (See Accident Reporting Form.)

Crash test: (See impact test.)

Criminal record check (background check): The investigation of a person's criminal history through submission of fingerprints to state and/or federal authorities.

Crossing control arm (crossing gate): A device attached to the front bumper of a school bus that is activated during loading and unloading and designed to force the students to walk far enough away from the front of the bus to be seen by the operator.

Cross-Walk:

A. Part of a roadway at an intersection included within the connections of the lateral lines of the sidewalks on opposite sides of a roadway measured from the curbs or, in absence of curbs, from the edges of the traversable roadway;

B. Any portion of a roadway at an intersection or elsewhere distinctly indicated for pedestrian crossing by lines or other markings on the surface.

Cryogenic: Relates to storage and use at very low temperatures. LNG requires cryogenic systems.

CSRS: Child Safety Restraint System; a device (other than lap or lap/shoulder seatbelts) meeting the requirements of FMVSS No. 213, designed for use in a motor vehicle to restrain, seat or position a child who weighs 30 kg (66 lbs) or less; also known as child safety seat and car seat.

Curb cut: Area where the street curb has been cut and sloped to allow the sidewalk to lead smoothly to the roadway.

Curb weight: The weight of a motor vehicle with standard equipment, maximum capacity of engine fuel, oil, and coolant and, if applicable, air conditioning and additional weight of optional engine, but without passengers.

Danger zone: A twelve-foot area immediately surrounding the stopped school bus.

Deadhead: Movement of a bus without passengers (e.g., from school to bus yard).

Deadtime: The period between arriving at an activity trip destination and leaving the destination for the trip home; also known as waiting time and stand-by time.

Dealer: Any person who is engaged in the sale and distribution of new motor vehicles or motor vehicle equipment. Refers primarily to vendors who, in good faith, sell any such vehicle or equipment for purposes other than resale.

Decibel (dB): A unit used to express the relative intensity of a sound as it is heard by the human ear. The decibel measuring scale is logarithmic. Zero (0 dB) on the scale is the lowest sound level that a normal ear can detect under very quiet ("laboratory" conditions) and is referred to as the "threshold" of human hearing. On a logarithmic scale, 10 decibels are 10 times more intense, 20 decibels are 100 times more intense, and 30 decibels are 1,000 times more intense than 1 decibel.

Decibel "A-Weighted" (dBA): The scale for measuring sound in decibels that assigns weights to different frequency ranges to reduce the effects of low and high frequencies in order to simulate human hearing.

DEF: Diesel Exhaust Fluid; the reactant necessary for the functionality of the SCR system. It is prepared by dissolving solid urea to create 32.5% solution in water. DEF breaks down into ammonia (NH3) and reacts with NOx in the SCR system to produce Nitrogen (N2) and water (H2O).

Distributor: Any person or company primarily engaged in the sale and distribution of motor vehicles or motor vehicle equipment and/or parts for resale.

Dispatch: To relay service instructions to operators.

Divided Highway: Any highway divided into roadways by a median, physical barrier, or clearly indicated dividing section so constructed as to impede vehicular traffic.

DNR: Do Not Resuscitate; an order from a parent, legal guardian or court that prohibits the use of emergency measures to prolong the life of an individual.

DOC: Diesel oxygenation catalyst. Devices that use a chemical process to break down pollutants in the exhaust stream of diesel engines into less harmful components.

DOE: Department of Education

DOT: United States Department of Transportation.

DOT operator: An operator who meets the FMCSR standards, set forth in 49 CFR 391.

Double run: One bus making two trips over the same route each morning and afternoon (e.g., first picking up high school students and then returning for elementary students).

Downtime: The period when a vehicle is not in service (e.g., due to mechanical failure or scheduled maintenance).

DPF: Diesel particulate filter; ceramic devices that collect particulate matter in the exhaust stream of diesel engines. The high temperature of the exhaust heats the ceramic structure and allows the particles inside to break down (or oxidize) into less harmful components.

Driver: A person who drives or is in actual physical control of a vehicle.

Driver, school bus: (See Operator, school bus, for Louisiana definition.)

Driver applicant: A person who applies for a position as a school bus driver.

Driver training: Instructional program designed to impart knowledge and improve the skills necessary for school bus drivers, including but not limited to knowledge of the vehicle, safe driving practices, emergency procedures and passenger control.

In-service: Training provided annually, or more often, to school bus-certified drivers.

Pre-service: Training provided to driver applicants prior to school bus certification and/or transporting students.

Driver qualifications: Restrictions of state and federal law which determine a person's eligibility to become a school bus driver (e.g., age limits, physical condition, criminal record, driving history, etc).

Driver's license, or license (Louisiana): Any license secured from the Louisiana Department of Public Safety and Corrections, Office of Motor Vehicles, to operate a motor vehicle on the highways of Louisiana.

Drivetrain: See Powertrain.

DRL: Daytime running lamps; head lamps that operate automatically at a reduced voltage during the day to increase the vehicle's visibility; also known as daytime running lights.

Drug: Any substance other than alcohol considered to be a controlled substance listed on schedules I through V in 21 CFR 1308.

Dry run: A trip on a route without student passengers for operator training or familiarization of the route.

Dual brake system (See Split brake system.)

Dual fuel engine: Also known as flex fuel. Used to describe a gasoline-methanol dual fuel engine using mixtures of gasoline and methanol, such as M85, which is 15 percent gasoline and 85 percent methanol. Dual-fuel engine can also refer to engines operating on any other mixture of fuels simultaneously, such as engines which run on a mixture of CNG and diesel.

DVIR: Operator vehicle inspection report. Federal, state or local approved form for reporting results of pre-trip and post-trip inspections; also known as daily vehicle inspection report or pre-trip inspection form.

Dynamic testing: The process of subjecting vehicle, mobility aid, or mobility aid/securement system components to a simulated crash condition.

EAP: Employee Assistance Program; a program of education and counseling required by 49 CFR 391 as part of a carrier's drug and alcohol testing program; may also include optional rehabilitation services.

EBT: Evidential Breath Testing device; a device approved by NHTSA for testing operators for alcohol use.

EDR: Event Data Recorder; a device which records vehicle functions (e.g. speed change during a crash).

EGR: Exhaust Gas Recirculation; A type of in-cylinder NOx reducing technology that involves the reintroduction of metered quantities of cooled exhaust gas back into the cylinder as it fills with air, displacing some of the air volume and hence some of the oxygen. Replacing a proportion of this oxygen reduces the NOx formed during combustion.

EHA: The Education for all Handicapped Children Act, passed in 1975 as P.L.94-142. (See also IDEA.)

EPA: The United States Environmental Protection Agency.

Early bus: A bus scheduled to run prior to the regular morning run (e.g. to take children to day care programs located in schools).

Early intervention service: Education and related services provided to infants and toddlers from birth through two years of age.

Effective date: The date at which a regulation or standard takes effect, on or after which compliance is legally required.

Elastomer: An elastic substance occurring naturally, as natural rubber, or produced synthetically (e.g., butyl rubber, vinyl, etc.).

Electronic voice communication system: A means by which the operator of a vehicle can communicate with a dispatcher or other person at a remote location (e.g., two-way radio, cellular phone).

Emergency roof exit: An opening in the roof of the bus meeting the requirements of FMVSS No. 217 which provides emergency egress and sometimes ventilation; also known as roof hatch.

Emergency Evacuation Drill Verification form (Form T-8): The form used to verify that emergency drill procedures have been taught to passengers and emergency drills were conducted for all students in each public school. The form must be completed at the beginning of each semester and submitted to the district transportation office.

Emergency response plan: A detailed approach to identifying and responding to potential accidents involving hazardous substances; required for every community by the Emergency Planning and Right-toKnow Act of 1986.

Emergency window: (See pushout window.)

Employee Notification form: The form used by a school bus operator, in compliance with provisions of the Commercial Motor Vehicle Safety Act of 1986, to report to the operator's employer(s) the operator's conviction of a moving violation while driving any motor vehicle.

EOBR: Electronic on-board recorders; an electronic device that collects, stores, and displays data relative to operator and vehicle performance, including such elements as location, time, speed, and distance traveled.

Ergonomics: The study of the design of equipment to reduce human fatigue and discomfort.

Ethanol: Grain alcohol, distilled from fermented organic matter and used as a vehicle fuel.

Evacuation drill: Performance of a mock school bus evacuation in order to teach students proper emergency procedures and to provide practice in the use of emergency exits; also known as bus safety drills. (See T-8 and T-9 Forms in Glossary.)

Extended-year service: Transportation provided for students subsequent to the end of the traditional school year; especially, transportation as a related service for students with disabilities beyond the normal school year in accordance with the IEP.

External loudspeaker: A speaker mounted outside the school bus body to allow the operator to address students at bus stops or other locations.

Extraboard operator: (See Substitute operator.)

FAPE: Free Appropriate Public Education; it refers to special education and related services, including transportation, provided at public expense in accordance with a child's IEP (34 CFR 300.13 and 300.121).

FBI background check: The national criminal record check.

FCC: Federal Communications Commission

Feeder trip (run): Transportation of students in private vehicles or means other than conventional school bus to designated pick-up point on a route, trip or run. Feeder trip operators are not paid as regular school bus operators [R.S.17:496(C)].

FERPA: The Family Educational Rights and Privacy Act of 1974, 20 USC 1232, which requires confidentiality of student records in public schools, but allows access to necessary information regarding student disabilities and/or health needs to those who have a need to know, including school bus operators.

FHWA: Federal Highway Administration; an agency of the U.S. Department of Transportation.

Field trip: The transportation of students to an event or destination which is an extension of classroom activity (i.e., a part of the curriculum). A field trip is one type of activity trip.

Final Rule: Notice published in the Federal Register by a federal agency announcing a new or changed regulation.

Final stage manufacturer: A person who performs such manufacturing operations on an incomplete vehicle that it becomes a completed vehicle.

First aid: Emergency treatment given to an ill or injured person before regular medical help is available.

Fixed route: Transportation service that runs on regular, prescheduled routes, usually with bus schedules and designated bus stops.

FMCSA: Federal Motor Carrier Safety Administration; an agency of the U.S. Department of Transportation; formerly the Office of Motor Carrier Highway Safety within the Federal Highway Administration.

FMCSR: Federal Motor Carrier Safety Regulations, 49 CFR 383, 390-397, and 399; motor vehicle safety and construction standards under FMCSA that apply to commercial motor vehicles and operators transporting passengers in interstate commerce.

FMLA: Family and Medical Leave Act; requires employers to grant time off to employees for medical reasons or to care for family members.

FMVSSs (49 CFR 571): Standards (written and enforced by the National Highway Traffic Safety Administration of the U.S. Department of Transportation) to which manufacturers of new motor vehicles and related equipment items must conform and certify compliance. FMVSSs are written in terms of minimum safety performance requirements.

Formaldehyde: A chemical compound that is a by-product of combustion from engines. Concentrations may be particularly high in emissions from engines fueled by methanol.

Forward control bus: a school bus in which more than half of the engine length is rearward of the foremost point of the windshield base and the steering wheel hub is in the forward quarter of the vehicle length; also known as transit-style. (See also school bus, type D.)

Forward-facing: Installation of a seat (fixed bus seat or secured mobile seating device) in such a way that the seat and its occupant face the front of the vehicle when secured.

Four-point tiedown: A securement system in which four strap assemblies attach to the wheelchair frame at four separate points and anchor to the vehicle floor at four separate points.

FSS: Fire suppressant system; a fire extinguisher system installed in the engine compartment of a vehicle and activated automatically in response to a fire sensor or manually in response to an alarm.

FTA: Federal Transit Administration, part of U.S. Department of Transportation; formerly Urban Mass Transit Administration (UMTA).

Fuel injection: System that uses no carburetor but sprays fuel directly into cylinders or into the intake manifold.

Fumigate: Literally means "to form a gas or disperse one gas in another." The term is used to describe the injecting of gas, usually CNG, into the intake air of the engine.

Glazing: The glass or glass-like portion of a window.

Laminated glass: Any glazing material that consists of one or more sheets of glass and an inboard-facing surface sheet of plastic, the components being held together by intervening plies of plastic interlayer or by the self-bonding characteristic of the inboard plastic layer.

Safety glass: Glazing material constructed, treated or combined with other materials so as to reduce, in comparison with ordinary glass, the likelihood of injury to persons as a result of contact with the glass, either broken or unbroken.

Storm window: Two or more sheets of safety glazing material separated by airspace to provide insulating properties and fixed in a common frame or mounting.

Tempered glass: Glazing which consists of glass that has been tempered to meet the properties of safety glass.

GAWR: Gross axle weight rating; the value specified by the manufacturer as the load-carrying capacity of a single axle system, as measured at the tire-ground interfaces.

GPS: Global Positioning System; a satellite tracking system that enables a receiver to compute the position and speed of a vehicle.

Greenhouse gases: some of these gases are formed by vehicle emissions causing a rise in temperature of the earth's atmosphere.

Guideline 17: A highway safety program guide for student transportation safety issued by NHTSA in 23 CFR 1204; formerly Standard 17.

GVWR: Gross vehicle weight rating; the value specified by the vehicle manufacturer as the load-carrying capacity of a single vehicle as measured at the tire-ground interfaces. For school buses, NHTSA has defined in Title 49 CFR, Section 567.4(g)(3), the minimum occupant weight allowance as 120 pounds per passenger times the number of the vehicle's designated seating positions and 150 pounds for the operator. Gross vehicle weight rating shall not be less than the sum of the unloaded vehicle weight, plus the rated cargo load.

GVW: Gross vehicle weight; the actual weight of the fully loaded vehicle, including all cargo, fluids, passengers and optional equipment as measured by a scale.

Handrail inspection tool: A device formed by tying a half-inch hex nut to a 36-inch cord, used to inspect school bus handrails and other areas for possible snagging hazards.

Hazard lamps: Lamps that flash simultaneously to the front and rear on the right and left sides of a vehicle, used to indicate caution; also known as four-way flashers.

Head protection zone: The empty space above and in front of each school bus passenger seat which is not occupied by side wall, window or door structure, the dimensions of which are detailed in FMVSS No. 222.

Head Start: A program initiated in 1965 to provide comprehensive child development services to preschool children of predominantly low-income families.

Headsign: A sign above the windshield of the bus which can be changed from School Bus to other wording, such as Charter.

Health care plan: A plan of action used to outline the care for a medically fragile individual.

Highway: Any public highway, road, street, alley, parkway or other place open to public motor vehicle travel.

Horsepower: The measurement of an engine's ability to do work. One horsepower is the ability to lift 33,000 pounds one foot in one minute.

Hours of service: The consecutive or cumulative period of time that a commercial operator may be on duty; for details see reference in the sub-section, "Transportation Other Than To and From School" in the OPERATIONS section of this document.

HOV: High occupancy vehicle; a vehicle that can carry two or more passengers.

Hybrid vehicle: Generally refers to a vehicle designed to run on electric power and an internal combustion engine.

Hydrogen fuel cell: A chemical reaction process to develop electrical current from oxygen and hydrogen.

Hydrocarbons: A gaseous compound formed by incomplete combustion and comprised of unburned and partially burned fuel. It combines with NOx and sunlight to form ozone and is a major contributor to smog.

ICC: The former Interstate Commerce Commission, the economic regulation agency within the Department of Transportation. The agency was disbanded in 1997 as a result of economic deregulation, and most functions were transferred to the Federal Highway Administration.

IDEA: The Individuals with Disabilities Education Act, passed in 1990 as P.L. 101-476, to replace the EHA (20 USC 1400 et. seq.); also the regulations at 34 CFR Parts 300 and 303.

IEP: Individualized Education Program; a written statement developed by an assessment team for each child with a defined disability or other special need, as required under IDEA.

IFSP: Individualized Family Service Plan; a written plan for providing early intervention services to an eligible child and his or her family under Part H of IDEA.

Impact test: A simulated crash condition which evaluates the ability of a vehicle or any component or device to withstand crash forces; also known as sled test and crash test.

Inclusion: Integration of a student with disabilities into a regular classroom and onto a regular school bus; also known as mainstreaming.

Incomplete vehicle: An assemblage consisting, as a minimum, of frame and chassis structure, power train, steering system, suspension system and braking system (to the extent that those systems are to be part of the completed vehicle) and requiring further manufacturing operations other than the addition of readily attachable components, such as mirrors and tire and rim assemblies, or minor finishing operations such as painting, to become a completed vehicle.

Incomplete vehicle manufacturer: A manufacturer of an incomplete vehicle (i.e., a person who performs the first stage of manufacture on a vehicle manufactured in two or more stages of manufacture). (See also intermediate manufacturer and final-stage manufacturer.)

Injury incident, school bus: Any non-crash event resulting in injury to a person while in the bus or while boarding/leaving the bus.

In loco parentis: (See Loco parentis.)

Inspection: A close examination of a motor vehicle performed in accordance with local, state and/or federal requirements by an authorized agent of the local, state or federal government.

Integrated restraint system: A system in which the occupant restraint for an individual in a wheelchair/mobility aid connects directly to, and is dependent upon, the rear strap assemblies of the mobility aid's securement system.

Intermediate manufacturer: A person, other than the incomplete vehicle manufacturer or the final-stage manufacturer, who performs manufacturing operations on an incomplete vehicle.

International symbol of accessibility: A white emblem on blue background used to indicate that a vehicle can accommodate individuals with disabilities.

Intersection:

A. The area embraced within the prolongation or connection of the lateral curb lines, or, if none, then the lateral boundary lines of the roadways of two highways which join one another at, or approximately at, right angles, or the area within which vehicles traveling upon different highways joining at any other angle may come in conflict;

B. The area where a highway includes two highways thirty feet or more apart, then every crossing of each highway of such divided highway by an intersecting highway shall be regarded as a separate intersection. In the event such intersecting highway also includes two highways thirty feet or more apart, then every crossing of two highways of such highways shall be regarded as a separate intersection;

C. The junction of an alley with a street or highway shall not constitute an intersection.

Interstate Highway: A fully controlled access highway which is a part of the National System of Interstate and Defense Highways.

ITP: Individualized Transportation Plan; a plan established to transport a student with a defined disability.

Kick Panel: (See Modesty Panel.)

Kneeling bus: A bus on which the front or rear end is lowered to allow easier access for passengers with disabilities.

Laned Roadway or Highway: A roadway or highway that is divided into two or more clearly marked lanes for vehicular traffic.

Lap belt: A Type 1 belt assembly meeting the requirements of FMVSS No. 209 and intended to limit movement of the pelvis.

Lap/shoulder belt: A Type 2 belt assembly meeting the requirements of FMVSS No. 209 and intended to limit the movement of the pelvis and upper torso.

Lap tray: An accessory for a wheelchair or other mobile seating device, to offer support and convenience for the occupant.

LATCH system: Lower Anchors and Tethers for Children system; incorporates standardized hardware in vehicle seats including the lower anchorages and the upper tether anchorage. It is designed to allow installation of CSRS without using the vehicle's seat belt system. All CSRSs sold in the US after 2002 are required to be LATCH compatible.

Late bus: A bus scheduled to leave school at a time subsequent to the end of the school day, usually to provide transportation for students involved in after-school activities.

Layover time: Time built into a trip schedule between arrival and departure.

LEA: Local Education Agency.

LED: Light emitting diode; an electronic semiconductor device that emits light when an electric current passes through it. LEDs are commonly used in lamps and digital displays.

Lean burn: Uses more air than is needed for theoretical complete combustion. This added air allows combustion to take place at a lower temperature, thus reducing the emission of NOx and CO.

Left: Left position is determined from the normal driving position as seated in the operator's seat looking in the direction of forward travel.

Length (of a school bus body): For the purpose of determining base pay (salary) and operational pay for school bus owner/operators (R.S. 17:496, R.S. 17:497), the length of the school bus shall be determined by measuring the bus body from the base of the front windshield to the exterior of the bus body.

Liability insurance: Protection against the claims of others for injury or property damage; also known as casualty insurance.

Life cycle procurement: A procurement contract based on both the initial capital cost and the cost of operation over the life of a vehicle, intended to identify the most cost-effective time to replace an asset.

Lift: (See Power lift.)

Live time: The time when students are in the bus, beginning when the first passenger boards and ending when the last passenger leaves.

LNG: Liquefied Natural Gas.

Load (noun): The combined number of passengers on a school bus at a given time.

Load (verb): To pick up students at a designated bus stop or at school.

Load factor: The ratio of passengers actually carried to the vehicle's passenger capacity.

Loading zone: Any area where students are boarding or leaving a school bus.

Loco parentis: (also in loco parentis); legal term meaning the formal authority of a person to act for or in place of the parent of a minor child.

Low-bid procurement: Competitive procedure in which the lowest bidder is awarded the contract. (See also performance-based procurement.)

Low-floor vehicle: A bus in which the floor and entrance are closer to the ground, for easier access by students with disabilities or pre-schoolers.

Longitudinal: Parallel to the longitudinal centerline of the vehicle, front to rear.

LPG: Liquefied Petroleum Gas; also known as propane.

LRE: Least Restrictive Environment; a concept embodied in IDEA which requires that children with disabilities be integrated as fully as possible into situations and settings with their non-disabled peers.

Mainstreaming: (See inclusion.)

Manufacturer: Any person or business engaged in the manufacturing or assembling of motor vehicles or items of motor vehicle equipment, including any person or business importing motor vehicle equipment for resale.

MDC: Multi-Disciplinary Conference; an assessment meeting for a student with disabilities which leads to an IEP. (See also assessment team.)

MDT: Multi-Disciplinary Team; also known as PET, Pupil Evaluation Team: (See also Assessment team.)

Mediation: Efforts by a third party to bring about agreement between dissenting parties (e.g., labor and management or parents and school administration); usually less formal than arbitration.

Medical support equipment: Portable equipment used by students to maintain life functions, such as oxygen bottles, intravenous or fluid drainage apparatus.

Medically fragile: Refers to students who require specialized technological health care procedures for life support and/or health support.

MFSAB (See Multifunction school activity bus under Bus.)

Minibus: A small school bus, usually a Type A-1 or A-2 or Type B-1 or B-2.

Minivan: A multi-purpose vehicle (MPV) designed to carry seven to ten passengers.

Mirrors: The system of mirrors required to be installed on school buses in accordance with FMVSS No. 111 and applicable state laws.

Crossview: Convex mirrors mounted on the front of the school bus and designed for student detection during loading and unloading, also known as System B mirrors and including elliptical, quadri-spherical, banana, or standard convex mirrors.

Driving: Flat and convex mirrors mounted on each side of the bus designed for viewing the road along the sides to the rear while driving; also known as rearview, double nickel, west coast, or System A mirrors.

MIS: Management Information System; a means of data collection for analysis by management.

Mobility aid: A wheelchair, walker, crutch, cane or other device that is used to support and help convey a person with a physical disability.

Mobile Seating Device: A mobility aid designed to support a person in the seated position.

Modesty panel: A panel located in front of a seat or row of seats to preserve the modesty of the passengers, usually supported by a stanchion and cross bar, and does not meet the performance standards of a barrier as defined in FMVSS No. 222. Also, a short panel which extends from the bottom of a barrier to or near to the floor for the purpose of reducing the draft from the entrance door—also known as kick panel.

Monitor: Especially Head Start (45 DFR 1310), a person assigned to assist the school bus operator to control behavior of students in the bus and/or to ensure the safety of students getting on and off the bus and to check the loading zone before the operator pulls out.

Motor carrier (or Carrier): Any person owning, controlling, managing, operating, or causing to be used or operated any commercial motor vehicle used in the transportation of persons or property over the public highways of Louisiana.

Motor vehicle: Every vehicle which is self-propelled and every vehicle which is propelled by electric power obtained from overhead trolley wires, but not operated upon rails, but excluding a motorized bicycle. Motor vehicle shall also include a “low-speed vehicle” which is a four-wheeled, electric-powered vehicle with a maximum speed of not less than twenty miles per hour but not more than twenty-five miles per hour and is equipped with the minimum motor vehicle equipment appropriate for vehicle safety as required in 49 CFR 571.500.

MPV: Multipurpose Passenger Vehicle; any vehicle with a seating capacity of ten or fewer, including the operator, which is built on a truck chassis or with special features for occasional off-road use.

MRO: Medical Review Officer; a licensed physician with knowledge of substance abuse disorders required by 49 CFR 40 to receive and evaluate laboratory results generated by a carrier’s drug testing program.

Multiple-Lane Highway: Any highway with two or more clearly marked lanes for traffic in each direction.

MVR: Motor Vehicle Record of the operator; also known as driving history.

NAPT: National Association for Pupil Transportation; a membership organization comprised of individuals and organizations representing all facets of school transportation.

NASDPTS: National Association of State Directors of Pupil Transportation Services; a membership organization primarily comprised of state officials responsible for student transportation.

National school bus yellow: The color defined in the publication "National School Bus Color Standard" SBMTC-008.

NDR: National Operator Registry.

Nebula combustion chamber: A unique high-turbulence combustion chamber in the top of a piston, which is particularly effective in efficient burning of lean gas-air mixtures.

Neutral safety switch: A device which prevents the bus from starting unless the transmission is in neutral gear or the clutch is depressed.

NFPA: National Fire Protection Association.

NGV: Natural Gas Vehicle.

NHTSA: The National Highway Traffic Safety Administration, which is the agency of the Executive branch of the United States Department of Transportation charged with writing and enforcing safety, theft resistance, and fuel economy standards for motor vehicles.

NIST: National Institute of Standards and Technology.

NOx: Oxides of Nitrogen; a regulated diesel emission which is a collective term for gaseous emissions composed of nitrogen and oxygen.

Nominal dimension: A dimension which exists in name only (e.g. 5/8" plywood, which is actually 19/32" thick, but is 5/8" nominal thickness). The variation between the actual dimension and the nominal dimension is the result of manufacturing practices and tolerances.

Non-conforming van: A vehicle smaller than a bus, designed to carry seven to ten passengers including the operator, and used to transport students, that does not meet FMVSS for school buses.

Non-preventable crash or incident: Any crash or incident in which a school bus operator did everything reasonable to prevent the crash or incident.

NPRM: Notice of Proposed Rulemaking; a notice published in the Federal Register by a federal agency of a proposed change in regulation.

NSC: National Safety Council.

NSBY: National School Bus Yellow: (See also SBMTC-008 for colorimetric specifications.)

NSTA: National School Transportation Association, a membership organization comprising primarily school transportation contractor companies.

NSTSP: National School Transportation Specifications and Procedures; a publication of the National Congress on School Transportation.

NTSB: National Transportation Safety Board, an independent federal agency authorized by Congress to investigate accidents and to issue safety recommendations.

Object detection system: (See sensor.)

Occupant: A person who occupies space inside a school bus; refers to both passenger and operator.

OCR: Office of Civil Rights, an agency of the U.S. Department of Education.

Octane number: A measure of anti-knock properties of a fuel that relates to spark ignition engines. The higher the number, the more resistant to knocking. Higher output and more efficient engine designs can be used with higher octane fuel.

OEM: Original Equipment Manufacturer.

On-board monitoring system: Computerized tracking of operator and vehicle performance, including speed, fuel consumption, etc. (See also EOBR.)

One-mile measurement (for determining student eligibility for school bus transportation): Walking distance from student's driveway or entrance to the nearest public road to the walking entrance of the school building. The distance shall be measured by the most direct route and may be along roads or walkways.

Operating costs: All costs associated with running the transportation system, which are distinct from capital costs.

Operator: The carrier who is responsible for running the transportation system, regardless of ownership of the vehicle.

Operator*, School Bus: The term school bus operator, as used in (R.S. 17:491), shall mean any individual who operates a school bus transporting children under the supervision of the public school system of the state of Louisiana. (***Note:** The Louisiana Legislature, in 2017, revised statutes that referred to *school bus drivers* to *school bus operators*, thus making the terms synonymous.)

Operator applicant: A person who applies for a position as a school bus operator.

Operator's License or License: Any license secured from the Department of Public Safety and Corrections, Office of Motor Vehicles for the purpose of operating a motor vehicle on the highways of Louisiana.

Operator qualifications: Restrictions of state and federal law which determine a person's eligibility to become a school bus operator (e.g., age limits, physical condition, criminal record, driving history, etc).

Operator training: Instructional program designed to impart knowledge and improve the skills necessary for school bus operators, including but not limited to knowledge of the vehicle, safe driving practices, emergency procedures and passenger control.

In-service: Training provided annually, or more often, to school bus-certified operators.

Pre-service: Training provided to operator applicants prior to school bus certification and/or transporting students.

OSEP: Office of Special Education Programs; an agency of the U.S. Department of Education.

OSERS: Office of Special Education and Rehabilitative Services; an agency of the U.S. Department of Education.

OSHA: Occupational Safety and Health Administration, an agency of the U.S. Department of Labor.

OTETA: The Omnibus Transportation Employees Testing Act of 1991, requiring operators holding CDLs to participate in a drug and alcohol testing program.

Out of service: The removal of a school bus from passenger service due to a defective condition.

Outsourcing: See privatization.

Overall vehicle width: The nominal design dimension of the widest part of the vehicle, exclusive of signal lamps, marker lamps, outside rearview mirrors, flexible fender extensions and mud flaps, determined with the doors and windows closed and the wheels in the straight-ahead position.

Overhang: The distance from the center of the rear axle to the rearmost end of the body or from the center of the front axle to the forward edge of the front bumper.

Owner: A person who holds a legal title to a vehicle or, in the event a vehicle is the subject of an agreement for the conditional sale, lease, or transfer of possession thereof with the right of purchase upon the performance of the conditions stated in the agreement, with the right of immediate possession in the vendee, lessee, or possessor.

Ozone: A pollutant formed from nitrogen oxides (NOx), hydrocarbons and sunlight. This gas has an irritating odor, is poisonous and is used as an oxidizing agent for bleaching.

P.A. system: A public address system which allows the operator of a bus to communicate with persons inside and/or outside the bus through a speaker installed on the inside and/or outside of the bus.

Parallel restraint system: A system in which the occupant restraint lap belt anchors directly to the floor track or plates, and is independent of the wheelchair/mobility aid securement system.

Paratransit: Public transit service which is more flexible than a fixed-route system, commonly providing special service for elderly and disabled passengers.

Park (or Parking): The stopping or standing of a vehicle, whether occupied or not, otherwise than temporarily for the purpose of, and while actually engaged in, loading or unloading merchandise or passengers.

Parking Area: An area used by the public as a means of access to, and egress from, and for the free parking of motor vehicles by patrons of a shopping center, business, factory, hospital, institution, or similar building or location.

Parking pawl: A device fitted to a motor vehicle's automatic transmission designed to engage when the transmission shift lever selector is placed in the PARK position. The parking pawl locks the transmission's output shaft, stopping the shaft (and thus the driven wheels) from rotating.

Part B: Refers to the section of IDEA (20 USC 1400 et. seq.) applicable to special education and related services for children with disabilities and to the implementing regulations at 34 CFR 300.

Part HC: Refers to the section of the IDEA related to early intervention services for infants and toddlers and to the implementing regulations at 34 CFR 303. Formerly referred to as Part H.

Particulates: Small solid particles (soot, etc.) formed by engine combustion. Visible particulates are seen in smoke; however, invisible particles may be present in smokeless exhaust.

Particulate trap: An exhaust treatment device used to collect (trap) and periodically burn off particulates and other potential problem emission gases formed in engine exhaust. (See also DPF.)

Passenger: A person who rides in a school bus but does not operate it. (See also Occupant.)

Passenger compartment: Space within the school bus interior measured from a point 30 inches ahead of the forward most passenger seating reference point (SRP) rearward to the inside surface of the rear end of the bus at the center of the rear emergency exit.

Passenger endorsement: A designation (P) on a CDL that indicates the operator is qualified to drive a commercial passenger vehicle. Must accompany a school bus (S) endorsement.

Passenger miles: The total number of miles traveled by the aggregate number of passengers on a vehicle. (Example: Two students traveling four miles would equal 8 passenger miles, and five students traveling three miles would equal 15 passenger miles—totaling 23 passenger miles.)

Pedestrian: Any person afoot.

Performance based procurement: Competitive procedure in which contracts are awarded based on a combination of price and past performance; also known as Best Value Procurement.

Pilot ignition engine: An engine using a small quantity of diesel fuel to provide an ignition source for an alternative fuel that will not ignite on its own in a compression cycle.

P.L. 94-142 (See EHA.)

Port injection: Similar to the throttle body system except that the fuel is injected near each cylinder intake port. The injectors and their controls can be individually controlled for maximum performance and emissions control.

Positioning device: (See postural support.)

Positive-locking: A design feature of the mobility aid securement and occupant restraint system where the attachment and anchoring hardware cannot be inadvertently released or disengaged once properly installed.

Post-trip interior inspection: A check of the interior of the bus by the operator at the end of the run to ensure that no children or student belongings have been left on board.

Postural support: A seat, belt or other component used to support a child with disabilities in a desired position but not designed or intended to provide occupant restraint in a crash; also known as positioning device.

Power base: A powered, wheeled platform used to mount a seating device for carrying an individual with a disability; usually characterized by smaller diameter tires.

Power cut-off switch: A device that cancels all power from the vehicle batteries.

Power lift: A mechanized platform designed to provide access to a vehicle for an occupied mobility aid/wheelchair; also known as a wheelchair lift.

Powertrain: The group of components used to transmit engine power to the wheels; includes engine, transmission, universal joints, driveshaft, drive axles and gears; also known as drivetrain.

Pphm: Parts per hundred million

Pre-school: Refers to a program serving children in the age range of three to five years

Pre-schooler: Refers to a child between the ages of three and five years who is not yet in kindergarten.

Pre-trip inspection: A systematic inspection of the bus by the operator before every trip or shift to ensure that the bus is in safe operating condition. The same procedure performed after the trip/shift is the post-trip inspection.

Preventable crash or incident: Any crash or incident in which a school bus operator failed to do everything reasonable to prevent the crash or incident.

Private Road or Driveway: Every roadway or place in private ownership that is used for vehicular travel by the owner and those having express or implied permission from the owner, but not by other persons.

Privatization: The process of transferring the operation of public services from public agencies to

private companies or nonprofit organizations; also known as contracting or outsourcing.

Pupil: (See student.)

Pusher: A school bus in which the engine is mounted in the rear of the vehicle; also known as rear-engine bus. (See also School bus, Type D.)

Pushout window: A bus window that is designed to enable the window to be swung outward in order to provide a means of emergency egress from the bus; also known as emergency window.

Railroad crossing (grade crossing): The intersection of a highway, street or roadway with one or more sets of railroad tracks.

Railroad Sign or Signal: Any sign, signal, or device erected by authority of a public body or official or by a railroad and intended to give notice of the presence of railroad tracks or the approach of a railroad train.

Ramp: An inclined plane for use between the ground and the floor of the vehicle to permit access by persons in wheelchairs/mobility aids.

Rear engine bus: (See pusher or school bus, Type D.)

Reflective: Refers to the property of materials that cause them, when they are illuminated, to reflect the light to some extent.

Reformulated gasoline: Also known as "oxygenated gasoline," reformulated gasoline has oxygen added to improve combustion and reduce emissions.

Related services: Transportation and other supportive services that are required to assist a child with a disability to benefit from special education.

Remanufactured: Refers to a vehicle component that has been structurally restored.

Repower installation: A dedicated natural gas or other engine which was not part of the original chassis at the time of manufacturing.

Residence District: The territory contiguous to a highway not comprising a business district, when the frontage on such a highway for a distance of three hundred feet or more is mainly occupied by dwellings or by dwellings and buildings in use for business.

RESNA: Rehabilitation Engineering and Assistive Technology Society of North America; an organization engaged in research and development of assistive technology for persons with disabilities.

Restraining barrier: An assembly similar to a seat back located immediately in front of a single school bus passenger seat or row of seats to provide crash protection in accordance with FMVSS No. 222; also known as barrier, crash barrier and seat barrier.

Restraint system: A generic term for one or more devices intended to secure and protect a passenger with or without a mobility aid in a vehicle, including lap belts, lap/shoulder belts, child safety seats, safety vests, etc.

Restraint/securement system: (See Securement and restraint system.)

Retractor, automatic-locking: A retractor incorporating adjustment by means of a positive self-locking mechanism which is capable of withstanding restraint forces.

Retractor, emergency-locking: A retractor that incorporates adjustment by means of a locking mechanism that is activated by vehicle acceleration, webbing movement relative to the vehicle, or automatic action during an emergency, and that is capable of withstanding restraint forces.

Retroreflective: Refers to material that is designed to direct light back to its source.

RFID: Radio Frequency Identification, use of electromagnetic fields to capture and transfer data.

RFP: Request for Proposals; an invitation to submit a contract proposal, less restrictive than an invitation to bid on a contract.

Ridership: The number of passengers using a transportation system during a given time period.

Ridership program: (See safe ridership program.)

Right: Right position is determined from the normal driving position as seated in the operator's seat looking in the forward direction of travel.

Right of Way: The privilege of the immediate use of the highway.

Rim: The part of the wheel on which the tire is mounted and supported.

Risk management: Practices and procedures designed to protect against losses from accidents, passenger and worker injuries, vehicle damage and other losses, and to reduce insurance costs.

Roadway: That portion of a highway improved, designed, or ordinarily used for vehicular traffic, exclusive of the berm or shoulder. A divided highway has two or more roadways.

Rolling stock: The vehicles in a transportation system.

Roof hatch: (See emergency roof exit.)

Round trip: (See trip.)

Route: The combined total daily trips (or runs) regularly traveled by a school bus to pick up students and take them to school, or to deliver students from school to their homes or designated bus stops.

Route miles: The total number of miles in one or more routes in the system.

Route (trip) sheet: A list of all the designated stops on a route.

Run: A complete trip on a route. [To illustrate the difference between a run and a route, it is possible to have six daily runs on the same route (i.e., one high school, one middle school, and one elementary run both morning and afternoon).]

Running gear: The wheels, axles, springs, frames and other carrying parts of the vehicle.

SAE: Society of Automotive Engineers; the leading standards-writing organization for the automotive industry.

Safe ridership training: Educational programs provided for students to teach proper behavior while waiting for, riding in, boarding or leaving school buses; also known as ridership programs. (See safe riding practices classroom instruction form.)

Safe riding practices classroom instruction form (Form T-7): The LDE form used to verify that all students in a school have received instruction on safe school bus riding practices.

Safe travel training: Educational programs provided for students to teach safe procedures for travel to and from school and home and to and from school-related activities.

Safety incident: An occurrence that represents a close call/near miss or recognized heightened level of risk to students traveling to and from school or school-related activities.

Safety patrol: Students whose duties may include acting as crossing guards and safety assistants.

Safety vest/harness: A combination pelvic and upper torso child restraint system that consists primarily of flexible material, such as straps, webbing or similar material, and that does not include a rigid seating

structure for the child. Can be used with a cam wrap on a school bus seat or with a tether in other vehicles.

Safety Zone: The area or space officially set apart within a highway for the exclusive use of pedestrians and which is protected or is so marked or indicated by adequate signs as to be plainly visible at all times while set apart as a safety zone.

SAP: Substance Abuse Professional; a licensed physician, psychologist, social worker or alcohol and drug counselor who is required to evaluate any employee who violates a carrier's drug and alcohol testing program.

SBMTC: School Bus Manufacturers Technical Council; formerly the School Bus Manufacturers Institute (SBMI); a membership organization within NASDPTS which serves as a technical advisor regarding school bus technology and construction.

School: An educational institution for children at the pre-primary, primary, elementary, or secondary level, including nursery schools and Head Start programs, but not including day care programs.

School bus: (See Bus, school bus.)

School bus behavior report form (SB): The form used to inform school administrators of behavioral incidents on the school bus and to inform parents/guardians of subsequent disciplinary action taken by school officials. The form requires the signature of the principal (or designee) and allows for comment from the student and/or parent/guardian. (See sample SB Form, Appendix B.)

School bus operator: (See Operator, school bus, for Louisiana definition.)

School bus equipment: Equipment designed primarily as a system, part or component of a school bus, or any similar part or component manufactured or sold for replacement or as an accessory or addition to a school bus.

School bus operator: The term school bus operator, as used in (R.S. 17:491), shall mean any individual who operates a school bus transporting children under the supervision of the public school system of the state of Louisiana. (***Note:** The Louisiana Legislature, in 2017, revised statutes that referred to *school bus drivers* to *school bus operators*, thus making the terms synonymous.)

School bus operator certification program: The school bus operator certification program developed by the Louisiana Department of Education and mandated by state law for all school bus operators to be eligible to transport students to and from school or school-related activities.

School bus purchase form (Form T-10): The form to be completed by the seller, the purchaser and the LEA for any new or used school bus to certify that the vehicle meets all Federal Motor Vehicles Safety Standards (FMVSS) and requirements set forth by the Louisiana Legislature and the Board of Elementary and Secondary Education. (See Vol. I.)

School bus stop: An area along the street or highway designated by school officials for picking up and discharging students.

School bus traffic warning lamps: (See Alternately flashing signal lamps.)

School bus endorsement: A designation (S) on a CDL that indicates the operator is licensed to operate a school bus.

School trip: (See Activity trip.)

School vehicle: Any vehicle owned, leased, contracted to or operated by a school or school district and regularly used to transport students to and from school or school-related activities. Includes school buses, activity buses, vans and passenger cars, but does not include transit or charter buses.

SCR: Selective catalyst reduction; A type of NOx reducing technology which uses a chemical reductant

(diesel exhaust fluid, or DEF) injected into the exhaust stream where it transforms into ammonia and reacts with NOx on a catalyst, converting the NOx to nitrogen gas and water vapor. The reducing agent needs to be periodically replenished.

Scooter: A motorized mobility aid with three wheels, handle bar or tiller and a swiveling seat.

SEA: State Education Agency.

Seat: A device designed and installed to provide seating accommodations.

Activity seat: A seat designed for passenger comfort with contoured seats and backs with the result that passengers' positions are distinctly separate; characterized by fixed seat backs; may have arm rests and head rests; can be manufactured to meet FMVSS No. 222.

Bench seat: A seat designed to accommodate more than one passenger with no apparent partitioning between positions, which is characterized by fixed legs and a fixed back (e.g., the standard school bus seat which meets FMVSS No. 222).

Davenport seat: A bench seat that extends from side wall to side wall at the rearmost seating position in the bus; not permitted in school buses.

Flex seat: A type of bench seat equipped with lap/shoulder seat belts that can be reconfigured so that the number of seating positions on the seat can change. An example is a seat that can be reconfigured to accommodate either three smaller students or two larger students; also known as flexible seating systems or flexible occupancy seats.

Flip seat: A school bus bench seat designed so that the cushion flips up when the seat is not occupied, similar to a theater seat; used to provide aisle clearance, as required by FMVSS No. 217, when a passenger seat is located adjacent to a side emergency door.

Integrated child safety seat: A child safety seat meeting the requirements of FMVSS No. 213 which is built into, and thus an integral part of, a bench seat.

Jump seat: A seat designed to fold down to provide supplemental seating in a bus (e.g., in the aisle, in front of the door or along the side wall); not permitted in school buses.

Reclining seat: An activity seat with a reclining seat back; not permitted in school buses.

Seat belt ready seat: A bench seat meeting the requirements of FMVSS No. 222, the frame of which is designed for the installation of lap belts or CSRS attachment devices under FMVSS 210.

Seat belt: A passenger restraint system incorporating lap belts or lap/shoulder belts and meeting the requirements of FMVSS Nos. 209 and 210.

Seating capacity: The number of designated seating positions provided in a vehicle, including the operator's position. In determining vehicle classification, each wheelchair securement location shall be counted as four (4) designated seating positions.

Equipped (or rated) seating capacity: The number of designated seating positions provided in a bus per the manufacturer's body/seating plan.

In-use seating capacity: The number of passengers who can physically sit fully upon the assigned seats in a school bus.

Reduced capacity: The capacity that is achieved when one or more seats are removed from the standard design during or after manufacture of the vehicle. (Example, seats removed to accommodate wheelchairs.)

Seating position: The space on a school bus bench seat designated for one student. The number of such positions per seat is determined by dividing the width of the seat by 15" and rounding to the nearest whole number, as described in FMVSS No. 222.

Seating reference point: The manufacturer's design point, with coordinates relative to the vehicle structure, which establishes the rearmost normal driving or riding position of each designated seating position and simulates the position of the pivot center of the human torso and thigh.

Section 402: Section of 23 CFR that authorizes grant funds for highway safety projects.

Section 504: Section of the Rehabilitation Act of 1973, PL 93-112, which prohibits discrimination against individuals with disabilities by any recipient of federal funding.

Securement points: Locations on the base or seat frame of the wheelchair/mobility aid where the securement system should be attached.

Securement system: The means of securing a mobile seating device to a vehicle in accordance with FMVSS No. 222, including all necessary buckles, anchors, webbing/straps and other fasteners.

Securement and restraint system: The total system which secures and restrains both a wheelchair/mobility aid and its occupant; also known as WTORS.

Self-insured: Refers to a company or school district which provides reserved funds against claims or losses.

Sensor: An electronic device installed on a school bus for the purpose of detecting animate objects in the loading zone; also known as object detection system.

Seizure: A reaction to an electrical discharge in the brain, resulting in symptoms which can range from a blank stare of a few seconds to full convulsions.

Shoulder: The portion of the highway contiguous with the roadway for accommodation of stopped vehicles, for emergency use, , for loading and unloading school bus passengers* and for lateral support of base and surface. (*See R.S. 17:158.J.)

Shuttle: A trip run back and forth over a short route (e.g., between two schools).

Sidewalk: That portion of a highway between the curb lines, or the lateral lines of a highway, and the adjacent property lines, intended for the use of pedestrians.

Skid plate: Stout metal plate attached to the underside of a vehicle to protect the oil pan, transmission, step well or fuel tank from scraping on rocks, curbs and road surface.

Slack adjuster: Adjustable device connected to the brake chamber pushrod that transmits brake application force and compensates for lining wear.

SOS lights: Stop on signal lights. (See also Alternately flashing signal lamps.)

Special education: Specially designed instruction to meet the unique needs of a child with disabilities.

Special Route: A route established for students with special needs, such as:

A. Students whose educational opportunities are offered at locations out of their regular school attendance district (e.g., ESOL, alternative school, special education);

B. Students with disabilities who cannot be transported by a conventional (aka "regular") school bus, who require a bus attendant (bus aide) for assistance or who must be transported in non-school buses that meet appropriate federal, state and special equipment requirements.

Specially equipped school bus: Any school bus designed, equipped or modified to accommodate students with special needs.

Split-brake system: A service brake system with two separate hydraulic circuits which, upon failure of either, retains full or partial braking ability.

Stanchion: An upright post or bar, usually installed from floor to ceiling in a bus, that provides support for other structural members and/or provides a hand-hold for passengers.

State: As used in this document, "state" shall refer to any of the 50 states and commonwealths and any United States territory, possession, or federal agency (e.g., the General Services Administration or the Department of Defense) that may consider, follow or adopt part or all of the specifications and procedures contained herein for school buses and operations.

Stoichiometric burn: Use of fuel and air (or oxygen) in the exact ratio needed for complete combustion to generate maximum efficiency and power.

State director: The chief government administrator in charge of a state's student transportation program and responsible for oversight of regulatory functions.

Stop: The complete cessation of movement.

Stop arm (stop semaphore or stop signal arm): A device in the form of a red octagon extending outward from the side of a school bus to signal that the bus has stopped to load or unload passengers and meeting FMVSS No. 131.

Stopping distance: The sum of perception distance, plus reaction distance, plus lag distance (for vehicles equipped with air brakes), plus braking distance.

Perception distance: The distance a vehicle travels between the time the operator sees a potential hazard and reacts accordingly.

Reaction distance: The distance a vehicle travels during the time it takes for the operator to recognize the need to stop and to apply the brakes.

Brake lag distance: The distance a vehicle equipped with air brakes travels before the air, traveling from the air reservoir, reaches and activates the brake wheel cylinders.

Braking distance: The distance a vehicle travels between the time the brakes are applied and the time forward motion ceases.

Street: The entire width between the boundary lines of every way or place of whatever nature that is publicly maintained and open to the use of the public for the purpose of vehicular travel, including bridges, causeways, tunnels, and ferries; synonymous with the word "highway."

Strobe light: A bright short duration light that flashes as a result of an electronic discharge of electricity through a gas.

Stroller: A light weight folding mobility aid.

Student: Any child who attends a school, as previously defined.

Student and Family Verification Form: A form used to verify that parents/guardians have read and reviewed with their child the rules and regulations for students riding buses. The form requires signatures of the parent/guardian and the student. The completed form is made part of the student's permanent record.

Student rides: The number of students transported in a given system multiplied by the number of one-way trips in a school bus. [For example, a school district that transports 1,000 students provides 2,000 student rides daily or 360,000 student rides to and from school annually, assuming 180 school days. To determine the total number of student rides annually, the district would add the actual or estimated number of students transported on activity trips (times 2) to the figure above.]

Substitute operator: An operator who is not assigned to a regular route but is employed to provide immediate coverage, when necessary, due to operator absences or emergencies; also known as spare operator and extra-board operator.

Surrogate wheelchair: A wheelchair device which is subjected to impact tests to test securement and restraint systems.

Suspension system: The components of the vehicle that transmit the load of the vehicle's weight from the chassis framework to the ground, including the springs, axles, wheels, tires and related connecting components.

T-7 Form: Louisiana Department of Education safe riding practices classroom instruction form used to verify that all students in a school have received instruction on safe school bus riding practices. The form must be completed at the beginning of each semester and submitted to the transportation provider's transportation office.

T-8 Form: Louisiana Department of Education school bus emergency evacuation drill verification form used to verify that emergency drill procedures have been taught to passengers and that emergency drills were conducted in accordance with Department of Education procedures. The form must be completed at the beginning of each semester and submitted to the transportation provider's transportation office.

T-9 Form: The Louisiana Department of Education school bus operator emergency drill report that documents that emergency evacuation drills were conducted for assigned passengers for every school on each operator's route.

T-10 Form: The Louisiana Department of Education school bus purchase form to be completed by the seller of any new or used school bus to verify that the vehicle meets all Federal Motor Vehicle Safety Standards (FMVSSs), Louisiana statutory requirements and specifications promulgated by the Louisiana Department of Education.

TDD: Telecommunication devices for the deaf.

Temperature control system: The means of heating or cooling the interior of the vehicle.

Tenured School Bus Operator: A full-time operator who has successfully completed the three-year probationary period prior to July 1, 2012. (See R.S. 17:492.)

Tether: An upper anchor strap used in addition to a seat belt to hold certain types of restraint devices in place.

Throttle body injection: A gasoline fuel injection system in which the fuel is injected directly into the air intake pipe or manifold. No carburetor is required; electronics monitor engine variables and control the rate of fuel injected.

Tie down system: (See Securement system.)

Tier: Any level of separate runs and routes designed to allow a single bus to complete multiple routing assignments. Multiple assignments typically require the use of staggered school schedules, permitting multiple levels or "tiers" for the daily assignment(s).

Tire: The continuous solid or pneumatic rubber elastomeric cushion encircling a wheel intended for contact with the road.

Bias ply: A pneumatic tire in which the ply cords extending to the beads are laid at alternate angles substantially less than 90 degrees to the centerline of the tire.

Low profile: A tire that has a section height that is less than 85 percent of its nominal section width (e.g., a tire with an aspect ratio of less than 0.85).

Radial: A pneumatic tire in which the ply cords which extend to the beads are laid substantially at 90 degrees to the centerline of the tread.

Retread: A worn tire casing to which tread rubber has been affixed to extend the usable life of the tire; also known as re-capped or retreaded tire.

Siped: A tire which has been scored or cut perpendicular to the direction of rotation (across the tread) to improve traction.

Snow: A tire with an obvious aggressive or lug-type tread across the entire width that is designed to be self-cleaning.

Studded: A tire to which metal protrusions have been added to improve traction.

Tire cords: The strands forming the reinforcement structure in a tire.

To-and-from school: Transportation from home to school and from school to home; also transportation from school to school or from school to job training site.

Tour: Transportation of a group on a longer trip, usually by charter bus (e.g., senior class trip to Washington).

Tow devices: Attachments on the chassis frame for use in retrieving a stuck vehicle and/or for towing the vehicle backwards or forwards; also known as tow eyes, tow hooks or towing attachment points.

Track seating: A seating system in which seating units, including mobility aids, are secured to the vehicle structure by attaching them to tracks on the vehicle floor.

Traffic lights: Traffic signals which control the flow of traffic at intersections.

Transit-type bus: (See forward control bus or school bus, Type D.)

Transportation Vehicle: LEA-owned school buses, independently owned school buses or other approved vehicles used for transporting passengers to and from school and school-related activities.

Transverse: Perpendicular to the longitudinal centerline of the vehicle (i.e., from side to side).

Trip: The transportation of students from home to school or from school to any destination, followed by a return trip back to school or from school to home. The two together individual trips constitute a round trip.

Tripper service: Regularly scheduled mass transit service which is open to the public, and which is designed or modified to accommodate the needs of school students and personnel, using various fare collections or subsidy systems. Must be part of the regular route service as indicated in published route schedules.

TSA: Transportation Security Administration; an agency of the Department of Homeland Security.

Turbocharger: a device which uses the pressure of exhaust gases to drive a turbine that, in turn, pressurizes air normally drawn into the engine's chambers.

Turnkey: A condition included in a transportation privatization contract in which a school district hires a company to provide all elements of student transportation services (i.e., operators, maintenance management, vehicles, etc.).

Two-way radio: Electronic communication system which uses a designated airway for transmission between a bus and a base station.

UL: Underwriters Laboratory.

ULSD: Ultra-low sulfur diesel; Diesel fuel that has a sulfur content of not more than 15 ppm (parts per million). Regular diesel fuel has a sulfur content of 200 ppm.

UMTA: Urban Mass Transit Administration; predecessor to FTA.

Unload: To discharge passengers from a school bus.

Unloaded vehicle weight: The weight of a vehicle with maximum capacity of all fluids necessary for operation, but without cargo or occupants or accessories that are ordinarily removed from the vehicle when they are not in use.

Universal precautions: Method of infection control designed to protect the individual from exposure to disease, which requires that all bodily fluids and secretions are treated as though they were infectious.

UST: Underground storage tank.

Vapor lock: Boiling or vaporization of fuel in the lines from excessive heat, which interferes with liquid fuel movement and in some cases stops the flow.

Vehicle miles: The aggregate number of miles a vehicle travels in a given period.

Video system: A means of monitoring student behavior in a school bus. The system includes one or more video cameras to record passenger. Camera housing units mounted in each bus appear to hold a camera, whether or not one is actually in place; also known as surveillance.

VIN: Vehicle Identification Number; a series of Arabic numbers and Roman letters which is assigned to a motor vehicle for identification purposes.

Viscosity: A measure of internal resistance to flow or motion offered by a fluid lubricant.

Walking distance: The distance a student is required to travel to or from a bus stop; also, the maximum distance a student can be required to walk to school without mandatory transportation being provided; also known as non-transportation zone.

Weather emergencies: Weather conditions that require a deviation from normal transportation procedures (e.g., flooding, snowstorm).

WC-19: A voluntary industry standard that establishes minimum design and performance requirements for wheelchairs that are occupied by users traveling in motor vehicles. The standard applies to a wide range of wheelchair types and styles, including manual wheelchairs, powerbase wheelchairs, three wheeled scooters, tilt-in-place wheelchairs and specialized mobile seating bases with removable seating inserts.

Weight distribution: The distribution proportion of the vehicle load divided between the front and rear axles.

Wheel: A rotating load-carrying member between the tire and the hub, usually consisting of two major parts—the rim and the wheel disc—which may be integral, permanently attached or detachable.

Ball seat nut mounting: A wheel mounting system wherein the wheel centering is provided by the wheel mounting studs and the ball seat nuts which, when properly tightened, assure the centering alignment of the wheel.

Disc: The part of the wheel which is the supporting member between the hub and the rim.

Disc wheel: A permanent combination of a rim and wheel disc.

Hub: The rotating outer member of the axle assembly which provides for wheel disc mounting

Locking ring: A removable, split rim ring that holds the rim flange in place on a multi-piece rim.

Piloted hub mounting: A wheel mounting system wherein the wheel centering is provided by a close fit between the wheel disc and the hub.

Rim: The part of the wheel on which the tire is mounted and supported.

Spoke wheel: A rotating member which provides for mounting and support of one or two demountable rims; also known as wheel for demountable rim.

Wheelbase: The distance between the centerline of the front axle and the centerline of the rear axle.

Wheelchair: A seating system comprised of at least a frame, a seat and wheels that is designed to provide support and mobility for a person with physical disabilities. For the purpose of this standard, this term encompasses standard manual wheelchairs, powered wheelchairs, power-based wheelchairs, three-wheel scooter-type wheelchairs and specialized seating bases; also known as mobile seating device.

Wheelchair lift: (See Power lift.)

WTORS: (See securement and restraint system for wheelchairs and mobility aids.)

ZEB: Zero-emissions bus.

ZEV: Zero-emissions vehicle.

APPENDIX B: SCHOOL BUS OPERATIONS

NATIONAL HIGHWAY TRAFFIC SAFETY ADMINISTRATION
HIGHWAY SAFETY PROGRAM GUIDELINE #17

PUPIL TRANSPORTATION SAFETY

I. **Scope.** This guideline establishes minimum recommendations for a State Highway Safety Program for pupil transportation safety including the identification, operation and maintenance of buses used for carrying students; training of passengers, pedestrians and bicycle riders; and administration.

II. **Purpose.** The purpose of this guideline is to minimize, to the greatest extent possible, the danger of death or injury to school children while they are traveling to and from school and school-related events.

III. **Definitions.** "Bus" is a motor vehicle designed for carrying more than 10 persons (including the operator).

"Federal Motor Carrier Safety Regulations (FMCSR)" are the regulations of the Federal Motor Carrier Safety Administration (FMCSA) for commercial motor vehicles in interstate commerce, including buses with a gross vehicle weight rating (GVWR) greater than 10,000 pounds or designed to carry 16 or more persons (including the driver), other than buses used to transport school children from home to school and from school to home. (The FMCSR are set forth in 49 CFR Parts 383-399.)

"School-chartered bus" is a "bus" that is operated under a short-term contract with state or school authorities who have acquired the exclusive use of the vehicle at a fixed charge to provide transportation for a group of students to a special school-related event.

"School bus" is a "bus" that is used for purposes that include carrying students to and from school or related events on a regular basis, but does not include a transit bus or a school-chartered bus.

IV. **Pupil Transportation Safety Program Administration and Operations.** Recommendation. Each state, in cooperation with its school districts and other political subdivisions, should have a comprehensive pupil transportation safety program to ensure that school buses and school-chartered buses are operated and maintained so as to achieve the highest possible level of safety.

A. **Administration.**

1. There should be a single state agency having primary administrative responsibility for pupil transportation, and employing at least one full-time professional to carry out these responsibilities.

2. The responsible state agency should develop an operating system for collecting and reporting information needed to improve the safety of operating school buses and school-chartered buses. This includes the collection and evaluation of uniform crash data consistent with the criteria set forth in Highway Safety Program Guidelines No. 10, "Traffic Records" and No. 19, "Accident Investigation and Reporting."

B. **Identification and Equipment of School Buses.** Each state should establish procedures to meet the following recommendations for identification and equipment of school buses.

1. All school buses should:

a. Be identified with the words "School Bus" printed in letters not less than eight inches high, located between the warning signal lamps as high as possible without impairing visibility of the lettering from both front and rear, and have no other lettering on the front or rear of the vehicle, except as required by Federal Motor Vehicle Safety Standards

(FMVSS), 49 CFR Part 571.

b. Be painted National School Bus Yellow, in accordance with the colorimetric specification of National Institute of Standards and Technology (NIST) Federal Standard No. 595a, Color 13432, except that the hood should be either that color or lusterless black, matching NIST Federal Standard No. 595a, Color 37038.

c. Have bumpers of glossy black, matching NIST Federal Standard No. 595a, Color 17038, unless, for increased visibility, they are covered with a reflective material.

d. Be equipped with safety equipment for use in an emergency, including a charged fire extinguisher that is properly mounted near the operator's seat, with signs indicating the location of such equipment.

e. Be equipped with device(s) demonstrated to enhance the safe operation of school vehicles, such as a stop signal arm.

f. Be equipped with a system of signal lamps that conforms to the school bus requirements of FMVSS No. 108, 49 CFR 571.108.

g. Have a system of mirrors that conforms to the school bus requirements of FMVSS No. 111, 49 CFR 571.111, and provides the seated operator a view to the rear along both sides of the bus and a view of the front bumper and the area in front of the bus. Mirrors should be positioned and adjusted such that when a rod, 30 inches long, is placed upright on the ground at any point along a traverse line one-foot forward of the forward-most point of a school bus, at least seven 1/2 inches of the length of the rod should be visible to the operator, either by direct view or by the system of mirrors.

h. Comply with all FMVSS applicable to school buses at the time of their manufacture.

2. Any school bus meeting the identification recommendations of sections 1.a.-h. above, that is permanently converted for use wholly for purposes other than transporting children to and from school or school-related events, should be painted a color other than National School Bus Yellow, and should have the stop arms and school bus signal lamps described by sections 1. e. & f. removed.

3. School buses, while being operated on a public highway and transporting primarily passengers other than school children, should have the words "School Bus" covered, removed, or otherwise concealed, and the stop arm and signal lamps described by sections 1. e. & f. should not be operated.

4. School-chartered buses should comply with all applicable FMCSR and FMVSS.

C. **Operations.** Each state should establish procedures to meet the following recommendations for operating school buses and school-chartered buses:

1. Personnel.

a. Every person who drives a school bus or school-chartered bus occupied by school children should, as a minimum:

i. Have a valid state driver's license to operate such a vehicle. All drivers who operate a vehicle designed to carry 16 or more persons (including the driver) are required by FMCSA's Commercial Driver's License Standards by April 1, 1992 (49 CFR Part 383) to have a valid commercial driver's license.

ii. Meet all physical, mental, moral and other requirements established by the state agency having primary responsibility for pupil transportation, including requirements for drug and/or alcohol misuse or abuse; and

iii. Be qualified as a driver under the Federal Motor Carrier Safety regulations of the FMCSA,

49 CFR Part 391, if the driver or the drivers' (sic) employer is subject to those regulations.

2. Vehicles.
   a. Each state should enact legislation that provides for uniform procedures regarding school buses stopping on public highways for loading and discharge of children. Public information campaigns should be conducted on a regular basis to ensure that the driving public fully understands the implications of school bus warning signals and requirements to stop for school buses that are loading or discharging school children.
   b. Each state should develop plans for minimizing highway use hazards to school bus and school-chartered bus occupants, other highway users, pedestrians, bicycle riders and property. They should include, but not be limited to:
      i. Careful planning and annual review of routes for safety hazards;
      ii. Planning routes to ensure maximum use of school buses and school-chartered buses, and to ensure that passengers are not standing while these vehicles are in operation;
      iii. Providing loading and unloading zones off the main traveled part of highways, whenever it is practical to do so:
      iv. Establishing restricted loading and unloading areas for school buses and school-chartered buses at or near schools;
      v. Ensuring that school bus drivers, when stopping on a highway to take on or discharge children, adhere to state regulations for loading and discharging including the use of signal lamps as specified in section B. 1. f. of this guideline;
      vi. Prohibiting, by legislation or regulation, operation of any school bus unless it meets the equipment and identification recommendations of this guideline;
      vii. Replacing, consistent with the economic realities which typically face school districts, those school buses which are not manufactured to meet the April 1, 1977 FMVSS for school buses, with those manufactured to meet the stricter school bus standards, and not chartering any pre-1977 school buses; and
      viii. Informing potential buyers of pre-1977 school buses that these buses may not meet current standards for newly manufactured buses and of the need for continued maintenance of these buses and adequate safety instruction.
   c. Use of amber signal lamps to indicate that a school bus is preparing to stop to load or unload children is at the option of the state. Use of red warning signal lamps as specified in section B. 1. f. of this guideline for any purpose or at any time other than when the school bus is stopped to load or discharge passengers should be prohibited.
   d. When school buses are equipped with stop arms, such devices should be operated only in conjunction with red warning signal lamps, when vehicles are stopped.
   e. Seating
      i. Standing while school buses and school-chartered buses are in motion should not be permitted. Routing and seating plans should be coordinated so as to eliminate passengers standing when a school bus or school-chartered bus is in motion.
      ii. Seating should be provided that will permit each occupant to sit in a seat intended by the vehicles' manufacturer to provide accommodation for a person at least as large as a 5th percentile adult female, as defined in 49 CFR 571.208. Due to the variation in sizes of children of different ages, states and school districts should exercise judgement in deciding how many students are actually transported in a school bus or school-chartered bus.
      iii. There should be no auxiliary seating accommodations such as temporary or folding jump seats in school buses.

iv. Drivers of school buses and school-chartered buses should be required to wear occupant restraints whenever the vehicle is in motion.

v. Passengers in school buses and school-chartered buses with a gross vehicle weight rating (GVWR) of 10,000 pounds or less should be required to wear occupant restraints (where provided) whenever the vehicle is in motion. Occupant restraints should comply with the requirement of FMVSS Nos. 208, 209 and 210, as they apply to multipurpose vehicles.

f. Emergency exit access. Baggage and other items transported in

g. the passenger compartment should be stored and secured so that the aisles are kept clear and the door(s) and emergency exit(s) remain unobstructed at all times. When school buses are equipped with interior luggage racks, the racks should be capable of retaining their contents in a crash or sudden driving maneuver.

D. **Vehicle Maintenance.** Each state should establish procedures to meet the following recommendations for maintaining buses used to carry school children:

1. School buses should be maintained in safe operating condition through a systematic preventive maintenance program.
2. All school buses should be inspected at least semi-annually. In addition, school buses and school-chartered buses subject to the Federal Motor Carrier Safety Regulations of FMCSA should be inspected and maintained in accordance with those regulations (49 CFR Parts 393 and 396).
3. School bus drivers should be required to perform daily pre-trip inspections of their vehicles, and the safety equipment thereon (especially fire extinguishers), and to report promptly and in writing any problems discovered that may affect the safety of the vehicle's operation or result in its technical breakdown. Pre-trip inspection and condition reports for school buses and school-chartered buses subject to the Federal Motor Carrier Safety Regulations of FMCSA should be performed in accordance with those regulations (49 CFR 392.7, 392.8, and 396).

E. **Other Aspects of Student Transportation Safety.**

1. At least once during each school semester, each pupil transported from home to school in a school bus should be instructed in safe riding practices, proper loading and unloading techniques, proper street crossing to and from school bus stops and should participate in supervised emergency evacuation drills, which are timed. Prior to each departure, each pupil transported to an activity or field trip in a school bus or school-chartered bus should be instructed in safe riding practices and on the location and operation of emergency exits.
2. Parents and school officials should work together to select and designate the safety pedestrian and bicycle routes for the use of school children.
3. All school children should be instructed in safe transportation practices for walking to and from school. For those children who routinely walk to school, training should include preselected routes and the importance of adhering to those routes. Children riding bicycles to and from school should receive bicycle safety education, wear bicycle safety helmets, and not deviate from preselected routes.
4. Local school officials and law enforcement personnel should work together to establish crossing guard programs.
5. Local school officials should investigate programs which incorporate the practice of escorting students across streets and highways when they leave school buses. These programs may include the use of school safety patrols or adult attendants.
6. Local school officials should establish passenger vehicle loading and unloading points at schools that are separate from the school bus loading zones.

F. **Program evaluation.** The pupil transportation safety program should be evaluated at least annually by the state agency having primary administrative responsibility for pupil transportation.

SCHOOL BUS OPERATOR APPLICATION FORM

(Sample Form)

Applicant Name:		
Present Address:		
Date of Birth:	Social Security No.:	
Addresses at which applicant has resided during the past three (3) years:		
Current Operator's License Number:		
State of Issue:	Expiration Date:	
Class of License:	Endorsements:	Restrictions:
Have you had any type of vehicle accident in the last three (3) years? ○**Yes** ○**No** If yes, give dates and explain:		
Have you ever been terminated or suspended from previous employment because of a positive drug or alcohol test? ○**Yes** ○**No**		
Have you been convicted of a moving traffic violation in the last three (3) years? ○**Yes** ○**No** If yes, give dates and explain:		
Has your operator's license been suspended or revoked during the last three (3) years? ○**Yes** ○**No** If yes, give dates and explain:		
Has your license ever been revoked, suspended or denied since the time you obtained your original license? ○**Yes** ○**No** If yes, give dates and explain:		
Have you held a license in another state during the last three (3) years? ○**Yes** ○**No**		
Which state(s)?		

Employment

List the names and addresses of your current and previous employers during the ten (10) years preceding the date of this application.

Current Employer:
Address:
Dates:
Reason for leaving:
Job Title & Duties:
Previous Employer:
Address:
Dates:
Reason for leaving:
Job Title & Duties:

Additional employers may be listed on a separate sheet.

Education and training

Education completed: ○ **High School** ○ **College** ○ **Graduate School**
Degrees earned and school(s):
Specific experience or formal training related to transportation of students:

I understand that the information provided by me may be checked, and previous employers may be contacted for the purpose of investigating my background. This certifies that this application was completed by me, and that all entries and information on it are true and complete to the best of my knowledge.

Date: _____ Signature: _____

I authorize the employer to conduct a criminal history check and to investigate all written information contained on this application.

Date: _____ Signature: _____

SAMPLE CRASH REPORTING FORM

(For Injury Events Where the School Bus is Physically Involved)

The school bus crash reporting form has been harmonized with other national crash data collection methods and is provided in two formats: in hardcopy and as an electronic form that can be used to enter data that can be subsequently exported to a spreadsheet or database. This will support efforts to automate data collection on a national level to assist states in developing a uniform web-based format to gather important collision data. This format allows for collection of collision data involving students traveling to and from school and school activities, as occupants in school buses, and as pedestrians. The form collects additional information specific to students riding while seated in wheelchairs or child safety restraint devices.

This form suggests what data is helpful to collect and is designed to allow data to be tabulated, analyzed and compared using consistent criteria. The option of a uniform web-based reporting system allows states to gather information according to reporting criteria established by the individual state mandates, but allows that information to be analyzed nationally by sorting the data by uniform fields and terminology, resulting in timely responses to national organizations or federal agencies that request the crash data. The adoption of this format will provide a realistic uniform database that could be utilized to enhance the safety and economy of student travel in each state.

SCHOOL BUS CRASH REPORT FORM

Date form completed:_____

Person filling out form:_____

Title of person filling out form:_____

Sources of information (check all that apply):

○ Police accident report (PAR)
○ Bus operator interview
○ Student interviews
○ Witness interviews
○ Medical records
○ Other: (describe) _____

Event type (check all that apply):

○ Bus Crash (fill out pages 2-8)
○ Pedestrian hit by bus or other vehicle
○ Entering/exiting bus
○ Moving vehicle injury incident (includes braking, turning)

Outcomes (check all that apply):

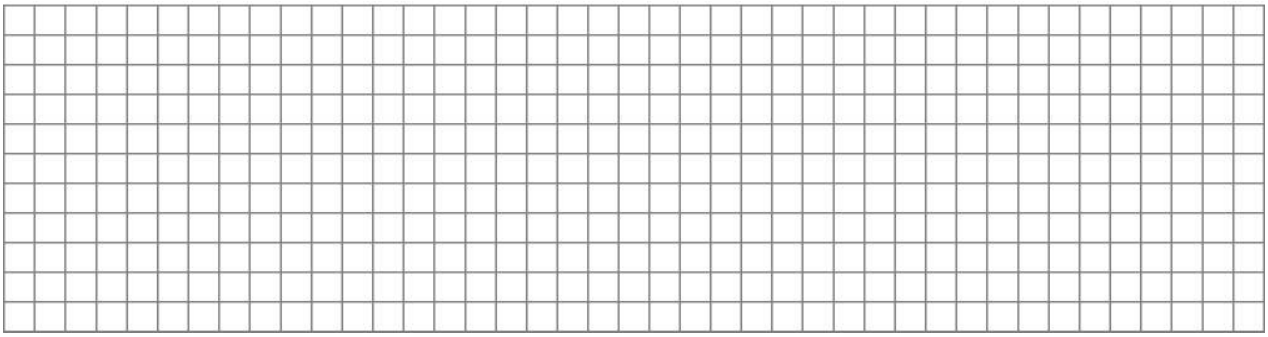
○ School bus damage exceeded $1,000
○ Property damage exceeded $1,000
○ Vehicles towed from scene
○ Bus operator or bus passenger injuries
○ Bus operator or bus passengers transported for medical treatment
○ Fatality

Crash Information

Date of Crash:	**Time of Crash:**
Investigating Department:	**Report number:**
Light Condition ○ Daylight ○ Dawn ○ Dusk ○ Dark – unlighted ○ Dark, but street lights ○ Unknown	**Road Defects** ○ None ○ Defective surface (pothole, loose gravel, uneven surface) ○ Slippery ○ Inoperative traffic signal ○ Obstructed view (operator line of sight) ○ Construction zone ○ Other (describe):_____
Weather Condition ○ Clear ○ Cloudy ○ Fog/smoke ○ Rain ○ Severe wind ○ Snow/blowing snow ○ Sleet/hail/freezing rain ○ Blowing dust/sand ○ Other (describe):_____	**Road Condition** ○ Dry ○ Wet ○ Icy ○ Snowy ○ Muddy ○ Slushy ○ Debris ○ Other (describe): _____

Speed limit:	**Approximate speed of bus:**	**Number of lanes:**
Limited-access highway: ○**Yes** ○**No**	**Location:**	
Describe crash/event:		

Crash Diagram (not to scale) *Indicate by arrow direction of North*



Manner of Collision:

○ **Single motor vehicle**	A crash that involves only one vehicle	
○ **Head On**	The intended direction of travel for both vehicles is toward each other/in opposite directions.	
○ **T-type**	When the intended direction of travel is basically perpendicular for both operators	
○ **L-type**	Traveling in perpendicular directions similar to a t-type, but vehicle is struck on an end, not the middle	
○ **Angle**	When two vehicles are approaching in same direction or opposite directions and one vehicle is turning	
○ **Rear End**	When the vehicles are traveling in the same direction, one behind the other and the front of one strikes the rear of the other	
○ **Sideswipe Opposite**	When vehicles are traveling in opposite directions and they make a glancing side impact	
○ **Sideswipe Same**	When vehicles are traveling in the same direction and they make a glancing side impact	

Type of Crash for bus (check all that apply):

○ Passenger vehicle	○ Motorcycle
○ Trailer (pulled by motor-vehicle)	○ Another bus
○ Truck/Tractor-trailer/semi-truck	○ Train
○ Pedestrian	○ ATV, farm equipment, snowmobile
○ Pedestrian in wheelchair/scooter	○ Rollover
○ Bicyclist	○ Unknown
○ Other (describe): _____	

If rollover; please describe (example: right or left-side leading; end-over-end) how many rolls, final rest of vehicle: left, right, top, wheels:

Did crash occur at an intersection? ○**Yes** ○**No**

Any additional information about crash:

Did the bus strike any objects? ○**Yes** ○**No**

Describe Objects (check all that apply)

○ Tree	○ Small post, mailbox, delineator
○ Utility Pole	○ Guardrail
○ Sign	○ Bridge rail
○ Animal	○ Culvert, ditch
○ Pedestrian	○ Median/concrete barrier
○ Bicyclist	○ Retaining wall, abutment
○ Embankment, snow bank	○ Curb
○ Fence	○ Parked vehicle
○ Fire hydrant, stump, short post	○ Ground (rollover)
○ Building	○ Other (describe):

Contributing Circumstances (check all that apply):

	School Bus Operator	Other Vehicle Operator
No improper action	○	○
Speed	○	○
Failed to yield right-of-way	○	○
Stop sign violation	○	○
Traffic light violation	○	○
Improper warning lights used	○	○
Sudden movement	○	○
Improper distance judgment	○	○
Crossed centerline	○	○
Drove wrong way	○	○
Improper passing	○	○
Improper turning	○	○
Following too close	○	○
Backing up	○	○
Reckless endangerment	○	○
Other (describe)		

Preventable collision: ○**Yes** ○**No**	**Preventable collision:** ○**Yes** ○**No**
Drug/alcohol tested after crash: ○**Yes** ○**No**	**Drug/alcohol tested after crash:** ○**Yes** ○**No**
School bus operator cited: ○**Yes** ○**No**	**Other operator cited:** ○**Yes** ○**No**
Specify citation:	**Specify citation:**
Determined by:	**Determined by:**

VEHICLE INFORMATION

School Bus VIN No.:	**Year, Make, Model:**
School bus use at time of crash: ○ Regular route ○ Field/activity/sport trip ○ Special needs route ○ Other: describe	**School Bus Defects Visible:** ○ None ○ Tires ○ Brakes ○ Steering ○ Lamps ○ Other (describe): _____
Was school bus towed? ○**Yes** ○**No**	**School bus towed to:**
Type of School Bus: ○ A1 ○ A2 ○ B1 ○ B2 ○ C ○ D	
Engine Location: ○ Front ○ Rear	**Other Features:** ○ MFASB/MPV ○ Lift Equipped
Any damage to bus? ○**Yes** ○**No** information below taken from police accident report (PAR)	
Area of greatest damage to bus: ○ Front ○ Top ○ Right (passenger side) ○ Undercarriage ○ Left (operator side) ○ Unknown ○ Back (rear)	

Greatest extent of damage to the bus:

Code 0 – 7 Select the degree of severity. If a vehicle sustained no damage, a "0" (zero) rating is used, "1" being the least severe and "7" being the most severe.

0	**vehicle not damaged**
1	**superficial damage and vehicle can be driven**
2	**minor damage and vehicle can be driven**
3	**moderate damage and vehicle can be driven**
4	**minor damage and vehicle cannot be driven**
5	**moderate damage and vehicle cannot be driven**
6	**severe damage and vehicle cannot be driven**
7	**vehicle totaled and not repairable**

Secondary impact to bus: ○**Yes** ○**No** ○ Front ○ Top ○ Right (passenger side) ○ Undercarriage ○ Left (operator side) ○ Unknown ○ Back (rear)	
Greatest extent of damage from secondary impact to bus: _____ Code 0 – 7	
Other vehicle Year, Make, Model (if applicable):	**Other vehicle VIN No.:**
Area of greatest damage to other vehicle: ○ Front ○ Top ○ Right (passenger side) ○ Undercarriage ○ Left (operator side) ○ Unknown ○ Back (rear)	
Greatest extent of damage to other vehicle: _____Code 0 – 7	
Secondary impact ○**Yes** ○**No**	**Area of damage:**
Extent of damage:	

OCCUPANT INFORMATION

Bus operator's name:		
Date of birth:	**Age:**	**Male/Female:**
Seatbelt used: ○**Yes** ○**No**	**Type of Belt:**	
Airbag Equipped: ○**Yes** ○**No**	**Airbag Deployed:** ○**Yes** ○**No**	
Bus Operator's Experience: _____number of crashes/accidents in past three years		

	Pre-service training		**In-service within last 12 months**	
	Hours	**Dates**	**Hours**	**Dates**
Driving (classroom)				
Driving (in-vehicle)				
Wheelchair transportation				
First aid				
Evacuation				
Special needs				
Child passenger safety				
Behavior management				
Policies and procedures/laws				
Other: describe				

Within 24 hours prior to crash: Hours of drive time _____ Hours on duty _____ Hours off duty_____

Most severe injuries to bus operator and passengers (from police accident report):

○ O – no injury

○ C – possible injury (minor)

○ B – non-incapacitating injury (moderate)

○ A – incapacitating injury (serious)

○ K – fatality

○ U – unknown injuries

Operator: _____ injury

Bus Passengers: _____ injury

Was the bus operator transported for treatment? ○**Yes** ○**No**

Were any passengers transported for treatment? ○**Yes** ○**No**

Please use the following codes for bus operator and passenger information and to fill out the bus occupant form on the following page. (Code all equipment that applies.)

Age/Male or Female

Equipment in use at time of crash:

AB	airbag
LS	lap & shoulder belt
LAP	lap belt only
SH	shoulder belt only
CSRS	child safety restraint system (supplemental form)
WC	wheelchair; scooter (supplemental form)
TD	wheelchair tie down/securement
O	none
U	unknown

Injury Codes:

O	no injury
C	possible injury (minor)
B	non-incapacitating injury (moderate)
A	incapacitating injury (severe)
K	fatality
U	unknown

Code on the following page in seat locations: Age/gender, equipment use, injury code

Examples:

12/F, LS, C 12-year-old female in lap/shoulder belt with a minor injury

5/M, CSRS, L, B 5-year-old male in child safety restraint system secured by lap belt with a moderate injury

56/F, LAP, WC, U 56-year-old female seated in wheelchair with lap belt with unknown injuries

SCHOOL BUS OCCUPANTS

Total passengers including operator _____

Indicate locations of lifts (L), window emergency exits (VT), door emergency exits (X), and Roof exits (R)

Front of bus ↑

Operator							Entry/ Exit Door	
L/W/X/R	A	B	C	Aisle Row	D	E	F	L/W/X/R
				1				
				2				
				3				
				4				
				5				
				6				
				7				
				8				
				9				
				10				
				11				
				12				
				13				
				14				

SCHOOL BUS TYPES

School bus: A bus owned, leased, contracted to or operated by a school or school district and regularly used to transport students to and from school or school-related activities, but not including a charter bus or transit bus. A school bus must meet all applicable FMVSSs and is readily identified by alternately flashing lamps, National School Bus Yellow paint, and the legend "School Bus," except as may be provided for the multifunction school activity bus. The following describes each of these types and styles of vehicle.

Type A: A Type "A" school bus is a conversion or bus constructed utilizing a cutaway front section vehicle with a left side operator's door. This definition includes two classifications:

Type A-1, with a Gross Vehicle Weight Rating (GVWR) of 14,500 pounds or less; and
Type A-2, with a GVWR greater than 14,500 and less than or equal to 21,500 pounds.

Type B: A Type "B" school bus is constructed utilizing a stripped chassis. The entrance door is behind the front wheels. This definition includes two classifications: Type B-1, with a GVWR of 10,000 pounds or less; and Type B-2, with a GVWR greater than 10,000 pounds.

Type C: A Type "C" school bus is constructed utilizing a chassis with a hood and front fender assembly. The entrance door is behind the front wheels; also known as a conventional school bus. This type also includes cutaway truck chassis or truck chassis with cab with or without a left side door and a GVWR greater than 21,500 pounds.

Type D: A Type "D" school bus is constructed utilizing a stripped chassis. The entrance door is ahead of the front wheels; also known as rear or front engine transit style school buses.

Multifunction school activity bus (MFSAB) or multipurpose passenger vehicle (MPV): "A school bus whose purposes do not include transporting students to and from home or school bus stops," as defined in 49 CFR 571.3. This subcategory of school bus meets all FMVSS for school buses except the traffic control requirements (alternately flashing signal and stop arm).

SUPPLEMENTAL CRASH DATA

Bus Loading/Unloading-Type Incident

Was the bus involved in a non-collision type incident? ○**Yes** ○**No** (If yes, continue.)

Did the incident occur at school? ○**Yes** ○**No**

Where was the bus at the time of the incident?

○ Approaching the bus stop
○ Leaving the bus stop
○ Stopped at the bus stop
○ Not in sight of the bus stop

Were any traffic warning devices activated when incident occurred? (Check all that apply.)

○ None
○ Red lights activated
○ Amber lights activated
○ Other: describe _____
○ Swing out stop arm
○ Unknown

Where was the student(s) at the time of the incident?

○ Getting on the bus
○ Standing at the bus stop
○ Getting off the bus
○ Unknown
○ Walking to or from the bus
○ Other: describe _____
○ Loading or unloading from a lift
(fill out supplemental wheelchair pages)

Location of student:

○ On the side of the road
○ In a private driveway
○ On the sidewalk
○ Moving to seat
○ In the road
○ Other: describe _____
○ Unknown

Student injured by:

○ Bus
○ Another vehicle
○ Falling
○ Other: describe _____
○ Unknown

What area of the bus or other vehicle contacted student?

○ Front ○ Back ○ Passenger side (right) ○ Operator side (left) ○ Unknown
○ Other: describe

Did student(s) sustain any injuries? ○**Yes** ○**No** Describe:

Describe student(s) behavior:

Describe any other information about the incident:

WHEELCHAIR SECUREMENT/RESTRAINT SUPPLEMENT REPORT

Was a bus passenger seated in a wheelchair? ○**Yes** ○**No** (If yes, continue.)

The Wheelchair

<table>
<tr><td colspan="2">Make/model/year of wheelchair:</td></tr>
<tr><td>Location of Wheelchair:
Row number:
Seat location:
Orientation in vehicle (facing forward, to left, right, rear, angle):
○ On lift
○ Unknown position in vehicle</td><td>Wheelchair type:
○ Standard Manual
○ Stroller
○ Ultra light/sport manual
○ Powered
○ 3 or 4-wheeled power scooter
○ Other: specify_____
○ Unknown</td></tr>
<tr><td colspan="2">Wheelchair WC19-compliance: ○Yes ○No ○Unknown</td></tr>
<tr><td>Post-crash condition of wheelchair:
○ No damage
○ Minor damage/repairable
○ Major damage/not repairable
○ Unknown</td><td>Describe damage to wheelchair:</td></tr>
<tr><td>Rear head rest:
○ No head rest available
○ Yes – attached to wheelchair
○ Yes – not attached to wheelchair
○ Unknown
○ Other specify: _____
○ Unknown</td><td>Post-crash condition of head rest:
○ No head rest available
○ No damage
○ Detached from wheelchair
○ Detached from vehicle
○ Deformed</td></tr>
<tr><td>Wheelchair seating system:
○ Sling seat and seatback
○ Rigid seat and seatback
○ Special contoured seating
○ Fixed seat and reclining seatback
○ Tilt seating system
○ Degree of tilt <30° <45°
○ Other specify: _____
○ Unknown</td><td>Condition of wheelchair seating system after the crash/incident:
○ No damage to seat or seatback
○ Seat broken/deformed
○ Seatback broken/deformed
○ Seat and seatback broken/deformed
○ Frame deformed/damaged
○ Other specify: _____
○ Unknown</td></tr>
</table>

The Lift

Vehicle access for wheelchair:	**Access location:**
○ Powered lift	○ Passenger side (right)
○ Ramp	○ Operator side (left)
○ Other: specify _____	○ Rear (back)
○ Unknown	○ Unknown

The Postural Belts

Wheelchair postural belts/supports used (check all that apply):	Condition of postural belts/supports after crash:
○ None used or not available	_____ None used or not available
○ Lap belt	_____ No signs of damage
○ Chest belt	_____ Detached from wheelchair
○ Harness	_____ Deformed or unbuckled
○ Side pads: describe	_____ Other: describe_____
○ Other: describe _____	
○ Unknown	
Were postural belts used properly? ○**Yes** ○**No** Describe:	

Securement of the wheelchair to the vehicle

Type of tiedown used:	**Condition of tiedowns after incident:**
○ None used, but available	○ None used; none available
○ None available	○ No damage; system intact
○ Four-point straps	○ System intact but deformed
○ Docking system	○ Partial failure; but did not release chair
○ Wheel-rim clamps	○ Failure; released wheelchair
○ Frame clamps	○ Other: describe _____
○ Other: describe _____	○ Unknown
○ Unknown	

Tiedown damage location:	**Year, manufacturer, model of all tiedowns:**
○ No damage or none available	
○ Strap or webbing	**Describe where tiedowns were secured to the vehicle:**
○ D-ring	
○ Securement hooks (S-hooks)	
○ Anchorage on vehicle/tie down	**Were tiedowns used properly?** ○**Yes** ○**No** Describe:
○ Seat anchorage	
○ Other: describe _____	**Did wheelchair tip over?** ○**Yes** ○**No** Describe:
○ Unknown	

Occupant Restraint for the wheelchair user

Occupant restraint used: ○ None used, but available ○ None available ○ Lap belt only ○ Lap belt with separate shoulder belt ○ Lap belt with separate shoulder harness ○ Shoulder belt only ○ 3-point belt ○ 4-point belt ○ 4-point harness ○ 5-point harness ○ Other: specify _____ ○ Unknown	**Condition of belt restraints after incident:** (Check all that apply.) ○ No damage or none available ○ Webbing damage ○ Hardware damage ○ Other: describe _____ ○ Unknown
Year, manufacturer, model of all restraints:	
Were restraints used properly? ○**Yes** ○**No** Describe:	
Describe where restraints were attached:	
Was occupant ejected out of wheelchair? ○**Yes** ○**No** Describe:	

Child Safety Restraint System (CSRS)

Was the student using a CSRS? ○**Yes** ○**No** (If yes, continue.)	
Where was the student seated on the bus?	
CSRS Make, Model, Year:	
Was the child rear-facing? ○**Yes** ○**No**	**Was the child forward-facing?** ○**Yes** ○**No**
Was the student in a CSRS seated at an emergency exit window? ○**Yes** ○**No**	
Height and weight of student, if known:	
Type of child safety seat: ○ Infant seat with base (rear-facing only) ○ Infant seat without base (rear-facing only) ○ Forward-facing seat with harness ○ Booster seat with back ○ Booster seat without back ○ Safety vest ○ Integrated child seat ○ Other: describe _____ ○ Unknown	**Type of restraint protecting child:** (Check all that apply.) ○ None ○ 5-point harness on child seat (2 at the shoulder, 2 at the hip, and one between the legs) ○ 3-point harness on child seat (2 at the shoulder, one between the legs) ○ 3-point belt on vehicle (lap and shoulder) ○ Lap belt on vehicle ○ Shoulder belt on vehicle ○ Other: describe _____ ○ Unknown
Observed CSRS usage: (Check all that apply.) ○ Loose CSRS installation ○ Shoulder straps of harness positioned at or below shoulders ○ Shoulder straps of harness- positioned above shoulders ○ Harness straps snug ○ Harness straps loose ○ Child is less than 1 year old and facing forward ○ Child is under 40 pounds a-nd seated on a booster seat ○ Booster used with lap belt only ○ Other: describe _____ ○ Unknown	**Child safety restraint system securement to vehicle:** ○ Not secured ○ Lap belt only ○ Lap/shoulder belt (3-point) ○ Shoulder belt only ○ Latch system (lower anchors and tethers for children) ○ Tether strap (an additional belt that anchors the top of the CSR to the vehicle) ○ Cam strap ○ Other: describe _____ ○ Unknown
Describe bus seat:	
Collision with Pedestrian:	

IDENTIFICATION AND EVALUATION OF SCHOOL BUS ROUTE AND HAZARD MARKING SYSTEMS

Final Report

Work Performed Under a Grant from
The National Highway Traffic Safety Administration
U.S. Department of Transportation

Grant # DTNH22-97-G-05155

June 1998

National Association of State Directors of Pupil Transportation

116 Howe Drive
Dover, DE 19901

NOTE: *The report below was developed by the National Association of State Directors of Pupil Transportation Services under a grant from the National Highway Traffic Safety Administration. The Final Report was submitted to the agency in June 1998. The report as presented herein is substantially the same as the original report, which can be found at* ***http://www.nasdpts.org/Documents/Paper-Hazard.pdf****, but there have been some updates to improve formatting and readability.*

NHTSA Grant # DTNH22-97-G-05155

National Association of State Directors of Pupil Transportation Services

BACKGROUND:

An estimated 23 million public school students ride over 400,000 school buses twice daily to go to and from school. Additionally, it has been estimated that another one to two million students ride school buses to and from school-related activities each day. In the course of a school year, school buses transport students over four billion miles. The safety of pupil transportation is of significant concern to Federal, State and local governments, school districts, school administrators, parents, and the general public.

Within the school transportation industry itself, there is a long history of significant efforts to make school transportation safe and efficient. Pupil transportation programs date back to the earliest years of the 20th century. By 1910, thirty states had pupil transportation programs in place. The first "vehicles" used to transport students were nothing more than horse-drawn carts which were borrowed from local farmers. With the development of automobiles and trucks with gasoline-powered engines, the school "wagon" was replaced with the school "truck." During the 1920's and 1930's, the Nation's roadway system was expanding, especially in rural communities. This led to a greater need for vehicles to transport schoolchildren and the formation of an industry of school bus manufacturers.

As the number of school buses operating on the roadways increased, there came the inevitable problems. Several serious tragedies occurred involving school buses which caused school officials to think seriously about developing safety guidelines for school buses. In 1939, representatives from 48 states gathered to develop recommendations for school buses. Since that time, there have been a total of 12 National Conferences on School Transportation where representatives from each state gather to revise existing and establish new safety guidelines for school buses and operating procedures for the safe transportation of schoolchildren, including those with disabilities. The product of these national conferences are referred to as the National Guidelines for School Transportation. The National Conferences are jointly sponsored by the National Association of State Directors of Pupil Transportation Services (which includes the School Bus Manufacturers Technical Council), the National Association for Pupil Transportation, and the National School Transportation Association, the National Safety Council, and Central Missouri State University.

To help ensure the transportation safety of students on school buses, the National Highway Traffic Safety Administration (NHTSA) establishes and enforces a series of Federal Motor Vehicle Safety Standards governing the safety performance and manufacture of school buses. NHTSA also conducts a safety defects investigation program to identify safety defects in motor vehicles, including school buses, and requires manufacturers to recall and remedy defective vehicles free of charge. In addition, NHTSA's Guideline #17, "Pupil Transportation Safety," establishes minimum recommendations for a pupil transportation safety program, including the identification, operation, and maintenance of buses used for transporting students; training of passengers, pedestrians, and bicycle riders; and administration.

Even with the school bus-specific Federal Motor Vehicle Safety Standards, NHTSA's safety defect investigation and recall program, NHTSA's Guideline #17, and the school transportation industry's National Guidelines for School Transportation, a few school bus safety problems continue to persist. One of these problems was identified as a contributing factor in a tragic crash that occurred on October 25, 1995, in Fox River Grove, Illinois. On that day, a commuter train hit a school bus that was stopped at a highway-railway grade crossing. Seven students were killed and the school bus operator and 24 other students were injured. The school bus operator had taken all of the appropriate actions prior to crossing the railroad tracks, but unknowingly failed to completely clear the railway track while the school bus was stopped at a red traffic light. The commuter train struck the rearmost side of the school bus.

At the conclusion of its investigation of the crash, the National Transportation Safety Board identified one of the factors contributing to the crash as an inadequate school district routing and hazard

marking system. The Safety Board noted that the substitute school bus operator operating the bus that day was unaware of the hazard at the highway-railroad crossing because "the methods employed by the school district to identify and evaluate route hazards were ineffective."

In addition to the Safety Board's investigation of the Fox River Grove crash, the U.S. Department of Transportation formed a Grade Crossing Task Force to review the decision-making process for designing, constructing, and operating rail crossings. The Task Force published its findings in a March 1996 report, "Accidents That Shouldn't Happen." One recommendation from that report calls for NHTSA to "work with State directors of pupil transportation, through relevant national organizations, to develop a system to improve school bus routing safety by focusing on highway-railroad grade crossings."

As a result of the recommendations from the Safety Board and the Grade Crossing Task Force, NHTSA provided a grant to the National Association of State Directors of Pupil Transportation to:

Research the issue of school bus route hazards and route hazard marking systems;

Develop a set of guidelines that school transportation officials could utilize in developing a system for identifying school bus route hazards that meets the needs of their locality;

Provide suggestions for reasonable and appropriate means of informing school bus operators of potential school bus route hazards so as to educate them on how to deal with any route hazards that cannot be avoided; and

Suggest methods to disseminate the information developed during this project to the school transportation community.

SCHOOL BUS OPERATOR TRAINING

School bus operator training is one of the most important components of the school bus transportation system. A critical component of school bus operator training is the recognition of potential driving hazards and appropriate adjustment of driving behavior to ensure the safety of the school bus occupants. The goal of this project and report is to provide school bus operators and substitute operators with a list of locations/situations that should be recognized as being potentially hazardous. School bus operators should be properly trained to deal with these potentially hazardous conditions. In addition, school bus operators should be trained to deal with hazardous conditions that occur suddenly or are of a temporary nature. Constant dialogue between school bus operators and route planners is critical to ensure the continued safe transportation of students in school buses.

METHODOLOGY

The National Association of State Directors of Pupil Transportation undertook the following activities to develop a school bus route hazard identification system and a means of educating school bus operators about such hazards. Each of the activities included review and comment by the various state directors of pupil transportation. Throughout this report, specific comments from states are included to illustrate the involvement and insight provided by the state directors.

A. **Define "School Bus Route Hazard"**

The first, and most critical, step was to develop an acceptable and reasonable definition of what constitutes a "school bus route hazard." From a practicable perspective, "school bus route hazards" can be grouped into two distinct categories.

First, there are "driving hazards" that are encountered while operating a school bus route, such as railroad grade crossings and industrial intersections. Second, there are "school bus loading zone hazards" that are encountered at a school bus stop, such as a narrow, busy street without sidewalks or dangerous curves that do not provide the school bus operator, the students, or other motorists with an adequate view of the school bus loading zone. The scope of work for this project only included the first category of school bus route hazards - driving hazards.

B. **Develop a "Model" School Bus Route Hazard Identification System**

Based on the knowledge and expertise of individuals within the school transportation industry, an ideal program that could be used to assist states and local school districts in identifying and evaluating potential school bus route hazards was defined. This ideal program became the "model" against which existing school bus route hazard identification programs were compared.

C. **Review Existing Materials/Information**

Examples of existing state or local school district route hazard identification programs were reviewed and compared with the "model" system described above. The existing programs were reviewed in terms of the ability of the program to identify route hazards and communicate that information to the appropriate individuals.

D. **Develop a Recommended System**

Based on the review of existing programs, as compared to the "model" system, a recommended school bus driving route hazard identification system was developed that could provide states and local school districts with an efficient method for identifying potential school bus route hazards and a means of communicating information about those hazards to school bus operators and trainers, route planners, and other appropriate school transportation officials.

E. **Dissemination Approaches**

Finally, suggestions were made on how to disseminate the "recommended" system to the school transportation community, and what approaches should be taken to educate state and local school transportation providers on the importance of adopting such a school bus driving route hazard identification system.

RESULTS OF PROGRAM ACTIVITIES

Result #1 — Definition of a School Bus Route Driving Hazard

While it is possible to develop a list of the potential hazardous locations/situations that a school bus operator could encounter in the course of driving a school bus route, it is not possible to develop a definitive list of every potential driving hazard. As was pointed out by the state of Indiana during discussions of this project, "Regular review of the route hazards list is encouraged. This will keep the document accurate and permit the addition of 'yet-to-be-discovered' hazards."

Some potential school bus route driving hazards can be considered as "fixed," in that the situation or condition exists (such as a railroad crossing), can be identified, and operators can be informed and educated about the potential hazard. Other potential driving hazards occur without advanced warning — examples include: (1) inclement weather conditions, such as fog, sand storms, blinding sunlight, snow storms, etc.; (2) conditions that result from weather conditions, such as flooded roadways, fallen trees, downed power lines; and (3) accident locations. This report focuses on potential school bus route driving hazards that are of a "fixed" nature.

Discussion

Table 1 details many of the potentially hazardous locations/situations that a school bus operator could encounter in the course of driving a school bus route. These potential driving hazards were selected based on the belief that the mere existence of any one of these conditions poses possible serious consequences if the school bus operator is not aware of the existence of the hazard. While a hazard could develop at any time while driving a school bus (for example, a tree could fall across a road during a storm, or a stream could overflow, or a wet road could suddenly ice over), this list defines only fixed conditions that, by their presence, have been deemed a potential driving hazard. Also, this list is limited to the hazardous locations/situations encountered while driving the school bus, not during loading and unloading operations.

For each potential school bus route driving hazard, a list of factors or situations that could contribute to causing the hazard is provided. It is important to remember that this list of potential school bus route driving hazards, and the factors/situations within them, is not "all-inclusive." States and local school districts may encounter factors and situations that are not listed in Table 1, but which they deem are potentially hazardous.

TABLE 1. LIST OF POTENTIALLY HAZARDOUS LOCATIONS/SITUATIONS ON SCHOOL BUS ROUTES

Railroad Grade Crossing

- Number of tracks
- Visual obstructions to determine type and travel speeds of trains
- Train schedules (consider unscheduled trains also)
- Presence or absence of grade crossing controls
- Unique characteristics or operation of grade crossing controls
- Presence or absence of traffic control signals, including interaction with grade crossing controls
- Size of queuing area before and after the tracks
- Expected traffic conditions at various times during the day
- Roadway design near the grade crossing

Dangerous Intersections and Roadways

- High-frequency crash locations as defined by state transportation and/or law enforcement officials
- Uncontrolled intersections
- Curves and intersections with limited sight distances
- Areas with no shoulders or drop-off to shoulder
- Visibility of traffic control signals
- Coordination of traffic control signals with others in the immediate area

Bridges, Tunnels/Underpasses and Overpasses

- Weight capacity
- Height clearances
- Lane width

Queuing/Storage Areas

- Short acceleration/deceleration lanes
- Limited median areas crossing multi-lane highways
- Turning lanes

Industrial Intersections and Construction Zones

- Areas where heavy vehicles/equipment operate on a regular basis, and may be entering, exiting, or crossing the roadway

Steep Downgrades

- Mountainous areas where brake condition and braking operations are important
- Location of out-of-control vehicle run-off areas

Areas of Significant Speed Differential Between Vehicles

- On-off ramps to high-speed roads
- Farm vehicle areas, including non-motorized vehicles on the road
- Mountain terrain

Pedestrian Areas

- School bus loading/unloading zones
- Narrow streets with parked motor vehicles - children darting between vehicles
- Congested shopping and business areas

Other Conditions Identified in Local Area

- Unique roadway locations, for example:
  - A. Roadways without guardrails that are next to rivers, lakes, etc.;
  - B. Dirt or gravel roads that could affect braking;
  - C. Rock quarry or open pits;
  - D. Areas with problems related to right-turn-on-red laws;
  - E. Areas with visibility problems due to air quality/industrial smoke/etc.; and
  - F. Areas where emergency equipment operate on a regular basis:
    1. fire stations
    2. hospitals

Result #2 - Development of a "Model" School Bus Route Hazard Identification System

During the course of this project, a "model" school route hazard identification system was outlined. It was recognized that such a system would consist of three major components:

A. A list of potential driving hazards;

B. A specified procedure/schedule for conducting on-site reviews of school bus routes; and

C. An efficient and effective means of informing school bus operators of the presence of potential driving route hazards.

Of the three components, the first was determined to be the most critical, since without a definition of what constitutes a school bus route driving hazard, the other components would have little utility. Additionally, developing a procedure and schedule for reviewing school bus routes and an information dissemination plan were viewed as administrative policy decisions that were independent of the technical issues related to identifying potential school bus route driving hazards. Accordingly, the focus of the effort was placed on identifying and listing potential school bus route driving hazards.

An initial list of potential hazards was prepared during a Working Session of state directors during the 1997 annual conference of the National Association of State Directors of Pupil Transportation Services. The results of that session were summarized and provided for review to all state directors of pupil transportation. The final results of that effort are discussed in the previous section of this report, "Result #1 - Definition of a School Bus Route Driving Hazard."

Result #3 — Review of Existing Materials/Information

A review of existing school bus route hazard identification systems was made to see if any system assessed all of the potential driving hazards developed during the Working Session at the 1997 annual conference. Not one was found. However, this effort identified additional potential hazards that were not previously considered, but were ultimately included in the final list of school bus route driving hazards as defined in Result #1 above.

Result #4 — Defining a Route Hazard Identification System

The major goal of this project was to develop a **system** that a state or a local school district could use to:

A. **Identify** any fixed locations/situations that constitute a potential school bus driving hazard; and

B. **Inform** school bus operators and substitute operators of each identified potential route hazard on the school bus route(s) they drive.

Identification

The first component of such a system would consist of an established, systematic process to evaluate all school bus routes to determine whether any potential fixed driving hazards exist. An annual review of each school bus route by a person trained to identify potential route driving hazards would provide the basis for identifying any potential hazards. In addition, school bus operators should be trained in how to recognize a potential school bus route driving hazard, and to report any new potential hazardous conditions to the appropriate school transportation officials. In effect, this would provide for continual monitoring and review of school bus routes so school bus operators are aware of all potential fixed driving hazards on their routes. As stated by Connecticut, "constant communication between school bus operators and route planners is critical to safety." Hazards can and do change, even on a daily basis. As such, "daily updates of critical route hazards should be foremost in the minds of dispatchers and operators."

A checklist format based on the above list of potential school bus driving route hazards (Result #1 — Table 1) would provide for a consistent means of ensuring that such items were considered during the review of each school bus route. An example of such a checklist for the items identified in Result #1 appears as Appendix A to this report, * and is based on a format utilized in Oklahoma. It is important to remember that a state or a local school district should ensure that any potential hazards that may be unique to their area, or any potential hazards that they believe were missing, are added to the checklist.

In addition to regular school bus routes, there also can be potential driving hazards along routes taken for field trips or extra-curricular activities. In such cases, operators may be able to identify potential route driving hazards based on their personal knowledge of the route or on a previous trip to the same location.

** Report being quoted above; checklist found in the appendix following.*

Information

The second component of a school bus route driving hazard identification system consists of a means of informing all regular and substitute school bus operators of the potential driving hazards on their school bus route(s). New Jersey stressed the importance of "the need for operators and operator trainers to make clear notes of these hazards for all substitute operators."

In addition to the operators, school bus route planners/schedulers/dispatchers, etc. should be made aware of all information about potential driving hazards on the school bus routes. This information would allow them to make changes or adjustments to the routes, when reasonable and practicable, so as to minimize or eliminate the exposure of school buses to these route driving hazards.

Informing the necessary people about potential school bus route driving hazards can be accomplished in a number of ways. The most practical, and possibly most easily understandable, appears to be through the use of a map that is visually annotated to identify potential route hazards. The same map could obviously be used for other purposes, including designating the actual school bus route and student pick-up/drop-off locations. Additionally, as the states of Ohio and Virginia noted in their comments to this project, information on the location of police/fire/rescue stations, hospitals, and other emergency care facilities, and "possible 'safe stops' where a school bus may pull off the road and await aid in the event of an emergency" could be added to the map.

A number of local school districts currently use mapping techniques to document the streets in their district, the location of the students' homes, the school bus stops, and the routes traveled by school buses. Inexpensive color printers allow school districts to print color maps of their bus routes, and computer software allows route planners to incorporate custom information, such as route hazards, on the map.

Whatever means is chosen, it is important that school bus operators be provided with route hazard information in a standardized, consistent manner. Also, the route hazard information should be available to the school bus operator every day, no matter which school bus is driven on that day.

Training

While not a specific part of this project, the importance of training school transportation providers about school bus route driving hazards cannot be understated. In their comments, Ohio noted that the contents of a route hazard identification system are "only good if utilized." In other words, if operators are not made aware of the potential driving hazards and trained on how to deal with such potential hazards, then no benefits will accrue from efforts to identify potential route hazards. Mississippi commented that its training in route hazards constantly works "to instill in each operator the concept of Expect the Unexpected."

However, training alone does not guarantee success. As Connecticut stated, "Route hazards is an area in which some training can be afforded, but common sense and networking among operators, local officials, and school district personnel is paramount to a safe and successful route hazard notification program."

Result #5 – Dissemination Approaches

Based on the belief that the ultimate success of a school bus route driving hazard identification system is dependent on the awareness and use of the system by school transportation providers, it is strongly suggested that the results of this project be provided to all state directors of pupil transportation, the appropriate student transportation officials in each school district, and organizations affiliated with private/parochial schools. The dissemination to state directors and public school districts could be made by use of direct mailings. The dissemination to private/parochial schools could be made through national associations that represent such schools.

As a supplement to direct mailings, the report on this project should be made available on the NHTSA and various school transportation web sites in a form that can be downloaded. In addition, the results of this project should be publicized through the various media that deal with pupil transportation.

NON-FIXED SCHOOL BUS ROUTE HAZARDS:

As mentioned earlier, this project only dealt with school bus route driving hazards that are "fixed." However, it is recognized that other driving hazards can occur without advanced warning. These often result from inclement/adverse weather conditions or poor visibility conditions. It is important for school bus operators to be aware of such possibilities and be trained on how to deal with such sudden potential hazards. As an example of some non-fixed driving hazards, Iowa includes in its School Bus Operator's Handbook procedures to follow should a school bus encounter a tornado or Agri-Chemical clouding along school bus routes. Also, Delaware provides operators with information in its School Bus Operator's Handbook to prepare them for the following:

Adverse weather conditions

- Extreme cold
- Extreme heat
- Rain
- Fog
- Snow/ice

Conditions affecting visibility

- Sun glare
- Darkness
- Fog/rain/snow
- Curves and hills

Wild animals are another example of a non-fixed school bus route driving hazard. In many rural and suburban areas, animals such as deer and livestock can be a serious danger to motorists. School bus operators should be made aware of such situations and learn how to deal with them.

CONCLUSIONS:

Recognizing the importance of identifying school bus route driving hazards, the National Association of State Directors of Pupil Transportation Services has conducted this study for the National Highway Traffic Safety Administration. Verbal and written information from members of the Association was consolidated to focus on the key issues and the best approach for addressing the problem of driving hazards on school bus routes. The following conclusions were reached during the study:

- Driving hazards can and do exist on school bus routes.
- Driving hazards on school bus routes that are of a "fixed" nature can be identified.
- School transportation officials should establish a program to routinely and systematically evaluate all school bus routes for potential driving hazards.
- A list of potential fixed school bus route driving hazards has been developed for use in evaluating school bus routes.
- Information on potential school bus route driving hazards should be provided to all regular and substitute school bus operators, route planners, dispatchers, and other appropriate personnel.
- School bus operators should be trained on how to effectively deal with potential school bus route driving hazards, of both a fixed or sudden nature.
- The results of this project should receive wide dissemination.

The National Association of State Directors of Pupil Transportation encourages states, local school districts, and private/parochial schools to review this report in conjunction with their school transportation operations and take whatever actions are necessary to ensure that school bus route driving hazards are identified and made known to all appropriate school bus operators and school transportation personnel.

(REFERENCE TABLE 1 REPORT) CHECKLIST FOR IDENTIFYING POTENTIAL SCHOOL BUS ROUTE FIXED DRIVING HAZARDS

Railroad Grade Crossings

Railroad Grade Crossing Identification Number:
Location:
How many tracks are present?
What are the times of the scheduled trains?
What types of trains use the track? ○ Passenger ○ Freight ○ Commuter
What are the travel speeds of the scheduled trains?

	Yes	No
Are the regulatory signs (crossbucks) clearly visible?	○	○
Are there regulatory devices (lights/gates/bells) present?	○	○
Are there any unique characteristics to the operation of the crossing controls?	○	○
What are they?		
When stopped approximately 15 feet from the nearest railroad track, is there an unobstructed sight distance of approximately 1,000 feet in both directions?	○	○
Is there at least enough room on the other side of the furthest railroad track for the largest school bus to stop without encroaching on the train's right-of-way?	○	○
Are there any roadway design features that could affect the safe operation of a school bus at the railroad crossing?	○	○
What are they?		

Dangerous Intersections and Roadways

Location:_____

	Yes	No
Is this a high-frequency crash location?	○	○
Are traffic control devices present?	○	○
Are there visibility obstructions?	○	○
What are they?		
Are there areas with no shoulders or drop to shoulder?	○	○
Are there peculiar roadway features?	○	○
What are they?		

Bridges, Tunnels/Underpasses and Overpasses

Location:_____

	Yes	No
Is the weight capacity of the bridge/overpass sufficient for a fully-loaded school bus?	○	○
Is the height of the tunnel/underpass adequate for the tallest school bus, including open roof hatches?	○	○
Is the lane width of the bridge, tunnel/underpass, or overpass adequate for the widest school bus, including the mirrors?	○	○

Queuing /Storage Areas

Location:_____

	Yes	No
Is there sufficient area for the largest school bus in the acceleration/ deceleration lane?	○	○
Is there sufficient area for the largest school bus in the median area between a multi-lane road?	○	○
Is there sufficient area for the largest school bus in the turning lane?	○	○

INDUSTRIAL INTERSECTIONS AND CONSTRUCTION ZONES

Steep Downgrades

Location:_____

	Yes	No
Do heavy vehicles enter/exit/cross the roadway frequently?	○	○
Are there highway signs alerting operators of the industrial/construction traffic?	○	○
Are there highway signs alerting operators to the downgrade?	○	○
Are there signs alerting operators to "Check Brakes?"	○	○
Are there areas marked and designated for vehicles to safely leave the road (run-off areas)?	○	○

Areas of Significant Speed Differential Between Vehicles Location

Location:_____

	Yes	No
Is there sufficient space to accelerate/decelerate a school bus when entering/exiting a high-speed road?	○	○
Does slow-moving farm equipment operate on the road?	○	○
Do non-motorized vehicles, e.g., horse-drawn carriages, operate on the road?	○	○
Are there roadway conditions, e.g., mountainous terrain, that result in vehicles operating at high speeds and low speeds?	○	○
What are they?		

Pedestrian Areas

Location:_____

	Yes	No
Are there difficulties seeing pedestrians at school bus stops?	○	○
Are there narrow streets with parked vehicles where children may run into the street?	○	○
Are there areas of heavy pedestrian congestion, e.g., shopping and business areas?	○	○

Other Conditions Identified in Local Area

Location:_____

	Yes	No
Are there unique roadway conditions?	○	○
Roads without guardrails that pose a danger, e.g., next to rivers, lakes, quarries?	○	○
Dirt or gravel roads that could affect braking?	○	○
Others?	○	○
What are they?		
Are there roadway conditions that make it difficult to make a "right turn on red?"	○	○
What are they?		
Are there areas with visibility problems due to industrial smoke, air quality, etc.?	○	○
Are there areas where emergency equipment operate on a regular basis, e.g., fire stations or hospitals?	○	○

ACTIONS TO BE TAKEN DURING AND FOLLOWING THE OBSERVATIONS OF SCHOOL BUS ROUTES

Supervisory actions that should be taken during and after the transportation director completes a review of bus routes are listed below:

1. Check the route and schedule for accuracy.
2. Determine that loading and unloading occurs only at authorized stops.
3. Check for bus stop hazards.
4. Check to see that vehicles are operated in compliance with prescribed regulations.
5. Observe the operator-student relationship.
6. Check loading and unloading conditions at school centers.
7. Check for evidence of supervision in loading zones.
8. Note hazardous road conditions.
9. Note the nature, frequency and locations of bus stop law violations.
10. Observe conditions of bus [e.g., cleanliness, tires, windows, emergency exit(s), first aid kits, fire extinguisher, seats, etc.].
11. Observe vehicle inspection guide for evidence of pre-trip inspection.
12. Note operator attitude toward other motorists and pedestrians.
13. Follow the observation with a written report and discussion with the operator (and others, as appropriate). The discussion should be used to encourage the operator to become self-auditing and participate in giving supervisors information that is helpful in improving the overall safety, effectiveness and efficiency of the student transportation system.
14. File the written report in the operator's permanent record.

PLANNING SCHOOL SITES FOR SCHOOL BUS SAFETY

A. In the selection of school sites, major consideration should be given to the safety of students riding school buses. School buses will be forced to utilize the roads in and around the school site, plus public highways leading into the school area. High-density traffic flow near school exits and entrances due to the proximity of freeways, periodic commercial traffic or massive commuter traffic from industrial plants should be avoided. It must be recognized, in many cases, that the area designated for the school site has been selected prior to hiring an architect. It is suggested, therefore, that this information be issued to boards of education and municipal planning authorities, alerting them to the dangers inherent in the process of site selection. It is also suggested that boards of education discuss the selection with the superintendent of schools, traffic engineers and the state office of school plant planning and solicit their help in evaluating possible school sites.

B. The location of the school plant on a site should be determined so as to provide a safe means of entrance and exit for all students. When boards of education are considering school sites, the state, county and local roads servicing the area should have a minimum 30-foot paved width where loading and unloading is contemplated off the main thoroughfare. If it is necessary to load or unload students on the main thoroughfare in front of the school, at least a 40-foot wide paved road should be provided.

C. All school bus traffic should be considered as one-way traffic flow, preferably with the entrance door side of the bus always next to the loading and unloading zone.

D. Whenever possible, separate pick-up and delivery points some distance from the teacher and student parking areas should be designated for parents, delivery, service, teacher and administrative traffic. Accident-inducing conditions are created by haphazard pick-up and delivery of students in the bus loading zones, particularly during inclement weather.

E. Whenever possible, roads that completely encircle a school should not be constructed. Areas that students must cross to engage in outside activities should be free of all vehicular traffic.

F. All school bus roads entering into or exiting from main arteries should have a 50- to 100-foot radius turn on the inner edge of pavement. Within the school site, roads should have at least a 60-foot radius on the inner edge of pavement on all curves. At least a 50-foot tangent section should be provided between reverse curves. In order to minimize driveway entrance and exit widths, island construction may be required. Driveway openings must conform to local requirements, and driveways opening onto state highways should be approved by the state highway department.

G. Curbing, with suitable drainage, should be constructed on all roads utilized by school buses within the school site. Consideration should be given to state highway department performance specifications. A minimum of 30 feet should be maintained for one-way traffic and 36 feet for two-way traffic, with roads being wider on all curves.

H. It is desirable to separate all parking areas; however, it might be advantageous if only the visitor parking area were located in close proximity to the school. Care should be exercised in the placement of these areas to preclude the visitor from crossing the school bus traffic pattern.

I. Prior to designing and laying out roads and parking lots, architects should consult with the school administration on the following items:

    1. Total number of students and school personnel;

    2. Number of present and projected students to be transported;

    3. Number of school buses;

4. Type of schedule:
    a. Staggered opening and closing times or
    b. Single opening and closing times; and
5. Extra-curricular activities that would necessitate use of school buses.

J. It is desirable to locate parked buses on school grounds to prevent glare from reflective surfaces of windows, doors and windshields from being transmitted to the students in the classroom.

K. Attention should be given in planning school bus parking, loading and unloading areas. Parking should exclude the necessity for backing the bus.

L. Sidewalk plans for students walking to school should eliminate crosswalks in front of the buses.

M. Architects' plans for school buildings often include bus canopies. Such units are not considered feasible for schools with large enrollments. Canopies are advantageous in schools attended by students with disabilities. The height of the canopy should accommodate the highest school buses. Each canopy support post adjacent to the driveway curb should have a three-foot minimum setback from the curb to minimize the possibility of crushing a student between the support post and arriving school buses.

N. For areas that will be constantly utilized by heavy school buses, the type of pavement and base should conform to state highway department specifications.

O. All roads within the school site should be graded to avoid configurations that could impair a motorist's vision. It is suggested that a maximum 5% grade be allowed on all roads and a maximum 2% grade at entrance and exit points. Blind corners and intersections should be eliminated. Trees and shrubbery planted on the school site should not obstruct a motorist's vision.

P. Plans for the location of access and service roads should exclude conditions that would require school buses to be backed on the school premises.

Q. Safety at all student loading and unloading areas should be considered and provided on the school site.

R. Plans for loading facilities should include separate areas specially designed for students with disabilities. Attention should be given to entrance ramps and handrails.

S. Plans for roads and loading areas should accommodate emergency vehicles which must have access to the school at all times.

T. Where necessary, traffic control devices should be provided to assist school traffic to enter the regular traffic flow.

EVALUATION CHECKLIST FOR SCHOOL BUS DRIVEWAYS IN THE VICINITY OF THE SCHOOL

NAME OF THE SCHOOL:	**DATE:**
LOCATION OF THE SCHOOL:	

	YES	**NO**	**DOES NOT APPLY**
1. School bus loading areas are provided on the school site.	○	○	○
2. When loading and unloading of school students take place on a main thoroughfare in front of the school, the roadway has a minimum width of 40 feet of hard surface.	○	○	○
3. The driveway leading to and from the loading and unloading area for school buses has a minimum width of 30 feet of paved surface.	○	○	○
4. If diagonal parking is provided for buses in the loading and unloading area, a minimum width of 60 feet of paved surface is available.	○	○	○
5. Parking for loading and unloading of students at school is bumper-to-bumper or diagonal; in either case, the necessity for backing does not exist.	○	○	○
6. The school bus is not required to back anywhere on school property.	○	○	○
7. All school bus movement on the school grounds is one-way in a counter-clockwise direction.	○	○	○
8. School bus traffic does not completely encircle the school building.	○	○	○
9. The operator has proper sight distance at all points along the driveway.	○	○	○
10. Crosswalks for students do not exist at the entrance to the school bus driveway.	○	○	○
11. Separation is maintained between school bus traffic and all other traffic.	○	○	○
12. Vehicular pick-up points for non-bus students are on a separate driveway from that used by school buses.	○	○	○
13. Curbing and suitable drainage are provided along driveways.	○	○	○
14. Curbing and driveway construction comply with state highway specifications.	○	○	○
15. At ingress and egress areas to and from the school, there is a minimum radius on inner edge of driveway pavement from 50 to 100 feet.	○	○	○
16. On the school site, there is a minimum radius of inner edge of driveway pavement of 60 feet.	○	○	○
17. Between reverse curves, at least a 50-foot tangent section is provided.	○	○	○
18. At ingress and egress points a maximum grade of 2% is adhered to.	○	○	○
19. A maximum grade of 5% is adhered to on the school bus driveway within the school site.	○	○	○

Note: A "yes" answer for each of the items indicates a well-planned traffic pattern for school buses.

SIGNATURES:

Person making the report:	**Title:**
Director of School Transportation:	

Note: Most of the items included in this Evaluation Checklist are based on a 1966 Report of the Special Committee on School Plant Evaluation "School Planning: Safe Transporting," Bureau of Pupil Transportation, Department of Education, Trenton, New Jersey 08652.

POLICIES, PROCEDURES AND TOPICS FOR STUDENT MANAGEMENT

Policies and procedures that address the following topics should be developed and implemented by school districts:

A. The bus operator's authority over, and responsibility for, students while in transit;

B. The student's right to due process when disciplinary action is taken;

C. A step-by-step procedure for resolving problems when the operator needs assistance;

D. The conditions under which a student might be temporarily or permanently suspended from the bus-riding privilege;

E. Procedures for handling emergencies;

F. Use of bus attendants or monitors;

G. Requirements and responsibility for school bus passenger and pedestrian safety instruction;

H. Parent's or guardian's responsibility for damage caused by their children to the bus or its equipment;

I. Rules and procedures for safe travel;

J. Operator, attendant, student and parent training for student management;

K. Special needs–teamwork, collaboration, and communication between transportation staff, special education staff, health services personnel and parents in the development of an Individual Transportation Plan (ITP) for each student with a defined disability;

L. Rules and procedures for safe travel; and

M. Operator, attendant, student and parent training for student management.

STUDENT RULES: SUPERVISION AND DISCIPLINARY GUIDELINES

A. Student shall follow directions of the operator the first time given.

B. Student shall arrive at the bus stop before the bus arrives.

C. Student shall wait in a safe place, clear of traffic and away from where the bus stops.

D. Student shall wait in an orderly line and shall avoid horseplay.

E. Student shall cross the road or street in front of the bus only after the bus has come to a complete stop and upon direction of the operator.

F. Student shall go directly to an available or assigned seat when entering the bus.

G. Student shall remain seated and keep aisles and exits clear.

H. Student shall exhibit classroom conduct at all times.

I. Student shall refrain from throwing or passing objects in, from or into buses.

J. Student is permitted to carry only objects that can be held on his/her lap.

K. Student shall not use profane language, obscene gestures, tobacco, alcohol, drugs or any other controlled substance in the bus.

L. Student shall refrain from eating and drinking in the bus.

M. Student shall not carry hazardous materials or non-service animals into the bus.

N. Student shall respect the rights and safety of others.

O. Student shall refrain from leaving or boarding the bus at locations other than the assigned stop.

P. Student shall refrain from extending head, arms or objects out of the bus windows.

Q. Student shall refrain from hitching rides via the rear bumper or other parts of the bus.

LDOE BUS BEHAVIOR REPORT FORM SB

DEPARTMENT of EDUCATION
Louisiana Believes

FORM "SB"

LOUISIANA DEPARTMENT OF EDUCATION SCHOOL BUS BEHAVIOR REPORT

In accordance with R.S. 17:416, the purpose of this report is to inform parents/guardians of a behavioral incident on the school bus, at a bus stop or in the bus loading zone at the school, and of subsequent disciplinary action taken by school officials. Because this or other incidents may jeopardize the safety or well-being of the named student, the school bus driver or other persons, parents are urged to discuss the incident and possible implications with the student to prevent further occurrences. Students and parents are reminded that bus riding privileges may be revoked at any time deemed necessary for the safety of school bus passengers or other citizens.

Name of Student _____ Phone _____ Grade _____
Name of Bus Driver/Staff _____ Phone _____ Bus Number _____
Name of Principal _____ School _____
Check One: ☐ Regular Education ☐ 504 ☐ Special Education Date of Incident _____ Time _____ Location _____

Time Code: _____	04 During School Activity Trip, 05 To/From School, 06 At Bus Stop or Transfer Station
Location Code: _____	06 School Bus, 07 At Bus Stop or Transfer Station, 99 Other

INFRACTION / REASON CODES (Check all that apply)

01. ☐ Willful disobedience
02. ☐ Treats an authority with disrespect
03. ☐ Makes an unfounded charge against authority
04. ☐ Uses profane and/or obscene language
05. ☐ Commits immoral or vicious practices
06. ☐ Conduct or habits injurious to his/her associates
08. ☐ Uses or possesses tobacco, lighter or matches
09. ☐ Uses or possesses alcoholic beverages
10. ☐ Disturbs the school or habitually violates any rule
11. ☐ Cuts, defaces, or injures any part of public school buildings/vandalism
12. ☐ Writes profane and/or obscene language or draws obscene pictures
15. ☐ Throws missiles liable to injure others
16. ☐ Instigates or participates in fights while under school supervision
17. ☐ Violates traffic and safety regulations
18. ☐ Leaves school premises or classroom without permission
19. ☐ Is habitually tardy and/or absent
20. ☐ Takes another's property or possessions without permission
21. ☐ Commits any other serious offense
35. ☐ Bullying (complete Bullying Behavior Checklist)
36. ☐ Cyber Bullying (complete Bullying Behavior Checklist)
38. ☐ Forgery
39. ☐ Gambling
42. ☐ Unauthorized use of Technology
43. ☐ Improper dress
49. ☐ False Report

REMARKS/DESCRIPTION OF INCIDENT: _____

ACTION(S) TAKEN BY SCHOOL BUS DRIVER

The student named above is hereby reported for inappropriate behavior as indicated in this report. This is the student's 1st 2nd 3rd 4th 5th (circle one) or other ___ cumulative behavioral referral(s). I have taken the following action(s):

011 ☐ Referred to Office 120 ☐ Discussed Behavior with Student 173 ☐ Discussed Behavior with Parent or Guardian
175 ☐ Participated in Conference with School Administrator 999 ☐ Other: _____

Date of Referral: _____ Date of Contact: _____ Time:_____ ☐ Phone Call ☐ Letter ☐ Other (Describe): _____

Response of Parent/Guardian: _____

Date of Conference: _____ Describe: _____

Signature of Bus Driver: _____ Date: _____

ACTION(S) TAKEN BY SCHOOL ADMINISTRATOR

The student named above is hereby reported for inappropriate behavior as indicated in this report. This is the student's 1st 2nd 3rd 4th 5th (circle one) or other ____ cumulative behavioral referral(s). I have taken the following action(s):

000 ☐ No Action– only use if no reportable action was taken
012 ☐ Referred to Counselor
043 ☐ After School Detention from ____ to ____
004 ☐ Suspension In School from ____ to ____
017 ☐ Enforcement Referral (Arrest Resulted Y N)
080 ☐ Assigned Remedial Work
140 ☐ Student Reprimand
175 ☐ Conference w/ Principal on: _____
160 ☐ Loss of Privileges/Bus Suspension from ____ to ____
014 ☐ Referred to School Building Level Committee (SBLC)
045 ☐ Weekend Detention from ____ to ____
006 ☐ Suspension Alternative Site from ____ to ____
016 ☐ Court Referral Date _____
999 ☐ Other Action(s): _____
120 ☐ Student Conference Date: _____
180 ☐ Corporal Punishment (*if checked, complete "Corporal Punishment" Incidence Checklist*)
020 ☐ TOR (Time Out Room)
040 ☐ In School Detention from ____ to ____
002 ☐ Suspension Out Of School from ____ to ____
001 ☐ **Expulsion Recommendation**
013 ☐ Referral to Social Worker
030 ☐ Restorative Practices Implemented
173 ☐ Conference w/ Parents or Guardians on: _____

Circle Yes or No: **Perpetrator:** Serious Bodily Injury Y N Medical Treatment Y N **Victim:** Serious Bodily Injury Y N Medical Treatment Y N

Y N Contact Parent/Guardian Date: _____ Time: _____ ☐ Phone Call ☐ Letter ☐ Conference Date: _____ Time: _____

SIS Primary Infraction/Reason Code Entered: _____ Signature of Principal: _____ Date: _____

COMMENTS BY STUDENT AND/OR PARENT/GUARDIAN: _____

Signature of Student: _____ Signature of Parent/Guardian: _____ Current Date: _____

Check appropriate blocks as copies of the document are supplied: ☐ Parent/Guardian ☐ School's Pupil File ☐ Employee Filing this Report ☐ Principal

***NOTE: The principal shall return a completed copy of this form to the staff member who initiated the referral within 48 hours (excluding non-work days) of the time it was submitted to the principal.**

****Attachments:** Provide copies of all documents related to the behavior of the student named above and prepared by the employee submitting this referral.

(REVISED 9/5/2014)

HOW TO CROSS THE ROAD SAFELY WHEN BOARDING THE BUS

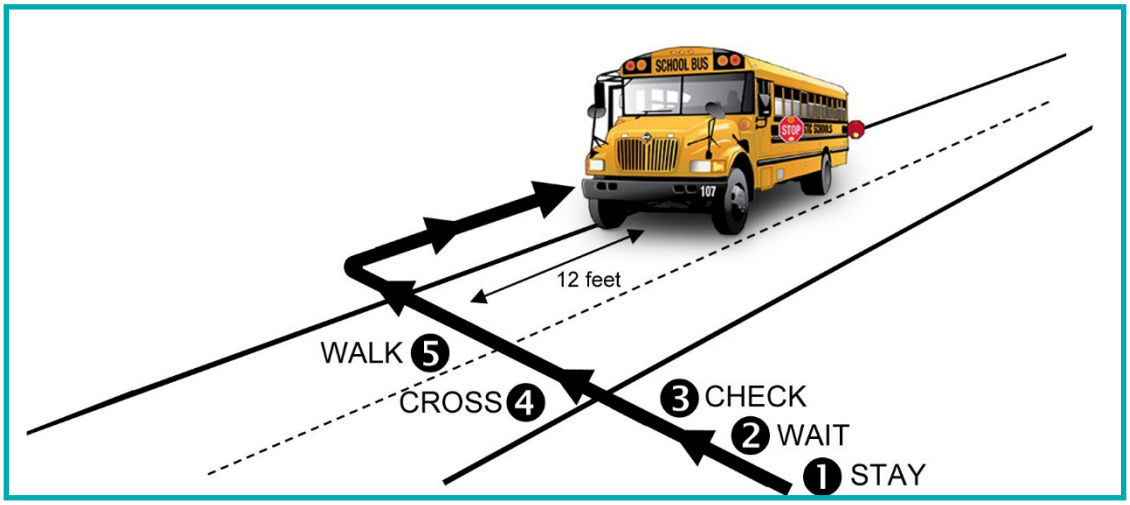
STAY on your side of the road, far away from the traffic.

WAIT for the bus to stop and for your operator's signal to cross.

CHECK traffic both ways, then check again.

CROSS walk directly across, checking traffic both ways

WALK approximately 12 feet ahead of the bumper and board the bus quickly.



Crossing the Highway is DANGEROUS!

REMEMBER

1. **Stay on your side of the road until your driver signals you to cross.**
2. **Check and recheck for traffic.**
3. **Follow the 12-foot rule.**
4. **Board the bus quickly and go directly to your seat.**

Operators SHOULD stop...But THEY MAY NOT!

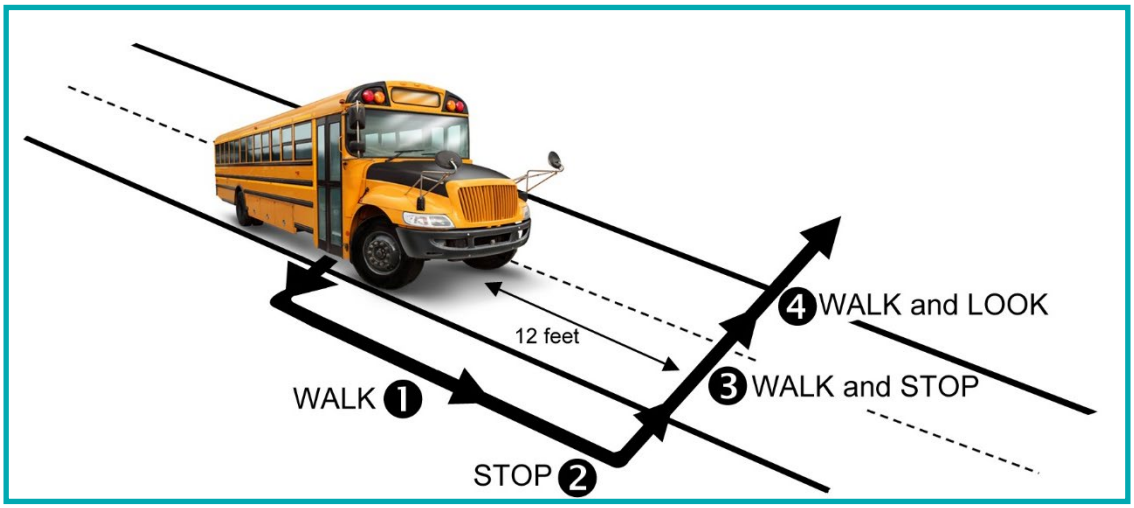
HOW TO CROSS THE ROAD SAFELY
WHEN LEAVING THE BUS

WALK along the side of the road until you can see your operator.

STOP Wait for the signal to cross.

WALK & STOP Go to the Operator's side cross view mirror and look both ways–wait for the operator's signal to cross.

WALK & LOOK For traffic both ways – if you see a vehicle that has not stopped, go back to the bus – if all vehicles have stopped, cross the road quickly.



Crossing the Highway is DANGEROUS!

REMEMBER

1. **Walk**
2. **Stop**
3. **Walk and Stop**
4. **Walk and Look**

Operators SHOULD stop...But THEY MAY NOT!

PROCEDURES FOR SCHOOL BUS OPERATORS AT RAILROAD GRADE CROSSINGS

Each year, approximately 4,000 train/vehicle collisions occur at railroad crossings. These 4,000 collisions result in about 500 fatalities and 1,500 injuries. Unfortunately, some of the crashes involve school buses that result in injuries and fatalities to students. In an effort to avert these crashes, the following procedures are recommended to school bus operators. It is important to note that these recommendations must be considered within the context of individual state laws and regulations.

A. When making stops for railroad crossings, carefully observe all traffic. Use the school bus's hazard warning lamps, and tap the brakes to communicate to traffic that the bus is about to stop. Take these actions far enough in advance (not less than 200 feet from the tracks) to avoid startling motorists behind the bus, which could cause panic stops or rear-end collisions.

B. Bring the bus to a full and complete stop before crossing any track, whether or not the bus is carrying passengers. Stop the bus not less than 15 feet nor more than 50 feet from the rail nearest the front of the bus.

C. On multiple-lane roads, stop only in the right lane unless it is necessary to make a left turn immediately after crossing the railroad tracks.

D. After stopping the bus, fully open the entrance (service) door and the operator's side window, turn off all noisy equipment (radios, fans, etc.), instruct students to be quiet and look and listen in both directions along the track or tracks for approaching trains. (**Note:** In instances where the school bus loading/unloading red warning lamps are activated by opening the entrance (service) door, deactivate such lamps by using the master control switch.)

E. If the view of the railroad track or tracks is not adequate, do not attempt to cross the tracks.

F. If a train passes from one direction, make sure that another train, possibly hidden by the first train, is not approaching on an adjacent track.

G. For railroad crossings equipped with warning devices such as lights, bells and/or gates, always obey the signals. Never ignore railroad crossing signals. If a police officer or flagman is present at the crossing, obey their directions, but be sure to make your own visual check.

H. Before crossing the tracks, ensure there is adequate room on the other side of the tracks and train right-of-way for the entire bus. It is always possible that the bus may have to stop immediately after crossing the railroad tracks.

I. When the tracks are clear, completely close the bus entrance door and place the transmission in a gear that will not require changing gears while crossing the tracks. (**Note:** In instances where the loading/unloading red school bus alternately flashing signal lamps are activated by opening the entrance door and such lamps were deactivated by using the master control switch, reactivate the school bus loading/unloading lamps.) Leave all noisy equipment turned off, and continue looking in all directions as the bus crosses the tracks. After safely crossing the tracks, turn off the hazard warning lamps and reactivate essential noisy equipment.

J. If the bus stalls while crossing the tracks, evacuate the students and move them a safe distance away from the bus as quickly as possible. If a train is approaching, have everyone walk in the direction of the train at a 45 degree angle away from the train tracks. If a radio or telephone is available, notify the school dispatcher of the situation.

K. Weather conditions, such as fog, snow, rain and wind, can affect the operator's ability to see and hear an approaching train and to determine the safety of crossing the railroad tracks. Additional caution must be exercised during such conditions.

L. Report malfunctioning railroad signals or hazardous railroad crossing conditions to the appropriate school transportation personnel.

Additional information and training materials on railroad crossing safety are available from:

Operation Lifesaver, Inc.

1420 King Street

Alexandria, VA 22314

1-800-537-6224

Although the information and recommendations contained in this publication have been compiled from sources believed to be reliable, other or additional safety measures may be required under particular circumstances.

(Adapted from Fact Sheet, "Recommended Procedures for School Bus Operators at Railroad Crossings," revised, School Transportation Section, 1998, National Safety Council, 1121 Spring Lake Drive, Itasca, IL 60143-3201, (630) 285-1121.)

INSTRUCTIONS FOR CONDUCTING EMERGENCY EXIT DRILLS

Due to the increased number of students being transported and the increased number of accidents on the highways, there is an urgent need to instruct students on how to properly vacate a school bus in case of an emergency. It is possible for students to block the emergency door if all are trying to get out at the same time. Also, there is a possibility of danger when students jump from the rear emergency door exit. To avoid these situations, schools should organize and conduct emergency exit drills for all students who ride the school bus, even occasionally.

A. Reasons for actual emergency evacuations:

1. Fire or danger of fire

   Being near an existing fire and unable to move the bus, or being near the presence of gasoline or other combustible material is considered dangerous, and students should be evacuated. The bus should be stopped and evacuated immediately if the engine or any portion of the bus is on fire. Students should be moved to a safe place 100 feet or more from the bus and instructed to remain there until the operator has determined that the danger has passed.

2. Unsafe position

   When the bus is stopped because of an accident, mechanical failure, road conditions or human failure, the operator must determine immediately whether it is safer for students to remain in or to evacuate the bus.

3. Mandatory evacuations

   The operator must evacuate the bus when the following situations arise:

   a. Fire or threat of fire is apparent.

   b. The final stopping point is in the path of a train or is adjacent to railroad tracks.

   c. The stopped position of the bus may change and increase the danger (e.g., a bus comes to rest near a body of water or at a precipice where it could still move and go into the water or over a cliff). The operator should be certain that the evacuation is carried out in a manner which affords maximum safety for the students.

   d. The stopped position of the bus is such that there is danger of collision.

4. Sight distance

   In normal traffic conditions, the bus should be visible for a distance of 300 feet or more. A position over a hill or around a curve where such visibility does not exist should be considered reason for evacuation.

B. Important factors pertaining to school bus evacuation drills

1. Safety of students is of the utmost importance and must first be considered.

2. All drills should be supervised by the principal or by persons assigned to act in a supervisory capacity.

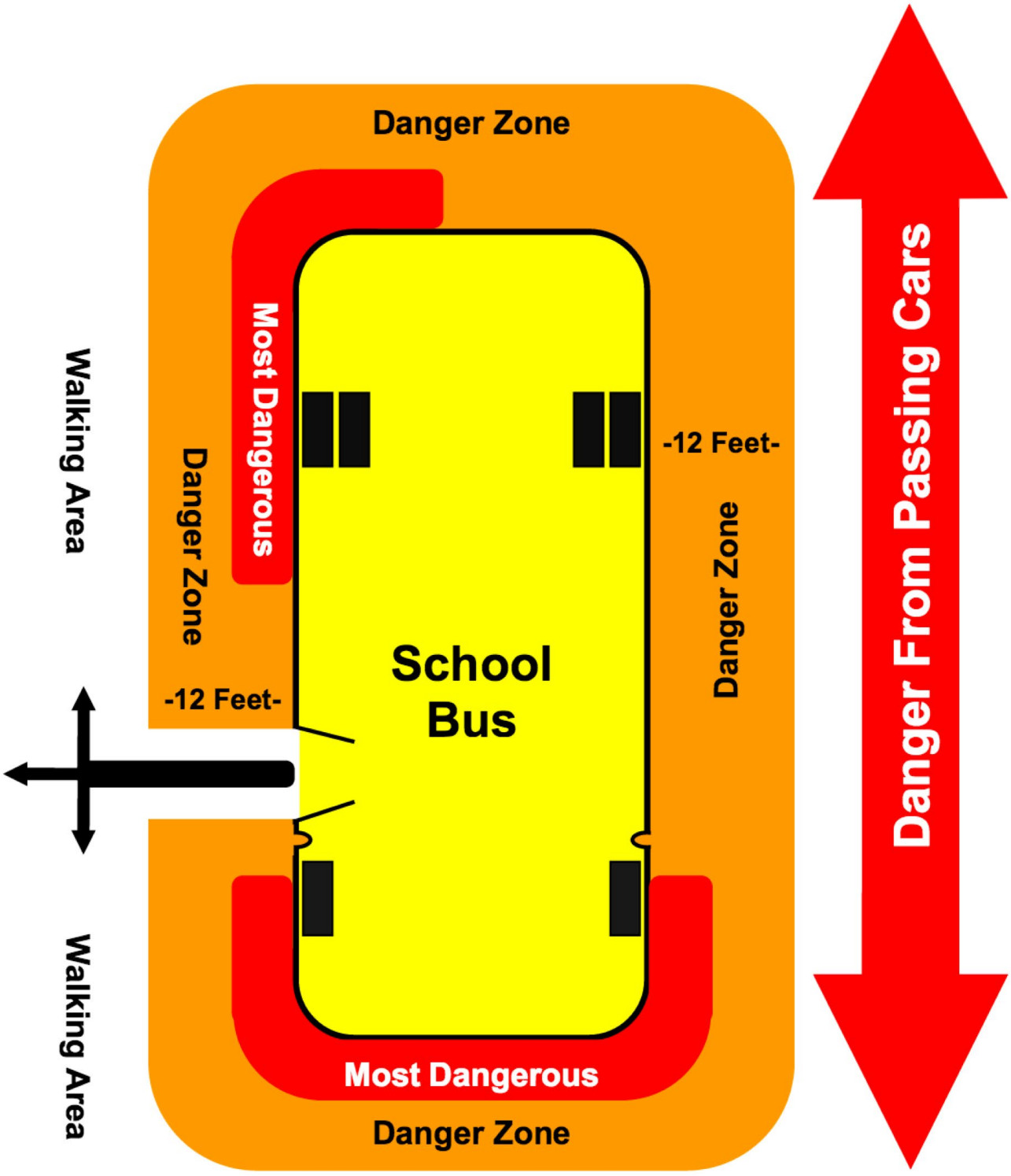
3. The bus operator is responsible for the safety of the students. When the operator is incapacitated and unable to direct the evacuation, school patrol members, appointed students or adult attendants should be authorized to direct these drills. It is important to have **REGULAR SUBSTITUTES AVAILABLE**.

4. IF OPERABLE, THE SCHOOL BUS ALTERNATELY FLASHING SIGNAL LAMPS (RED TRAFFIC CONTROL LAMPS) MUST BE ACTIVATED AND SIDE STOP ARM EXTENDED TO ALERT ONCOMING TRAFFIC.

5. Students appointed to direct evacuation drills should possess the following qualifications:
    a. Maturity; and
    b. Live near the beginning of the morning bus route or end of the afternoon bus route.
6. Passengers should receive instruction on how to:
    a. Turn off ignition switch/shut down engine;
    b. Set emergency brake;
    c. Summon help when and where needed;
    d. Use kick out windows or emergency escape exits;
    e. Set warning devices;
    f. Open and close doors and account for all students;
    g. Help small students off the bus;
    h. Perform other assignments; and
    i. Use electronic voice equipment to summon help.
7. School bus operators and attendants should be active participants.
8. Activity bus operators shall be trained regarding safe travel practices and procedures and should be required to participate in school bus evacuation drills.
9. Drills should be scheduled in a manner similar to fire drills that are held regularly in schools. They should be held more often during fall and spring months and conducted when the bus arrives at the school building with the students.
10. Drills should be restricted to school property and conducted under the supervision of school officials.
11. Types of drills should be varied.
12. The operator should stay in the bus during evacuation drills. He/she must set the parking brake, turn the engine off and place the manual transmission in the appropriate gear.
13. Students should not be permitted to take lunch boxes, books, etc., with them when they leave the bus. (The objectives are to get students off safely in the shortest time possible and in an orderly fashion.)
14. Students should travel a distance of at least 100 feet from the bus in an emergency drill and remain there until given further directions.
15. All students should participate in the drill, including those who ride only on special trips.
16. Each student should be instructed in proper safety precautions.
17. Students should be instructed in how and where to obtain assistance in emergencies. Written instructions and telephone numbers should be posted in the bus.

18. Sample drill formats:
    a. Everyone exits through the front entrance doors and emergency door configurations.
    b. Everyone exits through the rear-most emergency door(s).
    c. Front half exits through the front door and rear half exits through the rear-most door.
    d. Demonstrations of the operation of other emergency exits (e.g., windows, hatches, side emergency doors, if applicable) are included in drills.
19. All rear-engine buses are equipped with a side emergency exit door in lieu of a rear emergency door. This exit should also be utilized for evacuation drills.
20. Students should be familiar with the operation of emergency windows (both side and rear) and roof hatches. All exits should be opened by students during evacuation drills to ensure the students' ability to operate such devices.
21. All school bus operators shall ensure the students assigned to their buses are familiar with the emergency exit configuration of students' respective assigned buses.
22. Identification of seat rows and positions similar to airline seating or another logical system is recommended (e. g., left front seat 1, a, b, c and right front seat 1, d, e, f or left front seat 1, w(indow), m(iddle), a(isle) and right front seat, 2, a, m, w, etc.)

SCHOOL BUS DANGER ZONE



LAP BELT CHART: BASICS

Lap Belt Basics

"Buckle, Check, Tight — Your Seat Belt Is Right!"

Common Seat Belt Parts

I have read and discussed these important safety instructions with my child.

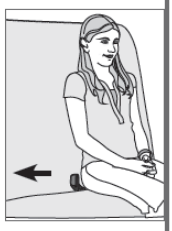
Parent/Guardian Signature Date

Child Date

Instructor Date

BUCKLE

A BUCKLE the latch plate into the matching buckle after lifting the lap belt webbing from the seat and lengthening the lap belt strap. To lengthen the strap, tilt the latch plate and pull it along the strap. LISTEN for the CLICK sound when the latch plate is fastened!

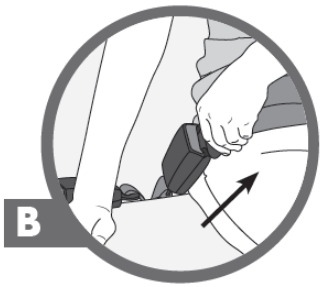


Be sure to:

- Sit flat against the seatback.

- Place the lap belt around the lower body, below the waist. Do not let the belt get twisted.

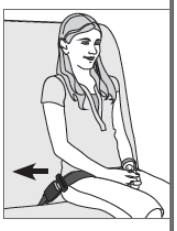
CHECK



B CHECK that the buckle is connected by tugging firmly on the seat belt latch plate.

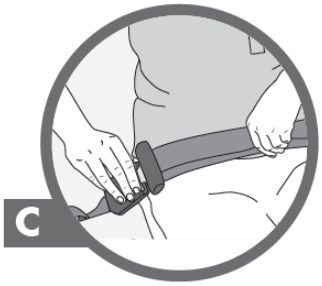
Be sure to:

- CHECK while sitting against the seatback.



- Remove any twists in the seat belt when you CHECK.

TIGHT

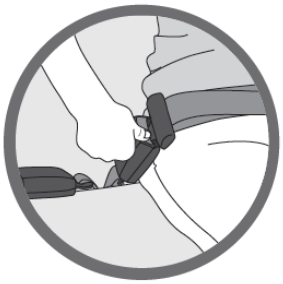


C TIGHTEN the lap belt by pulling on the end of the strap. Be sure that the lap belt is snug across the lower body below the waist.

Be sure to:

- Properly position lap belt below the waist, not over the stomach.

UNBUCKLING



1. Push the red button on the buckle and remove the latch plate from the buckle.

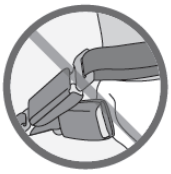
2. As a courtesy to the next passenger, lay the lap belt flat on the seat cushion.

IMPROPER LAP BELT USE

NEVER sit on or in front of the lap belt.

NEVER allow the belt webbing to be twisted. It should lay flat against your body.

NEVER position the lap belt too high. It should touch the lap and not cross over the waist or stomach.



NEVER insert the latch plate of your lap belt into the buckle for the seat beside you. Be sure to use your own buckle.

NEVER wear the lap belt loosely.

NEVER wear your backpack when you are seated in the bus. Place it on the floor in front of your feet.

NEVER sit on the front or side edge of your seat.

LAP-SHOULDER BELT CHART: BASICS

Lap-Shoulder Belt Basics

"Buckle, Check, Tight — Your Seat Belt Is Right!"

Common Seat Belt Parts

I have read and discussed these important safety instructions with my child.

Parent/Guardian Signature Date

Child Date

Instructor Date

BUCKLE

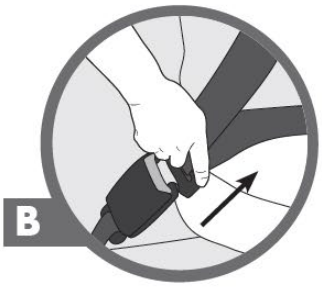
A BUCKLE the latch plate into the matching buckle after pulling out the shoulder belt webbing from the seatback. LISTEN for the CLICK sound when the latch plate is fastened!

Be sure to:

- Sit flat against the seatback.

- Place the lap-shoulder belt over shoulder and around upper body. Do not let the belt get twisted.

CHECK



B CHECK that the buckle connection is secure by tugging firmly on the seat belt latch plate.

Be sure to:

- CHECK while sitting against the seatback.

- Remove any twists in the seat belt when you CHECK.

TIGHT

C TIGHTEN the lap portion by pulling upward on the shoulder belt. Be sure that the shoulder belt is snug across the chest and crosses the center of the shoulder.

Be sure to:

- Properly position lap portion below the waist, not over the stomach.

- Position the shoulder-height adjuster at or just above the shoulder. The belt should not cross the face or neck.

UNBUCKLING

1. Push the red button on the buckle and remove the latch plate from the buckle.
2. Allow the shoulder belt to retract into the upper seatback so webbing is not loose.

3. As a courtesy to the next passenger, move the shoulder-height adjuster up to its highest position.

IMPROPER LAP-SHOULDER BELT USE

NEVER sit in front of the buckled lap-shoulder belt.

NEVER place the shoulder belt behind your back and wear only the lap belt.

NEVER place the shoulder belt under your arm.

NEVER wear the shoulder belt or lap belt loosely.

NEVER allow the belt webbing to be twisted. It should lay flat against your body.

NEVER insert the latch plate of your shoulder belt into the buckle for the seat beside you. Be sure to use your own buckle.

NEVER wear your backpack when you are seated in the bus. Place it on the floor in front of your feet.

NEVER sit on the front or side edge of your seat.

SAMPLE: CHILDCARE FACILITY PICK UP AND DROP-OFF ASSESSMENT

Name of facility: _____ Phone Number: _____

Address:_____

Please check any applicable boxes below. This assessment must be completed prior to a stop location being authorized.

1. Is the parking lot passable for school buses at any time of day?
2. Are any obstacles (dumpsters, parked vehicles, overhangs, landscaping, etc.), narrow roadways or other hazards (e.g., moving vehicles, pedestrians, etc.) present that would put a school bus and/or operator at risk?
3. Is there safe access in and out of the facility onto the roadway?
4. Is the turning radius adequate to accommodate the tail swing of the bus and to prevent collisions with fixed objects?
5. Can we load/unload passengers at the entrance door to the facility?
6. Is the driveway (if appropriate) paved, and can the driveway support the weight of a school bus?
7. Are child care staff assigned in writing to supervise children moving to and from the bus and during loading/unloading activities?
8. Can the bus be safely evacuated in the event of an emergency?
9. Is the school district or private transporter named as an “additional insured” by the day care owners’ insurance policy?
10. This childcare location assessment is subject to approval by Risk Management prior to the location being authorized.

Transportation Department Approval: _____ Date Authorized: _____

Risk Management Approval: _____ Date Authorized: _____

cc: Routing

SAMPLE: SCHOOL DISTRICT WALK DISTANCE POLICIES

Each state and school district should develop transportation eligibility policies and travel distances between home and bus stop locations.

Such policies should incorporate, but not be limited to:

- Distance between a student's home address and the student's school of attendance or designated bus stop location;
- Travel to and from school;
- Ages and maturity of students;
- Potential hazards;
- Roadway and walk pathway conditions;
- Speed limits;
- Railroad crossings;
- Lighting conditions; and
- Cognitive and physical abilities.

The following distances are examples for consideration:

- Pre-k and elementary school levels—.25 mile*
- Middle school, junior high school levels—.50 mile*
- High school—.75 mile*.

*(**Note:** Distances may be increased or decreased due to hazardous conditions, remote residences or other safety concerns based upon district criteria.)

SAFE RIDING PRACTICES CLASSROOM INSTRUCTION VERIFICATION FORM T-7

LOUISIANA DEPARTMENT OF EDUCATION		
FORM T-7		
This form is due to the Transportation Department by:		
Month	Day	Year

SCHOOL/SCHOOL DISTRICT TRANSPORTATION DEPARTMENT:

_____

School: _____

Dates Taught: _____

I hereby verify that ALL STUDENTS attending the above-referenced school received instruction in safe school bus riding practices, as required by the Louisiana Department of Education.

Signature of Principal:	**Date:**

COMMENTS:

GUIDELINES FOR EN ROUTE EMERGENCY BUS EVACUATION PROCEDURES

The intent of these procedures is to provide guidelines for evacuating a bus only when absolutely necessary in an emergency situation, for the safety of students and staff.

Preparing an Emergency Evacuation Plan:

Each bus should have an emergency evacuation plan, which should be kept in the bus. The plan should allow for individual capabilities and needs of each student, the type of behaviors that might be exhibited during an emergency evacuation and the types of wheelchair or support equipment being used for students. A floor plan with student location and special needs should be in the bus. Issues that should be considered when establishing an evacuation plan are listed below.

A. Can students help, and to what extent;

B. How to deal with individual emergencies (e.g., seizures) during the evacuation process;

C. Can and should non-ambulatory students be evacuated in their wheelchairs, or should they be removed from their wheelchairs before evacuation;

D. How to disconnect or cut wheelchair securement and occupant protection equipment, including belts, trays and other support equipment;

E. The order or sequence in which students should be evacuated;

F. The length of time a student requiring life support equipment or medical care procedures can survive if such service is interrupted or delayed during the evacuation process;

G. How to evaluate different scenarios to make the best decision about where to gather after evacuating the bus;

H. Training plan and schedules for operators and students; and

I. Specific emergency equipment needed, training in use and assignment of responsibility to remove from the bus when evacuations occur.

Assessing the Need to Evacuate:

Student safety and control are best maintained by keeping students in the bus during an emergency and/or impending crisis situation if doing so does not expose them to unnecessary risk or injury. A decision to evacuate should include consideration of the following conditions:

A. Is there a fire involved?

B. Is fuel leaking?

C. Might the bus roll or tip, thereby causing further threat to safety?

D. Is the bus likely to be hit by other vehicles?

E. Is the bus in the direct path of a sighted tornado or other natural disaster, such as rising water?

F. Would evacuating students expose them to speeding traffic, severe weather or another dangerous environment?

G. Considering the medical, physical and emotional condition of the students, does staying in the bus or evacuating pose the greater danger to the students' safety?

General Procedures to Follow for Emergency Evacuation:

A. Keep the situation as orderly and low-key as possible.

B. If time and conditions permit, the bus operator should use the communication system to advise the office of the following information:

   1. The exact location, including nearest intersecting road or familiar landmark;

   2. The condition creating the emergency;

   3. The type of assistance needed (police-fire-ambulance); and

   4. Notification that the bus is being evacuated.

C. Analyze conditions to determine the safest exit from the bus and safest gathering location.

D. During evacuation, monitor conditions and adjust procedures to meet unexpected circumstances.

E. Move evacuated students to the nearest safe location at least 100 feet from the bus and opposite the travel direction of the nearest traffic lane or oncoming train.

F. Be prepared to give information to emergency medical personnel regarding individual students' medical or physical requirements.

Equipment Considerations:

A. As part of their pre-trip inspection, bus staff should familiarize themselves with the location and method of opening all emergency exits.

B. If time permits, a lift platform can be lowered half the distance to the ground, providing a step for evacuating wheelchairs. If there is a smell of spilled fuel, the lift should be operated manually.

C. When re-entry to the bus is not probable, communication equipment and first aid kits can frequently be passed through a window, making them accessible outside the bus. Consideration should also be made for student medication, if carried and needed.

D. If a large bus is being used and evacuation is made through the rear exit door, consideration should be given to the method to be used for re-entry to the bus, if necessary, considering the height of the floor from the ground. (Some states allow a stirrup-type step on the rear bumper.)

E. If a battering ram is needed, a fire extinguisher can often serve that purpose.

F. A webbing cutter shall be stored in the bus in a location readily accessible to the operator when he/she is seated in the normal driving position and location. The cutter should have a protected mouth to restrict the entry of fingers, etc.

Local District Policy:

Bus staff should be familiar with local district policy regarding the following items:

A. Evacuation procedures to follow when students are en route; or, what to do if a tornado, flash flood or other weather-related emergency is sighted and no shelter is near.

B. The type of medical information to be available on long distance trips in case of student injury.

Note: THE SAFETY OF THE BUS AND EQUIPMENT IS SECONDARY TO THE SAFETY OF THE STUDENTS. NO ATTEMPT SHOULD BE MADE TO SAVE EQUIPMENT OR PERSONAL ITEMS UNTIL ALL STUDENTS ARE REMOVED FROM THE BUS SAFELY, ARE OUT OF DANGER AND ARE ADEQUATELY SUPERVISED.

SCHOOL BUS EMERGENCY EVACUATION DRILL VERIFICATION FORM T-8

LOUISIANA DEPARTMENT OF EDUCATION

FORM T-8

This form is due to the Transportation Department by:

Month	Day	Year

SCHOOL/SCHOOL DISTRICT TRANSPORTATION DEPARTMENT:

_____

School: _____

I hereby verify that all students who ride school buses (INCLUDING ACTIVITY TRIPS) were instructed in proper procedures for evacuating a bus safely and that they participated in evacuating the bus from the front (entrance) door, the rear emergency exit and the front and rear exits simultaneously, as required by the Louisiana Department of Education. (PLEASE USE A SEPARATE FORM FOR EACH DATE DRILLS WERE HELD.)

Signature of Principal:	**Date:**

OPERATORS' NAMES	BUS NOS	AVG EVAC TIME*

*(Record the average time of the three evacuation drills: front door only, rear door only and front and rear simultaneously.)

BUS OPERATOR EMERGENCY DRILL REPORT FORM T-9

LOUISIANA DEPARTMENT OF EDUCATION
FORM T-9
This form is due to the Transportation Department by:
Month _____ Day _____ Year _____

SCHOOL/SCHOOL DISTRICT TRANSPORTATION DEPARTMENT:

_____

Name of Bus Operator (Please Type or Print)	**Bus No.:**	**Date Of Report:**

Procedure:

1. Instruct students in proper evacuation procedures when riding your bus. Show students the locations of exits and proper mode of operating doors, emergency windows and escape hatches in the event the operator is disabled.
2. Conduct emergency drills on the school grounds after securing permission from the school principal. Select a safe location for each drill.
3. Instruct students to leave all personal belongings on board the bus during the drills. Require students to exit the front door, then the rear door and then the front and rear doors simultaneously, as required by the louisiana department of education.
4. Time each drill, average the times of the three drills and record the average times in the proper space below .
5. Allow for individual differences in jumping out of the emergency door. Instruct helpers to offer a helping hand palm up, and avoid grasping the student's hand or arm. (Students will hold on if they want help.)
6. Fill out the information requested below and send the report to the transportation department.

Name of School:		**Drill Date:**
Where Held: ○ On Campus ○ Off Campus	**Number of Students:**	**Avg* Evac Time:** (Min)
Comments:		

Name of School:		**Drill Date:**
Where Held: ○ On Campus ○ Off Campus	**Number of Students:**	**Avg* Evac Time:** (Min)
Comments:		

Name of School:		**Drill Date:**
Where Held: ○ On Campus ○ Off Campus	**Number of Students:**	**Avg* Evac Time:** (Min)
Comments:		

*(Record the average time of the three evacuation drills: front door only, rear door only and front and rear simultaneously.)

COMMERCIAL MOTOR VEHICLE SAFETY ACT OF 1986

Employer Notification Form

The commercial Motor Vehicle Safety Act of 1986 requires operators of commercial motor vehicles to possess only one operator's license and to be disqualified when operating a commercial motor vehicle in an unsafe manner. The undersigned employee acknowledges that he/she understands the requirements of Part 383 of the Federal Motor Carrier Safety Regulations and attests that the information contained on this form is correct to the best of his/her ability and knowledge.

Subpart B- License Requirements:

An employee operating a commercial motor vehicle can have only one valid operator's license issued by his/her state or jurisdiction of domicile.

Subpart C- Notification Requirements:

An employee convicted of violating a state or local law relating to motor vehicle traffic control (other than parking violations) in ANY type of motor vehicle must notify his/her employer(s) within 30 DAYS OF CONVICTION.

An employee must notify the respective motor vehicle licensing agency within 30 days if convicted in any other jurisdiction of any traffic violation (except parking). **This is true no matter what type of vehicle the employee was driving.**

When an employee receives notice of suspension, revocation, cancellation, loss of privilege disqualification, and/or right to operate a commercial motor vehicle by any state or jurisdiction, the employee must notify his/her employer before the end of the business day following the day the employee received the notice.

Any employee violating Subpart B, License Requirements, and/or Subpart C, Notification Requirements, may be subject to fines not exceeding $2,500 and/or criminal penalties up to $5,000, including jail time.

Subpart D- Operator Disqualifications and Penalties:

An employee convicted of driving while under the influence, leaving the scene of an accident or commission of a felony while operating a commercial motor vehicle, may be disqualified for a period of time for a second serious offense.

Name:	**Bus Number:**
CDL Number:	**CDL Class/Type:**
Describe the violation for which you were convicted and the penalty that was imposed. Be specific (e.g., speeding, failure to yield, disregard of traffic control signal, etc.; fine, suspension, revocation, etc.). Include the date of the occurrence.	

APPENDIX C: TRANSPORTATION FOR STUDENTS WITH DISABILITIES AND SPECIAL HEALTH CARE NEEDS

SPECIAL EDUCATION DEPARTMENT FORMS

SAMPLE FORM 1: CONSENT FOR DISCLOSURE OF MEDICAL INFORMATION AND RECORDS

Note: MOST MEDICAL PROFESSIONALS WILL NOW REQUIRE A HIPAA FORM

TO: _____

(Physician's Name and Address)

I,_____, the (parent/guardian) of _____ (Student)

consent and authorize you to disclose and provide to the (School District), its nursing and other necessary service providers, upon the school district's request, any information or records which you have concerning the diagnosis, evaluations, tests, medical problems or conditions, medications, or treatments of my child or ward named above.

I hereby waive any and all privileges which I or my child or ward might have with respect to disclosure of the above information and records to the school district, including the doctor-patient privilege, psychologist-client privilege, and social worker-client privilege.

Signature of Parent or Guardian:	
Print Name:	**Dated:**
PLEASE RETURN TO:	

SAMPLE FORM 2: REQUEST FOR MEDICAL VERIFICATION OF HEALTH STATUS AND NEEDS

School District Address:	
Name:	**Birth Date:**
Address:	**Phone:**
Parent/Guardian Name:	**Phone:**
Address (If Different):	
Physician:	**Phone:**
Note to Physician: Should you have any questions regarding this request, please contact:	

A. VERIFICATION OF MEDICAL, HEALTH AND BEHAVIOR STATUS.

1. Briefly describe the current medical, health and behavioral status.
2. Identify any medical conditions not addressed above which could impact the student's participation in the school day including transportation.
3. Identify any health concerns that are not addressed above which could impact the student's participation in the school day including transportation.
4. Identify any behavioral concerns that are not addressed above which could impact the student's participation in the school day including transportation. Give specific consideration to the potential space limitations of a school bus.

B. PARTICIPATION IN THE SCHOOL DAY PROGRAM

1. Briefly describe the staff supervision and interventions necessary for the student to safely participate in the normal school day program, given the student's health and medical status.
2. Identify the training required for all staff, including bus attendants and operators, to provide the supervision and interventions addressed above.
3. Identify any additional restrictions or modifications in school activities or medical care that would be necessary for the student to safely participate in the school day program.
4. Identify any additional special equipment, aids, restraints, or mobility assistance needed for the student to safely participate in the school day program.

SAMPLE FORM 3: MEDICAL PROCEDURE AUTHORIZATION

I delegate and authorize the staff of the _____ School District to

perform for _____ (student) the acts, tasks and functions indicated on the Request for Medical Verification of Health Status and Needs, dated _____, which I previously provided to the district. This authorization is subject to the condition that district staff assigned to perform these activities has been provided the required training, as specified in the above request.

I have reviewed the attached procedures for _____(procedure) that will be utilized, and I approve them, subject to any specific modifications necessary for this student, which I have noted on the procedures.

I agree to supervise the performance of these activities and procedures by being continuously available through direct communications with district staff performing them and by regularly reviewing the student's health/medical status and needs, as well as the procedures being utilized by the staff.

Signature of Physician:	Date:

SAMPLE FORM 4: STUDENT TRANSPORTATION CARD-STUDENTS WITH DISABILITIES

Student's Name:	**Date:**
Address:	**Phone:**
Father's Work Phone:	**Mother's Work Phone:**
Emergency Phone:	

Please indicate your ideas regarding appropriate type of transportation for your child:

○ Walks to bus unassisted	○ Walks to bus, but needs assistance
○ Requires a car seat	○ Wheelchair
○ Positioning devices	○ Special equipment
○ Needs to be met at school	○ Other (Specify):
○ On return/home, needs to be met at bus stop	
○ Requires assistance to board or exit the school bus	

Please explain in more detail for each box checked above:

Names and Addresses of persons near student's residence who have consented to care for the student if the parents are not available:

Name:	**Phone:**
Address:	**Alternate Phone:**

Name:	**Phone:**
Address:	**Alternate Phone:**

Name:	**Phone:**
Address:	**Alternate Phone:**

Please check if any of the following applies to your child:

○ Asthma	○ Heart Disease
○ Diabetes	○ Blind
○ Deaf	○ Chronic Respiratory Problems
○ Non-Verbal	○ Bee Sting Reaction
○ Hemophiliac	○ Allergies—to what?
○ Non Ambulatory	○ Aggressive Behavior
○ Medically Complex	

Please explain in more detail for each box checked above:

Other conditions or medical circumstances likely to impact school transportation

Seizures:	
How long does seizure last?	**How often does it occur?**
Action needed, if any:	

Individualized Student Health Plan attached? ○**Yes** ○**No**	
Is your child on medication? ○**Yes** ○**No**	
If yes, what medication, for what diagnosis, what dosage, and when given?	
If local policy allows, is this medication to be transported on the school bus?	
Family Doctor:	
Address:	
Doctor's Phone Number:	**Family Designated Hospital:**

Parental Contact: If possible and practical, in the event of major emergency, parent contact will be made.

Parental Approval: If, in the opinion of the school transportation department, a major emergency exists, the parent(s) have agreed in writing and will assume the cost of:

Contacting the family doctor	○**Yes** ○**No**
Contacting any doctor available	○**Yes** ○**No**
Contacting rescue squad	○**Yes** ○**No**
Transporting to designated hospital	○**Yes** ○**No**

Other Helpful Information:

As parent or guardian, I agree to one or more of the above procedures, as indicated, and agree that this information may be shared with my child's transporter.

CONFIDENTIALITY WILL BE MAINTAINED EXCEPT WITH RESPECT TO EMERGENCY PERSONNEL AND AS OTHERWISE PROVIDED BY LAW.

Parent's or Guardian's Signature:	**Date:**

DO NOT WRITE BELOW THIS LINE

Bus Company:	
Bus No.:	**Telephone:**
Special Instructions for Operator:	

SAMPLE FORM 5: TRANSPORTATION SERVICE REQUIREMENTS FOR PASSENGERS WITH DISABILITIES AND HEALTH CONCERNS

School District:		
Address:		
Date:	**Assigned School:**	
Grade Level:	**Specific Program:**	
Home School:	**Name of Student:**	
Birth Date:	**Student I.d. #:**	
Home Address:	**Apt. No.:**	**Zip:**
Home Phone:		
A.M. Pick-Up Location:	**Phone:**	
P.M. Drop-Off Location:	**Phone:**	
Parent(S) Name:		
Father's Work Phone:	**Mother's Work Phone:**	

1st EMERGENCY/ALTERNATE CONTACT	
Name:	**Phone:**
Address:	
Name:	**Phone:**
Address:	

2nd EMERGENCY/ALTERNATE CONTACT	
Name:	**Phone:**
Address:	
Name:	**Phone:**
Address:	

EMERGENCY MEDICAL INFORMATION:	
Student's Doctor:	**Phone:**
Hospital Preference:	**Address:**
Allergy:	**Reaction?**
Allergy:	**Reaction?**
Allergy:	**Reaction?**
Medication(S) Student Is Taking:	
Dosage:	
Special Instructions For Attending Physician(S):	
Specific Instructions If Parent(S) Is Not At Home:	
Level Of Supervision Required (Attach Medical Procedure Authorization And Procedures):	
Required Training For Supervision:	
Interventions Required (Attach Medical Procedure Authorization And Procedures):	
Required Training For Interventions:	
Other Additional Restrictions Or Modifications Necessary To Transport Student:	
Disability Conditions Affecting Transportation:	
In What Ways Do These Conditions Affect Transportation?	
Special Equipment, Aids Or Mobility Required:	
Special Training Needed?	
Additional Comments/Instructions:	

PROCEDURE IF CHANGE IN SERVICE IS NECESSARY: If there are any changes in the student's health, medical or behavior status which the parent(s), physician, transportation or other school staff believe may merit changes in staffing, precautions to be taken, interventions, restraints, or any other procedure noted above, the concerned party shall immediately contact:

_____ (phone:_____) who will, in turn, initiate the process to evaluate and recommend necessary changes with the involvement of parents(s), physician, school and transportation staff.

APPROVAL OF TRANSPORTATION SERVICE REQUIREMENTS

Each of the following persons has participated in the development of these transportation service requirements and by signing below approves them for implementation.

Signature of Parent/Guardian: X	**Dated:**
Print Name:	
Signature of School District Representative: X	**Dated:**
Title:	
Signature of Transportation Staff Representative: X	**Dated:**
Title:	
***Signature of Private Contracted Transporter:** X	**Dated:**
Title:	
***Signature of School Nurse:** X	**Dated:**
***Signature of Physician:** X	**Dated:**
Signature of 1st Emergency Contact: X	**Dated:**
Signature of 2nd Emergency Contact: X	**Dated:**

*If an appropriate signature under the circumstances.

cc: All transportation service providers.

SAMPLE FORM 6: TRANSPORTATION CHECKLIST

Student Name:		ID:
School:	Grade:	Date:

Yes	No	SPECIAL EDUCATION SERVICES
○	○	1. Will all services be provided at the school of residence?
○	○	2. Is the student eligible for extended school year services?
○	○	3. If the student is eligible for extended school year service, will the program be located at a school other than the school of residence?
○	○	4. Will the student's IEP address goals and objectives related to transportation access?

Yes	No	TRANSPORTATION CONCERNS
○	○	5. Have parents been informed of their role and responsibility in transportation of their child?
○	○	6. Does the student require adult supervision at the bus stop? If yes, parent or designee must meet the child at the stop.
○	○	7. Are there circumstances that affect the location of the pick-up and/or drop-off locations? **If yes, specify:**
○	○	8. Are there specific types of assistance that the bus operator or attendant must provide? **If yes, specify:**
		List any other characteristics, behaviors or needs (such as seating concerns) that may impact transportation.
		List any behaviors that could present safety concerns on the school bus.
		List anything specific to the school bus environment (such as the diesel engine noise etc.) that may affect your child.
		List anything that comforts your child should they become upset? (please be specific)
○	○	9. Is the use of atypical transportation services (e.g., in a vehicle other than a school bus) in the best interest of the student? If yes, please specify:

Yes	No	**MEDICAL CONCERNS** To be completed in conjunction with the Nurse/Physician Assessment, Behavior Support Plan and/or Behavior Intervention Plan (BIP). Attach supporting documentation:
○	○	10. Does the student have a physical disability that is life-threatening and requires monitoring, interpretation or intervention, as determined by the site or special education itinerant nurse?
○	○	11. Is the student affected by a medical condition that limits the length of time he or she is able to ride on a bus? (Attach assessment and explain.)
○	○	12. Does the student use technology or assistive devices such as tube feeding, a helmet, a ventilator, require oxygen or frequent suctioning? Circle which, and attach assessment.
○	○	13. Does the student experience uncontrolled seizures, severe hypotonia causing potentially obstructed airway or apnea? Circle which, and attach assessment.
○	○	14. Does the student use a walker, manual wheelchair, power wheelchair? Circle which, and indicate wheelchair width, if applicable:
○	○	15. Is the student affected by a chronic medical condition that limits his or her ability to walk to and from school? If yes, explain:
○	○	16. Does the student have difficulty communicating? If yes explain:
○	○	17. Does the student have a Do Not Resuscitate Order (DNR)

SAMPLE FORM 7: TRANSPORTING OXYGEN IN SCHOOL BUSES

Student Name:
Grade:
Program:
Nurse/Practitioner Release on File: ○**Yes** ○**No**
Address:
Telephone:
Bus/Track #:
Type of Oxygen Transported: 1. Medical e-grade (less than 24 liquid cubic feet) 2. Liquid Medical d-grade (up to 12 cubic feet) 3. Transported Only 4. Administered During Transport 5. Secured to 5X Weight
Method of Securement (explain):

Operator/Attendant Training Completed, as Necessary:	
Signature: X	**Date:**

PROCEDURE FOR LIFTING PASSENGERS

PURPOSE: The purpose of proper lifting techniques is to move the passenger without injury to you or the passenger.

BASIC RULES

A. Tell the passenger what you are going to do.

B. Estimate the weight of the passenger. NEVER ATTEMPT TO CARRY A STUDENT WHO WEIGHS MORE THAN 50 POUNDS ALONE unless the student is in immediate danger and no assistance is available.

C. Always attempt to get help if you have any doubts about your ability to lift the student. If there is only an operator in a bus, and the necessity for an emergency evacuation develops, some districts suggest that the operator activate the school bus alternately flashing signal lamps (alternating red lights), as the evacuation procedure is truly an UNLOADING PROCEDURE. Such action can draw attention from motorists that you need assistance. District policy should determine if this procedure is appropriate.

D. Be sure your path is CLEAR.

E. Stand with both feet firmly planted about shoulder-width apart for good balance.

F. Always bend from knees, not from back, so that you use your thigh muscles and buttock muscles rather than your back muscles to do the lifting.

G. When lifting and carrying, keep the student as close to your own body as possible.

H. Shift the position of your feet to move. DO NOT TWIST YOUR BODY. Take small steps to turn.

SINGLE-PERSON LIFT

A. Follow the basic rules A-H (above). Most strains, fatigue and back injuries caused by lifting are due to using the WRONG muscles. Use your STRONG LEG AND BUTTOCK MUSCLES (by bending at the knees and hips), NOT YOUR BACK MUSCLES. Maintain the normal curves of the spine when lifting and avoid rounding of the upper back.

B. Keep equal weight on both feet, and lower yourself to the level of the student by bending your knees and hips before lifting.

C. Once in position, put one arm around the student's upper back and the other under both knees.

TWO-PERSON LIFT

A. Follow Basic Rules A-H (above).

B. TO LIFT FROM A WHEELCHAIR:

1. Position the wheelchair as close to your destination as possible. In an emergency situation, to save time and congestion, leave the chair where it is strapped and blanket-pull or carry the student to the appropriate exit location.
2. One person stands to the side in front; the other person stands in back.
3. The person in front removes the arm rest (if detachable) and folds up the footrest if time allows.
4. The person in back removes or cuts the seat belt and any other positioning device.
5. The person in front, bending from knees and hips, lowers himself or herself to place hands under the student's thighs.
6. The person in back places his or her arms under student's armpits, reaching forward to grasp both students' wrists firmly (right hand to student's right wrist; left hand to left wrist).
7. Lift together on the count of 3. (REMEMBER TO USE YOUR LEG AND BUTTOCK MUSCLES TO LIFT.)
8. Walk to the area where the student is to be placed and lowered on the count of 3, bending from the knees and hips.

C. TO LIFT FROM A BUS SEAT:

Use the same procedure for a single-person lift or a two-person lift, but first, SLIDE THE STUDENT TO THE EDGE OF THE BUS SEAT NEAR THE AISLE.

EVACUATION AID/BLANKET LIFT

A. Use an evacuation aid/blanket that has been approved for this purpose by its manufacturer.

B. If a blanket is used, fold the blanket in half, place it on the floor as close to the student as possible.

C. Follow Basic Rules A-H (above) and lower the student to the blanket.

D. ONE PERSON LIFT: Place the student's head toward the direction of the exit, lift the blanket from the head and slide the student to safety.

SERVICE ANIMALS

Students with disabilities not only have the right to bring their service animals to school with them, but also on the school bus. Service animals pose few problems once they are on the bus, but it is important to have procedures in place prior to transporting them.

There are several key aspects to think about as you prepare or modify your transportation policy to include transporting service animals. These areas include definitions, laws, possible roles, school bus logistics, emergencies and evacuations and behavior issues.

According to the Americans with Disabilities Act (ADA) 28 CFR Part 36, a service animal is "...any guide dog, signal dog or other animal individually trained to do work or perform tasks for the benefit of an individual with a disability."

The minimum number of hours for training a service dog, as established by Assistance Dogs International, is 120, but many are trained for up to 360 hours.

According to the ADA, a "disability" is a mental or physical condition that substantially limits a major life activity. Examples of major life activities include caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. Obviously, many of these activities become critical to transportation on a school bus.

Service animals are a type of assistance animal that helps children with disabilities in various ways. The types of assistance animals comprise service, therapy, companion and social/therapy animals. Service animals are those trained to meet the disability-related needs of their handler. They can assist the person with mobility, hearing and vision difficulties or deficits. They also can identify the onset of seizure and solicit an alert/response action.

The most predominant animal serving in this category is the service dog. Service animals are not considered "pets," and federal laws protect the rights of individuals with disabilities to be accompanied by their service animals in public places.

Knowing the law

One area of concern is the laws related to transporting service dogs on the school bus. These laws include the following:

- ADA of 1990
- Air Carrier Access Act of 1986
- Fair Housing Amendments of 1988
- Rehabilitation Act of 1973
- State laws where applicable
- Individuals with Disabilities Education Act (IDEA)

The consensus among those knowledgeable about these laws is that service animals must be treated in the same way that guide dogs are treated. These animals are to be allowed access everywhere except possibly a surgical suite. Service animals must be allowed on the school bus with the student. Students and service animals cannot be required to display special identifications, nor can students be required to disclose their disabilities. However, students can be asked what service a service animal will provide.

Health laws present another area of concern. According to the Delta Society National Service Dog Center (DSNSDC), service dogs must follow any state and local health laws, such as rabies vaccinations. Other immunizations, such as distemper, can be recommended for the dog. However, if for whatever reason the dog's owner refuses to follow these recommendations or to give you these records, you cannot deny school bus transportation for the student or the dog. Alternative choices in transporting the child and dog to school may need to be considered while details are worked out.

Pre-planning and procedures

Fear of dogs on the part of the staff or other passengers is not an acceptable reason for denying transportation. A severe allergy to animals has to be dealt with in a sensitive manner. Bus routes for the operator, attendant or other students may need to be changed in response to their allergic condition.

Services provided by service animals for students with special needs

A. For those students who are physically weak or experience fatigue, service dogs can actually pull them in their wheelchairs, providing longer periods of independent mobility.

B. For those who have visual or memory problems, the dogs can help lead them throughout the school and bus area.

C. For those with seizure activity, the dogs can actually give the student a warning that they are going to have a seizure. This gives students an opportunity to find a place to sit before they actually go into the seizure activity. Also, in case a student who is alone has a seizure, service dogs are trained to go find help.

D. For those with balance and walking difficulties, the dogs can provide physical support to aid with walking, balance and coordination.

E. For students with limited upper extremity movement and strength, the service dogs can pick up objects that might be out of the students' reach or ability.

F. For those who use motorized wheelchairs, service dogs have often been trained to pick up the students' arms if they drop and actually place them back on the wheelchair joystick box.

G. For those with phobias or emotional disturbance disorders, the dogs provide a calming effect.

H. In many cases, the service animal provides a social opportunity for the child where one would not have occurred otherwise. Other children are drawn to dogs and begin to chat with the child about the dog, creating important and sometimes therapeutic social interaction. Service animals become constant companions and best friends.

All adults who interact with both the service animal and the child must demonstrate proper respect for this animal.

Loading logistics

A service animal must never be allowed on the bus lift.

Lead the service animal up the steps while the student is on the lift and the lift is still on the ground to provide maximum safety for the dog and child.

Ambulatory students should ascend the steps separately, with the service animal boarding first so it doesn't block or trip the child during boarding.

Riding position and safety

Once the student and dog are on the bus, the best position for the service animal is between the wheelchair and the bus wall.

Decisions should be made as to whether the service animal should be restrained or remain free to assist the student according to the student's individual needs. The important thing is to minimize potential injury to the service animal and others on the bus in case of a collision.

The service animal should never be allowed to block the aisle. Depending on space available, an ambulatory student's service animal may be placed on the floor near the student's immediate seating area.

Safety on bus floor surfaces during the actual bus ride with all the stops and acceleration should come into consideration.

Emergency procedures

Establish evacuation plans.

A service animal may be taken off the bus via the steps or allowed to jump off the back of the bus without assistance.

Students or their parents should train bus staff in basic commands, should the student be unable to give the service animal commands.

Handling of an injured service animal during an emergency should be left to the direction of the handler. In the event that the handler becomes incapacitated, first responders should determine the best method of evacuation.

Dog behavior management

If a service dog begins to bark, growl or whine, question what is causing it to act this way by consulting with the student/handler to interpret the behavior when possible. The most immediate concern is that something is wrong with the student. If unacceptable behavior continues, you may ask the handler to remove the dog from the bus — but only be if its behavior poses a direct threat to the safety of others.

CHARACTERISTICS OF DISABILITIES AS DEFINED BY IDEA

Definitions of disability terms. The terms used in this definition are defined as follows:

A. *Autism* means:

1. A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in paragraph (b)(4) of section 300.7 to 300.18.

2. A child who manifests the characteristics of autism after age 3 could be diagnosed as having autism if the criteria in paragraph (c)(1)(i) of section 300.7 to 300.18 are satisfied.

B. *Deaf-blindness* means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

C. *Deafness* means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

D. *Emotional disturbance* is defined as follows:

1. The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

   a. An inability to learn that cannot be explained by intellectual, sensory or health factors.

   b. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

   c. Inappropriate types of behavior or feelings under normal circumstances.

   d. A general pervasive mood of unhappiness or depression.

   e. A tendency to develop physical symptoms or fears associated with personal or school problems.

2. The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

E. *Hearing impairment* means impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.

F. *Intellectual disabilities* means significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.

G. *Multiple disabilities* means concomitant impairments (such as intellectual disabilities-blindness, or intellectual disabilities-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf blindness.

H. *Orthopedic impairment* means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

I. *Other health impairment* means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that—

   1. Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and Tourette syndrome; and

   2. Adversely affects a child's educational performance.

J. *Specific learning disability* is defined as follows:

   1. The term means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia.

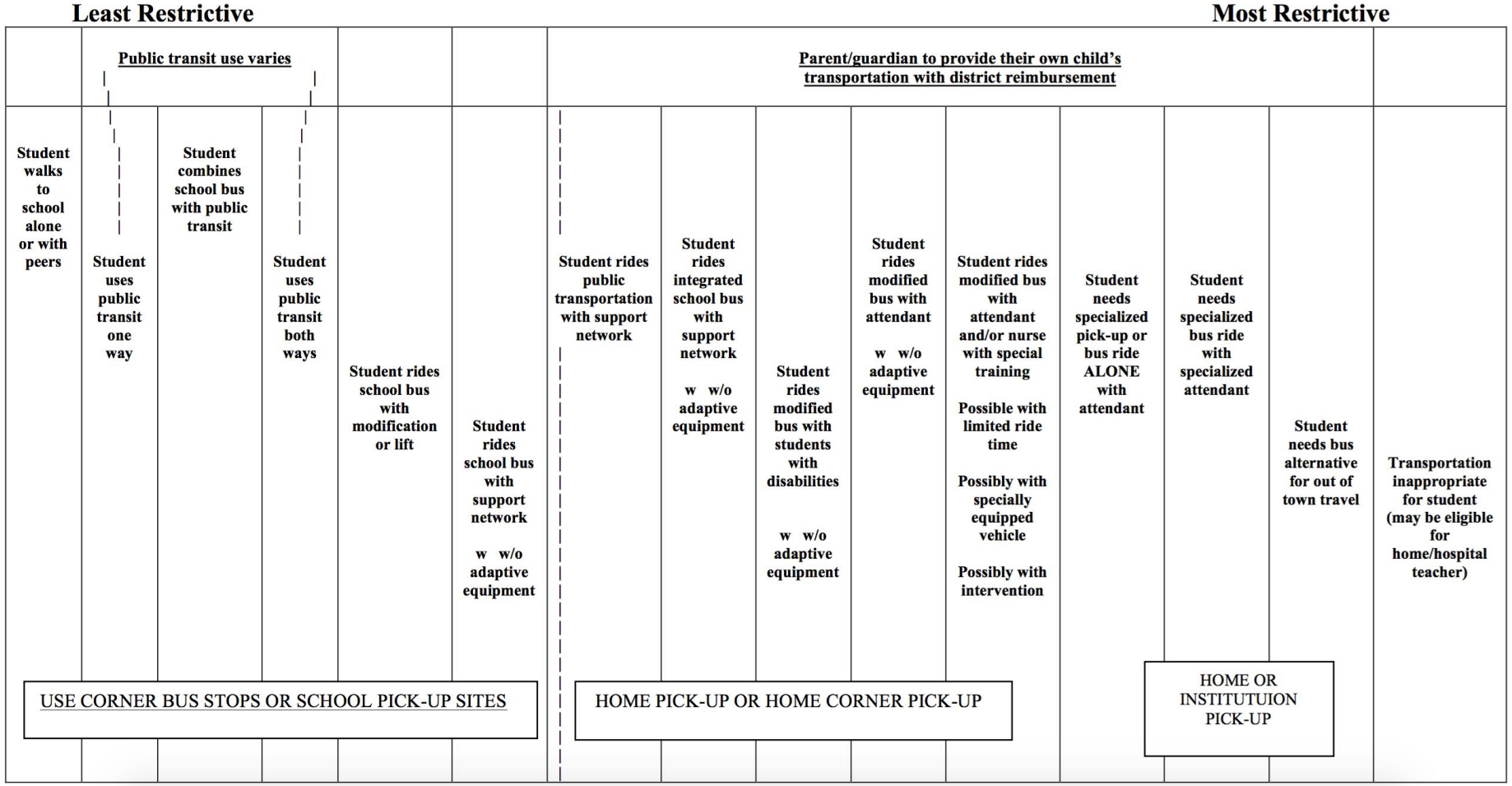
   2. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance or of environmental, cultural or economic disadvantage.

K. *Speech or language impairment* means a communication disorder, such as stuttering, impaired articulation, language impairment, or a voice impairment, that adversely affects a child's educational performance.

L. *Traumatic brain injury* means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

M. *Visual impairment*, including *blindness*, means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

SAMPLE CONTINUUM
OF TRANSPORTATION SERVICES FOR STUDENTS WITH DISABILITIES
(CHOICE OF OPTION THAT MAY BE AVAILABLE, AS APPROPRIATE)



IDEA-PART B FINAL REGULATIONS DISCIPLINE PROCEDURES

(October 2006)

Introduction

A. The IDEA Amendments of 2004 and implementing Regulations of 2006

1. Schools can remove a child with disabilities for up to ten consecutive school days at a time for any violation of school rules as long as there was not a pattern of removals, and so long as such removal was also applied to children without disabilities.
2. Schools can remove a child with disabilities for additional periods of not more than 10 consecutive school days in the same school year for separate incidents of code of conduct violations as long as there is no pattern of removals that would amount to a change of placement.
3. If behavior that violates the school's code of conduct is determined not to be a manifestation of the child's disability, the school may suspend the child for more than 10 days if that suspension is applicable to children without disabilities, as long as that child continues to be able to participate in the general education curriculum and progress toward meeting IEP goals, although in another setting.
4. A child with a disability cannot be long-term suspended or expelled from school for behavior that is a manifestation of his or her disability: and
5. Services must continue for children with disabilities who are suspended for up to 10 days if such services are provided to a child without disabilities who is similarly suspended.
6. If the child is removed because of a subsequent suspension in that same school year, school personnel or the IEP team, depending upon whether the suspension amounts to a change of placement, determine the extent to which services are needed to enable the child to participate in the general education curriculum and progress toward meeting IEP goals, although that may be in another setting.
7. Schools may remove a student to an interim alternative educational setting for not more than 45 school days, whether or not the behavior is a manifestation of the child's disability, if the child (1) carries a weapon to, or possesses a weapon at, school, on school premises, or at a school function, (2) is found to be in possession of or the sale of illegal drugs or (3) inflicts serious bodily injury upon another person while at school, on school premises or at a school function. "Serious bodily injury" is defined by federal law, and refers to a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; protracted loss or impairment of bodily function, organ, or mental faculty.

B. The Amendments also added new provisions that require schools to assess a child's troubling behavior and develop positive behavioral interventions to address that behavior, and that describe how to determine whether the behavior was a manifestation of the child's disability.

C. The final regulations incorporate the statutory provisions described above, and provide additional specificity on a number of key issues:

1. **Conducting Behavioral Assessments and Developing Behavioral Interventions**

   The child must receive a Functional Behavioral Assessment to attempt to determine the circumstances around exhibition of particular behaviors by a student with disabilities when a child is suspended for more than 10 days. The child's IEP will develop a behavioral intervention plan designed to address the behavior violations so that it does not recur.

2. **Change of Placement; Manifestation Determinations**

   The regulations provide that a change of placement occurs if a child is removed for more than ten consecutive school days or is subjected to a series of removals that constitute a pattern because they cumulate to more than ten school days in a school year, and because of factors such as the behavior is substantially similar to the child's behavior in previous incidents that resulted in a series of suspensions, the length of each removal, the total amount of time the child is removed, and the proximity of the removals to one another.

   Manifestation determinations are required only if a school is implementing a removal that constitutes a change in placement.

RESOURCES FOR APPENDIX C

Dated August 22, 2003

Office of Special Education and Rehabilitative Services

U.S. Department of Education
400 Maryland Ave., S.W.
Washington, DC 20202-7100
Phone (202) 245 7468

OSEP 03-10

MEMORANDUM

TO: State Directors of Special Education

FROM: Stephanie Smith Lee

Director

Office of Special Education Programs

SUBJECT: Ensuring Safe and Appropriate Transportation for Children with Disabilities

As you know, being transported to and from school by school bus is a major factor of school life for millions of children, nationally, including many children with disabilities. Transportation is a costly venture. For example, during the 1999-2000 school year, the nation's school districts spent over **$13 billion** on home-to-school and school-to-school transportation for students in public schools. Of that amount, an estimated $3.7 billion (or 28% of the $13.1 billion) was for special transportation services for children with disabilities.[1]

In meetings (and correspondence) with representatives of two major national transportation associations (i.e., the National School Transportation Association, and the National Association for Pupil Transportation), these representatives have expressed concerns that transportation providers are often not included in local school district plans or training related to transporting children with disabilities. They also provided examples of problems resulting from not having prior knowledge about the needs of some of these children, and expressed interest in finding ways to ensure that transportation of children with disabilities is safely and appropriately provided.

The current regulations implementing Part B of the Individuals with Disabilities Education Act (IDEA) include a number of provisions related to transportation of children with disabilities. See e.g., -- (1) the definition of related services, which lists transportation, and includes a separate definition of "transportation" (34 CFR §300.24(a); (b)(15)); (2) Appendix A--Notice of Interpretation, which includes questions and answers regarding the provision of transportation in individualized education programs (i.e., Q-30 (64 FR 12478, March 12, 1999) and Q-33 (64 FR 12479); and (3) Attachment 1 to the 1999 Part B Regulations (Analysis of Comments and Changes) that includes a discussion about transportation as a related service (64 FR 12551).

1 American Institutes for Research, Center for Special Education Finance, Report 3: *What Are We Spending on Transportation Services for Students with Disabilities, 1999-2000?* (Revised 4/17/03).

To the extent appropriate, we encourage you to contact the local educational agencies in your State to call their attention to the transportation provisions in the regulations, and to encourage them, as appropriate, (consistent with the confidentiality provisions in §§300-560-300.576), to ensure that there is meaningful and effective communication—before the fact—between school district personnel and transportation providers about the transportation needs and potential problems of individual students with disabilities. This effort should be beneficial to all affected parties, but especially the children who are being transported.

Transportation providers play an integral role in the school lives of many children, including children with disabilities, which makes effective communication between the school and the providers essential. We believe that, for the safety and well-being of all children who ride school buses, including children with disabilities, it is crucial that they are appropriately and effectively transported by well-informed and well-trained transportation providers.

If you have questions or comments about this memorandum, please contact your Part B State contact or the persons listed above.

cc: Chief State School Officers

Federal Resource Center

Regional Resource Centers

Parent Training Centers

Protection and Advocacy Agencies Section 619 Coordinators

National Association
of State Directors
of Pupil Transportation Services

NASDPTS INFORMATION REPORT: SHARING STUDENT HEALTH AND MEDICAL INFORMATION WITH SCHOOL TRANSPORTERS

Revised, October 2014

by Peggy A. Burns, Esq.

BACKGROUND

This Information Report is not intended to be an exhaustive discussion of student records disclosure and confidentiality provisions, since there are multiple situations in which school transporters require student information in order to safely and efficiently carry out their responsibilities. Rather, it focuses on communicating to school transporters and special education directors the necessity -- and legitimacy -- of disclosure of student health and medical information. Included in the category of "school transporters" are transportation administrators, operators, and other appropriate school transportation staff members, as well as bus contractors hired by school districts and educational units to transport students to and from school and school activities. School transporters and special education directors are urged to seek legal advice regarding specific applications of this information.

It is critical that school transporters have relevant health and medical information about the students who ride their buses, and in some cases it is legally mandated. Even where there is not a statutory or regulatory mandate to provide this information to school transporters, any reasonable risk management analysis readily leads to the conclusion that the potential harm from failure to share this information far outweighs any risk that a school district or contractor could incur as a result of transporters having this information.

It has long been true that, with parental permission, school administrators can share student information – including health and medical information – with school bus personnel. But obtaining prior permission from parents can be difficult and time-consuming, and laws and regulations recognize that educators and service providers may sometimes need to have access to student information without parental permission.

Despite these facts, however, special education administrators and other school personnel are often reluctant to share student health and medical information with school transporters. Many are adamant about their "inability" to provide information about students' conditions and needs which may impact travel on the school bus. The reason: misinformation about and/or misunderstanding of the law's confidentiality requirements.

QUESTIONS.

- Can school transporters legally receive health and medical information about students who ride their buses?
- What factors should be considered in determining whether transportation personnel, special education personnel, medical personnel and parents should collaborate to accomplish this sharing of information?
- What are the prerequisites to the sharing of student health information with school transporters?
- How can compliance with these prerequisites be achieved?

DISCUSSION

Application of relevant statutory and regulatory information.

Several clear guiding principles emerge from an understanding of applicable law, especially the Regulations implementing Part B of the Individuals with Disabilities Education Act (hereafter, "IDEA"), and the Family Educational Rights and Privacy Act of 1974 (hereafter, "FERPA.")

Principle 1: Rationale for Disclosure

School transportation professionals need operational information about the way in which a student's special needs impact the ride, and necessary accommodations and modifications that the transportation department must implement. Knowing a child's diagnosis or "label" isn't enough and, in fact, is of limited actual value. Instead, school transportation professionals need to know "the what" and "the how" of this child's disability-related transportation needs, 34 CFR 300.323(d).

Federal agencies have begun to recognize the strong rationale for disclosure of student information to pupil transportation professionals. In a document setting forth "Questions and Answers on Serving Children with Disabilities Eligible for Transportation" released on November 9, 2009, the Office of Special Education and Rehabilitative Services (OSERS) reiterated a statement by the Office of Special Education Programs (OSEP) in its August 22, 2003 Memorandum to State Directors of Special Education (**https://www2.ed.gov/policy/speced/guid/idea/letters/2003-3/leeds082203relsvcs3q2003.pdf**) recognizing that, "Transportation providers play an integral role in the school lives of many children, including children with disabilities." OSERS marked the "essential" need for "effective communication between school and transportation providers."

When transportation is provided as a related service to a special education student—that is, because transportation is necessary for the child to access Individualized Education Program (IEP) services—then transporters are related service providers. [See IDEA Regulations (hereafter "Regs"), Section 300.24.] Under such circumstances, the school district must provide necessary information to school transporters. That information includes setting forth the role of transportation personnel in meeting the unique needs of the child as identified in his/her IEP, and those "accommodations, modifications, and supports" identified in the child's IEP which relate in any way to the transportation environment. [See Regs., Section 300.342(b) (2) and (3).]

Furthermore, related services providers must receive information about relevant IEP changes when the changes are made without the direct involvement of those providers. Specifically, when an IEP has been revised – and there are times this can occur without an IEP meeting – the Analysis states that "it is important that the personnel responsible for implementing the revised IEP be notified and informed of the changes with respect to their particular responsibilities." That means, for example, that if a behavior intervention plan is added to an IEP in response to behavior which a student displays both in the classroom and on the school bus, the child's operator and attendant should be notified of any responsibilities under the plan.

While the IDEA Regulations impose a mandatory duty on school districts when transportation is a related service, FERPA gives broader permission to disclose information about a child under two situations:

(1) when a parent consents to the disclosure; or

(2) to "school officials" with a "legitimate educational interest" even when the district has not obtained such prior consent.

Who is a school official with a legitimate educational interest?

When FERPA was modified in 1996, a "Model Notification of Rights Under FERPA for Elementary and Secondary Institutions" was included in Appendix B. That Model Notification clearly demonstrates Congressional intent as to who might reasonably be entitled to receive student information:

> "A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member. . .; a person serving on the School Board; a person or company with whom the District has contracted to perform a special task. . ."

And, a school official has "a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility."

It is clear that school transporters meet this standard when having and understanding student health and medical information is necessary to enable the safe and efficient transport of a student.

Principle 2: Publication of Criteria for Disclosure.

Under FERPA, school districts and contractors must annually publish a notification to parents that includes the district's criteria for disclosing student information to school officials without parental permission, 34 CFR 99.7. The Official Commentary to the FERPA regulations states, "At the discretion of a school [district], school officials may include school transportation officials (including bus operators. . . ." among those entitled to have information necessary to enable them to do their jobs, and, therefore, privy to student information without parental permission.

The 2006 Amendments to the IDEA regulations underscore the need for service providers who work directly with students with disabilities to have access to necessary information. Each related service provider must have access to the child's IEP and be informed of his or her specific responsibilities related to implementing the IEP, and of the "specific accommodations, modifications, and supports that must be provided to the child in accordance with the IEP, 34 CFR 300.323(d). How this information is conveyed is left up to individual school districts.

These combined requirements are easily met by including in student/parent handbooks a statement like the following suggested in Appendix B to FERPA:

> "Federal law permits the school district to disclose personally identifiable information in the student's education records to 'school officials with legitimate educational interests.' School officials include persons employed by the district as an administrator, supervisor, teacher, or support staff member (including but not limited to,. . . transportation personnel. . .);. . . a person, agency, or company with whom the District has contracted, or otherwise arranged to perform a special task or service. . . Such individuals have a legitimate educational interest if s/he needs to review an education record in order to fulfill his or her professional and/or official responsibility. A legitimate educational interest also exists where the staff member or other individual works directly with students and needs to review education records to increase his/her awareness of steps necessary for the safety and welfare of students and staff members."

Principle 3: Confidentiality.

The IDEA Regulations recognize that confidentiality requirements apply to the provision of necessary student information to school district employees and school transportation contractors. These requirements do not prohibit disclosure, but merely impose on "agency or institution that collects, maintains or uses personally identifiable information, or from which information is obtained" the duty to protect the confidentiality of such information "at collection, storage, disclosure and destruction stages." [See Regs., Sec. 300.572 (a).] This duty is further defined by the FERPA requirement that a school district share personally identifiable information from an education record only on the condition that the recipient of the information will not disclose the information to any other party without the prior consent of the parent or eligible student.

School bus companies must be under the "direct control" of the district regarding the use and maintenance of education records. This requirement may be fulfilled by including allocation of responsibilities and mutual understandings in the contract between the parties.

In addition, transportation departments and school bus companies must make reasonable efforts to protect the student information they receive, whether they use physical means, like keeping the information under lock; or administrative means, through the use of training and policies prohibiting all disclosure other than sharing with another school official who has a legitimate educational interest; or key technological means like providing it on computers only when password-protected. Protocols concerning student information security should be codified in a policy that is widely distributed, implemented, and monitored. The federal Privacy Technical Assistance Center (PTAC) has developed a body of best practice resources to help education stakeholders in this sometimes complicated arena. The PTAC "toolkit" includes case studies, webinars, checklists and other information related to (1) data sharing, (2) disclosure avoidance, (3) security best practices, (4) data governance, and (5) legal references. Please see: **http://ptac.ed.gov/toolkit**.

Since student information is, increasingly, stored electronically on in-house or cloud-based servers, more needs to be said about this evolving area of information maintenance. Consider requiring those who claim a need to access student information via technology to fill out a specific request form, indicating, among other details, the specific business reason for the need, and a statement as to why the information is not available in another way. When student information is stored or communicated electronically, current best practices and applicable policies for electronic information security should be followed. It is wise to employ or contract for the services of professionals with expertise in this area who can serve as resources and provide guidance or training to prevent and, if necessary, address, a security breach.

For additional information on keeping student information secure, see the PTAC website, **http://ptac.ed.gov/**.

Principle 4: Training.

In order to receive student information which is otherwise confidential, school transporters must receive training -- like all other personnel who receive this information in the course of their job duties.

All related services personnel must be "trained," and the Official Commentary to Section 300.24 of the Regs specifically includes "bus operators" among such personnel. The Regs further state that "all persons collecting or using personally identifiable information must receive training or instruction regarding" limitations imposed by IDEA and FERPA and state policies and procedures which implement the disclosure and confidentiality provisions of these federal laws. [See Regs., Section 300. 572 (c).]

The Bottom Line: Why Should School Districts Ensure That Pupil Transportation Officials Have Access to Student Information?

Participation in IEP Meetings.

As indicated above, the duty to inform is mandatory under IDEA Regulations when school transportation is provided as a related service. School transporters are essential participants in the decision which must be made as to whether transportation is a related service for a particular child. Section 300.344 of the Regs provides that a local education agency may include related services personnel as appropriate at the IEP meeting. Appendix A of the IDEA Regulations include many useful questions and answers.

- The answer to Question 30 states: ". . .[I]t is appropriate for [related services personnel] to be included if a particular related service is to be discussed as part of the IEP meeting."
- The answer to Question 33 states: "In determining whether to include transportation in a child's IEP and whether the child needs to receive transportation as a related service, it would be appropriate to have at the IEP meeting a person with expertise in that area." That expertise will be most evident—and most valuable—when members of the IEP team have necessary information about the needs of the student.

In its *Letter to Smith* (July 12, 1995), and in a number of letters and opinions since then, the Office of Special Education Programs (OSEP) of the U.S. Department of Education stated that the IEP must include more than a "yes" or "no" to the question "Is transportation a related service?" Rather, it must include accommodations, modifications, and supports which must be provided for the child in accordance with his/her unique needs. Transporters are likely to be more aware of the availability of assistive technology devices applicable to transportation than anyone else on the IEP team, and certainly will have the responsibility to properly use such devices in response to the child's needs. Health and medical information is essential to this end. OSEP has specifically noted in Letter to Smith: "In all instances, each student's need for transportation as a related service and the type of transportation to be provided are issues to be discussed and decided during the evaluation process and individualized education program (IEP) meeting, and the transportation arrangements agreed upon should be included in the disabled student's IEP."

"Transportation arrangements" are obvious components of the information transporters must receive. But remember, Section 300.342(b)(3) of the Regulations implementing Part B of the IDEA mandates that each related service provider know what s/he must do specifically to implement the IDEA. Consequently, other information such as behavior intervention plans or assistive technology details must be shared with transporters to comply with this provision.

Finally, in order to determine necessary components of training for transporters, it is critical to share student health and medical information with operator trainers, and the occupational therapists, physical therapists, nurses and others who will work with them. How else can operators and bus attendants be aware of proper responses to the unique medical needs of students?

Are There Risks to School Districts if Information is shared with Transporters?

Generally, a single mistake by a school district or contractor will not amount to a violation of FERPA. However, the Family Compliance Office of the U.S. Department of Education, which investigates, processes and reviews complaints and violations under FERPA, may take steps regarding individuals who improperly disclose information from education records. Section 99.33 of the Regulations implementing FERPA provides:

> "If this Office determines that a third party improperly re-discloses personally identifiable information from education records in violation of [FERPA], the educational agency or institution may not allow that third party access to personally identifiable information from education records for at least five years."

The implications of this section are significant. Since a school district makes a commitment when sharing information with a bus operator that the operator will not inappropriately "re-disclose" the information to a third party, there can be strong sanctions if that condition is not met. Since a driver needs certain information in order to do his/her job, a restriction which prevents access to necessary information for at least five years means that the operator cannot do his or her job. That situation would most likely result in termination. Even absent federal agency determination of a breach of confidentiality, or a privately brought action based on invasion of privacy or inaccuracy of the information, a school district might well consider this a sufficiently serious rule violation to impose consequences up to and including termination.

A school district violates FERPA if it has a policy of denying access to records to parents, or it has a policy of wrongly disclosing information to third parties. A parent or student over the age of 18 may file a complaint giving specifics about why that person thinks a school district has violated FERPA. The complaint must be submitted within 180 days of the alleged violation or of the date that the complainant knew of or reasonably should have known of the alleged violation. Following an agency investigation in which it is determined that a violation has occurred; the Family Compliance Office may take a number of steps:

- It will give the school district a reasonable period of time to comply with specific steps set out by the Office; and
- If the school district does not comply within that period, the Office may withhold federal monies, and/or issue an order to compel compliance.

Before the extreme sanction of loss of eligibility for federal funds is applied, a school district must not only have a policy of violation, but also refuse to take steps to comply with FERPA within a reasonable period of time. Therefore, the school district which shares necessary information with operators risks little. That is especially true in comparison with the potential risks to the safety and welfare of the student if important information is not shared. On the other hand, the operator who does not take that responsibility seriously risks losing his or her job.

What about the Health Insurance Portability and Accountability Act of 1996 (HIPAA; final Privacy Rule at 45 CFR 160 and 164)

The relationship between HIPAA and FERPA has, apparently, been a source of confusion that has led well-meaning school administrators to refuse to share student medical and health information with school transportation professionals on grounds that such sharing would constitute a violation of HIPAA. But see the joint guidance document from the Department of Education and the Department of Health and Human Services (**http://www2.ed.gov/policy/gen/guid/fpco/doc/ferpa-hipaa-guidance.pdf**) first published in 2008, that helps to sort out the relationship between FERPA and HIPPA. An invaluable resource for educators and school transportation professionals, it includes an overview of FERPA, an overview of HIPAA, a discussion of places the two laws may intersect, and FAQ's. In general, the HIPAA Privacy Rule does not apply to an elementary or secondary school: they are typically not HIPAA covered entities. Rather, student health and medical records held by schools are subject to FERPA, as described above, and HIPAA in no way prevents disclosure of necessary information to school transporters.

CONCLUSION

School transporters can legally receive information about students' health and medical conditions when these conditions may impact transportation planning and implementation. Factors to be considered in setting conditions for such disclosure include: the determination of legitimate educational interest; compliance with FERPA requirements of notice; requiring confidentiality of the transporters to whom the information is disclosed, and, training. It is clear that once transporters are trained regarding the requirement of confidentiality, school district and medical personnel are well-advised to share this information.

October 2014

BIOGRAPHICAL INFORMATION: PEGGY A. BURNS, ESQ.

Peggy Burns served as in-house legal counsel for a large suburban school district in Colorado for twenty years. She now consults full-time as the founder and president of Education Compliance Group, an organization committed to addressing compliance issues in education. A former high school English and forensics teacher, and licensed attorney for more than thirty years, Peggy has devoted the past twenty-seven years specifically to legal issues affecting public education.

Peggy is sought after as a presenter at state, regional, and national conferences, focusing most often on legal issues related to school transportation and special education. She works with school districts and bus companies to avoid risk, solve problems, and enhance policy and training. Peggy serves as a Tenured Faculty Member for the National Board of Advisors of the National Conference and Exhibition on Transporting Students with Disabilities. She is editor of Legal Routes, and a frequent contributor to other industry publications. She demonstrates her commitment to the pupil transportation industry with her accessibility and willingness to support school transportation professionals everywhere.

Peggy is the author, with Lisa J. Hudson, of the book Defensible Decisions about Transporting Students with Special Needs: Lessons Learned from Legal Disputes. She is also the author of four training video programs for school bus operators. Peggy is also the co-author of a Risk Management Manual for Utica National Insurance Company.

Ride Safe

Information to help you travel more safely in motor vehicles while seated in your wheelchair

www.travelsafer.org
wc-transportation-safety.umtri.umich.edu

UMTRI TRANSPORTATION RESEARCH INSTITUTE UNIVERSITY OF MICHIGAN

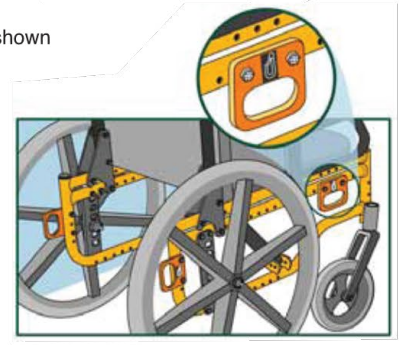
When traveling in a motor vehicle, it is generally safest for wheelchair users to transfer to a vehicle seat and use the vehicle seatbelt system or a child safety seat that complies with federal safety standards. The wheelchair should then be stored and secured in the vehicle.

If transferring is not feasible, it is very important to secure the wheelchair to the vehicle facing forward and to use crash-tested seatbelts for the wheelchair-seated rider.

1 START WITH THE RIGHT EQUIPMENT

The Wheelchair

▼ **It is best if you have a wheelchair that has been designed and tested for use as a seat in motor vehicles, often referred to as a WC19 wheelchair.** These wheelchairs comply with ANSI/RESNA WC19, a voluntary standard developed by safety and rehabilitation experts. Wheelchairs that meet the requirements of this standard will be labeled with words or the circular logo shown to show that they comply with WC19.



▼ Most importantly, a WC19 wheelchair has four, crash-tested securement points where tiedown straps and hooks can be easily attached. These points are clearly marked with a hook symbol.

▼ If a WC19 wheelchair is not available, the next best choice is a wheelchair with an accessible metal frame where tiedown straps and hooks can be attached at frame junctions.

The Wheelchair Tiedown and Occupant Restraint System (WTORS)

▼ It is important to use a complete WTORS to secure the wheelchair and provide the wheelchair occupant with a properly fitting lap and shoulder belt system.

▼ **Always use a WTORS that has been crash tested and labeled as complying with ANSI/RESNA WC18,** a voluntary standard developed by safety and rehabilitation experts. The most common type of wheelchair tiedown uses four straps to secure the wheelchair to the vehicle. Although it requires someone other than the wheelchair rider to secure and release the wheelchair, this tiedown can secure a wide range of WC19 and non-WC19 wheelchairs.

▼ To protect the rider during a crash or sudden braking, a seatbelt system with **both** lap and shoulder belts must be used. This will decrease the likelihood of injury caused by contact with the vehicle.

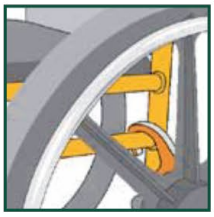
2 SECURE THE WHEELCHAIR

Four-Point Tiedowns

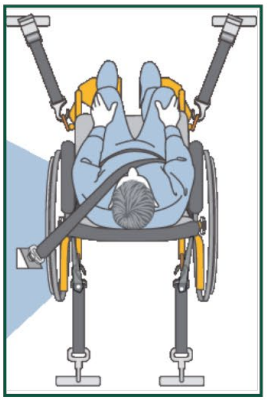
▼ Always position the wheelchair and rider facing forward in the vehicle.

▼ When securing a WC19 wheelchair, attach the four tiedown straps or hooks to the securement points provided on the wheelchair. Tighten the straps to remove all slack.

▼ If you do not have a WC19 wheelchair, it is best to attach the tiedown hooks or straps to welded junctions of the frame or to other structural areas where the frame is fastened together with hardened steel bolts —often indicated by six raised lines or bumps on the bolt head.



▼ **Do not attach tiedowns to adjustable, moving, or removable parts of the wheelchair such as arm supports, foot supports, and wheels.**



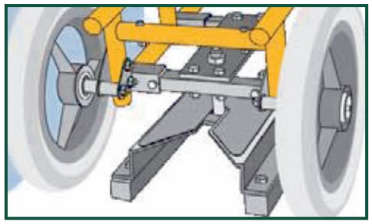
▼ When securing non-WC19 wheelchairs, choose structural securement points as close to the seat surface as possible to provide greater wheelchair stability during travel. It is best if the rear securement points are high enough to result in angles of the rear tiedown straps between 30 and 45 degrees to the horizontal.

▼ If you have a non-WC19 wheelchair with a tilt seat, make sure to attach both the front and rear straps to either the seat frame or to the base frame. Mixing wheelchair securement points between the seat and base can result in the tiedown straps becoming slack if the angle of the seat changes during a crash.

▼ It is best if floor anchor points for rear tiedown straps are located directly behind the rear securement points on the wheelchair. If possible, the front tiedown straps should anchor to the floor at points that are spaced wider than the wheelchair to increase stability during travel.

Other Methods of Wheelchair Securement

▼ In addition to securing wheelchairs using a four-point tiedown, wheelchairs can also be secured using a docking tiedown device. This method is mostly used in private vehicles since it requires added adaptor hardware on the wheelchair frame that will engage with the docking tiedown device in the vehicle. Docking securement devices allow the wheelchair rider to secure and release the wheelchair without assistance.



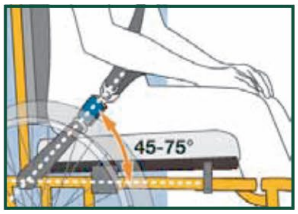
▼ If you plan to secure your wheelchair with a docking tiedown device, you should check with the WTORS or wheelchair manufacturer to ensure that your wheelchair model has been successfully crash tested with their system.

▼ Clamp-type securement devices are not recommended since they do not provide effective wheelchair securement in frontal crash testing.

3 PROTECT THE WHEELCHAIR RIDER

▼ In addition to securing the wheelchair, **it is very important to provide effective restraint for the wheelchair user with a crash-tested lap and shoulder belt or with a child restraint harness.** Postural support belts attached to the wheelchair are **not** strong enough to withstand crash forces and are usually not positioned correctly to restrain the person safely in a crash.

▼ The lap belt should be placed low across the front of the pelvis on the upper thighs, not on the abdomen. When possible, the lap belt should be angled between 45 and 75 degrees to the horizontal when viewed from the side. Some wheelchair features, like armrests, can interfere with good belt fit. To avoid placing the lap belt over the armrest and to keep the lap belt low on the pelvis, it may be necessary to insert the belt between the armrest and the seatback, or through openings between the backrest and seat.



▼ A diagonal shoulder belt should cross the middle of the shoulder and the center of the chest, and should connect to the lap belt near the hip of the wheelchair rider. The upper shoulder-belt anchor point or guide should be anchored above and behind the top of the occupant's shoulder, so that the belt is in good contact with the shoulder and chest while traveling.

▼ Newer WC19 wheelchairs offer the option of a crash-tested lap belt that is anchored to the wheelchair frame. If the wheelchair has an onboard crash-tested lap belt, complete the belt system by attaching the lower end of a shoulder belt to the lap belt. Crash-tested wheelchair-anchored lap belts will be labeled to indicate that they comply with WC19.

Other Important Points

- Read and follow all manufacturers' instructions.
- It is best to ride with the wheelchair backrest positioned at an angle of 30 degrees or less to the vertical. If a greater recline angle is needed, the shoulder belt anchor point should be moved rearward along the vehicle sidewall so the belt maintains contact with the rider's shoulder and chest.
- Maximize the clear space around the rider to reduce the possibility of contact with vehicle components and other passengers in a crash. Cover rigid vehicle components that are close to the rider with dense padding.
- Check wheelchair and WTORS equipment regularly and replace worn components. If involved in a vehicle crash, check with the manufacturer to determine if the equipment needs to be replaced. Keep WTORS anchorage track free of debris.
- If possible, remove hard trays and secure them in the vehicle to reduce the chance of rider injury from contact with the tray. Consider the use of foam trays instead of rigid trays during transit. If it is not possible to remove a hard tray, place dense padding between the rider and the edge of the tray and make sure that the tray is securely attached to the wheelchair so it will not break loose and cause injury to other occupants in a crash.
- A properly positioned headrest may help protect the neck in a rear impact.
- If it is necessary to use a head and neck support during travel, choose a soft, light, neck collar because stiff collars and head straps are more likely to cause neck injury in a crash. The soft collar should not be attached to the seating system.
- Secure medical and other equipment to the wheelchair or vehicle to prevent it from breaking loose and causing injuries in a crash.
- Seating systems can be crashed tested to ANSI/RESNA WC20 and then used with a WC19-compliant frame to create a crashworthy wheelchair.

RESOURCES

Organizations

University of Michigan Transportation Research Institute
www.umtri.umich.edu
wc-transportation-safety.umtri.umich.edu

RESNA Rehabilitation Engineering and Assistive Technology Society of North America
www.resna.org

Wheelchair and Seating Manufacturers
(Ask for Products that have been Successfully Tested to WC19 and/or WC20)

ADI - Accessible Designs, Inc.
adirides.com; 888-684-2234

Bergeron Health Care
www.specialtomato.com; 866-529-8407

Broda Seating
www.seatingisbelieving.com;800-668-0637

Columbia Medical
www.columbiamedical.com; 562-282-0244

The Comfort Company
www.comfortcompany.com; 800-564-9248

Convaid
www.convaid.com; 888-266-8243

Drive Medical
www.drivemedical.com; 877-224-0946

Dynamic Health Care Solutions
www.dynamichcs.com; 866-875-2877

Eurovema AB / Sammons Preston
www.eurovema.se; +46-371-390-100
www.sammonspreston.com; 630-226-1300

Freedom Designs
www.freedomdesigns.com; 800-331-8551

Golden Technologies
www.goldentech.com; 800-624-6374

Gunnell
www.gunnell-inc.com; 800-551-0055

Harris Medical LLC
Eztransportchair.com; 954-609-4214

Hoggi
www.hoggi.de; +49 2623 92499-0
or 877-767-9462

Hoveround
www.hoveround.com; 800-542-7236

Icon Wheelchairs, Inc.
www.iconwheelchairs.com; 888-461-5759

Innovative Products
www.mobility4kids.com; 800-950-5185

Invacare
www.invacare.com; 800-333-6900

Ki Mobility
www.kimobility.com; 800-981-1540

Leggero, LLC
leggero.us; 844-503-KIDS (5437)

Medifab
www.spexseating.com; +64 3 307 9790

Merits Health Products, Inc.
meritshealth.com; 800-963-7487

Metalcraft Industries
www.metalcraft-industries.com; 888-399-3232

Motion Composites
www.motioncomposites.com; 866-650-6555

Motion Concepts
www.motionconcepts.com; 888-433-6818

NuTec Rehab / Triquality Inc.
www.triquality.com; 800-567-9090

Otto Bock
www.ottobock.com; 800-328-4058

Performance Health Products
www.v-trak.com; 866-632-1755

Permobil
www.permobil.com; 800-736-0925

Pride Mobility Products Corp.
www.pridemobility.com; 800-800-8586

Product Design Group
www.pdgmobility.com; 888-858-4422

Rolapal Ltd
www.rolapal.co.nz; +64 9 634 2300

The ROHO Group
www.therohogroup.com; 800-851-3449

Shoprider Mobility Products, Inc.
www.shoprider.com; 800-743-0772

Stealth Products
www.stealthproducts.com; 800-965-9229

Sunrise Medical
www.sunrisemedical.com; 800-333-4000

Therafin Corporation
www.therafin.com; 800-843-7234

Tilite
www.tilite.com; 800-545-2266

Varalite
www.varalite.com; 800-827-4548

WHILL, Inc.
whill.us; 844-699-4455

XPlore Mobility
www.xploremobility.com; 888-575-9225

Wheelchair Tiedown and Occupant Restraint Manufacturers
(Ask for Products that Comply with WC18)

B&D Independence
bdindependence.com; 618-262-7117

EZ-Lock
www.ezlock.net; 225-214-4620

New Haven
www.safehaven-usa.com; 800-421-8700

Orthosafe
www.orthosafe.com; 609-587-9444

Q'Straint
www.qstraint.com; 800-987-9987

SureLok
www.sure-lok.com; 866-787-3565

GLOSSARY OF TERMS

Anchor point: The location on a vehicle, wheelchair, or wheelchair tiedown where a belt-restraint or wheelchair-tiedown anchorage is attached.

ANSI/RESNA WC18 (SECTION 18 RESNA WC-4:2012): A voluntary standard for WTORS.
NOTE: ISO 10542 is an international standard that is comparable with WC18.

ANSI/RESNA WC19 (SECTION 19 RESNA WC-4:2012): A voluntary standard for wheelchairs designed for use as a seat when traveling in a motor vehicle.
NOTE: ISO 7176-19 is an international wheelchair standard that is comparable with WC19.

ANSI/RESNA WC20 (SECTION 20 RESNA WC-4:2012): A voluntary standard for wheelchair seating systems designed or used as part of a wheelchair when traveling in a motor vehicle.
NOTE: ISO 16840-4 is an international wheelchair standard that is comparable with WC20.

SAE Recommended Practice J2249: A Society of Automotive Engineers Recommended Practice for WTORS that has been replaced by ANSI/RESNA WC18.
NOTE: WC18 is an enhanced version of this standard and ISO 10542 is a similar international standard.

Belt: A length of energy-absorbing webbing material used in occupant restraint systems.

Docking tiedown: A method for securing wheelchairs where portions of the wheelchair frame, or add-on brackets fastened to the wheelchair frame, engage with a securement device anchored to the vehicle.

Four-point strap-type tiedown: A method for securing a wheelchair where four straps are attached to the wheelchair at four separate securement points and attached to the vehicle at four separate anchor points.

Occupant restraint: A system or device designed to protect a motor vehicle occupant in a crash by keeping them in the seat and minimizing contact with objects inside or outside the vehicle.

Postural support: A padded component and/or belt used to help maintain a person in a desired position during normal wheelchair use. In general postural supports are **not** designed to provide effective occupant restraint in a motor vehicle crash.

Securement points: Specific structural points on the wheelchair base or seat frame that are designed for attachment of wheelchair tiedown straps.

Strap: A length of webbing material used in wheelchair tiedown systems.

WC19 wheelchair: A crash-tested wheelchair with four clearly identified securement points that meets ANSI/RESNA WC19.

WC20 seating system: A crash-tested seating system and its attachment hardware that meets ANSI/RESNA WC20 and is used with a WC19 compliant frame to create a crashworthy wheelchair.

Wheelchair tiedown and occupant-restraint system (WTORS): A complete system for securing the occupied wheelchair and a belt-type restraint system for limiting occupant movement in a motor vehicle crash.

University of Michigan Transportation Research Institute

University of Michigan Health System

Initially funded through a grant from the FRIENDS of the University of Michigan Hospitals

2015

Reference

www.504idea.org for information on IDEA/504/NCLB

APPENDIX D: TRANSPORTING INFANTS, TODDLERS AND PRE-SCHOOL CHILDREN

A. **Definitions: Infants, Toddlers, and Pre-school Children**

For the purpose of clarification, the following terms are defined:

1. *Newborn* is a child from birth to one month.
2. *Infant* is a child from one month to one year.
3. *Toddler* is a child from one year to three years.
4. *Pre-school child* is a child from three years to five years.

Note: Individual programs may have variations in the usage of these four terms. State laws, policies and guidelines may contain variations in the age range used to define the terms infants, toddlers, and pre-school children. If not specified, newborns will be included in the infant category.

B. **Laws: Transportation of Infants, Toddlers and Pre-school Children**

A number of laws impact decision-making and the transportation of infants, toddlers and pre-school children. They include the following:

1. **Public Law 93-112: The Rehabilitation Act of 1973 (§504)**

This law constituted the first national declaration of the rights of the disabled. Section 504 prohibits the discrimination against individuals with disabilities by any recipient of federal funding. It covers persons with disabilities that would otherwise be qualified to participate in and benefit from programs or other activities receiving federal financial assistance. Section 504 of the Rehabilitation Act states, in part:

No otherwise qualified individual with a disability in the United States...shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

The Office of Civil Rights (OCR) in the U.S. Department of Education (USDE) is responsible for enforcing Section 504 of the Rehabilitation Act of 1973 in programs and activities that receive assistance from the USDE. The OCR is also responsible for the enforcement of Title II of the Americans with Disabilities Act (ADA) of 1990, which is applicable to state and local governments.

Section 504 has been the basis for filing transportation complaints for over two decades. Disputes include, but are not limited to the following issues:

a. Access to transportation service;
b. Field trips;
c. Length of ride;
d. Transportation to and from extra-curricular activities;
e. Reimbursement of transportation costs to parents;
f. Loss of instructional time;
g. School bus suspension;
h. Method of transport; and
i. Integrated busing of children with disabilities with non-disabled peers in the LRE.

Note: Integrated busing is frequently referred to as “inclusion” or “LRE services.”

2. **Public Law 94-142: The Education for all Handicapped Children Act of 1975**

   This law guaranteed that a "free appropriate public education" (FAPE), including special education and related services, be provided to all handicapped children. This law detailed the required steps that must be taken in identifying and evaluating children and provided that handicapped children must be educated with other non-handicapped children to the maximum extent appropriate in the least restrictive environment (LRE) P.L. 94-142 established an elaborate system of procedural safeguards to ensure parental participation in the development and approval of the Individualized Education Program IEP. The importance of transportation is firmly acknowledged because it is the service that provides access to all other special education and related services.

3. **Public Law 97-35: The Head Start Act**

   The Head Start program was initiated in 1965 as a comprehensive child development program to serve primarily low income children. Predominately, the ages served are from three years to compulsory school attendance age. However, this program has been expanded to provide services that include infants, toddlers, and children with disabilities.

   The regulations require that a minimum of 10 percent enrollment be available to children with disabilities. While Head Start is intended to serve children from low income families, the regulations permit up to 10 percent of the children served to be from families that are not low income. To assist young children to reach their full potential, Head Start provides a comprehensive program that includes health, nutritional, educational, social and other services. One of the requirements of Head Start is the direct participation of parents of children enrolled. Eligible children with disabilities may be dually enrolled in special education and Head Start. Under dual enrollment, there is a requirement to work out which program is responsible for transportation services.

4. **Public Law 99-372: The Handicapped Children's Protection Act of 1986**

   This law amended the Education for all Handicapped Children Act of 1975 to authorize the award of "reasonable attorneys' fees" to parents who prevail in due process hearings and judicial proceedings under Part B of the Education for all Handicapped Children Act of 1975. This is extremely important because disputes that arise about the related-service transportation under Part B can result in costly recovery of attorney fees awarded by the courts to parents. Because of this law, school districts have recognized the importance of all school district personnel working together to avoid costly procedural safeguard violations. Transportation and Special Education Offices are recommended to work jointly to develop policies, procedures and guidelines that clearly define service delivery practices for the school district. The IDEA Amendments of 1997 strongly encourage mediation as an option to more formal due process hearings. A mechanism for addressing problems in a timely manner is advisable.

5. **Public Law 99-457, Part H: The Education of the Handicapped Act Amendments of 1986**

   Within a decade of the passage of the P.L. 94-142, Part H was passed to assist states in establishing statewide, comprehensive early intervention services for children with handicaps from birth through age two and their families. Based on the recognition that early intervention enhances the development of handicapped children, this law provides states with financial incentives. Borrowing from IDEA, this law requires that children receive early intervention services as specified in an Individualized Family Service Plan (IFSP). As used in this part, "developmental delay" is defined by the states. Transportation is considered an early intervention service.

   With the passage of Part H, transportation personnel faced multiple new issues regarding the birth through two-year-old population. Challenges included the following issues:

   a. The use of school buses designed to transport older children;
   b. The need for age-appropriate child safety restraint systems;
   c. Safety considerations including adequate supervision during transport;
   d. Program location;

e. Transport to and from day care centers; and

f. Increased personnel training requirements for serving this young vulnerable population.

6. **Public Law 101-336: The Americans with Disabilities Act of 1990**

   The Americans with Disabilities Act (ADA) is a comprehensive civil rights law that enforces the nondiscrimination of persons with disabilities and applies to public agencies. Transportation is specifically addressed in this law. The ADA does not change or diminish existing provisions of federal law protecting individuals with disabilities under Section 504 or IDEA. The ADA creates a higher standard of nondiscrimination than does Section 504 in that it applies regardless of whether or not federal funding is received. As stated in the statute, the purpose of the ADA is:

   a. To provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities;

   b. To provide clear, strong, consistent and enforceable standards addressing discrimination against individuals with disabilities;

   c. To ensure that the federal government plays a central role in enforcing the standards established in this Act on behalf of individuals with disabilities; and

   d. To invoke the sweep of congressional authority, including the power to enforce the fourteenth amendment, and to regulate commerce in order to address the major areas of discrimination faced day-to-day by people with disabilities.

7. **Public Law 101-476, Part B: Individuals with Disabilities Education Act of 1990**

   This act renamed the Education of the Handicapped Act (EHA) as the Individuals with Disabilities Education Act (IDEA). All previous references to “handicapped children” were changed to “children with disabilities.” Transportation is defined in the regulations as a related service under the Act. In addition, two new categories of disability were added: “autism” and “traumatic brain injury.” This law also broadened the definition of the terms “assistive technology device” and “assistive technology service.” The addition of assistive technology service raised questions regarding responsibility for purchase, lease, selection, adaptation, maintenance, repair or replacement of equipment under IDEA.

8. **Public Law 105-17: The Individuals with Disabilities Education Act Amendments of 1997**

   The Individuals with Disabilities Education Act (IDEA) Amendments of 1997 was passed by Congress and signed into law on June 4, 1997. General Provisions include: PART B, Assistance for Education of All Children With Disabilities (school age/preschool); PART C, Infants & Toddlers with Disabilities; and PART D, National Activities to Improve the Education of Children with Disabilities (support programs). P.L. 105-17 retains the major earlier provisions including assurance of a FAPE in the least restrictive environment (LRE) and the guarantee of due process procedures. Transportation remains one of the most significant related services, as it provides access to special education and other related services.

9. **Public Law 108-446: The Individuals with Disabilities Education Improvement Act of 2004**

   The Individuals with Disabilities Education Improvement Act (IDEIA) of 2004 was passed by Congress on November 17, 2004 and signed into law by the President on December 3, 2004. The IDEIA is known as IDEA 2004. PART A includes General Provisions; PART B Assistance for Education of All Children With Disabilities (school age/preschool); PART C, Infants and Toddlers With Disabilities; and, PART D, National Activities To Improve Education of Children With Disabilities. The definition of the related-service transportation remains unchanged; however it is essential to understand the requirements for transportation services for children with disabilities under both the McKinneyVento Homeless Assistance Act and No Child Left Behind (NCLB).

C. **Definitions: Transportation and Related Terms**

Section 504 of the Rehabilitation Act, and Part B of IDEA 2004 both identify transportation as a "related service."

Transportation (Part B) includes the following transportation issues:

1. Travel to and from school and between schools;
2. Travel in and around school buildings; and
3. Specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability. §300.34 (c) (16)

In addition to the definition of transportation, there are other definitions (terms) having a direct impact on the provision of transportation services for children with disabilities. These definitions and related terms are listed below:

1. Assistive Technology Device (Part B): As used in this part, assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. This term does not include a medical device that is surgically implanted or the replacement of such device. §300.5
2. Assistive Technology Service (Part B): As used in this part assistive technology service means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

   The term incorporates the following functions:

   a. The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment;
   b. Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
   c. Selecting, designing, fitting, customizing, adapting, applying, retaining, repairing, or replacing assistive technology devices;
   d. Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
   e. Training or technical assistance for a child with a disability or, if appropriate, that child's family; and
   f. Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that child. §300.6

Charter Schools (Part B): (Treatment of Charter Schools and their Students); Rights of children with disabilities. Children with disabilities who attend public charter schools and their parents retain all rights under this part. §300.29

Homeless Children (Part B): The term *homeless children* has the meaning given the term *homeless children and youths'* in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C.11434a), as amended, 42 U.S.C. 1401(11). §300.19

Location of Services and Transportation (Part B): If necessary for the child to benefit from or participate in the services provided under this Part, a parentally-placed private school child with a disability must be provided transportation under the following conditions:

A. From the child's school or the child's home to a site other than the private school; and

B. From the service site to the private school, or to the child's home, depending on the timing of the services.

LEAs are not required to provide transportation from the child's home to the private school.

Cost of transportation. The cost of the transportation described in paragraph (b)(1)(i) of this section may be included in calculating whether the LEA has met the requirement of Sec. 300.133.

§300.139

Nonacademic Services (Part B):

A. Each public agency must take steps, including the provision of supplementary aids and services determined appropriate and necessary by the child's IEP Team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities.

B. Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the public agency and assistance in making outside employment available. §300.107

Orientation and Mobility (Part B): **Services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home and community;** also includes teaching children the following, as appropriate:

A. Spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street);

B. To use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for children with no available travel vision;

C. To understand and use remaining vision and distance low vision aids; and

D. Other concepts, techniques, and tools. §300.34. (c) (7)

Special Education-Travel Training (Part B): Travel training means providing instruction, as appropriate, to children with significant cognitive disabilities, and any other children with disabilities who require this instruction, to enable them to--

A. Develop an awareness of the environment in which they live; and

B. Learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community). §300.39 (a) (2) (ii), (b) (4)

Transfer During the Academic Year (Part B) §300.323 (e) (f)

A. Part (e): IEPs for children who transfer public agencies in the same State. If a child with a disability (who had an IEP that was in effect in a previous public agency in the same State) transfers to a new public agency in the same State, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) must provide FAPE to the child (including services comparable to those described in the child's IEP from the previous public agency), until the new public agency either...

    1. Adopts the child's IEP from the previous public agency; or

    2. Develops, adopts, and implements a new IEP that meets the applicable requirements in §§300.320 through 300.324.

B. Part (f): IEPs for children who transfer from another state. If a child with a disability (who had an IEP that was in effect in a previous public agency in another state) transfers to a public agency in a new state, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) must provide the child with FAPE (including services comparable to those described in the child's IEP from the previous public agency), until the new public agency...

    1. Conducts an evaluation pursuant to §§300.304 through 300.306 (if determined to be necessary by the new public agency); and

    2. Develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in §§300.320 through 300.324.

Early Intervention Program for Infants and Toddlers with Disabilities (34 CFR Part 303)

The definition of transportation is somewhat broader under the Regulations for the Early Intervention Programs for Infants and Toddlers with Disabilities than in the IDEA 2004.

> *Transportation and related costs* includes the cost of travel and other costs that are necessary to enable an infant or toddler with a disability and the child's family to receive early intervention services. §303.12 13 (16)

Head Start Program Performance Standards on Services for Children with Disabilities (45-CFR 1308)

These standards set forth the requirements for providing special services for 3- through 5- year-old children with disabilities enrolled in Head Start programs. Transportation is addressed in Subpart B - Disabilities Service Plan (h) (6). *The related service transportation* is defined as follows:

> Transportation for children with disabilities to and from the program and to special clinics or other service providers when the services cannot be provided on-site. Transportation includes adapted buses equipped to accommodate wheelchairs or other such devices if required. Transportation is a related service to be provided to children with disabilities. When transportation to the program site and to special services can be accessed from other agencies, it should be used. When it is not available, program funds are to be used to provide it. Special buses or use of taxis are allowable expenses if there are no alternatives available and they are necessary to enable a child to be served. § 1308.4 (o)(5)

Head Start Transportation Regulation (45 CFR 1310) Subpart B— Transportation Requirements

1310.22 Children with Disabilities.

A. Effective January 18, 2006 each Head Start agency must ensure that there are school buses or allowable alternate vehicles adapted or designed for transportation of children with disabilities available as necessary to transport such children enrolled in the program. This requirement does not apply to the transportation of children receiving home-based services unless school buses or allowable alternate vehicles are used to transport the other children served under the home-based option by the grantee. Whenever possible, children with disabilities must be transported in the same vehicles used to transport other children enrolled in the Head Start or Early Head Start program.

B. Each Head Start, Early Head Start and delegate agency must ensure compliance with the Americans with Disabilities Act (42 U.S.C. 12101 et seq.), the HHS regulations at 45 CFR Part 84, implementing Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794), and the Head Start Program Performance Standards on Services for Children with Disabilities (45 CFR Part 1308) as they apply to transportation services.

C. Each agency must specify any special transportation requirements for a child with a disability when preparing the child's Individualized Education Plan (IEP) or Individualized Family Service Plan (IFSP), and ensure that in all cases special transportation requirements in a child's IEP or IFSP are followed, including:

   1. Special pick-up and drop-off requirements;
   2. Special seating requirements;
   3. Special equipment needs;
   4. Any special assistance that may be required; and
   5. Any special training for bus operators and monitors.

   Note: At the time of this printing, the Department of Health and Human Services, Administration for Children and Families (Federal Register May 30, 2006) approved annual waivers under circumstances, from two provisions in the current Head Start transportation regulation (45 CFR Part 1310): "The requirement that each child be seated in a child restraint system while the vehicle is in motion, and the requirement that each bus have at least one bus monitor on board at all times." The regulation also is being amended to reflect new effective dates on the required use of school buses or allowable alternate vehicles and required availability of such vehicles adapted for use of children with disabilities as the result of Public Law 109-149.

APPENDIX E: ACTIVITY BUS OPERATIONS: TRANSPORTATION OTHER THAN TO AND FROM SCHOOL OR HEAD START OPERATIONAL GUIDELINES

In order to ensure the safest transportation for students, the following guidelines and procedures provide information that can be used by schools, school districts, Head Start grantees and other transporters of pre-school and school-aged children when contracting for a school-chartered motorcoach. A sample trip request form can be found at the end of this section.

A. Operators

The following training requirements for school-chartered motorcoach operators MAY be considered:

1. Pre-service training

   In addition to successfully completing all pre-service training provided by the employer, a school-chartered motorcoach operator shall complete a required course of instruction which includes, but is not limited to, appropriate state laws, regulations and policies related to school transportation.

2. In-service training

   All school-chartered motorcoach operators shall receive a required amount of in-service training annually, with instruction on handling bodily fluids, and shall be required to maintain a current first aid card in accordance with state regulations.

B. Motor carriers

The following requirements for motor carriers MAY be considered:

1. Pre-qualification list of eligible motor carriers

   The school district should establish a list of eligible companies that it will use for charter motorcoach service by pre-qualifying potential providers. Public school systems and Head Start grantees should establish this list centrally so that individual schools do not have to duplicate efforts of other schools and so that motorcoach companies are not asked to provide the same information to multiple schools that are using the same criteria. Further, school districts and Head Start grantees may find it advantageous to join together in a consortium or other working group to cooperatively establish a regional list of eligible companies.

2. Vehicle maintenance

   The school district or Head Start grantee should require documented assurance from the motor carrier that (1) it will not knowingly require or permit the operation of any school-chartered motorcoach that is not in safe operating condition or not equipped and maintained, as required by any law or (2) it will not knowingly require or permit any operator to drive in violation of any law.

C. Trip-specific requirements

The following requirements MAY be considered:

Based on specific needs of the trip, the school or Head Start and the motor carrier must understand and establish in a written contract exactly what will be involved and must establish methods for verifying that the motor carrier meets all criteria for a given trip.

1. Inspection

   Prior to operation, the operator shall inspect each school-chartered motorcoach to ascertain that it is in safe condition, that it is equipped as required by all provisions of law and that all equipment is in good working order. The inspection shall include, but is not limited to, the following items:

   a. All required emergency equipment, as well as, first aid and body fluid cleanup kit(s), fire extinguisher(s), reflectors;

   b. All gauges, indicators and warning devices;

   c. Horn(s);

   d. Operator's seat and seat belts;

   e. All doors, door emergency releases, overhead hatches and windows;

   f. All seats, handrails and modesty panels;

   g. Interior and exterior lighting systems;

   h. All heating, cooling and ventilating systems;

   i. All glass and mirrors, including adjustment of mirrors;

   j. Windshield wipers and washers;

   k. All tires, wheels, rims and lug nuts;

   l. Wheelchair restraints, tiedowns and loading devices, such as ramps and lifts; and

   m. Brake system;

      i. Air compressor governor cut-in and cut-out pressures;

      ii. Static pressure for air loss;

      iii. Initial applied brake pressure loss;

      iv. Low air pressure warning devices;

      v. Emergency stopping systems;

      vi. Parking brake;

      vii. Antiskid device (if equipped);

      viii. Vacuum gauge (if equipped), ensuring it reads not less than 15 inches of mercury;

      ix. Low vacuum warning device(s) (if equipped); and

      x. Brake pedal adjustment.

         Note: Draining reservoirs in dual air systems is not required.

2. Pre-trip inspection checklist

   The coordinator of the trip should complete a pre-trip inspection checklist at the time of the trip to make sure that each operator and each vehicle meet all criteria immediately before departure. Motor carriers are required to meet many Federal Motor Carrier Safety Administration regulations.

   The company is responsible for ensuring that each operator completes a thorough pre-trip inspection prior to each trip and is further required to repair any safety-related defects discovered prior to the trip. The completion of a pre-trip checklist by a trip coordinator does not relieve the company of the liability for the mechanical condition of the vehicle. The pre-trip checklist should validate the operator's medical card, CDL license with proper endorsements and a basic review of the vehicle (e.g., lamps, safety equipment, etc.).

3. Trip report

At the completion of the operator's work or tour of duty, each operator should submit a daily documented report to the employer indicating the condition of the vehicle and noting any defects found. Whether discovered by or reported to the operator, all vehicle defects and deficiencies likely to affect safe operation or cause mechanical breakdown of the school-chartered motorcoach shall be listed, and a negative report shall indicate that no such conditions are present.

4. Transportation of property

   a. Hazardous materials

      Motor carriers and operators shall not transport, or knowingly permit passengers to carry, any substance, material, or device posing an unreasonable risk to health and safety to any passenger. These restrictions shall not apply to the following items:

      i. Portable oxygen tanks medically prescribed for, and in the possession of, a passenger and in a carrier designed for personal use;

      ii. Personal-use articles in the immediate possession of a passenger; and

      iii. Hazardous materials transported by a carrier subject to federal jurisdiction in compliance with provisions of 49 CFR, Part 177 (E).

   b. Fuel

      Fuel shall not be transported except in the vehicle's regular fuel tanks.

   c. General property

      Operators and motor carriers shall not permit any greater quantity of baggage in vehicles than can be safely and conveniently carried and safely secured. In no event shall aisles, doors, steps or emergency exits be blocked.

   d. Animals

      An operator or motor carrier may refuse to transport dogs or other animals except certified guide, signal or service animals. All other animals shall be securely crated and stored to eliminate the possibility of injury to passengers.

5. Transportation of passengers

   The operator shall not drive a school-chartered motorcoach transporting passengers in violation of the following provisions:

   a. Emergency passenger safety training

      Prior to travel, passengers transported in school-chartered motorcoaches shall receive emergency procedure and passenger safety training as prescribed by state law and/or regulations for school passengers transported in yellow school buses. Training shall include evacuation training on the specific charter motorcoach being used for each trip.

   b. Interior lighting

      During darkness, the operator shall ensure that the interior lighting is sufficient for passengers to enter and exit safely and whenever otherwise deemed necessary.

   c. Ejection of passengers

      The operator of a school-chartered motorcoach shall not allow nor require the disembarkment of any student passenger at any location except the scheduled destination, unless the passenger is given into the custody of a parent, guardian or any person designated by the parent, guardian, school authority or law enforcement official. In case such non-scheduled disembarkment is made, complete information will be provided to the trip coordinator at the first possible opportunity.

   d. Fueling restrictions

      No fueling will take place while passengers are on board the bus.

   e. Seating capacity

      The number of passengers shall not exceed the number of manufacturer-designated safe and adequate seating spaces. Parents/adults will be provided with and be required to use child safety restraint systems suitable for the age and weight of the individual child.

   f. Weight

      Passengers shall not exceed the number whose weight, in addition to the weight of any property transported, can be carried without exceeding the manufacturer's maximum gross vehicle weight rating or the combined maximum rating of the tires supporting each axle.

   g. Standing passengers

      A school-chartered motorcoach with school passengers on board shall not be put in motion until all passengers are seated. All passengers must remain seated while the vehicle is in motion, except for an adult chaperone, parent, guardian or school employee acting upon a request by the operator to supervise or assist a passenger. Passengers shall not be permitted in front of the "standee line" (if present) or forward of the operators' seat back while the vehicle is in motion.

   h. Open doors

      A school-chartered motorcoach shall not be put in motion until the doors are closed. The doors shall not be opened until the vehicle is stopped and the parking brake applied.

   i. Emergency exits

      A school-chartered motorcoach shall not be put in motion with any emergency exit locked or otherwise secured against being opened from the inside or outside.

6. School-chartered motorcoach accident reporting and mechanical failure

    a. Whenever any school-chartered motorcoach accident occurs, the operator shall stop at the scene and, in addition to any requisite law enforcement and/or EMS unit, immediately shall notify or cause to be notified the state agency responsible for investigating accidents involving buses engaged in the transportation of school students, the operator's employer and the school district, school or Head Start Center that the students attend.

    b. In the event of an accident or emergency, the operator shall not leave the immediate vicinity of the school-chartered motorcoach to seek aid unless the bus is empty. If there are passengers on board, no less than two passengers should be sent to summon help.

    c. When a school-chartered motorcoach is rendered unsafe for continued operation due to accident damage or a mechanical failure, the operator shall discontinue use of the bus and notify the motor carrier of these circumstances. The operator or motor carrier shall then make the necessary arrangements to have the passengers safely transported to their destinations.

    d. A school-chartered motorcoach damaged by an accident or other cause shall not be driven from the location where the damage occurred until it has been inspected by a qualified person who has determined that the vehicle is safe to drive.

7. Other operational issues

    a. Smoking is prohibited by the operator or any passengers either on the bus or within the loading/unloading area of the bus. (Use of tobacco on or near the school-chartered motorcoach is prohibited.)

    b. The operator's view of the roadway shall not be obstructed by any passenger.

    c. The operator shall wear the lap or lap/shoulder belt (as equipped) at all times while the bus is in motion.

    d. Headlamps shall be illuminated at all times while the bus is in motion.

    e. When any passenger is on board, the operator shall not leave the operator's compartment without first stopping the engine, setting the parking brake, placing the transmission in first or reverse gear or park position and removing the ignition keys (if applicable), which shall remain in the operator's possession. (On vehicles with automatic transmissions that do not have a park position, the transmission shall be placed in neutral.)

    f. School districts or Head Start grantees shall ensure that motor carriers require each school-chartered motorcoach operator to demonstrate proficiency in the safe operation of each different type and size of bus requiring different driving skills in conditions of daylight, darkness, roadway, and terrain before transporting passengers in those types of vehicles and in those conditions or terrain. Operators should also receive training in bus operations under all weather conditions likely to be encountered prior to operating such vehicle(s) in those conditions. Once operator proficiency has been recorded, motor carriers shall ensure that operator proficiency is maintained as required by district policy, state regulations and federal requirements.

g. School districts or Head Start grantees shall ensure that motor carriers equip each school-chartered motorcoach with at least one fully charged fire extinguisher having at least a 10 B:C rating. If the school-chartered motorcoach has been designed or modified to transport passengers in wheelchairs, the vehicle shall be equipped with two extinguishers, each one rated at not less than 8 B:C—one to be placed in the operator's compartment and the other at the wheelchair loading door or emergency exit. Each fire extinguisher shall be securely mounted in the school-chartered motorcoach in a conspicuous place or in a clearly marked compartment, readily accessible. Each fire extinguisher shall be maintained in prescribed operating condition with a current inspection certification and equipped with some means of determining if it is fully charged.

h. First aid and body fluid cleanup kits

School districts shall require motor carriers to equip each school-chartered motorcoach with readily visible, accessible and plainly marked first aid and body fluid cleanup kits. The kits shall be constructed to prevent dust and moisture from reaching the contents and must be maintained in good condition. The kits shall be easily and rapidly removable from the place secured. The required contents of the first aid and body fluid cleanup kits shall conform to state school bus specifications.

ACTIVITY BUS USE FOR SCHOOL ACTIVITY TRIPS

A. General provisions

1. Pre-service operator training

In addition to successfully completing all pre-service training provided by their employer, school activity bus operators shall complete at least a state-required course of instruction.

2. In-service operator training

All school activity bus operators shall receive the state-required amount of in-service training annually and shall be required to maintain a current first aid certificate with instruction in universal precautions.

3. Hours of service

Operators shall comply with the provisions of CFR 49 395.5.

4. Specially equipped

School activity buses may be designed or modified in accordance with federal motor vehicle safety standards or with the Americans with Disabilities Act requirements to transport passengers seated in wheelchairs.

5. Vehicle condition

It shall be unlawful for the operator to drive a school activity bus that is not in safe operating condition or is not equipped, as required by all provisions of law. The operator is solely responsible for the vehicle condition.

6. Pre-trip inspection

Prior to operation, the operator shall inspect each school activity bus to ascertain that it is in safe condition, that it is equipped as required by all provisions of law and that all equipment is in good working order. The inspection shall include, but is not limited to, the following items:

a. All required emergency equipment, as well as first aid and body fluid cleanup kit(s), fire extinguisher(s) and reflectors;

b. All gauges, indicators and warning devices;

c. Horn(s);

d. Operator's seat and seat belts;

e. All doors, door emergency releases, overhead hatches and windows;

f. All seats, handrails and modesty panels;

g. Interior and exterior lighting systems;

h. All heating, cooling and ventilating systems;

i. All glass and mirrors, including adjustment of mirrors;

j. Windshield wipers and washers;

k. All tires, wheels, rims and lug nuts;

l. Wheelchair restraints, tie downs and loading devices (such as ramps and lifts); and

m. Brake system:

   i. Air compressor governor cut-in and cut-out pressures;

   ii. Static pressure for air loss;

   iii. Applied brake pressure loss;

   iv. Low air pressure warning devices;

   v. Emergency stopping systems;

   vi. Parking brake;

   vii. Antiskid device (if equipped);

   viii. Vacuum gauge (if equipped), ensuring it reads not less than 15 inches of mercury;

   ix. Low vacuum warning device(s); and

   x. Brake pedal for brake adjustment.

   Note: Draining reservoirs in dual air systems is not required.

7. Daily report

   At the completion of the operator's work or tour of duty, each operator shall submit a daily documented report to the employer indicating the condition of the vehicle and noting any defects found. Whether discovered by or reported to the operator, all vehicle defects and deficiencies likely to affect safe operation or cause mechanical breakdown of the school activity bus shall be listed, and a negative report shall indicate that no such conditions are present.

8. Repairs

   The operator shall not make any repairs to the bus or its equipment except necessary emergency repairs on the road.

B. Transportation of property

1. Hazardous materials

   Motor carriers and operators shall not transport or knowingly permit passengers to carry any substance, material or device posing an unreasonable risk to health and safety to any passenger. These restrictions shall not apply to the following items:

   a. Portable oxygen tanks medically prescribed for, and in the possession of, a passenger and in a carrier designed for personal use;

   b. Personal-use articles in the immediate possession of a passenger; and

   c. Hazardous materials transported by a carrier subject to federal jurisdiction in compliance with provisions of 49 CFR, Part 177 (E).

2. Fuel

   Fuel shall not be transported except in the vehicle's regular fuel tanks.

3. General property

   Operators and motor carriers shall not permit any greater quantity of baggage in vehicles than can be safely and conveniently carried and safely secured. In no event shall aisles, doors, steps or emergency exits be blocked.

4. Animals

   An operator or motor carrier may refuse to transport dogs or other animals except certified guide, signal or service animals. All other animals shall be securely crated and stored to eliminate the possibility of injury to passengers.

C. Transportation of passengers

The operator shall not drive a school activity bus transporting passengers in violation of the following provisions:

1. Seating capacity

   The number of passengers (excluding infants in arms) shall not exceed the manufacturer-designated number of safe and adequate seating spaces.

2. Weight

   Passengers shall not exceed the number whose weight, in addition to the weight of any property transported, can be carried without exceeding the manufacturer's maximum gross vehicle weight rating or the combined maximum rating of the tires supporting each axle.

3. Step wells

   Passengers shall not be permitted in front of the "standee line" (if present) while the vehicle is in motion.

4. Standing passengers

   A school activity bus with school student passengers on board shall not be put in motion until all passengers are seated. All passengers must remain seated while the vehicle is in motion, except for an adult chaperone, parent, guardian or school employee acting upon a request by the operator to supervise or assist a passenger, or when it is necessary for a passenger to use the on-board restroom at a location where the bus cannot be stopped in a safe place.

5. Open doors

   A school activity bus shall not be put in motion until the doors are closed. The doors shall not be opened until the vehicle is stopped and the parking brake has been applied.

6. Emergency exits

   A school activity bus shall not be put in motion with any emergency exit locked, blocked or otherwise secured against being opened from the inside or outside.

7. Interior lighting

   During darkness, the operator shall ensure that the interior lighting is sufficient for passengers to enter and exit safely and whenever otherwise deemed necessary.

8. Ejection of passengers

   The operator of a school activity bus shall not eject any student passenger unless the passenger is given into the custody of a parent, guardian or any person designated by the parent, guardian, school authority or law enforcement official.

9. Fueling restrictions

   No fueling will take place while passengers are on board the bus.

10. School activity bus accidents reporting

    a. Whenever any school activity bus accident occurs, the operator shall stop at the scene, immediately notify or cause to be notified the state agency responsible for investigating accidents involving buses engaged in the transportation of school student passengers, the operator's employer and the school district, private school, or Head Start Center that the students attend.

    b. In the event of an accident or emergency, the operator shall not leave the immediate vicinity of the school activity bus to seek aid unless the bus is empty. If there are passengers on board, no less than two passengers can be sent to summon help. A passerby may be asked to call for help, or the operator or any students may use a cell phone to call for assistance. Students should be sent to summon help only in extreme emergencies and there is no other option.

    c. Comply with Title 49 CFR 392.40.

11. Discontinuance from use

    When a school activity bus is rendered unsafe for continued operation due to accident damage or a mechanical failure, the operator shall discontinue use of the bus and shall notify the motor carrier of these circumstances. The operator or motor carrier shall then make the necessary arrangements to have the passengers safely transported to their destinations.

12. Other operational issues

    a. Smoking is prohibited

    b. The operator's view in any direction shall not be obstructed by any passenger.

    c. The operator shall wear the lap or lap shoulder belt (as equipped) at all times while the bus is in motion.

    d. Headlamps shall be illuminated at all times while the bus is in motion.

e. When any passenger is on board, the operator shall not leave the operator's compartment without first stopping the engine, effectively setting the parking brake, placing the transmission in first or reverse gear or park position and removing the ignition keys (if applicable), which shall remain in the operator's possession. (On vehicles with automatic transmissions that do not have a park position, the transmission shall be placed in neutral.)

f. School districts or Head Start grantees shall ensure that motor carriers require all school activity bus operators to demonstrate proficiency in the safe operation of each different type and size of bus requiring different driving skills in conditions of daylight, darkness, roadway and terrain before transporting passengers in those conditions or terrain. Operators shall also receive classroom training in bus operations under all weather conditions likely to be encountered prior to operating such vehicle(s) in those conditions. Once operator proficiency has been recorded, carriers shall ensure that operator proficiency is maintained.

13. Unlawful operation

a. No motor carrier shall knowingly require or permit the operation of any school activity bus that is not in safe operating condition or is not equipped and maintained as required by any law and shall not knowingly require or permit any operator to drive in violation of any law.

b. A school activity bus damaged by an accident or other cause shall not be driven from the location where the damage occurred until it has been inspected by a qualified person who has determined that the vehicle is safe to drive.

D. School activity bus stops

1. Designated stops

School activity bus stops made for receiving and discharging passengers shall be approved by the school district prior to the trip. Buses shall stop only at designated stops.

2. Prohibited stops

A school activity bus stop shall not be designated at the following locations:

a. Within 200 feet of the nearest rail of any railroad crossing or grade, except at railroad stations or on highways that parallel the railroad tracks;

b. The left hand side of any highway; or

c. On a divided or multiple-lane highway where passengers must cross the highway to board or after exiting the bus, unless traffic is controlled by a traffic officer or official traffic control signal. For the purposes of this subsection, a multiple-lane highway is defined as "any highway having two or more lanes of travel in each direction."

3. Fire extinguisher

   Every school activity bus shall be equipped with at least one fully charged fire extinguisher having at least a 10-B:C rating. A bus designed to transport wheelchairs shall be equipped with two extinguishers—each one rated at not less than 8-B:C—one to be placed in the operator's compartment and the other at the wheelchair loading door or emergency exit.

   a. Each fire extinguisher shall have been rated and labeled by one of the following test laboratories approved by the State Fire Marshal to test and label portable fire extinguisher for sale in the respective state:

      i. Underwriter's Laboratories, Northbrook, Illinois (all sizes and classifications); or

      ii. Factory Mutual Research Corporation, Norwood, Massachusetts (sizes 10-B:C, 1A 10-B:C, 2A 40-B:C, 3A 40-B:C, and 4A 80-B:C fire extinguisher filled with Halon 1211 or Halon 301).

   b. Securement

      Each fire extinguisher shall be securely mounted in the school activity bus in a conspicuous place or a clearly marked compartment and readily accessible.

   c. Maintenance

      Each fire extinguisher shall be maintained in prescribed operating condition with a current inspection certification and equipped with a gauge or some other means of determining if it is fully charged.

4. First aid and body fluid cleanup kit(s)

   A school activity bus shall carry a readily visible, accessible and plainly marked first aid kit and a body fluid cleanup kit. The kits shall be constructed to prevent dust and moisture from reaching the contents and must be maintained in good condition. The kits shall be removable from the place secured. The required contents of school activity bus first aid and body fluid kits shall conform to the requirements of each respective state.

5. Emergency procedures and passenger safety training

   Passengers transported in school activity buses shall receive emergency procedure and passenger safety training as prescribed by state law and/or regulations for school student-passengers transported in yellow school buses.

EVACUATION PROCEDURES FOR ACTIVITY TRIPS AND FIELD TRIPS

(**Note:** See also APPENDIX B: Guidelines for En Route Emergency Bus Evacuation Procedures.) In order to ensure the safety of school bus passengers in an actual emergency, every school bus operator assigned to transport students on activity trips or field trips may assign an evacuation team prior to each trip. The team may consist of teachers, coaches, students or any other passenger. A roster should be provided to the operator, accounting for all passengers.

Passengers assigned to evacuation teams must be seated where they can effectively carry out their responsibilities in an emergency.

Each evacuation team will consist of at least the following:

1. A passenger assigned to set the parking brake, turn off the engine, turn on warning flashers and call on the radio or other means and report the incident to the Transportation Department, in case the operator is unable to do so;
2. A passenger assigned to lead passengers in a direction opposite the flow of the nearest traffic lane or of an oncoming train to a safe location at least 100 feet from the bus and to take the first aid kit off the bus;
3. Two passengers assigned to stand outside the bus, next to the entrance door, to help students exit the bus and to take the fire extinguisher; and
4. Two passengers assigned to stand outside the bus, next to the emergency exit door, to help students exit the bus.

In addition to assigning an evacuation team, the following information shall be discussed and/or demonstrated prior to each activity trip or field trip:

1. Location and use of the fire extinguisher;
2. Location of the first aid kit;
3. Location of the warning reflectors;
4. Location and use of all emergency exits;
5. How to shut off the engine and set the parking brake;
6. How to open the entrance door, to include, safety releases on manual, air or vacuum doors, if so equipped; and
7. The importance of passengers keeping aisles clear at all times and not blocking emergency exits.

THE OPERATOR OF THIS TRIP DID ASSIGN AN EVACUATION TEAM AND EXPLAINED THE EMERGENCY PROCEDURES AND SAFE TRAVEL RULES TO OUR GROUP.

Sponsor's/trip leader's signature: _____ Date: _____

SAMPLE TRIP REQUEST FORM

Trip date:	**School:**	
Trip destination:		
Depart from:		**No. passengers:**
Departure time:		**Arrival time:**
Extra equipment:		
Meal stop required? ○**Yes** ○**No** If yes where?		
Equipment that will need to be transported:		
Special needs equipment requirements:		
Overnight travel requirement:		
Number of adults accompanying the students:		
Transportation requested by:		**Date:**
Approved by:		**Date:**
Reimbursement category:		

TRANSPORTATION USE:		
Vehicle assigned:		**Operator:**
Spot load time:	**Spot location:**	
Routing information:		
Dispatcher's signature:		**Date:**
Time out:	**Time in:**	**Total time:**
Mileage out:	**Mileage in:**	**Total miles:**
Actual no. passengers:	**Remarks:**	
Operator's signature:		**Date:**
Pre-trip mechanical check completed (for overnight trips or trips exceeding _____ miles):		
Technician's signature:		**Date:**

SUGGESTED SCHOOL ACTIVITY TRIP SAFETY STATEMENT

(To be read before every school-related or Head Start-related athletic or other activity trip)

ATTENTION PASSENGERS:

I am _____, your operator for this trip. In the interest of your safety and in accordance with recommended procedures, I am presenting the following bus safety information before we begin our trip.

In order to reach our destination safely:

- Remain seated at all times when the bus is not parked;
- Refrain from distracting me, your operator, during the trip;
- Keep bus steps, aisle and emergency exits clear at all times;
- Refrain from sticking any body parts or objects out of the windows;
- Keep voices down to a conversational level, and remain quiet at railroad crossings;
- Never use the emergency exits unless directed to do so by me or my designee;
- Be considerate of the comfort and safety of all passengers;
- In the event of an emergency please remain calm and proceed to the closest emergency exit. ** show or verbalize where exits are located **

Do you have any questions or concerns?

Thank you for your attention. Now, let's have a safe, enjoyable trip.

CERTIFICATION OF COMPLIANCE

The operator specified a designee to supervise and an evacuation team to assist with the evacuation of the school bus in the event of an emergency. The operator described the basic safety regulations, emergency exits and evacuation procedures.

Signature of Sponsor/Lead Chaperone: X	**Date:**

APPENDIX F: SCHOOL TRANSPORTATION BEST PRACTICES FOR EMERGENCY MANAGEMENT PLANNING

This document contains best practices the Transportation Security Administration (TSA) believes could be useful to public and private School Student Transportation Providers and School Bus Operators to enhance security in each individual district. It is also important for all levels of employees (superintendents, managers, supervisors, administrators, and other frontline employees and those with security-sensitive functions) to be familiar with security practices relevant to their roles and responsibilities (or required by the provider or operator's security plan) and how to implement them.

These best practices have been compiled by TSA's Office of Transportation Sector Network Management, Highway and Motor Carrier Division after consultation with individual stakeholders and organizations representing this community, including the National School Transportation Association (NSTA), National Association of Pupil Transportation (NAPT), National Association of State Directors of Pupil Transportation Services (NASDPTS), as well as, other Federal and public security partners. They also reflect information obtained from TSA corporate security reviews (CSR), and the congressionally mandated TSA School Bus Risk Assessment.[2] These practices support the security goals for TSA and this mode identified in DHS sector-specific security plans.

The best practices identified in this document are voluntary and are not intended to conflict with or supersede any existing regulatory or statutory requirements. They remain dynamic and subject to revision as experience, continued security partner feedback and the identification of new threats may require. TSA intends to continue to share best practices with school transportation representatives and welcomes ongoing feedback from the industry. To the extent that TSA should develop more official guidance in the future, TSA will consider these ongoing discussions and all received comments as part of those efforts.

The following definitions are applicable to this document:

Critical Assets. TSA understands that the most critical asset in the school transportation business is the student passengers. In this document, however, critical assets also means equipment, facilities, etc., managed, owned or operated by School Bus Operators or School Student Transportation Providers that are identified through a Risk Assessment as necessary for the continuity of operation during security incidents.

First Observer™ means the portion of the TSA-recognized security domain awareness training program specific to school bus transportation, which is available to providers and school bus operators to enhance provider employee recognition and reporting of suspected security threats.[3]

Security-Sensitive Employee means any employee of a School Bus Operator or School Student Transportation Provider that performs functions that are connected with, or responsible for, the secure movement of students and/or critical assets. It includes frontline employees such as operators, security personnel, dispatchers, maintenance and maintenance support personnel.

School Bus Operators or School Student Transportation Providers means public and/or private entities providing transportation services for a school or school district.

School Bus Operators or School Student Transportation Provider Employees means both full-time and part-time workers, including contractors, employed by public and/or private entities providing pupil transportation services for a school or school district.

Secure Areas means areas (both physical and virtual) identified, categorized and designated as needing to be protected and thereby restricted from general and public access (access may be limited through implementation of a tiered access control program).

School Transportation Security Awareness (STSA) means a TSA-created and distributed training video developed in cooperation with the school transportation organizations to provide security awareness information and training to the school transportation industry.[4]

2 This classified document was submitted to Congress in February 2010

3 More information is available at www.FirstObserver.com.

4 The DVD is available online at www.tsa.gov/highway or by ordering the DVD by e-mailing a request to highwaysecurity@dhs.gov.

GENERAL SECURITY

The security recommendations provided below are TSA suggested "Security Options for Consideration" for highway transportation industries to use in an effort to enhance their security posture. These actions are countermeasures designed to minimize vulnerabilities identified during the BASE Review processes. They should be reviewed and considered for incorporation into the district's/company's current security practices.

MANAGEMENT AND ADMINISTRATION

A. Designation of Primary and Alternate Security Coordinators

Designate a qualified employee as a Security Coordinator/Coordinator. The Coordinator would be ultimately responsible for managing the district's/company's security measures. Duties would include coordinating and working with other district/company/agency managers and employees to ensure that security risks are being effectively managed. An Alternate Security Coordinator should also be named to act on security issues in the absence of the primary Security Coordinator. Security duties of the Security Coordinator should be specifically set forth and documented.

B. Conduct A Thorough Vulnerability Assessment

Management should conduct and document a site specific Vulnerability Assessment for each district/company location. In order for districts/companies to properly address security issues and to develop security mitigation policies, the district/company must first understand what weaknesses (vulnerabilities) it possesses. These vulnerabilities should then be prioritized so that the most critical district/company assets (facilities, vehicles, IT, employees, other) that are necessary for continuation of operations are protected. Funds to correct vulnerabilities should be identified and made available to the extent possible.

C. Develop A Written Security Plan (Security Specific Protocols)

Develop security specific protocols in the form of a Security Plan. The security plan should be reviewed and approved at the management and executive levels. The security plan should be site specific and cover actions to be taken to prevent security breaches, identify who should be notified in the event of a security incident, and how to respond. The security plan should be routinely reviewed (at least once a year) for accurate contact information and current policy updates. Limit access to the security plan to employees with a "need to know." TSA can supply a Security Plan template if requested.

D. Plan for Continuity of Operations

Establish a written plan to restore operations to any site following an emergency event. Some recommendations to be considered would be the ability to relocate and work from an alternate work site and/or an auxiliary power source.

E. Develop a Communications Plan

Management should establish a communication plan to include standard operating procedures (SOP) during normal as well as emergency conditions. The plan should include procedures for communication between operators, appropriate district/company/agency personnel and law enforcement or emergency responders during a security related incident. Contingencies for the loss of all communications should be addressed. This is not intended to preclude the use of personal or issued cell phones.

F. Safeguard Business and Security Critical Information

Procedures for limiting access to district/company/agency internal and external security information should be established. Management should establish policies to secure, control and restrict (need to know) access to sensitive information such as personnel information, unused/blank forms, business information and security policies. Management should implement procedures to maintain accountability for all at risk assets (cargo, passengers, computers, equipment and vehicles) at all times while in transport or under district/company control. Adequate inventory control measures should be in place that can track shipments, product information, material location, passenger information, and delivery/arrival verification.

G. Be Aware of Industry Security Best Practices and TSA Options for Consideration

Security management should become familiar with and implement security practices recommended by industry groups, trade associations or government transportation entities to further enhance transportation security. The steps outlined in this document are considered "Security Options for Consideration."

PERSONNEL SECURITY

A. Conduct Licensing and Background Checks for Operators/Employees/Contractors

Management should have procedures in place to verify that commercial operators possess proper commercial operator's licenses with required endorsements for the type of vehicles they operate and passengers they transport. Also verify that operators possess any other documents required (Health card, TWIC, school bus, etc.)

During the hiring process, an employer should conduct a background check for all employees (both operators and non-operators) who have access to district/company vehicles, the facilities, or critical information. These checks generally include criminal history, sex offender registries and motor vehicle records. Background checks should also be required on contracted employees and service providers with unescorted access to district/company facilities, secured areas, or equipment. Appropriate criteria to prohibit a person from becoming employed or continuing employment should be established.

B. Develop and Follow Security Training Plan(s)

General security training for all employees should be conducted, along with additional in-depth security training for personnel having specific security related responsibilities. Schools/districts/companies should ensure that contracted employees are also trained. Any regulatory requirements for security training should also be met. Refresher training should be conducted not less than every three years. Training should include personnel security, physical security, en-route security, and IT security. Records should be maintained to ensure employees received the proper training and refresher training.

C. Participate in Security Exercises & Drills

In an effort to maintain proper security procedures and correct problems, management should consider security drills and exercises to practice and evaluate security readiness of employees and security procedures. Include outside personnel or agencies (Law Enforcement, Fire Department and/or other First Responders). Include these sources in the evaluation portion of the exercise.

FACILITY SECURITY

A. Maintain Facility Access Control

Management should control points of entry to all facilities for both employees and visitors, and should secure all other points of access. District/Company issued photo IDs or other visible forms of employee identification should be provided to all employees, including operators. Certain areas within a facility should be designated as "secure" (i.e. dispatch area, computer room, admin areas, etc.) with limited employee access. A safe and secure "challenge procedure" should be established to address unidentified persons. Vendors, contractors, and visitors with unescorted access to restricted areas should be required to follow established security procedures before entry is authorized.

B. Implement Strong Physical Security

District's/Companies/Facilities should have appropriate physical security measures to prevent unauthorized entry, access, or attack. Consider establishing appropriate physical security measures to protect critical assets as defined in the security plan. Measures may include the following:

- Fencing and barricades
- Video monitoring and intrusion detection alarm systems
- Security Guards
- Delivery control areas
- Adequate locks to control public access
- Security Lighting
- Key Control

C. Enhance Internal and External Cyber Security- Information Technology

Policies and procedures to protect security critical data are important. Strict password requirements and IT security training should be in place. The policy should address current methods for restricting access to data by employees as well as external sources. Information systems should be protected from unauthorized access, tested, and backed up. Awareness of security compromises that originate through social media should also be addressed.

VEHICLE SECURITY

A. Develop a Robust Vehicle Security Program

Policies should be implemented to ensure vehicles are capable of being locked (unless prohibited by law) and are secured when not in service or when parked unattended. The policies should establish a vehicle key control program and secured parking areas. Districts/Companies should also consider enhanced security equipment for vehicles such as GPS tracking systems, on-board cameras, and panic button capabilities.

B. Develop a Solid Passenger Security Program

Policies should be implemented to protect passenger or cargo areas. Consideration may be given to implementing and employing additional on-board personnel (school bus or motor coach). Policies should require that operators and maintenance personnel lock and verify that vehicles are secured when the vehicles are left unattended, while in transport or when out of service.

C. Plan for High Alert Level Contingencies

Establish operational policies that should be implemented during periods of increased threat conditions under the National Threat Advisory System (NTAS). These protocols may include cancelling trips or having vehicles return to the facility; enhancing facility security; initiating enhanced communication protocols; or other actions capable of being implemented when directed by competent government authority or when deemed appropriate by management. Management or security personnel should monitor media or other sources for national or local security threat information that should be shared within the company as warranted.

D. Conduct Regular Security Inspections

Establish a security inspection policy for operators to conduct security inspections in addition to safety inspections. Security inspections should be performed in conjunction with required pre and post trip safety inspections and after any stop in which the vehicle is left unattended. For school buses and motor coaches, passenger ticket verification or passenger count should be required during the boarding and/or re-boarding process.

E. Have Procedures for Reporting Suspicious Activities

District's/Companies/Facilities should establish reporting policies and procedures for employees (operators and non-operators) to follow when they observe suspicious security activities or cargo/passenger anomalies. The procedures should include who is to be notified and require written reports be prepared to maintain accuracy and as much detail as possible.

F. Chain of Custody/Scheduled Service

Policies for scheduling should include pre-planning that establishes an estimated time of arrival (ETA) for pick up drop off times and school buses and motor coaches should be required to confirm and report arrival at their final destination or final trip of the day.

G. Preplanning Emergency Routes

Preplanning routes during normal operations as well as during heightened alert periods should be practiced. Travel routes should be evaluated while considering factors such as population, travel distances, threats, condition of highways and roadways, road closures, emergency response capabilities and locations of stops in cities and towns. Consider policies governing operations during periods of heightened alert levels.

The "Security Options for Consideration" shown here are used as the framework for developing the components necessary for an effective Security Plan.

AN OVERVIEW OF THE T-START PROGRAM

The ***Transportation Security Template and Assessment Review Toolkit (T-START)*** is a compilation of five (5) separate Security Guidance "Modules" prepared by TSA's Surface Division that addresses highway transportation security issues. The five Modules are designed to assist companies in developing effective security practices and in the construction of a *Security Plan*.

A ***Security Plan*** is a written document that sets forth actions to be taken by a given transportation entity to address security related prevention, preparation and recovery issues. While a company may have an overall "corporate" Security Plan that sets company-wide security policies that are to be followed, each company location should also have its own site specific plan, setting forth security practices that are unique to that single location. The five (5) *T-START* Modules are:

Module 1 – Understanding Security Management – Appreciating the value of security and the importance of management endorsement of security protocols are critical. Concerns should range from protecting your company against petty theft to preventing it from being the target of a terrorist attack. Ensuring executive-level support is in place, identifying funding sources, engaging all employees in security practices and identifying who will be responsible for developing and implementing the steps needed to secure your company are all essential tasks.

Module 2 – Understanding Risk - Learning to assess the "Risks" your company may face from possible criminal/terrorist activities by examining and understanding the threats, vulnerabilities and consequences that is a vital step in security planning.

Module 3 – Conducting a Vulnerability Assessment – Completing an assessment of existing security practices and policies to identify potential security weaknesses is important. By using the "Vulnerability Assessment Matrix" provided here, a company can identify and prioritize security weaknesses identified. The vulnerabilities reviewed correlate directly with TSA's "Highway Baseline Assessment for Security Enhancements" (BASE) Program.

Module 4 – *Considering Security Options* – Becoming knowledgeable about the various industry security "Best Practices" or TSA's "Security Options" available to stakeholders in the highway transportation industry, and implementing those deemed appropriate is the critical phase where your company's security practices become operational.

Module 5 – Preparing a Security Plan – Documenting (and maintaining) your security policies, requirements and actions in the form of a "Security Plan" is the final crucial step toward an effective security program. Using the template provided here, or other appropriate source, to record your company's security operations will ensure a strong corporate security posture. (Refer to Module 5 – "Security Plan Template").

Any or all of the five Modules that comprise TSA's *"Transportation Security Template and Assessment Review Toolkit" (T-START)* can be referenced for security planning guidance, depending on the needs of the individual company. **To request a complete CD send an email request to highwaysecurity@dhs.gov.**

SAMPLE SECURITY AND PLANNING CHECKLIST

1. MANAGEMENT AND OVERSIGHT OF SECURITY PLANS

Numbering		Evaluation Criteria	YES	NO
1.1		Does the school district have a written security policy and crisis response plan including procedures that include transportation personnel, equipment and facilities?	○	○
	1.1.A	What elements does the security plan encompass?		
		Response Plan	○	
		Emergency Plan	○	
		Disaster Recovery Plan	○	
		Other:	○	
	1.1.B	Does someone review and update the Security Plan?	○	○
		If so, how often?		
		Monthly	○	
		Quarterly	○	
		Annually	○	
		Every 3 years	○	
		Every 5 years	○	
		As needed	○	
		Other:	○	
	1.1.C	Does the student transportation provider/site limit access to the Security Plan to employees with a need to know?	○	○
	1.1.D	Are the plan/policy and procedures communicated to all personnel?	○	○
1.2		Does the student transportation provider designate a security coordinator?	○	○
	1.2.A	Are the security coordinator's duties documented?	○	○
	1.2.B	Does the student transportation provider exchange unclassified security-related information with industry peers?	○	○
1.3		Is the security plan site-specific for all school and facility locations?	○	○
1.4		Does the plan/policy coordinate with procedures in the school buildings?	○	○
1.5		Does the planning and policy process include appropriate stakeholders (e.g., first responders, law enforcement, fire department and media: print, radio, television, etc.)?	○	○
1.6		Does the plan/policy provide for any proactive or preventive technology solutions, that are currently available and that can potentially act as early detection or prevention of potential threats?	○	○
1.7		Is there a plan available that does not require electrical energy?	○	○
1.8		Does the plan/policy contain directives on incident management and command?	○	○
1.9		Does the plan/policy include training requirements for school employees?	○	○
1.10		Does the plan/policy address pre- and post-trip requirements?	○	○

2. THREAT ASSESSMENT

Numbering		Evaluation Criteria	YES	NO
2.1	Does the student transportation provider monitor external sources for threat information?		○	○
	2.1.A	If so, what sources?		
		Federal Bureau of Investigation (FBI)	○	
		Homeland Security Advisory System Threat Level (DHS)	○	
		Law Enforcement Officer (LEO)	○	
		News	○	
		TSA/DHS threat specific information	○	
		Other:	○	
2.2	Does the student transportation provider have a procedure for distributing threat information?		○	○
	2.2.A	If so, is the procedure documented?	○	○
2.3	Are school bus routes evaluated annually?		○	○

3. VULNERABILITY ASSESSMENT

Numbering		Evaluation Criteria	YES	NO
3.1	Does the student transportation provider conduct vulnerability assessments?		○	○
	3.1.A	Where are the vulnerability assessments documented?		
		In the Security Plan	○	
		Other:	○	
	3.1.B	If so, how often are they reviewed?		
		Monthly	○	
		Quarterly	○	
		Annually	○	
		Every 3 years	○	
		Every 5 years	○	
		As needed	○	
		Other	○	
	3.1.C	Do the student transportation provider's vulnerability assessments recommend corrective actions?	○	○
	3.1.D	Does the student transportation provider implement the security measures recommended by its vulnerability assessments?	○	○
3.2	Is a security coordinator identified for each school and facility?		○	○
3.3	Do computer and communications systems exist?		○	○
	3.3.A	How is access to computers or systems controlled?		
		What are their limitations?		
	3.3.B	Can the computers be compromised?	○	○
		If so, what can be done to prevent it?		
3.4	Is the communication system (e.g., two-way radio, land telephone line, cellular telephone, etc.) capable of recording?		○	○

Numbering		Evaluation Criteria	YES	NO
3.5	Is there a code system to identify emergencies or threats?		○	○
3.6	Do emergency back-up systems for information and communication exist?		○	○
	If so, what are their limitations?			
	3.6.A	Can emergency back-up systems be compromised?	○	○
		If they can be compromised, what can be done to prevent it?		
	3.6.B	Are the back-up systems stored off site?	○	○
		Are they secure?	○	○
3.7	Do evacuation plans exist?		○	○
3.8	Is there a designated place to relocate staff or students?		○	○

4. PERSONNEL SECURITY

Numbering		Evaluation Criteria	YES	NO
4.1	Does the student transportation provider conduct background checks?		○	○
	4.1.A	If so, for which employees?		
		Operators	○	
		Non-operators	○	
		Management	○	
		Contractors	○	
	4.1.B	What background information is checked?		
		Driving Records	○	
		Criminal Records	○	
		Employment History	○	
		Employment Eligibility	○	
4.2	Does the student transportation provider have criteria for disqualification for employment based on driving/criminal/employment history checks?		○	○
4.3	Does the student transportation provider provide identification cards to employees?		○	○
	4.3.A	If so, what technologies do the identification cards incorporate?		
		Photographs	○	
		RFID/Proximity	○	
		Other:	○	
	4.3.B	Does the student transportation provider require employees to display their identification cards while on duty?	○	○
	4.3.C	Does the student transportation provider issue identification cards to contractor personnel?	○	○
4.4	Is there a “sign in/sign out” system?		○	○
4.5	Are all employees required to wear uniforms? Do they comply?		○	○

5. TRAINING

Numbering		Evaluation Criteria	YES	NO
5.1	Does the student transportation provider conduct security training for new employees? Do they comply?		○	○
	5.1.A	If so, what type?		
		Security Awareness training	○	
		Security Plan training	○	
5.2	Does the student transportation provider conduct security training for current employees?		○	○
	5.2.A	If so, when?		
		Annually	○	
		Every 1-3 years	○	
		More than 3 years	○	
		Change of job	○	
		Other:	○	
5.3	Does the student transportation provider conduct security training based on a formal curriculum?		○	○
	If so, which curriculum?			
	Security Awareness Training CD (DOT)		○	
	First Observer (TSA)		○	
	School Transportation Security Awareness (TSA)		○	
	Secure Transport (TSA)		○	
	Security Self Assessment CD (TSA)		○	
	Other:		○	
5.4	Are the student transportation provider's operators members of the First Observer program?		○	○
5.5	Does the student transportation provider maintain employee security training records?		○	○

6. PHYSICAL SECURITY COUNTERMEASURES

Numbering		Evaluation Criteria	YES	NO
6.1	Do the student transportation provider's facilities have physical security barriers?		○	○
	6.1.A	If so, what type?		
		Fencing	○	
		Locking Gates	○	
		Keypad/PIN	○	
		Jersey Wall	○	
		Bollards	○	
		Other:	○	
6.2	Do the student transportation provider's facilities have intrusion detection systems?		○	○
	6.2.A	If so, what type?		
		Door/Window Detectors	○	
		Motion Alarms	○	
		Siren	○	
		Silent Alarm	○	
		Other:	○	
6.3	Do the student transportation provider's facilities have security cameras? If so:		○	○
	6.3.A	Do the security cameras pan/tilt/zoom?	○	○
	6.3.B	How are the security camera feeds monitored?		
		During operation hours	○	
		24/7	○	
		Cameras are not monitored	○	
6.4	Does the student transportation provider have a key control program?		○	○
	6.4.A	If so, what kind?		
		Facility key control program	○	
		Vehicle key control program	○	
	6.4.B	Are keys retrieved from departing employees?	○	○
	6.4.C	Are access codes changed?	○	○
		If so how frequently?		
		Annually	○	
		Every 1-3 months	○	
		Other:	○	

Numbering		Evaluation Criteria	YES	NO
6.5	Does the student transportation provider's facilities have designated secure areas?		○	○
	6.5.A	If so, what kind?		
		Dispatch	○	
		IT/computer room	○	
		Admin offices	○	
		Maintenance	○	
		Financial	○	
		Loading dock	○	
		Warehouse	○	
		Storage tanks	○	
		Other:	○	
	6.5.B	Does the student transportation provider use security measures to protect secure areas?	○	○
		If so, what areas?		
		Keys	○	
		Keypad/PIN	○	
		ID cards	○	
		Guards	○	
		Other:	○	
6.6	Does the student transportation provider record access to secure areas?		○	○
	6.6.A	If so, whose access to secure areas is recorded?		
		Employee access	○	
		Contractor access	○	
	6.6.B	Are the access records to secure areas periodically reviewed?	○	○

7. ENROUTE SECURITY

Numbering		Evaluation Criteria	YES	NO
7.1	Does the student transportation provider require operators to conduct pre- and post-trip security inspections?		○	○
7.2	Does the student transportation provider have measures in place to ensure continuity of operations (including security) during a power/connectivity/facility outage?		○	○
	7.2.A	If so, what measures?		
		Data back-up	○	
		Uninterruptible power supply	○	
		Back-up control center Remote access	○	
		Other:	○	
7.3	Are students registered on a particular bus?		○	○
	7.3.A	Do students have passes?	○	○
	7.3.B	Do students have other identification?	○	○
7.4	Are operators provided with a list of riders?		○	○

Numbering		Evaluation Criteria	YES	NO
7.5	Are there procedures for accounting for each individual student, especially on activity trips?		○	○
7.6	On activity, field or extracurricular or school-chartered bus trips, are students instructed in safe riding practices and on the location and operation of emergency exits?		○	○
	7.6.A	Are students counted at every stop prior to resuming the trip?	○	○
7.7	Are routes evaluated annually?		○	○
	7.7.A	Are stops evaluated annually?	○	○
	7.7.B	Are bus waiting areas evaluated annually?	○	○
	7.7.C	Are school loading zones evaluated annually?	○	○

8. COMMUNICATION

Numbering	Evaluation Criteria	YES	NO
8.1	What lines of communication exist within the operation?		
8.2	Do they interrelate with local law enforcement, fire and emergency services?	○	○
8.3	Are they clearly defined and documented?	○	○
8.4	Are all employees trained and familiar with them?	○	○
8.5	Have these lines of communication been tested and proven?	○	○
8.6	Is there an alternate communication plan if the normal systems are unavailable?	○	○
8.7	Were the communications effective, as tested?	○	○

9. SECURITY EXERCISES/DRILLS

Numbering		Evaluation Criteria	YES	NO
9.1	Does the student transportation provider conduct security exercises/drills?		○	○
	9.1.A	If so, how often?		
		Monthly	○	
		Quarterly	○	
		Every 6 months	○	
		Annually	○	
		Other:	○	
9.2	Does the student transportation provider include external personnel or agencies (e.g., law enforcement/first responders) when conducting security exercises/drills?		○	○
9.3	Does the student transportation provider maintain written documentation of the results/ lessons learned from security exercises/drills?		○	○
9.4	Do the procedures of the plan/policy require routinely conducting security exercises/drills; along with a means for assessment, evaluation and improvement at least annually?		○	○

APPENDIX G: LOUISIANA REFERENCES FOR SPECIFIC TOPICS

The topics listed in Appendix G are not intended to be all-inclusive, covering every facet of student transportation services in Louisiana. The list is intended to provide Louisiana sources of reference (e.g., statutes, Board of Elementary and Secondary Education bulletins, Department of Education documents, etc.) for information regarding some of the topics most frequently questioned and discussed.

The National Congress on School Transportation publications (National School Transportation Specifications and Procedures), which are available at ncstonline.org, are the principal sources of school bus specifications and are primary sources of recommended operational procedures. Additional resources include the Federal Motor Carrier Safety Administration, the National Highway Traffic Safety Administration, the Louisiana Office of Motor Vehicles and the Louisiana Department of Public Safety.

ACCIDENT REPORTS/REPORTING

- RS 32:397.1 (Accident report forms information)
- RS 32:398 (Accident report requirements: when and to whom accident forms are made, fees, etc.)
- Bulletin 119 Supplement II

ALTERNATIVE FUELS

- Bulletin 119 Supplement II

ALTERNATIVE FUELS TAX CREDIT (FOR LNG, LPG AND CNG)

- RS 47:818.120 (Tax refunds for school bus operators)
- RS 47:818.121 (Tax refund application requirements)

BATTERY OR ASSULT ON A TEACHER (OR OTHER SCHOOL EMPLOYEE)

- RS 14:34.3 (Describes employees and penalties for battery)
- RS 14:38.2 (Describes employees and penalties for assault)

CELLULAR RADIO TELECOMMUNICATION DEVICE USAGE

- RS 32:289 (Prohibited use by persons while driving a school bus)
- Bulletin 119, §909

ELECTRONIC DEVICE USAGE BY STUDENTS

- RS 17:239 (Prohibition against unauthorized use of electronic telecommunication devices by students)

ELIGIBLE (FOR SCHOOL BUS OR ALTERNATIVE MEANS OF TRANSPORTATION) STUDENTS

1. ONE MILE OR MORE FROM SHOOL OF ATTENDANCE
    - RS 17:158(A)
    - Bulletin 119, §1901
2. LESS WITHIN ONE MILE OF SCHOOL OF ATTENDANCE
    - RS 17:158
    - Bulletin 119, §1903
3. STUDENTS IN FOSTER CARE
    - Bulletin 119, §1905

4. POST-SECONDARY VOCATIONAL TECHNICAL FACILITIES
    - RS 17:158(I)
    - RS 17:2003
    - Bulletin 119, §1907
5. COLLEGE STUDENTS
    - RS 17:3381
6. STUDENTS WITH DISABILITIES
    - RS 17:1944(E)
    - Bulletin 119, Chapter 21

EMERGENCY PROCEDURES

- RS 9:2793 ("Good Samaritan Law")
- RS 17:440.1 (Mandatory first aid training for school board employees)
- RS 32:398 (Reporting accidents)
- Louisiana CDL Manual, §2.17--§2.21
- Louisiana School Bus Operator Course, Unit 7
- Louisiana School Bus Operator Course, Unit 8 (Excerpts from LA "Good Samaritan Law"; first aid procedures)

EMPLOYMENT ELIGIBILITY REQUIREMENTS

- RS 17:15 (Fingerprinting; criminal history review)
- Federal Motor Carrier Safety Administration regulations for commercial motor vehicle operators
- Bulletin 119, §301
- Louisiana School Bus Operator Course, Unit 1

EXEMPTIONS FROM ENTRANCE FEES TO CERTAIN LOUISIANA FACILITIES

- RS 56:1693 (On field trips as part of the school curriculum, school bus operators are exempt from paying entrance fees to a state park, museum or related state facility in Louisiana)

FERRIES AND TOLL BRIDGES: FREE PASSAGE TO STUDENTS

- RS 17:157

FIRST AID TRAINING/PROCEDURES

- RS 17:440.1 (Mandatory training for school board employees)
- Louisiana School Bus Operator Course, Unit 8

GRAVELLING OF SCHOOL BUS TURNAROUNDS

- RS 17:158(E)

GUARANTEED ("FROZEN") MILEAGE (FOR SCHOOL BUS OWNER/OPRATORS)

- RS 17:497
- Bulletin 119, §1703
- Bulletin 119 Supplement I

HABITUAL OFFENDER DEFINED

- RS 32:1472

HIGHWAY, ROADWAY, STREET DEFINED

- RS 32:1

INSURANCE AGAINST INJURY TO STUDENTS TRANSPORTED TO SCHOOL

- RS 17:159

INSURANCE FOR SCHOOL BUSES

- RS 17:159.1 (School boards may enter contract for group insurance on privately owned school buses)
- RS 17:159.2 (Payment by school boards for school bus insurance for board-owned buses and for privately owned buses)
- RS 32:601 (Public liability, bodily injury and property damage insurance authorization)
- RS 32:861 (Mandatory motor vehicle liability insurance)
- RS 32:862 and 32:863.1 (Proof of insurance required)
- RS 32:863 and 32:863.1.1 (Penalties for lack of motor vehicle liability insurance)
- RS 32:865 (Criminal sanctions for operating motor vehicle without security)
- RS 32:865.1 (Criminal sanctions for operating school bus without security)
- RS 32:900 ("Motor Vehicle Liability Policy" defined and amounts of coverage described)
- Bulletin 119, §2901.A.4

LEASE OF SCHOOL BUSES

- RS 17:158.7 (Lease of school buses from operators employed by or contracted with the school board)
- Bulletin 119, §2507

LOADING/UNLOADING (STUDENTS)

- RS 17:158(J)
- Bulletin 119, §903
- Louisiana School Bus Operator Course, Unit 4

MEDICATION—ADMINISTERING TO STUDENTS

- RS 17:436.1

OUTSTANDING SCHOOL SUPPORT EMPLOYEE AWARD

- RS 17:432.1 (Mandatory award for outstanding school support employee)

PASSENGER MANAGEMENT/DISCIPLINE

- RS 14:95 (Illegal carrying of weapons)
- RS 14:95.2 (carrying illegal weapons by students)
- RS 17:416.8 (Discipline policy review committee; school option)
- RS 17:223 (Expulsion from school)
- RS 17:240 (Smoking)

- RS 17:416 (Disciplinary procedures, suspension/expulsion from school)
- Bulletin 119, §2901.G
- Louisiana School Bus Operator Course, Unit 5
- Louisiana CDL Manual, §10.5

PRESERVATION OF RECORDS

- RS 44:36

PUBLIC INTIMIDATION (OF A SCHOOL BUS OPERATOR)

- RS 14:122.A(5) (Defines "public intimidation" of a school bus operator)
- RS 14:122.D (Describes penalty for public intimidation of a school bus operator)

PURCHASE OF SCHOOL BUSES

- RS 17:158.1 (Purchase of school buses for athletic departments of high schools)
- RS 17:158.2 (Purchase of school buses by school board for the purpose of selling said buses to owner/operators)
- RS 17:158.3 (Pooling of school bus purchases by school boards—public and nonpublic)
- RS 17:158.4 (Ninety-passenger bus purchases permitted)
- RS 17:158.5 (School buses must meet or exceed specifications set by the LDOE)
- RS 17:158.6 (School bus purchase program for public and nonpublic schools)
- RS 47:301(10(i) (Exemption from all sales taxes for certain school bus purchases by owner/operators
- Bulletin 119, §2901.D.4

RETIREMENT SYSTEM

- RS 11:1001 (Establishes the Louisiana School Employees Retirement System, which includes school bus operators)
- RS 11:1004 (Penalties for falsification of records affecting retirement of school bus operators)
- RS 11:1004.B (Falsely reporting bus operators drove their buses when they did not)

ROLES AND RESPONSIBILITIES

1. MISCELLANEOUS
    - RS 17:497.4 (Louisiana Department of Education responsibility to develop and implement school bus operator training)
    - Bulletin 119, §101 (State Department of Education)
    - RS 17:491 (School bus operator certification required)
    - RS 23:897 (Employer payment for physical examinations, fingerprinting, etc., required)
2. BUS OPERATORS/OPERATORS
    - RS 17:16 (School employees required to report certain arrests)
    - RS 17:168 (Extra duties by school bus operators)
    - RS 17:491 (Definition of "school bus operator")
    - RS 17:491.3 (Reporting certain arrests)
    - RS 32:53(D) (Inspection tag required)

- RS 32:58 (Careless operation of a motor vehicle)
- RS 32:80 (Stopping traffic for the purpose of loading/unloading school bus passengers)
- RS 32:80.A(2) (Reporting motorists for illegally passing a stopped school bus during loading/unloading)
- RS 32:81 (Following other motor vehicles)
- RS 32:81.C (Following vehicles in a caravan or motorcade)
- RS 32:101 (Right and left turns)
- RS 32:102 (Turns on curves or crests of grades)
- RS 32:104 (Activing turn signals)
- RS 32:121 (Right of way at intersections)
- RS 32:122 (Left turns at intersections: yielding right of way)
- RS 32:123 (Procedures at stop signs and yield signs; penalties for violations)
- RS 32:141 (School bus parking)
- RS 32:142 (Prohibited parking of motor vehicles)
- RS 32:145 (Parking procedures; removal of ignition key)
- RS 32:171 (Railroad crossing)
- RS 32:173 (Railroad crossing)
- RS 32:281 (Backing the school bus)
- RS 32:282 (Obstructing operator's view or mechanism)
- RS 32:295.3 (Leaving children unattended in motor vehicles)
- RS 32:328.B (Illegal use of traffic control signals on school buses)
- RS 32:398 (Accident reporting requirements)
- RS 32:402 (Mandatory operator's license)
- RS 32:406 (Notification within ten days of change of address by licensee)
- RS 32:1301 (Safety inspection required on motor vehicles)
- Bulletin 119, Various sections
- Bulletin 119, Supplement I
- Bulletin 119, Supplement II
- Louisiana School Bus Operator Course, Units 1-9
- Louisiana CDL Manual, Sections 1-4 and 5 (if appropriate); Sections 10, 11

3. SPECIAL NEEDS OPERATORS AND BUS ATTENDANTS (AIDES)
    - Bulletin 119, Chapters 3, 5 and 21
    - Louisiana School Bus Operator Course, Unit 6

RULES AND REGULATIONS: REQUIREMENTS AND AUTHORITY

- RS 17:164 (Authorization of BESE to adopt regulations relating to specifications, design, construction, equipment and operation of school buses)
- RS 17:165 (BESE can authorize removal from service of buses that violate requirements in accordance with RS 17:064)
- RS 17:166 (BESE is responsible for promulgating rules and regulations)

SCHOOL BUSES

1. CAPACITIES
   - RS 17:158.4 (Purchase of 90-passenger school buses permitted)
   - RS 32:293 (Passenger seating required; overloads prohibited)
   - Bulletin 119, §913.C
   - Bulletin 119 Supplement II, Operational Procedures
   - Louisiana School Bus Operator Course, Unit 5
2. DEFINITION/TYPES
   - Bulletin 119 Supplement I
   - Louisiana School Bus Operator Course, Unit 2
3. INSPECTION
   - RS 32:53 (Proper equipment and license plate required on motor vehicles)
   - RS 32:1301 (Valid safety inspection certificate required on motor vehicles)
   - RS 32:1302 (Enforcement of RS 32:1301)
   - Bulletin 119, Chapter 7
   - Louisiana School Bus Operator Course, Unit 2
   - Louisiana CDL Manual, Sections 2, 11
4. MAXIMUM SPEED LIMITS
   - Bulletin 119, §907.C
5. PURCHASES/LEASES
   - RS 17:158.1 (Authorization to purchase high school athletic buses)
   - RS 17:158.2 (Purchases by school board for resale to owner/operators)
   - RS 17:158.2.D (Maximum age of school buses)
   - RS 17:158.3 (Pooling of purchases by school boards)
   - RS 17:158.4 (Purchase of 90-passenger buses)
   - RS 17:158.5 (School bus specification compliance required)
   - RS 17:158.6 (School bus purchase program for low-interest rate loans for public and non-public schools and for owner/operators)
   - RS 17:158.7 (Lease of school buses from school bus operators)
   - RS 17:161 (Only school buses shall be painted school bus chrome [currently called school bus yellow or “SBY”; bus roofs may be painted white)
   - RS 17:162 (School buses purchased for private use—color change and signal removal required)
   - RS 17:163 (Penalties for violations of RS 17:161 and RS 17:162)
   - RS 47:301 (Sales tax exemption for certain school buses)
   - Bulletin 119 Supplement I
6. SPECIFICATIONS
   - RS 14:95.6 (Firearm-free zone designation and signage on school buses)
   - RS 17:158.5 (Specifications compliance required)
   - RS 17:161 (NSBY color; white tops permitted) See RS 17:163)

- RS 17:161.1 (School Buses in Orleans Parish Lettering Requirements)
- RS 17:163 (School bus purchased for private use: change color or remove traffic control signals)
- RS 17:164 (NCST specifications required)
- RS 17:164.1 (Crossing control device required)
- RS 17:405 (Drug-free zone; signs)
- RS 32:53 (License plate and operating lights required)
- RS 32:282 (Obstructing operator's view prohibited)
- RS 32:308 (School bus clearance and side-marker Lamps Required)
- RS 32:318 (School bus stop signal lights and signs)
- RS 32:361.1 (Window tinting)
- RS 32:375 (Air conditioning equipment in motor vehicles)
- RS 32:378 (D) (Audible backing alarm)
- Bulletin 119 Supplement I
- Federal Guide 17
- Federal Motor Vehicle Safety Standards (FMVSSs) for School Buses

7. IMITATING ANOTHER CARRIER'S NAME
    - RS 45:192 (Imitating another carrier by imitating the name on buses, dress, uniform, etc.)

SCHOOL BUS OPERATORS

1. DEFINITION
    - RS 17:491
    - RS 17:497.3.B
2. COMPENSATION
    - RS 17:421.4 (Salary increases for non-instructional personnel)
    - RS 17:425 (Payment of accrued sick leave upon retirement or death)
    - RS 17:495 (BESE required to establish and maintain minimum salary schedule)
    - RS 17:496 (Minimum salaries)
    - RS 17:497 (Operational pay schedules for owner/operators)
    - RS 17:497.2 (Remuneration for instructional programs provided by the State Department of Education)
    - RS 17:498 (Salary for owner/operator shall indicate amounts paid for driving and for the use of the bus)
    - RS 17:500.C (Compensation for substitute school bus operators)
3. OPERATOR SELECTION REQUIREMENTS
    - RS 15:587.1 (See Also RS 17:578)
    - RS 17:15 (Criminal background check required)
    - RS 17:491.B (Pre-service training required)
    - RS 17:491.1 (Pre-employment driving record examination required)
    - RS 17:491.2 (Limitations on driving privileges—drug, alcohol)
    - RS 17:491.3 (Reporting certain arrests; requirements; failure to report)

- RS 17:493.1 (Filling route vacancies)
- RS 17:3974 (Prohibits charter schools from hiring bus operators or substitute operators who have been convicted or plead nolo contendere to certain crimes)
- RS 32:52 (Operator's license required)
- RS 32:402 (Classes of required operators' licenses)
- RS 32:403.4 (Medical evaluation report required of persons driving CMVs)
- RS 32:404.1 (Domicile of state required, time limits, reciprocity)
- RS 32:406 (Licensee must notify Office of Motor Vehicles of change of address within ten days of moving)
- RS 32:408 (Test and examination requirements for different classes of operators' licenses)
- Bulletin 119, Chapter 3

4. PROBATION/TENURE FOR BUS OPERATORS
   - RS 17:432
   - Bulletin 119, §309
5. REMOVAL FROM DUTY
   - RS 17:493
   - Bulletin 119, §307, §309
6. SICK LEAVE
   - RS 17:500
   - RS 17:500.1

SCHOOL BUS ROUTES

1. DEFINITION
   - Bulletin 119, §1501.A
2. DESIGN/MEASUREMENT/ASSIGNMENT
   - RS 17:493.1 (Filling route vacancies)
   - RS 17:497.C (Route measurement)
   - RS 17:500 (Filling route vacancies with substitute operators)
   - Bulletin 119, §1505 (Filling route vacancies)
   - Bulletin 119, §1503 (Route design)
3. DISCONTINUANCE FOR ECONOMICALLY JUSTIFIABLE REASONS
   - RS 17:158
   - RS 17:492

SCHOOL BUS STOPS

- RS 17:158(J) (Roadway vs. road shoulder loading/unloading)
- RS 32:80 (Motor vehicle stopping requirement for loading/unloading students)
- RS 32:318 (School bus stop signal lights and signs—requirements and application)
- Louisiana School Bus Operator Course, Unit 4

SERVICE ANIMALS ON SCHOOL BUSES

- Bulletin 119 Supplement II, Appendix C

SPECIAL PROVISIONS FOR SPECIAL EDUCATION STUDENTS WHO CANNOT BE TRANSPORTED BY SCHOOL BUS

- Bulletin 119, §2107 (Transportation Other Than By School Bus)
- Bulletin 119, §2109 (Transportation of Boarding School Students)

TAX CREDIT FOR LNG, LPG AND CNG ALTERNATIVE FUELS

- RS 47:818.120 (Tax refunds for school bus operators)
- RS 47:818.121 (Tax refund application requirements)

SALES TAX EXEMPTION FOR CERTAIN SCHOOL BUSES

- RS 47:301(10(i) (Exemption from all sales taxes for certain school bus purchases by owner/operators)

TRAINING REQUIREMENTS

- RS 17:416.13 (Bullying prevention training)
- RS 17:437.1 (Suicide prevention training)
- RS 17:440.1 (First aid training)
- RS 17:491.A (School bus operators—defined)
- RS 17:497.3 (School bus operators—defined)
- RS 42:1170 (Ethics training)
- Bulletin 119, Chapter 5 (School bus operator training)
- Bulletin 119, Chapter 13 (Training for students)
- Bulletin 119, §305.B (Training for school bus attendants)
- Bulletin 119, §2103.G (Training for special needs school bus operators and attendants)
- 45 CFR 1310.17 (Training for Head Start operators and monitors)
- Public Law 105-17 (IDEA)
- Louisiana School Bus Operator Course, Unit 1
- Bulletin 119, Supplement II, Student Transportation Operational Procedures

VEHICLE LICENSE FEES

- RS 47:466
- RS 47:468

VEHICLES MEETING AND OVERTAKING SCHOOL BUSES

- RS 32:80
- Louisiana School Bus Operator Course, Unit 4

WEAPONS ON SCHOOL BUSES

- RS 14:95 (Illegal carrying of weapons)
- RS 14:95.2 (Carrying of illegal firearm or dangerous weapon by student)